

SHS 637: Advanced Clinical Practicum I

Catalog Description: Practicum and internship in education of children who are deaf or hard of hearing with placements in birth-to-six classroom settings. Students spend 7 hours per week (105 clock hours) in observation, active participation and teaching; in center-based programs.

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 knowledge comprehension, skill application and dispositions to teaching infants, toddlers and preschool-aged children who are deaf or hard of hearing. The student will:

- A. observe and make objective records of teaching and reflect on observations.
- B. compare and contrast strategies implemented by the teacher of the deaf or Auditory-Verbal therapist for effective management and instruction.
- C. establish and maintain positive professional relationships with students, parents and with school personnel, recognizing caregivers as experts with long-term influences in the lives of their child.
- D. administer and interpret age-appropriate formal and informal assessments for children who are deaf or hard of hearing birth to six years of age.
- E. write appropriate short and long-term behavioral objectives for an individual child and family.
- F. develop age-appropriate lesson plans and activities for individualized sessions and group instruction.
- G. execute individualized and group lessons, demonstrating both management and instructional techniques, including maximizing audition and spoken language.
- H. demonstrate skill acquisition and professional growth through self-evaluation, reflection and modification of lesson plans and teaching, based on constructive feedback from the cooperating teachers and the university supervisor.
- I. develop a professional growth plan and maintain a professional growth portfolio.

II. Course Content

- A. Observation and recording
 - 1. Observer objectivity
 - 2. Observer bias
 - 3. Checklists vs. narratives
 - 4. Subjective reflections

- B. Management and instructional strategies
 - 1. Management
 - a. routines
 - b. organization
 - c. transitions
 - d. preventive discipline
 - 2. Instruction
 - a. motivation
 - b. background knowledge
 - c. active learning
 - d. questioning
 - e. feedback
 - f. evaluation
 - g. diagnostic teaching

- C. Professional relationships
 - 1. Interacting with the cooperating teacher
 - 2. Interacting with caregivers
 - 3. Relationships with other professionals and school personnel
 - 4. Relating positively to children
 - 5. Extracurricular activities and professional decorum

- D. Assessment
 - 1. Administering and interpreting informal assessments, developmental scales and observations
 - 2. Administering and interpreting formal assessments

- E. Writing short and long-term goals
 - 1. Defining desired child/student behaviors
 - 3. Conditions of performance
 - 4. Performance criteria
 - 5. Objectives for the family
 - 6. Behavioral objectives for Individualized Family Service Plans (IFSPs)

- F. Instructional planning
 - 1. Family-centered planning
 - a. integrating goals for audition, speech, language, social skills and cognition
 - b. appropriate themes and materials
 - c. incorporating songs, rhymes and finger plays
 - d. parent guidance and education
 - e. planning for carryover and assessment
 - 2. Preschool planning

- a. linking listening and spoken language to content curriculum and themes
 - b. appropriate themes and materials
 - c. specifying procedures
 - d. incorporating songs, rhymes and finger plays
 - e. preparing a “script”
 - f. assessment of learning
3. Materials and activity selection
- a. commercially available materials
 - b. teacher-designed materials
 - c. materials easy for parents to make at home
 - d. materials as lesson enhancers/detractors
 - e. computer technology
- F. Implementation of instruction
1. Family-centered sessions
- a. selecting appropriate themes and materials
 - b. guiding, coaching and modeling for parents/caregivers
 - c. parent/caregiver guidance and education
 - d. developmental hierarchies for intervention
 - e. planning for carryover and assessment
 - f. integrating goals for audition, speech, language, social skills and cognition
 - g. rapport with child and effective behavior management
 - h. rapport with parents/caregivers
 - i. effective use of Auditory-Verbal techniques
 - i. use of the “hand cue”
 - ii. acoustic highlighting
 - iii. imitation and the auditory feedback loop
 - iv. natural communication
 - v. diagnostic teaching
2. Preschool instruction
- a. management of group behaviors and dynamics
 - b. integrating listening and spoken language with content curriculum
 - c. developing appropriate themes and materials
 - d. incorporating songs, rhymes and finger plays
 - e. maximizing opportunities for student participation
 - f. assessment of student learning
3. Hearing technology and maximizing audition
- a. troubleshooting equipment
 - b. administering and interpreting the Six Sound Test
 - c. using microphones and FM system effectively
 - d. side-by-side seating
 - e. optimizing acoustic input
 - f. using acoustic highlighting
 - g. record keeping and referral
4. Maximizing spoken language
- a. linking spoken language to concepts and themes
 - b. speech and language correction
 - c. language expansion techniques

5. Professional ethics
 - a. confidentiality
 - b. keeping accurate records
 - c. referrals

H. Reflective Practice

1. Receiving and responding to constructive criticism
2. Modifying lesson plans
3. Modifying instructional strategies
4. Reflection and self-evaluation

I. Professional portfolio

1. Developing a professional growth plan and portfolio
2. Maintaining professional artifacts
3. Producing a self-evaluative portfolio

III. Methods of Instruction

- A. Observation and participation in practicum placement
- B. Application of principles from coursework
- C. Constructive feedback from cooperating teachers and supervisor

IV. Methods of Evaluation

- A. Attendance 5%
- B. Observation reports (K,S) 10%
- C. Short and long-term objectives (K,S) 10%
- D. Lesson plans (K,S) 30%
- E. Evaluations by mentor teacher and University supervisor (K,S,D) 30%
- F. Development of Personal Growth Plan and Portfolio (including references to current research on best practices) (K,S) 15%
- G. Anonymous course evaluation (D)

V. Suggested Texts

Estabrooks, W. (Ed.), (2006). *Auditory-verbal therapy and practice*. Washington, D.C.: Alexander Graham Bell Association (In Press).

Estabrooks, W. (2001). *Fifty frequently asked questions about auditory verbal therapy*. Toronto, ON: Learning to Listen Foundation.

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