

Course Outline

SHS 533

Developing Language Skills With Children Who Are Deaf and Hard of Hearing

Instructor: Virginia Berry, M.S.
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Text: Language Learning Practices with Deaf Children
Third Edition
Authors: Patricia McAnally, Susan Rose
and Stephen Quigley

Supplemental Texts and Readings

Language Learning in Children Who Are Deaf and Hard of Hearing

Authors: Susan Easterbrooks and Sharon Baker

Communication Skills in Hearing Impaired Children

Author: R. John Bench

The Read-Aloud Handbook

Author: Jim Trelease

Course Objectives:

1. The student will acquire the knowledge necessary to identify varying types and degrees of hearing loss and make decisions regarding their educational implications.
2. The student will develop an awareness of the psychoacoustic parameters and influences involved in speech perception.
3. The student will develop an understanding of the normal developmental sequence of speech, language, auditory and cognitive milestones.
4. The student will understand the varying methodologies and strategies used in assessing the language skills in the child who is deaf and hard of hearing, including norm-referenced tests, criterion-referenced tests and several formal and informal instruments.
5. The student will acquire the skills necessary to organize, manage and enhance language development programs for children who are deaf and hard of hearing, including strategies for the family.

6. The student will understand the major components of oral, total communication and bilingual-bicultural curricula.
7. The student will develop an understanding of the principles of auditory training and speechreading.
8. The student will understand basic classroom modifications which assist in the development, improvement and maintenance of communication abilities. These modifications include seating arrangements, acoustic and lighting considerations and other strategies to enhance communication and comprehension with reference to the child's communication style.

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. No bonus questions are included on tests not taken at the scheduled time.
4. Each student will complete one practical assignment, totaling 100 points. Working in pairs, students will develop and demonstrate a creative lesson to make a routine language exercise a fun and interesting activity for the deaf or hard of hearing child. One student in the pair will assume the role of teacher and the other student will assume the role of the pupil for the demonstration. Then, roles will reverse.
5. Each student will complete 2 special projects totaling 100 points each. Any project that is late or not picked up from the instructor as directed will be penalized 25 points. Projects will involve the development of a language curriculum which should include a series of language activities that may be used to teach various concepts to deaf and hard of hearing students in an oral, total communication or bilingual-bicultural setting at the preschool or elementary level. Students will share their individual curricula which they develop and review those curricula developed by other students according to certain criteria.

6. Each student will complete one paper totaling 100 points on a topic related to rehabilitation issues of individuals with hearing loss. Paper topics must be submitted in advance and approved by the instructor. Papers are to be a minimum of 10 pages, not including title page and references, and are to be in APA stlye.
7. Grades on each of the three examinations, practical assignment and the 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 any one or more of the following:

1. Individual tutoring on selected topics with the instructor's 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 difficulty 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/rehabilitation review
 - A. Common terminology
 - B. Types of hearing loss
 - C. Historical development of intervention methods
 - D. Program and service delivery options

- II. Psychoacoustic aspects of speech perception
 - A. Intensity parameters
 - B. Frequency parameters
 - C. Durational parameters
 - D. Linguistic parameters

- III. Amplification systems
 - A. Personal hearing aids
 - B. FM systems and other assistive devices
 - C. Operation and maintenance of amplification
 - D. Performance outcomes

- IV. Normal language development
 - A. Theories of language acquisition
 - B. Components of communication
 - C. Early pre-language milestones
 1. Motherese
 2. First words
 - D. Acquisition of childhood language
 1. Receptive and expressive sequence
 2. Pragmatic development

- V. Language development in children who are deaf and hard of hearing
 - A. Changes in early milestone acquisition
 - B. Semantic, syntactic and pragmatic differences
 - C. Impact on other areas

- VI. Assessment of communication abilities
 - A. Evaluation guidelines
 - B. Norm referenced assessments
 - C. Criterion referenced assessments
 - D. Informal/non-standardized procedures
 - E. Data collection and result interpretation

- VII. Communication development and management
 - A. Program selection criteria
 - B. Language intervention

1. Family responsibilities
 2. Priority areas for successful management
 3. Formal/structured approaches to specific skill development
 4. Natural and whole language approaches
- C. Communication modalities and systems

VIII. Auditory training and speechreading

- A. Auditory development
- B. Auditory assessment
- C. Auditory learning and activities
- D. Visual perception and evaluation
- E. Speechreading activities

IX. Classroom modifications essential to communication development

- A. Teacher responsibilities
- B. Child responsibilities
- C. Teaching strategies
- D. Curriculum modifications
- E. Student to student communication