

CSDS 201: Supporting Families with D/HH Children

Introduction and Course Description

CSDS 201: Supporting Families with D/HH Children	
Fall 2020	California State University, Fresno
Course Information: Theory and practice in interviewing, counseling, working, and collaborating with families of diverse D/HH learners are presented to support home and school connections. Techniques are presented for altering and modifying behaviors that can affect the maximum growth and potential of the students and their families including case management and positive behavioral support systems. This course also demonstrates how to appropriately assess infants and children who are Deaf or hard-of-hearing. Moreover, skills needed to become a service coordinator who creates multi-disciplinary team service plans that support families of diverse D/HH children are presented (3 units).	Instructor Name: Stephen D. Roberts, PhD, MBA, CRC, CLCP, CCC-A, FAAA
Units: 3	Office Number: PH 227
Time: TBD	E-Mail: stroberts@csufresno.edu
Location: Online/Hybrid course	Telephone: (559) 278-2423
Website: Canvas	Office/Consultation Hours: TBA

Class Meetings: Face-to-Face (ZOOM) – August 27th & 28th (3.5 hours) and November 6th & 7th (5.5 hours). This is an 80 / 20 web-based program – 80% of our coursework will occur online and 20% will occur during our two face-to-face (ZOOM) meetings. The required CDDS face-to-face (ZOOM) meetings are on Thursday, August 27th at 3:00 pm through Friday, August 29th at 12:40 pm - and – Thursday, November 5th at 4 pm through Saturday, November 16th at 3:15 pm. Prior to the face-to-face (ZOOM) meetings, a schedule for all of your classes during those meeting dates will be provided to you. All class materials, including quizzes and exams, are accessible on Canvas. Log into the California State University, Fresno website. Look for the drop down menu on the homepage and go to Canvas. To log in, you must have a CSUF e-mail username and password. Because of additional time it may require to become familiar with Canvas, become comfortable in the virtual classroom environment and become familiar with any related computer applications, you may spend MORE time fulfilling the requirements for this class than you would in a class that meets on campus. You are expected to log onto the course a minimum of six-seven times per week. You are also expected to read your email regularly, at least 4-5 times per week. This course is very intense and takes a significant time commitment.

Course Description: Working with Families of Diverse DHH Learners is a graduate level course required of those individuals seeking to complete the Master's Degree Requirements in Deaf Education. The course is designed to offer graduate students in Deaf Education with a course on both theory and practice in interviewing, counseling, working, and collaborating with families of diverse D/HH learners (birth to 22 years). It provides techniques for altering and modifying behaviors that can affect the maximum growth and potential of the students and their families including case management and positive behavioral support systems. This course also demonstrates how to appropriately assess infants and young children who are Deaf or hard-of-hearing. Moreover, this course provides the skills needed to become a service coordinator who creates multi-disciplinary team service plans that support families of diverse D/HH children (3 units).

Primary Learning Outcomes: Students who have successfully completed this course will demonstrate competencies in the following areas:

- Explore the impact throughout the life span of an exceptional child on the family, including states of grief, attitudes, and values related to the adjustment and acceptance of a child with exceptional needs, with an emphasis on children and families.
- Review current literature and case studies concerning individuals with exceptionalities, with an emphasis on clients and families related to specific speech, language and hearing disorders.
- Identify strategies, skills, and methods of interviewing; obtaining case histories; and counseling used in working with an exceptional child and the family, including the culturally/linguistically diverse.
- Appropriately assess infants and young children who are deaf or hard-of-hearing using assessment tools relevant to their developmental ages and stages and relevant norm groups.
- Identify the assessment strategies and counseling models used in working with an exceptional child and the family, including the culturally/linguistically diverse.
- Explain the unique impact of hearing loss and an additional disability on such abilities as environmental and spatial awareness, body awareness, balance, motor skills, and emotional control.
- Demonstrate an awareness of community resources relevant to the child with exceptional needs and their family, with an emphasis on assistance related to specific speech, language and hearing disorders. Help those families to access the community resources and state agencies that serve infants and young children who are deaf or hard-of hearing.
- Demonstrate an awareness of the ways in which school- or agency-related issues can affect the exceptional child and family, common sources of school or agency/home conflict and misunderstanding, and intervention and advocacy strategies.
- Demonstrate a knowledge about and sensitivity to the values and assumptions among culturally/linguistically diverse clients with respect to interviewing and counseling.
- Demonstrate the skills needed to become a service coordinator who creates multi-disciplinary team service plans that support families and agencies.

Required Textbooks and Materials

Luterman, D.M. (2010). *Counseling Persons with Communication Disorders and their Families*. (5th ed.). Austin, TX: PRO-ED. ISBN # 1416403698

McWilliam, R.A. (2010). *Working with Families of Young Children with Special Needs (What Works for Special Needs Learners)*. New York, NY: The Guilford Press. ISBN # 1606235397

All other materials are accessible through the Canvas website, including assigned readings, power point presentations and YouTube presentations. It is the goal of the instructor to empower students with the ability to access resources to answer questions which may arise during the course of classroom lecture.

Required Readings

These readings, selections from these readings, and/or their internet links will be posted in the related weekly learning module on Canvas. Additional or alternate readings may be added at any time at the instructor's discretion.

Andrews, M. & Andrews, J. (1993). Family-centered techniques: Integrating enablement into the IFSP process. *Journal of Childhood Communication Disorders*, 15(1), 41 – 46.

Bodner-Johnson, B. & Sass-Lehrer, M. (2003). *The young deaf or hard of hearing child: A family-centered approach to early education*. New York, NY: Brookes, Inc.

Bennett, T. & Zhang, C. (2005). Facilitating the meaningful participation of culturally and linguistically diverse families in the IFSP and IEP process.

Brassard, M.R. & Boehm, A.E. (2008). *Preschool assessment: Principles and practices*. New York, NY: The Guilford Press.

California Code of Regulations: Title 17, Division 2 – Sections 52100 through 52112. The Individualized Family Service Plan (IFSP). <http://www.dds.ca.gov/title17/T17SectionView.cfm?Section=52100.htm>

California Department of Education (2001). *The Handbook on Developing Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) in Early Childhood Special Education*. <http://www.cde.ca.gov/sp/se/fp/documents/eciifspiec.pdf>

Dee, A. (1981). Meeting the needs of the parents of deaf infants. *Language, Speech, and Hearing Services in Schools*, 12, 13 – 21.

Delich, N. A., & Roberts, S. D. (2017). Empowering students through the application of self-efficacy theory in school social work: An intervention model. *International Journal of School Social Work*, 1(4), 1-19. <https://doi.org/10.4148/2161-4148.1022>

Featherstone, H. (1980). *A difference in the family*. New York, NY: Basic Books

Frieh, A., Bloedow, A., & Hesse, S. (2003). Counseling families of children with communication disorders. *Communication Disorders Quarterly*, 24(4), 211 – 220.

Johnson, C. (2003). *How the Individuals with Disabilities Education Act (IDEA) Applies to Deaf and Hard of Hearing Students*. <http://ccdam.gallaudet.edu/pdf/intro-toc.pdf>

Kubler-Ross, E. (1969). *On death and dying*. New York, NY: MacMillan

Roberts, S.D. (1987). Therapeutic metaphors. *Journal of Academy of Rehabilitative Audiology*. 20, 61 - 72.

Roberts, S.D. & Bouchard, K.R. (1989). Establishing rapport in rehabilitative audiology. *Journal of Academy of Rehabilitative Audiology*. 22, 65 - 72.

Roberts, S.D., & Bryant, J.D. (1988). A linguistic approach to audiologic counseling. *Journal of Academy of Rehabilitative Audiology*. 21, 65 - 72.

Roberts, S.D. & Bryant, J.D. (1992). Establishing counseling goals in rehabilitative audiology. *Journal of Academy of Rehabilitative Audiology*. 25, 81 - 98.

Roberts, S.D. & Wharton, L. (1991). Audiologic counseling and work-readiness program for deaf and hard of hearing young adults. *Journal of Academy of Rehabilitative Audiology*. 24, 143 - 155.

Trivette, C. & Dunst, C. (1990). Assessing family strengths and family functioning style. *Topics in Early Childhood Special Education*, 10(1), 16 – 20.

Vernon, M. & Brown, D. (1984). A guide to tests and testing procedures in the evaluation of young deaf and hard-of-hearing children. *Journal of Speech and Hearing Disorders*, vol. 29, 414 – 423.

All other materials are accessible through the Canvas website, including assigned readings, power point presentations and YouTube presentations. It is the goal of the instructor to empower students with the ability to access resources to answer questions which may arise during the course of classroom lecture.

CSDS 201 Tentative Schedule Fall 2020

Dates and Objectives	Topics	Readings and Assignments
<p style="text-align: center;">Week #1 Aug 23rd – 29th</p> <ul style="list-style-type: none"> • Objective: The student will explore the impact of the exceptional child on the family and understand the adjustment and/or acceptance required of family members. • The student will appropriately assess infants and young children who are deaf or hard of hearing using assessment tools relevant to their developmental ages and stages and relevant age norm groups. • The student will explain the unique impact of hearing loss and an additional disability on such abilities as environmental and spatial awareness, body awareness, balance, motor skills, and 	<p style="text-align: center;">Course Introduction and Lost Parental Dreams: Introduction to Grief Counseling</p> <p style="text-align: center;">3 ½ hour Face-to-Face (Zoom) Sessions: August 27th & 28th</p> <ul style="list-style-type: none"> • Welcome and Introduction • Module 1 PowerPoint Presentation: Course Overview and Syllabus Review • Module 1 PowerPoint Presentation: What is a Hearing Loss? Factors to Consider for D/HH Children and Families • Module 1 PowerPoint Presentation: “Lost Parental Dreams: Introduction to Grief Counseling” • Class Discussion on Grief Counseling 	<p style="text-align: center;"><u>Unit 1 Module</u></p> <ul style="list-style-type: none"> ▪ Luterman: Read the Forward, Introduction, Chapter #1 (Counseling by the Speech-Language Pathologist, Audiologist and Teacher), and Chapter #4 (The Emotions of Communication Disorders) • Complete a Pretest and email: Stroberts@csufresno.edu • Complete TPQs for Module 1 • Due: TPQs for Modules 1-4 uploaded to Canvas by Saturday, September 19th at 11:59 pm.

<p>balance, motor skills, and emotional control.</p>		
<p style="text-align: center;">Week #2 Aug 30th – Sept 5th</p> <ul style="list-style-type: none"> • Objective: The student will explore the impact of the exceptional child on the family and understand the adjustment and/or acceptance required of family members. • Objective: The student will review current literature and case studies concerning individuals with specific speech, language, and hearing disorders and their families. 	<p style="text-align: center;">Counseling Persons with of a Child with a Hearing Loss and Their Families</p> <ul style="list-style-type: none"> • Module 2: View Video Segments: "Lost Dreams & Growth: Parent Concerns" - Parts 1, 2 and 3 • Class Discussion on Grief Counseling 	<p style="text-align: center;"><u>Unit 2 Module</u></p> <ul style="list-style-type: none"> ▪ Luterman: Read Chapter #9 (Counseling and The Field of Communication Disorders) and Chapter #6 (Techniques of Counseling) • Articles: Read the following three articles on parents differing view of their child’s disability (Welcome to Holland article, Holland Schmolland article, Welcome to Beirut article) • Article: Read Moses’ article on the “Impact of Childhood Disability – Parent’s Struggle” • Complete TPQs for Module 2 <p>Due: TPQs for Modules 1-4 uploaded to Canvas by Saturday, September 19th at 11:59 pm.</p>
<p style="text-align: center;">Week #3 Sept 6th – Sept 12th</p> <ul style="list-style-type: none"> • Objective: The student will identify the assessment strategies and counseling models used in working with an exceptional child and the family, including the linguistically and culturally diverse. • Objective: The student will demonstrate a knowledge about and sensitivity to the values and assumptions among culturally and linguistically diverse students and their families with respect to interviewing and counseling. 	<p style="text-align: center;">Theories of Counseling</p> <ul style="list-style-type: none"> • Module 3: PowerPoint presentation, "Theories of Counseling" 	<p style="text-align: center;"><u>Unit 3 Module</u></p> <ul style="list-style-type: none"> • Luterman, Chapter #2, Contemporary Theories of Counseling • Complete TPQs for Module 3 <p>Due: TPQs for Modules 1-4 uploaded to Canvas by Saturday, September 19th at 11:59 pm.</p>
<p style="text-align: center;">Week #4</p>	<p style="text-align: center;">Working with Families, Part I</p>	<p style="text-align: center;"><u>Unit 4 Module</u></p>

<p>Sept 13th – Sept 19th</p> <ul style="list-style-type: none"> • Objective: The student will identify strategies, skills, and methods of interviewing; obtaining case histories; and counseling used in working with an exceptional child and the family. 	<ul style="list-style-type: none"> • Module 4: PowerPoint Presentation: “Techniques of Counseling.” 	<ul style="list-style-type: none"> ▪ Read attached Trivette et al article, “Assessing Family Strength and Family Functioning Style” ▪ Read attached Luterman articles, “The Counseling Relationship” and “Helping the Helper” • Complete TPQs for Module 4 <p>Due: TPQs for Modules 1-4 uploaded to Canvas by Saturday, September 19th at 11:59 pm.</p>
<p>Week #5 Sept 20th – Sept 26th</p>	<p>Midterm Examination: Modules 1- 4</p>	<p>Due: Midterm to be completed anytime between Friday, September 25th at 6 am to Saturday, September 26th at 11:59 am on Canvas.</p>
<p>Week #6 Sept 27th – Oct 3rd</p> <ul style="list-style-type: none"> • Objective: The student will appropriately assess infants and young children who are deaf or hard of hearing using assessment tools relevant to their developmental ages and stages and relevant norm groups. • Objective: The student will review the literature and learn how to identify families’ supports and resources, and how to assist their needs. 	<p>More Working with Families, Part II</p> <ul style="list-style-type: none"> • Module 5: PowerPoint Presentation: “Working with Families: Identifying Their Supports and Assessing Their Needs “ <ul style="list-style-type: none"> - The IFSP and IEP - Ecomaps - Routines-Based Interviews • Assessing Infants and Preschool Children 	<p><u>Unit 5 Module</u></p> <ul style="list-style-type: none"> ▪ McWilliam: Read Chapters #1 (Identifying Families’ Supports and Other Resources) and #2 (Assessing Families’ Needs with a Routines-Based Interview) • Complete TPQs for Module 5 <p>Due: TPQs for Modules 5-8 uploaded to Canvas by Saturday, October 24th at 11:59 pm.</p>

<p style="text-align: center;">Week #7 Oct 4th – Oct 10th</p> <ul style="list-style-type: none"> • Objective: The student will appropriately assess infants and young children who are deaf or hard of hearing using assessment tools relevant to their developmental ages and stages and relevant age norm groups. • Objective: The student will demonstrate the skills needed to become a service coordinator who creates multi-disciplinary team service plans that support families and agencies, including the transition from IFSP to IEP. • Objective: The student will demonstrate knowledge about and a sensitivity to the values and assumptions among culturally and linguistically diverse students and their families with respect to interviewing and counseling. • 	<p style="text-align: center;">Duties of a Service Coordinator</p> <ul style="list-style-type: none"> • Module 6: Power Point Presentation: The Individualized Family Service Plan (IFSP) • Module 6: Power Point Presentation: Coordinating Services with Families • Module 6: Power Point Presentation: Talking to Families. 	<p style="text-align: center;"><u>Unit 6 Module</u></p> <ul style="list-style-type: none"> ▪ McWilliam: Read Chapter #3 (Community-Based Everyday Child Learning Opportunities) ▪ McWilliam: Read Chapters #4 (Coordinating Services with Families) and #5 (Talking to Families) ▪ Read the Andrews & Andrews article, "Family-Centered Techniques: Integrating Enablement Into the IFSP Process" ▪ Look over the California Code of Regulations sections that cover the IFSP. ▪ Read the IFSP portions of the CDE's Handbook on Developing IFSPs and IEPs • Read, "The IFSP Process and Time Line. • Complete TPQs for Module 6 <p>Due: TPQs for Modules 5-8 uploaded to Canvas by Saturday, October 24th at 11:59 pm.</p>
<p style="text-align: center;">Week #8 Oct 11th – Oct 17th</p> <ul style="list-style-type: none"> • Objectives: The student will demonstrate an awareness of the community resources available to the child with exceptional needs and their family. • Objective: The student will help those families 	<p style="text-align: center;">Working with Families and Children at Risk</p> <ul style="list-style-type: none"> • Module 7: PowerPoint Presentation: Child Abuse and Neglect 	<p style="text-align: center;"><u>Unit 7 Module</u></p> <ul style="list-style-type: none"> ▪ Luterman: Read Chapter #5 (Counseling and the Diagnostic Process) and Chapter #8 (Working with Families) ▪ Read attached Child Abuse Law • Complete TPQs for Module 7 <p>Due: TPQs for Modules 5-8 uploaded to Canvas by Saturday, October 24th at</p>

access the community resources and state agencies that serve infants and young children who are deaf and hard of hearing.		11:59 pm.
<p>Week #9 Oct 18th – Oct 24th</p> <p>Objective: The student will help those families address challenging behavior and promote social development.</p>	<p>Helping Families Address Challenging Behavior and Promote Social Development</p> <ul style="list-style-type: none"> • Module 8: PowerPoint Presentation: Helping Families Address Challenging Behavior and Promote Social Development. 	<p>Unit 8 Module</p> <ul style="list-style-type: none"> ▪ McWilliam: Chapter #9 (Helping Families Address Challenging Behavior and Promote Social Development). • Complete TPQs for Module 8 <p>Due: TPQs for Modules 5-8 uploaded to Canvas by Saturday, October 24th at 11:59 pm.</p>
<p>Week #10 Oct 25th – Oct 31st</p>	<p>Midterm 2 Examination: Modules 5- 8</p>	<p>Due: Midterm to be completed anytime between Friday, October 30th at 6 am to Saturday, October 31th at 11:59 am on Canvas.</p>
<p>Week #11 Nov 1st – Nov 7th</p> <ul style="list-style-type: none"> • Objective: The student will identify the assessment strategies and counseling models used in working with an exceptional child and the family, including the linguistically and culturally diverse. • Objective: The student will demonstrate knowledge about and sensitivity to the values and assumptions among culturally and linguistically diverse students and their families with respect to interviewing and counseling. 	<p>5 ½ hour Face to Face (Zoom) Sessions Nov 6th & 7th</p> <p>Counseling Workshop: Establishing and Maintaining Rapport in Working with Families of Diverse DHH Learners</p> <ul style="list-style-type: none"> • Module 9: Establishing Effective Communication Skills:” Part I Presenters: <i>S.D Roberts, PhD, MBA, CRC, CLCP, CCC-A, FAAA and Nancy Delich, EdD, MATS, LCSW, PPS</i> • Module 9: Establishing Effective Communication Skills:” Part II Presenters: <i>S.D Roberts, PhD, MBA, CRCC, CLCP, CCCA and Nancy Delich, EdD, MATS, LCSW, PPS</i> <p>3-hour Face to Face Session</p> <ul style="list-style-type: none"> • Guest Speaker: Dr. Nancy Delich – Empowering D/HH students through the application of self-efficacy theory • Module 10: “Empowering D/HH 	<p>Unit 9 Module</p> <ul style="list-style-type: none"> ▪ Roberts et al. Read 5 peer-reviewed articles by Roberts et al. on Establishing Rapport, Solution Focused Goal Setting, Therapeutic Metaphors, Work-Readiness, and Linguistic Approach to Counseling. ▪ Read 2 peer reviewed article by Delich and Roberts on Application of Self-Efficacy • Complete TPQs for Module 9 <p>Due: TPQs for Modules 9-12 uploaded to Canvas by Saturday, November 28th at 11:59 pm.</p>

<ul style="list-style-type: none"> • Objective: The student will explore the impact of the exceptional child on the family and understand the adjustment and/or acceptance required of family members. • Objective: The student will demonstrate an awareness of the way that school- or agency-related issues can affect the exceptional child and the family, common sources of school/home or agency/home conflict and misunderstanding, and intervention and advocacy strategies. 	<p>students through the application of self-efficacy theory:” - Presenters: <i>Nancy Delich, EdD, MATS, LCSW, PPSC and S.D. Roberts, PhD, MBA, CRCC, CLCP, CCC-A, FAAA</i></p>	
<p style="text-align: center;">Week #12 Nov 8th – Nov 14th</p> <ul style="list-style-type: none"> • Objective: The student will identify the assessment strategies and counseling models used in working with an exceptional child and the family, including the linguistically and culturally diverse. 	<p style="text-align: center;">Working with Linguistically and Culturally Diverse Students and their Families</p> <ul style="list-style-type: none"> • Module 10: PowerPoint Presentation: “Multicultural Counseling” 	<p style="text-align: center;">Unit 10 Module</p> <ul style="list-style-type: none"> ▪ McWilliam: Read Chapter #6 (Working With Families from Diverse Backgrounds) ▪ Read the Bennett & Zhang article – Facilitating the Meaningful Participation of Culturally and Linguistically Diverse Families in the IFSP and IEP Processes. • Complete TPQs for Module 10 <p>Due: TPQs for Modules 9-12 uploaded to Canvas by Saturday, November 28th at 11:59 pm.</p>
<p style="text-align: center;">Week #13 Nov 15th – Nov 21st</p> <ul style="list-style-type: none"> • Objective: The student will explore the impact of the exceptional child on the family and understand the adjustment and/or acceptance required of family members. 	<p style="text-align: center;">Coaching and Supporting Families</p> <ul style="list-style-type: none"> • Module 11 PowerPoint Presentation: A Primary Coach Approach to Teaming and Supporting Families” • Class Discussion of Parent Interviews 	<p style="text-align: center;">Unit 11 Module</p> <ul style="list-style-type: none"> • Read McWilliam text, Chapter #7, "A Primary Coach Approach to Teaming and Supporting Families" • Read the Bodner-Johnson article – The Young Deaf or Hard of Hearing Child: A Family-Centered Approach to Early Education • Complete TPQs for Module 11

		Due: TPQs for Modules 9-12 uploaded to Canvas by Saturday, November 28th at 11:59 pm.
<p>Week #14 Nov 22nd – Nov 28th</p> <ul style="list-style-type: none"> Objective: The student will explore the impact of the exceptional child on the family and understand the adjustment and/or acceptance required of family members. 	<p>Resilience</p> <ul style="list-style-type: none"> Module #12 PowerPoint presentation, "Resilience" Begin studying the Final Examination Thought Provoking Questions Study Guide Read the attachment, "The Seven Ingredients of Resilience: Information for Parents" 	<p>Unit 12 Module</p> <ul style="list-style-type: none"> Read the attachment, "The Seven Ingredients of Resilience: Information for Parents" Complete TPQs for Modules 12 <p>Due: TPQs for Modules 9-12 uploaded to Canvas by Saturday, November 28th at 11:59 pm.</p>
<p>Week #15 Nov 29th – Dec 5th</p>	<p>Midterm 3 Examination: Modules 9- 12</p>	<p>Due: Midterm to be completed anytime between Friday, December 4th at 6 am to Saturday, December 5th at 11:59 am on Canvas.</p> <p>Due: Final Parent Interview Reaction Paper uploaded to Canvas by Saturday, December 5th at 11:59 pm.</p>
<p>Week #16 Dec 6th – 12th</p>	<p>Final Parent Interview Reaction Paper Discussion</p>	<p>Due: Discussion #1: Read and respond to all of your classmates' Parent Interview Response Research Papers between Monday December 7th at 8:00 am and Wednesday, December 16th at 11:59 pm.</p>
<p>Final Examination Week</p>	<p>Final Parent Interview Reaction Paper Discussion</p>	<p>Due: Discussion #1: Read and respond to five of your classmates' Parent Interview Response Research Papers between Monday December 7th at 8:00 am and Wednesday, December 16th at 11:59 pm.</p>

Examinations and Major Assignments

Within Canvas your assignments, TPQs, discussion thread, readings, exams, and activities will all be organized under the Learning modules' tab located on the left side of the CSDS 201 course. There are a total of twelve (12) learning modules. Within each learning module will be instructions to complete the assignments for that learning module.

1. Thought Provoking Questions (TPQs) Module Activities: (60 points)

There will be 12 module-related activities related to the readings, lectures, and course materials worth 5 points for each module. You are responsible to complete all 12 module-related activities and post it

as a journal entry to Canvas. The TPQ module activities are designed to focus on the key points of each module, prepare you for the midterm examinations, and provide demonstration of knowledge for the course competencies. **They are due to be posted on Canvas by Saturday at 11:59 pm on the dates below unless otherwise specified:**

- **Due: 09/19 Module 1: Lost Parental Dreams: Introduction to Grief Counseling**
- **Due: 09/19 Module 2: Counseling Persons with of a Child with a Hearing Loss and Their Families**
- **Due: 09/19 Module 3: Theories of Counseling**
- **Due: 09/19 Module 4: Working with Families: Part I**
- **Due: 10/24 Module 5: More Working with Families: Part II**
- **Due: 10/24 Module 6: Duties of a Service Coordinator**
- **Due: 10/24 Module 7: Child Abuse and Neglect**
- **Due: 10/24 Module 8: Helping Families Address Challenging Behavior and Promote Social Development**
- **Due: 11/28 Module 9: Establishing and Maintaining Rapport in Working with Families of Diverse DHH Learners**
- **Due: 11/28 Module 10: Working with Linguistically and Culturally Diverse Students and their Families**
- **Due: 11/28 Module 11: Coaching and Supporting Families**
- **Due: 11/28 Module 12: Resilience**

2. Midterm Examinations

Three midterm examinations will be administered online during class via Canvas. Exams will comprise of multiple choice, true or false, and/or matching style questions. Content will be taken from class lectures, class presentations, and assigned readings. The examinations are worth **80 points each**. Each of the three scheduled midterm examination is timed, and you will have up to two hours to take the examination.

- **Due: Midterm #1 (Modules 1 though 4) to be completed anytime between Friday, September 25th at 6 am to Saturday, September 26th at 11:59 am on Canvas.**
- **Due: Midterm #2 (Modules 5 though 9) to be completed anytime between Friday, October 30th at 6 am to Saturday, October 31th at 11:59 am on Canvas.**
- **Due: Midterm #3 (Modules 9 though 12) to be completed anytime between Friday, December 4th at 6 am to Saturday, December 5th at 11:59 am on Canvas.**

Here is what you need to do to be technologically prepared for the course examination.

1. Your course exams will be taken online via Canvas Quizzes.
2. You will access the examinations on the dates and times available and then select the answers on the examinations via Canvas; you will *not* use a separate word processing program.
3. To insure the integrity of the examinations, you will need to install and use Respondus Lockdown Browser and Respondus Monitor for the examinations. (See instructions below.)
4. If you are eligible for Disability Accommodations, you need to work with Services for Students with Disabilities. SSD will email me a verification that a student is eligible for accommodations.

Here is what you need to do to be technologically prepared for the examinations.

1. Go to the university site about Respondus software. <http://www.fresnostate.edu/academics/cfe/toolsforteaching/respondus.html>. Here is a student guide for Respondus. <https://www.respondus.com/downloads/RLDB-QuickStartGuide-Instructure-Student.pdf>
2. Install Respondus Lockdown Browser on you Windows or Mac Computer (The software does not work with Chromebook at this time.) Installation Instructions for Fresno State: Respondus Lockdown Browser uses a standard Windows or Mac installer that can be downloaded by faculty or students from the following link. Please note this link is *unique* to Fresno State users: <http://www.respondus.com/lockdown/download.php?id=749643058>
3. For Respondus Monitor you will need a webcam and microphone (those built into your computer should be fine). *Note* that the set up each examination day will require you to do a 360° visual sweep of your working environment with the Webcam.
4. Once the Canvas site is ready, you will go through the check for Respondus Monitor and test your set up using the Lockdown Browser.
5. If you have any difficulties, contact the Help Desk at <http://fresnostate.edu/help/students/index.html> or call them at (559) 278-5000 (Press option 1).

3. **FINAL PARENT INTERVIEW REACTION/RESEARCH PAPER**

Students are required to interview the parent(s) of a child with exceptional needs. If it is helpful, the interview can be taped. Be sure to obtain written parent permission before taping. Recording the parent(s) interview will assist the student to prepare for the Parent Interview/Reaction Research Paper. The Parent Interview Reaction Paper is worth up to 100 points and due on or before Week #13 and is worth up to 100 points. Students are required to write a seventh edition, APA style Parent Interview/Reaction Research Paper summarizing the content of the interview and including **at least** the following:

- Prenatal and Birth History
- Developmental and Medical History
- Audiologic History & Speech/Language Developmental History
- Family History
- Educational History
- Include answers the nine questions, and documenting your responses with assigned readings, class lecture notes, and relevant scholarly research articles in the discussion section of your paper.

See the attached guides for completing the paper and the attached rubric for information about how the paper will be graded.

Due: Final Parent Interview Reaction Paper uploaded to Canvas by Saturday, December 5th at 11:59 pm

4. **THREADED GROUP DISCUSSION OF FINAL PARENT INTERVIEW REACTION/RESEARCH PAPER**

Students are required to participate in an on-line class discussion regarding at least five (5) their peers' **FINAL PARENT INTERVIEW REACTION/RESEARCH PAPER** during Week #16 and the Final's week. This is an opportunity to ask questions and make constructive comments regarding at least five of your peers' **FINAL PARENT INTERVIEW REACTION/RESEARCH PAPER**. The Final Parent Interview Reaction/Research Paper online Group Discussion is worth up to 20 points.

Due: Threaded Group Discussion: Read and respond to five of your classmates' Parent Interview Response Papers between Monday December 7th at 8:00 am and Wednesday, December 16th at 11:59 pm.

Grading Requirements

Unless otherwise arranged with the instructor, all required assignments are due **on or before** the date specified in the course syllabus. Late assignments will not receive the maximum allotted points. Late assignments will result in 5% reduction per day. No assignments will be accepted after the last day of class.

Assignment	Point Value
TPQs/Journal Entries	60
Midterm Examination #1	80
Midterm Examination #2	80
Midterm Examination #3	80
Parent Interview/Reaction Research Paper	100
Threaded Discussion	20
Total Points Possible	420

The student grades will be calculated objectively as follows

90-100%	A	420 - 378 points
80-89%	B	377 - 336 points
70-79%	C	335 - 294 points
60-69%	D	293 - 252 points
Below 60%	F	272 - 0 points

Incomplete Grades

University policy specifies that an Incomplete is to be given ONLY if (a) two-thirds of the coursework has been satisfactorily completed, and (b) a portion of the required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit for the course.

Canvas and Technical Difficulties

All work must be submitted through Canvas as explained in the assignment, exam, or discussion instructions. There have been very few problems with the stability of Canvas. To minimize the likelihood that technology problems prohibit you from submitting the work, you should complete the work as early as possible so that you can contact someone for assistance with any technology problems. However, in the event you cannot log onto Canvas to complete the work, send your work to me either Stroberts@csufresno.edu or as an attachment. Place your name in the subject of the email. Please be aware that if the difficulty logging in is due to a problem with your ISP, connection or other issue and if Canvas is functional, we will unlikely accept the work submitted by email. It is difficult for me to verify personal technology problems. If it is a Canvas problem, we can confirm that with the University and we will accept the work.

Students with Disabilities and University Policies

Students with Disabilities

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Classroom Environment

1. Respectful language is expected at all times.
2. Keep audible communication devices (cell phones, iPods, mobile devices, and other portable media players) turned off during class, unless they are being used in a lesson or have been authorized by the Services for Students with Disabilities Office (documentation required).
3. Use of laptops, computers, and/or PDAs is permitted only for note-taking, in-class assignments, or presentations. No other use is acceptable.
4. Obtain advanced permission from the instructor for visitors.

COVID-19: Policies for Virtual Meetings

- During lecture components, make sure that your microphone is muted. This is controlled in the left corner of the screen.
- While students are permitted to turn off their webcam during lecture, it is the instructor's preference that webcams remain on, particularly during any work in breakout groups. Students will need to unmute their microphones during these activities.
- If you have any questions during the session, please use the Zoom chat function. You may also elect to use the hand raise option and unmute your microphone to ask a question.
- If I happen to have any issues with WIFI connection during a synchronous Zoom class session, please wait a minimum of 15 minutes from the time of the connection issue prior to leaving the session. An announcement will be sent via Canvas with further instructions for students if this occurs.
- Continued dedication to attendance, participation, respect, and professionalism is valued.

Statement on Virtual Instruction: As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Email and Internet Access

This course requires the use of your university email account and regular access to Canvas, Zoom, and Google Drive. Be sure to log in frequently to follow course content and due dates.

Zoom

This course requires the use of Zoom, which is a video and web conferencing program that can be used for any type of online meeting. Zoom functionality includes synchronous (live) or asynchronous (pre-recorded) lectures, online class meetings, virtual office hours, student presentations, etc. For additional details and guidelines on using Zoom, review the **Zoom at Fresno State Start Guide**. Access your Zoom account using this link: fresnostate.zoom.us

Respondus LockDown Browser

This course requires the use of LockDown Browser for online exams and/or quizzes. This software locks down student computers by removing browser menu and toolbar options and preventing access to other applications while taking the exam. For additional details and guidelines on using LockDown Browser, review this **Student Quick Start Guide**. *Please be aware that Respondus LockDown Browser does not work on a Chromebook.* Download and install LockDown Browser from this link:

<http://www.respondus.com/lockdown/download.php?id=721312624>

Respondus Monitor

This course requires the use of Respondus Monitor for online exams and/or quizzes. Respondus Monitor uses the LockDown Browser software with the webcam function enabled. Respondus Monitor captures video during the student's assessment period, which the instructor will be able to review. A webcam is necessary for this software. The webcam can be built into your computer or can be the type that plugs in with a USB cable. For additional details and guidelines on using Respondus Monitor, review this **Student Quick Start Guide**. *Please be aware that Respondus LockDown Browser does not work on a Chromebook.* Download and install LockDown Browser from this link:

<http://www.respondus.com/lockdown/download.php?id=721312624>

Disruptive Classroom Behavior

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained...Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live...Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class" (Academic Policy Manual, 419).

Cheating and Plagiarism

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

Honor Code

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Copyright Policy

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Computers

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the [University Bookstore](http://www.kennelbookstore.com) (<http://www.kennelbookstore.com>). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)

- Writing Center

Intellectual Property provision

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

Contact information for Chair or Dean

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter:

- **Contact:** Dr. Steven Skelton, CSDS Department Chair
- **Email:** sskelton@mail.fresnostate.edu
- **CSDS Department Phone:** (559) 278-2423

Health Screening

Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures

Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information: www.fresnostate.edu/coronavirus

Prenatal & Birth History

- Medical & Developmental History
 - Audiologic History
 - Speech and Language History
 - Educational History
 - Family History
1. What were your initial reactions when learning of your child's hearing loss?
 2. Describe your first experience with professionals who informed you of your child's hearing loss. How did you feel about the information and how it was presented?
 3. What immediate concerns do you have for your child's speech, language and social development? What goals do you have?
 4. What are your concerns about your child's educational development and school experience?
 5. What long-range concerns do you have for your child's educational and work future? What goals do you have?
 6. Tell me how your child's hearing loss has affected the family (e.g., marriage, siblings, and relationships).
 7. How do friends and family members interact with your child (e.g., supportive, distant)? Can you give me an example?
 8. Tell me about your most memorable experience with an agency. It can be positive or negative.
 9. What suggestions would you give professionals and other parents based on your experiences?
 10. Discuss your personal reactions to your parent interview. Support your comments with peer-reviewed articles; citations or quotes from course readings; lectures, and guest speakers to receive full credit.

SUGGESTED FORMAT FOR THE PARENT INTERVIEW

Introductory Remarks

"Hello. I'm _____. Your name was given to me by _____. I am a graduate student in the Deaf Education Program at California State University, Fresno, and taking a class in "Supporting Parents of Deaf and Hard of Hearing Children". As part of my preparation as a Teacher with deaf and hard of hearing children and their families, I have been observing and working with children with a variety of exceptional needs that may affect how they are taught or treated. Talking with the parents of these children is of great help in my preparation to be a teacher. I wonder if I may stop by, Zoom, Skype, Face Time or call you for about an hour when it is convenient for you to talk with me about your child."

(Wait for a response. If both parents are not easily available, arrange for an interview with one parent or guardian.)

Important Considerations

1. Avoid questions or statements that may have accusatory implications.
2. In recalling what the parent said previously in the interview, use words as close to those of the parent as possible.
3. Be friendly and reasonably supportive, but not judgmental.
4. When clarification is required, seek it but do not "push." If you believe a statement is unclear, say "I'm not sure I understand," or "I'm not clear as to what you mean by... ____."
5. Do not mechanically probe after each question but, rather, be selective. The intent of the probe should be clear, yet leave latitude for the respondent.

6. Assume as little as possible. If you wish to know something, ask in a neutral manner.
7. Do not counsel, guide, or direct. You are interviewing the parent as an aid to your understanding of children with exceptional needs. Remember, **you** are the learner and the parent(s) is the teacher.

Areas for Discussion

Occurrence of Hearing Loss

- a. What was the cause of (use first name of son/daughter)'s (hearing loss, vision loss, etc)?
- b. Who first told you that _____ was deaf, hard of hearing, blind, etc.? What did she/he tell you at that time?
- c. Did you have some feeling from observing _____ that he/she may have a _____ (hearing or visual loss, developmental disability, etc.)?

Reaction of Parents and Family Members

- a. Can you recall your and your spouse's reaction to being told _____ was (name of condition)? Or how would you describe your reaction at the time you were told?
- b. What did you say to one another at the time?
- c. Do you recall how other members of the family reacted?
- d. Are there some things about your family, or what you believe, which were particularly helpful in regard to your reaction at the time?

Developmental Factors

- a. In what way or ways did _____ appear or act different from what you had expected?
- b. At what ages or at what times did you notice these differences most?

Counseling/Guidance

- a. What kind of help did you receive at the beginning in understanding your child's problem(s)? Who offered this help?
- b. Did you find what was told you to be helpful?
- c. What kind of help would you have liked to have?
- d. As your child got older, what things presented the greatest problems for you (e.g., feeding self, expressing self clearly, taking care of belongings, playing with other children)?

Present Status

- a. How is _____ presently doing at school/work? What does he/she do well/poorly?
- b. What are _____'s social activities like? With whom does he/she play, go out with, have to the house often?
- c. With whom does _____ presently live? How well does he/she manage his/her own affairs?
- d. Can you describe what _____'s day is like? For example, what did _____ do yesterday?
- e. Are there any limitations imposed on the family because of _____'s (condition)?

Future Expectations

- a. Is there anything about _____'s challenges that you believe will present problems for his/her learning in the future?
- b. What kind of help do you think you will need to handle these challenges?

- c. Would you prefer that _____ be taught in a general education class or in a special education class with other students who are (deaf, blind, etc.)?
- d. Do you have any ideas as to the kind of work or profession you would like to see _____ select?
- e. Are there some things that may make it difficult for _____ to do this kind of work?
- f. "Is there anything else you would like to tell me about _____?
Thank you very much! You have been of great help to me."

Note: It is important that you are able to gather enough information to answer all nine questions as well as document the prenatal and birth history, medical and developmental history, audiologic history, speech and language history, educational history, and family history.

If you choose to record (e.g., audiotape or videotape) the interview, you must ask the parent's permission first. Please let them know that the recording is confidential, and that you will use a fictitious name (and not their name or their child's name) in the interview paper to ensure their confidentiality.