

SHS 657: Teaching Oral Deaf/HH Children with Multiple Challenges

Catalog Description: It has now been reported that 40% of children with hearing loss have an identified additional disorder. This course will equip the graduate student to identify these additional challenges, counsel the family whose child is multiply involved, adjust planning and oral instruction according to the child's particular needs, identify other specialist that are essential for an effective team approach and make recommendations for continued programming as the child's skills develop and needs change.

Course Credit: 3 semester hours

Prerequisites

Assessment and Development of Listening, Speech and Spoken Language
Normal Language Development
Infant Development or Child Development
Anatomy & Physiology of the Speech Mechanism
Anatomy & Physiology of the Vocal Mechanism
Introduction to Audiology
Phonetics
Or permission of instructor

I. Course Objectives

Students will achieve growth toward becoming informed, dynamic professional 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 with additional challenges.

- A. Discuss current needs for children with multiple issues
- B. Explain reasons for increased demand for spoken language for children with hearing loss and additional issues
- C. Describe present challenges to educators who teach multiply challenged children who are deaf or hard of hearing
- D. Demonstrate techniques in counseling families whose child has a hearing loss with additional challenges
- E. Access and interpret research on hearing loss accompanied by additional special needs
- F. Outline assessment procedures for children who present with a variety of conditions
- G. Describe Attention Deficit Disorder (ADHD) including guidelines for differential diagnosis and effective intervention practices
- F. Discuss strategies in teaching spoken language to children who are deaf-blind

- I. Illustrate how to address diversity issues so that children with hearing loss from culturally and linguistically diverse backgrounds have access to auditory/oral services
- J. Specify learning conditions that create appropriate environments to foster language and literacy learning
- K. Discuss sensory needs and therapeutic strategies for addressing them
- L. Demonstrate the ability to access pertinent medical information in diagnosis and treatment of children with hearing loss and additional challenges
- M. Explain typical instructional needs of children with neurologically based dysfunction
- N. Engage children in multi-sensory instruction that has been proven effective with children who are deaf or hard of hearing with no other needs
- O. Outline procedures in identification and treatment of children with hearing loss and auditory processing disorders
- P. Discuss cochlear implants for children with hearing loss and other special needs
- Q. Demonstrate effective strategies in teaching children with hearing loss and cognitive challenges
- R. Outline a multidisciplinary auditory/oral instructional program for a child who is deaf or hard of hearing with another diagnosed disability

II. Course Content

- A. Discuss current needs for children with multiple issues
 1. Articulate current statistics in the occurrence of children born with both hearing loss and additional disabilities
 2. Discuss why some children with hearing loss who have additional challenges are misdiagnosed or undiagnosed
 3. Identify issues to consider in determination of how to best serve those who do not fit the “typical” profile of children who are deaf or hard of hearing
 4. Discuss diagnosis and age of onset of various additional disabilities for the deaf or hard of hearing child
 5. Describe the types of additional challenges that children who are deaf who are deaf or hard of hearing may have
 6. Discuss both auditory and visual approaches in teaching spoken language to multiply challenged children who are deaf or hard of hearing
 7. Articulate the need and benefit of a team approach to working with children with special needs
 8. Identify experts whose knowledge and expertise should be tapped to better understand and treat children who are deaf or hard of hearing
- B. Explain reasons for increased demand for spoken language for children with hearing loss and additional services

1. Discuss the increased survival rates of premature and at risk infants
 2. Explain the impact of newborn infant screening and early identification
 3. Describe why there is greater accuracy today in audiological evaluation of infants
 4. Analyze the use of cochlear implants and digital hearing aids with multiply challenged children
 5. Discuss various technologies that have impacted the ability of more children to learn spoken language
 6. Describe the improved support for access to early intervention programs that provide spoken language options
- C. Describe present challenges to educators who teach children who are deaf or hard of hearing with additional disabilities
1. Discuss the issues of appropriate formal and informal assessment of multiply challenged children
 2. Articulate the need for counseling to families of children who have multiple disabilities
 3. Demonstrate behavioral techniques that have been proven effective with children who need specialized behavior management
 4. Analyze the effect of a disability on social interaction
 5. Explain the need for a social skills curriculum for children with special needs
 6. Demonstrate ways to teach skills in social interaction to children with multiple challenges
 7. Outline options for intervention when a child is diagnosed with a disability in addition to hearing loss
 8. Define “accommodations” and discuss what accommodations may be needed for a multiply challenged child
 9. Describe a variety of instructional techniques that have been proven effective in teaching spoken language to children who are deaf or hard of hearing with additional disabilities
- D. Demonstrate techniques in counseling families whose child has a hearing loss with additional challenges
1. Examine how parents of a child with a hearing loss usually come to terms with the diagnosis of deafness
 2. Compare and contrast the grieving process of a death in a family versus a child being diagnosed with special needs
 3. Describe how parents of a child with multiple disabilities usually feels a “double alienation” at home and within a program
 4. Describe the anger parents exhibit in their grieving process (as it relates to multiple challenges)
 5. Explain ways a professional can help parents work through their anger
 6. Describe the guilt parent exhibit in their grieving process (as it relates to multiple challenges)
 7. Explain ways a professional can help parents work through their guilt
 8. Describe the denial parents exhibit in their grieving process (as it relates to multiple challenges)
 9. Explain ways a professional can help parents work through their denial
 10. Discuss parental isolation and vulnerability as they journey with their special needs child

11. Demonstrate ways a professional can support a family in their quest to find a community for themselves and their child
- E. Access and interpret research on hearing loss accompanied by other special needs
1. Analyze the current status on epidemiology of current hearing loss in babies, infants and young children
 2. Cite current statistical data on the causes of hearing loss
 3. Discuss estimates of children with hearing loss and multiple disabilities
 4. Explain how many children with hearing loss from developing countries
 5. Cite current research in the field regarding children who have multiple challenges
 6. Address the need for more and better research regarding children who have hearing loss accompanied by additional disabilities
- F. Outline assessment procedures for children who present with a variety of conditions
1. Explain the need to accurately identify a child's cognitive abilities to develop appropriate expectations and goals
 2. Analyze the need for accurate differential diagnosis of a child's impairments to both aid in the design of educational and treatment programs and for long term planning
 3. Discuss how assessment results should be used to determine a child's ability to participate in decisions and to co-operate with procedures
 4. Explain that assessment to determine behavioral or emotional problems is required to understand and plan for disabilities that may interfere with educational program and the development of adaptive behaviors
 5. Describe how assessment results should be used to determine appropriate methods to adapt instruction and therapy to the specific abilities of a child who has cognitive, behavioral or emotional differences
 6. Describe methods of cognitive assessment including formal instruments and informal strategies
 7. Describe accepted procedures in the assessment of learning disabilities in children with hearing loss
 8. Explain the difficult task of identifying specific language impairments that co-occur with hearing loss
 9. Describe the team approach required in the assessment of children with hearing loss accompanied by a language disorder and/or auditory processing issue
 10. Describe accepted procedures in the assessment of children with hearing loss and vision loss
 11. Describe accepted procedures in the assessment of Attention-Deficit/Hyperactivity Disorder
 12. Describe accepted procedures in the assessment of Autism Spectrum Disorders
 13. Define Sensory Integration Dysfunction and the role it should play in identification and intervention with children who have neurological involvement
 14. Describe accepted procedures in the assessment of children with emotional and behavioral problems

15. Explain how adjustment in assessment should/could be made for children with significant motor impairment

- G. Describe Attention Deficit (Hyperactivity) Disorder – ADD (ADHD) including guidelines for differential diagnosis and effective instructional practices
1. Identify inattention symptoms that often occur in a child with AD(H)D
 2. Identify hyperactive –impulsive symptoms that often occur in a child with AD (H)D
 3. Define mental energy controls, intake controls and output controls and discuss the role they play in diagnosis of AD(H)D
 4. Analyze specific research that has been done with children diagnosed with AD(H)D
 5. Explain how and why observation of a student must accompany formal testing for AD(H)D
 6. Compare and contrast AD(H)D criteria for children with normal hearing and related behavior that can result from hearing loss
 7. Analyze the current use of medication for treatment of AD(H)D
 8. List and explain options for accommodations and treatment of AD(H)D
- H. Discuss strategies in teaching spoken language to children who are deaf-blind
1. Identify the criteria required for a deaf –blind diagnosis
 2. Discuss current incidence figures for deaf blind diagnosis
 3. Explain why most deaf blind children are identified early
 4. List and explain the risk factors associated with hearing loss and visual impairment in children
 5. Compare and contrast typical eye appearance to atypical eye appearance
 6. Identify typical early visual skills
 7. Define visual impairment
 8. Discuss types of visual impairments
 9. 9. Develop a guide to gather information from the parents of the deaf blind child
 10. Explain adaptations that should be made for a child’s vision loss
 11. Construct a plan for interdisciplinary collaborations for programming for a child with both hearing and visual issues
- I. Illustrate how to address diversity issues so that children with hearing loss from culturally and linguistically diverse backgrounds have access to auditory/oral services
1. Discuss the challenges faced in oral programming for an increasingly diverse society
 2. Explain why children with hearing loss form cultural and linguistic backgrounds should be considered as a “multi challenged” population
 3. Delineate ways that a professional can become a culturally and linguistically competent professional
 4. Compare and contrast similarities and differences between the teacher and the culturally diverse family

5. Identify obstacles in language assessment and intervention for children who are deaf or hard of hearing from diverse cultural and language backgrounds
 6. Discuss accommodations which should be made in oral programming for children who are from diverse cultural settings
- J. Specify learning conditions that create appropriate environments to foster language and literacy learning
1. Discuss the use of Cambourne's eight learning conditions as a framework for developing and maintaining a supportive learning environment
 2. Identify and define the three components required for interactive discourse
 3. Discuss and describe the systematic application of Gardner's Multiple Intelligence theory in assessing the strengths and needs of learners and in assisting team members as they develop, adapt and modify environments and instructional activities for a child with special needs
 4. Define and discuss linguistic intelligence
 5. Define and discuss interpersonal intelligence
 6. Define and discuss musical intelligence
 7. Define and discuss logical-mathematical intelligence
 8. Define and discuss intrapersonal intelligence
 9. Define and discuss visual-spatial intelligence
 10. Define and discuss bodily-kinesthetic intelligence
 11. Define and discuss naturalistic intelligence
 12. Explain how programming should be individualized in order to teach any child to "learn how to learn" with both spoken and written language
- K. Discuss sensory needs and therapeutic strategies for addressing them
1. Define sensory dysfunction
 2. Define sensory integration and its role in learning
 3. Identify the areas of dysfunction in sensory perception and use of sensory information
 4. Examine the neurological base of sensory dysfunction
 5. Define proprioception and explain behaviors of a child with dysfunction in this area
 6. Define vestibular functioning and explain behaviors of a child with dysfunction in this area
 7. Define tactile functioning and explain behaviors of a child with dysfunction in this area
 8. Explain how sensory sensitivity can affect the child with multiple needs
 9. Illustrate ways that sensory dysfunction can be addressed to enhance learning in classrooms and therapy sessions
- L. Demonstrate the ability to access pertinent medical information in diagnosis and treatment of children with hearing loss and additional challenges
1. Practice reading veiled reports from doctors, clinics, therapists, etc. and determine what part of the report should be researched for further understanding of the child's issues

2. Describe ways to access pertinent information concerning the etiology of a disability
 3. Describe ways to access pertinent information concerning the diagnosis of a disability
 4. Describe ways to access pertinent information concerning prescribed medicine for children with multiple challenges
- M. Explain typical instructional needs of children with neurologically based dysfunction
1. Identify and explain the basic functions of the central nervous system
 2. Identify and explain the basic functions of the peripheral nervous system
 3. Illustrate the issues that may arise when the child's neurological system does not develop normally
 4. Illustrate the issues that may arise when the child's neurological system is injured
 5. List and define various diagnosis that are neurologically based
 6. Discuss how neurological dysfunction could effect the language learning of a child with hearing loss
 7. Outline typical therapeutic needs of children whose neurological system is damaged/dysfunctional
- N. Engage children in multi-sensory instruction that has been proven effective with children who are deaf or hard of hearing with other needs
1. Define multi-sensory instruction
 2. Define cued speech and explain its benefits
 3. Discuss the history and the principles of the Association Method
 4. Explain the distinctive features of the Association Method
 5. Outline the instructional levels of the Association Method
 6. Discuss the correlative programs and instructional steps in the Association Method
 7. Defend the use of multi-sensory instruction with children who are multiply challenged
- O. Outline the procedures in identification and treatment of children with hearing loss and auditory processing disorders
1. Define central auditory processing disorder (CAPD)
 2. Discuss procedures that identify an auditory processing issue in a child with a hearing loss
 3. Explain the challenges in identification of CAPD in the hearing impaired population
 4. Outline processing areas in audition and explain their contribution to language learning
 5. Prepare a therapy plan when given a case study of a child diagnosed with hearing loss and CAPD
- P. Discuss cochlear implants for children with hearing loss and other special needs

1. Describe a typical implant selection process for implantation of children with multiple disabilities
 2. Discuss the counseling process for families of multiple-challenged children pre and post implant
 3. Describe successful (re) habilitation for implanted children with multiple issues
 4. Explain difficulties reported during implant (re)habilitation of some children with multiple issues
 5. Outline typical expectations for (re)habilitation of implanted multiply challenged children
- Q. Demonstrate effective strategies in auditory/oral instruction of children with hearing loss and cognitive challenges
1. Define cognitive delay by describing formal and informal evaluation techniques
 2. Explore research of (re)habilitation results with implanted children who have cognitive delays/impairments
 3. Explain how cognition influences speech perception
 4. Outline a proposed oral therapy session for an assigned child with given hearing and cognitive challenges
- R. Outline a multi-disciplinary auditory/oral instructional program for a child who is deaf or hard of hearing with another diagnosed disability
1. Explain why a team approach would be most effective in identification and treatment of a child who is deaf or hard of hearing with other disabilities
 2. Discuss types of medical professional who could/should be considered in an effective oral treatment program for multiply challenged deaf children
 3. Describe various types of clinical professionals who could/should be considered in an effective oral treatment program for multiply challenged deaf children
 4. Discuss types of educational professionals who could/should be considered in an effective oral treatment program for multiply challenged deaf children
 5. Explain the role of parent participation in a multi-disciplinary approach designed to teach spoken language to children who are deaf or hard of hearing with additional disabilities

III. Methods of Instruction

- A. Lectures and group discussions
- B. Quality and quantity of class participation
- C. Observing and discussing case studies
- D. Developing a notebook regarding various exceptionalities
- E. Reading assignment critiques
- D. DVD/Video critiques
- E. On line research
- F. Guest lectures/demonstrations from various experts
- G. Lesson planning

IV. Methods of Evaluation

- A. Attendance and participation (D) 10%
- B. Written examinations and quizzes (K,S) 50%
- C. Content and organization of class notebook (K,S) 10%
- D. On-going written assignments, including critiques of relevant research (K,S) 15%
- E. Summaries of guest lectures (K,S) 7.5%
- F. Critiques of lesson execution (K,S,D) 7.5%

V. Suggested Texts

No required text. Various reading assignments will be made.

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