SCSD 632 – Phonological Disorders in Children – Winter 2023

Lecture time: Fridays at 1:00 – 3:00; see schedule below for dates

Lab time: selected Wednesdays at 1:15 – 3:15; see schedule below for dates

Location: SCSD room 862 (lecture and lab)

Number of credits: 3

Course instructor:	Lab instructor:
Laura MacGrath, MSc(A)	Dr. Susan Rvachew,
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Office hours: Fridays 3:00 – 4:00	Office hours: by appointment

COURSE OVERVIEW

In this course, the nature of phonological disorders in children, and clinical approaches for their remediation will be discussed.

LEARNING COMPETENCIES

Clinical Expert - Cross-Cutting Assessment and Intervention Standards
The speech-language pathologist demonstrates the ability to:

3.2 Plan, conduct, and adjust an assessment:

3.2.i Collect and analyze pertinent information prior to the assessment, including intake information and previous reports.

3.2.ii Use principles of assessment to develop assessment plans (e.g., tools, strategies, resources, environment) that reflect background information about the client (including

personal and environmental factors), known or suspected primary and concomitant disorders (e.g., medical, emotional), knowledge of normal and disordered communication or swallowing as well as risk factors for communication or swallowing disorders; modify this plan when appropriate.

3.2.iii Demonstrate knowledge of principles underlying clinical assessment, including standardized and nonstandardized procedures and their advantages, disadvantages, limitations, representativeness, and applicability to the individual management plan.

3.2.v Administer valid, accurate, and reliable assessment measures and/or procedures (quantitative and/or qualitative), as appropriate to the client and circumstances, and accurately listen to, observe, and document all responses and observations.

3.2.vi Assess the impact of the client's personal and environmental factors (e.g., coping style, housing) in the client's environment (home, community, school, work) on communication or swallowing needs and effectiveness.

3.3 Analyze and interpret assessment results:

3.3.i Analyze formal, informal, quantitative, and qualitative assessment results, including accurate scoring and interpretation of standardized tests.

3.3.ii Formulate a diagnostic statement about the client's communication including the impact on daily activities and educational, vocational, and psychosocial needs; include functional prognosis, as appropriate

3.4 Develop and share recommendations based on assessment results:
3.4.i Develop evidence-informed recommendations, including potential referrals to other professionals, based on the assessment findings and available resources.

3.4.ii Discuss the assessment results, recommendations, and implications with the client and other relevant individuals, as permitted by the client.

3.5 Develop and implement a realistic, evidence-informed, and measurable intervention plan:

3.5.i Utilize a clinical framework to establish and prioritize intervention aims that reflect the client's strengths, needs, values, expectations, and constraints.

3.5.ii Develop specific, measurable, realistic, time-limited targets to reach the aims.

3.5.iii Demonstrate knowledge of different approaches to intervention (including assistive devices/systems), the evidence and theoretical bases behind the approaches, their advantages, disadvantages, limitations.

3.5.iv Select and apply an appropriate intervention approach and service delivery model (e.g., periodic review, consultation, facilitator training, direct 1:1 therapy, direct group

therapy, home/school program, interdisciplinary therapy) that is applicable to the client context.

3.5.v Develop and implement appropriate clinical activities and environmental supports for meeting treatment targets and facilitating generalization and maintenance of skills and strategies, including use of appropriate modalities, materials, and technologies, use of feedback and modelling, and provision of education, support, training, and counselling to the client, family and/or significant others.

3.5.vi Develop and implement outcome measures to evaluate progress on an ongoing basis.

3.5.vii Modify or discontinue the intervention (goals, approach, service delivery model) in keeping with outcomes and client feedback.

3.5.viii Refer to other healthcare or educational professionals as required; identify and recommend alternative services when client needs are beyond the professional limitations of the speech-language pathologist.

3.5.ix Provide training, tasks, and feedback to support personnel to meet the clinical objectives, as appropriate to the jurisdiction, clinical activity, and individual competencies.

Clinical Expert - Disorder-Specific Assessment and Intervention Standards
The speech-language pathologist demonstrates the ability to:

4.1 Developmental Speech Sound Disorders

4.1.i Assess articulation, and/or phonology at the sound, syllable, word, sentence, and discourse levels

4.1.ii Assess speech intelligibility and factors that influence it

4.1.iii Apply specific procedures for examination of the speech production mechanism

4.1.iv Assess auditory/speech perception and phonemic awareness skills.

4.1.v Use procedures to stimulate sound production.

4.2 Motor Speech Disorders

4.2.i Assess physiological support for speech production (including respiratory, phonatory, articulatory, and resonatory subsystems), using instrumental and non-instrumental procedures as appropriate.

4.2.ii Assess phonation, resonance, articulation, and prosody using perceptual and acoustic measures

4.2.iii Assess speech intelligibility and factors that influence it

4.2.iv Assess client's and/or communication partner's perception of speech (e.g., perceived impact on daily activities and social roles/participation).

4.2.v Apply knowledge of motor learning principles to intervention hierarchies.

Communication
The speech-language pathologist and audiologist demonstrate the ability to:

5.1 Communicate respectfully and effectively using appropriate modalities (spoken, written, gestural):

5.1.i Use language appropriate to the client and context, taking into account all aspects of diversity (e.g., age, culture, gender identification, linguistic abilities, education level, cognitive abilities, emotional state).

5.1.ii Employ environmental and communication strategies to minimize barriers to successful communication, including the use of appropriate modes of communication (e.g., spoken, non-verbal, written, sign, electronic) and by using translators/interpreters, as required.

5.1.iii Adapt communication in response to verbal and nonverbal cues from communication partners.

5.1.iv Communicate in a socially appropriate and respectful manner that is comfortable for the client and demonstrates empathy and openness.

5.1.v Participate respectfully in challenging conversations.

5.2 Complete documentation thoroughly and accurately, in a timely manner:

5.2.i Accurately document informed consent, services provided, and outcomes.

5.2.ii Ensure reports clearly integrate results, client input, analysis, recommendations, goals, and outcomes, in a manner understandable to the target audience(s).

5.2.iii Complete and disseminate documentation in a timely manner.

5.2.iv Comply with regulatory and legislative requirements related to documentation.

Collaboration
The speech-language pathologist and audiologist demonstrate the ability to:

6.1 Establish and maintain effective team collaborations to optimize client outcomes:

6.1.i Interact effectively and positively with all team members.

6.1.ii Communicate one's professional roles, responsibilities, and scope of practice in collaborative interactions.

6.1.iii Recognize and respect the roles and perspectives of other professionals.

6.1.iv Participate actively and respectfully in shared responsibilities and decision-making.

6.1.v Manage misunderstandings, limitations, and conflicts to enhance collaborative practice.

INSTRUCTIONAL METHODS

- This course will include in-person lectures, in-person lab activities, clinical practice activities, and group discussions.
- Discussion Boards: an anonymous discussion board on MyCourses will be available for questions about the reading and lecture material. Questions may be answered by the instructor or by peers, with moderation by the instructor.
- Three assignments will assess students' ability to apply new knowledge to a real case.

EXPECTATIONS FOR STUDENT PARTICIPATION

Students are expected to:

- Complete the assigned readings prior to class
- Attend the lecture and lab
- Participate in small group discussions and class discussions
- Post and answer questions on the discussion boards or start discussion as needed
- Communicate any issues related to the course to the instructor in a respectful and timely fashion
- Respect the SCSD Attendance Policy

COURSE MATERIALS

Required textbook: Brosseau-Lapré, F. & Rvachew, S. (2020). *Introduction to Speech Sound Disorders.* Plural Publishing Co.

Optional textbook: Secord, Boyce, Donahue, Fox, & Shine (2007). *Eliciting Sounds: Techniques and Strategies for Clinicians, 2nd edition.* Thomson Delmar Learning.

COURSE SCHEDULE – Lectures and Labs

Date	Lecture/lab	Topic/reading
6 Jan	Lecture 1	Purpose and types of assessment; assessment planning Reading: pp. 79-90
13 Jan	Lecture 2	Oral peripheral examination Reading: pp. 96-102
18 Jan	Lab 1	Oral peripheral examination – practice
20 Jan	Lecture 3	Single-word speech tests & additional assessment procedures Reading: pp. 91-96, 102-119
27 Jan	Lecture 4	Interpretation: classification schemes (Dodd, Shriberg) Reading: pp. 121-136
1 Feb	Lab 2	SAILS / DEAP
3 Feb	Lecture 5	Interpretation: psycholinguistic approach, epidemiology Reading: pp. 136-149 ***Assignment 1 distributed***
8 Feb	Lab 3	Writing an assessment report
10 Feb	Lecture 6	Motor speech disorders in children Reading: TBD
15 Feb	Lab 4	Stimulability techniques
17 Feb	Lecture 7	Treatment planning: the decision to provide intervention; service delivery models Reading: pp. 151-165
24 Feb	Lecture 8	***Assignment 1 due*** Treatment planning: target selection, progress monitoring Reading: pp. 165-182 ***Assignments 2 & 3 distributed***
3 Mar		Spring break
8 Mar	Lab 5	Nonlinear phonological analysis for target selection
10 Mar	Lecture 9	Intervention: input-oriented approaches Reading: pp. 183-198
17 Mar	Lecture 10	Intervention: output-oriented approaches Reading: pp. 199-232 ***Assignment 2 due***
22 Mar	Lab 6	Writing a lesson plan
24 Mar	Lecture 11	Intervention: phonological approaches Reading: pp. 233-264
31 Mar	Lecture 12	Meetings with student pairs re: assignment 3 (half of the class)
13 Apr	Lecture 13	Meetings with student pairs re: assignment 3 (half of the class)
21 Apr		***Assignment 3 due***

EVALUATION SCHEME

Requirement	Due date	Portion of final grade
Assignment 1 (assessment report)	February 24, 2023	35%
Assignment 2 (target selection)	March 17, 2023	20%
Assignment 3 (treatment & lesson plans)	April 21, 2023	35%
Lab participation	ongoing	10%

OVERVIEW OF ASSIGNMENTS

Complete details will be provided when assignments are distributed. The assignments will be completed in pair, randomly assigned.

Assignment 1: analyze assessment results to produce an assessment report, complete with diagnostic conclusion and basic recommendations, based on assessment data from a child with speech sound disorder.

Assignment 2: using the same case as for Assignment 1, students will determine treatment goals.

Assignment 3: using the same case as for assignments 1 & 2, students will select an appropriate treatment approach, determine an intervention plan, with a progress monitoring and sample lesson plan.

INSTRUCTOR ACKNOWLEDGEMENT

Course materials, including assignments and lectures draw on the contributions of previous course instructors, Dr. Tanya Matthews and Dr. Susan Rvachew.

MCGILL POLICY STATEMENTS

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" (Approved by Senate on 29 January 2003) (See McGill's guide to academic honesty for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le guide pour l'honnêteté académique de McGill.

Language of Submission

"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. This does not apply to courses in which acquiring proficiency in a language is one of the objectives." (Approved by Senate on 21 January 2009)

Assessment Policy

The University Student Assessment Policy exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.

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Course Evaluations

End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

We encourage you to review policies governing academic issues affecting students, which can be found in the McGill Charter of Students' Rights.

In the event of extraordinary circumstances beyond the University's control (e.g., suspension of in-person classes due to Covid-19), the instructional methods, content and/or evaluation scheme in this course are subject to change.

As instructors, we endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with us and the Office for Students with Disabilities, 514-398-6009.

Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; many resources are available on-campus, off-campus and online.

If you are experiencing financial hardship, you are encouraged to contact the Dean of Students who can connect you with support services.

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather. We encourage you to consult the Indigenous Initiatives the Land and Peoples webpage for guidance.