

**Auditory Processing Strategies Lab**  
Learning Skills 331G  
Fall 2014 Syllabus



**I. BASIC INFORMATION**

**Instructors:** Terria Odom-Wolfer / Kathleen Rozman  
**Office Location:** Supportive Services & Instruction  
**Office Hours:** Vary by Instructor—posted in Supportive Services & Instruction  
**Telephone:** 646-4108 / 645-1350  
**Class Time:** M-TH 2:30-3:45 PM  
**Room:** HSS102  
**Units:** 2 Units; 96 lab hours must be completed for credit  
(This class is offered on a **PASS / NO PASS** basis.)

**Materials:** Course materials and specialized equipment are provided. A half-inch 3-ring binder is **required** to store handouts / assignments as a portfolio.

**Recommended Reading:** The following books may be useful in understanding sound therapy and auditory processing for those interested.

<b>When Listening Comes Alive</b>	Paul Madaule
<b>The Power of Sound</b>	Joshua Leeds
<b>Samonas Sound Therapy</b>	Ingo Steinbach

**Six Parts:** Listening to CDs  
Conferencing with Terria or Kathleen  
Computer Work  
Assignments  
Journaling  
Audio-Vocal with Linda or Melodie

**II. STUDENT LEARNING OUTCOMES**

1. Demonstrate knowledge of the impact of sound stimulation on the learning process.
2. Apply strategies to optimize auditory processing.

**III. COURSE OBJECTIVES**

This course allows students to receive instruction and guidance in using sound therapy as an intervention for attention/focus issues and/or learning disabilities. Research has shown that auditory stimulation and training has been effective in treating a variety of conditions, including auditory processing disorders, speech and language disorders, learning disabilities, attention deficit disorders and reading and spelling inefficiencies. The expected outcome is that students will experience enhanced reading, spelling, attention/focus and communication skills.

1. Utilize sound stimulation to enhance receptive listening ability, a skill that can increase attention span, the ability to follow oral directions, verbal comprehension, and verbal expression.
2. Record self-observations in daily journals and weekly conferences with the instructor(s) regarding how emotions, behavior, and attitudes impact learning.

3. Develop an increased self-awareness of the behaviors associated with good listening, and provide written and oral feedback related to personal observations and experiences during the course.
4. Assemble a Listening Portfolio of information and experiences related to this course.

#### **IV. GRADING**

Credit for the course will be given if the student makes measurable progress on his/her objectives for the course and if attendance requirements are met. The student must complete informal and standardized testing measures both at the beginning and end of the course and create a Listening Portfolio.

#### **V. ATTENDANCE**

Regular attendance is required. Due to the unique nature of this class, the individualized approach with each student, and the complexity of scheduling for one-to-one work, a strict attendance policy has been established. This policy must be agreed to and signed at the beginning of the course. If a student must miss class due to some unforeseen reason or illness, it is imperative that the student contact the instructor(s) as soon as possible; this contact does not imply, however, that the absence will be excused.

#### **VI. CLASSROOM BEHAVIOR/EXPECTATIONS**

Keep voices low while waiting for class to begin, especially while in the hallway where other classes are in session. Due to the nature of this course, maintaining a quiet working environment is essential for the effectiveness of the intervention and the respect of other students learning process.

Please leave your work area neat—straighten your keyboard and mouse, push in your chair, brush erasures to the floor, leave your computer on unless instructed otherwise.

**NO FOOD** is allowed in the lab/classroom. Bottled water is acceptable and encouraged during class.

Cell phones are to be **OFF** during class. If you must leave a cell phone on for the purpose of children or emergencies, please turn it to vibrate and leave the classroom if it is necessary to answer the call.

**DO NOT DOWNLOAD** games, programs, or music to the lab computers as this can contaminate the hard drive and cause a lot of work and inconvenience for others.

**Environmental Sensitivities** are a concern for some students and can be part of a serious, debilitating disability. Please refrain from wearing cologne/perfume or scented body products which may trigger symptoms such as headaches, nausea, confusion and memory difficulties. If environmental sensitivity is an issue for you, please report this to the instructor at the beginning of the semester.

Courtesy and good manners are expected and always appropriate. It is essential that a learning environment respectful of everyone's needs be maintained. If at any time your behavior in class is disruptive, rude or making it difficult for others to learn, you may be given a warning. If this behavior continues during the semester, you may be asked to leave that day and the following day as well. If this behavior persists, the Academic Vice President may be involved in further discipline.

***COMMUNICATION IS THE KEY TO CREATING A GOOD LEARNING ENVIRONMENT AND WILL HELP YOU TO ACHIEVE YOUR GOALS. IF YOU HAVE A CLASSROOM CONCERN, PLEASE TALK WITH ME PERSONALLY.***