



Department of Speech Pathology and Audiology

SPPA 4720/5720: DIAGNOSTIC METHODS IN SPEECH- LANGUAGE PATHOLOGY

FALL 2014

MAURA JONES MOYLE, PH.D., CCC-SLP
MONDAY, WEDNESDAY, & FRIDAY 1:00-1:50 PM
Lalumiere Language Hall 272



CONTACT INFO.

Office: 230K Cramer Hall
Office Hours: Wednesdays and Fridays 2-3 or by appointment
Phone: 414-288-1408
Email: maura.moyle@marquette.edu



COURSE OBJECTIVES

This course will address concepts and practical skills for assessment of communication disorders. The specific competencies targeted in the course are:

1. Knowledge of the **diagnostic process** in the field of speech-language pathology.
2. Knowledge of the various **components of a diagnostic evaluation**: planning, interviewing, clinician-client interaction, analysis of results, and interpretation of results.
3. Familiarity with a variety of **formal test instruments** available at the MU clinic.
4. **Ability to evaluate** the adequacy, suitability, and fairness of **standardized tests**.
5. Knowledge of **statistical and psychometric principles** relevant to norm-referenced and criterion-referenced tests.
6. Knowledge of **informal procedures** and their role in conducting a comprehensive evaluation.
7. Ability to **present assessment results and interpretations** in written and oral format to professional and non-professional readers or audiences.



READINGS

Books:

Miller, J. F., Andriacchi, K., & Nockerts, A. (2011). *Assessing language production using SALT software*. Middleton, WI: SALT Software LLC.

Shipley, K., & McAfee, J. (2009). *Assessment in speech-language pathology: A resource manual* (4th Edition). Clifton Park, NY: Delmar Cengage Learning.

Urdan, T. C. (2010). *Statistics in plain English* (3rd Edition). Florence, KY: Routledge Academic.

Articles:

McCauley, R. (1996). Familiar strangers: Criterion-referenced measures in communication disorders. *Language, Speech, and Hearing Services in Schools, 27*, 122-131.

Moyle, M. J., Heilmann, J., & Berman, S. (2013). Assessment of early phonological awareness skills: A comparison of the Preschool IGDIs and the PALS-PreK. *Early Education and Development, 24*(5), 668-686.

Peña, E., Spaulding, T., & Plante, E. (2006). The composition of normative groups and diagnostic decision making: Shooting ourselves in the foot. *American Journal of Speech-Language Pathology, 15*, 247-254.

Prelock, P., Beatson, J., Bitner, B., Broder, C., & Ducker, A. (2003). Interdisciplinary Assessment of Young Children With Autism Spectrum Disorder. *Language, Speech, and Hearing Services in Schools, 34*, 194-202.

Spaulding, T., Plante, E., & Farinella, K. (2006). Eligibility criteria for language impairment: Is the low end of normal always appropriate? *Language, Speech, and Hearing Services in Schools, 37*, 61-72.

Other:

American Speech-Language-Hearing Association. (1997). *Guidelines for audiologic screening* [Guidelines]. Available from www.asha.org/policy. Direct link: <http://www.asha.org/policy/GL1997-00199/>

SALT Software Website: <http://www.saltsoftware.com/>

Statistics in Plain English Website: <http://www.routledge.com/cw/urdan-9780415872911/s1/students2/>

COURSE REQUIREMENTS & GRADING

Assignment	Undergraduate	Graduate
1. Exam 1 [Formative Assessment]	50 points (28% of total grade)	50 points (25% of total grade)
2. Exam 2 [Formative Assessment]	50 points (28% of total grade)	50 points (25% of total grade)
3. Final Exam [Summative Assessment]	50 points (28% of total grade)	50 points (25% of total grade)
4. Data Collection Exercise [Formative Assessment]	10 points (5.5% of total grade)	10 points (5% of total grade)
5. Test Evaluation [Formative Assessment]	10 points (5.5% of total grade)	10 points (5% of total grade)
6. Test Familiarity [Formative Assessment]	10 points (5.5% of total grade)	10 points (5% of total grade)
7. Online Unit (Graduate Students) [Summative Assessment]	N/A	20 points (10% of total grade)
Total	180	200

Undergraduate: 180 points total

A (93-100%)	167-180
AB (88-92%)	158-166
B (83-87%)	149-165
BC (78-82%)	140-148
C (73-77%)	131-139
CD (68-72%)	122-130
D (60-67%)	108-121
F (<60%)	0-107

Graduate: 200 points total

A (93-100%)	186-200
AB (88-92%)	176-185
B (83-87%)	166-175
BC (78-82%)	156-165
C (73-77%)	146-155
CD (68-72%)	136-145
D (60-67%)	120-135
F (<60%)	0-119

Extra Credit:

Extra credit points will be offered throughout the semester at the instructor's discretion. If connected to an in-class activity and a student is absent, s/he will not be permitted to make up the points.

Exams

The format for Exams 1 and 2 will be short answer/essay and problem solving. The Final Exam is cumulative. The format will be short answer/essay, problem solving and multiple choice. All exams will include material presented in class and in your readings.

Make-Up Exam Policy

Exams must be taken on the scheduled date. Taking exams on alternative dates without penalty will be allowed ONLY in cases of true emergency. You must provide documentation of the emergency to the instructor (e.g., doctor's note). Please see the official SPPA policy on make-up exams on D2L.

Final Exam Cancellation Due to Severe Weather Policy

In case of severe weather, the final exam will be administered in an on-line format.

Final Exams: "Four Exam Rule"

Marquette University has no official policy on the number of exams that would be considered excessive on one day. The Department of Speech Pathology and Audiology has decided that if a student has 4 final exams scheduled on one day, s/he may request to have one of the exams rescheduled, and that request will be honored.

Data Collection Exercise/ Test Evaluation/ Test Familiarity

Specific guidelines for these requirements will be provided in separate handouts on D2L.

Online Unit (Graduate Students only)

Students earning graduate credit for this course must fulfill an additional requirement. This requirement involves creating an online unit and presenting an overview of your unit in class. Specific guidelines for this requirement will be provided in a separate handout on D2L.

Special Accommodations

Please let the instructor know within the first 3 weeks of class if you need any special accommodations in the instruction or assessments of this course to enable you to fully participate. For example, students with learning disabilities or for whom English is the second language may need extended time to take the exams and/or an environment that is free of distractions. I am interested in ensuring that all persons are fully included in this course and will make any reasonable accommodations that are needed.

Academic Integrity

Please refer to the following website regarding guidelines and disciplinary procedures relating to academic integrity:

<http://www.marquette.edu/provost/integrity-index.php>

The Honor Pledge states:

- *I recognize the importance of personal integrity in all aspects of life and work.*
- *I commit myself to truthfulness, honor, and responsibility, by which I earn the respect of others.*
- *I support the development of good character, and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity.*
- *My commitment obliges me to conduct myself according to the Marquette University Honor Code.*

Attendance and Class Procedures

- Attendance at all class meetings is expected.
- Class will begin promptly at 1:00 PM.
- Please silence your cell phones before each class.
- Please be respectful of others during lectures, videos, and student presentations by refraining from conversations.
- Use of laptops in class is restricted to note-taking of class material (e.g., no Facebook).

Important Dates:

September

- Monday, September 1: Labor Day – Class Excused
- Wednesday, September 3: Independent work day – Class Excused
- Monday, September 15: Data collection exercise due
- Wednesday, September 24: Test evaluation due
- Monday, September 29: Exam 1

October

- Wednesday, October 15: Test familiarity exercise part 1 due
- Friday, October 17: Undergraduate Midterm Break – Class Excused
- Monday, October 27: Online unit due (graduate students only)
- Friday, October, 31: Exam 2

November

- Weeks of November 3 & 10: Graduate student presentations (exact schedule TBD)
- Monday, November 24: Test familiarity exercise part 2 due
- Wednesday, November 26 & Friday, November 28: Thanksgiving Break – Classes Excused

December

- Friday, December 5: Last class day
- Tuesday, December 9, 8:00-10:00 AM: Final Exam

Schedule of Topics (Subject to Change)

Topics	Readings
1) Introduction to the Diagnostic Process	Syllabus Ch. 1 Shipley & McAfee [skim; review sections as appropriate]
2) Basic Statistical Concepts	Chs. 1-8 Urdan Statistics in Plain English Website
3) Psychometrics	Spaulding, Plante, & Farinella (2006)
4) Standardized, Norm-Referenced Assessments	Peña, Spaulding, & Plante (2006)
5) Additional Assessment Methods <ul style="list-style-type: none"> • Criterion-Referenced • Authentic • Observational 	McCauley (1996) Prelock et al. (2003)
6) Screenings Common to Most Disorders <ul style="list-style-type: none"> • Hearing Screening • Oral-Facial Screening • Speech and Language Screening 	Ch. 6 Shipley & McAfee ASHA (1997)
7) Preassessment Information <ul style="list-style-type: none"> • Case History • Interview 	Ch. 2 Shipley & McAfee Ch. 3 Shipley & McAfee (Ch. 4 Shipley & McAfee: use as a reference)
8) Review of the Diagnostic Process	
Exam 1 Monday, September 29	
9) Birth to Three Assessment Wednesday, Oct. 1, Mrs. Bridget Valla	
10) Assessment of Fluency Friday, Oct. 3, Mrs. Katie Cording	Ch. 10 Shipley & McAfee
11) Assessment of Language	Ch. 8 Shipley & McAfee
12) Assessment of Clients with Autistic Spectrum Disorder Friday, Oct. 10 & Mon. Oct. 6, Mrs. Wendy Krueger	Ch. 14 (pp. 531-539) Shipley & McAfee
13) Assessment of Literacy	Ch. 9 Shipley & McAfee Moyle et al. (2013)
14) Assessment of Speech Sound Disorders Mon. Oct. 20, Wed. Oct. 22, & Fri. Oct. 24, Mrs. Sue Berman	Ch. 7 Shipley & McAfee
Exam 2 Friday, October, 31	
15) Language Sample Analysis	Miller, J. F., Andriacchi, K., & Nockerts, A. (2011). [Focus on Chs. 1-6] SALT Software Website
16) Assessment of Neurologically Based Communication Disorders Wed. Nov. 16 & Fri. Nov. 18: Mrs. Tina Creegan	

17) Assessment of Motor Speech Disorders Mon. Nov. 21: Dr. Jeff Berry	Ch. 12
18) Reporting Assessment Findings	Ch. 5 Shipley & McAfee



KNOWLEDGE AND SKILLS ACQUISITION (KASA) STANDARDS MET BY THIS COURSE

Standard III-C. The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas: Receptive and expressive language (Etiologies and Characteristics).

1. Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders. Receptive and expressive language, Cognitive aspects of communication, Social aspects of communication (Assessment).
2. Standard IV-G.1: Skill outcomes for Evaluation (Receptive and expressive language)
 - a. Conduct screening.
 - b. Select and administer appropriate evaluation procedures, nonstandardized and standardized tests, and instrumental procedures
 - c. Adapt evaluation procedures to meet client/patient needs
 - d. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
 - e. Complete administrative and reporting functions necessary to support evaluation
 - f. Refer clients/patients for appropriate services
3. Standard IV-G.3: Skill outcomes for Interaction and Personal Qualities
 - a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
 - b. Collaborate with other professionals in case management.
 - c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION (DPI) STANDARDS MET BY THIS COURSE

Content Standard 1

General instructional content and practice of speech and language to include:

- a. The anatomy and physiology of speech and hearing mechanisms
- b. Phonetics
- c. Speech and hearing science
- d. Auditory habilitation and rehabilitation
- e. Typical and atypical speech, language, and hearing
- f. Assessment techniques used in the identification of children with speech and language disabilities

Content Standard 2

Learning theory as it relates to:

- a. Cognitive development
- b. Communicative development
- c. Emotional development
- d. Psychomotor development
- e. Social development

The application of theory to:

- a. Evaluation
- b. Individual education program (IEP) planning
- c. Learning environments
- d. The delivery of speech and language services

Content Standard 3

Individual Differences in regard to:

- a. Motivation
- b. Reinforcement
- c. Transfer of learning
- d. Different learning styles in children
- e. The ability to address individual differences in the delivery of speech and language services

Content Standard 4

Meeting the individual educational needs of children with speech and language disabilities through the use of:

- a. Verbal modes
- b. Non-verbal modes
- c. Technological modes

Content Standard 5

Conducting formal and informal evaluation to include:

- a. Standardized test selection
- b. Authentic assessment
- c. Interpretation of assessment results
- d. Principles of measurement in the identification of a speech and language disability
- e. IEP development
- f. IEP implementation

Content Standard 6

Professional communication to include:

- a. Critical thinking
- b. Problem solving
- c. Flexibility
- d. Conflict resolution
- e. Collaboration

Content Standard 7

State and federal laws to include:

- a. General and special education
- b. Wisconsin model academic standards and how these standards serve as the foundation for programming decisions for students with disabilities

Content Standard 8

Cultural diversity, individual differences, and all areas of disability in the identification of children with speech and language disabilities, IEP planning, and service delivery.

Content Standard 9

The development of collaborative relationships using a variety of resources including, but not limited to:

- a. Educational
- b. Familial
- c. Societal
- d. Political
- e. Medical
- f. Professional
- g. Community