

HESP 620: Spring 2018
Speech Production Through the Lifespan: Part 1 (Childhood)

COURSE LOGISTICS

Class Times	Tuesday 2:30 to 5:00 PM
Class Location	Lefrak Room 0135
Website	Access through elms.umd.edu

INSTRUCTOR INFORMATION

Instructor	Jan Edwards, PhD, CCC-SLP
Email	edwards@umd.edu
Office	0121D Taliaferro
Office Hours	By appointment

PREREQUISITES

Students should have had undergraduate coursework in phonetics, normal language acquisition and language disorders. Students should have good phonetic transcription skills. If you feel that your phonetic transcription is weak, you should review your phonetics notes early in the semester.

COURSE DESCRIPTION

General: This course provides information on the assessment and intervention of speech sound disorders throughout the lifespan. Part 1 (67%) focuses on speech sound disorders in children while Part 2 (33%) focuses on speech sound disorders in adults.

Part 1 discusses the nature, assessment, and treatment of phonological disorders in children. At the conclusion of the course, students will be able to conduct supervised assessment and treatment of phonological disorders in children. Part 1 is primarily concerned with functional phonological disorders, i.e., speech production disorders of an unknown etiology. Disorders with a known organic etiology (e.g., neuromotor dysfunction, craniofacial anomaly) will be mentioned briefly and will be covered in more depth in Part 2 or in other courses.

LEARNER OUTCOMES (Part 1)

- Students can classify different speech sound disorders in children based on their differences and similarities.
- Students can prepare for and implement a diagnostic evaluation for a childhood speech sound disorders using both standardized and non-standardized materials.
- Students can interpret the results of a diagnostic evaluation for a childhood speech sound disorder using a CHIRPA analysis.
- Students can take into account cultural and linguistic diversity in interpreting assessment results and planning therapy.
- Students can plan and implement therapy for childhood speech sound disorders.

COURSE ASSIGNMENT DESCRIPTIONS (Part 1)

For all three homework assignments, you may work alone or work in groups of 2 and hand in a single report.

(1) Standardized Assessment. Due February 22, 2018. For this assignment, you will receive audiotaped data of a child's responses to the *Goldman-Fristoe Test of Articulation-2*. You will do the following:

- a. Transcribe the GFTA-2 phonetically
- b. Score the child's performance on the GFTA-2 and the *Kahn-Lewis Phonological Analysis-2*.
- c. Analyze the phonological patterns of this child.
- d. Summarize the assessment findings in a short report

(2) Nonstandardized Assessment. Due March 8, 2018. Here is a list of the languages spoken in the Prince George's County Public Schools: Armenian, Arabic, African (Amharic, Ibo, Twi, Yoruba, Bantu, Swahili, Somali), Chinese, Cambodian, Dutch (Dutch, Pennsylvania Dutch, Afrikaans), French, French Creole, German, Greek, Gujarati, Hindi, Hmong, Hungarian, Hebrew, Italian, Japanese, Korean, Laotian, Navajo, Other Slavic, Other Indic, Other Indo-European, Other Asian, Other Pacific Island, Other Native American (Apache, Cherokee, Dakota, Pima, Yupik), Other, Portuguese, Polish, Persian, Russian, Spanish, Scandinavian (Danish, Norwegian, Swedish), Serbo-Croatian, Thai, Tagalog, Urdu, Vietnamese, and Yiddish

Some of these languages (Hmong, Spanish) have standardized assessment materials available, but most do not. For this assignment, each student (or pair of students) will select a language for which standardized assessment materials are **not** available. Students must get their language approved by me before 2/11/17. Students will research the language and submit the following:

1. A description of where the language is spoken.
2. A list of the consonant and vowel phonemes and phonotactic constraints in the language.
3. A list of any common allophonic processes in the language. This should not be exhaustive. Instead, you should catalog a few of the most common allophonic processes in the language (e.g., "In Japanese, the high vowels /i/ and /u/ become devoiced when they occur between two voiceless stops or fricatives.")
4. A description of the suprasegmental characteristics of the language. For example, it is a tone language, or does it have use stress? What are the possible syllable structures in the language?
5. Speculate on how the words on the single-word subtest of the GFTA-2 (or GFTA-3) would be pronounced by a speaker of this language, based on the mismatch between the speaker's language and English. There is no one right answer here, but there are many wrong answers. You should assume that the English pronunciation will contain only phonemes and suprasegmental characteristics of the L1. This exercise is meant to get you thinking about how L1-L2 differences affect L2 pronunciation.

(3) Goal Selection/Treatment Design. Due March 29, 2018. Students will be provided with assessment data from a child with a phonological disorder. Students will use these data to select therapy goals for this child. In addition, students will choose a type of therapy and therapy techniques that they will use to teach these goals. For each therapy technique, students will design an activity that could be used to implement the treatment goal. Finally, students will choose a set of behaviors to monitor that will allow them to determine the cause of any observed changes in speech-sound production.

GRADING

There are 200 points in Part 1 of the class and 100 points in Part 2 of the class. The total points will be divided by 3 so that grades can be based on a 0-100 grading scale. For example, if you had a perfect score of 300 point, this would result in a score of 300/3 or 100 total points. Points in Part 1 of the class will be distributed as follow: Standardized assessment = **50**; Non-standardized assessment = **50**; Goal selection/treatment design= **50**; Final = **50**. Total = **200**.

GRADE NEGOTIATIONS

You are encouraged to look over your assignments to ensure fair and correct grading. If a grading mistake has been made, it will be immediately rectified. However, your final grade will **not** be negotiated.

COURSE REQUIREMENTS

- (1) Please do all required readings *before* the class in which they are discussed.
- (2) All homework assignments must be handed in (hard copy) on the due date IN CLASS. Late assignments will not be accepted.
- (3) Please plan to be present for the final examination. Only exceptional circumstances (e.g., emergency hospitalization). Students must provide valid documentation to the instructor as quickly as possible.

CAMPUS POLICIES

Please go to <http://www.ugst.umd.edu/courserelatedpolicies.html> to review current UMD policies with respect to: academic integrity, student conduct, sexual misconduct, discrimination, accessibility, attendance, absences, missed assignments, official UMD communications, midterm grades, complaints about final exams, copyright and intellectual property, final exams, course evaluations, and campus resources for students.

COURSE ACCESSIBILITY AND ACCOMODATION

Your success in this class is important to me. Students with a documented disability should inform the instructors within the add-drop period if academic accommodations will be needed.

Note: You are expected to meet with your instructor in person to provide them with a copy of the *Accommodations Letter* and to obtain your instructor's signature on the *Acknowledgement of Student Request* form. You and your instructor will plan together how accommodations will be implemented throughout the semester. To obtain the required Accommodation Letter, please contact Disability Support Service (DSS) at 301-314-7682 or dissup@umd.edu.

COURSE TOPICS

The following topics will be covered on *approximately* the following dates. This syllabus may be revised if it takes us more or less time to cover the topics listed below. Also, this is my first time using this book, so I may change the reading assignments as I prepare the lectures. However, I will always let you know this at least one week in advance. Due dates of homework assignments and the final will **not** be changed.

Required text: McLeod, S., & Baker, E. (2017). *Children's speech: An evidenced based approach to assessment and intervention*. NY: Pearson.

Date	Topic	Reading
1/25	Speech production and perception beyond infancy	M&B, chapter 6 Rigler et al. (2015).
2/1	Speech sound disorders: Classification, causes, and co-occurrence	M&B, chapter 2
2/8	Assessment I: <ul style="list-style-type: none"> • Pre-assessment planning • Instruments for assessment • Standardized tests vs. language samples 	M&B, chapters 7 and 8
2/15	Assessment II: <ul style="list-style-type: none"> • Dialect vs. disorder (contrastive analysis) • Assessment in languages other than English • Stimulability 	Fabiano, 2007 Velleman & Pearson, 2010 <u>Optional</u> : Glaspey & Stoel-Gammon, 2005
2/22	CHIRPA analysis of diagnostic results	M&B, chapter 9
3/1	Treatment I: <ul style="list-style-type: none"> • Principles of intervention • Goal selection • Pre-intervention planning 	M&B, chapters 10 and 11
3/8	Treatment II: <ul style="list-style-type: none"> • Phonological intervention approaches 	M&B, chapter 12, 13
3/15	Apraxia of speech: Assessment and treatment Guest lecture by Ms. Colleen Worthington	TBD
3/29	Treatment III: <ul style="list-style-type: none"> • Articulatory and motor speech approaches 	M&B, chapter 14
4/5	Final Exam	

RELEVANT ASHA STANDARDS

This class provides content knowledge and skill development opportunities for the following Standards of the American Speech Language Hearing Association:

STANDARD 3.1.1B PROFESSIONAL PRACTICE COMPETENCIES

1. Accountability
2. Clinical Reasoning
3. Evidence-Based Practice
4. Cultural Competence

STANDARD 3.12B. FOUNDATIONS OF SPEECH-LANGUAGE PATHOLOGY PRACTICE.

1. Basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases
2. Ability to integrate information pertaining to normal and abnormal human development across the life span
3. Nature of communications and swallowing processes to include knowledge of:
 - Etiology of the disorders or differences
 - Characteristics of the disorders or differences
 - Underlying anatomical and physiological characteristics of the disorders or differences
 - Acoustic characteristics of the disorders or differences (where applicable)
 - Psychological characteristics associated with the disorders or differences
 - Development nature of the disorders or differences
 - Linguistic characteristics of the disorders or differences (where applicable)
 - Cultural characteristics of the disorders or differences
 - For the following elements: Articulation, Receptive and expressive language (phonology, ...) in speaking, listening, reading, writing, and manual modalities

STANDARD 3.1.3B. IDENTIFICATION AND PREVENTION OF SPEECH, LANGUAGE, AND SWALLOWING DISORDERS AND DIFFERENCES

1. Intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment
2. Intervention for disorders and differences of the following: Articulation, Receptive and expressive language (phonology, ...) in speaking, listening, reading, writing, and manual modalities.

STANDARD 3.1.6B GENERAL KNOWLEDGE AND SKILLS APPLICABLE TO PROFESSIONAL PRACTICE

1. Integration and application of knowledge of the interdependence of speech, language, and hearing
2. Self-evaluation of effectiveness of practice