

## **SHS 651: Assessment and Development of Listening, Speech and Spoken Language**

**Catalog Description:** Development of listening, speech and carryover of speech skills to spoken language in young children who are deaf or hard of hearing, including functional assessment, goal setting, diagnostic teaching and strategies for intervention.

**Course Credit:** 3 semester hours

### **Prerequisites:**

Normal Language Development

Infant Development or Child Development

Anatomy and Physiology of the Speech Mechanism

Anatomy and Physiology of the Hearing Mechanism

Introduction to Audiology

Phonetics

SHS 626 Audiological Assessment and Management of Infants and Young Children

SHS 649 Speech Perception and Production; SHS 629 Auditory-Verbal Development and Practice

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 listening, speech and spoken language to young children who are deaf or hard of hearing. The student will:

- A. design, administer and interpret commonly used evaluation tools of speech perception and listening function for children who are deaf or hard of hearing. (K,S)
- B. compare commonly used intervention programs for developing auditory skills in children who are deaf or hard of hearing. (K)
- C. identify errors of “deaf speech” commonly associated with late intervention and/or poor auditory management. (K)
- D. administer and interpret commonly used evaluation tools of phonetic and phonologic level speech production for children who are deaf or hard of hearing. (K,S)
- E. select individualized learning goals in listening, speech and spoken language for children who are deaf or hard of hearing and compare targets at the phoneme/syllable, word and sentence/discourse levels. (K,S,D)
- F. design and implement age-appropriate intervention to stimulate formal and informal acquisition of listening, speech and spoken language skills in children who are deaf or hard of hearing. (K,S,D)
- G. select appropriate intervention strategies and sense modalities for teaching speech and spoken language to children who are deaf or hard of hearing. (K,S)

- H. maximize the role of technology in evaluating and developing listening, speech and spoken language communication in children who are deaf or hard of hearing and determine whether auditory devices are optimal for speech development, using principles of speech acoustics. (K,S)

## **II. Course Content**

- A. Assessment of auditory skill development
1. Auditory hierarchy checklists (e.g., Cottage Acquisition Scales for Listening, Language and Speech, CASLLS)
  2. Auditory hierarchy tests (e.g., Auditory Perception Test for the Hearing-Impaired-Revised (APT/HI-R); Auditory Skills Curriculum Screening Test)
  3. Assessment of detection (e.g., Ling)
  4. Assessment of discrimination (e.g., Ling)
  5. Closed-set tests of auditory function (e.g., Early Speech Perception Test (ESP) low-verbal and standard versions)
  6. Open-set tests of auditory function (e.g., Glendonald Auditory Screening Procedure, GASP)
  7. Tests of auditory comprehension (e.g., Aural Rehabilitation: Memory, Language, Comprehension)
  8. Developing “teacher-made” content-driven assessments of functional auditory skills
- B. Auditory skills programs
1. Auditory Skills Curriculum (NSW)
  2. Auditory Skills Program for Students with Hearing Impairment
  3. Bridging Sounds to Life
  4. Developmental Approach to Successful Listening II (DASL-II)
  5. The Speech Perception Instructional Curriculum and Evaluation (SPICE)
  6. St. Gabriel’s Curriculum
- C. Errors of “Deaf Speech”
1. Voice errors and suprasegmental patterns
  2. Errors of vowels and diphthongs
  3. Errors of single consonants
  4. Errors of consonant blends
- D. Assessment of phonetic and phonologic level speech skills
1. Voice characteristics and suprasegmental patterns
  2. Oral Motor Screening (Perigoe)
  3. Phonetic Level Evaluation (Ling)
  4. Word tests of articulation (e.g., Goldman-Fristoe Test of Articulation-2; Photo Articulation Test-3)
  5. Eliciting, transcribing and analyzing a phonologic sample of spontaneous spoken language in five areas of discourse (conversation, narration, explanation, description and question formation)
  6. Phonologic Level Evaluation (Ling, Paterson-Cole Phonologic Evaluation Procedure, PCPEP)

- E. Interpretation of formal and informal assessments and development of goals in listening, speech and spoken language for children who are deaf or hard of hearing
  - 1. Selection of goals in developing auditory function/listening
  - 2. Selection of targets/goals in developing suprasegmental and segmental speech skills
  - 3. Selection of goals in developing spoken language communication
  - 4. Comparing targets/goals at the phoneme/syllable, word and sentence/discourse levels
  - 5. Planning for carryover from syllables to words, sentences and connected discourse
  - 6. Integration of listening, speech and spoken language goals with cognition, social skills and content curriculum
  - 7. Writing individualized long and short-term treatment plans
  
- F. Developing and implementing teaching/intervention plans in listening, speech and spoken language for children who are deaf or hard of hearing
  - 1. Developing goal-driven, individualized lesson plans
  - 2. Selecting appropriate teaching materials for lesson implementation
  - 3. Integrating listening, speech and spoken language in lesson planning and implementation
  - 4. Integrating school themes, songs, rhymes, children's literature and content curriculum into lesson planning and teaching
  - 5. Implementing individualized teaching/intervention plans
  - 6. Selecting appropriate assignments and carryover activities for the classroom and home
  
- G. Teaching/intervention strategies in listening, speech and spoken language for children who are deaf or hard of hearing
  - 1. Developmental versus remedial strategies
  - 2. Ling Model of speech skill acquisition
  - 3. Effective selection and use of sense modalities (auditory, visual, tactile)
  - 4. Strategies for voice and suprasgmental patterns
  - 5. Strategies for vowels, diphthongs and semi-vowels
  - 6. Strategies for single consonants
  - 7. Strategies for consonant blends
  - 8. Strategies for carryover in individualized and group settings
  - 9. Self-evaluation of implementation of strategies
  
- H. Maximizing technology in evaluation and teaching of listening, speech and spoken language to children who are deaf or hard of hearing
  - 1. Troubleshooting listening technology prior to assessment and teaching
  - 2. Evaluating auditory access to the speech signal (Ling Six Sound Test) prior to assessment and teaching
  - 3. Maximizing access to the auditory signal through appropriate technology
  - 4. Evaluating low and high tech options for teaching listening, speech and spoken language (e.g., teacher-made, audio, video, computer programs)

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

- A. Lectures at the university and off-site at educational programs for children who are deaf or heard of hearing
- B. Case studies
- C. Demonstration lessons by teachers of the deaf and auditory-verbal therapists (live/video)
- D. Supervised teaching practicum component
- 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) 40%
- D. Evaluation of auditory skills program including written summary and oral presentation (K,S) 10%
- E. Case study, including assessments, report, goals, lesson plan, lesson implementation and videotape/CD. (K,S,D) 20%
- F. Self-evaluation of lesson plan and teaching (K,S,D) 5%
- G. Supervisor's evaluation of practicum component (S, D) 10%
- H. Anonymous course evaluations (D)

### **V. Suggested Texts**

Ling, D. (2002). *Speech and the hearing-impaired child: Theory and practice*. (2<sup>nd</sup> ed.) Washington, DC: Alexander Graham Bell Association for the Deaf.

### **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)