Teaching Children who are Deafblind
U of U SpEd 5450/6450
USU SpEd 6150

Summer 2014

MULTI-UNIVERSITY CONSORTIUM
TEACHER PREPARATION PROGRAM
SENSORY IMPAIRMENT
University of Utah
Utah State University

SYLLABUS

Instructor:
Catherine Nelson, Ph.D.
2285 SAEC
801-585-3260
801-597-9156 (cell)
Cathy.Nelson@utah.edu

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The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.
COURSE GOALS:
This class seeks to:

1. provide the participant with a basic understanding of the needs of learners (ages 0-22) who have deafblindness

2. provide the participant with the information necessary to assess the communication and behavioral needs of individuals who are deafblind

3. provide the participant with methods by which they can meet identified needs.

Objectives:

1. Learner will have knowledge of the various definitions of deafblindness, the history of the field of deafblindness, and the prevalence of deafblindness.

2. The learner will be able to identify the most prevalent causative factors of deafblindness

3. The learner will understand essential information about distance sensory impairments and how these impairments can impact all areas of development in students who are deafblind

4. The learner will be able to identify resources that are available to assist with the education of students who are deafblind

5. The learner will understand educational service needs and educational service provision for students who are deafblind, including the importance of a team approach.

6. The learner will have an understanding of how to develop effective partnerships with families of individuals who are deafblind and assist them to develop and maintain personal future’s planning for their child who is deafblind

7. The learner will understand the vital interrelationship of communication, concept development, and movement for students who are deafblind.

8. The learner will understand the importance of an ecological approach in the
education of students who are deafblind.

9. The learner will understand the basic nature of communication and how individuals develop the ability to communicate.

10. The learner will understand how communication development can be affected by Deafblindness and how to encourage communication development.

11. The learner will have knowledge of communication modes, systems, and devices for use with students who are deafblind, including how to select and design these modes, systems, and devices appropriately.

12. The learner will understand important concepts in assessing communication and learning skills of students who are deafblind.

13. The learner will understand basic instructional strategies to help children and youth who are deafblind develop concepts and communication skills.

14. Students will demonstrate knowledge about how to conduct a functional behavioral assessment of an child or youth who is deafblind.

15. Learner will demonstrate knowledge of how to design effective intervention for challenging behaviors.

TEXTBOOK

Reading Packet

REQUIRED READINGS
See Course Schedule

EVALUATION

*It is expected that the student will spend a minimum of 4 clock hours with learner/s in a classroom/home during the summer.*

Analyzing the Communication Environment (graduate students only) 25
Communication Matrix 50  
Behavior Assessment 50  
Behavior Intervention plan 50  
Journal pages (17 readings of 5 pt. each) 85  

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>Graduate students 260 points</th>
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<td>Undergraduates 235 points</td>
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**GRADES**

- A 95-100 %
- A- 90-95 %
- B+ 85-90 %
- B 80-85 %
- B- 75-80 %
- C+ 70-75 %
- C 65-70 %
- C- 60-65 %
- D 55-60 %
CALENDAR AND COURSE OUTLINE

Monday

Syllabus
Issues in defining deafblindness
Introduction to deafblindness
Impact of deafblindness
Causative Factors
Resources: www.nationaldb.org
Presentation by an adult who is deafblind - 2:30

Preparation for Discussion

Readings from text:


Readings from Reading Packet

NCDB (2007). Children who are Deafblind
Tuesday

Communication - Non-symbolic
Communication - Form and Function
Moving from Non-symbolic to Symbolic Communication
Communication Matrix
Tangible Symbol Systems
Assessing the Communication Environment

Preparation for Discussion

Readings from text
Miles, B. (1999) Conversation, the essence of communication. In B. Miles & M. Riggio (Eds). Remarkable conversations: A guide to developing meaningful communication with children and young adults who are deafblind (pp. 54-75). Watertown, MA: Perkins School for the Blind.


Reading from Packet
Wednesday

Behavior Assessment
Behavior Intervention
Self-regulation

Parent Panel- 2:30

Preparation:

Reading for Textbook

Crook, C., Miles, B. Riggio, M. (1999). Assessment of communication. In B. Miles & M. Riggio (Eds). Remarkable conversations: A guide to developing meaningful communication with children and young adults who are deafblind (pp. 94-123). Watertown, MA: Perkins School for the Blind


Reading from Packet


Thursday

Concept Development
Touch
Van Dijk Curriculum
Presentation by Adult who is Deafblind 1:00
Assistive Technology

Preparation for Discussion

Readings

Readings from Textbook


Reading from Packet

Friday

Deafblind Services
Working with Interveners
Debate

Preparation for Discussion

Readings from Text:


Readings for Packet:


Special Education 6450/6150

◆ Each student will be responsible for submitting the **Readings Journals**.

◆ Each reading is worth 5 points. There are 16 readings. Total points for all readings will be 100 points. **Each** assigned **chapter** from the text is **one reading**

◆ **For each chapter/article read write two (2) major points.** These 2 points can be of your choosing. I would like you to pick out 2 points that seem significant to you and tell a little of why you selected the ones you did

◆ Papers must be legible. Handwriting is acceptable. Papers do not need to be typed. Please include the title and author of the article or chapter.