The University of Southern Mississippi  
College of Health  
Department of Speech and Hearing Sciences  
Fall 2016

Course Title & Number: SHS 629 Auditory-Verbal Development and Practice

Course Credit Hours: 3 semester hours

Course Description: Counseling and working with families; Auditory-Verbal and Auditory-Oral principles and practices; goal setting and service delivery plans; reflective practice.

Professor of Record: Christina Perigoe, Ph.D.

Office Location: Magnolia House, Jackson, MS and JBG 229
Office Hours: Students can make appointments by phone or by email. Appointments may be in person or via online technology
Telephone: 601-520-8485
Fax: 601-266-5224
Email: christina.perigoe@usm.edu

Format of Course: Face-to-face at Magnolia House, Jackson, MS.

Class time: Tuesdays 1:00 – 4:00 PM
Location: Magnolia House, Jackson, MS.

Drop Date: n/a

Required Texts:

Supplementary Text(s) and Sources:

Additional readings, video recordings and research articles will also be assigned.

**Required Technology:**
Students will be required to be proficient with using Microsoft Word and PowerPoint, scanning and uploading documents via email or Dropbox and in finding online resources. They will also videotape at least one lesson for self-evaluation and evaluation. The video will also demonstrate their proficiency in checking hearing technology.

**Course Objectives and Goals:** The purpose of this course is to provide students with a framework for evaluating and planning for the developmental and instructional needs of children who are deaf or hard of hearing in auditory-verbal intervention. Graduate students will perform formal and informal assessments to be used to develop goals, write lesson plans and teach listening, speech and spoken language skills. They will also learn strategies for intervention and for guiding parents in becoming the primary facilitators of their child’s spoken language development.

**Instructional Strategies:** The course will be delivered through face-to-face lectures with internet support. In addition, students will view videos, observe and participate in auditory-verbal intervention with families and self-reflect.

**Standards Alignment:** The Deaf Education graduate curriculum is aligned with the Initial Teacher Preparation standards of the Council on Exceptional Children (CEC), which subsume the Council on Education of the Deaf (CED) candidate standards. InTASC student standards (1-10) which are aligned with CAEP standards are also subsumed. This course addresses the following CEC Standards: Standard 1: Learner Development and Individual Learning Differences; Standard 2: Learning Environments Standard; 3: Curricular Content Knowledge; Standard 4: Assessment; Standard 5: Instructional Planning & Strategies; and, Standard 6: Professional Learning and Ethical Practices; Standard 7: Collaboration. The CED sub-standards and InTASC standards related to each Candidate Learning Outcome are listed in the brackets.

**Candidate Learning Outcomes from Course: The student will . . .**
1. describe the stages and processes of listening development in typically developing children. (CEC/CED: DHH1K5, 1K6; InTASC 1)
2. describe the stages and processes of speech acquisition in typically developing children. (CEC/CED: DHH1K5, 1K6, 1K9; InTASC 1)
3. describe the effects of hearing loss on the auditory and speech development of children with hearing loss. (CEC/CED: DHH1K1, 1K2, 1K7, 1K8; InTASC 2)
4. interpret commonly used observational and informal evaluation tools associated with speech perception/listening and speech production in children who are deaf or hard of hearing ages birth to six. (CEC/CED: DHH4K1; DHH4S1, 4S2, 4S3; InTASC 6)
5. plan and implement age-appropriate instruction of individualized auditory-verbal session plans to stimulate formal and informal acquisition of listening, speech and oral
communication in children who are deaf or hard of hearing ages birth to six. (CEC/CED: DHH2S2, 2S4, 2S5; DHH3S2; DHH5S1-S5, 5S8, 5S10; InTASC 3, 6, 7, 8)

6. work collaboratively with parents/caregivers to implement individualized auditory-verbal session plans using current hearing technologies (CEC/CED: DHH2K1; DHH2S2, 2S4, 2S5; DHH3S2; DHH5S1-S5, 5S8, 5S10, DHH7S1; InTASC 3, 6, 7, 8, 10)

7. maximize the role of technology in evaluating and developing listening, speech and oral communication in children who are deaf or hard of hearing ages birth to six and determine whether auditory devices are optimal for speech development, using principles of speech acoustics. (CEC/CED: DHH2S4; InTASC 6)

8. state the professional standards, principles and practices of Auditory-Verbal intervention and use reflective practice and towards becoming life-long learners. (CEC/CED: DHH6K2-6K4; DHH6S1-6S3; DHH7K1; InTASC 9, 10)

**Evaluation Methods**

<table>
<thead>
<tr>
<th>Candidate Learning Outcomes aligned to CEC/CED and InTASC standards</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
<th>Rubric or template available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3, 4, 5, 8</td>
<td>Readings Q and As and summary &amp; reflections on videos</td>
<td>ongoing</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>1, 3, 4, 5, 6</td>
<td>Baby is Listening videos – answer assigned questions</td>
<td>ongoing</td>
<td>5%</td>
<td></td>
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<tr>
<td>8</td>
<td>On-line research and website reviews</td>
<td>ongoing</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Talbot review, reflection &amp; presentation</td>
<td>9/20</td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Speech Babble Activity</td>
<td>10/4</td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>1, 3, 4</td>
<td>Review of Auditory Curriculum and PowerPoint Presentation</td>
<td>10/18</td>
<td>5%</td>
<td>yes</td>
</tr>
<tr>
<td>4, 5</td>
<td>Profile, Current Level of Functioning of AV child</td>
<td>10/25</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>101 FAQs reviews &amp; presentations</td>
<td>11/8</td>
<td>2.5%</td>
<td></td>
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<tr>
<td>2, 4, 5</td>
<td>Ling Speech Plan</td>
<td>11/29</td>
<td>5%</td>
<td>yes</td>
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<tr>
<td>8</td>
<td>AV article summary &amp; presentation</td>
<td></td>
<td>5%</td>
<td></td>
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<tr>
<td>1, 2, 3, 4, 8</td>
<td>Quizzes</td>
<td>ongoing</td>
<td>20%</td>
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<tr>
<td>1, 2, 3, 4, 8</td>
<td>Mid-semester Examination</td>
<td>11/2</td>
<td>10%</td>
<td></td>
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<tr>
<td>4, 5, 6, 7</td>
<td>*Lesson Plan 1 and Reflection</td>
<td>11/8</td>
<td>5%</td>
<td>Yes CAEP #3</td>
</tr>
<tr>
<td>4, 5, 6, 7</td>
<td>*Lesson Plan 2 and Reflection</td>
<td>11/29</td>
<td>5%</td>
<td>Yes CAEP #3</td>
</tr>
<tr>
<td>3, 4</td>
<td>Case Study Report</td>
<td>12/5</td>
<td>15%</td>
<td>yes</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Participation</td>
<td>ongoing</td>
<td>2.5%</td>
<td></td>
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*Key CED Candidate Assessment #7
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>96 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>91 - 95.9</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 90.9</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.9</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76.9</td>
</tr>
<tr>
<td>D</td>
<td>65 – 72.9</td>
</tr>
<tr>
<td>F</td>
<td>BELOW 65</td>
</tr>
</tbody>
</table>

Please be advised that a “B” average must be maintained in graduate school to remain in the program.

Professional Education Unit Policies and Conceptual Framework:
All policies of The University of Southern Mississippi’s Professional Education Unit can be found online at https://www.usm.edu/education-psychology/unit-policies. The Unit is responsible for developing and revising Unit policies and procedures to reflect changes in University requirements, accreditation standards, and applicable federal, state, and authoritative sources. In the event of a conflict between another Unit-created document (paper or electronic) and the updated policies and procedures, the policies and procedures listed on this website will prevail. The Unit’s conceptual framework can be found at that link as well.

Class Policies:
Students are expected to actively participate in all class discussions and activities and to complete all assignments.

- Students are expected to be prepared for class sessions by reading assigned materials and viewing assigned videos/DVDs prior to that week.
- Students are expected to be on time and participate in class discussions and activities.
- Students are expected to turn off cell phones, not text or communicate electronically (e.g. email) during class and to respect others.

Remediation Statement:
According to SHS department policy, students who make a grade of “C” or lower on any examination or project must come to the instructor’s office to discuss study habits and the reasons for poor performance. A remediation plan will be developed, which may include extra readings and/or additional assignments to ensure the acquisition of the requisite skills.

Course Communication:
You may contact your instructor via phone or email, or by setting up an appointment. If you have questions, please feel free to ask about how to complete assignments.

Policy on Attendance and Makeup Work:
Regular attendance, preparation and participation is essential for achievement in this course. Attendance and regular work in all components of this course is required and expected. Any class re-scheduling will be at the discretion of the instructor.

- 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.
Late submission of assignments should be rare. Late assignments will be accepted only on or before the next regularly scheduled class period. Assignments submitted late will be penalized by 25%.

Make-up examinations will be given only under the most merited circumstances and may be oral or written or both oral and written.

Requests for an Incomplete (I) grade, are discouraged, and will not be approved except in the most merited circumstances.

**Academic Honesty Statement:**
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 a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.

**Plagiarism Statement:**
Students are expected to adhere to the highest standards of academic honesty as outlined in the USM Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text, and full bibliographic references must appear in the reference section of the paper/assignment. Sources must be in quotes and include author(s), year of publication, or other reference notes as required by the college department format (e.g. APA, Chicago). Other forms of academic dishonesty include but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student’s answers, etc. Academic dishonesty will result in the grade of a “0” on the assignment, and/or in the course, and/or the student may be reported to the Vice President for Academic Affairs for further action.

**ADA Statement:**
Students with disabilities requiring assistance, and who qualify under Section 504 and/or the American with Disabilities Act (ADA), should contact the Coordinator for the Office of Disability Accommodations for information on appropriate policies and protocols.

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 ODA at ODA@usm.edu

**Resources for Student Success:**
As a student at The University of Southern Mississippi, you have access to individualized assistance with writing and speaking assignments for any course through the University’s Writing Center and Speaking Center on both the Hattiesburg and Gulf Coast campuses. The
centers offer personalized assistance at any stage of the writing or speaking process. Whether you want help brainstorming for topic ideas, developing an outline, conducting research, or learning proofreading or presentation skills, the centers can help you become a more effective writer and speaker. The Speaking Center also offers practice rooms for recording presentations and working with delivery aids (PowerPoint and Internet access are available).

The centers are centrally located in Cook Library on the Hattiesburg campus (first floor just past Starbucks) and in Gulf Park Library on the Gulf Coast campus. For more information or to schedule an appointment, please call, come by, visit online, or join us on Facebook (USM Writing Center or Southern Miss Speaking Center).

- Speaking Center - 601.266.4965, Cook Library 117, www.usm.edu/speaking-center
- Writing Center - 601.266.4821, Cook Library 112, www.usm.edu/writing-center
- Gulf Coast Speaking & Writing Center - 228.207.0150, Gulf Park Library, www.usm.edu/gulfcoast/learning-commons

Course Schedule: (Tentative flow of topics)

1. Stages of auditory development
2. Stages of speech development
3. Effects of hearing loss on the development of auditory function and speech
4. Informal assessment, developmental scales and observation
5. Parent-Child interactions that facilitate auditory and spoken language development
6. Interpretation of formal and informal assessments and development of goals in listening and speech for children who are deaf or hard of hearing (birth-6)
7. Developing and implementing teaching/intervention plans in listening, speech and oral communication for children who are deaf or hard of hearing (birth-6)
8. Maximizing technology in evaluation and teaching/intervention with children who are deaf or hard of hearing (birth-6)
9. Auditory-Verbal (AV) and Auditory-Oral (AO) Practice
10. Auditory-Verbal Techniques and Implementation
11. Reflective practice