

## KASA Knowledge-Based Competencies: Articulation

Knowledge or Skill Area		Competencies	Course(s) Where Competency is Acquired
No.	Description		
IV.B.	Knowledge of basic human communication and swallowing processes, including the appropriate <u>biological</u> , <u>neurological</u> , <u>acoustic</u> , <u>psychological</u> , <u>developmental</u> , <u>linguistic</u> and <u>cultural</u> bases.	<ol style="list-style-type: none"> <li><b>Competency:</b> Will demonstrate knowledge of the linguistic and motoric bases, involved in the production and perception of speech sounds. <b>Question:</b> 1. Describe in a paragraph the distinction between speech sound errors that are considered “articulatory/phonetic” in nature versus those that are considered “phonological/phonemic” in nature. (IV.B.1)</li> <li><b>Competency:</b> Will demonstrate knowledge of the stages of normal phonological development from birth through school age, including the pre-linguistic stages (e.g.: babbling, jargon, etc.) <b>Question:</b> 2. Briefly summarize the stages of normal phonetic and phonological development (prelinguistic and linguistic) from birth to 8 years of age for the English language. (IV.B.2)</li> <li><b>Competency:</b> Will demonstrate knowledge of the relationship between the development of phonological awareness skills and phonological disorders and literacy in children <b>Question:</b> 3. Describe phonological awareness and its relationship with phonological disorders and literacy in children. (IV.B.3)</li> </ol>	307, 344, 350, 352, 404, 474, 476, 542, 574
IV.C.	Knowledge of communication and swallowing disorders and differences, including the appropriate <u>etiologies</u> , <u>characteristics</u> , <u>anatomical/physiological</u> , <u>acoustic</u> , <u>psychological</u> , <u>developmental</u> , <u>linguistic</u> and <u>cultural</u> correlates.	<ol style="list-style-type: none"> <li><b>Competency:</b> Will demonstrate knowledge of the etiology and characteristics of developmental apraxia as well as acquired motor speech disorders (e.g., apraxia, dysarthria). <b>Question:</b> 4a. Describe in a paragraph the speech sound production characteristics observed in children diagnosed with “Childhood/Developmental Apraxia of Speech.” Discuss the various positions concerning the etiology of this controversial disorder. (IV.C.1) <b>Question:</b> 4b. Compare the etiologies (including localization of involvement) of acquired dysarthria versus apraxia of speech. (IV.C.1)</li> <li><b>Competency:</b> Will demonstrate knowledge of the pattern/types of articulation deficits associated with varied conditions (e.g., cleft lip &amp; palate/craniofacial disorders, cerebral palsy, hearing impairment). <b>Question:</b> 5. List the typical speech patterns and characteristics you would expect to find in the speech of children with cleft lip and palate following successful primary repair (IV.C.2)</li> <li><b>Competency:</b> Will demonstrate knowledge of the differences in etiologies and characteristics between articulatory (peripheral motor) and phonological (linguistic) deficits with respect to speech sound error patterns. <b>Question:</b> 1. Describe in a paragraph the distinction between speech sound errors that are considered “articulatory/phonetic” in nature versus those that are considered “phonological/phonemic” in nature. (IV.C.3)</li> </ol>	242, 352, 472, 474, 476, 574
IV.D.	Current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders including consideration of <u>anatomical/physiological</u> , <u>psychological</u> , <u>developmental</u> , and <u>linguistic</u> and <u>cultural</u> correlates.	<ol style="list-style-type: none"> <li><b>Competency:</b> Will demonstrate knowledge of procedures for selecting, administering, and scoring formal and informal articulation and phonological assessment measures, including phonological analyses, to identify and characterize articulation, motor speech, &amp; phonological disorders, taking age-related and cultural differences into account.</li> </ol>	241, 242, 352, 404, 472, 474, 476, 574

		<p><b>Question:</b> 6. Describe specifically how you would proceed in the assessment (both formally and informally) of this child's articulation and phonological system, including the questions you would ask the parent to assist you in your diagnosis and clinical decision-making?(IV.D.1)</p> <p>a. Answer the above question if the child is English speaking.</p> <p>b. Answer the question if the child is non-English speaking.</p> <p>2. <b>Competency:</b> Will demonstrate knowledge and ability to interpret results from assessment measures, taking age-related and cultural differences into account. (Ref. <b>Question 6</b>) (IV.D.2)</p> <p><b>Question:</b> 7a. What do these results suggest in terms of a differential diagnosis (e.g., linguistic versus motoric)? (IV.D.2)</p> <p>3. <b>Competency:</b> Will demonstrate ability to formulate appropriate goals, objectives and methods for individuals with articulation, motor speech, or phonological deficits based on the assessment results.</p> <p><b>Question:</b> 7c. Generate one goal and two objectives that correspond to the implementation of this approach (IV.D.3)</p> <p>4. <b>Competency:</b> Will demonstrate knowledge of the various therapy approaches available for managing articulation, motor speech, and phonological disorders, taking age-related and cultural differences into account.</p> <p><b>Question:</b> 7b. In light of these findings, what approach might be appropriate for remediation of these errors? Briefly explain your rationale. Cite any current research that supports your decision. (IV.D.4)</p>	
IV.F.	Knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.	<p>1. <b>Competency:</b> Will demonstrate ability to interpret clinical research in the areas of articulation and phonological disorders in the selection of optimal treatment approaches for individuals with articulation, motor speech, and phonological disorders. (Ref. <b>Question 7b</b>) (IV.F.1)</p>	500, 574

