

COURSE OUTLINE
SHS 435
Developing Oral/Aural Communication in
Hearing Impaired Children

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Course Objectives:

1. The student will acquire the knowledge necessary to identify varying types and degrees of hearing loss and make decisions regarding their speech, language and educational implications.
2. The student will develop an awareness of the psychoacoustic parameters and influences involved in speech perception.
3. The student will understand normal developmental sequences specific to adequate oral/aural communication acquisition.
4. The student will acquire information regarding the differences observed in oral/aural communication development in children with hearing loss.
5. The student will develop an awareness of the varying methodologies and strategies involved in assessing speech communication of children with hearing loss.
6. The student will gain the skills necessary to develop and implement an oral/aural communication intervention program for children with hearing loss.
7. The student will understand basic classroom modifications and educational strategies which assist in the acquisition and maintenance of communication competencies.

Course Requirements and Formative Evaluation Procedures:

1. Each student is responsible for all material presented in class, including all handouts and assigned readings.
2. Each student is expected to attend class regularly and to participate in class discussions.
3. Each student will take three examinations, each totaling 100 points. Examinations will consist of true and false, fill-in-the-blank, short answer and discussion questions covering knowledge of material presented in class, from assigned

readings and handouts. Make-up examinations are given only with a written physician excuse and must be taken before the next scheduled test. No make-up examinations will be given for Test 3 administered during final exam week. No bonus questions are included on examinations not taken at the scheduled time.

4. Each student will complete one practical assignment, totaling 100 points. Assignments will involve the demonstration of activities designed to develop oral/aural communication skills in a child with hearing loss.
5. Each student will complete a special project, totaling 100 points. Any project that is late or not picked up from the instructor as directed is penalized 25 points.
6. Grades on each of the three examinations, practical assignment and project will be averaged to determine the final grade in the class. The class grading scale will be as follows:

90 - 100 points = A
80 - 89 points = B
70 - 79 points = C
60 - 69 points = D
below 60 points = F

Remediation

If you do not have a satisfactory grade of 70% or higher, the student may contact the instructor for remediation. Remediation may include, but is not limited to, one or more of the following:

1. Individual tutoring on selected topics with the instructor or Graduate Assistant.
2. Additional assigned readings on topics discussed in class.
3. Additional assignments as deemed necessary.
4. Submit chapter outlines from textbook on areas of difficulties and prepare study questions.

Americans with Disabilities Statement

If a student has a disability that qualifies under the Americans with Disabilities Act(ADA), he/she should contact the Office for Disability Accommodations(ODA) for information on appropriate polices and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or

chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office of Disability Accommodations
118 College Dr. #8586
Hattiesburg, MS 39406-0001

Voice Telephone: (601)266-5024 or (228)-214-3232

FAX: 601-266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or e-mail Suzy Hebert at Suzanne.Hebert@usm.edu

Course Outline:

- I. Audiology Review
 - A. Common terminology
 - B. Types of hearing loss
 - C. Degrees and configurations of hearing loss
 - D. Communication and educational implications of hearing loss

- II. Psychoacoustic parameters of speech perception
 - A. Intensity parameters
 - B. Frequency parameters
 - D. Durational parameters
 - E. Linguistic constraints

- III. Normal oral/aural communication development
 - A. Phoneme classification
 1. Place
 2. Manner
 3. Distinctive features
 - B. Speech skill acquisition
 1. Phoneme development
 2. Suprasegmental development
 3. Other phonologic development
 - C. Auditory skill development

- IV. Oral/aural communication differences in children with hearing loss
 - A. Changes in early milestone development
 - B. Speech production differences
 - C. Voicing and suprasegmental differences
 - D. Changes in auditory skill acquisition

- V. Assessment of oral/aural communication abilities
 - A. Evaluation guidelines
 - B. Formal assessments
 - C. Informal/nonstandardized procedures
 - D. Data collection and result interpretation

- VI. Oral/aural communication intervention and management
 - A. Program selection criteria

1. Family responsibilities
2. Priority areas of successful management
- B. Speech production intervention
 1. Ling phonetic and phonologic programs
 2. Subtelny speech management program
 3. NTID speech rating approach
 4. Association Method
 5. Cued speech
 6. Other communication approaches
 7. Special instrumentation
 8. Speech conservation and monitoring
- C. Auditory skill development
 1. Use of amplification and assistive devices
 2. DASL Curriculum
 3. Foreworks Curriculum
 4. Auditory learning activities

- VII. Classroom modifications and educational strategies essential to communication development
- A. Teacher responsibilities
 - B. Child responsibilities
 - C. Student to student communication
 - D. Curriculum modifications
 - E. Communication strategies