

# SHS 422: DIAGNOSTIC/PRESCRIPTIVE TEACHING OF STUDENTS WHO ARE DEAF AND HARD OF HEARING

Fall Semester, 2007

**Course Number:** SHS 422

**Course Title:** Diagnostic/Prescriptive Teaching with Students who are Deaf and Hard of Hearing

**Course Description:** This course will focus on the following areas: Preparing for instruction, teaching academic subjects to students who are deaf and hard-of-hearing, and non-academic components of instruction. The Individualized Educational Plan (IEP) will be developed as well as unit plans, lesson plans, and materials for instruction. A constructivist philosophy will be emphasized and applied in the units of instruction and lessons developed by students. Compliance with No Child Left Behind (NCLB) will be reviewed and specific implications and considerations for teachers of the deaf will be discussed. Recognizing quality research and conducting basic classroom research will be introduced.

**Course Credit:** 3 semester hours

**Prerequisites:** Admission to Teacher Education (required). SHS 425, SHS 301, SHS 433, or permission of professor.

**Intended Audience:** Advanced students majoring in Education of the Deaf or in-service teachers certifying as teachers of the deaf.

**Instructor:** Henry Teller, Ed.D.

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Office Hours: M W 1:00-2:00

M W 3:45-4:30

Or by appointment.

## CEC-CED Standards addressed in this course:

**1K1** Definitions, incidence and identification of d/hh children

**1K2** Models, theories and philosophies for providing educational services to atypical children

**1K3** Cross-cultural perspectives and their impact upon atypical children, their families and schools.

**1K4.** Legal rights and responsibilities of atypical children, their families and schools.

**1S2.** Carry out professional activities consistent with laws and policies.

- 2K3.** Effects of family characteristics upon the development of atypical children.
- 3K1.** Terminology, ethical concerns, legal provisions, and protocols used for the screening, pre-referral, referral, classification, programming and monitoring of d/hh children.
- 3K2.** Influence of diversity on assessment, eligibility, programming and educational placement of atypical children.
- 3K3.** Relationship between assessment and educational placement decisions for d/hh children.
- 4K1.** Differing learning styles and how to adapt instruction to fit these styles within various learning environments.
- 4K2.** Curricula and instructional strategies for the development of a variety of skills and employment.
- 4K3.** Techniques for modifying instructional methods that reflect learner needs, diversity, and family dynamics.
- 4K4.** Sources of specialized materials for d/hh children.
- 4K5.** Curricula and instructional strategies used in general and Deaf Education.
- 4K6.** Language development use, assessment and intervention for both English and ASL.
- 4K7.** Educational design and practices of oral/aural comprehensive, and Bi/Bi programming (introduce all focus on at least one.)
- 4S1.** Develop/select assessment tools, interpret & use assessment data to design instructional programming that meets individual needs & differences and to monitor student progress.
- 4S2.** Use task analysis to develop lesson plans that sequence activities and involve children in setting goals and charting progress.
- 4S3.** Select, adapt and use strategies and materials that meet individual needs and that assist students' generalization of target abilities.
- 4S4.** Use instructional time properly, maintain rapport with children, use effective communication strategies and conduct self-evaluation.
- 4S6.** Demonstrate understanding of the proficiency in the language(s) needed to instruct d/hh children.
- 4S7.** Select, design, produce and use media, technologies, materials & resources needed to instruct d/hh children.
- 5K1.** Basic classroom management theories, methods and techniques.
- 5K2.** Best practices concerning classroom management and instruction, including career/vocational transition.
- 5S1.** Create an environment in which diversities are valued & active participation is encouraged and self advocacy and independence are facilitated.
- 5S2.** Prepare and organize materials needed for daily lessons, which include instructional materials, strategies, evaluation protocols, management procedures, classroom routines and transitions to/from major learning environments.
- 5S6.** Design a classroom environment that maximizes opportunities for visual and/or auditory learning.
- 5S7.** Plan and implement instruction for children and with multiple disabilities.

- 6K1.** Applicable laws and procedural safe-guards regarding the planning, implementation & management of behaviors and ethical related professional activities.
- 6K2.** Impact of teacher attitudes and behaviors on classroom management and outcomes.
- 6S4.** Prepare d/hh children in the appropriate and effective use of interpreters, note takers, peer tutors, etc.
- 7K1.** Effective & ethical communication with children, parents, school, and community personnel.
- 7K3.** Understanding and use of the roles and responsibilities that children, parents, school and community personnel play in the design, development and implementation of individual student programs.
- 7S1.** Use communication and collaborative strategies that foster mutual respect and encourage participation by children, parents, and school and community personnel.
- 8K1.** One's own biases and differences affecting one's teaching.
- 8K2.** Teacher's importance as a model for children.
- 8K3.** Ability to design and implement ongoing professional development that is pertinent to the education of d/hh children.
- 8S3.** Demonstrate proficiency in oral & written communication.
- 8S8.** Participate in professional organizations relevant to the education of d/hh children.

### **PROFESSIONAL DISPOSITIONS DEVELOPED IN SHS 422**

1. Educates the whole student.
7. Believes that all persons can learn and benefit from a quality education.
8. Demonstrates resilience by continuously learning from difficult situations (professionalism and ethics).
14. Demonstrates and conforms to accepted professional standards and values.
15. Inspires others to be successful.
16. Promotes positive learning.
22. Has high expectations for all.

### **DIVERSITY ITEMS DEVELOPED IN SHS 422**

1. Recognize their responsibility to embrace and teach about an increasingly heterogeneous world.
2. Understand that strength comes from diversity.
3. Realizes the value of every individual.
7. Uses culturally responsive teaching methods.
8. Instill a strong multicultural knowledge base, a commitment to equality for all, and ability to accommodate different learning styles through differentiated instruction.
9. Demonstrate respect for all persons.
11. Have high expectations for all students.

## **COURSE GOALS**

1. To become cognizant of the relationship between assessment, planning, and teaching.
2. To review several curricula designed specifically for deaf and hard-of-hearing students and determine constructivist applications.
3. To make students cognizant of constructivist and non-constructivist teaching practices in regular and special education.
4. To make student cognizant of the importance of planning and organization to successful teaching.
5. To understand and apply constructivist principles in planning units, lessons, and teaching (demonstration lessons and practicum).
6. To provide students an awareness of the importance of the environment beyond the school in which to instruction of deaf and hard-of-hearing students takes place and how they can improve upon it.
7. To understand the implications of the Individual Educational Plan (IEP), Individualized Family Service Plan (IFSP) and No Child Left Behind (NCLB).
8. To understand the process of planning instructional units for students who are deaf and hard of hearing in various academic subjects.
9. To make students aware of language considerations in developing units of instruction and planning daily learning experiences for students who are deaf and hard of hearing.
10. To familiarize students with formal and informal assessment techniques.
11. To familiarize the students with the use of modern instructional technology including Internet Websites and computer software resources in preparing and teaching academic units and lessons.
12. To make the students aware of the professional organizations, conferences, and electronic resources which will support them as professionals.
13. To experience the dynamics of cooperative learning.
14. To make the students aware of basic classroom research techniques that they can apply.

## **SHS 422 OUTCOMES**

Upon completion of this course, the student will be able to

1. discuss the relationship between assessment, planning, curricula, methods, and materials of instruction.
2. discuss the roles of various members of the IEP team.
3. write an IEP for a specific student (actual or hypothetical) when given the case scenario.
4. recognize the necessary procedures to be compliant with NCLB.
5. develop units of instruction in science, arithmetic, and social studies.
6. apply constructivist principles and activities in units of instruction and lesson plans and in practicum and demonstration lessons.
7. develop lesson plans through collaboration with other classmates in the areas of science, arithmetic, and social studies
8. discuss strategies for developing high levels of student engagement in academic tasks.
9. discuss techniques for assessing individual needs of students in academic areas.
10. plan intervention strategies for student's weaknesses.
11. explain several ways of presenting subject matter to deaf and hard-of-hearing learners at various levels.
12. develop materials to introduce and reinforce lesson objectives.  
design and construct a learning center to support a unit plan.
13. describe characteristics of effective teachers.
14. apply effective teaching strategies in unit design and development.
15. critique relevant journal articles.
16. use computer-based resources, and websites, in the development of each unit of instruction.

## **Course Texts:**

### **Required Texts:**

Muma, J., & Teller, H. (2003). *Proactive Deaf Education: Cognitive Socialization*. Hillsboro, OR: Butte Publications, Inc.

Wong, H.K., & Wong, R.T. (1998). *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.

A variety of relevant readings will be given as handouts and as reading assignments which will be retrieved by students.

### **Supplemental Readings:**

Brooks, G., & Brooks, M. (1993). *In search of understanding: the case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Fosnot, C. (Ed.). (1996). *Constructivism: Theory, perspectives, and practice*. New York: Teachers College Press.

Kafai, Y., & Resnick, M. (Eds.) (1996). *Constructionism in practice: Designing, thinking, and learning in a digital world*. Mahwah, NJ: Lawrence Erlbaum Associates

Kretschmer, R., (Ed.). (1985). *Learning to write and writing to learn*. Washington, DC: A.G. Bell.

Luetke-Stahlman, B. (1998). *Language across the curriculum when students are deaf and hard of hearing*. Hillsboro, OR: Butte Publications, Inc.

Luetke-Stahlman, B. & Luckner, J. (1991). *Effectively educating students with hearing impairments*. New York: Longman.

Marlowe, B., & Page, M. (1998). *Creating and sustaining the constructivist classroom*. Thousand Oaks, CA: Corwin Press, Inc.

Martin, D., (Ed.). (1985). *Cognition, education and deafness: Implications for research and instruction*. Washington, DC: Gallaudet University Press.

Moores, D., & Martin, D. (Eds.). (2006). *Deaf learners: Developments in curriculum and instruction*. Washington, DC: Gallaudet University Press.

Orlich, D., Harder, R., Callahan, R., & Gibson, H. (2001). *Teaching strategies: A guide to better instruction (6th edition)*. Boston, MA: Houghton Mifflin.

*Public Law 94-142: The education of all handicapped children act of 1975.*

*Public Law 101-336: Individuals with disabilities education act of 1990.*

Reagan, T. (1985). *The deaf as a linguistic minority: Educational considerations.* Harvard Educational Review, 55, 3, 265-277.

Sanders, D. M. (1988). *Teaching deaf children: Techniques and methods.* Boston: College Hill Press.

Stewart, D., & Kluwin, T. (2001). *Teaching deaf and hard-of-hearing students: Content, strategies, and curriculum.* Needham Heights, MA: Allyn & Bacon.

**Course Format:** This course will consist lectures on specific topics by the professor or guest lecturers, class discussions, group presentations, individual presentations, assessment and teaching activities.

### **Course Requirements**

#### **A. Academic Requirements:**

<b>Requirement</b>	<b>Points</b>
3 Unit Plans	300
Examination One	100
Daily critiques and quizzes	270
Final Examination	300
Total Points	970

#### **B. Administrative Requirements**

1. All students are expected to attend each class session on time, take examinations when they are scheduled, and submit work when it is due.
2. Late assignments will be penalized by 50% if submitted by the next class period. Assignments will not be accepted beyond the next class period. Critiques may be submitted via e-mail.
3. Make-up examinations will be given only under the most merited circumstances and may be oral or written or both oral and written.

4. If one daily quiz is missed, the next quiz will count double. If additional quizzes are missed the grade of "0" will be given.

### C. Class Attendance

Regular attendance is essential for achievement in this course. Attendance and regular work in all components of this course is required and expected. Students are expected to attend all classes; however, two absences will be allowed. Each absence beyond two will result in a 2.5-percentage reduction from the overall final grade. Each tardiness will result in a 1.25-percentage reduction from your overall final grade. Example: If a student, with an overall average of 90% at the end of the semester, misses class three times ( $3 \times 2.5 = 7.5$  points) [beyond the allowed number of absences] and arrives late in class four times ( $1.25 \times 4 = 5$  points), this student will get a "C" for the course as a result of the following mathematics:  $90 - (7.5 + 5) = 77.5\%$  "C."

### Topical Sequence:

The IEP and other legal requirements

Designing an instructional unit and writing lesson plans for D/HH students applying constructivist principles

Teaching science

Teaching social studies

Teaching math

Research and assessment

### Evaluation of Students:

Students will be evaluated according to their performance on the academic requirements. Points for each requirement are listed under Academic Requirements.

### Grading:

91 - 100%	(882 points)	=	A
82 - 90	(964 points)	=	B
73 - 81	(780 points)	=	C
64 - 72	(620 points)	=	D
Below 64	(<620 points)	=	F

Academic Honesty When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the dean of students.

In addition to being in violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion.

(Taken from *Student Handbook*)

Plagiarism Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism.

Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.

Plagiarism is committed in a number of ways:

1. Reproducing another author's writing as if it were one's own.
2. Paraphrasing another author's work without citing the original.
3. Borrowing from another author's ideas, even though those ideas are reworded, without giving credit.
4. Copying another author's organization without giving credit.

(Taken from *Student Handbook*)

## ADA STATEMENT

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi  
Office for Disability Accommodations  
118 College Drive # 8586  
Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024 or (228) 214-3232    Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay*

Service at 1-800-582-2233 (TTY) or email Suzy Hebert at [Suzanne.Hebert@usm.edu](mailto:Suzanne.Hebert@usm.edu).

## TENTATIVE CALENDAR\*

SHS 422

Fall, 2007

- AUG 22 Classes begin. Overview of course work and assignments.  
Discussion--The laws driving special education services
- 27 The laws driving special education - PL 94-142, PL 101-476, PL 99-457, ADA , The IEP
- 29 The IEP and IFSP
- SPT 3 LABOR DAY HOLIDAY
- 5 IEP's for Deaf Children  
Designing Units of Instruction & Lesson Plans, constructivist considerations
- 10 Designing Units of Instruction & Lesson Plans, constructivist considerations GUEST SPEAKER – IEPs for deaf students
- 12 Designing Units of Instruction & Lesson Plans, constructivist considerations
- 17 Designing Units of Instruction & Lesson Plans, constructivist considerations
- 19 EXAM: The Law, Unit & Lesson Planning, constructivist considerations
- 24 The Science Unit and the Student Scientist
- 26 The Science Unit and the Student Scientist
- OCT 1 Teaching a Science Lesson
- 3 Presentation of Science Units to Class
- 8 Teaching Social Studies
- 10 Teaching Social Studies
- 15 Teaching Social Studies
- 17 Teaching Social Studies
- 22 Teaching Social Studies
- 24 Presentation of Social Studies Lesson to class
- 29 Teaching Mathematics
- 31 Teaching Mathematics
- NOV 5 Observation – Saxon Math
- 7 Teaching Mathematics
- 12 Teaching Mathematics
- 14 Presentation of Math Units to Class
- 19 Conducting Classroom Research
- 21 HOLIDAY -- Thanksgiving
- 26 Understanding and conducting Classroom Research
- 28 Understanding and conducting Classroom Research
- DEC 3 Understanding and conducting Classroom Research
- 5 Professional Organizations, Conferences, Resources  
Review for final examination
- 7 (FRIDAY) FINAL EXAMINATION 11:00 a.m. - 1:30 p.m.

\*TENTATIVE CALENDAR does not include the due dates of journal article critiques, chapter critiques, or dates of quizzes. These activities will be designated on a weekly basis.