

SHS 691: Implementing a Family-Centered Early Oral Intervention Program

Catalog Description: This course will provide graduate students with knowledge of family-centered early intervention programming for infants and children who are deaf or hard of hearing, including practical applications for designing and utilizing family coaching sessions in the natural environment. Topics will include behavior management and developing parenting skills. Discussions concerning the family's role, the coach's role, and the service coordinator's role will be led by key faculty, along with discussions on strategies, activities, and management of the learning environment.

Course Credit: 2 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 become informed, dynamic professionals with proficiency in collaborating with other agencies, structuring the natural environment, and empowering families through coaching strategies. Students will become proficient in teaching parents and other caregivers effective, practical strategies for positive child management. The student will:

- A. Define the roles of various Mississippi Department of Health professionals in Early Intervention.
- B. Describe the screening-to-diagnosis process, as outlined by the Mississippi Department of Health.
- C. Describe the referral-to-service process, as outlined by the Mississippi Department of Health.
- D. Describe the "learning center" parents will develop in the home and how to structure home environments for positive auditory learning.
- E. Describe the role and specify the necessary characteristics of the Early Intervention Coach
- F. Describe the role of the family.
- G. Describe typical behavior at different stages of the years from birth to age five
- H. Identify common behavior problems exhibited by children ages birth to five.

- I. Acquire knowledge concerning how to teach families to implement appropriate child management strategies.

II. Course Content

- A. Discuss the role of EDHI-M as it affects the Early Intervention Coach.
 1. Summarize the current status of EDHI-M.
 2. Identify challenges facing EDHI-M.
 3. Discuss the role of the EI Coach
- B. Screening-to-diagnosis process.
 1. Identify challenges.
 2. Problem-solve to find solutions for possible problems.
- C. Referral-to-service process
 1. Identify challenges.
 2. Problem-solve to find solutions for possible problems.
 3. First Steps Early Intervention practices
- D. Discuss the “Structured Home Program” and learn to implement the program.
 1. Identify family practices that lead to a chaotic home.
 2. Identify environmental factors that negatively impact learning in the home.
 3. Identify competing background noise in the home environment
 4. Research how to influence the family to make positive changes in the home
 5. Discuss the role of the service provider in leading the family to make necessary adjustments in the home environment.
 6. Define structured learning sessions and unstructured learning sessions and role-play those situations.
 7. Write a plan for helping parents establish structure in the home environment.
- E. Early Intervention Coach
 1. Roles and responsibilities
 2. Characteristics
 3. Communicating with and coaching the family
- F. Role of the Family
 1. Family dynamics and interactions
 2. Family needs and responsibilities
 3. Parent-professional partnerships
- G. Discuss typical child development and how it affects the family.
 1. Physical development
 2. Emotional development
 3. Language development
 4. Discuss parental reactions to typical development situations
- H. Discuss common behavior of preschoolers

1. Understand the needs of preschoolers.
2. Discuss the activity levels of preschoolers.
3. Role-play family settings centered on preschoolers.
4. Identify facilitating environments and antecedent behaviors of typical behavior problems.
5. The effect of the environment and the child's physical, emotional, and language development on behavior.

I. Implementing appropriate behavior management strategies

1. Positive and negative reinforcement
2. Discipline, rewards versus punishment
3. Communicating behavior issues to families
4. Preventing behavior problems
5. Problem-solving to find solutions for behavioral problems.
6. Researching how to implement effective behavioral plans.
7. Identifying communication processes that lead to more effective child management.
8. Identify problems caregivers have with recognizing and implementing positive behavioral practices.
9. Role-play how to coach parents to change their management techniques.

III. Methods of Instruction

- A. Lectures and group discussion
- B. Quality and quantity of class participation
- C. Reading assignment critiques
- D. On-line research
- E. DVD/Video critiques
- F. Observing and discussing case studies
- G. Role-play family sessions in the home environment.
- H. Lesson planning

IV. Methods of Evaluations

- A. Attendance (D) 5%
- B. Quality and quantity of class participation (K,S,D) 10%
- C. Written examinations and quizzes (K,S) 40%
- D. Laboratory participation (K,S) 10%
- E. On-line web search and summary (K,S) 10%
- F. Research paper (K,S,D) 15%
- G. Case study audiology report (K,S, D) 10%
- H. Anonymous course evaluations (D)

V. Suggested Texts

Essa, E. (1999). *A practical guide to solving preschool behavior problems* (4th ed.). Albany, NY: Delmar.

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