Instructor: Ann Dorais
Office Hours: By appointment
Office Location: TLRB 159
E-mail: adora156@yahoo.com

T.A.s
Megan Cannon
Rustin Richins

Class Hours: 12:05-1:15 M/W
Location: 256 CB

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 disorders involving phonology.

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 entry level knowledge of the normal processes of sound production.

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<th>Students will gain a knowledge of:</th>
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<td>Development of sound production</td>
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<td>Development of phonological processes</td>
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<td>Development of distinctive features</td>
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<td>Blackboard website review (F)</td>
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Goal #2 Students will demonstrate entry level knowledge of the identify problems in the development of sound production.
Students will gain a knowledge of:
- Hearing impairment issues
- Oral motor deficits
- Tongue thrust
- Cleft palate
- Velopharyngeal insufficiency

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

Students will gain a knowledge of:
- Articulation screening and testing tools;
- Goldman Fristoe Test of Articulation
- Khan Lewis Phonological Process test
- Sound production inventory
- Phonological Process inventory

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

Students will gain a knowledge of:
- Articulation features
- Phonological processes, typical and non-typical
- Developmental apraxia
- Phonemic awareness levels and deficits

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

Course Requirements:

Administer an articulation test – 25 points

Students, working in pairs, will administer the Goldman Fristoe Test of Articulation to a child between the ages of 2 1/2 and 5 (age range can be extended if the child has a phonological impairment)

A Khan-Lewis Phonological Analysis will be completed on a child with a phonological impairment. The child’s speech sample will be provided – 25 points

Plan and implement 2 phonological awareness lessons – 25 points each (50 points)

Students, in small groups of 3, will plan and implement activities to facilitate phonological awareness skills in young children. Lessons will be presented to children in a preschool classroom.

Chapters 2 and 3 Exam: 50 points, Chapter 4 Exam; 50 points, Chapter 6 Exam: 50 points, Chapter 7 Exam: 50 points, Final Exam; Chapters 2, 3, 4, 6, and 7, and 8: 100 points

Grades will follow the plus/minus grading scale: