

**SPLH 880 Seminar in Speech-Language Pathology:
Clinical Treatment of Phonological Disorders
Spring 2004 Syllabus**

Class Meetings: Tuesday & Thursday; 9:00-10:20; 3048 Dole
March 18, 2004-May 13, 2004 (2nd 8 weeks)
Class Instructor: Holly L. Storkel; hstorkel@ku.edu; 864-0497; Dole 3021
Office Hours: 11:00-1:00 Tuesdays
By appointment

Course Description

This course is intended as an extension of SPLH 820 Clinical Methods in Developmental Phonological Disorders. SPLH 820 primarily covers transcription and evaluation methods. Students should have completed SPLH or a similar diagnostic-centered course on Articulation/Phonology. The purpose of this 880 seminar is to introduce students to best practices in clinical treatment of developmental phonological disorders. To this end, guidelines for the selection of treatment targets and treatment methods to promote greatest change in phonology will be reviewed. Findings from clinical research will be discussed to promote students' understanding of the efficacy of various sound selection and treatment methods. For speech-language pathologists employed in the schools, children with phonological disorders constitute over 90% of the average caseload (NIDCD, 1994). Thus, the effective remediation of developmental phonological disorders represents a critical skill for any SLP student who intends to work in the public schools.

Course Objectives

This course is designed to meet the requirements of ASHA Knowledge Standards III-B Normal Processes, III-C Communication Disorders, and III-D Clinical Application in the area of Articulation/Phonology. At the end of this course it is anticipated that students will be able to demonstrate knowledge in the following areas:

1. Understand basic concepts, terminology, & theory: Demonstrate knowledge of place, voice, manner features of English phonology as applied to the diagnosis and treatment of speech disorders;
2. Develop an assessment plan: Accurately transcribe speech samples produced by children with multiple sound errors using the symbols of the International Phonetic Alphabet;
3. Develop a treatment plan based on available evidence: Select appropriate speech sound treatment goals based on client need and available evidence;
4. Develop a treatment plan based on available evidence: Plan phonological treatment including selection of goals, goal attack strategies, procedures, and activities based on available evidence.

It is assumed that students will already have a firm foundation in Objectives 1-2 by completing the relevant prerequisite coursework; therefore, these objectives will be assessed early in the

course to ensure that students have the required foundation to benefit from class activities related to Objectives 3-4. Any student demonstrating weaknesses in Objectives 1-3 will need to meet with the instructor to create an individualized plan for mastering these objectives.

Course Materials

Required Readings:

Required readings will be available electronically through the Anschutz library e-reserves <http://eres.lib.ku.edu/courseindex.asp>. At the homepage, you will need to select "Storkel, Holly" in the instructor box. Our course is the only course that will be returned in the results. Click on the course and you will be prompted for the course password. E-mail me or one of your classmates if you forget the password. After correctly entering the password, our reading list will appear. Clicking on any article will bring up an Adobe Acrobat electronic version of the article. You will need Adobe Acrobat Reader to access these files. There is a link to the Adobe website on Blackboard where you can download Acrobat Reader for free. You can print the article or read it on your computer.

On-line Resources:

Blackboard course website at <http://courseware.ku.edu> for announcements and course materials.

We will also be using the Brownstone EDU on-line resource for quizzes:

<http://edu.brownstone.net/edu/classes/kusplh880/> The first time you access our course site in EDU, you will have to "register" for the class. This involves creating a username and password. There are no costs associated with this registration.

Requirements

1. *Reading Quizzes on Blackboard (25% of grade)*

Students are responsible for the readings and should have extracted the relevant points from the reading prior to attending class. Class will focus on application of the techniques described in the reading to clinical cases and extensions to other populations. It is essential that each student understand the implication of the readings prior to attending class. To ensure this, students are required to complete an on-line quiz on each reading prior to class. The quiz will help you extract the relevant features of the reading. Reading quizzes will be available on-line and must be completed by 8:00 am on the day the readings are assigned.

2. *Mastery Quizzes on Brownstone EDU (25% of grade)*

Four quizzes will be administered during the course: (1) Basic Concepts – **April 5**; (2) Transcription – **April 12**; (3) Sound Selection & Elicitation – **April 26**; (4) Treatment Methods – **May 17**. These quizzes will be available on-line and will be administered in mastery mode. Mastery mode means that each student will answer a series of questions about each topic until they answer a certain number of questions correctly, indicating mastery of the topic. In the event that a student can not achieve mastery, she will need to meet individually with the instructor to construct an individual learning plan to achieve mastery of the requisite information. These quizzes will be open book and open notes.

3. *Case Discussions (25% of grade)*

The last day of class, **May 13**, will involve discussion of clinical cases with application of the methods taught in class. All students will be required to participate in these discussions. Ability to apply the concepts taught in class will be evaluated. This exercise is intended to simulate an oral comprehensive examination in the area of phonology and will cover aspects of assessment and treatment.

4. *Final Project (25% of grade)*

Students will complete an individual final project of their choosing. Students may (1) develop a clinical tool for future use in applied settings; (2) investigate the application of techniques taught in class to another population or language; (3) suggest another project of their choosing. It is highly recommended that you meet individually with the instructor to discuss the requirements for your chosen project. In the case of a large, ambitious project, it may be possible to work in pairs. **All projects will need to be approved by the instructor.** Each student will orally present their project at a class meeting during **finals week**. Each student also will need to prepare a brief written hand-out describing the key elements of her project.

Clinical Tool: The tool should be designed with broad clinical utility in mind for either phonological assessment, or treatment. Some possible clinical tools may include:

- stimuli employing lexical characteristics for evaluation and treatment
- stimuli for evaluation and treatment of errors when English is not the L1
- nonword story telling paradigm
- assessment of connected speech and/or multi-syllabic words
- creation of a treatment program based on a clinical case

The clinical tool will require a comprehensive integration of research-based findings in the selection of treatment targets and methods for optimal gains in phonological learning. The final product should have all of the relevant materials in place for actual use including, for example, instructions, picture stimuli or score forms.

Application to Other Populations: This course will focus primarily on treatment methods for children with functional phonological disorders who speak American English. In this project, the student will select a different population (e.g., children with hearing impairments, children with cerebral palsy, children with mental retardation) or a different language (e.g., Spanish, Japanese) and explore the treatment literature for this population to determine whether the same principles of phonological treatment hold true for these other populations. In some cases, treatment studies may not exist so the student will have to learn about the characteristics of the other population or language and make tentative hypotheses about application of the principles discussed in class.

Academic Misconduct

Students are expected to observe all University guidelines pertaining to academic misconduct. As stated in the University Senate Rules and Regulations (2.6.1):

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for treatment of human and animal subjects; or otherwise acting dishonestly in research.” Academic misconduct will not be tolerated and will be dealt with in accordance with all University rules and regulations.

Accommodations

The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do so as soon as possible. Please also notify the instructor in writing (e-mail is acceptable) within one week of receiving this syllabus so that appropriate accommodations for this course can be discussed.

If a scheduled requirement is in conflict with a mandated religious observance, you must notify the instructor in writing (e-mail is acceptable) within one week of receiving this syllabus so that an alternative arrangement can be made in advance of the scheduled requirement.

Grading

The final grade for this course will be assigned following a straight percentage scale: 90-100% A; 80-89% B; 70-79% C; 60-69% D; <60% F.

Attainment of the ASHA Knowledge Standards will be demonstrated by a grade of B or higher on all assessment activities.

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DATE	TOPIC	READINGS
March 18	Syllabus & Overview	(Gierut, 1998b)√ (Apel, 2001) √
SPRING BREAK NO CLASS		
March 30	Basics of Assessment & Treatment	(Olswang, 1998) √
April 1	Target Selection: Stimulability	(Powell, Elbert, & Dinnsen, 1991) (Miccio, Elbert, & Forrest, 1999) (Miccio & Elbert, 1996) √ Reading Quiz 1
<i>April 5</i>	<i>Basic Concepts Quiz must be completed by 8:00 am</i>	
April 6	Target Selection: Consistency	(Forrest, Dinnsen, & Elbert, 1997) (Forrest, Elbert, & Dinnsen, 2000) (Forrest & Elbert, 2001) Reading Quiz 2
April 8	Target Selection: Knowledge	(Gierut, Elbert, & Dinnsen, 1987) (Tyler, Figurski, & Langsdale, 1993) (Gierut, 1998a) √ Reading Quiz 3
<i>April 12</i>	<i>Transcription Quiz must be completed by 8:00 am</i>	
April 13	Target Selection: Developmental Norms	(Gierut, Morrisette, Hughes, & Rowland, 1996) (Rvachew & Nowak, 2001) (Morrisette & Gierut, 2003) √ (Rvachew & Nowak, 2003) √ Reading Quiz 4
April 15	Target Selection: Complexity	(Gierut, 2001) √ (Gierut, 1999) (Gierut & Champion, 2001) Reading Quiz 5
April 20	Target Selection: Lexical factors	(Morrisette & Gierut, 2002) (Gierut & Storkel, 2002) (Ingram & Ingram, 2001) √ Reading Quiz 6

April 22	Treatment Methods: Minimal Pair	(Weiner, 1981) (Saben & Ingham, 1991) Reading Quiz 7
<i>April 26</i>	<i>Sound Selection & Elicitation Quiz must be completed by 8:00 am</i>	
April 27	Treatment Methods: Maximal Opposition Treatment Methods: Multiple Opposition	(Gierut, 1992) (Williams, 2000) Reading Quiz 8
April 29	Treatment Methods: Cycles	(Hodson, 1997) √ (Tyler, Edwards, & Saxman, 1987) Reading Quiz 9
May 4	Treatment Methods: Whole Language	(Hoffman, Norris, & Monjure, 1990) (Tyler & Sandoval, 1994) (Tyler, 2002) Reading Quiz 10
May 6	Treatment Methods: Metaphon	(Dean, Howell, Waters, & Reid, 1995) (Hesketh, Adams, Nightingale, & Hall, 2000) Reading Quiz 11
May 10	Prepare for In-class Case Discussions	
May 11	Treatment Methods: Traditional/Motoric	(Powell, Elbert, Miccio, Strike-Roussos, & Brasseur, 1998) (Masterson & Daniels, 1991) Reading Quiz 12
May 13	Case discussions (<i>Performance will be evaluated</i>)	
<i>May 17</i>	<i>Treatment Methods Quiz must be completed by 8:00 am</i>	

FINALS WEEK – We will schedule a final meeting to present Final Projects

√ Indicates that the article will not be tested on the reading quiz. Frequently the article marked is a review article and will provide the “big picture” of a particular topic.

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- Apel, K. (2001). Epilogue: Developing evidence-based practices and research collaborations in school settings. *Language, Speech, and Hearing Services in Schools*, 32, 196-197.
- Dean, E. C., Howell, J., Waters, D., & Reid, J. (1995). Metaphon: A metalinguistic approach to the treatment of phonological disorder in children. *Clinical Linguistics & Phonetics*, 9, 1-19.
- Forrest, K., Dinnsen, D. A., & Elbert, M. (1997). The impact of substitution patterns on phonological learning by misarticulating children. *Clinical Linguistics & Phonetics*, 11, 63-76.
- Forrest, K., & Elbert, M. (2001). Treatment for phonologically disordered children with variable substitution patterns. *Clinical Linguistics & Phonetics*, 15, 41-45.
- Forrest, K., Elbert, M., & Dinnsen, D. A. (2000). The effect of substitution patterns on phonological treatment outcomes. *Clinical Linguistics & Phonetics*, 14, 519-531.
- Gierut, J. A. (1992). The conditions and course of clinically induced phonological change. *Journal of Speech and Hearing Research*, 35, 1049-1063.
- Gierut, J. A. (1998a). Production, conceptualization and change in distinctive featural categories. *Journal of Child Language*, 25, 321-341.
- Gierut, J. A. (1998b). Treatment efficacy: functional phonological disorders in children. *Journal of Speech, Language, and Hearing Research*, 41, S85-S100.
- Gierut, J. A. (1999). Syllable onsets: clusters and adjuncts in acquisition. *Journal of Speech, Language, and Hearing Research*, 42, 708-726.
- Gierut, J. A. (2001). Complexity in phonological treatment: clinical factors. *Language, Speech, and Hearing Services in Schools*, 32, 229-241.
- Gierut, J. A., & Champion, A. (2001). Syllable onsets II: three-element clusters in phonological treatment. *Journal of Speech, Language, and Hearing Research*, 44, 886-904.
- Gierut, J. A., Elbert, M., & Dinnsen, D. A. (1987). A functional analysis of phonological knowledge and generalization learning in misarticulating children. *Journal of Speech and Hearing Research*, 30, 462-479.
- Gierut, J. A., Morrisette, M. L., Hughes, M. T., & Rowland, S. (1996). Phonological treatment efficacy and developmental norms. *Language, Speech and Hearing Services in Schools*, 27, 215-230.
- Gierut, J. A., & Storkel, H. L. (2002). Markedness and the grammar in lexical diffusion of fricatives. *Clinical Linguistics & Phonetics*, 16, 115-134.
- Hesketh, A., Adams, A., Nightingale, C., & Hall, R. (2000). Phonological awareness therapy and articulatory training approaches for children with phonological disorders: A comparative outcome study. *International Journal of Language and Communication Disorders*, 35(3), 337-354.
- Hodson, B. W. (1997). Disordered phonologies: what have we learned about assessment and treatment? In M. L. Edwards (Ed.), *Perspectives in Applied Phonology* (pp. 197-224). Gaithersburg, MD: Aspen.
- Hoffman, P. R., Norris, J. A., & Monjure, J. (1990). Comparison of process targeting and whole language treatments for phonologically delayed preschool children. *Language, Speech and Hearing Services in Schools*, 21, 102-109.
- Ingram, D., & Ingram, K. (2001). A whole-word approach to phonological analysis and intervention. *Language, Speech, and Hearing Services in Schools*, 32, 271-283.

- Masterson, J. J., & Daniels, D. L. (1991). Motoric versus contrastive approaches: a case study. *Child Language Teaching and Therapy*, 7, 127-140.
- Miccio, A. W., & Elbert, M. (1996). Enhancing stimulability: A treatment program. *Journal of Communication Disorders: Clinics Issue*, 29, 335-351.
- Miccio, A. W., Elbert, M., & Forrest, K. (1999). The relationship between stimulability and phonological acquisition in children with normally developing and disordered phonologies. *American Journal of Speech-Language Pathology*, 8, 347-363.
- Morrisette, M. L., & Gierut, J. A. (2002). Lexical organization and phonological change in treatment. *Journal of Speech, Language, and Hearing Research*, 45, 143-159.
- Morrisette, M. L., & Gierut, J. A. (2003). Unified treatment recommendations on phonological knowledge and normative age-of-acquisition: A response to Rvachew & Nowak (2001). *Journal of Speech, Language and Hearing Research*, 46(2), 382-384.
- Olswang, L. B. (1998). Treatment efficacy research. In C. M. Frattali (Ed.), *Measuring outcomes in speech-language pathology* (pp. 134-150). New York: Thieme.
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- Powell, T. W., Elbert, M., Miccio, A. W., Strike-Roussos, C., & Brasseur, J. (1998). Facilitating [s] production in young children: an experimental evaluation of motoric and conceptual treatment approaches. *Clinical Linguistics & Phonetics*, 12, 127-146.
- Rvachew, S., & Nowak, M. (2001). The Effect of Target-Selection Strategy on Phonological Learning. *Journal of Speech, Language, and Hearing Research*, 44, 610-623.
- Rvachew, S., & Nowak, M. (2003). Clinical outcomes as a function of strategy: A response to Morrisette and Gierut. *Journal of Speech, Language and Hearing Research*, 46, 386-389.
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- Tyler, A. A., & Sandoval, K. T. (1994). Preschoolers with phonological and language disorders: Treating different linguistic domains. *Language, Speech and Hearing Services in Schools*, 25, 215-234.
- 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, 97-103.
- Williams, A. L. (2000). Multiple oppositions: case studies of variables in phonological intervention. *American Journal of Speech-Language Pathology*, 9.