

## CSAD 126-Section 3

### Speech Sound Development and Disorders in Children: Aspects of Articulation and Phonology

**Time:** M/W/F 12:00-12:50

**Units:** 3

**Instructor:** Keith Haberstock, M.S., CCC-SLP

**Office hours:** TBA

**Location:** Folsom Hall 1049

**Phone:** (916) 832-0745

**Email:** keith.haberstock@saclink.csus.edu

#### TEXTBOOKS

Pena-Brooks, A., & Hegde, M.N. (2015). Assessment and treatment of speech sound disorders in children (3<sup>rd</sup> ed.) Required.

**Course Prerequisites:** CSAD-110, CHDV-30, PSYC-2, STAT-1, DEAF-51

#### LEARNING OUTCOMES—The student will:

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. Describe basic premises of orofacial myology therapy.
10. 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.
11. List and describe intervention principles and currently used clinical techniques for use with children with speech sound disorders.
12. Identify basic treatment principles and procedures for adults and children with organic and neurogenic disorders such as dysarthria and developmental apraxia of speech.
13. Describe methods and materials for integrating intervention for speech sound disorders into the Common Core State Standards for school-aged children.
14. 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.
15. Interpret and apply information from lectures and the textbook to create and present a case study of a client with a speech sound disorder, explaining assessment and treatment techniques for that client.
16. Understand and apply research to specific case studies of children with speech sound disorders as presented in class.

*These learning outcomes will be assessed using the assessment strategies of examinations and a course assignment. The following ASHA standards are met by successful completion of this course: **Standard III-B:** The applicant must demonstrate knowledge of the nature of basic human communication and swallowing processes,*

including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. **Standard III-C.** The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas: Articulation—etiologies and characteristics of articulatory-phonological disorders. **Standard III-D.** The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders. Specific knowledge must be demonstrated in the following areas: prevention, assessment, and intervention for children with articulatory-phonological disorders.

### **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](mailto:sswd@csus.edu).

### **EMAIL**

I check emails Monday through Friday during the school year between the hours of 8:00 A.M.-5:00 P.M. Thus, for 45 hours a week, I answer email and will do my best to reply within 1-2 days. I do not answer emails on weekends or during vacations. Any emails, which come to me during vacations unrelated to letters of recommendation, will be answered during the first week of the next semester.

## **COURSE REQUIREMENTS**

### **Participation.**

Although attendance and participation are not formally graded, I will informally note them. I will take role randomly on days as I choose. I anticipate that you will do all assigned readings. All readings should be completed **before class** on the day they are to be discussed. Please remember that lectures will be much easier to follow if you have read the day's assignment BEFORE you come to class. I suggest that you do the following:

1. Before class, read the reading(s) and highlight important information.
2. Attend class, hear the lecture.
3. After class, re-read the reading(s).

\*\*I recommend that you review the day's lecture notes LATER THAT SAME DAY. This aids retention. Be sure to study all along! Research with adult learners indicates that in order to truly master information, you have to hear it at least four times and practice it six-eight times. Thus, you

are encouraged to review and study course material frequently. \*\*We forget 95% of what we hear within 72 hours.

I ask that when one student is talking, we all listen. **NO TEXTING, PLEASE.**

#### **4 EXAMINATIONS (100 points each)**

Five examinations will be given. You are required to take at least 4 of them. **NO MAKE-UP EXAMINATIONS ARE EVER GIVEN UNLESS THERE IS A DOCUMENTED MEDICAL EMERGENCY OR DEATH IN THE FAMILY AND YOU HAVE WRITTEN PROOF (on paper)**. If you are allowed a make-up, the make-up can only be done during *the week before dead week*. YOU ARE RESPONSIBLE FOR CONTACTING THE PROFESSOR TO SCHEDULE THIS. If you are unable to take a test on the scheduled day **during class time**, then you are required to take the one offered during finals week. *I cannot allow students to take exams in another section of the class*. If you show up and take a test in a different section, the test will receive a score of zero. You are welcome to choose not to take any one of the exams offered during the semester; however, if you miss a second exam, that score will be recorded as a "zero" and averaged in with your other test scores counting towards your final grade. If you choose to take all 5 exams, your lowest score will be thrown out and your 4 highest scores averaged together.

The examination during finals week will contain mostly comprehensive information. I will specifically review this information with you in order to guide your studying. You are welcome to review your previous exams. You need to specifically schedule an appointment with me during office hours BEFORE finals week to do this. There is absolutely no note-taking permitted when you see your other 4 tests. You may only look at your other tests in my office. No one is permitted to take tests out of my office vicinity.

Examinations are based on lectures, readings, guest speakers, and videos. Lectures will cover some of the book information plus additional information not covered in the text. Thus, class attendance is encouraged. Examinations will include 50 true-false, multiple choice, and matching questions worth 2 points each. Each exam is worth 100 points, and will be administered in Scantron form (Form 883-E). For each exam, please bring a green Scantron form 883-E and a No. 2 pencil to class. **A minimum of 30 points on the exam will cover material in the readings not directly referred to in the lecture**. Thus, doing the readings is critical to good test performance. (\*Note: I do not bring extra Scantrons to class. If you do not have a Scantron with you and a classmate doesn't have an extra, you cannot take that examination and will need to take Test 4. Once the test has been handed out, you may not leave class to purchase a Scantron.)

Be sure to erase thoroughly on the Scantron. There is no leeway for "accidental" pencil marks or errors. In order to be fair and impartial, I will give you whatever grade the Scantron machine indicates you earned.

*I will follow university policy regarding cheating and regarding the administration of a grade of "Incomplete." Students are allowed to drop the course only for serious and compelling reasons. It is critical to avoid plagiarism. At CSUS, plagiarism is defined as "the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Incorporation of another's work into one's own work requires adequate identification and acknowledgement.*

#### **STUDENT PRESENTATIONS (50 points)**

You are requested to pair up with 3 other students and present a case study to the class. This presentation should take approximately 15-20 minutes. It should be FUN, ENTERTAINING, & CREATIVE!!!!!!!

This involves creating a fictitious client with a speech sound disorder and doing the following: (this can be an adult or a child)

1. Give the class the case history of the client
2. Select a test and show the class how to administer it. Demonstrate very briefly (i.e. 2-3 targets) with the actual test. This should only take 2-3 minutes.
3. Give the class the test results.
4. Tell the class what your treatment plan is. Include goals, objectives, methods, and materials that you will use in treating this client.
5. **Demonstrate/role-play part of a treatment session.**

The purpose of this assignment is to help you integrate all that you have learned during the semester in this class. It's excellent preparation for clinic in graduate school, and is very helpful for comps at the end of your Master's program! 😊

Roles for each group member: 1) narrator, 2) child, 3) parent, 4) SLP

You need to create a 3-4-page handout to accompany your presentation; this will be given to Prof Haberstock. I will grade you on the effectiveness of your presentation as well as the thoroughness of your handout. *Points are taken off for typos, grammatical errors, and spelling errors!* Please proofread carefully. Please include the test protocol in your handout.

You will need to create a PowerPoint presentation to show the class to accompany your presentation.

Students will present in the order in which they have signed up for a particular day.

\*\*\*You need to be sure to check out the test from the Supply Room downstairs at least **several days** in advance. Be sure to check the Supply Room schedule. Do not check out the test/materials at the last minute, as the Supply Room may be closed!

You will evaluate each other's performance in the group. You will need to bring your evaluation of your fellow group members to your presentation and give it to me. You must hand me the evaluations of your fellow group members **on the day, date, and time of your presentation**. If your evaluation is late, or handed any time after this, I will take 5 points off your personal grade on the project. Your evaluations of each other will not be counted in the overall grade for this CSAD 126 project. However, I **WILL** keep them and I **WILL** use them when I write letters of recommendation. I am judging you on the ability to collaborate with others and be a good team player.

### **GRADING CRITERIA**

I will calculate your grade objectively. I will take your total number of points out of 450.

94.5-100	A	73.5-76.499	C
89.5-94.499	A-	69.5-73.499	C-
86.5-89.499	B+	66.5-69.499	D+
83.5-86.499	B	63.5-66.499	D
79.5-83.499	B-	59.5-63.499	D-
76.5-79.499	C+	Below 59.5	F

1. Review each day's lecture notes later that same day to aid retention.
2. FORM YOUR OWN STUDY GROUPS & study with others as much as possible. Do not rely on study groups facilitated by Teaching Assistants. These are supplemental and not always guaranteed to occur.
3. Recite and write. Repeat material out loud. Write it out in longhand. Writing out material by hand really helps solidify information in your memory.
4. Study a little every day rather than having 1-2 cram sessions. It is better to study 10-30 minutes a day than in two 5-6 hour sessions.
5. Remember, every course unit = 3 hours of studying outside of class a week. So, for a 3-unit class, you would need to study/do homework 9 hours a week.
6. DO THE READINGS **BEFORE** CLASS.
7. Make flashcards for key terms. Carry these flashcards everywhere you go and review them whenever you have a minute. Put the term/definition on one side and the exact definition from the book on the other side.
8. When answering Multiple Choice questions, look at *each* option and prove each one true or false.
9. Office Hours. Use them. Before the last day of class.

### **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.

### **LEARNING OUTCOMES RECORDING SHEET**

In order to self-assess your mastery of learning outcomes, please record your scores and experiences on the chart below. This is for your information only. I will not be collecting this.

<b><u>LEARNING OUTCOME</u></b>	<b><u>ASSESSMENT MEASURES</u></b>	<b><u>RECORD</u></b>
1	Exam 1	
2	Exam 1, group synthesis report	
3	Exam 1, case analysis, integrative synopsis, group case presentation	
4	Exam 1, Exam 2, case analysis	
5	Exam 1, Exam 2, case analysis, video summary	
6	Exam 2, case analysis, clinical application summary	
7	Exam 2, case analysis, integrative synopsis	
8	Exam 2, case analysis, video summary	
9	Exam 2, video summary, integrative synopsis	
10	Transcription worksheet exercise, Exam 3	
11	Exam 4, case analysis, clinical application summary, group case presentation	
12	Exam 4, integrative synopsis, video evaluation	
13	Exam 1, case analysis	

14	Clinical application summary, integrative synopsis	
15	Group case presentation	
16	Case analysis, clinical application summary	

**CSAD 126: Speech Sound Development and Disorders 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.