Course Title & Number: SHS 691 Implementing a Family-Centered Early Oral Intervention Program

Course Credit Hours: 2 semester hours

Course Description: Early intervention for infants and children, including practical applications for designing and utilizing family coaching.

Prerequisites: SHS 301: Language and Speech Development, CD 451 Infant Development, or permission of the instructor.

Professor of Record: Jane W. Luter, Ed.S., CED

Office Location: Magnolia Speech School, Jackson, MS

Office Hours: Students can make appointments by phone or by email. Appointments may be in person or via online technology

Telephone: 601-506-4786

Email: jane.luter@usm.edu

Format of Course: Face-to-face

Class Days, Time, Locations: Mondays and Wednesday from 1:00-3:00 P.M.; Fridays from 10:00 A.M. -12:00 P.M at Magnolia House

Drop Date: n/a

Required Texts:

Required Readings and Resources:


*Ski-Hi Curriculum*

*Sound Foundations for Babies.* (2010)


*Understanding Your child’s Hearing Loss: A guide for Parent,* NC: BEGINNINGS For Parents of Children Who Are Deaf or Hard of Hearing, Inc.

Wilkes, E.M. (2001). *Cottage Acquisition Scales for Listening, Language & Speech (CASLLS).* San Antonio, TX: Sunshine Cottage School for Deaf Children. (to be provided)

**Supplemental Text(s) and Sources:**


**Required Technology:**
Students will need to be proficient with using Microsoft Word, Microsoft PowerPoint, scanning and uploading documents by email or Dropbox.

**Course Objectives and Goals:**
This course will provide an overview of the Early Hearing Detection and Intervention System. Professionals in the system are identified as to the significance of their roles in serving deaf and hard of hearing children and their families. The role of the interventionist is reviewed to support
and coach parents in practices of listening and spoken language. The interventionist is also identified as a integral part of a trans-disciplinary team of professions in the system.

**Instructional Strategies:** The course will be delivered through face-to-face lectures with internet support. In addition, students will participate in in-class learning activities, view videos, homework assignments and role-play activities.

**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 Initial Teacher Preparation 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; 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 the Course: The Student will . . .**

1. Explain the neurological foundations for listening and talking in typical infants, toddlers and young children as well as pre-linguistic and linguistic behaviors. (CED/CEC: DHH1K1,1K2, 1K5, 1K6; InTASC 1,4,6,7,8)

2. Describe the effects of hearing loss on the development of listening and spoken language skills and identify resources to help families make choices for their child. (CEC/CED: DHH1K7, 1K8, 1K9, 7S1; InTASC 1,4,5,6,7,8)

3. Identify the different components of family systems and explain the importance of family support to provide stimulation for listening and spoken language in children who are deaf and hard of hearing. (CEC/CED: DHH2K1,5S2,5S4,5S7,6S3; InTASC1,4,6,7,8)

4. Identify the different services available to meet family needs especially the network of EHDI nationally and on the state level to help them cope with the diagnosis and implement strategies that promote listening, spoken language and literacy. (CEC/CED: DHH6K2, 6K3, 6K4, 6K5, 6K6, 7K1, 7S1; InTASC 1,4,6,7,8)

5. Compare and Contrast curricula and materials developed for use with interventionist and parents to stimulate listening and spoken language in children who are deaf and hard of hearing. (CEC/CED: DHH1K1,1K6,1K7, 2K1: InTASC 1,4,5,6,7,8)

6. Identify some evaluation materials that help identify child development in auditory, speech and language development as well as across domains. (CEC/CED: DHH1K1, 1K3, 1K4, 4S1; InTASC 1,4,5,6,7,8)

7. Describe activities that would follow the family routine to increase vocabulary as well as auditory, language and speech development. (CEC/CED: DHH1K6, 2S2, 5S1, 5S2, 5S3, 5S4; InTASC 1,4,6,7,8)

8. Describe the challenges faced as children transition from Part C of IDEA to Part B as well as learn how to plan for successful transitioning. (CEC/CED: DHH3S1, 5S6)

**Evaluation Methods:**
Candidate Learning Outcomes Aligned with CEC/CED & InTASC Standards

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<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>% of Grade</th>
<th>Rubric or template available</th>
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<tbody>
<tr>
<td>Cole and Flexer Study Questions</td>
<td>See schedule</td>
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<tr>
<td>Module 1: Introduction to Hearing Loss</td>
<td>See schedule</td>
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<tr>
<td>Module 2: Evaluating the Needs of Children who are Deaf and Hard of Hearing</td>
<td>See Schedule</td>
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<tr>
<td>Module 3: EHDI &amp; Family as a Social System</td>
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<td>Midterm Examination</td>
<td>See Schedule</td>
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<tr>
<td>Module 4: Evaluate Curricula used in parent/child training</td>
<td>See Schedule</td>
<td>5%</td>
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<tr>
<td>Family Resource Manual</td>
<td>See Schedule</td>
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<tr>
<td>Final Take Home Examination</td>
<td>July 6, 2016</td>
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**Explanation of Assignments:**

**Cole and Flexer Study Questions**

Readings assigned chapters and segments and answer questions from the study guide as indicated. Each student will be prepared to discuss answers in class. Full marks will be awarded for reasonable completion of all questions.

**Module 1: Introduction to Hearing Loss**

A. Explore the 3 websites for the Cochlear Implant Companies and find additional resources that you can use to provide parents with information on hearing loss, technology for dealing with the differences in hearing loss, and intervention activities.

B. Compare and Contrast four websites that Provide Parent Information and Support – due June 6, 2016

C. Watch an on-line video of how we hear. Write an explanation on how you would explain how we hear to a caregiver. – due June 10, 2016

D. Watch an on-line video of cochlear implantation. Explain how you would explain the benefits and limitations of implantation to a caregiver.

**Module 2: Evaluating the Needs of Children who are Deaf and Hard of Hearing**
A. After observing in a classroom at Magnolia Speech School. Choose one child to study for each day of observation. Complete a daily observation form of the communication/language/speech behaviors of the child.

B. After discussion of the MacArthur-Bates CDIs and the ELAP, LAP3, use these instruments to evaluate one child observed. This can be a collaboration with a partner or group who have chosen the same child to study. Forms will be provided. Be ready to discuss your findings.

Module 3: EHDI & Family as a Social System
A. Read the 2013 Supplement to the 2007 Joint Committee on Infant Hearing Position Statement. List all the goals that pertain to an auditory/oral interventionist and describe what you will need to learn to prepare you to meet these goals.
B. Go to the NCHAM website then read and write a review of Chapters 6,7,12,14
C. Read the Volta Review edition
D. Demonstrate understanding of an ECHO Map and create one about themselves.

Module 4: Evaluate Curricula used in parent/child training.
A. Give in-class PowerPoint Presentation of a Curriculum Material used in A-V therapy or Home-based Intervention.
B. Collaborate with classmates to complete a grid to compare and contrast all the different curriculum materials reviewed.

Make a Parent Resource Manual
Collaborate as a group to construct a E-document and hardcopy of a Parent Resource Manual covering topics such as:
- Family Support – Grieving, Finding services and help
- Developmental Information across domains as well as listening and spoken language
- How the ear functions and types of hearing loss
- Recommended technology for various types of hearing loss and how to understand audiologic data
- How to help parents learn about the different communication modes and options for their child.
- Helping parents meet the needs babies and young children using technology to inspire good listening and spoken language.
- Giving parents information on the EHDI system, Part C and B of IDEA and planning for transitions

GRADING SCALE:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>96 - 100</td>
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<td>A-</td>
<td>91 - 95.9</td>
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<td>B+</td>
<td>87 - 90.9</td>
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<td>B-</td>
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<td>C</td>
<td>73 - 76.9</td>
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<td>D</td>
<td>65 - 72.9</td>
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<td>F</td>
<td>BELOW 65</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 assignments.

- Come prepared to attend and to participate in each class and in any related field experiences.
- Actively participate in all class discussion or activities.

**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.

**Communication Statement:**
You may contact your instructor via phone or email, or by setting up an office appointment. Please feel free to ask if you have questions about how to complete assignments or feedback on assignments.

**Policy on Attendance and Makeup Work:**
- Turn off all cell-phones when entering class and do not text or answer phones during class.
- Students are expected to prepare and submit assignments on the date these assignments are due.
- 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.
- Make-up examinations will be given only in the most merited circumstances. Make-up examinations may be oral, written, or 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 of 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 a 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@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
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<thead>
<tr>
<th>CLASS</th>
<th>TOPIC</th>
<th>ACTIVITIES</th>
<th>Homework/ Module Assignments</th>
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</table>
| 1     | Introduction to the Course | 1) Discuss Syllabus  
3) Discuss Observation schedule for:  
   - Profile summaries  
   - Reflection nightly with focus on one child.  
   - Daily Structured Observations | Chapter 1 (Neurological Foundations of Listening and Talking)  
Assign Parent Resource Manual due week 15  
Assigned Modules 1 and 2 |
| 2     | Chapter 1 (Neurological Foundations of Listening and Talking) | 1) Homework on Chapter 1 of Cole and Flexer  
2) Discussion of Chapter 1  
3) Discuss Auditory Development in Fetus and anatomy of the ear.  
4) Discussion of Website Assignment in Module 1 | Read Chapters 4A & 6  
Assign Module 3 |
| 3     | Chapters 4A (NHS & EHDI) & 6 (Intervention Issues) | 1) Homework on Chapter 4A & 6 w/ Overview of the Chapter  
2) Guest Speaker from Mississippi State Department of Health to Discuss their EHDI program and First Steps Early Intervention Program  
3) Feedback on Reflections & Observations | Read Chapter 9A (Constructing Meaningful Communication: -Affective Relationship  
-Joint Reference  
-Turn Taking  
-Signaling of Attention) pp. 237-247)  
- read the Article on Attachment Theory |
| 4     | Chapter 9A (Constructing Meaningful Communication: -Affective Relationship) | 1) Homework and discussion of Chapter 9A  
2) Discuss beginning Intervention for Infants and Families  
3) Show video clips of deaf | Read Chapter 9B (Characteristics of Caregiver Talk pps. 247-259) |
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<td>Joint Reference</td>
<td>and hard of hearing children in intervention and discussed how to plan coaching sessions for parents and children.</td>
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<td>Turn Taking</td>
<td>4) Discuss the paper on Attachment Theory</td>
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<td>Signaling of Attention</td>
<td>5) Watch the Video Series Step 1 of FIRST STEPS - Beginning Language Connections and discuss the main points of early communication</td>
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5
Chapter 9B
Characteristics of Caregiver Talk:
- Content
- Phonology
- Semantics and Syntax
- Repetition
- Negotiation
- Participation – Elicitors
- Responsiveness

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<td>1) Homework and discussion of Chapter 9B</td>
<td><strong>Read Chapter 8 – Spoken Language Learning</strong></td>
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<td>2) Watch the Video Series – FIRST STEPS - Step 2 – Reading the Child’s Message with discussions and handouts</td>
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<td>3) Watch FIRST STEP - Step 3 – Talking with Young children with discussion and Handouts</td>
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6
Chapter 8 – Spoken Language Learning

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<td>1) Homework and discussion of Chapter 8</td>
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<td>2) Discuss Planning for Intervention and share tools for Students to Investigate such as – Listen Little Star; My Baby and Me; SKI-HI Curriculum; Sound Foundations for Babies</td>
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<td>3) Handout on Lesson Planning for Home Visits and AV therapy</td>
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<td>4) Provide student with the profile of a 3 month old child to plan for</td>
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7
Review Chapters 1, 4A, 8 and 9

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<td></td>
<td>1) Discuss the Study Guide for the Midterm Test to cover Chapter 1, 4A, 8 &amp; 9</td>
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<td>2) Discuss student lesson plans written for the 3 month old child/caregiver</td>
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| 8  | MIDTERM | 1) Midterm Test - June 20, 2016  
2) Assign Chapter 7A | Read Chapter 7A Auditory Work pps. 189-208  
Assign Module 4 |
|----|---------|-------------------------------------------------|--------------------------------------------------|
| 9  | Chapter 7A – Auditory “Work” | 1) Homework and discussion of Chapter 7A  
2) Review of Midterm Test  
3) More lesson Planning around auditory goals for families  
4) Review lesson plans of intervention and videos with discussions of establishing caregiver/child interactions | Read Chapter 7B (Auditory “Work”) pps. 208-223 |
| 10 | Chapter 7B – Auditory “Work” | 1) Homework and discussion of Chapter 7B  
2) Go over the Midterm Test Answers | Read Chapter 10A (Interacting in Ways that Promote Listening and Talking) pps. 263-270  
Read Chapter 5 Auditory-verbal practice: Toward a family-centered approach  
Articles on Parent Reaction |
| 11 | Chapter 10A – Interacting in ways that Promote Listing and Talking - Emotional Impact on Families - What Parents need to learn Family Systems | 1) Homework and Discussion on Chapter 10A  
2) Discuss the articles on Parent Reaction as well as Trip to Holland and Sophie’s Ears  
3) Video of Parent Panel Discussion  
5) Make an ECHO MAP and discuss how it can be used. | Read Chapter 10B – (Interacting in Ways that Promote Listening and Spoken Language) pps. 270-275  
and pps. 284-306.  
Articles on Behavior Management |
| 12 | 10B (Interacting in Ways that Promote Listening and Talking) - Components of Intervention for babies and young children | 1) Homework and discussion on Chapter 10B  
2) View and discuss the Beginnings Video  
3) Discuss Behavior Management in babies and young children in home settings and in therapy settings. | Read Chapter 10C (Interacting in Ways that Promote Listening and Talking) pps. 275-282 & Appendix 4 pps. 325-336 |
| 13 | 10C (Interacting in Ways that Promote Listening and Talking) | 1) Homework and discussion on Chapter 10C  
2) Discuss the Framework for Maximizing Caregiver Effectiveness . . .  
3) View videos of parent in interventions settings and discuss how these videos might be used to counsel them  
4) Module 2 is due and will be discussed. |
|----|------------------------------------------------|-------------------------------------------------|
|    | Read Appendix 5- (Checklist for Evaluating Preschool Group Setting . . .) pps. 337-340. | Read PowerPoints and Articles on Developing IFSPs, IEPs and Transitioning  
Write how you would approach preparing a family for transitioning and list all the points that you think should be covered. |
| 14 | IDEA Parts C & B Transitioning | 1) Discuss the Components of IDEA and look at some ISFP and IEP forms discussing how to prepare families for meetings and what is expect.  
2) Discuss the PowerPoints and Articles provided on Transitioning  
3) Group discussion of their approaches to preparing families for transitioning and the points to cover.  
4) Discuss the Study Guide for the Final Exam |
|    | Presentation for Parent Resource Manual due next week | |
| 15 | Final Exam | Parent Resource Manual Due  
Take Home Final Exam |