

California State University Fresno
Department of Communicative Disorders and Deaf Studies
Fall Semester, 2012

CDDS 201 - Interviewing and Counseling in Communicative Disorders and Deaf
Studies

Instructor: Timothy Conway

Class Meetings: Face to face August 17th and 18th (6 hours)
 November 2nd and 4th (6 hours)

This is an 80 / 20 web-based program – 80% of our coursework will occur online and 20% will occur during our two face to face meetings. **The required CDDS face to face meetings are on Friday, August 17th at 6 pm through Sunday August 19st at 4 pm and Friday November 2nd at 6 pm through Sunday, November 4th at 4 pm.** Prior to the face-to-face meetings, a schedule for all of your classes during those meeting dates will be provided to you. All class materials, including quizzes and exams, are accessible on Blackboard. Log into the California State University, Fresno website. Look for the drop down menu on the homepage and go to Blackboard. To log in, you must have a CSUF e-mail username and password.

Office Hours:

Online – Tuesdays 8:00 a.m. to 9:00 a.m., Thursdays 8:00 p.m. to 9:00 p.m.

Face to Face – By Appointment only

Dept. office:

PHS room 252, department hours: m-f, 8:00 am – 5:00 pm (closed from 12 – 1)

Dept. Phone: 559-278-2423

Email Address: TConway@csufresno.edu

Prerequisites: none

Units: 3

Course Description

This course offers both theory and practice in interviewing and counseling clients and their families related to specific speech, language, and hearing disorders. It provides techniques for altering and modifying behaviors that can affect the maximum growth and potential of the clients and their families. (3 units).

Technical requirements

To take this class, you must have the following:

A computer with Internet access. High speed internet access is better. If you have no computer or an older model you may be eligible for financial aid to get a new one.

Contact the Financial Aid office for more information.

An e-mail account through the university. You may sign up for a free account at [Create a Fresno State Student Email Account](https://googleapps.fresnostate.edu/signup/) (https://googleapps.fresnostate.edu/signup/) Keep in mind that all e-mails related to this course will be done via this account.

Microsoft Office is needed for sending documents and reading Power Points (You may purchase Microsoft Office at a discount at the bookstore with your Fresno State ID).
Note: *Microsoft WORKS is not compatible with Microsoft Office applications.*

Alternatively, you may use Open Office which is a free download from [Open Office download](http://www.openoffice.org) (www.openoffice.org). Remember to save documents from Open Office as .doc or .rtf format so others can open them.

Adobe Acrobat Reader. If you do not have the Adobe Acrobat Reader go to: [Download Adobe Acrobat Reader](http://www.adobe.com) (http://www.adobe.com) and download the FREE Reader. You will need this plug-in to access documents posted in this class.

Blackboard support: Click on the Blackboard (Bb) Help link near the top of the page when signed on to Bb. This will provide information for most common questions and issues. You can call TILT for Bb support at 278-7373 or contact the Help Desk at 278-7000.

It is **your** responsibility to resolve **any** technical difficulties you may have by the end of the second week of the semester. After this, technical difficulty will not be accepted as an excuse for missed deadlines for submissions or lack of participation.

Contacting Your Instructor

Please send me an e-mail at TConway@csufresno.edu I will usually respond within a day (except on weekends). Please remember to put CDDS 201 in the subject heading of your e-mail. If you do not get a reply within 48 hours, feel free to follow up with another e-mail. Don't forget to sign your name to the e-mail. This will make it easier for me to check on things for you.

Textbooks

These are the required textbooks for the class. They may be purchased at the Kennel Bookstore on campus or online.

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

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

Required Readings

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

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

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

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

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

California Code of Regulations: Title 17, Division 2 – Sections 52100 through 52112. The Individualized Family Service Plan (IFSP).

<http://www.dds.ca.gov/title17/T17SectionView.cfm?Section=52100.htm>

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

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

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

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

Hope, Inc. (2004). *The Sky-hi curriculum: Essentials of early intervention with deaf and hard-of-hearing students*. Logan, UT.

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

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

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

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

Course Objectives – The student will

Explore the impact throughout the life span of an exceptional child on the family, including states of grief, attitudes, and values related to the adjustment and acceptance of a child with exceptional needs, with an emphasis on children and families.

Review current literature and case studies concerning individuals with exceptionalities, with an emphasis on clients and families related to specific speech, language and hearing disorders.

While supporting the families of children with hearing loss will be a focus, supporting the families of adults and children with a wide variety of special needs (including cognitive, behavioral, sensorimotor, and medical needs) will be addressed.

Identify strategies, skills, and methods of interviewing; obtaining case histories; and counseling used in working with an exceptional child and the family, including the culturally/linguistically diverse.

Appropriately assess infants and young children who are deaf or hard-of-hearing using assessment tools relevant to their developmental ages and stages and relevant norm groups.

Identify the assessment strategies and counseling models used in working with the families of children and adults with a variety of special needs, including the culturally/linguistically diverse.

Explain the unique impact of hearing loss and an additional disability on such abilities as environmental and spatial awareness, body awareness, balance, motor skills, and emotional control.

Demonstrate an awareness of community resources relevant to the child with many different kinds of exceptional needs and their family, with an emphasis on assistance related to specific speech, language and hearing disorders. Help those families to access the community resources and state agencies that serve infants and young children who are deaf or hard-of hearing.

Demonstrate an awareness of the ways in which school- or agency-related issues can affect the exceptional child and family, common sources of school or agency/home conflict and misunderstanding, and intervention and advocacy strategies.

Demonstrate a knowledge about and sensitivity to the values and assumptions among culturally/linguistically diverse clients with respect to interviewing and counseling.

Demonstrate the skills needed to become a service coordinator who creates multi-disciplinary team service plans that support families and agencies

Primary Learning Outcomes

Following successful completion of this course, students will have an understanding of the theory and practice in interviewing and counseling students and their families related to specific speech, language and hearing disorders, including techniques for altering and modifying behaviors that affect maximum growth and potential of the students and their families. They will be able to effectively assess infants and young children who are deaf or hard-of-hearing using assessment tools relevant to the students' developmental ages and stages and using relevant norm groups. They will possess the skills needed to

become a service coordinator who creates multi-disciplinary team service plans that support families and agencies.

Course Schedule

Dates	Topics	Readings and Assignments
<p>Week #1 August 17th and 18th</p>	<p>Face to Face Meeting:</p> <p>Pretest Course Overview and Syllabus Review Lecture: Counseling the Deaf or Hard of Hearing Child and their Family Class Discussion Video Segments: "Lost Dreams & Growth: Parent Concerns"</p>	<p><u>Unit 1 Module</u></p> <p>Luterman: read the Forward, Introduction, Chapter #1 (Counseling by the Speech-Language Pathologist, Audiologist, and Teacher), and Chapter #4 (The Emotions of Communication Disorders) Complete the Pretest in class</p> <p>Journal Entry: Complete the worksheet on the video, answering the six key questions.</p> <p>Objective: The student will explore the impact of the exceptional child with a variety of different special needs on the family and understand the adjustment and/or acceptance required of family members.</p>
<p>Week #2 August 19th - 25th</p>	<p>Counseling Persons with Communication Disorders and Their Families</p>	<p><u>Unit 2 Module</u></p> <p>Luterman: read Chapter #9 (Counseling and The Field of Communication Disorders) View the webinar with Dr. Luterman</p> <p>Discussion: Answer the Discussion Questions about the webinar.</p> <p>Objective: The student will review current literature and case studies concerning individuals with special needs (with an emphasis on specific speech, language, and hearing disorders) and their families.</p>

Dates	Topics	Readings and Assignments
Week #3 August 26 th – September 1 st	Working with Families, Part I	<u>Unit 3 Module</u> Luterman: read Chapter #6 (Techniques of Counseling) McWilliam: read Chapters #1 (Identifying Families’ Supports and Other Resources) and #2 (Assessing Families’ Needs with a Routines-Based Interview) Objective: The student will identify strategies, skills, and methods of interviewing; obtaining case histories; and counseling used in working with an exceptional child and the family.
Week #4 September 2 nd - 8 th	Grief Counseling Class lecture and discussion	<u>Unit 4 Module</u> Read the assigned sections of Featherstone – A Difference in the Family and Kubler-Ross – On Death and Dying Journal Entry: Respond to the posted prompt and analyze the two reading sections.

Dates	Topics	Readings and Assignments
<p>Week #5 September 9th – 15th</p>	<p>Early Intervention with Deaf and Hard of Hearing Students Assessing Infants and Preschool Children</p> <p>Quiz #1</p>	<p><u>Unit 5 Module</u></p> <p>Luterman: read Chapter #2 (Contemporary Theories of Counseling) Read Hope – The Sky-Hi Curriculum</p> <p>Discussion: Respond to the prompt and write about your theory of counseling.</p> <p>Objective: The student will appropriately assess infants and young children who are deaf or hard of hearing (and who may or may not have additional special needs) using assessment tools relevant to their developmental ages and stages and relevant norm groups.</p> <p>Objective: The student will explain the unique impact of hearing loss and an additional disability on such abilities as environmental and spatial awareness, body awareness, balance, motor skills, and emotional control.</p>

Dates	Topics	Readings and Assignments
Week #6 September 16 th – 22 nd	The IFSP	<p><u>Unit 6 Module</u></p> <p>McWilliam: read Chapter #3 (Community-Based Everyday Child Learning Opportunities) Read the Andrews & Andrews article Look over the California Code of Regulations sections that cover the IFSP. Read the IFSP portions of the CDE's Handbook on Developing IFSPs and IEPs.</p> <p>Objective: With instructor provided sample of information gathered from a family's responses, the student will write a sample IFSP.</p>
Week #7 September 23 rd – 29 th	The Duties of a Service Coordinator Working with Families, Part II	<p><u>Unit 7 Module</u></p> <p>McWilliam: read Chapters #4 (Coordinating Services with Families) and #5 (Talking to Families)</p> <p>Journal Entry: Respond to the prompt and write about skills needed by a service coordinator</p> <p>Objective: The student will demonstrate the skills needed to become a service coordinator who creates multi-disciplinary team service plans that support families and agencies, including the transition from IFSP to IEP.</p> <p>Objective: The student will demonstrate a knowledge about and a sensitivity to the values and assumptions among culturally and linguistically diverse clients and their families with respect to interviewing and counseling.</p>

Dates	Topics	Readings and Assignments
Week #8 September 30 th – October 6 th	Establishing Rapport Skills (The Rapport Workshop) Review of Midterm Study Questions	<u>Unit 8 Module</u> Luterman: read Chapter #5 (Counseling and the Diagnostic process) Discussion: Discuss verbal and nonverbal rapport as directed.
Week #9 October 7 th – 13 th	Midterm Examination	
Week #10 October 14 th – 20 th	Helping Families Community Resources Working with Agencies	<u>Unit 10 Module</u> Luterman: read Chapter #8 (Working with Families) Read the Trivette & Dunst article – Assessing Family strengths and Functioning Styles Journal Entry: Compile a list of at least twenty Community Resources available to families with a child who has a disability Objectives: The student will demonstrate an awareness of the community resources available to the child with exceptional needs and their family. The student will help those families access the community resources and state agencies that serve infants and young children who have a disability, with an emphasis on those who are deaf and hard of hearing.

Dates	Topics	Readings and Assignments
Week #11 October 21 st – 27 th	Helping Skills for Behavior Change	<u>Unit 11 Module</u> <u>McWilliam</u> : read Chapter #9 (Helping Families Address Challenging Behaviors and Promote Social Development) Discussion: Discuss challenging behaviors and teaching social skills to special needs students as directed.
Week #12 November 2 nd & 3 rd	Face to Face Meeting: Working with Linguistically and Culturally Diverse Students and their Families Quiz #2	<u>Unit 12 Module</u> <u>McWilliam</u> : read Chapter #6 (Working With Families from Diverse Backgrounds) Read the Bennett & Zhang article – Facilitating the Meaningful Participation of Culturally and Linguistically Diverse Families in the IFSP and IEP Processes. Objective: The student will identify the assessment strategies and counseling models used in working with an exceptional child and the family, including the linguistically and culturally diverse.

Dates	Topics	Readings and Assignments
Week #13 November 4 th – 10 th	Professional Panel – The Talk Team	<u>Unit 13 Module</u> Discussion: View the Professional Panel video segment and answer the Discussion Questions. Objective: The student will demonstrate an awareness of the way that school- or agency-related issues can affect the exceptional child and the family, common sources of school/home or agency/home conflict and misunderstanding, and intervention and advocacy strategies.
Week #14 November 11 th – 17 th	Parent Interview Reaction Paper Due Class Discussion of Parent Interviews	<u>Unit 14 Module</u> Read the Bodner-Johnson article – The Young Deaf or Hard of Hearing Child: A Family-Centered Approach to Early Education
November 18 th – 24 th	Class Cancelled due to Thanksgiving Break	
Week #15 November 25 th – December 1 st	More Class Discussions of Parent Interviews Class lecture and discussion	<u>Unit 15 Module</u> Journal Entry: read and respond to two of your classmates' parent Interview Response Papers as directed.
Week #16 December 2 nd – 8 th	Course Evaluations Review of Final Exam Study Questions	<u>Unit 16 Module</u> Post-test: What have we learned?
December 9 th – 15 th	Final Examination Week	Your Final Exam will be made available online at 4:00PM on Friday, December 7 th . You must complete your Final Exam by 4:00 PM on Wednesday, December 12 th .

Assignments

Quizzes

The quizzes will focus primarily on answering the Study Questions, which will cover assigned textbook readings, handouts, assigned syllabus readings, class lectures, and presentations by guest speakers. The Study Questions will, in turn, assist to prepare students in key areas of reading assignments, course discussions, guest presentations, and the parent interview project. The two quizzes are scheduled for Week #5 and Week #12. Quizzes are worth up to ten points.

Midterm Examination

There will be one 20-point midterm examination in this class. The midterm examination will focus primarily on class lectures, assigned textbook readings, guest lectures and Study Questions. The midterm examination will be objective in nature, and consist of short answer, multiple choice, matching, and/or fill in the blank type questions. The midterm examination is scheduled for Week #9.

Parent Interview Reaction Paper

Students are required to interview the parent(s) of a child with exceptional needs. If it is helpful, the interview can be taped. Be sure to obtain written parent permission before taping. Taping the interview will assist the student to prepare for the Parent Interview Reaction Paper and the Group Discussion of the Parent Interview. The Parent Interview Reaction Paper is due on or before Week #15. The Reaction paper and Group Discussion are worth up to 20 points. An interview guide has been provided. Students are required to write an APA style, graduate quality paper summarizing the content of the interview and including at least the following:

- Prenatal and Birth History
- Developmental and Medical History
- Family History
- Educational History

Include answers the nine questions, and incorporate assigned readings, class lecture notes, and guest presentations to support their discussion.

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

Group Discussion of Parent Interviews

Students are required to participate in an on-line class discussion of their parent interviews on Week #14 or Week #15.

Journal

There will be five required Blackboard journal responses in the list of assignments. The journal is a private document between you and the instructor. Other students will not see your journal writing. You should post several paragraphs (at least) of your reaction to the assigned questions or writing prompt. We will discuss this more and answer all of your questions in the first face-to-face class. The journal is worth up to ten points (two points per entry).

Threaded Discussions

There will be five required threaded discussions in the list of assignments. I will post a prompt or a question for the week, and you must both (a) post your response to the prompt or question and (b) comment on at least one other student's response within the

time frame indicated. The discussions are worth up to ten points (two points per discussion).

Final Examination

There will be one 20-point final examination in this class. The final examination will focus primarily on class lectures, assigned textbook readings, guest lectures and Study Questions. The Final Exam is tentatively scheduled for Week #16.

Extra Credit: Only With the prior permission of the instructor

Interview a licensed psychologist, credentialed school counselor, clinical social worker, or marriage, family, and child counselor who provides counseling services to both children with exceptional needs and their parents. Write a paper discussing the counselor's perspective (including procedures, approaches, and techniques) on counseling parents of exceptional children and your summary comments

Write a research paper (APA style) on a "Interviewing and Counseling in Communicative Disorders and Deaf Studies" topic. Topics for the paper must be preapproved by the instructor.

Grading Requirements

Points

Journal 10

Threaded Discussions 10

Quiz #1 10

Midterm Examination 20

Quiz #2 10

Parent Interview/Reaction Paper 20

Final Examination 20

Total Points: 100

- 90 - 100% = A
- 80 - 89% = B
- 70 - 79% = C

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

Incomplete Grades:

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

University Policies

Honor Code:

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

You should:

- d) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

- e) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- f) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism:

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

Plagiarism Detection:

The campus utilizes the SafeAssign plagiarism prevention service through Blackboard. In this course, students may be required to submit written assignments to SafeAssign. Submitted work will be used by SafeAssign for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the SafeAssign process, in which case the instructor can use other electronic means to verify the originality of their work. SafeAssign Originality Reports **WILL be available for your viewing.**

Computers:

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

Disruptive Classroom Behavior:

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or

concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Copyright Policy:

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

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

Netiquette:

We expect other drivers to observe the rules of the road and the same is true as we travel through cyberspace. "Netiquette" is slang for network etiquette - what to do, and not do, when communicating online. Your Blackboard course is considered an academic area and is associated with California State University, Fresno. Use proper English and refrain from using slang when responding to Discussion Board prompts or participating in the Virtual Classroom. Remember that what is okay in a chat room that you might visit through your home computer might not be OK in an educational setting.

Statement on Services for Students with Disabilities

The University is committed to providing reasonable academic accommodation to students with disabilities. The Services for Students with Disabilities office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Services for Students with Disabilities (278 – 2811) for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate you.

Attendance and Active Class Participation

Because of the additional time it may require to become familiar with Blackboard, become comfortable in the virtual classroom environment and become familiar with any related computer applications, you may spend MORE time fulfilling the requirements for this class than you would in a class that meets on campus. You are expected to log onto the course a minimum of **six-seven** times per week. You are also expected to read your e-mail regularly- at least 4-5 times per week. This course is very intense and takes a significant time commitment.

Participation will be based on your involvement and contributions to the face to face meetings as well as the required weekly journal responses, threaded discussion boards and virtual classroom. Your contributions need to be more significant than just saying “I agree with what so-and-so wrote.” You need to ask questions, share experiences, and give good insights on the topic at hand. More explanation will be given in the first class.

Warning: Flaming, rudeness, or insulting other discussion participants will result in a grade of 0 points for the week.

Suggested Format for the Parent Interview

Introductory Remarks

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

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

Important Considerations

1. Avoid questions or statements that may have accusatory implications.
2. In recalling what the parent said previously in the interview, use words as close to those of the parent as possible.
3. Be friendly and reasonably supportive, but not judgmental.
4. When clarification is required, seek it but do not "push." If you believe a statement is unclear, say "I'm not sure I understand," or "I'm not clear as to what you mean by... _____."
5. Do not mechanically probe after each question but, rather, be selective. The intent of the probe should be clear, yet leave latitude for the respondent.
6. Assume as little as possible. If you wish to know something, ask in a neutral manner.
7. Do not counsel, guide, or direct. You are interviewing the parent as an aid to your understanding of children with exceptional needs. Remember, **you** are the learner and the parent(s) is the teacher.

Areas for Discussion

Occurrence of Impairment

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

Reaction of Parents and Family Members

- a. Can you recall your and your spouse's reaction to being told _____ was (name of condition)? Or how would you describe your reaction at the time you were told?

- b. What did you say to one another at the time?
- c. Do you recall how other members of the family reacted?
- d. Are there some things about your family, or what you believe, which were particularly helpful in regard to your reaction at the time?

Developmental Factors

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

Counseling/Guidance

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

Present Status

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

Future Expectations

- a. Is there anything about _____'s challenges that you believe will present problems for his/her learning in the future?

- b. What kind of help do you think you will need to handle these challenges?
- c. Would you prefer that _____ be taught in a general education class or in a special education class with other students who are (deaf, blind, etc.)?
- d. Do you have any ideas as to the kind of work or profession you would like to see _____ select?
- e. Are there some things that may make it difficult for _____ to do this kind of work?

"Is there anything else you would like to tell me about _____? Thank you very much! You have been of great help to me."

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

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

"LOST DREAMS & GROWTH: PARENTS' CONCERNS"

1. List three points from this video that had the greatest impact on you.
2. Describe Dr. Ken Moses' framework for listening and counseling parents of exceptional children.
3. List any strategies or techniques that Dr. Moses used to establish rapport with the audience and/or individual people he interviewed.
4. How and when did the parents' dreams for their children first become shattered?
5. What signs of grief could you identify when observing and listening to the parents discuss their children with Dr. Moses?
6. List any strategies, techniques, or skills which Dr. Moses used to help the people whom he interviewed cope with their loss.