Course Description
This course will provide students with knowledge of a) the nature of articulation and phonological disorders, b) methods for assessment, and b) procedures for treatment. The course is arranged to be practical, with the primary content focusing on clinical aspects of evaluation and intervention. At the completion of this course students should know how to conduct an assessment and plan intervention for individuals who display articulation and phonological disorders.

Objectives
This course will permit students to:
1. Describe the normal processes of sound production
2. Identify problems in the development of sound production
3. Differentiate normal developing speech errors from disordered speech
4. Identify phonological processes in samples of speech production
5. Differentiate between an articulation and a phonological disorder
6. Differentiate between a phonological disorder and motor speech problems (apraxia and dysarthria)
7. Assess articulation and sound production
8. Plan treatment programs for particular profiles of articulation and phonological disorders
9. Analyze patterns in phonological errors

Text
Goldman Fristoe Test of Articulation score form - $0.80
Kahn Lewis Phonological Analysis form - $2.00

Assignments and Exams (Evaluation) (325 points total)

Projects: 65 points
Students can work in pairs to complete the following projects:
Score an articulation test – 15 points
Students 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)

Conduct a phonological analysis – 25 points
A Khan-Lewis Phonological Analysis will be completed on a child with a phonological impairment. The child’s speech sample will be provided.
Conduct a phonetic or phonemic inventory as part of the Kahn Lewis analysis

Plan and implement a phonological awareness lesson – 25 points
Students will plan and implement activities to facilitate phonological awareness skills in young children. Lessons will be presented in Head Start or South Provo Stake Reading Program.

Exams: 250 points

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

Participation and ungraded quizzes and assignments: 10 points
From time to time you will be given an ungraded quiz or be asked to complete an at-home exercise to practice an analysis or skill. The participation points will be awarded based on completing such assignments/quizzes, contributing in class, and attending lectures.

Assignments and Due Dates (Tentative)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz on phonological processes (Chapter 2) or exercise</td>
<td>10</td>
<td>9/11</td>
</tr>
<tr>
<td>Test on Chapters 2 and 3</td>
<td>50</td>
<td>9/18 to 9/24</td>
</tr>
<tr>
<td>Test on Chapter 4 and Chapter 6 phonological awareness</td>
<td>25</td>
<td>9/25 to 10/1</td>
</tr>
<tr>
<td>Quiz on phonological process analysis</td>
<td>10</td>
<td>10/14</td>
</tr>
<tr>
<td>Goldman Fristoe Assignment -- yes</td>
<td>25</td>
<td>10/21</td>
</tr>
<tr>
<td>Test on Chapters 4 and 6</td>
<td>50</td>
<td>10/30 to 11/5</td>
</tr>
<tr>
<td>Phonological process analysis project (Kahn Lewis)</td>
<td>25</td>
<td>11/13</td>
</tr>
<tr>
<td>Conduct phonetic or phonemic inventory (phonological knowledge)</td>
<td>10</td>
<td>To be announced</td>
</tr>
<tr>
<td>Quiz on Chapter 7</td>
<td>10</td>
<td>11/18</td>
</tr>
<tr>
<td>Lesson plan and video (phonological awareness lesson)</td>
<td>25</td>
<td>12/11</td>
</tr>
<tr>
<td>Test of Chapters 7 and 8 (and 2, 3, 4, 6) Final</td>
<td>100</td>
<td>12/15 to 12/19</td>
</tr>
<tr>
<td>Total points</td>
<td>350</td>
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</tr>
</tbody>
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Grades

Grades will follow the plus/minus grading scale:

94 – 100% = A
77 - 79 = C+
90 – 93 = A-  
87 – 89 = B+  
84 – 86 = B  
80 - 83 = B-  
74 - 76 = C  
70 - 73 = C-  
67 - 69 = D+  
60 - 66 = D

Preventing Sexual Harassment
Title IX of the Education Amendments 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.
ComD 351: Topics and Reading Schedule, Fall, 2014
Tuesdays and Thursdays, 3 to 4:15; 271 RB

Note: The class schedule may be adjusted slightly during the course of the semester.

**T, 9/2:**
Perspectives in articulation and phonology (Ch. 2, pp. 61-90)

**Th, 9/4:**
Perspectives: Phonological rules and processes (Ch. 2, pp. 90-109)
*Articulation vs phonology*

**T, 9/9:**
Perspectives: Theories (121-126)
Development: pre-linguistic and early speech (Ch. 3, pp. 146-161)

**Th, 9/11:**
Development: meaningful words; sound system; phonological patterns; intelligibility (Ch. 3, pp. 161-187)

**T, 9/16:**
Development: phonological patterns; intelligibility (Ch. 3, pp. 179 – 187)

**Th, 9/18:**
Development: school years-phonological awareness (Ch. 3, pages 187-188)
Variables related to artic and phonological development and performance (Ch. 4, pp. 204-223)

**T, 9/23:**  (Exam 1 on Chapters 2 and 3 in Testing Center from 9/23 to 9/25)
Variables related to artic and phonological development and performance (Ch. 4, pp. 204-223)
Th, 9/25:
Assessment of articulation and phonological disorders:
Overview, assessment procedures, case history, oral exam (Ch. 6, pp. 291 to 304)

T, 9/30:
Assessment:
Standardized tests including GFTA, HAP-3, and KLPA-2
(Ch. 6, pp. 305-317)

Th, 10/2:
Assessment:
Standardized tests continued
Connected speech sample (Ch. 6, pp. 317-322)

T, 10/7:
Assessment:
Stimulability testing, contextual testing, and speech discrimination testing (Ch. 6, pp. 322-326)

Th, 10/9
Assessment:
Analysis and interpretation of assessment information (Ch. 6, pp. 326-339)

T, 10/14
Assessment:
Diagnosis and recommendations (Ch. 6, pp. 339 to 348)

Th, 10/16
Assessment:
Apraxia of speech and dysarthria (Ch. 6, pp. 350-361; Ch. 8, pp. 519-521)

T, 10/21: Exam 2: 10/21 through 10/23 in the Testing Center

Specific Approaches:
Varied approaches (articulation- vs phonological-based approaches)
Traditional approach (Ch. 7, pp. 394-407)
Th, 10/23

Specific Approaches:
Sensorimotor (Ch. 7, pp. 407-411)
Multiple-phoneme (Ch. 7, pp. 411 to 417)

T, 10/28

Specific Approaches:
Paired stimuli (pp. 417 to 421)
Programmed conditioning for articulation (Ch. 7, pp. 421-425)

Th, 10/30

Specific approaches:
Distinctive feature approach (Ch. 7, pp. 425-427)

T, 11/4

Specific approaches:
Cycles (Ch 7., pp. 427-432)

Th, 11/6: Guest lecturer (Lorie Reese)

Treatment principles and procedures:
Treatment of phonological awareness (Ch. 8, pp. 511-519)

Guest Lecturer (Lorie Reese)

Treatment principles and procedures:
Selecting target behaviors and establishing baseline (Ch. 8, pp. 446 to 462)

Th, 11/13

Treatment principles and procedures:
Selecting the initial level of training, developing measurable objectives, and planning a treatment program (Ch. 8, pp. 462-469)
T, 11/18

Treatment principles and procedures:
Establishing motor production (phonetic placement, shaping, modeling, prompts) (Ch. 8, pp. 469-473)

Th, 11/20  (ASHA: class WILL meet)

Treatment principles and procedures:
Using technology tools and commercial materials
Practicing sound production procedures

T, 11/25 Friday classes meet, no class

Th, 11/27 Thanksgiving, no class

T, 12/2

Treatment principles and procedures:
Increasing and strengthening established behaviors (Ch. 8, pp. 474-488)

Th, 12/4

Treatment principles and procedures
Structure of treatment sessions (Ch.8, pp. 488-497)
Generalization and maintenance (Ch. 8, pp. 497-510)

T, 12/9

Treatment principles and procedures:
Dismissal criteria, follow-up assessments, booster therapy (Ch. 8, pp. 510-511)
Treatment for apraxia (Ch. 8, pp 519 – 523)

Th, 12/11: Last class  (Phonological awareness lesson plan and eval due)
Review

F, 12/12: Reading day

T, 12/16: Final exam in 271 RB (unless location changes) – 11:00 am to 2:00 pm