

CD 6120: Auditory-Based Problems in Children

Spring, 2002

Thursdays, 3:30-6:00

Richardson 306

Syllabus

Instructor: Dr. Nancy Montgomery
Office: Van Ackeren, 409A
Office Hours: Mondays: 1:00-3:00; Tuesdays: 1:00-3:00;
Wednesdays: 1:00-3:00; Thursdays: 1:00-3:00
Phone: 816-501-4224 or 913-383-2759 (home)
Email Address: nancy.montgomery@rockhurst.edu

Textbook: Foundations of Aural Rehabilitation by Nancy Tye-Murray

Course Description: This course discusses the effects of hearing loss on verbal communication. Methods for providing speech and language services for pediatric and adult clients who exhibit various severities of hearing loss are highlighted. Educational options for children who are deaf and services that will benefit the child's development are also explored.

Course Objectives:

- Differential characteristics and levels of severity of individuals with communication disorders.
- Principles and strategies applied by professionals for aural rehabilitation, including an awareness of deaf culture.
- Understand the nature and prevention of hearing loss
- Human anatomy and physiology of the systems involved in communicative function
- Techniques and assistive devices and services for modification of educational methods, materials, curricula, and physical environments
- Techniques that can be used to provide support services in general education settings.
- Collaboration skills necessary to participate as an active and knowledgeable member of an education team.
- Strategies to provide the appropriate communication access for individuals, families, the school, and the community.

*If you have a disability that might affect your work (in or out of class) it is your responsibility to contact Mike Anderson, Director, Access Office, 109 Massman, 816-501-4856. This office works with students and faculty in planning necessary accommodations.

Grading:

<u>Weekly Quizzes over reading material</u>	<u>Grading:</u>	<u>Grading Scale</u>
Exam 1	Exam 1= 25%	90-100% = A
Final Exam	Final Exam= 30%	80-89%= B
Class Projects	Project 1= 5%	70-79%= C
	Project 2= 5%	60-69% = D
	Project 3= 15%	
	Project 4= 15%	
	Quizzes = 5%	

Attendance:

Regular class attendance and active participation in class discussions are important to a student's success in the CSD program. Punctuality and attendance are professional behaviors expected of all student clinicians and we expect these behaviors in the classroom as evidence of your professional commitment. In accordance with the Rockhurst attendance policy, students are expected to attend classroom sessions regularly. Tardiness may be recorded as an absence at the discretion of the professor. Excessive absences may result in a drop in the student's letter grade at the discretion of the professor.

Proposed Calendar

Date	Reading Assignment	Activity	Study Questions
1/10/02	Syllabus Anatomy Review Types & Degrees of Hearing Loss The ADA	Interpret Audiograms Anatomy Review Activity: website: www.kids-ent.com/otitis.html	<ul style="list-style-type: none"> Where do I go for this class and did I write down that we got out of class early???
1/17/02	Chapter 1: Introduction Terminology Communication Options for students with hearing loss— Check out these webpages: www2.pair.com/options/ and click on each option www.kumc.edu/gec/support	Discuss options chart with a partner presenting information in a non-biased way.	<ul style="list-style-type: none"> What are the various etiologies of hearing loss and what syndromes can include hearing loss? What areas of my profession does aural rehabilitation cover?? What communication options are available for students who have a hearing loss??
1/24/02	Assessment of Speech & Language Chapters 3 & 5	Stations: PLE, CID Phonetic Inventory, SPINE, SKI-HI, hearing screenings	<ul style="list-style-type: none"> What questions should I ask myself when I am preparing to do an evaluation on a student with a hearing loss?
01/31/02	Assessment of Language	Assessment Scenarios: what test would you use?	<ul style="list-style-type: none"> What areas of language are likely to be affected when a child has a hearing loss? What evaluation tools would be appropriate to use with a S-D/HH? How do we modify test procedures for a S-D/HH?
2/7/02	Listening Devices: Ch 6 ASHA guidelines for FM Systems Ch 11: Hard of Hearing	Hands on with FM systems and hearing aids	<ul style="list-style-type: none"> What are the different types of assistive listening devices? What does ASHA say about the use of FM systems?
2/14/02	Cochlear Implants: Ch 18	Lisa Buckler: Midwest Ear Hands on with cochlear implants	<ul style="list-style-type: none"> What factors should professionals consider when determining if a child is a good candidate for a cochlear implant?
2/21/02	Auditory Training Ch 7	Story of David Video PROJECT 1 DUE	<ul style="list-style-type: none"> What are the four design principles that I need to consider when planning auditory training?
2/28/02	Auditory Training Continued Readings from Warren Estabrooks	SPICE, DASL Scenarios: Setting realistic Goals	<ul style="list-style-type: none"> How can I use the learning to Listen Sounds suggested by Warren Estabrooks?
3/07/02	Spring Break--ENJOY		

3/14/02	Speechreading: Ch 8 & 9 Associated Audiologists p. 27	Speechreading Tests Assessment of Speechreading Ability Video	<ul style="list-style-type: none"> • What are the factors that affect speechreading abilities and how can I manipulate these factors to help my client? • What do oral interpreters do?
3/21/02	Midterm Exam		<ul style="list-style-type: none"> • Have I reviewed my notes, the textbook, and my study guide?
3/28/02	Ch 14: Hearing Loss in Children Communication Strategies: Ch 4	Examining IEPs, Placements, Working with families Video: Don't Forget It!	<ul style="list-style-type: none"> • How can I make the IEP process family-friendly? • What are the components of a good IEP? • What various placements & support services are available by law for a S-D/HH?
4/04/02	Ch 10: Adults with Hearing Loss Ch 12: Older Adults Hearing & Aging Quiz in Class Ch 13: Effects of Noise	Interpreters Deaf Culture Video Video: Stop that Noise!	<ul style="list-style-type: none"> • What variables should I consider when planning an aural rehab program for an adult? • What are the phases of adjustment for an adult with a hearing loss? • How does excess noise affect a person's hearing? • Check out this website: www.nonoise.org
4/11/02	Ch 15: Intervention Plans for Children <ul style="list-style-type: none"> • So Your Child Has a Hearing Loss: Next Steps for Parents by AG Bell Guest Speaker: Cindy Griffiths	Programmatic & Curricular Modifications, Cued Speech PROJECT 2 DUE	<ul style="list-style-type: none"> • What are the differences between ASL, Cued Speech, simultaneous communication, etc.? • What types of classroom modifications might a student need to be successful?
04/18/02	Presentations of Inservice Materials	PROJECT 3 DUE	<ul style="list-style-type: none"> • Have I adequately prepared my presentation for today?? • Have I made the necessary copies?
4/25/02	Ch 16: Speech, Language & Literacy Development Ch 17: Parent-Centered Conversation and Language Instruction	Form, Content, and Pragmatics Intelligibility What is CAPD?? PROJECT 4 DUE	<ul style="list-style-type: none"> • What types of speech errors do children with hearing loss typically make?
FINAL EXAM: AS SCHEDULED BY THE UNIVERISTY			

Projects for the Course

Project 1: Create a speech facilitation kit **including a speech hoop** and all of the “Learning to Listen” objects from the readings by Warren Estabrooks. Also, include a copy of the Learning to Listen sounds and objects that will stay in your kit as a reminder to you of which toy elicits which sound. Your kit should be kept in some type of case---preferably one with a handle (some people prefer a tackle box for this; others like a rubbermaid container—that is up to you).

Project 2: Attend a SHHH meeting (Self Help for the Hard of Hearing)--this group meets on the second Wednesday of every month so your choices of meetings dates are: February 13, March 13th, April 10th. The meetings are held at the Shawnee Village Shopping Center at 6471 Quivira Road. Their phone number is 913-631-8811. Please show them professional courtesy by being on time to their meeting. Turn in a one to two page typed summary of the meeting you attend, including your impressions!!!

Project 3: Create an inservice packet on an assigned topic and present the information to the class as you would an inservice. The class presentation should be approximately 15 minutes but your inservice packet should contain enough information to give at least an hour inservice. This project may be done in groups of two if you choose. Topics cannot be duplicated unless a difference is specified (such as doing the inservice for a different age group) On the day of your presentation, you should present copies of your packet to each class member. A grading rubric will be provided for this project. Choose a topic from the following list or one approved by the instructor:

- Incorporating the student who is deaf or hard of hearing into your classroom.
Target Audience: Early Childhood Educators & classroom teachers (ages 3 – 3rd grade)
- Educating School Staff Concerning speech-language pathology and audiology services important for infants who are deaf or hard of hearing.
- Educating caregivers on procedures for performing daily hearing aid checks, troubleshooting or basic maintenance of assistive listening devices.
- Educating adults concerning what an aural rehabilitation program can provide.
Target Audience: Senior citizens, middle aged or younger adults with acquired or progressive hearing loss that interferes with communication abilities.
- Educating individuals about the damaging effects of noise on hearing and how to protect your hearing.
Target Audience: Middle school and high school students in health class and/or adults attending a health fair seminar.
- Educating adults about the effects of hearing loss on communication in the workplace, and accommodations required by the Americans with Disabilities Act.
Target Audience: Employers, personnel managers, co-workers, and employment counselors.
- Educating individuals about central auditory processing disorders (CAPD).
Target Audience: Teachers at all levels and parents.
- Educating parents about intervention options for the infant who is deaf or hard of hearing.
Target Audience: Parents needing information concerning communication approaches, amplification or cochlear implants, parent training, etc.

Project 4: Program Option Observations: Each student will complete **three** observations this semester. These observations will be at a residential school for the deaf, a public school program serving students who are deaf/hard of hearing, and an auditory-verbal program. Students should complete these observations on the assigned dates and turn in the observation form on the class day following their visit. These observations may be difficult to reschedule so please be sure to note your date and time once arrangements are made.

Observation A: Kansas School for the Deaf in Olathe is the state school for the deaf and has classrooms for children who are preschool through high school.

Observation B: at a public school program: Ravenwood Elementary School in the north KC school district. The teacher of the deaf, Krissy Ringo, and the speech-language pathologist, Nancy VanHoozer, are allowing us to visit them.

Observation C: at St. Joseph Institute for the Deaf in Overland Park is an auditory-verbal preschool for children.