TEACHING SPEECH AND LISTENING USING AUDITORY VERBAL STRATEGIES

SP ED 5530 and 6530
FALL 2014

INSTRUCTOR:
Marilyn Madsen
Office: Scera Park
Utah School for the Deaf Extension
Orem, Utah
(801) 431-5103
Email: marilynm@usdb.org
Cell: 801-361-3233

University of Utah
Multi-University Consortium
Teacher Training Program
Sensory Impairments

Course Description:
This course emphasizes the development of speech and auditory skills in hearing impaired students. 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, 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 hearing impaired child and the use of results in planning educational objectives will be included. The role of audition in the speech teaching process using auditory verbal strategies including the use of cochlear implants will be an important component of this class. (This course includes components of 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 students will use the International Phonetic Alphabet in analyzing speech samples.
B. The students will identify the stages of phonetic and phonologic speech development.
C. The students will describe an audiogram in relationship to auditory and speech objectives.
D. The students will use the consonant and vowel categories to describe the influences of phonetic context and coarticulation on their production.
E. The students will evaluate the phonetic and phonologic speech of a hearing impaired student including phonologic processes and identify appropriate goals and objectives.
F. The students 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 students will identify auditory verbal techniques and demonstrate how they are incorporated in therapy.

H. The students will identify and describe the hierarchy of listening development and write lesson plans using the hierarchy.

I. The students will explore the use of technology including cochlear implants in teaching speech and listening skills to students with hearing impairments.

The text for this class will be: Children With Hearing Loss Developing Listening and Talking Birth to Six by Elizabeth Cole and Carol Flexer and readings 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 auditory tutoring sessions. A written observation report from each visit will be submitted for grading.

In writing the observations up, keep these things in mind as you write your report.

• 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 communications?
• Did the child turn take?
• How was listening incorporated into the lesson?
• Was ample opportunity and wait time for the child to respond?
• How did the parent or teacher communicate with the child?
• Was the child amplified and what amplification did the child use?

B. Phonetic Assignments  

40 points

In order to practice phonetic transcription, there will be four transcription assignments due. The transcription assignments will be due the week after they are assigned.

C. Journal Assignments  

10 points each  

80 points

Each student will do 8 journal entries to be turned in on information learned from the readings.

D. Speech and Listening Lessons  

20 points

Each student will write and present two speech and listening lesson plans. The written plans will be submitted for grading.

E. Activity Assignments  

10 points for oral peripheral
10 points for the phonetic
20 points for the phonologic

Three activity assignments will be required during the semester. Each student will put together an oral peripheral kit and perform an oral peripheral exam, a phonetic level evaluation, and a phonologic level evaluation on a student and the completed forms will be turned in to the instructor. The Phonetic
Evaluation will include a phonetic level evaluation on a hearing impaired child and goals written from this evaluation. The Phonologic Level Evaluation will include a typed transcription of the dialogue both yours and the child’s in IPA. Write a short report on the findings of the evaluation and select the goals you would work on.

F. Auditory Program Presentations 10 points

Each student will be assigned an auditory skills curriculum to review for the class. A description of the program will be presented including strengths and weaknesses of the program. One activity will be demonstrated to the class from the curriculum.

G. In Service Project 30 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 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.

Midterm Exam: 50 points
Final Exam: 50 points
*Graduate Students must complete 5 summaries of articles taken from journals more recent than 2000 concerning some aspect of listening or speech training with hearing impaired students.

Course Grades:

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\begin{align*}
95 - 100 & = A \\
90 - 94 & = A- \\
87 - 89 & = B+ \\
83 - 86 & = B \\
80 - 82 & = B- \\
77 - 79 & = C+ \\
73 - 76 & = C \\
70 - 72 & = C- \\
67 - 69 & = D+ \\
63 - 66 & = D \\
62 - 60 & = D- \\
\text{Below 60} & = E
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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 and it is the student’s responsibility to obtain the material missed.
Course Outline

Class 1
   Review Syllabus
   Aspects of Spoken Language
   Assignment: Chapters 1 and 2 Cole/Flexer

Class 2
   Neurological Foundations of Listening and Talking
   The Auditory System
   Chapters 3 and 4, Cole/Flexer
   Assignment: Journal 1 assignment due

Class 3
   Hearing and Hearing Loss
   Diagnosing Hearing Loss
   Chapter 8 in Cole and Flexer
   Assignment: Journal 2 assignment due

Class 4
   Stages of Speech Development
   Assessment of Early Pre-speech and Speech in Infants
   and Preschoolers
   Perception and Production
   Chapter 5 in Cole and Flexer
   Assignment: Journal 3 assignment due
   Read handouts on cochlear implants

Class 5
Cochlear Implants
Hearing Aids
FM Systems
Chapter 6 in Cole and Flexer
Assignment: PIP Observation due

Class 6
What is an auditory oral program?
Key Components
What is an Auditory Verbal Method?
Are they the same?

Class 7
Midterm
The Importance of the role of Parents
Working as a Team
Assignment: Read handout material
Journal 5 assignment due

Class 8
Assessment of Phonetic and Phonologic Speech
Oral Peripheral Exams
Finding goals and objectives
Assignment: Journal assignment 6 due
Chapter 9 in Cole and Flexer

Class 9
Constructing Meaningful Communication
Lesson Planning In Speech and Listening
Assignment: Preschool observation due
Journal 7 assignment due

Class 10
In-service Presentations
International Phonetic Alphabet review
And Transcription
Assignment: Chapter 7 in Cole and Flexer

Class 11
Hierarchy of Listening Skills
Assessing Auditory skills
Auditory Assessment Presentations
Choosing Auditory Goals
Assignment: I.P.A. assignments due
Auditory Tutoring Observations due

Class 12
How to Develop Auditory Competencies
The Listening Environment
How to write a lesson plan using speech and listening
Objectives
Assignment: Phonetic evaluation and oral peripheral due
Chapter 10 Cole and Flexer

Class 13
Promoting Listening and Talking
Auditory Teaching Strategies
Speech Teaching Strategies
Journal 8 assignment due
Phonologic assessment due

Class 14
Phonologic Processes
Phonemic Awareness
Formal and Informal Teaching
Lesson Plans written and presented

Class 15
Final
Selected References


