

# Access to Learning: What Does that Mean for Deaf Children?

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Saskatoon  
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## Starting with Thanks

- Deaf Expo
- YOU for attending
- Interpreters working today
- Interpreters and Deaf & HH students in my studies
- **Every Deaf community** that has shared their language & culture with me

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## What shapes my interest?

- Interpreter (still interpret)
- Elementary Teacher: Direct Instruction Interpreter Educator
- Curiosity about learning for Deaf children in **mediated vs. direct learning** classes
- Major emphasis on "inclusion" in Canada leaves me with many questions

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## Our Agenda

- What does access mean?
- What are features of classrooms that meet both education and social-emotional needs of children?
- Interaction and Engagement
  - Socially
  - Academically
  - Intellectually
- Research on Mediated Education – myths of mediated education
- Strategies to Support Students & Teachers
  - 4 years of research in 45 minutes! :)

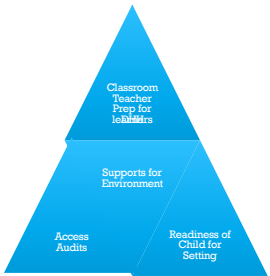
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## Inclusive Settings: For Whom? What Context?



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## Challenges in Inclusive Settings



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### What makes education complex?

- Student's academic readiness:
  - *at or near grade level?*
- Social accessibility in classroom
  - *Friendships after Grade 3*
- Practices and beliefs of teachers
  - *Expectations – oh deaf, can't learn or high expectations?*
  - *Targeted Professional Development for Teachers of DHH Learners*
  - *Lack of trained TOD including Deaf teachers*
- Educational policies and practices
  - *Language access or language restriction?*
- Interpreter's (& aides) skills & knowledge
  - *Trained to work with adults vs. children language*
  - *Trained for community settings not teacher language and teaching strategies/processes*

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### Other features that make it hard

- Interpretability of content and interaction (Winston, 2004)
  - *MYTH: everything is interpretable*
- Expectations:
  - *parents, teachers, administrators, students leads to **Illusion of Inclusion** (Russell, 2008)*
- Budget decisions
  - *Low incidence vs. human rights*
- Multicultural families
  - *cultural views of being deaf, language spoken in home, access to written language*

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### Systemic Issues

- Lack of:
  - *natural language input leading to low education levels & illiteracy*
  - *support for families for sign language learning*
- School: majority hearing students present barriers
  - *lack of supportive & inclusive communication environments (pace for engagement vs. bystander; tolerance & accommodation vs. inclusion; no understanding...)*

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### Significant Mismatch in Schools & Home

- **Language and communication skills** of deaf children and others in their day-to-day environments (parents, close family)
- **Reduced opportunities** for linguistic mediation of their experience and active construction of knowledge (Galloway, 1998; Marschark et al, 2002)

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### What is a meaningful education?

Reframing Physical Access to Learning Access

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### Access to a Meaningful Education

- Access – more than **physical placement** in a classroom
- Access – requires us to examine the ways for the child to be **included in all aspects** of the educational program
- Access & Inclusion – requires us to look at **Engagement and Learning Theory**

The diagram illustrates the Engagement and Learning Theory with three interconnected boxes: Social (Peers, Adults), Academic (Curriculum, Educational Processes), and Intellectual (Critical Thinking, Engaging Learning). Arrows indicate relationships between these components.

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**Student Engagement (Friesen, 2010)**

- Social Engagement:** Belonging and participation in the school life
- Academic Engagement:** Participation in the formal requirements of schooling
- Intellectual Engagement:** Serious emotional and cognitive investment in learning, using high order thinking skills (such as analysis and evaluation) to increase understanding, solve complex problems or construct new knowledge

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**Active Participants vs. Bystanders**

- Goal:** DHH child as Engaged Active Participant vs. Bystander
- How do teachers use language to create meaningful & engaged learning environments**
- Develop awareness of:**
  - what moves the student from **bystander to active participant**
  - What does **illusion of inclusion** mean?

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**Using Evidence to Shape Policy & Practice**

- The WFD is specifically troubled by the current trend in following an **operational definition of inclusion** for deaf learners as **placement in mainstream schools**, as these are environments that often do not provide adequate access to and direct instruction in sign language, including instruction from deaf teachers.
- For many deaf learners, this type of placement does not support inclusion.
- This operational definition of inclusion as placement in mainstream schools is contrary to the legislative history of **Article 24**, where WFD advocated for a broad definition of inclusion where **bilingual education for deaf learners is a form of inclusive education.**
- Read and Understand: UNCRPD**

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**Read the Paper or View in IS**

- In order to achieve inclusive education for deaf learners, it is critical that all deaf children, regardless of where they attend school, are able to:
  - access high-quality instruction in a sign language. This means that accommodations such as interpreters and note takers
  - must be accompanied by opportunities to study with other deaf students and with teachers, including deaf teachers, who are themselves fluent in sign language, by the provision of bilingual learning materials
  - opportunities to study sign language as a school subject.
  - provision of teacher education that supports deaf candidates' achievement of teaching credentials, teachers' proficiency in a sign language, knowledge and development of quality bilingual curricula and pedagogy, and awareness of the need for high expectations for deaf learners as bilingual learners.
- There is also a need for schools to support parent and deaf community engagement

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**Access & Consequence: Post secondary**




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**Post-Secondary Requires?**

- Solid foundation in Kindergarten-Grade 12
- Literacy skills
- Development of abilities and interests
- Exposure to accommodations and access processes that can support most inclusive learning and prepare student for transition to work training, college, university, technical schools, etc.

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Canadian Study with 42 DHH learners



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Interpreter: Solution or Problem?



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Teachers & Language Use

- Effective teaching requires teachers to use language and instructional strategies in purposeful ways in order to promote student engagement
  - What does interpreters do that create or hinder such language learning environments?
  - What does social engagement mean in mediated learning environments?

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Starting with Quality

IS THE INTERPRETER QUALIFIED FOR EDUCATION?

- What is their training?
  - can they provide complete access to curriculum and content AND access to social interactions that support effective education
- Who hires and supervises?
- What PD is available to them?



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Dominant Belief: The child does not need a qualified interpreter

- EA - often have 30-60 hours of ASL instruction
  - Me - 60 hours of French :)
  - Means? **Language impoverished strategies**
- EA in my study: Child received 130/180 utterances
  - Grade 5 - asking to leave school
  - Knew she is falling farther and father behind
  - Did not have literacy skills to make up for EA lack of language skills

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What's the Problem

- Adult language use/interaction not the same as emerging language use in children
- Most interpreters & assistants
  - ASL is their second language
  - Incomplete language model for 6 hours a day does not allow access to language
  - Interpreter & EA - beliefs about transmission model of language use vs. co-construction model

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### Classroom Language Use

- What is the child's access to classroom curriculum and the social engagement during the class?
- Cazden (1988) framework for discourse of teaching:
  - Metacognitive Questions
  - Scaffolding
  - Reconceptualize
  - Sequencing
  - Peer teaching
  - Feedback

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### On the hands of the best interpreters...

Language Use	Accurate & Effective	Not accurate/Effective
MCQ	12%	88%
Scaffold	14%	86%
Peer Teaching	11%	89%
Reconceptualize	25%	75%
Sequencing	30%	70%
Feedback	15%	85%

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### HH & CI users

- Do they recognize teacher language use strategies?
- Is there sufficient time for student to process **WHAT** the teacher is saying and **WHY** they are saying it?
  - What does the teacher want me to do?
- Child with CI:
  - Use of interpreters?
  - Bilingual or unilingual or semilingual?
- Ultimately, for whom and under what context?
  - Contexts change, access needs change

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### Access to Language Functions

- Among all of the interpreters:
  - Various strategies and levels of success demonstrating the instructional language
- Less experienced interpreters chose words but didn't recognize the function or lacked strategies to show the function
- Experienced interpreters + COI + education more successful
- Impact on students:
  - higher level thinking processes not activated when interpretation lacks these processes; moved from active participant to "bystander"

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### 6/42 Students Successful In Inclusive Settings: Why?

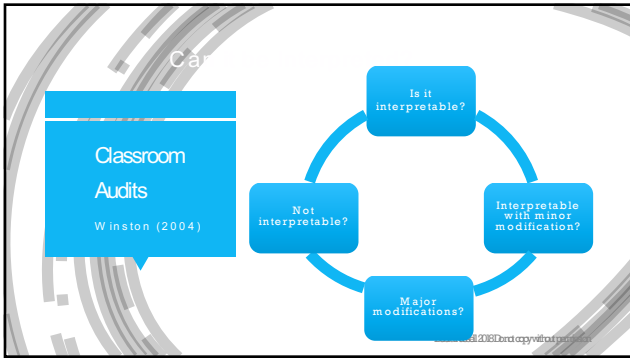
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    graph TD
      DE[Direct Education] --> ME((Mediated Education))
      PC[Parent Communication] --> ME
      SC[Social Connections] --> ME
      RW[Read/Write] --> ME
    
```

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### Making it Work

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Deaf Crows Collective

- So appreciate work Joanne Weber is doing to teach deaf learners through arts-based inquiry
  - Building critical thinking
  - Curriculum language, arts, math, social,
  - Social-emotional growth – knowing self, agency
  - Capacity for creative work with purpose

Dualist Thinking

- Is it helpful to the student?
- Bilingualism research – strongly supports cognitive abilities but with deaf and hard of hearing children we discourage it?
- When do our beliefs limit the child's choices of learning in L1/L2, socializing in L1/L2?

Bilingualism and the Brain

- Teachers often unaware of current information on bilingualism
- Dr. Laura Petitto, VI2, Gallaudet University
- Course of acquisition of SL is same as speech
- Brain is searching for patterns of language – speech or SL =
- What the Eyes Reveal about the Brain

Kids with CIs

- Bimodal bilingualism for Children with CIs
- There is increasing evidence that early competence in a visual language can then be effectively used to support and facilitate a child's spoken language development
- numerous studies documenting the advantages of visual language for the linguistic, communicative, cognitive, academic, literacy, and psycho-social development of children and adolescents with cochlear implants
- Research Brief for Teachers: [link]

Help Teachers Understand Features that Affect Engagement for Deaf & HH learners

Discourse Pacing	Turn-Taking	Explicitness & Redundancy
Dual Task Demands	Lag Time Effects	Eyes for Interpretation
Eyes for Interaction	Eyes for Visual Content	Eyes for Written Form

## Simultaneous Attention

- Deaf/HH children can experience difficulties attending to interpreter and/or teacher and other visual communication
- Switching attention that is not case for hearing learners
  - overhead, computer (Petz et al, 2008)
  - Bilingual AND Bimodal

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## And, Good Instructors Do...

Universal Design	Prep with Interpreter	Create direct relationship
Reduce Dual Task Demands	Visual Supports	High Expectations
Creative Adaptations	Adjust their practices	

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## Observe Deaf Teachers

- Teachers & Interpreters need to observe Direct
- Instruction with Deaf teachers:
  - Slower pace, more pauses
  - Eyes on her, monitoring comprehension
  - More redundancy
  - Two handed repetition
  - Greater wait time for responses from students
  - Discourse strategies of topic marking, topic maintenance and topic transitions
    - Russell, in progress

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## Rural/Remote

- Remote teaching and/or interpreting
  - Ex: ASD - Northern Alberta - language arts, math, science with Direct Instruction via internet/ video modules
  - Ex: Calgary - not rural ☹️. Not enough interpreters, remote captioning and remote interpreting from California
- Ideal?
- Consequences of no language?

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## Deaf-Centered Curriculum

- Deaf Studies Curriculum? Seeing ourselves reflected in curriculum
  - DHH Role Models/Success Stories
  - Multiple ways of being deaf
  - Poetry - ASL
  - Deaf people's role in history
  - Deaf Gain
- Opportunities to lead, not just watch

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## What does it mean to live a deaf life?

- Canadian Role models - There are **MANY**
  - SASK Examples...
    - Shelly - One of the first deaf leaders I met in my career in Edmonton. DECSA interview! Deaf Youth, Church, leadership
    - Roger - researcher, historian, lobbyist, policy change
    - Greg - teacher, historian
    - Burton Bird - hoop dance
    - Lesli-Jo Trifunoff - ECCC
    - John Warren - ASL teacher, Videographer, Activist
  - Allard - teacher, elder, service to others
  - Journe - Phd, teacher, author
  - Twylla Chvartat
  - Patti Spicer Youth
  - Norren Jean - teacher/principal
  - And the list goes on... across Canada - MANY Deaf notable lives
  - Help children see the future...



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### Peer Support: DHH Camps

- Opportunities to meet other DHH
- **Dragonfly Camp** – SK – fantastic!
  - Deaf Youth Leadership Camps
  - Western Canada Tournament of the Deaf
- **Benefits:**
  - higher rates of self-esteem
  - opportunities to make friends
- peer support – geographically close and/or via technology
- transition support for post-secondary education
- Deaf Space claimed

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### Resources

Canadian & US

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### Videos to Support Teachers

Minerva Deafness Lab: Tutorials

Tutorial: Interpreting Matters!

The video is targeted to deaf and hard of hearing students who are studying or preparing to become interpreters and oral translators.

Includes: This is a video that is for Deafness Interpreting Skills. It includes all content of the video and provides the audio track to assist in learning the content and in 100%.

Deaf Education and Deafness: Interpreting Matters and Deaf Studies: This is a video that is for Deafness Interpreting Skills. It includes all content of the video and provides the audio track to assist in learning the content and in 100%.

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### Teachers of Children who are HH &/or have CIs

- Educational Audiology – what ever teacher needs to know
- Speech – loud & clear enough
  - Does student have access?
- Repetition, slower speech, more processing time
- Reduction of background noise
- Auditory cortex – 13 years of age
- **Kids don't hear like adults**
- Technology:
  - Remote captioning services
  - Speech to text apps

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### Bedrock Literacy Curriculum


Kristin Di Perri



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Useful Apps



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Useful Apps



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Bilingual Books



- Goodnight Gorilla
- <http://www.kidscreations.com/wordpress/wp-content/uploads/2015/11/100-ways-to-use-technology-in-the-classroom-2015-11-15-1.pdf>

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FAMILY NETWORK & DEAF YOUTH TODAY

our shared passion, for deaf children & deaf youth today

Who are we?

Family Network for Deaf Children (FNDC) is a parent run, non-profit, charitable organization supporting families with deaf and hard of hearing children & youth that use sign language or are interested in learning sign language. Even though technology and methodology have changed over the years, we seek the wisdom of parents, professionals and Deafhard of hearing adults as the common threads of success, equity and a sense of belonging continue to be highlighted in areas such as social interaction, academics, education, employment, general access and community involvement.

Deaf Youth Today (DYT) is FNDC's summer social/recreational program and is committed to providing language rich social/recreational experiences and leadership opportunities for deaf and hard of hearing children/youth in Denver, Colorado. The DYT program is for deaf and hard of hearing children that feel comfortable in a signing environment or are interested in learning.



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So... Meaningful and complete access

- Hard of hearing, CI, and deaf:
  - Language rich contexts vs. language limited constructs
  - Peers - two way communication
  - Social, academic & intellectual engagement
  - Attitudinal aspects of staff towards inclusion and difference
    - Visual announcements
  - Flashing alarms
  - Professional interpreters
  - Teachers who can adapt classroom for inclusion
  - Support for extra curricular activities that are accessible

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Questions? Comments?

- Thank you so much for your interest
- Look forward to your questions...

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