

San Jose State University
Department of Communicative Disorders and Sciences
EDSP 251: Seminar in Phonological Disorders
Sections 1 & 2; Fall, 2015

Course and Contact

Instructor	Paul W. Cascella, Ph.D., CCC
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Office Hours	Thursday 10:00am-12:00pm
Class Day/Time	(1) Friday 9:00-11:45; (2) Friday 1:00-3:45
Classroom	Sweeney Hall 120
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Catalog Description

Establishes a level of advanced competency in the knowledge and understanding of phonology and phonological disorders: the procedures of analysis, the assessment of phonological disorders and the establishment of intervention strategies as a logical consequence of diagnostic findings.

Course Learning Objectives: The student will:

- 1) demonstrate knowledge of theoretical and practical paradigms for speech sound disorders;
- 2) demonstrate knowledge of the structural, motor, cognitive, linguistic, and psychosocial factors related to speech sound disorders;
- 3) describe typical and atypical phonological development among children;
- 4) identify the influence of other languages on English phonological patterns;
- 5) describe assessment and intervention protocols for speech sound disorders;
- 6) identify the phonological patterns associated with developmental and medical conditions;
- 7) describe decision-making processes for service delivery and speech sound disorders;
- 8) actualize clear and concise speaking and writing skills;
- 9) engage in and actualize reflective observation skills and critical thinking;
- 10) discuss the interaction of research and clinical practice (i.e., evidence-based practice);
- 11) critically evaluate contemporary technology applications and speech sound disorders.

ASHA 2014 CCC Standards related to EDSP 251 <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

IV-B: The applicant must have knowledge of communication, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. to integrate information pertaining to normal and abnormal human development across the life span;

IV-C: The applicant must have knowledge of the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in articulation;

IV-D: For Standard IV-C, the applicant must have current knowledge of the principles and methods of prevention, assessment, and intervention including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates;

IV-E: The applicant must have knowledge of ethical conduct;

IV-F: The applicant must have knowledge of processes used in research and of the integration of research principles into evidence-based practice;

IV-G: The applicant must have knowledge of contemporary professional issues;

V-A: The applicant must have skills in oral and written communication sufficient for entry into professional practice.

Modes of Instruction (Enabling Activities)

Weekly Study Questions and Examples from Baumann-Waengler; Video Samples; PowerPoint Slides; Class Discussion and Group Problem-Solving Activities; Cooperative Learning Groups;; Student-Directed Learning; Peer-Review; Research Article Reviews; Instructor Office Hours.

Required Text (Available for purchase from the publisher or on-reserve at the King library)

Baumann-Waengler, J. (2016). *Articulation and Phonology in Speech Sound Disorders: A Clinical Focus*, 5th edition. Boston: Pearson. ISBN # 978-0-13-381037-0; \$180.00

Required Readings

Pending, based on the Research Briefs as described below

SJSU Resources Related to EDSP 251

- A. SJSU Accessible Education Center: <http://www.sjsu.edu/aec/>

Course Accommodations: Students with an educationally related disability are encouraged to contact the Accessible Education Center to discuss course accommodations and then self-identify to the instructor. Students who need special arrangements in a building evacuation should advise the instructor.

- B. King Library Services: <http://libguides.sjsu.edu/CDS>

- C. Writing Center: <http://www.sjsu.edu/writingcenter/>

- D. Counseling Services: <http://www.sjsu.edu/counseling/>

Assignments:	% Course Grade	Due Date
1. Weekly Study Questions	10%	Weekly (per calendar)
2. Diagnostic Assignment	30%	10/23
3. Research Briefs	30%	11/6; 11/13; 11/20
4. Independent Disorders Project	30%	Reports due: 9/18; 10/2; 10/23; 11/6; 11/20 Projects due: 12/4; 12/16 (S1) 12/4; 12/14 (S2)

Weekly Study Questions (see appendix B)

Prior to each class, students (individually or in pairs) will complete the study questions due for that day's discussion. The instructor will monitor study question completion and students will show their work, if asked. As well, two students will assist in the weekly dialogue about study questions. Evidence of study question completion will result in full-credit.

Diagnostic Assignment: Standardized Testing and Speech Sampling (see appendix A)

While working in a pair or triad, students will administer two standardized speech sound assessment instruments and collect a 10 to 15-minute speech sample with a typically developing child (i.e., someone without a known cognitive, hearing, language, or speech disability). For the formal assessment instruments, students will read the test manuals, administer the tests, and interpret the results per the normative sample. For the speech sampling activity, students will utilize age-appropriate materials that elicit all of the English consonant phonemes at the phrase/sentence level. Test batteries will be assigned by the instructor (appendix A) and available from the Kay Armstead Center for Communicative Disorders. In addition, students will investigate 1) public media resources to discern how practicing clinicians and the general public regard the assessment tools, and 2) the extant literature to identify how the test batteries are utilized in research practices.

Students will complete three tasks.

1-2. Students will conduct a fifteen-minute presentation (1) and distribute a single page 2-sided handout (2) to their peers. The oral presentation and handout will identify and describe a) the test batteries (i.e., ages for administration, the normative sample, test validity and reliability, the test administration method), b) strengths and weaknesses of the test batteries, c) public impressions of the battery, and d) research application examples. Students will also demonstrate how the sampling materials elicited the phonemes at the phrase/sentence level.

3. Students will prepare a 3 to 7 page paper for the instructor. This paper will a) contrast the results of the formal tests to each other and the sampling activity, and b) evaluate the assessment experience from the child's perspective and the clinicians' perspectives.

Students will be graded on their accuracy for reporting test information, their ability to effectively convey information in both written and oral formats, and their ability to critically analyze the formal tests, sampling activity, public comments, extant applications, and the child's and clinicians' perspectives.

Research Briefs and Evidence-Based Practice (EBP)

While working individually, in pairs, or in a group, students will lead a class discussion that examines the evidence for or against a treatment approach related to speech sound disorders. Each individual or team will assign a research article to the class and create an opportunity for their peers to engage in a meaningful dialogue about the article's central ideas. This includes the background context for the research topic, the article's relative strengths and weaknesses, and a discussion about how the results influence communication services in educational or rehabilitation settings. Students will meet with the instructor in preparation for the class discussion. Students will be evaluated on their pedagogical technique, the organizational structure and cohesiveness of the presentation, the depth of the presentation's content, and the students' degree of critical analysis and ability to elicit class discussion.

Independent Project in Speech Sound Disorders

While working individually, in pairs, or in a group, students will complete an independent project related to speech sound disorders. The project will represent students' own learning styles and interests. Students will initiate discussion with the instructor regarding the topic and the time, length, depth, structure, and grading criteria for the project. Every two weeks, students will provide a single page written update on the project's status. Initial suggestions include:

- A. Interviews: Students might choose to interview individuals with speech sound disorders, or family members, teachers, speech-language pathologists, birth-to-three coordinators, group home managers, allied health personnel etc. to learn about their perspectives regarding speech sound development, service delivery options, assessment, and/or intervention;
- B. In-service: Students might choose to develop and/or implement an in-service presentation for parents, siblings, teachers, allied health personnel etc. regarding speech sound disorders;
- C. Curriculum Modification: Students might choose to develop a modified curriculum related to Common Core Standards for a student with a speech sound disorder so as to include speech sound objectives into curriculum materials in the general education setting;
- D. Comprehensive Literature Review: Students might choose to complete a detailed literature review on a contemporary topic or controversy in speech sound disorders or development;
- E. Apps for Speech Sound Disorders: Students might choose to investigate and critically evaluate several apps intended for speech sound disorder intervention.

Grades and Grade Appeals

A+ = 96.5 to 100

B+ = 86.5 to 89.4

C+ = 76.5 to 79.4

D+ = 66.5 to 69.4

F = ≤ 59.4

A = 92.5 to 96.4

B = 82.5 to 86.4

C = 72.5 to 76.4

D = 62.5 to 66.4

A- = 89.5 to 92.4

B- = 79.5 to 82.4

C- = 69.5 to 72.4

D- = 59.5 to 62.4

Assignment Grade Appeals: The instructor welcomes grade appeals. Grade appeals must be a written argument substantiated with evidence and citations (if necessary). Grade appeals are due one week from when the assignment is returned.

Professional Behavior and Policies

Assignment Due Dates: All assignments are due when the class meets on the dates listed. Late assignments will have a 5-points/day deduction. Students can appeal these deductions with written evidence of exceptional or emergency circumstances.

Attendance/Participation: Students are expected to attend all scheduled classes. The instructor should be notified of upcoming excused absences. Each unexcused absence will lower the final course grade in half grade increments (i.e., A+ to A to A- etc.). Students will complete the assigned readings and study questions prior to each class. Students will be expected to demonstrate collegiality, verbal problem solving, critical thinking, and active participation in class discussions. Class assignments will take (at least) eight hours per week.

Writing Requirements: Students should adhere to the *APA* (American Psychological Association) *Manual*. Primary cites should be used; a secondary source is allowed when the primary source is not available or written in a non-English language. The *APA Manual* is available in the instructor's office and the King library.

Consent for Recording of Class and Public Sharing of Instructor Material: Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Students are welcome to audiotape any class after first having announced that an audio recording is being made at the beginning of each class. Audio recordings are for a student's own private review. Students do not have the right to reproduce or distribute audio recordings without written permission from the instructor and every other student who was present when the audio recording was made. Course materials shared by the instructor are his intellectual property (unless otherwise designated) and cannot be shared publicly without his written permission. You may not publicly share or upload instructor-generated material for this course such as lecture notes or homework solutions without instructor consent.

SJSU Vision Statement: In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the state of California: To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship. San José State University graduates will have developed: Specialized Knowledge; Broad Integrative Knowledge; Intellectual Skills; Applied Knowledge; Social and Global Responsibilities (http://www.sjsu.edu/about_sjsu/mission/).

Lurie College of Education Mission Statement: The mission of the Lurie College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world. Our basic values: Respect and appreciation for diversity; Promotion of equity and access to quality education; Excellence through scholarly activity and reflective professional practice; Continual professional and personal growth; Ethical, collegial, and humane interpersonal relationships as a basis for community (<http://www.sjsu.edu/education/mission/>).

Communicative Disorders & Sciences Mission Statement: The Mission of the Department of Communicative Disorders and Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community (<http://www.sjsu.edu/cds/>).

Grievance Procedure: Students are referred to the *Lurie College Dispute Process for Students* at <http://www.sjsu.edu/education/facultyandstaff/StudentDisputes.pdf> for a description of the dispute resolution process.

Academic Honesty Statement: In the spirit of fostering academic honesty and professional practice standards, students are reminded that any act of academic dishonesty will be considered a serious offense against the values of the university and the professional discipline (see <http://www.asha.org/Code-of-Ethics/>). The instructor is committed to enforcing the SJSU policy and processes on academic integrity available at <http://www.sjsu.edu/senate/docs/S07-2.pdf>.

General Expectations, Rights and Responsibilities of the Student: As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with the SJSU policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussion concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issues, it is recommended that the student contact the Department Chair as a next step. Since the Department Chair teaches this course, the student can next contact the Associate Dean.

Dropping and Adding: Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Students should refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Anticipated Schedule of Topics

- 8/21/15 Syllabus Review; Introduction to Articulation and Phonology
- 8/28/15 Chapter 1: Basic Terms and Concepts
Chapter 2: Phonetics: Articulatory Phonetics: Speech Sound Form
Assignment: Weekly Study Questions Chapters 1 and 2
- 9/4/15 Chapter 5: Normal Phonological Development
Assignment: Weekly Study Questions Chapter 5
- 9/11/15 Chapter 6: Assessment and Appraisal: Collection of Data
9/18/15 **Assignment:** Weekly Study Questions Chapter 6 (core vocabulary due 9/11/15;
other study questions due 9/18/15)
Assignment: Independent Project First Report (9/18/15)
- 9/25/15 Chapter 7: Diagnosis: Articulation versus Phonemic Speech Sound Disorders
Assignment: Weekly Study Questions Chapter 7
- 10/2/15 Chapter 8: Dialects and English as a Second Language
Assignment: Weekly Study Questions Chapter 8
Assignment: Independent Project Second Report
- 10/9/15 Chapter 3: Phonetic Transcription and Diacritics
Chapter 4: Theoretical Considerations and Practical Applications
Assignment: Weekly Study Questions Chapters 3 and 4
- 10/16/15 No Class Meeting; Re-assigned Day for Independent Projects
- 10/23/15 **Assignment:** Diagnostic Standardized Testing and Speech Sampling
Assignment: Independent Project Third Report
- 10/30/15 Chapter 9: Therapy for Articulation-Based Speech Sound Disorders
11/6/15 **Assignment:** Weekly Study Questions Chapter 9 (core vocabulary due 10/30/15;
other study questions due 11/6/15)
Assignment: Research Brief Articles (11/6/15)
Assignment: Independent Project Fourth Report (11/6/15)
- 11/13/15 Chapter 10: Treatment of Phonemic-Based Speech Sound Disorders
Assignment: Weekly Study Questions Chapter 10
Assignment: Research Briefs Articles
- 11/20/15 Chapter 11: Speech Sound Disorders in Selected Populations
Assignment: Weekly Study Questions Chapter 11
Assignment: Research Briefs Articles
Assignment: Independent Project Fifth Report

- 11/27/15 No Class; Thanksgiving Recess
- 12/4/15 **Assignment:** Independent Project Presentation
- 12/14/15 **Assignment:** Independent Project Presentation (cont'd)
Section 2, 12:15-2:30pm
- 12/16/15 **Assignment:** Independent Project Presentation (cont'd)
Section 1, 7:15-9:30am

Current Bibliography: Relevant articles and texts are available in the instructor's office.

Appendix A: Diagnostic Tests available in the SJSU Clinic

1. *Screening Test for Developmental Apraxia of Speech*
2. *Kaufman Speech Praxis Test for Children*
3. *The Apraxia Test*
4. *Marshalla Oral Sensorimotor Test*
5. *Verbal Motor Production Assessment for Children*
6. *Oral Speech Mechanism Screening Examination*

7. *Diagnostic Evaluation of Articulation and Phonology*
8. *Clinical Assessment of Articulation and Phonology*
9. *Linguistest Articulation Test*
10. *The Photo Articulation Test*
11. *Goldman Fristoe Test of Articulation 2*
12. *Arizona Articulation Proficiency Scale-3*
13. *Structured Photographic Articulation Test II*

14. *Khan-Lewis Phonological Analysis*
15. *The Hodson Assessment of Phonological Patterns 3*
16. *Bankson Bernthal Test of Phonology*

17. *Hear Builder Phonological Awareness Test (Wiig & Second)*
18. *The Phonological Awareness Test 2 (Robertson & Salter)*
19. *Test of Phonological Awareness, 2*
20. *Comprehensive Test of Phonological Processing*

21. *Moving Across Syllables: Training Articulatory Sound Sequences Test*

22. *Children's Speech Intelligibility Measure*

Appendix B: Core Concepts and Study Questions for *Articulation and Phonology in Speech Sounds Disorders: A Clinical Focus, 5th* (Jacqueline Bauman-Waengler)

Chapter 1 Core Vocabulary Terms

1. Communication v. Speech v. Language
2. Communication Disorder v. Speech Disorder v. Language Disorder
3. Articulation v. Phonology
4. Fluency v. Voice
5. Morphology v. Syntax v. Semantics v. Pragmatics
6. Phoneme v. Speech Sounds
7. Allophone
8. Phonotactics
9. Minimal Pair
10. Speech Sound Disorder v. Articulation Disorder v. Phonological Disorder
11. Phonetic Inventory v. Phonemic Inventory

Chapter 1 Clinical Exercises

1. Page 3, questions 1 and 2
2. Page 6, question 2
3. Page 8, question 1
4. Page 11 (case studies), do you agree with the conclusions in case studies 1 and 2? Why or why not?

Chapter 1 Think Critically (pp. 11-12)

1. Questions 1, 2, and 4.
2. Complete a speech sound inventory of the sample.

Chapter 1 Test Yourself Questions (pp. 12-13)

1. Multiple choice questions 1-10

Chapter 2 Core Vocabulary Terms

1. Articulatory Phonetics v. Acoustic Phonetics v. Auditory Phonetics
2. Vowels v. Consonants
3. Cognates
4. Sonority
5. Manner v. Place v. Voicing v. Organ
6. Core Features of:
 - a. Sonorant Consonants v. Obstruents
 - b. Tense v. Lax Vowels
 - c. Closed v. Open Vowels
 - d. Monophthongs v. Diphthongs

- e. Labial v. Apical v. Coronal (Active Articulators)
 - f. Predorsal v. Mediodorsal v. Postdorsal
 - g. Labial v. Dental v. Alveolar v. Palatal v. Velar (Passive Articulators)
7. Core Features of:
 - a. Stop-Plosives
 - b. Fricatives
 - c. Nasals
 - d. Affricates
 - e. Glides
 - f. Liquids
 8. Coarticulation
 9. Assimilation v. Coalescence
 10. Contact v. Remote Assimilation
 11. Progressive v. Regressive Assimilation
 12. Phonemic v. Phonetic Assimilation
 13. Peak v. Onset v. Coda v. Rhyme
 14. Open (Unchecked) v. Closed (Checked) Syllables
 15. Easy v. Hard Syllable Production (4 circumstances)

Chapter 2 Clinical Exercises

1. Page 18, questions 1 and 2
2. Pages 21-22, Clinical Application, how might you clinically manage George's vowel errors?
3. Page 26, questions 1 and 2
4. Page 27, questions 1 and 2
5. Page 35 (case study), questions 1, 2, 3, and 4

Chapter 2 Think Critically (pp. 35-36)

1. Questions 1, 2, and 3

Chapter 2 Test Yourself Questions (pp. 36-37)

1. Multiple choice questions 1-10; 12

Chapter 3 Core Vocabulary Terms

1. Broad v. Narrow Transcription
2. Diacritics
3. Core Features of:
 - a. Dentalization
 - b. Palatalization
 - c. Velarization
 - d. Lateralization

- e. Devoicing
- f. Labialization
- g. Nonlabialization
4. Syllabics
5. Stress v. Duration of Syllables

Chapter 3 Clinical Exercises

1. None

Chapter 3 Think Critically

1. None

Chapter 3 Test Yourself Questions (p. 59)

1. Multiple choice question 5

Chapter 4 Core Vocabulary Terms

1. Phonology
2. Phonetic Level
3. Phonemic Level
4. Form v. Function
5. Distinctive Features
6. Surface-Level Representation
7. Underlying Form or Deep Structure
8. Phonological Representation
9. Phonetic Representation
10. Phonological Rule
11. Naturalness
12. Markedness
13. Describe why distinctive feature analysis is not used clinically
14. Natural Phonology
15. Phonological Processes
16. Limitation
17. Ordering Suppression
18. Syllable structure Processes
19. Substitution Processes
20. Assimilation Processes
21. Phonological Process Analysis
22. Linear v. Nonlinear Phonology
23. Tiered Representation
24. Autosegmental Theory
25. Tone Language
26. Metrical Phonology

27. Feature Geometry
28. Optimality Theory

Chapter 4 Clinical Exercises

1. Page 63, questions 1 and 2
2. Page 64, do you agree with the clinical application description? Why or why not?
3. Pages 69 and 71, describe Tables 4.1 and 4.2
4. Page 78, questions 1 and 2

Chapter 4 Think Critically (pp. 93-94)

1. Question 1

Chapter 4 Test Yourself Questions (pp. 94-95)

1. Multiple choice question 1-8

Chapter 5 Core Vocabulary Terms

1. Prelinguistic Behavior
2. Phonological Development
3. Speech Sound Development
4. Primary v. Secondary Functions
5. Describe why newborns are not able to physiologically produce speech sounds.
6. Categorical Perception
7. Perceptual Constancy
8. What do we know about young children's perceptual development?
9. Prelinguistic Behavior v Linguistic Development
10. Describe why Jakobson's discontinuity hypothesis has been proven untrue
11. Reflexive Crying
12. Coing
13. Vocal Play
14. Canonical v. Reduplicated v. Nonreduplicated Babbling
15. Jargon
16. Vocoids v Contoids
17. Syllable Shape
18. Describe the relationship between language growth and babbling (p. 114)
19. Prosodic Features
20. When do prosodic features emerge?
21. What are the core characteristics of the transition phase (p. 115)
22. First Word
23. Invented Words
24. Describe the First 50 word stage
25. Presystematic Stage
26. Item Learning

27. Holophrastic Phrase
28. What are the phonological characteristics of the First 50 Words?
29. Identify the longitudinal trends described on pages 118 and 120
30. Salience v. Avoidance Factor
31. Prosodic Variation
32. Create a chart for yourself that identifies phonological development from Birth to age four in 6 month increments
33. What is known about vowel development?
34. Regression
35. Epenthesis
36. Create a chart for yourself that identifies the age of suppression for phonological process patterns.
37. Interference or Transfer
38. Identify three ways in which interference or transfer influences speech sound production (p. 131)
39. Silent period
40. Morphophonology
41. Metaphonology
42. Phonological Awareness v Phonemic Awareness

Chapter 5 Clinical Exercises

5. Page 107, questions 1 and 2
6. Page 113, (Clinical Application), How might you address Megan's communication in speech-language therapy?
7. Page 117, questions 1 and 2
8. Page 121, questions 1 and 2
9. Page 130, question 2
10. Page 136, questions 1 and 2

Chapter 5 Think Critically (pp. 140-141)

2. Questions 1 and 3

Chapter 5 Test Yourself Questions (pp. 141-142)

2. Answer multiple choice question 1-10

Chapter 6 Core Vocabulary Terms

1. Assessment v. Appraisal v. Diagnosis
2. Screening v. Comprehensive Examination
3. Intelligibility
4. Hypernasality v. Hyponasality
5. What is your opinion of the comments about the advantages and disadvantages of articulation tests (pp. 146-147)?

6. Identify four factors in selecting an articulation measure (pp. 147; 150)
7. Identify assessment procedures that supplement articulation tests (pp. 150-151)
8. Two-way v. Five-Way Scoring
9. Deletion v. Addition v. Substitution v. Distortion
10. What are the strengths and weaknesses of stimulability testing? (pp. 152-153)
11. Identify 7 tasks associated with continuous speech sampling (pp. 153-155)
12. Glossing
13. Micro- v. Macrognathia
14. Philtrum v. Columella
15. Class I v. Class II v. Class III Occlusion patterns
16. Micro- v. Macroglossia
17. Tongue Fissure
18. Geographic Tongue
19. Palatal Fistula
20. Fasciculation
21. Submucous Cleft
22. Bifid Uvula
23. Velopharyngeal Closure
24. Nasal Emission
25. Fauces
26. Structure v. Function in an Oral Mechanism Examination
27. Otagia
28. Otorrhea
29. Describe an audiometric screening procedure
30. Describe the tympanometry procedure
31. What is your opinion of the information about auditory discrimination testing (pp. 160-161)?
32. Describe why the author is concerned about cognitive appraisal results for children with speech sound disorders (pp. 161-162)
33. What is your opinion of the procedures suggested for adaptive testing for children with emerging phonological systems (pp. 162-165)?
34. Tongue thrust
35. Tonic bite reflex
36. What is your opinion of the suggestions for evaluating children who have unintelligible speech (pp. 167-168)?
37. Contextual Testing
38. Clavicular Breathing

Chapter 6 Clinical Exercises

11. Page 155, questions 1 and 2
12. Page 157, Clinical Application, what is your opinion of the information about the utility of diadochokinetic rates??
13. Pages 158, question 1
14. Page 164, questions 1 and 2

Chapter 6 Think Critically (pp. 170-171)

3. Questions 1 and 2

Chapter 6 Test Yourself Questions (pp. 171-172)

3. Multiple choice question 1-10

Chapter 7 Core Vocabulary Terms

1. Chapter 7 provides many concrete and practical examples. Be sure to consider each of them. As well, make a note to reference Figures 7.6 and 7.7 in the future
2. Inventory of Speech Sounds
3. Distribution of Speech Sounds
4. Syllabication
5. Pre- v. Inter- v. Post-vocalic Consonants
6. Contrastive Use of Sounds
7. Syllable Shape
8. Place-Manner-Voice Analysis
9. Idiosyncratic Processes
10. Intelligibility
11. What is your opinion of the Coplan and Gleason data about percent intelligibility (p. 197)?
12. Percent of Consonants Correct
13. Percent of Vowels Correct

Chapter 7 Clinical Exercises

1. Page 179, question 2
2. Page 182, questions 1 and 2
3. Page 184, Clinical Application, Do you agree or disagree with the conclusion? Why?
4. Page 187, Clinical Application, where might you start H.H.'s speech-language treatment? Why?
5. Page 188, questions 1 and 2
6. Page 194, Clinical Application, where might you start Lillian's speech-language treatment? Why?
7. Page 194, questions 1 and 2

Chapter 7 Think Critically (pp. 200-201)

1. Questions 3 and 4

Chapter 7 Test Yourself Questions (pp. 201-202)

1. Multiple choice questions 1-9
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Chapter 8 Core Vocabulary Terms

1. Dialect
2. Formal v Informal Standard English
3. Regional v. Social v. Ethnic Dialects
4. From your own experience, what is your opinion of the 4 geographical areas represented in Figure 8.1
5. To what degree are you already familiar with the phonological patterns identified in Table 8.3
6. Race v. Culture v. Ethnicity
7. What is your opinion of the 4 suggestions on page 221?
8. Limited English Proficiency
9. To what degree does your personal experience align with the state-by-state data presented in Table 8.5?
10. Chapter 8 provides numerous examples of dialectical variations. Be sure to note for future reference the information about:
 - a. Appalachian English and Ozark English
 - b. African-American Vernacular Dialect
 - c. Spanish American English (and its variations)
 - d. Korean American English
 - e. Cantonese American English
 - f. Filipino/Tagalog American English
 - g. Hmong American English
 - h. Arabic American English

Chapter 8 Clinical Exercises

1. Page 216, question 1
2. Page 221, question 1
3. Pages 238-239, Case Study, question 1

Chapter 8 Test Yourself Questions (pp. 239-240)

1. Multiple choice questions 1-10

Chapter 9 Core Vocabulary Terms

1. Traditional (or Motor or Phonetic) Approach
2. Multiple-Sound Approach
3. What is your opinion of the percent accuracy suggestions on page 243?
4. Identify the factors related to auditory discrimination implementation
5. Specific Auditory Perceptual Skills
6. Auditory Stimulation/Imitation
7. Phonetic Placement Method
8. Sound Modification Method
9. Facilitative Context

10. What is your opinion of the use of nonsense syllables?
11. What is your opinion of the 6 factors identified for target word selection (p. 248)?
12. Carrier Phrase
13. Carryover
14. Describe the linguistic hierarchy per pages 247-249
15. What is your opinion of the suggestions for group therapy (pp. 293-295)?
16. Pages 251 to 293 provide a considerable amount of information on articulation therapy for individual sounds. Be sure to note this information for reference.

Chapter 9 Clinical Exercises

1. Page 246, questions 1 and 2
2. What is your opinion of the use of home programs described in the clinical application on pages 249-250?
3. Page 251, question 1
4. Page 259, questions 1 and 2
5. Page 261, question 1
6. Page 265, questions 1 and 2
7. Page 273 (bottom), question 2
8. Page 284, question 2
9. Page 288, question 1
10. Page 293, question 1

Chapter 9 Think Critically (p. 297)

1. Question 1

Chapter 9 Test Yourself Questions (pp. 297-298)

1. Multiple choice questions 1-10

Chapter 10 Core Vocabulary Terms

1. Identify the 3 core features of a phonemic-based approach
2. The text identifies 10 phonemic based approaches (Minimal Opposition; Maximal Oppositions; Complexity; Multiple Oppositions; Phonological Process; Cycles; Metaphon; Morphosyntax; Vocabulary Intervention; Multiple Vowel Errors). For each one, identify:
 - a. The core features and principles
 - b. For whom the approach could apply
 - c. For whom the approach does not apply

Chapter 10 Test Yourself Questions (pp. 340-341)

1. Multiple choice questions 1-10
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Chapter 11 Core Vocabulary Terms

1. Childhood Apraxia of Speech
2. Volitional Movement
3. Speech v. Non-speech Oral Movements
4. Treatment Suggestions for Children with Childhood Apraxia of Speech
5. Identify the speech characteristics of someone with cerebral palsy
6. Treatment Suggestions for Persons with Cerebral Palsy
7. Why is it important to assess all five speech-motor subsystems?
8. Cleft Palate
9. Treatment Suggestions for Persons with Cleft Palate
10. Bifid Uvula
11. Compensatory Articulation in Cleft Palate
12. Velopharyngeal Competence
13. Articulatory Backing
14. Hypernasality Test
15. Hyponasality Test
16. Nasal Emission
17. Hypernasality
18. Treatment Suggestions for Persons with Intellectual Disability
19. Treatment Suggestions for Persons with Hearing Impairment
20. Acquired Apraxia of Speech
21. Treatment Suggestions for Persons with Acquired Apraxia
22. Dysarthria
23. Treatment Suggestions for Persons with Dysarthria

Chapter 11 Clinical Exercises

1. Page 347, questions 1 and 2
2. Page 351, Clinical Application: Are these techniques easy or difficult to understand? How might you implement these techniques into therapy?
3. Page 355, question 2
4. Page 379, questions 1 and 2

Chapter 11 Think Critically (p. 381)

1. Questions 1, 2, and 3

Chapter 11 Test Yourself Questions (pp. 381-382)

1. Multiple choice questions 1-10