



Learning Objectives

Language Assessment & Intervention for Students who use ASL

Participants will be able to:

- 1) Describe the research findings regarding language development in deaf and hard of hearing students.
- 2) Explain why ASL assessment and targeted intervention is key for future English Literacy.
- 3) List at least two different tools that could be used for the assessment of ASL skills.



“Language acquisition has long been recognized as the central difficulty facing most Deaf and Hard of Hearing children.”

(Marschark et, al., 2002; Moores, 2001)



What is language?



Joan M. Mas 2/2007

(VL2 Research Brief #9, 2013)



Studies in neuroscience confirm that the brain has the ability to learn both visual and spoken languages.

Learning both a visual and a spoken languages does not harm the development of either language.

There is no risk in learning a visual language but there are risks in not providing adequate access to language.

(Kovelman, Shalinsky, White, Schmitt, Berens, Paymer, et al., 2009; Petitto, Katerelos, Levy, Guana, Tetreault, Ferro, 2001; Petitto, Kovelman, 2003; Mellon, Niparko, Rathman, et al., 2015
VL2 Research Brief # 6)



Impact Language Development

3

A large, stylized number '3' is rendered in a teal or turquoise color with a wood-grain texture and a dark brown, slightly irregular border. It has a three-dimensional, cutout appearance.

1: CRITICAL TIME PERIOD
FOR LANGUAGE
LEARNING

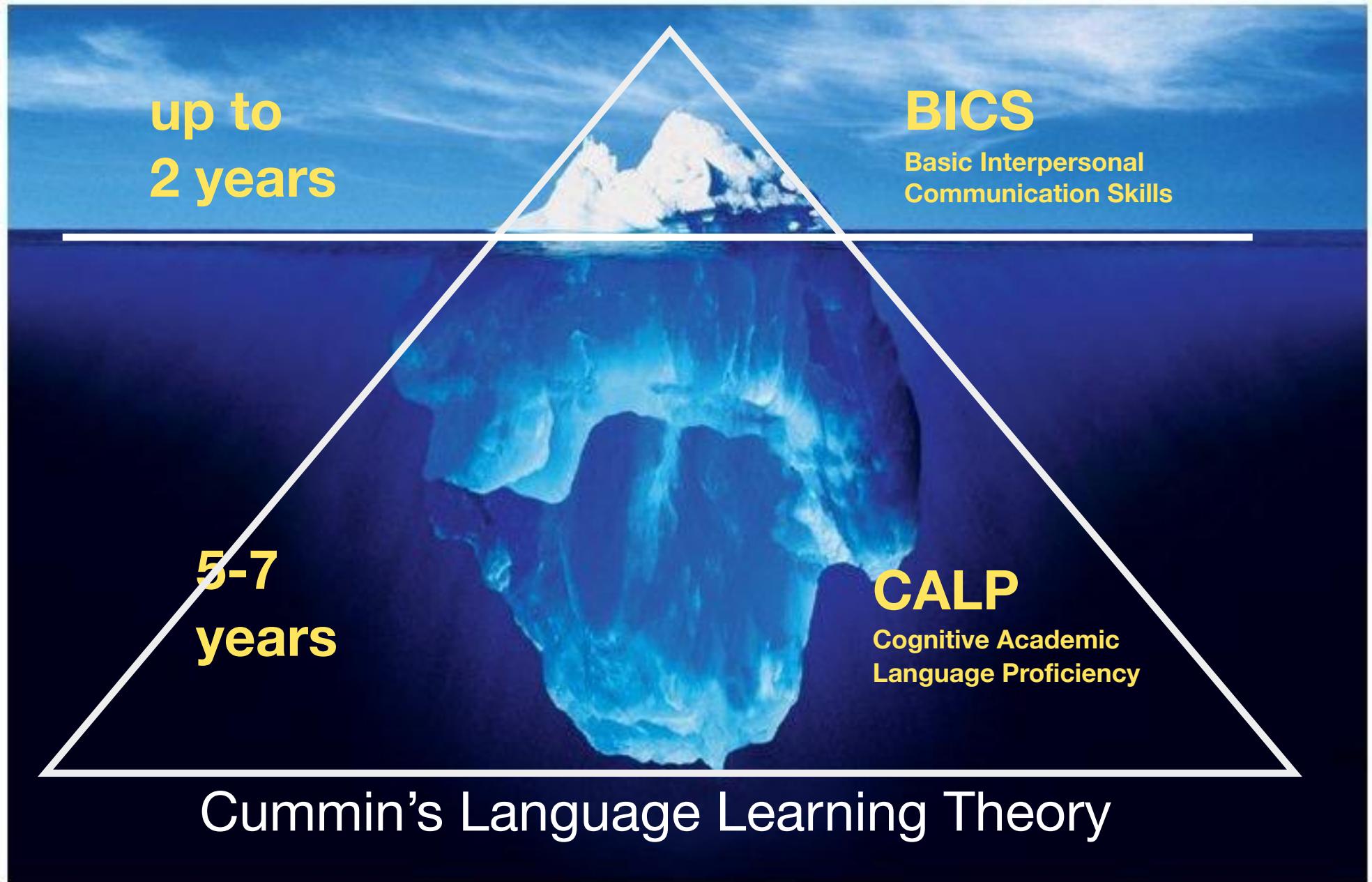
2. PARENTAL
INVOLVEMENT

3. LANGUAGE RICH
ENVIRONMENTS

(Humphries, et al., 2012; Knoors & Marschark, 2012; Marschark & Spencer, 2009; Mayberry, 1997; Petitto, 2009; Petitto & Dunbar, 2009; Stanley, 2005; VL2 Research Brief # 2, 2011; Laurent Clerc Center, 2015; Longo & Robinson, 2015)

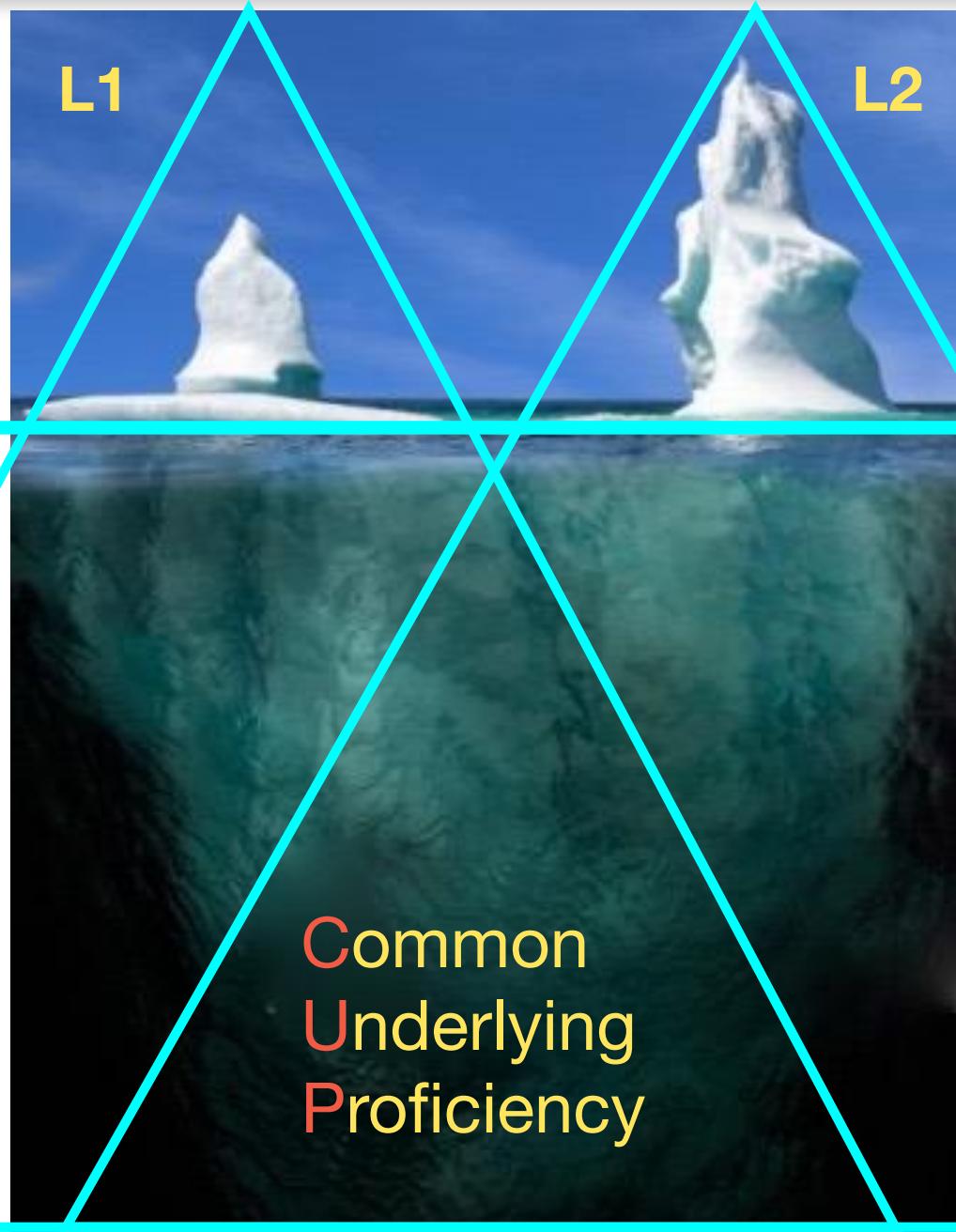


Language Acquisition





Second Language Learning





Metalinguistic Skills



Analyze our language and how it is used.

Metalinguistic awareness is crucial for any individual's development of non-native second language.

(Ballystock & Ryan, 1985)



Language Acquisition Hierarchy

Listen

Understand

Talk

L1 Fluency

Read

Write

Metalinguistic
Skills K-5

Begin
L2

(typical hearing child)



Deficits in LANGUAGE Affects Academic Growth and Outcomes in at Least Four Ways

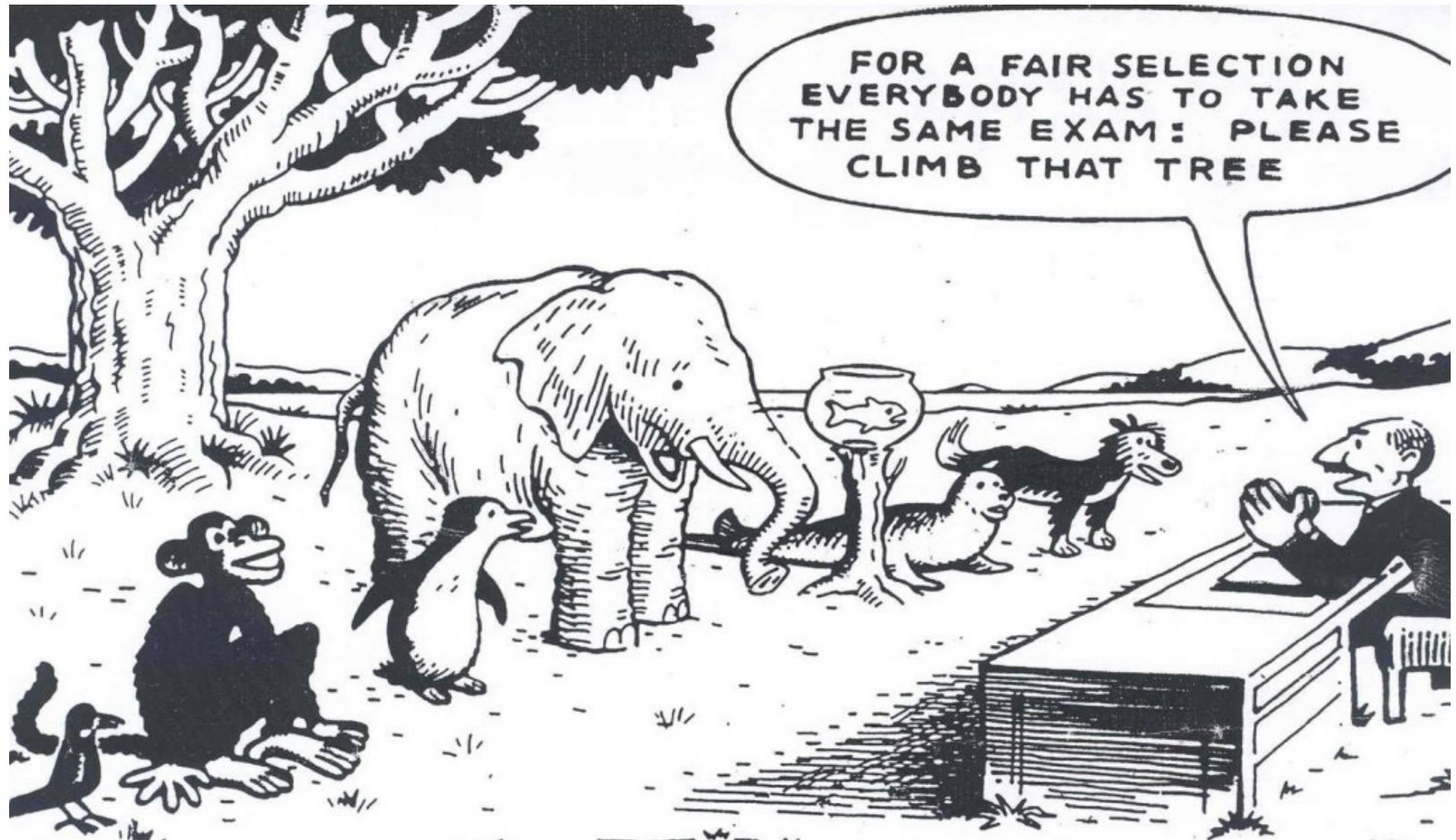


- 1.Literacy
- 2.Academic Experiences
- 3.Incidental Learning
- 4.Language Sophistication

(Marschark & Spencer, 2010)



Assessment





“Educators often have the poorest data for the students for whom they need the most precision.”

(L. Fielding, 2007)



OLD WAY

NEW WAY





A Team Approach to Assessment

We Work
Better
Together





What is Language Assessment?

How Often	Type of Assessment	Which Language	Compare to Who?
Annually -at the minimum	Formal -standardized that provide a score	English -identify deficient sub-skill	Typical (hearing) peers
	Informal -checklists, observations, work samples, interviews	American Sign Language -identify deficient sub-skill	Peers with hearing loss
			COMPARE TO SELF!



Language Assessments Should Provide You With Answers to the Following Questions

What language are we assessing?

Which English form are we assessing?

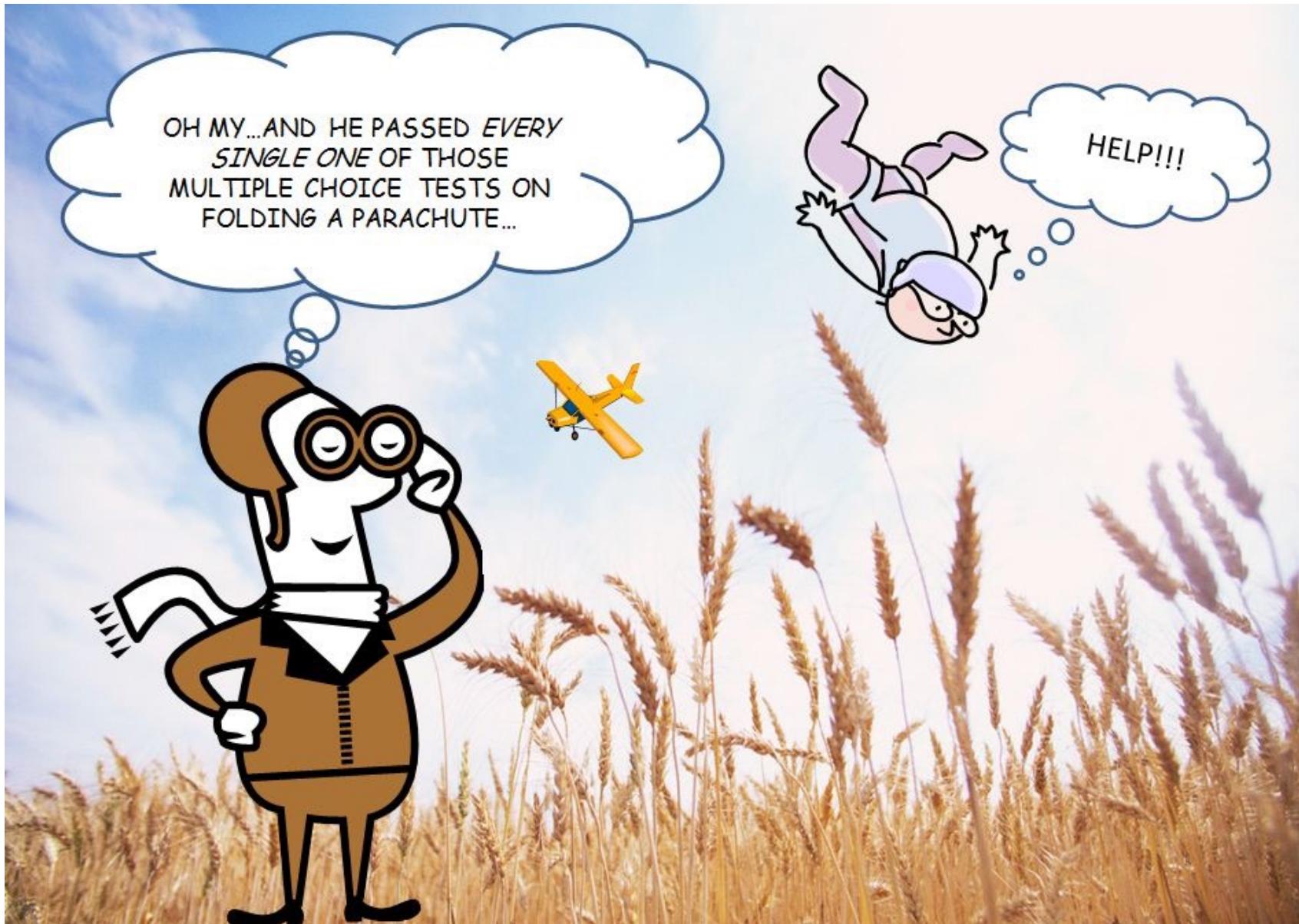
- spoken
- signed
- cued
- written

What is their language age?

What are the deficient sub-skills in ASL or English?

What is their current auditory skill level ?

What type of functional listening skills does this student have?



Leapin' Lucky's skydiving students have had better days.



ASL Assessment Tools

DEVELOPMENTAL CHECKLISTS	VOCABULARY ASSESSMENTS	NARRATIVE ANALYSIS/LANGUAGE SAMPLE
ASL Developmental Observation Record (3m-6y)	MacArthur Communication Inventory for ASL (ASL-CDI) 8m-36m	Story Grammar Marker Narrative Analysis (preK-Adult)
ASL Developmental Checklist (hierarchy stage 1-4)	Carolina Picture Vocabulary Test (4.0-11.5)	
ASL Scale of Development Checklist (hierarchy beginning - advanced)		
Visual Communication and Sign Language Checklist VCSL (birth - 5y)		



VCSL
Visual Communication and Sign Language Checklist
for Deaf and Hard of Hearing Children

The logo consists of a stylized eye icon on the left, containing a colorful, layered globe-like pattern. To the right of the icon, the acronym "VCSL" is written in large, bold, sans-serif letters. Each letter is a different color: V is red, C is light blue, S is magenta, and L is green. Below the acronym, the words "Visual Communication and Sign Language Checklist" are written in a smaller, black, sans-serif font. Underneath that, the words "for Deaf and Hard of Hearing Children" are also in a smaller, black, sans-serif font.

First standardized assessment to track visual communication and visual language milestones in children.

It was developed by a team of researchers at Gallaudet University and the University of Tulsa with support from the NSF Center for Visual Language and Visual Learning (VL2).

VCSL is normed on deaf and hard of hearing children who are acquiring visual language typically.

VCSL is conducting on-going research to update norms and prepare future editions.



Story Grammar Marker (SGM) Narrative Analysis

Narrative Analysis of a story re-tell

Can be used with any age

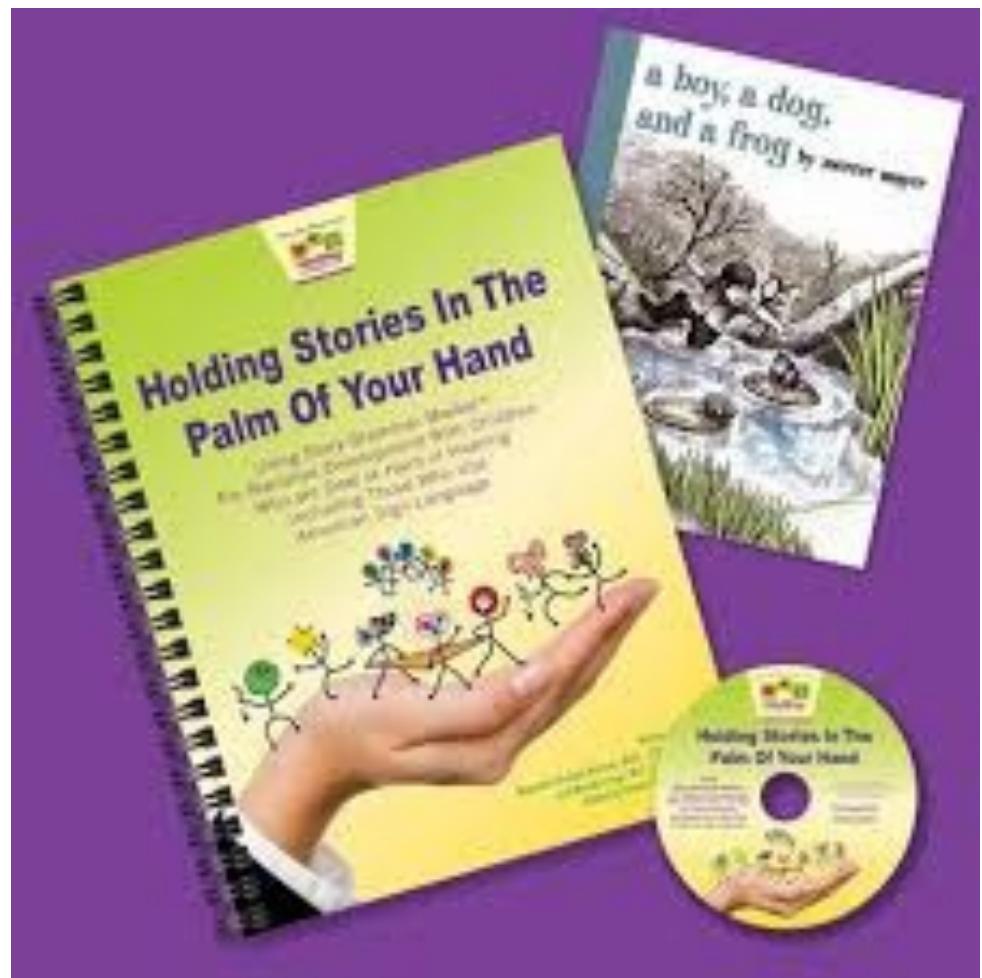
Macrostructure

Microstructure

Hierarchy of skills

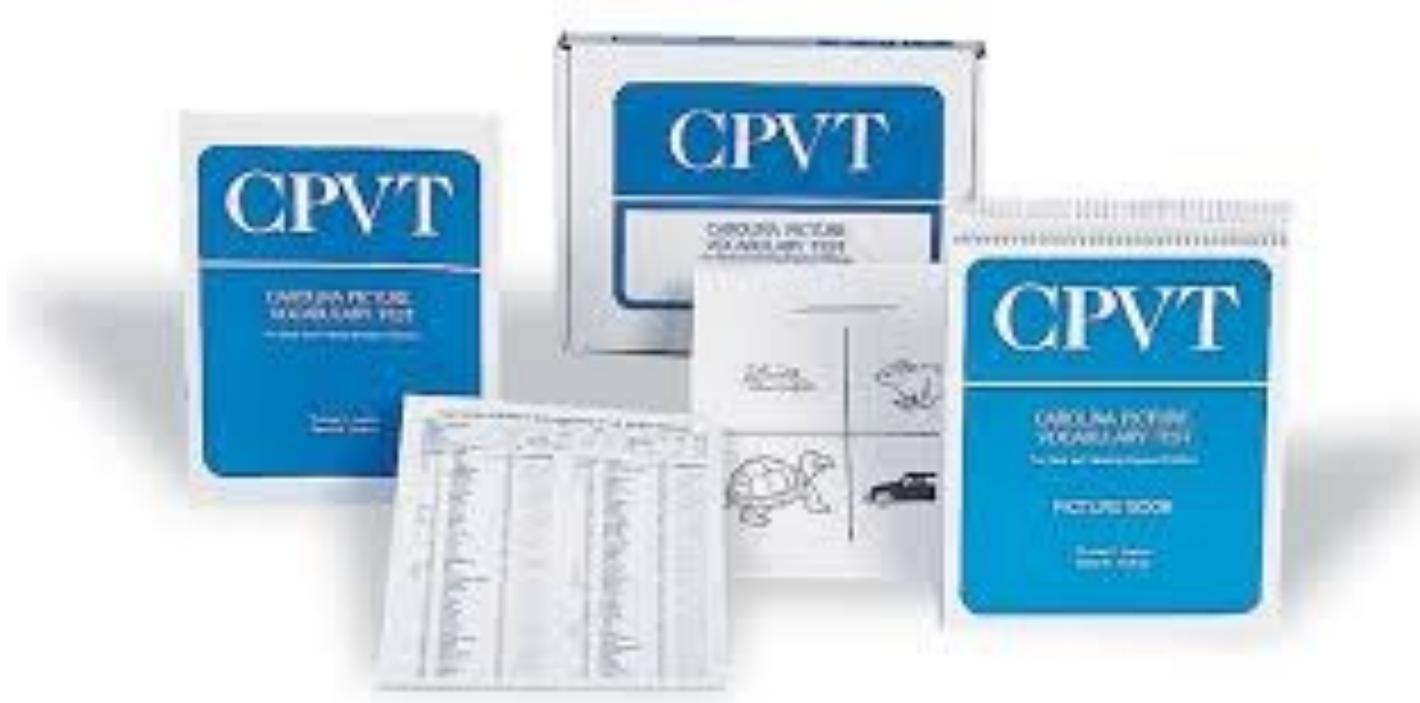
Progress Monitoring

Intervention Planning





Carolina Picture Vocabulary Test (CPVT)



- Receptive 1-word Vocabulary
- 4.0-11.6 years old
- Normed on Students with Hearing Loss



Who can administer ASL Assessments?



(Simms, Baker, & Clark 2013)

Need to be fluent in ASL

Specialized training in completing assessments

- Teachers
- Speech-Language Pathologists
- Early Interventionists
- ESE Service Providers

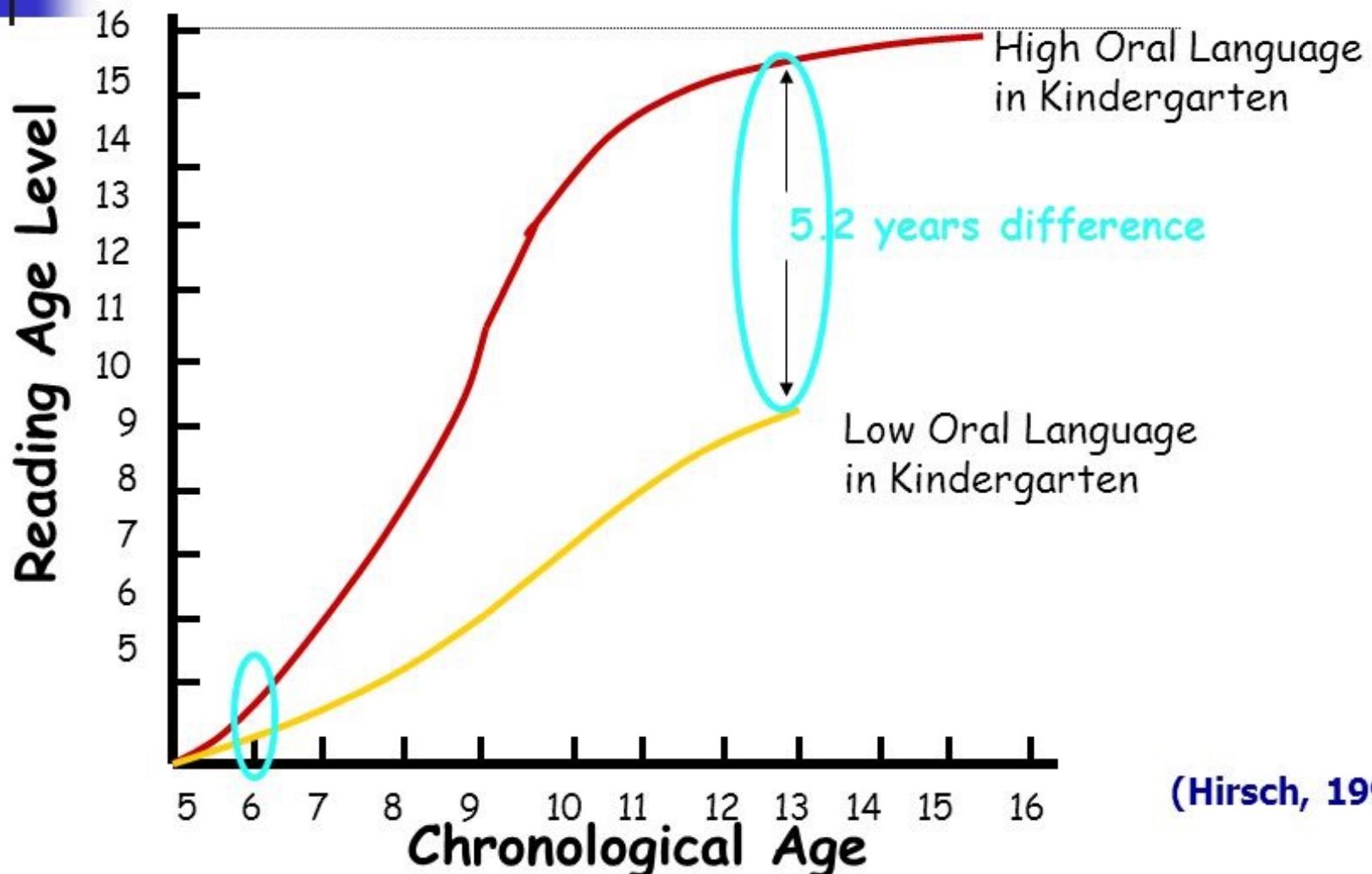


Language Planning





The Effects of Weaknesses in Oral Language on Reading Growth/Academic Achievement





“Students who are behind need to make catch-up growth. Catch-up growth is annual growth plus some additional part of a year’s growth.”

(L. Fielding, N. Kerr & P. Rosier 2007)



“Catch-up growth is so difficult to achieve
that it can be the product only of quality
of instruction in great quantity”

(Fielding, 2011)



“Direct instruction to the deficient sub-skill is fundamentally different than re-teaching the morning’s lesson”

(Fielding, 2007)

“Acquiring many of the component skills for literacy development requires direct instruction and focused training to help deaf and hard-of-hearing students to move from their language skills (regardless of modality) to skills dealing with print.”

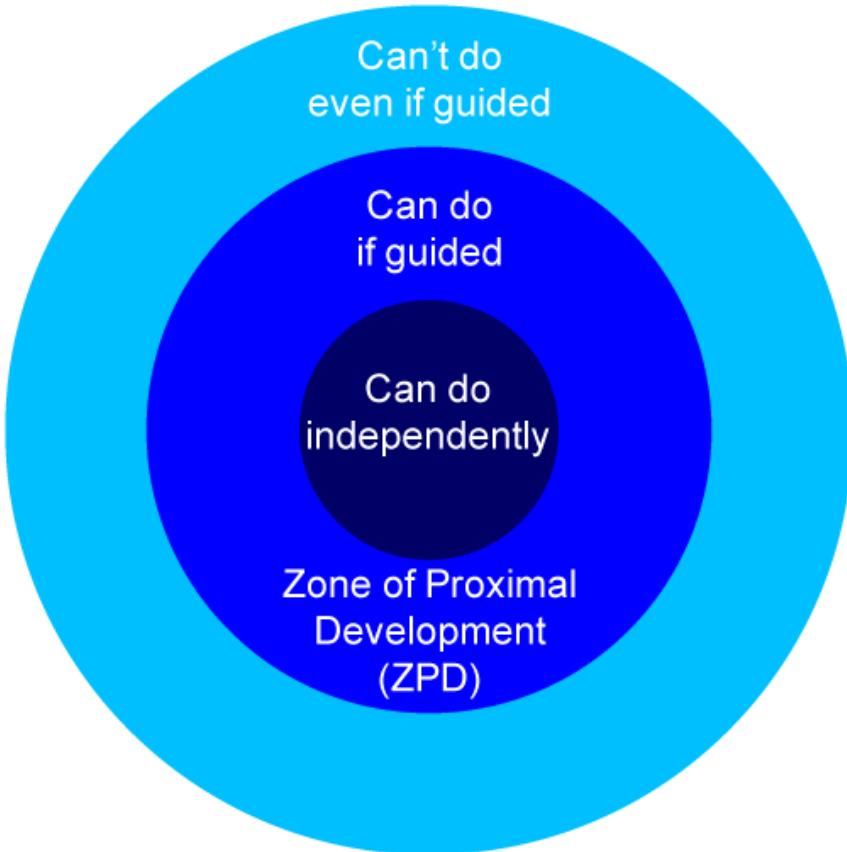
(Marschark & Spencer, 2009)

“It is eyeball-to-eyeball, highly energetic, and highly interactive.”

(Fielding, 2007)

“Direct instructional time is too valuable to waste practicing. Students can practice later in the day or after school.”

(Fielding, 2007)



Test items between the Basal Age and the Ceiling Age reflect the child's Zone of Proximal Development.

(Vygotsky, 1978)



“Some children may require instruction that is 4 or 5 times more powerful than the rest of the students”
–Crawford (2007)





1 hour of direct service per day
for every year of delay

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Anita Vereb, PhD. CCC-A

Sherri Vernelson, M.S. CCC-SLP LSLS Cert AV Ed.

North Carolina Deaf and Hard of Hearing

Exceptional Children's Division of the Department of Public Instruction.

<http://firstyears.org/c4/u6/research-LSLS.pdf>



12/2009 - DOB

• 12/2011 - Implant Activated

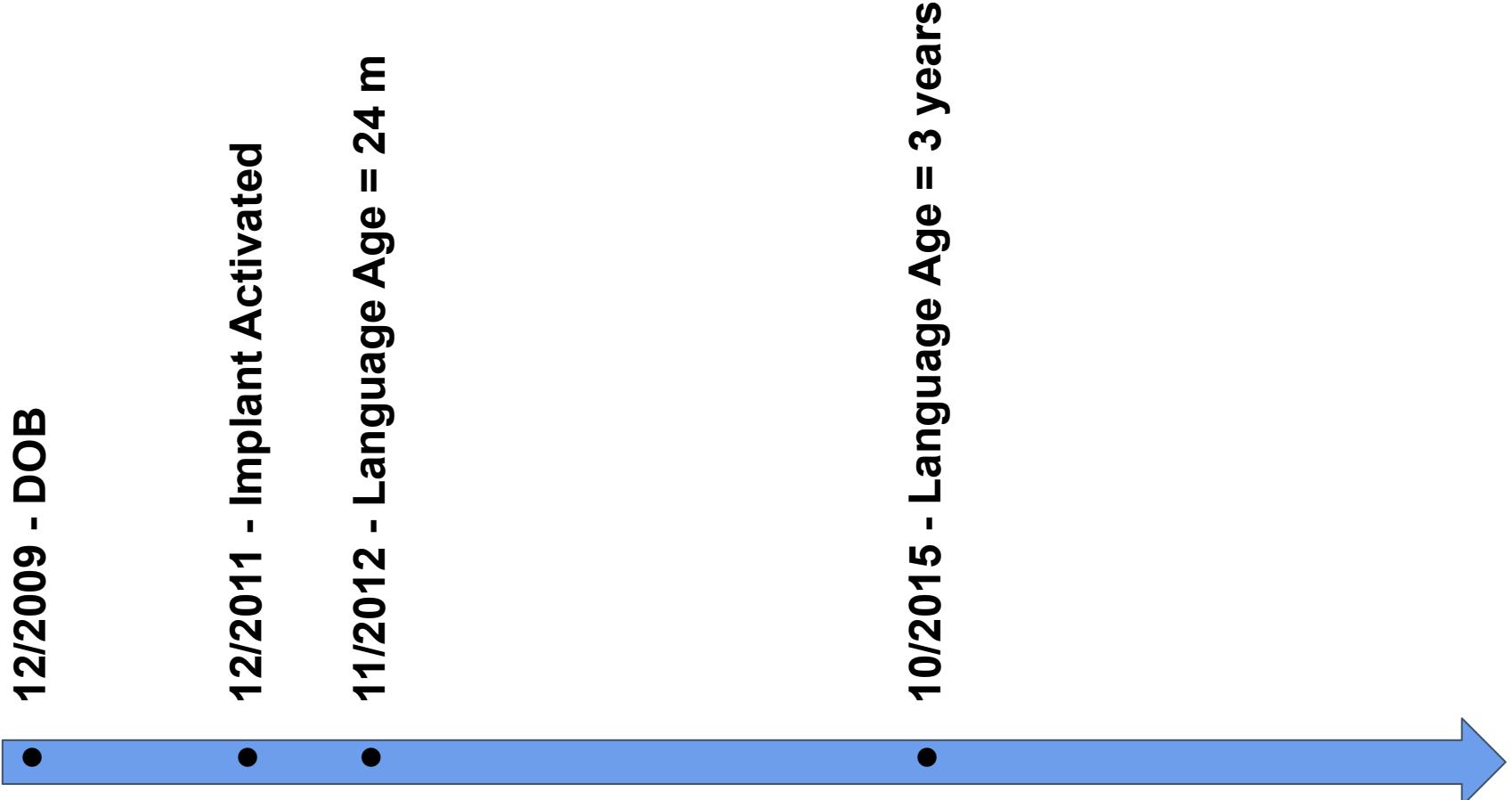
• 11/2012 - Language Age = 24 m



Time-Line



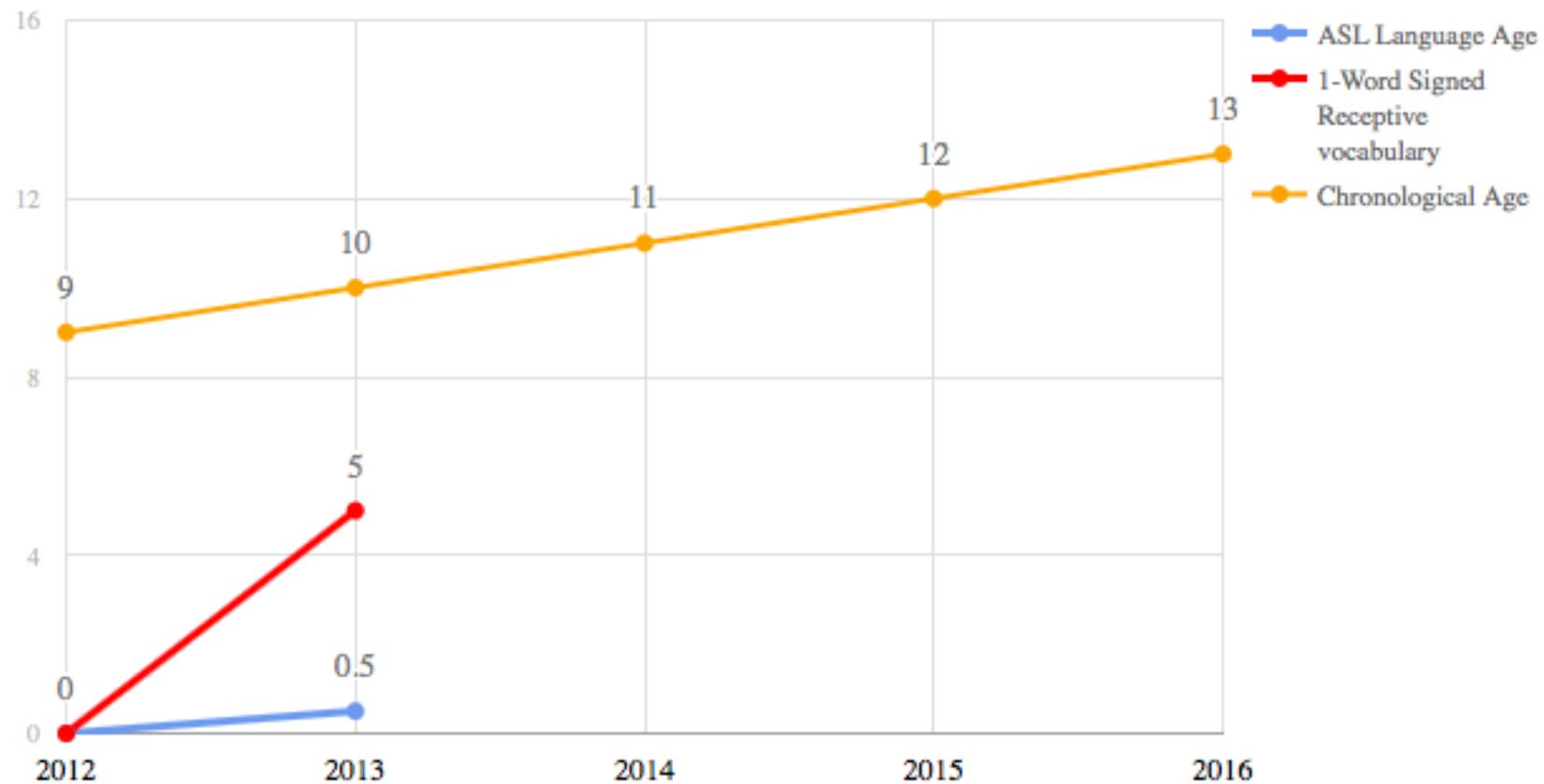
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PARENTS	30	30	30	30	30
LANGUAGE	30		30		30
AUDITORY		15		15	
SPECIALLY DESIGNED INSTRUCTION		15		15	
TOTAL MINUTES	60	60	60	60	60



Time-Line



Isabella





Language Immersion



Direct Instruction

- Classroom Teachers
- Service Providers

Language Intervention

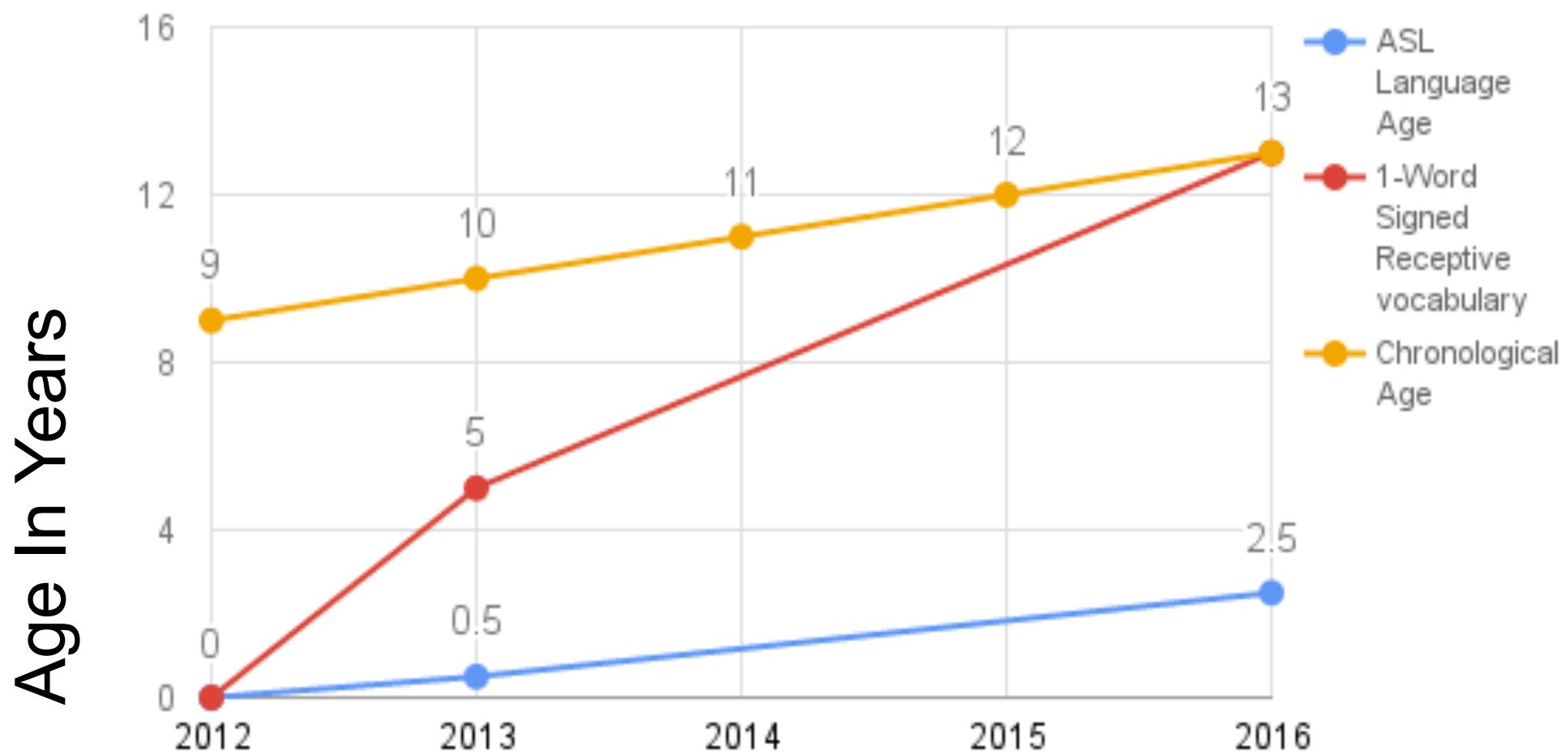
- Language Therapy (SLP)
- Specially Designed Instruction (TOD)

Direct Communication

- Adults
- Peers
- Parents & Family

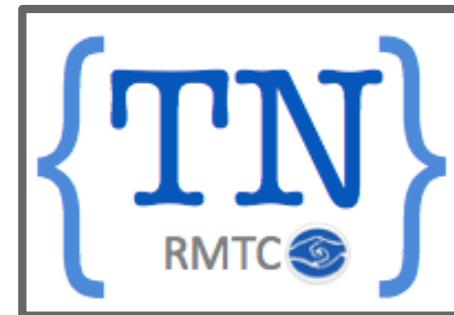


Isabella





Keep In Touch!



@RMTCDHH



RMTC-D/HH

Resource Materials and Technology Center for the Deaf and Hard of Hearing



Language Assessment & Intervention for Students who use ASL

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<https://goo.gl/b8qrYO>

Exit Survey