University of Utah
Department of Special Education

Teaching Speech and Auditory Skills to Children with Hearing Loss Using Auditory Verbal Strategies

SP ED 6530
Course Syllabus
4 Credit Hours
Fall 2019

Instructor: Nicole Pilling
Dates: Wednesdays
Time: 4:30-8:00
Location: Marriott Library #1725

Office: 1721 Campus Center Dr., SAEC 2267
Salt Lake City, UT 84112
Phone: 801-649-7293 (cell)
801-581-5923 (office)
Email: Nicole.pilling@utah.edu

Multi-University Consortium Teacher Preparation Program in Sensory Impairments
Course Description:

This course delves into the development of auditory and speech skills in students with hearing loss. Students will gain knowledge of the hierarchy of auditory development, identify tools to assess students’ skills, and practice the use of auditory verbal strategies in instruction. Phonetic and phonologic speech production including suprasegmental development, articulation, and levels and stages of acquisition are emphasized. Students will practice IPA and use several tools to evaluate speech skills. The acoustic properties of speech and the role of hearing technology in the acquisition of audition and speech will be explored. Students will gain experience in developing goals and educational planning to facilitate listening and spoken language development in the home, the classroom, and in the therapy setting. The importance of creating family centered intervention will be highlighted. (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:

1. The student will explore early neurological development of audition and spoken language and the impact of auditory access.
2. The student will identify the stages of the auditory hierarchy.
3. The student will describe an audiogram in relationship to auditory and speech objectives.
4. The student will utilize a variety of tools for evaluating the functional auditory levels of a student, and demonstrate the ability to use the results in individual student programming.
5. The student will identify auditory verbal strategies and demonstrate how they are incorporated into the classroom, home, and therapy.
6. The student will identify the stages of phonetic and phonologic speech development.
7. The student will obtain and analyze speech samples by utilizing the International Phonetic Alphabet and identify appropriate goals.
8. The student will explore the role of hearing technology in the development of listening and spoken language.
9. The student will examine the importance of creating family centered interventions.
Course Outline:
Dates are estimates and may change depending on the pace of instruction.

Aug 21  
**Unit 1: Overview of Listening and Spoken Language**
- History of “oral” education
- Diverse perspectives
- AVT principals
- Research and Outcomes

Aug 28  
**Unit 2: Neurological Development of Audition and Spoken Language**
- Neurological foundations of listening and talking
- The auditory system
- Impact of auditory access on spoken language

Sept 4  
**Unit 3: Hearing Loss and implications for LSL development**
- Hearing Technology and access
- Speech acoustics as related to perception and production
- Ling Six Sounds, purpose and practice
- Cochlear Implants, predictors to success
- Listening environments, FM systems

Sept 11  
**Unit 4: Heirarchy of Listening Skills**
- Detection, Discrimination, Identification, Comprehension
- Suprasegmentals: duration, intensity and pitch
- Segmentals: vowels, consonants

Sept 18  
**Unit 5: Auditory Assessments**
- Auditory skills checklist
- SPICE
- CASLLS
  - Auditory skills assessment (in class activity)

Sept 25  
**Unit 6: Stages of Speech Development**
- Suprasegmental, segmental, coarticulation aspects of speech production
- Typical sequence: preverbal; articulation; phonology; intelligibility
- IPA

Oct 2  
**Unit 7: Assessment of Speech Production**
- Formal assessments (Goldman Fristoe)
- Ling phonetic and phonologic speech evaluation
- Speech samples
  - Ling phonetic assessment (in-class activity)

Oct 9  
Fall Break

Oct 16  
**Unit 8: Developmental and Remedial Speech Intervention**
- Developmental intervention strategies
- Visual and tactile strategies for speech facilitation
- Ling instruction
  - Speech sample assignment due
Oct 23, 30  **Unit 9: LSL strategies**  
Demonstration of LSL strategies due on 30th

Nov 6  **Unit 10: Intervention**  
Goal writing for auditory and speech skills  
Implementing strategies in a classroom environment  
Planning a structured intervention session

Nov 13  **Unit 11: Parent guidance, Education, and Family Support**  
Cultural considerations  
Family centered intervention  
Parent coaching sessions  
Present on preschool & AH activities

Nov 20  **Unit 12: Challenges and Red Flags**  
late identified or amplified  
Multi-disabilities  
Multicultural environment  
Educational placement and modes of communication

Nov 27  **Unit 13: Putting it all together**  
Final wrap-up  
Test review  
Present lesson plans for parent coaching session

Dec 4  **Final Exam**
Course Requirements:
Detailed requirements and due dates for each assignment are listed on Canvas

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>A. Auditory Skills assessment</td>
<td>15</td>
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<tr>
<td>B. Phonetic Speech Evaluation</td>
<td>15</td>
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<tr>
<td>Conduct and analyze the Ling phonetic speech evaluation and select appropriate phonetic goals for the child.</td>
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<td>C. Speech Sample</td>
<td>20</td>
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<tr>
<td>Complete a phonologic speech sample of at least 50 utterances and analyze it to select appropriate phonologic goals for the child. Can be done in conjunction with the language sample assignment in SpEd 6540.</td>
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<td>D. Demonstration of LSL strategies</td>
<td>20</td>
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<td>Choose two LSL strategies to present. Model how these can be utilized with children at various ages and skill levels.</td>
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<td>E. Parent Coaching Session Lesson Plan</td>
<td>20</td>
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<tr>
<td>Using a case study, write a lesson plan for a home based session including goals, strategies, and activities.</td>
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<td>F. Field Studies:</td>
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<td>LSL classroom observation</td>
<td>30</td>
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<td>Visit #1:</td>
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<tr>
<td>a. Observe the routines and activities of an LSL classroom. Activities could include: story time, snack time, group language lesson, art activity, circle time, etc.</td>
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<td>b. Spend an hour (or more) in the classroom and complete the observation form.</td>
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<td>Visit #2:</td>
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<tr>
<td>a. Develop a lesson plan for an activity including goals and strategies</td>
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<td>b. Facilitate (and record) the lesson with the class. Upload recording to GoReact.</td>
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<td>c. Have the teacher fill out the observation form.</td>
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<tr>
<td>Individual Aural Habilitation therapy session observation</td>
<td>30</td>
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<td>Visit #1:</td>
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<td>a. Observe the individual AH therapy sessions of two students.</td>
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<td>b. Complete the observation form.</td>
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<td>c. Fill out the ASD checklist on one of the students based on your own observations and by collaborating with the therapist.</td>
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<tr>
<td>Visit #2:</td>
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<tr>
<td>a. Write a lesson plan addressing the auditory and speech skills for each student.</td>
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<td>b. Conduct each session, they should be 20 minutes in length and should be video recorded. Upload recordings to GoReact.</td>
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<td>c. Have teacher fill out the observation form.</td>
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<td>Final Exam:</td>
<td>50</td>
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Grading based on 200 points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
<td>186 - 200</td>
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<tr>
<td>A-</td>
<td>90 – 92%</td>
<td></td>
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<tr>
<td>B+</td>
<td>87 – 89%</td>
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<tr>
<td>B</td>
<td>83 – 86%</td>
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<tr>
<td>B-</td>
<td>80 – 82%</td>
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<tr>
<td>C+</td>
<td>77 - 79 %</td>
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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tr>
<td>C</td>
<td>73 – 76%</td>
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<tr>
<td>C-</td>
<td>70 – 72%</td>
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<tr>
<td>D+</td>
<td>67 – 69%</td>
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<tr>
<td>D</td>
<td>63 – 66%</td>
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<tr>
<td>D-</td>
<td>60 – 62%</td>
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<tr>
<td>F</td>
<td>0 – 59%</td>
<td>4</td>
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University Policies:
The Americans with Disabilities Act.
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.

University Safety Statement.
The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Addressing Sexual Misconduct.
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS)

Student Names and Personal Pronouns
Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a
learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

**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 online (http://www.saff.utah.edu/code.htm1)

**Note:** This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.

**Class Policies**

1. Any student requiring accommodations should inform the instructor at the beginning of the semester.
2. Assignment due dates are **approximates** and official dates will be given when the complete written assignment is handed out in class or published on Canvas. Each assignment is dependent upon the rate at which we cover the content in class. Late assignments will not be accepted or awarded credit, unless prior arrangements have been made with the instructor.
3. Due to the nature of this course, attendance is critical. Should a student be absent, he or she is responsible for the content, work and learning. Arrangements should be made with the instructor to determine the best procedure for obtaining the evening’s content. If you will be absent, please inform the instructor asap. Class content cannot be adequately made up through readings or the class power points.