

**McGill University
Faculty of Medicine
School of Communication Sciences and Disorders**

**SCSD 632 (Winter 2020)
Number of Credits: 3 Credits
Phonological Disorders in Children
Syllabus**

Location: Room 869 Lectures (22 hours total) and Room 862 Lab Sessions (17 hours total)

Time: Lecture Mondays from 2:00-3:30 ; Lab Fridays from 11:00- 12:30

Instructor: Tanya Matthews, Ph.D, CCC-SLP

E-mail: and tanya.matthews@mcgill.ca

Office Hours: By appointment.

Course Overview: The nature of phonological disorders and clinical approaches for their remediation in children will be presented.

Learning Objectives:

Role 1: Central Role/ Content Expert

1.1 Foundational Principles	
Apply basic knowledge and skills to the task of describing children’s phonological knowledge for the purpose of making a diagnosis and planning an intervention.	
1.1a. i. Apply knowledge of communication development and disorders to clinical practice.	In-class practice activities, Assignment 1 (Diagnosis)
1.1a. iii. Apply knowledge of prevention, assessment and intervention processes to clinical practice.	In-class practice activities, Assignment 3 (Treatment Plan)
1.d Use evidence and clinical reasoning to guide professional decisions.	Assignment 1 and 3
1.2 Client Centeredness	
Respect client and client diversity	
1.2a Respect client and client diversity	Assignment 1 and 3
1.2d Incorporate client perspective of needs, values and goals into service provision.	Assignment 3
1.3 Interpret Assessment Results and Make Recommendations	
Given results of a complete assessment of a child with a phonological disorder (speech sound disorder) interpret the results, draw a conclusion as to type of speech sound disorder and make recommendations.	
1.2 g Analyze and interpret assessment results.	Assignment 1
1.2 h Develop and share recommendations based on assessment results.	Assignment 1
1.4 Intervention Planning	
For child with a developmental phonological disorder, select treatment goals, and design 6-month treatment plan and a single session lesson plan.	
1.2 i Develop a realistic, evidence-informed and measurable intervention plan.	Assignment 1 and 3

Role 2: Communicator

2.1 Oral and written communication	
Communicate appropriately with child, family and school personnel during assessment activity and written documentation of this assessment.	
2.a Communicate in a respectful manner about the client during meetings/tutorial.	Assignments 1 and 3
2.a Communicate respectfully and effectively (assignments are written in a professional manner using appropriate terminology, full sentences with correct grammar and appropriately presented data).	Assignments 1 and 3

Role 3: Collaborator

3.1 Collaboration with Other Professionals	
Interact according to differing roles and responsibilities of team members.	
3.a Establish and maintain effective collaborations to optimize client outcomes.	In-class activities and role-play and assignments

Role 5: Scholar

5.2 Evidence-Informed Practice	
Identify the most appropriate approach to treatment, provide a description of this approach and justify your choice by reference to the details of the case and information from your text and other scientific literature where appropriate.	
5.a Maintain currency of professional knowledge and performance in order to provide optimal care.	Assignment 1 and 3

Role 7: Professional

7.1 Professional Integrity	
Maintain professional demeanor	
7.a Maintain professional demeanor	In class activities; Term projects
7.b i Comply with relevant federal and provincial requirements,	Throughout course, comply with copyright rules and protect privacy of clients' information
7.a iii Maintain boundaries in relationships with clients, colleagues and other professionals	In class activities; Term projects

Instructional Method:

Instructional methods include (1) readings and lectures; (2) in-class interactive activities involving video recorded demonstrations of assessment and treatment procedures and video recorded or printed transcripts of speech samples from children with speech sound disorders; (3) role-play of assessment and treatment procedures; and (4) an assignment that involves interpreting assessment data from a child with a speech sound disorder, analyzing the child's speech sound errors, choosing treatment targets and designing a treatment plan.

Required Course Materials:

Required Text book: Brosseau-Lapr e & Rvachew (2020). Introduction to Speech Sound Disorders. Plural Publishing.

Optional Text Book: Secord, Boyce, Donahue, Fox, & Shine (2007). Eliciting Sounds: Techniques and Strategies for Clinicians (Second Edition) MUST AT LEAST BORROW IT FOR WEEK 11.

Optional Text Book: Rvachew & Brosseau-Lapr e (2018). Developmental Phonological Disorders: Foundations of Clinical Practice. Plural Publishing.

Audio recording: You will need access to a good quality portable audio recording device with a microphone and headphones with good frequency response through 12 kHz.

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Lecture Outline

DATE	Lecture/ Lab	TOPICS
Week 1: Jan 6 2:00-3:30	Lecture	Purpose and Types of Assessment (pp. 79-86) Planning the Assessment (pp. 86-90)
Week 1: Jan 10 11:00-12:30	Lab	Norm Referenced Articulation and Phonology Testing Practice DEAP Administration (pp. 91-96 and DEAP manual)
Week 2: Jan 13 2:00-3:30	Lecture	Oral Peripheral Examination (pp. 96 – 102) Oral Peripheral Examination video demonstrations
Week 2: Jan 17 11:00-12:30	Lab	Practice oral peripheral examination and procedure for obtaining diadochokinetic rates
Week 3: Jan 20 2:00-3:30	Lecture	Optional Assessment Procedures (pp. 102 – 119) Dialectical Considerations
Week 3: Jan 24 11:00-12:30	Lab	Practice SAILS and SRT Administration Practice Phonological Awareness Screening
Week 4: Jan. 27 2:00-3:30	Lecture	Classifying Speech Sound Disorders Model for Differential Diagnosis (pp. 121-131)
Week 4: Jan. 31 11:00-12:30	Lab	Assignment 1: Apply Model for Differential Diagnosis to TASC27 Data
Week 5: Feb 3 2:00-3:30	Lecture	Speech Disorders Classification System Psycholinguistic Approach Epidemiology (pp. 121 – 147)
Week 5: Feb 7 11:00-12:30	Lab	Interpretation: Draw conclusion from TASC 27 Data
Week 6: Feb 10 2:00-3:30	Lecture	Treatment Planning: (pp. 151-165) Does the child need treatment? Service Delivery Models
Week 6: Feb 14 11:00-12:30	Lab	Practice: Does the child need treatment? What service would you recommend?
Week 7: Feb 17 2:00-3:30	Lecture	Treatment Planning: (pp. 165 – 174) Target Selection
Week 7: Feb 21 11:00-12:30	Lab	Instructional Objective Lab
Week 8: Feb 24 2:00-3:30	Lecture	Monitoring Treatment Progress (pp. 174- 181) Overview of Treatment Approaches
Week 8: Feb 28 11:00-12:30	Lab	Treatment Planning: Target Selection Quiz
March 2-6		Study Break
Week 9: March 9 2:00-3:30	Lecture	Intervention: (pp. 183-197) Input Oriented Approaches to Intervention
Week 9: Mar 13 11:00-12:30	Lab	Intervention: Lesson Planning Lab Input Oriented Approaches to Intervention
Week 10: March 16 2:00-3:30	Lecture	Intervention: (pp. 199-231) Output Oriented Approaches Motor Speech Disorders
Week 10: March 20 11:00-12:30	Lab	Intervention: Stimulability Lab

Week 11: March 23 2:00-3:30	Lecture	Intervention: (pp. 233-263) Phonological Approaches
Week 11 March 27 11:00-12:30	Lecture	Intervention: Lesson Planning Core Vocabulary and Cycles Approach to Intervention
Week 12: Mar 30 2:00-3:30	Lecture/Lab	Phonological Approaches Minimal Pairs Procedures and Metaphonological Approach
Week 12: April 3 11:00-12:30	Lecture/Lab	Intervention: Lesson Planning Minimal Pairs Procedure: Role Play to Demonstrate Competence
Week 13: April 6	Office hours	Assignment 2 Small Group Tutorials
Week 13: April 14	Office hours	Assignment 2 Small Group Tutorials

Due Dates for Course Requirements

REQUIREMENT	DUE DATE	PORTION OF GRADE
Assignment #1 (Interpretation and Diagnosis)	February 14, 2020	35%
Assignment #2 (in-class goals selection quiz)	February 28, 2020	20%
Assignment #3 (goal selection and treatment plan)	April 20, 2020	35%
In-class lab participation and team leader reports	As assigned	10%

All assignments must be uploaded in .pdf format to MyCourses before midnight of the specified day. Assignments will not be accepted in any other format. If your assignment is composed of many different documents please bundle them together into one .pdf binder, portfolio or file. Please refer to the department handbook regarding the policy on extensions and incomplete work. Additional equivalent take home assignments must be completed in lieu of missed labs.

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Assignment #1: Diagnosis & Interpretation

Step 1. Conduct a diagnostic analysis and interpretation of a child's comprehensive assessment protocols. Determine if the child has phonological delay or disorder or if the child has an articulation disorder/residual speech errors.

Step 2. Organize your speech data for analysis as appropriate for the analysis chosen above. Note that this analysis will be based on single word productions from the DEAP, connected speech sample. Calculate the PCC, PVC and pMLU.

Step 3. Summarize your data with sufficient detail. Interpret the outcome of the analysis with sufficient detail to justify your conclusion about the child's speech status (within or below normal limits as justified by normative data presented in Chapter 4 and the DEAP test manual) and your conclusions about the underlying nature of the child's speech sound disorder.

Step 4. Provide information about other aspects of the child's phonological knowledge as obtained from the assessment of the child's speech perception, oral motor skills, phonological awareness, maximum performance tasks, syllable repetition tasks, for example. Integrate all the information that you have about the child to both draw and justify a conclusion about the underlying nature of the child's speech sound disorder. Be explicit about the theoretical framework that you are using to organize your data and guide your decision making. Keep in mind that these data and your conclusion will provide the foundation for your selection of treatment targets, treatment approach and the design of your treatment program.

Step 4. Submit a digital copy of this assignment along with all tables and figures to Dr. Matthews through the My Courses system prior to 11:50 pm on the evening of February 14, 2020.

*Draw a conclusion in accordance with either Dodd or Shriberg theoretical framework

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Assignment # 3: Treatment Goals Intervention Plan

Step 1: For the child assessed in Assignment #1, identify the most appropriate approach to treatment, provide a description of this approach and justify your choice by reference to the details of the case and information from your text and other scientific literature where appropriate.

Step 2: List 3 medium term intermediate goals and the associated specific goals that are consistent with the chosen treatment approach and justify your choice of treatment goals.

Step 3: Describe a 6-month treatment plan including goal attack strategy and a description of the procedures and techniques that will be used to achieve the instructional objectives.

Step 4: Include a progress monitoring plan and explain how you will use this plan to guide your decision making as the child progresses through your intervention plan.

Step 5: Provide one (and only one) complete lesson plan for a single session.

Step 6: Describe and illustrate the materials that you plan to use during the session. Be creative and design your own materials for the session.

Step 7: Submit the assignment as a .pdf document to Dr. Matthews through the My Courses assignment system before 11:50 pm on April 20, 2020.

*Design an intervention plan that is appropriate for a specific case that includes all required aspects of a treatment plan as well as an evidence-based justification for the choice of goals, approach, procedures and activities in relation to the documented characteristics of the case.

McGill University Policies

Changes to syllabus: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

McGill policy on academic integrity: McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

Right to submit written work in English or French: In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Accommodations for students with disabilities: If you have a disability please contact me to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 514-398-6009 before you do this.

Policy on recording devices: All students have my permission to record the class in order to ensure accurate transcription and processing of in-class material but every effort must be taken to protect the privacy of other students as well as any patients or research participants who may be presented as case studies during class lectures (no recording during breaks; transcribe lectures quickly and then delete recordings immediately after class related material has been transcribed for study purposes). Given the possibility that recording devices may be in use it is very important that students not approach me about sensitive matters during breaks (examination grades for example). Please make an appointment to see me in my office at another time).

Guidelines for use of mobile computing and communications: McGill policy states explicitly: "Mobile computing or communications devices are not permitted to be used in class without the explicit permission of the instructor." You have my permission to use these devices during regular classes. Use of these devices is encouraged in class because I do not provide handouts, preferring to post materials on MyCourses, respecting the policies on Sustainability (<http://www.mcgill.ca/sustainability/>). I expect students to use these devices to support their learning and to not disrupt the teaching or learning process through their use of mobile computing and communication devices in the class. I encourage you to inform me or the lab instructor if the use of these devices becomes distracting for you during class time. **YOU DO NOT HAVE MY PERMISSION TO USE MOBILE COMPUTING OR COMMUNICATION DEVICES DURING EXAMINATIONS-SUCH USE IS EXPLICITLY PROHIBITED.**

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