Unique Learner Challenges of Deaf/Hard of Hearing And English Language Learners

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Discussion Points

● Getting to Know Your Student
● Impacts to their Success
  ○ Children with multiple complexities
● Strategies/Resources
● Case Study for Discussion
  ○ Adaptations to programming
  ○ Strategies
Raise your hand if you've ever seriously considered retiring from teaching because you can't keep the annual acronym changes straight.
Explanation of Acronyms

DHH - Deaf and Hard of Hearing
  ● Including ALL students with hearing loss
BICS - Basic Interpersonal Communication Skills
CALP - Cognitive Academic Language Proficiency
L1 - First Language
L2 - Second Language
ELL/EL - English Language Learner/English Learner
ESL - English as a Second Language
EAL - English as an Additional Language
EFL - English as a Foreign Language
ELP - English Language Proficiency
IC - Intercultural Consultant
SLIFE - Students with limited interrupted formal education
Jim Cummins’ Theory of Language Development

**BICS (Tier 1)**
(Basic Interpersonal Communication Skills)
- takes 1 or 2 years to acquire
- social language
- high-frequency vocabulary
- simple language structures
- context embedded
- concrete contexts
- often low-pressure situations

**CALP (Tier 2 and 3)**
(Cognitive Academic Language Proficiency)
- takes 5 to 10 years to acquire
- academic and technical language
- low-frequency vocabulary
- complex language structures
- context reduced
- abstract contexts
- often high-pressure situations
Getting to Know Your Student
Who are English Language Learners (ELL or EL)

• Born in Canada into multi-lingual families that hear/speak no English at home
• Born in Canada into families hearing/speaking English and other languages at home
• Born in Canada to parents with varying degrees of language/literacy
• Foreign born with language in English and other languages
• Foreign born with language(s) other than English
• Foreign born with varying degrees of literacy/language
• Wide variety in educational and journey experiences
  ○ trauma
• May have further complexities
Who are ELL or EL/DHH?

- Children of Deaf Adults (CODA) students whose first language is American Sign Language or another Visual Language.
- Deaf/Hard of Hearing child born into a hearing family.

Reduced or no access to L1 or L2
Understanding Your Student

- Understand how your student best accesses language
  - Health history (i.e., audiograms)
  - Home and school environments in collaboration with parents

- Understanding student’s language and educational background
  - What language(s) does the child “hear” or receive at home
  - What language(s) does the child “speak” or express at home
  - What was the language of instruction in previous schools
  - What are the child’s strengths? interests?
  - Country(ies) of origin
    - Three phases of immigration
    - Who is following their access to language
  - Impact trauma
Impacts to their Success
Impacts to Their Success

- Language
- Family/Cultural Influences
- Academic
- Social/Emotional
Language

○ Access to a Language
  ■ Well maintained and functioning hearing technology
  ■ May not be accessible through hearing alone
  ■ Comprehensible Input

○ Language Acquisition (accessible, abundant, and interactive)

Simms, L.E., Scott, S., Kite, B.J., & Burns, H. Maximizing Language Acquisition: ASL and Spoken English, Laurent Clerc National Deaf Center - Gallaudet University (Webcast)


○ Foundation in Home Language

There can be stumbling blocks.....
Family/Cultural Influences

- Foundation in Home Language
- Viewing school as a welcoming place for parents
- Learning about a new school system
- Language barrier
- Cultural Bridging
- Raising children who are negotiating more than 1 culture
- Belonging to a supportive community
Academics

- Adapting to a different educational environment
- Background Knowledge
- Vocabulary
- Literacy
- Numeracy
REAL WORLD MATH

Budget

MATH

#1

Ingredients for baking
Social/Emotional

- Language related/Communication
- Identity
- Relationship building
- Adaptive skills for survival in a new context
Strategies and Resources
Getting to Know Your Student

Supporting Success for Children with Hearing Loss

- Social Communication Skills - Pragmatic Checklist
- Observational Record of Behavior of Deaf and Hard of Hearing Students
- Think About Quiz
Welcome to Our Class!

Please help us get to know your child and your family better by completing this survey and returning it to school.

Thank You!

What are your learning goals for your child this year?

What are your child’s strengths? __________________________________________________________________________

In what areas would you like to see your child improve? __________________________________________________________________________

Three Interests Outside of School

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________

Medical Needs, Food Allergies or Sensitivities

At home, we feel comfortable helping our child in these subject areas: __________________________________________________________________________

Our primary home language is __________________________________________________________________________

Our email is __________________________________________________________________________

Other tidbits we would like to share about our family: __________________________________________________________________________

1. What do I need to know about you?

2. What do you need from me most?

3. What does success in the classroom mean to you?

4. What do you know about how people learn?

5. What’s the most creative thing you’ve ever done?

6. How can technology be used for learning?

7. What does it mean to understand something?

8. What’s the most recent complex problem you’ve solved?

9. How do you respond to expectations?

10. What is your proudest moment?

11. What do you want to learn about?

12. Are you a picky reader? What are your strengths as a reader?

13. What is your personal philosophy?

14. When do you write best?

15. What’s worth understanding deeply?

16. What are your habits as a thinker?

17. What’s most important to you in life?

18. What is the relationship between learning, and #17?

19. Where does your inner drive come from?

20. Who are your heroes or role models?

21. Why study [insert your content area here]?

22. What are you good at that nobody knows?

23. What do teachers sometimes misunderstand about you as a learner?

24. What does it mean to study?

25. How do you respond to complex texts or digital media?

26. If I set out of your way this year, what will you be able to do?
Creating a Warm and Welcoming Environment

- Do children see themselves in their environment (self determination)
  - Culturally responsive literature
  - Representative character in literature
  - Role models - connecting with peers or other members of the community
- Encourage the continuation of the home language
Provide Literature Where Children See Themselves and Diversity

No English
by Jacqueline Jules
illustrations by Amy Huntington

One Green Apple
by Eve Bunting
Illustrated by Ted Lewin
Provide Literature Where Children See Themselves and Diversity
Language/Literacy/Vocabulary Strategies/Resources

- PWIM (Picture Word Inductive Model)
- Unite for Literacy
- Reading Milestones
- Stronger and Clearer Each Time
- Picture Dictionary
PWIM
Unite for Literacy

Featured Books: New and Favorite

Goodbye Days
by Quileen Croi

I Read Everywhere!
by Phoebe McGuffee
Reading Milestones

- Overview of the Resource
Notice how retelling a concept helps refine language. Repeating vocabulary brings language to a higher level of understanding.

- Closed Captioning - Good for everyone!!
- Considerations of the listening environment
Picture Dictionaries

OXFORD PICTURE DICTIONARY FOR CANADIAN CONTENT AREAS
- good for gr 4 – 9 and in some cases 10-12
- you will want the dictionary and the black line masters/teacher book

OXFORD PICTURE DICTIONARY FOR KIDS
- good for younger grades
- again, you will want the dictionary and the work book

https://www.amazon.ca/Oxford-Picture-Dictionary-Content-Areas/dp/0194017753

HEINLE PICTURE DICTIONARY FOR CHILDREN (The Heinle Picture Dictionary would be appropriate for High School)
Words can be classified into three "tiers" (Beck, McKeown and Kucan, 2002):

**Tier 3: Specialised**
- Low frequency.
- Topic specific vocabulary.

**Tier 2: Describing**
- Abstract words.
- Cross curricular.
- Often descriptive – adjectives, adverbs, vocabulary of time.
- Can usually be explained using easier and more familiar words.

**Tier 1: Core**
- High frequency.
- Objects. Rarely taught at secondary level.
Pre-teaching

- Guided Reading
  - Word-Level & Text-Level Skills
- Visual Phonics
  - Word-Level Skills

 conversation & fluency
 alphabetic principle
 vocabulary
 comprehension

- Pre-Teaching using Chaining & Multi-Media Tools
  - Word-Level & Text-Level Skills
- Peer Tutoring using Metacognitive Strategies
  - Text-Level Skills
Rationale

There is Evidence-Based Research that supports Deaf and Hard Hearing students requiring pre-exposure and direct instruction of vocabulary in order to be successful.

“when pre-teaching was introduced [...] the students demonstrated the greatest rate of vocabulary recognition”.


Graphic Organizers

Frayer Model

Definition
- the distance around the shape
- distance around closed figure
- outlining of an object

Characteristics
- common units include cm, m, km, in, yds, mi

Examples
- Circle
  \[ C = 2\pi r \]

Non-examples
- Triangle
  \[ P = a + b + c \]

- Rectangle
  \[ P = 2l + 2w \]

- Perimeter
  \[ V = \pi r^2 h \]

Examples
- 5m
- 2m

Non-examples
- can’t find perimeter because it is not a closed figure

Examples
- V = L x W x H
Accountable Talk

I disagree with that, because ___.
I agree with ___, because ___.
I still have questions about ___.
I want to add to what ___ said about ___.
Based on my evidence, I think ___.
I don’t know what you mean by ___.
I disagree with the use of that evidence, because ___.
A question I have is ___.
An example of ___ is ___.
Your evidence is the same/different, because ___.

**Visual Schedule**
- Circle Time
- Centers
- Snack
- Read Aloud
- Small Group
- Dismissal

**Direct Variation**
\[ y = kx \]
Relationship between 2 variables where the ratio is constant.

**Slope**
Rate of change between 2 points on a line measures steepness.
\[ m = \frac{y_2 - y_1}{x_2 - x_1} \]
**Reflection**
Transformation that creates a mirror image across a line.
Additional Strategies

- Introducing the newcomer to the class from an asset based perspective
  - Presentation to the class (name, interests, hard of hearing/deaf wear technology, communicates best)
- Self-Advocacy Skill Development
  - Related to Access
    - Communication Repair (SCRIPT)
- Total Physical Response
- Literature to teach and practice social/emotional vocabulary and skills
Mary-Catherine Bailey McKenna

https://www.ctc1990.com/
Case Study
Rita

Age 15 enrolled in Grade 10 (programmed for grade 6 last school year)
- Diagnosed with a severe sensorineural hearing loss in the Philippines (age of diagnosis undetermined)
- Inconsistent user of her hearing aids (bullying issues)

-arrived into Canada from the Philippines on September, 2018.
- Parents lived in Canada many years prior
  - Parents state her use/understanding in first language is low
- Has a sister in the same class

-currently enrolled in an ESL Level 1 classroom but not progressing
Questions to Ask

● What types of activities does Rita enjoy and what are her greatest strengths?
● Tell me about your family? Siblings?
● Does Rita participate in any extracurricular/community activities?
● Tell me about Rita’s life prior to coming to Canada.
  ○ Home language heard and spoken, sign language
  ○ Educational system, language of instruction and attendance
  ○ Were there challenges at school for Rita?
  ○ General Health (physical and social/emotional)
  ○ Hearing Technology
Questions to Ask Continued

- Who was Rita’s primary caregiver in the Philippines? How long have you been separated?
- Does Rita currently have:
  - hearing amplification, Alberta Health Care, medical follow-up
- Is there someone who helps you or can help you at the medical appointments? (language, transportation, navigating the medical system here in Canada)
- Have you had any parent teacher meetings at the school yet?
- Tell me about the established routines for Rita at home.
- How is Rita currently feeling about settling? school?
Ideas for Support

Reassure the teacher this DHH/ELL student will need more time compared to a typically hearing ELL students to:

- Develop their receptive skills
  - Suggest an auditory training program (SPICE, Hearing Journey, etc).
  - Through sign language in their L2
- Develop expressive language skills
- Communicate with peers
- Develop academic (literacy) knowledge and skills
  - May require modifications to curriculum

Once hearing technology is in place, complete an ESL assessment.
Ideas for Support Continued

ESL Websites that may be used as a resource:

1. Alberta Education ESL Benchmarks  [http://www.learnalberta.ca/content/eslapb/index.html](http://www.learnalberta.ca/content/eslapb/index.html)
2. Supporting English Language Learners  [https://sites.google.com/erlc.ca/ell/home](https://sites.google.com/erlc.ca/ell/home)

Top of the Tier Support

- Intentional teaching (language, vocabulary)
- Suggest resources developed for DHH (Reading Milestones, Apple Tree)
Take Away Message for Students who are DHH/ELL

- Ensure the student can consistently and completely access their L1 and L2+
- The impact on the development of language, communication and learning is compounded (logarithmic and exponential).
- More research needs to be done in this area (DHH x ELL)
  - x meaning “multiple” impact