

Master's & Credential Program

EDU 234A
DHH: LISTENING AND SPOKEN LANGUAGE (3 units)
Fall Semester 2021

Mary McGinnis, Cand PhD, LSLS Cert AVT	Class Hrs: Tuesdays 1:30-4:30 (Zoom)
Office Hours: Tue 4:30-6:30 & by appt	Term Dates: Aug 24-Dec 11, 2020
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Course Description

This course provides the candidate the concepts, skills, and dispositions to be able to assess, teach, and remediate listening and spoken language as they relate to speech perception and speech production through knowledge of the acoustic basis of speech. The Ling method of teaching listening and spoken language forms the foundation for the theoretical concepts, practical development, and teaching/remediation strategies for individuals with hearing loss from birth to age 22. This course is a prerequisite to EDU 234B DHH: Listening and Spoken Language Practicum. To prepare for EDU 234B, the candidate must be able to:

1. Demonstrate knowledge of speech anatomy, categorization, IPA transcription
2. Curate resources for assessing and teaching of auditory and speech skills
3. Analyze auditory speech perception data
4. Assess auditory access
5. Assess listening skills
6. Assess oral-motor and feeding skills
7. Assess phonetic skills
8. Assess phonologic skills
9. Analyze speech errors and select targets
10. Develop oral-motor and feeding skills
11. Develop phonetic skills
12. Develop phonologic skills
13. Develop auditory processing skills
14. Develop teaching units in listening and spoken language

Note: *If any videos of children are collected and/or shared as part of the course, graduate students understand that parents have permitted videos to be kept only as property of JTC. Videos are confidential material, protected by law, and must be deleted from personal devices, and not shared with anyone in any form.*

Course Purpose & Outcomes – Aligned with Unit & Program Outcomes

Initial Program: Meets part of the standards for the CCTC Preliminary - Education Specialist Standards for Deaf and Hard of Hearing Credential with added authorizations in English Learners and Autism Spectrum Disorders.

Assessment of Student Learning Outcomes: Student learning is at the core of the MSMU mission. Faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills and dispositions expected of MSMU's graduate students. In each class, one or more student learning outcomes will be assessed. Some of the class assignments may be used to evaluate overall student learning and to improve teaching and learning in each class, the Education Department, and throughout the University.

Course Outcomes Aligned with Standards: This course meets the standards for the following organizations in preparing teachers of the deaf:

- MSMU Institutional Learning Goals and Graduate Learning Outcomes
- California Commission on Teacher Credentialing (CCTC) Standards:
 - Preliminary Credential: Education Specialist: Deaf & Hard of Hearing
- California Teaching Performance Expectations (TPEs-2018)
- Council on Exceptional Children (CEC)
- Council on Education of the Deaf (CED)
- Alexander Graham Bell Academy for Listening and Spoken Language

Commission of Teacher Credentialing Teacher Preparation Expectations (TPEs) Focus

1.4 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

Practiced: Candidates evaluate the language levels of a case study child to determine the child's needs

2.5 Select, adapt, create and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.

Introduced: The requisite skills of LSL teachers when considering diversity and attitudes towards languages, dialects and accents. Utilizing appropriate online resources to support student learning.

2.6 Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families.

Introduced: Auditory access issues and solutions in multiple contexts.

3.1 Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.

Introduced: Topics introducing concepts such as: speech acoustics, speech perception, auditory function, IPA, DIP phonemic, phonologic etc. 3.3 Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive

(listening, reading and viewing) language skills strategies and **assessments** based on the language of instruction (ASL and/or English).

Practice: Assessments that target students' accesses/ determines the availability of information that influences a student's receptive and expressive language e.g. assessing a child's auditory access and oral-motor skills

3.6 Construct accessible learning experiences that incorporate use of **auditory, tactile,** and **visually** assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students.

Introduced: Developing phonemic, phonological, auditory skills (language skills) in lesson planning utilizing tools in the natural environment

3.7 Use appropriate multimedia tools to provide language access and support conceptual knowledge.

Introduced: Candidates are introduced to a variety of multimedia tools to support the language development of students wearing hearing technology.

4.2 Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.

Introduced: Typical oral-motor, speech and language development are introduced.

Practiced: Evaluate a student's auditory access, oral motor development, phonemic and phonological development as well as receptive and expressive language

4.7 Coordinate, collaborate, co-teach and communicate effectively with other agencies, educators, **service providers**, parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions.

Introduced: Communicating with all service providers and family regarding student access and progress utilizing LSL. **Practiced:** Review IFSP and IEP and discuss the contribution of each provider to the child's transition to kindergarten and service delivery offered

5.5 Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on **assessments** of student growth to determine level of proficiency for each deaf student.

Introduced: Assessments - phonemic, phonological, oral motor, auditory, language that impact receptive and expressive listening and spoken language development. **Practiced:** Discuss case study students' results on assessments to determine what his/her proficiencies and needs are.

Assessed: Choose appropriate listening language and speech assessments based on results identify student needs and suggest appropriate goals.

6.8 Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.

Introduced: The importance of Evidence Based Practice in Listening and Spoken Language. Practice for children who are DHH. **Practiced:** Candidates search for EBP in listening and spoken language outcomes for child who are DHH and utilizing technology and spoken language. **Assessed:** Creation of teaching units using EBP strategies to develop and maintain LSL in children who are DHH.

MSMU Institutional & Graduate Learning Outcomes with TPEs Addressed
Institutional Learning Goal #1: Disciplinary Expert Mount graduates will demonstrate the knowledge, skills, and dispositions required of their chosen discipline.
Graduate Learning Outcome #1: Disciplinary Competence

<i>Mount graduates will demonstrate competence in techniques, concepts, and knowledge specific to their chosen discipline.</i>	
1.1	Describe the educational implications (e.g., on accessing Core Curricula, state standards, academic material, social interactions, etc.) of challenges in speaking and listening that a child with various hearing losses might encounter. [TPE 1.1, 1.2]
1.2	Describe how the speaking and listening challenges of a child with hearing loss might be accommodated or ameliorated to assist the child in obtaining equal access to education in face-to-face and virtual environments. [TPE 1.3, 1.5, 2.6, 2.7]
1.3	Describe the major anatomical structures responsible for speech production from the lips to the diaphragm, and label a diagram of the speech mechanism with 100% accuracy. [TPE 1.4]
1.4	Demonstrate knowledge and use of the International Phonetic Alphabet (IPA) by transcribing speech with 80% accuracy. [TPE 1.4, 3.3, 4.2]
1.5	Demonstrate knowledge of segmentals in speech, by categorizing consonants by manner, place, and voicing, and vowels by their formant frequencies. [TPE 1.4, 4.2]
1.6	Describe speech acquisition for a hearing child, and a child with a hearing loss, from infant vocalizations to mastery. [TPE 1.4, 4.2]
1.7	Use principles of speech acoustics to explain the speech perception capabilities of children with different degrees of hearing loss and etiologies, and the influence of audiological management on children's speech perception. [TPE 2.6, 3.3]
1.8	Determine whether a child's auditory devices are optimal for speech development, using speech acoustics principles in face-to-face and virtual environments. [TPE 2.6, 3.3]
1.9	Demonstrate skill in appropriate monitoring and troubleshooting techniques for auditory devices, using principles of speech acoustics in face-to-face and virtual environments. [TPE 2.6, 3.3]
1.10	Demonstrate knowledge of Ling's seven stages of phonetic and phonologic speech acquisition. [TPE 1.4, 3.3, 4.2]
1.11	Demonstrate knowledge of assessment of oral-motor and feeding skills. [TPE 1.4, 3.3, 4.2, 5.3, 5.5]
1.12	Demonstrate knowledge of typical errors in oral-motor speech skills, phonetic speech (voice, suprasegmental, segmentals, blends), and phonologic speech. [TPE 1.4, 3.3, 4.2, 5.5]
1.13	Demonstrate knowledge and application of Ling's seven stages of phonetic and phonologic speech acquisition in the development, assessment, and remediation of speech. [TPE 1.4, 3.3, 4.2, 5.3, 5.5]
1.14	Demonstrate the ability to explain technical information to a parent. [TPE 6.2, 6.3]

Required and Recommended Texts, Supplies, and Learning Activities	
Required (\$134 approx)	
1	Morrison, H.M. (2015). <i>First Things First: Ensuring Auditory Access, Vol 1</i> [Kindle \$8.99] https://www.amazon.com/Helen-M.-Morrison/e/B015JYQAM8/ref=dp_byline_cont_ebooks_1

2	Ling, D. and North, S. (2009). Ling speech cards. Los Angeles, CA: John Tracy Center. <i>[\$50 available at JTC]</i>
5	Headphones/earbuds are required in class daily for IPA transcription
6	Amy Graham's Oral Mechanism Exam
7	"AB Webinar Series on Speech Perception," Jane Madell & Joan Hewitt, (3 @1 hr each) Free [Live Aug 28, Sept 4, 11]
8	Speech Acoustics Detective Work, Sylvia Rotfleisch, Hearing First: Free [4 live sessions plus pre-learning assignments Sept-Oct] www.hearingfirst.org
9	"Teletherapy 101" Webinar, Elizabeth Rosenzweig: Free [https://youtu.be/vbZ6cLWtPFc]
10	"Listen Up" Webinar (1 hour): \$10 [watch after 9/23/20] https://auditoryverbaltherapy.net/2020/08/13/fall-2020-webinar-series/
11	"Super Sessions" Webinar (1 hour): \$10 [watch after 10/14/20] https://auditoryverbaltherapy.net/2020/08/13/fall-2020-webinar-series/
12	Graham Speech Therapy Oral-Facial Exam \$20 https://www.teacherspayteachers.com/Product/Oral-Facial-Exam-oral-mechanism-exam-4581492
13	Various free /low-cost Boom Cards, Teachers Pay Teachers digital materials
14	Various free /low-cost webinars will be added to the list
Highly Recommended (but not required)	
1	Ling, D. (2002). <i>Speech and the hearing impaired child: Theory and practice</i> . Washington, DC: Alexander Graham Bell Association for the Deaf. <i>[Paperback/Used: \$4.58 on Amazon or Kindle \$49.95]</i>
2	Ling, D. (1989). <i>Foundations of spoken language for hearing-impaired children in audition, speech, language, and communication</i> . Washington, DC: Alexander Graham Bell Association for the Deaf. <i>[Paperback/Used: \$7.85 on Amazon]</i>

Grading and Evaluation Standards	
Passing Grades	Failing Grades
A 95 - 100	C+ 78 - 79.9
A- 90 - 94.9	C 74 - 77.9
B+ 88 - 89.9	C- 70 - 73.9
B 84 - 87.9	F BELOW 70.0
B- 80 - 83.9	

A grade of B- is required as a prerequisite in order to take the next course in the sequence: EDU 235B DHH: Listening and Spoken Language Practicum (2). GPA over all coursework must be 3.0 to continue in Program, however.

Assignments	Weight
1. Transcribe, categorize, and analyze children's speech using IPA, vowel quadrilateral, consonant grid, and vocal tract anatomy	195
2. Collect, create, and curate resources in listening and spoken language <ul style="list-style-type: none"> ▪ Curate social media sites for specific resources ▪ Join groups, follow social media, subscribe to newsletters ▪ Collect/create professional materials (books, research, materials) ▪ Organize materials in computer file formats (Google Drive, etc.) 	350
3. Analyze auditory speech perception data <ul style="list-style-type: none"> ▪ Gather all audiological data (birth records, all tests) ▪ Plot thresholds on various audiogram formats ▪ Collect data on thresholds at normal, quiet, and speech in noise 	500
4. Assess all listening devices (HA, CI, ABI, baha, HAT) <ul style="list-style-type: none"> ▪ Maintain daily records on device functioning ▪ Use <i>Ling Six Sound Test</i> to evaluate functioning 	500
5. Assess listening skills/speech perception, informally and formally <ul style="list-style-type: none"> ▪ Auditory Skills Curriculum, Auditory Learning Guide ▪ <i>Ling Six Sound Test, Iowa Medial Consonant Test</i> 	500
6. Assess speech: oral-motor & feeding skills <ul style="list-style-type: none"> ▪ Observe behaviors, using formal oral-motor screening form ▪ Conduct formal oral-motor assessment 	500
7. Assess speech: phonetic level skills <ul style="list-style-type: none"> ▪ Collect informal speech sample, using Informal Ling PLE ▪ Conduct formal <i>Ling Phonetic Level Evaluation</i> 	500
8. Assess speech: phonologic level skills <ul style="list-style-type: none"> ▪ Collect speech sample ▪ <i>McGinnis Phonologic Screening</i> 	500
9. Collate data on all assessments <ul style="list-style-type: none"> ▪ Analyze data for error patterns ▪ Select targets in auditory and speech skills 	500
10. Develop speech skills: oral-motor & feeding skills <ul style="list-style-type: none"> ▪ Create activities for oral-motor/feeding skills & file organization 	200
11. Develop speech skills: phonetic level skills <ul style="list-style-type: none"> ▪ Create phonetic level activities & file organization 	200
12. Develop speech skills: phonologic level skills <ul style="list-style-type: none"> ▪ Create phonologic level activities & file organization 	200
13. Develop auditory skills from detection through comprehension <ul style="list-style-type: none"> ▪ Create auditory skills activities & file organization 	200
14. Create teaching units <ul style="list-style-type: none"> ▪ Based on assessments of speech and listening skills ▪ Informed by IEP goals/objectives in listening and speech ▪ Using digital resources for parent coaching in online sessions 	1000
15. Presence, Planning, Punctuality, Preparation, Participation, Perception, and Professionalism	45
Total Points	5,890

Class Schedule (15 Classes + Final)

#	Date	Topics	Knowledge and Skills	Due
1	Tues Aug 25	<ul style="list-style-type: none"> ▪ Course introduction ▪ Syllabus/requirements ▪ Requisite knowledge, skills, and attitudes of DHH educators 	<ul style="list-style-type: none"> ▪ Analyze Antonio's speech on Goldman-Fristoe 2 	<ol style="list-style-type: none"> 1. August 20: Register for Sylvia Rotfleisch's course on Hearing First, which meets for 4 live sessions Thursdays 5-6:30, September 17, 24, Oct 1, 8. Free 2. Register for free AB Webinars with Jane Madell & Joan Hewitt, Fridays 6-7:30, Aug 28, Sept 4, Sept 11 3. Join Facebook, Instagram, Pinterest 4. Join FB groups, Insta accounts, Pinterest pages 5. Create shared drive in Google Drive
2	Tues Sep 1	<ul style="list-style-type: none"> ▪ IPA, transcription, phonemes ▪ Speech perception and sense modalities: ▪ Speech development ▪ Diversity: attitudes towards languages, dialects, accents ▪ Ling's Seven Stages of Speech Development 	<p>Skill 1: Transcribe and analyze children's speech using IPA</p> <ul style="list-style-type: none"> ▪ Analyze Antonio's speech on Goldman-Fristoe 2 ▪ Use Decision Tree 	<p>DUE: Vocal Tract Test DUE: Begin curating digital resources</p>
3	Tues Sep 8	<ul style="list-style-type: none"> ▪ Tour of social media and multi-media resources 	<p>Skill 2: Curate resources in listening and spoken language</p> <ul style="list-style-type: none"> ▪ Gather resources in listening and spoken language ▪ Curate social media sites for specific resources ▪ Join groups, follow social media, subscribe to newsletters ▪ Gather professional materials (books, journal articles) ▪ Organize materials in computer file formats (Google Drive, etc.) 	<p>DUE: Check on file organization system DUE: IPA Practice Test/Quiz 1 DUE: Video: <i>Ling Speech Acoustics</i> (45 min; JTC access)</p>

#	Date	Topics	Knowledge and Skills	Due
4	Tues Sep 15	<ul style="list-style-type: none"> ▪ Speech perception ▪ Acoustics ▪ Development of auditory function using auditory-verbal approach ▪ Ling p. xxi 	<p>Skill 3: Analyze auditory speech perception data</p> <ol style="list-style-type: none"> 1. Gather all audiological data (birth records, all tests) 2. Plot thresholds on <i>McGinnis Everything Audiogram</i> 3. Plot thresholds on <i>Count-the-Dot Audiogram</i> 4. Collect data on thresholds: normal, quiet, speech in noise +5 	<p>DUE: Vowel Quadrilateral Test DUE: Video: <i>The Detection Factor</i> (45 min; JTC access)</p>
5	Tues Sep 22	<ul style="list-style-type: none"> ▪ Auditory access issues and solutions in multiple contexts 	<p>Skill 4: Assess auditory access</p> <ul style="list-style-type: none"> ▪ McGinnis Everything Audiogram ▪ Count-the-Dot Audiogram ▪ Ling Six Sound Test ▪ Medial Consonant Test 	<p>DUE: IPA Practice Test/Quiz 2 DUE: Thu Sept 17: Hearing First (5:00-6:30) [NO conflict with Dr. Nao's class] See 5-6:30 DUE: Documentation on auditory speech perception data on assigned child</p>
6	Tues Sep 29	<ul style="list-style-type: none"> ▪ Auditory skills research ▪ The Auditory Skills Curriculum ▪ ALG ▪ CASLLS 	<p>Skill 5: Assess listening skills and speech perception, using informal and formal assessments</p> <ul style="list-style-type: none"> ▪ ASIPS ▪ ALG ▪ CASLLS 	<p>DUE: IPA Practice Test/Quiz 3 DUE: Thu Sept 24: Hearing First (5:00-6:30) [conflict with Dr. Nao's class] See 5-5:30</p>
7	Tues Oct 6	<ul style="list-style-type: none"> ▪ Typical oral-motor development ▪ Red flags 	<p>Skill 6: Assess speech: oral-motor & feeding skills</p> <ul style="list-style-type: none"> ▪ JTC Oral-Motor & Feeding Screening ▪ Amy Graham Oral-Facial Exam ▪ Myofunctional Exam 	<p>DUE: IPA Practice Test/Quiz 4 DUE: Video analysis of listening skills DUE: Thu Oct 1: Hearing First (5:00-6:30) [NO conflict with Dr. Nao's class] See 5-6:30</p>

#	Date	Topics	Knowledge and Skills	Due
8	Tues Oct 13	<ul style="list-style-type: none"> ▪ Typical speech development stages ▪ Articulation norms for various languages ▪ Ling's 7 Stages ▪ Speech assessments ▪ Video: PLE (Ling) ▪ Video: PLE (Elizabeth & Carissa) 	Skill 7: Assess speech: phonetic level skills Voice & DIP: Phonetic level teaching strategies	DUE: IPA Practice Test/Quiz 5 DUE: Thu Oct 8: Hearing First (5:00-6:30) DUE: Video/documentation of Oral-Motor Screening
9	Tues Oct 20	<ul style="list-style-type: none"> ▪ Speech assessments at the phonologic level 	Skill 8: Assess speech: phonologic level skills Vowels & Diphthongs: Phonetic level teaching strategies	DUE: Consonant Grid Test DUE: Teletherapy 101 (1 hr) https://youtu.be/vbZ6cLWtPFc DUE: Video/documentation on PLE
10	Tues Oct 27	<ul style="list-style-type: none"> ▪ Putting it all together for IFSP and IEP goals/objectives 	Skill 9: Collate and analyze data on all assessments <ul style="list-style-type: none"> ▪ Assessing speech & audition 	DUE: IPA Practice Test/Quiz 6 DUE: Watch my AGB course (1.5 hrs) DUE: Video/documentation of McGinnis Phonologic Screening
11	Tues Nov 3	<ul style="list-style-type: none"> ▪ Comorbidities ▪ Treatments 	Skill 10: Develop speech: oral-motor & feeding skills	DUE: IPA Practice Test/Quiz 7 DUE: Create lesson plan on oral-motor & feeding skills for assigned child
12	Tues Nov 10	<ul style="list-style-type: none"> ▪ Suprasegmentals ▪ Segmentals 	Skill 11: Develop speech skills: phonetic level skills	DUE: IPA Practice Test/Quiz 8 DUE: Ling Video: PLE [13 min]: https://www.youtube.com/watch?v=jlGcl4_8kYI&t=612s DUE: Create lesson plan on oral-motor & feeding skills for assigned child

#	Date	Topics	Knowledge and Skills	Due
13	Tues Nov 17	<ul style="list-style-type: none"> ▪ Developing phonologic skills in naturalistic settings ▪ LSL strategies 	Skill 12: Develop speech skills: phonologic level skills	DUE: IPA Practice Test/Quiz 9 DUE: Video/documentation of phonetic speech lesson plan
14	Tues Nov 24	<ul style="list-style-type: none"> ▪ Auditory skills development in naturalistic settings ▪ LSL strategies 	Skill 13: Develop auditory skills from detection through comprehension	DUE: IPA Practice Test/Quiz 10 DUE: Video/documentation of phonologic speech lesson plan
15	Tues Dec 1	<ul style="list-style-type: none"> ▪ Creating teaching units ▪ LSL strategies 	Skill 14: Create teaching units	DUE: Video/documentation of auditory skills lesson plan
Tues Dec 8 Final [TBA]		ALL work due to me by 6:00 pm Tuesday December 8, 2020: 1. Final Teaching Units 2. Any late or revised assignments		

Skills in Listening and Spoken Language	Skills-Based Assignments
1. Transcribe and analyze children's speech using IPA	<ul style="list-style-type: none"> ▪ Completing IPA Tests ▪ Transcription of children's speech in skills assignments
2. Gather resources in listening and spoken language <ul style="list-style-type: none"> ▪ Curate social media sites for specific resources ▪ Join groups, follow social media, subscribe to newsletters ▪ Gather professional materials (books, journal articles) ▪ Organize materials in computer file formats (Google Drive, etc.) 	<ul style="list-style-type: none"> ▪ Demonstration of collected digital resources ▪ Sharing organization scheme
3. Collect data to assess auditory speech perception <ul style="list-style-type: none"> ▪ Gather all audiological data (birth records, all tests) ▪ Plot thresholds on <i>McGinnis Everything Audiogram</i> ▪ Plot thresholds on <i>Count-the-Dot Audiogram</i> ▪ Collect data on thresholds at normal, quiet, and speech in noise 	<ul style="list-style-type: none"> ▪ Complete audiological info form on each child ▪ Plot thresholds for each child on various audiogram forms
4. Assess all listening devices (HA, CI, ABI, baha, HAT) <ul style="list-style-type: none"> ▪ Maintain daily records on device functioning ▪ Use <i>Ling Six Sound Test</i> to evaluate functioning 	<ul style="list-style-type: none"> ▪ Collect digital resources on troubleshooting all devices
5. Assess listening skills and speech perception: informal assessment <ul style="list-style-type: none"> ▪ Observe informal listening skills <ul style="list-style-type: none"> ○ <i>Auditory Skills Curriculum</i> ○ <i>Auditory Learning Guide</i> ▪ Conduct formal listening skills assessments <ul style="list-style-type: none"> ○ <i>Ling Six Sound Test</i> ○ <i>Iowa Medial Consonant Test</i> 	<ul style="list-style-type: none"> ▪ Video: conduct <i>Ling Six Sound Test</i> with child ▪ Video: conduct <i>Medial Consonant Test</i> with child
6. Assess speech: oral-motor & feeding skills <ul style="list-style-type: none"> ▪ Observe behaviors, using formal oral-motor screening form ▪ Conduct formal oral-motor assessment 	<ul style="list-style-type: none"> ▪ Video: conduct oral-motor screen with child
7. Assess speech: phonetic level skills <ul style="list-style-type: none"> ▪ Collect informal speech sample, using Informal <i>Ling PLE</i> ▪ Conduct formal <i>Ling Phonetic Level Evaluation</i> 	<ul style="list-style-type: none"> ▪ Video: conduct <i>Phonetic Level Evaluation</i> with child

Skills in Listening and Spoken Language (continued)	Skills-Based Assignments
8. Assess speech: phonologic level skills 1. Collect speech sample 2. <i>McGinnis Phonologic Screening</i>	<ul style="list-style-type: none"> ▪ Video: collect speech sample of child ▪ Form: conduct <i>McGinnis Phonologic Screening</i>
9. Collate data on all assessments <ul style="list-style-type: none"> ▪ Analyze data for error patterns ▪ Select targets in auditory and speech skills 	<ul style="list-style-type: none"> ▪ Report: collate assessment data/targets on a child
10. Develop speech skills: oral-motor & feeding skills <ul style="list-style-type: none"> ▪ Create organized files for oral-motor/feeding activities 	<ul style="list-style-type: none"> ▪ Create and demonstrate oral-motor activities
11. Develop speech skills: phonetic level skills <ul style="list-style-type: none"> ▪ Create organized files for phonetic level activities 	<ul style="list-style-type: none"> ▪ Create and demonstrate phonetic level activities
12. Develop speech skills: phonologic level skills <ul style="list-style-type: none"> ▪ Create organized files for phonetic level activities 	<ul style="list-style-type: none"> ▪ Create and demonstrate phonologic level activities
13. Develop auditory skills from detection through comprehension <ul style="list-style-type: none"> ▪ Create organized files for auditory skills activities 	<ul style="list-style-type: none"> ▪ Create and demonstrate auditory skills activities
14. Create teaching units <ul style="list-style-type: none"> ▪ Based on assessments of speech and listening skills ▪ Informed by IEP goals/objectives in listening and speech ▪ Using digital resources for parent coaching in online sessions 	<ul style="list-style-type: none"> ▪ Create and demonstrate teaching units

Worked Example of Assessment EDU 234 A

Draft- Final Project (D.P.)

The test and procedures that were used were the following:

1. Audiograms- dated – 9/13/2017, 3/12/2018, and 2/26/2019
2. Audiological Information Form
3. Count-the-Dot Audiogram
4. McGinnis Everything Audiogram
5. Rainbow Audiogram
6. Ling Six Sound Test Record
7. Transcript of Videos 1, 2, and 3
8. Phonetic Level Evaluation (PLE) for Phonetic Inventory
9. McGinnis Phonologic Screening
10. McGinnis Screening for Oral-Motor and Feeding Skills

After gathering D.P.'s three recent audiograms it is evident that his hearing has been progressively decreasing. In 4/13/2017, D.P. presented with a severe sensorineural hearing loss in the right ear and a severe sloping to profound hearing loss in the left ear. The audiologist noted that the results were worst at 6000- 8000 Hz compared to the last audiological test. Using the PBK-50 word lists, D.P.'s speech perception scores suggest that he was able to perceive only 76% of the word list with his right ear at 95dB and 55% with his left ear at max presentation of 100dB. The following year on 3/12/2018, D.P. received another audiological exam and his scores presented him with having a severe sensorineural hearing loss with a slight conductive component in the right ear and a moderate-severe hearing loss at 250-500Hz sloping to severe sensorineural hearing loss in the left ear. The audiologist noted that D.P.'s threshold worsened in the right ear compared to the results from April 2017. His speech discrimination fell from 76% to 30% in the right ear at 100 dB and went from 55% to 60% in the left ear. In his **most recent audiological exam**, from 2/26/2019 D.P.'s scores suggest that D.P. presents a severe mixed sensorineural hearing loss in the right ear and moderately- severe to profound mixed sensorineural hearing loss in the left ear. His speech discrimination scores (with his auditory devices) are 44% in the right ear and 68% in the left ear.

The data gathered suggest that D.P. has a progressive sensorineural hearing loss with a conductive component.

I plotted D.P.'s most recent aided audiogram from 2/26/2019 (using his better thresholds from both ears) to the *McGinnis Everything Audiogram*, the *Rainbow Audiogram*, and the *Count the Dots Audiogram*. According to the *McGinnis Everything Audiogram*, D.P. is lacking access to all of the low, mid, and high frequency speech sounds that are in the English language such as all the consonants, /dʒ/, /z/, /v/, /m/, /n/, /ŋ/, /d/, /b/, /r/, /tʃ/, /ʃ/, /p/, /h/, /g/, /t/, /k/, /s/, /f/, /θ/ and **all 12 vowel sounds** in the English language.

The *Rainbow Audiogram* describes the manner of production and the voicing of the consonants and vowels of the English language. Using the *Rainbow Audiogram*, the results suggest that D.P. has difficulties hearing all of the nasals sounds (/m/, /n/, /ŋ/) voiced low frequency sounds (/z/, /v/, /dʒ/, /u/ /i/) low frequency plosives (/d/, /b/) laterals and liquids (/r/ and /l/) vowels and diphthongs (/u/, /a/) mid-high frequency unvoiced plosives (/p/, /k/, /t/), mid-high frequency voiced plosives (/g/) high frequency fricatives (/h/, /s/, /f/, /ʃ/, /θ/), and high frequency affricates (/tʃ/). People that are deaf or hard-of-hearing must have constant access to all of the speech sounds, not having access to all the speech sounds can severely hinder their speech perception and speech production. It is essential for D.P. to have access, using his hearing devices, to all of the speech sounds of the English language and to get equal auditory access.

With the *Count the Dots Audiogram*, there are 100 dots on the audiogram scattered throughout the frequencies where the different speech sounds of the English language are located. The dots that fall below the plotted line were counted, and the results were transferred into a percentage. This test's desired score is between 90 -100 = 90% -100%, however when plotting D.P.'s most recent audiogram to the *Count the Dots Audiogram* his hearing percentage score was **0 = 0%** suggesting that D.P.'s hearing aids are not giving him full access to speech sounds. It is imperative for D.P. to have access to spoken language so D.P. can continue getting brain stimulation and to prevent "educational deprivation".

After plotting the best thresholds from both ears to the three audiograms and analyzing the results, it is evident that D.P. is not receiving full auditory access to speech with his hearing aids. D.P. is unable to get equal access to all the speech sounds of the English language and it can hinder his social and personal life. Not having constant access to speech can also cause educational deprivation.

D.P. was also informally assessed using the *Ling Six Sound Test*, the test is used to identify a person's ability to perceive the Ling six sounds. It allows us to determine from what distance a child can perceive spoken language clearly and identify their speech bubble. *The Ling Six Sound Test* provides an understanding of how challenging it is for deaf or hard-of-hearing individuals to perceive speech from various distances. An individual who does not perceive all the speech sounds of the English language clearly will have increased difficulty comprehending speech.

When testing D.P.'s right ear, he can identify the following sounds, /u/, /i/, /ʃ/, and /a/. He inconsistently responds to /s/ and consistently responds /u/ for /m/.

When testing D.P.'s left ear he can identify the following sounds, /ʃ/, /i/, /m/, /u/, and /a/ however, he does not respond to /s/.

When testing D.P. binaurally, D.P. can identify the following sounds, /a/, /ʃ/, /i/, /u/, and /m/. He inconsistently responds to /s/ and occasionally responds /u/ for /m/.

After testing each ear separately and then both ears together using the *Ling Six Sound Test*, the results suggest that D.P. has difficulties hearing the high frequency sounds because he inconsistently or does not respond to the /s/ sound. The results also suggest that D.P. is having difficulties hearing low frequency sounds because he will inconsistently respond /u/ for /m/.

Left ear	/a/- + /i/- + /u/- + /m/- + /sh/- + /s/- ---	Right ear	/a/-+ /i/-+ /u/-+ /m/- /u/ /sh/-+ /s/- inconsistent	Binaural	/a/-+ /i/-+ /u/-+ /m/- /u/ /sh/-+ /s/- ---

The *Ling Informal PLE for Phonetic Inventory* is based on a seven-stage model of speech development that progresses in acquisition at the phonetic level. Each of the seven stages of speech acquisition consists of a number of "target" behaviors. To achieve each target behavior, a child must master a series of sub-skills. The stages, or order of development, must be followed regardless of age, degree of hearing loss, speech status, and regardless of whether one is developing or remediating speech.

(<http://www.deafed.net/PublishedDocs/a990423.htm>) After analyzing three speech sample videos of D.P. using the *Ling Informal PLE for Phonetic Inventory* the results suggest that D.P. can

vocalize on demand and spontaneously. When singing the “Happy Birthday” song, D.P. was observed to sustain his vocalization and to produce brief and varied speech when answering questions from the therapist. He has a natural low pitch male voice. D.P. was heard to produce the following phonemes of the English Language.

step 1- Vowels and Diphthongs-	step 2- Vowels and Diphthongs	step 3- Vowels and Diphthongs	step 4- Vowels and Diphthongs
/a/- “from” /u/- “to”, “do” /i/- “we” /aʊ/- “how” /aɪ/- “I”, “fine”	/ɔ/ - “from” /ɔɪ/- ---- /ɛ/- “everyone” /ʊ/- ---- /ɪ/- “it’s”	/æ/- “that” /ʌ/- “but” /o/- “so, “though” /e/- “they”	/ɜ/- --- /ə/- --- /ɔ/- “Pierson”, “Prepare”
Simple Consonants			
Step 1-	Step 2	Step 3	
/b/- “before” /p/- “prepare” /-p/- --- /-b/- --- /w/- “we” /m/- “make” /h/- “how” /f/- “confuse”, “fine” /v/- --- /θ/- --- /ð/- “that”	/d/- “do” /t/- “to” /-t/- “implant” – (inconsistent) /-d/- “and”- (inconsistent) /r/- --- /j/- “you” /n/- “not” /ʃ/- --- /ʒ/- --- /s/- --- /z/- --- /l/- “also”, “like”	/g/- “getting” /k/- “confused”, “okay” /?/ - “but” /-k/- --- /-g/- --- /ŋ/- --- /tʃ/- --- /dʒ/- ---	

Based on the data collected using the *Ling Informal PLE for Phonetic Inventory*, D.P. and knowing that D.P. is 16 years and 7 months old, he should be producing all of the phonemes of the English language. For that reason he needs support with producing the voiced sounds /v/, /z/, /r/, /ʒ/, /ŋ/ the voiceless sounds /θ/, /ʃ/, /s/, /tʃ/, stops in the final position /-k/, /-g/, /-p/, and /-b/. With D.P.’s hearing history, the data collected are a result of D.P.’s progressively decreased hearing. He is not having full access to speech sounds therefore the results are a reflection of what D.P. is perceiving.

The three speech sample videos of D.P. were also analyzed using the *McGinnis Phonologic Screening*,

D.P was observed to have abundant vocalizations, he answered and commented on the questions being asked by the therapist. He used short phrases such as, “they’re fine” and was able to describe about his hearing aids and how they help him hear. To a familiar listener D.P. is 80% intelligible and to an unfamiliar listener he is 75% intelligible. There are times in where he sounds nasalized, as if he had a stuffy nose. In the video where D.P. is singing the, “Happy Birthday” song was heard to be monotone and there was a time in where he lost

his breath. D.P is heard to make repetitions and self-corrections. (e.g., “I don’t really know, I don’t really know.” “Implant, implant, implantees”, “How do you, ...how do you”). He also deletes some sounds that makes his fluency sound choppy. D.P. has contrastive stress in his speech. He was observed to put stress at the end of questions or when he seemed unsure of the answer. He seemed mono tone in video #3 when he was singing the Happy Birthday song. D.P. is heard to produce vowels and diphthongs appropriately. He was heard to do glottal replacement for the stop sound /b/ in the word “but”.

He omits the final sounds such as /t/, /ng/, /s/, /d/, /k/, /v/, /ch/.

“that”

“hearing aids”

“Phonak”

“And”

“turrounding”

“hearing”

“But”

“much”

“like”

“else”

“t’s”

“think”

“have”

D.P. omits initial sounds such as, /r/, /d/, /th/, /s/, /l/.

“like”

“surroundings”, “still”, “speech”, “So”, “sure”, “still”, “surgery”

“That’s”

“right”, “recovery”, “

“do”

D.P. is heard to stop the /s/ in “surrounding”.

tussounding/ surrounding

D.P. is heard to reduce blends such as,

-fr- in (from) he produces “f~~r~~om”

-tr- in (true) he produced “t~~r~~ue”

Implications of Results

D.P. is a 16-year 7-month old teen who is currently going through the process of getting cochlear implants due to his progressive hearing loss. Based on the data collected, it is evident that the acoustic signal that D.P. is receiving is not providing him with the auditory access he needs to succeed in his classes. D.P. is not receiving access to speech with his hearing aids hindering his academic, personal, and social life. He will need some instruction modifications/ accommodations to meet his needs, provide him equal access to spoken language. and to prevent “educational deprivation”. D.P. will continue to use his mini mic/ roger mic during any learning activities to maximize auditory access. (e.g., therapies, school, extracurricular activities etc.).

- D.P. will receive on-going therapy to help develop strategies to access spoken language in different situations and during difficult listening environments.

Classroom (zoom and in person) accommodations are **required** so D.P. can have equal auditory access in the classroom/zoom and to prevent “educational deprivation”.

The following accommodations are recommended ,

- a. **Repeat Directions as Needed.** Encourage D.P. to indicate when he does not understand what has been said. It may be helpful to have him repeat the directions back to the speaker. If after a repetition, he still does not understand it is best to reword or rephrase the sentence/direction, etc.
- b. **Gain Attention.** Always gain D. P's attention before giving directions or initiating class instruction. Calling him by name will serve to alert him and to focus him attention upon the classroom activity.
- c. **Classroom Seating.** Provide D.P. with a seat/place in the classroom where it is easy for him to "look and listen". *Preferred seating* for him is a seat away from the hall or street noises and not more than 10 feet from the teacher. Such seating will allow him to better utilize hearing and visual cues. *Flexibility in seating* better enables him to attend and actively participate in classroom activities.
- d. **Check Comprehension.** Ask questions related to the subject under discussion to make certain that he has understood what has been said. Avoid asking yes/no questions. It is best to ask, "What did you hear me say?" or "What are you going to do next?" rather than "Do you understand?"
- e. **Pre-teach.** Expose D.P. to vocabulary and concepts prior to being taught in the classroom. This will allow Francisco to follow along more easily and participate in classroom discussion. Such pre-tutoring is an important activity that the parents can undertake with the teacher's guidance.
- f. **Post-teach.** Review vocabulary and concepts with D.P. after being taught in the classroom.
- g. **Provide Extension Activities-** from the lesson incorporating newly learned concepts and vocabulary.
- h. **Visual Aids.** Visual aids help D.P. by capitalizing upon strengths in visual skills.
- i. **Close Captioning.** In every environment where technology is used.
- j. **FM system/ DM system.** D.P. should use an FM system across all school related activities in person and through zoom. In school- microphone should be passed around when him and peers are participating in classroom activities so he has access to all of the input.
- k. **Identify staff member** responsible for checking FM system
- l. **Listening Breaks.** When exhibiting signs of fatigue, provide D.P. with listening breaks. A listening break is a period of time in-between instruction where the child is not responsible for listening. Compared to peers without hearing loss, school requires Francisco to put forth increased attention and concentration in order to meet the high listening demands of the classroom environment.
- m. **Use of a note-taker and/or outlines or power point slides** provided ahead of time. This allows Francisco to focus more on the teacher's presentation during the class and gives him written access to information he may miss.
- n. Testing/ Evaluation Accommodations
- o. **Testing or assessing in a different setting-** D.P. will take test or assessments individually (e.g., to the student alone) or will test in a separate room.
- p. **Testing or assessing (time)-** During tests and evaluations D.P. will get extended time, multiple or frequent breaks, change in testing schedule or order of subjects, or, testing over multiple days to realistically present D.P's academic potential.

**Rubric for
Presence, Planning, Punctuality, Preparation, Participation, Perception,
and Professionalism**

1. Presence

Attendance at all classes is required, and is included as a grade in class preparation. If an assignment has not been done by the beginning of class, the student will be allowed to participate in group work, but will not receive a grade for the group work. The assignments must still be done, but will receive a grade one level lower than earned because it is late. Students are responsible for class content even when they are not in attendance--for whatever reason. Students must communicate their whereabouts immediately and directly to the instructor by phone/text if absent or delayed for any reason.

2. Planning

Students are working at the graduate level, demonstrating graduate-level organization of schedules, assignments, and meetings, in preparation for working as a professional who manages time well. Students must respond to any of the instructor's texts, calls, or emails as soon as possible.

3. Punctuality

Assignments must be handed in on due date. Late work will lose one grade per day of lateness. Assignments may be redone, but only with instructor's prior approval. The two grades are averaged. If the instructor approves taking a make-up test or assignment, it will be a more difficult test than the original, and the two grades for the two tests will be averaged.

4. Preparation

Students must be prepared for class, or their class participation and group work grade will suffer. Readings or other preparations are to be done and studied before each class. Questions and responses from students are required in class. All textbooks and reading materials must be brought to each class. A suggested organization for your class notebook and/or computer files for handouts would be to follow the tabs in your Speech Notebook.

5. Participation

Students are expected to participate in class discussion and small group work. In preparation for working on a professional team, students understand they are not in class only for their learning, but to contribute at a graduate level of critical reasoning to the learning of the group as well. Students practice professional dispositions during their participation, demonstrating respect and enthusiasm for others' contributions.

6. Perception

Students practice graduate-level critical thinking and evaluation skills in discussion, assignments, and group work, connecting their experiential learning to course learning.

7. Professionalism

Students practice a professional level in demonstrating PEARL: Passion, Excellence, Advocacy, Respect, and Leadership during all interactions with colleagues and families. All submitted work appears professional, is neatly word processed, as well as spell-checked and grammar-checked on a computer. IPA symbols in typed work are computer-generated fonts. Child activities are printed very neatly by hand, as appropriate. If they are illegible, I can't grade them.

Rubric for Presence, Planning, Punctuality, Preparation, Participation, Perception, and Professionalism

	Exceeds Standard 4	Meets Standard 3	Emerging 2	Unacceptable 1
Presence	The student attends all classes on time, is always prepared, and communicates promptly with instructor.	The student attends all classes on time, is usually prepared, and communicates usually promptly with instructor.	The student misses one class due to illness or a prearranged excuse, communicates with instructor fairly promptly.	The student is missing or needs to be found to attend class events, and does not communicate promptly.
Planning	The student calls the instructor and the graduate program director directly to let them know if there is any problem. Has instructor phone numbers. Offers a flexible make-up plan.	The student calls the instructor and the graduate program director directly to let them know if there is any problem getting to class. Has instructor phone numbers.	The student calls the instructor, but is late in doing so, and/or does not have phone numbers.	The student gives a message to another person to give to the instructor and program director or does not leave a message. The student does not return calls/texts.
Punctuality	All assignments are turned in on time	With one exception, all assignments are turned in on time	Two assignments are turned in late, but no more than two.	The instructor has to ask the student about assignments.
Preparation	The student maintains files in organized fashion, organizes the reading schedule with other graduate classes, and is able to participate in class with insightful comments and citations of the readings.	The student maintains files, and organizes reading schedule with other graduate classes and is able to participate in class using the material found in all class assigned readings.	The student is inconsistent in using an organization system, and has trouble organizing the reading schedule with other graduate classes to allow participation in class discussions.	The student is disorganized, and unable to complete the readings in time for classes.
Participation	Student demonstrates interest through understanding, application, analysis, evaluation, and creative reasoning within class topics.	Student demonstrates interest through application, analysis, synthesis, and evaluation of class topics.	Student participates minimally in class, usually only when called upon.	Student displays disinterest or disruption, does not participate in class unless called on.
Perception	Student's answers to questions about readings reflect application, analysis, synthesis, evaluation, or creative reasoning.	Student's answers to questions about readings reflect application, analysis, synthesis, or evaluation.	Student's answers on readings reflect integration of the reading material with previous experiences, but not at a deep level.	Student's answers on readings recall only facts from the article.
Professionalism	Student collaborates as professional with colleagues, staff, families, demonstrating Passion, Excellence, Advocacy, Respect, & Leadership ; shows exceptional skills in interactions with others. Work is exceptionally professional.	The student collaborates as a professional demonstrating Passion, Excellence, Respect, Advocacy, and Leadership with colleagues, staff, parents. Work is professional.	Student maintains a fairly respectful working demeanor with parents, JTC staff and colleagues. Work shows some elements of professionalism.	Student does not demonstrate respectful attitudes or actions with parents, staff and/or colleagues. Work lacks many professional details.

IPA Transcription Practice

Objectives:

- To maintain, strengthen, and expand IPA transcription skills
- To practice IPA transcription in connected speech
- To practice IPA transcription using audio and video samples of connected speech
- To apply IPA transcription skills to formal and informal speech assessments
- To connect IPA transcription skills with speech acoustics aspects in connected speech to use in developmental and remedial speech work

Procedure:

1. Create an IPA transcription for each week's assignment.
2. Submit IPA transcription to platform that can be shared with other grads.
3. Use conventional brackets or slashes to enclose utterances, as appropriate.
4. Refer to Mary's Rules of Transcription in creating the most accurate transcription.
5. Instructor may assign recorded speech samples for transcription, or transcription of speech samples from JTC families may be assigned.

Rubric for IPA Transcriptions				
Criteria	Exceeds Standard 4	Meets Standard 3	Emerging 2	Unacceptable 1
Accuracy	Transcription of phonemes is accurate, with chosen phonemes used within a close range of probable accuracy, with easy decoding.	Transcription is fairly accurate, with chosen phonemes used within a broader range of accuracy. Decoding is fairly easy.	Transcription appears hasty, with errors occurring frequently, affecting the decoding.	Transcription is filled with errors that deviate widely from the intended sounds. Decoding may be impossible.
Research	Transcription is thoughtful, and may be creative within an acceptable range, indicating that phoneme choices were made using accepted resources (e.g., Mary's Rules of Transcription).	Transcription indicates some application of acceptable resources.	Transcription appears to vary widely from accepted rules in resources.	Transcription does not follow most rules of transcription.

Teaching Units
Course Culminating Centerpiece

TPE Focus: Demonstrate skills in assessing and teaching listening and spoken language while using parent coaching techniques, and respecting a child's/family's language(s) and regional dialect or accent in face-to-face and virtual environments.

Objectives: Demonstrate knowledge of speech and listening targets and subskills
 Demonstrate ability to teach targets developmentally and remedially
 Demonstrate ability to use different sense modalities appropriately

Teacher Performance Expectations in Assignment		Proficiency
TPE 1: Engaging and Supporting All Students in Learning		
1.1	Language-rich environment to foster multimodal social/academic discourse	Introduced
1.2	Proficient communication per IFSP/ISP/504	Introduced
1.3	Learner-centered, developmentally appropriate, meaningful instruction	Introduced
1.4	Knowledge of language development	Practiced
1.5	Development and implementation of IFSP/IEP/ITP/504	Introduced
TPE 2: Creating and Maintaining Effective Environment for Student Learning		
2.6	Establishing, maintaining, demonstrating assistive technology	Introduced
TPE 3: Understanding and Organizing Subject Matter for Student Learning		
3.3	Expressive/receptive language skills, assessments in language of instruction	Assessed
3.4	Translanguaging and transliterating techniques between languages	Introduced
3.5	Auditory, tactile, visual differentiation, accommodations, and modifications	Introduced
3.6	Accessible learning experiences incorporating auditory, tactile, visual materials	Introduced
3.7	Multimedia tools to support conceptual knowledge	Introduced
TPE 4: Planning Instruction & Designing Learning Experiences for All Students		
4.1	Design and implement effective learning activities	Introduced
4.2	Typical and atypical language development	Introduced
TPE 5: Assessing Student Learning		
5.3	Linguistically and culturally appropriate assessments	Introduced
5.5	Assessment of language goals	Assessed
TPE 6: Developing as a Professional Educator		
6.3	Collaboration with families and professionals	Introduced
6.6	Second language development	Introduced

Procedure:

1. **Research Resources:** Research the speech targets for the assigned child, using all Ling resources (speech cards, books, videos, notes, etc.). Study the Ling videos carefully to review the techniques and strategies used to teach each target.
2. **Create or Correct Speech Worksheet:** Each target will be completely word-processed in the Speech Sheet format, available on the computer, using IPA fonts. Sheet must demonstrate professional organization (using computer features to create a clear presentation of concepts). List at least 10 words, 10 phrases, 10 connected speech resources. Students must meet with me to discuss each speech sheet to make sure technical information is accurate and understood.
3. **Create or curate auditory skills lessons:** Use auditory skills lesson plan form. Create or curate materials for learning activities.
4. **Rehearse and Videotape Presentation:** Rehearse prior to demonstrating teaching its targets in an oral presentation.
5. **Demonstrate Knowledge and Skills with Concepts and Strategies:** Demonstrate how each phoneme is elicited, using various strategies, specifying the sense modality that is appropriate for various kinds of hearing loss. Prompts needed for elicitation are required, if a target calls for them (e.g., feather, tissue, etc.).
 - a. The lesson plan will demonstrate how the subskills for each target are taught, specifying the vowel contexts that are used to generalize the sound to all vowels.

Subskills include:

 - Elicitation strategies
 - Rapid repetition
 - Alternation (Vowel Wheel: generalizing across vowel contexts)
 - Alternation with pitch
 - Phonologic transfer to words, phrases, connected speech
 - b. The lesson plan will specify words/phrases and activities with appropriate materials that may be used to carry the phoneme over into phonologic contexts.

Rubric for Teaching Unit & Presentation

	Exceeds Standard 4	Meets Standard 3	Emerging 2	Unacceptable 1
Research of Resources	The teaching unit presentation demonstrate in-depth research of resources, and include all required components and exceed all concepts indicated in the instructions. Each component of the assignment is addressed thoroughly and with exceptional skill.	The teaching unit presentation demonstrate research, and include all components and meet all concepts indicated in the instructions. Each component of the assignment is addressed.	The teaching unit presentation demonstrate little research, are missing some concepts, and/or do not fully meet the requirements indicated in the instructions. Some components may not be appropriate for the purpose of the assignment.	Response lacks research and essential concepts and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure of Teaching Unit and Presentation	The teaching units are professional, clear, concise, and well organized with excellent construction. Thoughts are expressed in a coherent and logical manner. There are no more than two spelling, grammar, or syntax errors per page of writing. Props demonstrate extensive planning and preparation.	The teaching units and presentation are mostly clear, concise, and well organized. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. Props demonstrate planning and preparation.	The teaching units are unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing. Props demonstrate lack of planning or preparation.	The teaching units and presentation are unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout. Props may be absent, minimal, or inappropriate.
Comprehension of Concepts and Strategies	The teaching units demonstrate an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	The teaching units presentation demonstrate a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	The teaching units and presentation demonstrate a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	The teaching units and presentation demonstrate a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.

<p>Evidence of Practice Application</p>	<p>Presentation shows strong evidence of preparation and rehearsal, as well as perceptive synthesis of ideas presented and insights gained throughout the course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.</p>	<p>Presentation shows evidence of preparation and rehearsal, as well as synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented.</p>	<p>Presentation shows little evidence of preparation or rehearsal, or synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented.</p>	<p>Presentation shows no evidence of preparation or rehearsal, or synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented.</p>
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Course Orientation

The fall course, EDU 234A DHH: Listening and Spoken Language, together with the spring course, EDU 234B DHH: Listening and Spoken Language Practicum, provide the teacher candidate with the research, theories, and practices used to teach speech and auditory skills through the listening and spoken language approach. The theories and practices presented in the course are based primarily on the methods of Daniel Ling, PhD, as well as on the Auditory Skills Curriculum (Stein, Benner, Hoversten, McGinnis, & Thies, 1979).

Both courses, along with the other courses in Mount Saint Mary's University/John Tracy Center Master's and Credential Program prepare the graduate candidate to enter into a mentoring relationship in order to become a Listening and Spoken Language Specialist, either as a Certified Auditory-Verbal Therapist (LSLS Cert AVT) or a Certified Auditory-Verbal Educator (LSLS Cert AVEd).

The fall course, even though it concerns speech and auditory skills theory, is also a very practical course, in that the candidate learns specific strategies for teaching each aspect of speech, and each auditory skill level. To learn these strategies, it is necessary for the candidate to acquire certain prerequisite information, including:

- Stages of speech acquisition in hearing children
- Stages of speech acquisition in children with hearing loss
- Common speech issues of children with hearing loss
- Speech acoustics: study of the International Phonetic Alphabet, phoneme classification, formants
- Speech perception abilities of children with various hearing losses
- Selection, monitoring, troubleshooting of devices specifically related to speech acoustics, as well as monitoring of acoustic environments
- Stages of auditory processing and auditory development in children with hearing loss
- Speech assessment techniques: standardized/criterion-referenced, formal/informal, phonetic/phonologic
- Speech teaching strategies (auditory, visual, and tactile)

Parent Choice

While the focus of this course is on teaching listening and spoken language to children with hearing losses, it is not the philosophy of either the instructor or the John Tracy Center to determine what communication methodology parents should choose for their child. The choice of methodology is always the parents' prerogative. The teacher is not taught how to teach listening and spoken language so that she or he may force her/his opinions or methods on parents, but rather as a way to be able to offer parents options. Parents are *the most important members of the team* working to implement a program for *their* child. How parents raise their child is their choice.

Responsibilities of the Educator of the Deaf

Some educators of the deaf will be expected to be directly responsible for the teaching of listening and spoken language goals in their future job placements, while some will not. Because the vast majority of children with hearing losses are in the mainstream (about 75%), the majority of educators of the deaf serve as itinerant educators to support those children in the mainstream. Itinerant educators often serve as case managers, coordinating the audiological and speech/language needs for the child. At a minimum,

educators in the classroom must be capable of interfacing with speech pathologists and audiologists, particularly if these professionals serve children using the consultative model in the classroom. Should the educator go on for further study to become a Listening and Spoken Language Specialist (LSLS) Certified Auditory-Verbal Therapist (Cert AVT) or Certified Auditory-Verbal Educator (Cert AVEd), teaching listening and spoken language will be one of the primary responsibilities. The knowledge, skills, and dispositions in the LSL courses provide the foundation for interprofessional understanding and communication with team members who come from the fields of speech pathology and audiology.

The Listening and Spoken Language Team

The educator/therapist must be able to serve on the listening and spoken language team, along with the speech pathologist and any speech teaching aides. As a team member, the educator will participate in helping the speech pathologist choose goals, based on children's phonologic speech use in various contexts. She/he will also be responsible for carrying the speech practice over to the classroom, and helping the child transfer phonetic speech to phonologic speech. The educator/therapist sees children usually on a daily basis, and can record observational data for the SLP on feeding issues, oral-motor concerns, articulation needs, etc.

The Audiological Team

As a member of the audiological team, the educator/therapist must be able to monitor the child's auditory devices on a daily basis, and troubleshoot them, if necessary, since few schools have the luxury of having an audiologist available daily. The educator/therapist must be able to evaluate a child's speech perception skills, and how a child is functioning with his auditory devices, and be able to transmit this information to the school audiologist and the child's private audiologist. To allow better communication among team members, then, the educator/therapist must be familiar with the various philosophies, terminology, and methods that the speech pathologist and audiologist use.

Audition

The philosophy and methods used to teach spoken language are based on the premise that *audition is the easiest, most direct, most effective, and most natural way to teach spoken language* to children with hearing loss. To that end, the candidate learns how to maximize a child's residual hearing for teaching speech perception and production. For those sounds that a child cannot hear, the student learns to use the child's visual and tactile senses.

Preparation for Teaching Listening and Spoken Language

During the course, students will assess, analyze, and select targets for listening and spoken language, write ISFP/IEP goals/objectives, and create materials to teach auditory and speech skills, aligned with a child's IFSP/ISP goals and objectives. These skills will help the student in every possible placement, whether the teacher is an Auditory-Verbal Therapist in the parent-infant program, or itinerant program, or an Auditory-Verbal Educator in the classroom.

The Educator's Responsibilities

The **California Education Code** specifies that instruction and services for students with hearing loss shall be provided by credentialed teachers of the deaf. Such services may include speech, auditory skills, monitoring amplification, and adapting the environment. See the code section below on Designated Services:

California Education Code

[Reference Section 56363(a), Education Code: 34 CFR 300.14(a) (1)]

3051.18. Designated Instruction and Services for the Deaf and Hard of Hearing.

- (a) Instruction and services for deaf and hard of hearing pupils shall be provided by an individual holding an appropriate credential, who has competencies to provide services to the hearing impaired and who has training, experience and proficient communication skills for educating pupils with hearing impairments. Such services may include but need not be limited to:
- (1) Speech, speech reading and auditory training.
 - (2) Instruction in oral, sign, and written language development.
 - (3) Rehabilitative and educational services for hearing impaired individuals to include monitoring amplification, coordinating information for the annual review, and recommending additional services.
 - (4) Adapting curricula, methods, media, and the environment to facilitate the learning process.
 - (5) Consultation to pupils, parents, teacher, and other school personnel as necessary to maximize the pupil's experiences in the regular education program.
- (b) A specially trained instructional aide, working with and under the direct supervision of the credentialed teacher of the deaf and hard of hearing, may assist in the implementation of the pupil's educational program.

Department of Education Candidate Dispositions Statement

Mount Saint Mary's University assesses candidates' *dispositions* in addition to their knowledge and skills. This approach is in keeping with a national trend in which candidates are expected to demonstrate an orientation to learning that supports student achievement. Specific dispositions are determined by each teacher preparation program.*

MSMU Education Candidates are expected to:

1. Demonstrate classroom behaviors consistent with fairness and the belief that all students can learn
2. Demonstrate respect for children, families, communities, colleagues, and supervisors
3. Conduct and represent oneself in a professional manner (including dress, behavior, and attitude)
4. Exemplify ethical behavior and integrity
5. Engage in self-reflective practice and professional growth
6. Attend to deadlines, punctuality, attendance and participation expectations
7. Follow coursework and fieldwork assignment directions given by instructors and advisors
8. Receive and make use of constructive feedback from instructors and advisors with openness and interest in improvement
9. Follow through with suggestions and/or direct instructions from instructors, advisors, and University staff
10. Be engaged and collaborative during discussions and activities required by courses and fieldwork experiences
11. Communicate clearly (both orally and in writing) with University staff, instructors, and advisors
12. Reflect the expected dispositions in work with students, families, and communities

At Mount Saint Mary's University, we follow a process of formative feedback in relationship to dispositions:

1. We believe that candidates' approach to all aspects of their teacher preparation program (advisement, in class experiences, fieldwork experiences, and communication with MSMU faculty and staff) are appropriate evidence upon which to base assessment.
2. All candidates are apprised of the MSMU Candidate Dispositions in order to ensure full transparency of expectations.
3. All candidates are apprised/reminded that they will be evaluated on the expected dispositions via the Education Department's newsletter.
4. In order to support candidates to be successful in the program, candidates will receive a Notice of Concern if an issue surfaces indicating expectations are not being met.
5. If an acknowledged pattern of concern develops that is not remedied by the candidate, a candidate may be dismissed from the teacher preparation program and/or MSMU may determine not to sponsor the candidate's application for a teaching credential with the State. This could occur irrespective of how much of the program requirements have been completed.

MSMU University and Education Department Policies

Academic Integrity: Candidates are expected to adhere to the MSMU statements on Academic Integrity published in the MSMU catalog, which is available online.

Academic Freedom: Students' and faculty's freedom of speech is constitutionally protected, so students and faculty are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion – and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

Technology Policy: Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Graduate Student Handbook, which is available online.

Internet Courseware Platform: It is important to be able to use the *Canvas* system to access lessons and templates, discussion boards, and other class information. All work for online courses should be submitted online through *Canvas*. Please ask for assistance if you are experiencing difficulties in posting.

Online Participation: It is your responsibility to check out all online components of each course ahead of time, and to verify that your personal computer is compatible with course requirements. Keep in mind that technology is variable and may not always work. Plan ahead to submit your work in a timely fashion. Do not wait until the last minute to submit your work. You are required to have an alternative back-up plan that allows you to have access to a reliable, functioning computer somewhere else in case of power black outs, technology problems, etc. When posting on the discussion forum, please use "Netiquette:" Be polite and respectful, use professional grammar and correct spelling (use Spell Check), don't write in all caps (it feels as if you're shouting), don't write in exotic fonts, and be sure to sign your name.

Students with Disabilities: Mount Saint Mary's University Los Angeles, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability in administration of its education related programs and activities. We have an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students with documented disabilities must see Brandon Roberson, Director of the Doheny Learning Resource Center, to make arrangements for classroom accommodations. It is the responsibility of the student to obtain accommodation letters from the director and to make arrangement for the implementation of accommodation with faculty and/or staff in advance. Students who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should contact the campus Disability Services Coordinator at his/her campus for resolution. For more information regarding disability grievance procedures, go to msmu.edu/disabilitygrievanceprocedures. Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

Learning Resource Center: Contact the Doheny or Chalon Learning Resource Centers to arrange personal tutoring or assistance according to your needs at (213) 488-2692.

Absences: Regular attendance is especially important in the JTC/MSMU DHH Graduate Program. **Students who miss more than 20% of the instructional time in any one course may be administratively dropped from the course.** This represents and is in accordance with the University policy as stated in the MSMU catalog.