



SPED932

Perception and Production of Speech in Deaf/Hard of Hearing Children

S2 Online 2018

Department of Educational Studies

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General Information

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Credit points

4

Prerequisites

SPED931

Corequisites

Co-badged status

Unit description

This unit presents an introduction to speech perception and speech production of children who are Deaf/hard of hearing. Emphasis is given to typical speech perception and the continuum of development supporting the emergence of mature speech production. Strategies to assess and enhance the intelligibility of speech for listeners who are deaf or hard of hearing (D/HH) are explored.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain the physics of sound including frequency, amplitude, resonance and

- associated theories;
2. Apply the physics of sound to an audiogram;
 3. Explain the typical course of vocal development leading to intelligible speech production;
 4. Broadly describe the continuum of phonological and articulation development in young children;
 5. Demonstrate competence in reporting assessment results and establishing short and long term speech goals for children who are deaf/had of hearing;
 6. Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Speech transcription in IPA</u>	20%	No	24/8/2018
<u>Psychoacoustics, percep/produc</u>	30%	No	5/10/2018
<u>Case Study, school-age child</u>	50%	No	5/11/2018

Speech transcription in IPA

Due: **24/8/2018**

Weighting: **20%**

International Phonetic Alphabet (IPA) transcription of sentences delivered (via video) by various male and female speakers. 500 words

On successful completion you will be able to:

- 4. Broadly describe the continuum of phonological and articulation development in young children;
- 5. Demonstrate competence in reporting assessment results and establishing short and long term speech goals for children who are deaf/had of hearing;
- 6. Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

Psychoacoustics, percep/produc

Due: **5/10/2018**

Weighting: **30%**

Online quiz, multiple choice/short answers. Knowledge of psychoacoustics, perception/

production systems.

On successful completion you will be able to:

- 1. Explain the physics of sound including frequency, amplitude, resonance and associated theories;
- 2. Apply the physics of sound to an audiogram;
- 3. Explain the typical course of vocal development leading to intelligible speech production;
- 6. Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

Case Study, school-age child

Due: **5/11/2018**

Weighting: **50%**

Case Study / PBL. School-age child with hearing loss; information inclusive of assessments to determine goals and strategies for program of teaching. 2,500 words

On successful completion you will be able to:

- 2. Apply the physics of sound to an audiogram;
- 3. Explain the typical course of vocal development leading to intelligible speech production;
- 4. Broadly describe the continuum of phonological and articulation development in young children;
- 5. Demonstrate competence in reporting assessment results and establishing short and long term speech goals for children who are deaf/had of hearing;
- 6. Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

Delivery and Resources

The unit is supported for delivery and study online.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)

- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- 2. Apply the physics of sound to an audiogram;
- 3. Explain the typical course of vocal development leading to intelligible speech production;
- 4. Broadly describe the continuum of phonological and articulation development in young children;
- 5. Demonstrate competence in reporting assessment results and establishing short and long term speech goals for children who are deaf/hard of hearing;
- 6. Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

Assessment tasks

- Speech transcription in IPA
- Psychoacoustics, percep/production
- Case Study, school-age child

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- 1. Explain the physics of sound including frequency, amplitude, resonance and associated theories;
- 2. Apply the physics of sound to an audiogram;
- 3. Explain the typical course of vocal development leading to intelligible speech production;
- 4. Broadly describe the continuum of phonological and articulation development in young children;
- 6. Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

Assessment tasks

- Speech transcription in IPA
- Psychoacoustics, percep/produc
- Case Study, school-age child

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- 2. Apply the physics of sound to an audiogram;
- 4. Broadly describe the continuum of phonological and articulation development in young children;

Assessment tasks

- Speech transcription in IPA
- Psychoacoustics, percep/produc
- Case Study, school-age child

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- 4. Broadly describe the continuum of phonological and articulation development in young children;
- 6. Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

Assessment tasks

- Speech transcription in IPA
- Psychoacoustics, percep/produc
- Case Study, school-age child

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- 1. Explain the physics of sound including frequency, amplitude, resonance and associated theories;
- 5. Demonstrate competence in reporting assessment results and establishing short and long term speech goals for children who are deaf/had of hearing;

Assessment task

- Case Study, school-age child

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcome

- 6. Demonstrate knowledge of a range of strategies and programs designed to facilitate/remediate speech development.

Assessment tasks

- Psychoacoustics, percep/produc
- Case Study, school-age child