

SPED 567D: TEACHING DEAF/HARD OF HEARING STUDENTS WITH SPECIAL NEEDS

Instructors: Dana Rhinerson

Email: dana.rhinerson@gmail.com

The Department of Special Education cannot take messages for professors. **Please do not call the Department office to report anticipated absences or late arrivals.**

College Conceptual Framework

(2018)

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 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.

Course Description

Deaf students with special needs have unique learning and behavioral characteristics that present many challenges to their teachers. This course will address characteristics, placement, modification of curriculum, instructional methods and educational materials to meet these students' special learning and behavioral needs. Emphasis will be on establishing programs that are meaningful to the students and provide an arena in which they can be successful.

NOTE: *This course includes 5 hours of early fieldwork strategies for the **development of effective instruction for DHH students with disabilities**. This guided fieldwork is accomplished through a series of 3 instructional assignments requiring observational study, planning, and IEP integration. Mentorship for the field-based projects comes directly from the instructors. Each of the projects is implemented with deaf students (or their families) and is guided and scaffolded by the instructors. The instructors provide mentorship through modeling and explicit feedback of project implementation and in many cases, students are encouraged to repeat the project if/as necessary.*

Course Objectives:

After completing this course, students will be able to:

1. Identify and explain various syndromes and special needs that may accompany identification of deaf or hard of hearing children, including students who are deaf-blind;
2. Develop understanding of the individuality and positive characteristics of deaf students with special needs.
3. Understand and explain contributing factors in placement decisions and least restrictive environment for deaf students with special needs, including students who are deaf-blind;
4. Demonstrate understanding of the relationships among language, cognition, and behavior.
5. Demonstrate knowledge and skills related to assessment of atypical and/or challenging behaviors using strengths-based paradigms;
6. Develop and implement lesson plans that integrate concepts such as universal design for learning and differentiated instruction including technology and multi-media;
7. Demonstrate knowledge and skills related to teaching functional and adaptive skills;
8. Understand and explain the role and responsibilities of collaborative partnerships with other professionals in meeting the needs of students with special needs, including students who are deaf-blind;
9. Demonstrate knowledge related to augmentative and assistive communication devices and techniques for students with special needs, including students who are deaf-blind;
10. Demonstrate knowledge and skills related to transition planning including strategies for facilitating self-advocacy with deaf or hard of hearing students with special needs, including students who are deaf-blind;
11. Demonstrate effective uses of cognitive academic language in the discussion of course content.

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 me 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** Links to an external site. (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 us, please contact the instructor to set up an appointment.

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 Links to an external site.. Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, gmail, or preferred address, go to www.csun.edu/account Links to an external site., 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.

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.

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.

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

Text Requirements

Neild, N. R. & Graham, P. J. (Eds.). (2023). *Strategies for Promoting Independence and Literacy for Deaf Learners with Disabilities*. IGI Global. <https://doi.org/10.4018/978-1-6684-5839-6>

Additional readings from the current literature base as assigned on Canvas.

Course Assignments

ALL written assignments must be submitted in MS Word format 12-point font. Please check Canvas for DUE DATES of assignments.

Class Participation and Attendance (10 points)

You are required to participate in all class sessions. Participation requires attending to the instructor and colleagues, providing thoughtful feedback, and actively engaging during class in learning opportunities and activities. If regular participation is not observed, the instructor will schedule an office meeting to discuss remedies. If improvement is not made, points will be deducted from attendance/participation points. Please communicate with the instructor regarding your participation.

Weekly Reading Responses (15 points)

Keeping up with the weekly readings is critical to your understanding of the course content and your ability to interact with the Content. You will be held accountable for completing the reading *before* each assigned class and through reading quizzes and discussions associated with

key readings. Quizzes and discussions may take place in class and/or on Canvas and are open for the week prior to class.

Classroom Communication Systems

Option 1: You already use a formal platform for communicating with families (this means beyond texting/emailing/calling) such as Classdojo, SeeSaw, Google Classroom, your district's LMS (learning management system, like Schoology)

Option 2: You are not yet using a formal platform for communicating and collaborating with families *or* you have one but you're not satisfied with it, Choose one platform to explore, I personally recommend ClassDojo (It is free).

Create a fictional class (use Dana a parent and Rachel as a student, or be creative in another way) and play-around with the tool. Research the features. Take a screenshot to include in your response.

In a formal response, describe which you use and **why**. Tell me about the features it has and why it promotes positive collaboration and communication between home and school. Explain its advantages and drawbacks.

----->When completing this activity- keep in mind the types of parents/families you may work with. Think about how students themselves can become involved in the conversations about their own education! Think about how students' language skills impact their ability to communicate with family members.

Student Profile and Instructional Assignments (65 points)

Student Profile (15 points)

The purposes of this assignment are to:

- To gain firsthand and relevant (current) experiences with DHH students with special needs.
- To observe educational settings for DHH students with special needs.
- To describe a student using a positive and strengths-based mindset.
- To collect information necessary for determining a student's **strengths and needs**.

Requirements:

- Identify a student who has academic needs that require substantial modification of the general education curriculum (extensive support needs).
- Conduct classroom observations, a teacher interview, a student interview, and a review of the student's IEP.
- Write a summary of the student's strengths/needs across four areas (academic, behavior, social skills, independent living).
- Create a 4-6 slide presentation (keynote, Prezi, PPT) describing your student from a strengths-based perspective.
- Share information about your student in class.
- Write a reflection about what you observed and how you collected the information.

School Routine & Task Analysis (15 points)

The purposes of this assignment are to:

- To gain first hand and relevant (current) experiences with DHH students with special needs.

Learn about the importance of teaching and facilitating students' independence in school routines
Assess a school environment and assess a student's strengths and needs in that environment.
Develop methods to help students with disabilities participate more fully and independently in the routines/activities that happen at school.

To conduct an *ecological inventory* in order to determine areas of need and supports necessary for a student to participate in a particular setting.

An ecological inventory should be conducted any time there are concerns about what supports, accommodations and skill instruction a student needs to participate in a setting.

Requirements:

Conduct observations in two different high-priority environments.

Identify at least 3 major activities that occur in 2 different environments.

Choose one major activity from each setting and task-analyze it into its component steps.

Observe your someone doing one of the tasks that you task-analyzed and do a discrepancy analysis identifying the steps where that individual requires prompts or support in order to be successful.

Create a visual support tool that can be used to facilitate instruction toward independently carrying out the task.

Lesson Plan and IEP Integration (20 points)

The purposes of this assignment are to:

To gain firsthand and relevant experience integrating IEP objectives into a content area lesson.

Practice creating appropriate accommodations and modifications to embed into a content area lesson

UDL

To develop methods to help students with disabilities participate more fully and independently in content area lessons.

Requirements

Write a lesson plan using common core state standards (OR NGSS, California Social Studies standards, ASL standards) in which the (selected student below) will be able to practice their IEP goal(s).

DHH1.5 DHH1.7

DHH5.5 DHH 7.13

Working with Challenging Behavior (15 points)

The purposes of this assignment are to:

To learn observe and describe functional behavior with deaf learners.

To develop positive behavior and supportive environments for deaf students incorporating visual support tools

To develop methods to help students with disabilities participate more fully and independently in content area lessons.

Requirements

Analyze student behavior and develop positive behavior support plan for implementation in a DHH classroom.

Successful completion of this series projects satisfies 5 hours of early fieldwork.

Final Exam (10 points)

Grading:

A plus and minus grading system will be used. Grades will be assigned according to departmental standards as follows:

Grading Standards

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

PROFESSIONAL DISPOSITIONS

In addition to the knowledge and skills you learn and reflect upon in your graduate program, it is expected that you will also reflect upon your own Professional Dispositions. Dispositions identified as important within the Department of Special Education include **Personal Characteristics, Interpersonal Characteristics, Commitment to Professional Growth, Commitment to Diversity, and Commitment to Ethical Practices**. Faculty will reflect with you on your Dispositions at several key points throughout your credential program. These dispositions are particularly important as you work with students in the tutoring lab this semester. Please take some time and reflect on the following dispositions, and your personal strengths and challenges in each area.

Personal Characteristics: Strives to achieve and maintain a high degree of competence and integrity in all professional practices.

Interpersonal Characteristics: Strives to develop rapport and collaborate with others in the work environment.

Commitment to Professional Growth: Values creativity and thinks critically about work-related practices.

Commitment to Diversity: Believes all individuals can learn, despite severity of disability, and is committed to serving students with diverse needs, cultural and linguistic backgrounds, and developmental levels.

Commitment to Ethical Practices: Committed to ethical professional activities that benefit individuals with exceptionalities and their families.

Course Schedule

Week 1	Overview and Mindsets	Developing the Mindset of Effective Teachers (Brooks, 2007)
Week 2	Mindsets Placement Primary Disability	An Educational Rationale for Deaf Students with Multiple Disabilities (Ewing & Jones, 2003)

	<p>LAUSD Position Paper Equity and Access for Students with Disabilities</p> <p>Claiming Disability as a Deaf Person DHH2.1</p>	<p>Language & Inclusion for Deaf Plus Children (Singer, et.al., 2020)</p> <p>Theory, Research, and Practice: Addressing Challenges (Guardino & Cannon, 2015)</p> <p>Weekly Reading Response DHH 2.1</p>
Week 3	<p>Universal Design for Learning DHH6.5 DHH6.5</p>	<p>UDL CAST Resources</p> <p>Thousand, Villa, & Nevin (2015) <i>Differentiating Instruction</i>. Corwin. Access to the Curriculum through UDL</p> <p>Textbook. Ch. 1 UDL: A promising Framework for Educators.</p> <p>Weekly Reading Response DHH6.5</p>
Week 4	<p>Instructional Planning and Assessment including UDL</p> <p>language planning with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available with related services and classroom personnel DHH1.5 DHH1.7 DHH1.7 DHH5.2 DHH5.2 DHH5.5 DHH5.5 DHH 7.13 DHH 7.13</p>	<p>Textbook Ch. 3. Assessment for DHH with Additional Disabilities.</p> <p>Duffy et al. (2010). Teaching literacy to students with significant cognitive disability. <i>Teaching Exceptional Children</i>, 42, 30-39.</p> <p>Weekly Reading Response DHH 5.2</p>
Week 5	<p>Systematic Instruction and Prompting</p> <p>Direct and Systematic Explicit Instruction. IRIS Module: Explicit, Systematic Instruction in Math.</p> <p>Systematic Prompting</p>	<p>Textbook Ch. 2. Promoting Independent Literacy for ASL Readers with Disabilities.</p> <p>Riccomini, et al (2017). Specially designed instruction, high leverage practices, explicit instruction, and intensive instruction. <i>Teaching Exceptional Children</i>, 50, 20-27.</p> <p>Weekly Reading Response</p>
Week 6	<p>Systematic Instruction: Task Analysis/ Visual Support Tools</p>	<p>Textbook Ch. 4. Increasing Outcomes: Principles of Practice to</p>

	<p>Autism</p> <p>Sensory Strategies</p>	<p>Increase Writing Outcomes for DHH Students with Additional Disabilities.</p> <p>Take your Pick Autism Articles</p> <p>Weekly Reading Response</p>
Week 7	<p>Communication, AAC, and Literacy Sensory Strategies</p> <p>Adapting Books/ Visual Tool: When choosing what to adapt, think about your focus student, or a Deaf student with Disabilities you work with or have observed in the past. Select a book to adapt or adapt a visual tool You may also want to adapt a part of a curriculum your school uses.</p> <p>DHH2.6 DHH2.6 DHH 4.6 DHH 4.6 DHH 7.4 DHH 7.4</p> <p>Active Participation Assignment Guidelines</p> <p>Discrepancy Analysis</p>	<p>Adapt a Book or Visual Tool Assignment.</p> <p>DHH 4.6 DHH 7.4</p>
Week 8	<p>AAC Module</p> <p>DHH 7.14 DHH 7.14</p>	<p>Language First AAC Online Module</p> <p>Watch the presentation and take the quiz.</p> <p>DHH2.6</p> <p>Nelson & Bruce (2019). Children who are DHH with disabilities: Paths to Language and Literacy <i>Education Sciences</i>, 9, 2-26.</p> <p>Weekly Reading Response</p> <p>DHH 7.14</p>
Week 9	<p>AAC/ Behavior</p> <p>ABA Debate</p> <p>Learning Environment Assessment</p> <p>Language Planning</p> <p>DHH2.7</p>	<p>Take your Pick Behavior article.</p> <p>Weekly Reading Response</p> <p>DHH2.7</p>
Week 10	<p>Behavior</p> <p>Behavior Intervention Plans. Case</p>	

	studies. Working with Challenging Behavior Assignment.	
Week 11	Behavior. Person Centered Planning. MAPS planning.	
Week 12	Parent Panel	Textbook Ch. 7. Collaboration and Teamwork: Stories of Parent-Teacher Partnerships in the Education of Deaf with Additional Disabilities. Weekly Reading Response
Week 13	Working with paraprofessionals and related services to design assessment and instruction DHH4.7 DHH4.7 DHH6.7 DHH 6.7 DHH 7.12 DHH 7.12 Transition Planning and Resources National Deaf Center Transition Planning. DHH1.8 DHH1.8	Carnahan et al (2009). A systematic approach for supporting paraeducators in educational settings. A guide for teachers. <i>Teaching Exceptional Children</i> , 41, 34-43. Textbook Ch. 9. Using Self-Directed IEPs to Develop Self-Determination Skills for DHH Students with Disabilities Weekly Reading Response DHH1.8 DHH 7.12
Week 14	Deafblindness DHH4.5 DHH4.5	Module: The impact of Deafblindness on Learning and Development. Lesson 1: Introduction. Lesson 2: Preparing for Learning Lesson 3: Foundational Teaching Strategies Lesson 4: Building Relationships. Quiz following each lesson.
Week 15	Deafblindness Guest Presenter: CA DeafBlind Project. Colorado DeafBlind Fact Sheet	McBride & Goedecke (2012). Curriculum modification. Making standards accessible for deaf students with disabilities. <i>Odyssey</i> , 13, 8-14. Leland (2022). DeafBlind Communities may be Creating a New Language of Touch. <i>The New Yorker</i> .

		Weekly Reading Response DHH4.5
Week 16	Finals Week Lesson Plan and IEP Integration IEP Project Documentation.	

SPED 567 Syllabus linking

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DHH5.5 DHH5.5	7	DHH5.5	5
DHH6.5 DHH6.5	7	DHH6.5	7
DHH6.7 DHH 6.7	9		
DHH 7.4 DHH 7.4	8	DHH 7.4	8
DHH 7.12 DHH 7.12	9	DHH 7.12	9
DHH 7.13 DHH 7.13	7	DHH 7.13	5
DHH 7.14 DHH 7.14	8	DHH 7.14	8