

SLHS 521 - Phonetic and Phonological Disorders in Children
Fall, 2007

MW 12:30-1:20 (Heavilon 111)

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Office Hours: TuTh 1:30-2:30

Texts/Readings

Required

- Bernthal, J. E., & Bankson, N. W. (2004). *Articulation and phonological disorders* (5th edition). Boston, MA: Allyn & Bacon
- Class packet
- Copies of the assigned articles are available in the SLHS Grad Room - G26 Heavilon

Recommended

- Stoel-Gammon, C., & Dunn, C. (1985). *Phonological development and disorders in children*. Austin, TX: PRO-ED.
- Hodson, B. W., & Paden, E. P. (1991). *Targeting intelligible speech*. Austin, TX: Pro-Ed.

Description of Course

In this class, we will study normal and disordered patterns of phonological development, methods of analyzing phonological data, and principles of assessment and treatment of phonological disorders. Student responsibilities include a) assigned readings, b) projects, c) homework exercises, and d) a midterm and a comprehensive final exam.

Grades will be based on total points accumulated, with the following assignment of points:

Midterm:	25 points	Projects:	40 points
Final:	25 points	Homework:	10 points



Articles

Each article will be discussed during the week in which it is listed in the class schedule.

1. Stoel-Gammon (1985). Phonetic inventories, 15-24 months: A longitudinal study.
2. Schwartz & Leonard (1982). Do children pick and choose? An examination of phonological selection and avoidance in early acquisition.
3. Stoel-Gammon & Herrington (1990). Vowel systems of normally developing and phonologically disordered children.
4. Powell *et al.* (1991). Stimulability as a factor in the phonological generalization of misarticulating preschool children.
5. Hodson (1989). Phonological remediation: A cycles approach.
6. Gierut (1989). Maximal opposition approach to phonological treatment.
7. Fey *et al.* (1994). Effects of grammar facilitation on the phonological performance of children with speech and language impairments.

Projects (Class packet, pp. 87-124)

The projects involve analyses of data sets (projects 1-5) and descriptions of therapy plans (6-7). Each project will be discussed in class about 2 weeks before it is due (see Class Schedule).

1. Independent analysis – normal infant/toddler
2. Relational analysis (processes) – normal 2-year-old
3. Relational analysis (consonants) – 4-year-old with a phonological disorder
4. Single-word articulation test (GFTA) – 4-year-old with a phonological disorder
5. Nonlinear phonology – 4-year-old with a phonological disorder
6. Selecting intervention targets (Cycles approach) – 3-year-old with mostly unintelligible speech
7. Outline of a therapy session – same child as in project 6 (also see Exercise 4)

Homework exercises (Class packet, pp. 71-86)

Each exercise will be discussed during the first session of the week in which it is listed in the schedule. The due date (to be announced in class) will usually be Friday of the same week.

1. Features and syllables
2. Phonetic inventories
3. Phonological processes
4. Omission, substitution, and harmony
5. Percentage of Consonants Correct
6. Developmental norms: Correct production of /r/
7. Phonology checklist

Class Schedule

In the event of a major campus emergency, course requirements, due dates, and grading percentages are subject to change. Here are some ways to get information about course changes: my e-mail address (dps@purdue.edu) or my office telephone (494-3824).

Week	Date(s)	Topics and Projects	Reading and Homework Assignments		
			Text (5 th edition)	Articles	Exercises
<i>Independent analysis</i>					
1	8/21, 8/23	Bases of articulation Linear/nonlinear phonology Project 1: Inventories	1-59		1
2	8/28, 8/30	The prelinguistic period Independent analysis	78-84 222-224	1	2
3	9/4, 9/6	Consonants and syllable shapes (Project 1 due 9/7)			
<i>Relational analysis - processes</i>					
4	9/11, 9/13	Early meaningful speech Relational analysis Project 2: Processes	84-93 217-219 237-244	2	3
5	9/18, 9/20	Error patterns (Project 2 due 9/21)	110-124		4
<i>Relational analysis – consonants and vowels</i>					
6	9/25, 9/27	Large-scale studies Project 3: Norms	105-110		5
7	10/2, 10/4	Intelligibility, severity	232-236		6
8	10/9 10/11	October Break Vowel systems (Project 3 due 10/11)	82	3	
9	10/16 10/18	Review Midterm			

Class Schedule (concluded)Reading and Homework Assignments

<u>Week</u>	<u>Date(s)</u>	<u>Topics and Projects</u>	<u>Text</u>	<u>Articles</u>	<u>Exercises</u>
<i>Assessment</i>					
10	10/23 10/25	Crossroads Conference – no class Screening The assessment battery Project 4: GFTA-(2)	201-205 205-217		7
<i>Perception, stress, and phonological knowledge</i>					
11	10/30, 11/1	Speech perception Syllables and stress Project 5: Nonlinear analysis (Project 4 due 11/2)	72-78, 93-98 146-154 230-232 52-54 69-72		
12	11/6, 11/8	Targets and goals Phonological knowledge (Project 5 due 11/9)	244-255	4	
<i>Traditional and cyclic approaches</i>					
13	11/13, 11/15	The Cycles Approach Project 6: Selecting targets	326-328	5	
14	11/20 11/22	The Traditional Approach Project 7: The lesson plan Thanksgiving Vacation	292-307 275-285		
<i>Linguistic approaches</i>					
15	11/27, 11/29	Cognitive-linguistic models (Project 6 due 11/27)	315-326	6	
16	12/4, 12/6 12/10	Language-based approaches Review (Project 7 due 12/4) Final exam week	328-333	7	