

Articulation and Phonological Disorders: Course Syllabus

Course Information:

Articulation and Phonological Disorders

SPAU 3340 Spring 2012

Wednesday 1:00 – 3:45 pm

Location: Green Hall 4.428

Professor Contact Information

Michelle Aldridge, PhD, CCC/SLP

214-905-3142

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Office: Callier Dallas A107

Office hours: By appointment

Email is the fastest, most reliable way to reach me

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Phonetics-SPAU 3343. A general working knowledge of the IPA is needed in this course. Unlike the past, I will not be covering/reviewing material on IPA.

Course Description

This course is designed to give students a basic foundation in the assessment and treatment of articulation and phonological disorders in children. Students will initially learn foundation material, such as characteristics of the speech sounds of English and normal acquisition of speech production skills in childhood. Students will learn about various aspects of articulation and phonological disorders, such as variables that are associated with the disorders, the role of dialects, and the differences between the different kinds of speech production disorders. Students will learn about the different methods of assessment for the disorders. The concepts and principles of intervention will be presented, as well as specific approaches and techniques for the remediation of the disorders.

Course description- Differences between Graduate -level students and Undergraduates

Even though all students in the course are expected to describe the nature of these disorders and to apply that knowledge to real-life cases, the graduate students are expected to be able to perform a higher level of analysis. In addition to learning correct professional writing style of assessment and intervention data, graduate students are expected to assess which methods of assessment and intervention may be most

appropriate for a given case and be capable of defending their conclusions. The graduate students are graded on a more advanced rubric than undergraduates for written assignments. While undergraduates are expected to accurately analyze the data and compose behaviorally-stated goals for case studies, the graduate level of analysis is expected to go much deeper. To prepare them for more advanced level of understanding of these disorders, graduate students are assigned extra reading assignments that present advanced level information on articulation and phonological disorders. They are also evaluated on how well they prioritize their hypothesized treatment procedures and goals for maximum efficacy, and how well they explain their rationales.

This course has been designed to ensure that students demonstrate required knowledge and skill as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this class are: III-B, III-C, III-D, III-E, III-F, III-G, III-H, IV-B

Student Learning Objectives

Students will:

1. Identify basic principles of human speech development (Standard III-B)
2. Define terminology related to speech production disorders, specifically concerning articulation and phonological disorders (Standard III-C)
3. Describe basic principles of evaluating and assessing individuals with articulation and phonological disorders (Standard III-D)
4. Identify basic standards of ethical conduct within the fields of Audiology and Speech-Language Pathology (Standard III-E)
5. Describe processes used in research and the integration of research principles into evidence-based clinical practice (Standard III-F)
6. Discuss contemporary professional issues (Standard III-G)
7. Identify professional credentials (Standard III-H)

Required Textbooks and Materials

1. **Articulatory and Phonological Impairments: A Clinical Focus** (2011, 4th Ed) by Jacqueline Bauman Waengler. Available at the UTD bookstore and at Off Campus Books.

Class materials, handouts, assignment, class activities, power point handouts, etc... will be found online on **eLearning**. Log in and select this class. You must know your UTD netID. If you experience problems, email them at: assist@utdallas.edu

Assignments & Academic Calendar

These descriptions and timelines are subject to change at the discretion of the instructor

DATE	Topic	Required Reading	What's Happening?
Jan 18	<i>Lecture:</i> Intro to Artic and Phonological Disorders & Phonological processes	CH 1 CH 4 62-67; 82-84	Assign Home work 1
25	<i>Activity/Discussion 1:</i> Phonological process analysis		Homework 1 DUE
Feb 1	<i>Lecture:</i> Normal Dev of Speech And Begin Appraisal/Evaluation of Speech Disorders	CH 5 CH 6	Assign Homework 2
Feb 8	<i>Activity/Discussion 2:</i> Analysis of Speech; Dialect		Homework 2 DUE
15	<i>Lecture:</i> Appraisal and Diagnosis of Speech Disorders	CH 6 CH 8	Assign Homework 3
22	<i>Activity/Discussion 3:</i> Practice scoring		Homework 3 DUE
29	<i>Lecture:</i> Finish up w/ Diagnosis, Treatment for Phonetic errors	CH 8 CH 7- Dialects	Assign Homework 4
Mar 7	<i>Activity/Discussion 4:</i> Traditional (Phonetic) Therapy, Case Study		Home work 4 DUE
14	SPRING BREAK		NO CLASS!
21	<i>Lecture:</i> Therapy Approaches, Contin w/ Phonetic approach, Start Phonemic Approaches	CH 9 Hodson material location TBA	Assign Homework 5
28	<i>Activity/Discussion 5:</i> Therapy, use of Case studies		Homework 5 due
Apr 4	<i>Lecture:</i> Continue w/ Therapy approaches and goal formulation	CH 9 Ch 10, sound facilitation material from elearning	Assign Homework 6
11	<i>Activity /Discussion 6:</i> Continue with Therapy Design, Including "tricks" for facilitating sounds		Homework 6 DUE

18	Lecture: Continue with Therapy	CH 9 CH 10	
25	Activity/Discussion 7: Wrap up, planning activities for intervention etc		

Course Requirements:

Six written Homework assignments will each count for 15% of your grade, for a total of 90%. The remaining 10% will be earned by class attendance and participation. It is critical that you attend and participate in class, especially on activity/discussion day. Students will submit written material at the end of each activity/discussion day. Attendance will be taken. Each activity day will count approximately 14.3 points. There are 7 activity days, so a total of 100 points can be earned. If you are absent or do not submit written material at the end of class on an activity/discussion day, those points will be forfeited.

How to submit home work and prepare for activities:

Homework will consist of online quizzes administered through elearning. These quizzes must be completed on the date that they are due (see table above for due dates). They will then be removed from Elearning. If you do not complete the quiz by the due date, you will not receive credit for that quiz. These quizzes must be completed independently by each student. Instances of teaming up for quizzes will be treated as academic dishonesty. The questions are randomly selected from a bank, so each quiz will be unique for each student. *In addition, when taking the quiz, please do not forget to save your answers as quizzes will not be reset if you forget to do so. If you encounter a problem while taking a quiz, please contact:*

aldridge@utdallas.edu
misbah.ashraf@mavs.uta.edu

For Activities, materials will be posted on elearning. Print them off and bring to the class. You will be submitting written material at the end of each activity/discussion day to submit them to us for grading.

Basic Course Policies :

Grading: Each Home work assignment is worth 15%, total of 90% of grade
Class participation is worth 10%. See above for details.

Traditional letter grade breakdowns will be used.

Late Assignments: Late quizzes (Homework) will not be accepted. Late calss activities are not accepted.

Attendance: See above. Good attendance is critical and is part of your grade.

**ASHA Standards Addressed in this Class:
How knowledge is conveyed and how
knowledge and skill acquisition will be
demonstrated**

Standard III-B

The applicant must demonstrate knowledge of basic human communication and swallowing processes including their biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases.

Knowledge will be conveyed via class lectures, readings, and videotapes

Acquisition will be demonstrated via class discussion, exams, project, and assignments

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, anatomic/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. **Knowledge will be conveyed via class lectures, readings, discussions, and videotapes. Acquisition will be demonstrated via required class discussions, exams, project, and assignments.**

Standard III-D

The applicant must possess knowledge of the principles and methods of prevention and assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomic/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Knowledge will be conveyed via class lectures, readings, discussions, and videotapes.

Acquisition will be demonstrated via required class discussions, exams, project, and assignments.

Standard III-E

The applicant must demonstrate knowledge of standards of ethical conduct

Knowledge will be conveyed via class lectures, readings, discussions, and videotapes.

Acquisition will be demonstrated via required class discussions, exams.

Standard III-G

The applicant must demonstrate knowledge of contemporary professional issues

Knowledge will be conveyed via class lectures, readings, discussions, and videotapes.

Acquisition will be demonstrated via required class discussions, exams.

Standard III-H

The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials

Knowledge will be conveyed via class lectures, readings, and discussions. Acquisition will be demonstrated via required class discussions and exams.

Standard IV-B

The applicant must possess skill in oral and written communication sufficient for entry into professional practice

Acquisition will be demonstrated via required class discussions, exams, project, and assignments.

Students will demonstrate the following skills:

1. Define terminology associated with articulation skill and associated disorders, including phonetic terms and anatomic structures of the speech mechanism (Std IIIC, D)

- As measured by successful completion of Exam 1 and Assignment 1

2. Describe the course of normal speech production including models of normal speech production, speech production in infancy, anatomical differences in the vocal tracts of infants and adults, stages of early speech production including phonetic characteristics, variability in styles of speech production (Std IIIC)

- As measured by exam 1

3. Analyze Phonological Processes: Word/Syllable Processes, Assimilation Processes, Segment Change Processes, Consonant Cluster Processes. Student will differentiate normal use of these processes and how to differentiate this from a phonological disorder. Will also differentiate phonological disorders from articulation disorders (Std III C,D)

- As measured by successful completion of exams 1-3, assignments, and project. Also participation in class discussion of case studies

4. Identify variables associated with articulation/phonological disorders, including anatomic/structural, neurological, physiological, linguistic, and psychosocial bases (Std IIIC, D)

- As measured by successful completion of exams, assignments, and project

5. Identify ethnocultural variables and how they influence speech. Will distinguish between disorders and differences related to dialect. Proficiency in **ethical** management of clients with dialects, including African American English, Spanish-Influenced English, and Asian influenced English (Std III C, D, E, G)

- As measured by successful completion of exams and assignments and contribution to class discussion

6. Analyze an assessment for articulation and phonological disorders, including: (Std D)

Collection of Case History information
Screening and assessment of speech production
Informal and Formal Measures (Elicited V. Spontaneous)

Assessment of connected speech
Assessment of speech in single word production
Assessment of Stimulability
Contextual assessment (phonetic context/deep test)

Normative data use and interpretation
Administration and scoring of common published tests, such as GFTA, KLPA, Arizona, PAT, SPAT

- As measured by successful completion of exam 2-3, assignment 2 and class project

7. Analyze and interpret assessment data for therapy planning, such as calculation of intelligibility, nature of errors, severity of involvement (Std III C,D)

- As measured by successful completion of exams 2-3, assignment 2, project, and class discussion

8. Develop intervention plans based on assessment data, such as therapy approach and style of intervention (Std IIIC, D)

- As measured by successful completion of exams 2-3, assignment 2, project, and class discussion of case studies

9. Compose appropriate behavioral goals, including selection of good treatment targets (Std IIIC,D)

- As measured by successful completion of assignment 2, treatment plan project, and exam 3

10. Choose which approach to intervention is most appropriate, such as traditional motor based, phonologically based, or eclectic (Std IIIC,D)

- As demonstrated by exams 2-3, assignment 2, project, and case studies

11. Describe the traditional articulation approach, using the establishment-generalization-maintenance framework (Std IIID)

- As measured by assignment 2, project, and exam 2-3

12. Describe the phonologically based approach, such as the Cycles approach (Std D)

- As measured by assignment 2, project, exams, and discussion of cases

13. Assess when oral-motor techniques may be appropriate (Std IIID,E)

- As measured by project and exam 3 and discussion of cases

14. Describe strategies to intervene with lateral and frontal lisps (Std IIID)

- As measured by exam 3

15. Describe strategies to elicit correct sound production, via metaphor, description/demonstration, phonetic placement, successive approximations, and oral motor stimulation- for all sounds in the American English phonology (Std IIID)

- As measured by exam 3, project, and class discussion of cases

16. Describe strategies to elicit speech practice from children in speech therapy, depending on age, cognitive level, developmental level, context (individual/group setting) of the client (Std D)

- As measured by project and exam 3

Field Trip Policies

Off-campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part I, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At

the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates

(hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday,

8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and

observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.

