



Department of Communication Sciences and Disorders
California State University, Sacramento

Spring 2019

**CSAD 126: SPEECH SOUND DEVELOPMENT AND DISORDERS IN CHILDREN:
ASPECTS OF ARTICULATION AND PHONOLOGY**

SYLLABUS & COURSE OUTLINE

Instructor:	Heather Thompson, PhD CCC-SLP Email: heather.thompson@csus.edu Office Hours: Mondays and Wednesdays, 11:00am-12:30pm Office Location: Folsom Hall 2404G 916/278-6654
Date, Time and Location:	126-01: Monday, Wednesday and Friday, 10:00-10:50am
Number of Weeks:	01/21/19-05/17/19, 16 weeks
Units:	3.0
Prerequisites:	CSAD 110, CHDV 30, PSYC 2, STAT 1, DEAF 51
Class Information:	Available on Canvas
Readings (required):	Peña-Brooks, A., & Hedge, MN. (2015). Assessment and treatment of speech sound disorders in children (3 rd edition). ProEd: Austin: TX. Articles and case studies as posted on Canvas

Course Description:

Study of normal articulation and phonological development in children. Discussion of etiologies and specific characteristics of articulatory-phonological disorders. Introductory description of foundational specific assessment and treatment principles. Analyzes case studies.

Learning Outcomes Competencies: (CSAD 126)

Mastery of each student learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their

progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 126 SPECIFIC STUDENT LEARNING OUTCOMES:

At the end of the class, the student will be able to:

1. List and describe the structural (anatomical-physiological) mechanisms of speech production.
2. Demonstrate knowledge of basic definitions of articulation and phonology and be able to explain the clinical distinction between *articulation* and *phonology*.
3. Demonstrate knowledge of typical speech sound development in children, including being able to list major milestones from birth through age 8.
4. Explain models of speech sound development and disorders in children.
5. Identify the phenomenology and etiology of speech sound development and disorders in children.
6. Explain the concept of speech sound *differences* vs. *disorders* in children and adults who speak English as a second language.
7. Discuss principles for effective, nonbiased assessment and treatment of multicultural children with speech sound disorders.
8. Explain variables (e.g., language, sensory) related to speech development and performance.
9. List and describe assessment procedures for children with speech sound disorders and demonstrate ability to interpret and apply this information to specific cases discussed in class.
10. List and describe intervention principles and currently-used clinical techniques for use with children with speech sound disorders.
11. Identify basic treatment principles and procedures for adults and children with organic and neurogenic disorders such as dysarthria and childhood apraxia of speech.
12. Describe methods and materials for integrating intervention for speech sound disorders into the Common Core State Standards for school-aged children.
13. Expand on information presented in lectures through class discussion and interaction, analyzing the information and making critical evaluations of it from research and clinical perspectives.
14. Interpret and apply information from lectures and the textbook to discuss a case study of a client with a speech sound disorder, explaining assessment and treatment techniques for that client.
15. Understand and apply research to specific case studies of children with speech sound disorders as presented in class.

Course Learning Outcome	Components Indicating Competence	Grades Received
1-2, 4-5, 13	Exam #1	
3, 6-8, 13	Exam #2, Assignment #1	
9, 13, 15	Exam #3	
10-11, 13-15	Exam #4, Assignment #2	
11-13, 15	Final Exam	

Policies:

1. **Attendance:** Professional attendance is required. Report absences to Dr. Thompson in person or by email prior to class meeting. Practice attending now as attendance (and promptness) at scheduled meetings is a professional behavior that you will need to develop and maintain.
2. **You are responsible for all materials covered in your absence.** This means that you must obtain any materials handed out during your missed session from a classmate or from Canvas when available online.
3. **Class meetings and participation:** It is expected that students will complete all readings and review prior to class. Teaching strategies will include lecture, discussion, observation, and functional assignments. Active listening, critical thinking, and discussion are expected in this course. Students are strongly encouraged to take notes by hand to aid in the retention of materials.
4. **Canvas:** Course materials will be provided via Canvas. The student MUST have an active Saclink account and use Canvas to access class notes, assignments and class email.
5. **Cellphones/Recording/Electronic Devices:** Please silence all cellphones and other communication devices prior to class. To facilitate your own learning (practice in note-taking) and out of respect for your fellow classmates (to allow all students to feel comfortable actively participating in class discussion), please do not audio or video record lectures. If you require an accommodation and require additional support in note-taking, please see the instructor.

Student Rights and Academic Responsibilities:

1. **Academic Integrity:** Students are expected to exhibit academic integrity and abide by CSUS' academic policy. Violations of this policy include cheating and plagiarism. Should this instructor suspect cheating and/or plagiarism, academic and administrative sanctions may be imposed, which may alter a student's status on campus.
2. **Plagiarism:** Taken directly from:
<http://www.csus.edu/indiv/n/norrisa/stat50/AcademicHonesty.pdf> (retrieved 08/17/15).
 "Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporation of another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not

necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to:

- The act of incorporating into one's own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work without giving appropriate credit thereby representing the product as entirely one's own. Examples include not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one's own words while, in essence, copying another's work), the paraphrase (i.e., rewriting another's work while still using the other's fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another's work as one's own) and failure to include quotation marks on material that is otherwise acknowledged
- Representing as one's own another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works."

3. **Equal Access:**

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Evaluation methods:

1. **Assigned Tasks:** Students will have the opportunity to earn points towards their grade through the completion of exams and assignments. Information about assignments will be posted on canvas. Assignments will be questions based on assigned readings.

There will be four midterms held in class and one final exam held during the final exam period. Examinations will be based on class lectures, assigned readings/assignments, class activities and class discussion. Exams may be composed of multiple choice, short answer, matching and/or true/false question formats.

Exams may require the use of a scantron. Be sure to erase thoroughly on the scantron. There is no "leeway" for accidental pencil marks. I do not bring extra scantron forms to class. If you do not have a scantron form and a classmate doesn't have an extra, you cannot take that examination and you will have earned a "zero" on that exam. You may not leave class to retrieve a scantron.

During exams, all bags/materials and supplies must be placed at the front of the classroom with cellphones turned off. To ensure a fair testing environment, you may not wear smartwatches during

the exam. Please secure these in your bag or leave at home. Students are not permitted to take biological breaks during the exam as I am unable to proctor students who leave the room.

Examinations must be completed on the scheduled day. In the case of a documented medical emergency during a midterm, the student will be required to provide documentation of the illness, and a make-up exam will be available, possibly in essay format, scheduled the week prior to dead week. **It is the responsibility of the student to contact Dr. Thompson prior to the exam, demonstrate documentation of the medical emergency through a paper copy of a doctor's note, and schedule the make-up to be taken at the testing center or in a location deemed appropriate by the professor.** Scheduling conflicts such as work or volunteering or family holidays/travel are ineligible for exam make-ups. The final exam will be scheduled according to the registrar's office. Please take this into consideration when booking travel plans at the end of the semester.

Your final grade will be your best four out of five exam scores. You may choose not to take a midterm exam. However, that will mean that you will receive a "zero" for that exam and you will be required to take the final exam. If you choose to take all five exams, your lowest score will be thrown out and your 4 highest scores will be added together. You must earn a grade on at least 4 exams to receive credit for the course. The grade on the scantron is the grade that you earn. Please do not email me asking to "bump up" your grade. Finally, there will be one assignment worth 50 points, due in class via hardcopy on the date as listed in the syllabus. Late assignments handed in via hardcopy to the professor's mailbox are considered late and will be subject to a late penalty of 10% (5 points) per day, to a maximum of 7 days late. After 7 days, an assignment will not be accepted. Emailed submissions will not be accepted. Please plan ahead. Technological difficulties, work/exam schedule conflicts, or other concerns preventing the submission of an assignment on time will still be subjected to a late penalty.

Points will be assigned as follows:

Exams (4x100 points)	100 points
<u>Assignments (2x50 points)</u>	<u>50 points</u>
Total:	500 points

2. **Grading:** Letter grades will be based upon the following grading scale:

A	95-100%	B-	80-82.99	D	60-69.99
A-	90-94.99%	C+	76-79.99	F	59.99 and below
B+	86-89.99	C	73-75.99		
B	83-85.99	C-	70-72.99		

Course Evaluations:

At the completion of the course, each student is expected to comment on the nature of this course. This procedure allows the instructor to modify segments of the course in order to make it more applicable to future students' educational and professional growth.

Letters of Recommendation:

- 1. Graduate school applications:** I write letters of recommendation for graduate school applications. Students who are interested in applying to graduate school for the 2020 cycle must request a letter by **November 10th, 2019**. I will not write letters over the break and/or the summer.
- 2. SLPA program recommendations:** To apply to the SLPA program, students require one recommendation from a professor. Any part-time or full-time faculty person in the Department can complete a recommendation. Links will be sent directly to our faculty. As program coordinator, I do not complete recommendations for the SLPA program.

Tentative Course Outline and Due Dates

Date	Class Content	Required Reading	Check when readings are complete
01/23	Foundations of speech sound development and disorders	Peña-Brooks & Hegde, Chapter 1 Pages 1-18	
01/25	Foundations of speech sound development and disorders		
01/28	Basic perspectives in articulation and phonology <ul style="list-style-type: none"> • Phonetics and speech sound disorders • Phoneme classification • Dynamics of speech production 	Peña-Brooks & Hegde, Chapter 3 Basic Unit, Pages 61-71	
01/30	Basic perspectives in articulation and phonology <ul style="list-style-type: none"> • Speech sound disorders in the Natural Phonological Theory • SSD in Nonlinear Phonological Theories 	Peña-Brooks & Hegde, Chapter 3 Basic Unit, Pages 72-105	
02/01	Typical development: Infancy through early school years <ul style="list-style-type: none"> • Prelinguistic development 	Peña-Brooks & Hegde, Chapter 4 Basic Unit, Pages 137-148	
02/04	Typical development: Infancy through early school years <ul style="list-style-type: none"> • Development of meaningful speech 	Peña-Brooks & Hegde, Chapter 4 Basic Unit, Pages 149-174	
02/06			
02/08	Exam 1		
02/11	Typical development: Infancy through early school years Development of the speech sound system		
02/13	Typical development: Infancy through early school years Intelligibility	Peña-Brooks & Hegde, Chapter 4 Basic Unit, Page 175	
02/15	Typical development: Infancy through early school years Age ranges for speech sound production – typical development		
02/18	Variables associated with speech sound development and performance <ul style="list-style-type: none"> • Anatomical, neurological, and physiological factors 	Peña-Brooks & Hegde, Chapter 4 Basic Unit, Pages 176-184 Peña-Brooks & Hegde, Chapter 2 Basic Unit, Pages 19-33	
02/20	Variables associated with speech sound development and performance <ul style="list-style-type: none"> • Language skills, individual characteristics 	Peña-Brooks & Hegde, Chapter 4 Basic Unit, Pages 184-192	
02/22	Independent study – Complete assignment #1		

02/25	Cultural and communication: Bidialectal and bilingual considerations <ul style="list-style-type: none"> • African American English • Spanish-Influenced English • Asian and Pacific Islander languages 	Peña-Brooks & Hegde, Chapter 5 Basic Unit, Pages 207-237 Assignment #1 Due in class	
02/27	Cultural and communication: Bidialectal and bilingual considerations <ul style="list-style-type: none"> • Practical considerations for assessment and intervention 	Peña-Brooks & Hegde, Chapter 5 Basic Unit, Pages 237-250	
03/01	Exam 2		
03/04	Assessment of speech sound disorders <ul style="list-style-type: none"> • General principles of assessment - Assessment objectives • Gathering a case history, OME, hearing screening 	Peña-Brooks & Hegde, Chapter 6 Basic Unit, Pages 261-267	
03/06	Assessment of speech sound disorders <ul style="list-style-type: none"> • Conducting a speech screening 		
03/08	Assessment of speech sound disorders <ul style="list-style-type: none"> • Administering standardized tests • Collecting connected speech samples 	Peña-Brooks & Hegde, Chapter 6 Basic Unit, Pages 267-277	
03/11	Assessment of speech sound disorders <ul style="list-style-type: none"> • Conducting stimulability testing • Percent consonants correct • Performing contextual and speech discrimination testing 	Peña-Brooks & Hegde, Chapter 6 Basic Unit, Pages 277-280	
03/13	Assessment of speech sound disorders <ul style="list-style-type: none"> • Analyzing and interpreting assessment data • Independent versus relational analyses • Making a diagnosis, determining prognosis and recommendations • Conducting a final interview • Writing a report 	Peña-Brooks & Hegde, Chapter 6 Basic Unit, Pages 280-304	
03/15	Assessment of organic and neurogenic speech disorders; introduction to dysarthria and apraxia of speech	Peña-Brooks & Hegde, Chapter 6 Advanced Unit, Pages 306-330	
03/18-03/22	Spring Break – No classes held		
03/25	Baselines I – selecting probes	Peña-Brooks & Hedge, Chapter 7 Basic Unit, Pages 333-353	
03/27	Baselines II – refining baselines and collecting pretreatment data	Peña-Brooks & Hedge, Chapter 7 Basic Unit, Pages 353-357	
03/29	Baselines III – case study		
04/01	Cesar Chavez Birthday Observed – Campus Closed		
04/03	Exam 3		

04/05	<p>Basic principles and procedures in the treatment of speech sound disorders</p> <ul style="list-style-type: none"> • Goal Attack strategies • Target selection strategies • Developing measurable objectives • Planning and developing a treatment program 	Peña-Brooks & Hedge, Chapter 7 Basic Unit, Pages 357-379	
04/08	<p>Treatment of organic and neurogenic speech disorders</p> <ul style="list-style-type: none"> • Childhood apraxia of speech • Cerebral Palsy • Cleft palate • Hearing Impairment 	Peña-Brooks & Hedge, Chapter 7 Advanced Unit, Pages 381-395	
04/10	No class. Read assigned articles	Shelton and Richards, 2016 Costello and Onstine, 1976	
04/12	No class. Complete assignment #2	Peña-Brooks & Hedge, Chapter 8 Basic Unit, Pages 397-408	
04/15	<p>Traditional Articulation Approach; Context Utilization Approach; Distinctive Features Specific treatment techniques: Individual phonemes Nonlinear Phonology; Concurrent Treatment</p>	Assignment #2 Due in class. Peña-Brooks & Hedge, Chapter 8 Basic Unit, Pages 408-413	
04/17	<p>Phonological Cycles; Contrast approaches</p> <ul style="list-style-type: none"> • Metaphon • Minimal Pairs & Empty Set 	Peña-Brooks & Hedge, Chapter 8 Basic Unit, Pages 413-428 Rudolph and Wendt, 2014 Howell and Dean, 1991 Weiner, 1981	
04/19	<p>Complexity Approaches</p> <ul style="list-style-type: none"> • Multiple Opposition 	Peña-Brooks & Hedge, Chapter 8 Basic Unit, Pages 429-436 Williams, 2000	
04/22	Core Vocabulary	Peña-Brooks & Hedge, Chapter 8 Basic Unit, Pages 436-442 Dodd and Bradford, 2000	
04/24	Language-Based Treatment Approaches for PD - Phonology and Morphosyntax	Peña-Brooks & Hedge, Chapter 8 Basic Unit, Pages 442-448; Tyler et al., 2004	
04/26	Parents and Children Together Phonological Awareness	Peña-Brooks & Hegde, Chapter 9 Basic Unit, Pages 453-473; Denne et al., 2005	
04/29	Exam 4		
05/01	Integrating intervention for speech sound disorders into the common core state standards		
05/03	Documenting progress in intervention		
05/06	Case study		
05/08	Case study		
05/10	Course evaluations and wrap-up		
05/13-05/17	Final exam period – Final exam scheduled according to the registrar’s schedule		

**CSAD 126: Speech Sound Disorders and Development in Children:
Aspects of Articulation and Phonology**

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding articulation.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.