

**Dewar College of Education and Human Services
Valdosta State University
Department of Communication Sciences and Disorders**

**CSD 5030
Articulation/Phonological Disorders
3 HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Standards for Accreditation of Graduate Education Programs in Speech-Language Pathology (CAA)

Standard IV-B: Articulation & Phonology: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-D: Articulation & Phonology: The applicant must have demonstrated current 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.

COURSE DESCRIPTION

This course is designed to provide an advanced study of articulation and phonological disorders, including diagnosis and treatment of individuals with speech sound disorders. This graduate level course provides advanced study of phonological development, assessment, and remediation. To understand current issues in the field of phonology, it is necessary to first cover the nature of phonology, phonological theories, and phonological acquisition. Independent, relational, and traditional approaches to assessment will be explored to assist in appropriately designing effective treatment strategies. Differentiation of phonetic vs. phonemic errors will be discussed in the context of diagnosis, evaluation, and treatment. Motor and cognitive-linguistic approaches to treatment will be discussed with an emphasis on planning and measuring generalization.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Positively Impacting Learning Through Evidence-Based Practices

Bauman-Waengler, Jacqueline (2012). *Articulation and phonological impairments: A clinical focus* (5th ed). Needham Heights, MA: Allyn and Bacon.

Lowe, Robert (2010). *Workbook for the Identification of Phonological Processes and Distinctive Features* (4th ed). Pro-Ed.

American Psychology Association. (2012). *Publication Manual of the American Psychological Association* (6th ed.) Washington, D.C: Author. **Downloadable version available on the web.** (<http://www.apa.org/about/contact/copyright/index.aspx>)

*You will be required to purchase materials to compile a Speech Sound Assessment Notebook.

COURSE OBJECTIVES (CO)

Initial Program Levels of Preparation: O-AL_{2,2}, O-CPL_{3,2}, O-DL_{2,2}, O-EDL_{2,2}, O-FL_{2,2}, O-TL_{2,2}

1. The graduate will demonstrate knowledge in the areas of development, disorders, disabilities, diagnosis, program planning, and intervention. CAA IV-B, IV-D; **O-TL_{2,2}, O-FL_{2,2}, O-EDL_{2,2}, O-DL_{2,2}**
2. The graduate will use knowledge of how both individuals and groups learn and develop creative learning opportunities that support intellectual, communication, problem-solving abilities throughout development. CAA IV-B, IV-D; **O-FL_{2,2}, O-DL_{2,2}**
3. The graduate will demonstrate knowledge and skills to create environments that encourage positive social interaction, self-motivation, and active engagement in learning and/or treatment. CAA IV-B, IV-D; **O-TL_{2,2}, O-CPL_{3,2},**
4. The graduate will integrate varies levels of information to demonstrate an understanding of individual and group with phonological/articulation problems and behavior of children. CAA IV-B, IV-D; **O-FL_{2,2}, O-DL_{2,2}**
5. The graduate will integrate information to use effective verbal, nonverbal, and media communication techniques to foster active inquiry for assessment and treatment of phonological/articulation problems. CAA IV-B, IV-D; **O-TL_{2,2}, O-CPL_{3,2}, O-AL_{2,2}**
6. The graduate will use the knowledge base of various contributing factors and/or etiologies and formal and informal assessment strategies to appraise and differentially diagnosis children. CAA IV-B, IV-D; **O-FL_{2,2}, O-AL_{2,2}**
7. The graduate will perform various phonological analyses and interpret results to develop appropriate intervention goals and activities. CAA IV-B, IV-D; **O-CPL_{3,2}, O-EDL_{2,2}, O-AL_{2,2}**
8. The graduate will identify and use current best practices and models for service delivery. CAA IV-B, IV-D; **O-CPL_{3,2}, O-EDL_{2,2}**

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS (See appendices for assignment guidelines)

1. Students will participate in class lectures by reading the assigned reading materials from the class text, articles*, and discuss workbook activities. **Readings must be completed before discussed during class.** Course Objectives (CO) 1-8

2. Students will present information related to assessments and treatments individually and in small groups. CO 1-2, 5-8
3. Students will work individually and in small groups to complete analyses of samples of children with articulatory and phonological problems. CO 4, 6- 8
4. Students will complete a review in the form of an anonymous online poll following the completion of each chapter.
5. Students will read the class text, assigned articles, and chapters from other texts and complete and present written summaries. CO 1-8
6. Students will read and discuss case studies, critique formal and informal measures of assessments and analyze clients' spontaneous speech samples and other information related to phonological problems in children. CO 4, 6-8
7. Students will compile information, handouts, and assessments that are evidence-based and essential to completing comprehensive speech sound assessments. This information will be stored in a notebook to be used as a resource for assessing speech sound disorders. CO 4-5, 7-8
8. Students will identify related literacy difficulties in children with articulatory/phonological deficits and will discuss and design effective literacy activities (i.e., phonological awareness activities) that can be implemented during treatment. CO 3-4, 7
9. Students will display knowledge of the effects of dialect and accents by creating an avatar that uses an accent/dialect during speech production. CO 4, 6
10. There will be two (2) comprehensive examinations in the course. Exams will be 100 point tests. Tests will consist of multiple choice and short answer essay questions that will include information contained in reading assignments, lectures, articles, and class discussions. CO 1-8
11. Each student will complete an independent and relational analysis on a sample that the instructor will provide. An outline for the procedures and grading will be posted to BlazeVIEW. CO 7-8
12. Students will research assessment and treatment strategies when given case scenarios and determine the evidence that supports or that does not support the effectiveness of the assessment/treatment. In groups of four, students will demonstrate present the case to the class. Students will write a short report that explains the treatment or strategy and assessment. CO 3-4, 7-8
13. All work must be typed and APA format followed where appropriate.

COURSE EVALUATION

Course assignments, requirements, projects, and exams will be weighted totaling 100%. Daily participation is included in each of the weighted items. ***No extra credit will be given in this course. Final***

grades will not be rounded. Students are required to frequently check BlazeVIEW for updates, changes, and article postings. **No late assignments will be accepted. No make-up tests, quizzes, or assignments will be given.** The instructor must approve any unusual circumstances that prevent the student from taking a test, quiz, or assignment on the assigned date. A breakdown of the percentages is listed below.

1. Relational and independent analyses (1) -2.5%
2. Case studies (2 sets) – 7.5%
3. Evaluation Report- 7.5%
4. Group Case Study Project – 15%
5. Article presentation – 10%
6. Clinical applications and Group Activities*** (Phonological awareness activity; Speech sound assessment notebook, Dialect Activity) – 12.5%
7. Quizzes-10%
8. Exams (2) – 30%

***Phonological Processes Workbook** is included as an assignment that must be completed. Failure to do so will result in a deduction of 2.5% of final grade calculation if incomplete by due date.

NO LATE ASSIGNMENTS WILL BE ACCEPTED.

Grading Scale: Course grades will be determined by performance on the examinations and assignments according to the following grading scale:

A = 92 - 100%
B = 82 - 91%
C = 72 - 81%
D = 62 - 71%
F = 61% and below

ATTENDANCE POLICY

Attendance at all classes is required. Attendance is checked according to the class roll. If you are absent at the time your name is called for attendance, you will receive an absence. If there are extenuating circumstances causing you to miss a class, please notify the instructor **prior** to the class meeting time to arrange for assignments and/or make-up tests. After **2 absences** your grade will be **lowered** by **one** letter grade.

PROFESSIONALISM

All students are expected to maintain professionalism at all times. This includes and is not limited to behavior, communication (e.g., oral, written), and interactions with the professional and peers. Students are expected to be on time for class and you are expected to attend the entire time. Cellular phones or electronic devices that may cause a distraction to the professor and other students during lectures and classroom activities should be silenced and put away.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP), and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.