Course Title and Number: SHS 657 Teaching Oral Deaf/HH Children with Multiple Challenges

Course Credit Hours: 3 semester hours

Course Description: This course will equip students to identify and adjust planning and instruction to DHH child's special instructional needs and counsel with the family.

Professor of Record: Christina Perigoe, Ph.D.

Office Location: Magnolia House, Jackson, MS

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.

Class Days, Time: Mon - Fri 9-4 with workshops TBA

Location: Magnolia House, Jackson, MS

Drop Date: n/a

Required Texts:


N-CHAM e-book (free online).

Chapter 6, Susan Wiley, Children who are Deaf or Hard of Hearing PLUS http://infanthearing.org/ehdi-ebook/2017_ebook/6%20Chapter6ChildrenPLUS2017.pdf


Supplementary Text(s) and Sources:

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. Students will be required to design and deliver a PowerPoint presentation with references. Students will be required to research and present on low- and high-tech teaching resources.

Course Objectives and Goals:
It has now been reported that approximately 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 specialists who are essential for an effective team approach and make recommendations for continued programming as the child’s skills develop and needs change.

Instructional Strategies: The course will be delivered through face-to-face lectures with internet support. In addition, students will view videos and present on an area of disability they have researched.

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. Explain reasons for increased demand for spoken language for children with hearing loss and additional issues (CEC/CED: DHH1K1, K2, K5, K7; DHH6K7; InTASC 1, 2)
2. Describe present challenges to educators who teach multiply challenged children who are deaf or hard of hearing (CEC/CED: DHH2K1; DHH4S2; DHH6K7; InTASC 3, 6, 9)
3. Describe techniques in counseling families whose child has a hearing loss with additional challenges (CEC/CED: DHH6K7; DHH7S1; InTASC 9, 10)
4. Access and interpret research on hearing loss accompanied by additional special needs (CEC/CED: DHH6S3; InTASC 9)
5. Outline assessment procedures for children who present with a variety of conditions (CEC/CED: DHH4K1, 4S1, 4S2, DHH6K7; InTASC 6)
6. Describe Attention Deficit Disorder (ADHD) including guidelines for differential diagnosis and effective intervention practices (CEC/CED: DHH6K7; InTASC 9)
7. Discuss strategies in teaching spoken language to children who are deaf-blind (CEC/CED: DHH4K1, DHH5S1, 5S4, 5S5, DHH6K7; InTASC 6, 7, 8)
8. Illustrate how to address diversity issues so that children with hearing loss from culturally and linguistically diverse backgrounds have access to auditory-verbal/oral services (CEC/CED: DHH2K1, DHH7S1; InTASC 3, 10)
9. Specify learning conditions that create appropriate environments to foster language and literacy learning (CEC/CED: DHH1K6, 1K7, DHH2K1, 2S2, 2S5; DHH5S8; InTASC 1, 2, 3, 7)
10. Discuss sensory needs and therapeutic strategies for addressing them (CEC/CED: DHH1K7; DHH2S5; DHH5S5; InTASC 1, 2, 7)
11. Explain typical instructional needs of children with neurologically based dysfunction (CEC/CED: DHH1K1, 1K8, DHH2S5, DHH5K1, DHH6K7; InTASC 1, 2, 7, 9)
12. Discuss methods to engage children in multi-sensory instruction that has been proven effective with children who are deaf or hard of hearing with other needs (CEC/CED: DHH5S1; InTASC 7)
13. Discuss cochlear implants for children with hearing loss and other special needs (CEC/CED: DHH1K7; DHH2S4; InTASC 1, 2, 3)
14. Discuss effective strategies in teaching children with hearing loss and cognitive challenges (CEC/CED: DHH5K1, 5S1, DHH6K7; InTASC 7, 9)
15. Outline a team approach for a multidisciplinary listening and spoken language instructional program for a child who is deaf or hard of hearing with another diagnosed disability (CEC/CED: DHH2S5; DHH3S1; DHH5K1, 5S5; DHH6K1, 6K2; DHH7K1; InTASC 3, 4, 7, 9, 10)

**Evaluation Methods:**

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<tr>
<th>Candidate Learning Outcomes Aligned with CEC/CED &amp; InTASC Standards</th>
<th>Assignment</th>
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<th>% of grade</th>
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<td>9</td>
<td>Multiple Intelligences presentation</td>
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<td>3, 9, 12</td>
<td>Case study</td>
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Grading Scale:

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<td>87 - 90.9</td>
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<td>C+</td>
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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. Reasons for increased demand for spoken language for children with hearing loss and additional services.
2. Challenges to educators who teach children who are deaf or hard of hearing with additional disabilities.
3. Counseling families whose child has a hearing loss with additional challenges.
4. Access and interpret research on hearing loss accompanied by other special needs.
5. Assessment procedures for children who present with a variety of conditions.
6. Attention Deficit (Hyperactivity) Disorder – ADD (ADHD) including guidelines for differential diagnosis and effective instructional practices.
7. Strategies in teaching spoken language to children who are deaf-blind.
8. Addressing diversity issues so that children with hearing loss from culturally and linguistically diverse backgrounds have access to auditory-verbal/oral services.
9. Learning conditions that create appropriate environments to foster language and literacy learning.
10. Sensory needs and therapeutic strategies for addressing them.
11. Typical instructional needs of children with neurologically based dysfunction.
12. Methods of engaging children in multi-sensory instruction that has been proven effective with children who are deaf or hard of hearing with other special needs.
13. Cochlear implants for children with hearing loss and other special needs
14. Effective strategies in listening and spoken language instruction of children with hearing loss who have cognitive challenges
15. Collaboration in building multi-disciplinary teams to develop listening and spoken language instructional programs for children who are deaf or hard of hearing with another diagnosed disability.
### SHS 657: TENTATIVE SCHEDULE/AGENDA:

<table>
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<tr>
<th>Session</th>
<th>Topic</th>
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| 1       | Overview  
Hope Online workshops, selections for Final Presentation  
Challenges in Assessment, Intervention, Counseling, |
| 2       | Quiz 1: Overview  
Psychological Assessment, Cognition, Autism  
Attention and Behavior |
| 3       | Quiz 2: Cognition, Autism, Attention and Behavior  
Multicultural Issues |
| 4       | Due: High and Low-tech teaching Resources - Presentations  
Language Learning and Literacy Disabilities  
Red Flags; Late Starters  
Case Studies |
| 5       | Dual Sensory Impairments  
Deaf-Blind Workshop with Toni Hollingsworth |
| 6       | Quiz 3: Multicultural Issues  
Cochlear Implants and Children with Multiple Disabilities  
Multiple Intelligences Presentations & Intervention Strategies,  
Cued Speech, The Association Method  
Case Studies |
| 7       | Quiz 4: Multiple Intelligences  
HOPE online presentations  
Case Studies |
| 8       | Literacy |
| 9       | Case Studies  
Due: Draft of Presentation |
| 10      | Due: Multiple Challenges PowerPoint Presentations |
| 11      | Review |
| 12      | Due: Case Study |
| 13      | Exam |