

## **SHS 611: Special Topics in working with young children with hearing loss and their families**

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**Catalog Description:** This course is designed to supplement the graduate program with presentations on current research and best practices in working with young children with hearing loss and their families. Students will complete supplementary readings, write critiques, and participate in seminar discussions led by key faculty in a variety of current topics and progressive practices.

**Course Credit:** 1 semester hour

### **Prerequisites:**

Normal language and speech development  
Infant Development or Child Development  
Anatomy and Physiology of the Speech Mechanism  
Anatomy and Physiology of the Hearing Mechanism  
Introduction to Audiology  
Phonetics  
Or permission of the instructor

### **I. Course Objectives**

Students will achieve growth toward becoming informed, dynamic professionals by demonstrating proficiencies in knowledge comprehension, skill application and dispositions to teaching infants, toddlers and preschool-aged children who are deaf or hard of hearing. The student will:

- A. Search and review current research in evidence-based best practices for the development of listening, speech, spoken language skills and literacy in children who are deaf or hard of hearing.
- B. Discuss the research documenting auditory, speech, and language achievements of early and late aided/implanted children.
- C. Identify and discuss skills needed for the child who is deaf/hard of hearing to be successful in mainstream education.
- D. Identify and discuss the impact of current medical and technological advances on listening and spoken language outcomes for children who are deaf or hard of hearing.

### **II. Course Content**

- A. Current Research and Best Practices
  1. Search for relevant research articles in best practices in early auditory-oral/auditory-verbal intervention.

2. Review and summarize the current research on a topic which reflects best practices in early intervention, developing listening, speech, spoken language and literacy in children who are deaf or hard of hearing.
- B. Impact of early auditory intervention
1. Current research on neurological development and audition.
  2. Current research on auditory processes and listening development
  3. Principles and strategies of evidence-based practice in early intervention.
  4. Listening and spoken language outcomes for children who receive cochlear implants before two years of age.
  5. Relationship between auditory memory, language learning and reading development.
- C. Mainstream Education
1. Identify strategies for assessment and remediation of students who are deaf and hard of hearing in the mainstream.
  2. Discuss models for partnering with public school to serve students who are deaf and hard of hearing.
- D. identify and discuss the impact of current medical and technological advances on spoken language outcomes for children who are deaf/hard of hearing.
1. Summarize the primary genes identified as causing hearing loss and discuss the use of genetic counseling with families.
  2. Discuss current medical interventions and their potential influence on determining treatment for person with hearing loss
  3. Discuss the influence of current technologies available on choices for families and potential outcomes for children with hearing loss.

### **III. Methods of Instruction**

- A. Lectures and group discussion
- B. Demonstration lessons (live/video)
- C. Case studies
- D. Laboratory demonstration and practice
- E. Reading assignments and handouts
- F. On-line research

### **IV. Methods of Evaluation**

- A. Attendance 5%
- B. Quality and quantity of class participation (K,S.D) 10%
- C. Written examinations and quizzes (K.S.D.) 15%

- D. Written papers (K,S,D) 35%
- E. On-line web search and summary (K,S) 20%
- F. Case study reports (K,S,D) 15%
- G. Anonymous course evaluations (D)

## V. Suggested Texts

Bullard, C. (2003). *The itinerant teacher's handbook*. Hillsboro, OR: Butte Publications.

Cole, E. B. & Flexer, C. (2007). *Children with hearing loss: Developing listening and talking, birth to six*. San Diego, CA: Plural.

## VII. Course Format

This course will be taught as a seminar with class discussion, research, student presentations, invited presentations and demonstrations.

### Academic Honesty

When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the dean of students. In addition to being in violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. (Taken from *Student Handbook*)

### Plagiarism

Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism.

Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.

Plagiarism is committed in a number ways:

1. Reproducing another author's writing as if it were one's own.
2. Paraphrasing another author's work without citing the original.
3. Borrowing from another author's ideas, even though those ideas are reworded, without giving credit.
4. Copying another author's organization without giving credit.

(Taken from *Student Handbook*)

### Administrative Requirements

1. Students are expected to attend and be prepared to participate in each class session.
2. Students are expected to participate in all related field experiences.
3. Students are expected to take examinations and quizzes when they are scheduled and to submit assignments on the date these assignments are due during the class period.

4. Late submission of assignments should be rare. Late assignments will be accepted only on or before the next regularly scheduled class period and penalized by 50%. Late assignments will not be accepted beyond the next class period and will earn "0" credit.
5. If one quiz is missed, the next quiz will count twice. If additional quizzes are missed a grade of "0" will be given.
6. Make-up examinations will be given only in the most merited circumstances. Make-up examinations may be oral, written, or oral and written.
7. Requests for Incomplete (I) grades are discouraged, and will not be approved except in the most merited circumstances.

## **ADA STATEMENT**

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies 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 for Disability Accommodations  
118 College Drive # 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 email Suzy Hebert at [Suzanne.Hebert@usm.edu](mailto:Suzanne.Hebert@usm.edu)