

SYLLABUS
Com D/Sp Ed 6370
Educational Audiology
James Blair, Ph.D. and Jeff Larsen, Ph.D.
T, Th 2:30 to 3:45 p.m., 3 semester hours
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OVERVIEW

The purpose of this course is to provide information about the role of the educational audiologist in the school system, the problems encountered in mainstreaming children who are deaf or hard of hearing, and the methods that can be used in overcoming these problems. The course also examines ways in which various education programs can be evaluated in order to increase the probability of success in mainstreaming children with hearing loss. The numbers and letters are ASHA audiology standards addressed in this course.

OBJECTIVES

By the conclusion of this course students will be expected to have the skills necessary to (KASA professional standards are in parentheses after the objective):

1. Understand the role of the educational audiologist in the schools, including an understanding of the various models of delivery that are available for providing service (IV-B18, B20, B21, E14, measured by the midterm exam).
2. Establish a comprehensive program for successful mainstreaming which includes the following components:
 - a. An individual evaluation plan for each of the children with a hearing loss in the school (IV-B-6, B20, B21).
 - b. A hearing screening program (IV-C3, D17, E16, E18)
 - c. An audiological evaluation plan (IV-C3, E7, E8).
 - d. Comprehensive perceptual, emotional, motor, intellectual, communication, and social adaptation assessment (IV-B2, B3, B5, E16)
 - e. Central Auditory assessment (E16)
 - f. An amplification monitoring program (E7, E8)
 - g. A program designed to include parents in a meaningful interactive way with the school (IV-D1)
 - h. Methods for selecting teachers and procedures for providing a meaningful support program for these professionals (E1, E2, E3, E6, E7, E11, E14, E17)
 - i. Review of direct aural rehabilitative services for children with hearing loss (E12, E13, E14, E15).These competencies are measured by final examination, a case study report, and discussions in class.

3. Understand the educational assessment process and how to use this information in making sure appropriate services are provided to children who are hard of hearing. This will include understanding how to:
 - a. Analyze assessment tools in terms of their strengths and weaknesses (IV-C4, IV-D2, D11)
 - b. Administer a battery of educational-audiological tests (IV-B21, C5, D3, D6)
 - c. Interpret test findings generally (IV-C3, C4, IV-D2, D12, D13, E3)
 - d. Make appropriate intervention plans based on the test results (IV-D2, D11, E2, E5, E11)
 - e. Know how to refer individuals with hearing loss for additional tests from psychologists, special educators, occupational and physical therapists, learning disability specialists, etc. (IV-C5, D11, D12, E3, E5, E6)

These competencies are achieved through both examinations, case scenarios, and a case study.

4. Provide information to parents and teachers in a clear and understandable fashion (D14, D16, E1, E3, E4, E14)

This competency is met through case studies and scenarios.

5. Develop effective procedures for bringing about change in the educational system (IV-B19, D12., E1, E2, E3, E6, E11, E12, E13)

Tested on the final examination and expanded through class discussions.

6. Develop a coordinated language program for use in the mainstream (E1, E2., E3, E6, E12, E13, E15, E16, E17)

Tested on the final examination.

7. Develop a psycho-social support system in the mainstream to help improve the adjustment of children with hearing loss to the regular school setting (E1, E3., E15, E16, E17)

Tested on the final examinations, scenarios, and discussion in class.

COURSE REQUIREMENTS

1. Complete a mid term and final examination.
2. Read 16 readings and abstract them. The abstract should be no more than

two pages in length (one page is preferable). The abstract will be evaluated on (a) the **title**, at the top of the first page exactly following the style manual of the American Psychological Association (APA, fifth edition), (b) a **brief description** of the important information contained in the article, (c) correct spelling, punctuation and grammar and (d) **your opinion** concerning the article's value to you as a professional (it does not matter if you liked it or not, only that you have an opinion and why). One abstract is due by 5:00 p.m. each Friday until all 16 have been read (You can read more than one a week). Readings are available through the library reserve on the Web (password bla6370).

3. Complete a term paper. The paper is to be no more than 15 pages in length. I will be happy to read a rough draft if it is turned in by April 14th and give you feedback and recommendations to improve the paper. Make sure you follow the suggestions in the A.P.A. manual and in the attached rating form for papers. The paper is due by 5 p.m. April 25, 2008, any paper turned in late will lose 5 points, with more points deducted for every day late.
4. Completion of an evaluation report:
Compile a comprehensive report based on test results you will receive concerning a child with a hearing loss. The report will include interpretation of test data and recommendations for intervention. This report can be turned in any time after March 24th, but before April 25, 2008. Carefully read the instructions included with the report - the case will be distributed on March 17, 2008.
5. Read the text book for the class Educational Audiology Handbook, by Johnson, Benson and Seaton. Test questions may come from the book chapters.

TENTATIVE LECTURE SCHEDULE

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Tuesdays and Thursdays 2:30 - 3:45

DATE	CHAPTER	TOPIC	PRESENTER
Jan 8	1	Historical Background	Larsen
Jan 10	3	Hearing Screening	Blair
Jan 15		Evaluation of Hearing Loss	Blair

Jan	17		Assessment in the Schools/Essential Features of Assessment	Blair
Jan	22		Case History/Observation of Children	Blair
Jan	24		Developmental Scores/Reliability /Validity	Blair
Jan	29		Normative Data; Visual Testing	Blair
Jan	31		Emotional Testing; Motor Testing	Blair
Feb	5	5	Intelligence Testing	Blair
Feb	7		Intelligence Testing	Blair
Feb	12		Academic Testing	Blair
Feb	14		Academic Testing/Social Maturity and Case Studies	Blair
Feb	19		Attend Monday Classes	
Feb	21		Case Studies	Blair
Feb	26		First Examination	
Feb	28		Auditory Management	Blair
Mar	4		Central Auditory	Blair
Mar	6		Central Auditory	Blair
Mar	10 - 14		Spring Break	
Mar	18		Central Auditory	Blair
Mar	20		Central Auditory	Blair
Mar	25		Hearing Aid Management & Trouble Shooting	Larsen
Mar	27	10	Room acoustics	Larsen

April 3		The Wizard of Oz	Blair
Apr 8		Bringing Change to Education	Blair
Apr 10	12	Bringing Change to Education/ Parental Concerns	Blair
Apr 15		Selection of Teachers/Selection of Classroom	Blair
Apr 17		Training Teachers; Admin/ Coordination of Services	Blair
April 22		Coordination of Services	Blair
April 24		Aural Rehabilitation	Larsen
April 26	14	Hearing Conservation/Case Studies	Larsen
May 3		Final Examination: 1:30-3:20	

Readings

These are all available over the library internet.

Go to the library on the internet and then to class page and the password is bla6370. You may read these or other articles you have that relate to audiology in the schools.

Blair, J.C. (1991). Educational audiology and methods for bringing change about in school. *Seminars in Hearing, 12*(4), 318-328.

Blair, J.C., EuDaly, M., & Benson, P. (1999). The effectiveness of audiologists' information sources for classroom teachers. *Language, Speech, and Hearing Services in Schools, 30*, 173-182.

Boothroyd, A. & Inglehart, F. (1998). Experiments with classroom FM amplification. *Ear & Hearing, 19*(3), 202-217.

Crandell, C., Smaldino, J., & Flexer, C. (1997). A suggested protocol for implementing sound-filed technology in the educational setting. *Journal of Educational Audiology, 5*, 1-9.

- Dodge, E. P., & Mallard, A. R. (1992). Social skills training using a collaborative service delivery model. *Language, Speech, and Hearing Services in the Schools*, 23(2), 130-135.
- English, K. (2001). Assessing auditory processing problems in the school setting. *Journal of Educational Audiology*, 9, 42-46.
- Foster, S., Long, G., & Snell, K. (1999). Inclusive instruction and learning for deaf students in postsecondary education. *Journal of Deaf Studies and Deaf Education*, 4(3), 225-235.
- Hawkins, D. B. (2005). Effectiveness of counseling-based adult group aural rehabilitation programs: A systematic review of the evidence. *Journal of the American Academy of Audiology*, 16, 485–493.
- Hyde, M. & Power, D. (2005). Some ethical dimensions of cochlear implantation for deaf children and their families. *Journal of Deaf Studies and Deaf Education* 11(1), 102-111.
- Iglehart, F. (2004). Speech perception by students with cochlea implants using sound-field systems in classrooms. *American Journal of Audiology*, 13, 62-71.
- Kersting, S. A. (1997). Educational considerations for at-risk/marginal students who are deaf and hard of hearing. *Language, Speech, Hearing Services in the Schools*, 26,45-55.
- Knecht, H. A., Nelson, P. B., Whiltelaw, G. M., & Geth, L.L. (2002). Background noise levels and reverberation times in unoccupied classrooms: Predictions and measurements. *American Journal of Audiology*, 11(2), 65-71.
- Most, T. (2002). The effectiveness of an intervention program on hearing aid maintenance for teenagers and their teachers. *American Annals of the Deaf*,147(4), 29-37.
- Most, T. (2002). The use of repair strategies by children with and without hearing impairment. *Language, Speech and Hearing Services in the Schools*, 33(2), 112-123.
- Walden, T. C. & Walden, B. E. (2005). Unilateral versus bilateral amplification for adults with impaired hearing. *Journal of the American Academy of Audiology*, 16, 574–584.

Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. *Journal of Deaf Studies and Deaf Education*, 8(1), 11-30.