Teaching Spoken Language to Deaf and Hard of Hearing
Children: Birth through School Age
(4 semester hours)
SpEd 5540/6540
Fall 2014

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Sensory Impairments
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The first purpose of this course is to provide the participant with an understanding of the impact hearing loss has on communication and language development.

The second purpose of this course is to provide the participant with the ability to identify specific needs of individual deaf and hard of hearing students (ages 0-21), towards achieving linguistic and communicative competence.

The third purpose of this course is to provide the participant with the skills to translate student needs into developmentally appropriate IFSP/IEP goals, lesson plans and direct interventions. (This course includes components of CEC standards 6,7,8,9,and 10 in the areas of evidence based strategies to support communication skills, the communication features salient to cognitive, emotional and social development, the impact of early communication and the effects of sensory input on development of language and cognition, current theories of language development, communication between deaf individuals and primary caregivers, modeling and coaching others in instructional methods, administration of formal and informal language assessment including gathering and analyzing language samples, using assessment for programming, creating and maintaining records and the modification of instruction in response to ongoing data, the scope and sequence of special curricula, preparing lesson plans, selecting resources and designing materials, reflection on own practice to improve instruction, and engagement in professional activities.)

COURSE COMPETENCIES

Infants – Toddlers

1. Identify the basic aspects of human communication including the dimensions, features, and terminology of communication, speech and language.

2. Identify the development of communication and language for infants and toddlers. Describe the impact of hearing loss on this development.

3. Discuss current research supporting early intervention and the impact on language development.
4. Analyze language assessments for infants and toddlers with hearing impairment, including observation, play based assessment, parent interview and formalized assessment.

5. Identify the goals of early intervention for infants and toddlers with hearing impairment. Write IFSP outcomes in the area of communication and language development.

6. Identify intervention strategies for infants and toddlers in the area of communication and language development. Develop activities to support goals and strategies.

Pre-Schoolers (3-5)

1. Describe major approaches historically and currently used to teach language.

2. Describe best practice in designing a preschool language program.

3. Identify language goals for preschool children with hearing impairments.

4. Identify techniques for promoting communicative interaction in preschool.

5. Identify techniques for building vocabulary and facilitating specific language structures and syntax.

6. Identify strategies to promote language through thinking skills.

7. Analyze both formal and informal language assessment for preschoolers.

8. Write IEP goals and objectives based on assessment.

9. Develop lesson plans and activities to support IEP goals and objectives.
Elementary and Secondary Students

1. Describe typical language development in young children and adolescents.

2. Analyze the relationship of language and cognition.

3. Demonstrate understanding of conversational competence.

4. Identify pragmatic and extended discourse goals and requisite semantic and syntactic structures.

5. Evaluate and implement established language curriculums.

6. Analyze both formal and informal language assessments for elementary and secondary students.

7. Identify language goals for elementary, junior high and high school students, in a variety of educational settings.

8. Develop strategies and activities to promote language goals for elementary, junior high school and high school students.

Class Meetings and Practicum

- Class will meet from 4:30 to 8:00 on Thursday evenings.

- Practicum hours associated with specific assignments will be assigned.

Assignments
Assignments for each section (A-D) should be bound in a folder and turned in on the assigned due date

Section A – Early Intervention – 3 assignments Due Oct. 7th

Points Possible 50
1. Assessment of the communication facilitating behaviors of caregivers and implications for intervention. (15 pts)

2. Written lesson plan and narrative developed to support identified communication strategies needed by parents and a specified communication outcome for the child using developmentally appropriate activities and the parent involvement method. (15 pts)

3. Complete the outcome portion of the IFSP based on a case study of an infant/toddler. Outcomes should reflect communication/language needs. (20 pts)

Section B – Preschool – 3 assignments Due Nov. 4th

1. Implementation of interactive activities designed to obtain a 50 utterance language sample with a preschool child, facilitating several discourse areas. Analysis and implications for instruction. (20 points)

2. Development of a written lesson plan and in class demonstration of the ability to target specific language objectives within a developmentally appropriate preschool activity using strategies discussed in class. (15 pts) The due date for this assignment will be given in class.

3. Develop and present a language lesson to a student or group of students in a preschool setting. Have your cooperating teacher complete a critique of your performance. (15 pts)

Section C – Elementary and Secondary – 4 assignments Due Dec. 9th

1. Analyze a language sample provided to you for use and form. Write a summary and implications for instruction. (20 pts)
2. Develop and present a language lesson to a student or group of students in an elementary setting. Have your cooperating teacher complete a critique of your performance. (15 pts)

3. Develop and present a language lesson to a student or group of students in a secondary setting. Have your cooperating teacher complete a critique of your performance. (15 pts)

4. Demonstrate the ability to design and present a lesson in specific vocabulary development to the class. (10 pts) (the due date for this assignment will be given in class)

Section D – Assessment-2 assignments

Due Dec. 16th

Points possible – 40

1. Assessment observation and report. (20 pts)

2. Prepare a demonstration of an assigned language assessment (20 pts)- undergraduate students

prepare a demonstration of 2 assigned language assessments (30 pts)- graduate students

Grading- based on 200 points-undergraduate students

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Grading based on 210 points - graduate students

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**Readings will include, but are not limited to:**


See next page for nightly topics:
Topics

Early Intervention

1 through 5
Overview, dimensions of communication, impact of hearing loss on language learning

Early language development and natural facilitating behaviors of caregivers
Impact of hearing loss on interactive dynamic
The role of early intervention in early communication development, curriculum and strategies

Lesson Plan Design

Parent involvement method
Language assessment for infants and toddlers
Writing the IFSP/communication outcomes

Preschool

6 through 9
Overview of teaching methods
Components of a preschool language program
The role of play in the development of communication skills
Developing language through thinking skills
Assessment and language sampling
Writing language development goals/the IEP
Building vocabulary and facilitating language structures
Lesson Plan Design

Elementary and Secondary

10 through 15
Language assessment
Analyzing and Facilitating Use
Conversational Skills and Conversational Competence
Analyzing and facilitating semantic development (content)
Analyzing and facilitating form
Writing IEP language goals and objectives
Integrating language into content area instruction
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 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)