

## Phonology and Language Disorders

CSDS 314 - (online) – Spring 2010

January 11, 2010 – April 23, 2010

Exam week April 26 – April 30, 2010

Instructor:  
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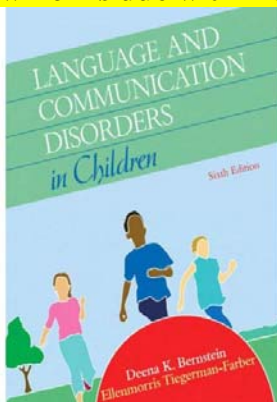
Note from Instructor: Since some of you may have the very same questions, please submit them through SHARE in Blackboard (Bb) (flow: “Communication – Discussion Board - SHARE”) so everyone will have the benefit of responses either from me or another student. I encourage you to answer other students’ questions when possible. **I expect you to check Announcements, your Longwood email account, and Share on a regular basis – every other day if not daily.** I will make every effort to respond to emails/SHARE within a reasonable amount of time. If you have a question about an assignment, and I fail to respond before the assignment is due, please wait to submit it until your concern has been addressed. Just let me know why you are submitting it ‘late’. Feel free to call me anytime. Leave a message and your phone number, and I will return your call as soon as I can.

### Course Description

The identification and evaluation of phonological and language disorders in children and adolescents, etiological factors, and basic assessment and management procedures for culturally and linguistically diverse populations Prerequisites: CSDS 285 & 307 or permission of instructor 3 credits.

### Required Text

Bernstein, D.K. and Tiegerman-Farber, E.M. (2002). *Language and Communication Disorders in Children (6<sup>th</sup> Ed)*. Boston: Allyn & Bacon. **(NOTE: We are using the 6<sup>th</sup> edition. The 5<sup>th</sup> edition won’t work. You will need your text for most of the assignments, particularly Quiz 1 which is due within the first 2 weeks of class.)**



This can be ordered through the Longwood Bookstore or at [www.amazon.com](http://www.amazon.com).

## **Required Resources**

*Minimum Computer and Software Requirements for Longwood Online* courses can be found at [www.longwood.edu/online](http://www.longwood.edu/online) . **Please be sure that your computer meets these requirements.**  
**Access Blackboard with Internet Explorer**

## **MICROSOFT OFFICE DOCUMENTS ARE THE ONLY ACCEPTABLE FORMATS FOR SUBMISSION OF ASSIGNMENTS.**

Accessing the course through a high-speed Internet connection (DSL or cable) is advised. If you don't have high-speed access from your home computer, you may want to view the PowerPoint presentations from your work location or another location with high-speed access, as some of the presentations contain video clips. It is also advisable to take all quizzes via high-speed connection. Be sure to access using Internet Explorer. Following these guidelines will minimize the possibility of technical problems.

**Online Course Policies:** Longwood online policies can be found at <http://www.longwood.edu/online>. On the left hand side of that screen are links to "Student Responsibilities" and "Student Support". Be sure to review **ALL** the student responsibilities before beginning this course. The Technical Support link ([http://www.longwood.edu/online/Tech\\_support.htm](http://www.longwood.edu/online/Tech_support.htm)) will provide you information about how to resolve technical issues if they should arise.

**Students must maintain current system software and virus definition updates.** The Help Desk can assist in this matter. Their toll free # is 877-267-7883. [Free anti-virus software](#) is available for downloading. **If your anti-virus software is not up-to-date, YOU MUST download the free anti-virus software!**

## **Course Objectives**

The following conceptual framework competencies guide the planning and delivery of instruction in this course. Specific course objectives reflect this framework as they focus on the needs of the students for developing skills as professionals who will be knowledgeable, caring and ethical decision-makers.

Upon completion of this course, students should be able to:

1. Be familiar with normal sequence of articulation/phonological development including general age ranges for mastery
2. Differentiate normal and disordered speech and language systems in the preschool and school-aged child
3. Describe the nature and causes of articulation/phonological and language disorders in children
4. Demonstrate understanding of a multicultural perspective on language disorders,

- including differentiation of language differences from language disorders
5. Discuss language disorders and their association with various exceptionalities
  6. Demonstrate understanding of the components of an effective articulation/phonology assessment
  7. Be familiar with assessments used for articulation disorders and phonological process disorders
  8. Demonstrate understanding of the components of an effective language assessment using language sampling and other descriptive measures
  9. Identify various tools for use in assessing language skills.
  10. Describe various procedures and techniques in treatment of articulation/phonology and language disorders

**Course Materials** All *PowerPoint (PPT)* presentations will be found in the course document section of *Blackboard (Bb)*. The PPT presentations are designed to help guide your reading in the text, not to supplant the reading. The **text readings** are necessary for full comprehension of the material and should be completed prior to completion of any assignment. On some assignments, additional information will be available through websites. There may be professional information provided in Course Documents which may or may not pertain to a particular assignment. I will try to note which documents are needed for each assignment.

### **Honor Code and Academic Pledge**

**Students are expected to abide by the Longwood University Honor Code at all times.**

Suspicion of any violation will be investigated and university policy will be followed. The

**Longwood Honor Code** as well as the **academic pledge** can be found at:

<http://www.longwood.edu/judicial/the%20philosophy%20of%20The%20Honor%20Code.htm#Philosophy%20of%20the%20Honor%20Code>. **You should write the Academic Pledge on each of your assignments. Points may be deducted if it is omitted. Please be assured, though, that if you submit questions or answer those of your classmates regarding an assignment, this will not negate your Pledge. I encourage you to share your knowledge, experiences, and ideas with others.**

Please be advised that future speech-language pathologists are bound by the American Speech-Language-Hearing Association (ASHA) Code of Ethics. (ASHA is the national accreditation agency.) **This code of ethics applies to any persons applying for membership to ASHA and should be adhered to by students aspiring to be speech-language pathologists.** The Code of Ethics can be found at <http://www.asha.org/NR/rdonlyres/F51E46C5-3D87-44AF-BFDA-346D32F85C60/0/v1CodeOfEthics.pdf>.

**Disability Statement:** The instructor is willing to meet reasonable accommodations for any students with a documented disability. The student should submit supporting material to the instructor. This includes the necessary accommodations as outlined by the Disability Support Center at Longwood University (<http://www.longwood.edu/disability>). **This information must be submitted within 10 days of the beginning of the course.**

**Assurance Statement:** **ALL STUDENTS** are required to review the Honor Code, Code of Ethics and On-line policies, signing an assurance statement to this fact and assuring they are

keeping their virus software up-to-date. The statement you signed when you registered attests to this. **You will also be asked to sign it online at the beginning of the course.**

**Late Policy:** All assignments are expected to be turned in by the assigned date (11:59 pm EST); however, the instructor will allow a grace period of 3 days. If a student has an extenuating circumstance, and more time is needed, the student must call or email the instructor **prior** to the assignment deadline. Work submitted late (including the grace period) on a regular basis may be subject to a penalty.

## **Course Requirements**

**NOTE:** Each student is to complete her/his assignments independently; however, **I highly encourage you to post questions, provide answers for your classmates, and share your knowledge or experience on particular topics.** Specific instructions on how to complete each assignment will be posted in the Assignment feature of **Blackboard (Bb)** along with the grading sheet for each assignment.

**NOTE:** All assignments should be submitted with the **title of the assignment (space) hyphen (space) your name with last name first.** For example, if Sarah Warren were submitting the Phonetic Inventory (PI), she would submit it as PI – Warren, Sarah. Any changes to this format will be mentioned at the time the assignment is posted.

1. **Class Participation.** Students are expected to actively participate in class discussions. A Virtual Student Union (VSU - 5 points), two Forums (15 pts. each) on a variety of topics will happen throughout the semester (40 pts total), and SHARE - a place for asking/answering questions, making comments, providing suggestions and personal experiences - will be available in the Discussion Forum.

**Everyone must sign and submit the Assurance Statement at the beginning of the semester.**

2. **Quizzes** – There will be 2 quizzes posted during the semester.  
(Quiz 1 = 45 points; Quiz 2 = 40 points)

3. **Phonetics Review** (5 points) – Although the phonology portion of the course is during the second half, you will have the opportunity to practice your skills early in the semester. If you need help in this area – either with transcribing or installing the pepperfont (the phonetic font) - this is the time to ask. **Don't wait until we begin phonology in March.**

4. **Language Assessment – RtI** – Response to Intervention – Students will discuss this concept as it applies to the role of the speech/language pathologist. (33 pts)

5. **Language Sample Analysis - Rudy** - A language sample will be provided which students will analyze regarding a boy's pragmatics, semantics, and syntax language skills. (100 points)
6. **Language Intervention – LI - Intervention Strategies and Service Delivery Models** - Students will compare and contrast modes of intervention for children with language disorders. (40 pts.)
7. **Intervention Techniques – “John” - Special Populations (Autism)** - Students will discuss an intervention technique for a 6 year old boy who has autism. (40 pts.)
8. **Phonetic Inventory – PI** - Students will complete a Phonetic Inventory. (50 pts.)
9. **Articulation Analysis – TAT (The Articulation Test)** - Students will analyze a child's production of a list of words and write a narrative summarizing his articulation skills. (60 pts.)
10. **Identification of Phonological Processes – IDPP** – Students will do a phonological process analysis based on Barbara Hodson's definition. (60 pts)
11. **Phonological Approach to Remediation** – Students will complete an assignment on phonological approach to remediation. (42 pts.)
12. **Final Exam** – The final exam will be cumulative. Details about how it will be administered will be available on Blackboard during the latter part of the semester. (150 pts)

**CSDS 314 Online Class Schedule Spring 2010**

**January 11, 2010 – April 23, 2010**

**Exam week April 26 – April 30, 2010**

**DATES ARE APPROXIMATE – may change once semester begins**

Topic	Reading	Assignments	Due Date
<b>Download the pepperfont onto your computer NOW!</b> <b>Contact User Support for help, particularly if you have a Mac.</b> <b>434-395-4357 or helpdesk@longwood.edu</b>			
Assurance Statement	See online site in the Syllabus for location	Submit through the Assignment section of Bb	<b>Jan. 11</b>

Introductions	Virtual Student Union (VSU) – Information about yourself.	Submit through Communication/ Discussion Board in Bb	<b>Jan. 12</b>
Language Development Review	Text: Chapters 1 and 2 Supporting documents in Course Documents	Quiz 1 can be found in Assignments.	<b>Jan. 19</b>
Language Assessment	Text: Chapters 3, 4, 5, 9, 11 PPT: Language Assessment Part I PPT: Language Assessment Part II	Response to Intervention (RtI) can be found in Assignments.	<b>Jan. 26</b>
Phonetics Review Practice	Pepperfont symbols corresponding to placement on your keyboard. – in Course Documents	Phonetics Review can be found in Assignments.	<b>Feb. 3</b>
Language Assessment	Text: Chapters 3, 4, 5, 9, 11  Course Documents under Language Assessment Methods: - PPT - Language Assessment Part I - PPT -Language Assessment Part II - Language Sample Analysis Examples Assignments under Rudy - Discourse Rules - Referential Semantic Analysis - Analyzing a Language Sample	<b>Rudy – Assignments (Bb)</b>	<b>Feb. 9</b>
Language Intervention	Text: Chapters 3, 4, 10 PPT: Language Intervention	<b>Forum 1 –  Naturalistic Communication Intervention</b>	<b>Post by Feb. 26.  Respond by March 1</b>

		<b>(Discussion Board)</b>	
		<b>Language Intervention - LI Assignments (Bb)</b>	<b>March 4</b>
Special Populations	Text: Chapters 5, 6, 7, 8, 12 PPT: Autism PPT: Special Populations	<b>“John”</b>  <b>Quiz 2 Special Populations</b>	<b>March 15</b>  <b>March 23</b>
Phonological Development	PPT: Articulatory Phonetics and Phonology PPT: Development of Phonology PPT: Related Factors	<b>Phonetic Inventory - PI</b>	<b>March 29</b>
Assessment of Articulation and Phonology	PPT: Articulation Phonology Assessment PPT: Phonological Analysis	<b>The Test of Articulation – TAT</b>  <b>IDPP – Identification of Phonological Processes</b>	<b>April 2</b>  <b>April 8</b>
Intervention for Articulation and Phonology	Phonological Remediation  Electronic Reserves Reading - Procedures for Teaching Sounds	<b>Phonological Remediation</b>  <b>Forum 2 Procedures for Teaching Sounds</b>	<b>April 14</b>  <b>Post by April 19</b>  <b>Respond by April 22</b>

<b>Grading (700 possible points )</b>	
Quizzes (45 and 40 points each)	85 points
Discussion Forums (a) Virtual Student Union (5 pts.) (b) Procedures for Teaching Sounds (15 pts.) (c) Naturalistic Communication (15 pts.)	35 points
Scoring/Summary Articulation Analysis - TAT	60 points
Identification of Phonological Processes & Articulatory Phonetics (IDPP)	60 points
Phonetics Review	5 points
Phonetic Inventory (PI)	50 points
Phonological Remediation	42 points
Language Sample Analysis - Rudy	100 points
Response to Intervention - RtI	33 points
Intervention Techniques – Special Populations (Autism) - John	40 points
Intervention Strategies - LI	40 points
Final Exam	150 points
<b>TOTAL</b>	<b>700 points</b>

**Grading Scale:**

A+	686-700		C+	546-559
A	645-685		C	505-545
A-	630-644		C-	490-504

B+	614-629		D+	475-489
B	575-613		D	435-474
B-	560-574		D-	420-434
			F	<420

**Note: If you already have a bachelor's degree, you are considered a graduate student. Longwood University does not allow a grade of D for graduate students: therefore, if you earn less than C- the grade will be F.**

**Phonetic Font:** <http://www.waisman.wisc.edu/phonology/pepfont/index.html>

**If you have difficulty downloading and installing the phonetic font on your computer, contact User Support services 434-395-4357 or toll free 877-267-7883. Currently they are available M-Th 7:45 a.m. – 9 p.m.; Friday 7:45 a.m. – 5 p.m. EST.**

#### **Additional Resources:**

#### **Articles and Books**

1. Hodson, B. & Paden, E. (1991). *Targeting Intelligible Speech*. Austin, Texas: Pro-Ed..
2. Norris, J.A. and Hoffman, P.R. (1990). Language intervention within naturalistic environments. *Language, Speech, and Hearing Services in Schools*, 21, 72-84.
3. Mantione, D. (1999). Teaching Michael to Talk. *Advance*, 9 (14), 22-23. [http://speech-languagepathologyaudiology.advanceweb.com/common/EditorialSearch/AViewer.aspx?AN=SP\\_p22.html&AD=04-05-1999](http://speech-languagepathologyaudiology.advanceweb.com/common/EditorialSearch/AViewer.aspx?AN=SP_p22.html&AD=04-05-1999)
5. Ukrainetz, T.A. (1998). Stickwriting stories: A quick and easy narrative representation strategy. *Language, Speech, and Hearing Services in Schools*, 29, 197-206.
6. Woods, J.J. and Wetherby, A.M. (2003). Early identification of and intervention for infants and toddlers who are at risk for autism spectrum disorder. *Language, Speech, and Hearing Services in Schools*, 34, 180-193.
7. Justice, L.M. and Ezell, H.K. (2002). *The Syntax Handbook: Everything You Learned about Syntax (But Forgot)*. Eau Clair, WI [www.superduperinc.com](http://www.superduperinc.com)
8. Websites related to **Autism**

Autism - [www.nlm.nih.gov/medlineplus/autism](http://www.nlm.nih.gov/medlineplus/autism)

The Picture Exchange Communication System (PECS) - [www.usd.edu/cd/autism](http://www.usd.edu/cd/autism)

Autism - [www.cnn.com](http://www.cnn.com) Click on VIDEOS...Type in Autism... View Amanda B.  
"In My Language" as well as others on the page  
Autism intervention – <http://www.scerts.com>  
Augmentative and Alternative Communication (AAC) -  
[www.asha.org/public/speech/disorders/Augmentative-and-Alternative](http://www.asha.org/public/speech/disorders/Augmentative-and-Alternative)  
AAC Institute - <http://www.aacoinstitute.org>  
Visual Schedules – [www.setbc.org/projects/vss](http://www.setbc.org/projects/vss)  
The SCERTS model – [www.scerts.com](http://www.scerts.com)  
The SCERTS model – [http://depts.washington.edu/isei/iyk/iyk\\_previous.html](http://depts.washington.edu/isei/iyk/iyk_previous.html)  
Social Stories – [www.thegraycenter.org](http://www.thegraycenter.org) – Carol Gray, the Director of The Gray Center for  
Social Learning and Understanding.

### **Selected Journals**

*American Journal of Speech Language Pathology*  
*Child Language*  
*Communication Disorders Quarterly*  
*Contemporary Issues in Communication Sciences and Disorders*  
*Language, Speech and Hearing Services in Schools*  
*Topics in Language Disorders*