Family-Centered Practices for Children with Hearing Loss  
COMD 6580

**Professor:** Lauri Nelson, PhD  
**Office Hours:** By appointment

**Office:** ECERC 150  
**Phone:** 435-797-8051

**E-Mail:** lauri.nelson@usu.edu  
**Dept. Web:** [www.comd.usu.edu](http://www.comd.usu.edu)

**Day/Time:** Online Asynchronous  
**Credit:** 2 credit hours

---

**COURSE DESCRIPTION**

The purpose of this course is to explore issues, theories, research and practices related to family-centered services in early intervention. The importance of partnering with families, establishing effective communication and interdisciplinary collaboration, and ensuring that families are supported as decision-makers will be emphasized. Students will explore cultural differences, the importance of developing a culturally competent service delivery model, and how that will influence partnerships in early intervention. Students will apply their understanding of the federal, state, and local laws that govern the delivery of services to students with disabilities, including those who are deaf or hard of hearing.

Topics will include:

- Typical and atypical infant development
- Family-centered, culturally competent service delivery
- Family choice in communication
- Supporting families using both ASL and LSL
- Parent counseling and grief
- Implementation of 0-3 services (home-based, toddler group, tele-intervention)
- Transition to kindergarten
- Parent support in early elementary services

This course is designed to model activities related to life-long learning and aims to promote critical thinking, self-knowledge, collaborative learning and problem solving. A primary objective is for students to elicit, acknowledge, respect, and learn from the unique experiences, background, and perspectives of each participant.

---

**UNDERLYING VALUES**

- **Family-centered practice** involves concentrating equally on the child and the child’s family. It implies that families have important resources and play a central role in planning and carrying out early childhood services and in giving information and support to each other.

- **Parent/professional partnership** implies parents, agencies, and professionals work jointly to solve problems and promote change. It moves from simply cooperating and sharing information to actively seeking new solutions, taking on new roles, and sharing resources.

- **Culture** refers to whatever one has to know or believe in order to operate in a special group. It includes world views, beliefs, rules, practices, and actions for surviving in, or adapting to, a particular environment. Culture is more than ethnicity. Work places, schools, neighborhoods, geographical regions, or religious communities may all be examples of culture. People may be a part of many cultures or sub-cultures.

- **Cultural competence** includes an ability to adapt activities, services, and programs to respond to the cultural and ethnic diversity of a particular community. It transcends just being aware of the cultures represented in one’s community. Students should learn about the parameters of those cultures and realize that cultural diversity will affect families’ participation in programs.

---

**COURSE OBJECTIVES**
In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus (by examination, paper, presentation, project, etc.). ASHA has specified that in order to be competent, you must achieve a level of 80% or better on each KASA item. If the student does not attain this level in this course, he/she will be provided with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired. However, if no such opportunity is available, the student will be asked to complete an exam/demonstration of the knowledge and/or skill as defined by the department. For students failing to attain the set criteria on a required competency assessment, the department head is not able to sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA.

If you are having difficulty establishing the KASA competencies or applying the professional standards as they relate to the course objectives; or if you are having difficulty in understanding the material presented, please see me as early in the semester as possible. It is your responsibility to seek extra help if you need it. Please feel welcome to contact me either by phone or email so we can discuss questions you might have or clarify conceptual problems with any material.

### ASHA KNOWLEDGE AND SKILLS ASSESSMENT (KASA) (for SLP and AuD Students)

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus (by examination, paper, presentation, project, etc.). ASHA has specified that in order to be competent, you must achieve a level of 80% or better on each KASA item. If the student does not attain this level in this course, he/she will be provided with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired. However, if no such opportunity is available, the student will be asked to complete an exam/demonstration of the knowledge and/or skill as defined by the department. For students failing to attain the set criteria on a required competency assessment, the department head is not able to sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA.

If you are having difficulty establishing the KASA competencies or applying the professional standards as they relate to the course objectives; or if you are having difficulty in understanding the material presented, please see me as early in the semester as possible. It is your responsibility to seek extra help if you need it. Please feel welcome to contact me either by phone or email so we can discuss questions you might have or clarify conceptual problems with any material.

### Course Outcomes

The student will:

1. **Be knowledgeable about a partnership model among families and providers in the identification and provision of EI and special education services.**
   - *CEC/CED Professional Standards*
   - CC3K4; CC3K3; CC3K5
   - DH2K1; DH3K1; DH3K3; DH6K5; DHH3S1
   - ACC1S1; ACC4K2; ACC4K4
   - **ASHA Professional Standards (ASHA)**
   - III C
   - IV B

2. **Be knowledgeable of family cultures and the impact of exceptionality on them.**
   - *CEC/CED Professional Standards*
   - DH1K3; DH2K1; DH3K2
   - CC2K1
   - AEC3S3; AEC3S2
   - ACC3S3
   - **ASHA Professional Standards (ASHA)**
   - III C
   - IV B

3. **Demonstrate knowledge of typical and atypical development, and the implementation of family-centered early intervention.**
   - *CEC/CED Professional Standards*
   - DH1K3; DH2K1
   - DH6K1; DH6K2; DH6K3
   - DH6S1; DH6S2
   - **ASHA Professional Standards (ASHA)**
   - III-C
   - III-D

4. **Be aware of available resources for the families of exceptional children.**
   - *CEC/CED Professional Standards*
   - CC3K3; CC3K4; CC3K5
   - DH3K1; DH3K3
   - **ASHA Professional Standards (ASHA)**
   - III-C
   - IV B

5. **Be knowledgeable of legal and ethical issues as they relate to early intervention and preschool services and demonstrate the ability to comply with such guidelines.**
   - *CEC/CED Professional Standards*
   - ACC1K4; ACC1K5
   - ACC5K1; ACC5K2; ACC5K3
   - DHH5K1
   - ACC5S1; ACC5S3
   - **ASHA Professional Standards (ASHA)**
   - III E;
   - IV B

6. **Improve writing skills.**
   - *CEC/CED Professional Standards*
   - DH9S2
   - **ASHA Professional Standards (ASHA)**
   - III-B; II-C;
   - III-D; IV-G

7. **Develop higher level thinking skills, involving the ability to analyze, synthesize, and evaluate information.**
   - *CEC/CED Professional Standards*
   - DHH3S1; DHH3S2
   - DH5S2
   - **ASHA Professional Standards (ASHA)**
   - III-B; II-C;
   - III-D; IV-G

8. **Demonstrate knowledge of communication modalities.**
   - *CEC/CED Professional Standards*
   - DH5S4; DH6K4; DH7S1
   - **ASHA Professional Standards (ASHA)**
   - III-C

*Please read the Deaf Education Professional Standards Posted in Canvas*
- CEC and CED PROFESSIONAL STANDARDS
- DEC Recommended Practices for Early Intervention/Early Childhood
- CENTe-R Professional Standards for Early Intervention Programs

### Listening and Spoken Language Core Competencies/Domains of Knowledge

<table>
<thead>
<tr>
<th>Domain 4</th>
<th>Child Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 5</td>
<td>Parent Guidance, Education, and Support</td>
</tr>
</tbody>
</table>
COURSE REQUIREMENTS AND GRADING:

1) Weekly Guided Discussions: Each student will contribute to weekly guided discussions that will focus on the unit/topic of the week. The guided discussions typically focus on reading materials or case studies and are designed to facilitate knowledge sharing, experiences, and discussion of important concepts and information. Each student must post a minimum of 3 responses: an original posting and two responses to postings from your classmates. You must enter an original posting no later than Sunday evening for each unit; and at least 2 response postings no later than Tuesday evening ending each unit.

2) Service Delivery Video Analysis: To supplement instruction, students will complete comprehensive video analyses of service delivery, identify integrated lesson plans and materials, and incorporate critical feedback. Details provided in Canvas.

3) Final Exam/Project: Students will complete a final exam/culminating project. Details will be provided in Canvas.

All assignments are due by the date indicated for each unit. Late assignments will be accepted for two days (48 hours) after the due date for half credit. Assignments will not be accepted if submitted 48 hrs after the due date. PLEASE DO NOT ASK FOR EXCEPTIONS TO THIS RULE. Extreme circumstances will be considered on a case-by-case basis, but these exceptions will be rare. Vacations, weddings, computer problems and other similar explanations are not considered extreme circumstances. Medical explanations must be accompanied by a doctor’s note. Otherwise it is unfair to your fellow students who are working very hard to meet assignment deadlines.

Grading: The following university approved grading scale (percentage) will be used:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60</td>
<td>F</td>
</tr>
</tbody>
</table>

WEEKLY UNITS

<table>
<thead>
<tr>
<th>UNIT DATES</th>
<th>TOPIC / DISCUSSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Infant Development</td>
</tr>
<tr>
<td>Aug 29 – Sept 6</td>
<td>Understanding typical development</td>
</tr>
<tr>
<td></td>
<td>Atypical development and etiologies</td>
</tr>
<tr>
<td></td>
<td>Prelinguistic communication</td>
</tr>
<tr>
<td></td>
<td>Principles of infant/toddler health and safety</td>
</tr>
</tbody>
</table>

<p>| <strong>Unit 2</strong> | Choices in Communication and Language |
| Sept 7 to Sept 13 | American Sign Language (ASL) |
|                  | Bilingual-Bicultural education |
|                  | Deaf Culture |
|                  | Supporting families who use ASL and LSL |</p>
<table>
<thead>
<tr>
<th>Unit 3</th>
<th>The Parent Perspective</th>
</tr>
</thead>
</table>
| Sept 14 to Sept 20 | • Barriers that families face  
| | • Cultural Competence and the “Intercultural Development Inventory”  
| | • Parent needs; grief support  
| | • Engaging the family |

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Parent and Family Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 21 to Sept 27</td>
<td>• Protecting vulnerable populations from abuse</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 5</th>
<th>Delivering Home-Based 0-3 Services</th>
</tr>
</thead>
</table>
| Sept 28 to Oct 11 (2-week unit) | • Preparing for home visits  
| | • Parent coaching  
| | • The IFSP  
| | • Describing the audiogram to parents  
| | • Assessment, data collection, and progress monitoring  
| | • Case Studies Assignments |

**Parent Interview Assignment Due by midnight Oct 4**

<table>
<thead>
<tr>
<th>Unit 6</th>
<th>Family Engagement via Tele-intervention</th>
</tr>
</thead>
</table>
| Oct 12 to Oct 25 (2-week unit) | • Parent coaching  
| | • Components of distance delivery  
| | • Setting up a tele-intervention session  
| | • Goals and data collection  
| | • Tele-Intervention video analysis |

**Family Engagement in Toddler Group and Preschool**

<table>
<thead>
<tr>
<th>Unit 7</th>
<th>Oct 26 to Nov 1</th>
</tr>
</thead>
</table>
| | • Components of a Toddler Group  
| | • Parent involvement  
| | • Behavior management  
| | • Assessment, data collection, and progress monitoring  
| | • Parents in preschool  
| | • Preschool transition and kindergarten readiness |

**FINAL EXAM/PROJECT – due by midnight on Nov 11**

---

**COURSE POLICIES**

**Academic Freedom and Professional Responsibilities**

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#) further defines academic freedom and professional responsibilities.

**Academic Integrity – “The Honor System”**
Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.

- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor
performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

**Students with Disabilities**

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: [http://www.usu.edu/drc/](http://www.usu.edu/drc/)

Disability related resources for current students:

- DRC Student Handbook
- Deaf and Hard of Hearing Student Handbook
- Disability Related Scholarships
- Campus Resources
- Documentation Guidelines
- Online Resources for Students with Disabilities

**Diversity Statement**

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Michelle Bogdan, Director of Access and Diversity Center: (435) 797-1728, michelle.bogdan@usu.edu
- James Morales, Vice President of Student Services: (435) 797-1712, james.morales@usu.edu
- Brooke Lambert, LGBTQA Program Coordinator, Access and Diversity Center: (435) 797-1164, brooke.lambert@usu.edu
- Daryn Frischknecht, Student Advocate: (435) 797-7460

You can learn more about your student rights by visiting [http://www.usu.edu/studentservices/studentcode](http://www.usu.edu/studentservices/studentcode).

**Grievance Process**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII, Grievances](http://www.usu.edu/studentservices/studentcode).
Full details for USU Academic Policies and Procedures can be found at:

- Student Conduct
- Student Code
- Academic Integrity
- USU Selected Academic Policies and Procedures
- USU Academic Policies and Procedures
- Academic Freedom and Professional Responsibility Policy

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.