

DEAF 6020
Audiological Considerations/Auditory/Oral Methods for Teachers
Of the Deaf

College of Education

Valdosta State University

Department of Special Education and Communication Disorders

Conceptual Framework: Guiding Principles

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Council of Chief State School Offices, (2013, April). *InTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

INSTRUCTOR

Dr. Terri Pratt

Contact Information: tpratt@valdosta.edu

Course Description: The purpose of this course is to prepare teachers of students who are deaf/hard of hearing to provide appropriate activities to enhance speech and listening skills in clinical and classroom contexts. A minimum grade of "B" is required for this course.

Required Textbooks:

Madell, Jane R., and Flexer, Carol (2008). *Pediatric Audiology*. New York: Thieme Medical Publishers, Inc.

Easterbrooks, S.R., & Estes, E.L. (2007). *Helping Deaf and Hard of Hearing Students to Use Spoken Language*. Thousand Oaks, CA: Corwin Press.

Course Goals and Objectives:

Outcomes for this course are based on INTASC/CEC/CED/PSC and Conceptual Framework standards are aligned

Diversity

1. Describe the impact of educational placement options with regard to cultural identity and linguistic, academic, and social-emotional development. Describes the knowledge base regarding the benefits and drawbacks of *the oral option* on the continuum of placements. (Standard 3; Knowledge Statement #1, DL_{1.2}, DL_{1.3})

Technology

1. Investigate sources of specialized materials for individual who are deaf or hard of hearing. Incorporates instructional technology specifically designed for students with hearing loss. (Standard 4; Knowledge Statement #1)

Additional Course Objectives:

Develop knowledge and skills in processes and procedures for bringing about improvement in listening and speech skills of children with hearing losses. This involves assessment, planning, instruction and monitoring of progress. Guiding questions for this course include:

1. Determine a student's present level of performance in listening and speech. (AL2.3)
2. Establish an appropriate set of objectives

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3. Develop strategies to teach children to listen and speak
 - a. In individual therapy, and
 - b. When integrated into content area lessons in self-contained and regular education environment?
4. Demonstrate how to effectively manage auditory and speech technology in terms of: amplification devices (TL2.1) and Instructional technology (TL3.1).
5. Demonstrate knowledge of how to monitor on-going progress

CEC/CED Knowledge and Skills Statements

1. Define models, theories, and philosophies that provide the basis for educational practice for individuals who are deaf or hard of hearing. (Standard 1; Knowledge Statement #2)
 - 1.1 Describes theories and practices underlying instruction in speech.
 - 1.2. Presents the research base underlying oral theory of communication development and associated controversy.
2. Identify strategies for stimulating and using residual hearing. (Standard 1; Knowledge Statement #8)
 - 1.1 Chooses and applies various pedagogical techniques such as auditory-verbal, auditory-oral, and auditory-visual instruction in a variety of auditory training contexts including individual and small group instruction.
4. Integrate speech skills as consistent with educational philosophy into academic areas. (Standard 7; Skill Statement #2)
 - 2.1 Designs and implements procedures to monitor amplification systems (TL2.2).
 - 2.2 Designs and implements auditory and speech program.
5. Develops appropriate lesson plans. (Standard 7; Skill Statement #5)
6. Conduct well-planned lessons. (Standard 7; Skill Statement #6)
7. Uses disability-specific assessment instruments. (Standard 8; Skill Statement #2)
8. Professional development to acquire knowledge of philosophies and skills in communication modes. (Standard 9)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. 3 tests at 100 points each.
2. Project 1 – Research Paper. The research paper will be 6-8 pages long (text), with references in APA style. At least 5 references are required, with a minimum of 3 references from peer reviewed articles/books. 100 points.
3. Project 2 – Case Study Presentation. 100 points. **TL3A Theme Proficiency Level Assessment: The Case Study Presentation requires students to demonstrate how current technology is being implemented in the field to improve auditory accessibility for student who are deaf or hard of hearing.**
4. Class participation: 25 points. As this is an online course, the class participation grade will be based on chat room attendance and participation.

COURSE EVALUATION

Grading scale:

- A = 472.5-525 pts.
- B = 420-472
- C = 367.5-419
- D = 315-367
- F = 314 and below

DUE DATES

All tests and assignments are to be turned in either on or before the cutoff day and time. Every day the test or assignment is late will result in a 10% reduction in the grade.

ATTENDANCE POLICY

This is an online course. It is your responsibility to check the course several times a week, to turn in assignments on time, and to respond to email discussions, questions or other prompts from the professor.

Policy on Academic Honesty: Students are responsible for and are urged to read carefully the College of Education policy on academic honesty covering *plagiarism, cheating, unauthorized collaboration, falsification, and multiple submissions* in the COE Bulletin. Copying information from internet sites without providing appropriate citation is considered to be plagiarism. It is a significant violation of academic honesty to have another individual do your on-line assignments for you.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

Note: The course syllabus provides a general plan for the course; deviations may be necessary.

Note: Pursuant to the provisions of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, it is the responsibility of the instructor to make reasonable accommodations for students who have disabilities. If you have any condition that influences your ability to learn or to participate in class activities, it is YOUR responsibility to register your needs prior to the beginning of classes through the Office of Disability Services and to inform the instructor so that reasonable accommodations may be made.

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