

Crafton Hills College

Course Outline

1. Discipline: Speech-Language Pathology Assistant
2. Department: Allied Health Services
3. Course Title: Assessment and Intervention of Communication Disorders in Children
4. Course I.D.: SLPA 122
5. Prerequisites: Acceptance into the Speech-Language Pathology Assistant Program and completion of the following course with a grade of "C" or higher:
 - SLPA 120: Transcription PhoneticsCorequisite(s): SLPA 121: SLPA Observation Laboratory
Department Recommendation(s): None
6. Semester Units: 3.0
7. Minimum Semester Hours:
 - Lecture: 48 Lab: 0 Clinic: 0 Field: 0
8. Need for the Course:

Crafton Hills College must comply with the required standards of the California State Speech-Language Pathology and Audiology Board and the American Speech-Language Hearing Association (ASHA) in order to be an accredited Speech-Language Pathology Assistant Program. This course is one of a series of courses which leads to a Certificate of Completion and an Associate in Science Degree in the Speech-Language Pathology Assistant Program and will help prepare the student for employment as a Speech-Language Pathology Assistant.

This course will provide the student with a review of normal language development and acquisition. In addition, the student will learn about speech and language disorders common in infancy through adolescence as well as intervention philosophies and strategies.

9. Goals of the Course:

This course is appropriate to the College's mission in that it is part of a complete vocational education program leading to employment. This is one of a series of courses integral to a complete vocational education program to train the Speech-Language Pathology Assistant. This series of courses and completion of an Associate in Science Degree will provide students with the cognitive and psychomotor skills necessary to make them eligible for registration as a Speech-Language Pathology Assistant by the California State Speech-Language Pathology and Audiology Board.

10. Catalogue Description:

Study of articulation, phonological, fluency, and voice disorders in children. Also a study of language disorders in children from infancy through adolescence. Students will learn and discuss treatment strategies for various disorders and age levels. Associate Degree.

11. Entrance Skills:

A. Requisite Skills:

Upon entering this course, students must be able to:

- (1) Identify and transcribe phonemes which are differentiated by place and manner using International Phonetic Alphabet (IPA) (SLPA 120)
- (2) Identify and transcribe phonemes which are differentiated by voicing using IPA (SLPA 120)
- (3) Identify and transcribe vowels using IPA (SLPA 120)
- (4) Identify and transcribe stops, nasals, and front vowels using IPA (SLPA 120)
- (5) Identify and transcribe liquids, glides, back vowels, and diphthongs using IPA (SLPA 120)
- (6) Identify and transcribe fricatives, affricates, and stress/central vowels using IPA (SLPA 120)
- (7) Use IPA to transcribe words, phrases, and sentences (SLPA 120)
- (8) Use IPA for narrow transcription (SLPA 120)
- (9) Use IPA for transcription of disordered speech (SLPA 120)
- (10) Use IPA for transcription of dialectal speech (SLPA 120)

B. Corequisite(s) Skills:

While in this course, students will also learn to:

- (1) Document observations of normal speech and language development (SLPA 121)
- (2) Use appropriate level of communication when verbally exchanging with children of various age groups (SLPA 121)
- (3) Identify and document cognitive development during child observations (SLPA 121)
- (4) Identify and document play development during child observations (SLPA 121)

- (5) Effectively elicit specific language behaviors while interacting with a given child (SLPA 121)
- (6) Document observations of delayed speech and language development (SLPA 121)
- (7) Document observations of disordered speech and language development (SLPA 121)
- (8) Recognize and document various service delivery practices employed in treatment of individuals of various ages (SLPA 121)
- (9) Document observations of child and adult speech therapy (SLPA 121)
- (10) Document observations of child and adult language therapy (SLPA 121)
- (11) Document observations of behavior modification devices (SLPA 121)
- (12) Document observations of reinforcement schedules (SLPA 121)

C. Department Recommendation(s): None

12. Course Objectives:

Upon completion of this course, students will be able to:

A. Speech parameters:

- (1) Define basic aspects of speech development
- (2) Identify basic anatomical structures related to speech mechanism
- (3) Define terminology and classification associated with speech disorders in children
- (4) Define terminology and classification associated with voice disorders in children
- (5) Define terminology and classification associated with fluency disorders in children
- (6) Identify deviant patterns of childhood articulation
- (7) Identify deviant patterns of childhood voice
- (8) Identify deviant patterns of childhood fluency
- (9) Provide rationale and intervention strategies for articulation disorders in children
- (10) Provide rationale and intervention strategies for voice disorders in children

(11) Provide rationale and intervention strategies for fluency disorders in children

B. Language parameters:

- (1) Identify the components of language
- (2) Demonstrate recognition of various assessment techniques and specific tests used in the identification of language problems
- (3) Define the common terms relating to language development, language disorders, assessment, and remediation
- (4) Demonstrate recognition of various language disorders or delays in children and the varying ranges of severity
- (5) Identify therapy techniques relating to various language disorders in children
- (6) Demonstrate comprehension of the concept of diagnostic teaching and task analysis as they relate to therapy
- (7) Demonstrate recognition of the characteristics of the various language disorders and related problems
- (8) Demonstrate understanding of the role of the SLPA in assessment, therapy, observations, record keeping, and staff/parent interactions
- (9) Demonstrate understanding of the role of other professionals involved in the education and remediation of the child with a language disorder and the SLPA's responsibility to those professionals

13. Representative Texts and Instructional Materials:

- A. Owens, R. E. (1999). ***Language Disorders: A Functional Approach to Assessment and Intervention (3rd ed)***. Needham Heights, MA: Allyn & Bacon.
- B. Craghead, N. A., Newman, P. W., and Secord, W. A. (1989). ***Assessment and Remediation of Articulatory and Phonological Disorders (2nd ed.)***. New York, NY: Macmillan Publishing Company

14. Course Content:

- A. Speech parameters
- B. Language parameters

15. Methods of Instruction:

- A. Lecture
- B. Audio-visual
- C. Group discussion

- D. Therapy simulations
- E. Reading assignments

16. Assignments and Methods of Evaluation:

To receive credit for this course, the student must obtain a 70% or higher average score on cumulative assignments and examinations which include the following:

- A. Microthemes: Throughout the semester, microthemes will be assigned to help students analyze, synthesize, and integrate information. This will account for 33% of the student's total grade.
- B. Cooperative Learning Activities: Course content involves an understanding of various theories and/or philosophies regarding the therapy process as well as basic principles related to learning and to client management. The material becomes more understandable when students engage in role-playing activities and other cooperative learning assignments. Thus, students must be present and fully participate in such assignments. Points will be deducted for absences that prevent participation in such activities. This will account for 17% of the student's total grade.
- C. Four examinations will be given throughout the semester. Each examination will account for 12.5% of the student's total grade. All examinations will include the following types of questions:
 - (1) Multiple choice
 - (2) True/False
 - (3) Short answer/Fill in the blank

Percentages and letter grade equivalents are listed below:

100.0% - 90.0 % = A

89.9% - 80.0% = B

79.9% - 70.0% = C

69.9% - 60.0% = D

Below 60.0% = F