Effective Practices
Programming and Instruction
For Students Who Are Deaf and Hard of Hearing
(early childhood, special classroom, itinerant services)

(4 semester hours)
SpEd 5560/6560

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SPED 5560/6560 utilizes a combination of lecture, discussion, hands-on experience and practicum to facilitate student learning.

COURSE DESCRIPTION

This course will provide teacher candidates with the evidence based knowledge and skills in the field of education of students who are deaf or hard of hearing, which influence programming and curriculum in the early intervention, preschool, elementary, and secondary settings across the broad range of educational placement options. Teacher candidates will become familiar with the challenges of content area instruction for students with hearing loss. Emphasis will be placed on the modification of the instructional environment to meet the individual physical, cognitive, cultural, communication and social needs of students with hearing loss. Included will be the management of listening technology in the home and classroom.

Teacher candidates will understand the purposes of assessment and make appropriate decisions in response to assessment data. They will review curricular materials and describe how to select, adapt, and modify them for students who are deaf or hard of hearing. Teacher candidates will understand the IFSP/IEP process including three to three transition and the transition IEP. Attention will be paid to the development of unit plans and lesson plans to meet the state core curriculum standards using a variety of instructional practices. Special attention will be paid to the incorporation of language/literacy, audition, speech and technology across the curriculum.

Teacher candidates will analyze the social and emotional needs of students with hearing loss and their families. Discussion will include the needs of students and families with culturally diverse backgrounds and students with additional disabilities. Professional and ethical practice will be emphasized. Discussion will include the roles and responsibilities of teachers to collaborate with and be a resource on deafness to families and other professionals.

(This course includes components of CEC standards 2,3,4,5,7,8, and 10 in the areas of curriculum development including general and specialized curricula, setting individual instructional goals, using task analysis, functional assessment, preparing students for transition to post-secondary education, careers, and adult living, interpreting information from assessment for eligibility, placement and programming purposes, and monitoring progress. Other areas include consultation and collaboration with school personnel, communicating effectively with families from diverse backgrounds, strategies to facilitate integration into various settings, evidence based strategies to promote literacy, activities
to foster independence, self-esteem, self-reliance and self-advocacy, selection and adaptation of instructional strategies, classroom management, social skill development, supports needed for integration into various program placements, modification of the instructional environment, learning environments that encourage active participation, and designing a classroom that maximizes visual or auditory learning.)

**COURSE COMPETENCIES/OBJECTIVES**

At the end of the course the students will be able to:

- Articulate goals and demonstrate skills in the area of early intervention for infants and toddlers with hearing loss from referral to transition
- Describe the effects of hearing loss on families and the impact of deafness on the psychosocial development of individuals who are deaf or hard of hearing
- Demonstrate the ability to present unbiased information to parents and professionals in the area of communication methodology choice
- Describe strategies to effectively work with families with cultural/language diverse backgrounds
- Demonstrate the ability to in-service the general educator to facilitate student success in inclusive settings
- Determine appropriate modifications of the instructional environment to meet the unique needs of learners with hearing loss.
- Describe how the characteristics of students who are Deaf and Hard of Hearing can effect personal adjustment and socialization skills. Plan appropriate intervention.
- Become familiar with the Utah State Core Curriculum (Common Core) and develop skills in writing Standards-Based IEPs
- Describe the challenges that teachers of students who are D/HH face when teaching content area and address these challenges in preparing units and lesson plans
• Describe the challenges that teachers of students who are D/HH face, in the area of literacy development and address these challenges in instructional planning.

• Be aware of the technology available to support instruction of students who are D/HH and strategies to support the development of technology skills in students who are D/HH.

• Demonstrate the ability to select appropriate assessments for students with hearing loss. Use evaluation results to write PLAAFP’s and develop goals and objectives.

• Demonstrate understanding of the transition IEP.

• Review curricular materials for effective use and needed adaptations.

• Demonstrate understanding of various instructional practices to meet the unique needs of diverse learners.

• Describe strategies to meet the needs of students who have cultural/language diverse backgrounds.

• Develop a management system for listening technology in the classroom.

• Demonstrate the ability to embed communication skills into content area instruction.

• Discuss professional and ethical practice and determine roles and responsibilities in the basic categories of teaching situations.

Required text:

Additional reading assigned may include, but are not limited to:


Grading

Based on 100 points

95-100 = A
90-94 = A-
87-89 = B+
84-86 = B

80-83 = B-
77-79 = C+
74-76 = C
70-73 = C-
67-69 = D+
64-66 = D
60-63 = D-
Below 60=f

CLASS SCHEDULE
Sessions 1-2
Working With Families, Early Intervention through School Age.
Bullard and Luckner: Chapters 14, 16, 17, 22

- Early Intervention for Infants and Toddlers-Referral to Transition
- Communication and Involvement/Parents of School Age Students
- Choices for Families
- Transitions
- Families with Cultural and Language Differences

Sessions 3-6
Inclusive Settings/ The Itinerant Teacher
Bullard and Luckner: Chapters 1 through 13, 18, 19

- Collaboration with the general educator and other school personnel to facilitate student success
- Using the LIFE-R
• Explaining the student’s hearing loss and technology, checking and monitoring hearing aids, implants and using FM systems
• Accommodations and Modifications in Inclusive Settings
• Psychosocial development and personal adjustment concerns
• Socialization Skills and Behavior

Sessions 7-8
Effective Programming
Bullard and Luckner: Chapters 20, 21
• Writing Standards Based IEP’s
• Writing PLAAFP’s based on assessment
• Writing goals and objectives based on assessment
• Accommodations, Modifications, Supplementary Aids and Services, Related Services
• Post-Secondary Transition and the Transition IEP

Sessions 9-12
The Classroom and Content Area Instruction
Bullard and Luckner: Chapter 13, 15
• The State Core Curriculum
• Preparing Teaching Units
• Lesson Plans
• Listening and Spoken Language Across the Curriculum
• ASL/English Strategies in the Classroom
• Meeting the Needs of Diverse Learners
• Use of Educational Technology

Sessions 13-15
Literacy
Additional Readings
• Reading instruction across diverse populations of Deaf and Hard of Hearing learners
• Facilitating Written Language
• Structuring the literacy environment

ASSIGNMENTS
1. Consultation Competency 10 pts
2. Hearing aid and cochlear implant management 10 pts
3. Unit Plan 20pts
4. IEP Competency 20 pts
5. Writing the Transition IEP 10 pts
6. Peer Relations Scale/Behavior Plan 10 pts
8. Embedding IEP objectives into content area instruction 10
9. Literacy Demonstration 10