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

Course Title & Number: SHS 651 Assessment and Development of Listening, Speech and Spoken Language

Course Credit Hours: 3 semester hours

Course Description: Development of listening, speech and carryover of speech skills to spoken language in young children who are deaf or hard of hearing, including functional assessment, goal setting, diagnostic teaching and strategies for intervention.

Professor of Record: Christina Perigoe, Ph.D.

Office Location: Magnolia House, Jackson and JBG 229
Office Hours: As posted and by appointment through email, phone or in person
Telephone: 601-520-8485
Fax: 601-266-5224
Email: christina.perigoe@usm.edu

Format of Course: Face-to-face

Class Days, time: Mondays 1-5 PM
Location: Magnolia House, Jackson, MS

Drop Date: n/a

Required Texts:

Supplementary Text(s) and Sources:

Required Technology:
Students will be required to be proficient with using Microsoft Word, 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:**
This course will review formal assessment tools in listening, speech and spoken language typically used to evaluate children who are deaf/hard of hearing who use spoken language. The Ling Model of speech assessment and intervention will be reviewed, including strategies for development and remediation of speech using a variety of sense modalities. The parameters for evidence-based report writing will also be presented. Graduate students will perform formal assessments with a child who is deaf/hard of hearing and collaborate to write an integrated case study report. This case study will include test protocols and test interpretation of typical assessments; a language sample of authentic spoken language and phonological skill development; goals for listening, speech and spoken language; and recommendations for parents and school personnel.

**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 listening and speech assessments and intervention with children who are deaf/hard of hearing 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. administer and interpret commonly used evaluation tools of speech perception and listening function for children who are deaf or hard of hearing. (CEC/CED: DHH1K7-K8, DHH4K1, DHH4S1-S3; InTASC 1, 2, 6)
2. administer and interpret commonly used evaluation tools of phonetic and phonologic level speech production for children who are deaf or hard of hearing. (CEC/CED: DHH1K7-K8, DHH4K1, DHH4S1-S3; InTASC 1, 2, 6)
3. identify errors of “deaf speech” commonly associated with late intervention and/or poor auditory management. (CEC/CED: DHH1K2, 1K7; InTASC 2)
4. design individualized learning goals in listening, speech and spoken language for children who are deaf or hard of hearing and compare targets at the phoneme/syllable, word and sentence/discourse levels. (CEC/CED: DHH5S1-S4; InTASC 1, 2, 7)
5. design and implement age-appropriate intervention to stimulate formal and informal acquisition of listening, speech and spoken language skills in children who are deaf or hard of hearing and self-evaluate. (CEC/CED: DHH5S1-S4; InTASC 1, 2, 7, 8, 9)

6. maximize the role of technology in evaluating and developing listening, speech and spoken language communication in children who are deaf or hard of hearing and determine whether auditory devices are optimal for speech development, using principles of speech acoustics. (CEC/CED: DHH5S5; InTASC 2, 3, 9)

7. write an integrated, collaborative report of assessments in listening, speech and spoken language with goals and recommendations and present findings. (CEC/CED: DHH4K1, DHH4S1; DHH5S1; DHH6K2; InTASC 4, 6, 7, 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 and HOPE online Q and As and summary &amp; reflections on videos</td>
<td>ongoing</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>1, 2, 3</td>
<td>Exams/Quizzes</td>
<td>ongoing</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Participation</td>
<td>ongoing</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ling Speech Plan</td>
<td></td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>5, 6</td>
<td>Lesson Plan and self-evaluation 1</td>
<td></td>
<td>10%</td>
<td>yes</td>
</tr>
<tr>
<td>5, 6</td>
<td>Lesson Plan and self-evaluation 2</td>
<td></td>
<td>10%</td>
<td>yes</td>
</tr>
<tr>
<td>1, 2, 4, 7</td>
<td>*Case Study assessment, report</td>
<td></td>
<td>25%</td>
<td>yes</td>
</tr>
<tr>
<td>1, 2, 4, 7</td>
<td>*Case study presentation</td>
<td></td>
<td>5%</td>
<td>yes</td>
</tr>
</tbody>
</table>

*Key CED Candidate Assessment #2

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</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](http://www.usm.edu/speaking-center)
- Writing Center - 601.266.4821, Cook Library 112, [www.usm.edu/writing-center](http://www.usm.edu/writing-center)
- Gulf Coast Speaking & Writing Center - 228.207.0150, Gulf Park Library, [www.usm.edu/gulfcoast/learning-commons](http://www.usm.edu/gulfcoast/learning-commons)

**Course Schedule: (Tentative flow of topics)**

1. Assessment of auditory skill development.
2. Assessment of phonetic and phonologic level speech skills.
3. Errors of “Deaf Speech”.
4. Interpretation of formal assessments and development of goals in listening, speech and spoken language for children who are deaf or hard of hearing.
5. Developing and implementing teaching/intervention plans in listening, speech and carry over of speech to spoken language for children who are deaf or hard of hearing.
6. Teaching/intervention strategies in listening, speech and carryover of speech to spoken language for children who are deaf or hard of hearing.
7. Maximizing technology in evaluation and teaching of listening, speech and spoken language to children who are deaf or hard of hearing.