

SPED 560

Fall 2021

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Special Education

SPED 560: Assessment & Development of Language in Students

Fall Semester 2021

Course Number: 15964

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Pronouns: He, Him, His

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Office Hours: By appointment only

College Conceptual Framework

(2018)

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

COURSE DESCRIPTION

Prerequisites or Co-requisites: SPED 504D and DEAF 484

This course addresses optimal communication environments for language acquisition and contrasts features of and communication strategies used by deaf parents and hearing parents with deaf children. General theoretical framework of language acquisition is covered, as well as strategies to assess and promote the basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) of deaf and hard-of-hearing children.

NOTE: *This course includes 30 hours of the required 200 hours of supervised early fieldwork. This guided fieldwork is accomplished through 3 supervised field-based direct student contact projects encompassing 10 hours within each project. Each project allows for the selection of individual or groups of students at a variety of ages as appropriate for the specific project, for a guided process of study while implementing assessment and instructional strategies for the development of expressive and receptive American Sign Language skills.*

COURSE OBJECTIVES

1. Students will demonstrate understanding of the process of 1st and 2nd language development in children, from various theoretical points of view.
2. Students will demonstrate understanding of 1st and 2nd language acquisition (both English and American Sign Language) by deaf and hard-of-hearing students, from early acquisition through more complex language development. This includes language acquisition characteristics of deaf students with multiple handicaps.
3. Students will observe, review and discuss the family dynamics and social-interaction strategies utilized in families with hearing and deaf parents.
4. Students will conduct assessments of the early prelinguistic communication forms and functions of very young deaf children.
5. Students will demonstrate understanding of assessment techniques and strategies to promote the development of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) of DHH students in both American Sign Language and English.
6. Students will demonstrate understanding of strategies to promote emergent literacy skills with DHH children through the application of research-based strategies for reading to deaf children.

REQUIRED TEXTS**Sign Language Acquisition by Deaf and Hearing Children**

Video Text from Gallaudet University Press, 2018

<https://signlanguageacquisition.com/subscribe/> \$75 for perpetual access

Activities for Oral Language Development Grades K-2, Grades 3-5, Activities for Oral Communication and Presentations. Grades 5-7. (downloadable from Canvas).

Teacher-created resources: Created by teachers for teachers and parents.

<http://www.teachercreated.com>

Teacher Created Resources Reading to Deaf Children: Learning from Deaf Adults
<http://clerccenter2.gallaudet.edu/products/?id+175> \$10.95 from Clerc Center (currently not available, will include resources on Canvas for you)

(recommended text)

Starting With Assessment: A Developmental Approach to Deaf Children's Literacy,
1999 French, M.M.

SUPPLEMENTALS READINGS & OTHER MATERIALS

In addition to the required textbooks, supplemental readings, handouts and other materials will be posted on Canvas. You will be expected to read the required materials and be prepared to discuss them during our Zoom sessions.

COURSE EXPECTATIONS & GUIDELINES

WE ARE A LEARNING COMMUNITY

A few general guidelines govern a cooperative (and virtual) learning community. Everyone can contribute, this is not a competitive environment (the goal is to collectively build knowledge, not make better points than your peers). We all practice active listening such as paraphrase comments, encourage others to speak up, allow everyone to speak and interrupt with care. We are self-reflective about our own contributions to the class (e.g., Have I been speaking too much? Did I just cut off someone's point? Have I withdrawn from or avoided the discussion?). We all keep our sense of humor. Every class is influenced by the fact that students come from widely diverse ethnic, cultural, linguistic and professional backgrounds and hold different views. Since learning involves listening, analyzing and drawing on a diversity of views, I expect collegial and respectful dialogue across disciplinary, cultural, and personal boundaries. One last note: if at any time you feel silenced by the conversation, please make an appointment with me (as soon as you can) to discuss the issue. I welcome opportunities and suggestions for improving the quality of our discussions and the inclusiveness of the class.

ATTENDANCE & PARTICIPATION POLICY

Your preparation for class and your participation in it are considered **CRITICAL** to the development of competency in the language/literacy related areas. Consistent attendance and participation are mandatory for the class. Your instructor understands that life happens sometimes, and you are allowed to have **TWO** unexcused absences without penalty. Two unexcused late arrivals and/or early departures will be equivalent to one unexcused absence, and one full grade will be dropped for each unexcused absence after the first unexcused absences. Written documentation of university-sanctioned excuses and absences is required for all excused absences. If you are expected or required to be absent from or miss part of class, kindly inform your instructor prior to class and obtain notes and handouts from one of your fellow classmates. You should not expect your instructor to provide you with a summary or explanation of the missed lecture, discussion or assignment.

WRITING EXPECTATIONS

Your instructor expects you to understand that while writing is a process, the grades respond to only the final product. The work you turn in for a grade is assumed to have been revised at least once—that is, you should always draft, review, revise and edit your assignments before submission. Points will be deducted for sloppy work, misspellings, grammatical errors, typos, or lack of clarity/organization. Graduate student papers should reflect high quality and be appropriate for graduate level courses. Late unexcused papers will be penalized. Please discuss individual concerns with your professor.

Note: All writing assignments must be appropriately cited, following the APA requirements, unless otherwise noted.

ASSIGNMENT SUBMISSION POLICY

All writing assignments must be submitted on Canvas, and not through email, ***in Word or PDF format*** on time for full credit. You are responsible for alerting your instructor in advance if you have technical issues with Canvas or if you have difficulties with completing the assignments. The assignments that are submitted beyond the deadline will be given reduced credit unless a university-sanctioned excuse is provided. Late submissions will be penalized with a point deduction that is outlined on each rubric, and assignments that are more than one week late will not be accepted without written documentation or instructor consent.

Important: If for any reason Canvas does not upload your assignment, e-mail me an attachment of your assignment prior to the deadline. It is your responsibility to ensure your work has been successfully uploaded. If in doubt, do both. Upload and email me the assignment.

ASSIGNMENT EXTENSION & EXAM MAKE-UP POLICY

Extensions for the writing assignments and make-ups of the exams will be given only under circumstances beyond your control. Prior arrangements with the instructor must be made when feasible, and written documentation is required for all extensions and make-ups.

ACADEMIC HONESTY

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes as follows:

- A. CHEATING (see catalog for details)
- B. FABRICATION (see catalog for details)
- C. FACILITATING ACADEMIC DISHONESTY (see catalog for details)
- D. PLAGIARISM (intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise)

UNIVERSITY E-MAIL POLICY

Technology provides great opportunities for communication and collaboration. The Michael D. Eisner College of Education embraces the innovative use of technology to promote professional communication, enhance the student experience, and to further our impact in the field. The university faculty strives to respond to student email correspondence within 48 hours during business days when the university is open for classes. Unless otherwise directed, all email correspondence should be via the official university email, and not via personal email.

ACCOMMODATIONS

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). DRES is located in Bayramian Hall, Room 110 and can be reached at (818) 677-2684. NCOD is located in Jeanne Chisholm Hall and can be reached at (818) 677-2054. If you would like to discuss your need for accommodations with your instructor, you can send me an e-mail or make an appointment to meet with me.

ELECTRONIC & MOBILE DEVICES

The use of smartphones and other mobile devices for personal purposes is strictly forbidden in the Zoom classroom, and you are expected to take care of emergency calls and messages outside of the Zoom classroom (e.g., set your screen to private). The use of technological devices is permitted only for the purpose of classroom activities, taking notes, and consulting online reading materials. It must be used appropriately without resorting to non-classroom activity (e.g., social media, surfing the web, or e-mails). If it happens that you are distracted with your electronic or mobile device, your instructor will ask you to refrain from the use of it and/or leave class.

RELIGIOUS AND CULTURAL OBSERVANCE ACCOMMODATIONS

Persons who have religious or cultural observances that coincide with the meetings of this class should let the instructor know in writing (by email) within the first three weeks of the semester. I strongly encourage you to honor your religious holidays and cultural practices. However, if I do not hear from you within three weeks of the semester, I will assume you plan to attend.

FOOD & BEVERAGES

Reasonably portioned snacks and beverages are allowed in class, as long it does not interfere with your participation during class.

VOICE POLICY

Your instructor requires you to sign at all times in the classroom, including the breaks and before and after the class sessions. SPED 560, like all other Deaf Education courses, will be taught in the most culturally appropriate environment for American Sign Language, meaning all lectures, discussions, questions and answers, and exercises will be followed in the format of signing—not speaking. There really should be no need for using spoken language in class. Note: Your instructor understands that you might still be learning American Sign Language, and you are responsible to ask for clarification if you do not understand a specific sign or concept.

FINAL NOTE

Your instructor expects you to follow the classroom guidelines and expectations at all times. You should communicate your concerns or issues with your instructor whenever possible. Should you find yourself struggling with the course, do not go at it alone! I am your instructor and am available to you during after class, by email, and during previously arranged appointments. Together, we will make this a great semester!

VIRTUAL COURSE STRUCTURE

- This course blends asynchronous and synchronous learning to the maximum extent possible.
- Our class will meet on Zoom every week this semester during regularly scheduled class times (Thursdays 7:00pm – 9:45pm).
- The expectation is that you will be **available and present** during our regularly scheduled class time.
- Our Zoom sessions will consist of discussions and activities. Come prepared.

Course Assignments

Knowledge-Based Competencies	Possible Points
Reading quizzes (20 quizzes @ 2 points each) DHH1.3 DHH1.4 DHH1.4 DHH1.5 DHH2.1 DHH2.1 DHH2.4 DHH2.8 DHH3.4 DHH4.3 DHH5.1 DHH5.2 DHH6.2 DHH6.2 DHH6.6 DHH6.6 DHH6.7 DHH6.8 DHH6.8	40
Discussions (4 discussions @ 10 points each) DHH1.3 DHH1.4 DHH1.4 DHH1.5 DHH2.1 DHH2.1 DHH2.4 DHH2.8 DHH3.4 DHH4.3 DHH5.1 DHH5.2 DHH6.2 DHH6.2 DHH6.6 DHH6.6 DHH6.7 DHH6.8 DHH6.8	40
Midterm exam DHH1.1 DHH2.2 DHH2.3 DHH3.3 DHH4.2 DHH5.3 DHH6.2 DHH6.6	80
Final exam DHH2.2 DHH2.3 DHH2.5 DHH3.1 DHH6.2 DHH6.8	80

Skill-Based Competencies	Possible Points
Practice activities DHH1.1 DHH1.1 DHH1.2 DHH1.2 DHH1.4 DHH1.4 DHH2.1 DHH2.1 DHH2.2 DHH2.2 DHH2.3 DHH2.3 DHH2.5 DHH2.5 DHH3.1 DHH3.1 DHH3.3 DHH3.3 DHH4.2 DHH4.2 DHH4.3 DHH5.2 DHH5.3 DHH5.3	25
Group project #1: Assessment of Pragmatic Forms & Functions DHH1.1 DHH1.1 DHH1.1 DHH1.2 DHH1.2 DHH1.2 DHH1.4 DHH1.4 DHH2.1 DHH2.1 DHH2.2 DHH2.2 DHH2.2 DHH2.3 DHH2.3 DHH2.3 DHH2.5 DHH2.5 DHH2.5 DHH3.3 DHH3.3 DHH3.3 DHH4.2 DHH4.2 DHH4.2 DHH4.3 DHH5.2 DHH5.3 DHH5.3 DHH5.3	60
Group project #2: Reading TO deaf children DHH1.1 DHH1.1 DHH1.1 DHH1.2 DHH1.2 DHH1.2 DHH1.4 DHH1.4 DHH2.1 DHH2.1 DHH2.2 DHH2.2 DHH2.2 DHH2.3 DHH2.3 DHH2.3 DHH2.5 DHH2.5 DHH2.5 DHH3.1 DHH3.1 DHH3.1 DHH3.3 DHH3.3 DHH3.3 DHH4.2 DHH4.2 DHH4.2 DHH4.3 DHH5.2 DHH5.3 DHH5.3 DHH5.3	60
Individual project: Assessing & Promoting BICS & CALP DHH1.1 DHH1.1 DHH1.1 DHH1.2 DHH1.2 DHH1.2 DHH1.4 DHH1.4 DHH2.1 DHH2.1 DHH2.2 DHH2.2 DHH2.2 DHH2.3 DHH2.3 DHH2.3 DHH2.5 DHH2.5 DHH2.5 DHH3.1 DHH3.1 DHH3.1 DHH3.3 DHH3.3 DHH3.3 DHH4.2 DHH4.2 DHH4.2 DHH4.3 DHH5.2 DHH5.3 DHH5.3 DHH5.3	60
Total Points Possible	445

GRADING SCALE	
The plus/minus system will be used when assigning final letter grades for this course.	
93 – 100% A	78 – 79% C+
90 – 92% A-	73 – 77% C
88 -89% B+	70 – 72% C-

83 – 87% B	60 – 69% D
80 – 82% B-	00 – 59% F

Note: Your final grade will be calculated based on the total points that you accrue during the semester. Coursework grades will be posted on Canvas.

Project Details

GROUP PROJECT #1: Assessment of Pragmatic Forms & Functions Video Project

Maximum grade: 60

Overview: Students will observe and interact with a young deaf or hard-of hearing child who is functioning AT THE PRELINGUISTIC LEVEL. This means that the child may use only a few simple signs, but predominantly communicates through gestures, actions, homemade signs, etc. This project is most successfully accomplished with a child between the ages of 2 and 6, but may be done with an older student who is newly exposed to accessible language or who has some kind of multiple disabilities. Students will also create situations to elicit a wide range of communicative forms and functions. This project may be completed via videotaped examples, depending on Covid conditions. *Successful completion of this project satisfies 10 early fieldwork hours.*

DHH1.1 DHH1.1 DHH1.1 DHH1.2 DHH1.2 DHH1.2 DHH1.4 DHH1.4 DHH2.1 DHH2.1
 DHH2.2 DHH2.2 DHH2.2 DHH2.3 DHH2.3 DHH2.3 DHH2.5 DHH2.5 DHH2.5 DHH3.3
 DHH3.3 DHH3.3 DHH4.2 DHH4.2 DHH4.2 DHH4.3 DHH5.2 DHH5.3 DHH5.3 DHH5.3

GROUP PROJECT #2: Reading TO deaf children video project

Maximum grade: 60

Overview: Students will videotape themselves reading to one or more deaf children (either in person or via Zoom), and critique their own effectiveness. Students will be guided by fifteen research-based principles, described by David R. Schleper, which were gleaned from studies of deaf parents and teachers who are effective storybook readers with deaf children. *Successful completion of this project satisfies 10 early fieldwork hours.*

DHH1.1 DHH1.1 DHH1.1 DHH1.2 DHH1.2 DHH1.2 DHH1.4 DHH1.4 DHH2.1 DHH2.1
 DHH2.2 DHH2.2 DHH2.2 DHH2.3 DHH2.3 DHH2.3 DHH2.5 DHH2.5 DHH2.5 DHH3.1
 DHH3.1 DHH3.1 DHH3.3 DHH3.3 DHH3.3 DHH4.2 DHH4.2 DHH4.2 DHH4.3 DHH5.2
 DHH5.3 DHH5.3 DHH5.3

INDIVIDUAL PROJECT: Assessing & Promoting BICS & CALP video project

Maximum grade: 60

Overview: Students will meet with a target student at least 3 times during the semester either virtually or in-person, depending on Covid conditions. This student will become their lab student with whom they will work on a weekly basis throughout the Spring semester in the reading and writing classes. Students will interact/play/discuss topics with the student to assess, elicit, and

promote a representative illustration of the student’s basic interpersonal communication skills and cognitive academic language proficiency. At least one session must be videotaped.

Successful completion of this project satisfies 10 early fieldwork hours.

DHH1.1 DHH1.1 DHH1.1 DHH1.2 DHH1.2 DHH1.2 DHH1.4 DHH1.4 DHH2.1 DHH2.1
 DHH2.2 DHH2.2 DHH2.2 DHH2.3 DHH2.3 DHH2.3 DHH2.5 DHH2.5 DHH2.5 DHH3.1
 DHH3.1 DHH3.1 DHH3.3 DHH3.3 DHH3.3 DHH4.2 DHH4.2 DHH4.2 DHH4.3 DHH5.2
 DHH5.3 DHH5.3 DHH5.3

Tentative Course Schedule

DATE	TOPIC	READINGS
Module 0 Week 1	Welcome, Course Intro, Expectations	
Module 1 Weeks 2 & 3	<p>Communication & language acquisition</p> <ul style="list-style-type: none"> terminology (communication, language, parts of language) prerequisites for language acquisition prelinguistic communication & language development L1 vs L2 learners (concept of heritage language) pace & sequence of language development (typical/atypical) acquisition vs learning research review: ASL acquisition (pace & sequence) Deaf children/Deaf parents and Deaf children/hearing parents visual language/learning (VL2) brain research - linguistic processing of visual/auditory languages 	<p>Pichler, Kuntze et al: Sign Language Acquisition by Deaf and Hearing Children Video Text (2018) (chap 1, 3, 4, 5, 6)</p> <p>Kordus: Impact of Language Deprivation</p> <p>Scott & Henner: Second verse, same as the first</p> <p>Petra Horn: ASL as Heritage Language</p> <p>Petitto: What the Eyes Reveal About the Brain Maximizing Language Acquisition (Clerc Center webcast)</p> <p>DHH1.1 DHH1.2 DHH1.4 DHH2.1 DHH2.2 DHH2.3 DHH2.4 DHH2.5 DHH2.8</p>
Module 2 Week 4	<p>Assessment of ASL</p> <ul style="list-style-type: none"> Senate Bill 210 Assessment tools – formal Assessment tools - informal 	<p>Gale, Berke et al: Deaf Adults in Early Intervention</p> <p>CA Senate Bill 210 & language milestones SKI-HI Language Development Scale</p>

		<p>VCSL (Visual Communication and Sign Language Checklist)</p> <p>Assessing ASL Development Receptive Skills Test</p> <p>Desired Results Developmental Profile (2015)</p> <p>Language Policy for Deaf Children Ages 0-5 (CAD 2017)</p> <p>DHH1.1 DHH1.2 DHH1.4 DHH2.1 DHH2.2 DHH2.3 DHH2.4 DHH2.5 DHH2.8 DHH4.2 DHH5.1 DHH5.2 DHH5.3</p>
<p>Module 3 Weeks 5 & 6</p>	<p>What is a facilitative language acquisition environment?</p> <ul style="list-style-type: none"> • parent/child interaction literature (hearing) • caretakerese & adult facilitation strategies • parent/child interaction literature (Deaf parents/Deaf children) • modifications & differences in adult facilitation strategies • applications and implications 	<p>Pichler, Kuntze et al: Sign Language Acquisition by Deaf and Hearing Children Video Text (2018) (chap 2, 7, 8)</p> <p>Bailes: Lang Acq through Parental Mediation in ASL</p> <p>Chen-Pichler - child directed signing</p> <p>DHH1.1 DHH1.2 DHH1.3 DHH1.4 DHH1.5 DHH2.1 DHH2.2 DHH2.3 DHH2.4 DHH2.5 DHH2.8 DHH4.2 DHH5.3 DHH6.2</p>
<p>Module 4 Weeks 7 & 8</p>	<p>Assessing pragmatic forms & functions</p> <ul style="list-style-type: none"> • taxonomies of pragmatic forms • taxonomies of pragmatic functions • prelinguistic vs linguistic forms of communication • primitive, conventional, symbolic forms • use of augmentative communication 	<p>Wetherby: Checklist of Communicative Functions & Means</p> <p>Communication Matrix</p> <p>DHH1.1 DHH1.2 DHH1.3 DHH1.4 DHH1.5 DHH2.1</p>

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	<p>forms/assistive technology</p> <ul style="list-style-type: none"> • illustrations of functions expressed through various forms • assessment strategies; review of Project 1 • teaching implications 	<p>DHH2.2 DHH2.3 DHH2.4 DHH2.5 DHH2.8 DHH4.2 DHH5.3 DHH6.2</p>
<p>Module 5 weeks 9 & 10</p>	<p>Promoting language (Reading TO deaf children)</p> <ul style="list-style-type: none"> • importance of reading to children • Schleper: 15 principles for reading to deaf children • review & rationale • observation practice/teachers reading • planning for in-class demonstrations • demonstrations of book reading to deaf children • evaluation, critique & implications • review of Project 2 	<p>Schleper: 15 principles for reading to deaf children Berke: Reading books with young deaf children</p> <p>DHH1.1 DHH1.2 DHH1.3 DHH1.4 DHH1.5 DHH2.1 DHH2.2 DHH2.3 DHH2.4 DHH2.5 DHH2.8 DHH4.2 DHH5.3 DHH6.2</p>
<p>Module 6 Weeks 11 & 12</p>	<p>Promoting basic interpersonal communication skills (BICS)</p> <ul style="list-style-type: none"> • Review of existing assessment tools • Importance of "oral" language: issues in Deaf ed • Common Core: Speaking & Listening standards • promoting BICS; activities & illustrations • classroom implications • role of BICS as foundational for CALP • promoting BICS; activities & illustrations • applications, illustrations, demonstrations • review of Project 3 	<p>Luetke-Stahlman: Facilitation of English use/pragmatics</p> <p>Curtain & Dahlberg: Creating an environment for communication</p> <p>Common Core: Listening & Speaking Standards</p> <p>Activities for Oral Language Development - text</p> <p>School as a Site for Natural Language Learning (Kuntze et al)</p> <p>Blank's Levels of Questioning</p> <p>DHH1.1 DHH1.2 DHH1.4 DHH1.5 DHH2.1 DHH2.2 DHH2.3 DHH2.5 DHH2.8 DHH3.1 DHH3.4 DHH4.3 DHH5.3 DHH6.2</p>
<p>Module 7 Weeks 13 & 14</p>	<p>Promoting cognitive academic language proficiency (CALP)</p>	<p>ASL in Academic Settings (Raychelle Harris)</p>

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	<ul style="list-style-type: none">• CALP as academic language• Common Core: Speaking & Listening standards• promoting CALP; activities & illustrations• applications, illustrations, demonstrations• review of Project 4• research on DHH classes; expectations, academic lang• promoting CALP; activities & illustrations• applications, illustrations, demonstrations	Activities for Oral Language Development – text DHH1.1 DHH1.2 DHH1.4 DHH1.5 DHH2.1 DHH2.2 DHH2.3 DHH2.5 DHH2.8 DHH3.1 DHH3.4 DHH4.3 DHH5.3 DHH6.2
Week 15	<u>Wrap-up and take away points</u>	

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TPE3-DHH:

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