SPED 560: Assessment & Development of Language in Deaf/Hard-of-Hearing Students

INSTRUCTOR
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Conceptual Framework:

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.

- We value creative, critical, and reflective thinking and practice.
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COURSE DESCRIPTION

Prerequisites or Co-requisites: SPED 504D and DEAF 484

This course addresses optimal communication environments for language acquisition and contrasts features of and communication strategies used by deaf parents and hearing parents with deaf children. General theoretical framework of language acquisition is covered, as well as strategies to assess and promote the basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) of deaf and hard-of-hearing children.

NOTE: *This course includes 30 hours of the required 200 hours of supervised early fieldwork. This guided fieldwork is accomplished through 3 supervised field-based direct student contact projects encompassing 10 hours within each project. Each project allows for the selection of individual or groups of students at a variety of ages as appropriate for the specific project, for a guided process of study while implementing assessment and instructional strategies for the development of expressive and receptive American Sign Language skills.*

COURSE OBJECTIVES

1. Students will demonstrate understanding of the process of 1st and 2nd language development in children, from various theoretical points of view.

2. Students will demonstrate understanding of 1st and 2nd language acquisition (both English and American Sign Language) by deaf and hard-of-hearing students, from early acquisition through more complex language development. This includes language acquisition characteristics of deaf students with multiple handicaps.

3. Students will observe, review and discuss the family dynamics and social-interaction strategies utilized in families with hearing and deaf parents.

4. Students will conduct assessments of the early prelinguistic communication forms and functions of very young deaf children.

5. Students will demonstrate understanding of assessment techniques and strategies to promote the development of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) of DHH students in both American Sign Language and English.

6. Students will demonstrate understanding of strategies to promote emergent literacy skills with DHH children through the application of research-based strategies for reading to deaf children.

RECOMMENDED TEXTS

Sign Language Acquisition by Deaf and Hearing Children

Video Text from Gallaudet University Press, 2018
https://signlanguageacquisition.com/subscribe/ $75 for perpetual access

Activities for Oral Language Development   (downloadable from Canvas)
Teacher Created Resources

Reading to Deaf Children: Learning from Deaf Adults
http://clerccenter2.gallaudet.edu/products/?id+175 $10.95 from Clerc Center

Starting With Assessment: A Developmental Approach to Deaf Children's Literacy, 1999
French, M.M.

ADDITIONAL READINGS WILL BE ASSIGNED AND MADE AVAILABLE ON CANVAS OR
DISTRIBUTED IN CLASS!

COURSE EXPECTATIONS

- We strive to maintain a climate for all participants in this class that is free of all forms of discrimination and harassment based upon race, ethnicity, religion, national origin, physical or mental abilities, age, marital status, sexual orientation, gender identity, or status as a U.S. veteran. Any student who has concerns with inappropriate behavior in the course should contact us as soon as possible to correct and enhance the student experience.
- If you have a disability and need accommodations, please register with the **Disability Resources and Educational Services** (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations with me, please contact the instructor to set up an appointment.
- Please proofread all of your assignments. Points will be deducted for sloppy work, misspellings, grammatical errors, typos, or lack of clarity/organization. Student papers should reflect high quality and be appropriate for **graduate level** course. Late unexcused papers will be penalized.
- **Writing Requirements within the graduate program:** This is a **graduate course** and students are expected to turn in papers and assignments of graduate quality. All work should represent your reflections upon and integration of information covered in class in an organized way. Additionally, written assignments are to be clear in sentence construction and are to be proof read before they are handed in. Please discuss individual concerns with your professor.
- **Cheating and plagiarizing are taken very seriously**. Please see the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty.

- Respectful classroom conduct is expected at all times.
- **IMPORTANT NOTICE ON CSUN COMMUNICATION**: CSUN sends all official communications by e-mail, including registration information. Please check your CSUN e-mail as soon as you've activated your university account. Using any Web browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or preferred address, go to www.csun.edu/account, log in and select Mail for forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester.
- **ATTENDANCE AND PARTICIPATION:** Your preparation for class and your participation in it are considered CRITICAL to the development of competency in the language/literacy related areas. As such, course grades may be lowered if attendance and participation are problematic. Your professor will notify you if these areas are not being demonstrated as expected.

REQUIRED ASSIGNMENTS (details for all course requirements are available on Canvas and will be explained in class)

Knowledge-based competencies

Canvas discussions   Points available = 40

Midterm exam   Points available = 60

Final exam   Points available = 60

Skill-based competencies

Group project #1: Assessment of Pragmatic Forms & Functions   Points available = 60

Group project #2: Reading TO deaf children   Points available = 60

Individual project: Assessing & Promoting BICS & CALP   Points available = 60

Total course points = 340

GROUP PROJECT #1: Assessment of Pragmatic Forms & Functions: video project

Maximum grade: 60

Instructions: Students will observe and interact with a young deaf or hard-of-hearing child who is functioning AT THE PRELINGUISTIC LEVEL. This means that the child may use only a few simple signs, but predominantly communicates through gestures, actions, homemade signs, etc. This project is most successfully accomplished with a child between the ages of 2 and 6, but may be done with an older student who is newly exposed to accessible language or who has some kind of multiple disabilities. Students will also create situations to elicit a wide range of communicative forms and functions.

DHH 2.8
DHH 3.3
DHH 7.7
DHH 7.8

GROUP PROJECT #2:   Reading TO deaf children: video project

Maximum grade: 60

Instructions: Students will videotape themselves reading to one or more deaf children, and critique their own effectiveness. Students will be guided by fifteen research-based principles, described by David R. Schleper, which were gleaned from studies of deaf parents and teachers who are effective storybook readers with deaf children. Select, adapt, create and use culturally-relevant language-rich stories.

DHH 2.5 DHH 3.2
DHH 7.5a

INDIVIDUAL PROJECT: Assessing & Promoting BICS & CALP: video project

Maximum grade: 60

Instructions: Students will meet with a target student at least 3 times during the semester. This student will become their lab student with whom they will work on a weekly basis throughout the Spring semester in the reading and writing classes. Students will interact/play/discuss topics with the student to assess, elicit, and promote a representative illustration of the student's basic interpersonal communication skills and cognitive academic language proficiency. At least one session must be videotaped.

DHH 1.4
DHH 2.2
DHH 4.2
DHH 5.1

BOOK REVIEW: Select a book related to the course topic. Read thoroughly and conduct a class presentation with a given handout for each student. Present for ten minutes and then facilitate related cooperative learning activities for ten minutes.

Canvas Discussions

Maximum grade: 40
Due throughout the semester
Instructions: Discussion topics/reflective topics will be posted on Canvas. It is expected that each student will react to the topic before the next class session. The greatest personal benefit in this activity comes from not only reflecting upon the topic and composing your thoughts, but also reading & reacting to the thoughts of others.

Points will be allocated for this assignment in a holistic way. We will discuss the details of this in class. You will be responsible for both <u>LEADING</u> discussions and for being a <u>RESPONSIVE PARTICIPANT</u> in discussions. A total of 40 points are available for your thoughtful discussion to topics throughout the semester:
<mark>DHH 3.1</mark>
        Active participation   =   40 points
        Frequent participation   =   30 points
        Minimal participation   =   20 points

GRADING RUBRIC

A = Outstanding - Performance reflects a thorough understanding of the material, including integration of information and application of theory and research to practice. Projects and exams are comprehensive, thoughtful and provide new insights. All assignments are well-organized and clearly written. Attendance and participation in class is consistent and engaging.

B = Very Good - Performance reflects complete and accurate understanding of the material. There is generalization of the information that demonstrates the ability to integrate and apply information. All assignments are thoughtful, well-organized, and clearly written. Attendance and participation in class is consistent and engaging.

C = Satisfactory - Performance reflects minimal level of competency attainment, understanding, and skill. Does not meet graduate and professional standards. Lacks demonstration of generalization and application of the information. Assignments are incomplete, poorly prepared, and/or possess notable misconceptions. Attendance and participation is sporadic and limited.

D = Barely Passing - Performance reflects severe misconceptions about the information. There is little or no demonstration of generalization or application. Assignments are incomplete, poorly prepared, and/or missing. Attendance and participation are poor.

F = Failing - Performance reflects lack of engagement with the information. No assignments are completed. Attendance and participation are poor.

Percentage of Points		Grade	
93 - 100	A	78 - 79	C+
90 - 92	A -	73 - 77	C
88 - 89	B+	70 - 72	C -
83 - 87	B	60 - 69	D
80 - 82	B-	00 - 59	F

INC grades are considered using university guidelines. Please see the University Catalog.

Tentative WEEKLY SCHEDULE (Subject to change with prior notice**)**

DATE	TOPIC	READINGS
week 1	**Welcome, Course Intro, Expectations**	
week 2	**Communication & language acquisition** • terminology (communication, language, parts of language) • prerequisites for language acquisition • prelinguistic communication & language development • L1 vs L2 learners (concept of heritage language) • Use culturally-relevant language-rich resources • pace & sequence of language development (typical/atypical) DHH 1.1 DHH 2.5 DHH 2.5 DHH 3.1. DHH 3.1	McAnally & Quigley: Language Learning Practices w/ Hearing Children McAnally & Quigley: Language Learning Practices with Deaf Children Schick (2003) Devp of ASL Bavelier, Newport, Supalla (2003) Children Need Natural Languages Petitto: What eyes reveal about brain. Starting with Assessment text 22-38
week 3	**Communication & language acquisition** • acquisition vs learning • research review: ASL acquisition (pace & sequence) • Deaf children/Deaf parents and Deaf children/hearing parents • visual language/learning (VL2) • brain research - linguistic processing of visual/auditory languages • Maximizing language progression using translanguaging DHH 1.2 DHH 1.2 DHH 2.2 DHH 2.2	Petra Horn: ASL as Heritage Language Petitto: What the Eyes Reveal About the Brain Maximizing Language Acquisition (Clerc Center webcast) CA Senate Bill 210 & language milestones

	DHH 4.2 DHH 4.2	
week 4	**What is a facilitative language acquisition environment?** • parent/child interaction literature (hearing) • caretakerese & adult facilitation strategies • parent/child interaction literature (Deaf parents/Deaf children) • modifications & differences in adult facilitation strategies • applications and implications DHH 3.6	Mohay: Language in Sight Koester: Intuitive Parenting Early Messages: Facilitating Language SKI-HI Earliest Interactions
week 5	**What is a facilitative language acquisition environment?** • parent/child interaction literature (hearing) • caretakerese & adult facilitation strategies • parent/child interaction literature (Deaf parents/Deaf children) • modifications & differences in adult facilitation strategies • applications and implications (IFSP family goals) DHH 2.8 DHH 2.8 DHH 6.2. DHH 6.2 DHH 6.2	Chen-Pichler - child directed signing Desired Results Developmental Profile (2015) Language Policy for Deaf Children Ages 0-5 (CAD 2017)
week 6	**Assessing pragmatic forms & functions** • taxonomies of pragmatic forms • taxonomies of pragmatic functions • prelinguistic vs linguistic forms of communication • primitive, conventional, symbolic forms • use of augmentative communication forms/assistive technology • illustrations of functions expressed through various forms'	Wetherby: Checklist of Communicative Functions & Means Communication Matrix
week 7	**Assessing pragmatic forms & functions** • prelinguistic vs linguistic forms of communication	

	• primitive, conventional, symbolic forms • illustrations of functions expressed through various forms • assessment strategies; review of Project 1 • teaching implications DHH 3.3 DHH 3.3 DHH 5.1 DHH 5.2 DHH 5.3 DHH 5.5 DHH 7.7 DHH 7.7 DHH 7.8 DHH 7.8	
week 8	**Promoting language (Reading TO deaf children)** • importance of reading to children • Schleper: 15 principles for reading to deaf children • review & rationale • observation practice/teachers reading • planning for in-class demonstrations DHH 3.2 DHH 3.2 DHH 7.5a DHH 7.5a	Schleper: 15 principles for reading to deaf children
week 9	**Promoting language (Reading TO deaf children)** • Schleper: 15 principles for reading to deaf children • planning for in-class demonstrations • demonstrations of book reading to deaf children • evaluation, critique & implications • review of Project 2	
week 10	**Promoting basic interpersonal communication skills (BICS)** • Review of existing assessment tools • Importance of "oral" language: issues in Deaf education • Common Core: Speaking & Listening standards • promoting BICS; activities & illustrations	Luetke-Stahlman: Facilitation of English use/pragmatics Curtain & Dahlberg: Creating an environment for communication Common Core: Listening & Speaking Standards

	• classroom implications	
week 11	**Promoting basic interpersonal communication skills (BICS)** • role of BICS as foundational for CALP • promoting BICS; activities & illustrations • applications, illustrations, demonstrations • review of Project 3	Activities for Oral Language Development - text School as a Site for Natural Language Learning (Kuntze et al)
week 12	**Thanksgiving week**	
week 13	**Promoting cognitive academic language proficiency (CALP)** • CALP as academic language • Common Core: Speaking & Listening standards • promoting CALP; activities & illustrations • applications, illustrations, demonstrations • review of Project 4	ASL in Academic Settings (Raychelle Harris)
week 14	**Promoting cognitive academic language proficiency (CALP)** • CALP as academic language • research on DHH classroom; expectations, academic language • promoting CALP; activities & illustrations • language scaffolding applications, illustrations, demonstrations DHH 4.3 DHH 4.4	Activities for Oral Language Development - text
week 15	**Wrap-up and take away points**	

Linking Page

Standard	Page #
DHH 1.1	7
DHH 1.2 DHH 1.2	7
DHH 1.5	5
DHH 2.2 DHH 2.2	7
DHH 2.2	5
DHH 2.5 DHH 2.5	7
DHH 2.5	5
DHH 2.8 DHH 2.8	8
DHH 2.8	5
DHH 3.1 DHH 3.1	7
DHH 3.2 DHH 3.2	9
DHH 3.1	6
DHH 3.3 DHH 3.3	9
DHH 3.3	5
DHH 3.6	8
DHH 4.2 DHH 4.2	8
DHH 4.2	5
DHH 4.3	10
DHH 4.3	10
DHH 5.1	9
DHH 5.1	5
DHH 5.2	9
DHH 5.3	9
DHH 5.5	9
DHH 6.2 DHH 6.2 DHH 6.2	8
DHH 7.5a DHH 7.5a	9
DHH 7.5a	5
DHH 7.7 DHH 7.7	9
DHH 7.7	5
DHH 7.8 DHH 7.8	9
DHH 7.8	5