



McGILL UNIVERSITY
Faculty of Medicine
School of Communication Sciences & Disorders
Fall 2018

SCSD 619
Phonological Development
Number of Credits: 3 Credits
Course Time: Day; Hour pm
Location: SCSD, Room 869 (Lectures), Room 862 (Labs)

Instructor (lecture): Susan Rvachew, Ph.D., S-LP(C)
Instructor (lab): Dahlia Thompson Forrester, B.A., M.Phil.
Office: SCSD, Room 842 (Dahlia); **Office Phone:** 514-398-4136 (do not leave messages)
Office Hours: By appointment (set up by email for Susan); Wednesday 1 to 2 pm for Dahlia
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COURSE OVERVIEW: Theories and research related to normal and abnormal phonological development in children will be studied.

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 at multiple levels of phonological representation and at multiple tiers of the phonological hierarchy.	
1.1a Apply basic knowledge of cognitive, linguistic, physical and socio-behavioural sciences relevant to phonological development.	In-class practice activities, Midterm/final examinations
1.1b Apply specialized knowledge of typical and atypical development, differences and <i>disorders</i> of human communication, including knowledge in each of the following areas: speech, phonology, and literacy.	In-class practice activities, Midterm/final examinations
1.1e. Apply knowledge of principles of clinical practice, including use of diagnostic procedures, specifically phonetic transcription of speech samples and test responses and administration of standardized norm referenced articulation tests.	Transcription competency exam GFTA assignment
1.2 Client-Centredness	
Respect client and client diversity.	
1.2a Respect <i>client</i> and client diversity	Class discussions
1.2d Incorporate client perspective of needs, values and goals into service provision.	GFTA assignment

1.3 Assessment of Developmental Phonological Disorders (Speech Sound Disorders)	
Obtain and transcribe a sample of child speech and interpret speech data to determine if a child's speech is within normal limits.	
1.3cAdminister and score the Goldman-Fristoe Test of Articulation or similar test according to client needs and report findings.	GFTA assignment
1.3eIntegrate and report findings from assessment of child's articulation/phonological abilities.	GFTA assignment
1.8 Limits to practice	
Select child for assessment and prepare assessment plan that is consistent with personal limits to practice.	
1.8aPractice within personal limitations and level of expertise.	GFTA assignment
1.8bConsult with others as and when required.	GFTA assignment

ROLE 2: COMMUNICATOR

2.1 Oral and written communication	
Communication with child and family of child during assessment activity and written documentation of this assessment.	
2.1aCommunicate in a respectful manner.	GFTA assignment
2.1bUse language appropriate to the communicative situation.	GFTA assignment
2.1cProvide relevant information.	GFTA assignment
2.2 Documentation	
Timely and appropriate written communication when reporting results of assessment.	
2.2a Maintain clear, accurate, timely and complete client records.	GFTA assignment

ROLE 3: COLLABORATOR

3.1 Collaboration with Other Professionals	
Interact according to differing roles and responsibilities of team members.	
3.1c Collaborate effectively with other team members, participate equally in the work, and support positive team dynamics	Participation (lab groups, GFTA group assignment)

ROLE 5: SCHOLAR

5.1 Continuous learning	
Guided self-study and practice of phonetic transcriptions skills from Shriberg and Kent text will require the student to adopt and develop continuous learning competencies.	
5.1a Conduct regular assessment of personal learning needs.	Transcriptions skills self-study
5.1b Review new knowledge regularly and determine applicability to practice.	Transcriptions skills self-study
5.1c Integrate new learning into practice.	Transcriptions skills self-study

ROLE 7: PROFESSIONAL

7.1 Professional Integrity	
Maintain professional demeanor	
7.1g Maintain professional demeanor	GFTA assignment, group assignments
Professional relationships	
7.2a Comply with relevant federal and provincial requirements, especially with regard to compliance with copyright rules and protecting privacy of clients and client information.	Throughout course
7.2b Maintain boundaries in relationships with clients, colleagues and other professionals.	GFTA assignment, group assignments

INSTRUCTIONAL METHOD:

Instructional methods include readings, in-class and home practice activities, in-class interactive activities, one assessment of a child with typically developing speech and language, two exams involving simulated speech samples and real speech samples and an exam to assess competency in the phonetic transcription of child speech.

REQUIRED COURSE MATERIALS:

Readings for course: Available on MyCourses, check weekly for download.

Textbook and audio CDs for the lab: Shriberg, L.D. and Kent, R.D. (2013). Clinical Phonetics (Fourth Edition). Allyn & Bacon.

Textbook for class (and for winter term class): Rvachew, S. & Brosseau-Lapr  , F. (2018). Developmental Phonological Disorders: Foundations of Clinical Practice. Plural Publishing Co.

Good quality recording device such as (for example) Zoom H1 Handy Recorder or iPhone or laptop equipped with appropriate software and microphone and headphones.

COURSE CONTENT: Lecture and Lab Outline

Date	Topics	
Sep 6	Lec Topics	I. Course introduction II. Phonology from a Developmental Perspective
	Reading	<i>MyCourses</i> : Syllabus <i>DPD</i> : Introduction to Part I, pp. 1-7
	Reflection	Class discussion of two children's progress in speech therapy.
Sep 6	Lab Topic	III. Describing Phonological Knowledge (Articulatory Knowledge)
	Reading	<i>DPD Text</i> : Chapter 1: Describing Articulatory Knowledge pp. 9 - 18
	Practice	In class practice: transcribe a sentence of your partner's speech and organize as if for a phonetic repertoire.
Sep 13	Lec Topic	IV. Describing Phonological Knowledge (Perceptual Knowledge)
	Reading	<i>DPD Text</i> : Chapter 1: Describing Perceptual Knowledge pp. 18-33
	Practice	In class survey: relationship between speech perception and production errors in child speech.
Sep 13	Lab Topic	Basic Concepts in Phonetics and Phonology
	Reading	SK: Chapter 1 to 3
	Practice	Terminology Quiz (in My Courses, due before class); IPA software
Sep 20	Lec Topic	IV. Describing Phonological Knowledge (Segmental Knowledge)
	Reading	<i>DPD Text</i> : Chapter 1: Describing Segmental Knowledge pp. 33-40
	Practice	In-class practice samples.
Sep 20	Lab Topic	Goldman-Fristoe Test of Articulation
	Reading	<i>Goldman-Fristoe Test of Articulation Manual</i> : Chapters 1 to 5
	Practice	SODA score GFTA responses and score test.
Sep 27	Lec Topic	V. Multilinear Phonology
	Reading	<i>DPD Text</i> : Chapter 1: Multilinear Phonology pp. 41-52
	Practice	Diagram prosodic tiers of selected GFTA words
Sep 27	Lab Topic	Consonants: Broad transcription (adult speech)
	Homework	SK Text: Chapter 5 + CD 1, Tracks 1,2,3,4 (Training lists A,B,C,D)
	Practice	Week 4 Transcription Practice Activity
Oct 4	Lec Topic	VI. Phonological Processes
	Reading	<i>DPD Text</i> : Chapter 1: Phonological Processes pp. 52-56
	Practice	Create samples to represent error patterns from different perspectives.
Oct 4	Lab Topic	Goldman-Fristoe Test of Articulation Administration
	Reading	Instructions online
	Practice	GFTA Simulated Administration Activity
Oct 11	Lec Topic	VIII. Speech Perception Development
	Reading	DPD text, Chapter 2, Speech Perception Development
	Practice	If time permits, question and answer related to upcoming quiz
Oct 11	Lab Topic	Describing Phonological Knowledge at Multiple Levels of Representation
	Exam	Midterm quiz covering DPD pp. 1 to 59 and lecture material

COURSE CONTENT: Lecture and Lab Outline Continued

Date	Topics	
Oct 18	Lec Topic	IX. Development of Speech Motor Control
	Reading	<i>DPD Text</i> : Chapter 3: Development of Speech Motor Control
	Practice	Video demonstration of infant speech at varied developmental stages.
Oct 18	Lab Topic	Consonants continued: broad transcription (child speech)
	Reading	<i>SK Text</i> : Chapter 5 + CD 1 Track 8 + CD 2 Tracks 9, 10, 11, 12
	Practice	Practice: Transcribe child speech in lab
Oct 25	Lec Topic	X. First Words
	Reading	<i>DPD Text</i> : Chapter 4, pp. 157-167
	Practice	Determine if toddler speech samples are consistent with age expectations
Oct 25	Lab Topic	Vowels: Broad phonetic transcription
	Reading	<i>SK Text</i> : Chapter 4 + CD 1, Tracks 1,2,3,4,6,7
	Practice	Transcribe DEAP Articulation Assessment responses from child with severe motor speech disorder
Nov 1	Lec Topic	XI. Segment Norms Age 3 through 8 Years
	Reading	<i>DPD Text</i> : Chapter 4: Phonological Development pp. 167-179
	Practice	Relational analysis: which consonants are at level of customary production vs. developmental, nondevelopmental or atypical errors.
Nov 1	Lab Topic	Suprasegmental and narrow transcription
	Reading	<i>SK Text</i> : Chapter 6 (without exercises) and CD 1, Track 8,9
	Practice	Transcribe a toddler speech sample and derive the phonetic repertoire
Nov 8	Lec Topic	XI. Phonological Process Norms Age 3 through 8 Years
	Reading	<i>DPD Text</i> : Chapter 4: Phonological Development pp. 179-182
	Practice	Survey: identify phonological processes in limited samples
Nov 8	Lab Topic	Sibilant distortions
	Reading	<i>SK Text</i> : Chapter 8, Part C + Practice Modules on CD 2 and CD 3
	Practice	Narrow transcription at the word level
Nov 15	Lec/Lab	Practice Exam
	Reading	<i>DPD Text</i> : Chapters 1 through 4
	Practice	Practice: Identify error patterns in child speech samples and determine if the child's speech is consistent with age expectations.
Nov 22	Lec Topics	XIII. Acquisition of Prosodic Units XIV. Theoretical Issues in Phonological Development
	Reading	<i>DPD Text</i> : Chapter 4: Phonological Development pp. 182-213
	Practice	Two quiz questions on theory.
Nov 22	Lab Topics	Liquid Distortions
	Reading	<i>SK Text</i> : Chapter 8, Part D + Practice Modules on CD 3 and CD 4
	Practice	Liquid distortion transcription practice.
Nov 29	Lec Topics	Application of phonological norms data to speech samples.
	Reading	Instructions for in-class practice activity
	Practice	Describe speech sample from multiple perspectives and rate severity.
Nov 29	Lab Topic	Final Transcription Exam

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Course Requirements

Requirement	Due Date	Grade Weight
Lab participation		10%
Midterm examination	October 11	25%
Goldman-Fristoe Administration Assignment	Admin day + 2 wks	15%
Final transcription examination (competency exam)	November 29	Pass/fail
Final examination (cumulative; during final exam period)	To be announced.	50%

Please understand that you must pass the course component and the lab component independently to pass this course. The course is scored in the traditional points manner, converted to a letter grade after the final exam. The lab culminates in a final transcription examination to pass this component of the course. **If you fail the final transcription exam (less than 85% consonant transcription agreement with the instructor) you will be allowed to retake the examination 2 additional times if necessary to achieve competency. The re-take rule does not apply to any other assessment elements in this class or lab.**

SCSD 619 Phonological Development Course Requirement #1
Participation Grade (10%)

Stage of Professional Development

It is expected that the student is a proficient independent learner in the student role, at least in the context of acquiring knowledge, and competent as a team member. The student will learn to extend these competencies to the new role of developing professional and to the domain of acquiring and applying domain specific skills while supporting colleagues as is appropriate in a professional context.

Targeted Competencies

2. Role as Communicator¹	
2.1 Oral and written communication	
a	Communicate in a respectful manner.
b	Use language appropriate to the communicative situation.
c	Provide relevant information.
2.2 Documentation	
a	Maintain clear, accurate, timely and complete client records.
5. Role as Scholar¹	
5.1 Continuous learning	
a	Conduct regular assessment of personal learning needs.
c	Review new knowledge regularly and determine applicability to practice.
e	Integrate new learning into practice.
7. Role as Professional¹	
7.1 Professional integrity	
g	Maintain professional demeanour.
7.2 Professional relationships	
a	Comply with relevant federal and provincial requirements.
b	Maintain boundaries in relationships with clients, colleagues and other professionals.

Manifestation (Indicators)

1. Students will attend transcription labs and classes, properly prepared for each lab and in class practice activity.
2. Students will work collaboratively to both assess and support the learning of the team.
3. Students will honestly and promptly report the team's progress with transcription reliability.
4. Students will develop plans as a team to achieve the expected level of transcription reliability.
5. Students will comply with the rules for ethical use of patient speech samples for transcription practice.

Positive indicators: regular attendance, appropriate conflict resolution strategies, team environment that supports learning of each member, timely return of all documents.

Negative indicators: poor attendance and/or preparation, ineffective conflict resolution, competition rather than collaboration, late return of documents, illegal copying or retention of speech samples and text book materials.

SCSD 619 Phonological Development Course Requirement #2
Midterm Exam (25 %)

Stage of Professional Development

It is expected that the student will be proficient at reading for the purpose of acquiring and demonstrating knowledge (i.e., remembering and understanding facts and concepts). The midterm examination will assess the student's ability to progress from the knowledge stage to the skills stage (i.e., applying knowledge to the implementation of specific clinical skills and procedures) with the expectation that the student will become increasingly independent in the acquisition of skills given audiovisual and written demonstrations as well as the scientific literature as sources of information and opportunities to practice.

Targeted Competencies

1. Central Role as Speech-Language Pathologist ¹	
1.1 Foundational principles	
a	Apply basic knowledge of biomedical, cognitive, linguistic, pharmaceutical, physical and socio-behavioural sciences relevant to human communication processes, including knowledge of their acoustic, biological, cultural/linguistic, developmental and neurological bases.
b	Apply specialized knowledge of typical and atypical development, differences and <i>disorders</i> of human communication, including knowledge in each of the following areas: speech, literacy.
e	Apply knowledge of principles of clinical practice, including use of diagnostic and rehabilitation instrumentation and procedures, behavioural management, social interaction management and counselling.
f	Use problem-solving and clinical judgment in all aspects of practice.

Manifestation (Indicators)

Midterm examination

Note: The midterm exam will be taken during the one hour laboratory period on October 11, 2018. The content will related to Chapter 1 (Rvachew and Brosseau-Lapr , 2018) and the questions will be similar to those presented for group practice in class. Test questions will cover skills related to the description of speech samples using multiple units of analysis and multiple levels of representation using a short-answer and/or multiple choice format.

SCSD 619 Phonological Development Course Requirement #3
Goldman-Fristoe Administration Assignment (15%)

Stage of Professional Development

It is expected that the student is a novice in the skill of administering assessments to children. This is the first formal requirement for the student to assess a child in the program and therefore the child should be developing normally in all respects (e.g., in the speech, language, motor, social-pragmatic and behavioural domains). The test to be administered is the most basic form of citation form articulation test, usually requiring only 10 minutes of administration time. Administration and scoring procedures will be demonstrated during the lab and then practiced in a simulation lab prior to the field assessment. Given the novice status of the student, up to half an hour may be allowed for administration if required.

Targeted Competencies

1. Central Role as Speech-Language Pathologist¹	
1.1 Foundational principles	
e	Apply knowledge of principles of clinical practice, including use of diagnostic and rehabilitation instrumentation and procedures, behavioural management, social interaction management and counselling.
f	Use problem-solving and clinical judgment in all aspects of practice.
1.2 Client-centredness	
a	Respect <i>client</i> and client diversity.
1.3 Assessment	
c	Conduct assessments (one standardised articulation test).
1.8 Limits to practice	
a	Practice within personal limitations and level of expertise.
b	Consult with others as and when required.
2. Role as Communicator¹	
2.1 Oral and written communication	
a	Communicate in a respectful manner.
b	Use language appropriate to the communicative situation.
c	Provide relevant information.
2.2 Documentation	
a	Maintain clear, accurate, timely and complete client records.
7. Role as Professional¹	
7.1 Professional integrity	
g	Maintain professional demeanour.
7.2 Professional relationships	
a	Comply with relevant federal and provincial requirements.
b	Maintain boundaries in relationships with clients, colleagues and other professionals.

Manifestation (Indicators)

1. Students will identify child, obtain permissions, and negotiate appropriate location and time for assessment with the child's family, according to Sophie Vaillancourt's instructions
2. Students (working in pairs) will administer the GFTA (Sounds-in-Words subtest only) to the child, taking no longer than 30 minutes, according to manual instructions.
3. Students will submit completed test protocol within 2 weeks of assessment date. Form must be completed fully with appropriate phonetic transcription, SODA scoring conventions, accurate age calculation and accurate Sounds-in-Words Score Summary.
4. Students will comport themselves professionally throughout the experience.
5. Students will describe their experience on the discussion board.

SCSD 619 Phonological Development Course Requirement #4
Final Transcription Examination (pass/grade)

Stage of Professional Development

It is expected that the student will begin the class with knowledge of the IPA but no prior experience transcribing speech from children with a speech sound disorder. During the course of the term the student will progress from the novice to the competent level with respect to the transcription of disordered child speech. The examination will require mastery (i.e., 85% agreement in transcription) but the examination content will be restricted to consonants, mostly at the single word level, requiring broad transcription at a fairly slow pace (one target consonant per minute).

Targeted Competencies

1. Central Role as Speech-Language Pathologist ¹	
1.1 Foundational principles	
e	Apply knowledge of principles of clinical practice, [specifically] use of diagnostic ... instrumentation and procedures.

Manifestation (Indicators)

The student will transcribe targeted consonants from a sample of child speech, the child having a mild articulation disorder. The examination will require mastery (i.e., 85% agreement in transcription) but the examination content will be restricted to consonants, mostly at the single word level. Except for requiring diacritics to describe distortion errors, broad transcription will suffice. The exam will target one consonant per minute in 37 single words and 3 to 5 short phrases. If the student fails to achieve 85% agreement the exam may be repeated two additional times before the date for final grade submission in an effort to achieve the criterion.

SCSD 619 Phonological Development Course Requirement #5
Final Written Examination (50%)

Stage of Professional Development

At the end of the course when the final exam is held it is expected that the student will be competent in the application of specific clinic skills and procedures while still developing the ability to analyse contexts to select and implement those skills and procedures appropriately.

Targeted Competencies

1. Central Role as Speech-Language Pathologist ¹	
1.1 Foundational principles	
a	Apply basic knowledge of biomedical, cognitive, linguistic, pharmaceutical, physical and socio-behavioural sciences relevant to human communication processes, including knowledge of their acoustic, biological, cultural/linguistic, developmental and neurological bases.
b	Apply specialized knowledge of typical and atypical development, differences and <i>disorders</i> of human communication, including knowledge in each of the following areas: speech, literacy.
e	Apply knowledge of principles of clinical practice, including use of diagnostic and rehabilitation instrumentation and procedures, behavioural management, social interaction management and counselling.
f	Use problem-solving and clinical judgment in all aspects of practice.

Manifestation (Indicators)

Student will be able to (1) describe the phonetic and phonological characteristics of speech samples at multiple levels of the phonological hierarchy; (2) apply independent and relational analyses to hypothetical and real speech data representing child speech in the age range 2 through 9 years and interpret the data to determine if the child's speech is within age expectations or not, and (3) identify the primary variables that impact the course of phonological development from infancy through late childhood.

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McGill 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 always provide handouts, preferring to post materials on MyCourses, respecting the policies on Sustainability (<http://www.mcgill.ca/sustainability/>). Furthermore you will need these devices for in class practice activities. 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 OTHER THAN ANY SPECIFICALLY PROVIDED-SUCH USE IS EXPLICITLY PROHIBITED DURING THE FINAL EXAMINATION.**

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