

CSDS 255 COURSE SYLLABUS

Assessment of Deaf and Hard of Hearing Students

Semester: Fall 2019	Program/Department: California State University, Fresno Communicative Sciences & Deaf Studies
Course Number - Section / ID CSDS 255 – 01 (76458)	Instructor Name: Dr. Janice Smith-Warshaw
Units: 3	Office Location: PHS 234
Time: Hybrid course (80% online & 20% F2F)	E-Mail: jsmithwarshaw@csufresno.edu (E-mails will be answered promptly within 24 hours except on weekends.)
Location: PHS 217 (F2F only)	Telephone: (559) 387 – 5303 (VP)
Website: www.fresnostate.edu/chhs/csds	Office Hours: T 9-11 AM; W 1:30-2:30 PM, Th 2:00 – 4:00 PM (or set up an appt.)

Course description: Assessment of Deaf and Hard of Hearing Students (CSDS 255) – Prerequisite: Permission of Instructor. In-depth examination of achievement, language, communication, and diagnostic assessment tools and unique administration procedures used with learners who are deaf or hard of hearing (D/HH), including an extensive independent case study and evaluation, shared through discussions, student presentations and in written form.

Purpose: This course is designed to give the beginning graduate student an understanding of the following course goals. These include determining research topics, preparing research proposals, planning research activities, conducting literature review, collecting data, presentation results for publication and dissemination.

REQUIRED TEXTBOOKS:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Bateman, B., & Herr, C. (2006). *Writing measurable IEP goals and objectives* (2nd ed.). Verona, WI: Attainment Company. (ISBN: 1578611490)

Hosp, M., Hosp, J., & Howell, K. (2007). *The ABCs of CBM: A practical guide to Curriculum-Based Measurement*. New York, NY: Guilford Press. (ISBN: 1593853998)

Miller, M., Thomas-Presswood, T., Metz, K., & Lukomski, J. (2015). *Psychological and psychoeducational assessment of deaf and hard of hearing children and adolescents*. Washington, D.C: Gallaudet University Press.

Pierangelo, R., & Giuliani, G. (2012). *Assessment in special education: A practical approach* (4th ed.). Boston, MA: Allyn & Bacon. (ISBN: 0132613263)

REQUIRED READINGS:

These readings and/or Internet links will be posted in Course Documents on Canvas. The instructor reserves the right to change or add reading assignment when necessary.

Cañedo, Ampon, Dogillo, Artajos, Teñido (2015). SKI-HI language development scale (PowerPoint slideshows). <https://payawal.files.wordpress.com/2018/05/ski-hi-ppt.pdf> (Accessed October 1, 2019).

Cawthon, S. (2011). Test item linguistic complexity and assessments for deaf students. *American Annals of the Deaf*, 156(3), 255–269.

Cawthon, S., & Leppo, R. (2013). Assessment accommodations on tests of academic achievement for students who are deaf or hard of hearing: A qualitative meta-analysis of the research literature, *American Annals of the Deaf* 158(3), 363–376.

Cawthon, S., Winton, S., Garberoglio, C., Gobble, M. (2011). The effects of American Sign Language as an assessment accommodation for students who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 16(2), 198-211.

Center for Mental Health in Schools at UCLA. (2011). *Implementing Response to Intervention in context*. Retrieved from <http://smhp.psych.ucla.edu/pdfdocs/implementingrti.pdf>

Deno, S. L. (2003). Developments in Curriculum-Based Measurement. *The Journal of Special Education*, 37(3), 184–192. Retrieved from <http://www.studentprogress.org/library/deno.pdf>

Hands and Voices, and Colorado School for the Deaf and Blind. (2006). *Bridge to preschool: Navigating a successful transition*. Retrieved from <http://www.handsandvoices.org/pdf/TransRevised0107.pdf>

Hrastinski, I., & Wilbur, R. (2016). Academic achievement of deaf and hard of hearing students in asl/English bilingual program. *Journal of Deaf Studies and Deaf Education*, 21(2), 156-170.

Johnson, C. (2007). *RTI: What it is, what it isn't*. Retrieved from <http://www.handsandvoices.org/articles/docs/RtI.pdf>

Mittler, J. (2007). Assistive technology and IDEA. In C. Warger (Ed.), *Technology integration: Providing access to the curriculum for students with disabilities*. Arlington, VA:

Technology and Media Division (TAM). Received from
<http://tamcec.org/pdf/AssistiveTech%20and%20IDEA%20Regs.pdf>

National Education Association. *Teaching students with autism: Guide for Educators* (PDF). http://www.nea.org/assets/docs/Autism_Guide_final.pdf
(Accessed October 12, 2019).

Qi, S. & Mitchell, R. (2011). Large-scale academic achievement testing of deaf and hard of hearing students: Past, present, and future. *Journal of Deaf Studies and Deaf Education*, 17(1), 1-18.

Rose, S. (2007). *Monitoring progress of students who are deaf or hard of hearing*. Retrieved from
<http://www.studentprogress.org/library/ArticlesResearch/MonitoringProgressofStudentsWhoAreDeaforHardofHearing.doc>

Sligar, S., Cawthon, S., Morere, D., & Moxley, A. (2013). Equity in assessment for individuals who are deaf and hard of hearing. *Journal of the American Deafness & Rehabilitation Association*, 47(1), p. 110-127.

Smith, A. K., Andrews, J. F., Ausbrooks, M., Gentry, M. A., & Jacobowitz, E. L. (September 01, 2013). A Metalinguistic Awareness Test for ASL/English Bilingual Deaf Children: The TASLA-R. *Journal of Language Teaching and Research*, 4, 5, 885.

Traxler, C. (1998). *Frequently asked questions about the Stanford achievement test with deaf and hard of hearing students*. Washington, DC: Gallaudet Research Institute. Retrieved from
<http://gri.gallaudet.edu/~catraxle/sat-faq.html>

Visser, L., Ruiter, S., van der Meulen, D., Ruijssenaars, W., & Timmerman, M. (2012). A review of standardized developmental assessment instruments for young children and their applicability for children with special needs. *Journal of Cognitive Education and Psychology*, 11(2), p. 102-127.

RECOMMENDED LITERATURE:

Cohen, L., & Spenciner, L. (2003). *Assessment of children and youth with special needs* (2nd ed.). Boston: Allyn and Bacon.

Mounty, J. L., & Martin, D. S. (2005). *Assessing deaf adults: Critical issues in testing and evaluation*. Washington, D.C: Gallaudet University Press.

National Association of State Directors of Special Education (NASDSE). (2006). Chapter 3: *Assessment-Deaf and hard of hearing students: Educational service guidelines*. Alexandria, VA: National Association of State Directors of Special Education.

Spragins, A., Blennerhassett, L., & Mullen, Y. (1998). *Reviews of assessment instruments used with deaf and hard of hearing students*. Washington DC: Gallaudet Research Institute.

Van Dijk, R., Nelson, C., Postma, A., & Van Dijk, J. (2010). Deaf children with severe multiple disabilities: Etiologies, intervention, and assessment. In M. Marschark & P. Spencer (Eds.), *The Oxford handbook of deaf studies, language, and education* (pp. 172-191). New York, NY: Oxford University Press.

STUDENT LEARNING OUTCOMES:

By the end of this course, student will have completed the following objectives:

1. Identify and discuss a) potential sources of bias when using standardized tests developed for hearing students, with D/HH students; b) differences in student characteristics that must be considered when analyzing results of tests on a D/HH student; c) and necessary test adaptations when accommodating D/HH students.
2. Describe different types and models of assessments and identify the measures used locally in assessing D/HH children who receive special education services.
3. Synthesize concepts and terms from course readings, materials, and discussions by responding to questions.
4. Integrate best practices presented in the course materials for observing and administering assessment tools and reporting.
5. Reflect and respond to peer-created video logs on various topics in assessments.
6. Administer three published assessment tools on a hearing child, interpret the result, and synthesize the findings from the analysis and child information into a formal report.
7. Develop the measurable learning objectives based on the findings from the assessments.
8. Observe an Individual Education Plan (IEP) annual meeting and explain the roles of support personnel and IEP process.
9. Conduct research in the area of assessment of D/HH students.

COURSE EXPECTATIONS:

1. This is a hybrid course – 80% of the coursework will occur online and 20% will occur during face-to-face meetings. The schedules of video conference will be determined by faculty following students' availabilities. CSDS face-to-face meetings at Fresno State are scheduled from Thursday, August 22nd at 3:00 p.m. to Friday, August 23rd at 3:00 p.m. and from Thursday, November 14th at 4:00 p.m. to Saturday, November 16th at 12:15 p.m. Prior to face-to-face class meetings, students will be provided with a schedule of classes and activities to take place during those meeting dates. All class materials are accessible on Canvas.
2. Students are advised to become comfortable in the virtual classroom environment and become familiar with any related computer applications. It is expected that students will spend more time fulfilling the requirements for this class than typical face-to-face course. Students are expected to log onto the course a minimum of six-seven times per week and complete the assignments following the due dates. This course is very intense and takes a significant time commitment.

3. Students must have and use a Fresno State email account. The university provides a free email account for all enrolled students.

A Fresno State email account will provide you with:

- Convenient Access
- Login to my.mail.edu
- Access to Web-based services
- Checking E-mail from any browser
- Ability to check other E-mail accounts
- [Spam Filtering now available](#)

The department and faculty teaching this course will be using only the Fresno State email address in all academic communications with students. It is your responsibility to check their Fresno State email account regularly, several times a day if necessary.

If the email messages are not deleted periodically, the allocated memory for the account will be filled up and all further messages will be bounced back and will not be delivered to your account. For this reason, you will have to clean up your account regularly. BE SURE to check your Canvas account and have the correct CSU, Fresno email address listed.

4. The use of audio/video recording of course lectures/materials are not allowed except for student(s) with disabilities. Please check with me prior to the use of audio/video recording.

COURSE REQUIREMENTS AND ASSESSMENTS:

Participation and completion of course assignments are essential to accomplishing student learning outcomes and completing this course with a satisfactory grade. Student's progress in this course is valued. The instructor will provide constructive feedback within a timely manner.

All works must be submitted through Canvas as explained in the assignments. Missed assignments past due are subjected to a 10% deduction for every 24 hours. There have been very few problems with the stability of Canvas. To minimize the likelihood that technology issues prohibit students from completing assignments on time, students are advised to submit as early as possible to allow time to contact tech support. However, if students cannot log onto Canvas to complete the assignment, students need send the instructor an email with the assignment attached. Student's name should be typed in the subject of the email. Be aware that difficulty logging in may be an ISP or connection issue. The instructor cannot accept work through email if Canvas is functional. It is difficult for the instructor to verify personal technology issues, but the instructor can verify with tech support regarding to issues with Canvas at a given day and/or time.

SUMMARY OF CLASS ACTIVITIES AND ASSIGNMENTS:

A. Reading video summaries & discussions (SLOs 1 – 5): 55 points – due Fridays by 11:59 PM

Students are expected to become familiar with current and upcoming reading assignments. For each assigned reading, students will create a video response in ASL (**no more than 5 minutes**) and post on Canvas. Students will also contribute to posted responses, make thoughtful contributions that advance conversations, and show interest in and respect for others' views. Each response should include at least one 1) general response, 2) reflection or question, and 3) feedback on ASL skills (one positive and one suggestion for improvement). If responses include a specific page in the readings or URL address to a website, students should make that a note of those references. The overall structure of responses may be changed later in the semester. For example, students may be asked to answer a question instead of providing a general summary. The instructor will notify students when these changes occur.

B. CBM presentation (SLOs 1 – 3, 9): 45 points – due November 4

Students will prepare a 20-minute Power Point presentation on one of the five subject area chapters from “The ABC’s of CBM” (Reading, Early Reading, Spelling, Writing, Math).

C. Class presentation (SLOs 1 – 3, 9): 50 points – due November 14

Each student will present and lead a discussion on a topic that is related to assessment of D/HH students. Preferred topics include a specific assessment used with D/HH children. Prior to the assigned presentation, students need to schedule a meeting with the instructor to discuss the topic and presentation content for approval.

During discussion/presentation, each student will be expected to:

1. Provide classmates with reading material one week beforehand.
2. Lead discussion.
3. Ask and subsequently be able to answer a minimum of 2 higher order questions with answers per topic (copy questions and answers for each student).
4. Provide 20 T/F or multiple-choice questions (copy questions and answers for each student).
5. Summarize the topic discussed, as well as answer questions.

Students will have present during the November face-to-face meeting. A written outline or Power Points (or Google Slides) of what will be covered should be used and provided to the instructor.

D. Review of literature (SLOs 1 – 2, 9): 50 points – due November 26

Each student will write a 6-8 page (~2000 words) APA-formatted paper related to assessment of D/HH students, special education students, or bilingual students. The topic for the literature review and presentation can be the same. Students are required to consult with the instructor about the topic before proceeding.

E. Observation of assessment and IEP meeting & report (SLO 8): 50 points – due November 27

Student will:

1. Observe a DHH DIS teacher administering an assessment.
2. Meet with the DHH DIS teacher to discuss scoring of assessment.

3. Secure a date to attend an IEP (1 CSUF student per IEP) DO NOT WAIT UNTIL THE LAST MINUTE TO DO THIS!
4. Observe an annual IEP of a local D/HH student or a Special Education student (proper permission secured by the student through the teacher, parent & school administration).
5. Write a formal summary of the experience (1-2 pages) including who (no full names, identity of student must be confidential), what, where and when, summary with some detail and conclude with what was learned from this experience.
6. Use **no names** of any person involved, just identify each person in attendance by their title, i.e., administrator, deaf child, parent or mother or father, teacher of the deaf, general education teacher.
7. Be prepared to discuss this experience.

F. Midterm and final exams: 150 points total – Exam schedule October 25 & December 15

Exams will be based on assigned readings, lecture materials, Canvas postings and peer presentations. Questions may be multiple choice, true/false, and/or essay form. (75 points each)

G. Terminology:

Review of statistics, validity, reliability, and scoring terminology
Assessment, IDEA and the law
Adapting tests for DHH students
Assessment methods
Academic assessments: Woodcock-Johnson, Brigance, and Measurement of Academic Performance (MAP)
Multiple Disabilities
Early Childhood, informal/formal assessment, other areas
Assessment of intelligence and behavior
Curriculum Based Measurement
Response to Intervention
Eligibility, preschool transition
IFSP/IEP and designated services
Annual / Triennial Reports
Career Transition and Planning
ASL Assessment

Grading Policy

Assignments	Points	Due dates
Reading video summaries & discussion	55	Weekly
CBM presentation	45	Nov. 4
Class Presentation	50	Nov 15
Literature Review	50	Nov 26
Assessment & IEP observations & report	50	Nov 27
Examinations (2)	150	Oct 25 & Dec 15
Total	400	

Grading scale	Grade	Points
90% - 100%	A	350 – 400
80% - 89%	B	300 – 349
70% - 79%	C	250 – 299
60% - 69%	D	200 – 249
Below 60%	F	Below 199

University and Course Policies

Academic integrity

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

Students should:

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

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).

Distance learning policy and etiquette

At California State University, Fresno, computer and communication links to remote resources are recognized as being integral to the education and research experience. Every student is required to own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software.

When interacting in an online forum there are some basic rules that need to be followed. Flaming (insulting, bashing, name-calling, using profanity or derogatory terms through cyberspace) in the discussion boards or email will not be tolerated. Flaming posts will be automatically removed from the discussion board, and the instructor will contact students immediately. If continued, the university disruptive classroom behavior policy will be enforced and students may be permanently removed from the course. Students are advised to review the online etiquette in Blackboard orientation learning module.

The classroom (online or face-to-face) is a unique 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 and 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 the course.

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 become familiar with copyright and fair use policies, the University encourages students to visit the California State University Fresno copyright web page: <http://www.fresnostate.edu/library/about/policies/docs/copyrtpolicyfull.pdf>.

Digital Campus course websites 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. Students may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that the document is (1) not modified, (2) used only for the duration of this course, and (3) in 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.

Study Expectations:

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 4 hours outside of class each week. Some students may need more outside study time and some less. For free tutoring on campus, contact the [Learning Center](#), in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 278-3052.

"Our campus has developed SupportNet to connect students with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by SupportNet to succeed in this course."

UNIVERSITY SERVICES

The following University services can be found at:

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

Tentative Fall 2019 Course Schedule (Subject to Change)

The schedule will be tentative and may be changed according to the progress of the class and at the discretion of the instructor.

DATE	TOPICS	ASSIGNMENTS
8/23 (F2F) Module 0	Review Syllabus Introduction to Assessment	Pre-readings posted in Canvas 1) Chapter 1 (handouts) from Miller et. al (2015) and Pierangelo & Giuliani (2012) VLOG #1 & responses due 8/31 before 11:59 PM

DATE	TOPICS	ASSIGNMENTS
8/31 Module 1 / week 1	Assessment, IDEA, and D/HH students	<p>Readings</p> <ol style="list-style-type: none"> 1) Pierangelo & Giuliani (2012) Chapter 1: Assessment and the law: Landmark court cases, 504, FERPA, PL 94-142, IDEA, ADA, NCLB, California ED Laws 2) Clerc Center: Laws Impacting Students Who are Deaf or HH 3) Qi, S., & Mitchell, R. (2012). Achievement Test for DHH: Past, Present, and Future 4) Structure of IDEA 2004 Handout 5) Hands and Voices. (2006). IDEA and transition 6) Mittler (2007) IDEA and assistive technology <p>VLOG #2 due 9/4; Responses due 9/6 before 11:59 PM</p>
9/6 Module 1 / week 2	Review of statistics, validity, reliability, and scoring terminology	<p>Readings</p> <ol style="list-style-type: none"> 1) Miller, M., et al. (2015). Chapter 2: Test Construction & Measurement Issues <p>PowerPoint Slideshows Review of statistics, validity, reliability, and scoring terminology</p> <p>Task</p> <ol style="list-style-type: none"> 1) Student picks a topic presentation for November F2F <p>VLOG #3 due 9/11; Responses due 9/13 before 11:59 PM</p>
9/13 Module 2 / week 1	Assessment tools, adapting tests for D/HH students	<p>Readings</p> <ol style="list-style-type: none"> 1) Cawthon, S. (2011). Test Item Linguistic Complexity and Assessment for Deaf Students 2) Cawthon, S., et al. (2010). ASL as an Assessment Accommodation for DHH Students 3) Sligar, S., Cawthon, S., Morere, D., & Moxley, A. (2013). Equity in Assessment for Individuals who are DHH 4) NASDSE Educational Services. (2006). Assessment Tools for DHH Students <p>VLOG #4 due 9/18; Responses due 9/20 before 11:59 PM</p>

DATE	TOPICS	ASSIGNMENTS
9/20 Module 2 / week 2	Professional team work	<p>Readings</p> <ol style="list-style-type: none"> Chapter 7: Child study team & Pre-referral strategies, classroom management techniques, help classes, remedial support, counseling, progress reports, screenings Chapter 8: Multidisciplinary team and parental participation in the assessment process: Assessment plans, options for team, academic achievement evaluation, additional evaluations, parent interview, confidentiality <p><i>VLOG #5 due 9/25; Responses due 9/27 before 11:59 PM</i></p>
9/27 Module 3 / week 1	Assessment methods and academic assessment	<p>Readings</p> <ol style="list-style-type: none"> Chapter 2: Methods of Assessment Chapter 9: Assessment of Academic Achievement: reading, reading assessments, math, written expression, spelling, comprehensive assessments Review NASDSE Educational Services' Assessment tools <p><i>VLOG #6 due 10/4 before 11:59 PM</i></p>
10/4 Module 3 / week 2	Multiple disabilities, writing a comprehensive report	<p>Readings</p> <ol style="list-style-type: none"> Van Dijk, Nelson, Postma, Van Dijk. (2010). Deaf with severe multiple disabilities Pierangelo & Giuliani (2012) Chapter 17: Report writing <p>Tasks</p> <ol style="list-style-type: none"> Participation in the assessment process Midterm Exam questions <p><i>VLOG #7 due 10/11 before 11:59 PM</i></p>
10/14 Module 3 / week 3	Early childhood, informal assessment, other areas of assessment	<p>Readings</p> <ol style="list-style-type: none"> Pierangelo & Giuliani (2012) Chapter 14: Early childhood assessment: Early childhood intervention, assessment procedures, IFSP, working with family in assessment, measures SKI-HI Language Development Scale <p><i>VLOG #8 due 10/23; Responses due 10/25 before 11:59 PM</i></p>
10/25	Midterm Exam	Friday the 25th 7:00 AM – Monday the 28th before 11:59 PM

DATE	TOPICS	ASSIGNMENTS
11/01 Module 4 / week 1	Assessment of intelligence and behavior	<p>Readings</p> <ol style="list-style-type: none"> 1) Pierangelo & Giuliani (2012) Chapter 10: Assessment of intelligence: Intellectual ability, verbal & performance subtests, WISC-IV 2) Pierangelo & Giuliani (2012) Chapter 11: Assessment of behavior: Functional behavior, behavior intervention plans, environmental, test response, social-emotional development, adaptive behaviors 3) Miller, M., et al. (2015). Chapter 8: Assessment of Behavior & Social-Emotional Functioning <p><i>VLOG #9 due 10/30; Responses due 11/01 before 11:59 PM</i> <i>CBM PRESENTATION due 11/04 before 11:59 PM</i></p>
11/08 Module 4 / week 2	ASL assessment	<p>Readings</p> <ol style="list-style-type: none"> 1) Article: A Metalinguistic Awareness Test for ASL/English Bilingual Deaf Children: TASLA-R 2) Visual Communication Sign Language
11/14 & 15 (F2F)	Topic presentations: Language Deprivation, Woodcock-Johnson, Brigance, and Measurement of Academic Performance (MAP) assessments	<p><i>Thursday: Class Presentations & Review ASL Assessment</i></p> <p><i>Friday: Guest Lecture (Dr. Natasha Kordus, CSDR School Psychologist)</i></p> <p><i>Topics: Language Deprivation and The Diagnostic Process</i></p>
11/16 Module 5 / week 1	Eligibility, preschool transition	<p>Readings</p> <ol style="list-style-type: none"> 1) Chapter 18: Eligibility procedures 2) Assessment instruments for children with special needs 3) Teaching students with autism: A Guide for Educators 4) Hands and Voices Bridge. (2006). Bridge to preschool
11/22 Module 5 / week 2	Curriculum Based Measurement, Response to Intervention	<p>Readings</p> <ol style="list-style-type: none"> 1) Hosp, Hosp, & Howell (2007) ABC's of CBM 2) Pierangelo & Giuliani (2012) Chapter 6: Response to intervention (RTI) 3) Johnson (2007) RTI: What it is? <p><i>LITERATURE REVIEW due 11/26 before 11:59 PM</i> <i>IEP OBSERVATION REPORT due 11/27 before 11:59 PM</i> <i>Thanksgiving Holiday (Nov. 27 – 29)</i></p>

DATE	TOPICS	ASSIGNMENTS
12/01 Module 5 / Final week	Classroom Management strategies for DHH students	<p>Readings</p> <ol style="list-style-type: none"> 1) Types of classroom management: Assertive discipline (internet) 2) Wenkus, Rittenhouse, & Dancer (1999): Classroom Management Programs for Deaf children in the residential schools and large public schools 3) Guardino & Antia (2012): Modifying the classroom environment for DHH students 4) Kordus & Rempe (2016): Teaching DHH students with behavior management (PPT) <p><i>VLOG #10 due 12/11 before 11:59 PM</i> <i>Last Day of Instruction (Dec. 11)</i></p>
12/15	Final Exam	Final Exam via Online (Canvas)