

SPLH 820: Clinical Methods in Developmental Phonological Disorders (Fall, 2011)

INSTRUCTOR: Marc Fey

CLASS MEETINGS: Monday, Wednesday, 3:15- 4:55 (Oct 17 – Dec 7), 3001 HC Miller Bldg

OFFICE HOURS: Almost any time by appointment

REQUIRED READING:

Bauman-Waengler, J. (2012). *Articulatory and phonological impairments: A clinical focus* (Fourth Edition). Boston: Pearson.

RECOMMENDED TEXTS

Bauman-Waengler, J. (2009). *Introduction to phonetics and phonology: from concepts to transcription*.

Williams, A. L., McLeod, S., & McCauley, R. J. (2010). *Intervention for speech sound disorders in children*. Baltimore: Paul H. Brookes.

COURSE OBJECTIVES AS RELATED TO ASHA STANDARDS (Articulation/Phonology):

The course will provide basic information crucial to the Program requirements in the **Articulation/Phonology** category. This course, in combination with an undergraduate phonetics course, and SPLH 860, Evaluation, or equivalent, fulfills the requirements for each ASHA standard in this area.

- I. Understand basic concepts, terminology, and theory
 - A. To ensure that students have the understanding of principles of articulatory phonetics and phonology and the expertise in phonetic transcription necessary to transcribe and analyze speech and to develop phonological intervention plans based on such analyses.
 - B. To provide a basic understanding of and familiarity with the issues and principles underlying comprehensive phonological evaluations.
 - C. To ensure that students develop a clear understanding of the principles of evidence-based practice and a set of strategies for applying EBP principles to the treatment of speech sound disorders.
- II. Develop an assessment plan

- A. To provide a basic understanding of independent and relational phonological analyses, including the use of common measurements, such as PCC and % use of phonological error patterns.
- B. To provide students with information on the collection of information crucial to the assessment of children's speech, including connected speech samples, articulation tests, minimal pairs tasks, etc.
- C. To help students become aware of cultural issues and how they can affect the planning and execution of an evaluation of a child with a speech sound disorder, including the questions asked, the instruments and procedures used to address those questions, and the decisions made.

III. Analyze and integrate assessment findings

- A. To provide students with the information and experience necessary to evaluate profiles based on independent and relational analyses of child speech data.

IV. Determine presence of disorder and related factors

- A. To provide students with an understanding of normal and abnormal patterns of development and the characteristics that can distinguish one from the other.

V. Develop a treatment plan based on available evidence

- A. To provide students with the knowledge and experiences necessary to plan and implement intervention plans for children with developmental speech sound disorders.

COURSE OUTLINE

Topics	Class Activities/Assignments
1. Oct 17: Re-introducing phonetic transcription, and introducing the concepts of relational and independent analysis.	An introduction to our class example, Lola, practice reading transcribed speech and independent and relational analyses.
2. Oct. 19: Phonology, articulation, and related concepts and why they matter clinically	Bauman-Waengler, Chapters 1 and 2 and the questions on pages 36-37. Fey's Chapter 1 and 2 questions. More practice with consonant inventories.
3. Oct 24: Transcription issues, more on independent and relational analysis	Bauman-Waengler, Chapter 3. Questions on page 60 and Fey's Chapter 3 questions.
4. Oct 26, Application of theoretical concepts to clinical problems, phonological processes	Bauman-Waengler, chapter 4 from 62 - 87, including the questions on page 119-20 and Fey's Chapter 4 questions.
5. Oct 31: Speech sound development: Getting an idea of what's typical	Bauman-Waengler, chapter 5 Chapter 5 Fey questions. Phonological process analysis worksheets.
6. November 2, 7 Appraisal of speech sound disorders	Bauman-Waengler's Chapter 6. Chapter 6 questions. Syllable structure level; the subtests of the DEAP
7. November 9: Diagnosis of speech sound disorders	Interpret, compare and contrast data available for Lola and Jermal. Demonstration of DEAP data to determine presence of a speech sound disorder.
8. November 14: Basic intervention procedures	Read Chapter 9 and Fey's Chapter 9 questions. Fey's powerpoint. Class members will enact a set of elicitation procedures to which they've been assigned
9. November 16: Quiz on material up to Chapter 9	
10. November 21: A framework for organization of speech sound interventions.	Chapter 10 and brief introduction to Nora and her phonology. Fey's Powerpoint presentation on the structure of an intervention plan.
11. November 23: Thanksgiving Holiday	
12. November 28: Developing an intervention plan; Minimal Pairs as a clinical procedure and Multiple Oppositions approach	Read Bauman-Waengler Chapter 10 In-class demonstrations using SCIP

13. November 30: Complexity Approach to Minimal Pairs (Maximal Oppositions) Cycles and the Cycles approach	Read Bauman-Waengler Chapter 10 In-class demonstrations using SCIP
14. December 5: Core Vocabulary and perception-based approaches: SAILS	Read Bauman-Waengler Chapter 10 In-class demonstrations using SCIP
15. December 7: Speech sound disorders in special populations	Read Bauman-Waengler Chapter 11 and Fey's Chapter 11 Questions
16. December 12, 3:15-5:45: Final Exam	In-class comprehensive examination

Grading

1. The course is laid out for you on our SPLH 820 Blackboard. The site for Blackboard is <http://courseware.ku.edu/>. You are already enrolled, so log in, using your email username and password and get cracking. It is critical that you log on to this website **TODAY** to check out all of the details there. At this site, you will find (a) the course syllabus; (b) lecture handouts and study questions; (c) audio- and video-files illustrating speech samples, transcription, therapy, and much more.
2. Your grade will be based on three primary measures: one, in-class quiz on November 16 covering material up through Chapter 6, and including information on assessment, a written project that involves developing an intervention program for one of our class clients, and an objective, comprehensive final exam.
 - A. **The objective quiz will take approximately an hour and will count for 25% of your total grade.** The questions for this quiz will all be inspired by my questions, which I've prepared for each chapter. For the most part, the exam questions will be modified slightly so that the content and form are the same as the study questions but the correct answers are different from the originals. The form of all quiz questions will be multiple choice.
 - B. **The written project will count for 35% of your grade. This is your potential portfolio material for this class.** For this project, you must plan and describe an intervention program for a 5-year, 8-month old child, Julia or Jermal, whose speech has been featured in class. Speech data will be available for these children are on Blackboard and will remain there all term. Here's what is required for your project.
 1. A summary (e.g., 1 page) description of the child's non-phonology profile, especially those non-phonology items that you feel are essential in your building of a tx

approach.

If necessary or useful to demonstrate why the child is a good candidate for the intervention you select, you may *create* his *non-speech* profile to render him developmentally delayed, to have a behavior or language disorder, to be affected or unaffected by attempts to correct his speech, etc.

2. A layout of the intervention program including goals (including at least basic, intermediate, and specific targets), intervention agent and context, goal attack strategy, intensity of treatment (or dosage), procedures, and a mechanism for judging progress and for determining that the child is ready to move to new goals or has reached all goals and is ready for consideration of dismissal. ***Your basic intervention approach must be one (or a combination) of the following: a tradition minimal pairs approach, Hodson and Paden's cycles approach, Lynn Williams multiple oppositions approach, one of several possible complexity approaches, or Dodd et al.'s core vocabulary approach.*** Each of these approaches is described in our text book.

Class on November 21 will present a general framework for developing an intervention plan. A specific child, Nora, will be used to exemplify this framework. This framework should serve as the basis for your written assignment. You must also provide sufficient detail so that it is clear that you know the difference between activities and procedures, and that you can select practice and non-practice words in ways that are consistent with your overall approach to treatment and (re-)evaluation. Wherever possible, you should give examples of each aspect of your plan designed to make it clear that you understand each part of the process. For example, instead of just saying you're using a horizontal goal attack strategy, you will want to pick specific goals and illustrate which goals are provided to the child over time; this will make it clear that you understand the strategy. Instead of just saying what your specific goals are, you will want to develop sets of practice words or sentences or other stimuli to demonstrate that you know what specific goals are and you know how to select stimuli appropriate for those goals. ***The bottom line is that you should provide a rationale for all of your decisions, even if your rationale is based on personal preference. Another way to think of it is to make it clear why you made one decision instead of possibly others.***

3. Finally, it must be clear that you have evaluated the efficacy and/or effectiveness evidence surrounding use of the approach that you have selected. You must demonstrate knowledge of the information in ***at least one of five selected chapters from the book edited by Williams, McLeod, and McCauley*** describing your basic approach and the details of *at least one* data-based article representing the highest level of available support for the approach. If there is conflicting evidence, it's important that you make this especially clear and that you provide reasons justifying your decision to use the approach with Jermal or Julia.

4. These papers may be 5 – 10 pages in length, double-spaced, with no smaller than a 12-point font.
- C. **The final exam, on December 12, will cover material from the entire term and will count for 40% of your grade.** This exam will be fully comprehensive, although questions will be inspired by those found in Fey’s questions that have been used as study guides. This objective exam will be administered in class, via Blackboard.
3. Grading of the objective quiz and final exam will be straightforward. Grades for the written project will reflect (a) the form of the presentation, i.e., the extent to which it contains all of the important information and presents it in a coherent, well-organized, and professional manner; (b) the accuracy of the descriptions and analyses presented, and (c) the comprehensiveness and clarity of the client description and (d) the discussion of information from the chapter and at least one original article used to evaluate the approach’s efficacy and effectiveness.

Grades will be assigned according to the following system:

Percentage	Letter Grade
93-100	4.0 – A
90-92	3.67- A-
87-89	3.33-B+
83-86	3.0-B
80-82	2.67-B-
77-79	2.33-C+
73-76	2.0-C
70-72	1.67-C-

- D. Although there are negative ramifications associated with a grade of C or below in graduate school, a B is considered to be a very solid grade. To get an A in this course, it will be important for you to score well on the objective exams and to make detailed, accurate, and clear presentations on your written project. Just doing the minimum amount required is not likely to be enough. On the other hand, there is no curve. If all students perform in an exemplary manner, all should and would receive A’s in the course.
- E. If things are moving too quickly, and you need help, don’t wait. Please contact the instructor immediately.

Provisions

Learning assistance, academic performance enhancement, and psychological services at KUMC are free, confidential, and available at Student Counseling & Educational Support Services by calling 913-588-6580 or visiting G116 Student Center.

Any student in this course who, because of a disability, needs an accommodation in order to complete the course requirements should contact the instructor or the Equal Opportunity/Disability Specialist (913-588-7813 : TDD 913-588-7963) as soon as possible.