CSUN
CALIFORNIA STATE UNIVERSITY NORTHRIDGE

SPED 537

Teaching Young Children with Extensive Support Needs with Hearing and/or Vision Disabilities (3 credits)

Semester, Year

Welcome! I am excited to see how each of you will bring your own personality, knowledge, and experiences into this class as you learn about working with young children with multiple disabilities, including vision impairments and/or hearing loss. Typical learning environments are not usually fully accessible to children with sensory impairments, and with what you will learn in SPED 537, you will ensure all these children have access to all of the content and experiences offered in your class... Looking forward to a great semester with all of you!

Basic Information

Instructor

Email

Office Hours
By appointment (on zoom or in person)

Class Time

Class Location
EDUC
https://canvas.csun.edu

Contents

Conceptual Framework- What does the college value?

Michael D. Eisner College of Education (Approved May 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.

Campus Resources– What support is available?

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (https://www.csun.edu/heart). There are also additional links on our Canvas site for resources to support your academic goals and engagement with campus activities.

CSUN WITH A HEART

Course Description- What is this class about?
Here's the official description from the catalog:
Prerequisites: SPED 431. This course identifies strategies for addressing the language and support needs of infants, toddlers, and young children with extensive support needs whose multiple disabilities include vision and/or hearing disability, including students who are deaf/blind. An emphasis is placed on collaboration with families, teachers of the visually impaired (TVI), teachers of the Deaf and Hard of Hearing (DHH), and other related services personnel in leveraging children's strengths as well as use of vision and hearing, when appropriate, with special attention to language access. Strategies will include approaches to adapting instructional materials, activities, and environments to enhance learning. (Offered once each year.)

Course Objectives- What will I learn?
The goal of this course is to help you engage in critical and reflective thinking to develop and practice the skills and knowledge to make a difference in the lives of children with multiple disabilities that include vision impairments and/or hearing loss as well as in your community which will also impact your own professional and personal growth. After completing this course, I expect you to be able to:

1. Identify the *causes, incidence, and functional implications* of vision loss and/or hearing loss;
2. Recognize *specific types of visual impairment and hearing loss* and their potential effects on learning and development;
3. Identify most *common methods of improving use of functional vision and hearing* for individuals with these problems;
4. Identify and describe a variety of assessment tools/strategies, and their purposes for understanding current vision/hearing, evaluating effectiveness of current tools and supports, and for planning interventions. Assessment tools and strategies consider factors related to differences in individual culture, language, socioeconomic status;
5. Recognize the multiplicative *effects of a visual impairment or hearing loss on learning and development* when combined with other disabilities;
6. Identify the *behavioral characteristics* of young children and school age students who have sensory impairments in addition to intellectual impairments, and the purpose these behaviors hold for the individual.
7. Implement *effective instructional strategies* with young children and school aged students whose multiple disabilities include visual impairments and/or hearing loss, with consideration of individual culture, language, socioeconomic status;
8. Demonstrate knowledge of strategies to promote *collaboration with families* of young children and students whose multiple disabilities include visually impairments and/or hearing loss in assessment, program development and implementation;
9. Demonstrate knowledge of *the roles and responsibilities of related services personnel* including the orientation and mobility specialist, teacher of children with visual impairments, and teacher of children who are deaf or hard of hearing in working with young children and school aged students who have multiple disabilities.
10. Demonstrate knowledge of environmental modifications, appropriate curricula, specialized materials, equipment, technology, and community, state and national resources for serving young children and school aged students with multiple disabilities and sensory impairments.

You can expect me to support your attainment of these objectives by cultivating a positive learning environment that includes understanding, feedback, and guidance. We're in this together!

Try to be a rainbow in someone's cloud.

~Maya Angelou

Believe in yourself, learn, and never stop wanting to build a better world.

~Mary McLeod Bethune

Accessibility– Need additional support? Ask for help.

Everyone's brain and body works differently– please ask for help if you want it.

Alone we can do so little;

together we can do so much.

~Helen Keller

It is my goal to create a learning environment that supports a diversity of learning styles. If you anticipate any issues related to the format, materials, or requirements of this course, please contact me so we can explore potential options. I will be more than happy to work with you so that you can have a positive learning experience.

Students with disabilities are encouraged to register with the Disability Resource and Educational Services (DRES) at https://www.csun.edu/dres. Registration and completion of a services agreement must occur each semester. Reasonable and effective accommodations and services will be provided for students that register with DRES in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. DRES can be reached at (818) 677-2684 and is located in Bayramian Hall, room 110.

Class Format– What is class like?

All official communication will be by e-mail to your CSUN email account so check it frequently.

Attendance: Your active and consistent participation is required to get the most from this course. An additional couple hours a week should be reserved for reviewing class material, preparing for the next class, and working on course assignments. I hope that the various activities will further your understanding and application of the class topics. This is a hybrid course that includes in-person and online activities designed to prepare you to teach. All of us in the class– you, me, your peers– have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate so that we can all benefit from the insights and experiences each person brings. Please let me know if there are other teaching practices I can use to promote your success in this course. I know that extenuating circumstances arise that can make this difficult. If circumstances make you miss more than classes during the semester, you may be overextended. I ask that you come see me to discuss options. Remember that eligibility for financial aid is also based on student participation.

In-Person Meeting: Campus meeting will be required (*see course schedule for meeting dates). Please come on time, prepared, and ready to participate in class activities which will include, but is not limited to lectures, role-playing, paired/group projects, etc. Plan to stay the entire time. In the case of an emergency or illness, you may arrange with another student in class to participate via Zoom on a student's mobile device or laptop and speak on your behalf. Please request this only when you are truly desperate as this can be disruptive to your classmates and me.

Zoom Meetings: Some meetings will be held on Zoom (https://www.csun.edu/it/zoom). While having your video off in class is permissible, I strongly encourage you to keep your cameras on during class as it is part of your demonstration of professional behavior. Teaching and learning are social endeavors. We do not learn (nor teach) in a vacuum. Whenever possible, please be fully present and engaged in class, as evidenced by your camera on and engagement with other students and me.

Do the best you can until you know better. Then when you know better, do better."

~Maya Angelou

Canvas: Class materials and resources are available online. You will access these by logging on with your campus credentials to Canvas (https://canvas.csun.edu/). If you have difficulty logging in to the course or you do not see the course listed, please contact the IT Help Desk. To succeed in this course, you must have reliable access to a computer and internet connection. CSUN offers currently enrolled students the option to borrow devices such as computers and internet hotspots through its Device Loaner Program (https://www.csun.edu/it/device-loaner-program). Minimal technical skills, such as attaching documents and using Word are necessary for succeeding in the course. If you are having technical difficulties, please contact technical support at https://www.csun.edu/it/need-help.

Restrictions on Disclosure and Distribution: To foster a safe environment for learning, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights.

Class Guidelines– What are the class norms? (for you & me)

- **Write and speak in digestible chunks**. Lengthy paragraphs and speeches are difficult for others to digest. Keep your statements short and simple.
- **Use humor carefully**. Sarcasm, in particular, does not translate well in class and especially in online environments. It's best to avoid the potential pitfalls of misunderstood messages.
- **Assume the best intentions**. It can be easy to misread someone's intended message. Give your peers and instructor the benefit of the doubt. Ask them to clarify their meaning.
- **We are not the same**. Respect differences and check your assumptions.
- **Language matters**. Choose your words carefully; avoid using slang, and be kind.
- **Minimize class disruptions.** Please remember to mute ring tones and notification sounds on cell phones during class. Try your best to be on time.

Something else you'd like to add here? Please let me know.

Student Conduct Code

This class will follow the CSUN Student Conduct Code. Detailed information can be found at http://catalog.csun.edu/policies/student-conduct-code/

*I want to know **your** own thoughts and ideas about the class material so submit your own work.*

Plagiarism and cheating will not be tolerated. If you are not clear on what constitutes plagiarism, see this resource from the University Library: https://libguides.csun.edu/journalism/plagiarism

Respect for Diversity & Commitment to Non-Discrimination

It is my intent to create an inclusive class environment where students from all diverse backgrounds and perspectives will be well served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. My goal is to present materials and activities that are respectful of diversity and honors your identities, including accounts and viewpoints from traditionally underrepresented groups. Please let me know if there are ways to improve in this regard for you personally or for other students or student groups. You can also submit anonymous feedback, which will lead to my making a general announcement to the class if necessary to address concerns.

With the above in mind, students and faculty each have responsibility for maintaining a safe and respectful space to express their reasoned opinions. Because our classroom should be free of all forms of discrimination, professional courtesy and consideration for our classroom community are especially important with respect to topics dealing our diverse social identities. Any student who has concerns with inappropriate behavior in the course should contact me as soon as possible so I can facilitate discussions with concerned parties to talk through the issues, or you may also contact CSUN's Title IX Coordinator directly: Barrett Morris, University Hall, Room 285, Phone: (818) 677-2077, Email: barrett.morris@csun.edu

Textbooks– What books do I need?

https://www.bkstr.com/csunorthridgestore/shop/textbooks-and-course-materials

Required readings, webinars, and handouts will be posted on Canvas.

Course Requirements– What do I have to do?

Lots of different ways to demonstrate what you have learned- Detailed information and grading rubrics will be provided on our Canvas site.

☐ ***Collaboration with Key Professionals in VI, DH or O&M– 20 points– Group assignment***

Purpose: To identify roles, responsibilities, knowledge and skills of teachers with certification in visual impairment, deaf or hard of hearing specialization or an orientation and mobility instructor, and how a special educator of preschoolers or school age students with IEPs might collaborate with these teachers for the benefit of students with sensory disabilities.

- You will read the guidelines and videos for DHH and VI teachers provided on Canvas.
- Based on the information you gained from the videos, relevant readings, and class discussions, develop a short summary of the role for **each** teacher and how you **as a special educator would collaborate** with this discipline if you served a child/student with a visual impairment or hearing-related diagnosis, taking into account others' specialization, background, and experiences.

☐ ***First Person Accounts: Learning form People with Vision Impairments– 10 points***

Purpose: To gain the perspective of individuals who are blind or who have vision impairments, and to consider instructional supports and adaptations that may benefit students who are blind or who have limited vision.

You will watch a person with a vision impairment complete a daily activity by choosing one of the videos provided or selecting your own. You will also read/watch at least two first-person accounts from those provided written/told from the perspective of individuals with vision impairments/who are blind. Based on what you learned, you will submit a 2-3-page reflection paper that also considers intersecting identifies of race/ethnicity and addresses issues of assumptions, bias, and dominant norms.

☐ ***Interdisciplinary Participation Plan for a student (description provided) who is blind and has additional disabilities in an inclusive (general education) setting– 15 points*** [1.8][2.5][7.14]

Purpose: To demonstrate the use of UDL strategies and instructional materials for a student who is blind with additional disabilities and to collaborate with educational teams. The submitted assignment should reflect your creativity and application of the specific strategies and adaptations that you have learned from class and relevant resources (e.g., readings and websites). You will receive a case study for a preschooler/elementary/middle school student with minimal speech and language and no functional vision. More details will be given on Canvas.

☐ ***Strategies for Supporting Literacy Skills in Students with Sensory and Additional Disabilities– 10 points***

Purpose: To gain knowledge and skills to promote literacy skills with students with multiple disabilities with intensive support needs.

You will be given McKenzie (2009) article to read, and based on this article you will identify a short list of implications for practice. You will choose a preschooler or school age student to assess using the Literacy Skills Checklist t. Based on the result, you will identify at least 3 key strategies to promote this student's literacy skills and how you would implement them while thinking about issues of equity and social justice.

And how will I be graded?

Collaboration with Professionals	20
First Person Accounts	10
Interdisciplinary Participation Plan	15
Strategies for Supporting Literacy	10
Reflection	10
Communication Access	10
Final Exam	15
Total Possible Points	**90**

How do points change to grades?

A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	70-76.9%
D	60-69.9%
F	59.9% & below

Course Requirements– What do I have to do? (continued)

☐ *Reflection on Serving D/HH Students—10 points*
You will select videos and materials from several choices focused on language access and complete a short reflection while thinking about issues of equity and social justice.

☐ *Communication Access for Students who are Deaf/Blind-10 points*
You will select videos and materials from several choices focused on language access and complete a short reflection while also thinking about issues of equity and social justice.

☐ *Final Exam- 15 points* [1.8][2.5][7.14]
Based on course content, discussion, and readings.

Need help? Or just want to connect? Contact me or reach out to your classmates (through Canvas or email). We can do this! The key to learning is putting in effort. I will do my best to support and encourage your efforts and I hope you will do the same.

More on Grading

It is important that each of you set professional goals for achievement, and pursue readings and assignments with your professional development as the focus (even when it might be hard). However, this class is graded per Department of Special Education policy. Grades reflect performance in exams, projects, and class attendance and participation. Comments, questions, concerns, need help or advice, or just want to talk? Contact me.

So what do the grades mean? The following is the Department of Special Education's grading policy:

A = Outstanding. Performance reflects an outstanding level, including the integration of information and the application of theory and research to practice. Projects and exams are comprehensive, thoughtful, well organized, and clearly written.

B = Very Good. Performance reflects competencies that surpass a basic level of understanding and skill, and that indicates some ability to integrate and apply information.

C = Satisfactory. Performance reflects a minimal level of competency attainment, understanding, and skill. It does not meet graduate-level and professional standards.

D = Barely passing. Performance reflects the attainment of some competencies.

F = Failing. Performance does not meet expectations for basic competency attainment.

Withdrawals and Incompletes

Sometimes unexpected things happen– I understand. However, it is your responsibility to monitor your own performance as you will not be automatically dropped for absences or poor performance. **Incomplete grades** are granted only in extreme and unavoidable situations. Fifty percent (50%) of classwork must be completed with a passing grade before an incomplete can be considered. *Before you decide you are unable to stay in this class, I encourage you to meet with me. We might be able to resolve your concerns.*

"Do the best you can and never stop."

~Stephen Wiltshire
Landscape Sketch Artist
https://www.stephenwiltshire.co.uk/

Submission of Assignments- How do I submit work?

Assignments are submitted by **uploading them to Canvas**. Feedback and grades will be provided through Canvas. Please make sure you are giving yourself enough time to complete and submit the assignments for the course to minimize any unforeseen challenges. *Plan ahead!*

Unless otherwise specified, all assignments must be typed, have one-inch margins, font size 12, and be submitted as **Microsoft documents or pdfs**. CSUN provides all students with free access to Microsoft Office, which includes Word, PowerPoint, and Excel. Here is a link to the CSUN free Microsoft Office site: https://www.csun.edu/it/microsoft-office

Writing: Students are expected to turn in papers and assignments of high quality. All work should represent your reflections upon and the integration of information covered in class in an organized way. References should follow APA guidelines (http://owl.english.purdue.edu/owl/resource/560/01/). Additionally, written assignments are to be clear in sentence construction and should be proofread before submitting. If you need additional assistance with writing, please visit the University Writing Center at: https://www.csun.edu/undergraduate-studies/learning-resource-center/university-writing-center

Person-first Language: In general, use person-first language in your professional writing and speaking to acknowledge that people are more than their disability. Only use identify-first language if you have knowledge of that specific preference for an individual. Not sure? Ask.

Due Dates: Submitting work on time helps you stay on track with the coursework and enables you to participate in meaningful discussions with your classmates. Life can be unpredictable though and I get that. Please email me (before the due date) if extenuating circumstances arise so that options can be discussed.

> Courage does not always roar. Sometimes courage is the quiet voice at the end of the saying "I will try again tomorrow!"
>
> ~Mary Anne Radmacher

Course Schedule– When do I do everything?

Schedule, topics, & assignments subject to change with notice

Class	Topics	Assignments (Due midnight before the next class)
1	Overview of course expectations and topics - Review syllabus and assignments	Flipgrid Intro due
2	Review: Evidence-based practices for teaching children with significant disabilities, birth to Grade 12 - Use of prompts and wait time - Universal Design for Learning [1.8]	Meaden, H., Ostrosky, M.M., Santos, M.R., & Snodgrass, M.R (2013). How can I help: Prompting procedures to support children's learning. Young Exceptional Children, 16(4), 31-39. Bayes, D.A., Heath, A.K., Williams, C., & Ganz, J.B. (2013). Pardon the interruption: Enhancing communication skills for students with intellectual disability. TEACHING Exceptional Children,45(3),64-70. Universal design for Learning (16 mins) http://www.perkinselearning.org/videos/webcast/

Course Schedule– When do I do everything?

Class	Topics	Assignments (Due midnight before the next class)
3	Use of preferences and motivators Home Language Considerations	Clark, C., & McDonnell, A.P. (2008). Teaching choice making to children with visual impairments and multiple disabilities in preschool and kindergarten classrooms. Journal of Visual Impairment & Blindness, 102, 397-409. In Class: Key Professionals assignment due
4	Visual Impairments/Blindness - Definitions, risk factors, types - Functional implications of specific eye conditions and visual impairments on visual skills	Hatton, D.D., Ivy, S.E., & Boyer, C. (2013). Severe visual impairments in infants and toddlers in the United States. Journal of Visual Impairment & Blindness, 107, 325-336. Resources: See Canvas for handouts on albinism, optic nerve atrophy, optic nerve hypoplasia, retinal diseases, cortical visual impairment American Foundation for the Blind www.afb.org American Printing House for the Blind www.aph.org Family Connect www.familyconnect.org Texas School for the Blind and Visually Impaired: Selected resources http://www.tsbvi.edu/selected-resource-topics
5	First-person accounts activity	First-person accounts due
6	Use of Vision - Functional vision screenings - Observations of vision use - Clinical vision assessments - Medical terminology and reports	Review these tools prior to class: Functional Vision Use/Characteristics of CVI Checklist Functional Vision Symptom Checklist Visual Developmental Sequence Checklist "Tips for modifying the environment" Resources: Texas School for the Blind and Visually Impaired: Selected resources http://www.tsbvi.edu/selected-resource-topics
7	Environmental and Material Adaptations & Interventions [4.4]	Cox, P.R., & Dykes, M.K. (2001). Effective classroom adaptations for students with visual impairments. Teaching Exceptional Children,33(5), 68-74. Dunst, C.J., & Gorman, E. (2011). Tactile and object exploration among young children with visual impairments. CELLreviews,4(2), 1-9. Downing, J,E., & Chen, D. (2003). Using tactile strategies with students who are blind and have severe disabilities. TEACHING Exceptional Children, 36 (2), 56-60.

Course Schedule– When do I do everything?

Class	Topics	Assignments (Due midnight before the next class)
8	Communication and symbol use for students with vision impairments and multiple disabilities	Teaching 3D Symbol Use Handout
		Lewis, S., & Tolla, J (2003) Creating and using tactile experience books for young children with visual impairments. Teaching Exceptional Children,35(3) 22-28
		Parker, A.T., Grimmett, E.S., & Summers, S. (2008). Evidence-based communication practices for children with visual impairments and additional disabilities. Journal of Visual Impairment & Blindness,102, 540-552.
		Resources:
		Guide to designing tactile illustrations for children's books
		http://www.aph.org/files/research/illustrations/
		Pathways to literacy for students who are blind or visually impaired: Multiple disabilities
		http://www.pathstoliteracy.org/multiple-disabilities/strategies
		Mid-semester feedback survey (anonymous)
9	Orientation and mobility skills and techniques for children with visual impairment	Mobility Terms
		Orientation Terms
		Interdisciplinary participation plan and adapted material due
10	Deaf Education	Bruce, S.M., & Broders, C. (2015). Communication and language in learners who are deaf and hard of hearing with disabilities: Theories, research and practice. American Annals for the Deaf,160, 368-384.
		Ledrerer S.H. & Battaglia, D. (2015). Using signs to facilitate vocabulary in children with language delays. Infants & Young Children, 28, 18-31.
		Resources:
		National Institute on Deafness and other Communication Disorders
		http://www.nidcd.nih.gov/Pages/default.aspx
		Hands and Voices
		www.handsandvoices.org
11	Parent/Student Panel	Jackson, R., Ammerman, S., & Trautwein, B. (2015). Deafness and diversity. In American Annals of the Deaf, 160(4). 356-367
		Through Your Child's Eyes Video

Course Schedule– When do I do everything?

Class	Topics	Assignments (Due midnight before the next class)
12	Hearing-Related Considerations - Observations of hearing use - Hearing diagnoses: Definitions, risk factors, types - Auditory neuropathy spectrum disorder - Pediatric audiology	Kaderavek, J.N., & Pakulsk, L.A.(2002). Minimal hearing loss is not minimal. TEACHING Exceptional Children,34(6), 14-18. Meinzen-Derr, J. (2018). Optimizing language learning for children with hearing loss. The Hearing Journal, 71(3). 22-26 http://www.pacificaudiology.com http://www.audiologyawareness.com/hearinfo.asp Understanding your audiogram http://pacificaudiology.com

13	Review of Audiograms and reports
	
	Amplification
	
	    - Hearing aids
	
	    - Cochlear implant
	
	- Environmental and instructional adaptations
	
	Combined Visual Impairments and Hearing Loss ("Deaf-Blindness")
	
	- Incidence, causes, impact on learning and development
		Reflection on serving students who are D/HH with multiple disabilities due
		
		Williams, C.B. & Finnegan, M, (2003). From myth to reality: Sound information for teachers about students who are deaf. TEACHING Exceptional Children, 35(3), 40-45.

14	Instructional and communication strategies for students with combined vision and hearing loss	Downing, J., & Eichinger, J. (2011).Instructional strategies for learners with dual sensory impairments in integrated settings. Research & Practice for Persons with Severe Disabilities,36(3-4), 150-157. Miles,B. (2008). Overview of deaf-blindness. Smith, K.G., Smith I.M., & Blake, K. (2010). CHARGE syndrome: An educator's primer. Education and Treatment of Children,33,,289-314. Communication and learning guide http://www.designtolearn.com/uploaded/pdf/ DeafBlindAssessmentGuide.pdf National Center on Deaf-Blindness http://www.nationaldb.org Project SALUTE http://www.projectsalute.net Reflection on Serving Students Who are Deaf/Blind due
15	Review for final exam	
FINAL EXAM		Final Exam due – "take home" format

Course Schedule– When do I do everything?

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