

74.201 History, Education and Guidance of the Deaf/HH Fall 2007

Dr. Sam Slike

(Week at a Glance Projections)

Week One

LECTURE MATERIAL

- Introductions - Class
- Pre-test
- Deaf Awareness Test
- Reading Assignment – Moores ...Chapter 1
- See PowerPoint “HEG -Factors of Prime Importance”

Study Questions to explore for Week 2:

NOTE: (Please go to our class Blackboard account, and respond briefly to these questions in the section marked “Discussion Board.”)

1. List and describe 4 ways to define the age of onset of a hearing loss.
2. List and describe 5 etiologies (causes) of hearing loss.
3. Define “consanguinity” and explain its relationship to deafness.
4. How might Cytomegalovirus (CMV) be compared to Rubella?
5. Explain “Waardenberg’s Syndrome.”

Week Two

- Assignment – Read Slike’s Chapter from Lowe’s Speech Pathology book
- Read Moores Chapter 4

Study Questions to explore for Week 3:

NOTE: (Please go to our class Blackboard account, and respond briefly to these questions in the section marked “Discussion Board.”)

1. Explain the levels of severity of a hearing loss. Why do you think there are a variety of levels of hearing loss (e.g. moderate vs moderately severe) as defined by different authors?
2. Explain “noise induced hearing loss” and how it occurs.
3. Define “Hard of Hearing” and “Deaf.” What’s the difference?
4. Why is the term “Hearing Impaired” not considered politically correct?
5. How does “capital ‘D’” Deaf differ from “lower case ‘d’” deaf?

LECTURE MATERIAL

FACTORS OF PRIME IMPORTANCE IN DEFINING THE HEARING LOSS OF A CHILD (the following outline will be discussed) ...

I. Age of Onset:

- A. Congenital
- B. Prelingual
- C. Adventitious (Acquired)
- D. Postlingual

II. Etiology

- A. Diseases
 - 1. Rubella
 - 2. Encephalitis
 - 3. Bacterial Infection
 - 4. Meningitis
 - 5. Typhoid Fever
 - 6. Rh Incompatibility
 - 7. Cytomegalovirus (CMV)
- B. Heredity
 - 1. Consanguinity
 - 2. Marriages of the Deaf
 - 3. Waardenberg's Syndrome

Week Three

Study Questions to explore for Week 4:

NOTE: (Please go to our class Blackboard account, and respond briefly to these questions in the section marked "Discussion Board.")

1. List the parts of the ear from the outer ear to the inner ear.
2. Explain the process of hearing a sound.
3. What is the difference between a conductive hearing loss and a sensorineural hearing loss?
4. What's a mixed hearing loss and how does it occur?
5. Explain a central auditory processing problem.

LECTURE MATERIAL

- C. Accidents
- D. Premature Birth
- E. Noise Exposure

III. Severity of Hearing Loss

- A. Mild... 20-40 dB
- B. Moderate... 40-60 dB
- C. Severe... 60-80 dB
- D. Profound... 80+ dB
- E. Typical Sound Levels
 - 0 dB = Threshold of Hearing
 - 33 dB = Soft Whisper at 5 feet
 - 50 dB = Light Traffic at 100 feet (average residence)
 - 70 dB = Freight Train at 100 feet (vacuum cleaner at 10 feet)
 - 80 dB = Inside a Sports Car at 50 mph
 - 90 dB = Subway Train at 20 feet
 - 110 dB = Riveting Machine (operator's position)
 - 120 dB = Jet Takeoff at 200 feet (Level of Discomfort)
 - 130 dB = 50 hp Siren at 100 feet (Level of Tickle)
 - 140 dB = Level of Pain

Week Four (First abstract/article critique is due today!)

Study Questions to explore for Week 5:

NOTE: (Please go to our class Blackboard account, and respond briefly to these questions in the section marked "Discussion Board.")

1. Explain how to read an audiogram. What do the ordinate and the abscissa of the audiogram describe?
2. Why is the intelligence of the deaf/hh child an important consideration for classroom placement?
3. How early is it possible to start working with/teaching a deaf/hh child?
4. What impact does the nuclear family have on the success of the deaf/hh child? In what kind of family are most successful deaf/hh children found?
5. What psychological/emotional stages does a parent go through when told that their child has special needs?

LECTURE MATERIAL

IV. Location of Impairment

- A. External Ear
- B. Middle Ear
- C. Cochlea
- D. The Organ of Corti
- E. The Auditory Nerve
- F. Within the Central Nervous System

V. Type of Hearing Loss

- A. Conductive
- B. Sensorineural
- C. Mixed

VI. Audiometric Exam PUT AUDIOGRAM LINK HERE

Week Five

Study Questions to explore for Week 6:

NOTE: (Please go to our class Blackboard account, and respond briefly to these questions in the section marked “Discussion Board.”)

1. What is/was a “High Risk Register” as used by hospitals and how is it used to define the possibility of a child having a hearing loss?
2. Does your state have a bill or law requiring at-birth hearing testing of all children?
3. Why is the age of fitting of a hearing aid or cochlear important? How early can children be fitted with a hearing aid or cochlear implant?
4. What kinds of educational options are there in your state for 3 year old deaf/hh children?
5. If the parent of a deaf/hh child wants to enroll him/her in a day care center, what questions should the parent ask regarding the communication options of the center?

LECTURE MATERIAL

VII. Intelligence of the Child

VIII. Age of Instigation of Education/training

IX. Amount/Type of Education/Training

X. Age of Fitting/Appropriateness of Hearing Aid/Auditory Trainer

XI. Family Climate

XII. CRITERIA WHICH PLACE A NEWBORN “AT RISK” FOR HEARING LOSS, KNOWN AS THE HIGH RISK REGISTER IN HOSPITALS INCLUDE:

- A. A history of genetically determined childhood hearing loss
- B. Rubella or other non-bacterial intrauterine fetal infection
- C. Malformations of the otorhinolaryngeal system (ear, nose, throat)
- D. Prematurity based on a birthweight of under 1500 grams
- E. Congenital and perinatal infections
- F. Any direct bilirubin concentration that is potentially toxic
- G. Bacterial meningitis

(Source: English, K. (1992) “States’ use of a high-risk register for the early identification of hearing impairment,” American Speech-Language-Hearing Association August, 75-77.)

Week Six

Exam 1 is given HERE

Study Questions to explore for Week 7:

NOTE: (Please go to our class Blackboard account, and respond briefly to these questions in the section marked “Discussion Board.”)

1. Why were religious restrictions placed on deaf/hh individuals in “ancient times” (e.g. 100 AD) and what were some of the restrictions?
2. What impact did Aristotle have on the perceptions of “hearing” people regarding deaf/hh individuals?
3. List 5 points of the Justinian Code regarding deaf/hh individuals.
4. What did the Spartans do with any members of their community with special needs?
5. What did Rudolphus Agricola and Gilrolamo Cardano have in common?

Week Seven

- Reading Assignment – Moores – Chapters 2 & 3
- See PowerPoint – “HEG -History Outline”

Study Questions to explore for Week 8:

NOTE: (Please go to our class Blackboard account, and respond briefly to these questions in the section marked “Discussion Board.”)

1. What was Ponce de Leon’s claim to fame? (Hint: This was not the man who discovered the Fountain of Youth!)
2. What did Juan Pablo Bonet and George Dalgarno have in common?
3. Which notable figures in education of the deaf/hh did Johann Konrad Amman have a positive impact on? What were their educational philosophies?
4. What two claims to fame in education of the deaf/hh did Abbe Carlos Miguel de l’Epe have?
5. Where did Thomas Braidwood establish a school and why did he keep his methods a secret?

LECTURE MATERIAL

OUTLINE: HISTORY OF THE EDUCATION OF THE DEAF

- I. Ancient Times
 - A. Religious restrictions
- II. Classical Greece and Rome
 - A. Aristotle
 - B. Romans
 1. Justinian Code
 - C. Spartans
- III. 15th Century
Rudolphus Agricola
- IV. 16th Century
 - A. Jerome Cardin
(Gilrolamo Cardano)
 - B. Ponce de Leon
 - C. Velasco Family
- V. 17th Century
 - A. Juan Pablo Bonet
 - B. Sir Kenelm Digby
 - C. William Holder
 - D. John Wallis

- E. George Dalgarno
- F. Johann Konrad Amman

VI. 18th Century

- A. Henry Baker
- B. Jacob Rodriguez Pereira
- C. Abbe Carlos Miguel de l'Eppe
- D. Laurent Clerc
- E. Samuel Heinicke
- F. Thomas Braidwood
- G. Dr. Jean Marc Gaspard Itard

Week Eight (Second abstract/article critique is due today!)

Study Questions to explore for Week 9:

NOTE: (Please go to your Blackboard account, and respond briefly to these questions in the section marked "Communication" and then click on "Discussion Board.")

1. Where was Abbe Roch Ambroise Sicard's school and who was his most famous deaf student?
2. What country were John Baptist Graser and Frederick Hill from and who influenced their philosophy in educating deaf/hh students?
3. Who were Colonel Bolling & John Braidwood and what did they try to establish?
4. What was Thomas Hopkins Gallaudet's first occupation and what is his claim to fame in education of the deaf/hh?
5. What important events in education of the deaf/hh occurred in the following years? 1817; 1867; and 1880 (two events).

LECTURE MATERIAL

VII. 19th Century

- A. Abbe Roch Ambroise Sicard
- B. Laurent Clerc
- C. John Baptist Graser
- D. Frederick Hill
- E. Joseph Watson
- G. John Stanford
- H. Colonel Bolling & John Braidwood
- I. Thomas Hopkins Gallaudet
- J. Horace Mann & Samuel Howe
- K. Gardner Green Hubbard & John Clarke
- L. 1880 Conference of Milan
- M. 1880 Founding of NAD

- O. Edward Miner Gallaudet
- P. Amos Kendall
- Q. Alexander Graham Bell

Week Nine

Study Questions to explore for Week 10:

NOTE: (Please go to our class Blackboard account, and respond briefly to these questions in the section marked “Discussion Board.”)

1. Who were John Clarke, Horace Mann, Samuel Howe and Gardner Green Hubbard, and what school did they help found?
2. Compare and contrast the lives of Edward Miner Gallaudet and Alexander Graham Bell.
3. Find the complete names for the following organizations: CAID; CEASD; A.G. Bell; CED; NAD; RID.
4. What national journals are published by the above organizations?
5. What is the difference between CAID and CEASD?

LECTURE MATERIAL

- VIII. 20th Century
 - A. Establishment of Organizations
 1. CAID
 2. CEASD
 3. A.G. Bell
 4. CED
 5. NAD
 6. RID
 - B. Max Goldstein
 - C. Mildred Groht
 - D. Edith Fitzgerald
 - E. Alice Streng

Week Ten

Study Questions to explore for Week 11:

NOTE: (Please go to our class Blackboard account, and respond briefly to these questions in the section marked “Discussion Board.”)

1. What was William Stokoe’s contribution to the field?
2. What did Charlotte Baker and Dennis Cokely contribute to the study of sign language? When were their books published?

3. Explain what happened in the “Deaf President Now” movement. What year did it occur?
4. Explain the following terms: cochlear implant; hair cell regeneration; the Human Genome Project.
5. Explore websites and list new innovations and/or ideas which may have an impact on the way we teach or work with deaf/hh students in the future.

LECTURE MATERIAL

- F. Helen Beebe
- G. William Stokoe
- H. R. Orin Cornett
- I. Daniel Ling
- J. Baker & Cokely
- L. 1988 Deaf President Now

IX. 21st Century – What’s next?

- A. Cochlear Implants
- B. Hair cell regeneration
- C. The Human Genome Project
- D. The future ???

Week Eleven

EXAM 2 is Given HERE

Study Questions to explore for Week 12:

NOTE: (Please go to our class Blackboard account, and respond briefly to these questions in the section marked “Discussion Board.”)

1. What is the auditory-verbal approach and how does it differ from the auditory-oral approach? Who was Helen Bebee and which approach did she use?
2. What is a unisensory approach in teaching deaf/hh children? Who were famous proponents of this approach?
3. What does TVAK stand for?
4. What are the two basic methods for teaching speechreading?
5. What is Cued Speech, who invented it and when?
6. Daniel Ling wrote books related to what area of education of the deaf/hh?

Week Twelve

- Reading Assignment – Moores Chapter 10 & 11

Study Questions to explore for Week 13:

NOTE: (Please go to our class Blackboard account, and respond briefly to these questions in the section marked “Discussion Board.”)

1. What was Max Goldstein’s claim to fame?
2. What book did Mildred Groht write and why was it important?
3. What is the difference between a natural language approach for teaching deaf/hh students and an analytical method? What were the methods of Edith Fitzgerald and Alice Streng? Were they natural or analytical?
4. What was the Barry 5 slate system?
5. What is an “FM system” and how is one used in educating deaf/hh students

LECTURE MATERIAL

Oral Communication Systems (History)

➤ Unisensory/Auditory Verbal

- “Acoupedics” (lit.: The hearing child) - Doreen Pollack

The auditory sense, alone, is used to receive communication. Early diagnosis and fitting with amplification, and intensive auditory training, are key elements. Speech is developed through the auditory sense, much as occurs in a hearing child.

- Helen Beebe’s Chewing Technique

Auditory sense is developed in a manner similar to the above. No lipreading is permitted. Speech is taught using a chewing method developed in Europe by Emil Froeschels for stuttering and other speech problems.

➤ Multisensory

- Auditory-Oral/Aural-Oral/

Involves using at least four of the six senses to receive oral language: TVAK

Tactile

Visual (Analytic/Synthetic)

Auditory

Kinesthetic-proprioceptive

Tactile: may involve vibration

Visual: utilizes lipreading and other visual cues

Auditory: involves systematic auditory training

Kinesthetic: trains awareness of placement of the articulators and of their movement.

- Modifications of Multisensory Approaches:

- Bell: Visible Speech

- McGinnis: Association Method

- Guberina: Verbotonal

- Cornett: Cued Speech

- Ling: Phonetic/ Phonologic

- Speechreading

- Analytical: Phoneme families

- Synthetic: Contextual cues; key words/phrases

- Auditory Reception

- Cochlear Implants

- Personal hearing aid

- Auditory trainer

- Hard wire

- Induction loop

- FM Units

- Sound Fields

Week Thirteen

- Reading Assignment – Moores – Chapters 11 & 12

Study Questions to explore for Week 14:

NOTE: (Please go to our class Blackboard account, and respond briefly to these questions in the section marked “Discussion Board.”)

1. What is a “Sound Field System?”
2. Name at least 5 different educational placement options for deaf/hh students.
3. What is the job of an educational interpreter?
4. Why is learning to read such a difficult challenge for deaf/hh students?
5. Why might achievement tests be considered unfair for many deaf/hh students?

LECTURE MATERIAL

Language Systems (History)

- Natural

- Mildred Groht – Lexington School for the Deaf

- Experiential teaching.
- Analytical (Prescriptive Grammar)
 - Barry Five-Slate System
 1. subject
 2. verb
 3. object of verb
 4. preposition
 5. object of preposition
 - adverbial elements of time, manner, cause, condition, degree, purpose
- Fitzgerald Key
 - Six columns
 1. subject
 2. verb & predicate nominative
 3. indirect/direct objects
 4. adverbial “Where?”
 5. other prepositional phrases
 6. adverbial “When?”
- Analytical (Generative- Transformational Grammar)
 - Blackwell – Rhode Island School for the Deaf
 - Streng & the Kretschmers
 - Based on latest linguistic/ psycholinguistic theory and research.

Week Fourteen

- Reading Assignment – Moores – Chapter 13

Study Questions to explore for Week 15:

NOTE: (Please go to our class Blackboard account, and respond briefly to these questions in the section marked “Discussion Board.”)

1. What are some post-secondary educational options for deaf/hh students?
2. What are some post-secondary employment options for deaf/hh students?
3. What impact does/will the “No Child Left Behind” legislation have on deaf/hh students?
4. What can teachers of the deaf/hh do to become “highly qualified” teachers?
5. What will the makeup of the Deaf Community look like in the next 20 years?

LECTURE MATERIAL

- A. Educational Programs for Deaf Children
- B. Academic placement
- C. Academic Achievement
- D. Educational Interpreters

Week Fifteen

- Reading Assignment – Moores – Chapter 14 & Epilogue

LECTURE MATERIAL

NOTE: (Please go to our class Blackboard account, and respond briefly to these questions in the section marked “Discussion Board.”)

- A. Postsecondary Educational Options for Deaf/HH students
- B. Deaf Students in Colleges for Hearing Students
- C. What’s Next?
 - Review for Final Examination
 - Course evaluation

Week Sixteen – Final Examination