

## Syllabus Table of Contents

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## CSDS 201 Working with Families with Diverse DHH Learners through Case Management and Positive Behavior Support

Fall 202X

### Instructor Information

Instructor Name:

Department: Communicative Sciences and Deaf Studies

Email / Telephone:

Office:

Student Support Hours:

### Course Information

Course Modality: Online/Hybrid

Course ID:

Units: 3

Class Meeting Location & Time: 100% Online with two seminars

Seminar Dates:

Canvas: [fresnostate.instructure.com](https://fresnostate.instructure.com)

Prerequisites: n/a

Course description: This course is designed to provide DHH teacher candidates with the knowledge and skills needed to work effectively with families/caretakers of DHH students and multidisciplinary educational teams in the role of a team member, or case manager to meet the needs of diverse DHH students. The course will include an exploration of family dynamics, stages of team development, and team structures in a wide variety of educational service delivery models. Multiple methods for behavior assessment and analysis for a wide variety of educational team members will be covered. Multi-tiered strategies and approaches addressing student behavior and creating positive, safe, and effective educational environments for optimal student learning will be included in this course.

*Since this is a 3-unit course, you should expect to study an average of 6 hours outside of class each week.*

## My Teaching Philosophy

My teaching philosophy centers around the belief that education only comes through impactful experiences. As a teacher, I view my students as the most critical part of the equation. Students must take an active role in the learning process, but what that looks like depends on the learners' individual learning styles. It is important that students see the value in learning what is being covered and that they feel their contribution to the learning process is a critically important part. Additionally, my teaching philosophy centers around not viewing students through a deficit thinking paradigm. All students can contribute to the learning experience. Regardless of a student's background, they bring value to the classroom and diversity creates a dynamic environment from which all of us can learn.

## Required Course Materials

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association.

## Required Readings

Bodner- Johnson, B. & Sass-Lehrer, M. (2003). *The young deaf or hard of hearing child: A family-centered approach to early education*. New York, NY: Brookes, Inc.

California Department of Education (2001). *The handbook on developing individualized family service plans (IFSPs) and individualized education programs (IEPs) in early childhood special education*. <https://www.seedsofpartnership.org/pdf/developing.pdf>

Early Start Laws and Regulations: Individual with Disabilities Education Act, Part C; California Early Intervention Services Act; and Title 17 <https://www.dds.ca.gov/services/early-start/laws-and-regulations/>

McWilliam, R.A. (2010). *Working with families of young children with special needs (What works for special needs learners)*. New York, NY: The Guilford Press. ISBN #1606235397

Moore, D. (2005). The no child left behind and individuals with disabilities education acts: The uneven impact of partially funded federal mandates on education of deaf and hard of hearing children. *American Annals of the Deaf*, 150(2), 75-79.

Sass-Lehrer, M. (2016). *Early intervention for deaf and hard-of-hearing infants, toddlers, and their families*. New York, NY: Oxford University Press.

Zhang, C. & Bennett, T. (2003). Facilitating the meaningful participation of culturally and linguistically diverse families in the IFSP and IEP process. *Focus on Autism and Other Developmental Disabilities*, 18(1), p. 51-59.

Peer-reviewed articles posted in CANVAS

Weekly peer-reviewed articles selected by students, shared via CANVAS

## Course Specifics

**Course goals:** Teacher candidates will explore various family, cultural, and socio-economic factors impacting DHH students and their education. Teacher candidates will develop an understanding of their role, and effective practices for working with multidisciplinary participants of an educational team, including parents/caretakers of DHH students to meet the needs of diverse DHH students. Teacher candidates will develop an understanding of case management, etiologies, and characteristics of students across the spectrum of individuals who are DHH, Deafblind, specifically regarding how to access language, and how to foster a supportive and collaborative team within the broad range of service delivery models. Teacher candidates will develop an understanding of how to assess behavior and create, promote, and maintain a safe and effective educational environment for DHH learners and their families. Students spend a minimum of 20 hours observing multidisciplinary educational team meetings. Students will engage in a case study analysis and create a support plan proposal. Integration of coursework and fieldwork provides students the opportunity to complete the assignments in preparation for meeting Teacher Performance Expectations (TPEs).

### Student Learning Outcomes:

#### ***CSDS 201 candidates:***

- begin to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively. (TPEs 6.1-6.8.)
- learn how developmental, social, emotional, cognitive, linguistic, and pedagogical factors impact student learning outcomes, and how a teacher's beliefs, expectations, and instructional skill strongly affect individual learning. (TPEs 1.1, 1.2, 1.6, 1.8, 2.1 –2.6, 3.2, 3.6, 4.1, 4.2, 4.4 – 4.8, 6.1 – 6.8)
- learn about positive interventions and supports that promote optimal social-emotional growth, development, and individual responsibility to create a caring classroom environment that promotes productive student learning for a diverse and inclusive student population. (TPEs 1.1, 1.3, 1.6, 2.1 – 2.6, 5.8, 6.3, 6.5, 6.6, 6.8)

- learn about their own values and biases to develop positive behavior supports and plan effective strategies and techniques for crisis prevention, conflict management, and resolution in ways that contribute to respectful, effective learning environments, including recognizing and defusing situations that may lead to student conflict or violence. (TPEs 2.1 – 2.6, 6.2, 6.5)
- develop strategies that encourage ongoing communication with deaf students and their families, student engagement, and interdisciplinary learning activities that incorporate the arts, are relevant, and meaningful, and that address deaf students' individual backgrounds, needs, and interests. (TPEs 1.1 – 1.8, 2.1 – 2.9, 3.1 – 3.8, 4.1 – 4.7, 6.1 – 6.8)
- read, analyze, discuss, and evaluate professional literature pertaining to teacher effectiveness research and use sources of professional information to develop a practical Classroom Management Plan that includes effective research-based classroom strategies, diverse and inclusive teaching techniques, optimal classroom environment design, parent involvement strategies, and positive classroom management procedures. (TPEs 1.1 – 1.7, 3.1 – 3.8, 4.1 – 4.8, 5.1 – 5.3, 5.5 – 5.6, 6.1 – 6.8)
- learn ways to collaborate with multidisciplinary educational team members, including families/caregivers to create learning environments that meet the developmentally appropriate linguistic, cultural, cognitive, social, emotional, and physical needs of diverse deaf and hard of hearing. (TPEs 1.1 – 1.8 2.1 – 2.9, 3.3 – 3.8, 4.4 – 4.8, 5.1 – 5.6, 6.1 – 6.8)

## **COURSE CONTENT**

### **Module 1: Educational Service Delivery Models and Multi-Disciplinary Educational Teams**

- a. Educational Service Delivery Models for DHH learners
- b. Educational Team members, roles and responsibilities
- c. Community resources for DHH learners and their families/Caretakers

### **Module 2: Team Development**

- a. Stages of team development
- b. Collaboration and Crucial Conversations
- c. Conflict Resolution
- d. Team Effectiveness

### **Module 3: Working with Families of DHH learners**

- a. Family Dynamics (Multicultural, Linguistically Diverse, SES)

- b. Cultural Capital
- c. Stages of Acceptance
- d. Students with Specific Learning Needs
- e. Early Intervention and Support Systems
- f. IFSP, IEPs and Transition Plans
- g. Behavior Support Plans

**Module 4: Creating Safe, Effective, Positive Educational Environments**

- a. Typical and Atypical Behavior Development
- b. Analysis of Behavior and patterns
- c. Identification of Functions of Behavior
- d. Identification/Impact of reinforcements
- e. Priming and Prompting behavior supports
- f. Fostering independence

In this course, the following Teaching Performance Expectations (TPEs) are variously introduced, practiced, and assessed (as shown below):

*Table 2 TPE evaluation*

| <b>TPE 1: Engaging and Supporting All Students in Learning</b>   |
|--|
| 1.1 Provide and sustain a language rich environment in American Sign Language (ASL) and/or English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training (signed/viewing, spoken/listening, and/or written language as a heritage language), research-based bilingual education methodology, translanguaging practices and current effective learning.                                     |
| <i>Introduced:</i> All learning in this course is geared toward creating learning environments to meet the unique needs of learners; and <i>Practiced:</i> Instruction design, lesson plan implementation.   |
| 1.2 Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 Plan.  |
| <i>Introduced:</i> Multiple strategies are explored for student engagement and learning  |
| 1.3 Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, & cultural development) and additional special needs.  |
| <i>Introduced:</i> Strategies are explored to incorporate the development of the student in the school and home environment; and <i>Practiced:</i> Instruction design, lesson plan implementation; & <i>Assessed:</i> Case management project  |
| 1.4 Demonstrate knowledge of students’ language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.   |
| <i>Introduced:</i> Brain-based learning strategies that support learning; and <i>Practiced:</i> In groups select appropriate activities following CCSS and select at least three brain-based strategies that can be implemented to support language learning.  |
| 1.5 Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on language planning that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available (including the use of Assistive Technology and Augmentative and Alternative Communicative Devices as appropriate). |
| <i>Introduced:</i> Through exploration/discussion of IEP’s and its elements; <i>Practiced:</i> Instruction design, lesson plan implementation  |

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| 1.6 Connect subject matter to deaf-related events and experiences to make learning personal, meaningful, and culturally relevant to students.  |
| <i>Introduced:</i> Culturally responsive pedagogy; <i>Practiced:</i> Watch a short interview with Dr. Ladson- Billings in groups find an article on CRP and share the findings in class  |
| 1.7 Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles of learning, and perspectives into curricular activities.   |
| <i>Introduced:</i> Strategies are explored geared towards creating learning environments to meet the unique needs of learners; <i>Practiced:</i> Instruction design, lesson plan implementation  |
| 1.8 Prepare effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504 Plan with students and their families, including goals for self-advocacy, independent living, post-secondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school.                           |
| <i>Introduced:</i> Effective transition plans are developed to meet the unique needs of learners   |
| <b>TPE 2: Creating and Maintaining Effective Environments for Student Learning</b>   |
| 2.1 Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently.   |
| <i>Introduced:</i> Environments that maximize development language is studied within the context of strategies and other supports for oral language development; <i>Practiced:</i> Review and research multiple means of engagement, representation and expression; and <i>Assessed:</i> Case management project   |
| 2.2 Design learning environments that maximize opportunities to progress from emerging to a formal language, and using translanguaging techniques appropriate to each student to further ASL and/or English competency.  |
| <i>Introduced:</i> Environments that maximize development language is studied within the context of strategies and other supports for oral language development; and <i>Practiced:</i> Create lessons using multiple means of engagement, representation and expression; and <i>Assessed:</i> Case management project  |
| 2.3 Establish, maintain, and monitor an inclusive environment which cultivates language equity by demonstrating communication skills that enable diverse language learners to access, comprehend, and apply information; acquire knowledge; and develop and maintain interpersonal relationships.  |
| <i>Introduced:</i> Strategies that support vocabulary development and comprehension; <i>Practiced:</i> Instruction design, lesson plan implementation; and <i>Assessed:</i> Case management project  |
| 2.4 Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and intersectionality among students.   |
| <i>Introduced:</i> Behavior focus on the causes of and responses to harassment and intolerance; <i>Practiced:</i> Instruction design, lesson plan implementation; and <i>Assessed:</i> Case management project   |
| 2.5 Select, adapt, create and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.   |
| <i>Introduced:</i> Concepts and theories of the cultural impact/needs of multi-lingual environments are explored; <i>Practiced:</i> Instruction design, lesson plan implementation; and <i>Assessed:</i> Case management project   |
| 2.6 Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families.   |
| <i>Introduced:</i> Course discusses use and application of assistive technology; and <i>Practiced:</i> Instruction design, lesson plan implementation; and <i>Assessed:</i> Case management project  |
| 2.7 Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or mental health and medical needs) in the classroom by making effective use of support specialists, other service providers, available non-certificated staff, and other community resources. |
| <i>Introduced:</i> Course explores the use of varied personnel to enhance and support the learning environment of students; <i>Practiced:</i> Study the present levels of a student who is DHH plus as an additional disability – determine who the related service providers should be; and <i>Assessed:</i> Case management project  |
| 2.8 Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student’s identity.  |

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| <p><b>Introduced:</b> Course explores the use of varied personnel to enhance and support the learning environment of students and<br/> <b>Practiced:</b> Instruction design, lesson plan implementation</p>  |
| <p>2.9 Utilize and embed collaborative discussions surrounding the unique leadership contributions of positive, diverse Deaf community role models within the classroom to support the development of self-identity and well-being in each deaf student.</p>   |
| <p><b>Introduced:</b> Course explores the use of varied personnel to enhance and support the learning environment of students.</p>   |
| <p><b>TPE 3: Understanding and Organizing Subject Matter for Student Learning</b></p>  |
| <p>3.1 Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.</p>  |
| <p><b>Introduced:</b> Technical vocabulary is introduced in each module; <b>Practiced:</b> Instruction design, lesson plan implementation</p>  |
| <p>3.2 Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research.</p>  |
| <p><b>Introduced:</b> Strategies to support comprehension and literacy are introduced; <b>Practiced:</b> Instruction design, lesson plan implementation; and <b>Assessed:</b> Case management project</p>  |
| <p>3.3 Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading and viewing) language skills strategies and assessments based on the language of instruction (ASL and/or English).</p>  |
| <p><b>Introduced:</b> Informal and formal language assessments; and <b>Practiced:</b> Identifying assessments and their application toward goals/objectives.</p>   |
| <p>3.4 Demonstrate knowledge of translanguaging and transliterating techniques (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.</p>  |
| <p><b>Introduced:</b> Informal and formal language instruction techniques (translanguaging and transliterating); and <b>Practiced:</b> Identifying assessments and their application toward goals/objectives.</p>  |
| <p>3.5 Demonstrate knowledge of auditory, tactile and visual accommodation, differentiation, and/or modification of instruction to meet the linguistic, cognitive, social, and emotional needs of each student.</p>  |
| <p><b>Introduced:</b> Application of multi-modality instruction is discussed throughout course; <b>Practiced:</b> Instruction design, lesson plan implementation; and <b>Assessed:</b> Case management project</p>   |
| <p>3.6 Construct accessible learning experiences that incorporate use of auditory, tactile, and visually assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students.</p>  |
| <p><b>Introduced:</b> Authentic activities that draw from a variety of resources is introduced across modules to support auditory, tactile, visually assistive materials, and assistive technology for all DHH students.</p>   |
| <p>3.7 Use appropriate multimedia tools to provide language access and support conceptual knowledge.</p>   |
| <p><b>Introduced:</b> Multimedia tools are introduced to support conceptual visual aids; <b>Practiced:</b> Instruction design, lesson plan implementation; and <b>Assessed:</b> Case management project</p>  |
| <p>3.8 Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity.</p>   |
| <p><b>Practiced:</b> Candidates explore multimedia resources for culturally relevant and deaf-related materials to support positive self-identity; and <b>Assessed:</b> Develop a case management project, including culturally relevant and deaf-related materials</p>  |
| <p><b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b></p>  |
| <p>4.1 Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to 22) taking into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related.</p> |
| <p><b>Introduced:</b> All learning in this course is geared towards creating instruction to meet the unique needs of learners; <b>Practiced:</b> Instruction design, lesson plan implementation; and <b>Assessed:</b> Case management project</p>  |
| <p>4.2 Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.</p>  |
| <p><b>Introduced:</b> Intro to language development and consideration of the ways that deprivation affect language learning; <b>Practiced:</b> Instruction design, lesson plan implementation; and <b>Assessed:</b> Case management project</p>  |



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| 4.3 Design reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners. |
| <i>Introduced:</i> Understand language development as a progression of skills. <i>Practiced:</i> Review a variety of assessments and language samples; and <i>Assessed:</i> Case management project  |
| 4.4 Plan and design instruction that develops students' self-advocacy skills and learning needs from birth to 22.  |
| <i>Introduced:</i> Student self-esteem and self-advocacy are a thread throughout the course; <i>Practiced:</i> Instruction design, lesson plan practice  |
| 4.5 Access resources for planning and instruction, including the expertise of Deaf, hard-of-hearing and deafblind communities and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.  |
| <i>Introduced:</i> Students are introduced to the importance of collaboration and team building to create the most advantageous learning environment.  |
| 4.6 Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.   |
| <i>Introduced:</i> Identify strategies to promote language acquisition; <i>Practiced:</i> Instruction design, lesson plan implementation; and <i>Assessed:</i> Case management project   |
| 4.7 Coordinate, collaborate, co-teach and communicate effectively with other agencies, educators, service providers, parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions.   |
| <i>Introduced:</i> Students are introduced to the importance of collaboration and team building to support DHH learners' transition skills; <i>Practiced:</i> Instruction design, lesson plan implementation; and <i>Assessed:</i> Case management project   |
| <b>TPE 5: Assessing Student Learning</b>   |
| 5.1 Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining assessments for placement and progress monitoring.   |
| <i>Introduced:</i> State and federal guidelines for assessing students for placement and services; <i>Practiced:</i> Students explore the elements of IEP's and IEP meetings; and <i>Assessed:</i> Case management project   |
| 5.2 Gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications.  |
| <i>Introduced:</i> Course explores the importance of assessment data in creating individualized goals/objectives; <i>Practiced:</i> Students explore the elements of IEP's and IEP meetings; and <i>Assessed:</i> Case management project  |
| 5.3 Develop and administer linguistically and culturally appropriate assessments in the language understood by the students guide instruction and monitor progress.  |
| <i>Introduced:</i> To the need to assess and the importance of authentic assessments; and <i>Practiced:</i> Students explore various culturally-appropriate language assessments; and <i>Assessed:</i> Case management project   |
| 5.4 Evaluate instructional practices, record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders.  |
| <i>Introduced:</i> Course explores the importance of instructional practices and academic progress for all stakeholders; and <i>Practiced:</i> Students explore variety instructional practices/record/monitor to maintain a progress report; and <i>Assessed:</i> Case management project   |
| 5.5 Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on assessments of student growth to determine level of proficiency for each deaf student.   |
| <i>Introduced:</i> Course explores the importance of assessment data to measure student growth   |
| 5.6 Evaluate and design, with the interdisciplinary team, a high school transition plan that includes language and communication skills to enhance self-advocacy, access and independence.   |
| <i>Introduced:</i> Course explores the importance of high school transition plan to support DHH students' advocacy skills  |
| <b>TPE 6: Developing as a Professional Educator</b>  |
| 6.1 Demonstrate knowledge of the history of deaf education including trends, philosophies, and legal foundations, and the ways in which these issues continue to positively and negatively influence policy and practice today.  |
| <i>Practiced:</i> Explore the history of trends, philosophies, and legal issues in deaf education and apply to the current issues  |

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| 6.2 Demonstrate the ability to present unbiased information to families on the differences in perspectives on deafness, the range of educational opportunities available for deaf children, and support families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models. |
| <i>Introduced:</i> Students are introduced to importance of presenting information in positive and neutral ways to help facilitate a family's decision-making process. <i>Practiced &amp; Assessed:</i> Case management project   |
| 6.3 Demonstrate the ability to work collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students.   |
| <i>Introduced:</i> The course emphasizes the need/importance of collaboration to achieve meeting the needs of students. <i>Practiced &amp; Assessed:</i> Case management project  |
| 6.4 Demonstrate the ability to manage, monitor, and maintain assistive auditory technologies, to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts.   |
| <i>Introduced:</i> Course emphasizes the importance of assistive technology for the understanding and application of auditory skills to social and academic learning environments.  |
| 6.5 Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf student.   |
| <i>Introduced:</i> The application of UDL to support the learning of all students; <i>Practiced:</i> Instruction design and lesson plan implementation; and <i>Assessed:</i> Case management project  |
| 6.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.  |
| <i>Introduced:</i> The course emphasizes the need/importance of second language development and recognize the difference from different language disorders; <i>Practiced:</i> Instruction design and lesson plan implementation   |
| 6.7 Demonstrate knowledge of deafblind as a unique disability requiring specialized assessment and teaching strategies, as well as a team approach in collaboration with other service providers and community agencies to design assessment and instruction.   |
| <i>Practiced:</i> Instruction design, lesson plan implementation  |
| 6.8 Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.   |
| <i>Practiced &amp; Assessed:</i> Case management project  |

DHH TPEs Glossary Terms (from bolded terms in TPEs) in the last page of syllabus.

**Course Requirements/Assignments:** Candidates are expected to develop group norms and actively participate in collaborative learning peer groups via Zoom video conferencing or in-person seminars. Candidates submit evidence of work from activities, modules for formative review and to demonstrate achievement on the Teaching Performance Expectations (TPEs).

## Instructions for significant assignments:

**Zoom:** This course requires the use of Zoom, which is a video and web conferencing program that can be used for any type of online meeting. Zoom functionality includes synchronous (live) or asynchronous (pre-recorded) lectures, online class meetings, virtual office hours, student presentations, etc. For additional details and guidelines on using Zoom, review the [Zoom at Fresno State Start Guide](#). Access your Zoom account using this link: [fresnostate.zoom.us](https://fresnostate.zoom.us)

Candidates complete assignments asynchronously (pre-recorded) but within a time frame to allow effective collaboration with peers. Work in collaborative groups is guided by group developed norms and requires effective communication and time management.

**Canvas postings:**

Students can find this by clicking on Assignments to upload papers and links. Some assignments will need to be submitted to Safe Assign, which allows the instructor to identify content that is plagiarized. Students need to be sure that APA format and citations are used correctly.

**It is not recommended to access and take tests/quizzes through the Canvas app or on a mobile device.**

**Attendance:** You are expected to show up at the in-person seminars following the dates and times your faculty set up the schedule this semester.

**Grading Scale and Points Distribution**

*Table 2 Assignment and Point Distribution*

| Due Date            | Assignment   | Points      |
|---------------------|--|-------------|
| See dates           | Discussion Posts (10 x 20 points)                                  | 200         |
|                     | Review of Literature (4 x 50 points)                               | 200         |
|                     | Mini Presentations (4 x 25 points)                                 | 100         |
|                     | Final Project – Analysis of a CASE STUDY and SUPPORT PLAN Proposal | 500         |
| <b>Total Points</b> |  | <b>1000</b> |

*Table 3 Distribution of Letter Grade to Percent and Points*

| Grading scale | Grade | Points      |
|---------------|-------|-------------|
| 90% - 100%    | A     | 900 – 1,000 |
| 80% - 89%     | B     | 800 – 899   |
| 70% - 79%     | C     | 700 – 799   |
| 60% - 69%     | D     | 600 – 699   |
| Below 60%     | F     | Below 599   |

Note: A grade of B or better is required to pass this graduate-level course. You are allowed to have one C in your entire graduate courses.

## Summary Of Class Activities and Assignments:

### A. Discussion Posts (20 posts, 10 points each = 200 total points possible)

While working through assigned readings, and materials contained in modules, you will be expected to respond to assigned discussion topics in Canvas. There will be one discussion post for each topic, with a total of 20 posts to be completed by you. Responses to topics in Discussions should include a well thought out response by you, and include evidence from course lectures, peer participation, assigned readings, or real-world experiences pertaining to the topic. Discussions should be well written (free of spelling errors, grammatically correct, organized, etc.) and appropriate for a graduate level course. Responses to discussions should display critical thinking, synthesis and evaluation of thoughts, ideas, and materials. If you paraphrase or quote someone else's work, please be sure to cite your sources. You are also expected to reply to your peers in a respectful, professional, and scholarly manner.

#### Discussion Board Rubric

| Criteria  | Meets Standard<br>(5 possible pts<br>each)                            | Nearly Meets Standard<br>(2.5 possible point)  | Does Not Meet Standard<br>(0 possible points)  |
|---|---|--|--|
| Evidence from course lectures, assigned readings, or real-world experiences pertaining to the topic | Provides exemplary evidences of the contents in the discussion board. | Provides somewhat clearly and share limited evidences of the contents in the discussion board. | Does not provide clearly and does not share the evidences of the contents in the discussion board. |
| Responds to a peer  | Provides clear and general response to a peer's post.                 | Provides vaguely clear and general response to a peer's post                                   | Does not respond to a peer's post  |
| Possible points   | 10 possible points  | 5 possible points  | 0 point  |

### B. Review of Literature (3 literature reviews, 50 points each = 150 total points possible)

You will write a 2–3-page (~ 500 words) APA-formatted literature review for each of the assigned topics. There will be a total of three assigned topics, which will result in three mini-literature reviews. Literature reviews should be well written and include synthesis and evaluation of a minimum of two sources each.

### C. The Importance of the RA Assignment (50 points)

#### Read Aloud Project (TPE 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7)

- Teacher Interview
- UDL Read Aloud Lesson Plan
- Implement Read Aloud Lesson

- Summary & Reflection

**Purpose:** Teacher candidates will consider why the act of reading aloud to students is important (7.2, 7.4, 7.6), and what strategies teachers use to help students with a range of literacy skills including concepts of print, language acquisition, comprehension, and fluency (4.1, 7.5, 7.6) while adhering to developmentally appropriate practices (4.7). Through the reading and videos, you will consider what picture books you would read aloud to a class, and why (7.6, 7.7). Teacher candidates will then do the following:

**Instructions:**

1. Interview a current K-3 teacher about how they select books to read aloud and what strategies they use to help students' development of foundational literacy skills (7.5): print concepts, letters of the alphabet, phonological awareness, phonemic awareness, phonics, spelling, and word recognition, letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading fluency, accuracy, prosody (expression), and rate (as an indicator of automaticity) when they are reading aloud (3.3) Document questions asked, responses/strategies discussed, and recommendations for supporting student learning.
0. Select a picture book that is developmentally and age-appropriate, and mirror children's backgrounds (7.4, 7.6)
0. Plan a read aloud lesson using [the UDL template](#) and adhere to developmentally appropriate practices (3.6, 4.7, 7.1, 7.2) with an aim to support students' development of foundational literacy skills (7.5): print concepts, letters of the alphabet, phonological awareness, phonemic awareness, phonics, spelling, and word recognition, letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading fluency, accuracy, prosody (expression), and rate (as an indicator of automaticity)
0. Implement this plan in a K-3 classroom (7.1, 7.2, 7.5). Incorporate practice in connected, decodable text in your read-aloud instruction.
0. Write a summary of what you learned about reading aloud, including:
  - a. Why the strategy is important in students' literacy development (7.1, 7.2)
  - a. The importance of inclusivity and multicultural representation in the books we select (7.3, 7.4)

- a. Who you interviewed, your interview questions, and what you learned from the teacher interview (3.3)
- a. What picture book you selected, why you selected it, and the purpose for the students (7.6, 7.7)
- a. Reflection on your experience reading aloud to the class (6.1)
- a. What strategies seemed to be effective to support students' development of foundational skills:
  - . print concepts and letters of the alphabet
  - . phonological awareness and phonemic awareness
  - . phonics, spelling and word recognition, including letter-sound, spelling-sound, sound-symbol correspondences
  - . decoding and encoding, morphological awareness
  - . text reading fluency, accuracy, prosody (expression), and rate (as an indicator of automaticity)? (7.5)
- a. How did you effectively incorporate practice in connected, decodable text in your read aloud instruction?
- 0. Submit the summary and video on Canvas

**Read Aloud Project Rubric**

| <b>TPE</b>  | <b>Does Not Meet Criteria (0 Points)</b>   | <b>Progressing Towards Expectations (1 Point)</b>   | <b>Meets Expectations (2 Points)</b>  |
|---|--|---|---|
| <b>Step 1</b>   |  |   |   |
| Consult, collaborate, and/or co-teach with other educators to provide and support opportunities for children to learn and demonstrate their knowledge of the core curriculum. | Candidate did not conduct an interview with a current K-3 teacher and discuss read alouds as a practice for providing opportunities for children to learn. | Candidate conducts the interview with a current K-3 teacher and documents some questions asked or some strategies discussed. However the candidate does not document questions asked, strategies discussed, and how candidate | Candidate documents questions asked during interview with current K-3 teacher, documents strategies discussed, and how candidate can support children's learning through implementing read alouds |

|   |   |   |  |
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|   |   | can support children's learning.  | in the classroom.  |
| <b>TPE</b>  | <b>Does Not Meet Criteria (0 Points)</b>  | <b>Progressing Towards Expectations (1 Point)</b>   | <b>Meets Expectations (2 Points)</b>   |
| <b>Step 2</b>   |   |   |  |
| <p>Plan activities &amp; lessons that build on what children know, accommodate children's developmental needs and learning preferences and provide opportunities for large and small group and individual learning experiences</p> <p><b>7.6</b> Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts that are appropriately complex and</p> | <p>Candidate does not select a developmentally appropriate book for K-3 students and does not consider student backgrounds (culture, language, gender, abilities) in making book selection.</p> | <p>Candidate selects a picture book to read aloud to a K-3 class, considering students' developmental needs. However, candidate does not show evidence of considering asset-based pedagogy in making book selection (representing student backgrounds, cultures, languages, genders and abilities).</p> | <p>Candidate selects a developmentally appropriate picture book to read to a K-3 class, and shows evidence of understanding student needs and student backgrounds (culture, language, gender, abilities) in making book selection.</p> |

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| that mirror children’s backgrounds, including their cultures, languages, genders, and abilities.  |   |   |   |
| <b>TPE</b>  | <b>Does Not Meet Criteria (0 Points)</b>  | <b>Progressing Towards Expectations (1 Point)</b>   | <b>Meets Expectations (2 Points)</b>  |
| <b>Step 3</b>   |   |   |   |
| Plan and adapt developmentally, linguistically, and culturally responsive learning activities/lessons, instructional materials, and resources for all children<br><b>7.1 Plan &amp; implement evidence-based literacy instruction appropriate to child grounded in understanding of CA ELA/ELD Standards</b><br><b>7.2 Plan &amp; implement</b> | Candidate does not create a read aloud lesson that adheres to developmentally appropriate practices or uses principles of UDL.<br>The lesson plan lacks integration of most foundational literacy skills (print concepts, letters of the alphabet, phonological awareness, phonemic awareness, phonics, spelling, and | Candidate creates a read aloud lesson using some principles of UDL, but does not complete all three steps of the UDL template and/or does not show an understanding of developmentally appropriate practices.<br>The lesson plan includes some foundational skills (print concepts, letters of the alphabet, phonological awareness, phonemic awareness, phonics, spelling, and | Candidate creates a read aloud lesson using the principles of UDL, completes all steps of the UDL template, and clearly shows understanding of developmentally appropriate practices.<br><br>The lesson plan thoroughly incorporates a wide range of foundational literacy skills, including print concepts, letters of the |



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| <p>evidence-based literacy instruction appropriate to child grounded in understanding of UDL &amp; MTSS</p> <p><b>7.5</b> Plan &amp; implement developmentally appropriate literacy instruction to support children's development of foundational skills: print concepts, letters of the alphabet, phonological awareness, phonemic awareness, phonics, spelling, and word recognition, letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading</p> | <p>word recognition, letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading fluency, accuracy, prosody (expression), and rate (as an indicator of automaticity)) or addresses them superficially. Instruction lacks clarity and effectiveness, failing to support students in applying decoding skills to connected, decodable text.</p> | <p>word recognition, letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading fluency, accuracy, prosody (expression), and rate (as an indicator of automaticity)) but may not cover them comprehensively or misses key aspects like phonics, spelling, and word recognition strategies. Instruction is somewhat clear and occasionally effective. The student teacher provides some feedback and guidance, but it may not be consistent or targeted enough to support all students in applying decoding skills to connected,</p> | <p>alphabet, phonological awareness, phonemic awareness, phonics, spelling, and word recognition, letter-sound, spelling-sound, sound-symbol correspondences, decoding and encoding, morphological awareness, text reading fluency, accuracy, prosody (expression), and rate (as an indicator of automaticity). Instruction is clear, targeted, and highly effective. The student teacher provides continuous, meaningful feedback and guidance, supporting students in successfully applying their</p> |
|--|--|---|---|

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| fluency, accuracy, prosody (expression), and rate (as an indicator of automaticity)   |   | decodable text effectively.  | decoding skills to connected, decodable text.  |
| <b>TPE</b>  | <b>Does Not Meet Criteria (0 Points)</b>  | <b>Progressing Towards Expectations (1 Point)</b>  | <b>Meets Expectations (2 Points)</b>   |
| <b>Step 4</b>   |   |  |  |
| <p><b>7.1</b> Plan &amp; implement evidence-based literacy instruction appropriate to child grounded in understanding of CA ELA/ELD Standards</p> <p><b>7.2</b> Plan &amp; implement evidence-based literacy instruction appropriate to child grounded in understanding of UDL &amp; MTSS</p> | Candidate does not implement the RA lesson aligned to standards in a K-3 classroom using principles of UDL. | Candidate implements the RA lesson, aligned to standards in a K-3 classroom, but is minimally guided by principles of UDL. | Candidate implements the created RA lesson, aligned to standards in a K-3 classroom, guided by principles of UDL creating opportunities to build on students' linguistic, cognitive, and social strengths. |
| <b>TPE</b>  | <b>Does Not Meet Criteria (0 Points)</b>  | <b>Progressing Towards Expectations (1 Point)</b>  | <b>Meets Expectations (2 Points)</b>   |

| <b>Step 5</b>   |  |   |  |
|---|--|---|--|
| <p><b>7.3</b><br/>           Incorporate asset-based pedagogies and inclusive approaches and culturally &amp; linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children’s cultures, languages, dialects, and home communities.</p> | <p>Candidate does not write a summary that includes culturally sustaining practices to use during a read aloud and the importance of inclusivity and multicultural representation in book selection.</p> | <p>Candidate writes a summary of culturally sustaining practices to use during a read aloud lesson. However, the summary does not include the importance of inclusivity and multicultural representation in book selection.</p> | <p>Candidate writes a summary that includes culturally sustaining practices to use during a read aloud lesson to build students’ vocabulary, comprehension, and language. Summary includes:<br/>           - the importance of inclusivity and multicultural representation in book selection.</p> |
| <p><b>TPE</b></p>   | <p><b>Does Not Meet Criteria (0 Points)</b></p>  | <p><b>Progressing Towards Expectations (1 Point)</b></p>  | <p><b>Meets Expectations (2 Points)</b></p>  |
| <p><b>7.4</b> Provide literacy instruction for all that is active, motivating, engaging; responsive to children’s age,</p>  | <p>Candidate does not include developmentally appropriate practices for K-3 students in the summary.</p>   | <p>Candidate writes a summary that includes developmentally appropriate practices to use during a read aloud. However, the summary</p>  | <p>Candidate writes a summary that includes developmentally appropriate practices to use during a read aloud</p>   |

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| <p>language, and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.</p> |  | <p>does not include specific strategies the candidate learned for engaging students and responding to their developmental needs.</p> | <p>that is engaging and responsive to students' literacy and developmental needs. Summary includes strategies learned and why they are important for students.</p> |
| <p><b>7.6</b> Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts that are appropriately complex and that mirror children's backgrounds,</p>   | <p>Candidate does not include the reasoning for book selection in the summary.</p> | <p>Candidate lists the book selected in the summary, but does not give specific information about its purpose for students.</p>      | <p>Candidate writes a summary that includes the reasoning for book selection for the RA lesson and its purpose for students.</p>                                   |

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| <p>including their cultures, languages, genders, and abilities.</p> <p><b>7.7 Promote children’s oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children’s language use</b></p> |  |  |  |
|---|--|--|--|

**D. Mini Presentations (4 mini-presentations, 25 points each = 100 total points possible).**

You can work independently or in a small group to develop a presentation about transitions and transitional planning. Presentations should be about 45 minutes in length, and an additional 15 minutes for a question-and-answer session.

Presentations should include as follows:

- a description of the topic
- Its relevance to DHH education, IEP, and ITP
- practical ways in which DHH teachers may use this knowledge to benefit their students, students’ families, multidisciplinary educational team members, and team development.
- a visual platform/aspect (ex: PPT, Prezi, Loom, etc.)

**D. Analysis of Case Study and Support Plan Proposal (500 points total).**

You will be given a report detailing background, educational, linguistic, cultural, cognitive, social, emotional, behavioral information about a focus deaf/hard of hearing student. You will conduct a case study and create a proposal for a behavior plan to

address some of the educational needs of the focus student. You can work in groups of 2-4 to complete the case study and support plan proposal.

**The case study should be comprehensive and include the following:**

-summary of student (brief, yet thorough, background info to include, but are not limited to, description of family, cognitive, linguistic, cultural, physical, social and emotional factors)

- etiologies and characteristics of diverse DHH students that need access to language
- identification of behaviors
- identification of functions of behaviors
- identification of antecedent/environment factors
- identification of possible reinforcers/motivational factors
- identification of history of responses by caretakers

**Support Plan Proposal should include the following:**

- identification of multi-disciplinary team members, their roles and responsibilities
- plan for team meetings (Plan, Do, Study, Act cycle)
- plan/method/approach/strategies for decreasing non desired behaviors (materials needed, individuals involved, setting(s), goal for frequency and duration, data collection, evaluation process, goal for generalization)
- plan/methods/approaches/strategies for increasing desired behaviors (materials needed, individuals involved, setting(s), goal for frequency and duration, data collection, evaluation process, goal for generalization)

If you are suggesting that the team, use any specific checklists, rubrics, task analysis, data collection, documents, or protocol, please include those in your report.

Your Case Study Analysis and Support Plan proposal will be written and submitted and presented to the class. You need to share your experience of having collaborative partnerships with special and general education professionals and the deaf community agency staff. There is no requirement for the length of the report and proposal, but it must contain all the parts listed above. You will have a maximum of 1 hour to present to the class.

## **Course Policies & Safety Issues**

### **Responsibility to Engage and Be Active Online:**

- Failure to be active in the first 10 days of the semester will result in an administrative withdrawal from the course. Inactivity online for **two consecutive weeks** at any time in the semester will also result in one full letter grade reduction in overall points.
- If you are absent from class, it is your responsibility to check on announcements made while you were away.

#### **Online Communication Guidelines:**

- In all email/online communication, place the name of the course, "CSDS 201" in the subject line. Address your instructor as "Dr. Houston" or "Professor Houston."
- Expect a reply within 36 hours. Emails received on weekends or holidays will not receive a response until the following regular workday, between the hours of 9 a.m. and 5 p.m.
- Be clear with your requests or questions for clarification.
- If errors are identified in calendar dates on the syllabus, please notify me immediately. Some dates are from vendors and partner organizations and are beyond the control of the professor or the university.
- Treat all communication with fellow students, faculty, and school district(s) as professional business communication and elevate your style and format to reflect your professionalism.

#### **Course Website:**

- To access the course login to Canvas (<https://fresnostate.instructure.com>) using your Fresno State username and password. For help with Canvas, contact the Academic Technology Resource Center at 278-7373 or send an email to [canvas@mail.fresnostate.edu](mailto:canvas@mail.fresnostate.edu)

#### **Late work and make-up work policy:**

- Course policies on attendance and make-up work follow [APM232](http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/232.pdf) (<http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/232.pdf>). Reasonable accommodations will be made for authorized student absences/failure to complete online assignments by the due date. If the student has a short-term serious and compelling medical condition or when a death or serious illness in the immediate family (i.e., parent, spouse, sibling or child) prevents attending class or submitting an online assignment by the due date, the student is responsible for contacting the instructor as soon as possible and for providing documentation of the reason. Examples of authorized student absences due to university-sponsored activities include, but are not limited to, artistic performances sponsored by university performance ensembles or artistic groups; athletic events in which the student competes; field trips or competitions sponsored through an academic program, and attendance at regional or national conferences. Extensions of time may be given within reason. All work must be completed and submitted by midnight on the last day of instruction.

**For free tutoring on campus, contact the [Learning Center](#)**

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

**Our campus has developed [SupportNet](#)**

(<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

Audio/video recording:

- Use of audio/video recording of course lectures and the general guidelines for usage of electronic devices are not allowed except for student with disabilities. Note: If you, SSD, use recordings of course lectures, then they are not to be shared with individuals who are not officially registered for the course and that they should be destroyed at the end of the semester.

**Class Disruption:**

I expect you to demonstrate appropriate behavior in your classroom, especially if your course includes student discussion of sensitive issues. If you disrupt the class, then I will ask you to leave the class immediately. You can review the University Policy on Disruptive Classroom Behavior ([APM 419](#), [www.fresnostate.edu/academics/facultyaffairs/documents/apm/419.pdf](http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/419.pdf))

*The campus recommends that all individuals who access any in-person program or activity (on-or off-campus) operated or controlled by the University follow COVID-19 vaccine recommendations adopted by the U.S. Centers for Disease Control and Prevention (CDC) and the California Department of Public Health (CDPH) applicable to their age, medical condition, and other relevant indications and comply with other safety measures established by each campus.*

Please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings in any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for



disability-related accommodation will be addressed by Student Disability Services working in conjunction with the student and faculty member.

**Plagiarism Detection:** The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin Originality Reports WILL NOT be available for your viewing.

**Dispute Resolution:** If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Dr. Steven Skelton, Communicative Sciences and Deaf Studies,  
[sskelton@csufresno.edu](mailto:sskelton@csufresno.edu), 559.278.2423

**Intellectual Property:** All course materials, including but not limited to the syllabus, readings, quiz questions, exam questions, and assignments prepared by the instructor are property of the instructor and University. Students are prohibited from posting course materials online (e.g., Course Hero) and from selling course materials to or being paid for providing materials to any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Audio and video recordings of class lectures as well as images of chat or messages shared during course sessions are prohibited unless I give you explicit permission in advance. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Otherwise, recordings of lectures are included in the intellectual property notice described above. These provisions exist regardless of the modality of the course. That is they apply to in-person, hybrid and online courses.

**Student Ratings of Instruction:** In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The primary goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer feedback honestly and thoughtfully. Your participation is appreciated. You can access your student rating surveys and get more information at [Fresno State Student Ratings for Instruction \(SRI\)](#)

## University Policies

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Library, Room 1202 (278-2811).

**The following University policies can be found on the web at:**

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Title IX](#)

Fresno State is committed to fostering a safe, productive learning environment for all students. Title IX and CSU policy prohibit discrimination on the basis of sex, which includes sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to access appropriate resources so they can get the support they need and deserve.

As an instructor, I have a mandatory reporting responsibility as a part of my role. It is my goal that you feel comfortable sharing information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to report information I receive regarding sexual misconduct or information about a crime that may have occurred during your time at Fresno State. Students can report incidents of alleged sexual misconduct to either or both of the following resources:

Title IX and Clery Compliance Office | [fresnostate.edu/titleix](https://fresnostate.edu/titleix) | 559.278.5003

Fresno State Police Department | [fresnostate.edu/police](https://fresnostate.edu/police) | 559.278.8400

Students can access confidential support from two separate resources on campus:

Survivor Advocates | [fresnostate.edu/survivoradvocate](https://fresnostate.edu/survivoradvocate) | 559.278.6796

Counseling Services | [studentaffairs.fresnostate.edu/health/counseling](https://studentaffairs.fresnostate.edu/health/counseling) | 559.278.2734

If you have concerns and you are unsure who to contact, please visit the Concern & Action Guide.

## University Services

The following University services can be found on the web at:

- [Associated Students, Inc.](#)
- [Students with Disabilities](#)
- [Dream Success Center](#)

- [Library](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Academic Success Coaching](#)
- [Survivor Advocacy](#)
- [Writing Center](#)

## **Subject to Change Statement**

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

# Tentative Course Schedule

The schedule will be tentative and may be changed according to the progress of the class and at the discretion of the instructor.

Table 4 Fall 2023 Tentative Course Schedule

| DATES                             | TOPICS  | ASSIGNMENTS   |
|-----------------------------------|---|---|
| Week 1<br>Aug. 24<br>- 26         | Introduction to Course<br><b>In-Person Seminar</b>  | In-person Seminar – Aug. 26 9 AM – 12:30 PM<br>Read Syllabus<br>Read TPEs<br>Explore the course in Canvas and Review different technology tools (Tutorials)<br>Discussion Post #1A Due                              |
| Week 2<br>Aug. 28<br>- Sept.<br>1 | <b>Module 1</b><br>Educational Service<br>Delivery Models and<br>Multidisciplinary teams:<br>Communication & collaboration<br>with stakeholders | <b>*Asynchronous*</b><br>Discussion Post #1B Due<br>Choose Articles for Lit Review 1<br>Begin to work with a partner to prepare mini presentation   |
| Week 3<br>Sept. 5<br>- 8          | <b>Module 1</b><br>Community Resources  | <b>*Asynchronous*</b><br><b>Labor Day Holiday – Sep. 4</b><br>Lit Review #1 submitted in Canvas Due by 11:59pm on Sept. 6.<br>Mini Presentation #1 on Canvas  |
| Week 4<br>Sept.<br>11 - 15        | <b>Module 2</b><br>Stages of Team<br>Development<br>Crucial Conversations<br>Conflict Resolution  | <b>*Asynchronous*</b><br>Complete assigned reading and video in Canvas<br>Discussion Post #2A Due Sept 17 <sup>th</sup><br>Choose Articles for Lit Review #2<br>Work with a partner to prepare mini-presentation #2 |
| Week 5<br>Sept.<br>18 - 22        | <b>Module 2<br/>continued</b><br>Team Effectiveness   | <b>*Asynchronous*</b><br><i>Discussion Post #2B Due</i><br>Lit Review #2 submitted in Canvas Due by 11:59pm on Sept. 24.<br>Mini Presentation #2 on Canvas  |
| Week 6<br>Sept.<br>25 - 29        | <b>Module 3</b><br>Family Dynamics<br>Cultural Capital<br>Stages of Acceptance  | <b>*Asynchronous*</b><br><i>Discussion Post #2C Due</i><br>Complete assigned reading and videos in Canvas   |

| <b>DATES</b>                | <b>TOPICS</b>  | <b>ASSIGNMENTS</b>   |
|-----------------------------|--|--|
| Week 7<br>Oct. 2 - 6        | <b>Module 3 continued</b><br>Students with Specific Learning Needs and Support Systems                             | <b>*Asynchronous*</b><br>Complete assigned reading and videos in Canvas<br><i>Discussion Post#3A Due</i><br>Choose Articles for Lit Review #3<br>Work with a partner to prepare mini presentation #3   |
| Week 8<br>Oct. 9 - 13       | <b>Module 3 continued</b><br>IFSPs, IEPs, Transition Plans, and/or Behavior Support Plans                          | <b>*Asynchronous*</b><br><i>Discussion Post #3B Due</i><br>Lit Review #3 submitted in Canvas Due by 11:59pm on Sept. 24.   |
| Week 9<br>Oct. 16 - 20      | <b>Module 4</b><br>Typical/Atypical Development<br>Behavior Development Analysis of Behavior Functions of Behavior | <b>*Asynchronous*</b><br><i>Mini Presentation #3 about IFSP/Early Childhood Education, IEP, and Transition or Behavior Support Plans on Canvas</i><br>Complete assigned reading and videos in Canvas<br>Choose Articles for Lit Review #4<br>Work with partner to prepare mini presentation #4 |
| Week 10<br>Oct. 23 - 27     | <b>Module 4 Continued</b><br>Reinforcements Priming and Prompting  | <b>*Asynchronous*</b><br>Complete assigned reading and videos in Canvas<br><i>Discussion Post #4A Due</i>  |
| Week 11<br>Oct. 30 – Nov. 3 | <b>Module 4 Continued</b><br>Fostering Independence  | <b>*Asynchronous*</b><br><i>Discussion Post #4B Due</i><br><br>Mini Presentation #4 on Canvas  |
| Week 12<br>Nov. 6 - 10      | <b>Prepare for Final Project</b><br>(Case Study and Support Plan)  | <b>*Asynchronous*</b><br><b>Veterans' Day Holiday – Nov. 10</b><br><i>Discussion Post #4C Due</i><br>Complete assigned reading and videos in Canvas<br>Begin working with partner(s) on final project.<br>Continue working with partner(s) on final project                                    |
| Week 13<br>Nov. 13 - 17     | <b>In-person Seminar</b><br><b>Present for Final Project</b><br>(Case Study and Support Plan)                      | <b>*In-person seminar 9 AM – 3:30 PM*</b><br>Lit Review 4 submitted in Canvas Due by 11:59pm on Nov. 12 <sup>th</sup> .<br><i>Final Project Presentations Begin</i>  |

| <b>DATES</b>                         | <b>TOPICS</b>  | <b>ASSIGNMENTS</b>  |
|--------------------------------------|--|---|
| Week<br>14<br>Nov. 20<br>- 22        | <b>Present for Final Project</b><br>(Case Study and Support Plan)                | <b>*Asynchronous*</b><br><i>Final Project Presentations Continue</i><br><br>Thanksgiving Holiday (Nov. 23 & 24) |
| Week<br>15<br>Nov. 27<br>– Dec.<br>1 | <b>Present Final Project and<br/>Support Plan</b>                                | <b>*Asynchronous*</b><br><i>Final Project Presentations Continued</i>   |
| Week<br>16<br>Dec. 4 -<br>8          | <b>Present Final Project and<br/>Support Plan</b><br><b>SUBMIT FINAL PROJECT</b> | <b><i>Final Project Due – Submit in Canvas by 11:59pm on Dec 8th.</i></b>                                       |

# Teaching Performance Expectations (TPE)

Table 5 Teaching Performance Expectations Descriptions

| <b>TPE 1: Engaging and Supporting All Students in Learning</b>  |                                  |
|---|----------------------------------|
| 1. Provide and sustain a language rich environment in American Sign Language (ASL) and/or English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training (signed/viewing, spoken/listening, and/or written language as a heritage language), research-based bilingual education methodology, translanguaging practices and current effective learning.                                     | Introduced                       |
| 2. Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 Plan.  | Introduced                       |
| 3. Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, & cultural development) and additional special needs.  | Introduced, Practiced & Assessed |
| 4. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.   | Introduced & Practiced           |
| 5. Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on language planning that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available (including the use of Assistive Technology and Augmentative and Alternative Communicative Devices as appropriate). | Introduced & Practiced           |
| 6. Connect subject matter to deaf-related events and experiences to make learning personal, meaningful, and culturally relevant to students.  | Introduced & Practiced           |
| 7. Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge   | Introduced & Practiced           |

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| from diverse home backgrounds, cultures, styles or learning, and perspectives into curricular activities.   |                                   |
| 8. Prepare effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504 Plan with students and their families, including goals for self-advocacy, independent living, post-secondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school.                           | Introduced                        |
| <b>TPE 2: Creating and Maintaining Effective Environments for Student Learning</b>  |                                   |
| 1. Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently.   | Introduced, Practiced, & Assessed |
| 2. Design learning environments that maximize opportunities to progress from emerging to a formal language, and using translanguaging techniques appropriate to each student to further ASL and/or English competency.  | Introduced, Practiced, & Assessed |
| 3. Establish, maintain, and monitor an inclusive environment which cultivates language equity by demonstrating communication skills that enable diverse language learners to access, comprehend, and apply information; acquire knowledge; and develop and maintain interpersonal relationships.  | Introduced, Practiced, & Assessed |
| 4. Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and intersectionality among students.   | Introduced, Practiced, & Assessed |
| 5. Select, adapt, create and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.   | Introduced, Practiced, & Assessed |
| 6. Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families.   | Introduced, Practiced, & Assessed |
| 7. Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or mental health and medical needs) in the classroom by making effective use of support specialists, other service providers, available non-certificated staff, and other community resources. | Introduced, Practiced, & Assessed |



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| 8. Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity.  | Introduced & Practiced                          |
| 9. Utilize and embed collaborative discussions surrounding the unique leadership contributions of positive, diverse Deaf community role models within the classroom to support the development of self-identity and well-being in each deaf student.    | Introduced                                      |
| <b>TPE 3: Understanding and Organizing Subject Matter for Student Learning</b>  |   |
| 1. Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.   | Introduced & Practiced                          |
| 2. Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research. | Introduced, Practiced, & Assessed               |
| 3. Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading and viewing) language skills strategies and assessments based on the language of instruction (ASL and/or English).                   | Introduced & Practiced                          |
| 4. Demonstrate knowledge of translanguaging and transliterating techniques (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.   | Introduced & Practiced                          |
| 5. Demonstrate knowledge of auditory, tactile and visual accommodation, differentiation, and/or modification of instruction to meet the linguistic, cognitive, social, and emotional needs of each student.   | Introduced, Practiced, & Assessed               |
| 6. Construct accessible learning experiences that incorporate use of auditory, tactile, and visually assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students.                                   | Introduced                                      |
| 7. Use appropriate multimedia tools to provide language access and support conceptual knowledge.  | Introduced<br>Introduced, Practiced, & Assessed |
| 8. Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity.  | Introduced & Practiced, & Assessed              |
| <b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b>  |   |
| 1. Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for   | Introduced, Practiced, & Assessed               |

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| diverse learners all ages (birth to 22) taking into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related.  |                                   |
| 2. Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.   | Introduced, Practiced, & Assessed |
| 3. Design reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners. | Introduced, Practiced, & Assessed |
| 4. Plan and design instruction that develops students' self-advocacy skills and learning needs from birth to 22.  | Introduced & Practiced            |
| 5. Access resources for planning and instruction, including the expertise of Deaf, hard-of-hearing and deafblind communities and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.  | Introduced                        |
| 6. Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.   | Introduced, Practiced, & Assessed |
| 7. Coordinate, collaborate, co-teach and communicate effectively with other agencies, educators, service providers, parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions.   | Introduced, Practiced, & Assessed |
| <b>TPE 5: Assessing Student Learning</b>  |                                   |
| 1. Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining assessments for placement and progress monitoring.   | Introduced, Practiced, & Assessed |
| 2. Gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications.  | Introduced, Practiced, & Assessed |
| 3. Develop and administer linguistically and culturally appropriate assessments in the language understood by the students guide instruction and monitor progress.  | Introduced, Practiced, & Assessed |
| 4. Evaluate instructional practices, record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders.  | Introduced, Practiced, & Assessed |

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| 5. Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on assessments of student growth to determine level of proficiency for each deaf student.  | Introduced                        |
| 6. Evaluate and design, with the interdisciplinary team, a high school transition plan that includes language and communication skills to enhance self-advocacy, access and independence.  | Introduced                        |
| <b>TPE 6: Developing as a Professional Educator</b>  |                                   |
| 1. Demonstrate knowledge of the history of deaf education including trends, philosophies, and legal foundations, and the ways in which these issues continue to positively and negatively influence policy and practice today.   | Introduced & Practiced            |
| 2. Demonstrate the ability to present unbiased information to families on the differences in perspectives on deafness, the range of educational opportunities available for deaf children, and support families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models. | Introduced, Practiced, & Assessed |
| 3. Demonstrate the ability to work collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students.   | Introduced, Practiced, & Assessed |
| 4. Demonstrate the ability to manage, monitor, and maintain assistive auditory technologies, to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts.   | Introduced                        |
| 5. Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf student.   | Introduced, Practiced, & Assessed |
| 6. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.  | Introduced & Practiced            |
| 7. Demonstrate knowledge of deafblind as a unique disability requiring specialized assessment and teaching strategies, as well as a team approach in collaboration with other service providers and community agencies to design assessment and instruction.   | Introduced & Practiced            |

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| 8. Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education. | I Introduced & Practiced |
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