AURAL HABILITATION OF CHILDREN WITH HEARING IMPAIRMENTS
AUD 7326

Spring 2006
Mondays 5:00-7:45 pm
Callier Richardson 1.212

Instructor:
Linda Thibodeau, Ph.D.
Audiologist, CCC/Speech-Language Pathologist, CCC
Office: AHRC J210, UTD-Green 4.820
Phone: 214-905-3108
Email: thib@utdallas.edu
Web Site: http://www.utdallas.edu/~thib/
Office Hours (in person or via email): Wed 11-12 (at AHRC) and by appointment

UTD Aural Habilitation Lab: Thursdays, 1-4 pm at the Advanced Hearing Research Center
Instructor: Tara Reed, M.A., Audiologist, CCC

AH Methods II: Wednesdays, 1-1:50pm at Callier in J204 (attendance is required for PAH specialization)
Instructor: Laura Upton, M. A., Speech-Language Pathologist, CCC

COURSE OBJECTIVES:
To understand and apply knowledge about the following topics, as they relate to hearing-impaired children:
1) interpretation of an audiogram re: aural habilitation needs
2) speech acoustics in relation to hearing loss and speech development
3) individual and group amplification including types, set-up and maintenance, and troubleshooting
4) measurement of room acoustics and effects on speech perception
5) assessment and intervention for auditory training
6) integration of speech/language/academics with auditory training
7) educational considerations for mainstreamed children
8) psychosocial issues in relation to parents and children
9) management of special populations (unilateral loss, cochlear implant)

COURSE REQUIREMENTS:
1) Prerequisites-
   a) Basic understanding of individual amplification systems.
      A Basic Competency in Amplification Test must be passed.
   b) Knowledge of differential diagnostic audiological evaluation.
   c) Graduate standing.

2) Readings -
   TEXTBOOKS:
   Other readings from the Aural Habilitation Bibliography posted on the Web Page will also be assigned.


3) Controlled notes will be available on the website (www.utdallas.edu/~thib/ahclass). Other information regarding class assignments will also be available there.

4) You will have two formal opportunities to evaluate this course, once near the middle of the semester and once at the end. However, you are invited to make suggestions or ask questions at any time in person or via email.

5) Additional Information-Extensions, make-up exams, and incompletes will be given only in extenuating circumstances. They must be requested in writing prior to the due dates.

6) Evaluation Procedure-Requirements for each letter grade are indicated below:

Requirements for a C: Acquire a minimum of 180 pts on the final and a total of 700-799 pts.
Requirements for a B: Acquire a minimum of 210 pts on the final and a total of 800-899 pts.
Requirements for an A: Acquire a minimum of 240 pts on the final and a total of 900-1000 pts.

Explanations of Requirements

Required Exam-300 pts
Comprehensive Final Exam will be given on the regularly scheduled day. This will be all short answer and designed to integrate information acquired across the semester in real-world situations.

Required AH Experiences-450 pts
Specific instructions for each experience will be provided prior to the due date.
AH Case Study-To complete these assignments you will be assigned a child with a hearing loss to study and contact on at least two occasions (hopefully one school visit and one parent contact). Throughout the semester you will respond to questions in class using your case information as follows:

150 pts 1) Audiological Case- You will write a summary report of your case that includes background information, and interpretation and representation of audiological results according to another dB reference. You will describe the unaided and aided hearing relative to the long-term speech spectrum and make two recommendations regarding further testing.

150 pts 2) Auditory Training Case- From the audiometric and case history information on your case you will predict speech and auditory perceptual performance and develop two auditory training goals and objectives.

150 pts 3) School Visit/Parent Interview- You will make a school visit and complete a classroom observation with your case and submit a 3-4 page report reviewing information relative to course content on room acoustics, amplification use, instructional arrangement, communication breakdowns, etc.

AH Tutorial Project-200 pts total
You will develop a powerpoint tutorial with a partner. These are resources for parents/teachers/administrators who are working with children with hearing loss. Resources will be provided to include sound, photos, and video demonstrations. Projects must be approved by the instructor. All submissions must include content on a CD ROM. This will be due April 10. Possible topics:

Selecting Amplification or FM Systems
Troubleshooting FM Systems
Interfacing FM Systems with cochlear implants
Home activities to enhance auditory skills
Transitioning from High School to College
Coping strategies for teens with impaired hearing
Selecting auditory toys/games for children with hearing loss
Interfacing FM equipment with other audio equipment (computers, VCR, etc)

AH Resources-50 pts
You will present a web-based AH resource to the class in a 5 minute presentation including online demonstration and a 1 page summary (copies provided for the class). Web sites must be extensive and judged to be of high quality by at least two practicing audiologists.

Optional AH Auditory Training Project-(Required for PAH Students)
To enhance your understanding of course information, you may chose to complete an Auditory Training project will involve meeting with a teacher to determine auditory enhancement activities for a child with hearing impairment in the classroom. After determining parent permission, you will arrange to meet with the child in their classroom on four occasions during their classroom time. You will need a background check completed to do this experience which must be turned in the first week of classes. At the conclusion of the experience, you will submit a review of the child and activities/responses. This will be due at the time of the final exam.

CLASS SEQUENCE

AUDIOLOGICAL ASSESSMENT
- dB Revisited
- Case studies

INDIVIDUAL AMPLIFICATION
- Optimal Aids
- Aid Characteristics
- Consumer Aspects
- Hearing Aid Selection Ross & Seewald
- Aid/Loss Mixup

GROUP AMPLIFICATION
- Types
- Options
- Evaluation of FM Systems
- Selection
- Soundfield /Loop Systems
- Care and Use of Group Sys
- ALD's for Children

MAINTENANCE OF AMPLIFICATION
- Rationale
- Process
- Troubleshooting

AUDITORY TRAINING
- Room Acoustics
- Assessment of Noise and Reverberation
- Reverberation and Noise Measures
- Speech Acoustics & Perc.
- Hierarchy of Auditory Skills
- Assessment Materials
- Intervention
- Training Activities
- Goals and Objectives

EDUCATIONAL MANAGEMENT
- Family Assessment
- Ind. Family Service Plan
- Comm. Modes
- Signed English
- Programming
- Placement Options
- Resolving Placement Issues

PSYCHOSOCIAL ISSUES-HI child.
- Counseling re: amplification
- Families-Theory
- Families-Parents
  - Case Studies
- Parental Decisions
- Grandparents' Role

SPECIAL POPULATIONS
- Cochlear Implants
- Unilateral HL & Chronic OME
STUDENT INFORMATION

Name:_______________________________________ Phone:___________________

Major:__________________________________ # of graduate hours to date:________________

Expected Semester of Graduation:____________

Courses:

When did you take Advanced Audiological Assessment?___________________
Have you taken a graduate course in Aural Rehabilitation?___________________
Have you had an undergraduate course aural habilitation that included information on amplification?___________________

Practicum:

Have you had any experience with hearing-impaired children? Briefly describe.
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

General:

Are you working in addition to taking classes? If so, where and how many hours per week?
___________________________________________________________________

Where was the majority of your lower-division coursework completed?
___________________________________________________________________

Have you worked with or known any hearing-impaired persons? Briefly describe.
___________________________________________________________________
___________________________________________________________________

What do you particularly hope to learn in this course about hearing-impaired children?
___________________________________________________________________
___________________________________________________________________