



EDSP 556
DHH: Language in Early Childhood (3 units) Onsite

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 Wednesday, 1:30-5:00
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Course Description

This course is designed to develop an understanding of the nature of language and how it develops in typically developing children and children with a hearing loss, ages birth to five years, **including children from culturally diverse backgrounds**. The more the hearing professional understands about how language develops in children with and without challenges, the more informed their judgments about language programming for children with hearing loss will be.

This course will begin with the nature of language, what we understand about it, how the theoretical perspectives about language acquisition has changed over the years, how these changes have influenced research and language programs for children who are deaf or hard of hearing. With this foundation, the course will explore: a) theories that address the development of language in typical children, b) the descriptive data that outlines language processes and growth in very young children, and c) how young children who are deaf or hard of hearing, **including children from culturally diverse backgrounds**, can acquire language in a developmental manner.

Course Purpose

This course will meet the CCTC Level I – Education Specialist Standards for Deaf and Hard of Hearing (see Matrix) and standards established by CEC/CED for Preparing Teachers Who are Deaf or Hard of Hearing.

Course Objectives/Candidate 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 affectively 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.

- Students will demonstrate knowledge of the various theories regarding language development, and the functional and structural components of language in the typically developing child. (CCTC Standard 19, 20, 24, 26); (CED Standards 1.2 and 1.3.) (K,S) (INTASC 1, 4, 5) (CEC 1, 4, 5) (CSTP C, D)
- Students will demonstrate and apply knowledge of the characteristics of parent/caregiver interactions in natural settings and the implications for language development and phonological and morphological structure of English for infants and toddlers with hearing loss from diverse backgrounds. (CCTC Standard 12, 19, 20, 23, 24, 26) (CED Standard 1.2) (K, S) (INTASC 1, 2, 3, 4, 5) (CEC 1, 2, 3, 4, 5) (CSTP A, B, C, D)
- Students will demonstrate their understanding of the impact of hearing loss on language development for very young children from diverse backgrounds and how this impacts planning and instruction in programs, birth to age five. (CCTC Standard

12, 15, 19, 20, 23); (CED Standard 1.2); (K, S) (INTASC 1, 3, 4, 5, 7) (CEC 1, 3, 4, 5, 7) (CSTP A, B, C, D)

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.

- **Students apply their understanding of typical language development and phonological and morphological structure of English, and how to incorporate strategies that support English Language Learners to the informal language assessment and writing goals for IFSP's for young children with hearing loss** (CCTC Standard 10, 11, 19, 20, 23, 24, 25); (CED Standard 1.2); (K, S) (INTASC 1, 4, 7, 8, 10) (CEC 1, 4, 7, 8, 10) (CSTP C, D, E, F)
- Students will reflect on the role of Universal Newborn Hearing Screenings and its impact on language acquisition for infants, toddlers and their **families from diverse backgrounds**. (CCTC Standards 11, 12, 20, 22, 23, 24, 29) (K) (INTASC 1, 2, 3, 4, 7, 9) (CEC 1, 2, 3, 4, 7, 9) (CSTP A, B, C, D, F)

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.**

- Students will integrate knowledge about the typical and atypical stages/processes of language development from birth through five **in diverse populations, with particular attention to families from non-English speaking homes.** (CCTC Standard 12, 19, 20) (CED Standard 1.3) (K, S, D) (INTASC 1, 2, 3, 6, 9) (CEC 1, 2, 3, 6, 9) (CSTP A, B, C, F)
- Students will demonstrate knowledge of the major theories of language development and the implications of these theories for teaching deaf and hard of hearing children **from diverse backgrounds** in coursework. (CCTC Standard 12, 17) (CED Standard 1.2; 1.3) (K, S, D) (INTASC 3, 7) (CEC 3, 7) (CSTP A, D)

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

Textbooks/Readings/Bibliography

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TEXT: Clark, M. (2007). A practical guide to quality interaction with children who have a hearing loss. San Deigo: Plural Publishing.

Cole, E.B. (1992). *Listening and talking: A guide to promoting spoken language in young hearing-impaired children*. Washington, DC: Alexander Graham Bell Association for the Deaf.

TEXT: Cole, E. B., & Flexer, C. (2007). Children with hearing loss: Developing listening and talking. San Diego: Plural Publishing.

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Holden-Pitt, L. (1997). A look at residential school placement patterns for students from deaf and hearing parented families: A ten-year perspective. *American Annals of the Deaf*, 142(2), 108-114.

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www.jtc.org/lang_assessments/directory.htm

<http://childes.psy.cmu.edu>

www.vocaldevelopment.com

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Asian/Pacific Islander

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Websites

NATIONAL ORGANIZATIONS

Deaf Latinos

Deaf Aztlan
P.O. Box 14431
San Francisco, CA 94114
aztlan@deafvision.net
<http://www.deafvision.net/aztlan/>

Native American Intertribal Deaf Council

Howard Busby, General Chairman
Fowler Hall, Room 118
Gallaudet University
800 Florida Ave. N.E
Washington, DC 20002
Telephone: 202-651-5515 (TTY/Voice)
Howard.Busby@gallaudet.edu
<http://www.deafnative.com/>

National Asian Deaf Congress

National Organizations
NADC Treasurer
P. O. Box 78
Dekalb, IL 60115
nadcusa@aol.com
<http://www.nadc-usa.org/>

Internet Course Supports

Information, sources and electronic documents will be made available to students as needed for this class. Access to the Internet is required and provided on the JTC campus.

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. Also check your student manual and program information posted on the school web site.

Course Requirements

Topics

Assigned readings are for the following week.

1. September 2

Course Introduction/Definitions

Students will receive an overview from a variety of sources on the current and historical issues surrounding language development for children who are deaf or hard of hearing, ***including children from culturally diverse backgrounds***. Students will view current data on the state of language learning in children who are deaf and hard of hearing, ***including children from culturally diverse backgrounds***, in today's school programs. The impact of Universal Newborn Hearing Screenings and traditional views of the education of the deaf will be discussed. Students will reflect on own language development, usage, and effectiveness. Students will identify the differences between the study of speech development and language development in infants, toddlers, and young children. **Students will locate a general English grammar screening test on line and complete it and turn the results into the instructor.**

**Assignments: Cole intro & chap 1
Questions on Z drive
Jung and Short article**

2. September 10

(one time switch of days to Thursday)

**Crossword puzzle of
language terms**

Turn in grammar screening

Linguistic (functional and structural) components

Two videos will be shown with follow up discussion, *Out of the Mouth of Babes* and a longitudinal tape of a child's language development.

Working in teams. students will create crossword puzzles of terms used in language development. Puzzles will be shared with class.

Students will discuss the readings, language terms, overview of language development as expressed in Gleason quote from p. ix of 7th edition book. Students will consider the basic organizational components of language, the **phonological and morphological structures of verbal language, specifically English.** The class discussion will highlight how language is constructed within the context of discourse. Structural components, form, grammar as well as semantics and phonology will be addressed. Students will gain an understanding of the terminology, vocabulary and concepts used by linguists in the study of language.

Assign readings: Gleason, Chap 1
Questions on Z drive
Kretschmers' 1999 Com & Lang
Questions on Z drive

3. September 16

Pre-requisites for language development, parent roles, language acquisition

Review Kretschmer reading and questions. And Gleason reading and questions. Review terms and discuss what students have observed in demo home. Students will view video tapes of young children who are deaf and hard of hearing, **including children from culturally diverse backgrounds,** and discuss language development observed in child as well as techniques and strategies used by parents, Demo Home teachers, and preschool teachers. Informal assessments of adults' roles in language development will be critiqued in class.

Assign readings: Gleason Ch 7
Questions on Z drive
Schirmer Ch 1 p 4-31
Reading and questions on Z drive

4. September 23

Theories of Language Development

Students will co-construct a chart of the theoretical models or explanations for the onset and course of language development in infants, toddlers and young children, **including children from culturally diverse backgrounds.** **Students will compare and contrast the various theories presented and explore how various researchers arrived at their notions of language and an understanding of the philosophy, design, goals and characteristics of organizations that plan to meet the needs of English Language Learners.** Particular attention is centered on the historical relevance of these models to the teaching of language to deaf and hard of hearing children through the years. Students will recall observations of Demo Home sessions to record specific language.

Assigned readings: Morag Clark, Intro
And Ch 1 & 3
Questions on Z drive
Cole Ch 2 (p 15-39)
Questions on Z drive
Cole & Flexer p 238-240

5. September 30

Hearing as a base for Language Learning
Infant/Caregiver Interactions

Collaborative work in class on

parent–infant curricula

Cole or Rossi checklist

Students will examine the impact of various levels of hearing loss on the development of spoken language in the developing young child, **including children from culturally diverse backgrounds.** Students will collaboratively examine the various perspectives in US educational programs today related to the perception of language for children with hearing losses. Implications for instruction will be explored. Audiological and acoustic considerations will be provided for spoken language via implants and hearing aids are presented for consideration and reflection. Students will report on observations of Demo Home sessions, preschool classes, and SLT sessions and note language development processes at work.

Students will demonstrate the ability to analyze parent-child interactions from the point of view of communication-promoting behaviors on Cole’s Checklist of the Learn to Talk Around the Clock Checklist by Karen Rossi. Students will gain an understanding of the role of an infant’s early vocalizations in language development, how caregivers traditionally respond to these prelinguistic behaviors, and how hearing loss can impact this process. Formal, commercially produced Parent-Infant Curricula, designed to be used with Early Intervention Specialists who work with children who are deaf or hard of hearing, will be examined. Students will assess these curricula in light of what is known about language development, **including language development for children from culturally diverse backgrounds.**

Assigned readings: Gleason chap 2
Questions on Z drive
Morag Clark Ch 5
Questions on Z drive

6. October 7

First words: Receptive and Expressive Language

Informal Assessments-
Evidence Gaining Assignment

Students will view PPT on “First Words”. Students will gain and demonstrate **knowledge of the concept of linguistic development, first and second language acquisition and how very young children demonstrate comprehension of first words and phrases.** Students will discuss the relationship between cognitive and language development and theory of mind. With the child’s growing cognitive and social maturity, the students will observe very young children with hearing losses, **including children from culturally diverse backgrounds,** in parent-infant programs and gain evidence of understanding, using the techniques demonstrated to them. They will present this to the class for analysis.

Assigned readings: Gleason Ch. 4
Questions on Z drive
Gleason chapter 5 (p. 140-163)
Questions on Z drive

7. October 14

Early Syntax and Semantic Relations
Putting words together

**Discuss Language Samples
Informal Assessments:
MLU
TAGS / TASL
CASLLS**

Students will review readings. Students will discuss the rapid development of two, three, and multi-word utterances which very young children, **including children from culturally diverse backgrounds**, typically produce. They will demonstrate an understanding of the methods used to assess a young child's syntactic complexity using Mean Length of Utterance (MLU) and Language Sampling. Students will analyze samples of the language of young children with hearing losses who are beginning to use sentences in interactions with adults and other children. Using commonly used Language Sampling designs (Teacher Assessment of Grammatical Structures; Teacher Assessment of Spoken Language; Communication, Audition and Spoken Language), students will show that they are able to collect, analyze and choose appropriate goals and objectives for language development in very young children from an evaluation of a videotape of a child with a hearing loss. **They will demonstrate knowledge of role home and community play in literacy development.**

**Assigned readings: Cole and Flexer
p. 187-218
Questions on the Z drive
Ling Foundations Book Ch 6
Questions p. 415-416**

8. October 21

Midterm Exam

**Turn in Language samples and analysis
from videos**

In class, students will view and discuss a videotape of a structured language lesson which includes a professional, a parents and a child who is deaf or hard of hearing. Particular attention will be focused on the strategies used by the professional to coach and guide the parent, on the goals for the child's language development both receptive and expressive, behavior management, and follow-up suggestions. Students will create a "reverse lesson plan" of the structured language lesson to share with the class.

**Assigned readings: Cole & Flexer Ch 9
Questionson Z drive**

9. October 28

Promoting Receptive and Expressive Language

Students will observe and report on special day class activities and instruction provided for children with hearing losses, **and culturally diverse backgrounds**, using both spoken language and signed languages. Typical preschool activities, both structured, teacher-led experiences, and child-led play experiences will be examined for their potential as language building events and **opportunities to use materials that responsive to the child's first language.** Students will evaluate the potential for promoting expressive language with in the context of routine preschool activities. Students will report to the class on their observations of how language-learning experiences were provided to children in a variety of environments.

**Assigned readings: Pragmatic Skills Checklist
Cole, Ch. 6 (132-150)
Gleason p. 22-24 & Chap 6
Questions on the Z drive**

10. November 4

Developing Language in Conversational Contexts

The growth of conversation skills in children and its importance for the language learner are discussed. Students will demonstrate an understanding of the role of extended dialogues as well as the non-verbal and verbal aspects to a successful conversation between different dyads and groups. Informal pragmatic checklists will be used by the students in an appraisal of conversations, with special attention to the social interaction difficulties experienced by children and adults with hearing losses. **Students will demonstrate knowledge of the children's backgrounds, experiences, and family structures in planning and supporting linguistic growth.** Goals and objectives will be chosen, along with ideas for activities, will be presented by the students to their fellow learners.

**Assigned readings: Flexer, 227-243
Estabrooks (305-312)**

November 11 Veterans' Day Holiday

11. November 18

Formal Language Assessment

Students will view videotape of JTC staff using assessments with children. The most commonly used language assessments for young children will be presented and critiqued by the students. Each student will examine one assessment and present it to the class on **November 25**, with a detailed explanation as to its construction, reliability, validity, and design. The student will demonstrate how it is to be used, what data can be gained, how progress is measured, who it is normed on, what goals and objectives can be gleaned from it and whether they would recommend it. **Students will demonstrate understanding of the appropriateness of the assessment for the child who may be an English Language Learner.** Students will distribute a handout with all relevant information on the assessment for one another.

**Assigned readings: Research in diverse
populations and language development
Formal assessment manuals**

12. November 25

Individual Differences and Diverse Backgrounds

**Formal Language Assessment
presented to class.**

Students will present critiques of several formal language assessment tools commonly used with young children who are deaf and hard of hearing.

Students will research various cultural and ethnic backgrounds to learn more about how this societal group views hearing loss and language development. Students will ask relevant questions to learn how language acquisition and hearing loss may be different in different diverse backgrounds. This information will be gathered and presented on a chart. Students will demonstrate knowledge of the following ELL teaching strategies through an oral presentation and discussion in class:

- **TPR (Total Physical Response)**

- **Comprehensible Input (Krashen)**
- **Language Experience Stories**
- **Conversational Approach**
- **Embedded, Contextualized Learning**
- **Teaching Language Through Content**

Assigned readings: Robertson, chapter
 Questions on Z drive
 Nicholas and Geers (2007)
 Questions on Z drive

13. December 2

Pre-reading and Early Literacy

**View videos; respond to
 discussion questions
 Experience Book
 Experience Chart**

Language is the basis for all literacy. In a PowerPoint presentation, students will be presented with and discuss the creation and uses of experience books. In order for children with a hearing loss to develop the ability to read the English language commensurate with their hearing peers, the ability to understand and use the English language has been shown to be a prerequisite. Very young children who are developing a language system ought to be exposed to written language as part of their earliest experiences. Reading and books, appropriate to a child's developmental level **and reflecting cultural diversity**, are important steps in learning about how language is used. Students will explore the reasons for the historically low level of literacy among the deaf and hard of hearing population. Students will begin creating experience books in class and present books to class on December 9.

**Assigned readings: research articles
 focusing on EDHI, NHS, EI, CIs with
 youngest population of DHH children**

14. December 9

Impact of the CI and NHS on
 Deaf and Hard of Hearing Children:
 Language Outcomes

**Personal Philosophy of
 Language Development
 Paper Due
 Experience books due**

Presentation of Experience Books to class.

The cochlear implant and newborn hearing screening have changed the field of the education of the deaf. Children who could not benefit from hearing aids are now able to perceive the sounds of spoken language using a cochlear implant. Children who would previously not have been identified with a hearing loss are now routinely identified at birth. New research on speech perception, speech production, spoken language development, the use of sign language, and reading has recently been published. Students will critique this literature and discuss how the implant and NHS is impacting the way in which parents and teachers of the deaf think about language and deafness. Students will write a personal statement of their understandings of the issues, the goals, and the strategies and techniques needed for a professional to effectively provide opportunities for language development for children who are deaf or hard of hearing.

Students will demonstrate their knowledge of how to effectively communicate information to families.

Week of December 17th: Finals week

15. Centerpiece Artifact: Final Exam/Case Studies

The students' final exam is also their **centerpiece artifact**. Various scenarios central to language development issues for children who are deaf or hard of hearing are presented to the students. All the different aspects of the course to this point are included in the scenarios. Students are asked, given information about four individual preschool children and/or situations (hearing loss, use of amplification, diagnosis and hearing age, formal and informal language assessment results thus far, play behaviors, cognitive skills, social interaction skills, family information and school experiences), to evaluate what central concerns might be explored, what additional information is needed, what language goals and objectives would be appropriate and what types of language activities would be helpful to meet these goals.

Assessment Plan/Grading Criteria/Rubric

Students are expected to attend class consistently and on time, to have completed all readings ahead of class, to come prepared with all materials, and to participate in class discussions and activities. Points that count toward grade are awarded for attendance and participation. Participation will be evaluated using a rubric given with the syllabus. Students will be expected to submit assignments on the date specified. A **rubric** will be provided for each assignment. Grading will be computed, based on 1000 possible points for the semester, as follows:

* **Designates an assignment in which students will work in teams.**

1. Assignments: There are two long term assignments for this class.

A personal philosophy of language development paper

Due 12/9, worth 50 points

A paper on language development in other cultures or with children with disabilities in addition to hearing loss.

Due at Final exam, worth 50 points

Topic to be negotiated with instructor in advance

	Assignment	Due date	Points
a.	Grammar screening test outcomes	9/10	10
b.	Definitions of terms crossword puzzle in class	9/10	20 *
c.	Theories of language development chart	9/23 created in class	40 *
d.	Parent-Infant Curriculum critique	9/30 created in class	40 *
e.	Evidence gaining from video tapes	10/7 done in class	50
f.	Language samples from transcripts	10/14 started in class	50
g.	Reverse lesson plan from video (structured)	10/21 started in class	50
h.	Report on unstructured language goals from lesson	10/28	50
i.	Pragmatic or caregiver checklist from observed child	11/4 presented in class	50
j.	Formal Assessment presentation	11/25 presented but started in class on 11/18	40 *

k.	ELL Instructional Strategies presentation	11/25	50
l.	Experience book presentation	12/1	50
m.	Personal philosophy of language development	12/9	50
n.	Paper on language development in diverse cultures or multiple disabilities.	12/9	50
	Assignments	Total points	600

2. <u>Class participation:</u>	50 points
3. <u>Class Attendance</u>	50 points
4. <u>Midterm:</u>	100 points
5. <u>Final:</u>	200 points
Total points for class	1000 points

A	96 - 100	C+	78 - 82.9
A-	93 - 95.9	C	75 - 77.9
B+	88 - 92.9	C-	73 - 74.9
B	85 - 87.9	F	BELOW 73.0
B-	83 - 84		

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

All requests for an incomplete must be accompanied by the Petition for Incomplete Form signed and negotiated with the instructor before the final class. This form must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Dean of the School of Education.

Course Outline

1. Overview of the Course
Educational programming for children with hearing losses
2. Major Theories of Language
Linguistic Components (structural/functional)
Evidence based practice
Empirical research supporting best practice
3. Typical Language Development
Infant-caregiver interactions
Prelinguistic behaviors
First words
Early syntax, pragmatics
4. Implications for Children
Language perception with hearing loss
Hearing aids, cochlear implants
Additional challenges

5. Language Assessment
Informal Assessments & Formal Assessments
6. **Individual Differences**
Cultural variations
Diverse populations
7. Early Literacy
Early exposure to reading

Appendices

All appendices are posted on the course WebCT site. Additional Addendums to the course will be posted on WebCT.. The **Centerpiece Artifact** will be evaluated on a rubric assessment form in the **Reflective Professional Portfolio**.