

SEATTLE PUBLIC SCHOOLS

Deaf Education Program Review

OBSERVATION & REPORT COMPLETED BY:

MEMBERS OF THE WASHINGTON STATE OUTREACH TEAM

WASHINGTON STATE CENTER FOR CHILDHOOD DEAFNESS AND HEARING LOSS (CHDL)

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WASHINGTON SENSORY DISABILITIES SERVICES (WSDS)



Washington Sensory Disabilities Services



OBSERVATION DATES:

MAY 6, 2015 ITINERANT TEACHER OF THE DEAF SCHOOLS

MAY 26, 2015 – ECKSTEIN MIDDLE SCHOOL; ROOSEVELT HIGH SCHOOL

JUNE 2, 2015 – TOPS ELEMENTARY

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Program Summary

The Outreach Team's overall impression of the deaf/hard-of-hearing program at Seattle Public Schools is that school staff are committed to the program and have a true desire for the program improvement and further development of high standards for student outcomes. Interpreters are committed and work hard to support students and teachers. The Teachers of the Deaf (TOD) expressed a desire for collaborative teamwork between TODs, other staff and the administration to increase awareness and understanding of deaf education and Deaf culture. They also expressed the desire for community involvement and support.

In reviewing the program, it became clear that there is no program delineation or definition between program delivery models and communication modalities which include: ASL, Sign Supported English and Listening and Spoken Language. All of these modalities are intertwined resulting in no program continuity, clarity or fidelity with evidence based practices. Additionally, there is not program continuity as children matriculate through the system from preschool to graduation. There is not a consistent communication philosophy or delivery system from entry to exit and no program is offered as a full P-12 program with all necessary components. For example:

- A Listening and Spoken Language Program (LSL) also known as Auditory-Verbal Program, focuses on an optimal hearing environment, so technology and acoustics are components given high priority. Sign language is not be used in this approach, only listening and spoken language. Currently this is combined with sign supported English.
- An ASL-English bilingual approach focuses on ASL and English language development. Components include a strong emphasis on ASL and English language planning in each activity, a true bilingual environment, language modeling, ASL and English instruction, Deaf adult role models and more (explained in greater detail in the appendices).
- Sign Exact English focuses on visually representing with signs each and every word in grammatically correct English along with spoken English. This was not observed in the classroom. We are recommending its implementation in the program with fidelity.

Having the necessary components and program fidelity of these approaches is what is missing in Seattle Public Schools. At this time, the three are currently being presented without program integrity resulting in poor student performance and poor program design. All communication modalities are used without purity in one setting resulting in language confusion for students. The Outreach Team recommends Seattle Public Schools focus on developing and implementing three distinct communication approaches for the deaf and hard of hearing children district-wide. Program success is directly linked to program implementation and fidelity.

The intent of this report is to begin a dialogue between CDHL and Seattle Public Schools regarding program review and development. The Center for Childhood Deafness and Hearing Loss stands ready to provide direct support to accomplish the changes in the identified areas including necessary professional development for each recommendation as requested by Seattle Public Schools.

Program Recommendations

Instructional Approach:

Students should be separated for instruction by language modality identified on the IEP. A comprehensive program must be developed in each of the three communication modalities represented by the current student population. Social and recreational activities should be provided to students in an inclusive manner to provide a larger number of peers for students. The components for a successful program for each of the three approaches are listed at the end of this report in the appendix. It will be important to develop a program over time by hiring specialists (TODs) in each of the communication modalities who understand the components of a good program within their respective disciplines; ASL – English Bilingual Education, Listening and Spoken Language and Signing Exact English.

Create an academic environment in which direct instruction represents 20% from the teacher and 80% from student responses. Classroom setup should be designed to allow direct visual access to communication and foster instruction for students to watch each other to have real discussions and learn from each other.

Consider taking advantage of critical mass by keeping 6th, 7th, and 8th grade deaf and hard of hearing students at TOPS until they are ready for high school. This will keep a third teacher at TOPS, and help with grouping students, with a higher number of students, for instruction.

Assessment:

Use both summative and formative tools to create data tracking for monitoring student progress, in content areas, not only long term, but also daily skills acquired. Use running records for example in reading, to determine reading strategies used by each student. Use various checklists designed to provide a positive learning environment for deaf and hard-of-hearing children to access instruction in the mainstream setting, develop self-advocacy skills, and increase the students' ability to use communication repair techniques and social communication strategies.

Technology:

Students must have appropriate technology to fully access instruction and fully access the classroom experience. Accommodations change depending on the environment. Some students may be successful with FM systems in one class but need added visual support in another class. Each class must be evaluated for course content, the student's ability to hear and understand the teacher and fellow students. Smart board technology will help access immediate references to new vocabulary.

Staff:

Establish expectations for team coordination; collaboration between teachers of the deaf (TOD), counselors, audiologists, general education team members, interpreters, and other special education team members. TODs need to join Professional Learning Community meetings with the same grade level teachers. They also need to attend the trainings offered to general education staff. The strategies and instruction provided to the general education staff will strengthen instructional practices of the deaf education staff and their students, as well as have the added benefit of helping teachers of the deaf become part of the school wide community.

Curriculum:

Students must have access to curriculum and supplementary curriculum supports that prepare them to meet the Common Core State Standards (CCSS). The curriculum should align with CCSS. This means teachers must have knowledge of grade and subject area standards and provide supplemental supports

that are linked with CCSS. Instruction should include strategies of Guided Reading, Guided Writing, Shared Reading, Shared Writing, and Independent Reading and Writing for reading and writing instruction. Use Language Experience Approach techniques, research writing and reading and dialogue journals and logs. Use authentic text for reading and as a springboard for student initiated stories. Reading and writing must have real meaning for students to learn.

Social/Emotional:

Programs were observed at the preschool, elementary, middle and high school levels. The Outreach team behavioral specialist focused on social, emotional, and behavioral support in the deaf/hard-of-hearing program. Classrooms were observed and discussions held with staff and students. An overarching concern for d/hh students' social/emotional well-being is learning how to successfully navigate their environment. Each student in the classroom should have full access to the language occurring in their environment. When there is a mixture of students in one classroom, some of whom use ASL exclusively and do not speak English, some who use American Sign Language in addition to spoken English, and some who use listening and spoken language exclusively, it is crucial to establish rules of communication. Students who cannot successfully navigate their environment because they do not have language access can experience low self-esteem, feelings of isolation, inadequacy and frustration. Over time, this can lead to depression, aggression, and other behaviors and emotional states that impede education and are detrimental to overall well-being. Clear language rules should be established and modeled in the classroom to which both staff and students adhere.

A positive behavior program should be implemented which includes: clear and visually supported expectations in the classroom, daily/weekly check-in with the counselor when needed, daily behavior charts, communication log between home and school, as needed, and training for staff to ensure consistency. This behavior program must be managed consistently and should include tracking behavioral data, adjusting interventions accordingly, and updating staff as needed. Counseling support should be available for any student presenting impulse control issues, aggressive behaviors, self-injurious behaviors, or other social/emotional areas of concern and this should also be monitored closely. Counseling, either individual or group, should be facilitated and include discussion regarding: multiple layers of identity, self-advocacy, Deaf culture, Deaf rights, and appropriate communication – the focus should be to dispel any sense of isolation and discuss differences and similarities with other peers, aiming to build self-esteem and appreciation of diversity. Facilitate group sessions, which focus on identity, self-advocacy, communication, and social/emotional skills utilizing role-play, modeling, and social stories when possible. Social stories should be utilized during 1:1 or group counseling sessions and should highlight challenges that a deaf/hard-of-hearing student might encounter and offer positive options for overcoming those challenges.

Group activities for social/emotional skill building which allow students more opportunities to engage with each other should be facilitated. Utilize peer conflict as an opportunity to build healthy communication, boundaries, and self-advocacy. Students should be encouraged to have more peer interaction in order to build crucial social/emotional skills and clashes that arise should be utilized as an opportunity, with staff support, to teach conflict resolution. It is crucial that students be given clear behavior expectations rather than physically moved into desired positions (hands on shoulders, hand on jaw to adjust eye gaze) using visual supports and social stories for reinforcement when necessary.

Highlighting well-known deaf/hard-of-hearing role models is important for supporting healthy self-esteem and encouraging a high level of accomplishment. Students should have the opportunity to learn about and meet successful DHH role models. Deaf role models should be varied in order to show the wide range of how DHH individuals communicate, navigate their world, and understand layers of identity.

Professional development should be provided to ensure that staff is familiar with behavioral challenges that can present with DHH students and how to provide correct and consistent implementation of

behavior strategies and interventions. Additionally, workshops or family activity nights should be facilitated as a forum to discuss common behavioral challenges and interventions, how to provide positive social/emotional support for DHH children at home, and the importance of communication and environmental access.

ASL – English: Preschool

Consultants: Kris Ching (Birth-5 Director), Kerianne Christie (Birth-5 Specialist), April McArthur (ASL-English Bilingual Services Director), and Erica Pedro (Behavior Specialist).

ASL-English Bilingual Program Philosophy

An ASL-English bilingual program is potentially available to any deaf or hard of hearing child, with no barriers, limitations or challenges due to hearing level. A bilingual program promotes the acquisition, maintenance and study of American Sign Language (ASL) and English. This includes ASL receptive and expressive skills, reading and writing in English and, when appropriate for the child, spoken English.

It is important to address the development of the whole child. A bilingual program supports the child's cognitive, linguistic, social and emotional skill acquisition. It also encourages the development of biculturalism, enabling the child to navigate both the Deaf and hearing communities with fluency and ease. Linguistic competence, communication and cognitive flexibility, strong social-emotional skills and a positive, healthy identity are important outcomes of the bilingual program. A critical mass of deaf and hard of hearing children, as well as Deaf adult role models, is paramount to the program. An added benefit of this approach is the benefit to brain development. Research shows children that are bilingual, regardless of which two languages, have stronger problem solving skills, stronger proficiency in the understanding of abstract concepts and ability to categorize information and superior skills in verbal/nonverbal intelligence tests. The ASL-English bilingual program works closely with parents, families and communities to create strong school-family partnerships.

PRESCHOOL ASL/ENGLISH

Assessment: Formative and Summative

| Observations: | Recommendations |
|---|---|
| <ol style="list-style-type: none">1. The TOD reported that the <i>Brigance Early Childhood Developmental Inventory</i> was used to evaluate student progress. | <ol style="list-style-type: none">1. Use both summative and formative assessment tools regularly throughout the year to measure and monitor child language and literacy development in ASL and English. When doing summative assessments, use at least 2 tools.2. Fluent ASL language users should complete the summative ASL assessments. Results should be discussed and shared with families on a regular basis throughout the year (Parent/Teacher meetings, IEP team meetings, progress reports, .)<ol style="list-style-type: none">2.1. Use ASL Summative Tools (Use at least 2 native users to score each student, should be done at least 3 times through the year.) Examples of summative tools:<ol style="list-style-type: none">2.1.1. Visual Communication Sign Language Checklist (VCSL): The VCSL can be used for IEP goals.2.1.2. Fremont ASL Checklist2.1.3. Kendall Proficiency Levels ("P-Levels)2.2. During ASL lessons (before, during, and after), use formative tools such as teacher observations, rubrics, and student work to measure student progress. |

PRESCHOOL ASL/ENGLISH

Physical Setting

| Observations | Recommendations |
|--|---|
| 1. It was not clear to the observer the organization or system for the posters around the room. | 1. Use the environment as a learning tool. Have posters on the wall that are purposeful, clear, organized and spaced well. Posters should reflect information about ASL, English, learning tools, different cultures, student work, . Posters should include visual schedules, cues and classroom expectations. |
| 2. Clearly defined learning areas make a shared classroom work effectively. The classroom, however, had bookcases set up on some shelves, making it hard for children to see each other across the room. | 2. Create a visual, learner-centered space that allows children to see and access language. Tall furniture should be placed along the walls and furniture in the middle of the room should be placed below children's eye levels. |

PRESCHOOL ASL/ENGLISH

Curriculum

| Observations | Recommendations |
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| 1. The teacher reported that there is no formal preschool curriculum used, thematic units were therefore developed by the classroom teacher. | 1. Curriculum and instruction should be guided by assessment results. For example, VCSL results can support the design of the environment to support a rich environment for natural language acquisition. 2. Adopt a research-based curriculum: Incorporating an early childhood curriculum (such as the <i>Creative Curriculum</i>) will provide structure and developmentally appropriate activities to aid with classroom learning and management. |

PRESCHOOL ASL/ENGLISH

Instructional Support:

| Observations | Recommendations |
|---|--|
| 1. ASL and Spoken English were observed being used at the same time. The TOD and paraeducator used ASL while another paraeducator used spoken English at the same time. | 1. Establish a language plan (see Appendix I). Language choice, English or ASL, should be governed by goal and purpose. Determine ASL and English language allocation times throughout the day. 2. Separate ASL and English usage in the ASL – English Bilingual setting. Adults should model appropriate use of fluent English and ASL separately. Use bilingual teaching strategies to teach students how to code-switch. Using them simultaneously in this setting is called “code mixing” and creates language confusion. |
| 2. There was limited language output from children. | 3. Design activities to develop both social and academic language for both ASL and English. 4. Teach English with the use of <i>Reader's Workshop</i> and <i>Writer's Workshop</i> . Students should engage in ASL workshop to develop social and academic ASL skills and learn ASL literature. Incorporate <i>Guided Viewing</i> , <i>Shared Viewing</i> , <i>Independent Viewing</i> and <i>Signer's Workshop</i> daily. Students should learn ASL phonology to develop metalinguistic skills that will help them |

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| | <p>understand other languages' phonology systems. Students should also learn about the rules of fingerspelling, which also helps with developing English literacy skills. Throughout the day, whenever appropriate, teach bilingual strategies. (See appendix)</p> <ol style="list-style-type: none">5. Literacy activities should include viewing and signing a variety of ASL literature.6. Use technology (computers/tablets) to view and produce ASL literature. (See resource list for examples)7. Check student comprehension through the use of complete and extended responses from students.8. Incorporating rhythm into learning activities (such as calendar) can help young children internalize language patterns and repetition. |
| 3. Group stayed together all morning. | <ol style="list-style-type: none">9. Use multiple collaborative learning groupings to optimize student interaction, collaborative learning and language development (partner work, small groups and whole groups).10. Teach within each child's zone of proximal development (ZPD). Each child's ZPD is found by performing formative assessments consistently and regularly everyday/weekly. |

ASL – English: Elementary

ELEMENTARY

Consultants: Cathy Corrado (Literacy Specialist), April McArthur (ASL-English Bilingual Services Director), Erica Pedro (Behavior Specialist).

ELEMENTARY ASL/ENGLISH

Assessment: Formative and Summative

| Observations | Recommendations |
|---|---|
| 1. No formal assessments are currently being used in the Deaf and hard of hearing classroom. Mainstream students are assessed in their general education classroom. | 1. General education teachers are required to do the following assessments- 1.1. <i>K-1 Diebels</i> -which is not an appropriate assessment for DHH students. 1.2. <i>Running Records or DRA</i> , 3 times a year. This will show the teacher what reading strategies are already being used and what should be taught next. 1.3. <i>MAP</i> testing K-2-deaf and hard of hearing students should be included in district mandated testing when appropriate. 2. Teacher of the Deaf (TOD) should use both summative and formative assessments to monitor student progress and adjust instruction accordingly. |
| 2. Mainstream students use the placement test from <i>Reading Naturally</i> . | 3. All DHH students (in the mainstream or DHH classroom) should also be given a <i>Running Record</i> test 2 to 3 times a year by the TOD to help determine if the student is developing reading strategies and is able to demonstrate understanding of what is being taught. |
| 3. ASL skills are not measured for students. | 4. Use summative and formative tools to regularly measure students' ASL skills. 4.1. Possible summative ASL tool: The Kendall ASL Proficiency Levels. Summative assessments need to be completed by at least 2 native ASL signers who have at least some understanding of ASL linguistics. 4.2. During ASL lessons (before, during, and after), use formative tools such as teacher observations, rubrics, and student work to measure student progress. |

ELEMENTARY ASL/ENGLISH

Curriculum and Instructional Support

| Observations | Recommendations |
|---|---|
| 1. The reading curriculum for the Deaf and hard of hearing program is Reading Milestones. | 1. General education is using leveled readers in conjunction with Lucy Calkins' <i>Teachers College Reading and Writing Project</i> . The building has two book rooms containing leveled readers, which are open to teachers in the building. Teachers of the Deaf should be accessing the training and the materials in the book rooms so they can have multiple copies of texts. Students need to be taught at their instructional level. |
| 2. The TOD currently uses some Visual Phonics and uses a phonics | 2. For DHH students who are able to hear and access sound, the TOD should access the building English phonics |

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| <p>program called <i>Highly Reoccurring Phonic Elements</i>. This program consists of a chart, which the students chant. The class is working through sounds and blends with words, but there is no meaningful connection to these words in context.</p> | <p>curriculum and the related professional development. This will provide instructional tools and a scope and sequence that are consistent with the district curriculum. Currently, the building has two systematic phonics programs available: <i>2.1. K-2 Sound Partners 1-2</i> <i>2.2. Fountas and Pinnel Phonics Kit-Ultimate Phonics</i></p> |
| <p>3. When students broke up into two groups, one group worked on ASL skills. Each student had a stack of pictures and each student was required to provide the sign for each picture. When asked, the paraeducator mentioned that each student had a stack of words from various content areas.</p> | <p>3. Having students review vocabulary in sign is an excellent strategy but learning the word in isolation does not assist in comprehension of the word and the multiple meanings of the word. Vocabulary should be inbedded in text so students can use context to help determine meaning.</p> |
| <p>4. The math curriculum used in the DHH classroom is teacher generated with some <i>Everyday Math</i>.</p> | <p>4. The district has adopted <i>Math in Focus</i> for the elementary general education students. Teachers of the Deaf need to use the district mandated curriculum so the DHH students have access to the same materials and manipulatives as their hearing peers. Some materials will need modifications but using the standard curriculum guarantees that students receive instruction in all areas.</p> |
| <p>5. PLC-Professional Learning Community meetings are held weekly for general education staff. Teachers of the Deaf do not currently attend PLC meetings.</p> | <p>5. Teachers of the Deaf (TOD) should attend general education training for CCSS trainings and new curriculum adoptions so they are familiar with content areas and grade level expectations. They need to attend PLC meetings on a weekly basis. Since teachers of the deaf tend to teach multiple grade levels, teachers can attend different grade level trainings to remain current on expectations and best practices in those grade levels.</p> |
| <p>6. Teachers of the Deaf have not implemented <i>Guided Reading</i>.</p> | <p>6. General Education Staff was trained in guided reading at the beginning of the school year. Teachers of the deaf need this training and need to implement these strategies with their students and to discuss collaborative projects with peer teachers.</p> |
| <p>7. Social Studies- general education uses the following: <i>7.1. K-2 Storypaths</i> <i>7.2. 3-5 Standard based CBA's</i></p> <p>We did not see social studies being taught in the deaf classroom.</p> | <p>7. Use general education curriculum for Social Studies, Math, and Science. Include age appropriate discussion of current events to tie students to conversations and information around them.</p> |
| <p>8. The DHH program currently does not use the science kits in the DHH classroom.</p> | <p>8. Science kits should be used in the DHH classroom. District generated science kits have a rotation of 3 kits per school year. Deaf students would benefit from the information and explanation the science kits offer. They provide rich hands-on learning experiences that excite and motivate. Teachers of the Deaf should attend the trainings for the science kits.</p> |

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| <p>9. ASL, SEE, and spoken English all used at the same time all day in the classroom.</p> | <p>9. Establish a language plan (see Appendix I). Language choice, English or ASL, should be governed by goal and purpose.</p> <p>9.1. Determine ASL and English language allocation times throughout the day. Adults should model appropriate use of fluent English and ASL separately. Use bilingual teaching strategies to teach students how to code-switch. Using them simultaneously in this setting is called “code mixing” and creates language confusion.</p> <p>9.2. Teach English with the use of Reader’s Workshop and Writer’s workshop. Teach ASL with the use of Viewer’s Workshop and Signer’s Workshop. Throughout the day, whenever appropriate, teach bilingual strategies.</p> |
| <p>10. During a reading lesson the substitute teacher read a story to the students and asked questions. Students did not respond. One staff member signed to the teacher that the text was “over their heads.”</p> | <p>10. When teaching reading:</p> <p>10.1.1.1. Provide direct instruction. Give students the opportunity to express their opinions or personal stories in ASL then caption them into English to model this exercise. Use bilingual strategies to show students how to understand English text, and how to use ASL to translate the English text and vice versa</p> <p>10.1.1.2. Use bilingual strategies such as “chaining” (point to the word, sign the word, fingerspell the word, point to the word again)</p> <p>10.1.1.3. Choose materials within the student’s zone of proximal development</p> <p>10.2. Provide hands-on LEA (language experience approach)</p> <p>10.3. Expect and require students to express language during every activity.</p> <p>10.4. Use the Bilingual writing approach for teaching writing: Have students first come up with their own narrative/expository pieces in ASL. Students record their ASL stories on video. Students watch the videos and translate their stories into English.</p> |
| <p>11. It is not clear to the observer the organization or system for the posters around the room.</p> | <p>11. Use the environment as a learning tool. Have posters on the wall that are purposeful, clear, organized and spaced well. Posters should reflect information about ASL, English, learning tools, different cultures, student work, .</p> |
| <p>12. Students did not appear actively involved in their learning. They waited for staff to tell them what to do.</p> | <p>12. Teachers should instruct students to become “active learners.” Student “voice” (intrinsic motivation) should be clear and evident. Clearly define both teacher driven and student driven activities.</p> |

ELEMENTARY ASL/ENGLISH

Student Groupings

| Observations | Recommendations |
|---|---|
| 1. The teacher was observed signing and voicing simultaneously. The paraeducator further explained the concept in ASL if students appeared confused. One example was observed when the teacher signed in SEE and voiced they would be going on a “big bus,” a few of the students looked confused so the assistant signed the ASL sign for “bus.” | 1. Adhere to the tenants of ASL – English Bilingual instruction and communicate using one language at a time. |
| 2. Students were divided into two groups. Listening and spoken language students remained with the teacher while she focused on phonics. | 2. Phonics is an important component of any reading program. Without a connection between word identification and context, comprehension is lost. Words in isolation do not help the student make connections to the text. Without text support multiple meaning words can be taught incorrectly or can cause confusion. Teachers of the Deaf should attend district mandated phonics training so they can implement a complete program with scope and sequence and then make adjustments as needed. |
| 3. ASL students went with the paraeducator and worked on cards with words or pictures. The students were required to sign what they saw on the card. | 3. Words or pictures on a card, during the ASL lesson, also requires context to help the student make meaning and have retention of a word. Vocabulary should always be embedded in text. Have students create sentences or personal stories using the words. |
| 4. Different student groupings were observed during the day. Student interaction and communication with each other was limited. Students were told to focus on their own work. | 4. Encourage and foster student communication and interaction with each other all day. <i>Think-pair-share</i> strategy should be utilized often. Use multiple groupings to optimize student interaction (partner work, small groups and whole groups). This strategy enriches language and comprehension. |
| 5. Students do not study ASL linguistics or literature on a formal basis. | 5. Students should engage in <i>ASL Workshop</i> to develop academic ASL skills and learn ASL literature. Students view ASL stories, study and analyze them, and create their own stories. Incorporate Guided Viewing, Shared Viewing, Independent Viewing and Signer’s workshop daily. 6. Students should learn ASL phonology to develop metalinguistic skills that will help them understand other languages’ phonology systems. Students should also learn about the rules of fingerspelling, which also helps with developing English literacy skills. |

ELEMENTARY ASL/ENGLISH

General Education

| Observations | Recommendation |
|--|---|
| <p>1. One student was observed in the 4th grade mainstream setting. The student had an ASL interpreter. Student rarely made eye contact with the interpreter.</p> | <p>1. The TOD should meet frequently with the general education mainstream teachers to discuss student progress and needs. The TOD should work with the general education teacher to develop expectations and strategies for supporting students and to determine whether the interpreter is meeting student needs.</p> |

ASL – English: Middle School

Consultants: Cathy Corrado (Literacy Specialist), April McArthur (ASL-English Bilingual Services Director), Erica Pedro (Behavior Specialist), Jennifer White (Transition Specialist).

MIDDLE SCHOOL ASL/ENGLISH

Assessments: Formative, Summative

| Observations | Recommendations |
|--|---|
| <ol style="list-style-type: none">1. Students are currently tested using the <i>Brigance</i> for IEP goals. Students are also supposed to be MAP tested in the fall and the spring. The teacher reported that some students were MAP tested. Students are tested with either the <i>Fry</i> word list or the <i>Dolch</i> word list. | <ol style="list-style-type: none">1. Use both formative and summative assessment tools to measure and monitor child language and literacy development. Use information from these assessments to determine student <i>Zone of Proximal Development (ZPD)</i> and use this as a guide for designing instruction. Assessment results should be discussed and shared with families on a regular basis through the year (such as Parent/Teacher meetings, IEP team meetings, progress reports.)2. Students should be assessed with additional measures to help determine their instructional level. <i>Running Records</i> or a <i>DRA</i> are important and should be given at least twice in a school year. This allows the teacher to determine what reading strategies have been mastered. Students can also be assessed using Dolch or Fry lists. That information needs to be used to help drive instruction.3. In the area of written language, writing samples should be taken at least 3 to 5 times a year. One tool that is recommended to determine a student's independent writing level and assess words-per-minute is the <i>Correct Word Sequence (CWS)</i>. |

MIDDLE SCHOOL ASL/ENGLISH

Mathematics

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| <ol style="list-style-type: none">1. Students were given the same math test from the ICSP-Individual Computation Skills Program. The test consisted of whole numbers, addition, subtraction, multiplication and division. Also included were ratios, percentages, fractions and decimals. Some scored zero correct and others were able to do parts of the test. The students were tested Sept, January and May. | <ol style="list-style-type: none">1. Students can be assessed in math computation but also need assessment in the area of problem solving and for determining what strategies the student has for solving math problems. |
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MIDDLE SCHOOL ASL/ENGLISH

ASL

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| 1. TODs reported that an assessment of students' ASL skills is currently not done. | 2. Use summative and formative tools to regularly measure all students' ASL skills. <ul style="list-style-type: none"> a. Possible summative ASL tool: The Kendall ASL Proficiency Levels. Summative assessments need to be completed by at least 2 native ASL signers who have at least some understanding of ASL linguistics. b. During ASL lessons use formative tools such as teacher observations, rubrics, and student work to measure student progress. |
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MIDDLE SCHOOL ASL/ENGLISH

Physical Setting

| Observations | Recommendations |
|---|--|
| 1. All students sat at the same table all morning. Students rarely watched and attended to each other during group discussions. There was limited discourse among the students. | 1. Provide variety of locations for learning more frequently-do lessons in different parts of the room. Use centers for different lessons. Have one group work in Writer's Workshop with the teacher while another group works on their journal writing independently. Rotate around the room. Group and re-group often. <ul style="list-style-type: none"> 1.1. Students should be expected to use their eyes to attend to each other during discourse (not only on the teacher). 1.2. Encourage and promote discourse among peers in a variety of groupings (1:1, small and whole groups). |
| 2. Posters on the wall did not appear to be connected to the instruction. | 2. Use the environment as a learning tool. The space should reflect the content areas, scaffold learning, and display student work. Posters should be purposeful, clear, organized and spaced well and should include information in/about ASL, Deaf Culture, English, as well as other languages and cultures. Additionally, they can provide information to visual schedules, cues, and classroom expectations. |

MIDDLE SCHOOL ASL/ENGLISH

Curriculum

| Observations Language Arts | Recommendations Language Arts |
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| 1. Each student in the DHH program has a Language Arts notebook. Each notebook contains cursive writing or printing practice and worksheets including: verbs, <i>Fry</i> or <i>Dolch</i> word list, sentence writing activities, vocabulary lists with pictures and sentences for handwriting practice. | 1. The language arts block should be using best practices in teaching reading to DHH students. Activities should include <i>shared reading</i> , <i>guided reading</i> and <i>independent reading</i> . Students should be taught at their instructional level. Reading instruction should include reading strategies that will help students become independent readers. Comprehension strategies should be taught. |
| 2. <i>Reading Milestones</i> is the reading curriculum currently used in the DHH classroom. | 2. The <i>Reading Milestones</i> curriculum does not provide authentic reading materials. It is an outda, linguistically inappropriate curriculum that should be discontinued. Adopt a reading curriculum that provides authentic |

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| | reading text and is aligned with the CCSS. This may be available in general education curriculum lab or other curriculum adopted within the district. One option is to use the curriculum within the district ELL program. |
| 3. The reading curriculum includes Daily Oral Language, the study of action words and then creating a sentence for each word. | 3. Students in the DHH classroom need to be generating sentences using “themes” and supported language of the classroom. The sentences students copied in their language notebook held no meaning for students. A more meaningful activity would include writing sentences in which students bring internal knowledge of the topic about which they are writing. For example, writing about activities in which they have been involved. |
| Writing 1. There was no evidence that the teacher was following a formalized writing program. The student was presented a word to incorporate into a sentence. | Writing 1. A balanced writing program should have shared writing, guided writing and independent writing. Students should be writing daily using scaffolding through word banks and sentence and paragraph frames. This ensures that students are focusing on English structure, grammar and new vocabulary. (Tier 2 Words) 1.1. Use the Bilingual writing approach for teaching writing: Have students come up with their own narrative/expository pieces in ASL first. Students record their ASL stories on video. Students watch the videos and translate their stories into English. 1.2. Set up Viewer’s and Signer’s Workshop and provide students the opportunity to study ASL through the use of guided viewing, shared viewing and independent viewing. Students should produce their own works of a variety of ASL literature (Narrative stories, expository pieces, poetry.) |
| Math 1. Currently using ICSP- <i>Individual Computation Skills Program</i> , which consists of a huge binder of computational worksheets. Also uses <i>Daily Oral Math</i> levels Pre K to 2 nd . Classroom owns the <i>Singapore Math Program</i> , <i>Connect Math</i> and <i>Attack Math</i> . | Math 1. <i>Daily Oral Math</i> and the focus on computation can be part of a daily math program, but should not be the entire program. The focus needs to be on problem solving and learning the language of math and strategies for solving problems. The classroom has several math programs that can be implemented to go beyond the focus on computation. The district has adopted <i>Math in Focus</i> for the elementary grades. The <i>Math in Focus</i> can be used in the middle school since the students are working below grade level. By following the district-mandated curriculum, DHH students will be exposed to the same curriculum as their hearing peers. |
| Science 1. Deaf/hard-of-hearing (DHH) students are combined in a classroom for multi-disabled students. The Special Education teacher teaches this combined class in her classroom. It did not appear that a specific curriculum was being followed. | Science 1. The DHH students are receiving science in a classroom serving multi-disabled students, which might be appropriate for a few of the students but is not the best fit for all of the DHH students. Consider supports within the general education science classroom. |

MIDDLE SCHOOL ASL/ENGLISH
Instructional Model

| Observations | Recommendations |
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| 1. ASL and Spoken English used at the same time. | 1. Separate languages- adults should not use ASL and English (code mixing) at the same time. Model appropriate use of fluent English and ASL separately. Use bilingual teaching strategies to teach students how to code-switch. |
| 2. Students do not appear attend to or be engaged consistently. | 2. Teach within each child's <i>Zone of Proximal Development</i> (ZPD). Each child's ZPD is found by performing formative assessments consistently and regularly everyday/weekly. 2.1. Use a <i>Language Experience Approach</i> (LEA) strategy. 2.2. Students should be encouraged and expected to use their eyes to attend to each other during discourse (not only on the teacher). Encourage and promote discourse among peers in a variety of groupings (1:1, small groups and whole groups) |
| 3. The paraeducator was observed in the morning meeting leading a discussion on what the students did over the weekend. This activity provided great modeling of language with 80% of the time the paraeducator was signing and 20% students were signing. | 3. Continue the use of the paraeducator modeling language but reverse the percent. 80% of the time should be student signing and only 20% staff modeling language. Expect and require students to express language to participate in activity, to express needs and wants and to express ideas and thoughts. |
| 4. Students watched a cartoon of the ABC's and practiced signing their ABCs. | 4. Students in middle school do not need to be practicing their ABC's. It is remedial instruction and isn't the best use of their instructional time. Instead students could work on projects that begin with comprehension, i.e. an experience they had, sign the story and write English sentences of the same experience. Side by side language exposure will help assess strengths, weaknesses and future instructional need. There should be high expectations for students, both implicitly and explicitly (attitude, language, expectations posted on the wall). |
| 5. Math time consists of 4 days working on computation and on the 5 th day working on something else- for example geometry or measurement. Currently they are not following any scope or sequence for math. Math assessments are teacher made. | 5. In the area of math, the focus on computation is needed, but the language of math is what is difficult for the students. A structured approach to looking at problem solving and teaching problem solving strategies using the language of math would help the students be able to problem solve on their own. Include math problems with real life implications. |
| 6. Students took turns counting to 100 while following a 100 chart. | 6. A more productive model would have students working on projects involving money, where the number 100 has concrete meaning and real life application. |
| 7. The document camera was set up away from the front of the room so the teacher had to disengage from instruction to use it. | 7. The document camera should be set up in front, near the teacher so she can maintain eye contact and attention. Instructional technology and classroom equipment should be located so as not to negatively interrupt the flow of the classroom instruction time. |

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| 8. The paraeducator provided tutoring for a student in the mainstream language arts classroom. Paraeducator talked 75% of the time and when asking student comprehension questions, did not provide enough wait-time for the student to give a response. The paraeducator ultimately gave the answer to the student. | 8. Check student comprehension through the use of complete and extended responses from students. Students should be able to provide appropriate and complete responses in ASL or English; whichever is appropriate to the task. 8.1. Provide training for the paraeducator on how to do shared reading (15 principles of reading with a Deaf child). Paraeducator needs to use wait time to allow student to process language and think about how to formulate responses. Students should be talking 75% of the time. |
| 9. When a new word was introduced- "Teepee," students didn't know what it meant. The paraeducator used an iPad to look for a picture to show the students. This is an excellent language support strategy (use of the iPad to support world knowledge). | 9. Continue to use technology as a visual tool to support learning new content. |
| 10. Some students are mainstreamed, even though they do not yet have age appropriate language skills based on student work. | 10. Students should receive direct instruction in reading, writing and math. They can be mainstreamed if they have age appropriate language skills. They should be proficient in English and ASL prior to mainstreaming so they can focus on learning content within mainstream classes. |
| 11. Students responses during activities were rare and short. | 11. Design activities to develop both social and academic language for both ASL and English. Activities should promote frequent opportunities for students to practice the language, in both ASL and English. 11.1. Encourage and expect extended student responses 11.2. Use collaborative groupings to promote discourse among peers (1:1, small groups and whole groups) 11.3. Students should take personal responsibility for their learning. The teacher should seek to foster intrinsic motivation. |

MIDDLE SCHOOL ASL/ENGLISH

Student Groupings

| Observations | Recommendations |
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| 1. Observation at Eckstein included group instruction, with the paraeducator leading a discussion about weekend activity. Students of varying skill and language joined this discussion. A deaf plus student (deaf with additional disabilities) was supported by a paraeducator. | 1. Group activity allows for strong modeling. However, deaf students with cognitive challenges could benefit from additional support, such as review of content prior to the discussion and Q&A immediately following the discussion to reinforce comprehension, vocabulary development. |
| 2. With the lack of comprehension and consequent floundering in the group, the paraeducator increased modeling, which decreased opportunity for student input, thus | 2. The group would benefit from question modeling and requesting concrete choices rather than open ended or yes/no questions. For example: "I went swimming. I did not go hiking. Did I go swimming or hiking?" Pictures of these activities could further concretize the connection to |

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| supporting passive learning habits in students. | content. Having students capture their own pictures and tell stories, thus using a concrete clear topic before moving into high language request, would allow topic comprehension and an ability to teach higher-level skill sets. |
| 3. Students are actively engage by attending, following directions, working on problems, discussing academic content or demonstrating understand to peers and or teachers 90% of the time. | 3. Attending periods need to be appropriate in length with teachers stopping to check for understanding and providing opportunities for students to show what they know. The teacher needs to provide frequent opportunities for structured student interactions and discussions which encourage students. |

MIDDLE SCHOOL ASL/ENGLISH

Deaf Students with Additional Disabilities

| Observations | Recommendations |
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| 1. Observation at Eckstein included group and individual instruction. The identified student appeared happy to be in school, motivated to join in with classmates, very easily distracted, socially driven to communicate and generally lost in the instruction. He parroted responses in direct instruction but did not answer comprehension questions. IEP review revealed overall weak goal progression and tracking. | 1. Train staff: <ul style="list-style-type: none"> 1.1. To use strategies and systems that encourage comprehension and self-determination; 1.2. How to use a portable camera and printer systems so students can create and expand visual schedules, vocabulary, storytelling across environments, choice making and labeling; 1.3. To use bilingual teaching strategies that allow visual system options that combine ASL and English in side by side presentation, i.e. making books. 1.4. To use iMovie or similar tool for student to build strategies to organize thought process, create person-centered stories, work on projects with peers, and build vocabulary. 1.5. To teach curriculum in <i>real-life-context</i>: math thru money and cooking projects, language thru storytelling. |

MIDDLE SCHOOL ASL/ENGLISH

General Recommendations

| Recommendations |
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| <ol style="list-style-type: none"> 1. Establish language plan (Appendix I). Language focus should be governed by goal and purpose. 2. Determine language allocation times throughout the day. Teach English with the use of Reader's Workshop and Writer's workshop. Teach ASL with the use of Viewer's Workshop and Signer's Workshop. Throughout the day, whenever appropriate, teach bilingual strategies. 3. Use on-line ASL (<i>ASL Pro</i> for example) dictionaries for current signs. |

ASL – English: High School

Consultants: Cathy Corrado (Literacy Specialist), April McArthur (ASL-English Bilingual Services Director), Erica Pedro (Behavior Specialist), Jennifer White (Transition Specialist).

HIGH SCHOOL ASL/ENGLISH

Assessment

| Observations | Recommendations |
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| 1. <i>Reading Naturally</i> is currently being used to assess student placement in vocabulary building books. | 1. <i>Running records</i> or a <i>DRA</i> are important and should be given at least twice in a school year. This allows the teacher to determine what if any, reading strategies each student has and what should be taught next. It will also help to determine each student's instructional level for reading. |
| 2. DHH teacher uses some authentic measurements of reading and writing skills. IEP and 3 year evaluations are used to determine reading levels. | 2. Students need to be assessed in writing. Students need to write independently for 5-7 minutes without any intervention. <i>CWS-Correct Word Sequence</i> can be used to score the writing samples. The independent writing samples should be completed 3 to 5 times a year. |
| 3. The teacher reported that students' ASL skills are not currently assessed. | 3. Assess student ASL skills using formative assessment tools. When teaching lessons about ASL, use formative tools before, during, and after each lesson/unit. During ASL lessons, students' skills can be measured by a variety of authentic measurement tools such as teacher observations, rubrics, and student work. |

HIGH SCHOOL ASL/ENGLISH

Physical Setting

| Observation | Recommendations |
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| 1. Student desks are lined up in a row, making it difficult for students to see each other and access group discussions. | 1. Seating: Place desks in a semi-circle so that students can see each other easily and practice discourse skills. |
| 2. Students did not watch and attend to each other during group discussions. | 2. Students should be expected to use their eyes to attend to each other during discourse (not only on the teacher). |
| 3. There was limited discourse among the students. | 3. Encourage and promote discourse among peers in a variety of groupings (1:1, small groups and whole groups). |

HIGH SCHOOL ASL/ENGLISH Curriculum

| Observations | Recommendations |
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| 1. Students are currently using general education curriculum whenever possible. Students are exposed to World History, US History and Health. These content areas are supported and modified because of the high reading level of the texts. | 1. Students should continue to be exposed to general education curriculum. Use a variety of sources to make accommodations or modifications to the general education information. For example- for SS using NEWSELA- unlimited access to hundreds of leveled news articles that are aligned with the Common Core New articles appear daily, can be downloaded and printed at the instruction level of each student. Students can be reading the same article but set at a different Lexie score. |
| 2. Currently in Language Arts, the TOD is using <i>The Edge</i> , a complete program for low reading that is aligned with Common Core State Standards, CCSS. | 2. By keeping the focus on the general education curriculum the deaf students can access the same curriculum, language and vocabulary of their hearing peers. Continue to scaffold the language and reading in the DHH classroom so the students can be challenged and supported. |
| 3. Use of supplemental materials to support reading and world knowledge (National Geographic). | 3. Continue the use of National Geographic type news magazines to help with world knowledge and current events. |
| 4. Writing: The TOD was unsure and felt this was the weakest part of the program. | 4. Implementing a writing program that has a scope and sequence will help the students develop English skills. Giving students support and scaffolding through word banks, modeling, sentence and paragraph frames and graphic organizers will expose the students to high-level vocabulary (Tier Two Words). Use the bilingual writing approach for teaching writing: Have students come up with their own narrative/expository pieces in ASL first. Students record their ASL stories on video. Students watch the videos and translate their stories into English. |
| 5. ASL- Teacher reported students do not study ASL. | 5. Students should study ASL to develop academic ASL skills and learn ASL literature. Students can view ASL stories, study and analyze them, and create their own stories. Incorporate Guided Viewing, Shared Viewing, Independent Viewing and Signer's workshop daily. |

HIGH SCHOOL ASL/ENGLISH Instructional

| Observations: | Instructional Recommendations: High School |
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| 1. ASL and Spoken English used at the same time. | 2. Establish a language plan (see Appendix I). Language choice, English or ASL, should be governed by goal and purpose. Determine ASL and English language allocation times throughout the day. Adults should model appropriate use of fluent English and ASL separately. Use bilingual teaching strategies to teach students how to code-switch. Using them simultaneously in this setting is called "code mixing" and creates language confusion. |

ASL – English: High School Transition Program

| Observations | Recommendations |
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| <p>1. Interviews were conducted with the teacher two graduating seniors. Both students are savvy young women with clear goals for life after school. The TOD reported a desire to develop stronger more thorough transition plans. Students have access to school computers.</p> | <p>1. Technology is vital for accommodation in adult life. Access to computers and smart devices used for independence could be utilized to train life skills.</p> |
| | <p>2. Both students were weak in information about independence advocating for interpreters they can understand, using note takers, understanding their rights under the ADA and community resources. Self-advocacy is a vital part of transitioning into adult life. The teacher (on his own time) has been working with a colleague to identify transition program curricula.</p> |
| | <p>3. By their senior year, students could take a field trip to the Hearing Speech and Deafness Center to explore technology. The Office of the Deaf and Hard of Hearing could be contacted for information about programs.</p> |
| | <p>4. Ideally schools would have a videophone available to students, allowing them independence and privacy in their phone calls.</p> |
| | <p>5. Institute Transition Assessments.</p> |
| | <p>6. Institute a checklist for transition preparation shared with families and student to provide a map of next steps.</p> |
| | <p>7. Include Independent Living Evaluations in transition plan and training that cover environmental assessment, financial management, social skills management, communication and accommodation needs assessed across environments, disability awareness, self-advocacy skills, interpersonal skills, work ethics and high/low technology accommodation needs and experiences.</p> |
| | <p>8. Include work site visits in the transition plan, informational interviews with employers and employees in careers of interest, interviews and observation of deaf adults in employment settings.</p> |
| | <p>9. Teach students about IDEA, ADA and 504 laws specific to individual student accommodation needs.</p> |
| | <p>10. Support students to actively run their own IEP meeting by their final year.</p> |
| | <p>11. Invite Division of Vocational Rehabilitation (DVR) to attend IEP meetings throughout high school (not waiting until the year before graduation).</p> |
| | <p>12. Contact Student Disability Services on college campuses in preparation for attendance. Support to request note-takers, interpreters, FM system, extra time, and teachers' handouts.</p> |
| | <p>13. Teach community resources: Office of Deaf and Hard of Hearing (ODHH), Hearing Speech and Deafness Center (HSDC), National Association of the Deaf (NAD), phone company-reduced rates for higher data plans.</p> |
| | <p>14. IEPs should reflect a clear link to life after graduation.</p> |

Afternoon LSL/SEE Preschool

Consultants: Maura Berndsen (Listening and Spoken Language Specialist), Kabian Rendel (Signing Exact English Specialist)

AFTERNOON PRESCHOOL LSL/SEE

Philosophy

Listening and Spoken Philosophy

A Listening and Spoken Language (LSL) approach for children who are deaf/hard of hearing relies on advanced hearing technology as parents and caregivers are guided and coached by skilled professionals who emphasize auditory strategies. This facilitates a child's communication skills and supports the development of the whole child. A LSL approach emphasizes early identification and early access to hearing technology and quality services with transition into general education settings as early as preschool and kindergarten. Students in general education settings continue to receive specialized LSL services when a need is documented.

Signing Exact English Philosophy

The use of simultaneous Signing Exact English (SEE) and spoken English prepare deaf/hard of hearing children to be self-confident, articulate, academically competitive learners, and successful contributing community members. The SEE method uses an exact manual model of spoken English. This, along with the valued use of personal amplification devices, reinforces listening skills in addition to the use of grammatically correct English language skills. Users of SEE speak and sign English concurrently, which fosters the development of the whole child, including the ability to have age appropriate communication and friendships among peers. Signing Exact English provides a vital visual bridge to develop functional language and literacy skills, which benefit the student when transitioning into the general education setting.

AFTERNOON PRESCHOOL LSL/SEE

Assessment: Formative and Summative

Observations

1. The teacher reported students are assessed using the *Brigance Early Childhood Developmental Inventory*. It was not clear that tools for progress monitoring were used in the classroom settings for students using listening and spoken language.

Recommendations

1. As part of their educational program, children who are deaf or hard of hearing should receive annual educational evaluations that assess language and vocabulary skills, speech skills, their listening skills and academic skills. Functional and formal measures should be completed to appropriately monitor progress and adjust instructional strategies as needed. In preschool, it is recommended that criterion-referenced tools be updated regularly during the school year. This will enable the school to chart student progress and determine developmentally appropriate goals. The evaluation should be completed by a Teacher of the Deaf or other highly qualified professional (SLP or Audiologist with specialized training in Deaf Education). Assessment results should be shared with the child's IEP team including; teacher(s), therapists, as well as with his/her parents to aid in the educational planning for the child. Suggested assessment tools are available in published sources and collaboration with established programs can also provide insights on possible tools to inform the development and implementation of a student's IEP.
1.1. The evaluation process should consider both

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| | <p>formal and functional measures. Formal tools document the development of skills while functional measures document the child/student's ability to use those skills. Delays in formal or functional skills may lead to the provision of special education services.</p> <p>1.2. Teams can use Karen Anderson's checklists to determine self-advocacy skills and repair strategies should be evaluated across developmental levels. (Anderson, 2013)</p> <p>1.3. Social skills should be evaluated with consideration of the impact of language development on social skills. (Anderson, 2013)</p> <p>1.4. The district should create a data tracking process for monitoring of student progress, not only for long term goals, but also for daily skills as they are acquired. (Anderson, 2013)</p> |
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AFTERNOON PRESCHOOL LSL/SEE

Technology

| Observations | Recommendations |
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| <p>1. Personal FM systems were used by 3 of the students.</p> <p>1.1. One student was not wearing his amplification because he had lost it. It was not confirmed whether he would have been using a personal FM system if he had his amplification.</p> <p>1.2. There did not appear to be a consistent pattern in the fitting of personal FM systems. Some students with cochlear implant technology had personal FM systems while others did not. Some students with hearing aid technology had personal FM systems while others did not. The teaching team was not able to explain the rationale for the use of personal FM system with only 3 students.</p> | <p>1. Teaching teams need to have an understanding of each child's hearing and how the technology provides access to sound and communication. They need to understand why personal FM systems are appropriate or inappropriate for students. Collaboration with educational audiologists can build this understanding.</p> |
| <p>2. Teaching teams were not able to answer questions about the students' hearing levels, listening skills or the auditory strategies needed to support development.</p> | <p>2. When students rely on listening and spoken language, exclusively or as part of their communication system, school-based providers must understand the child's hearing and their listening skills. A student's teachers, educational audiologist and SLP should know the range of auditory strategies that support communication and overall development.</p> |
| <p>3. The children did not seem aware of others' hearing technology. Adults did not use language to note</p> | <p>3. Staff should use age-appropriate, respectful, specially designed instruction to help the preschoolers learn how hearing technology helps them. In meaningful</p> |

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| communication barriers related to access to sound or possible ways to address the resulting concern (e.g. Bobby doesn't have hearing aids today, so he can't hear you. Let's go tap his shoulder so he can turn and see us.). | interactions, adults can raise awareness of and ability to address communication challenges when technology is missing/not used or not working and when communication breakdowns occur. This includes direct instruction for students on how to manage and maintain personal hearing technology and FM equipment. |
| 4. When amplification devices were not staying on a student's head, there were no solutions for this problem and staff allowed it to dangle. | 4.1 Staff should be trained in troubleshooting amplification malfunctions or complications like being able to appropriately wear/position the device. 4.2 Teaming should occur to address solutions for difficulties with hearing technology. When children are using listening and spoken language, exclusively or as part of their communication system, hearing technology is key to their access to instruction and interactions. |
| 5. Sound field technology was not available in the Auditory-Verbal-Sign Supported English classroom. One student did not have his hearing technology. The resulting signal to noise ratio without sound field negatively impacts the ability to access instruction. | 5. Sound field technology can be used to reduce the impact of noise, especially when equipment failures do not allow for use of a personal FM system. <i>Sound field technology does not take the place of personal FM technology.</i> It is utilized to create the necessary acoustic environment for children who are relying on listening and spoken language, exclusively or as part of their communication system. |

AFTERNOON PRESCHOOL LSL/SEE

Physical Setting

| Observations | Recommendations |
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| 1. Movement on the ramps, on the playground and from the music room creates noise that interferes with student access to instruction, especially when FM technology is not used and students lack repair strategies. As noted in the Technology Section, some children in the afternoon preschool were not fit with a personal FM system. Given that these students use their listening skills to communicate and learn, noise presents a considerable barrier to learning. | 1. If possible, move DHH classrooms to a location with less auditory distraction and carpeted floors. 1.1. The classroom door should be closed at to minimize background noise from the hallway. 1.2. FM technology can assist in improving the signal to noise ratio for students relying on listening skills. |
| 2. Hard surfaces (tables, walls, floors, ceilings) can create an overly loud and an auditorily distracting environment. | 2. Covering workspaces with felt or craft foam when employing manipulatives (especially hard plastic items) can reduce the auditory impact on children using hearing technology. Other soft materials used as wall hanging or window coverings can help reduce the impact of noise and reverberation. |
| 3. The classroom is divided into learning centers. Clearly defined learning areas make a shared classroom work effectively. | 3. Simultaneous group activities that require students to focus on listening and communication can be very overwhelming. Separating the tables/centers with more physical distance may help to reduce the impact |

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| <p>Neither the preschool classroom nor the K+ classroom allows for dedicated space for small group work. Working with more than one group simultaneously results in background noise that interferes with student access to instruction and communication. Three small groups working simultaneously in the preschool classroom resulted in greater levels of noise.</p> | <p>of competing conversations and enable the children to better focus on what is happening at their table. The noise will still be present and impact students at varying levels depending on the child's hearing levels, technology used and developmental levels. Addressing this impact will involve:</p> <ol style="list-style-type: none"> 3.1. Use of alternate space that allow small group instruction to be delivered in separate spaces with physical barriers (e.g. walls) to background noise/competing noise. 3.2. Schedule changes that reduce the number of simultaneous activities, thus reducing the impact of background/competing noise. |
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AFTERNOON PRESCHOOL LSL/SEE

Curriculum

| Observations | Recommendations |
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| <p>1. Resources are plentiful and the preschool teachers are able to choose from those resources and materials. It was, however, not clear that data, program philosophy or program curriculum were factors in deciding which resources to use. Additionally, it was not clear how student needs were considered in the choices made about use of materials and resources.</p> | <p>1. An integrated curriculum that addresses the developmental needs of young children while addressing the unique needs of young children who are deaf/hard of hearing is needed.</p> <ol style="list-style-type: none"> 1.1. Incorporating an early childhood curriculum (such as the <i>Creative Curriculum</i> or <i>High Scope</i>) will provide a developmentally appropriate framework guiding the creation of an environment and plan for daily activities that support learning and classroom management. 1.2. A curriculum addressing the needs of students who are deaf/hard of hearing aligned with the program philosophy will guide planning, selection of strategies and support progress monitoring for the teaching team. 1.3. The overall curriculum for this preschool should address hearing technology, audition/listening, spoken language, speech articulation, self-advocacy/repair strategies and overall child development, including pre-academics. Additionally, when the program philosophy includes Signing Exact English (SEE), sign language development must be included. 1.4. Expectations for alignment with the general education curriculum should be defined. |
| <p>2. Time for staff to team and discuss curriculum is not currently integrated into staff schedules. This limits carryover of effective strategies and instructional modifications based on student performance.</p> | <p>2. Schedules should be developed that allow the full teaching team, including paraeducators, to discuss student progress, challenges and IEP goals/objectives for the purpose of planning lessons that provide the necessary level of meaningful repetition and practice. The teaching team should include the teacher of the deaf, SLP, educational audiologist, paraeducators and any other school-based providers.</p> |
| <p>3. Communication between adults and children varied in terms of the use of</p> | <p>3. If students and their families have identified a simultaneous modality as their primary mode of</p> |

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| listening and spoken language, the use of sign, and the simultaneous use of these modes of communication. This limits the students' experience with a consistent language system, which reduces language learning. | communication, the team will need to include the direct instruction and use of simultaneous spoken English and Signing Exact English signs to provide visual support in acquiring grammatically correct English language skills. <i>Please note that this type of instruction is not consistent with a Listening and Spoken Language philosophy.</i> |
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AFTERNOON PRESCHOOL LSL/SEE

Instructional

| Observations | Recommendations: |
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| 1. Sign Supported English was observed in the classroom with a deaf paraeducator. The paraeducator reported not comprehending some of the information the TOD provided the students. | 1. TOD and paraeducator should have direct communication about what the paraeducator is missing due to language breakdowns. |
| 2. Students in a sign supported English environment did not receive consistent, accurate language input. On average, the TOD was observed using 1 sign for every 4 words spoken, with some sentences having no sign support. Auditory strategies for students relying on LSL were not observed. Staff reported being unable to provide language in the modality appropriate for each student that is mandated by their IEP. | 2. Reflect on and define the communication philosophy of the program prior to identifying curriculum and materials for the program. 2.1. Provide a consistent evidence-based language modality so that students can develop complete language enabling them to effectively communicate and learn. 2.2. Provide a consistent and complete language in the modality identified as the child's primary mode of communication. 2.3. For SEE, each spoken word should be accompanied by a sign, an affix, or a fingerspelled word when no sign exists, to provide a complete language model. 2.4. For LSL, auditory technology maximized through auditory strategies in an acoustically supportive setting (strong signal-to-noise ratio) leading to meaningful and developmentally appropriate interactions using spoken language are necessary. |
| 3. Students were not observed interacting or communicating with each other outside of initial playtime. 3.1. Teachers and paraeducators provided commentary with fewer conversational turns taken by children. 3.2. Students were not encouraged or provided sufficient opportunity to interact with one another. | 3. Staff should create opportunities for children to use language to interact with each other and expect student interactions that build age-appropriate language and behaviors. 3.1. Expect and require students to use expressive language in their identified modality throughout each lesson or activity. 3.2. Students should participate in collaborative work (pairs, small groups, and whole group) in order to provide age appropriate interaction in the classroom. |
| 4. In a LSL and a SEE program, adults and children value hearing technology. The children in the afternoon preschool did not seem aware of others' hearing technology. | 4. Staff should use age-appropriate, respectful, specially designed instruction to help the preschoolers learn how hearing technology helps them. In meaningful interactions, adults can raise awareness of and ability to address communication challenges when technology |

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| Adults did not use language to note communication barriers related to access to sound or possible ways to address the resulting concern (i.e. Bobby doesn't have hearing aids today, so he can't hear you. Let's go tap his shoulder so he can turn and see us.). | is missing or not working and when communication breakdowns occur. |
| 5. Expectations for how children communicated varied among staff members and during different activities. Staff working with students who are DHH did not provide any language or speech corrections when students made errors. Language support/corrections were not provided for spoken or signed language. | 5. Staff expectations for how students communicate need to be discussed and defined so that consistent strategies can be used to support children in achieving identified outcomes. Children who have simultaneous communication need to experience consistent expectation for use their best speech and language skills (SEE and spoken English) and students who have LSL as their primary mode need to experience consistent expectations for use of developmentally appropriate listening and spoken language. |
| 6. Staff reports that team members operate in isolation, which leads to disjointed service delivery resulting in frustration for families and staff. | 6. Provide time for regularly scheduled meetings for staff delivering services to students who are DHH to discuss progress and services delivered and make any necessary adjustments. |
| <p>7. With multiple language modalities grouped together in one classroom, students do not have access to ongoing grammatically correct language visually or auditorily, and are not provided communication repair strategies or expected to produce grammatically accurate language in any modality.</p> <p>7.1. The multiple language modalities and approaches grouped together inhibit the ability of the TODs to function as language and communication facilitators throughout the day. They are also unable to use the techniques and strategies required for developing language skills in deaf students, thus, diminishing the benefit of having a TOD rather than a special education teacher with an interpreter.</p> <p>7.2. Due to several language modalities being used in one setting, there is no consistent, accurate language input for students to access in a way they can comprehend it.</p> | <p>7.1 Group students by language modality to successfully acquire and produce accurate language input and output.</p> <p>7.2 Provide separate classrooms for each language modality to ensure students have access to what is being communicated and taught.</p> <p>7.3. Use appropriate terminology to describe the classrooms. Auditory-verbal programs do not use visual language systems in the delivery of services. For SEE programs, each spoken word should be accompanied by a sign, an affix, or a fingerspelled word when no sign exists, to provide a complete language model.</p> <p>7.3 The team should consider recognized sources of information as terminology is chosen (AG Bell, SEE Center, NASDE).</p> |

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| 8. The classroom schedule did not accurately reflect the timing of the class. | 8 With just one day of observation, this is a common occurrence. Quarterly reflection on the daily schedule is suggested so that the teaching team can determine if the schedule effectively supports the children and their learning. It also allows for timely adaptations when needed. |
| 9. Recognized early childhood teaching strategies were observed. 9.1. Lessons and activities were connected by a central theme (bugs/insects) 9.2. Lesson introductions described the expectations of the activity for the children, which enhances engagement and positively impacts learning. 9.3. Music is used at transitions and in circle time. 9.4. Complexity of spoken language (sound-word associations, words, phrases, simple sentences, complex sentences) varies in response to the developmental level of each child. No identifiable strategies for expanding communication of individual children were observed. | 9 Continue best practices in early childhood education with necessary modifications for children who are deaf/hard of hearing. 9.1 Continue thematic planning, which provides necessary repetition for children who are deaf/hard of hearing. 9.2 Continue to provide clear expectations for students, including expectations for communication and interactions with each other. 9.3 Incorporating rhythm into learning activities (such as calendar) can help young children internalize language patterns and repetition. 9.4 Assess each student's language level at the beginning of the year and create a data-driven plan for expanding communication. Based on that plan, interact with children using developmentally appropriate/meaningful language while consistently using strategies aligned with the child's primary mode of communication. This practice supports the expansion of communication and learning. |
| 10. Use of strategies such as narrating what the adult is doing varied among staff members. | 10 Identify strategies that support students' development and coach/mentor each other so that these effective strategies are consistently used across settings. <i>Please note that some strategies may be situational and not applied in all settings.</i> These distinctions can be made through teaming, collaboration and coaching. |
| 11. Reportedly, listening, self-advocacy and communication are addressed by the audiologist and SLP for children. It is not clear that the classroom teaching team, audiologist and SLP have the opportunity to collaborate and increase student learning in both settings. | 11 Schedules need to support meaningful collaboration among the TOD, educational audiologist, SLP, paraeducators, and other school-based providers with an identified way to consistently engaging with the family. |
| 12. Children were encouraged to name things or actions with few opportunities for conversations and extended turns (narratives, explanations, giving directions). | 12 Children who are deaf or hard of hearing benefit from being engaged in highly focused activities designed to accelerate their learning of language that is consistent with the preferred modality of the student/student's family. This should be done in balance with opportunities for conversational turns that involve extended turns (see observation #12 for examples). Discreet skills must be applied to meaningful, conversational interactions in the student's primary mode of communication. |

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| 13. Modeling was provided to build success in the area of naming. Use of the names of objects and the printed version of those names supports vocabulary and literacy development. However, the children did not appear to interact with each other to talk about the objects. | 13 Continue to address meaningful vocabulary development (including for sign vocabulary for students using SEE) while providing opportunities for students to use that vocabulary in conversational exchanges with each other. |
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AFTERNOON PRESCHOOL LSL/SEE

Social Emotional

| Observations | Recommendations |
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| 1. Students were physically moved into desired positions (hands on shoulders, hand on jaw to adjust eye gaze) rather than given clear expectations and consequences. | 1. Students should receive explicit behavioral guidelines, which are frequently reviewed and visually reinforced. If students struggle to follow expectations, reflect on the appropriateness of those expectations (are activities too challenging? Too simple?) and give consistent consequences. |
| 2. Students had peer conflict, which was corrected with staff intervention – separated students and instructed them to stop. | 2. Utilize peer conflict as an opportunity to build healthy communication, boundaries, and self-advocacy. Conflict that arises should be used as a teaching opportunity, which allows students to work through the issue with staff assistance. |
| 3. Minimal peer interaction was observed. | 3. Students should be encouraged to have more peer interaction in order to build crucial social/emotional skills. |
| 4. Students were observed using a mixture of spoken English, ASL, and Sign Supported English, without clear language expectations. | 4. Group work should be facilitated which addresses how to communicate appropriately so that students have full access to information. This is a great teaching opportunity to encourage equality, respect, self-esteem, and appreciation of diversity. |
| 5. No language development strategies or repair strategies were observed being implemented. Much of the language was short utterances and emphasized vocabulary. | 5. Staff need to provide modeling for language development <i>and</i> expansion. This should include meaningful use of repair strategies throughout the day in response to authentic communication breakdowns. Direct instruction will assist students in developing age appropriate language skills. |
| 6. With multiple language modalities grouped together in one classroom, the students don't have a shared language and they often were not able to communicate successfully with each other. Students were not encouraged or provided adequate opportunities to interact with one another. | 6. In order for students to develop appropriate social/emotional skills, they need to have a shared language with their peers. 6.1. Differences in modes of communication adversely impact students who DHH in developing effective communication and friendships. Therefore students should be grouped together by language modality to provide an environment where friendships can be formed within a peer group. 6.2. Activities and interactions with students using different communication modalities should be planned and facilitated so that students gain a genuine appreciation for diversity within the deaf community. |

LSL: Elementary

Consultants: Maura Berndsen, (Listening and Spoken Language Specialist)

ELEMENTARY LISTENING AND SPOKEN LANGUAGE

Assessment

Deaf/hard of hearing classroom

| Observations | Recommendations |
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| 1. As with the d/hh setting, it is not clear that general education teachers understand the goals, strategies and progress of students in relationship to their listening and spoken language development, including use of language in social interactions and use of language to problem solve and self-advocate. Information about functional skills is key in evaluating progress and needs. | 1.1 Formal and functional measures are necessary to appropriately monitor progress and adjust instruction. 1.2 When students rely on listening and spoken language to interact and learn, the student's team members need information about listening and spoken language development, including use of language in social interactions and use of language to problem solve and self-advocate in order to appropriately support the student's access to the general education curriculum and related learning. |
| 2. Collaboration between the TOD providing individual or small group services to students and general education providers appears limited. | 2. Teaming with general education teachers is necessary to gather information that leads to accurate progress monitoring and planning in response to identified strengths and needs. |

ELEMENTARY LSL

Curriculum and Instruction

Deaf/hard-of-hearing class

| Observations | Recommendations |
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| 1. There was not an identified curriculum utilized consistently by the teacher and the materials were not connected to the general education curriculum. | 1. A language curriculum or tool aligned with the program/student communication modality should be identified to ensure appropriate content/skills related to communication are taught with continuity over time. The <i>Moog Curriculum</i> and the <i>Cottage Acquisition Scales</i> are two examples. |
| 2. Activities for the d/hh classroom did not appear to be connected by a theme. | 2. Identify opportunities to connect different content areas, with a theme, so that students who are deaf/hard of hearing experience the necessary meaningful repetition, which supports growth. |
| 3. Language targets could not be identified in the interactions between the teacher and students | 3. Identify individualized short-term language objectives or targets that should be embedded into daily activities. The <i>Cottage Acquisition Scales</i> is an example of a tool that provides a detailed sequence of spoken language skills that can be addressed in individual sessions and classroom activities. 3.1. Information about goals, objectives, strategies and progress needs to be shared with the full team, including the family, so that services appropriately support students across different settings. |
| 4. Children were encouraged to name things or actions. 4.1. Modeling was provided to build | 4. Create a classroom environment that engages children in meaningful conversations with adults and with peers to support overall development of communication, |

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| <p>success in this area.</p> <p>4.2. The meaningful exchange of information between teachers and students involved a high level of wh-question-answers with 1-3 words.</p> | <p>literacy, academics and social skills.</p> |
| <p>5. The children did not appear to interact with each other.</p> | <p>5. Create opportunities for the children to have meaningful conversations with each other while they are learning.</p> |
| <p>6. Singing, music and movement supports learning for young children and use could be expanded in the classroom activities.</p> | <p>6. Incorporate music and movement into classroom activities in order to support learning.</p> |
| <p>7. The TOD appeared to have little involvement in the progress monitoring of listening, speech and language development for students using listening and spoken language.</p> | <p>7. Identify a means to collect language samples in the classroom setting and a means to observe students during activities and interactions.</p> |
| <p>8. Specific targets related to self-advocacy and repair strategies were not integrated into the classroom activities or activities with the TOD for students who spent part of their day in the mainstream.</p> | <p>8. Incorporate self-advocacy and repair strategies into daily activities.</p> |
| <p>9. The observation did not allow for identification of factors that influence the development of lessons.</p> | <p>9. Use data and plan instruction that actively involves students in constructing meaning as they learn vocabulary and language, content and social skills.</p> |
| <p>10. The use of sign and spoken language varied. In some instances the spoken language was basic, possibly underestimating the students' conversational skills, while at other times interaction was more complex, perhaps overestimating the students' abilities.</p> | <p>10. Identify tools that capture student levels and enable teachers to create meaningful experiences/interactions that support student growth with strategies and techniques aligned with each student's preferred mode of communication.</p> |
| <p>11. The teacher divided students into two groups. Group 1 (LSL students) remained with the teacher while she taught a phonics lesson, which required auditory and visual attention. Group 2 went with the assistant for a lesson on sign vocabulary. The students were required to sign what was pictured on the card. The lack of dedicated space for these separate but simultaneous activities created both auditory and visual distractions.</p> | <p>11. Provide an environment that supports learning and reduces/eliminates distractions. Separate rooms are preferred and if conducted in the same room, physical barriers to address visual and auditory distractions will be necessary.</p> |
| <p>12. In a phonics lesson, words used to model phonemic patterns did not consistently appear meaningful or relevant to the students.</p> | <p>12. Utilize a curriculum/language program that builds literacy skills in the context of meaningful communication and vocabulary.</p> |

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| 13. The interpreter for the substitute teacher was not observed to voice for the students who were using ASL, which adversely affected access to peers for students using spoken language. | 13. Clearly describe expectations of support staff and teachers so that students have equal access to communication and the curriculum in their preferred mode of communication. |
| 14. Specific targets related to self-advocacy and repair strategies were not integrated into the classroom activities or activities with the Teacher of the Deaf for students who spent part of their day in the mainstream. | 14. Integrate self-advocacy skills and repair strategies throughout the day across grade levels beginning with preschool. |
| 15. Teachers defer to the audiologist and SLP about individualized listening, language, speech, and self-advocacy/repair goals limiting the opportunities for meaningful exposure to and practice with these targets. | 15. Information about goals, objectives, strategies and progress needs to be shared with the full team, including the family, so that services appropriately support students across different settings. |

ELEMENTARY LSL

Technology

Deaf/hard-of-hearing class

| Observations | Recommendations |
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| 1. Inconsistent use of FM technology and the teacher could not describe why that was the case. | 1. When students rely on listening and spoken language to interact and learn, it is essential to provide consistent and optimal auditory access. Students will typically utilize personal FM and soundfield technology in a classroom setting. |
| 2. Sound field technology not available in the AV-Sign Supported English class. One hard of hearing student did not have his hearing technology. The resulting signal-to-noise ratio without sound field with negatively impacts his ability to access instruction. | 2. Assistive technology should be considered for students who rely on listening to communicate and learn in a classroom setting. When it is deemed inappropriate, teachers and therapists must understand the child's auditory access and appropriate strategies to support that student, especially in the presence of noise. |
| 3. Time for collaboration between the classroom teacher, audiologist and speech language pathologist is not included in staff schedules. | 3. Administration must consider the acoustic environment when providing auditory-verbal services. Additionally, technology needs and strategies to address technology malfunctions must be discussed by the team. |
| 4. Teaching teams did not appear knowledgeable about each child's hearing levels, hearing technology or the child's speech perception abilities. | 4. Teaching teams need to have an understanding of each child's hearing and how the hearing technology provides access to sound and communication. This allows for identification and use of appropriate teaching strategies |
| 5. Opportunities to develop self-advocacy skills and repair strategies were missed as adults checked hearing technology and served as the | 5. Staff should use age-appropriate, respectful specially designed instruction to help the young children learn how to address communication challenges when technology is missing or not working or when |

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| primary communication partner in activities. Students did not listen to each other but rather waited until it was their turn to respond to an adult. | communication breakdowns occur. |
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ELEMENTARY LSL

Program Philosophy

Deaf/hard-of-hearing class

| Observations | Recommendations |
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| 1. The class was described as an Auditory-Verbal Sign-Supported English class. The term is not consistent with the Principles of Auditory-Verbal Therapy or Auditory-Verbal Education. (Appendix I). | 1. Use appropriate terminology to describe the program. Listening and Spoken Language programs do not use visual language systems in the delivery of services. Thus, the current program term is inaccurate and inappropriate. Describing the program as Total Communication <i>may</i> be appropriate. When selecting descriptors for the district program, consultation with experts in models that combine speech and sign is appropriate if the district implements an approach using simultaneous communication. |
| 2. Strategies and techniques used by the classroom teaching team varied. Team members want a term that encompasses different modalities used by different students but struggled with the fact that different modalities required different strategies and techniques. The team worked to address resulting needs through grouping children so that they could focus their use of techniques and strategies in alignment with the needs of individual students. This appeared to result in activities that focused on discreet skills, such as vocabulary development, in isolation. | 2. Consult with established programs and available resources (refer to Appendix A and B) to gain information about program elements and program development as the district defines its Deaf/Hard of Hearing classrooms. |

ELEMENTARY LSL

Curriculum and Instruction

General Education

| Observations | Recommendations |
|---|--|
| 1. 1. Participation by students who are DHH in the general education setting varied widely depending on the classroom teacher. | 1. Provide a clear description of students' strengths and challenges relative to their classroom setting so that appropriate strategies and supports can be provided as students participate in general education lessons. |
| 2. One student in a general education kindergarten classroom did not appear to be wearing a personal FM system and this student was seated furthest away from the teacher. This limited his auditory access and his | 2. Provide general education teachers training on instructional strategies, use of technology and indicators that a child who is DHH is not accessing and learning. 2.1. Training should address how strategies change when a child's technology is not working. 2.2. If a student typically uses FM technology that |

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| <p>visual access to the teacher. He did not appear to rely on the interpreter. He was reprimanded during the lesson and seated outside the group for reasons that were not clear. Acknowledging that this was a brief visit, there is a concern that the noise and distance from the activity is contributing to the student's disengagement for which the student is receiving negative consequences.</p> | <p>reduces the impact of distance from a teacher, the student should sit closer to the teacher when that technology is not working.</p> <p>2.3. Monitor participation and social engagement in order to make informed decisions about placement, necessary supports, accommodations, modifications and instructional strategies.</p> |
| <p>3. Students using listening and spoken language in the first grade classroom appeared engaged in the lesson and the general education teacher provided consistent use of strategies and technology to control for noise. She used instructional media that provided visual presentation of charts and questionnaires that were described verbally.</p> | <p>3. Consider the needs of individual students and the experience, training and teaching characteristics of general education teachers when placing students who are deaf/hard of hearing in general education classrooms. Allowing teachers with limited experience working with students who are deaf/hard of hearing to observe and/or be mentored by teachers with strong skills and more experience working with students who are deaf/hard of hearing can increase the use of appropriate strategies and techniques for these students, positively impacting student engagement and learning as well as positively impacting the teacher's job satisfaction.</p> |
| <p>4. Some teachers verbally described ideas prior to students applying them while others did not.</p> | <p>4. Recognize the need for conversational presentation of ideas prior to the writing process, especially for students developing listening and spoken language skills.</p> |

ELEMENTARY LSL

Technology

General Education

| Observations | Recommendations |
|---|---|
| <p>1. Teacher often talked while writing on the board, so the DHH students were not able to have visual access to the teacher's face for additional support in language comprehension.</p> | <p>1. Establish a review process that engages the general education teacher(s) in learning about a student's IEP and related accommodations/modifications.</p> <p>1.1. Provide ongoing professional support so that students are receiving the appropriate modifications and accommodations in the general education settings.</p> |
| <p>2. Personal FM microphone position was too low for appropriate functioning.</p> <p>2.1. The sound field system was used intermittently.</p> <p>2.2. It was not clear that both students were utilizing personal FM technology.</p> | <p>2. Provide general education teachers with supports to ensure that assistive technology is appropriately used.</p> <p>2.1. Live interactions with educational audiologist and teacher of the deaf to reinforce appropriate use of assistive technology.</p> <p>2.2. Printed materials including photographs of appropriate use of assistive technology.</p> <p>2.3. Consider video clips that show appropriate use of assistive technology.</p> <p>2.4. Peer mentoring by another experienced teacher to ensure appropriate use of assistive technology.</p> |
| <p>3. IEPs were not viewed as part of this visit, so it is not clear whether</p> | <p>3. Review IEPs as student's transition to a new classroom to confirm that appropriate supports, modifications and</p> |

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| appropriate supports, modifications and accommodations are detailed on students' IEPs. | accommodations are detailed on students' IEPs. |
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ELEMENTARY LSL

Program Philosophy

General Education

| Observations | Recommendations |
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| 1. Services for students in general education classrooms were difficult to identify and students' active involvement in the classroom community varied greatly. | 1. Consider the use of a summary or student profile sheet that can identify student strengths, needs, services (with schedule), accommodations/modifications and technology used by the students, both personally and in the classroom. |
| 2. It was not possible to determine if the level of student engagement resulted from the student's skill level or the nature of the services (or lack of services) provided. It is most likely a combination of those factors in addition to other factors. | 2. In order to ensure access, learning and socialization in the classroom community, teams should regularly discuss student engagement and utilize functional assessments (see Appendix B) that capture data, enabling teams to create a plan to respond to student needs. |

Sign Supported English: Elementary

ELEMENTARY SEE

Curriculum and Instruction

Deaf/hard-of-hearing class

| Observations | Recommendations |
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| <p>1. Students in this Sign Supported English environment were not observed receiving consistent accurate language modeling or input. On average, the TOD was observed using 1 sign for every 4 words spoken, with some sentences having no sign support.</p> <p>1.1 Students were not expected to sign or attend when their peers were speaking.</p> | <p>1. TOD should be signing all words and affixes to provide a complete language model to students.</p> <p>1.1. Staff should expect student interactions to demonstrate age appropriate language and behaviors.</p> <p>1.2. Expect and require students to use expressive language throughout each lesson or activity.</p> <p>1.3. Students should attend to whoever is speaking, whether it be a staff member or peer.</p> |
| <p>2. Students were not observed interacting or communicating with each other. The observer could not ascertain whether students share a common mode of communication. There were often attempts at interaction that ended with gestures and making sounds, or a communication breakdown that nobody (staff or student) attempted to repair.</p> | <p>2. Students should be expected and encouraged to communicate with each other throughout the day.</p> <p>2.1. Students should be grouped together by language modality to foster age appropriate language development.</p> <p>2.2. TOD should provide direct instruction on communication repair strategies.</p> |
| <p>3. Sign Supported English was observed, however, TOD was not observed signing words that students are less likely to comprehend through audition alone.</p> | <p>3. Discontinue the practice of Sign Supported English and replace with Signing Exact English.</p> <p>3.1. Provide staff and students with the appropriate training to begin using Signing Exact English in order to give the students a complete and grammatically accurate representation of the English language visually through signs.</p> <p>3.2. Consult with CDHL SEE specialist for training to implement each component.</p> |
| <p>4. TOD did not do any data collection or report writing related to student progress in language or curriculum.</p> | <p>4. Implement a routine of frequent data collection or report writing related to language development and curriculum progress.</p> |
| <p>5. There was no identified curriculum consistently used by the TOD or staff working with d/hh students. The materials were not connected with the general education curriculum.</p> | <p>5. TODs should be using curriculum that is aligned with CCSS and is connected with what is being taught in general education classes.</p> |
| <p>6. It was not evident the TOD was working</p> | <p>6. Incorporate individual language</p> |

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| on any individual language goals with the students. | objectives into each lesson taught throughout the day. |
| 7. Students were observed working with a substitute teacher that didn't sign. She had an ASL interpreter accompany her. The interpreter did not always voice for the students, which had a negative impact on communication for students who don't know ASL. | 7. The interpreter should provide access to all messages communicated when working with students of varying signing capabilities. |

ELEMENTARY SEE

Technology

Deaf hard-of-hearing class

| Observations | Recommendations |
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| 1. Sound field technology not available to support the increase of auditory input. | 1. Provide sound field technology iDHH classrooms. |
| 2. There was inconsistent use of FM systems and the decision for who received an FM was unclear. | 2. Students who would benefit from an FM system should have access to it. |
| 3. Staff reports there is no scheduled time for TOD, SLP, and audiologist to collaborate on student needs and technology issues. | 3. Provide regularly scheduled time for meetings between the TOD, SLP, and audiologist to ensure the student needs are being met and technology issues are resolved. |

ELEMENTARY SEE

Curriculum and Instruction

General Education

| Observations | Recommendations |
|---|--|
| 1. Kindergarten Gen Ed: Teacher and interpreter were almost always on opposite sides of the instructional area (one standing in front of the students and one standing behind them), making it impossible for students to see the teacher and interpreter at the same time. | 1. Interpreters should stand next to the teacher so students have access to both the speaker and the signer at the same time. |
| 2. One student, who was not able to comprehend what was happening in class, was physically led away from the group (the teacher led the child to a seat outside of the class grouping by their arm, with no warning or explanation as to why the movement was happening). | 2. Assess student's language level and modality to ensure they are placed in appropriate classes and are on level with their peers. 2.1. Provide clear explanation prior to removing a student from class 2.2. Provide clear behavior expectations and consequences to students. |
| 3. Student participation varied greatly between classes, as did teacher to student communication. 4.1. During one class observation, the teacher did not engage with the DHH student a single time. | 3. Teachers should expect DHH students to participate in class discussions as much as their peers. Teachers should provide ample opportunity for DHH students to demonstrate comprehension. 3.1. Teachers must fully include DHH |

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| | <p>students into the class community.</p> <p>3.2. Consider the needs of individual students and the experience, training, and teaching characteristics of general education teachers when placing students who are deaf/hard of hearing in general education classrooms.</p> |
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ELEMENTARY SEE

Technology

General Education

| Observations | Recommendations |
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| 1. The sound field system was used intermittently. | 1. The sound field system should be used consistently throughout class time. |
| 2. It was not clear that both students were utilizing personal FM technology. | 2. Students that benefit from personal FM systems should use them consistently throughout the day. |

Itinerant Teacher of the Deaf (ITOD) Services

Kindergarten – Grade 12

Consultant: Maura Berndsen (Listening and Spoken Language Teacher)

ITOD

General Education

| Observations | Recommendations |
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| 1. Some students need intensive supports in order to bridge gaps between their present levels of performance and their access to the general education curriculum. The current caseload and available time does not allow for intensive supports. | 1. Increase the number of ITODs (Itinerant teacher of the deaf) who have the ability to serve students who are placed in general education classrooms or special education classrooms. Identify specially designed curricula and supports that can be used by an ITOD as he/she interacts with students who have a wide range of needs. |
| 2. Services are generally categorized as Related Services or Supplemental Aids and Services but it is not clear how decisions are made by teams. | 2. Describe how decisions about the type of service provided will be determined. Identify an evaluation team or team members that can participate in evaluations so that students who are d/hh have a TOD knowledgeable about that student's communication mode, an SLP, audiologist, school psychologist and other team members that understand the unique needs of students who are d/hh. |
| 3. Location of service delivery varies greatly across the schools that students attend and the location does not always support learning; in the classroom, in the cafeteria; in a conference room. Barriers to access include but are not limited to background noise, acoustic conditions of the setting, and visual distractions. | 3. Document expectations for the space in which ITOD services are delivered so that the specialists and the school-based teams they work with can appropriately plan for each student. |
| 4. The ITOD's daily schedule does not appear to allow for teaming with teachers or families nor does it recognize the need to participate in the statewide ITOD group. | 4. Create an ITOD schedule that: <ul style="list-style-type: none"> 4.1. Allows for meetings with school-based teams 4.2. Allows for meetings with the statewide ITOD group 4.3. Allows for teaming with other specialists who support d/hh students. 4.4. Allows for collaboration with family members, who are a key source of information about student strengths, needs and progress. |
| 5. The general education or lead teacher's collaboration with the ITOD varies greatly from site to site. | 5. Provide an orientation or information packet that establishes the ITOD as a respected member of the teaching team with the expectation that appropriate space for service delivery and appropriate access to the school-based team, family and student is provided. <ul style="list-style-type: none"> 5.1. Develop materials, including printed information and video examples so that general education teams |

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| | can deepen their understanding of the student's experience and the need for the services of the ITOD. |
| <p>6. There does not appear to be a consistent referral system for referring students and team to the ITOD.</p> <p>6.1. Family engagement varies greatly from student to student and anecdotal information suggests that family advocacy increases the likelihood that a student will be served by the ITOD.</p> <p>6.2. Referrals from teaching teams and specialists vary in terms of the described need for services from an ITOD.</p> | <p>6. Establish a rubric that allows for consistent decision-making around the referral of students for ITOD services and the supports and services needed by individual students.</p> <p>6.1. Academic and social-emotional components are important in decision-making and planning. The team, in a manner that recognizes the student's strengths and challenges in these areas, should present models that support meaningful student engagement and learning.</p> |
| <p>7. ITOD is currently using a personally owned technology that allows her to increase her efficiency by accessing resources electronically and communicating with team members (including families) while at the student's school (sharing notes, storing work completed, recording sessions for team members to view leading to more consistent use of effective strategies).</p> <p>7.1. Without this use of personally owned technology, the ITOD would need to wait until she is at her district-owned computer and this would delay or reduce the communication among team members.</p> <p>7.2. The caseload served requires more memory than her current district-owned technology can support without consistent transfer of information in different models of storage.</p> | <p>7. Define the desired level of team engagement (including the family) and provide the ITOD with technology that enables him/her to achieve that goal.</p> |
| <p>8. ITOD checks technology and student access to information through that student's hearing technology.</p> | <p>8. Create a student profile that provides the ITOD with a meaningful tool through which he/she can highlight strengths, needs and strategies for teaching teams and families. Such a profile could also assist in monitoring growth.</p> <p>8.1. Materials for teams without background/training in deaf education should reinforce that the child's audiogram alone is not the key factor in determining/supporting a particular communication modality for a student.</p> |

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| 9. ITOD addresses the areas of listening, language, thinking, self-advocacy, academics, social-emotional and supports that can be provided within the classroom environment. Her system of determining and addressing these needs does not appear to be documented, making it challenging to replicate. | 9. Document areas that ITODs should monitor and address. |
| 9. Acoustic conditions in the general education classroom vary widely from site to site. | 10. Document the impact of the acoustic environment on a student's access to education so that teams can appropriately address concerns through accommodations and modifications or when determining placement. |
| 10. Elements of the ITOD services do not appear to be defined in writing. | 11. Refer to recognized resources (including but not limited to the list below) as you create the description of the ITOD position and consult with established providers of ITOD services and services aligned with specific communication modalities: 11.1. Building Skills for Success in the Fast-Paced Classroom (Anderson & Arnoldi, 2011). 11.2. Helping Students who are Deaf or Hard of Hearing Succeed (Luckner, Slike & Johnson, 2012) 11.3. Helping Deaf and Hard of Hearing Students to Use Spoken Language (Easterbrooks & Estes, 2007) 11.4. <i>Meeting the Needs of Students Who are Deaf or Hard of Hearing, Educational Services Guidelines</i> (National Association of State Directors of Special Education, Inc., 2006) 11.5. Success for Kids with Hearing Loss: https://successforkidswithhearingloss.com/ 11.6. Supporting inclusion in community-based settings: The Role of the Tuesday Morning Teacher (Dinnebeil, L.A. & McInerney, W.F., 2000). |
| 12. Reportedly, a specialized evaluation team with a TOD, audiologist, SLP and school psychologist with training and knowledge about the needs of students with hearing loss is not available to d/hh students. | 12. Identify an evaluation team or team members that can participate in evaluations so that students who are DHH have a TOD knowledgeable about that student's communication mode, an SLP, audiologist, school psychologist and other team members that understand the unique needs of d/hh students. |

Appendix

Appendix I COMPONENTS OF SUCCESSFUL PROGRAMS

American Sign Language – English Bilingual Education

1. **Language Plan:** Establish a language plan that clearly outlines the program's philosophy, vision, goals, and plans for the development of each language. The language plan should address the status, corpus, acquisition and attitude planning for each language. (In a nutshell, decide the languages that will be used, taught and plan for the development and use of those languages). Language planning also includes a plan for supporting healthy socio-emotional skills. Doing this will establish a clear and firm foundation for durability and sustainability. Involve parents in the discussion about language planning in school and at home.
2. **Bilingual Environment:** In a bilingual environment, students should study ASL and English as well as bilingual strategies so they know how/when to code-switch between the two languages.
3. **Parents as Partners:** Maintain regular and consistent communication with families regarding the child's overall language and literacy development at home and school. Communication can include individual child parent meetings, Open House, IEP team meetings, school newsletter, workshops, etc. Parents should be provided with clear and explicit information about language acquisition and their child's progress.
4. **Critical Mass:** Critical mass (large number of DHH peers) would support healthy development of cognitive, language, and socio-emotional skills. Focus should be on the whole child- in addition to academic support, students should participate in a program that supports development of positive self-esteem through interaction with DHH peers and DHH adult role models.
5. **Language Instruction/Modeling:** Provide clear language instruction and modeling for each language. Discontinue the use of SIMCOM (the use of ASL and Spoken English at the same time). Using two languages at the same time does not provide for clear instruction and language modeling. It leads to language confusion, code-mixing, and can cause language delays. Instead, use languages separately and code-switch with intention.
6. **ASL Language Instruction:** In addition to English, teach ASL as a content area- students should study ASL as a language the same way they study English as a language. Students should learn the rules of all the languages they learn. Students should study ASL literature through the use of Guided Viewing, Shared Viewing, and Independent Viewing. They should produce ASL literature works through the use of Signer's Workshop.
7. **Eye Gaze/Joint Attention:** Put a strong focus on developing eye gaze/joint attention skills. These skills are critical for language and literacy development.
8. **Discourse Skills:** To develop language skills, establish a student-centered classroom with an emphasis on fostering peer-to-peer rich language interactions. Language use should not be just between a student and a staff member. It should be between everyone within the classroom- all staff members and all peers. Focus on developing both basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). Students need to develop discourse skills to know how to communicate with each other one-on-one as well as in small groups and whole groups. Students should understand how to take turns and which register to use for which setting (informal conversations to formal presentations.) This can include real life application skills such as how to have a conversation with a video relay interpreter on the videophone.
9. **ASL and Deaf Culture/History:** Students should study ASL and Deaf culture/history. Provide plenty of books and videos that are readily accessible and available as well as plenty of posters about ASL, Deaf Culture and Deaf History in the classroom.

- 10. Advocacy Skills:** Provide explicit guidance and instruction on advocacy skills and teach students to advocate for understanding in the classroom. Students should have clear understanding about their communication skills and hearing levels. Students should learn how to use interpreters in the mainstream setting. Possible resource: The Broken Arrow curriculum
 - 11. Deaf Role Models:** Provide plenty of Deaf adult role models at each level (through hiring, volunteering, mentoring) Role models should be varied in order to show the wide range of how DHH individuals communicate, navigate their world, and understand layers of identity. Highlighting well-known DHH role models is important for supporting healthy self-esteem and encouraging a high level of accomplishment.
 - 12. High expectations:** Staff should have high expectations for DHH students across the board. DHH students are capable of achieving age appropriate language and literacy skills. These expectations should be shared with families and school community.
 - 13. Family Workshops:** Provide workshops for families about language planning, natural language acquisition, ASL-English Bilingual Education, ASL & Deaf Culture, How to Read with Your Child at Home (15 Principles for Reading with Your Deaf Child), etc. Share resources with families from organizations such as American Society for Deaf Children (ASDC), Visual Language, Visual Learning (VL2) Parent package. Provide workshops or family activity nights as a forum to discuss providing positive social/emotional support for DHH children at home, common behavioral challenges and interventions, and the importance of communication.
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APPENDIX II

COMPONENTS OF SUCCESSFUL PROGRAMS

Listening and Spoken Language

A listening and Spoken Language (LSL) approach for children who are deaf/hard of hearing relies on advanced hearing technology as parents and caregivers are guided and coached by skilled professionals who emphasize auditory strategies. This facilitates a child's communication skills and supports the development of the whole child. Previously referred to as auditory-verbal and auditory-oral or oral, differences in these approaches have faded and they lead to similar outcomes.

1. Environment

- 1.1. Use hearing technology
- 1.2. Small class sizes
- 1.3. Noise reduction
- 1.4. Developmentally appropriate materials
- 1.5. Dedicated space for small group work
- 1.6. Sound booth available on site
- 1.7. Inclusion of children with typical development and hearing in the classroom.
- 1.8. Full-day program available for students 3-5 years old

2. Staff

- 2.1. Listening and Spoken Language (LSL) training for staff
- 2.2. Certified LSL Specialists as supervisors and on staff (preferred)
- 2.3. Educational Assistants who are SLPAs, have bachelor level communication science degrees and/or college level work/degrees in education or related fields
- 2.4. Pediatric-Educational audiologist on staff

3. Curriculum

- 3.1. LSL curriculum using developmentally appropriate practices while teaching
- 3.2. Individual sessions for the child and family
- 3.3. Emphasis on conversational, thinking, self-advocacy and social skills
- 3.4. Ongoing data collection as targeted skills are embedded in developmentally appropriate activities
- 3.5. Annual evaluation including functional and formal measures for purposes of progress monitoring

4. Strategies and Techniques

- 4.1. Daily listening checks
- 4.2. Daily equipment checks
- 4.3. Acoustic strategies building neurological connections that positively influence language and literacy development
- 4.4. Family involvement in sessions
- 4.5. Daily communication with family and therapists about classroom activities
- 4.6. Copies of progress notes for the family and teachers from each individual session with child/family.

Material adapted from Listen and Talk 7/2015

APPENDIX III

COMPONENTS OF SUCCESSFUL PROGRAMS

Signing Exact English (SEE)

1. Strategies and Techniques

- 1.1. Use current research based methodologies for listening, speech, English, and literacy development.
- 1.2. Embed strategies that facilitate listening habits into lessons throughout the school day, so that automatic listening skills are developed. Assess listening skills both formally and informally. Use daily record keeping as a guide to developing listening skills.
- 1.3. Embed speech strategies into lessons to facilitate speech habits throughout the school day. Assess speech skills both formally and informally. Use daily record keeping as a guide to speech instruction.
- 1.4. Support English language communication skills throughout the school day.
 - 1.4.1. Teachers and students alike need to use grammatically accurate Standard English (such as correct English structures/morphology, slang, figurative expressions).
 - 1.4.2. Assess receptive and expressive skills both formally and informally. Embed strategies to facilitate correct vocabulary and grammar into lessons.
 - 1.4.3. Use daily record keeping to guide language instruction.
 - 1.4.4. Embed strategies that facilitate correct vocabulary and grammar into lessons and teach them to parents and other professionals.
 - 1.4.5. Provide (by TOD) daily direct 1:1 language instruction based on each student's needs.
 - 1.4.6. Provide direct language instruction by a SLP as outlined in the IEP.
- 1.5. Use researched based instruction differentiated for individual student needs.
- 1.6. Maintain small class size.
- 1.7. Use general education materials based on Common Core State Standards.

2. Technology

- 2.1. Use of state-of-the-art assistive listening devices. Insure they are worn daily, are working and safe.
 - 2.1.1. Check equipment twice daily; include the Ling Six Sound Test.
 - 2.1.2. Help children learn to manage and maintain their equipment beginning at 3 years of age.

3. Curriculum

- 3.1. General education materials are used, with instruction based on the Common Core State Standards.

4. Teach Social Skills and Self-advocacy.

- 4.1. Provide social interactions with same age peers who sign in the same language modality so they have a choice of friends and opportunities for normalized social interaction.
- 4.2. Provide direct instruction on social communication skills to facilitate interactions with non-signing hearing peers and adults.
- 4.3. Teach communication repair strategies both in the general education setting and within the deaf and hard of hearing program.
- 4.4. Teach self-advocacy skills needed for general education success (such as how to use an interpreter, how to explain their hearing loss and language needs, and advocate for understanding content).

5. Staff

- 5.1. Use simultaneous oral English communication and Signing Exact English (SEE) signs as the communication method by members of the school community throughout the school day.
- 5.2. Keep daily records of assessment of listening skills and instruction.
- 5.3. Teach listening strategies to parents and other professionals.
- 5.4. Have an expectation that students will use their best speech and language skills.
- 5.5. Participate in SEE sign assessment and training annually.

- 5.6. Observe teachers, assistants/transliterators regularly to insure that grammatically accurate English is signed.
- 5.7. Provide parent education (such as support of school strategies and communication, community resources, development of SEE sign).
- 5.8. Provide access to community professionals who are deaf or hard of hearing, direct instruction of American Sign Language at 7-8th grade, and advertisement of deaf community events.
- 5.9. Set high expectations for student language development.

Material adapted from Northwest School for Deaf and Hard of Hearing Children July 2015
