

Motor Speech Disorders – Spring, 2009

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COMD 6326

CRS 139

W 5:30 – 8:30 pm

Office Hours: by appointment

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Required Texts:

Yorkston, K. M., Beukelman, D. R., Strand, E. A., Bell, K. R. (1999). *Management of Motor Speech Disorders in Children and Adults*. Second Edition. Austin: Pro-Ed.

Beukelman, D. R. & Miranda, P. (2005). *Augmentative and Alternative Communication: Supporting children and adults with complex communication needs*. Third Edition. Baltimore: Paul H. Brookes Publishing Co.

Recommended Reading:

Duffy, J. R. (2006). *Motor Speech Disorders: Substrates, Differential Diagnosis, and Management*. Boston: Mosby.

Caruso, A., & Strande E. (1999). *Clinical Management of Motor Speech Disorders in Children*. New York: Thieme.

Learning Outcomes

This course enables students to demonstrate the required knowledge and ability as specified by the following standards for the Certificate of Clinical Competence in Speech-Language Pathology. Information will be provided by class lectures, readings, videotape viewing, demonstrations, hands-on practice, and class discussions. Student performance will be measured by successful completion of projects and a midterm and final exam. The standards are:

Std III-C: Voice and Resonance: Etiologies & Characteristics

- 1) Describe the anatomical, physiological and acoustic parameters of disorders of voice and resonance
- 2) Discuss the developmental and psychological aspects of disorders of voice and resonance
- 3) Identify the linguistic and cultural aspects of disorders of voice and resonance
- 4) Classify the etiologies of disorders of voice and resonance
- 5) Summarize the symptoms of voice and resonance disorders
- 6) Identify principles of prevention relevant to voice and resonance disorders

- 7) Describe different assessment approaches for voice and resonance disorders

Std III-C: Communication Disorders: Etiologies & Characteristics

- 4) Classify different symbol systems
- 5) Explain the role of relevant individuals in AAC programs (e.g., parents, different types of professionals)
- 6) Justify the implementation of AAC in different settings (e.g., educational, vocational, etc)
- 7) Assess the legal, ethical and educational issues related to AAC for children and adults

Std III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment and intervention

ARTICULATION

Intervention

- 2) Discuss different intervention approaches for articulation disorders exhibited by adults
- 3) Summarize anatomical/physiological and psychological factors that are relevant to the treatment of articulation disorders

COMMUNICATION DISORDERS

Prevention

- 2) Examine the components of effective prevention programs for communication disorders
- 3) Analyze the relevant linguistic and cultural factors that need to be considered when designing prevention programs for communication disorders

Assessment

- 1) Describe the principles underlying assessment relevant to communication disorders
- 2) Discuss different assessment approaches, including standardized tests, behavioral sampling and criterion-referenced measures for communication disorders
- 3) Identify concepts relevant to assessment (e.g., normative data, reliability and validity)
- 4) Summarize relevant anatomical/physiological and psychological factors related to the assessment of communication disorders
- 5) Explain the linguistic and cultural aspects of behavior that need to be considered when assessing children and adults who exhibit communication disorders

Intervention

- 1) Describe principles underlying intervention of children and adults exhibiting communication disorders
- 2) Discuss different intervention approaches for communication disorders exhibited by adults
- 3) Summarize anatomical/physiological and psychological factors that are relevant to the treatment of communication disorders

- 4) Explain the linguistic and cultural aspects of behavior that need to be considered when in the development of intervention programs for communication disorders
- 5) Develop procedures to measure outcomes of performance resulting from intervention

Student Responsibilities

Your assigned readings include the chapters indicated on the syllabus. During the lectures, I will highlight certain points in the readings and clarify others. I will also supplement the text material with information that is not presented in the text. You are responsible for all lecture material and all of the information in the assigned readings, even if it is not reviewed in the lecture.

If you do not understand material in the text or lecture, please ask questions. I will be happy to answer questions in class, by email, on webCT, or by appointment.

Examinations/Assignments

There will be three projects and two exams, a midterm and a final, each worth 100 points. The projects will consist of prevention, assessment, and treatment. The prevention and assessment projects will each be worth 50 points, and the treatment project will be worth 100 points. **If you turn in work late, 5 points will be deducted for each late day. Note: I will not accept assignments by email. If you are not going to be in class, please email your assignment to a friend to print out and turn in for you.**

90% - 100% = A	77% - 79% = C+	63% - 66% = D
87% - 89% = B+	73% - 76% = C	60% - 62% = D-
83% - 86% = B	70% - 72% = C-	< 60% = F
80% - 82% = B-	67% - 69% = D+	

Notebook Project

Finally, you will compile a Motor Speech Disorders Notebook, worth 20 points. In the file, include ALL handouts, and at least two articles for each section that you believe are the most useful and/or relevant. Organize it by topic (i.e., evaluation handouts and evaluation articles in the same section). Label the sections.

WEBCT

We will use WebCT as follows. If you have a question, please email me at mmchenry@uh.edu. I will respond to all in a webCT email.

Motor Speech Disorders Tentative Class Schedule/Reading assignments

Differential diagnosis, perceptual assessment, and treatment planning will be practiced throughout the course. Any handouts or references not specified on the syllabus but posted on webCT are recommended, but optional for the weekly folders.

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| Jan 21 | General intro (Chapter 1)
Begin neural bases of dysarthria |
| Jan 28 | Neuromotor control for speech
Handouts – under “neuroanatomy” – Functional Organization |
| Feb 4 | Differential Diagnosis
Handouts – under “neuroanatomy” – Dysarthria Characteristics - |
| Feb 11 | Motor speech assessment and report writing (Chapter 5)
Guest client for assessment
Counseling for motor speech disorders – In class practice of counseling strategies
Handouts (3) – under “evaluation” – Male evaluation form, Female evaluation form
Under “counseling practice” – counseling skills checklist
References (2) – under “evaluation” – Kent phonetic intelligibility test, Unpredictable sentence test |
| Feb 18 | General management strategies; Evidence based practice
Managing dysarthrias (Chapter 12 – skip pp. 508-522 which will be covered under augmentative communication)
Handouts (1) – under “general management strategies” – Strand Treatment of Dysarthria |
| Feb 25 | MIDTERM |
| Mar 4 | Assessment Project Due
Intelligibility versus articulation (Chapters 10 & 11).
Efficacy of speech supplementation and rate reduction strategies
View videos of clients appropriate for these strategies
Design goals/objectives/procedures and practice intervention
The case against oral-motor exercises.
Handouts (2) – under “intelligibility and articulatory management” – alphabet board, data sheet
References (3) – under “intelligibility management strategies” – rate control and intelligibility and naturalness
Under “speech vs. nonspeech” – Forrest 2002, Clark 2003 |

- Mar 11 Respiratory (Chapter 7)/ Laryngeal System (Chapter 9)
 Efficacy of respiratory and laryngeal treatment strategies
 Efficacy of increased vocal effort strategies
 View videos of clients appropriate for these strategies
 Design goals/objectives/procedures and practice intervention
References (1) – under “respiratory management” – behavioral management respiratory flow chart condensed
- Mar 18 **No Class – Spring break**
- Mar 25 **Prevention Project Due**
 Laryngeal system continued
 Practice the Lee Silverman Voice Treatment
 Velopharyngeal System – (Chapter 9)
 Efficacy of CPAP/palatal lift prostheses/velopharyngeal biofeedback
 View videos of clients appropriate for these strategies
 Design goals/objectives/procedures and practice intervention
Handouts (7) – under LSVT – **ALL**
 Under “VP management” – CPAP therapy materials
References (4) – under “LSVT references” – Dromey Ramig Johnson articulatory changes, Ramig Dromey aerodynamic
 Under velopharyngeal management – Kuehn 2002, Karnell palatal lift condensed
- April 1 **No Class - TSHA**
- April 8 Apraxia of speech – etiology, presenting characteristics, management (Chapter 13).
 Design goals/objectives/procedures and practice intervention
 View videos of clients appropriate for these strategies
Handouts (1) – under “apraxia of speech” – apraxia of speech in class practice
References (4) – under “apraxia of speech” – Wambaugh apraxia treatment summary, Nicholas and Brookshire, PROMPT, Apraxia assessment
- April 15 Dysarthria in degenerative neurogenic disorders (Chapter 4)
 Review of professional ethics
 In class counseling practice
Handouts (1) – Degenerative disease pdf.
References (3) – Ball timing, Beukelman et al. intervention decisions, Esposito palatal lift
- April 22 AAC - Key concepts from Beukelman and Miranda

April 29

Last Class - Treatment Project Due

Augmentative Communication – Inservice by Theresa Tanchak. Meet at Region IV Education Service Center, Technology Services, 7145 West Tidwell, Houston, TX 77092 (713) – 462-7708

May 13

Final Exam – In class - 5:30 – 8:30