

CSD 745: Advanced Study in Phonological Disorders

Fall Semester 2021

Instructor Information

Instructor: Sarai Holbrook, PhD, CCC-SLP

Office: CPS 040

Office Hours: TBD – I will need to finalize my clinic schedule first.

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Office Telephone: (715) 600-2112

I will attempt to respond within 24 hours on weekdays. Responses sent after 5:00 on Friday may not be answered until the following Monday. **Please resend your email** if you have not received a reply from me within 24 hours during the work week.

Course Information

Course Description:

Review contemporary issues related to articulation, phonology, and childhood apraxia of speech. Assessment and treatment strategies for clinically and culturally diverse children.

Credits: 2

Prerequisite: CSD 345 - Phonological and Articulation Development and Disorders or equivalent

Meeting Time: Fridays from 10:00-11:40 am

Course Location: CPS 024 – **in person!!!** Yay! This course will be delivered entirely **in-person** and managed through Canvas. You will use your UWSP account to login to the course from the [Canvas Login Page](#).

Important Note: This syllabus, along with course assignments and due dates, are subject to change. All updates will be posted to Canvas. I recommend that you set your Canvas settings to notify you when there are changes to the course. [How to set Canvas notification preferences link](#).

Course Learning Outcomes (CLOs) – i.e. What will I learn in this class?

- CLO 1: Compare and contrast the **etiology and characteristics** of
 - Articulation/Phonology
 - Childhood Apraxia of Speechdisorders in children and adolescents across a diverse set of characteristics.

- CLO 2: Integrate **theoretical models** and philosophical issues into assessment and intervention decisions related to:
 - Articulation/Phonology and
 - Childhood Apraxia of Speechdisorders in children and adolescents across a diverse set of characteristics.

- CLO 3: Identify and practice standardized, non-standardized, and/or dynamic **assessments** for children and adolescents with
 - Articulation/Phonology and
 - Childhood Apraxia of Speech
 disorders in children and adolescents across a diverse set of characteristics.
- CLO 4: Develop **intervention** plans for children and adolescents with
 - Articulation/Phonology and
 - Childhood Apraxia of Speech
 disorders in children and adolescents across a diverse set of characteristics.

ASHA Standards

You will have the opportunity to meet part of all the following ASHA standards in this course: IV-C, IV-D, IV-F, IV-G, V-B. Other ASHA standards may apply, but these are the ones most directly relevant to this class.

Course Materials & Textbook

Materials:

Please bring a laptop, tablet, phone, something with a screen that can connect to the internet, to each class period. I will be using NearPod, Canvas, or similar programs for reading quizzes, tests, and other activities.

Required Texts:

Title and information	How to get it
<i>Articulation & Phonological Disorders: Speech Sound Disorders in Children, 8th Edition</i> Bernthal, J., Bankson, N., & Flipsen, P. ISBN: 9780134170824 Publisher: Pearson	1. Bookstore: eBook and a limited number of physical copies 2. Library: 1 physical copy; can be checked out for 48 hours 3. Your preferred online vendor: quality and version aren't guaranteed.
<i>Interventions for Speech Sound Disorders in Children, 2nd Edition</i> Williams, L., McLeod, & McCauley, R. ISBN: 9781681253589 Publisher: Brookes	1. Library: E-book link with option to download select chapters. 2. Bookstore: should have physical copies for purchase 3. Your preferred online vendor: quality and version aren't guaranteed.

Helpful Text:

The Late Eight, 3rd Edition by Bleile, K. (2018) ISBN: 978-1-94488-303-4 Publisher: Plural **This text isn't available through the bookstore but would be quite useful for clinical practice.*

Other Readings:

All other readings will be posted on Canvas.

Expectations

Students are expected to:

- Complete assigned readings before class
- Attend lectures in person
- Bring a laptop/tablet/electronic device that can access Canvas and NearPod
- Actively participate in discussions and in-class exercises
- Answer questions asked by the instructor
- Ask for clarification when needed
- Complete assignments on time
- Be courteous and respectful to other students and the instructor

Dr. Holbrook is expected to:

- Be prepared for class
- Have a solid rationale for materials taught
- Begin and end on time
- Announce any changes to the syllabus or assignments in advance
- Answer student questions – If I don't know the answer, I will find it out!
- Meet with students outside of class to discuss questions or concerns about the course requirements or the student's performance
- Be courteous and respectful to all students, provide constructive feedback, and return assignments efficiently

Participation and Attendance

I expect full participation in in-class activities – discussions, case studies, application activities, etc. Let's make the most of being able to meet in the same room!

I will track attendance through the weekly reading/presentation quiz. The reading quiz will typically be during the first 10 minutes of class, so punctuality is important. There are 12 in the semester; I will drop your lowest 2 scores. You will not be able to make up the reading quiz unless your absence is excused. For an absence to be excused, you must contact me in advance and have a compelling reason to be absent (funerals, weddings, illness, etc. Unfortunately, going on vacation doesn't qualify).

Complete Assignments & Late Policy

I realize that life goes on while you are in school. Car accidents occur, kids get sick (or break their legs – ask me about that story...) etc. Excused late assignments will be allowed (without penalty) for illness, emergency, funerals, etc. **For a late assignment to be excused, you must discuss this with me BEFORE it is due.** Between email and my office phone – which forwards to my cell phone – listed at the top of this syllabus – you should be able to get ahold of me. You may be asked to provide documentation of excused reasons.

Assignments and Grading Policies

Graded Course Activities (Assignments)

Click the **Assignments** link in Canvas to access assignment listing, categories, and weights as applicable. Click the **Syllabus** link to see a chronological listing of assignments. Click the **Grades** link to see current grades. Overall assignments and accompanying points are listed below:

Description	Points
In-class Reading Quizzes (12 total; lowest 2 scores dropped)	10 X 10 = 100
Exam 1	50
Exam 2	50
Treatment Presentation	100
Total Points Possible	300

Grades

Points you receive for graded activities will be posted to Grades in Canvas. Click on the Grades link to view your points. I will attempt to assess quizzes/tests/presentations within a week.

Grading Scale

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows.

Letter Grade	Percentage
A	94-100%
A-	91-94%
B+	88-91%
B	84-87%
B-	80-83%
C+	77-79%
C	74-78%
C-	70-73%

Course Outline

Date	Week	Topic	Readings	Activities (subject to change)
9/3	1	Intro and Review	Bernthal, Bankson, & Flipsen (hereafter BB&F) Ch. 1-2	Pre-semester Assessment (full points given if completed)
9/10	2	Intro and review Cont. Dialect	BB&F Ch. 3 & Ch. 11, pgs. 277-293	Reading Quiz Talking Black in America (segments)
9/17	3	Factors related to SSDs and Causality	BB&F Ch. 4-5	Reading Quiz
9/24	4	Test – Review and Causal factors		
10/1	5	Assessment: Data Collection	BB&F Ch. 6 McLeod et al. (2017) - Tutorial - Speech assessment for	Reading Quiz Practice standardized, non-standardized, and/or dynamic assessments

			multilingual children who do not speak the same language(s) as the SLP	
10/8	6	Assessment: Decision Making	BB&F Ch. 7; Ch. 11 pgs. 294-296	Reading Quiz Practice phonological analysis techniques; target selection methods
10/15	7	Assessment Wiggle Room/ Non-speech Oral Motor Exercises Discussion	Ruscello (2008); Watson & Lof (2011); Ruscello & Vallino (2020)	Reading Quiz
10/22	8	Test – Assessment & NSOME		
10/29	9	Basics of Tx.	BB&F Ch. 8	Reading Quiz
11/5	10	Interventions Overview; Traditional Approach	Baker et al. (2018) BB&F Ch. 11 pgs. 296-299 Williams Ch. 17 (Traditional)	Reading Quiz Treatment Presentation Example: Dr. Holbrook
11/12	11	Minimal Pairs; Cycles; Multiple Oppositions	Williams Ch. 3 (Minimal Pairs) Williams Ch. 4 (Multiple Oppositions) Williams Ch. 11 (Cycles)	Reading/Presentation Quiz Treatment Presentations: Groups 1, 2, & 3
11/19	12	Complexity; Core Vocabulary; Enhanced Milieu Teaching with Phonological Emphasis	Williams Ch. 5 (Complexity) Williams Ch. 10 (Core Vocabulary) Williams Ch. 13 (Enhanced Milieu Teaching w/Phonological Emphasis)	Reading/Presentation Quiz Treatment Presentations: Groups 4, 5, & 6
11/26 – NO CLASS – Happy Thanksgiving!				
12/3	13	Developmental Dysarthria; Childhood Apraxia of Speech	Williams Ch. 23 (Developmental Dysarthria)	Reading/Presentation Quiz Treatment Presentations: Group 7
12/10	14	Childhood Apraxia of Speech	Williams Ch. 18 (NDP3) Williams Ch. 21 (DTTC) Williams Ch. 20 (TEMPO/ReST)	Reading/Presentation Quiz Treatment Presentations: Groups 8, 9, 10
12/17	15	Finals Week – No Final – Happy Holidays!		

Treatment Presentation

You will present on a specific treatment for speech sound disorders. You have been randomly assigned to groups, with a randomly assigned group leader. The group leader is responsible for submitting your presentation file and quiz questions **the day before you are scheduled to present**. Talk to me if you have concerns about being the group leader.

If you have a burning desire to present on a different treatment, talk to those group members, swap with someone, then talk to me. It is not acceptable to swap just to present earlier or later in the semester.

Treatment Presentation Rubric (100)

- Basic intro to the program and why the program should work (i.e., theoretical underpinnings) discussed (10)
- Target populations and their characteristics (age, diagnosis, etc.) described including application to a variety of cultural/linguistic backgrounds (10)
- Brief summary of the research support included (10)
- Assessment/analysis components related to the program are described completely (include materials/links where possible) (20)
- Implementation - Enough information is provided so that others could implement treatment (including dosage considerations, techniques, critical elements, step-by-step instructions, materials, etc.) (30)
- Students provide video examples of how to implement the program – either of themselves or others performing it. I have access to some – talk to me (5)
- Students discuss pros and cons associated with the program (5)
- References for further reading/training and/or materials included (5)
- Submit 3 questions for the presentation quiz the day before presentation (5)

Treatment Presentation Group Assignments and Presentation Dates

Group #	Treatment	Group Members (leader bolded)	Presentation Date
1	Minimal Pairs	Abigail Kapitz , Angela Kudick, Marnie Schecklman	11/12
2	Multiple Oppositions	Kailee Broeckert , Sierra Litwaitis, Amanda Meister	11/12
3	Cycles	Nicole Plutz , Ali Bogнар, Morgan Briggs	11/12
4	Complexity Approaches	Taneal Strassburger , Lindsay Ditmars, Karly Honken	11/19
5	Core Vocabulary	Madeline Budde , Morgan Knutson, Abigail Zorowski	11/19

6	Enhanced Milieu Teaching with Phonological Emphasis	Izzie Mergen , Olivia Addison, Samantha Buerger	11/19
7	Developmental Dysarthria Interventions	Emma Pavletich , Alyssa Feller, Breanna Wolter	12/3
8	The Nuffield Centre Dyspraxia Programme (NDP3)	Kailey Miller , Taylor Johnston, Faith Vosters	12/10
9	Dynamic Temporal and Tactile Cueing (DTTC)	Shelbi Noffke , Rosalie Campbell, Morgan Gunnink	12/10
10	Speech Motor Programming Intervention (TEMPO/ReST)	Chantel LaBlonde , Taylor Frodel, Tara Sweeney	12/10

Course Policies

COVID-19 Protocols

Face Coverings:

In short: Wear them inside. I can't start class until everyone is wearing theirs properly.

In long: At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. **Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes.** Please note that by university policy unless everyone is wearing a face covering, in-person classes cannot take place. Failure to adhere to this requirement could result in formal withdrawal from the course.

Health:

In short: Don't come to class if you're sick, regardless of your vaccination status. If you are feeling sick on a class day, contact me.

In long: Please monitor your own health each day using the campus screening tool (however, it's only required if you are not vaccinated). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email me and contact Student Health Services. o as with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.

Physical Distancing and Other Precautions:

- We will utilize a seating chart in the class to facilitate contact tracing (hopefully it won't be necessary)
- Maintain 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.

- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please keep these same healthy practices in mind outside the classroom.

Disability Resources

If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements (including one that precludes you from wearing a face covering), please contact me within the first week of class. Refer to <http://www.uwsp.edu/special/disability/studentinfo.htm> for further assistance.

Communicate if You are Struggling

If you find that you are having difficulty keeping up with assignments or have any concerns or difficulties in the course, please contact me as early as possible. Let's find a solution together. I want to help.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Commit to Integrity

In short: Be honest. Do your own work. Don't cheat. Cite things properly.

In long: You are entering a field of respected, trusted individuals and are paying a lot for your education. If you don't do your own work, you tarnish your character and that of our profession, diminish your self-respect, and, if nothing else, waste your money. Talk to me if you're struggling and are tempted to cheat to get by. If you have a question about whether something compromises academic integrity – ask me or refer to:

https://www.uwsp.edu/dos/Documents/2015_Aug_AcademicIntegrityBrochure.pdf. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

Recording/Sharing Course Content with Persons Not Enrolled in Class

In short: Don't do it. Talk with me first if you feel you need to for some reason.

In long: Lecture materials and recordings for CSD 745 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or

share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.

Etiquette Guidelines (both in-person and online)

We all wish to foster a safe learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Please, be civil with each other. Working as a community of learners, we can build a polite and respectful course community.

The following tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 can be helpful to convey your tone but do not overdo or overuse them.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions must be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm
Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.