****

**Northern Arizona University**

*College* of Health and Human Services

*Department* of Communication Sciences and Disorders

Top of Form

**Syllabus**

**(Subject to Change)**

**Course Prefix, Section Number, Title of Course**: CSD 301, Section \*\*\*\*, Speech-Language Pathology Assistant (SLPA)-Childhood Communication Disorders

**Term/Year:**

**Total Units of Course Credit:** 3

**Course Pre-requisite(s), Co-requisites(s), Co-convened, and/or Cross Listed Courses:** Recommended Course Prerequisites**:** CSD 202, & CSD 251

**Mode of Instruction:** Online, Asynchronous

**Instructor:** \*\*\*

**Teaching Assistant**: \*\*\*

**Instructor’s Contact Information:**

Email: [\*\*\*](mailto:Kristan.culbertson@nau.edu)

Phone: \*\*\*

**Instructor’s Availability:** \*\*\*

**Course Purpose:**

The goal of CSD 301 is to provide the prospective speech language pathologist assistant (SLPA) with basic information about major childhood communication disorders and their diagnosis and treatment. The focus of this course is on the role of the SLPA in clinical practice and follows the guidelines and scope of practice established by the American Speech-Language-Hearing Association (ASHA).

CSD 301 addresses the major childhood communication disorders you will typically see throughout practice in a variety of settings, such as the school setting, private practice, or a clinical setting.  We will focus on your role and scope of practice as a speech-language pathologist assistant (SLPA). The following childhood communication disorders are addressed: Language delay and disorders, articulation and phonological processing disorders, voice and stuttering, traumatic brain injury, and pediatric feeding and swallowing disorders.

This course is required for the NAU Speech-Language Pathology Assistance (SLPA) Certificate or can be used as an elective course for the Bachelor of Interdisciplinary Studies: Speech Language Sciences and Technology degree.

**Course Student Learning Outcomes:**

The successful student in CSD 301 will learn the following as demonstrated in the Assessment of Student Learning Outcomes section (see below):

* Essentials of Language Development and Disorders for the SLPA
* Essentials of Articulation and Phonological Development and Disorders for the SLPA
* Essentials of Fluency Disorders (Stuttering) for the SLPA
* Essentials of Voice and Resonance Disorders for the SLPA
* Essentials of Voice Disorders and Treatment
* Essentials of Pediatric Cognitive Deficits and Traumatic Brain Injuries
* Essentials of Pediatric Dysphagia

**Assignments/Assessments of Course Student Learning Outcomes:**

CSD 301 consists of lectures, discussions, and videos to accompany assigned readings. In addition, it is *recommended* (not required) that students complete observation hours of a speech language pathologist working in a on-site childhood therapy setting. You will be completing three observations using Master Clinician videos.

***Module 1: Language Development and Disorders***

*Lectures*

*Assigned Reading*

*Ungraded Self Reflection Discussion*

*Module 1 Quiz*

***Module 2: Articulation and Phonological Processing Development and Disorders***

*Lectures*

*Assigned Reading*

*Student Led Discussion*

*Module 2 Quiz*

***Examination I covers Modules 1 & 2***

***Module 3: Childhood Fluency Disorders (Stuttering)***

*Lectures*

*Student Led Discussion*

*Module 3 Quiz*

***Module 4: Childhood Voice Disorders***

*Lectures*

*Student Led Discussion*

*Module 4 Quiz*

***Examination II covers Modules 3 & 4***

***Module 5: Pediatric Dysphagia and Feeding for Nutritional Purposes***

*Lectures*

*Assigned Reading*

*Student Led Discussion*

*Module 5 Quiz*

***Examination III (Comprehensive Final Exam) covers Modules 1-5***

***Master Clinician Observations & Reports:*** You will be viewing 3 assigned therapy videos and completing observation reports in Master Clinician relating to childhood language, fluency, and speech disorders. These may be used for ASHA required observations at the graduate school level and/or used for SLPA licensure requirements (this varies state to state). THERE ARE 2 DUE DATES FOR EACH REPORT: Initial Due Date to submit your report information in the BB Learn journal and Final Due Date when the report must be completed and submitted to Master Clinician. Read the General and Step by Step Guide for Reports information CAREFULLY found in the Master Clinician folder in your Course Content.

**GRADING SYSTEM:**

***Exams:*** Each exam is worth 100 points (3 exams=300 points total). Exams are open book, multiple choice, timed (75 minutes for Exam I & Exam II, 150 minutes for Exam III, with two attempts using your highest score for your grade. Exam III is a comprehensive examination.

***Quizzes:*** Each quiz is worth 20 points (5 quizzes=100 points total)Quizzes are open book, matching format, unlimited chances, with your highest score recorded for the grade.

***Master Clinician Observation Reports:*** Each video report completed is worth 30 points total (3 reports=90 points total; 15 points for initial due date submission, 15 points for final due date submission).

***Discussions:*** Each module includes an **ungraded** discussion. These are “Student Led” discussions and you are encouraged to take advantage of these critical thinking opportunities.

GRADING SCALE

Total Maximum Points Available=490 (3 Exams=300; 5 Quizzes=100; 3 Master Clinician Observation Reports=90)

A = 89.5% to 100%

B = 79.5% to 89.4%

C = 69.5% to 79.4%

D = 59.5% to 69.4%

F = <59.4%

**READINGS AND MATERIALS:**

**Required Textbook:**

Tanner, D. (2017). Case in studies in communication

sciences and disorders (2nd ed.). Thororfare, NJ:

Slack Inc.

**Required Materials:**

You must subscribe to Master Clinician in order to complete required observations for this course. Go to [https://www.masterclinician.org](http://www.masterclinician.org) to enroll. You must sign up by the first week of class.

**Recommended Optional Material:**

Owens, R., Farinella, K., & Metz, D. (2015). Introduction to

communication disorders: A lifespan evidence-base

perspective (5th ed.). Boston, MA: Pearson.

**TENTATIVE SCHEDULE (Subject to Change)**

|  |  |
| --- | --- |
| **Type** | **Due Date & Description** |
| **Module 1** | **Quiz 1 You have unlimited attempts, untimed, and your highest score is your recorded grade. Covers Module Content.**  **Ungraded Self Reflection Discussion: open all semester.** |
| **Module 2** | **Quiz 2 You have unlimited attempts, untimed, and your highest score is your recorded grade. Covers Module Content.**  **Ungraded Discussion: open all semester.** |
| **1st Master Clinician Observation & Report** | **There are TWO due dates: Initial due date and Final due date.** Refer to the information in the course content to see what is required for each video report. |
| **Exam I**  **Covers Modules 1 & 2**  **February 22nd-25th** | **You have two attempts and your highest score is your recorded grade. The exams are timed.** |
| **Module 3** | **Quiz 3: You have unlimited attempts, untimed, and your highest score is your recorded grade. Covers Module Content.**  **Ungraded Discussion open all semester.** |
| **Module 4** | **Quiz 4: You have unlimited attempts, untimed, and your highest score is your recorded grade. Covers Module Content.**  **Ungraded Discussion open all semester.** |
| **2nd Master Clinician Observation & Report** | **There are TWO due dates: Initial due date and Final due date.** Refer to the information in the course content to see what is required for each video report. |
| **Exam II**  **Covers Modules 3 & 4** | **You have two attempts and your highest score is your recorded grade. The exams are timed.** |
| **Module 5** | **Quiz 5: You have unlimited attempts, untimed, and your highest score is your recorded grade. Covers Module Content.**  **Ungraded Discussion open all semester.** |
| **3rd Master Clinician Observation & Report** | **There are TWO due dates: Initial due date and Final due date.** Refer to the information in the course content to see what is required for each video report. |
| **Exam III**  **Comprehensive, Covers all modules** | **You have two attempts and your highest score is your recorded grade. The exams are timed.** |

**What time of day do quizzes, exams, and assignments/activities close?** They close at 11:59 p.m. Phoenix, AZ time on the due date specified in the syllabus. If you are in a time zone other than Phoenix, AZ. time applied to this course, be sure to meet the Phoenix, AZ. time zone deadline.

***Suggestions for succeeding in the course:***

* **READ AND RE-READ THE SYLLABUS.** The syllabus contains the expectations for this course. It is time well spent to read, understand, and ask questions if you don’t understand an expectation. Waiting until the last day of class to take time knowing what is expected is not a wise choice.
* **Plan to spend 9 hours per week** devoted to this course. It is expected that for every credit hour of a course, you spend 3 hours in the course each week e.g. 3 credit course=9 hours/week. This expectation comes from the Arizona State Board of Regents (ABoR).
* **Do not wait until the due date and/or hours before quizzes, exams, observation reports are due.** You run the risk of losing those points.
* **Consult the Student Tech Center if you’re having technical trouble**. They are open 24/7 to help you with technical difficulties.
* **Please feel free to contact the instructor if you have any questions.** That’s why I’m here! I’m happy to help with questions, concerns, etc. about the course or content. FYI, I do not work on the class on the weekends.

I understand life happens. I’ve been there too. I thought I would add this so each of you knows that I totally support you in whatever decisions you make in earning your grade for this class. I don’t give grades, you earn your grade.

My hope for you is that you will find this course intellectually aerobic as well as having some fun with online learning. You might consider asking yourself this important question as you spend long hours preparing in this course, “If I had a stroke and needed an SLP/SLPA, would I want someone like me for a therapist?” At the 300-400 level of coursework, it’s time to start thinking and acting like a professional in the field.

**Class Policies**

**Retest/Makeup Tests:** Plan for computer difficulties. If you have an "unstable" computer, make other arrangements (library, Kinko's etc) for taking your exam. The Student Tech Center is available 24 hours to help you avoid computer problems. We recommend using that resource before you take an exam to be sure you have the appropriate software installed on your computer.

If you miss a quiz or exam, you can take them late, however you can only earn as high as 70% (or a low C grade) on the quiz or exam.

**Attendance:** You will want to check your class daily. Be sure to check Announcements and messages for changes in the class, etc.

**Late submissions** are not accepted without an institutional excuse. You will need to contact the Student Life office and proceed with a memo of absence in order to submit late work.

**FINAL EXAM SCHEDULE:**

To access the final exam schedule for mountain campus classes, refer to the Registrar's link: <https://nau.edu/Registrar/>

For Extended Campuses calendar access: <http://extended.nau.edu/>

**Emergency Textbook Loan Program**

Emergency Textbook Loan Program: To help students acquire the materials they need to be successful in class. NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The program assists

students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf.

Textbooks must be returned at the end of the term in which the textbooks were loaned. More information can be found online: [http://nau.edu/LEADS-Center/Textbook-Loan-Program/](https://iris.nau.edu/OWA/redir.aspx?C=T6cBaFasUEO1r1_awxVN6_FKCn_NkdEI702mvCykb5ATr_q4QL1L-fu-68Yx03IU3Z4FMnsKyEw.&URL=http%3a%2f%2fnau.edu%2fLEADS-Center%2fTextbook-Loan-Program%2f)

**Student Support Services**

The Student Learning Centers, TRIO Outreach programs, and Educational Support Services main office are back in the University Union, second floor.   Specific room locations are below:

**Student Learning Centers**

·         Tutoring-room 201

·         Transfer and Commuter Connections office/lounge-room 247

·         Peer Jacks lounge and staff-room 201

**TRIO Outreach programs**

·         Educational Talent Search (ETS)/Educational Opportunity Center (EOC)/Nizhoni-room 241

·         Upward Bound and Upward Bound Math Science-room 201

**Educational Support Services**

·         Main office – room 260

**NAU & HEALTH SCIENCES POLICY STATEMENTS**

**PROFESSIONAL DISPOSITIONS**

Students are expected to:

1. . Attend class via the internet daily. During this time, you should check course announcements, e-mail, calendar, discussions, assignments, and other tools used in the course. Many of the class activities are interactive and they are impossible to make-up after they have been completed. Simply reading the book does not equal being an active class participant!
2. . Participate fully in class assignments and discussions.
3. . Complete assignments by the due date. Students are responsible for regular online communication and submission of assignments according to scheduled deadlines. See the "Calendar" function for due dates.
4. . Submit original work. Plagiarism of copy-written materials and/or other individual’s work will not be tolerated. Students who commit academic dishonesty will not receive credit for the class. Cheating/plagiarism will result in University disciplinary action, including suspension/expulsion.
5. . Complete assignments and quizzes as scheduled. No retests or extensions will be given.
6. . Demonstrate professional conduct. This includes posting well thought out comments and questions as well as respectfully responding to other classmates. Mutually respectful dialogue and professional written and verbal communication should be used throughout the course. For example, use complete sentences in all communication, proof written messages (e-mails and discussion posts) for spelling and grammatical errors before submitting.
7. . Review the course syllabus, assignment guidelines, and due dates before asking questions that have already been explained in the course materials.

**ACADEMIC INTEGRITY (Be sure to see the E-Learning link in your course menu)**

 Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student’s submission of work is an implicit declarationthat the work is the student’s own. All outside assistance should be acknowledged, and the student’s academic contribution truthfully reported at all times. In addition, NAU students have a right to expect academic integrity from each of their peers. Individual students and faculty members are responsible for identifying potential violations of the university’s academicintegrity policy. Instances of potential violations are adjudicated using the process found in the university Academic Integrity Policy. The complete policy is in Appendix G of [NAU's](http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Academic_Dishonesty.pdf) [Student Handbook](http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Folder_Templates/_Forms/Academic_Dishonesty.pdf).

Violations of the Student Code of Conduct which exclusively involve issues of academic dishonesty are normally dealt with by faculty and academic administrators, rather than the Dean of Students. Allegations of academic dishonesty may be initiated by students, faculty or, where appropriate, administrative personnel.

Academic integrity means that students and faculty jointly agree to adhere to a code of conduct appropriate to the mutually trusting relationship that must exist between student and teacher. Those values require that students conduct themselves in a truthful, straightforward and honest fashion at all times.

Academic dishonesty is a form of misconduct that is subject to disciplinary action under the Student Code of Conduct and includes, but is not limited to, the following: Plagiarism, collusion, cheating, fabrication/fraud, obtaining an unfair advantage, falsification or records/documents, and unauthorized access to information. Note: unintentional violations are still violations of academic integrity. It is student and faculty responsibility to know and adhere to the academic code of conduct.

**Types of Academic Dishonesty**

**Plagiarism:**There are many types of plagiarism and academic dishonesty, which are defined below. (Examples below are adapted from: http://www.sussex.ac.uk/academicoffice/1-4-1-2-2.html as well as http://hep.ucsb.edu/people/hnn/conduct/disq.html and http://www.scs.northwestern.edu/student/issues/academic\_integrity.cfm. Also see link at '[**OWL at Purdue**](http://owl.english.purdue.edu/owl/resource/589/01/)' (Purdue University, US), which has produced an excellent set of examples for what is and is not proper practice, http://owl.english.purdue.edu/owl/resource/589/01/)

*Complete plagiarism*: This is when an essay or other work has been copied word for word from another source or sources (e.g. purchase or copying of an online paper). There must be original work involved by the student. Without an original contribution, complete plagiarism has occurred even if the source is cited.

*Partial plagiarism*: The most common type of plagiarism, this type occurs when another work has been used in an assignment without acknowledging the source.

*Copy and paste*: Similar to partial plagiarism, this type of plagiarism is often the result of easy access to the internet & electronic journals. This occurs when a section is lifted wholesale from the internet source and copied into an assignment. Just like material from books and articles, this material must be marked by quotation marks ("....") and properly cited (referenced).

*Word switch*: Changing one or two words is not sufficient to make a text your own. Rather than changing a word or two, paraphrase the section, or quote properly. Paraphrases must also be properly referenced.

*Concealing sources*: Citing a source one time is not sufficient if it is repeatedly used. Cite the source as many times as you use it.

*Self-plagiarism*: Reuse of a student's own work or data without permission of the instructor constitutes self-plagiarism. Even when using your own material, it must be cited properly. Also, do not use the same essay for different courses without permission of the instructors.

*Inadvertent plagiarism*: This is plagiarism by accident, and it is usually the result of ignorance regarding the definitions of plagiarism. Note that plagiarism is considered academic dishonesty, even when inadvertent.

***Collusion*:**Collusion occurs when two students work together and one produces work and allows another student to copy it. In such a case, both students will be considered to have colluded and committed academic dishonesty. Similarly, any student who helps, or allows, another student to commit any academic fraud, cheating or plagiarism, is considered to have colluded. Group work is not collusion when it is authorized by the instructor.

**Cheating:** Cheating is the unauthorized use of information or study guides in any academic exercise, exam, paper or other assignment. Cheating includes:

* Copying another student's examination
* Sharing answers for either a take-home or in class examination
* Using notes or books to the exam when such aids are forbidden; you must not refer to any book or notes while you are taking the exam unless the instructor indicates it is an "open book" exam
* Taking an examination in another student's name or asking another student to take one for you
* Changing the examination after correction in order to gain more credit than deserved
* Creating a "cheat-sheet" or writing out answers in your bluebook before the exam
* Using the services of a commercial term paper company or another student to prepare your assigned work
* Any other action not listed above that gives someone an unfair advantage on a graded assignment

**Fabrication/Fraud:** This is the creation or invention of any information, data or citation that is false; also the presentation of information or data not collected in accord with standard ethical guidelines; failing to include an accurate account of the method by which the data were gathered or collected; or any attempt to deceive an instructor or administrative officer of the university.

**Obtaining an unfair advantage:** This category includes activities that directly or indirectly compromise fair assessment or grading or constrain other students' abilities to successfully complete their assignments. These activities include, but are not limited to:

* Stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor.
* Stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use or to deprive the instructor of the ability to check students' work.
* Possessing, using, or circulating previously administered examinations, unless authorized by the instructor.
* Intentionally obstructing or interfering with another student's academic work, otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students.

**Falsification of records or official documents:** altering any academic documents or records; forging signatures of authorization or falsifying information on an official document, transcripts, grade report, drop/add form, or any other official Northern Arizona University document.

**Unauthorized access to computerized academic or administrative records or systems:**This includes inappropriate viewing or changing of computer records, modifying computer programs or systems, sharing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

**SAFE ENVIRONMENT POLICY**

NAU’s Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender identity, disability, or veteran status by anyone at this university. Retaliation of any kind as a result of making a complaint under the policy orparticipating in an investigation is also prohibited. The Director of the Office of Affirmative Action & Equal Opportunity (AA/EO) serves as the university’s compliance officer for affirmativeaction, civil rights, and Title IX, and is the ADA/504 Coordinator. AA/EO also assists with religious accommodations. You may obtain a copy of this policy from the college dean’s office orfrom the NAU’s Affirmative Action website [*nau.edu/diversity/*.](http://nau.edu/Affirmative-Action/Forms-Policies/)If you have questions or concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office ofAffirmative Action (928) 523-3312 (voice), (928) 523-9977 (fax), (928) 523-1006 (TTD) or [aaeo@nau.edu](mailto:aaeo@nau.edu).

**STUDENTS WITH DISABILITIES**

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), [dr@nau.edu](mailto:dr@nau.edu)(e-mail) or 928-523-

8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request anaccommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation ([www.nau.edu/dr](http://www.nau.edu/dr)) 8 weeks prior to the timeyou wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to theaccessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

**ACADEMIC CONTACT HOUR POLICY**

Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-224), for every unit of credit, a student should expect, on average, to do a minimum of threehours of work per week, including but not limited to class time, preparation, homework, studying.

**RESEARCH INTEGRITY**

 The Responsible Conduct of Research policy is intended to insure that NAU personnel including NAU students engaged in research are adequately trained in the basic principles of ethics in research. Additionally, this policy assists NAU in meeting the RCR training and compliance requirements of the National Science Foundation (NSF)-The America COMPETES Act(Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science); 42 U.S.C 18620-1, Section 7009, and the National Institutes of Health (NIH) policy onthe instruction of the RCR (NOT-OD-10-019; “Update on the Requirement for Instruction in the Responsible Conduct of Research”). For more information on the policy and the training activities required for personnel and students conducting research, at NAU, visit: [http://nau.edu/Research/Compliance/Research-Integrity/.](http://nau.edu/Research/Compliance/Research-Integrity/)

**SENSITIVE COURSE MATERIALS**

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creativerepresentations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

**ASHA AND STATE COMPETENCIES**

ASHA has standards of competence for speech-language pathologists (SLPs) and **suggested** guidelines for speech language pathology assistants (SLPAs). Review the[**American Speech Language-Hearing Association**](http://www.asha.org/default.htm) (ASHA) web page to become familiar with these competencies. This course was designed to equip you (an SLP or SLPA) with a component of these competencies.

The state of Arizona requires certain competencies and coursework for speech professionals and paraprofessionals beyond this course. For additional information regarding licensure contact the **Arizona Department of Health Services- Special Licensing Division.**

Note: If you are taking this course as part of the Speech-Language Pathology Assistant Coursework, or are seeking a bachelor's degree, you need to be sure you are listed with the university as a "degree seeking" student. If you are unsure of your status you will need to follow up with the registrar's office.

**Media References**

This course was enhanced by video and audio clips from the following sources:

Horton, Winter (Producer, director). 1989. *Communication disorders in children: early diagnosis* [video recording] :Los Angeles, Center Films production. Van Nuys, AIMS Media [distributor].

Searchinger, Gene (Producer, writer, director). *1995. Acquiring the human language*: *playing the language game* [video recording]. New York, NY: Ways of Knowing, Equinox Films.

**References**

Bernthal, J. & Bankson, N. (1998). *Articulation and phonological disorders (4th ed.).* Boston, MA: Allyn & Bacon.

Brownell, R. (2000). *Expressive One-Word Picture Vocabulary Test* (3 rd ed). Novato, CA: Academic Therapy Publications.

Campbell, J. (1982). *Grammatical man: Information, entropy, language, and life.* New York, NY: Simon and Schuster.

Carrow-Woodfolk, E. (1999). *Comprehensive assessment of spoken language.* Circle Pine, MN: American Guidance Service, Inc.

Chomsky, N. (1971)*. Language and the mind: Problems of knowledge and freedom*. New York, NY: Pantheon Books.

Chomsky, N. (1975). *Reflections on language*. New York, NY: Pantheon Books.

Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.

Culbertson, W. & Tanner, D. (2001b). Dependency of neuromotor oral maturation on phonological development. The 9 nth Manchester Phonology Meeting, University of Manchester, Manchester, United Kingdom.

Culbertson, W. & Tanner, D. (2001a). Clinical comparisons: Phonological processes and their relationship to traditional phoneme norms. *Infant-Toddler Intervention*: Vol. 11, No. 1, pp. 15-25.

Gillam, R., Marquardt, T., & Martin, F. (Eds.). (2000). *Communication sciences and disorders*. San Diego, CA: Singular.

Hart, B., & Risely, T. (1999). *Meaningful differences in the everyday experience of young American children.* Baltimore, MA: Paul H. Brookes.

Kent, (1998) Normal Aspects of Articulation, p. 1. in Bernthal and Bankson, *Articulation and Phonological Disorders.* Boston, MA: Allyn & Bacon.

Logeman, J. (1998). *Evaluation and Treatment of Swallowing Disorders: Second Edition.* Austin, TX: ProEd.

Love, R. & Webb, W. (2000)*. Neurology for the speech-language pathologist* (4 th ed). Boston, MA: Butterworth-Heinemann.

Nicolosi, L., Harryman, E., & Kresheck, J. (2004). *Terminiology of communication disorders: Speech-language-hearing* (5th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Oller, D. (1980). The emergence of the sounds of speech in infancy. In G. Yeni-Komshian, J. Kavanagh, and C. Ferguson (Eds.). *Child phonology: Vol. 1. Production* (pp. 93-112). New York, NY: Academic.

Owens, R. (1998). *Language Development An Introduction: Fourth Edition.* Boston, MA: Allyn & Bacon.

Owens, R., Farinella, K., & Metz, D. (5th ed.). (2015). Introduction to communication disorders: A lifespan evidence-based perspective. Boston, MA: Pearson.

Owens, R., Metz, D., & Haas, A. (2000). *Introduction to communication disorders.* Boston, MA: Allyn & Bacon.

Plante, E. and Beeson, P. (2004). *Communication and communication disorders: A clinical introduction* (2 nd ed). Boston, MA: Pearson

Ruben, R.J. (2000). Redefining the survival of the fittest: Communication disorders in the 21 st century. *Laryngoscope,110*: 241-245.

Shipley, K. & McAfee, J. (2004). *Assessment in Speech-Language Pathology: A Resource Manual.* San Diego, CA: Singular Publishing Group, Inc.

Tanner, D., Culbertson, W., & Secord, W. (1997)*. The developmental articulation and phonology profile* (DAPP). Oceanside, CA: Academic Communication Associates.

Tanner, D. & Derrick, G. (1981). The treatment of stuttering in Arizona public schools. *Journal of the* *Arizona* *Communication and Theatre Association*, Volume XII, No. 2.

Tanner, D., Lamb, W., & Secord, W. (1997). *Cognitive, Linguistic and Social Communicative Scales (CLASS)* (2 nd ed.). Oceanside, CA: Academic Communication Associates.

Tanner, D., & Lamb, W. (1984). *Cognitive, Linguistic and Social Communicative Scales (CLASS).* Tulsa, OK: Modern Education Corporation.

Tanner, D. and Lamb, W. (1990) *Home Programming for Speech and Language Remediation.* [audiorecording]. Academic Communication Associates.

Tanner, D. (2003a). *Forensic aspects of communication sciences and disorders*. Tucson, AZ: Lawyers and Judges.

Tanner, D. (2003b). *The psychology of neurogenic communication disorders: A primer for health care professionals*. Boston, MA: Allyn & Bacon.

Tanner, D. (2003c, Winter). Eclectic perspectives on the psychology of aphasia. *J. Allied Health*; 32:256-260.

Tanner, D. (2003d). *Exploring Communication Disorders: A 21 st century approach through literature and media*. Boston, MA: Allyn & Bacon.

Tanner, D. (1999). *Understanding stuttering: A guide for parents.* Oceanside, CA: Academic Communication Associates.

Thelen, E. (1991). Motor aspects of emergent speech: A dynamic approach. In N. A. Krasnegor (Ed.), Biological and Behavioral Determinants of Language Development. Hillsdale: L. Elbaum.

University of Maryland (2005). Plastic Surgery: Cleft Lip and Cleft Palate. http://www.umm.edu/plassurg/cleft.htm. Retrieved on 7/22/05.

Vygotsky, L. (1962). *Thought and language*. New York, NY: MIT Press and John Wiley & Sons.

Wiig, E., Secord, W., & Semel, E. (1992). *Clinical evaluation of language fundamentals-Preschool.* The Psychological Corporation, Harcourt, Brace & Company (no city listed).

Zimmerman, I., Stiener, V., & Pond, R. (1992). *Preschool language scale-3.* San Antonio, TX: The Psychological Corporation.

Bottom of Form