

## Course Outline

SHS 433

### Developing Language Skills With Children Who Are Deaf and Hard of Hearing

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Text: Language Learning Practices with Deaf Children  
Third Edition  
Authors: Patricia McAnally, Susan Rose  
and Stephen Quigley

Supplemental Text: Language Learning in Children Who Are Deaf  
and Hard of Hearing  
—  
Authors: Susan Easterbrooks and Sharon Baker

#### Course Objectives:

1. The student will acquire the knowledge necessary to identify varying types and degrees of hearing loss and make decisions regarding their educational implications.
2. The student will develop an awareness of the psychoacoustic parameters and influences involved in speech perception.
3. The student will develop an understanding of the normal developmental sequence of speech, language, auditory and cognitive milestones.
4. The student will understand the varying methodologies and strategies used in assessing language skills in the child who is deaf and hard of hearing.
5. The student will acquire the skills necessary to foster and enhance language development in children who are deaf and hard of hearing.
6. The student will understand the major components of oral, total communication and bilingual-bicultural curricula.
7. The student will develop an understanding of the principles of auditory training and speechreading.
8. The student will understand basic classroom modifications which assist in the acquisition of speech and language abilities.

Course Requirements:

1. Each student is responsible for all material presented in class, including all handouts and assigned readings.
2. Each student is expected to attend class regularly and to participate in class discussions.
3. Each student will take three examinations, each totaling 100 points. Examinations will consist of true and false, fill-in-the-blank, short answer and discussion questions covering knowledge of material presented in class, from assigned readings and handouts. Make-up examinations are given only with a written physician excuse and must be taken before the next scheduled test. No make-up examinations will be given for Test 3. No bonus questions are included on tests not taken at the scheduled time.
4. Each student will complete one practical assignment, totaling 100 points. Working in pairs, students will develop and demonstrate a creative lesson to make a routine language exercise a fun and interesting activity for the deaf or hard of hearing child. One student in the pair will assume the role of teacher and the other student will assume the role of the pupil for the demonstration. Then, roles will reverse.
5. Each student will complete a special project totaling 100 points. Any project that is late or not picked up from the instructor as directed will be penalized 25 points. Projects will involve the development of a language curriculum which should include a series of language activities that may be used to teach various concepts to deaf and hard of hearing students in an oral, total communication or bilingual-bicultural setting at the preschool or elementary level. Students will share their individual curricula which they develop and review those curricula developed by other students according to certain criteria.
6. Grades on each of the three examinations, practical assignment and the project will be averaged to determine the final grade in the class. The class grading scale will be as follows:

90 - 100 points = A  
80 - 89 points = B  
70 - 79 points = C

60 - 69 points = D  
below 60 points = F

### Americans with Disabilities Statement

If a student has a disability that qualifies under the Americans with Disabilities Act(ADA), he/she should contact the Office for Disability Accommodations(ODA) for information on appropriate polices 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 of Disability Accommodations  
118 College Dr. #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 e-mail Suzy Hebert at Suzanne.Hebert@usm.edu

### Course Outline:

- I. Audiology/rehabilitation review
  - A. Common terminology
  - B. Types of hearing loss
  - C. Historical development of intervention methods
  - D. Program and service delivery options
- II. Psychoacoustic aspects of speech perception
  - A. Intensity parameters
  - B. Frequency parameters
  - C. Durational parameters
  - D. Linguistic parameters
- III. Amplification systems
  - A. Personal hearing aids
  - B. FM systems and other assistive devices
  - C. Operation and maintenance of amplification
  - D. Performance outcomes
- IV. Normal language development
  - A. Theories of language acquisition
  - B. Components of communication
  - C. Early pre-language milestones
    1. Motherese
    2. First words
  - D. Acquisition of childhood language
    1. Receptive and expressive sequence
    2. Pragmatic development
- V. Language development in children who are deaf and hard

of hearing

- A. Changes in early milestone acquisition
  - B. Semantic, syntactic and pragmatic differences
  - C. Impact on other areas
- VI. Assessment of communication abilities
- A. Evaluation guidelines
  - B. Norm referenced assessments
  - C. Criterion referenced assessments
  - D. Informal/non-standardized procedures
  - E. Data collection and result interpretation
- VII. Communication development and management
- A. Program selection criteria
  - B. Language intervention
    - 1. Family responsibilities
    - 2. Priority areas for successful management
    - 3. Formal/structured approaches to specific skill development
    - 4. Natural and whole language approaches
  - C. Communication modalities and systems
- VIII. Auditory training and speechreading
- A. Auditory development
  - B. Auditory assessment
  - C. Auditory learning and activities
  - D. Visual perception and evaluation
  - E. Speechreading activities
- IX. Classroom modifications essential to communication development
- A. Teacher responsibilities
  - B. Child responsibilities
  - C. Teaching strategies
  - D. Curriculum modifications
  - E. Student to student communication