TEACHING SPEECH AND AUDITORY SKILLS TO CHILDREN WITH HEARING IMPAIRMENTS USING AUDITORY VERBAL STRATEGIES

SP. ED. 5530 and 6530 FALL 2017

INSTRUCTOR:
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University of Utah
Multi-University Consortium
Teacher Training Program
Sensory Impairments
Course Description:

This course emphasizes the development of speech and auditory skills in students with hearing loss. Students will gain knowledge of various aspects of phonetics including IPA and how it is used for analysis of normal and deviant speech. Phonetic and phonologic speech production including suprasegmental development, articulation, acoustic properties of speech, feedback, levels and stages of acquisition, and auditory verbal teaching strategies are emphasized. Identification and interpretation of assessments regarding development and production of speech in the child with a hearing loss and the use of results in planning educational objectives will be included. The role of audition in the speech teaching process including the use of cochlear implants will be an important component of this class. (This course includes components of CEC standards 2,3,4,5,6,7 and 8 in the areas of similarities and differences among individual learners, influence of families, procedures and technologies consistent with program philosophy and managing the teaching, learning environment, specialized assessment, evidence based instructional practices for stimulating and utilizing residual hearing, managing assistive technology, and the integration of speech skills into academic areas.)

Course Objectives:

A. The student will be introduced to the International Phonetic Alphabet and how to use it in analyzing speech samples.
B. The student will identify the stages of phonetic and phonologic speech development.
C. The student will describe an audiogram in relationship to auditory and speech objectives.
D. The student will identify the consonant and vowel categories and describe the influences of phonetic context and coarticulation on their production.
E. The student will analyze a speech sample of a hearing impaired student and identify appropriate goals and objectives.
F. The student will explore a variety of tools for evaluating the functional auditory level of a student, and demonstrate the ability to use the results in individual student programming.

G. The student will identify auditory verbal techniques and demonstrate how they are incorporated in therapy.

H. The student will explore the use of new technology including cochlear implants in teaching speech and listening skills to students with a hearing loss.

The texts for this class will be:  *Children With Hearing Loss Developing Listening and Talking Birth to Six.* By authors: Elizabeth Cole and Carol Flexer.

*Auditory-Verbal Therapy.* By authors: Warren Estabrooks.

Karen Maclver-Lux, Ellen Rhoades.

Special readings will be provided by the instructor.

**Course Requirements:**

A. **Field Studies**

   50 points

   Students will make five visits for observation. One visit will be made with a PIP advisor, one to a preschool, and three to observe auditory verbal therapy sessions. A written observation report from each visit will be submitted for grading.

   The three tutoring sessions may be observed in one day or on three different days. Auditory components will be emphasized in these observations.

   In writing your observations, keep these things in mind.

   - What were the child’s communication attempts?
• How were they responded to?
• Was the child engaged?
• Did the child attempt to imitate?
• Did the child use spontaneous verbal communications?
• Did the child turn take?
• How was listening incorporated into the lesson?
• Was there ample opportunity and wait time for the child to respond?
• How did the parent and/or teacher communicate with the child?
• How was the child amplified?

B. Journal Assignments 100 points 10 points each

Each student will do 10 journal entries to be turned in on information learned from the assigned readings with your comments added.

C. Speech and Listening Lessons 20 points each

Each student will write two speech and listening lesson plans to be submitted for grading. The lessons will be presented in class also.

D. Activity Assignment 25 points each

Each student will administer a phonetic speech assessment on a child with a hearing loss and analyze the results and select appropriate goals for the child, which will be turned in to the instructor for grading.

Each student will do a phonologic speech sample of at least 50 utterances and analyze it to select appropriate phonologic goals for
the child. This report will be turned in to the instructor for grading. The dialogue for the phonologic will be written out. The child’s utterances will be transcribed in IPA.

E. In Service Project 50 points

Each student will plan and prepare a written in-service for either early intervention personnel or for preschool teachers from non-categorical preschool programs on hearing loss. Include in the in-service what kinds of information would be beneficial for teachers instructing a student with a hearing impairment regarding types and degrees of hearing loss, types of amplification, special accommodations needed in the classroom, communication skills development, and effects of a hearing loss on the child’s development. These presentations will be presented in class as well as submitted for grading in a written form. Visual aids should be included.

Phonetic Assignment 40 Points

Each student will complete four IPA assignments given by the instructor consisting of transcription from English to IPA.

*Graduate Students must complete 5 summaries of articles taken from journals more recent than 2010 concerning some aspect of listening or speech training for students with a hearing loss.

Exams:

Midterm 50 points
Final 50 points

Course Grades:

95 - 100 = A  80 - 82 = B-  67 - 69 = D+
Access for Students with Special Needs:
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need special accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services. 162 Olpin Union Bldg. 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Student Rights and Responsibilities
The University of Utah is committed to maintaining an atmosphere of intellectual integrity and academic honesty. Students are expected to adhere to the University of Utah Student Code, which covers students’ rights and responsibilities with regard to academic honesty. Any suspicion of academic misconduct (which includes, but is not limited to, copying homework or exams, misrepresenting someone else’s work as their own or their work as someone else’s plagiarism, fabrication of falsification of information, facilitating academic misconduct by intentionally helping another to commit an act of academic misconduct, or cheating in any way) may result in a report filed with the Dean of Students. The University Code is available on-line (http://www.saff.utah.edu/code.htm1)

Notes:

1. Any student requiring accommodations should inform the instructor at the beginning of the semester.
2. Please inform the instructor if you will not be in class. The in-class work cannot be made up.
3. Any work that is late will have points deducted unless prior arrangements have been made with the instructor.

**Course Outline**

**Class 1**
- Review Syllabus
- Historical Perspectives
- Aspects of Spoken Language
- Assignment: Chapters 1 and 2 Cole/Flexer
  - Chapter 2 Auditory-Verbal Therapy

**Class 2**
- Neurological Foundations of Listening and Talking
- The Auditory System
- Assignment: Chapters 3 and 4 Cole/Flexer
- Chapters 4 and 5 Auditory Verbal Therapy
- Journal #1 due

**Class 3**
- Hearing and Hearing Loss
- Diagnosing Hearing Loss
- Assignment: Chapter 8 Cole/Flexer
- Journal Summary #2

**Class 4**
- Stages of Speech Development
- Assessment of Early Pre-speech and Speech in Infants and Preschoolers
- Assignment: Chapter 5 Cole/Flexer
- Chapter 6 and 7 Auditory-Verbal Therapy
Explore Cochlear, Med-El and Advanced Bionics websites
Journal Summary #3
PIP observation due

Class 5
Cochlear Implants
Hearing Aids
FM Systems
Assignment: Chapter 6 and 7 Cole/Flexer
Chapter 1 Auditory-Verbal Therapy
Journal entry #4

Class 6
Intervention Issues
Auditory Verbal Method
Chapter 11 Auditory-Verbal Therapy
Journal entry #5
Preschool observation due

Class 7
Midterm
The Importance of the Role of Parents
Working As a Team

Fall Break

Class 8
In-service Presentations
International Phonetic Alphabet
Instructor handouts on Assessment
Auditory observations due

Class 9
Assessment of Phonetic and Phonologic Speech
Oral Peripheral Exams
Finding Speech Goals
Six Sound Test
Assignment: Chapter 8 Auditory-Verbal Therapy
Journal #6
IPA transcriptions due

Class 10
Auditory Work
Milestones in Auditory-Verbal Development
Hierarchy of Listening Skills
Auditory Assessment
Chapter 10 Auditory-Verbal Therapy
Assignment: Journal summary #7
Phonetic transcription due

Class 11
Strategies for Listening, Talking, and Thinking
In Auditory Therapy
How to Develop Auditory Competencies
The Listening Environment
Choosing goals
Assignment: Chapter 9 Cole/Flexer
Journal Summary #8

Class 12
Constructing Meaningful Communication
The Affective Relationship
Motherese
Blueprint of an Auditory-Verbal Session
Assignment: Chapter 10 Cole/Flexer
Chapter 13 Auditory-Verbal Therapy
Journal Summary #9
Phonologic assignment due

Class 13
Promoting Listening and Talking
Auditory Teaching Strategies
Speech Teaching Strategies
Teach speech and listening lesson
Chapter 14 Auditory-Verbal therapy
Journal Summary #10

Class 14
Putting it all together
Teach 2nd speech and listening lesson
Formal and Informal Teaching
Phonological Processes

Final Exam
Selected References


Selected Readings


