The University of Southern Mississippi  
College of Nursing and Health Professions  
School of Speech and Hearing Sciences  
Fall 2018

Course Title and 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

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 - Wed 12-4 with workshops TBA

Location: Magnolia House, Jackson, MS

Drop Date: n/a

Required Texts:


Supplementary Text(s) and Sources:


Additional required and optional supplementary readings and video recordings will be provided by the instructor.

**Required Technology:**
Students will be required to be proficient with using Microsoft Word and PowerPoint, scanning and uploading documents via CANVAS, 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/online support. In addition, students will view videos/DVDs, 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>4%</td>
<td></td>
</tr>
<tr>
<td>1, 3, 4</td>
<td>Ling Six Sound Test video</td>
<td>8/26</td>
<td>1%</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>6%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>On-line research and website reviews</td>
<td>ongoing</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Talbot review, reflection &amp; presentation</td>
<td>9/5</td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Speech Babble Activity Goal Writing (in class)</td>
<td>9/24 11/5</td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>1, 3, 4</td>
<td>Review of Auditory Curriculum and PowerPoint Presentation</td>
<td>10/1</td>
<td>5%</td>
<td>yes</td>
</tr>
<tr>
<td>4, 5</td>
<td>Profile, Current Level of Functioning of AV child</td>
<td>10/15, 11/28</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>101 FAQs reviews &amp; presentations</td>
<td>10/22</td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>2, 4, 5</td>
<td>Ling Speech Plan</td>
<td>11/12, 11/28</td>
<td>5%</td>
<td>yes</td>
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<tr>
<td>8</td>
<td>AV article summary &amp; presentation</td>
<td>11/5</td>
<td>5%</td>
<td></td>
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<tr>
<td>1, 2, 3, 4, 8</td>
<td>Quizzes</td>
<td>Ongoing 8/29, 9/5, 9/12, 9/24, 9/26, 10/10, 11/7, 11/26</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>1, 2, 3, 4, 8</td>
<td>Mid-semester Examination</td>
<td>10/31</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>4, 5, 6, 7</td>
<td>Lesson Plan 1 and Reflection</td>
<td>10/3, 10/24</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>10/29, 11/14</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>
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<tr>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>Participation</td>
<td>ongoing</td>
<td>2.5%</td>
<td></td>
</tr>
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</table>
GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</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.

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.

When submitting assignments, please use the following format:
#_Last Name_SHS#_Title of Assignment_Date

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.

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.

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.

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.

All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

1. Cheating (including copying from others’ work)
2. Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
3. Falsification of documents
4. Disclosure of test or other assignment content to another student
5. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members involved
6. Unauthorized academic collaboration with others
7. Conspiracy to engage in academic misconduct

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:
If a student believes that they have a disability that qualifies under the American with Disabilities Act (ADA) and makes them eligible to receive accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate the registration process. Disabilities covered by ADA may include but are not limited to ADHD, learning disabilities, psychiatric disabilities, physical disabilities, chronic health disorders, temporary illnesses or injuries and pregnancies. Students should contact ODA if they are not certain whether their documented medical condition qualifies for ODA services. Students are only required to disclose their disability to the Office for Disability Accommodations. All information submitted to ODA by the student is held with strict confidentiality.

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.

Course Workload Statement:
Students are expected to invest considerable time outside of class in learning the material for this course. The expectation of the University of Southern Mississippi is that each week students should spend approximately 2-3 hours outside of class for every hour in class working on reading, assignments, studying, and other work for the course. We realize that most students work and have family or other obligations. Time management is thus critical for student success. All students should assess their personal circumstances and talk with their advisors about the appropriate number of credit hours to take each term, keeping in mind that 30 credit hours each year are needed to graduate in four years. Resources for academic support can be found at www.usm.edu/success.

Mental Well-Being Statement:
Southern Miss recognizes that students sometimes experience challenges that make learning difficult. If you find that life stressors such as anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems, or other stressful experiences are interfering with your academic or personal success, consider contacting Student Counseling Services on campus at 601.266.4829. More information is also available at www.usm.edu/student-counseling-services. All students are eligible for free, confidential individual or group counseling services. In the event of emergency, please call 911 or contact the counselor on call at 601.606.HELP (4357).

Nondiscrimination Statement:
The University of Southern Mississippi offers to all persons equal access to educational, programmatic and employment opportunities without regard to age, sex, sexual orientation, disability, pregnancy, gender identity, genetic information, religion, race, color, national origin, and/or veteran status pursuant to applicable state and federal law.
Confidentiality and Mandatory Reporting:
As an instructor, one of my responsibilities is to help create and maintain a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USM’s campus with certain University officials responsible for the investigation and remediation of sexual misconduct. The information will remain private and will only be shared with those officials necessary to resolve the matter. If you would like to speak in confidence, resources available to students include Confidential Advisors with the Shafer Center for Crisis Intervention, the Counseling Center, Student Health Services, and Clergy. More information on these resources and University Policies is available at https://www.usm.edu/sexual-misconduct.

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
USM Student Success: https://www.usm.edu/success
TENTATIVE SCHEDULE/AGENDA: The following content will be covered. The flow of the course may not follow the order of the content below. Changes to the course may occur.

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. Play development and daily routines
7. 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)
8. Developing and implementing teaching/intervention plans in listening, speech and oral communication for children who are deaf or hard of hearing (birth-6)
9. Maximizing technology in evaluation and teaching/intervention with children who are deaf or hard of hearing (birth-6)
10. Auditory-Verbal (AV) and Auditory-Oral (AO) Practice
11. Auditory-Verbal Techniques and Implementation
12. Reflective practice

See the following link for USM guidelines:

https://www.usm.edu/center-faculty-development/syllabi-guidelines

RUBRICS for major projects will be posted.