

## **CDDS 255 – Assessment of Deaf and Hard of Hearing Students**

Communicative Disorders and Deaf Studies , Fall 2013, (3 units)

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<b>Office hours:</b>	W/F 12 – 2:30 pm (virtual or face to face)
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<b>Class time:</b>	Online (80%) and On Campus TBA (20%)

### **Catalog Description:**

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

### **Course Rationale:**

CDDS 255 is a graduate seminar on graduate studies and research methods in deaf studies. It carries three units of credit. Besides introducing the student to graduate studies in deaf education, 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.

### **Student Outcomes:**

1. Identify and discuss potential sources of bias when using standardized tests developed for hearing students, with deaf or hard of hearing (D/HH) students.
2. Identify and discuss differences in student characteristics that must be considered when analyzing results of tests on a D/HH student.
3. Identify and discuss necessary test adaptations when accommodating D/HH students.
4. Identify the measures used locally in assessing deaf children who receive special education services.
5. Administer, interpret, and share the information in a formal report on a hearing child using child information and three published tests.
6. Describe the different models of assessment.
7. Compare and contrast norm-referenced and criterion-referenced tests.

8. Define reliability and validity and describe ways to evaluate the reliability and validity of tests.
9. Define and interpret different types of test scores.
10. Write behavioral/measurable objectives.
11. Observe and share information on an actual Individual Education Plan (IEP) annual meeting.
12. Explain the roles of support personnel who may attend an IEP meeting for a D/HH student.
13. Conduct research in the area of assessment of D/HH students.

**Website Information and Support:**

To access the course login to [Blackboard](http://blackboard.csufresno.edu) (<http://blackboard.csufresno.edu>) using your Fresno State username and password.

**For help with Blackboard contact Technology Innovations for Learning and Teaching at 278-7373 or send an email to [tiltsupport@csufresno.edu](mailto:tiltsupport@csufresno.edu).**

**Textbooks:**

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

Pierangleo, R., & Giuliani, G. (2009). *Assessment in Special Education: A practical approach*. (3rd Ed.) Boston, MA: Allyn & Bacon. ISBN 0205608353

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

Bateman, B. & Herr, C. (2006) *Writing Measurable IEP Goals and Objectives* (2<sup>nd</sup> Ed). Verona, WI: Attainment Company. ISBN: 1578611490

**Required Readings:**

These readings and/or their internet links will be posted in Course Documents on Blackboard. More readings may be added as the instructor sees fit.

American Society for Deaf Children (2006) *What's the IDEA and Services?* Downloaded from [http://www.deafchildren.org/resources/31\\_ASDC%20-%20Article%20-%20What%27s%20the%20IDEA%20About%20Assistive%20Technology%20and%20Services.pdf](http://www.deafchildren.org/resources/31_ASDC%20-%20Article%20-%20What%27s%20the%20IDEA%20About%20Assistive%20Technology%20and%20Services.pdf)

About Assistive Technology

Deno, S. L. (2003). Developments in curriculum-based measurement. *The Journal of Special Education*, 37(3), 184–192. <http://www.studentprogress.org/library/Deno.pdf>

- National Association of State Directors of Special Education (2006). Chapter 3: Assessment. *Deaf and hard of hearing students: Educational service guidelines*. Alexandria, VA: Author.
- 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>
- Johnson, C. (2003). *Educational Evaluation of Deaf Children*. <http://www.listen-up.org/rights/evals.htm>
- Johnson, C. (2003). How the Individuals with Disabilities Education Act (IDEA) Applies to Deaf and Hard of Hearing Students. <http://ccdham.gallaudet.edu/pdf/intro-toc.pdf>
- Johnson, C. (2007). *RTI: What it is, what it isn't*. <http://www.handsandvoices.org/articles/docs/RtI.pdf>
- Rose, S. (2007). *Monitoring Progress of Students Who Are Deaf or Hard of Hearing*. <http://www.studentprogress.org/library/ArticlesResearch/MonitoringProgressofStudentsWhoAreDeaforHardofHearing.doc>
- Spragins, A., Blennerhassett, L., & Mullen, Y. (1998). *Reviews of assessment instruments used with deaf and hard of hearing students*. Gallaudet Research Institute.
- Cohen, L., & Spenciner, L. (2003). *Assessment of children and youth with special needs* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon. (for Chapter 7)
- Traxler, C. (1998). *Frequently asked questions about the Stanford achievement test with deaf and hard of hearing students*. Gallaudet Research Institute. Download from <http://gri.gallaudet.edu/~catraxle/sat-faq.html>
- 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; Oxford University Press

### **Technical Requirements:**

The students must complete of all reading assignments. The instructor reserves the right to change or add reading assignments. Some readings or excerpts from readings will be posted in Blackboard.

4. To take this class you must have the following:

- A computer with a webcam and high-speed internet connection.
- An active e-mail account. By default, Blackboard sends mail to your CSUFRESNO email account. If you do not check your CSUFRESNO email address regularly, please go in immediately and forward your messages to the account that you do check. Login (email.csufresno.edu), select "Options", then "Settings" then enter the address you prefer under "Mail Forwarding". Please note: you must login to your CSUFRESNO email account and delete old messages or your mailbox will fill up and you will not be able to receive messages.
- Microsoft Office (You may purchase Microsoft Office from CVIP with your Fresno State ID).

- Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: <http://www.adobe.com> and download the FREE Reader. There is a link on the left side of this Web site to "Get Adobe Reader". You will need this plug-in to access documents posted in this class.
- Blackboard does not fully support use of special characters in file names. When naming files to be uploaded into Blackboard, please **do not** include any special characters such as #, %, &. Only use letters, numbers, and underscores. **All files must also have the appropriate extension** (ie. .doc, .ppt, .rtf, .pdf).

### **Blackboard Postings:**

In our class there is writing in the form of “Blackboard (BB) Postings” which are located by clicking on the ‘communication’ tab and then clicking on ‘discussion board’. You are expected to include your reaction to the related questions, posts by your peer statements posted by your instructor. Each posting requires critical thinking as well as personal reaction and questioning of the material. Your BB posts **SHOULD** include reference to specific page numbers in your readings and/or the URL addresses to websites.

Any FLAMING or derogatory posts will automatically be removed from the discussion board, and your instructor will contact you immediately. If continued, the university disruptive classroom behavior policy will be enforced and you may be permanently removed from the course. Please review the online netiquette in your Bb orientation learning module.

### **Vlogs / Blogs:**

Students will be required to submit video logs (VLOGS) and written blogs (BLOGS). Information on the equipment and submission requirements is provided in Bb.

### **Safe Assign:**

There are multiple assignments that will require you to submit your work to safe assign. Safe Assign allows professors to identify content that is plagiarized. Be sure to use APA format and correctly cite your sources. A Safe Assign practice submission is required as part of your Bb orientation learning module.

### **Class meetings:**

This is a 80 / 20 web-based program – 80% of our coursework will occur online and 20% will occur during our two face to face meetings. The required CDDS face to face meetings for Cohort One at Fresno State are on Friday, August 16<sup>th</sup> from 6 pm – Sunday August 18<sup>th</sup> at 4 pm and Friday November 1<sup>st</sup> from 6 pm – Sunday, November 4<sup>th</sup> at 4 pm. Prior to the face-to-face meeting, a schedule for all of your classes during those meeting dates will be provided to you. All class materials are accessible on Blackboard. Log into the California State University, Fresno website. Look for the drop down menu on the home page and go to Blackboard. To log in, you must have a CSUF e-mail username and password.

Because of the additional time it may require to become familiar with Blackboard, 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 e-mail regularly- at least 4-5 times per week. This course is very intense and takes a significant time commitment.

When interacting in an online forum there are some basic rules that need to be followed. Flaming either in the discussion boards or email will not be tolerated (check Wikipedia if you don't know what flaming means). If flaming reoccurs the disruptive classroom behavior university policy will be enforced. Treat one another with respect and value the fact that each of us bring to the table unique perspectives and life experiences. Lets become a community of learners who share our knowledge and resources.

#### Blackboard and Technical Difficulties:

All works must be submitted through Blackboard as explained in the assignment, quiz or discussion instructions. There have been very few problems with the stability of Blackboard. 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 Blackboard to complete work, send your work to me at [chantelc@csufresno.edu](mailto:chantelc@csufresno.edu) as an attachment. Place your name in the subject of the e-mail. Please be aware that if the difficulty logging in is due to a problem with your ISP, connection or other issue and if Blackboard is functional, I will be unlikely to accept the work submitted by e-mail. It is difficult for me to verify personal technology problems. If it is a Blackboard problem I can confirm that with the University and I will accept the work.

#### Grading Policy:

Assignments	Points
Reading Video Summaries	75
Topic Presentation & Questions	50
Attendance at an IEP & Formal Write Up	50
CBM Presentation	25
Administration (3) of Assessment Tools	50
Review of Literature / Research Paper	100
Examinations (2)	150
Total	500

The student grades will be calculated objectively as follows:

90%-100%	A	450 – 500 points
80%-89 %	B	400 – 449 points
70%-79 %	C	350 – 399 points
60%-69 %	D	300 – 349 points
below 60 %	F	below 300 points

#### Summary of Class Activities/Assignments:

#### Class Participation

This is defined as a student who comes to class prepared, contributes readily to the discussion but does not dominate it, makes thoughtful contributions that advance the conversation, shows interest in and respect for others' views, and participates actively in small groups.

### **Reading Video Summaries**

You are expected to become familiar with the reading assignments. This includes making sure you know what the assigned reading will be for the next session. For each assigned reading, you will make a video of yourself doing a summary in ASL (no more than 5 minutes) and post it on Blackboard

### **Topic Presentation**

Each student will present and lead a discussion on a topic that is related to assessment of deaf/hard of hearing students. The topic must be approved by the instructor. Preferred topics include a specific assessment used with DHH children. It is required that you schedule a meeting with the instructor to discuss your topic and presentation content before actually presenting to the class.

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.

You will have 45 minutes to one hour to present your material. You should have a written outline or power point of what you will be covering and provide copies of these to your instructor.

### **Shadow a DHH DIS teacher during Assessment and IEP Meeting**

Student will:

- a) Observe a DHH DIS teacher administering an assessment
- b) Meet with the DHH DIS teacher to discuss scoring of assessment
- c) secure a date to attend an IEP (1 CSUF student per IEP) **DO NOT WAIT UNTIL THE LAST MINUTE TO DO THIS!**
- d) observe an annual IEP of a local D/HH student or a Special Education student (proper permission secured by you through the teacher, parent & school administration)
- e) write a formal summary of the experience (1-2 pages) including the who (no full names, identity of student must be confidential), what, where and when, summary with some detail and conclude with what you learned from this experience.  
\*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
- f) be prepared to discuss your experience during class

### **CBM Presentation:**

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).

### **Administration of Assessment**

Student will:

- a) administer 3 assessment tools (One academic achievement, and two other assessment tools, with permission of instructor)
  - b) child must be 4-8 yr old, hearing, with no identified or suspected special needs (no exceptions). It is your responsibility to secure a child and obtain written permission from the child’s parent. No immediate family members may be used.
- You will submit one (1) formal report on your student, including all of the information you gather from the administration of each test.
  - Please refer to the child by his/her first name and last initial.
- Write up must include: background information on child, purpose of assessment, summary of assessment, summary of findings, description of strengths/weaknesses, recommendations for interventions. *Please attach a copy of the permission statement from the child’s parents/guardians.*

### **Review of Literature Research Paper**

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. Your topic can be the same as your presentation topic or any school subject assessment area or social/emotional assessment. Please ask the instructor if your topic is acceptable before proceeding. Upon completion of the written paper, you will prepare a poster displaying key findings for the November face to face class meeting. Specifications for the poster will be posted on Blackboard.

### **Midterm and Final Exams**

Exams will be based on assigned readings, lecture materials, Blackboard postings and peer presentations. Questions may be multiple choice, true/false, and/or essay form.

### **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.

### **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).

### **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 (<http://www.csufresno.edu/ITS/>) or the University Bookstore. 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.

### **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 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 class.

### **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 the California State University Fresno copyright web page: <http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers, you can visit the Copyright FAQ Webpage <http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

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**Tentative Schedule**

The schedule will be tentative and may be changed according to the progress of the class and at the discretion of the professor. Also be sure to look at the open learning module for due dates for specific projects.

MODULE	DATE	TOPICS/READINGS	ASSIGNMENTS
One	8/20-23	Face to Face Meetings	Pre-readings for CDDS 255 posted in Blackboard Deaf Education Learning Community Orientation Module Ch 1 IDEA, parental consent, comprehensive assessment
One	8/26	Review of statistics, validity, reliability, and scoring terminology	Chapter 4: Basic Statistical Concepts Chapter 5: Validity and Reliability Chapter 6: Scoring Terminology
One	9/2	Assessment, IDEA, and the Law, RTI and Deaf and hard of hearing students	Structure of IDEA 2004 Handout Chapter 2: Assessment and the Law: landmark court cases, 504, FERPA, PL 94-142, IDEA, ADA, NCLB, California Ed. Laws. Johnson, C. (2000) How the Individuals with Disabilities Education Act (IDEA) Applies to Deaf and Hard of Hearing Students, American Society for Deaf Children Article on Assistive Devices Bridge to Preschool Article (Hands and Voices) Pick students for topic presentation dates.

MODULE	DATE	TOPICS/READINGS	ASSIGNMENTS
Two	9/9	Adapting Tests for D/HH Students	Johnson, C. (2003). Educational Evaluation of Deaf Children Chapter 3: Assessment and testing considerations, standardized testing, informal assessment, criterion referenced, ecological assessment, CBA, dynamic assessment, portfolio, authentic, performance-based, task analysis, outcome based, learning styles assessment, instrument selection. NASDSE Educational Services Guidelines (2006), NASDSE Recommended Assessment Tools Spragins, A., Blennerhassett, L., & Mullen, Y. article at <a href="http://research.gallaudet.edu/Assessment/ACADEMIC.html">http://research.gallaudet.edu/Assessment/ACADEMIC.html</a>
Two	9/16	Professional Team Work	Chapter 7: Child Study Team & Pre-referral strategies, classroom management techniques, help classes, remedial support, counseling, progress reports, screenings Chapter 8: Multidisciplinary Team, Testing Considerations, and Parental Participation in the Assessment Process: assessment plans, options for team, academic achievement evaluation, additional evaluations, parent interview, confidentiality
Three	9/23	Assessment Methods, Academic Assessment, Woodcock-Johnson and Brigance Assessments	Chapter 3 Methods of Assessment Chapter 9 Assessment of Academic Achievement: reading, reading assessments, math, written expression, spelling, comprehensive assessments Spragins, A., Blennerhassett, L., & Mullen, Y. article at <a href="http://research.gallaudet.edu/Assessment/intellec.php">http://research.gallaudet.edu/Assessment/intellec.php</a>

MODULE	DATE	TOPICS/READINGS	ASSIGNMENTS
	9/30	Multiple Disabilities	Van Dijk, et.al Multiple Disabilities article Ch 8 The Multidisciplinary Team and Parental Participation in the Assessment Process Midterm QUESTIONS
Three	10/7	Midterm Exam	Midterm Exam
Three	10/14	Early Childhood, Informal Assessment, Other Areas	Informal Assessment: Cohen and Spenciner Chapter 14 Early Childhood Assessment: Early childhood intervention, assessment procedures, IFSP, working with family in assessment, measures. Chapter 15 Other Areas of Assessment
Four	10/21	Assessment of Intelligence and Behavior.	Chapter 10: Assessment of Intelligence: intellectual ability, verbal and performance subtests, WISC-IV, other measures Chapter 11: Assessment of Behavior: functional behavior, behavior intervention plans, environmental, test response, social-emotional development, adaptive behaviors
Four	10/28	Curriculum Based Measurement, Response to Intervention	Curriculum Based Measurement: Rose article, Deno article "ABC's of CBM" text CBM Presentations Chapter 17: Response to Intervention (RTI) Anson, C. (2007). <i>RTI: What it is, what it isn't</i> . <a href="http://www.handsandvoices.org/articles/docs/RtI.pdf">http://www.handsandvoices.org/articles/docs/RtI.pdf</a>
Five	11/1-11/3	ON CAMPUS face to face meetings	TOPIC PRESENTATIONS due

MODULE	DATE	TOPICS/READINGS	ASSIGNMENTS
Five	11/11	Eligibility, preschool transition	Chapter 19 Eligibility Procedures Hands and Voices Bridge to Preschool Article
Five	11/18	IFSP/IEP Development Designated Services	Chapter 20 Development of the IEP “Writing Measurable IEP Goals” text Bateman & Herr Writing Measurable IEP Goals text RESEARCH PAPER DUE
Five	11/25	Adult Transition and Planning	IEP WRITE UP DUE FINAL EXAM QUESTIONS
	12/2	ASL Assessment Review	McArthur-Bates Communicative Development Article ASSESSMENT REPORT DUE
	12/9	Final Exam	Final Exam