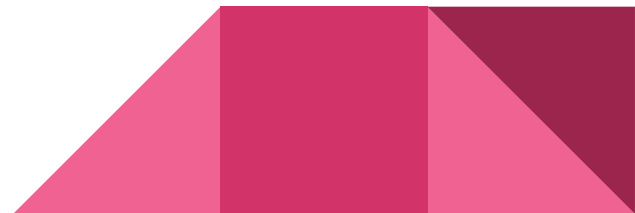


Unique Learner Challenges of Deaf/Hard of Hearing And English Language Learners

- Shelley Schwarz (ESL Consultant)
- Jacque Dahlen (DHH Consultant)

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

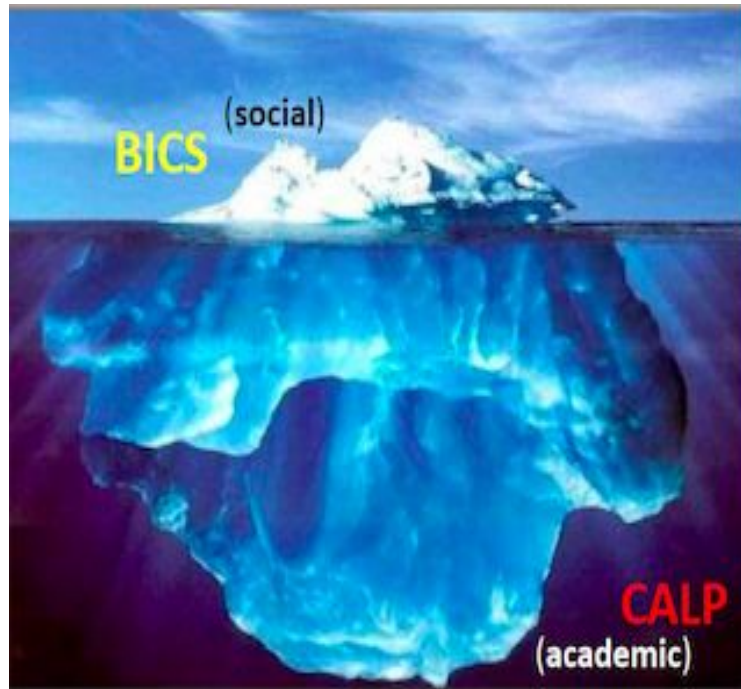


Jim Cummins' Theory of Language Development

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



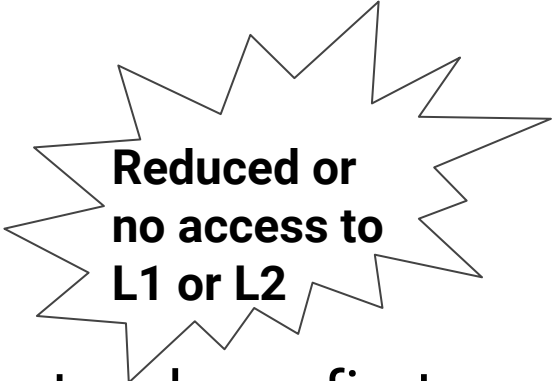
Who are English Language Learners (ELL or EL)

- 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

**Access
to L1/L2**



Who are ELL or EL/DHH?



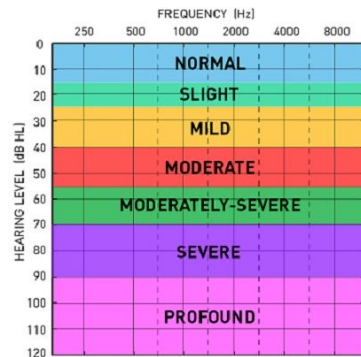
**Reduced or
no access to
L1 or L2**

- 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.



Understanding Your Student

- Understand how your student best accesses language
 - Health history (ie. 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)

Retrieved from

<http://www3.gallaudet.edu/clerc-center/learning-opportunities/webcasts/maximizing-language-acquisition-webcast.html>

- 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

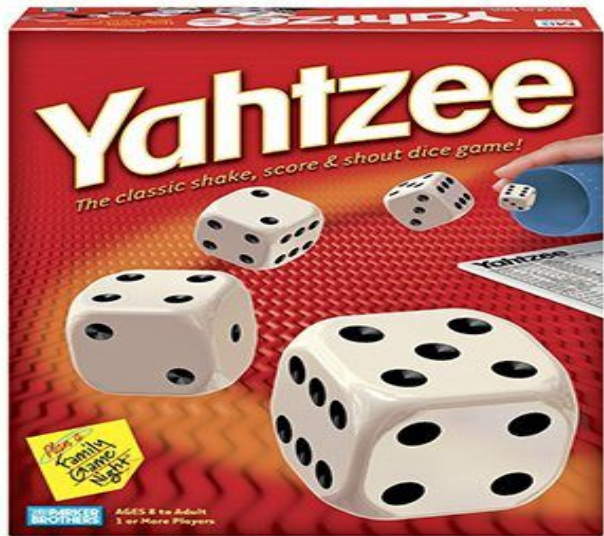


Academics

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







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

26 Questions Every Student Should Be Able To Answer

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

-
-
-

Medical Needs, Food Allergies or Sensitivities

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

Our primary home language is

Family Holidays we Celebrate

Our email is

Other tidbits we would like to share about our family:

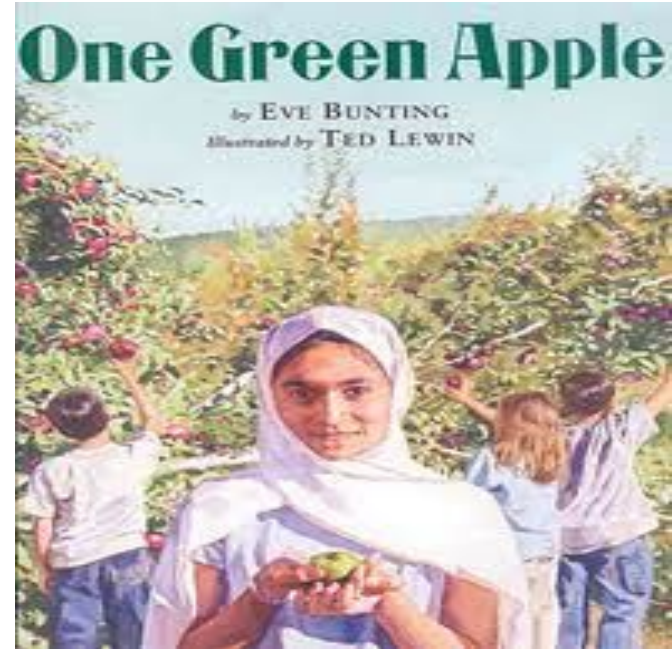
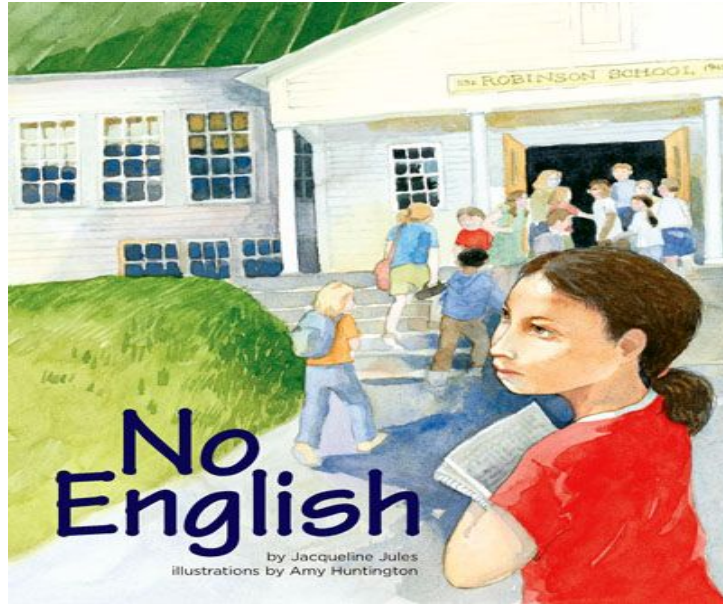
1. What do I need to know about you?
2. What do you need from me most?
3. What does success in the classroom mean to you?
4. What do you know about how people learn?
5. What's the most creative thing you've ever done?
6. How can technology be used for learning?
7. What does it mean to understand something?
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 get out of your way this year, what will you be able to do?

Creating a Warm and Welcoming Environment

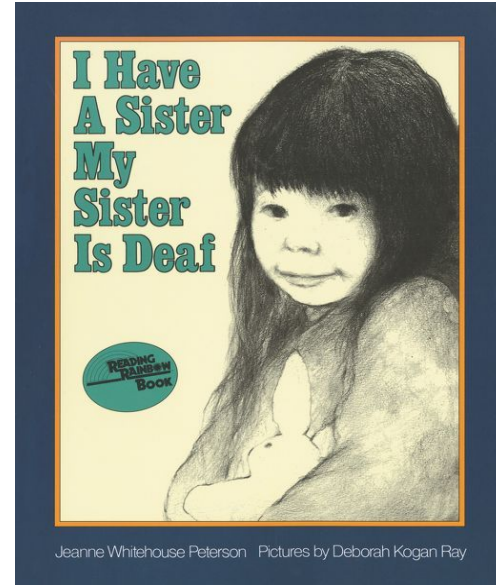
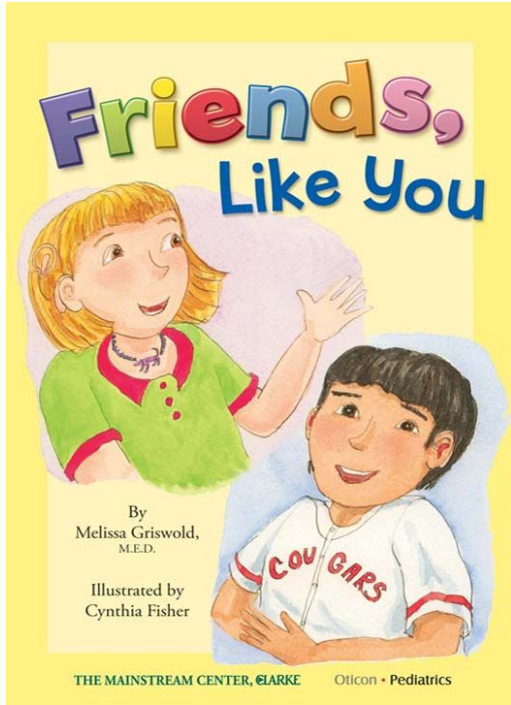
- Do children see themselves in their environment (self determination)
 - Culturally responsive literature
 - Representative character in literature
 - Role models - connecting with peers or other members of the community
- Encourage the continuation of the home language



Provide Literature Where Children See Themselves and Diversity



Provide Literature Where Children See Themselves and Diversity

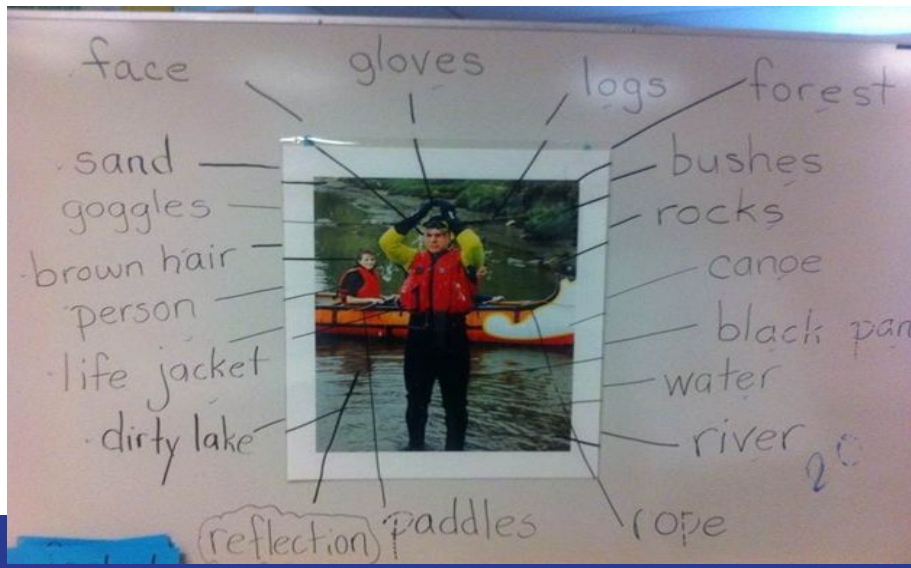


Language/Literacy/Vocabulary Strategies/Resources

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



PWIM



Unite for Literacy



English



ASL (American Sign)

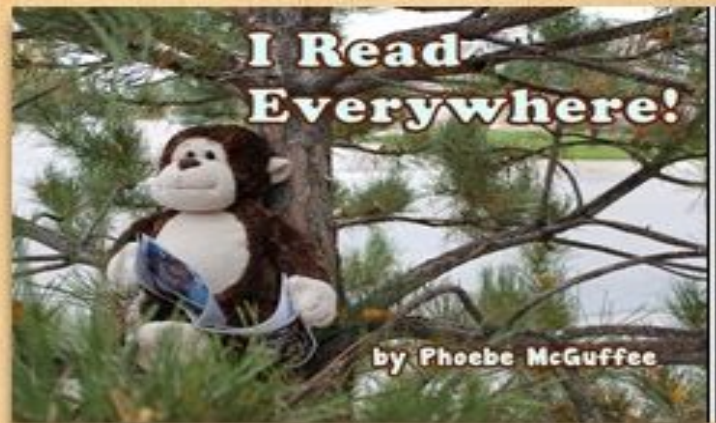


Search



Categories

Featured Books: New and Favorite » [\(view collection\)](#)



Reading Milestones



- [Overview of the Resource](#)

Stronger and Clearer Each Time, Jeff Zwiers

https://youtu.be/Faq5Oy_zD7k

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

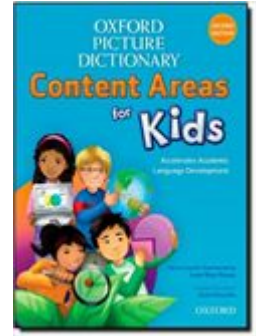
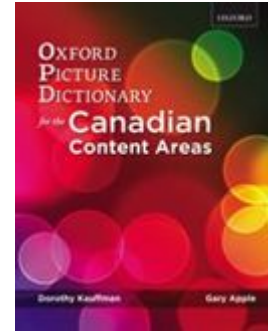
- Closed Captioning - Good for everyone!!
- Considerations of the listening environment



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



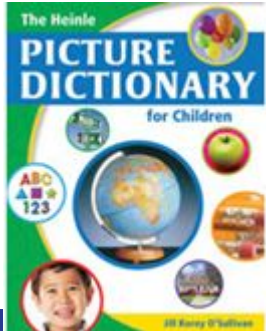
OXFORD PICTURE DICTIONARY FOR KIDS

- good for younger grades
- again, you will want the dictionary and the work book

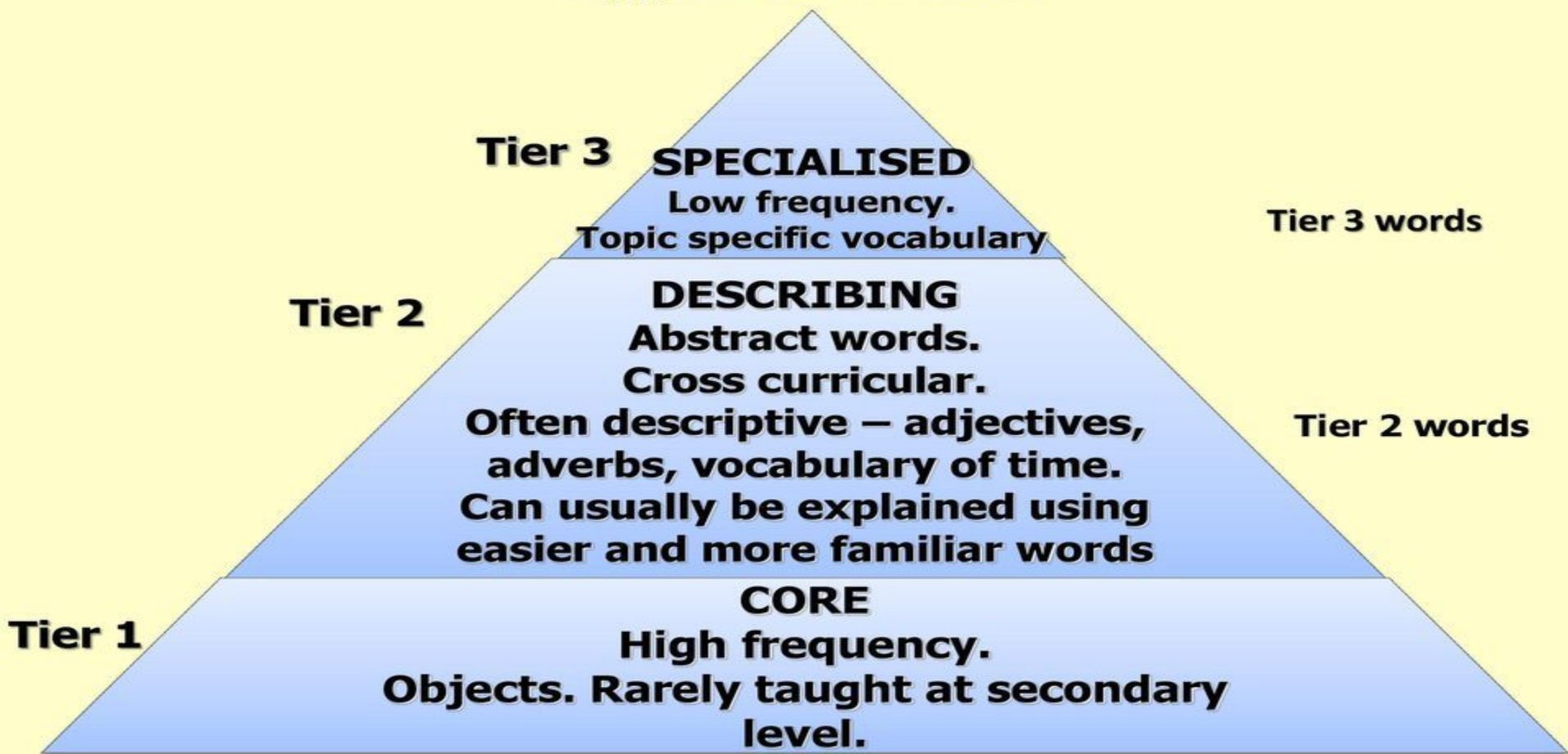
<https://www.amazon.ca/Oxford-Picture-Dictionary-Content-Areas/dp/0194017753>

HEINLE PICTURE DICTIONARY FOR CHILDREN (The Heinle Picture Dictionary would be appropriate for High School)

Preview: http://ngl.cengage.com/assets/downloads_b/gtours/1413022561/1759/HPD_tour.html

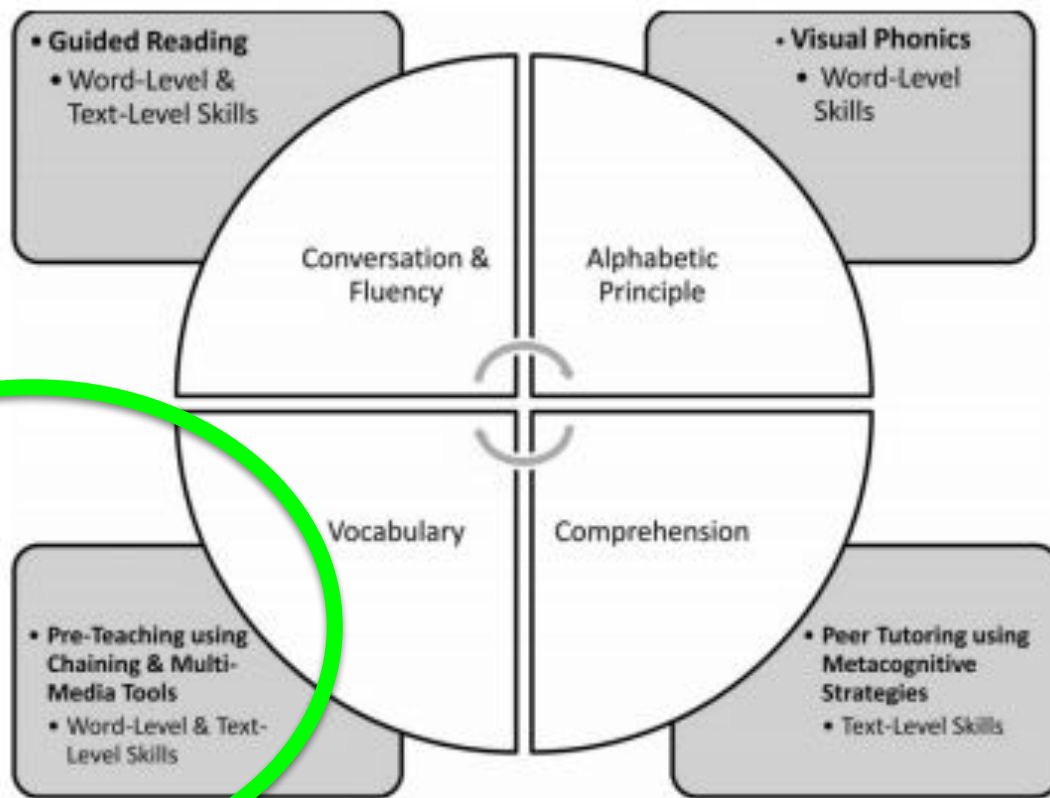


Types of Words



Words can be classified into three "tiers" (Beck, McKeown and Kucan, 2002)

Pre-teaching



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”.

Cannon, J. E., & Guardino, C. (2012).

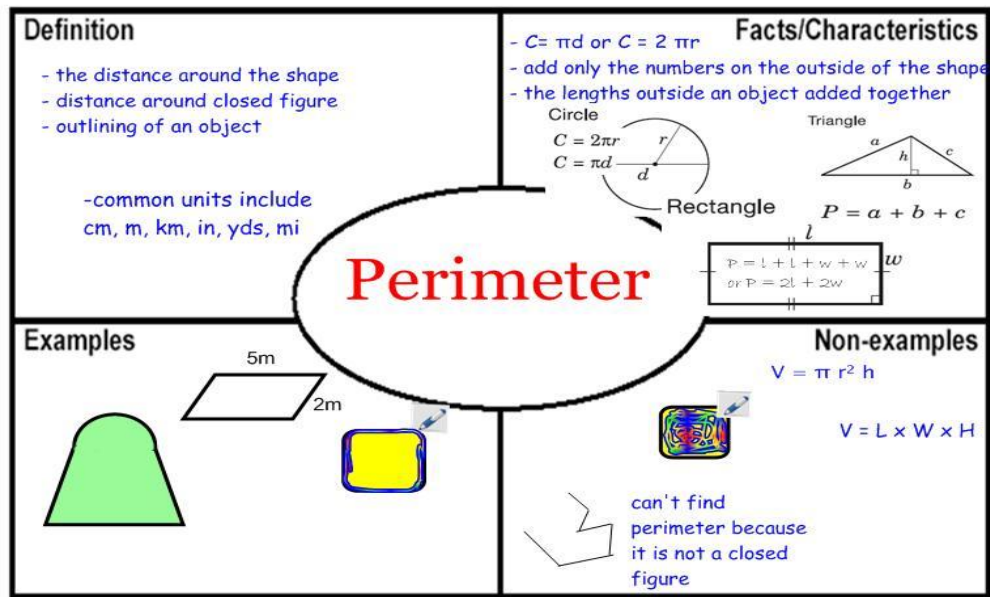
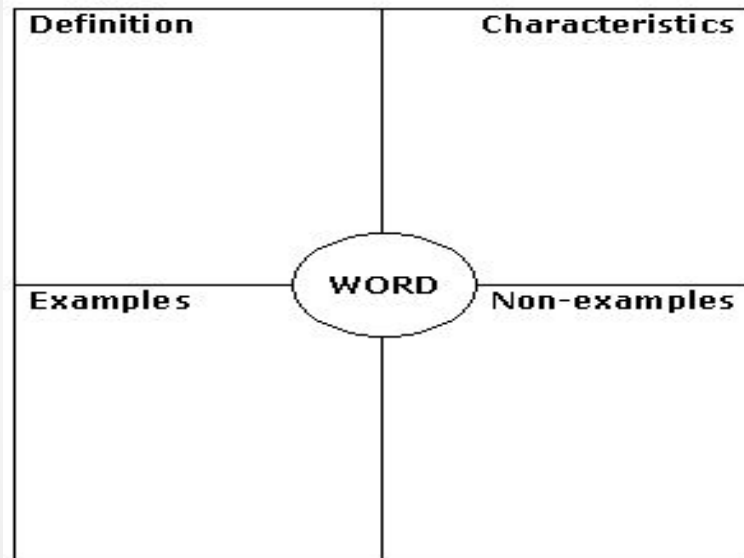


<https://pixabay.com/en/thought-idea-innovation-imagination-2123970/>



Graphic Organizers

Frayer Model



Accountable Talk

I disagree with that, because ____.

I agree with ____, because ____.

I still have questions about ____.

I want to add to what (name) 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

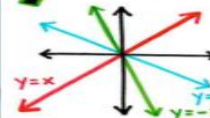


Dismissal



Direct Variation

$$y = kx$$



Relationship between 2 variables where the RATIO $\frac{y}{x}$ is CC

SLOPE:

Rate of change between 2 points on a line, measures the steepness.

$$m = \frac{\Delta y}{\Delta x}$$

$$y_2 - y_1$$



$$m = \frac{2}{1}$$

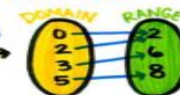
$$m = \frac{\text{RISE}}{\text{RUN}}$$

Algebra 1

Sample Words

FUNCTION =

For each DOMAIN value, there is only one value in the RANGE

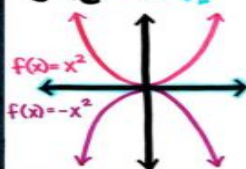


| x | -2 | 0 | 1 | 2 |
|---|----|---|----|----|
| y | 4 | 0 | -1 | -4 |

{(-2, 4), (0, 0), (1, -1), (2, -4)}

$y = -3x$

reflection:

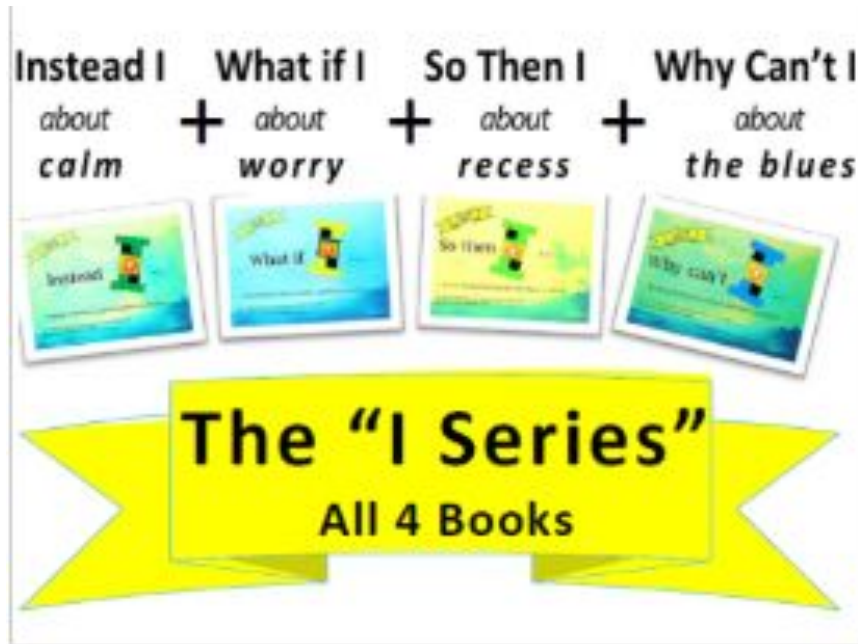


transformation that creates a mirror image across a line

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>
2. Supporting English Language Learners <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

