

## EDUCATIONAL AND PSYCHO-SOCIAL ASPECTS OF DEAFNESS

SPRING, 2006

### I. SHS 425

An introduction to and an examination of the affects of hearing impairment upon the educational, social, emotional, psychological, and vocational adjustment of the individual.

3 semester hours

**PREREQUISITES:** None are required. This is an introductory course.

This should be an initial course for persons intending to major in Education of the Deaf. It is also an interesting survey course for persons wanting to learn about deafness and the adjustment of the deaf and hard-of-hearing individual.

Professor: Henry Teller, Ed.D.

230 SRS

(601) 266-6042 (O) 266-5216 (Secretary) 261-2122 (H)

E-mail: <henry.teller@usm.edu>

**ACCREDITATION:** The USM Education of the Deaf program is fully accredited by the Council on Education of the Deaf (CED) and the National Council for the Accreditation of Teacher Education (NCATE).

### CEC/CED COMPENTENCIES ADDRESSED IN THIS COURSE:

**1K1** Definitions, incidence and identification of d/hh children

**1K2** Models, theories and philosophies for providing educational services to atypical children

**1K3** Cross-cultural perspectives and their impact upon atypical children, their families and schools.

**1K5.** Cultural, linguistic, academic & social-emotional impact of educational placement options for d/hh children.

**1S1.** Articulate personal understanding and/or application of theories, philosophies and models of education.

**1S3** Articulate pros/cons of current issues/trends in SPED and Deaf Education.

**1S4** Identify the major contributors to past and present Deaf Ed. knowledge base.

**2K1** Similarities/differences in various needs and abilities of typical and atypical persons.

**2K3.** Effects of family characteristics upon the development of atypical children.

**2K4** Educational implications of d/hh children's needs and abilities.

**2K5** Cultural dimensions of deafness and Deaf Ed.

**2K6** Etiologies of additional difficulties for d/hh children.

**2K7** Impact of comprehensible communication, onset of hearing loss, age of identification, provision of services and incidental learning upon the development of d/hh children.

**3K1.** Terminology, ethical concerns, legal provisions, and protocols used for the screening, pre-referral, referral, classification, programming and monitoring of d/hh children.

**3K2.** Influence of diversity on assessment, eligibility, programming and educational placement of atypical children.

**4K6.** Language development use, assessment and intervention for both English and ASL.

**4K7.** Educational design and practices of oral/aural comprehensive, and Bi/Bi programming (introduce all focus on at least one.)

**5K3.** Use of technology to assist with planning and managing the teaching and learning environment.

**5K4.** Deaf cultural factors that may influence classroom management.

**5S1.** Create an environment in which diversities are valued a, active participation is encouraged and self-advocacy and independence are facilitated.

**7K1.** Effective & ethical communication with children, parents, school, and community personnel.

**7K2** Knowledge of typical concerns expressed by parents and the appropriate strategies or informational resources for addressing those concerns

**7K4.** Local, regional and national services provided for d/hh children.

**8K4.** Knowledge and use of pertinent consumer and professional organizations publications, conferences, Web resources, journals and texts relevant to the education of d/hh students

**8S3.** Demonstrate proficiency in oral & written communication.

**8S4.** Engage in pertinent professional activities, comply with local, state, provincial and federal monitoring and evaluation requirements and use copyrighted materials in an ethical manner.

**8S7** Provide families with the knowledge and skills to make informed choices concerning the education of their d/hh children.

## **PROFESSIONAL DISPOSITIONS DEVELOPED IN SHS 425**

1. Educates the whole student.
7. Believes that all persons can learn and benefit from a quality education.
8. Demonstrates resilience by continuously learning from difficult situations (professionalism and ethics).
- 14, Demonstrates and conforms to accepted professional standards and values.
15. Inspires others to be successful.
16. Promotes positive learning.
22. Has high expectations for all.

## **DIVERSITY ITEMS DEVELOPED IN SHS 425**

1. Recognize their responsibility to embrace and teach about an increasingly heterogeneous world.
2. Understand that strength comes from diversity.
3. Realizes the value of every individual.
7. Uses culturally responsive teaching methods.
8. Instill a strong multicultural knowledge base, a commitment to equality for all, and ability to accommodate different learning styles through differentiated instruction.
9. Demonstrate respect for all persons.
11. Have high expectations for all students.

### PROFESSIONAL EDUCATION

The University of Southern Mississippi 's Professional Educational Unit is a community of learners who value the power of knowledge to inform, inspire, and transform lives.

### II GOALS AND OBJECTIVES FOR SHS 425

#### GOALS:

1. To familiarize the student with basic audiological terminology, measurements, and instruments essential to discussing the hearing impaired population.
2. To give the student an understanding of the various psychological affects of a hearing loss.
3. To familiarize the student with the various educational options and strategies used with hearing impaired pupils.
4. To familiarize the student with the historical trends in the education of the deaf.
5. To familiarize the student with the various communication strategies used with and by hearing impaired persons.
6. To familiarize the student with the literature about deaf persons and with the organizations providing services to deaf persons.
7. To familiarize the student with the current vocational trends and options for hearing impaired persons.
8. To familiarize the student with the effect of deafness on the family.
9. To familiarize students with the enormous amount of information on deafness available through the Worldwide Web and Internet.
10. To provide the student the opportunity to complete an independent research project on an aspect of deafness in which they wish to probe in depth.

OBJECTIVES: (Cognitive except where indicated. This is primarily an information course.)

1. The student will define given terms basic to describing the hearing impairment and the education of children who are deaf and hard of hearing.
2. Given an audiogram the student will discern the type of hearing loss and the pure tone average in each ear.

3. The student will describe several methods for assessing hearing acuity.
4. The student will describe several arrangements to facilitate optimum communication between the hearing impaired child and teacher in the classroom.
5. The student will trace selected historical and current trends in the education of the deaf and contrast evolutionary periods in this history.
6. The student will describe several educational placements for students who are deaf and hard of hearing and state a rationale for each in accord with LRE and other considerations.
7. The student will state rationales for implementing various methods of language development with children who are deaf and hard of hearing.
8. The student will state several arguments pro and con for implementing several communication methodologies with hearing impaired children.
9. The student will compare several structured and non-structured means of teaching syntax to deaf children.
10. The student will describe common characteristics associated with the speech of deaf speakers.
11. The student will describe the Northampton Chart and the distinctive features of the Ling method of teaching speech.
12. The student will describe several common psychological characteristics of deaf and hard-of-hearing children and adults.
13. The student will explain the difference between culturally fair and culturally bias testing and state examples of both.
14. The student will describe the possible effect of prelingual deafness on motor development.
15. The student will describe two types of personality tests and describe what they have revealed historically and in the 21st century about the personality of deaf and hard-of-hearing individuals.
16. The student will describe what the research has shown about the social development of deaf persons.
17. The student will describe the unique learning problems of deafness and secondary handicaps and state the estimated percentages of each secondary handicap.
18. The student will describe the various levels deaf children participate in the least restrictive environment.
19. The student will name and describe the service provided by various organizations serving the hearing impaired at the local, state, and national levels.
20. The student will describe the current vocational outlook for hearing impaired persons.
21. The student will describe several of the adjustments and concerns of parents of hearing-impaired children.
22. The student will describe several affective considerations when working with handicapped children.
23. The student will complete a research paper on an area of deafness or a closely related topic after a conference with the professor. This paper is to be of graduate-level quality and written according to APA style. Include both print and electronic resources.

## STATEMENT OF COURSE CONTENT:

1. Hearing impairment--Classifications, strategies, definitions, Educational arrangements.
2. Hearing and hearing loss. The measurement of hearing.
3. Historical aspects of the education of the deaf.
4. Language development
5. Speech development
6. Communication philosophy and controversy
7. Measurement of intelligence
8. Social maturity
9. Motor development
10. Personality development
11. Deaf persons with secondary disabilities
12. Vocational adjustment and career planning
13. Counseling children and parents

## III READINGS

Text for Course:

Moores, D. (2001). *Educating the Deaf: Psychology, Principles, and Practices* (5th ed.). Boston: Houghton-Mifflin Co.

Schwartz, S. (1996). *Choices in Deafness: A Parents=Guide to Communication Options*. Bethesda, MD: Woodbine House.

## OPTIONAL/SUPPLEMENTAL TEXTS

Lane, H. (1984). *When the Mind Hears: A History of the Deaf*  
New York: Random House.

Lane, H., Hoffmeister, R., Bahan, B. (1996). *Journey into the Deaf World*. San Diego, CA: DawnSignPress.

Luterman, D.M. (Ed.) (1986). *Deafness in Perspective*. San Diego, CA: College-Hill Press.

Muma, J., & Teller, H. (2003). *Proactive Deaf Education: Cognitive Socialization*. Hillsboro, OR: Butte Publications, Inc.

Myklebust, H.R. (1964). *The Psychology of Deafness*. New York, Grune and Stratton.

Quigley, S.P., & Kretschmer, R.E. (1982). *The Education of Deaf Children: Issues, Theory, and Practice*. Dallas, TX: Pro Ed.

Quigley, S.P. & Paul, P. (1990). *Education and Deafness*. White Plain, NY: Longman.

Scheetz, N.A. (2001). *Orientation to Deafness*. Needham Heights, MA: Allyn and Bacon.

Schirmer, B. (2001). *Psychological, Social and Educational Dimensions of Deafness*. Needham Heights, MA: Allyn and Bacon.

Stewart, D., & Kluwin, T. (2001). *Teaching Deaf and Hard of Hearing Students: Content, Strategies, and Curriculum*. Needham Heights, MA: Allyn & Bacon.

Vernon, M., & Andrews, J. (1990). *The Psychology of Deafness*. White Plains, New York: Longman.

#### IV. DESCRIPTION OF INSTRUCTIONAL PROCEDURES

- A. Lecture
- B. Discussion
- C. Student reports
- D. Demonstration and participation

#### V. COURSE REQUIREMENTS

##### A. Academic Requirements:

##### 1. EXAMINATIONS

Examination 1

Examination 2

Final Examination

##### 2. Book Critique

##### 3. Film Critique

##### 4. Research paper

##### (5. Optional Book and/or Film Critique)

The criteria for evaluating written work will include but not be limited to the following: format, organization, content, originality, logic and coherence, readability, overall evaluation (Did you do what you intended to do?), punctuality.

##### B. ADMINISTRATIVE REQUIREMENTS

1. All students are expected to attend each class session, take examinations when scheduled, and submit work when it is due.

2. **LATE ASSIGNMENTS:** Late assignments will be accepted only on or before the next regular class period and will be penalized by 60%. Assignments will not be accepted after that date. A grade of "0" will be given.

3. Requests for make-up examinations are discouraged and will be granted only under the most merited circumstances. Make-up examinations may be oral, written or a combination of both.

4. Incomplete grades will be given only under the most merited circumstances.

**ODA STATEMENT** If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of 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. Box 8586; Telephone (601) 266-5024; TTY (601) 266-6837; Fax (601) 266-6035.

#### VI COURSE SCHEDULE (ATTACHED)

VII 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*)

## VIII EVALUATION OF STUDENTS

Students will be evaluated as follows:

|                        |       |
|------------------------|-------|
| Examination 1          | 100   |
| Examination 2          | 100   |
| Final Examination      | 100   |
| Research paper         | 200   |
| Book Critique          | 40    |
| Film Critique          | 30    |
|                        | <hr/> |
|                        | 570   |
| Optional Book Critique | +15   |
| Optional Film Critique | +10   |

## VIII GRADING

513 - 570 = A

456 - 512 = B

399 - 455 = C

342 - 398 = D

<342 = F

## TENTATIVE CALENDAR

SHS 425: Educational and Psycho-Social Aspects of Deafness  
Spring Semester, 2006

- JA** 16 HOLIDAY - Dr. Martin Luther King's Birthday  
18 Orientation to course work. The deaf and hard-of-hearing population of the United States  
23 Hearing and hearing loss.  
25 Hearing and hearing loss.  
30 Hearing and hearing loss.
- FE** 1 Hearing and hearing loss--Guest Speaker  
6 History of the education of deaf persons.  
Optional reading - Edward Scouten, Turning Points  
Ruth Bender, The Conquest of Deafness  
8 History of the education of deaf persons  
13 **EXAMINATION**  
15 Communication and communication controversy  
20 Communication and communication controversy - Film  
22 Communication - Film
- MR** 1 Culture and community  
27 HOLIDAY Mardi Gras  
6 MR Culture and community - **Guest Speakers** – The Deaf Community in south Mississippi  
8 Culture and community – **Guest Speakers** – Auditory-Oral Education  
13 **EXAMINATION**  
15 Psychological Aspects  
20 Psychological Aspects - (**Book Critique Due**)  
22 Psychological Aspects of Deafness  
27 Psychological Aspects of Deafness - Film  
29 Psychological Aspects of Deafness
- AP** 3 Educational achievement of DHH students  
5 Educational achievement of DHH students  
10—14 SPRING VACATION  
17 DHH students with secondary handicaps **Research Paper Outlines Due. GUEST SPEAKER**  
19 DHH Students with secondary handicaps  
24 The DHH child and his/her family  
26 Vocational trends and outlook  
Organizations serving D/HH persons and their families  
Assistive devices
- MY** 1 DHH students in mainstream and inclusion programs  
The Resource Teacher  
**Research Papers Due Optional Book and/or Film Critique Due**  
3 Presentation of research papers REVIEW FOR EXAM  
10 **FINAL EXAMINATION 2:00 - 4:30 p.m.**  
13 Commencement 2:30

