Who we are...

- Linda Cundy, Education Consultant for D/HH
- Kim Bizuk, Education Consultant for D/HH
- Natalia Rohatyn, Doctoral Student, University of Alberta
Who are you?

• Please introduce yourself:
  • Name
  • Position at the school you work at
  • Tell us a little bit about the student(s) you will work with who are Deaf or hard of hearing
  • What you are hoping learn by the end of the day
Objectives

• Understanding who the Deaf/Hard of Hearing (D/HH) student is

• Academic accommodations

• Roles and Responsibilities

• Resources
Profile of a Deaf or hard of hearing student

- Background – Family
- Communication
- Language Development
- Identity
- School experience
Deaf people are just like you!

- Few small differences:
  - Bilingual
  - Getting a Deaf person’s attention
  - Looking at Deaf person directly when communicating through a sign language interpreter
BICS & CALP

BICS $L_1$

BICS $L_2$

CALP $L_1$

CALP $L_2$
ASL proficiency & reading achievement

[Bar chart showing proficiency levels for different categories]
F-O-R  H-O-M-E-
W-O-O-O-R-R-K...

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.
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
15 minute break
R.J. values visual aids; the real clincher is when he can see the interpreter.
School community

• Self-identity
• Academics
• Social Interaction
• Extra-curricular activities
Please tell the young man here....

Addressing Eric prevents third-wheel syndrome, improving communication.
Informal inventory of independence & self advocacy skills checklist

- Independence as a Student
- Self-Advocacy: student services/assistive devices
- Peer Interaction
- Awareness of community
- Understanding Role of Interpreter/EA
Roles and responsibilities

• Teachers

• Interpreter / Educational Assistant

• Student

View a short video of communication facilitation
Roles and responsibilities cont’d

• 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.
Lunch
# ASL & Sign Systems

<table>
<thead>
<tr>
<th>American Sign Language</th>
<th>Signed English</th>
<th>Signing Exact English</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Uses different syntax; 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 includes noun &amp; 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</td>
<td>Used by D/HH people and hearing people</td>
<td>Used as an instructional and children, and tool in school settings in social and formal situations</td>
</tr>
</tbody>
</table>
Using iPads in the Classroom

• Educational websites and apps

• Prezi

• http://prezi.com/vyoyots2wbg4/ipad-and-smartboards/?auth_key=c24b1ffe7c8332e424b1c3221e3de58bda454e32
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)
  • Inclusive Learning Services (ILS)
  • Coordinated Assessment Services for the Exceptional (CASE)
• 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
Areas of academic assessment

- Language
- Reading
- Vocabulary
- Writing
- Math
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 program planning (IPP)

- Goals
  - Short term objectives
  - Long term objectives

- Areas of growth
  - Language – reading and writing
  - Communication – listening, speaking, signing
  - Numeracy
  - Literacy skills
  - Socialization skills
Accommodations for PATs

- Extra writing time
- Sign language interpreter
- Reader and/or Scribe
- Franklin Language Master
15 minute break
Assistive Technology

- HA
- CI
- BAHA

- Oticon [www.oticon.ca](http://www.oticon.ca)
- Phonak [www.phonak.com](http://www.phonak.com)
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
Resource – MDRL Educators Toolkit

- http://mdrltoolkit.ualberta.ca/
Key words to remember

- Self-identity
- Self-esteem
- Self-advocacy skills
- Equal access
Questions or comments
Thank You!

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kim.bizuk@epsb.ca
linda.cundy@epsb.ca
GUESS these Acronyms

- ASL
- BAHA
- BICS
- CALP
- CASE
- FSCD
- ERECS
- HA
- REACH
- UDL
CONTINUUM of ASL in Alberta

**EPSB/CBE**
- ASL 15 125 hours (5-credit courses in H.S.)
- ASL 25 125 hours
- ASL 35 125 hours
  - Total: 375 hours

**U. of A.**
- ASL 111/112 130 hours (six-credit course)
- ASL 211/212 130 hours
  - Total: 260 hours

**Lakeland**
- ASL 100a/b 130 hours (six-credit course)
- ASL 200a/b 130 hours
- ASL 300a/b 130 hours
  - Total: 390 hours

**Medicine Hat**
- ASL 260 – 261 140 hours

**College**
- ASL 360 70 hours
  - Total: 210 hours
NON-CREDIT Community Classes

METRO
Levels 1-2-3-4  25 hours = 100 hrs
Continuing Ed.

St. Albert
Levels 1-2-3  16 hours = 48 hrs
Star Literacy

Elk Island
Levels 1-2-3-4  30 hours = 120 hrs
Cont. Educ.

Red Deer
Levels 1-2-3  36 hours = 108 hrs
College
<table>
<thead>
<tr>
<th>Institution</th>
<th>Course</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Calgary</td>
<td>ASL 101</td>
<td>72 hours</td>
<td>(36 hours each session)</td>
</tr>
<tr>
<td></td>
<td>ASL 201</td>
<td>36 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>108 hours</strong></td>
</tr>
<tr>
<td>Bow Valley College</td>
<td>ASL 101</td>
<td>130 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASL 102</td>
<td>130 hours</td>
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<tr>
<td></td>
<td>ASL 103</td>
<td>130 hours</td>
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Generations of Deaf family members