

Syllabus
CEP 432: Language Assessment and Intervention in Deaf Education

Course Description:

The onset of a hearing loss, either before, or shortly following birth, impedes an individual's ability to effectively perceive, comprehend, and use a spoken language. Hospital-based, newborn hearing screening, followed by home-based early intervention services and the appropriate use of digital/cochlear amplification technologies are resulting in an increasing percentage of preschool children who are deaf/hard of hearing (d/hh) demonstrating age-appropriate language skills. Unfortunately, most children who are d/hh do not receive needed early intervention, or amplification services. As a result, the majority of children who are d/hh began their preschool education at a level of language competence that is significantly below that of their hearing peers. Additionally, current research indicates that many students who are d/hh that begin preschool with age appropriate language skills, experience significant difficulties in their subsequent comprehension of language within academic contexts. Given these realities, teachers of students who are d/hh must be skilled in the identifying, understanding, addressing, and tracking the language skills and problems of their students. In contrast to speech and language pathologist, teachers of students who are d/hh must accomplish their work within the course of academic instruction. Due to the current interpretation of the IDEA legislation, instruction is most frequently carried out within the context of the general education classroom and curriculum.

This course provides preservice teachers with the knowledge, skills, and understanding needed to design and implement longitudinal, academically based, general education grounded, language assessments and interventions with students who are d/hh. The course focuses upon the use of a "functional or pragmatic language approach. Within this approach, emphasis is placed on the process through which language functions and contexts, dictates the use of language forms. Language problems occur in relation to the frequency and severity of communication breakdowns individuals experience in using language as a communication tool. Language assessments focus upon identifying when and why such communication breakdowns occur. Similarly, language intervention focuses upon individual's becoming increasingly sophisticated in their ability to recognize and repair of communication breakdowns. Teachers, in turn, accomplish the majority of their assessment work within the context of conversational exchanges, and most of their intervention work by establishing and using an engaging, academically based learning environment.

Course Instructor & Contact Information:

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Course Wiki:

<http://deafed-course-language.wiki.educ.msu.edu/>

Course Classroom, Day & Times:

Place: 133E Erickson Hall

Day: Friday

Time: 9:10 – 12:00 p.m.

Course Objectives:

Type of Learning	
“K”	= Knowledge
“S”	= Skill
Depth of Learning	
Level 1:	Introduction (course-based; initial presentation of topic)
Level 2G:	Exploration – General (course-based; in-depth presentation & instructional implications of topic for students who are deaf or hard of hearing in general)
Level 2S:	Exploration - Specialized (course-based; in-depth presentation & instructional implications of topic for students who are deaf or hard of hearing in specific approaches, i.e., Auditory/Oral, Bilingual, Consulting Teacher)
Level 3:	Application (field/practicum-based; directed; initial)
Level 4:	Implementation (internship-based; independent; proficiency)
[...]:	Optional Course

Standards	Depth	Description
Introduction:		
Knowledge		
2K1	1	Language Development – Deaf: Understanding and cognitive and language development of individuals who are deaf and hard of hearing.
Skills		
6S1	1	Instruction – Learning: Applying strategies to facilitate cognitive and communicative development.
8S1	1	Assessment – Design: Administering assessment tools using the student’s preferred

		mode and language of communication.
8S2	1	Assessment – Language: Developing specialized assessment procedures that allow for alternative forms of expression.
8S3	1	Assessment – Language: Collecting and analyzing spoken, signed, or written communication samples.
Introduction & Exploration – General		
Knowledge		
Skills		
4S3	1 2G	Instruction – Teaching: Applying teaching strategies to the instruction of the individual.
6S3	1 2G	Instruction – Language: Facilitating independent communication in all contexts.
6S5	1 2G	Instruction – Language: Implementing strategies for developing spoken language in orally communicating students or sign language proficiency in signing students.
7S3	1 2G	Instruction – Language: Integrating language instruction into academic areas.
Exploration – General		
Knowledge		
1K1	2G	Deafness – Prevalence: Understanding of the incidence and prevalence figures for individuals who are deaf and hard of hearing.
1K3	2G	Deafness – Multihandicapped: Understanding of the etiologies of hearing loss that can result in additional learning challenges.
2K2	2G	Deafness – Education: Understanding the effects of the interrelationships among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf and hard of hearing.
5K1	2G	Culture – Family: Understanding of the influence of family communication and culture on all developmental domains
6K1	2G	Language – Elements: Understanding of the components of linguistic and nonlinguistic communication.
6K2	2G	Language – Early Intervention: Understanding the importance of early intervention to

		language development.
6K3	2G	Deafness – Impact: Understanding of the effects of sensory input on the development of language and learning.
6K4	2G	Language – Competence: Understanding and use of spoken and visual communication modes.
6K5	2G	Language – Development: Understanding and use of current theories of the development of spoken language and signed language.
8K1	2G	Assessment Terminology: Understanding of and use of specialized terminology used in assessing individual who are deaf and hard of hearing.
9K2	2G	Professional Resources: Understanding and use of professional resources relevant to the field of education of individual who are deaf or hard of hearing
Skills		
4S2	2G	Instruction – Literacy: Providing activities to promote print literacy and content area reading and writing through instruction via spoken language and/or signed language indigenous to the deaf community.
5S1	2G	Interactions – Deaf: Providing opportunities for interaction between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.
5S2	2G	Instruction – Language: Providing access to incidental languages experiences.
10S1	2G	Families – Decisions: Providing families with support to make informed choices regarding communication modes, philosophies, and educational options.
MI R 340.1799c(2S)(n)	2G	Families – Information: Ability to relate diagnostic information in functional terms to parent and support service specialists.

Course Texts:

Required:

Owens, Robert E. (2010). Language disorders: A functional approach to assessment and intervention, 5th Edition. Boston, MA: Pearson.

Reference:

Identified within course lectures.

Course Schedule:

- 09-04-09 Course Introduction, Initial Questions & Answers
Lecture: Ch. 1: Functional Language Approach
Course Standards addressed: [6K5] [9K2]
- 09-11-09 Lecture: Language Impairments
Course Standards addressed: [1K1] [1K3] [6K3] [2K1]
Reading Assignment: Ch. 2 of course text
Onset of weekly quizzes
- 09-18-09 Communication Assessment
Lecture: Assessment of Preschool and School-Age Children with Language Impairments + Assessment of Preschool and School-Age Children with Language Differences
Course Standards addressed: [2K2] [6K1] [6K4] [8S1]
Reading Assignment: Ch. 3 & 4 of course text
- 09-25-09 Communication Assessment (cont.)
Lecture: Language Sampling + Analysis Across Utterances and Partners by Communication Event
Course Standards addressed: [8K1] [5K1] [8S1] [8S3]
Reading Assignment: Ch. 5 & 6 of course text
- 10-02-09 Communication Assessment (cont.)
Lecture: Analyzing Language Sample at the Utterance Level + Narrative Analysis
Course Standards addressed: [10S1] [MI R 340.1799c(2S)(n)]
Reading Assignment: Ch. 7 & 8 of course text
- 10-09-09 Intervention
Lecture: A Functional Intervention Model
Course Standards addressed: [6K2]
Reading Assignment: Ch. 9 of course text
“Self” Observation Study Due
- 10-16-09 Intervention (cont.)
Lecture: Ch. 10: Manipulating Context + Ch. 11: Specific Intervention Techniques
Course Standards addressed: [6S1] [6S3]
- 10-23-09 Intervention (cont.)
Lecture: Classroom Functional Intervention + Literacy Impairments – Language in a Visual Mode
Course Standards addressed: [4S3]

Reading Assignment: Ch. 12 & 13 of course text

10-30-09	Summary & Review of a Functional Language Approach
11-06-09	Midterm Exam
11-13-09	Application of the Functional Language Approach Lesson Design Course Standards addressed: [5S1] [6S5] “Student” Observation Study Due
11-20-09	Application (cont) Lesson Design
11-27-09	Thanksgiving Holiday
12-04-09	Application (cont) Unit Design Course Standards addressed: [7S3] [5S2] [4S2]
12-11-09	Application (cont) Unit Design
12-18-09	Final Exam Week Unit Plans Due

Course Projects, Evaluation & Grading Scale:

1. Weekly Quizzes: [15%]
 - a. Given at the start of each class in an “open notes” format. Questions will be drawn from both the past week course lectures and the current week assigned readings.
 - b. Grade computed by the total number of correct answers, in relation to the total number of Quiz questions.
2. Midterm Exam: [25 %]
3. Unit Plan: [30%]
 - a. See “MSU Deaf Education Student Handbook” for the required format of the Unit and Lesson plans
(<http://pili.wiki.educ.msu.edu/Reference+Resources>)
4. Observation Studies:
 - a. Self: 10%
 - b. Student: 20%
5. Extra Credit: Q&A Contributions:
 - a. Each documented, substantial, and approved contribution to the “Q&A” section of the class wiki will “count” as one correct reply to a quiz question.

Percentile Range	Grade Point Average
95-100%	4.0
90-94%	3.5
85-89 %	3.0
80-84%	2.5
75-79%	2.0
65-74%	1.5
60-64%	1.0
63-below%	0.0

Accommodations for Individuals with Disabilities:

Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY). Instructors in the course may request a VISA Form (Verified Individual Student Accommodations Form) from a student requesting services.

Note: above statement was retrieved on 8/14/08 from: <http://ed-web2.educ.msu.edu/team4/CommonSyllabusLanguage.htm>

Attendance and Participation:

Regular on-time attendance and full participation in class is critical to learning. Of course, illness and other emergencies cannot be avoided. If you are unable to attend a class session, you must call or email the instructor in advance. Similarly, you must call your mentor teacher in advance if you are unable to meet a field visit commitment. You must make up all field absences. If you are unable to attend school, you need to call your mentor teacher in advance. Do not rely on your peers to relay messages-make sure you communicate directly with your mentor.

This course is planned on the assumption that you will come on time and come prepared to participate. The instructor reserves the right to adjust your grade as a response to absences or excessive tardiness.

In accordance with the College of Education Professional Conduct Policy, attendance and punctuality in class meetings and field experiences are critical to your success in this course and in the Program. In the case of recurring absences or tardiness, your Advisor will be notified and you may be required to attend a meeting regarding your attendance. More than two absences in class or in your field placement will affect your grade and may result in a failing grade for the course.

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Academic Honesty and Integrity

We assume that the student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's student conduct code.

Incidents of plagiarism are taken very seriously and will be pursued. Students are strongly cautioned not to copy any text verbatim or use someone else's ideas on class quizzes, tests, reports, projects, or other class assignments without using appropriate quotations and source citations.

For University regulations on academic dishonesty and plagiarism, refer to:

- <http://www.vps.msu.edu/SpLife/rule32.htm>
- <http://www.msu.edu/unit/ombud/plagiarism.html>

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Deaf Education Program - Lesson Plan Format

Date:

Subject:

Grade Level:

Intended of Duration Lesson:

State of Michigan Standards/Benchmarks:

Lesson Goal:



Lesson Objectives: Each objective should be behavioral and be written in one (1) statement with the following three (3) components included:

1. Behavior: What will students “DO” to indicate to you that this objective was met? Behaviors MUST be observable. For example, “deciding” something is not observable (it happens within ones’ head); “indicating” something is observable.
2. Condition: How, under what conditions, will students perform the behavior? (Key words for this component of the statement: “WHEN” and “GIVEN”)
3. Criteria: What level of performance will be acceptable to indicate achievement of the objective? (Examples: 4/5 times, 85% accuracy, 100% participation; DATA)

***Objectives should stem directly from your lesson goal. A clear connection should be evident between the two. If a direct connection is not obvious then it is likely that either your objective or your lesson goal is incorrect.

IEP Goal/Objectives (if appropriate)

Materials: Provide a bulleted list

Prior Knowledge:

What do students need to know in order to participate appropriately in this lesson?

Procedure:

The procedure gives direction to the teacher.

It should be:

- clear, direct, precise and specific
- organized using bullets or numbers
- a guide, NOT a script

The procedure should be written so that it can be followed with a quick glance.

Ex: 1. Students sit in chairs opposite each other.

2. Tell students to extend their right arms until parallel with the floor.

3. Ask students how long they think they will be able to hold this position.

4. Write responses on board.

Assessment:

Assessment should follow the tree diagram. All assessments should NOT follow the same “branch” for each and every lesson. If this happens you miss valuable information on your students. If using observation as an assessment, note in your lesson plan how you will document your observations. Remember to use multiple forms of assessment in teaching!

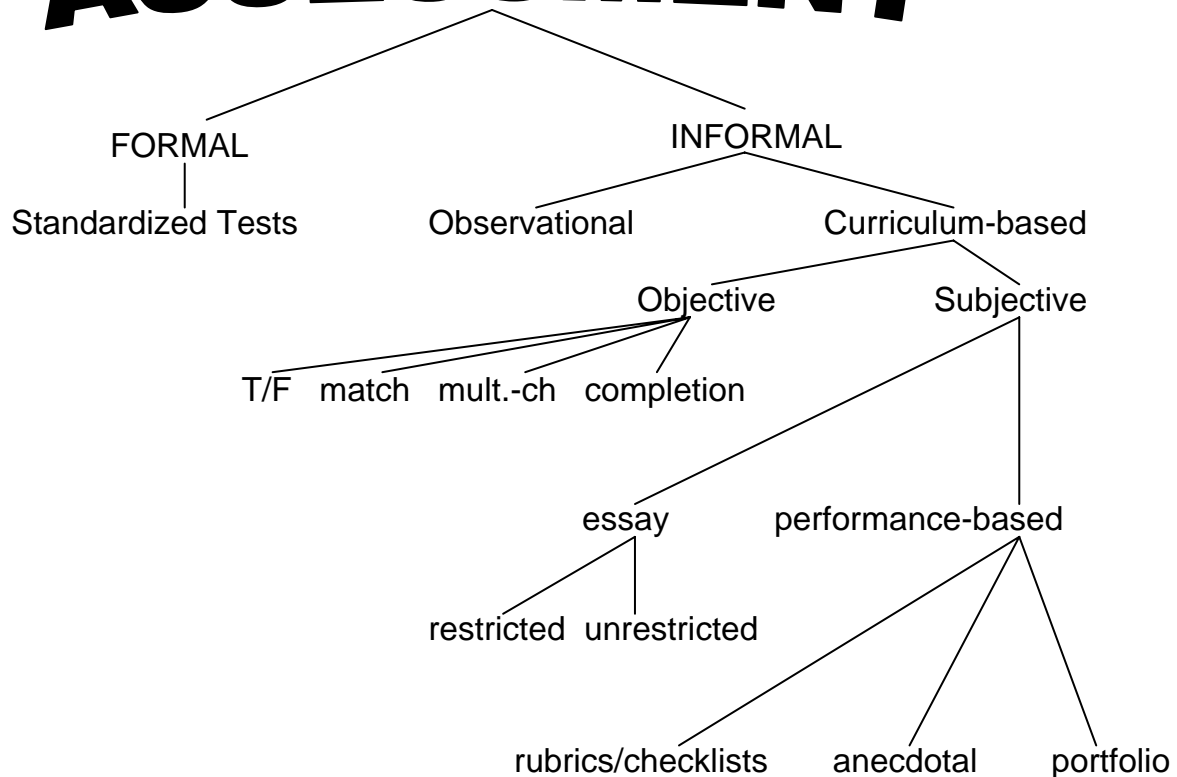
Expansion:

The expansion section should consist of your “plan B.” What will you do in this lesson if your students are ahead or behind the point where you expected them to be? How will you change this lesson as needed and directed by your students? This section should be short and precise. This is not a “if the students get done early, what will they do” section.

Reflection:

Provide yourself space on each lesson plan to reflect on your teaching; what worked/what didn't, the students' learning, the strengths/weaknesses of the lesson design, and any questions you have. You should reflect on each lesson you implement.

ASSESSMENT



Deaf Education Program - Unit Plan Format

Unit Title:

Theme:

Grade:

Overview/Rationale:

Duration:

Concept Map:

Your unit plan should include a concept map designed to show the organization and interrelatedness of the various components of your unit.

Connection to State of Michigan Benchmarks and Standards:

Unit Goals:

Your unit plan should include at least one unit goal.

Specific learning objectives:

Your unit plan should include at least 4-7 unit objectives.

Schedule of lessons:

Your unit plan should include a schedule, organized in a grid format, showing the overall sequence of lessons.

Lesson plans:

Your unit plan should include at least 10 lessons that follow some scope and sequence (e.g., simple to complex, whole to part, etc.). This sequence should be explained in the unit rationale. Lessons should include multiple instructional strategies and a variety of forms of assessment.

Field Trip:

Your unit plan should include a written description of one option for a field trip that could be implemented during this unit. One of your lesson plans should focus on this trip.

Assessment:

Your unit plan should include a section indicating how you would assess students' learning of the material in this unit. Include any materials used to assess student learning.

Appendices:

Materials:

Include any artifacts (i.e., content information, worksheets, graphic organizers, etc.) that would be used as part of this unit.

Bibliography:

Include a bibliography annotating items needed to implement this unit. This section should follow APA format.

References:

Include all citations used to write your unit, including the internet and personal communications. This section should follow APA format.