

COURSE OUTLINE
SHS 530
Speech Pathology and the Hearing Impaired Child

Instructor: Virginia Berry, M.S.
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Text: Auditory Disorders in School Children
Fourth Edition
Authors: Ross Roeser and Marion Downs

Supplemental Texts and Readings:

Acoustics and Sound Systems in Schools
Author: Frederick Berg

Assessment and Management of Mainstreamed Hearing Impaired Children:
Authors: Mark Ross, Diane Brackett and Antonio Maxon

Speech and the Hearing Impaired Child
Author: Daniel Ling

Course Objectives:

1. The student will acquire the knowledge necessary to identify varying types and degrees of hearing loss and make decisions regarding their speech, language and educational implications.
2. The student will develop an awareness of the psychoacoustic parameters and influences involved in speech perception.
3. The student will understand the principles of various amplification systems, including the types available, fitting criteria and performance outcomes.
4. The student will develop an awareness of the normal developmental sequence of speech, language, auditory and cognitive milestones.
5. The student will understand the varying methodologies and strategies used in assessing communicative skills in hearing impaired children.
6. The student will gain the skills necessary to develop and implement a communication intervention program for hearing impaired children.

7. The student will acquire an understanding of the principles of auditory training and speechreading.
8. The student will understand basic classroom modifications which assist in the acquisition and maintenance of communication competencies.

Course Requirements and Formative Evaluation Procedures:

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 will be 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 administered during final exam week. No bonus questions are included on tests not taken at the scheduled time.
4. Each student will complete 2 special projects totaling 100 points each. Any project that is late or not picked up from the instructor as directed is penalized 25 points.
5. Each student will complete one paper totaling 100 points on a topic related to rehabilitation issues of individuals with hearing loss. Paper topics must be submitted in advance and approved by the instructor. Papers are to be a minimum of 10 pages, not including title page and references, and are to be completed in APA style.
6. Grades on each of the three examinations 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

Remediation

If you do not have a satisfactory grade of 70% or higher, you may contact the instructor for remediation. Remediation may include, but is not limited to, any one or more of the following:

1. Individual tutoring on selected topics with the instructor's Graduate Assistant.
2. Additional readings on topics discussed in class.
3. Additional assignments as deemed necessary.
4. Submit chapter outlines from textbook on areas of difficulties and prepare study questions.

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 review
 - A. Common terminology
 - B. Types of hearing loss
 - C. Degrees and configurations of hearing loss
- II. Psychoacoustic aspects of speech perception
 - A. Intensity parameters
 - B. Frequency parameters
 - C. Durational parameters
 - D. Linguistic constraints
- III. Amplification systems
 - A. Personal hearing aids
 1. Types and components
 2. Electroacoustic characteristics
 3. Maintenance and operation
 - B. FM systems and other assistive devices
 1. Types and components
 2. Candidate selection
 3. Maintenance and operation

- C. Performance outcomes
- IV. Normal speech and language development
 - A. Components of communication
 - B. Early pre-language milestones
 - 1. Motherese
 - 2. First words
 - C. Acquisition of childhood language
 - 1. Receptive and expressive sequence
 - 2. Pragmatic development
 - D. Phoneme classification
 - 1. Place
 - 2. Manner
 - 3. Distinctive features
 - 4. Phonetic alphabet
 - E. Acquisition of speech skills
 - 1. Phoneme development
 - 2. Suprasegmental parameters
- V. Speech and language development in hearing impaired children
 - A. Changes in early milestone acquisition
 - B. Semantic, syntactic and pragmatic differences
 - C. Speech production variations
 - D. Voicing and suprasegmental differences
- VI. Assessment of communication abilities
 - A. Evaluation guidelines
 - B. Norm referenced assessments
 - C. Criterion referenced assessments
 - D. Informal/Nonstandardized 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 of successful management
 - 3. Formal approaches to specific skill development
 - 4. Naturalistic language
 - 5. Whole language
 - C. Speech production intervention
 - 1. Family responsibilities
 - 2. Priority areas for successful management
 - 3. Formal approaches to specific skill development
 - 4. Special instrumentation
 - 5. Speech conservation and monitoring
- 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