



EDC 579 Internship with Young Children Who Have Cochlear Implants (3 credits)

Course Description: Application of strategies recommended in case study activities and demonstrated in guided observations. Implementation of listening and spoken language habilitative techniques with a young child/children and family at the participant's home site. Sixty hours of documented direct contact required; collaboration with a discipline-specific mentor for a minimum of 6 contact hours for coaching.

Course Objectives

At the conclusion of this course participants will be able to:

- describe best practice principles for the development of listening and spoken language skills in young children with cochlear implants
- perform an age appropriate auditory skills assessment with a student in class/on caseload; select goals based on that assessment
- demonstrate the ability to integrate listening and language into age appropriate home and school activities
- demonstrate techniques for facilitating natural spoken language usage in a young child with a cochlear implant
- select strategies to foster intelligible speech production by the young implant recipient that parallel typical development
- present a comprehensive case study on a young child with a cochlear implant

Course Content

- I. Best practice principles
 - a. guided observation
 - b. observation checklists
 - c. debriefing

- II. Auditory skills assessment /goal selection
 - a. goal hierarchies
 - b. developing auditory activities

- III. Listening and language integration
 - a. multidimensional model for auditory skills development
 - b. infusing audition into classroom themes
- IV. Language and routines
 - a. the life cycle of a language target
 - b. authentic language in naturalistic contexts
- V. Speech productions norms
 - a. the relationship of speech acoustics to listening and speech production
 - b. developmental approach to speech production
 - i. the early eight, middle eight, and late eight
 - c. articulation and intelligibility
- VI. The mentor/mentee relationship
 - a. role of the mentor
 - b. role of the mentee
- VII. Case Study Development
 - a. assessment, goal selection, objective writing, lesson plan development
 - b. data recording and reporting

Assessments

- 4 detailed lesson plan submissions (to mentor) (40%)
- Case study poster presentation at Capstone Experience (30%)

Course Materials

Review of the following materials for early intervention and teaching:

- SKI-HI Curriculum
- Learn to Talk around the Clock
- Hanen: It Takes Two to Talk
- Cottage Acquisition Scales for Listening, Language and Speech
- Listen Learn & Talk
- Additional, site specific materials