

CD 651 Advanced Articulation and Phonological Disorders in Children

Required Textbooks:

A solid reference text such as *Bauman-Waengler (2020) (6th Ed)* There are other excellent books that you may have used in your undergraduate course. You are welcome to use a text that is the most recent edition.

The following are suggested resource books, There will not be required readings and you will not be tested on information from these books in any way. However, they may be useful for the case study assignments and the group presentation assignment. More importantly, these are resources you will use as you progress through your clinical work. There is no need to rush to purchase one or more of these. I will bring them to class so you can examine them and decide if you want to add them to your professional library.

Secord, W. (2007). *Eliciting Sounds: Techniques and Strategies for Clinicians*

ISBN-13: 978-1401897253

ISBN-10: 1401897258

Or

Bliele, K. (2017). *The Late Eight (34rd Ed.*

Williams, McLeod, & McCauley (2021) *Interventions for Speech Sound Disorders in Children, 2nd Edition*

ISBN-13: 978-1681253589

ISBN-10: 1681253585

Diversity, Equity & Inclusion: Diversity Statement: At CSUN, we are fortunate to belong to a campus community that is diverse. We value equity and inclusion, must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive classroom environment. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives of the students and instructor in this class.

Each of us is responsible for creating a safer, more inclusive classroom environment- both in person and virtual. I ask that you engage in discussions with care and empathy.

Course Requirements

1. **CTCPD 4b, 4b 5a, 5c** *Seven (7) Assessment and Intervention Assignments @ 25 Points Each.* Note: some of these assignments require that students write/transcribe on a PDF form (e.g. an artic/phon test form) thus printing for use in class may be required. Specific instructions are on the Canvas site.
 - Later Phonological Acquisition- JM CAAP
 - Relational Analysis: Phonological Process- Paul AAPS-4
 - Independent Analysis Worksheet and Distribution Analysis Worksheet
 - Target Selection: Articulation
 - Target Selection Phonology: Phonological Processes
 - Target Selection Phonology: Complexity Approach (PATT)
 - Class Presentation Treatment Approaches
2. **Four quizzes @ 25 points each administered through the course Canvas site.** The first quiz covers the three areas that are primarily review: Phonetics, Early Phonological Acquisition, and Later Phonological Acquisition. Quizzes 2, 3, & 4 cover content from the lectures, PowerPoint presentations,

class activities, and other reference materials on Canvas. Students must receive a grade of 18 or higher to meet the ASHA KASA competencies. See below for more information.

- Each quiz will open on a Friday at 8:00 AM Pacific and close the following Sunday at 11:55 PM
 - Phonetics & Phonological Development
 - Assessment: Differential Diagnosis
 - Childhood Apraxia of Speech and Bilingual/Multicultural Topics
 - Target Selection and Treatment

5. **Group Presentation: Treatment Strategy/Approach.** Students will self- select work groups by signing up for a group through the course Canvas site. Students who do not sign-up will be assigned to a group. More specific instructions are located on the course Canvas site.

Course Policies

1. Assignments are to be handed in on time. Failure to turn in an assignment by the due date will result in a deduction of 5 points for that assignment unless the instructor has given approval ahead of time.
2. The final course grade will be assigned based on total possible points. 90% or greater is an A; 80% is the cutoff for a B; 70% for a C and 60% for a D. +/- grading will not be used in this class.
3. Students requiring special accommodations for exams and assignments must notify the instructor in writing by the second week of class. If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2054. If you would like to discuss your need for accommodations, please contact me to set up an appointment.
4. The California State University Northridge policy on academic dishonesty will be strictly enforced. In part, it states that,
The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction.

Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs.

5. This syllabus is a general plan that may be changed at the discretion of the instructor as necessary. Modifications will be announced in class or through the course Canvas Announcement Forum; students are responsible for all information given in class, including when a class is missed.
6. Students who miss class are responsible for obtaining information. Video- and audio-taping and taking screen shots and photographs of course lectures and activities is strictly prohibited.

A NOTE ABOUT ARTIFICIAL INTELLIGENCE (AI) TOOLS

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT and Microsoft Copilot/Bing for text and Adobe Express/Adobe Firefly for images. This policy governs all such tools, including those released during our semester together. A more complete statement of my AI policy for this will be provided in the first Zoom session, but my policy can be summarized as:

- You may use text-based tools to help improve your writing, but you may not use these tools to generate text for your assignments. (If you do not understand the distinction, please reach out to me.)
- If you use AI tools, you must disclose this in the assignment/submission, indicating what tool was used, what it was used for, and your reflections on the experience.

Use of AI tools to write your papers or other assignment submissions or failure to disclose use of AI tools in the context of your classwork, will be treated the same as any other kind of academic dishonesty

Course Objectives and Student Learning Outcomes

By the end of the semester, students will:

1. Demonstrate advanced understanding of the nature of normal phonological development. (Reaction Paper 1; Part 3 Case Study)
2. Demonstrate advanced understanding of the nature of speech sound disorders in children. (Reaction Papers; In class Assignments)
3. Demonstrate advanced understanding of the theoretical bases of current approaches to and procedures for the assessment of articulatory and phonologic disorders in children. (Reaction Papers; In class Assignments)
4. Demonstrate advanced understanding of the theoretical bases of current approaches to and procedures for the clinical management of articulatory and phonologic disorders in children. (Reaction Papers; In Class Assignment Part 3)
5. Demonstrate application of “Best Practices” regarding current approaches to and procedures for assessment and clinical management of articulatory and phonologic disorders in children. (In class assignments)

Knowledge and Skills Analysis (KASA) for Department Majors For majors in speech-language pathology:

1. Standard 111-B, Basic Communication
 - Basic Communication Processes: Acoustic, Developmental Lifespan, Linguistic, and Cultural.
2. Standard 111-C, Disorders
 - Articulation: Etiologies and Characteristics
 - Voice and Resonance: Etiologies and Characteristics
 - Receptive and Expressive Language: Etiologies and Characteristics
 - Hearing and Impact on Speech & Language: Etiologies and Characteristics
 - Swallowing: Etiologies and Characteristics
3. Standard 111-D, Prevention, Assessment and Treatment Methodology
 - Articulation: Prevention, Assessment and Intervention.
 - Voice and Resonance: Assessment
4. Standard 111-E, Knowledge
 - Standards for ethical conduct.
5. Standard 111-F, Knowledge
 - Research and Integration of research principles....
6. Standard 111-G, Knowledge
 - Contemporary Professional Issues.

Attaining the ASHA KASA competencies linked to this course:

While the University uses letter grades to evaluate and document student performance in a class, students in Communication Disorders and Sciences must also demonstrate performance that is sufficient to establish their competency for each KASA standard delineated above. If a student does not attain a passing grade on the measures (exams and assignments) used to evaluate their progress for any standard associated with this course, they will need to complete a remediation program in order to attain the specific competency. The remediation can be a repeat of some version of an exam, achieving passing performance on a new exam, a revision of an

assignment, or any other measure as designated by the instructor. Performance on a remediation assignment will not change or replace the grade already achieved by the student for the quiz or assignment in question, but it will allow the student the opportunity to demonstrate the competencies in a second attempt as they work to complete KASA standards for ASHA.

Remediation assignments must be completed by whichever of the following occurs first:

- the end of the next semester (the semester after which the student is enrolled in the class)
- the time that the student takes the comprehensive examination (for graduating MS students)

CD 651 Tentative Course Outline

Topics, assignments and due dates may change- check Canvas site often.

Topic 1 Phonetics Review- No on-campus meeting. See Canvas site for details

Readings posted on Canvas course homepage.

- Introduction & Course Description
- Articulation vs Phonology
- Review of Phonetics
- Review Activity: Phonetics Review Worksheet

No Class Meeting- Labor Day Campus Closed

• **Topic 2** Early Phonological Acquisition **CTCSLP 1a,1b,1c,2a**

Readings posted on Canvas course homepage

- Speech as perceptual, motor and linguistic processes
- Delayed vs Atypical vs Difference
- Review of Typical Speech Acquisition
 - Early: case studies and small group research
- In Class Activity: Toddler Case 4-1 Print for small group work.

Topic 3 Later Phonological Acquisition

- Phonological Processing and Literacy
- Large group normative studies
- Phonological Processes
- Class Activity: Phonological Process Activity
- **Quiz #1 CTCSLP 1a,1b,1c,2a**

Topic 4 Assessment and Classification: Differential Diagnosis and Stimulability

Readings posted on Canvas

General Considerations

- Phonetic vs Phonological
- Components of an Assessment Battery
- Intelligibility
- Stimulability **CTCPD 5a**
- In Class Activity: Be sure to read the Stimulability articles, and print and bring to class the materials posted on Canvas for stimulability roll-play activity. **CTCPD 5a**

Topic 5 Assessment: Relational Analysis- Sound by Sound & Phonological Process

- Rationale and Procedures
- In Class Activity: Group Assignment- Print and bring to class all materials for AAPS-4 for Paul.

Topic 6 Assessment: Independent Analysis

- *Readings posted on Canvas course homepage*
- Rationale and Procedures for Independent Analysis
- In-class activity: Group Assignment Independent Analysis
- Print and bring to class all materials for the Thom Independent Analysis Assignment

- **Quiz #2** Assessment/Differential Diagnosis

CTCPD 5a

Topic 7 Target Selection: Overview and Phonetic/Articulation Targets

- Rationale and procedures.
- Jackie case study

Topic 8 Target Selection: Phonological

- Phonological Processes
 - In Class Activity- Group Assignment-Bring to class completed AAPS-4 for Paul and the instructions and materials for Target Selection: Phonological Processes assignment.
 - AAPS-4 Paul Case Study

Topic 9 Treatment Planning: Complexity Approach to Target Selection

- Developmental vs Complexity Approaches to Phonological Target Selection
 - Implicational Relationships
 - Sonority Principle
- Overview of Complexity Approach to Target Selection
- Treatment Efficacy
 - Target Selection and Predicting Generalization
 - Use of probes and accountability
- In Class Activity:
 - Preparation for class: Review Gierut & Hulse (2010) Gierut (2005, 2007) Storkel (2018)
 - Preparation for class: Print and bring to class all materials for the Target Selection Complexity Approach assignment. You will need the PATT for Thom.

Topic 10 Motor Speech Disorders in Children: Childhood Apraxia of Speech **CTCSLP 3b**

and Pediatric Dysarthria **CTCSLP 3a**

- Definition/Description
 - Controversies
- Assessment
 - Data Collection, Analysis, Interpretation
 - Considerations re: Differential Diagnosis
 - Intervention

Topic 11 Multicultural/Bilingual Populations **CTCPD 3a, 3b, 3c, 5b, 5c**
CTCSLP 2b, 2c, 4c, 4d

In Class Activity: Difference vs Disorder Case Study Analyze data of a bilingual child considerations for use of an interpreter. Use of least biased techniques. Use of dynamic assessment strategies.

Check Canvas site for instructions and materials **CTCPD 3b, 3c** **CTCSLP 2c**

Quiz #3 CAS and Bilingual **CTCPD 3a, 3c, 5b, 5c** **CTCSLP 3a, 3b, 2b, 2c**

Topic 12 Treatment Planning: General Information and Motor Learning Theory

Readings posted on Canvas course homepage regarding nonspeech oral motor exercises.

- In Class Activity: Is the use of NSOMEs ethical for children with speech sound disorders?
 - For the activity today, students will work in groups to summarize an assigned reading. Be sure to read the assigned reading for this week (on Canvas) and take notes on your group's article before class. Come prepared to work in your group to develop a consensus statement. Instructions on Canvas course site.
- 1. Articulation hierarchies
- 2. Basic artic/speech work
- 3. General Discussion- Use of Minimal Pairs/Contrastive Approaches

Topic 13 Intervention: Phonetic Treatment Approaches Student Group Presentations

- Handout: List of Treatment Approaches (on Canvas course site)
 - Specific Treatment Approaches: Phonetic
 - Specific Treatment Approaches: Phonetic
 - General Description
 - Target Selection
 - Specific Methodology
 - **CTCPD 5c** Accountability: Monitoring Change

Topic 14 Intervention Approaches: Linguistic/Phonological : Literacy, language arts and access to the Core Curriculum **CTCSLP 2e**

Student Group Presentations

- Handout: List of Treatment Approaches (on Canvas course site)
 - Specific Treatment Approaches: Linguistic

Topic 14 Case Study Discussions: Treatment Approach **CTCSLP 2d**

Quiz #4 Target Selection and Treatment Approaches: **CTCPD 5c** **CTCSLP 2d, 2e**

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CTCPD

Standard 3a - page 5 page 6 page 6
Standard 3b- page 6 page 6
Standard 3c - page 5 page 6 page 6 page 6
Standard 4b - page 1 page 1 page 1
Standard 5a - page 4 page 1 page 4 page 5
Standard 5b - page 6 page 6
Standard 5c- page 6 page 1 page 6

CTCSLP

Standard 1a - page 4 page 4
Standard 1b - page 4 page 4
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Standard 2b – page 6 page 6
Standard 2c - page 6 page 6 page 6
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Standard 3a – page 5 page 6
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