



Approved Innovative Course

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Course: Communication Disorders

PEIMS Code: N1302099

Abbreviation: SCDIS

Grade Level(s): 11-12

Number of Credits: 1.0

Course description:

The Communication Disorders course is designed to provide for the development of advanced knowledge and skills related to an overview of communication disorders that occur in children and adults in the areas of speech sound production, stuttering, voice disorders, and the language areas of semantics, syntax, pragmatics, phonology, and metalinguistics. An overview of treatment for hearing loss and deafness will also be provided.

To pursue a career as a speech-language pathologist or audiologist, students should learn to think critically, make decisions, solve problems, and communicate effectively.

Essential knowledge and skills:

- (a) General requirements. This course is recommended for students in Grade 11-12. Recommended Prerequisites: Principles of Health Science, Anatomy and Physiology, Introduction to Speech-Language Pathology and Audiology, Speech and Language Development, and Human Growth and Development. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development.
 - (3) The Communication Disorders course is designed to provide for the development of advanced knowledge and skills related to an overview of communication disorders that occur in children and adults in the areas of speech sound production, stuttering,



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voice disorders, and the language areas of semantics, syntax, pragmatics, phonology, and metalinguistics. An overview of treatment for hearing loss and deafness will also be provided.

- (4) The professionals that specialize in communication sciences and disorders have credentialing and ethical practice standards that regulate the delivery of services across the lifespan for individuals with communication disorders, and across a variety of practice settings. Emphasis in this course will be on communication disorders in preschool and school-age, children, youth, and adults. Students are expected to demonstrate understanding of and differentiate among communication disorders of speech sound production, stuttering, voice disorders and language comprehension and verbal and written expression.
- (5) To pursue a career in communication sciences and disorders, students should learn to reason, think critically, make decisions, solve problems, research topics of interest, and communicate effectively. Students should recognize that quality service delivery for individuals with communication disorders depends on the ability to work well with others, with sensitivity and understanding of cultural and linguistic influences on the individual's communication patterns
- (6) Speech-language pathologists and audiologists are engaged in the assessment, diagnosis, and plan of care or treatment, provision of services, counseling, and referral to other professionals for individuals with communication disorders. In addition, prevention of hearing loss and prevention of speech, language and communication disorders are important professional responsibilities. Students are expected to identify activities, skills, and expertise needed for each of these professional responsibilities.
- (7) To pursue a career in the health care industry, students should learn to reason, think critically, make decisions, solve problems, research topics of interest, and communicate effectively. Students should recognize that quality service delivery for individuals with communication disorders depends on the ability to work well with others.
- (8) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (9) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.



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- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) express ideas in a clear, concise, and effective manner; and
 - (B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team.
- (2) The student demonstrates knowledge of the nature of speech, language, hearing, and communication disorders and differences. The student is expected to:
 - (A) identify the anatomy and function of the peripheral and central auditory pathways;
 - (B) describe the physical and psychological attributes of sound;
 - (C) identify the different types of hearing loss;
 - (D) describe the impact of hearing loss on speech and language development;
 - (E) compare and contrast the processes of speech, language, and hearing in people of various cultures;
 - (F) identify and relate disorder differences in relationship to communication skills; and
 - (G) explain the concepts of speech, language, hearing, and communication disorders across the human lifespan.
- (3) The student demonstrates knowledge of the etiologies, characteristics, anatomical/physical, acoustic, psychological, developmental, and linguistic and cultural correlates of communication disorders across the human lifespan. The student is expected to:
 - (A) compare and contrast common causes of hearing impairment in children and adults;
 - (B) analyze the causes of speech, language, and hearing disorders across the lifespan;
 - (C) identify common communication and hearing disorders, their typical symptoms, etiologies, characteristics and associated correlates; and
 - (D) evaluate the impact of communication disorders on the individual; and
 - (E) evaluate cultural variations in how communication disorders are perceived.
- (4) The student describes the types of communication disorders most commonly seen in children and services provided by professionals in communication sciences and



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disorders to provide habilitation or rehabilitation services for these communication disorders. The student is expected to:

- (A) analyze speech sound disorders in terms of the child's phonological system and in terms of a description of the production of the speech sounds such as place, manner, voicing; and distinctive feature analysis;
 - (B) describe and organize evidence-based treatment approaches for speech sound disorders;
 - (C) summarize fluency disorders including secondary characteristics;
 - (D) analyze evidence-based treatment approaches for stuttering;
 - (E) identify voice disorders in terms of vocal quality, pitch, loudness, resonance, and duration;
 - (F) develop an evidence-based treatment for voice disorders and the required interface with a physician;
 - (G) explain language disorders in terms of the child's use of syntax, morphology, semantics, pragmatics, phonology, and metalinguistics; and
 - (H) compare and contrast evidence-based treatment approaches for language disorders in preschool and elementary-age children.
- (5) The student demonstrates effective verbal and nonverbal communication skills. The student is expected to:
- (A) demonstrate communication skills appropriate to the situation when interacting with elementary age students, classroom teachers, speech-language pathologists, principals, and parents with communication disorders;
 - (B) demonstrate knowledge of verbal and nonverbal communication techniques that should be used when communicating with children that have sensory loss, language barriers, cognitive impairment, and other learning disabilities;
 - (C) employ electronic communication and technology devices when interacting with children with communication disorders with appropriate supervision in a school setting; and
 - (D) demonstrate translation skills from English to a second language or from a heritage language into English with appropriate supervision.
- (6) The student demonstrates sensitivity and understanding of cultural and linguistic influences on an individual's communication patterns and describes how cultural



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and linguistic influences must be considered when working with children with communication disorders and their families. The student is expected to:

- (A) analyze how speech and language patterns vary as a function of language, age, socioeconomic status, and geography;
 - (B) prepare a simulated ethnographic interview with the parent or family member of a child referred for a hearing or communication evaluation;
 - (C) identify patterns of communication that are common for individuals from different cultural and linguistic backgrounds such use of eye contact, personal space, and gestures;
 - (D) explain the issues to be considered when working with an interpreter or translator to communicate with a child with a communication disorder, or the child's family;
 - (E) apply design strategies for culturally sensitive family-centered practices for children with communication disorders; and
 - (F) explain the terms language disorder, language delay, language difference, Spanish-influenced English, and dialect for describing the communication patterns of a young child.
- (6) The student identifies screening, evaluation, and diagnosis procedures that are used to identify hearing loss/deafness, speech sound production disorders, stuttering, voice impairment, and language disorders in children. The student is expected to:
- (A) explain principles related to different audiometric test procedures;
 - (B) participate in a basic audiometric test (screening procedure) and interpret a variety of test results regarding whether the individual passed or failed the screening;
 - (C) interpret principles related to screening speech sound production, fluency, voice, and language skills in young children;
 - (D) evaluate developmental screening activities that include screening speech and language development; and
 - (E) synthesize the components of a comprehensive diagnostic report of findings inclusive of speech sound production, fluency (stuttering), voice production, reception, expressive, and social language skills.
- (7) The student identifies research-based and evidence-based practices in speech-language pathology and audiological service delivery. The student is expected to:
- (A) define evidence-based practice (EBP) and differentiate EBP from scientifically-based research in the fields of speech-language pathology and audiology;



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- (B) define the set of Evidence Levels used by the American Speech-Language-Hearing Association as a protocol to evaluate research evidence;
- (C) correlate research studies to the Evidence Levels used by the American Speech-Language-Hearing Association;
- (D) analyze the role of expert opinion and clinical experience in evidence-based practice; and
- (E) design an action research project in the field of communication disorders.
- (8) The student demonstrates knowledge and understanding of a variety of treatment approaches used with children with communication disorders. The student is expected to:
- (A) compare and contrast two treatment approaches for speech sound disorders;
- (B) compare and contrast two treatment approaches for fluency disorders;
- (C) practice treatment approaches for voice disorders in the areas of vocal quality, pitch, loudness, resonance, and duration;
- (D) compare and contrast two treatment approaches for language disorders in preschool children;
- (E) compare and contrast two treatment approaches for language disorders in elementary school-age children; and
- (F) identify treatment for language disorders with children with other disabilities such as autism, intellectual disability, cleft palate, or cerebral palsy.

Description of specific student needs this course is designed to meet:

This Communication Disorders course is designed to provide an overview of communication disorders that occur in children and adults and to prepare high school students who may be interested in a career as a speech-language pathologist, audiologist, or speech-hearing scientist for undergraduate and graduate work in communication sciences and disorders. The course is designed to provide an overview of communication disorders that occur with other conditions (e.g. stroke, traumatic brain injury, vocal nodules, autism) or occur in the absence of other conditions (e.g. stuttering, speech sound errors, receptive or expressive language disorder). The focus is on identification of the communication disorder with comparisons to healthy speech-language-communication development.



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Major resources and materials:

Textbook such as:

Owens, R., Metz, D., & Farinella, K. (2011). Introduction to communication disorders: A life span evidence-based perspective. Pearson Publishers. 4th Edition.

Justice, L. (2010). Communication sciences and disorders: A contemporary perspective. Allyn & Bacon.

Plante, E. & Beeson, P.M. (2013). Communication and communication disorders: A clinical introduction. 4th Edition. Pearson Publishers.

Online resources matched to topic.

Recommended course activities:

This course augments the skills students will use during internship experiences with speech-language pathologists or audiologists.

Sample optional activities: Observation of speech-language therapy sessions; interviews of professionals and graduate students in speech-language pathology or audiology; interviews of family members of individuals with communication disorders; project or research paper on one of the areas of communication disorders addressed during the course.

Suggested methods for evaluating student outcomes:

Ongoing monitoring by teacher
Evaluation of performance and final research paper
Grading of lessons by teachers
Student self-assessment
Peer review and evaluation by audience during final project performances
Assessment of student research and documentation

Teacher qualifications:

Human Development and Family Studies: Grades 8-12
Health Science: Grades 6-12.
Health Science Technology Education: Grades 8-12.
Vocational Health Occupations.



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Vocational Health Science Technology.
School Speech-Language Pathologist.
Speech and Hearing Therapy.
Speech and Language Therapy.

Additional information:

Students are expected to apply the knowledge and skills necessary to pursue further education culminating in a bachelor's degree and subsequent master's degree in Communication Sciences and Disorders.