2004

Investigation: Pairing Eastern Michigan University's Hearing Impaired Department Practicum Opportunities with the Hearing Impaired Camp at Lions Bear Lake Camp

Alana Townsend

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Investigation: Pairing Eastern Michigan University's Hearing Impaired Department Practicum Opportunities with the Hearing Impaired Camp at Lions Bear Lake Camp

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Investigation:

Pairing Eastern Michigan University’s Hearing Impaired Department practicum opportunities with the Hearing Impaired Camp at Lions Bear Lake Camp

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Ferndale, MI 48220

Honors Thesis
Department of Special Education
December 1, 2004
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The History behind Lions Bear Lake Camp

In 1982, Al and Elsie Kassin founded a camp for visually impaired youth. “Big Al” wanted to create a camp for children with visual impairments. Through the support of the Lake Orion Lions Club, of which Al was the president, the first one-week visually impaired youth camp was held at Camp Franklin. Al Kassin turned to the Oakland, Macomb, and Wayne intermediate school districts to help him recruit the campers (Kassin, 2002). Around thirty children with visual impairments, ranging from partially sighted to totally blind, attended this camp. With the support of Lions Clubs in Wayne and Oakland counties, the visually impaired camp blossomed from a one-week camp to a two-week camp (Valentine, 2004).

After Camp Franklin was sold, the camp was held at Camp Oakland for a year and then Camp Skyline for the following five years. In 1990, Al Kassin decided that it was time to find a permanent place for his visually impaired youth camp. As Al and the Lake Orion Lions Club Board of Directors were looking for land to purchase for the new camp, the camp returned to Camp Oakland. Through a contact in the Holly Lions Club, Al became aware of 120 acres, including a five acre lake (Bear Lake), in Mayfield Township in Lapeer County (Valentine, 2004). This property used to be the Presbytery of Lake Huron church camp (Treppa, 2004). By 1992, the Lake Orion Lions Club and Al Kassin, after much fundraising through Lions Clubs all over Michigan, purchased the property. This became Lions Bear Lake Camp.

In 1998, Julie Steele and Judy Horvath came to the conclusion that there needed to be more camp opportunities for oral deaf students. This conclusion was based on their program of five “Day Trips” to a camp with students from Lapeer county to give them experiences for the summertime. With this idea in mind, Julie and Judy spent several hours in 1999 at different Lions club dinners trying to sell the idea for a camp for children with hearing loss, who use spoken lanugage as their primary communication mode. At one of these dinners, they were introduced to Dennis Tomkins, Camp Director of Lions Bear Lake Camp, and were invited to see the Visually Impaired youth camp property. They were impressed with the camp and decided to pursue their idea at Lions Bear Lake Camp. In 2000, they held a weekend open house for families to come and stay to experience the
camp setting. During this time, Julie and Judy provided activities for the children and led a focus group for parents where the parents could give their input about what they would like to see happen at a camp for their child with a hearing loss (Steele, 2004). The weekend open house in 2000 was a success. The following year was the first year of the one-week Hearing Impaired camp at Lions Bear Lake Camp. Every summer from 2001 to the present, Lions Bear Lake Camp has been the home of the Hearing Impaired camp and its campers.

Lions Bear Lake Camp is a year round camp. There are ten heated cabins each having their own handicap accessible bathrooms. Each cabin houses 16 people with a total camp capacity of 160 people. The other main buildings on site are the Nature Center, Activity Center, Arts/Crafts Center, and air-conditioned Health Center and Dining Hall. The camp also has a Waterfront area that includes swimming and boating areas (complete with paddle boats, canoes, and kayaks) and a fishing dock. A volleyball court is located in close proximity to the Waterfront area. Also on site are athletic fields and trails (one is wheelchair accessible).

Throughout the years, the Lions Bear Lake campers have been drawn from diverse areas around Michigan. In the 2004 camp season, Lions Bear Lake Camp, supported by Lions, Lionesses, and Leos from Lions Clubs all over Michigan, provided services for the Heartland Hospice and Lapeer Hospice, both for Youth Grief camps; Muscular Dystrophy Association for MDA camp; Lions Hearing Impaired Youth Camp; Lions Visually Impaired Youth Camp; Arthritis Foundation-Juvenile Arthritis Camp; Braille Beats-Visually Impaired Music and Fine Arts Camp; and Macomb County Autism Family Camp (Valentine, 2004). Ultimately, Mr. Kassin wanted to provide an camp opportunity for physically disabled youth, ages 6-16, where they could be with children like themselves. “Big Al” has done so with the creation of Lions Bear Lake Camp.
The Mission Statement of Lions Bear Lake Camp

“We aspire to provide a premiere outdoor recreational/educational facility providing opportunities for people of special needs to enhance self-worth, attain independence, acquire social skills and realize their full potential as human beings. We are dedicated to working with the greater community and include them as a partner in addressing the needs of society. We intend to provide an atmosphere that is wholesome, and encourages awareness and appreciation of our natural environment” (Tomkins, 2004).
# Statistics for the Hearing Impaired Camps from 2001-2004

<table>
<thead>
<tr>
<th>Year</th>
<th>Campers Attended</th>
<th>Males</th>
<th>Females</th>
<th>Hearing Aid</th>
<th>Cochlear Implant</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>56</td>
<td>26</td>
<td>30</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2002</td>
<td>60</td>
<td>25</td>
<td>35</td>
<td>40</td>
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<tr>
<td>2003</td>
<td>64</td>
<td>25</td>
<td>39</td>
<td>45</td>
<td>19</td>
</tr>
<tr>
<td>2004</td>
<td>68</td>
<td>28</td>
<td>40</td>
<td>45</td>
<td>23</td>
</tr>
</tbody>
</table>

*Statistical information provided by Dennis Tomkins*
My Personal Involvement with Lions Bear Lake Camp

Lions Bear Lake Camp has been my home for the past three summers. I was first introduced to the camp by my Eastern Michigan University professor, Dr. Kathleen Quinn. She brought a brochure to our SPHI 435 Phonetics and Hearing Impairment class. The other girls in my class and I agreed that this would be a perfect opportunity to get experience working with children with hearing impairments. One girl sent for our applications, and then we individually filled them out. I was the only one who sent the application back and set up an interview with Dennis Tomkins, the Camp Director.

I was hired as a Team Leader for the Hearing Impaired camp in the summer of 2002. I worked with two other girls to supervise the staff and organize evening programs for the campers. I was in a cabin with seven campers. I did Ling’s Six Sound test every morning to check that the campers’ hearing aids were functional. During the day, the campers participated in specific activities. These activities included arts and crafts, archery, outdoor games, Showtime, nature study, swimming and boating, and journaling. I helped Judy Horvath with Showtime, which are dramatic presentations that allow campers role playing experience. I was also the Arts and Crafts director for the last half of the week.

I had such a great experience that I decided to come back the next summer for five weeks. I was hired again as a Team Leader for the Hearing Impaired camp, but also as the same for the Visually Impaired (VI) and Juvenile Arthritis (JA) camps. I worked primarily with Wendy Pearce, another Team Leader, and Dennis Tomkins. Wendy and I supervised the staff, produced the daily schedule, organized evening activities, and, during the Hearing Impaired camp, led one Showtime group and produced a Showtime play for that group. The camps of this summer were very challenging, but it deepened my respect for youth with physical disabilities.

Camp had become another home for me, so it was expected that I would return in the summer of 2004. I was once again paired with Wendy Pearce, and we were Team Leaders for the six weeks of camp. Specifically for the Hearing Impaired camp, we assigned the campers and staff to activity groups and cabins, and directed two Showtime groups. For all three camps (HI, VI, and JA), we supervised the staff, organized evening
activities, produced the daily schedule, and interacted with the campers.

In all my experiences at the Hearing Impaired camp, I have learned valuable information about children with hearing impairments. I have been exposed to different kinds of hearing aid and cochlear implant equipment and learned how to troubleshoot each type. I have built relationships and used communication strategies with children with hearing impairments.

I have also gained many new leadership skills after working at Lions Bear Lake Camp. These skills have given me the confidence to speak in front of a group of parents and campers, the ability to collaborate with other adults to coordinate an activity or schedule, and the techniques to mediate disagreements between staff members, campers, and parents. I know, from experience in my student teaching placements, that each leadership skill will apply to any future teaching situation.

I value my experiences at camp and hope that I can share the same with EMU students in training.
The Program

To enhance what the Hearing Impaired Department at Eastern Michigan University requires for their degree program, I propose an addition to the SPHI 387 practicum. The EMU students will have a choice. They can choose to do the pre-student teaching practicum for 12 weeks as exists, or they can divide the practicum between six weeks in a classroom with a cooperating teacher in the fall and working at Lions Bear Lake Camp for two weeks in the summer. The purpose will be the same: To provide students an opportunity to work with the hearing impaired (Nash, 1997).

For the Fall semester, Eastern students will take SPHI 391 Language for Students with Hearing Impairment and SPHI 436 Speech Methods for Students with Hearing Impairment and have a six week (one day a week, two and a half hours per day) practicum placement.

During the six “classroom” sessions, the students will meet the requirements of preparing a bulletin board/display and set of teaching materials, making notes on the classroom arrangement, beginning a file of teaching resources, and working with the classroom computer to teach or enhance a lesson.

The cooperating teacher would fill out an evaluation (see Evaluation of Practicum Experience with Students with Hearing Impairments) for the six-week time.

After the six week sessions, the students will start planning their camp activities. Students not participating in the camp practicum program can also help plan. These planning sessions can tie in with the course work.

For the students who choose to complete their six week “school” practicum at camp, they would be placed as leaders in specific activities. Julie Steele and Judy Horvath (2004) have been brainstorming about this project for several years. Their initial ideas are included here:

*Training for staff:* Group effort of students in cooperation with Wendy, Alana, or Julie or any experienced staff member.

*Showtime:* Team of five people to come up with theme for the year. They will each be in charge of a Showtime group while supporting the other team members during their group time.
**Arts & Crafts:** Team of two people to develop activities for the first two days. The last three days would be time to work on the props for the show. The students will need to have extra activities for those who finish early.

**Fun & Games:** Team of three to run games, music and specific language activities with campers.

**Evening Activities:** Team of two to plan and run evening activities. This team could work cooperatively with the team leaders to develop these activities.

**Counselor in Training Program:** Maybe two students interested in secondary education to oversee program for CIT's.

**Outdoor Activities:** These will be run by counselors and special instructors.

**Swimming & Boating:** This will be run by waterfront staff.

**Team Leaders:** Assign cabin multi-age groups; assign similar age activity groups, including boys and girls; in charge of daily schedule; and other responsibilities as assigned by Dennis.

**Additional requirements or issues for Eastern students:**
1) Must attend staff training the week before the HI camp.
2) Students will not be paid for their time at camp. However, they will receive room and board and EMU credit.

“The priority objective throughout all activities will be listening, speaking and language development as well as communication among peers” (Steele, 2004).

Accommodations for the varying numbers of pre-student teachers would be made to these initial suggestions. The EMU supervisor would collaborate with camp supervisors at camp in pre-student teacher final evaluations.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Objectives</th>
</tr>
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</table>
| 7:00  | All Camp Rise and Shine         | * Demonstrate an ability to check the operation of individual amplification devices, i.e. personal hearing aids or cochlear implants.  
* Be able to successfully manage groups and individuals in a non-teaching situation.  
* Demonstrate an understanding of children (through appropriate expectations of behavior, using appropriate discipline, and feeling “comfortable” with children).  
* Demonstrate an ability to communicate effectively with hearing impaired students using appropriate word choice, tone of voice, and provide a normal speech model.  
* Demonstrate a knowledge of daily scheduling. |
| 7:50  | Flag Raising                    | * Be able to successfully manage groups and individuals in a non-teaching situation.  
* Demonstrate an understanding of children (through appropriate expectations of behavior, using appropriate discipline, and feeling “comfortable” with children).  
* Demonstrate an ability to communicate effectively with hearing impaired students using appropriate word choice, tone of voice, and provide a normal speech model.  
* Demonstrate a knowledge of daily scheduling. |
| 8:00  | Breakfast and Announcements     | * Be able to successfully manage groups and individuals in a non-teaching situation.  
* Demonstrate an understanding of children (through appropriate expectations of behavior, using appropriate discipline, and feeling “comfortable” with children).  
* Demonstrate an ability to communicate effectively with hearing impaired students using appropriate word choice, tone of voice, and provide a normal speech model.  
* Demonstrate a knowledge of daily scheduling. |
| 8:45  | Cabin Clean-up                  | * Be able to successfully manage groups and individuals in a non-teaching situation.  
* Demonstrate an understanding of children (through appropriate expectations of behavior, using appropriate discipline, and feeling “comfortable” with children).  
* Demonstrate an ability to communicate effectively with hearing impaired students using appropriate word choice, tone of voice, and provide a normal speech model.  
* Demonstrate a knowledge of daily scheduling. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 9:30-12:00 | Activities                    | * Choose a lesson, write a lesson plan, teach, and evaluate the lesson.  
  * Demonstrate an ability to prepare teaching materials.  
  * Demonstrate an understanding of children (through appropriate expectations of behavior, using appropriate discipline, and feeling “comfortable” with children).  
  * Demonstrate an ability to communicate effectively with hearing impaired students using appropriate word choice, tone of voice, and provide a normal speech model.  
  * Demonstrate a knowledge of daily scheduling.  
  * Keep a journal of classroom activities.  |
| 12:30      | Lunch and Announcements       | * Be able to successfully manage groups and individuals in a non-teaching situation.  
  * Demonstrate an understanding of children (through appropriate expectations of behavior, using appropriate discipline, and feeling “comfortable” with children).  
  * Demonstrate an ability to communicate effectively with hearing impaired students using appropriate word choice, tone of voice, and provide a normal speech model.  
  * Demonstrate a knowledge of daily scheduling.  |
| 1:10-2:10  | Rest Period                   | * Be able to successfully manage groups and individuals in a non-teaching situation.  
  * Demonstrate an understanding of children (through appropriate expectations of behavior, using appropriate discipline, and feeling “comfortable” with children).  
  * Demonstrate an ability to communicate effectively with hearing impaired students using appropriate word choice, tone of voice, and provide a normal speech model.  
  * Demonstrate a knowledge of daily scheduling.  
  * Keep a journal of classroom activities.  
  * Keep an anecdotal record of one child.  |
| 2:20-4:00  | Activities                    | * Choose a lesson, write a lesson plan, teach, and evaluate the lesson.  
  * Demonstrate an ability to prepare teaching materials.  
  * Demonstrate an understanding of children (through appropriate expectations of behavior, using appropriate discipline, and feeling “comfortable” with children).  
  * Demonstrate an ability to communicate effectively with hearing impaired students using appropriate word choice, tone of voice, and provide a normal speech model.  
  * Demonstrate a knowledge of daily scheduling.  
  * Keep a journal of classroom activities.  |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| 4:00-5:00  | Free Swim              | * Be able to successfully manage groups and individuals in a non-teaching situation.  
* Demonstrate an ability to prepare teaching materials.  
* Demonstrate an understanding of children (through appropriate expectations of behavior, using appropriate discipline, and feeling “comfortable” with children).  
* Demonstrate an ability to communicate effectively with hearing impaired students using appropriate word choice, tone of voice, and provide a normal speech model.  
* Demonstrate a knowledge of daily scheduling. |
| 5:25       | Flag Lowering          | * Be able to successfully manage groups and individuals in a non-teaching situation.  
* Demonstrate an ability to prepare teaching materials.  
* Demonstrate an understanding of children (through appropriate expectations of behavior, using appropriate discipline, and feeling “comfortable” with children).  
* Demonstrate an ability to communicate effectively with hearing impaired students using appropriate word choice, tone of voice, and provide a normal speech model.  
* Demonstrate a knowledge of daily scheduling. |
| 5:30       | Dinner and Announcements | * Be able to successfully manage groups and individuals in a non-teaching situation.  
* Demonstrate an understanding of children (through appropriate expectations of behavior, using appropriate discipline, and feeling “comfortable” with children).  
* Demonstrate an ability to communicate effectively with hearing impaired students using appropriate word choice, tone of voice, and provide a normal speech model.  
* Demonstrate a knowledge of daily scheduling. |
| 6:30-8:30  | Evening Activities     | * Choose a lesson, write a lesson plan, teach, and evaluate the lesson.  
* Demonstrate an ability to prepare teaching materials.  
* Operate group auditory training systems.  
* Demonstrate an understanding of children (through appropriate expectations of behavior, using appropriate discipline, and feeling “comfortable” with children).  
* Demonstrate an ability to communicate effectively with hearing impaired students using appropriate word choice, tone of voice, and provide a normal speech model.  
* Demonstrate a knowledge of daily scheduling. |
| 8:30-9:30 | In-Cabin-Embers | * Demonstrate an understanding of children (through appropriate expectations of behavior, using appropriate discipline, and feeling “comfortable” with children).
* Demonstrate an ability to communicate effectively with hearing impaired students using appropriate word choice, tone of voice, and provide a normal speech model.
* Demonstrate a knowledge of daily scheduling.
* Demonstrate an ability to check the operation of individual hearing aids. |
HI Camp Master Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00</td>
<td>All Camp Rise and Shine</td>
</tr>
<tr>
<td>7:50</td>
<td>Flag Raising</td>
</tr>
<tr>
<td>8:00</td>
<td>Breakfast and Announcements</td>
</tr>
<tr>
<td>8:45</td>
<td>Cabin Clean-up</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-10:10</td>
<td>Fun and Games</td>
</tr>
<tr>
<td>9:30-10:10</td>
<td>Blue</td>
</tr>
<tr>
<td>10:20-11:05</td>
<td>Green</td>
</tr>
<tr>
<td>11:15-12:00</td>
<td>Purple</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:30</td>
<td>Lunch and Announcements</td>
</tr>
<tr>
<td>1:10-2:10</td>
<td>Rest Period</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>2:20-3:05</td>
<td>Fun and Games</td>
</tr>
<tr>
<td>2:20-3:05</td>
<td>Yellow</td>
</tr>
<tr>
<td>3:15-4:00</td>
<td>Red</td>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00-5:00</td>
<td>Free Swim</td>
</tr>
<tr>
<td>5:25</td>
<td>Flag Lowering</td>
</tr>
<tr>
<td>5:30</td>
<td>Dinner and Announcements</td>
</tr>
<tr>
<td>6:30-8:30</td>
<td>Evening Activities</td>
</tr>
<tr>
<td>8:30-9:30</td>
<td>In Cabin - Embers</td>
</tr>
<tr>
<td>9:30</td>
<td>Lights Out</td>
</tr>
<tr>
<td>10:00</td>
<td>Lights Out CIT's</td>
</tr>
<tr>
<td>12:00</td>
<td>Lights Out Staff</td>
</tr>
</tbody>
</table>
Course Number and Title:
SPHI 387 Introductory Practicum with Hearing Impaired Students One semester hour

Catalog Description:
Thirty clock hours (1 semester hour) of supervised observation and work with students having hearing impairments.

Co-requisites:
SPHI 391 Language for the Hearing Impaired must be taken concurrently

Course Purpose:
To provide students the opportunity to work with the hearing impaired.

Course Objectives:
The pre-student teacher will:
1. be able to successfully manage groups and individuals in a non-teaching situation.
2. demonstrate a knowledge of daily scheduling and the keeping of anecdotal records.
3. choose a lesson, write a lesson plan, teach, and evaluate the lesson.
4. demonstrate an understanding of children (through appropriate expectations of behavior, using appropriate discipline, and feeling “comfortable” with children.
5. demonstrate an ability to communicate effectively with hearing-impaired students using appropriate word choice, tone of voice and provide a normal speech model.
6. demonstrate an ability to prepare teaching materials.
7. demonstrate an ability to check the operation of individual hearing aids.
8. operate group auditory training systems.

Recommended Text:
None

Evaluation:
Specific Requirements:
1. Keep a journal of classroom activities.
2. Keep an anecdotal record of one pupil.
3. Prepare and teach a lesson or lessons.
4. Prepare a bulletin board/display and set of teaching materials.
5. Check and utilize personal and classroom amplification systems and other equipment.

Grading:
The final grade for this class will be based upon:
1. Satisfactory completion of performance objectives
2. Attitudes, punctuality, interest, personal appearance, creative ability, adaptability, and emotional maturity.
3. Quality and quantity of journal and anecdotal record

Topical Outline:
Not Applicable
Bibliography

LOG ALL HOURS IN PRE-STUDENT TEACHING COURSEPACK. TO BE INITIALED BY COURSE INSTRUCTOR.

If you complete any activities in the coursepack, the teacher should sign these off.
Course Number and Title
SPHI 387 Introductory Practicum with Students with Hearing Impairment 1 semester hour

Catalogue Description
Thirty clock hours (1 semester hour) of supervised observation and work with students having hearing impairments.

Co-requisites
SPHI 391 Language for Students with Hearing Impairment must be taken concurrently.

EMU Program Theme
Caring professional educators for a diverse and democratic society

Course Purpose
This is an introductory opportunity to work in the public schools with students with hearing impairment.

Performance Objectives for Students
The student will...
1. demonstrate observational and reflective skills by keeping an anecdotal record on an individual student and a journal of classroom activities.
2. demonstrate a level of comfort and an understanding of children through appropriate expectations.
3. demonstrate an ability to communicate effectively with students with hearing impairment using appropriate word choice, tone of voice, and speech model.
4. successfully manage groups and individuals in formal and informal learning situations.
5. demonstrate an ability to prepare teaching materials.
6. choose a lesson, write a lesson plan, teach, and evaluate the lesson.
7. demonstrate an ability to check the operation of individual amplification devices, i.e. personal hearing aids or cochlear implants.
8. demonstrate an ability to use group amplification systems.

Texts
None

Evaluation
REQUIRED ACTIVITIES:
1. General classroom management
   a. Manage groups or an individual student in formal classroom activities.
   b. Manage groups or an individual student in informal school activities.
2. Teaching activities
   a. Prepare at least one bulletin board or teaching display.
   b. Prepare at least one set of teaching materials.
   c. Plan and teach at least one group lesson. Evaluate your lesson.
   d. Make notes on room arrangement.
   e. Make notes on daily schedule.
   f. Begin a file of teaching resources, i.e. books, ideas, materials, et al.
3. Equipment utilization
   a. Check personal hearing aids/cochlear implants.
   b. Work with the group amplification system.
   c. Work with the classroom computer to teach or enhance a lesson.
4. Written work
   a. Keep a journal of classroom activities.
   b. Write an anecdotal record of an individual student.
   c. All documentation for this course will be presented in a course binder.

Please be sure to log all hours on the Pre-Student Teaching Card (orange) and have it initialed by the course instructor.

There may be activities assigned from SPHI 391 and SPHI 436, which, if arranged with the cooperating teacher, may be completed at this field site.

SUGGESTED ACTIVITIES:
1. Learn protocol for emergency situations.
2. Correct class work and homework assignments.
3. Participate in a field trip.
4. Prepare appropriate independent work.
5. Give individual help in specific skill areas.
6. Participate in a field trip.

   a. math  f. handwriting  k. social studies
   b. science  g. art  l. gym
   c. speech  h. music  m. dramatizations
   d. language  i. auditory skills training  n. news
   e. reading  j. storytelling

Grading
The final grade for this class will be based upon:
1. The evaluation of the cooperating classroom teacher; mid-term and final.
2. Satisfactory completion of the performance objectives.
3. Attitude, punctuality, interest, personal appearance, creative ability, adaptability, and emotional maturity.
4. Course Binder containing all written work.

Schedule
• Students will submit a Practicum Schedule Request Form. Every attempt will be made to work out a schedule that is agreeable with the EMU student and the site programs.
• It is desirable that the EMU student schedules 12 weeks of field experience, one visit per week, for approximately 2 1/2 hours each visit. This will equal the required 30 clock hours. If the EMU student needs to miss a session, time must be made up. This will need to be worked out between the student and the classroom teacher.
• All field experience will be concluded by Thursday, December 9, 2004.
• Your Course Binder must be turned in by Monday, December 13, 2004.
**EASTERN MICHIGAN UNIVERSITY**

*Evaluation of Practicum Experience with Students with Hearing Impairments*

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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**School Placement**

**Supervising Classroom Teacher**

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<tr>
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<th>Final Grade</th>
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Please place a check (✓) in the box which best describes student's performance.

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<th>1. Ability to manage a group of children in formal and informal learning activities</th>
<th>EXCELLENT</th>
<th>ABOVE AVERAGE</th>
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<th>BELOW AVERAGE</th>
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<th>2. Ability to manage individual child in formal and informal learning activities</th>
<th>EXCELLENT</th>
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<th>3. Demonstrates appropriate expectations of pupil behavior</th>
<th>EXCELLENT</th>
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<th>4. Demonstrates effective control or discipline</th>
<th>EXCELLENT</th>
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<th>5. Demonstrates effective and appropriate teacher-pupil relationship</th>
<th>EXCELLENT</th>
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<th>6. Communicates with students using a normal speech and language model</th>
<th>EXCELLENT</th>
<th>ABOVE AVERAGE</th>
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<th>7. Communicates with students using appropriate word choice</th>
<th>EXCELLENT</th>
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<th>8. Communicates with students using appropriate tone of voice</th>
<th>EXCELLENT</th>
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<th>9. Demonstrated teaching skills through:</th>
<th>EXCELLENT</th>
<th>ABOVE AVERAGE</th>
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<th>BELOW AVERAGE</th>
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<tr>
<td>a. activities and materials appropriate for ability level of pupils</td>
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<td>b. activities appropriate for age and interest level</td>
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<td>c. activities appropriate for attention span</td>
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<td>d. ability to modify and adapt activity</td>
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<td>e. ability to structure activity and environment</td>
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<td>f. ability to self-evaluate performance</td>
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<td>g. activities and materials prepared “on time”</td>
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<th>10. Demonstrates knowledge of operation of individual amplification devices</th>
<th>EXCELLENT</th>
<th>ABOVE AVERAGE</th>
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<tr>
<th>11. Demonstrates knowledge of operation of group amplification devices</th>
<th>EXCELLENT</th>
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<th>12. Written work (anecdotal record, daily log, lesson plans) is neat and organized</th>
<th>EXCELLENT</th>
<th>ABOVE AVERAGE</th>
<th>AVERAGE</th>
<th>BELOW AVERAGE</th>
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Please place a check (✓) in the box which best describes student's performance.

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<th>EXCELLENT</th>
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<th>NO OPPORTUNITY</th>
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<td>13. Written work presented uses appropriate grammar and professional terminology</td>
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<td>14. Demonstrates an ability to profit from constructive suggestions</td>
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<td>15. Shows interest and enjoyment when working with children</td>
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<td>16. Student arrived &quot;on time&quot; for practicum assignment</td>
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<td>17. Student's &quot;personal appearance&quot; was appropriate for practicum assignment</td>
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<td>18. Supervising teacher's comments:</td>
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8/03
SPHI 391 Students’ Impressions of the Program

On November 11, 2004, I had the opportunity to discuss my research topic with students in Mrs. Polter’s SPHI 391 Language for Students with Hearing Impairment class. The students present were Megan Bultsma, Heather Castle, Jody Fidrus, Lisa Gonte, Iris Law, Erin McWatt, Amanda Swanson, and Celeste Thomas. At present (Fall 2004 semester), each of these students is close to completing the SPHI 387 Introductory Practicum with Students with Hearing Impairment.

The SPHI 391 students presented several concerns about my program. Their first concern was the “Incomplete” grade that they would be required to receive after their completion of the six-week “school” part of the SPHI 387 practicum. A grade for the practicum would not be final until completion of the “camp” part of the practicum. One student pointed out that if they were unable to make it to the two weeks of camp due to circumstances such as a death in the family, work issues, or health problems, the practicum requirement would not be met. Would they have to wait another year to finish their practicum? Would they have to do another “school” practicum to complete their requirement?

The second concern was that if going to camp was the only practicum option that would limit them to choosing only a 10 week in school practicum or the six week in school practicum and the camp. They felt that it was necessary to have more options than just the camp practicum. The students also commented that they would not be able to take time off of work or to miss the first two weeks of their summer classes to do the camp practicum.

The third concern expressed by the students addressed concurrent speech requirements from SPHI 436 Speech Methods for Students with Hearing Impairment. These are usually completed at the end of the same semester as the practicum because the pre-student teacher has to develop a relationship with a student in order to obtain accurate results on the speech evaluations of that student.

A fourth concern was about the practicum cooperating teachers. The students expressed the following questions: Would the cooperating teachers prefer a six-week practicum over a twelve-week practicum? Would the cooperating teacher feel that students
would experience enough classroom activity in a six-week practicum?

Regarding cooperating teachers, Mrs. Polter viewed the benefits of a short term, six-week practicum. She could place more students at the same practicum site requiring less cooperating teachers. One cooperating teacher would have two EMU pre-student teachers; one pre-student teacher during the first half of the semester and then the other during the last half of the semester. Pre-student teachers would experience two or more supervisors, one at school and one or more in the camp setting, thereby exposing them to multiple insights.

The students suggested making this program a third practicum option that would be a requirement for SPHI 228 Introduction to Hearing Impaired. They all felt that it was necessary to have more hands-on practicum experiences. For this idea, they desired options for the practicum. Several proposed options were working at Lions Bear Lake Camp, participating in the one-week Alternative Spring Break (through VISION at EMU) placement at the South Carolina School for the Deaf and the Blind, or being placed at a school. The students supported this idea by stressing that there should be another practicum opportunity at the beginning of their studies because it will give them a feel for working with children with hearing impairments. Insights received from this practicum would confirm their decision to continue in the Hearing Impaired program.

Additional suggestions regarding the creation of a camp practicum included making the camp program an optional Independent Study for elective credit, making it part of Graduate credit, or making it an Honors Project for those who are in the Honors Program.
My Vision and Recommendation

The vision of Julie Steele and Judy Horvath, Hearing Impaired Camp founders, for this the camp practicum program: “The camp [will be] used as a place for EMU students to gain experience working with oral deaf students in a meaningful way. They [will] spend the week at camp and have specific responsibilities while putting in time before camp starts to prepare for their activities and after camp to reflect and evaluate their experience” (Steele, 2004).

I agree totally with Julie Steele and Judy Horvath that “this program will give EMU students a wide range of practical experience that will benefit them when they have their own classroom” (Steele, 2004). Julie Steele stressed that Eastern students would be exposed to multi-age children with hearing impairments with multiple types of equipment. It was that personal experience that cemented my desire to teach children with hearing impairments.

Eastern students will gain an unforgettable interactive experience with hearing impaired children. This seven day experience provides more exposure to the life of a hearing impaired child than watching a teacher interact with such children in the classroom. The fun setting of camp is conducive to face-to-face learning, for both the camper and the pre-student teacher.

I recommend that Eastern’s Department of Special Education and Hearing Impaired Department include a third practicum in the Hearing Impaired Major program. This is the most logical and workable choice. The students of Professor Polter’s SPHI 391 class brought up some valid concerns about my program. I believe that an extra opportunity at the beginning of one’s study would be beneficial to an EMU student in the Hearing Impaired program. This would give them an experience that would help them decide if they should continue in the program. It would also help the camp by creating a group of people who could return the following years as paid staff.

If this program is too difficult to implement, I highly recommend that it would be enacted as an Independent Study option or possible Honors Project.
Impacts of the Program on Lions Bear Lake Camp

Lions Bear Lake Camp will benefit from my program in multiple ways. After the pre-student teachers complete the camp practicum program, they are more likely to return in following summers. It is very difficult to find qualified people to work at Lions Bear Lake Camp. Hopefully, because of their practicum experience at Lions Bear Lake Camp, returning Eastern students will generate a camp counselor base.

Connecting Lions Bear Lake Camp to the University encourages utilization of up to date research methods in development of specific camp activities. Having camp supervisors work closely with University professors would be an additional benefit.

In addition to the camp practicum program, encouraging honor students from the Honors Program to serve community service hours at Lions Bear Lake Camp will provide the camp with quality workers. Why not give Eastern students valuable lessons in community support while exposing them to an outstanding camp that has been long-serving physically disabled youth?

Application of the Program to other Camps

My camp practicum program could be easily translated to any university special education degree program. The Visually Impaired Camps, Autism Camps, and Physically Impaired Camps would all benefit from quality students in training.
References


Steele, J. Information on HI Program. E-mail on October 13, 2004 from juliesteele@comcast.net


