Pediatric Speech Sound Disorders  
Fall 2018

Course number: ASLP 5825  
Class time: Tuesday, Thursday 6 -7:30p  
Place: ECB 110

Instructor: Boji Lam, Ph.D.  
Office hours: Wednesdays, 2:30 – 5:30p, or by appointment  
Office: Room 267  
E-mail: bojilam.course@gmail.com (the best way to contact me)  
Office Phone:

Teaching Assistants: Jackie Barr  
E-mail: jacquelinebarr@my.unt.edu  
Office hours: Tuesdays 4:00 – 5:00p, or by appointment  
Office: Computer Lab  
E-mail: jacquelinebarr@my.unt.edu (the best way to contact me)

REQUIRED COURSE MATERIALS:  

SUGGESTED READINGS

Additional assigned readings from journal articles and other publications will be assigned throughout the course (see reading list included in syllabus).

**Background**


**Assessment**


**Treatment**


**RECOMMENDED TEXTBOOK**

**USEFUL RESOURCE**

https://bilinguistics.com/speech-therapy-materials/

https://www.speech-language-therapy.com/ (A fantastic website for both speech and language disorders by Dr. Caroline Bowen, an ASHA fellow)

https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935321&section=Overview

https://www.asha.org/practice/multicultural/phono/

https://www.asha.org/MapLanding.aspx?id=8589947062

**COURSE DESCRIPTION:**
Welcome, my future colleagues! This course focuses on normal, delayed, and disordered speech in children. This course will cover various aspects of speech sound delays/disorders (e.g., characteristics, classifications, etc.), and assessments and interventions available in the field. This course aims to equip studies with skills to understand and discuss the theoretical bases of phonological and articulation disorders, to locate/summarize/present current research findings, and to develop plans for assessment and treatment.

**COURSE FORMAT:**
The format for the course will be comprised of lectures, discussions, and presentations in verbal and visual modalities. Emphasis will be on developing skills needed for effective, evidence-based assessment, diagnosis and intervention for children affected by speech sound delays/disorders.

**COURSE OBJECTIVES:**
Upon completion of this course, the student will be able to:
- Explain terminology related to speech sound delays/disorders.
- Describe the major developmental milestones in normal phonological development.
- Locate, summarize, and present current research findings.
- Complete assessments of individuals with speech sound delays/disorders.
- Discuss and implement appropriate intervention approaches/programs as well as sound facilitation strategies.

**COURSE SCHEDULE:**
The course descriptions and timelines are **subject to change** at the discretion of the instructor. We will make every effort to ensure that any changes to the schedule will be with adequate notice, for good reasons, and in consultation with the class. If we fall behind on this schedule, you will only be tested with respect to what we have covered in class up to that point in time.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>8/28</td>
<td>Overview, Chapter 1 (History and background)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8/30</td>
<td>Chapter 1 - History and background</td>
<td>Gillam &amp; Gillam (2006)</td>
</tr>
<tr>
<td>2.</td>
<td>9/4</td>
<td>Chapter 2 - Classifications, causes, co-occurrence</td>
<td>class 5 – 8p</td>
</tr>
<tr>
<td></td>
<td>9/6</td>
<td>NSSLHA meetings</td>
<td>no class</td>
</tr>
<tr>
<td>3.</td>
<td>9/11</td>
<td>Chapter 3 - Artic. foundations of speech</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/13</td>
<td>Chapter 5 - Theoretical foundations</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>9/18</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/20</td>
<td>Chapter 6 - Children’s speech acquisition</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>9/25</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/27</td>
<td>Chapter 8 - Assessment</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>10/2</td>
<td>Chapter 8, 9 - Assessment and analysis</td>
<td>class 5 – 8p</td>
</tr>
<tr>
<td></td>
<td>10/4</td>
<td>NSSLHA meetings</td>
<td>no class</td>
</tr>
<tr>
<td>7.</td>
<td>10/9</td>
<td>Special populations (e.g., bilingualism)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/11</td>
<td>Chapter 10 - Goal setting</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>10/16</td>
<td>Chapter 10, 11 Intervention Principles and plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/18</td>
<td>Mid-term Review, Q &amp; A</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>10/23</td>
<td><strong>Mid-term Exam</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/25</td>
<td>Chapter 11, 12 Intervention procedures and evaluation</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>10/30</td>
<td>Chapter 12; Chapter 13 - Phonological intervention approaches</td>
<td>class 5 – 8p</td>
</tr>
<tr>
<td></td>
<td>11/1</td>
<td>NSSLHA meetings</td>
<td>no class</td>
</tr>
<tr>
<td>11.</td>
<td>11/6</td>
<td>Chapter 14 - Artic and motor speech intervention approaches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/8</td>
<td>Research presentation (5-min, individual)</td>
<td>Group 1</td>
</tr>
<tr>
<td>12.</td>
<td>11/13</td>
<td>Research presentation (5-min, individual)</td>
<td>Group 2</td>
</tr>
<tr>
<td></td>
<td>11/15</td>
<td>ASHA Convention</td>
<td>TBA</td>
</tr>
<tr>
<td>13.</td>
<td>11/20</td>
<td>Research presentation (5-min, individual)</td>
<td>Group 3</td>
</tr>
<tr>
<td></td>
<td>11/22</td>
<td>Thanksgiving</td>
<td>no class</td>
</tr>
<tr>
<td>14.</td>
<td>11/27</td>
<td>Research presentation (5-min, individual)</td>
<td>Group 4</td>
</tr>
</tbody>
</table>
Evidence-based practice is extremely important for speech-language pathology to grow as a professional field. To ensure that you acquire the required skills for evidence-based practice, this course emphasizes BOTH clinical knowledge and research. Many have thought that clinic and research are two separate domains. You often hear people say “Oh! This is just theory”. This view is WRONG. Think about the long-lasting debate on vaccine and Autism, or the application of phrenology on understanding the brain in the past. Without research and a critical mind, we will be making wrong clinical judgments.

The assignments in this course are designed to
a.) To equip you with fundamental knowledge that is necessary for clinical practice (you will be assessed via examinations)
b.) To equip you with skills to critique research performed in the field of speech-language pathology and keep abreast of current state-of-art (you will be assessed via presentations)
c.) To equip you with skills to summarize complex information and communicate with caregivers and other professionals (you will be assessed via presentations and producing brochure)

1. Exams (Total: 200 pts)
   - Mid-term exam (100 points)
   - Final exam (100 points)
     - Exams will consist of multiple-choice questions and/or short questions.
     - They will cover material from the lectures, readings, and presentations of your classmates.
     - The exams will not be intentionally cumulative, though there will be some carryover of ideas across sections of the course.
     - Requests to reschedule an exam are considered only when there is a family or medical emergency with documentation, or religious holidays.

2. Individual presentation (Total: 80 pts):
   - Individual presentation (4 min presentation + 1 min Q & A: 40 pts)
Locate, summarize, and present one unique, current peer-reviewed article. The goal is to expose the class to various aspects of the field.

Topics include, but are not limited to, specific types of clients, classification of delays/disorders, intervention efficacy and outcomes, survey of practice of speech-language pathologists, and many other topics.

Clients can include hearing/visual impairment, Autism, Down syndrome, bilingualism/multilingualism, cleft palate, Traumatic Brain Injury, Genetic Syndromes, Multi-handicapped. You are always welcome to suggest other topics not listed here.

Please choose your article and upload it to blackboard learn by Sep 30th.

Late upload of the article will result in a 5-point deduction.

Articles cannot replicate: students must select a different article if the first choice has already been uploaded by a classmate.

To maintain quality and relevance of the article, the instructor reserves the rights to suggest the students to select a different article.

1-slide powerpoint poster (30 pts)

Students will make a 1-slide ppt as a poster to illustrate the talk.

You do not have to make an actual poster (no print out is needed). Please upload a 1-slide powerpoint that resembles a poster (i.e., a slide that is ready for print-out) 3 days before your presentation.

Late upload of the slide will result in a 5-point deduction.

Hint: When you are making the poster and your presentation, imagine that you are a professional speech-language pathologist presenting at ASHA convention or providing an in-service training to other professionals.

A grading rubric to both the presentation and poster will be posted to blackboard learn.

3 follow-up questions (10 pts):

Each student will select 3 different presentations and formulate one follow-up question for each of the 3 presentations – 3 total questions.

Please ask your question during Q & A after the presentation.

Please upload all your questions asked during Q & A (total: 3) to blackboard by Nov 15th. For each question, please explain its clinical implications/significance briefly (3 sentences max).

Late upload of questions will result in a 2-point deduction.

3. Group presentation (Total: 80 pts):
- Group presentation (15 min presentation + 5 min Q & A: **40 pts**)
  - Each group will select, describe, and critique one intervention approach, including the components listed below
  - There will be 7 groups. Each group will have 6 students.
  - General description (imagine a sales pitch for a brand or a product and expand from there)
  - Theoretical basis
  - Target client populations
  - Procedures (key components, session structure, strategies and activities, dosage, personnel, progress monitor, etc.)
  - Empirical evidence (**two unique, current peer-reviewed articles**)
  - Strength and weakness

- one powerpoint slide to illustrate the talk (max 10 slides, **30 pts**)
  - Please upload your slide 3 days before your presentation
  - Late upload of slide will result in a 5-point deduction for the whole group.

- 3 follow-up questions (**10 pts**):
  - Each student will select 3 different presentations and formulate one follow-up question for each of the 3 presentations – 3 total questions.
  - Please ask your questions during Q & A after the presentation.
  - Please upload all your questions asked during Q & A (total: 3) to blackboard by Dec 6th. For each question, please explain its clinical implications/significance briefly (3 sentences max).
  - Late upload of questions will result in a 2-point deduction.

4. Brochure (40 pts):

- Make a brochure (see example) for family members / teachers / other professionals.
- The goal is for you to learn how to
  - Educate individuals outside our field what speech sound delay/disorders are.
  - Educate individuals outside our field what they can do to get help (e.g., refer a client to you).
  - Disseminate healthcare information to public and promote public awareness and understand about our field.

Add an assignment that the whole class works towards a shared document with the metaphor cues to elicit sounds

**Total number of points is 400.**
<table>
<thead>
<tr>
<th>Letter Grade (%)</th>
<th>Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (&gt;90)</td>
<td>360 - 400</td>
</tr>
<tr>
<td>B (80-89)</td>
<td>320 - 359</td>
</tr>
<tr>
<td>C (70-79)</td>
<td>280 - 319</td>
</tr>
<tr>
<td>D (60-69)</td>
<td>240 - 279</td>
</tr>
<tr>
<td>F (&lt;59)</td>
<td>239 or less</td>
</tr>
</tbody>
</table>

5. Extra credit (10 pts):

- On several occasions throughout the semester, you will be offered an opportunity to earn extra credit points by taking a quiz or completing a short assignment. Turning in an extra credit assignment does not guarantee you will earn the full points. No make-up extra credit assignments will be given.

- There will be no rounding.
- Your grade-to-date will be posted on Blackboard/learn.
- Your assignments and exams will be graded within two weeks of the due date or the exam day.

ATTENDANCE/PARTICIPATION:
Students who actively engage in the learning process learn and retain more information. Regular attendance in class and active listening/participating in classroom discussion is necessary for optimal learning. All cell phones and other electronic communication devices are not to be used during class time and should remain “out-of-sight” during class time. Please demonstrate your respect by not texting, checking messages, etc. during class time.

DISABILITY ACCOMMODATIONS:
The Department of Audiology and Speech-Language Pathology cooperates with the Office of Disability Accommodations (ODA) to make reasonable accommodation for qualified students with disabilities (of American with Disabilities Act and Section 504, Rehabilitation Act). All students who have a specific disability that qualifies them for academic accommodations are encouraged to register with ODA. If you need any accommodations for a disability, please submit your written request to the instructor and provide certification from ODA on or before the 12th day of class.

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.
For additional information see the Office of Disability Accommodation website at www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

**ACADEMIC INTEGRITY:**
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at https://policy.unt.edu/policy/06-003

**DROP INFORMATION:**
Please go to http://essc.unt.edu/registrar/scheduleclass.html for information regarding dropping a class. If you wish to drop a class after Census Date, you must have written consent from your professor.

**Emergency Notification & Procedures:**
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.’’

**Religious holidays:**
You may make up work missed or reschedule an exam because of a religious holiday if you bring me documentation of the holiday. Please notify the instructor or the TA by Sep 18th.

**Succeed at UNT!**
https://success.unt.edu/

I value your questions, observations, opinions, and insights. I wish you success not just as a brilliant student but an aspiring speech-language pathologist.