

## **COMD 6150 Phonological Assessments and Intervention**

SCHEDULE: M, T, W, TH, F 9-12 OR 1-4

CLASSROOM: EEJ 228

INSTRUCTOR: Dr. Sandi Gillam

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email: sandi.gillam@usu.edu

**Disability Accommodations:** Anyone requesting disability accommodations should see me.

**COURSE PRE-REQUISITES:** COMD 3500 and Phonetics

**Course Description:** A graduate level course study of normal phonological, articulatory development, etiology, systems of diagnosis and treatment of disorders of articulation and phonology and problems in research.

### **Required Texts:**

Bernthal, J., Bankson, N., & Flipsen, P. (2009). *Articulation & Phonological Disorders: Speech Sound Disorders in Children*, 6th Edition. Boston, MA. Pearson Publishing. ISBN: 978-0-205-56926-7 OR 0-205-56926-9

Bleile, K. (2007). *Manual of Articulation and Phonological Disorders: 2 Edition*. Singular Publishing.

Bleile, K. (2007). *Articulation & Phonological Disorders: A Book Of Exercises (Singular Textbook Series) (Paperback) 2nd Edition*.

Williams, L., McLeod, & McCauley, R. (2010). *Interventions for Speech Sound Disorders in Children*. Baltimore, MD. Brookes Publishing. ISBN: 1-59857-018-8

**Required Readings:** You are expected to be prepared for class. Part of that preparation is reading. Your reading assignments provide you with background in order to understand and participate in class discussions. Failure to prepare for class affects the pace of the class, and the learning environment as a whole. Your required readings are included with each topic of discussion. Any standardized, computerized, or criterion referenced assessment that we address in class should be considered a part of your required reading materials.

### **ATTENDANCE:**

Consistent attendance reflects professionalism. If an absence is unavoidable, students are responsible for getting any assignments, information, notes, etc from a colleague. If an exam or class presentation is missed due to illness or emergency, the instructor should be notified as soon as possible and documentation should be provided. If you do not contact me prior to your absence, for those absences that you know you will accrue during the semester, or if you fail to contact me with a reasonable amount of time after an unavoidable absence, you will not be allowed to make up an exam, quiz, assignment, or presentation. I honor university excused absences, the definition of which can be found at the following website: <http://www.usu.edu/policies/PDF/Excused-Absences.pdf>. Emergency arrangements for taking an exam late must be made PRIOR to the scheduled time of the exam. Please **do not** request alternate exam dates for non-emergency reasons (e.g., a family vacation, wedding). Plus, given the time compression

in this course, you would be in big trouble if you missed a day.

### **Academic Integrity - "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

*The Honor Pledge:* To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

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### **Grievance Process (Student Code)**

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student

Code: [http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf) (Article VII. Grievances, pp. 25-30).

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### **Plagiarism**

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

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### **Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

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### **Emergency Preparedness**

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

### **Students with Disabilities**

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

### **Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

### **COURSE OBJECTIVES**

#### **Course Objectives:**

1. To develop knowledge regarding the etiologies, characteristics, prevention, assessment and intervention of articulation and phonological disorders in children.
2. To develop knowledge of development, philosophical issues, theoretical models, research based diagnostic and intervention procedures in phonological and articulation disorders.
3. To obtain knowledge of standardized, non-standardized, dynamic and computerized assessments in phonology.
4. To obtain knowledge concerning evidence-based practices in diagnosis and intervention with phonological and articulation disorders in children throughout their developmental progression (pre-linguistic, emerging, developing language/phonology, school age, adolescent).
5. To acquire knowledge and clinical skills in evidence-based diagnosis and evaluation of children and adolescents from differing cultural backgrounds as well as the ability to modify current standardized testing procedures to provide culturally relevant assessments.
6. To acquire knowledge and clinical skills in procedures for preparing and interpreting diagnostic reports for phonologically impaired and/or articulation disordered.

#### **ASHA KNOWLEDGE AND SKILLS ACQUISITION (KASA)**

Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

- Articulation (including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)

Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

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.

- Principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders

### **Knowledge and Skills Assessment (KASA)**

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus (by examination, paper, presentation, project, etc.). ASHA has specified that in order to be competent, you must achieve a level of 80% or better on each KASA item. If the student does not attain this level in this course, he/she will be provided with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired. However, if no such opportunity is available, the student will be asked to complete an exam/demonstration of the knowledge and/or skill as defined by the department. For students failing to attain the set criteria on a required competency assessment, the department head is not able to sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA.

### **Course Requirements/Evaluation**

**Pre-Course Practice Exercises** = 100 points: Please review and complete the pre-course practice exercises located in the folder on your content page. The practice exercises I'd like you to do include: Distinctive Features, Substitution processes, Vowel processes, Assimilation processes, and Syllable structure Processes. The answers are also included in the folder. I am not going over Phonological Patterns in great detail in this class, so you will need to review these if you are to be "up to speed." These exercises are mandatory and must be done prior to beginning the course. I ask that you turn the completed exercises in to me during our first class period. 5 points will be deducted from your grade for every day they are late.

**Phonological Pattern Quiz:** 100 points. You will be given a quiz to determine whether you have sufficient grasp on these patterns. You must earn a score of 80 or better on this quiz. Your first grade will be recorded, however you must continue to retake the quiz until you have passed at the criterion.

**Bleile Exercises:** You will be asked to complete certain exercises in your exercise book by Bleile, K. (2007). *Articulation & Phonological Disorders: A Book Of Exercises (Singular Textbook Series) (Paperback) 2<sup>nd</sup> Edition*. The due dates are included in the syllabus and on Canvas. Each practice exercise is a practical application of the information that you are learning in class. This will help to ensure that you integrate academic knowledge with practical, clinical knowledge. The exercises will be worth a total of **120 points**. I have listed the chapters and exercises in the syllabus as they occur with the course content. However, I do not expect you to be able to have all of the exercises done on the days that information is covered in the class. The exercises should be completed and checked off by me no later than the last day of class however, you may begin these

exercises prior to the outset of the class – so get a jump-start if you can. These exercises are due on June 3, 6, 16 & 23.

### **Article Summary (200 points)**

This assignment contains both oral and written components. The oral component is designed to measure how well you know the article and can explain it succinctly. You should present only the most salient aspects of the article in a way that allows your colleagues to glean the most important information in a short period of time. The written component gives you more opportunity to demonstrate the depth of the knowledge that you have acquired from the article and should be much more elaborated. I do not expect to see “exact wording” from the article but your summary of it (paraphrase not plagiarize☺). Again, the written assignment is “individual” not group. The powerpoint for the oral presentation must be uploaded 30 minutes prior to the start of class (either 8:30 or 1:00 depending on the schedule). 5 points will be deducted should you fail to meet this deadline.

#### **Oral component (70 points)**

Brief background (review of the literature/intro); 10 points (2 minutes)

Purpose of the article; 10 points (2 minutes)

Method; 10 points (5 minutes)

Results; 10 points (3 minutes)

Discussion; 10 points (3 minutes)

Summary/bottom line; 10 points (2 minutes)

Your “reaction” as to the usefulness of the article in terms of intervention practices 10 points (3 minutes)

#### **Written component**

(130 points)

Brief background (review of the literature/intro); 10 points

Purpose of the article; 10 points

Method; 10 points

Results; 10 points

Discussion; 10 points

Summary/bottom line; 10 points

Your “reaction” as to the usefulness of the article in terms of intervention practices; 10 points

Grammar, spelling, 20 points

Clarity (20 points)

Organization (20 points)

#### **Intervention Presentation**

This assignment contains only an oral component. The powerpoint for the oral presentation must be uploaded 30 minutes prior to the start of class (either 8:30 or 12:30 depending on the schedule). 5 points will be deducted should you fail to meet this deadline.

#### **Oral (70)**

- Organization & clarity (10)
- Provision (or explanation) of all materials necessary for implementation (10)
- Accuracy (10) (Was your explanation of the program accurate)

- History/rationale behind the program is presented (5)
- Components of the program are described completely (20)
- Students provide examples of how to implement the program (or score the assessment) (5)
- Age groups that best benefit from this program (or assessment) are discussed (5)
- Students discuss pro's and con's associated with the program (or assessment) (10)
- Enough information is provided so that students could feel reasonably confident that they could implement the program (or administer the test) if they wanted to (20)
- Professionalism (5)

### **Case Study (70 points)**

You will develop an "IEP" with LTG's and STG's for a hypothetical client. You will present this plan to the class in a powerpoint presentation. We will choose the case study from the samples in the appendix of the Bleile workbook. Everyone will analyze and plan for the same case, however, each group will take a slightly different approach to intervention. The powerpoint for the oral presentation must be uploaded 30 minutes prior to the start of class (either 8:30 or 12:30 depending on the schedule). 5 points will be deducted should you fail to meet this deadline.

The presentation should address the following:

- Present level of performance included for each area (15 points)
  - This is the part where you demonstrate your skills in analysis
  - LTG's are appropriate according to strengths and weaknesses of child
  - Clearly identify where you want your student to be in one year. It should be reasonable, yet optimistic
- LTG's are measurable (10 points)
  - Can someone pick up your plan and be able to go in and obtain some score that will speak to whether the student has attained this LTG? Or is there no way to measure it?
- There are an appropriate number of STGs goals for each area LTG (15 points)
  - In other words, if you do the 3 or 4 STGs you outline here, will the student reach the LTG that you have set?
- The STG's goals logically lead to the LTG (15 points)
  - Are your goals logical? Do they relate to the LTG? Are they methods and procedures or are they "goals?" This is not the place to say "will use Mr. potato head to elicit the /t/ sound"
- A short explanation was provided for the selection of each LTG and STG (25 points)
  - Give me a clear, logical, data-based (or even theoretical) explanation for your goal selection. These should relate directly to the intervention approach you were assigned to use for this student (even if it isn't the most appropriate tx approach, pretend it is and justify why.
- All areas of weakness were addressed (10 points)
  - Don't leave out a glaring deficit
- Goals were reasonable and designed to bring about reasonable progress within a years time AND clearly linked to treatment approach that you were assigned (10 points)
  - This relates to the LTG, and the STGs you selected to "get you there." You can't expect to bring a child with a 40 PCC to "the level of his peers" in one year's time, but you also don't want to work on 3 phonemes either.

**Online quizzes** = The due date for the completion of all quizzes is July 6. You may begin taking the online quizzes immediately (May 19). Quiz 1 is worth 72 points; quiz 2 is worth 60 points; quiz 3 is worth 50 points; and quiz 4 is worth 50 points (232). There are study guides associated with quizzes 1, 2, & 3 (see study guides link on front page). I suggest you complete them in their entirety before attempting any of the quizzes. You may use your notes during quizzes but you may not confer with your peers.

There are audio, ppt. lectures associated with quiz 4 that cover the CAAP, the GFTA and the HAAP3 (see standardized tests of articulation & phonology on front page). I suggest that BEFORE you take this quiz, you go over to the clinic and look over the manuals for the tests. When you click on the link to standardized tests, you will see lectures, PDFs, Sandi & Maren and oral peripheral. The lectures are for the CAAP, GFTA and the HAAP. The PDFs are associated with each of these lectures. Sandi and Maren is a video example of how to give the GFTA. The oral peripheral link takes you to an audio lecture of how to give the oral speech mechanism screening examination, 3<sup>rd</sup> edition (used in the clinic). Quiz 4 covers these standardized tests. Do not attempt to take quiz 4 without thoroughly studying these ppts and the test manuals. It would be a mistake.... Trust me. ☺

You may use any notes, books or ppt lectures you like when you take your quizzes. However, you may not take the quiz in groups, or help each other in any way. If I discover that you have done this, you will receive a zero and will be removed from the class with a zero grade.

**Total = 792 possible points**

#### **Grading**

A = 96-100  
A- = 90-95  
B+ = 86-89  
B = 84-85  
B- = 80-83  
C+ = 76-79  
C = 74-75  
C- = 70-73

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#### Article Choices for Summaries

1. Allen, M. (2013). Intervention Efficacy and Intensity for Children with Speech Sound Disorder. JSLHR, 56, 865-877.
2. Morrow, A., Goldstein, B., Gilhool, A., & Paradis, J. (2014). Phonological skills in English Language Learners. LSHSS, 45, 26-39.
3. Preston, J., Hull, M., & Edwards, M. (2013). Preschool speech error patterns predict articulation and phonological awareness outcomes in children with histories of speech sound disorders. AJSLP, 22, 173-184.
4. Eisenberg & Hitchcock (2010). Using standardized tests to inventory consonant and vowel production: A comparison of 11 tests of articulation and phonology.
5. Morris, (2009). Test-retest reliability of independent measures of phonology in the assessment of toddler's speech.
6. Gierut, Morrisette & Ziemer, (2010). Nonwords and generalization in children with phonological disorders.
7. Ertmer, D. (2010). Relationships between speech intelligibility and word articulation scores in children with hearing loss. JSLHR, 53, 1075-1086.

8. McLeod, Harrison & McCormack, (2012). The intelligibility in context scale: Validity and reliability of a subjective rating measure.
9. Ormel, E., Hermans, D., Knoors, H., Hendriks, A., Verhoeven, L. (2010). Phonological activation during visual word recognition in deaf and hearing children.
10. Gierut & Hulse (2010). Evidence based practice: A matrix for predicting phonological generalization. *Clinical Linguistics and Phonology*, 24, 323-334.

#### Group Assignments for **Article Summaries**

1. Kirsten Arnold, Brigid Crotty, Anneliese Mecham [Allen, M. (2013).]
2. Candace Eddy, Courtney Edrington [Morrow, A., Goldstein, B., Gilhool, A., & Paradis, J. (2014).]
3. Sharon Fairbourn, Kristen Jensen Preston, J., Hull, M., & Edwards, M. (2013).
4. Trudy Johnson, Tiffani Jolley [Eisenberg & Hitchcock (2010).]
5. Witney Loftin, Dally Mortensen [Morris, (2009).]
6. Arielle Myers, Mary Neuharth [Gierut, Morrisette & Ziemer, (2010).]
7. Kelli Reese, Sharon Speer [Ertmer, D. (2010).]
8. Lauren Theobald, Courtney Toolsen [McLeod, Harrison & McCormack, (2012).]
9. Alexia Verdi, Kimberly Willis [Ormel, E., Hermans, D., Knoors, H., Hendriks, A., Verhoeven, L. (2010).]
10. KristiAnn Wright, Daphne Hartzheim, Ingrid Ratliff [Gierut & Hulse (2010).]

#### Group Assignments for **Intervention Presentations**

1. KristiAnn Wright, Alexia Verdi (Cycles)
2. Lauren Theobald, Kelli Reese (Core Vocabulary)
3. Arielle Myer, Witney Loftin (Stimulability)
4. Trudy Johnson, Sharon Fairbourn, Anneliese Mecham (Morphosyntax)
5. Candace Eddy, Kirsten Arnold (Speech Perception; Traditional Therapy)
6. Brigid Crotty, Courtney Edrington, Ingrid Ratliff (Multiple Opposition)
7. Kristen Jensen, Tiffani Jolley (Prompt)
8. Dally Mortensen, Mary Neuharth (Vowel Interventions)
9. Sharon Speer, Courtney Toolsen (Psycholinguistic Intervention)
10. Kimberly Willis, Daphne Hartzheim [Minimal Pairs]

#### Group Assignments for **Case Study Presentations**

1. Candace Eddy, Kristen Jensen, Ingrid Ratliff (Cycles)
2. Kimberly Willis, Dally Mortensen, Brigid Crotty (Core Vocabulary)
3. Trudy Johnson, Lauren Theobald (Stimulability)
4. Arielle Myer, Courtney Toolsen, Tiffani Jolley (Morphosyntax)
5. Mary Neuharth, Courtney Edrington, Sharon Fairbourn (Minimal Pairs)
6. Kelli Reese, Kirsten Arnold, Witney Loftin (Multiple Opposition)
7. Alexia Verdi, KristiAnn Wright (Speech Perception; Traditional Therapy)
8. Sharon Speer, Daphne Hartzheim, Anneliese Mecham (Eclectic; you get to pick and choose from all of the interventions presented to design your own approach)



**Timeline:**

June 2 (9:00-12:00); June 3 (1:00-4:00)

- Syllabus review
  - Partnering up! Choosing articles.
  - PPT 1 & 2
- June 3: Bleile (book of exercises) Section 1: Basic Concepts and Terminology (40 points; 10 points for each chapter)

Chapter 1 Distinctive Features  
Chapter 2 Speech Sounds  
Chapter 3 Suprasegmentals  
Chapter 4 Modification of Symbols

June 4 (9:00-12:00) Due by 8:30 am.

Article Summaries \*Your written summary is due June 13 by midnight

- 9:05-9:25 Group 1
- 9:30-9:50 Group 2
- 9:55-10:15 Group 3
- 10:20-10:40 Group 4
- 10:45-11:05 Group 5
- 11:10-11:30 Group 6

June 5 (1:00-4:00) Due by 12:30pm.

Article Summaries \*Your written summary is due June 14 by midnight

- 1:05-1:25 Group 7
- 1:30-1:50 Group 8
- 1:55-2:15 Group 9
- 2:20-2:40 Group 10
- 2:45-3:05 Daphne

June 6 (10:30-12)

PPT 2

- BB & F Chs 4, 5, 6 & 7
  - Bleile Ch. 4, 5 & 6
- Bleile (book of exercises) Section II: Typical Development: Common Characteristics and Individual Differences (50 points)  
Chapter 5 Phonetic Inventories  
Chapter 6 Error Patterns  
Chapter 7 Consonants & Consonant Clusters  
Chapter 9 Acquisition Strategies  
Section III: Analysis of Articulation and Phonological Disorders  
Chapter 11: Developmental Age Norms

June 9: Summer Seminars (Liz Pena)

June 10 Summer Seminars (Team Gillam)

June 11 Summer Seminars (Scott Yaruss)

June 12 & 13 Work on projects (breath, sleep, ponder)

June 16 (9:00-12:00)

- PPTs 3
- Bleile (book of exercises) Section III: Analysis of Articulation and Phonological Disorders (30 points)
  - Chapter 10 Measures of Severity and Intelligibility
  - Chapter 12 Better Abilities
  - Chapter 13 Related Analyses

June 17 (1:00-4:00); June 18 (9:00-12:00)

- PPT 4
  - BB & F Ch. 8
  - Bleile Ch. 6 & 7
  - BB & F Ch 9 & 10
  - Bleile Ch. 6 & 7

June 18 (9:00-12:00); June 19 (1:00-4:00)

- PPT 5

June 20 [9:00-12:00] Due by June 20 8:30 am.

### **Intervention Presentations**

Presentation: 9:00-9:20, Q & A 9:20-9:30 (group 1)  
 Presentation: 9:30-10:05, Q & A 10:05-10:15 (group 2)  
 Presentation: 10:10-10:10:30, Q & A 10:30-10:40 (group 3)  
 Presentation: 10:30-10:50, Q & A 10:50-11:00 (group 4)  
 Presentation: 11:00-11:20, Q & A 11:20-11:30 (group 5)  
 Presentation: 11:35-11:55, Q & A 11:55-12:05 (group 6)

June 23 (9:00-12:00) Due by June 23 8:30 am.

### **Intervention Presentations**

Presentation: 9:00-9:20, Q & A 9:20-9:30 (group 7)  
 Presentation: 9:30-10:05, Q & A 10:05-10:15 (group 8)  
 Presentation: 10:10-10:10:30, Q & A 10:30-10:40 (group 9)  
 Presentation: 10:30-10:50, Q & A 10:50-11:00 (group 10)

11:00-12:00

- PPTs 6
- Bleile (book of exercises) Section IV: Treatment Principles (40 points)
  - Chapter 14 Goals
  - Chapter 15 Treatment Targets
  - Chapter 16 Administrative Decisions
  - Chapter 17 Assessing Treatment Progress

### **Work on Bleile Workbooks**

June 24 (1:00-4:00)

- PPTs 7

June 25 (9:00-12)

PPT 8

**Prepare for Case Study Presentations**  
**Analyze Case Study**

June 26 (1:00-4:00) Please turn in your PPT by 12:30pm

**Case Study Presentations**

1:05-1:35 Group 1

1:40-2:10 Group 2

2:15-3:15 Group 3

3:20-3:50 Group 4

June 27 (9:00-12:00) Please turn in your PPT by 8:30am

**Case Study Presentations**

9:00 – 9:30 Group 5

9:35- 10:05 Group 6

10:10-10:40 Group 7

10:45-11:15 Group 8

June 27

- Bleile (book of exercises) Section V: Facilitative Techniques (40 points)
  - Chapter 18 Bombardment
  - Chapter 19 Increasing Awareness
  - Chapter 20 Facilitating Syllables and Words
  - Chapter 21 Indirect and Direct Techniques