



EDSP 553
DHH: Providing Support to Families (2 units) DL

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Course Description

This course is designed to increase special education majors' knowledge about how to work with families who have a child with special needs, with emphasis on families who have a child with a hearing loss. This course will include readings, class discussions, lectures, demonstrations, role plays, videos; a case study of a selected family; observation in parent support groups; parent guest speakers; students' written reflections about families' experiences; an understanding of the role of the teacher in perceiving and understanding these issues, working collaboratively with families, and issues relating to diversity.

Fieldwork: Students will conduct a **feelings-focused interview** of parents/guardians or a single parent of an older child who is deaf or hard of hearing. The culminating event will be a **written project** focusing on the parents' perspectives of their experiences and daily life with their deaf or hard of hearing child. The project will be based on a feelings-focused interview and on an eight hour visit with the family at their home, during which the student engages with their selected family as a participant/observer in this family's daily life.

Fieldwork Documentation and Validation: Evidence of completion of the required 20-hour field experience must be written-up on the official USD Special Education Field Placement Report Form. A copy of the Field Placement Report Form for every special education course requiring a field-based component must be in a candidate's portfolio before final recommendation for a Level I Education Specialist Professional certification will be completed by the Program Advisor. Candidates must complete the Methods Course Reflective Field Experience Report Form for each special education methods course completed. This form can be found in the Field Experience Section of the Special Education Candidate Handbook.

Course Purpose

Initial Program: Meets part of CTC Level I - Education Specialist Standards for Mild/Moderate, Moderate/Severe and Early Childhood USD teacher certification in special education and CEC Common Core Standard 9 Assessment.

APA Statement: In order to identify with and begin to understand parents' feelings of loss and grief in having a child with special needs, as well as other feeling states parents experience, students will be asked in some of their reflections papers to write about a variety of their own experiences, such as an experience of a dream lost or a dream deferred, an experience when they were listened to with empathy and when they did not receive this empathy and how each of these experiences made them feel, parental feeling states that are challenging for them when listening to parents, feelings that parental anger directed toward professionals evokes in them as teachers, ways that specific grieving states have served a positive function in some aspect of their life, and how their culture of origin and family values shape their views and expectations of the parents and families with whom they will be working. Students may determine the level of disclosure they wish to share in these papers, and are **not** required to share deeply personal information. **With certain exceptions, which will be discussed at the first class session,** these reflections are confidential between the student and the instructor, and will not be shared with others without the student's permission. If students have any concerns about this part of the curriculum at any time during the semester, they are requested to speak to their instructor for this course.

Course Objectives – Aligned with Candidate Unit & Program Outcomes'

The SOE Unit: The three School of Education Unit Candidate Outcomes (ACE) provide the framework under which course objectives, course requirements and the standards linked Centerpiece Artifacts are organized and evaluated as part of the Unit Assessment System. In their Reflective Professional Portfolio, candidates begin to practice the construction of their own assessment system within the role of being a life long professional learner. Artifacts are chosen, described and displayed in the portfolio as performance based evaluate evidence aligned with the National Council for Accreditation of Teacher Education (NCATE): Standard 1 Candidate Knowledge (K), Skills (S), and Dispositions (D) demonstrated throughout course and field experience.

The Special Education Program: The Unit Candidate Outcomes (ACE) provide the frame upon which course objectives are aligned with the Council for Exceptional Children Knowledge & Skill Base for All Beginning Special Education Teachers: Common Core & Individualized General Curriculum Content Standards (CEC). Course objectives also align with the Interstate New Teacher & Assessment Consortium principles (INTASC) and the California Commission Teacher Credentialing: Education Specialist Standards (CCTC).

The Professional Reflective Portfolio (PRF): The portfolio provides a vehicle through which candidates use critical inquiry and self-assessment to develop their skills as life long learners in their chosen profession. The PRF contains all the required Centerpiece artifacts that collectively illustrate the candidate's body of work that illustrate his or her performance-based competency. These Centerpieces provide the evidence upon which faculty use the Educational Specialist Reflective Professional Portfolio Assessment Rubric to make program recommendations. Recommendations are required prior to enrollment in practicum, applying for a credential, and/or applying for conferment of a degree. The material in the PRF is organized around the three Unit Candidate Outcomes (ACE). Under each portion of ACE, the candidate links the ten CEC Standards based Centerpieces with the California State Teacher Performance Expectations Standards (CSTPs).

Upon completion of this course, candidates will be able to demonstrate competencies in the areas listed here.

Outcome I: Academic Excellence & Critical Inquiry and Reflection

Demonstrate knowledge of how to represent content accurately and competently by effectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

- Candidates will demonstrate their understanding of research methods by conducting an interview with a family of a child who is deaf and hard of hearing, in order to further their understanding of families with children who have special needs. (CEC 2) (S) (INTASC 2) (CCTC D/HH 23) (CSTP B)
- Candidates will apply assigned readings and theoretical perspectives to reflections on daily interactions with parents and families by writing and/or verbally sharing Reflective Responses to Questions about the Readings (RRQR's) to gain understanding of feelings of parents from diverse backgrounds. (CEC 3) (K) (INTASC 3) (CCTC D/HH 12, 13) (CSTP A)
- Candidate will demonstrate the assimilation of concepts learned in the course and the candidate's continuing professional growth by writing reflections about and reactions to observation experiences in parent support groups and with parent mentors, exploring the candidate's feelings regarding working with families, and about issues in working with families that are particularly challenging to the candidate (Reflective Reactions Responses, or RRR's). (CEC 3) (K) (INTASC 3) (CCTC D/HH 12, 13) (CSTP A)

Outcome II: Community & Service

Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements.

- Candidates will demonstrate their understanding of the parenting experiences in families of children who are deaf and hard of hearing. (Level I Standards: 10, 16, 22) (CEC 6) (K, S) (INTASC 4) (CCTC M/M 13) (CSTP D)
- Candidates will develop awareness of parent-child and parent-teacher relationships and their effects on all phases of learning. (Level I Standards: 10, 11, 16, 22, 28, and 29)
- Candidates will demonstrate skills in listening effectively and empathizing with parents of children with special needs, and will participate effectively and collaboratively as members of parent-professional teams. (Level I Standards 10, 16, 28, 29)

Outcome III: Ethics, Values and Diversity

Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

- Candidates will demonstrate their knowledge of the impact that culture and other diversities have on the families and the education of children who are deaf and hard of hearing through their respectful reflections and interactions with families and children from diverse backgrounds, **and families with multiply challenged children, including those with autism spectrum disorders.** (CEC 3, 4, 6) (K, S) (INTASC 3, 4, 6) (CCTC D/HH 12, 13, 23, 28) (CSTP A, D, F)
- Candidates will demonstrate knowledge of and adherence to the highest standards of professional and ethical conduct in the field of education. (CEC 3, 4, 6) (K, S) (INTASC 3, 4, 6) (CCTC D/HH 12, 13, 23, 28) (CSTP A, D, F)

*A descriptive explanation of the use of standards and candidate assessment is provided in the Education Specialist Undergraduate and Graduate Candidate Handbook.

Internet Course Supports

USD Internet/E-Mail Access Account

By the second class, each candidate must have a USD Internet Access Account. This account is free and the only way you can access the WebCT assignments for this course. Class notes, updates, supplements, and group activities will appear on WebCT. Additional information about this course and assignments will be posted regularly on the EDSP 553 WebCT site. Candidates are responsible for checking the course site regularly for postings and projects. The easiest way to get to a WebCT course is (<http://unet.sandiegog.edu/>). This is the USD Portal entrance for all students.

Course Topics

The following are a list of the potential course topics based on the CCTC requirements for a Level I Education Specialist Credential being met by this course. In addition to state and professional standards, the topics in this course will reflect changes in federal and state regulations and recent research published in the field.

- Unique needs of families of children who are deaf and hard of hearing
 - Interview techniques that are effective with families of children from diverse cultures who have children with special needs
 - Theoretical perspectives and reflections on daily interactions with families of children who are deaf and hard of hearing
 - On-going personal and professional development in skills relating to interacting effectively with parents of children who are deaf and hard of hearing
 - How to build supportive and collaborative networks with professional peers and parents
 - Development of a personal understanding of the point of view of a parent of a child who is deaf and hard or hearing
 - Development of awareness of parent-child and parent-teacher relationships and their effects on child learning
 - Development of teacher candidate's skills in effective listening, empathy, and collaboration
 - Awareness of Deaf culture, diverse cultures, and autism spectrum disorders
 - Awareness of a code of ethics for educational settings educational
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Tasks, Dates, Grade Weight: You will be given specific information about your tasks and the value of each task towards your overall grade for this course. Specifically identified tasks in this and other credential coursework that informs your overall development as an educator will be evaluated on rubric based performance indicators. Your advisor will keep you abreast to this requirement.

Course requirements are built around the professional standards of the Council for Exceptional Children Common Core and Individualized General Curriculum Standards and the California Commission on Teacher Credentialing Standards. In addition requirements meet the Learning & Teaching and School of Education overarching program themes and standards. As a degree-grounded course, the requirements also emulate the University of San Diego scholarly expectations for students. The requirements provide an opportunity for candidates to demonstrate ongoing growth towards becoming a credentialed teacher, and provide opportunity for degree candidates to demonstrate their scholarly development.

Grade assignment is based on the quality of the demonstrated performance by each individual in relationship to the stated course requirements.

In addition to course-based performance evaluation by the course instructor, the **Centerpiece** identified in this course is one of the performance-based products that will be included in your **Reflective Professional Portfolio**. A rubric-based assessment developed around the special education program professional standards will be used by program faculty to evaluate your **Centerpiece** artifact at the culmination of your program of study. At *evaluation stages* throughout a program of study your **Reflective Professional Portfolio** is reviewed as part of the process to make recommendation decisions for the next step in your teacher preparation process. This process is described in your *Special Education Candidate Handbook* and will be further described in class.

Readings

Students are responsible for all the readings as assigned on the Class Assignment Sheet. Students are expected to fully participate in class discussion of reading materials.

Attendance and Class Participation

A significant amount of content will be covered in this course; therefore, regular attendance, active and positive participation throughout all sessions is expected and required. Grades will be negatively impacted by poor participation and/or unexcused absences.

Centerpiece Artifact: Family Visit and Interview

Family Visit and Interview

A family project will provide competencies related to: a) identifying abilities, b) identifying needs, c) collaborative problem-solving, d) communication skill building. Candidates will discuss each family project in class.

Class Assignments: EDSP 553

1. After each Tuesday night support group (i.e. every other week), students will write a 1-2 page **Reflective Reaction Response (RRR)**, discussing their reactions to **support group**— things that were especially interesting, significant, or insightful to them-- about support group, about their feelings about working with families and children, about their own professional growth, about issues that are particularly challenging to them, etc. It is important to **include how you would apply what you have learned to your teaching**. You may type these reflections, write them in a journal, or write on notebook paper, as long as you **use 8 1/2 x 11 inch paper**. Please express your ideas in ways that are comfortable for you. The goal is for you to write thoughtful insights about how you relate your educational and observation experiences to your present knowledge and understanding, and about ways that you are assimilating important and helpful concepts. It will be useful for you to save these RRR's to see how you have grown in your understanding throughout the semester, because the goal is for increased understanding of the parents' perspective. **Because whatever is shared with parents in support group and with your mentor parent is confidential, you may not include any RRR's related to any support groups or your meetings with mentor parents in your Reflective Personal Portfolio.** If you are not sure about this restriction on your RRR's, please discuss this with the instructor. With certain exceptions, which will be discussed at the first class session, your RRR's are confidential between you and the instructor, and will not be shared with others without your permission. Although you are **not** required to disclose information from your personal RRR, we will discuss reactions to support group in class.
2. Students will write and/or discuss weekly **Reflective Responses to Questions** posed by the instructor about the **Readings** assigned for that week. These will be referred to in the homework section of the syllabus as **RRQR's**. The goal is for you to respond reflectively to the questions, and to integrate the readings into your professional and personal growth.
3. **Midterm**—There will be an in-class discussion of *The Spirit Catches You and You Fall Down*, with each class member responsible to discuss a specific question, which will be assigned before the mid-term. Midterm is schedule for Tuesday, October 14.
4. Students will complete a **Family Project**, which includes a feeling-focused interview with the parents of the family to whom you have been assigned, as part of a one-day, eight-hour visit with the family. This assignment will be explained in detail the second week of class. **In writing and discussing this project, you will be using fictitious names or initials, rather than the real names of the family members, and you will protect details about the family and about the location where they live.** We will discuss each project in class on December 1st. The written project is also due November 25th.
5. **Final Exam**--A small-group, participatory, practicum final exam, which will also include some individual written reflections and self-evaluation, will be scheduled for our FINAL EXAM DATE (Dec. 16, 2008). We will prepare for this in class, and the goal is for students to demonstrate synthesis of their growth and learning during semester, through discussion, role-plays, and the analysis of vignettes, in a non-threatening, supportive group environment. It is absolutely essential that you be in class for the final exam, as your classmates are depending on your participation to help synthesize their semester's learning.

Assessment Plan/Grading Criteria/Rubric
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All performance in this class will be evaluated against a grading rubric to be located in TaskStream. Each rubric will be based upon professional standards and the outcomes related to specific standards. The weight of each assignment will vary by the degree of performance required and the quantity and quality of material expected for each project. Your **Centerpiece Artifact** will be part of the course grade and also reviewed by the special education faculty as part of your **Reflective Professional Portfolio**.

Breakdown of Assignments Earning Points Toward Final Grade

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| 1. | Reflective Reactions Responses (RRRs) | 15% |
| | a. On time and complete | |
| | b. Evidence of respect for families you have observed during support group sessions | |
| | c. Evidence of careful observation, thoughtful reflection, and integration of experiences | |
| | d. Evidence of ways that you will apply your reflections in your teaching | |
| 2. | Reflective Responses to Questions about Readings (RRQR's) | 15% |
| | a. Evidence of thorough reading | |
| | b. Evidence of integration of reading with observations, thoughtful reflections, and professional growth | |
| | c. Evidence of ways that you will apply your knowledge from the readings to your teaching in the future | |
| | d. Adequately prepared to participate in class discussion | |
| 3. | Discussion Question: <i>The Spirit Catches You and You Fall Down</i> | 15% |
| | a. Evidence of careful reading and thoughtful responses to the specific question you have chosen to answer | |
| | b. Evidence of having read and integrated <i>The Spirit Catches You and You Fall Down</i> with class discussions, observations and experiences with families with a deaf and hard of hearing child | |
| | c. Evidence demonstrating how you will apply what you have learned from reading this book to your future teaching experiences | |
| 4. | Cross Cultural Competence Oral Report: | 20% |
| | a. Evidence of careful reading of your chapter | |
| | b. Evidence of respect for and attempts to understand in a non-judgmental way, the culture on which you are reporting | |
| | c. Well organized oral sharing with class members | |
| | d. Thoughtful responses to class members' questions | |
| 5. | Family Project | 25% |
| | Will be explained in detail in a separate document | |
| 6. | Final Exam Small-group, participatory, practicum. | 10% |
| | Demonstrate synthesis of growth and learning through | |
| | • Discussion | |
| | • Role-play | |
| | • Analysis of vignettes | |
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Grading

Target Grades: 7, 8, 9: A= 8,9 A- =7	Unacceptable Grades: 1,2,3
Acceptable Grades: 4,5,6: B= 5,6 B- =4	Incomplete Grade: 0

Note: A grade of B or above must be achieved for coursework to count towards a credential or professional development degree.

Topical Outline

As the themes emerge for this course, the details of each module will be further expanded on WebCT. Candidates are responsible for checking for course information and assignment requirements.

On the following pages is a list of the course topics based on the CCTC requirements for a Level I Education Specialist Credential being met by this course. In addition to state and professional standards, the topics in this course will reflect changes in federal and state regulations and recent research published in the field. For specific topics, assignments and topic dates - see the Calendar section on the course WebCT site.

Bibliography (extended bibliographic resources listed on WebCT; hard copies will be provided to students)

Textbooks/Readings

Hanson, M.J. and Lynch, E.W. (2004). *Understanding Families: Approaches to Diversity, Disability, and Risk*. Baltimore: Paul H. Brookes.

Swiller, Joshua (2007). *The Unheard: A Memoir of Deafness and Africa*. New York: Henry Holt and Company, LLC

Fadiman, Anne (1998) *The Spirit Catches You and You Fall Down*. New York: Farrar, Straus, and Giroux. ISBN 0-304-525641

Miller, Nancy B. (1995). *Nobody's Perfect*. Baltimore: Paul H. Brooks Publishing.
ISBN 1-55766-143-X

Selected journal articles and other materials are given out most weeks in class.

USD Policy Statements

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a *serious violation*, or, if unintentional, an *infraction* (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee *only* when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred *and* the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Grade of Incomplete

The grade of "Incomplete" ("I") may be recorded to indicate that the requirements of a course have been substantially completed, but, for a legitimate reason, a small fraction of the work remains to be completed; and that the record of the student in the course justifies the expectation that he or she will complete the work and obtain a passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of the work and to request an "Incomplete" grade prior to the posting of final grades. The instructor should discuss with the student the conditions and deadline for completion, whenever possible, and should document the conditions and deadline using the Petition for Grade of Incomplete. The "Incomplete" grade is not counted in the computation of the grade point average, nor is credit earned for the semester/session for which the grade was authorized.

Students who receive a grade of "Incomplete" must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise, the "I" grade will be counted as an "F". (Students who receive a grade of "Incomplete" in the spring semester need to complete their work by the tenth week of the fall semester.) A faculty member assigning a grade of "Incomplete" will complete a Petition for Grade of Incomplete, indicating the reason for the "Incomplete", and attach a copy of the form to the grade roster when turning in grades. A copy of this form will be placed in the student's file. Disqualification or Scholastic Probation may be the result if the work is not finished within the posted deadlines and the "Incomplete" turns into an "F."

Students receiving financial aid should be aware that taking an "Incomplete" grade may affect their eligibility for financial aid by their failure to earn the appropriate amount of credit within a year. When the work is completed, a Removal of Incomplete or Change of Grade form will be completed by the instructor and signed by the Assistant Dean. One copy is then placed in the student's file and the original is sent to the Registrar.

Student Dismissal

Students may be dismissed from the Graduate Programs in the School of Leadership and Education Sciences for the following reasons:

1. Violations of academic integrity.
2. Failure to maintain established grade point average of 3.0 for all coursework.
3. Failure to make satisfactory academic progress toward their degree.
4. Failure to complete time limits for degree.
5. Failure to make satisfactory progress in the development of academic and practitioner skills.
6. Violations of Ethics Code(s) as established by applicable field of study and program area.
7. Violations of USD policies and the Student Code of Rights and Responsibilities, including academic dishonesty and plagiarism, as listed in the Student Handbook which is published online at <http://www.sandiego.edu/archways>.
8. Failure to maintain cooperative relationships with other students and/or faculty or failure to maintain satisfactory delivery of services to clients during fieldwork, including, but not limited to: internships, student teaching, practicum or service learning.

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

A complete listing of USD academic policies may be found at:

http://www.sandiego.edu/soles/documents/2009-2010LT_Handbook.pdf
