

**Communication Disorder 351
Disorders of Articulation and Phonology
Winter 2007**

Instructor: Ann Dorais
Office Location : 159 TLRB

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Class Hours: 12:05-1:15 M/W
Location: 115 McKay Bldg

Course Description and Objectives:

This course will provide students with knowledge of articulation and phonological disorders and assessment and treatment procedures. The course is arranged to be practical, with the primary content focusing on clinical aspects.

At the completion of this course, students should know how to plan intervention for individuals who display delays and disorders in articulation and phonological processes or apraxia.

CAA Standards addressed in this course are as follows:

Standard III-B: The applicant must demonstrate knowledge of the nature of basic human communication and swallowing process, including their biological, neurological, acoustic, psychological, developmental, 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 the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

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.

Standard III- E: The applicant must demonstrate knowledge of standards of ethical conduct.

Standard III- F: The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

Standard III- G: The applicant must demonstrate knowledge of contemporary professional issues.

Standard IV-A: The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-G.

Standard IV-B: The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

Goal #1 Students will demonstrate competent knowledge of the normal processes of sound production.

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will gain a knowledge of: <ul style="list-style-type: none"> ◆ Development of sound production ◆ Development of phonological processes ◆ Development of distinctive features 	<ul style="list-style-type: none"> ◆ Chapter 2 & 3 exam (S) ◆ Blackboard website review (F) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores ◆ Final review 	III-B,C IV-A

Goal #2 Students will demonstrate competent knowledge of the Identify problems in the development of sound production.

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
Students will gain a knowledge of: <ul style="list-style-type: none"> ◆ Hearing impairment issues ◆ Oral motor deficits ◆ Tongue thrust ◆ Cleft palate ◆ Velopharyngeal Insufficiency 	<ul style="list-style-type: none"> ◆ Chapter 4 Exam (S) ◆ Blackboard-website review (F) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores ◆ Final review 	III-B,C IV-A,B

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Goal #3 Students will demonstrate competent knowledge on how to differentiate normal developing speech errors from disordered speech using standardized tools.

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
Students will gain a knowledge of: <ul style="list-style-type: none"> ◆ Articulation screening and testing tools; ◆ Goldman Fristoe Test of Articulation ◆ Khan Lewis Phonological Processes test ◆ Sound production inventory ◆ Phonological Process inventory 	<ul style="list-style-type: none"> ◆ Chapter 6 exam (S) ◆ Blackboard-website (F) ◆ Two assignment projects (S) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores ◆ Final –student feedback 	III-D III-F IV-B

Goal #4 Students will demonstrate competent knowledge concerning the informal assessment and differential diagnostic features of articulation, phonological and apraxia disorder.

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
Students will gain a knowledge of: <ul style="list-style-type: none"> ◆ Articulation features ◆ Phonological processes, typical and non-typical ◆ Developmental apraxia ◆ Phonemic awareness levels and deficits 	<ul style="list-style-type: none"> ◆ Assessment project (F) ◆ Ch 7 exam ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores ◆ ◆ 	III-D III-E III-F III-G IV-B

Goal #5 Students will demonstrate competent knowledge of the treatment of articulation, phonological processes, and other disorders and phonemic awareness

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
Students will gain a knowledge of: <ul style="list-style-type: none"> ◆ various treatment options for articulation ◆ various treatment options for phonological process disorders ◆ various treatment options for apraxia ◆ treatment options for pre-literacy skills, e.g., rhyming and alliteration activities. 	<ul style="list-style-type: none"> ◆ Research assignment (F) ◆ Final (S) 	<ul style="list-style-type: none"> ◆ Objective scores ◆ Written instructor comments ◆ Peer evaluations 	III-D III-E III-F III-G IV-B

Grades will follow the plus/minus grading scale:

95 – 100% =	A	77 - 79 =	C+
90 – 94 =	A -	74 - 76 =	C
87 – 89 =	B+	70 - 73 =	C -
84 – 86 =	B	67 - 69 =	D+
80 - 83 =	B -	60 - 66 =	D

Course Requirements:

Stay up with their readings, attend all classes (for 3 video observation credits) & participate in class, complete 2 projects, 1 in-class presentation project, and take all tests.

No make-up tests considered without doctor note, or without university approved letter, or without consulting with your instructor prior to the situation.

Required Texts:

Pena-Brooks, Adriana and Hegde, M.N. *Assessment and Treatment of Disorders in Children*. Pro-ed, 2000.

Additional required resources

Go to the ASLP Secretaries (136 TLRB) for the following:
Goldman Fristoe Test of Articulation score form - .85 cents
Kahn Lewis Phonological Analysis score form - \$2.00

Remediation Plan: see competency below

Competency: It is expected that all students will achieve a level of competency for all objectives listed on this syllabus (80% of total allotted points for each assignment). Therefore, students have the responsibility to increase their level of competency by revising their assignments until a level of competency is reached. However only half of the additional points earned through revision will be included in the final grade for the assignment. Assigned revisions are due five working days after the assignment has been returned to the student. No revisions may be made to increase above average grades earned on exams or quizzes.

All students getting below 75% on any test will be reported to the instructor and notified to get additional TA help sessions. It will be your responsibility to attend any help sessions to avoid getting too far behind in the class.

Preventing Sexual Harassment

Title IX of the Education Amendment of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

Students With Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895. D-382 ASB.

Academic Misconduct

Academic misconduct is a serious matter and should be avoided. Details about what constitutes a violation of the Honor Code, Academic Honesty Policy, Academic Misconduct, and Plagiarism can be found in the Course Catalog. Any instance of academic misconduct will result in a failing grade in this course.

Tentative Course Outline

Important Course Dates

Assignments and Due Dates (All tentative and subject to change)

<u>Week</u>	<u>Date</u>	<u>Topic</u>
1	1/8 - 1/10	Mon: Syllabus review & Introduction, Wed: anatomy Ch 1
2	1/15 - 1/17	Mon; Holiday -No class Wed; phonetics, pg 51 Distinctive Features; ppg.65-76 Artic. vs Phon. Processes pg 80 Ch 2 pg 96
3	1/22 & 1/24	Mon; Phon. Processes Ch 2, Sound Development- pg136-148 Wed: Babbling pg120-135 (videos) Sound Devel.Ch 3 p,153-158
4	1/28 & 1/30	Mon: Phon. Awareness, Ch 3 pg 159 Wed; <u>Test ch 2,& 3: at the testing center 50 points</u>
5	2/5 & 2/7	Mon; Variables, what goes wrong?- Ch 4 Wed: Assessment; Gathering information Ch 6
6	2/12 & 2/14	Mon: Holiday- No class Wed; Assessment Ch 6, Oral Motor,pg 269-277 Use Universal precaution
7	2/19- 2/21	Mon: Assessment-GFTA, (videos) Speech Samples pg292-300, Wed: <u>Test Ch 4: at the testing center 50 points</u>
8	2/26 & 2/28	Mon; Assessment – KLP A processes Wed: Assessment- determine processes <u>GFTA Assign Due; Beginning of class 25 points</u>
9	3/5 & 3/7	Mon; Assessment- Tests, analysis & diagnosis pg 302-326 Wed; Artic, Processes or Apraxia (videos)
10	3/12 & 3/14	Mon: Goals & Objectives Ch 7, Treatment- Ch 7 Wed: <u>Test, Ch 6, at the testing center = 50 points</u>
11	3/19 & 3/21	Mon: Treatment- program, a Ch 8 Wed: Treatment <u>KLP A Assignment Due;, = 25 points</u>
12	3/26 & 3/28	Mon: Specific Treatment programs/ approaches Ch 8 Wed: <u>Test Ch 7, At the testing center =50 points</u>
13	4/2 & 4/4	Mon: Class presentations, 1-6 groups- 25 points Wed: Class presentations -7-12 groups

14 4/9 & 4/11

Mon: **Class Presentations** – 13-19 groups

Wed: final review

15 **4/25**

Wed: FINAL EXAM- =50 points,

From 11:00-2:00 pm, at the Testing Center

Total points possible; 375 points