Summer Institute for Teachers of Deaf and Hard of Hearing Students

Linda Cundy, Education Consultant
Natalia Rohatyn, Doctoral Student, U of A

Grande Prairie, Alberta
August 25, 2011
Objectives

- Understanding who the Deaf/Hard of Hearing (D/HH) student is
- Modifying Instructional Strategies
- Roles and Responsibilities
- Resources
### KWL Chart

<table>
<thead>
<tr>
<th>KWL</th>
<th></th>
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<tbody>
<tr>
<td>What I Know</td>
<td>What I Want to Know</td>
<td>What I Learned</td>
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</table>

Guess the acronyms activity!
Guess the Acronyms Activity

- ASL
- BAHA
- BICS
- CALP
- CASE
- FSCD
- ERECS
- HA
- REACH
- UDL
Profile of a Deaf or HH Student

- Background – Family
- Communication
- Language Development
- Identity
- School experience
Me and Leah and Amy go swimming fun good Big swimming cool fun me like Swim finish go play fun 1,2,3 run fun finish me see Hello Leah and Amy go home Hello me go home cool. Me go Play Game fun.

My own secret place is over by the beach in the dark, quiet cave.

A little light coming out of the open door.

I feel calm not too scared of the dark.

I see many gulls walking with their webbed feet and many waves rushing through rocks.

I hear nothing because I am deaf!
ASL Proficiency and Reading achievement

Native ASL Signers
Not Native Signers

- Stanford
- Gates-MacG Comp
- Gates-MacG Voc
Swiss Cheese Learning

How a sentence is “heard” by a student with hearing loss

A. spoken sentence by teacher
B. sounds heard by student
C. sounds speechread by student

SPELLING TEST for you!
FOR HOMEWORK... 

Speaking normally and clearly is all Dottie really needs.
Courtesy of communication in classrooms with D/HH students

- Hard of Hearing Students
  - Using the FM system
  - Sharing the microphone
  - Visual lines of communication

- Deaf Students
  - Using the Interpreter/Signing EA
  - Lag time
  - Visual lines of communication
With turn-taking, Ana can participate in the discussion about Sisyphus.
15 MINUTE BREAK
Addressing Eric prevents third-wheel syndrome, improving communication.
Universal Attitudes about Classroom Accommodations

- Multiple means of representation
- Multiple means of expression
- Multiple means of engagement
Special Accommodations

- Sign Language Interpreter/ E.A.
- Preferential seating
- Opportunities for direct interaction using speech alone
- Note-taking strategies
- Grading written work
Me and Leah and Amy go swimming fun good Big swimming cool fun me like Swim finish go play fun 1,2,3 run fun finish me see Hello Leah and Amy go home Hello me go home cool. Me go Play Game fun.
Modifying Instructional Practices for D/HH Students

- Pre-teaching and post-teaching
- Review
- Oral directions
- Classroom discussion
- Presentation of key information
- Comprehension check
School Community

- Self-identity
- Academics
- Social Interaction
- Extra-curricular activities
Informal inventory of independence and self advocacy skills

- Independence as a Student
- Self-Advocacy: student services
- Peer Interaction
- Awareness of community
- Understanding Role of Interpreter/EA
LUNCH – 40 MINUTES
R.J. values visual aids; the real clincher is when he can see the interpreter.
Roles & Responsibilities

- Teachers
- Interpreter / Educational Assistant
- Student

View a short video on communication facilitation
An interpreter/signer cannot interpret what s/he doesn't understand.

Preparation is the key to successful communication.
Sufficient lighting allows Cindy to leave her candles at home.
Group Activity

- Scenario A
  Preferential seating

- Scenario B
  Can a Deaf or Hard of Hearing student read lips?
15 MINUTE BREAK
Who’s on your team?

- Family
- School administration
- Classroom Teacher
- Support Staff
- Consulting services
- Community agencies
Consulting Services

Regional Education Consulting Services (RECS)

- Regional Educational Assessment and Consulting Services (REACH)
- Edmonton Regional Educational Consulting Services (ERECS)
- Coordinated Assessment Services for the Exceptional (CASE)
Consulting Services Cont’d

- Diverse range of services
- Assistance with differentiated practices
- Effective instructional strategies
- Customized support for a variety of topics
- Support for engaging learning environments
Assessment: Individual / Classroom Consultation

HH Students:
- classroom acoustics: soundfield systems/FM
- speech and listening skills
- academics and socialization

Deaf Students:
- ASL receptive and expressive skills
- access to interpreting or signing input
- academics and socialization
In-services

- Classroom in-service
  - Diversity geared to different levels: elementary, junior high and senior high
  - Hearing health
  - What it is like to be Deaf or Hard of Hearing
  - Demonstrations of assistive technology for D/HH
Individual Programming Plan (IPP)

- **Goals**
  - Short term objectives
  - Long term objectives

- **Areas of growth**
  - Language – reading and writing
  - Communication – listening, speaking, signing
  - Numeracy
  - Literacy skills
  - Socialization skills
Assistive Technology

HA

CI

BAHA

- Oticon [www.oticon.ca](http://www.oticon.ca)
- Phonak [www.phonak.com](http://www.phonak.com)
Resources

- Minerva Deaf Research Lab (MDRL) http://mdrl.educ.ualberta.ca
- Harris Communications Company www.harriscomm.com
- Butte Publications www.buttepublications.com
- DawnSignPress www.dawnsign.com
Accommodations for PATs

- Extra writing time
- Sign language interpreter
- Scribe/Reader
- Franklin Language Master
Questions?
Thank You!

rohatyn@ualberta.ca
linda.cundy@epsb.ca
## CONTINUUM of ASL in Alberta

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course</th>
<th>Hours</th>
<th>Notes</th>
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<tbody>
<tr>
<td>EPSB/CBE</td>
<td>ASL 15</td>
<td>125</td>
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<tr>
<td></td>
<td>ASL 25</td>
<td>125</td>
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<td>ASL 35</td>
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<tr>
<td>U. of A.</td>
<td>ASL 111/112</td>
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<td>(six-credit course)</td>
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<td>ASL 211/212</td>
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<tr>
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<td>(six-credit course)</td>
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<td>ASL 200a/b</td>
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<tr>
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<td>ASL 300a/b</td>
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<tr>
<td>Medicine Hat College</td>
<td>ASL 260 – 261</td>
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<td>ASL 360</td>
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<tr>
<td>Location</td>
<td>Levels</td>
<td>Hours</td>
<td>Equivalent Hours</td>
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<td>St. Albert Star Literacy</td>
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<td>Elk Island Cont. Educ.</td>
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<td>Red Deer College</td>
<td>Levels 1-2-3</td>
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<tr>
<td>College</td>
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<tr>
<td>University of Calgary</td>
<td>ASL 101</td>
<td>72</td>
<td>36 hours (36 hours each session)</td>
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<td>ASL 201</td>
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<tr>
<td>Bow Valley College</td>
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### ASL & Sign Systems

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<tr>
<th>American Sign Language</th>
<th>Signed English</th>
<th>Signing Exact English</th>
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<tbody>
<tr>
<td>A language separate from English, capable of great subtlety in a visual mode</td>
<td>A combination of ASL and manual English</td>
<td>A visual code for the English language</td>
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<tr>
<td>Uses different syntax; includes noun &amp; verb modulation, facial grammar, classifiers</td>
<td>Usually signed in English word order with few grammatical markers – 14 markers such as prefixes/suffixes</td>
<td>Follows English exactly using word order and 76 grammatical markers</td>
</tr>
<tr>
<td>Conceptually-accurate signs along with fingerspelling</td>
<td>ASL signs - occasional fingerspelling</td>
<td>Invented signs for grammar and vocabulary</td>
</tr>
<tr>
<td>Used by Deaf/HH adults and children, and hearing children of Deaf adults</td>
<td>Used by D/HH people and hearing people in social and formal situations</td>
<td>Used as an instructional tool in school settings</td>
</tr>
</tbody>
</table>
Generations of Deaf family members