



## Master's & Credential Program

### EDU 235B DHH: Early Intervention Practicum (2) Spring 2021

<b>Instructor:</b> Angela Stokes, MEd, LSLs Cert AVEd	<b>Class Hours:</b> Monday 8:00 -12:00 noon Wednesday 1:30–4:30 pm
<b>JTC Voice:</b> 213 863-9942	<b>Class Dates:</b> Jan. 11 – May 5
<b>JTC E-mail:</b> <a href="mailto:astokes@jtc.org">astokes@jtc.org</a>	<b>Office Hours:</b> By appointment and email

#### Course Description

This course is a practicum that provides practical application of the early intervention theories discussed in EDU 235A. Students will be immersed in family-centered early intervention services through weekly individual family appointments with an assigned master teacher. Using sources that are research-based, the student candidates will analyze and synthesize the information presented. Lessons in this course will develop structural knowledge of conflicting perspectives, critical thinking skills, and an interdisciplinary understanding of the issues in the field of education of children with hearing loss. Within an interdisciplinary professional development school model, candidates will learn specific information to build structural knowledge and demonstrate skill at integrating evidence-based practices, adult learning principles, and a comprehensive understanding of course topics.

The student will:

1. Demonstrate knowledge of current theory, practices, and legal requirements to support families with infants and toddlers who are deaf and hard of hearing
2. Demonstrate knowledge of the impact of a diagnosis of a child on the entire family
3. Demonstrate skills that support families from diverse backgrounds
4. Demonstrate an understanding of typical and atypical infant development
5. Demonstrate knowledge of a variety of appropriate assessments
6. Demonstrate knowledge in developing and implementing IFSPs, IEPs, and transition plans.
7. Demonstrate strategies for guiding parents in natural settings
8. Demonstrate coordination of services for children with additional challenges
9. Demonstrate skills in participating on interdisciplinary teams
10. Demonstrate skills in fostering interagency collaborations

Fieldwork Validation: Candidates must complete the Observation/Practicum Hours Log for each special education methods course completed.

## Course Objectives – Aligned with Candidate Unit & Program Outcomes

This course meets CCTC Preliminary - Education Specialist Standards for Deaf and Hard or Hearing and standards established by CEC/CED for Preparing Teachers of Children Who are Deaf or Hard of Hearing. The course is also designed to meet standards for English Language Learners and children with Autism Spectrum Disorders.

**Assessment of Student Learning Outcomes:** MSMU faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills and attitudes expected of MSMU's graduate students. In each class, one or more student learning outcomes will be assessed. Some of the class assignments may be used to evaluate overall student learning and to improve teaching and learning in each class, the Education Department, and throughout the College.

**Course Outcomes Aligned with Standards:** This course meets the standards for the following organizations in preparing teachers of the deaf or hard of hearing:

California Commission on Teacher Credentialing (CCTC) Standards:

Preliminary Credential: Education Specialist/Deaf & Hard of Hearing

California Standards for the Teaching Profession (CSTPs)

California Teaching Performance Expectations (TPEs)

- <https://www.ctc.ca.gov/educator-prep/program-standards>

Council on Exceptional Children (CEC)

- <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

Council on Education of the Deaf (CED)

- <http://councilondeafed.org/standards/>

### Course Objectives based on MSMU Graduate Learning Outcomes and CTC TPEs:

<b>TPE 1: Engaging and Supporting All Students in Learning</b>	
DHH Candidates will:	
<b>Element 2</b>	<p>Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 Plan.</p> <p><b>Practice:</b> Complete a goals and outcomes worksheet in collaboration with the master teacher after each weekly parent-infant session for lesson planning process.</p> <p><b>Assessment:</b> Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation.</p>
<b>Element 3</b>	<p>Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, &amp; cultural development) and additional special needs.</p> <p><b>Assessment:</b> Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation.</p>
<b>Element 5</b>	<p>Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on language planning that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/</p>

	<p>communication options available (including the use of Assistive Technology and Augmentative and Alternative Communicative Devices as appropriate).</p> <p><b>Practice:</b> Weekly individual parent-infant early intervention service appointments with an assigned master teacher.</p> <p><b>Assessment:</b> Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation.</p>
<p><b>TPE 2: Creating and Maintaining Effective Environments for Student Learning</b> DHH Candidates will:</p>	
<b>Element 6</b>	<p>Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families.</p> <p><b>Practice:</b> Weekly individual parent-infant early intervention service appointments with an assigned master teacher.</p>
<p><b>TPE 3: Understanding and Organizing Subject Matter for Student Learning</b> DHH Candidates will:</p>	
<b>Element 3</b>	<p>Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading and viewing) language skills strategies and assessments based on the language of instruction (ASL and/or English).</p> <p><b>Introduction:</b> Integrate readings and activities from earlier coursework.</p> <p><b>Practice:</b> Weekly individual parent-infant early intervention service appointments with an assigned master teacher.</p>
<p><b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b> DHH Candidates will:</p>	
<b>Element 2</b>	<p>Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.</p> <p><b>Practice:</b> Weekly individual parent-infant early intervention service appointments with an assigned master teacher.</p> <p><b>Assessment:</b> Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation.</p>
<b>Element 6</b>	<p>Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.</p> <p><b>Practice:</b> Complete a goals and outcomes worksheet in collaboration with the master teacher after each weekly parent-infant session for lesson planning process.</p>
<p><b>TPE 5: Assessing Student Learning</b> DHH Candidates will:</p>	
<b>Element 2</b>	<p>Gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications.</p> <p><b>Practice:</b> Complete a goals and outcomes worksheet in collaboration with the master teacher after each weekly parent-infant session for lesson planning process.</p>
<b>Element 5</b>	<p>Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on assessments of student growth to determine level of proficiency for each deaf student.</p> <p><b>Practice:</b> Weekly individual parent-infant early intervention service appointments with an assigned master teacher.</p>

	<b>Assessment:</b> Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation.
<b>TPE 6: Developing as a Professional Educator</b> DHH Candidates will:	
<b>Element 2</b>	Demonstrate the ability to present unbiased information to families on the differences in perspectives on deafness, the range of educational opportunities available for deaf children, and support families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models. <b>Introduction:</b> Integrate readings and activities from earlier coursework, incorporating audiology, infant development, communication continuum, family systems, and early intervention in written reflections of their practicum experiences. <b>Practice:</b> Weekly individual parent-infant early intervention service appointments with an assigned master teacher. <b>Assessment:</b> Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation.
<b>Element 3</b>	Demonstrate the ability to work collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students. <b>Introduction:</b> Integrate readings and activities from earlier coursework, incorporating audiology, infant development, communication continuum, family systems, and early intervention in written reflections of their practicum experiences. <b>Practice:</b> Weekly individual parent-infant early intervention service appointments with an assigned master teacher.
<b>Element 6</b>	Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. <b>Practice:</b> Applying understanding of second language acquisition in sessions with parents and discussing input strategies. <b>Assessment:</b> Performance will be evaluated using a teaching behaviors checklist by the master teacher, course instructor, along with a submission of a self-evaluation.

**Course Objectives**

**Graduate Learning Goal #1: A Mount Saint Mary’s graduate candidate will demonstrate competence in techniques, concepts, and knowledge specific to each area of study.**

*Student Learning Outcome #1: Candidates will demonstrate knowledge of techniques and concepts specific to their areas of study.*

1. Demonstrate application of the knowledge of the effects of genetics, environment, maternal health and nutrition, and perinatal care on prenatal and perinatal development; to learn about perinatal and prenatal risk factors and their relationship to hearing loss.
2. Demonstrate application of the knowledge about typical and atypical development in the early years, including the following developmental domains: sensory-motor, cognitive, linguistic,

social-emotional, personality, play, self-help, adaptive behavior, physical maturation, and temperament.

3. Demonstrate application of the knowledge of typical and atypical development in language, and strategies to promote language acquisition in children who are developing typically and atypically, including those from diverse family backgrounds
4. Demonstrate application of an understanding of the role of play in the growth of infants and toddlers and its relationship to developmental domains.
5. Demonstrate application of an understanding of the major theories in infant and child development, specifically as they relate to cultural differences and values in diverse populations of families whose child is deaf or hard of hearing.
6. Make critical decisions about content, structure, assessment in early intervention programs with specific awareness of racial, cultural, lingual, socio-economic and gender issues related to families whose child is deaf or hard of hearing. Students will integrate readings and activities from earlier coursework, incorporating audiology, infant development, auditory-verbal practices, family systems, and early intervention in written reflections of their practicum experiences.
7. Identify and assess the unique needs of the infants and toddlers from their fieldwork experiences based on their developing knowledge of infant development and family dynamics, planning strategies to maximize learning.
8. Participate in the planning, preparation, and evaluation of practicum in early intervention with diverse infants/toddlers and their parents under the supervision of experienced parent-infant teachers of the deaf.
9. Demonstrate cultural sensitivity and active, reflective listening with parents during practicum experiences and assist parents in seeking referrals for needed services.
10. Assist parents by connecting them with other parents of children with hearing loss as well as with deaf adults, under the supervision of experienced parent-infant teachers of the deaf.

**Graduate Learning Goal #2: A Mount Saint Mary's graduate candidate will demonstrate the ability to access, analyze, synthesize, and evaluate educational research and professional education literature.**

*Student Learning Outcome #2: Candidates will demonstrate the ability to access, analyze, synthesize, and evaluate educational research and professional education literature.*

1. Demonstrate application of the research on coaching techniques when interacting with families of children who are deaf and hard of hearing.
2. Demonstrate application of the understanding of current and seminal research in the field of special education, child development, and the education of children who are deaf or hard of hearing.
3. Observe parent-infant programs, both family-centered programs in natural settings and center-based programs with diverse populations of families whose children have a hearing loss and relate observed practice to information found in readings and research on best practice.

**Graduate Learning Goal #3: A Mount Saint Mary's graduate candidate will demonstrate research skills and methods through the ability to gather, document, investigate, analyze, interpret, and evaluate information.**

*Student Learning Outcome #3: Candidates will design and implement sound teacher inquiry activities that demonstrate competent research skills and methods that give evidence of gathering, documenting, investigating, analyzing, interpreting, and evaluating information.*

1. Demonstrate application of the knowledge of specialized assessment tools in early intervention with families and their children with hearing loss
2. Demonstrate the ability to choose, administer, and interpret specialized assessment tools in early intervention practice

3. Demonstrate the ability to use assessment data to plan, implement, and evaluate intervention for families and their children with hearing loss

**Graduate Learning Goal #4: A Mount Saint Mary's graduate candidate will disseminate and communicate information effectively in verbal and written form.**

*Student Learning Outcome #4: Candidates will produce scholarly writing and professional presentations in education.*

1. Incorporate in lesson planning the application of professional interaction skills and the ability to work collaboratively with interdisciplinary, multidisciplinary and transdisciplinary professional teams that include families as full participants; to foster interagency collaboration; and to assist and support families in making transitions into new programs and services.
2. Demonstrate the ability to research available resources and mechanisms for coordination of services for infants and toddlers with hearing loss to include in lesson planning.
3. Make critical decisions in writing lesson plans about content, structure, and assessment in early intervention programs with specific awareness of racial, cultural, lingual, socio-economic and gender issues related to families whose child has a hearing loss
4. Integrate readings and activities from earlier coursework, incorporating audiology, infant development, auditory-verbal practices, family systems, and early intervention in lesson planning and written reflections of their practicum experiences.

**Graduate Learning Goal #5: A Mount Saint Mary's graduate candidate will understand individual differences and demonstrate the skills to address the moral and ethical challenges within the professional or field.**

*Student Learning Outcome #5: Candidates will demonstrate skills in addressing ethics within teacher inquiry.*

1. Demonstrate application of the knowledge of typical and atypical development in language, and strategies to promote language acquisition in children who are developing typically and atypically, including those from diverse family backgrounds
2. Demonstrate application of an understanding of the interactions among familial, cultural, social, and physical environments that influence growth and development of infants and toddlers with and without hearing losses.
3. Demonstrate application of their knowledge of current legal requirements and models of delivery systems in early intervention for children under age three who are deaf or hard of hearing and demonstrate competencies in developing and implementing early intervention service plans, Individualized Family Service Plans (IFSP), and Transition Plans to Individualized Education Plans (IEP).
4. Make critical decisions about content, structure, assessment in early intervention programs with specific awareness of racial, cultural, lingual, socio-economic and gender issues related to families whose child is deaf or hard of hearing. Students will integrate readings and activities from earlier coursework, incorporating audiology, infant development, auditory-verbal practices, family systems, and early intervention in written reflections of their fieldwork.
5. Demonstrate their knowledge of the Federal Law (Individuals with Disabilities Education Act; IFSP/IEP process, etc.) as it relates to the birth to three population, including English Language Learners, and their families.
6. Create an ethical, safe and effective learning environment by maintaining family confidentiality and by using language that demonstrates sensitivity and respect for all cultures during formal and informal interactions with all families.
7. Demonstrate application of an understanding of the unique needs of individual families in their planning and implementation of activities during individual family-centered instruction.
8. Interact in a culturally sensitive manner with families from diverse backgrounds, demonstrating appropriate use of interpreters as needed.

<b>Texts</b>
Rush, D. & Shelden, M. (2011). <i>The early childhood coaching handbook</i> ISBN-10: 1598570676 ISBN-13: 978-1598570670
Linder, T. (2008). <i>Transdisciplinary play-based assessment, 2</i> . ISBN-10: 155766871X ISBN-13: 978-1557668714
Linder, T. (2008). <i>Transdisciplinary play-based intervention 2: Guidelines for developing a meaningful curriculum for young children</i> ISBN-10: 1557668728 ISBN-13: 978-1557668721

<b>Required Materials</b>
Device Checking Kit: Available at JTC Front Desk at cost
Supplies needed: Ear Level Stethoset, Stethoset Attenuator, Battery Tester, Earmold Blower, Oto-Ease
Container to hold all supplies of your listening kit
<b>Course Modules/Topic Outline</b>

The following is an overview of the major topics you will practice during practicum sessions. Assigned readings and activities will be announced in class.

- The impact of hearing loss on a child and a family, the range of etiologies, the impact of early identification, early amplification, and early intervention
- The broad range of communication skills in working with D/HH infants and toddlers and their parents from diverse populations in center-based environments
- Curricula and lesson planning for interventions with D/HH infants and toddlers in natural, individual, and home-like settings
- Skills assessments of parents and D/HH infants and toddlers in both center-based and individual settings, based on knowledge of typical and atypical child development, as well as existing family supports
- Audiological management (including earmolds, hearing aids, cochlear implants, and bone conductors) of D/HH infants and toddlers, within the context of family-centered intervention
- Working as a successful member of an inter-disciplinary team and/or a transdisciplinary team during fieldwork with D/HH infants and toddlers
- D/HH infants and toddlers with additional challenges, including children with autism spectrum disorders, in a center-based and family-centered setting, and service coordination
- Responding to parents' questions and concerns within the context of family systems, child development, and cultural sensitivity, providing information on additional resources as needed including current research
- Development of language, speech and listening skills in both centered-based and individual settings with families of D/HH infants and Toddlers



- The IFSP process for families of D/HH infants and toddlers, including the transition to the IEP process
- Students will demonstrate knowledge of the following ELL teaching strategies through discussion in class and written lesson plans:
  - TPR (Total Physical Response)
  - Comprehensible Input (Krashen)
  - Language Experience Books
  - Conversational Approach
  - Embedded, Contextualized Learning
  - Teaching Language Through Experiences

## Assignments

### 1. Parent Infant Appointments and Lesson Plans

Each student is assigned to work with a family once a week under the guidance of the class instructor and master teacher. The student's ultimate goal is to demonstrate competence in observing, guiding and responding to parents based on their family's goals as they follow the child's lead in natural environments. The ultimate skill is to "teach the child through the parent." The student's grade is based on the ability to work towards this goal and demonstrate increasing skills in achieving it.

The students will:

1. Identify what a natural environment is and how it is used in working with the families
2. "Coach" parents in developing their skills and their child's skills
3. Demonstrate an understanding of the field of early intervention, audition, language and speech and use that information spontaneously in the appointments with families
4. Work on established goals through family routines and play and develop new goals with the parents when appropriate
5. Students who are not teaching will observe and take notes on sessions using assigned forms, which are turned in and graded according to included rubric

Monday morning and Wednesday afternoon PI sessions via our designated Zoom family links, discussions with the whole cohort on our class link will be held to:

- Review family information
- Review the student's plans for creating the learning environment
- Review the student lesson plans to work with the family in their home environment (planned & spontaneous)
- Review how the student plans to work on the family's goals in the various home environments

The student will have all lesson plans turned in to master teachers and instructor via email and Canvas no later than **THURSDAY before Monday lessons and SUNDAY for Wednesday lessons** for that week. Student materials needed for the lesson must be ready by the appointment day and at the beginning of class each day. Failure to participate in the class meeting or chronic lateness will mean that *the student will not participate in the family's lesson and a zero will be given for that day.*

The students will begin each session with the planned activity, beginning with one small section of the session, and adding sections as the master teacher and course instructor feel the student is ready. Eventually, the student will lead the entire family appointment, although the master teacher is the primary educator for the family and will step in at any point where he/she sees that clarification, information, or support is needed beyond what the graduate student provides. It is



the master teacher and the 235B instructor who decide how involved each graduate student is in each appointment. This is based on the family's needs and the student's ability at the time.

It is the responsibility of the graduate student to develop a cooperative working relationship with all professionals in appointments. The student learns how to deal with interruptions from the master teacher and family and demonstrates an ability to return comfortably into the role of primary coach.

Family sessions are scheduled for an hour. The student will need to end the appointment with the family fifty minutes later (or the agreed time), so the master teacher can debrief and discuss the appointment with the student. The students are to check in with the master teacher via email to see if further discussion is needed before the next week's appointment. Adherence to HIPAA regulations and guidelines when discussing family information verbally or in writing must be adhered to respect privacy.

## **2. Goals/Outcomes Sheets**

Students are responsible for completing a **Goals/Outcomes Sheet** for the family they work with. The students may be given the goals, but they must consider and discuss with the master teachers how those goals will be achieved in the natural environment using coaching methods. This information will be collected by you and in collaboration with your master teacher after each session to better understand how to address the areas of audiological management, education services, other needs, auditory development, communication/language, and speech in your weekly lesson planning process.

## **3. The LENA System (The Language ENvironment Analysis)**

Students will participate in using the LENA system, a relatively new recording technology, to study and gather research data on the acquisition of spoken language with their assigned family in the Parent-Infant Program. This will help the students familiarize themselves with how this technology is being utilized in research and how to interpret the findings to then, in turn, share, discuss, empower, and provide intervention strategies with parents in a meaningful and professional manner. The LENA will be introduced, paperwork provided for parent consent and use at home, LENA returned and data downloaded at JTC, graphs and reports printed, all documentation shared with parents by each student. A two-page report describing the student's research findings with LENA and their assigned family will be written, presented in class, and uploaded to Canvas (with names redacted).

## **4. Record Sessions for Video Analysis**

Selected sessions will be recorded by the student (with the parent's consent and master teacher's knowledge), stored in shared files for proper access, and analyzed to explore learning in various areas. At a minimum, students will record 3 sessions for formal analysis. Students need to be prepared to share with the class during a cancellation (the following week) portions of those videos that demonstrate:

- What the student felt was beneficial for the family and child
- What the student could change to benefit the family and child better
- What the student's primary goals are for their next session in light of their analysis

Each session will be recorded, evaluated, and graded by the candidate's master teacher and instructor using the AVT Rubric, based on the Auditory-Verbal Skills Teaching Behaviors Checklist, A.G. Bell Academy. The candidate will also submit a self-evaluation using the same AVT rubric.

## **5. Weekly Parent-Infant Session Written Reflection**

The written reflection should cover your impressions of the experiences with your assigned PI family, the activities planned and implemented during your weekly session, observations you shared and incurred during each appointment, along with examples of interdisciplinary experiences, and development of your professional demeanor. Students will integrate readings and activities from earlier coursework, incorporating audiology, infant development, auditory-verbal practices, family systems, and early intervention in written reflections of their fieldwork.

**6. Guided Observation Journal Submission (for non-assigned families)**

You will be required and scheduled to attend other PI family sessions strictly for observation and take notes using assigned forms in order to deepen perspective in early intervention services, gain further knowledge of the impact of a diagnosis of a child on families from diverse backgrounds, identify parent coaching strategies, identify listening and spoken language strategies utilized, and guiding parents through the initial IFSP process.

**7. Final Project/Centerpiece Artifact**

The Centerpiece Artifact for this class consists of:

1. A recorded parent-infant session chosen by the candidate and saved in a shared file. The recording will be labeled appropriately with family initials, the date it was recorded, and both master teacher and graduate student’s names.
2. An accompanying lesson plan labeled appropriately with family initials and date to match the recorded session.
3. Completed *Rubric for AVT Parent-Infant Practicum* from the course instructor and master teacher.
4. A completed *Auditory-Verbal Teaching Behaviors Checklist* with a self-rating for each skill.
5. An accompanying reflection on that selected recording, referring to the Listening and Spoken Language techniques and strategies discussed with parents and employed with the baby or toddler.
6. An accompanying formal reflection on what you have learned about deaf education in the parent-infant program and what you’ve learned about yourself as an educator in the course.
7. See **Rubric for Analysis of Early Intervention Practicum** on page 26 of the syllabus.

**Assessment Plan/Grading Criteria and Rubrics**

Note: A grade of **B- or above** must be achieved for coursework to count towards a credential or professional development degree *and to be able to move forward with the Program*. A GPA **each semester** of **B or above** is required for the credential/ master’s program.

Students are expected to attend class consistently and on time, to come prepared with all materials, and to participate fully in all class discussions and activities. Students will be expected to submit assignments on the dates specified. The final grade in EDU 235B is based on the following scale:

Passing Grades		Failing Grades	
A	95 – 100	C+	78 – 79.9
A-	90 – 94.9	C	74 – 77.9
B+	88 – 89.9	C-	70 – 73.9
B	84 – 87.9	F	BELOW 70.0
B-	80 – 83.9		

<b>Graded Assignments</b>	<b>Pts</b>
<b>Grading are based on percentage weighted grades on the following:</b>	
<b>1. Presence, Planning, Punctuality, Preparation, Participation, Perception, &amp; Professionalism</b> <ul style="list-style-type: none"> <li>• Demonstrate respectful attitude/demeanor towards program, families, staff, fellow graduate students</li> <li>• Demonstrate overall “can do” attitude and flexibility as events change Demonstrate professionalism in manner, dress in all environments</li> <li>• Work cooperatively &amp; communicate clearly with instructor and master teacher</li> </ul>	<b>100</b>
<b>2. Parent-Infant Appointments: Preparation (Lesson Plans)</b> <ul style="list-style-type: none"> <li>• Plans include developmental skills in all domains relevant to child</li> <li>• Plans include goals in parent skills, language, listening, speech</li> </ul>	<b>250</b>
<b>3. Parent-Infant Appointments: Execution of Teaching Behaviors</b> <ul style="list-style-type: none"> <li>• Work with instructor and master teacher</li> <li>• Log hours with assigned family and those for guided observations of other families</li> <li>• Morning meeting attendance and participation</li> <li>• Participation in the lesson/relationship with the family</li> <li>• Develop knowledge and share with family using ENUF affect (facial/body language)</li> <li>• Demonstrate using adult learning principles</li> <li>• Reflection on session sensitively (in notes, if observing)</li> </ul>	<b>250</b>
<b>4. LENA (collect two separate samples with same family)</b> <ul style="list-style-type: none"> <li>• Introduce the purpose, intent, use of the LENA to parents and obtain consent</li> <li>• Explain and collect the necessary forms with appropriate parent signatures</li> <li>• Demonstrate how to power on, position, and wear the LENA with the parent</li> <li>• Download LENA data, share data with parent, and provide intervention suggestions</li> <li>• Write a two-page report on your research findings with the LENA data collected</li> </ul>	<b>100</b>
<b>5. Parent-Infant Session Written Reflection (12)</b> <ul style="list-style-type: none"> <li>• Write a 1-2 page reflection after working with your assigned PI family appointment</li> <li>• Demonstrate professional writing</li> <li>• Demonstrate keen observation skills regarding families’ development</li> <li>• Demonstrate acute perception in reflecting deeply on one’s own professional development</li> <li>• If family is absent, select another PI appointment you’ve observed to write about</li> </ul>	<b>50</b>
<b>6. Guided Observation – Journal Submission (for non-assigned families)</b> <ul style="list-style-type: none"> <li>• You will be scheduled to attend your fellow graduate students’ PI family sessions</li> <li>• During the observation, you will take notes using assigned forms in order to deepen perspective in early intervention services, gain further knowledge of the impact of a diagnosis of a child on families from diverse backgrounds, identify parent coaching strategies, identify listening and spoken language strategies utilized, supporting second language acquisition, and guiding parents through the initial IFSP process</li> <li>• Complete the assigned form for 12 sessions observed and upload to Canvas for credit in proper tab</li> </ul>	<b>50</b>
<b>7. Video Analysis of Parent-Infant Sessions (Final Project/Centerpiece)</b> <ul style="list-style-type: none"> <li>• Choose your best recorded PI session to base your video analysis</li> <li>• Write a professional, insightful, and sensitive reflection on that session and on the whole course of working with this assigned family to develop your professional skill</li> <li>• Write an essay on the evaluations received from the instructor, master teacher, and your self-evaluation using <i>AV Teaching Behaviors Checklist</i></li> <li>• Upload that lesson plan and graded rubric with your identified/filed recording</li> </ul>	<b>200</b>
<b>Total points</b>	<b>1000</b>

**CLASS SCHEDULE/CALENDAR**  
**Parent Infant Program Practicum**

Week	DATE	Goals and Objectives
1	January 11 & 13	<p><b>Course Overview and Assignments</b></p> <ul style="list-style-type: none"> <li>● Goal: Introduce the main focus of the course as related to current theory, practices, and legal requirements in supporting families in the auditory-verbal approach with their infants and toddlers who are deaf and hard of hearing.</li> <li>● Objectives: <ul style="list-style-type: none"> <li>○ Graduates will receive files, study, and begin preparing for assigned PI family and meet with Master Teachers.</li> </ul> </li> </ul> <p><b>READING FOR WEEK 1</b></p> <ul style="list-style-type: none"> <li>□ <b>TPBI2:</b> Chs. 1-2 Review of TPBI2 &amp; Planning Considerations (1-28) <ul style="list-style-type: none"> <li>○ *12 Steps (10-24)</li> </ul> </li> <li>□ <b>TPBA2:</b> 7 Cognitive Domain 313-400 (87) *Dev and Age Charts</li> <li>□ <u>AV Practice Toward a Family-Centered Approach</u> (edited by Ellen Rhoades, Ed.S., LSLC Cert AVT) <i>Chapter 14 – A Support Provider’s Goals by Mary McGinnis (25)</i></li> <li>□ Article: “WHAT TO DO WITH A DISTRESSED PARENT: When ENUF is Enough” by Ken Moses, Ph.D.</li> </ul>
2	January 20  <b>*Jan 18 Holiday</b>	<p><b>Writing Lesson Plans: Goals and Objectives</b></p> <ul style="list-style-type: none"> <li>● Goal: To develop and design lesson plans that will focus and organize the graduate’s work in addressing the families’ needs in supporting the 0-3 year-old who is DHH to achieve intended learning outcomes stated on their IFSP.</li> <li>● Objectives: <ul style="list-style-type: none"> <li>○ To discriminate between a goal and an objective verbally and in writing.</li> <li>○ To practice writing lesson plans with instructional objectives that are specific, measurable, short-term, and observable through the learner’s behaviors.</li> </ul> </li> </ul> <p><b>READING FOR WEEK 2</b></p> <ul style="list-style-type: none"> <li>□ <b>Coaching Handbook (CH):</b> <ul style="list-style-type: none"> <li>○ Ch. 2 Research Foundations of Coaching (15-23)</li> <li>○ Ch. 3 Characteristics of Effective Coaches (25-36)</li> </ul> </li> <li>□ <b>TPBI2:</b> <ul style="list-style-type: none"> <li>○ Ch. 7 Cognitive Development, Subcategories I-VI (481-600) <ul style="list-style-type: none"> <li>▪ Intervention developmental chart for each subcategory: <ol style="list-style-type: none"> <li>I. Improving Attention (497-498)</li> <li>II. Improving Memory (516-517)</li> <li>III. Improving Problem Solving (539-540)</li> <li>IV. Improving Social Cognition (554-555)</li> <li>V. Improving Complexity of Play (574-575)</li> <li>VI. Improving Conceptual Knowledge (599-600)</li> </ol> </li> </ul> </li> </ul> </li> <li>□ JTC Glossary of Terms – English/Spanish</li> </ul>

<p><b>3</b> January 25 &amp; 27</p>	<p><b>Observations of PI Practicum Sessions Begin Introductions</b></p>
	<ul style="list-style-type: none"> <li>● Goal: Graduates will meet their assigned PI families.</li> <li>● Objective: Introduce yourself and describe your role in the weekly appointments with your Master Teachers for the next three months.</li> <li>□ Goal: Graduates will learn about their assigned family’s strengths, needs, and community resources during their scheduled weekly appointments.</li> <li>□ Objectives: <ul style="list-style-type: none"> <li>○ Graduates will demonstrate support towards providing the parent with full range of communication options available for their consideration.</li> <li>○ Graduates will demonstrate support towards parent empowerment through use of reflective listening, use of ENUF (Empathetic, Non-judgmental, Unconditional, and Feeling-focused), and consistently check-in with parent to make sure perceptions are accurate.</li> <li>○ Graduates will follow the Master Teacher’s lead and prompts.</li> <li>○ Graduates will help with prepared materials and activities found in the family’s natural settings to develop listening, speech, and spoken language skills.</li> </ul> </li> </ul>
	<p><b>READING FOR WEEK 3</b></p>
	<ul style="list-style-type: none"> <li>□ <b>CH:</b> <ul style="list-style-type: none"> <li>○ Ch. 4 Coaching Compared with Other Approaches to Adult Interaction (37-56)</li> <li>○ Ch. 5 How to Use a Coaching Style of Interaction (57-78)</li> </ul> </li> <li>□ <b>TPBI2:</b> <ul style="list-style-type: none"> <li>○ Ch. 3 Sensorimotor Development, Subcategories I-VI (29-161) <ul style="list-style-type: none"> <li>▪ Intervention developmental chart for each subcategory: <ol style="list-style-type: none"> <li>I. Underlying Movement (43-46)</li> <li>II. Gross Motor Activity (66-68)</li> <li>III. Arm and Hand Use (90-91)</li> <li>IV. Motor Planning &amp; Coordination (no chart)</li> <li>V. Modulation Sensation – Emotion/Activity Level/Attention (138-139)</li> <li>VI. Daily Life &amp; Self-Care (159-161)</li> </ol> </li> </ul> </li> </ul> </li> </ul>
<p><b>4</b> February 1 &amp; 3</p>	<p><b>Troubleshooting devices/Positioning/Beginning of ASIPS</b></p>
	<ul style="list-style-type: none"> <li>□ Goal: Learn how to guide the parent through troubleshooting their child’s specific listening device(s) with personal listening kit.</li> <li>□ Objectives: <ul style="list-style-type: none"> <li>○ Practice using the various tools in listening kit to check the proper functioning of child’s listening technology (e.g., cochlear implant, BAHA, hearing aid).</li> <li>○ Dialogue with parent(s) about how to do a proper listening check to assure optimal listening integrity of device(s) for child’s acoustic access benefit.</li> <li>○ Demonstrate the acoustic highlighting strategy of positioning to the parent(s) in terms of proximity (close vs. far).</li> <li>○ Describe the specific auditory processing level of learning appropriate for your family accompanied by demonstrations.</li> </ul> </li> </ul>

#### READING FOR WEEK 4

- **CH:**
  - Ch. 7 Coaching Families (123-162)
- **TPB12:**
  - Ch. 6 Communication Development, Subcategories I-VII (343-480)
    - Intervention developmental chart for each subcategory:
      - I. Language Comprehension (360-362)
      - II. Language Production (387-388)
      - III. Pragmatics (410-412)
      - IV. Articulation and Phonology (424-425)
      - V. Voice and Fluency (no chart)
      - VI. Oral Mechanism (449-450)
      - VII. Hearing and Communication (no chart)
- Speech Notebook – Audiology – Troubleshooting pages
- Handout: “Troubleshooting Tips for Hearing Aids” by ASHA (2015) - <https://www.asha.org/siteassets/uploadedfiles/ais-hearing-aids-troubleshooting.pdf>
- Cochlear Corp – Device Support - <https://support.cochlear.com/us/en/home>  
Nucleus App - <https://www.cochlear.com/us/en/home/ongoing-care-and-support/device-support/troubleshooting-your-device>
- Advanced Bionics – Troubleshooting Guides for CI - <https://advancedbionics.com/au/en/home/support/troubleshooting-guide.html>

5 February  
8 & 10

#### **Auditory Skills: Detection, Discrimination, Identification, and/or Comprehension**

- Goal: Understand there is a hierarchical order to developing auditory skills.
- Objectives:
  - Identify the child’s current level of listening ability.
  - Choose activities focused on associating meaning to sound (e.g., responding to own name, localizing sound, identifying/associating words to related objects, auditory memory of 2 items).
- **LENA Device: Introduce parent-friendly monitoring technology**
- Goal: To help parents understand how the LENA system is being used in research to investigate spoken language acquisition in very young children.
- Objectives:
  - Obtain consent from parents to participate in the graduate’s research project. Sign forms and return.
  - Send LENA device home twice with parents for a daylong recording session of up to 16-hours in order to compare findings.
  - Share findings with parents to compare data collection and possible intervention strategies to boost desired spoken language learning outcomes.

### READING FOR WEEK 5

- Listening (Auditory Skills) Development – Success for Kids with Hearing Loss - <https://successforkidswithhearingloss.com/for-professionals/listening-auditory-skills-development/>
- **TPBA2:** Ch. 3 Vision Development
- **TPBI2:** Ch. 4 Visual Impairments
  - Charts on pgs. 86-93
- LENA Article: “The LENA System - A Literature Review” by Ganek and Eriks-Brophy (2016) - <https://www.aclweb.org/anthology/W16-6504.pdf>
- BabyHearing.org –
  - English - <https://www.babyhearing.org/devices>
  - En espanol – Frequently asked questions <https://www.audiciondelbebe.org/preguntas-frecuentes>

6 February  
17  
**\*Feb 15  
Holiday**

### Screening Tool: REEL, CASSLS, Integrated Scales, Little Ears (or other as determined by master teacher)

- Goal: Consider and research a screening tool to evaluate child’s present levels.
- Objectives:
  - Choose and use an assessment tool to gather appropriate data on assigned child.
  - Interpret and share information with child’s parents.
  - Incorporate findings of the assessment in upcoming lessons.
- LENA Device – Collect signed consent forms; send LENA home for recording #1

### READING FOR WEEK 6

- Use of Screening Tools to Monitor Early Development
  - <https://www.cdc.gov/ncbddd/childdevelopment/screening.html>
  - JTC Assessment Plan and Consent Form
- **TPBI2:** Ch. 5 Emotional & Social Development, Subcategories I-VII (183-313)
  - Intervention developmental chart for each subcategory:
    - I. Emotional Expression (195-197)
    - II. Emotional Style/Adaptability (215-217)
    - III. Emotional Regulation and Arousal States (247-248)
    - IV. Behavioral Regulation (273-274)
    - V. Sense of Self (291-292)
    - VI. Emotional Themes in Play (311-312)
    - VII. Social Interactions (341-342)



7 February 22 & 24	<p><b>Special Ed: IDEA - Part C and IFSP</b></p> <ul style="list-style-type: none"> <li>• Goal: Understand the basic rights afforded families of children 0-3 with hearing loss in IDEA.</li> <li>• Objective: Demonstrate knowledge of the Federal Law (Individuals with Disabilities Education Act; IFSP/IEP process, etc.) as it relates to the birth to three population.</li> <li>• Objective: Describe examples of “natural environments” for learning and the benefits to the child.</li> <li>• LENA Device – Collect recording sample #1; download data at JTC</li> </ul> <p><b>READING FOR WEEK 7</b></p> <ul style="list-style-type: none"> <li>□ CDC – Making A Plan for Your Child - <a href="https://www.cdc.gov/ncbddd/hearingloss/freematerials/planforyourchild.pdf">https://www.cdc.gov/ncbddd/hearingloss/freematerials/planforyourchild.pdf</a></li> <li>□ NAD - Early Intervention Services - <a href="https://www.nad.org/resources/early-intervention-for-infants-and-toddlers/information-for-parents/early-intervention-services/">https://www.nad.org/resources/early-intervention-for-infants-and-toddlers/information-for-parents/early-intervention-services/</a></li> <li>□ Success for Kids with Hearing Loss – Writing the IFSP for Your Child <a href="https://successforkidswithhearingloss.com/for-parents/writing-ifsp-child/">https://successforkidswithhearingloss.com/for-parents/writing-ifsp-child/</a></li> <li>□ <b>TPBI2:</b> Ch. 8 Strategies for Supporting Emerging Literacy (601-631) <ul style="list-style-type: none"> <li>○ Intervention chart by developmental age (626-631)</li> </ul> </li> </ul>
8 March 1 & 3	<p><b>Receptive Language</b></p> <ul style="list-style-type: none"> <li>• Goal: Develop child’s receptive language skills</li> <li>• Objectives: Analyze collected formal and/or functional data to create appropriate goals and objectives in lesson planning for receptive language development of a 0-3 year old who is DHH to apply with home routines and tasks.</li> <li>• Examples of desired RL behaviors: <ul style="list-style-type: none"> <li>○ Child responds with appropriate arm gestures to words such as up, bye-bye, more.</li> <li>○ Gives toys and objects to adult on verbal request.</li> <li>○ Follows one-step directions during play.</li> <li>○ Identifies some clothing items, toys, and food.</li> </ul> </li> <li>• LENA Device – Share data download from recording sample #1 with parent(s); supportively analyze and discuss findings together</li> </ul> <p><b>READING FOR WEEK 8</b></p> <ul style="list-style-type: none"> <li>□ Receptive and Expressive Language Milestones (ages 1-7)</li> <li>□ Vocabulary Learning: A Lifelong Adventure (2015) By Melissa McDonald, M.Ed., LSLC Cert. AVT</li> <li>□ Research Article: “Is Oral Bilingualism an Advantage for Word Learning in Children With Hearing Loss?” by Beatriz de Diego-Lázaro, Andrea Pittman, and María Adelaida Restrepo (2021)</li> </ul>
9 March 8 - 12	<p><b>MSMU Spring Break</b></p>

<p><b>10</b>    March 15 &amp; 17</p>	<p><b>Expressive Language</b></p> <ul style="list-style-type: none"> <li>□ Goal: Develop child’s expressive language skills</li> <li>□ Objectives: Analyze collected formal and/or functional data to create appropriate goals and objectives in lesson planning for expressive language development of a 0-3 year old who is DHH to apply with home routines and tasks.</li> <li>□ Examples of desired EL behaviors: <ul style="list-style-type: none"> <li>○ Vocalizes for needs and wants</li> <li>○ Starts to use varied jargon patterns with adult intonation patterns</li> <li>○ Uses true words consistently</li> <li>○ Uses 2-3 word phrases more consistently</li> </ul> </li> <li>□ LENA Device – Send device home for recording sample #2</li> </ul> <p><b>READING FOR WEEK 10</b></p> <ul style="list-style-type: none"> <li>□ Receptive and Expressive Language Milestones (ages 1-7)</li> <li>□ “Evidence-Based and Child-Friendly: Shared Book Reading with Chants Support Young Children’s Language and Literacy Development” by Janet C. Richards, University of South Florida (2020)</li> </ul>
<p><b>11</b>    March 22 &amp; 24</p>	<p><b>Speech and Vocal Play</b></p> <ul style="list-style-type: none"> <li>● Goal: Develop child’s speech skills</li> <li>● Objectives: <ul style="list-style-type: none"> <li>○ Plays at making sounds using some vowels and/or consonants</li> <li>○ Uses suprasegmental features in play</li> <li>○ Approximates single words</li> <li>○ Repeats words and phrases</li> </ul> </li> <li>● LENA Device – Collect device from home of recording sample #2</li> </ul> <p><b>READING FOR WEEK 11</b></p> <ul style="list-style-type: none"> <li>□ “Lexical Repetition Properties of Caregiver Speech and Language Development in Children with Cochlear Implants” by Wang, Yuanyuan; Jung, Jongmin; Bergeson, Tonya R.; Houston, Derek M. (2020)</li> </ul>
<p><b>12</b>    March 29 – April 2</p>	<p><b>JTC Spring Break (No PI Sessions this week; Class in session)</b></p> <p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>□ Dual Language and ELL Families</li> <li>□ Distinction between language disorders and language differences</li> <li>□ Simultaneous vs. Sequential</li> <li>□ Practice writing a Family Language Plan and explaining types of language input strategies in for DL and EL families</li> <li>□ Speech Dev – Age and acquisition of consonants <ul style="list-style-type: none"> <li>○ Place, Manner, Voicing</li> <li>○ Suprasegmentals/DIP</li> <li>○ Parent concerns</li> </ul> </li> </ul>
<p><b>13</b>    April 5 &amp; 7</p>	<p><b>Social Communication and Pragmatics</b></p> <ul style="list-style-type: none"> <li>● Goal: Enhance pragmatics skills in social interactions</li> </ul>

		<ul style="list-style-type: none"> <li>Objectives: <ul style="list-style-type: none"> <li>Starts to understand vocal turn taking</li> <li>Starts to understand question and answer in meaningful dialogue, e.g., shakes head appropriately for “no”</li> <li>Requests objects or help from adult by gesturing and vocalizing</li> <li>Requests information, e.g., What is this?</li> </ul> </li> <li>Lena Device – Compare and analyze both samples #1 and #2 with parent(s); guide parent with how to constructively use the data to enrich and increase LSL meaningfully to home environment</li> </ul> <p><b>READING FOR WEEK 13</b></p> <ul style="list-style-type: none"> <li>“Interactive Silences: Evidence for Strategies to Facilitate Spoken Language in Children with Hearing Loss” by Ellen A. Rhoades (2013)</li> </ul>
<b>14</b>	April 12 & 14	<p><b>Putting All Together: Provision of Comprehensive Individual Family Sessions</b></p> <ul style="list-style-type: none"> <li>Goal: Have structural knowledge and ability to integrate evidence-based practices to properly support families in EI for DHH</li> <li>Objectives: <ul style="list-style-type: none"> <li>Apply adult learning principles with coaching parents in natural settings</li> <li>Conduct ongoing functional assessments to gage typical and atypical child development, especially in LSL behaviors and skills</li> <li>Applying knowledge of second language development</li> <li>Write lesson plans and prepare for parent-infant sessions that support IFSP learning outcomes</li> </ul> </li> <li>Lena Device – Compare and analyze both samples #1 and #2 with parent(s); guide parent with how to constructively use the data to enrich and increase LSL meaningfully to home environment</li> </ul> <p><b>READING FOR WEEK 14</b></p> <ul style="list-style-type: none"> <li>“Early Intervention, Parent Talk, and Pragmatic Language in Children With Hearing Loss” by Christine Yoshinaga-Itano, Allison L. Sedey, Craig A. Mason, Mallene Wiggan and Winnie Chung (2020)</li> </ul>
<b>15</b>	April 19 & 21	Full Lesson planned and executed by Graduate Student
<b>16</b>	April 26 & 28	Full Lesson planned and executed by Graduate Student
	May 3 & 5	Finals Week

<b>Rubric: Presence, Planning, Punctuality, Preparation, Participation, Perception, Professionalism</b>				
	<b>Exceeds Standard 4</b>	<b>Meets Standard 3</b>	<b>Emerging 2</b>	<b>Unacceptable 1</b>
<b>Presence</b>	The student attends all of the observations and classes on time and is always prepared.	The student attends all of the observations and classes on time and is usually prepared.	The student misses one class due to illness or a prearranged excuse	The student is missing or needs to be found to attend class events
<b>Planning</b>	The student calls the instructor and the graduate program director directly to let them know if there is any problem getting to class. Has instructor phone numbers. Offers a flexible make up plan.	The student calls the instructor and the graduate program director directly to let them know if there is any problem getting to class. Has instructor phone numbers.	The student calls the instructor, but is late in doing so, and/or does not have phone numbers.	The student gives a message to another person to give to the instructor and program director or does not leave a message.
<b>Punctuality</b>	All assignments are turned in on time	With 1 exception, all assignments are turned in on time	2 assignments are turned in late. (But no more than 2)	The teacher has to ask the student about assignments.
<b>Preparation</b>	The student organizes reading schedule with other graduate classes and is able to participate in class with insightful comments and citations of the material found in assigned readings from all classes.	The student organizes reading schedule with other graduate classes and is able to participate in class using the material found in all class assigned readings.	The student organizes reading schedule with other graduate classes and is able to participate in class discussions.	The student is unable to get all the readings done in time for classes.
<b>Participation</b>	The student demonstrates interest through understanding, application, analysis, evaluation, and creative reasoning within class topics.	The student demonstrates interest through application, analysis, synthesis, and evaluation of class topics.	The student participates in the class.	The student does not participate in class unless called on.

<b>Perception</b>	Student's answers to questions about readings reflect application, analysis, synthesis, evaluation, or creative reasoning.	Student's answers to questions about readings reflect application, analysis, synthesis, or evaluation.	Student's answers to questions about readings reflect an integration of the reading material with previous experiences, but not at a deep level.	Student's answers to questions about readings recall only facts from the article.
<b>Professionalism</b>	The student collaborates as a professional demonstrating Passion, Excellence, Respect, Leadership with colleagues, staff, parents. The student demonstrates exceptional skills in each of the above characteristics in interactions with others.	The student collaborates as a professional demonstrating Passion, Excellence, Respect, Leadership with colleagues, staff, parents.	The student maintains a fairly respectful working demeanor with parents, clinic staff and colleagues.	The student is not respectful to parents, staff and/or colleagues.

**Rubric: Parent-Infant Session Observations & Observation Notes**

	<b>Exceeds Standard 4</b>	<b>Meets Standard 3</b>	<b>Emerging 2</b>	<b>Unacceptable 1</b>
<b>Participation</b>	The student is attentive during all observations, asks questions and talks to professionals about their observations. The student finds connections to own life experiences, previous observations, or class readings within observations.	The student is attentive during all observations, asks questions and talks to professionals about their observations.	The student pays attention to the activities being observed.	The student does not pay attention to the activities, or distracts others, or does not take advantage of the observation time.
<b>Notes</b>	The student answers the questions asked and synthesizes their observations, with the classroom and text material. Writing is professional in tone with no mechanical errors.	The student answers the questions asked and synthesizes their observations, with the classroom and text material.	The student answers the questions asked and tries to apply the class material with their observations.	The student only reports on what was seen during the observations. Notes reveal sparse and/or shallow observations.
<b>Punctuality</b>	The student always turns her legible, complete, and understandable notes in on time	The student almost always turns her legible, complete, and understandable notes in on time. No more than 1 late occurrence.	The student usually, turns her complete and understandable notes in on time. No more than 2 are late.	The student has few notes or turns them in late

**Rubric: Parent-Infant Session Participation**

	<b>Exceeds Standard 4</b>	<b>Meets Standard 3</b>	<b>Emerging 2</b>	<b>Unacceptable 1</b>
<b>Preparation</b>	The student plans well ahead of time, completing a detailed lesson plan with objectives by domain, materials, etc. Plans are turned in in time for review by the instructor, and revision by the student. Plans are based on input from the master teacher, instructor, parents, and children’s needs. Plans are planned and well-coordinated with other students who are involved. Assistance in planning and practice is sought by the student. Plans and technologies are well-practiced, materials are appropriate, and gathered and ready to go for the lesson.	The student completes lesson plans and revises them as requested. Plans are based on input from team members and coordinated with other students. Materials are prepared for the lesson. Student asks for assistance as needed.	The student completes a lesson plan that may need many revisions. Plans are generally on topic for the weekly tips and are generally coordinated with other students. Planning and preparation may be demonstrated at a beginning level. Student may be slow to ask for assistance in planning or implementation.	The student may turn in a late plan, which may not follow the weekly tips, and may not be coordinated with other students. The student is not practiced or prepared and does not seek out assistance.
<b>Implementation</b>	The student is gracious and responsive to master teacher input on the spot. The student is able to immediately adjust teaching based on input.	The student responds to master teacher input and is able to eventually adjust teaching based on input.	The student attempts to respond, and adjust teaching based on input.	The student is not responsive to input and does not adjust teaching based on input.



**Rubric: Reflections for Parent-Infant Sessions**

<b>Criteria</b>	<b>Exceeds Standard 4</b>	<b>Meets Standard 3</b>	<b>Emerging 2</b>	<b>Unacceptable 1</b>
<b>Required Components  (as listed on observation forms)</b>	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
<b>Structure</b>	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.

<p><b>Depth of Reflection</b></p>	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Responses are sparse or shallow, and demonstrate a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.</p>
<p><b>Evidence and Practice</b></p>	<p>Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.</p>	<p>Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.</p>	<p>Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.</p>	<p>Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.</p>

**Rubric: Analysis of Early Intervention Practicum (Final Project/Centerpiece Artifact)**  
**EDU 235B DHH: Early Intervention Practicum (3)**

**Description of Assessment:**

The *Rubric for AVT Parent-Infant Practicum* is the final project/centerpiece artifact for EDU 235B used by the instructors of the Mount Saint Mary's University/John Tracy Center DHH Graduate Program. The rubric directs the candidates' attention to the skills and behaviors that support best practice in the field of early intervention for families of infants and toddlers who are deaf or hard of hearing. The rubric describes and evaluates the candidates' skills early intervention auditory-verbal behaviors.

The project includes the following:

1. A recording of a parent-infant session chosen by the candidate. The recording is labeled appropriately adhering to HIPAA guidelines and the date it was recorded. Full names of the master teacher and graduate student should be included.
2. An accompanying lesson plan labeled appropriately with family initials and teacher names and date to match the recorded session.
3. The graded *Rubric for AVT Parent-Infant Practicum* on the session from the course instructor and master teacher.
4. A completed *Auditory-Verbal Teaching Behaviors Checklist* with a self-rating for each skill.
5. An accompanying formal reflection on the selected recording, referring to the Parent Coaching provided, Parent Mentoring received, and Listening and Spoken Language teaching behavior demonstrated and practiced during PI sessions with your family.
6. A second accompanying formal reflection on what you have learned about deaf education in parent-infant services and about yourself as an educator in the course.

**Total Preparation %** \_\_\_\_\_  
**Total Prof Behavior %** \_\_\_\_\_

**Rubric for AVT Parent-Infant Practicum: PREPARATION**

Preparation 50%: Lesson planning, homework, etc.  
 (Circle a percentage for each component and overall)

Grad: \_\_\_\_\_ Family/Child: \_\_\_\_\_ Date: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Component	100 99 98 97 96 95 94 93 92 91 90	89 88 87 86 85 84 83 82 81 80	79 78 77 76 75 74 73 72 71 70	Fail
<b>Format</b>	Used appropriate lesson plan form and filled it out completely and correctly and professionally  100 99 98 97 96 95 94 93 92 91 90	Lesson plan form was turned in and filled out, but may not have been done completely or correctly or professionally  89 88 87 86 85 84 83 82 81 80	Lesson plan form was missing or not readily available for lesson  79 78 77 76 75 74 73 72 71 70	Forms were not turned in to correct people & e-mail addresses <u>by deadline 8:30 am Friday before session.</u> No other grading on Preparation Components possible— <b>Preparation=Fail</b>
<b>Objectives</b>	All plans stated appropriate objectives for the 1) needs, and 2) interests, and 3) levels of family/child  100 99 98 97 96 95 94 93 92 91 90	Plans met <u>two</u> of the three criteria in this section  89 88 87 86 85 84 83 82 81 80	Plans met only <u>one</u> of the three criteria in this section  79 78 77 76 75 74 73 72 71 70	Objectives were not stated or were not appropriate by any criteria  <b>Fail</b>
<b>Activities</b>	Learning activities were appropriate to meet the 1) objectives, and 2) interests, and 3) levels of family/child  100 99 98 97 96 95 94 93 92 91 90	Learning activities met <u>two</u> of the three criteria in this section  89 88 87 86 85 84 83 82 81 80	Learning activities met only <u>one</u> of the criteria in this section  79 78 77 76 75 74 73 72 71 70	Learning activities were not appropriate by any criteria  <b>Fail</b>
<b>Materials</b>	Materials (including charged laptop) were prepared and appropriate for 1) objective, and 2) learning activity, and 3) family's/child's interests & levels  100 99 98 97 96 95 94 93 92 91 90	Materials met <u>two</u> of the three criteria in this section  89 88 87 86 85 84 83 82 81 80	Materials met only <u>one</u> of the three criteria in this section  79 78 77 76 75 74 73 72 71 70	Materials were not appropriately prepared or appropriate by any criteria  <b>Fail</b>

<b>Grading Scale</b>	A	95-100	B+	88-89.9	C+	78-79.9	Fail	Below 70.0	Fail
	A-	90-94.9	B	84-87.9	C	74-77.9	Fail		
			B-	80-83.9	C-	70-73.9	Fail		

**Rubric for AVT Parent-Infant Practicum: PROFESSIONAL BEHAVIOR**  
Professional Behavior 50%: Knowledge, Skills, Attitudes in AVT Teaching  
*(Circle a percentage for each component and overall)*

Grad: \_\_\_\_\_ Family/Child: \_\_\_\_\_ Date: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Component	100 99 98 97 96 95 94 93 92 91 90	89 88 87 86 85 84 83 82 81 80	79 78 77 76 75 74 73 72 71 70	Fail
<b>Auditory Presentation</b>	Maximized audition by 1) correct positioning, 2) presenting auditory first, 3) using acoustic highlighting, 4) putting it back into hearing  <b>100 99 98 97 96 95 94 93 92 91 90</b>	Auditory presentation met <u>three</u> of the four criteria in this section correctly  <b>89 88 87 86 85 84 83 82 81 80</b>	Auditory presentation met <u>two</u> of the four criteria in this section correctly  <b>79 78 77 76 75 74 73 72 71 70</b>	Auditory presentation met <u>one or none</u> of the four criteria in this section correctly  <b>Fail</b>
<b>Speech and Spoken Language</b>	Facilitated speech and spoken language production by 1) accepting production appropriately, or 2) correcting it using 3) auditory feedback loop and auditory only correctly for imitation, 4) modeling correctly, 5) expanding correctly  <b>100 99 98 97 96 95 94 93 92 91 90</b>	Facilitation met <u>four</u> of the five criteria in this section correctly  <b>89 88 87 86 85 84 83 82 81 80</b>	Facilitation met <u>two or three</u> of the five criteria in this section correctly  <b>79 78 77 76 75 74 73 72 71 70</b>	Facilitation was not correctly performed or met only one of the criteria in this section  <b>Fail</b>
<b>Parent Guidance (Adult Learning Principles)</b>	Facilitated parent participation in therapy sessions by 1) accommodating different family structures/diversities, 2) displaying positive, enthusiastic attitude and encouraging feedback, 3) stating goal, 4) modeling strategies clearly, 5) turning it over to parent  <b>100 99 98 97 96 95 94 93 92 91 90</b>	Parent guidance met <u>three or four</u> of the five criteria in this section  <b>89 88 87 86 85 84 83 82 81 80</b>	Parent guidance met <u>two</u> of the criteria in this section  <b>79 78 77 76 75 74 73 72 71 70</b>	Parent guidance met <u>one or none</u> of the criteria in this section, or was demonstrated too inconsistently  <b>Fail</b>

<b>Implementation of Plans</b>	<p>Implemented 1) ongoing assessment (<i>Diagnostic Teaching</i>) for appropriate targets, 2) a variety of appropriate learning activities that address the objectives and family's individual interest/learning style, 3) and activities that are carefully sequenced during &amp; from session to session</p> <p><b>100 99 98 97 96 95 94 93 92 91 90</b></p>	<p>Implementation met <u>two</u> of the three criteria in this section</p> <p><b>89 88 87 86 85 84 83 82 81 80</b></p>	<p>Implementation met <u>one</u> of the three criteria in this section</p> <p><b>79 78 77 76 75 74 73 72 71 70</b></p>	<p>Implementation met none of the criteria in this section, or was demonstrated too inconsistently</p> <p><b>Fail</b></p>
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**Supervisor's Evaluation**

***Email reflection typed in Word document to Angie Stokes. Note child's initials and date of session on document.***

**Mount St. Mary's University/John Tracy Center  
DHH Teacher Education Program  
LSLS Auditory-Verbal Teaching Behaviors: Short Form  
EDU 235B DHH: Early Intervention Practicum**

**GRADUATE STUDENT** \_\_\_\_\_ **SCORE** \_\_\_\_\_

**DATE** \_\_\_\_\_ **SUPERVISOR** \_\_\_\_\_

**Rating of Behaviors**

<b>Exemplary Exceeds Standards 100-90 4</b>	<b>Proficient Meets Standards 80-89 3</b>	<b>Approaching Standards 79-73 2</b>	<b>Below Standards 72↓ 1</b>
Behaviors usually present and performed well. Lessons well planned, creative. Parents included.	Behaviors may be present, but are inconsistent and/or performed with intermediate skill	Behaviors present occasionally and/or performed with beginning skill	Behaviors not present, and/or performed inadequately, even after repeated coaching

**Objectives that are the primary focus in Preschool/LSLT Sessions:**

(Skills are excerpted from *Auditory-Verbal Educator Teaching Behaviors Checklist*, A.G. Bell Academy for Listening and Spoken Language)

1. \_\_\_\_ Uses a position that increases access to auditory input, accesses auditory skills first, provides appropriate language models, and provides opportunities for expressive language development
2. \_\_\_\_ Models for and engages parents in all activities.
3. \_\_\_\_ Uses appropriate questions, "wait time", and acoustic highlighting strategies to maximize auditory only and first cues.
4. \_\_\_\_ Recognizes the child's attempts to communicate.
5. \_\_\_\_ Engages the child in age-appropriate activities, demonstrates control of planned activities.
6. \_\_\_\_ Demonstrates professional dispositions.
7. \_\_\_\_ Creates and maintains a positive and age-appropriate learning environment and uses appropriate pacing strategies.
8. \_\_\_\_ Provides individualized instruction in the child's natural setting.
9. \_\_\_\_ Uses the support of the master teacher effectively in the appointment.



**Department of Education**  
**Candidate Dispositions Statement**

Mount Saint Mary's University assesses candidates' *dispositions* in addition to their knowledge and skills. This approach is in keeping with a national trend in which candidates are expected to demonstrate an orientation to learning that supports student achievement. Specific dispositions are determined by each teacher preparation program.

**MSMU Education Candidates are expected to:**

1. Demonstrate classroom behaviors consistent with fairness and the belief that all students can learn.
2. Demonstrate respect for children, families, communities, colleagues, and supervisors.
3. Conduct and represent oneself in a professional manner (including dress, behavior, and attitude).
4. Exemplify ethical behavior and integrity.
5. Engage in self-reflective practice and professional growth.
6. Attend to deadlines, punctuality, attendance and participation expectations.
7. Follow coursework and fieldwork assignment directions given by instructors and advisors.
8. Receive and make use of constructive feedback from instructors and advisors with openness and interest in improvement.
9. Follow through with suggestions and/or direct instructions from instructors, advisors, and University staff.
10. Be engaged and collaborative during discussions and activities required by courses and fieldwork experiences.
11. Communicate clearly (both orally and in writing) with University staff, instructors, and advisors.
12. Reflect the expected dispositions in work with students, families, and communities.

**At MSMU, we follow a process of formative feedback in relationship to dispositions:**

1. We believe that candidates' approach to all aspects of their teacher preparation program (advisement, in class experiences, fieldwork experiences, and communication with MSMU faculty and staff) are appropriate evidence upon which to base assessment.
2. All candidates are apprised of the MSMU Candidate Dispositions in order to ensure full transparency of expectations.
3. All candidates are apprised/reminded that they will be evaluated on the expected dispositions via the Education Department's newsletter.
4. In order to support candidates to be successful in the program, candidates will receive a Notice of Concern if an issue surfaces indicating expectations are not being met.
5. If an acknowledged pattern of concern develops that is not remedied by the candidate, a candidate may be dismissed from the teacher preparation program and/or MSMU may determine not to sponsor the candidate's application for a teaching credential with the State. This could occur irrespective of how much of the program requirements have been completed.

## MSMU and Education Department Policies

Mount Saint Mary's University's commitment to Diversity, Equity and Inclusive Excellence stems from our CSJ heritage, Catholic identity, mission and values. We are compelled to always move toward profound love of God and love of neighbor without distinction. We are committed to diversity in all its possible forms with emphasis on the importance of human rights, equity, fairness, inclusiveness and diversity in the broadest sense including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin and physical ability. Mount Saint Mary's University strives to be a place where all people feel welcome. Engaging with others from a variety of different backgrounds improves and enriches our learning, living and working environments. See the [Center for DEI's myMSMU page](#) for more information and resources.

**Academic Integrity:** Candidates are expected to adhere to the MSMU statements on Academic Integrity published in the 2018-2020 MSMU catalog, which is available online at <https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/student-life/Documents/Student-Handbook.pdf>

The academic environment is predicated on truth and integrity. Acts of dishonesty constitute a serious offense to the Mount Community. Acts of academic dishonesty include but are not limited to the following:

1. **Cheating:** Cheating of any kind is dishonest. This includes copying other's essays or exams, stealing exams, buying or otherwise procuring new or used exams, having someone else take an exam or write an essay for which you take credit, and any other way you might receive credit for work that is not your own.

2. **Failing to hand in original work:** Using one essay for two different classes is also dishonest. If you have a topic appropriate for two classes, original and separate work must be done for each class, unless approval of both instructors has been obtained. Moreover, co-writing an essay without both obtaining the instructor's permission and acknowledging the other person's help is dishonest.

3. **Plagiarism:** Plagiarism is an act of academic dishonesty. It is a serious academic offense. Plagiarism is using anyone else's ideas and representing them as your own (i.e. not giving appropriate credit). Acts of plagiarism include the following: • failure to document and give credit to an original source, • paraphrasing another person's ideas without giving credit, • using direct quotes without proper recognition of the source, • using statistics, facts, or information from a source other than your own original research without giving credit.

**Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so students and faculty are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion and allow the same freedom for others. See MSMU's Graduate Student Handbook for further discussion.

[https://www.msmu.edu/graduate-programs/media/website/content-assets/msmuedu/graduate-programs/about-msmu/documents/Student-Handbook-Part-II---2018-2019\\_with-Disclosure.pdf](https://www.msmu.edu/graduate-programs/media/website/content-assets/msmuedu/graduate-programs/about-msmu/documents/Student-Handbook-Part-II---2018-2019_with-Disclosure.pdf)

**Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook, which is available online at <https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/student-life/Documents/Student-Handbook.pdf>

**Internet Courseware Platform:** It is important to be able to use the *Canvas* system to access lessons and templates, discussion boards, and other class information. All work for online courses should be submitted online through *Canvas*. Please ask for assistance if you are experiencing difficulties in posting.

**Online Participation:** It is your responsibility to check out all online components of each course ahead of time, and to verify that your personal computer is compatible with course requirements. Keep in mind that technology is variable and may not always work. Plan ahead to submit your work in a timely fashion. Do not wait until the last minute to submit your work. You are required to have an alternative back-up plan that allows you to have access to a reliable, functioning computer somewhere else in case of power black outs, technology problems, etc.

When posting on the discussion forum, please use *Canvas*. Be polite and respectful, use professional grammar (use Grammarly) and correct spelling (use Spell Check), do not write in all caps (it feels as if you're shouting), don't write in exotic fonts, and be sure to sign your name.

**Students with Disabilities:** MSMU, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability. If you are a student with a documented disability, please see the Director of the Doheny Learning Resource Center Building (#3 on the Doheny Campus), to make arrangements for classroom accommodations. Additional disability related information and policies can be found in the Student Handbook.

**Learning Resource Center:** Contact the Doheny or Chalon Learning Resource Centers to arrange personal tutoring or assistance for you according to your needs at (213) 488-2692.

**Absences:** Regular attendance is especially important in the JTC/MSMU DHH Graduate Program, since each class, experience, assignment, and discussion build on every one that comes before, using a spiral curriculum model.

Students who miss more than 20% of the instructional time in any one course may be administratively dropped from the course. This represents and is in accordance with the University policy as stated in the MSMU catalog.