New York University
Department of Communicative Sciences and Disorders
CSCD-GE 2108: Phonological Analysis of Normal and Disordered Speech
Professor H. Klein
Summer 2013 – Lund, Sweden

Professor Harriet B. Klein
665 Broadway, Room 928
e-mail: harriet.klein@nyu.edu
Phone: 212-998-5267
Office Hours: by appointment

Course Description: Emphasis on research in phonological development and the application of theories of development to assessment and intervention procedures with the phonologically impaired. Phonological disorders will be analyzed within the framework of a linguistic system with reference to segmental and prosodic features, phonological rules, phonological processes, and constraints.

Course Objectives: By the end of the semester the student will be:
1. familiar with normal processes in the development of a sound system;
2. familiar with alternative models (theories) of the development of normal and disordered phonological systems;
3. able to describe the similarities and differences between normal and disordered phonological development;
4. able to evaluate various phonological assessment procedures within current theories of phonological development;
5. able to transcribe and organize client data for intervention planning
6. able to plan goals within alternative phonological models
7. able to identify various treatment procedures for the achievement of phonological goals.
8. knowledgeable about evidence based practice for speech-sound disorders

KASA goals:

The following American Speech Language Hearing Association (ASHA) Certification Standards are addressed in this course:

- Standard III-C - Specific knowledge must be demonstrated in the following areas:
  - Articulation
    - Etiologies
    - Characteristics

- Standard III-D:
  - Articulation
    - Prevention
    - Assessment
    - Intervention
**Required text:**

Bernhardt & Stemberger, Workbook in Nonlinear Phonology for Clinical Application. (2000). Austin, TX: PRO-ED, Inc.  *This text is no longer being printed. A Xeroxed copy of this text is available for purchase at NYU Reprographics, 547 LaGuardia Place, NY 10012 · Tel: 212.998.1050*

**Course Requirements:**

1. Students are responsible for assigned readings, identified with an asterisk (*). Participation in discussions based on readings will contribute to your overall grade.

   - Part I: Diagnostic information and phonological process analysis. 30%, DUE: 6/17
   - Part II: Non-linear analysis, goals, and procedures: 30% DUE: 7/15

4. Two quizzes: (mid-term and final) 40%

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC AND READINGS (* indicates required readings). Articles will be posted to classes</th>
</tr>
</thead>
</table>
| 1 (5/28) | Segmental development and determination of a disorder and a trajectory  
Morris, (2010). Clinical application of the mean babbling level and syllable structure level  
McLeod et al, (2001a; 2001b) cluster development  
Overby et al (2012) literacy outcomes of early speech disorders  
Smit (1986); Smit et al. (1990) large scale normative data  
*Stoel-Gammon & Dunn, (1985) pp. 86-92 – (Independent analysis, in NYU classes)*  
Stoel-Gammon, C. (1985) segment development  
*Note: Any basic phonology text will provide a summary of segmental development.* |
| 2 (5/29) | Phonological basics: syllable and word structure  
*Bernhardt & Stemberger, Chapt 1 (exercises 1-10)* |
| 3 (5/30) | Generative Models: application to acquisition |
*Fey, M & Gandour, J. (1982) (posted on classes)
Klein (1981a,b) multisyllabic perception and production
Newton & Wells (2002) between-word processes
Stemberger (1988) between-word processes

5 6/4) **Generative Models: application to assessment of disordered phonology**
**Speaker: Birgitta Sahlen**
Edwards (1992). *Phonological assessment and treatment: In support of phonological processes*
Kamhi & Pollack (2005): Chaps 1-5, assessment
*Klein & Liu (2009) *Between-word simplification patterns*
Shriberg & Kwiatkowski (1982) severity measure

6 (6/5) **Non-linear phonology: feature geometry; segmental and prosodic interactions**
*Bernhardt & Stemberger, chapt 2, (exercises 1-6)
*Klein (2008) A progressive consonant-substitution pattern (posted on NYU classes)

7 (6/6) ***Project Part 1 due***
**Non-linear phonology: application to assessment of disordered phonology**
*Bernhardt & Stoel-Gammon, 1994 (133-141)
*Bernhardt & Stemberger, Chapt. 3

8(6/11) A session to processing the material over the past 7 sessions

9 (/6/12) First exam

10 (6/13) Class moves to the afternoon for the rest of the semester
**Speaker: Ulrika Nettlebladt: Gestalt model in phonology**

11-12 (6/17; 6/24) **Approaches to management I: goal planning**
**Christina Samuelsson on prosody**
*Bernhardt & Stemberger, Chapt 11- treatment measures
Bernhardt & Holdgrafer (2001 a,b) creating appropriate assessments
*Gierut et al. (1996) *Phonological treatment efficacy and developmental norms.*
Gierut (2001b) complexity in phonological treatment
*Hodson & Paden (1991) Chaps 5, 7, goal development (Posted on NYUclasses)
Kamhi & Pollack (2005) Chapts 6-10- goal development
Neel et al (2012). Tongue strength
Stoel-Gammon and Dunn, Chapt 7 treatment of disordered phonology

13-14 (6/25; 6/26)  Approaches to management II: procedures of treatment: references forthcoming

15. (6/27)  Second exam

Academic Integrity. All students are responsible for understanding and complying with the NYU Steinhardt Statement on Academic Integrity. A copy is available at http://steinhardt.nyu.edu/policies/academic_integrity.

Students with Disabilities. Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities (http://www.nyu.edu/csd/), 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.