

California Lutheran University

Graduate School of Education Department of Learning and Teaching

EDDH 548 Teaching Students with Hearing Loss and Additional Special Needs Including Autism Spectrum Disorders

Spring (3 Credits)

Course Type

Hybrid

This course will be delivered in a hybrid format. A portion of the professor-led contact hours take place in a traditional classroom, but there will be online and/or experiential learning components during the final 2-week immersion experience in California.

Instructor: Kensie Carter

Office Location:

Phone:

Email: kncarter@callutheran.edu

Office Hours: By appointment

LinkedIn:

Instructor Bio

Time/Place

Term Dates:

Weekly Class Meeting:

Classroom: Hybrid, Zoom

Course Description

See: [Course Catalog](#)

This course is a study of learners with hearing loss who are also diagnosed with additional disabilities, including those who are deaf/blind, who need additional special education programming. Candidates will become knowledgeable and skilled in the assessment process, instructional strategies, and collaborating with other professionals during various instructional designs such as co-teaching, and consultations.

REQUIRED TEXTBOOK / READINGS

Author(s):	Turnball, A., Turnball, R., & Wehmeyer, M.
Text Title:	Exceptional Lives: Special Education in Today's Schools

Year of publication:	2009
Edition:	7th Edition
Publisher:	Upper Saddle River, N.J.: Pearson, Merrill Prentice Hall
ISBN 13 Number:	9780132821773

Additional readings as assigned

Videos (in class):

<https://youtu.be/HNLYKW8fCNg?si=bEiDsiYFTwXD-ti0>

Websites:

<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

<https://www.cdc.gov/healthyschools/bam/disabilities/autism-info-for-educators.htm>

<https://sites.ed.gov/idea/>

PROGRAM OUTCOMES

DHH Teaching performance Outcomes (DHH TPEs)

- TPE 1 – Engaging and Supporting All Students in Learning (DHH-TPEs)
- TPE 2 – Creating and Maintaining Effective Environments for Student Learning (DHH-TPEs)
- TPE 3 – Understanding and Organizing Subject Matter for Student Learning (DHH-TPEs)
- TPE 4 – Planning Instruction and Designing Learning Experiences for All Students (DHH-TPEs)
- TPE 5 – Assessing Student Learning (DHH-TPEs)
- TPE 6 – Developing as a Professional Educator (DHH-TPEs)
- TPE 7 – Effective Literacy Instruction for Deaf Students (DHH-TPEs)

The aforementioned DHH TPEs are also aligned with the [Institutional Learning Outcomes](#), which emphasize the quality of the educational experience for students at California Lutheran University..

CLU Institutional Learning Outcomes	CTC Teacher Performance Expectations
● Communication	● DHH TPEs 1, 2, 4, 5, 6

• Information Literacy	• DHH TPEs 1, 3, 4, 5, 7
• Quantitative Literacy	• DHH TPEs 1, 3, 4, 5, 7
• Creative and Critical thinking	• DHH TPEs 1, 3, 6, 7
• Identity and Values	• DHH TPEs 2, 3, 4, 6, 7
• Principled Leadership	• DHH TPEs 1, 2, 4, 6
• Interpersonal and Teamwork Skills	• DHH TPEs 1, 2, 3, 4, 7
• Cross Cultural Competence	• DHH TPEs 1, 2, 4, 6, 7

Course Learning Outcomes

1. Assess Student Needs: Candidates will demonstrate the ability to assess students with hearing loss and additional disabilities, including Autism Spectrum Disorders, using evidence-based assessment tools and techniques in collaboration with multidisciplinary teams.
2. Design Specialized Instruction: Candidates will develop and implement individualized education programs (IEPs) that address the unique communication, cognitive, and behavioral needs of students with hearing loss and additional disabilities.
3. Apply Co-Teaching and Consultation Models: Candidates will apply co-teaching and consultation strategies to collaborate effectively with other educators, specialists, and families in creating inclusive and supportive learning environments.
4. Implement Evidence-Based Practices: Candidates will identify and utilize evidence-based instructional methods to teach students with hearing loss and additional disabilities, ensuring access to general education curriculum and special education programming.
5. Promote Communication and Language Development: Candidates will design and implement instructional activities that foster language acquisition, communication skills, and social-emotional development for students with hearing loss and additional disabilities, including autism.
6. Support Behavior and Social Skills: Candidates will apply behavior management strategies and social skill interventions tailored to the needs of students with hearing loss and additional disabilities, promoting positive outcomes in diverse educational settings.
7. Collaborate with Families and Professionals: Candidates will demonstrate skills in consulting with families, audiologists, speech-language pathologists, and other professionals to provide comprehensive support for students with hearing loss and additional disabilities.

Didactic Approach

This course rests on several components – self-study, lectures, interaction, as well as practice and application:

- Self-Study
 - o Preparation in self-study by students before lecture to become familiar with new material/readings and to stimulate thinking, generate ideas and questions.
- Lecture
 - o Presentation of topics in class by instructor using PowerPoint slides.
- Student-Instructor Interaction
 - o Discussion of selected questions, finding of examples, answering of questions
 - o Asynchronous, instructor-facilitated discussion of relevant topics on discussion boards.
 - o Direct interaction between student and instructor.
- Practice and Application
 - o Preparation of short assignments by students before class.
 - o Participation in class discussion.
 - o Deepening of concepts in discussion.
 - o Field trips

Assessment/Assignments

Assessment in this course is based on multiple elements. Each form of assessment addresses different (sometimes multiple) learning outcomes, and it requires a different set of knowledge, skills and abilities.

Assign.	Due Date	Assignment	Points
1		In-Class Activities:	40
2		Assignments	35
3		Midterm	165
4		Final Exam	80
5		Class Participation	30

Grading Criteria

Percentage	Grade
93-100	A
92-90	A-
83-89	B
80-82	B-
70-79	C
65-69	D
Less than 64	F

Minimum Grade Requirement

Remember! You must maintain a “B” average (3.0 GPA) in your coursework as well as a “B” (3.0) average is required for continued enrollment in the

graduate program and for receiving the credential and Master’s Degree.

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Schedule of Topics and Activities

No. Date	Topics	Required Readings	Assignments and Activities
1	History of Spec Ed Special Ed. Terminology & Principles Intro to Spec. Ed. Laws	Turnbull Chapter 1 <u>Articles:</u> Article Washington Post Opinion Article	In Class Activity- 6 Principles of IDEA
2	Universal Design for Learning Culture & Diversity Multidisciplinary Teams Collaboration w/families, service providers to facilitate assessments & write IEP goals	Turnbull Chapters 2, 3, & 4 Center for Parent Information and Resources Website: http://www.parentcenterhub.org/resources/	http://iris.peabody.vanderbilt.edu/iris-resource-locator/ Complete the Diversity Module Cultural and Linguistic Differences: What Teachers Should Know Answer assessment questions 1-4 and submit on Canvas. In Class Activity-Case Study UDL Universal Design Guidelines Website https://udlguidelines.cast.org/

3	Students with Specific Learning Disabilities & Hearing Loss (Dyslexia, Dyscalculia, dysgraphia, APD, Dyspraxia)	Turnbull Chapter 5 California Dyslexia Guidelines	Choose one secondary disability (e.g., dyslexia, ADHD, or language processing disorder) and explain its characteristics, impact on typical development, and implications for Deaf and Hard of Hearing (DHH) students, particularly in literacy and learning. Discuss the role of multidisciplinary teams in assessment, eligibility determination, and planning accommodations. Submit a 1–2 page paper with two scholarly references and be prepared to present in class.
4	Students with Communication Disorders		Choose one language disorder OR one speech disorder. Explain the disorder and explain its relationship to typical development in a 1-2 page paper with 2 references. Be prepared to present in class. https://www.asha.org/public/speech/disorders/ChildSandL/
5	Students with ADHD & Hearing Loss		Watch the video 'Medicating our Kids'. Write a 1-2 page reaction paper discussing pros and cons of medication. What behavior modification plans could be introduced instead of medication? What implications would hearing loss in addition to the diagnosis of ADHD have in the classroom? http://www.pbs.org/wgbh/pages/frontline/shows/medicating/watch/ Be prepared to discuss your response in class Upload to Canvas

6	Students with Intellectual Disabilities & Hearing Loss/ Students with Multiple Disabilities	Turnbull Chapters 9 & 10	Watch “Educating Peter” Prior to class https://www.youtube.com/watch?v=ZuPWnQCJkdw Write a brief reflection on the video. (No more than one page).
7	Students with Autism Spectrum Disorder & Hearing Loss Midterms Distributed	Turnbull Chapter 11 <u>Articles:</u> “Managing Behavior by Managing the Classroom: Making Learning Accessible for Deaf and Hard of Hearing Students with ASD” “Autism and Sight or Hearing Loss” “What is Pecs?”	
8	Students with Emotional & Behavioral Disorders & Hearing Loss	Turnbull Chapter 7 <u>Articles:</u> “Response to Intervention and Emotional and Behavioral Disorders” “Wraparound and Positive Behavioral Interventions and Supports in the Schools”	
9	Midterms		

10	Students with Visual Impairments & Deafblind	Turnbull Chapter 15 <u>Resources:</u> American Printing House Braille Bug http://www.afb.org/braillebug/ California Deaf Blind Services http://www.cadbs.org/ National Center on Deaf Blindness: Open Hands Open Access: Intervener	
11	Students with Physical Disabilities, Other Health Impairments & Traumatic Brain Injury	Turnbull Chapters 12-13 <u>Resources:</u> Asthma and allergy Foundation of America http://www.aafa.org/display.cfm?id=8&sub=42 Traumatic Brain Injury https://medlineplus.gov/traumaticbraininjury.html	In Class Group Activities
12	Students with Hearing Loss & Additional Disabilities in Early Childhood Final Exam Distributed	Turnbull Chapter 14 <u>Resources:</u> Signing Exact English Center http://www.seecenter.org The National Association of the Deaf http://www.nad.org Alexander Graham Bell Organization http://www.agbell.org National Cued Speech Association http://www.cuedspeech.org CSUN: Deaf Project https://www.csun.edu/deafproject/parent-links	

13	Students who are Gifted and Talented	Turnbull Chapter 16	In Class Case Scenarios
14	Deafblind	Guest Speaker	
15	Presentation of Final Exam	Final Exam Due Upload to Canvas prior to class	

Field trip experiences are planned for this course (TPE 1.6; 4.5). You will **submit reflections** on each field trip on Canvas. More information about dates and times will be presented in class:

Date	Location	Hours

STUDENT WORKLOAD/CARNEGIE FOR THIS COURSE

This is a three credit unit course that consists of a minimum of 37.5 hours (1 hour = 50 minutes) of instructor-led components and a minimum of 75 hours of non-instructor-led, independent activities.

Attendance and Absence Policy (Engagement)

As graduate students, you are expected to take an active role in class and class activities. The quality of this course rests on the quality of YOUR participation. I will be taking note of participation. To this end, you are expected to keep your camera on during the entire Zoom meetings and complete the independent work associated with each session.

UNIVERSITY POLICIES

For General University Policies please refer to the section [Student Resources](#) in Canvas for links to relevant university policies and resources, including information about academic support, student support, and library services, or go to https://earth.callutheran.edu/documents/FINAL_Syllabus_Policies.pdf.

Use of Technology

All students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, e- mail, [Canvas](#), TaskStream, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. All electronic messages should be crafted with professionalism and care.

Things to consider: Would I say in person what this electronic message specifically says?
 How could this message be misconstrued?
 Does this message represent my highest self?
 Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Student Resources:

[CLU Writing Center](#)

[CAPS](#)

[Test Prep](#)

Final Note

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely manner.

