

SPLH 820: Clinical Methods in Developmental Phonological Disorders (Fall, 2007)

INSTRUCTORS: Marc Fey

CLASS MEETINGS: Monday, Wednesday, 3:15- 4:55 (Oct 15 – Dec 5)

OFFICE HOURS: Almost any time by appointment

REQUIRED READING:

Bauman-Waengler, J. (2008). *Articulatory and phonological impairments: A clinical focus* (Third Edition). Boston: Allyn & Bacon.

Fey, M. E., & Justice, L. M. (2006). Evidence-based decision making in communication intervention. In R. Paul (Ed.) *Introduction to clinical methods in communication disorders*. Baltimore: Paul H. Brookes.

Fey, M. E., & Stalker, C. H. (1986). A Hypothesis-Testing Approach to Treatment of a Child with an Idiosyncratic (Morpho)Phonological System. *Journal of Speech and Hearing Disorders*, 51, 324 – 336; <http://jshd.asha.org/cgi/content/abstract/51/4/324>.

FURTHER REQUIRED READING BY GROUPS:

Traditional Minimal Pair Approaches

Weiner, F. F. (1981). Treatment of phonological disability using the method of meaningful minimal contrast: two case studies. *Journal of Speech and Hearing Disorders*, 46(1), 97-103.

Complexity Approaches to Goal Selection (Focus on Maximal opposition and empty set)

Gierut, J. A. (2001). Complexity in phonological treatment: Clinical factors. *Lang Speech Hear Serv Sch*, 32(4), 229-241.

Multiple Oppositions Approach

Williams, A. L. (2000a). Multiple oppositions: case studies of variables in phonological intervention. *Am J Speech Lang Pathol*, 9(4), 289-299.

Cycles Approach

Hodson, B. W. (1992). Applied phonology: constructs, contributions, and issues. *Lang Speech Hear Serv Sch*, 23(3), 247-253.

Core Vocabulary Approach

Dodd, B., & Bradford, A. (2000). A comparison of three therapy methods for children with different types of developmental phonological disorder. *International Journal of Language & Communication Disorders* 35(2), 189-209.

Meta-phonological Approaches

Gillon, G. T. (2000). The Efficacy of Phonological Awareness Intervention for Children with Spoken Language Impairment. *Lang Speech Hear Serv Sch*, 31(2), 126-141.
<http://lshss.asha.org/cgi/content/abstract/31/2/126>

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, 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 processes.
- 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 15: Phonology, articulation, and related concepts and why they matter clinically	Chapter 1 and the “Test Yourself” questions on page 12. Fey’s Chapter 1 questions; Fey & Stalker, 1986; An introduction to our class client, Nora and your project client, Jermal.
2. Oct 17: Articulatory phonetics and the evaluation and treatment of speech sound disorders	Chapter 2 and the “Test Yourself” questions on pages 34-35. Fey’s Chapter 2 questions. Vowel and Consonant Inventories for Nora and Jermal. Practice with consonant inventories.
3. Oct 22: Phonetic transcription and diacritics	Read group assignment reading by Oct. 29 Chapter 3 and the “Test Yourself” questions on pages 55-56. Practice transcription with s-distortions and with Nora’s data and Jermal’s data on the APP-R.
4. October 24: Facilitating correct production of individual speech sounds	Chapter 8 and the “Test Yourself” questions on pages 308-309 and Fey’s Chapter 8 questions; Relevance of these procedures for Nora?
5. October 29: In class examination and group meetings; No lecture	In-class quiz Fey & Justice chapter on Evidence-based practice. First group meetings to discuss plans for the group intervention methods assignment.
6. October 31: Theoretical considerations and practical applications	Discussion of group projects and Fey & Justice; Chapter 4: 57 – 82; Fey questions on Chapter 4. “Test Yourself” questions 1 – 4.
7. November 5: Conclusion of Theoretical considerations and practical applications	Chapter 4; Practice with distinctive features and phonological processes; Appendix 4.1 on pages 100 – 106
8. November 7: Normal phonological development	Chapter 5, pp. 118 – 150; strengths and weaknesses of development profile sequences Fey questions on Chapter 5 & “Test Yourself” questions. Normal patterns in Nora’s speech. 9. November 12: Appraisal 9. November 12: Appraisal

10. November 14, In-class exam and group meetings; No lecture
11. November 19: A framework for phonological intervention
12. November 21: Thanksgiving Holiday
13. November 26: Diagnosis
14. November 28: Group presentations (Traditional Minimal Pairs and Complexity Approaches)
15. December 3 Group presentations (Multiple Oppositions and Complexity Approaches)
16. December 5: Group presentations (Core Vocabulary and Perception-based Approaches)
17. December 13, 3:00 – 6:00: Final Exam

Chapter 6; Fey questions on Chapter 6 & “Test Yourself” questions; Nora from Fey & Stalker

You must have provided Fey with the articles for your group project by this date

Chapter 9 and Fey questions; Fey & Justice (cf. description and analysis of Tyler et al.); Use Nora as an example of the tx framework

Chapter 7 and Fey questions

Student description and demonstration of the approaches, using Nora’s data as an example

Student description and demonstration of the approaches, using Nora’s data as an example

Student description and demonstration of the approaches, using Nora’s data as an example

In-class 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; (c) audio- and video-files illustrating speech samples, transcription, therapy, and much more; (d) **MANY** downloadable files or links to downloadable files that are essential for the class, including *Computerized Profiling*, which contains a full-featured phonological analysis module (*PROPH*) that will be illustrated (but not taught) in this class (This is **FREEWARE!** You are licensed to put it on your computer and to allow others to do so, as well. We are **NOT** pirating anything!) You will need access to CP as soon as the first week of class.
2. Your grade will be based on five primary measures: two, in-class, objective section quizzes (see Topics 5 and 9), a small-group, in-class presentation to be delivered during one of the last three class periods (Topics 14-16), a written project that involves developing an intervention program for a class client, Jermal, and an objective, comprehensive final exam.
 - A. **The two objective section examinations each will count for 15% of your total grade.** The questions for these exams will all come from the “Test Yourself” questions in the book, Fey’s questions on each chapter, or the “Thinking Critically” items from the text. They will either be lifted directly from these question sources or will be modified slightly so that the content is the same but the correct answers are different from the originals.
 - B. **Your group presentations will count for 20% of your grade.** Group presentations are based on one of the class clients, Jermal, a 4-year, 11-month-old boy and should use a standard format. The format includes:
 1. A brief description of the child’s profile that makes (or would make) him a candidate for this approach.
 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.
 3. An actual class demonstration of the procedures with goals and goal attack clearly determinable from the presentation and including materials created for this particular session. (One student could be the child and one the clinician.) (The look and feel of the presentation will depend on the approach. For example, the minimal pairs approach will focus primarily on procedures, whereas there will be a greater

emphasis on goal selection for the complexity and multiple oppositions approaches, and on goal attack for the cycles approach.)

- C. **Your group's written project will count for 25% of your grade.** Group written projects will look like written examples of the group presentations, but they will contain, in addition, an SLP-like report of the child's initial status in all areas relevant to an appraisal of a child speech case. They also must contain an evidence-based analysis of at least three articles selected to provide the most up-to-date objective evidence concerning the efficacy and effectiveness of the approach. Written reports will be shared with other class members who were assigned alternate approaches. See Blackboard for more details.
- D. **There will be a final exam, covering material from the entire term, which will count for 30% of your grade.** This exam will be fully comprehensive, although questions will be limited to those found in the "Test Yourself" sections of the book, Fey's questions that have been used as study guides, or the "Thinking critically" sections of the book. Questions formed from the "Thinking Critically" section will be re-shaped only enough to put them into an objective format like other parts of the test. Questions from the "Test Yourself" section and from Fey's questions may be altered slightly so a different response is correct but the content of the questions will follow those of questions we have already gone over. The one exception to this is that there will be at least 10 out of 100 points represented by the final chapter, Chapter 10, even though it will not be covered in class.
- E. Grading of the objective quizzes and final exam will be straightforward. Grades for the demonstrations and written projects 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 extent to which all members display confidence and professionalism in presenting the approach, and (c) the accuracy of the descriptions and analyses presented. The written projects will be further evaluated for the comprehensiveness and clarity of the client description and for the selection and analysis of articles used to evaluate the approach's efficacy and effectiveness. See Blackboard for more details.
- F. 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 the course, it will be important for you to score well on the objective exams and to make detailed, accurate, and clear presentations for the group projects. 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 As in the course.
- G. 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.