

SHS 653: Language Development of Infants and Young Children with Hearing Loss

Catalog Description: This course will explore, demonstrate, and apply what has been identified as best practices in the development of language through an auditory-oral approach with children who are deaf and hard of hearing. Assessment of language skills and sequential strategies for developing language skills from the preverbal stage through the use of complex sentences will be studied and practiced.

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

Or permission of instructor

I. Course Objectives: Students will achieve growth toward becoming informed, dynamic professionals by demonstrating proficiencies in the following relevant areas:

- A. identify the interactive components of English and the stages and processes of language development in typically developing children. (K)
- B. compare and contrast the language development of typically developing children and children with hearing loss. (K,S)
- C. administer and interpret commonly used evaluation tools associated with language development, particularly those for children who are deaf or hard of hearing ages birth to six. (K,S)
- D. demonstrate formal and informal diagnostic skills necessary to target individualized learning goals in language for children who are deaf or hard of hearing ages birth to six. (K,S,D)
- E. 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)
- F. demonstrate specific auditory-oral and auditory-verbal teaching practices designed to facilitate the development of spoken language by children who are deaf or hard of hearing ages birth to six. (K,S)
- G. maximize the role of technology in evaluating and developing language in children who are deaf or hard of hearing ages birth to six. (K,S)
- H. adapt assessments and intervention/teaching to accommodate cultural and linguistic diversity in children with hearing loss ages birth to six and their families. (K,S,D)

- B. adapt assessments and intervention/teaching to accommodate children with hearing loss ages birth to six with additional special needs. (K,S,D)

II. Course Content

- A. Language components and language development in typically developing children
 - 1. Pragmatics
 - 2. Semantics
 - 3. Syntax
 - 4. Morphology
 - 5. Phonology
 - 6. Models of language development
 - 7. Role of play in language development
 - 8. Role of parent/caregiver interaction

- B. Effects of degree of hearing loss, age of onset, age of detection and age of intervention on the development of language in children with hearing loss
 - 1. Pragmatics
 - 2. Semantics
 - 3. Syntax
 - 4. Morphology
 - 5. Phonology

- C. Assessment of language in children who are deaf or hard of hearing (birth - 6)
 - 1. Informal assessment, developmental scales and observation
 - a. Communication and Symbolic Behavior Scales (CSBS)
 - b. Cottage Acquisition Scales for Listening, Language and Speech (CASLLS)
 - c. The Rossetti Infant-Toddler Language Scale
 - d. SKI-HI Language Development Scale
 - e. Teacher Assessment of Grammatical Structures (TAGS)
 - 2. Formal Assessment
 - a. Boehm Test of Basic Concepts
 - b. Clinical Evaluation of Language Fundamentals (CELF-Preschool)
 - c. Expressive One Word Picture Vocabulary Test (EOWPVT)
 - d. Peabody Picture Vocabulary Test (PPVT-III)
 - e. Preschool Language Scale (PLS)
 - f. Receptive One Word Picture Vocabulary Test (ROWPVT)
 - g. Test for Auditory Comprehension of Language (TACL)
 - 3. Recording receptive and expressive language
 - a. Language sampling
 - b. Language analysis
 - 4. Observation and parent-child interaction
 - a. Cole Parent-Child Behavior Checklist
 - b. SKI-HI Communication Interaction

- D. Interpretation of formal and informal assessments and development of receptive and expressive language goals in for children who are deaf or hard of hearing (birth - 6)
 - 1. Selection of receptive language goals
 - 2. Selection of expressive language goals

3. Comparison of receptive and expressive language goals
 4. Writing individualized long and short-term treatment plans for the child and family based on developmental hierarchy of linguistic development
 5. Writing reports based on formal and informal assessments, observations and family reports/observations
- E. Developing and implementing teaching/intervention plans for developing language in 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 spoken language with listening, speech, 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
- F. Teaching/intervention strategies in developing language in children who are deaf or hard of hearing (birth - 6)
1. Auditory-oral intervention strategies
 2. Auditory-Verbal teaching strategies
 3. Language expansion techniques
 4. Strategies for parent participation
 5. Self-evaluation of implementation of strategies with the child and family
- G. 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 reception of spoken language
- H. Accommodations for cultural and linguistic diversity of children who are deaf or hard of hearing (birth - 6) and their families
1. Identifying cultural similarities and differences between the teacher and the family
 2. Identifying and accommodating obstacles to language assessment and intervention
- I. Accommodation for children with hearing loss and additional special needs (birth - 6)
1. Identifying characteristics and early signs of additional language learning difficulties
 2. Identifying and accommodating obstacles to assessment and intervention
 3. Identifying roles of team members on inter/intra-disciplinary teams

III. Methods of Instruction

- A. Lectures at the university and off-site at educational programs for children who are deaf or hard of hearing
- A. Case studies
- B. Demonstration lessons by teachers of the deaf and auditory-verbal therapists (live/video)
- C. Reading assignments and handouts
- D. On-line research

IV. Methods of Evaluation

- A. Examination 1 (K,S) 15%
- B. Final Examination (K,S) 15%
- C. Research Paper (K,S) 20%
- D. Reading Assignment Critiques (including current and relevant research) (K,S) 10%
- E. Video/DVD Critiques (K,S) 5%
- F. Attendance (D) 5%
- G. Class Participation (D) 5%
- H. Collaborative Assignments (K,S,D) 10%
- I. Lesson planning (K,S) 7.5%
- J. Lesson execution (K,S,D) 7.5%

V. Suggested Texts

Clark, E. (2003). *First Language Acquisition*. New York: Cambridge University Press.

Hoff, E. (2005). *Language Development, 3rd Edition*. Belmont, CA: Wadsworth.

Justice, L. M. & Ezell, H. K. (2002). *The syntax handbook: Everything you learned about syntax...but forgot*. Eau Claire, WI: Thinking Publications.

Owens, R. E. (2005). *Language development: An introduction (6th ed.)*, Needham Heights, MA: Allyn and Bacon.

Wilkes, E.M. (2001). *Cottage Acquisition Scales for Listening, Language & Speech: User's Guide (CASLLS)*. San Antonio, TX: Sunshine Cottage School for Deaf Children.

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