

SHS 629: Auditory-Verbal Development and Practice

Catalog Description:

Counseling and working with families; Auditory-Verbal and Auditory-Oral principles and practices; goal setting and service delivery plans; collaboration in early intervention and preschool settings; instructional planning; adaptation of curriculum; and, reflective practice.

Course Credit: 3 semester hours

Prerequisites:

Normal Language Development

Infant Development or Child Development

Anatomy & Physiology of the Speech Mechanism

Anatomy & Physiology of the Vocal Mechanism

Introduction to Audiology

Phonetics

Or permission of 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. describe the stages and processes of listening development in typically developing children. (K)
- B. describe the stages and processes of speech acquisition in typically developing children. (K)
- C. compare and contrast the auditory and speech and development of typically developing children and children with hearing loss. (K,S)
- D. administer and interpret commonly used observational and informal evaluation tools associated with speech perception/listening and speech production in children who are deaf or hard of hearing ages birth to six. (K,S)
- E. recognize patterns of caregiver input that facilitate normal development of listening, speech, language and cognition. (K,S)
- F. identify stages of play development, daily routines and their importance in developing language and cognition. (K,S)
- G. demonstrate diagnostic skills necessary to target individualized learning goals in listening and speech for children who are deaf or hard of hearing ages birth to six. (K,S,D)
- H. design and implement age-appropriate intervention to stimulate formal and informal acquisition of listening, speech and oral communication in children who are deaf or hard of hearing ages birth to six. (K,S,D)

- I. maximize the role of technology in evaluating and developing listening, speech and oral communication in children who are deaf or hard of hearing ages birth to six and determine whether auditory devices are optimal for speech development, using principles of speech acoustics. (K,S)
- J. state the principles of Auditory-Verbal practice and contrast Auditory-Verbal and Auditory-Oral early intervention. (K,S,D)
- K. state Auditory-Verbal techniques and recognize their correct implementation
- L. describe the steps in reflective practice and discuss their value in working with families of children who are deaf/hard of hearing. (K,S,D)
- M. commit to lifelong learning through the creation of a personal plan of professional growth. (K,S,D)

II. Course Content

- A. Stages of auditory development
 - 1. Auditory detection, awareness and attention
 - 2. Auditory discrimination
 - 3. Auditory identification
 - 4. Auditory comprehension
 - 5. Auditory processing
- B. Stages of speech development
 - 1. Suprasegmental development
 - 2. Babble and early speech production
 - 3. Speech sound acquisition: vowels, diphthongs and consonants
 - 4. Phonological processes
 - 5. Linking listening and speech development to spoken language, cognition and social development.
- C. Effects of hearing loss on the development of auditory function and speech
 - 1. Effects of degree of hearing loss, onset of hearing loss, age of detection and intervention on the development of auditory function
 - 2. Effects of degree of hearing loss, onset of hearing loss, age of detection and intervention on acquisition of speech.
 - 3. Relationship between acoustics of speech, speech perception and speech production
 - 4. Concept of “hearing age” and developmental milestones in listening and speech development
 - 5. Ling’s seven stage model of phonetic and phonologic level speech skill development for children with hearing loss
- D. Informal assessment, developmental scales and observation
 - 1. Brigance Diagnostic Inventory of Early Development
 - 2. Communication and Symbolic Behavior Scales (CSBS)
 - 3. Cottage Acquisition Scales for Listening, Language and Speech (CASLLS)
 - 4. Infant-Toddler Meaningful Auditory Integration Scale (IT-MAIS)

5. HELP for Special Preschoolers-Assessment and Curriculum Guide
6. Listening Skills Scale for Kids with Cochlear Implants (LSSKCI)
7. Meaningful Auditory Integration Scale (MAIS)
8. Paterson-Cole Phonologic Evaluation Procedure (PCPEP)
9. SKI-HI Communication Interaction
10. Speech inventory
11. Parent observation/reports

E. Parent-Child interactions that facilitate auditory and spoken language development

1. Establishing eye contact
2. Establishing joint attention
3. Attention-getting behaviors
4. Styles of engaging the child
5. Establishing turn-taking
6. Facilitating non-looking turns
7. Maximizing audition, auditory input and using auditory techniques such as acoustic highlighting
8. Maximizing spoken language and reinforcing the child's vocalizations/utterances
9. Using language expansion techniques and motherese
10. Evaluation from videotape (Cole Parent-Infant Behavior analysis)

F. Play development and daily routines

1. Early routines, e.g., feeding and diapering
2. Early play and repetitive language
3. Types of play
4. Learning through play
5. Identifying the child's interests and motivations
6. Incorporation of songs and rhymes
7. Extending to daily routines and activities
8. Preschool play and pretend play

G. Interpretation of formal and informal assessments and development of goals in listening and speech for children who are deaf or hard of hearing (birth-6)

1. Selection of goals in developing auditory function/listening
2. Selection of goals in developing suprasegmental and segmental speech skills
3. Comparison of listening and speech goals
4. Writing individualized long and short-term treatment plans with behavioral objectives (suitable for an IFSP) for an individual child and family based on developmental hierarchy of skills
5. Writing reports based on formal and informal assessments, observations and family reports/observations

H. Developing and implementing teaching/intervention plans in listening, speech and oral communication for children who are deaf or hard of hearing (birth-6)

1. Developing goal-driven, individualized lesson plans for the child and family
2. Selecting appropriate teaching materials for lesson implementation

3. Integrating listening and speech with spoken language, cognition and social skills
 4. Integrating early childhood themes, songs, rhymes and children's literature (where appropriate) in lesson planning and teaching
 5. Implementing individualized teaching/intervention plans with the child and family
 6. Developing carryover activities for home
 7. Implementing ongoing, diagnostic evaluation and follow-up
- I. Maximizing technology in evaluation and teaching/intervention with children who are deaf or hard of hearing (birth-6)
1. Troubleshooting technology prior to assessment and teaching
 2. Assessing access to the speech signal (Ling Six Sound Test) prior to assessment and teaching
 3. Maximizing access to the auditory signal and acoustics of speech through appropriate technology and evaluating whether auditory devices are optimal for speech development
- J. Auditory-Verbal (AV) and Auditory-Oral (AO) Practice
1. Principles of Auditory-Verbal Practice
 2. Code of ethics of Auditory-Verbal Practice
 3. Practices of Auditory-Verbal and Auditory-Oral Intervention/Teaching
 4. Respecting family choices
- K. Auditory-Verbal Techniques and Implementation
1. Strategies for Maximizing Audition
 2. Strategies for Maximizing Speech and Spoken Language
 3. Strategies for Maximizing Parent Participation
 4. Strategies for Maximizing Communication as a Social Act
 5. Implementing Diagnostic Teaching
 6. Auditory-Verbal Teaching Behaviors Checklist
- L. Reflective practice
1. Before, during (in the moment) and post reflection
 2. Diagnostic teaching
 3. Using technology (videotape/DVD) to facilitate reflective practice
 4. Self-evaluation (linked to practicum placement)
- M. Professional growth plans and portfolios
1. Developing a professional growth plan
 2. Maintaining professional artifacts for a portfolio

II. Methods of Instruction

- A. Lectures and group discussions at the university and off-site at educational programs for children who are deaf or hard of hearing
- B. Case studies
- C. Demonstration lessons (live/video)
- D. Reading assignments and handouts
- E. 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) 25%
- D. On-line research (K,S) 10%
- E. Lesson observation summaries (K,S) 10%
- F. Lesson plans (K,S) 20%
- G. Case study (K,S,D) 10%
- H. Development of Personal Growth Portfolio (K,S,D) 10%
- I. Anonymous course evaluations (D)

V. Suggested Texts

Clark, M. (2006). *A practical guide to quality interaction with children who have hearing loss*. San Diego, CA: Plural.

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

Estabrooks, W. (Ed.), (2006). *Auditory-verbal therapy and practice*. Washington, DC: Alexander Graham Bell Association for the Deaf and Hard of Hearing.

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