# One Class. All Needs Met. Really?!

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## Overview for this Presentation

- Identifying the basic challenges TOD have implementing effective instruction to *all* students.
- Where do we go from here? Suggestions and examples for change.

## The Emotional Journey of the Teacher of the Deaf

*Finished grad school ready for first job:*

October first year:

**Novemb r…**

# JUNE……..

*What happened?*

# Idealism Meets Reality

"I feel that, in general, my comprehensive training program has prepared me for my first year of teaching."

Variety of Audiological differences, learning styles, school paperwork, curriculum expectations, adapting lesson, reinventing the wheel, taking massive amounts of work home to do regularly, having to spend own money to purchase things kids actually can use rather than what's available, parental concerns, grade level expectation, disparity in profession about best practices, approaches that do not give good results, not being sure of how to tweak a lesson to make it understandable, appropriate and fair testing measures, accurately gauging academic improvement, students concerns that effect them, not knowing the grammatical rules of English or how to teach them to a child who cant hear the differences, having materials that do not "fit" with their students, not having competence in ASL, wondering where to take ASL classes or how to fit that into an already packed schedule, wondering how to support the CI kids who need more intensive spoken English work, not understanding how or what info an audiogram really tells you, how to meet the needs of the students who shows issues with dyslexia, what to do with the preschool student who arrives with minimal language, truly getting your student ready for state mandated testing, understanding what is actually on the tests, filling in major gaps in knowledge before even getting to a lesson, understanding how Visual Phonics, Cued Speech and other systems work and their impact on students, knowing how to counsel students in a way that is supportive, know in what to do if some kind is abuse manifests, writing reports that accurately reflect your students abilities, writing appropriate IEP goals, technology issues,……ETC ETC ETC ETC ETC ETC ETC ETC ETC

# The Elephant in the Classroom

*To understand what we are up against, it is essential that we take an honest look at what our job assumes, identify the challenges, ask the hard questions and then become proactive in making the changes that will improve the field we love.*

## Challenges for the Teacher of the Deaf

Six Fundamental Challenges:

A) Limitations of Teacher Training programs

B) Expectations of abilities of the TOD: the "Super Teacher" myth

C) Language Use with a broad range of students in singular groupings (audiological and academic factors)

D) Time constraints on service delivery

E) Disconnect between what the Standards/Curriculum expects and our students actual academic needs.

F) Lack of ongoing training that directly supports the needs of DHH students

## Challenge A: Job Preparation

### Limitations of Teacher Training programs

- Limited experience/background of students going into this field
- Approximately 18 month training time for all course work
- Coursework cannot possibly cover everything we need in the given amount of time
- Contention that you will have more training "on the job" to fill in your own educational knowledge gaps

## Challenge B: Expectations of Teacher Abilities

**The "Super TOD Teacher" myth**
A Nov. 2011 survey of the Deaf Ed Teacher programs show that the overwhelming majority of colleges promote a "Comprehensive" philosophy of education for DHH students. The general guiding premise is we need to become versatile to address the needs of all the students we serve (…..in *every* aspect of teaching).

From a website on Deaf Ed Teachers:

*"Teachers of students who are deaf or hard of hearing become experts in language acquisition and the unique learning and communication needs of their students."*

## Ready for TOD Quiz?

ASL Language Development

What role do non-manual markers play in the construction of ASL grammar and how can this information be used to assist in understanding English rules?

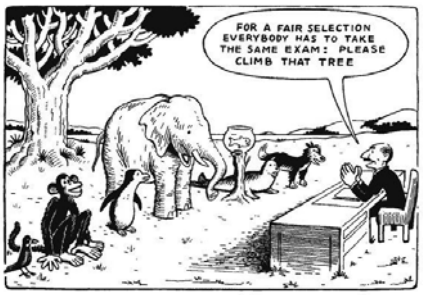
Spoken Language Development

Discuss the distinctive features of consonant speech production. How can this information be used in developing an appropriate spoken language skill hierarchy?

Content Area: Math Grades 6-12

If Train A leaves Boston at 7pm and Train B leaves NYC at 5 am, what time will it be when the acceptable response to this question is "I have no idea?"

## Challenge C: Language Use for Teaching




## Mantra: One Size Does Not Fit All

**Basic challenge**: How do we meet the language needs for teaching if we have a linguistically varied group of students?

**Traditional Answer**: SimCom

**Inherent Problem**: English and ASL do not have a one-to-one correspondence. As audiological abilities decrease, so does the child's access to classroom discourse and the opportunity to maximize learning potential.

Leave room for dessert.

"Transliterating Reading"

## How many English words have other meanings?

This is tricky…often we think English words have a literal meaning but may have figurative meanings as well…

Example: ROCK- Seems like it would have one "sign". However "rock" in English takes on many meanings depending on the context: "you rock!", "don't rock the boat", "rock and roll" "between a rock and a hard place" "my dad is a rock"…..

The REAL challenge is to try and think of English words that ONLY have one meaning!

## When a word does not equal a sign….

1. Drinks are on the house! (idiom)
2. I ate a light lunch so I am starving (multiple meaning, hyperbole).
3. The box of chocolate was calling my name. (personification)
4. The woman at the DMV is a witch! (metaphor)

## Video clip of translating vs transliterating

The following video clip shows several students reading during what they believe is a real reading test.

The goal of this research was to provide evidence that *Transliterating Reading* (exchanging singular words for singular"signs") does not equal comprehension.

## "Fluency" and "comprehension" are NOT synonymous terms

Fluency relates to the ease of saying the words out loud without decoding and good prosody. This is given a WPM score (take the number of words in a one minute minus the number missed).

Comprehension= Truly understanding what was read

*Problems when applying this to DHH students

## Challenge D: Time constraints on service delivery

Let's assume the average child has approximately 12 "awake" hours per day.

1.365 days X 12 hours = 4380 total "awake" hours

2.School year= 180 days X 6 hours per day= 1080 hours

Conclusions:

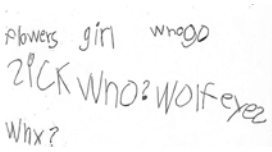
75% of the awake time is spent *outside* of school

25% or 1080 hours represents a school years worth of instruction which must be divided into all subjects, specials, etc.

Challenge "E"-Disconnect between what the Standards/Curriculum expects and our students academic needs.

For example: (Benchmark LA.3.3.3.2)*The student will revise by creating clarity by using a combination of sentence structures (e.g., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning.*

Little Red Riding Hood rewrite




## Challenge F: Ongoing Training

Teachers need specialized training that provides real application rather than theory and things that sound nice.

## Part 2:

Where do we go from here?

Suggestions and examples of change

## What do we bring naturally as individuals to the job?

Creativity

Ability to Multi-task

Compassion, love

Patience

Insight, intelligence

Willingness to go the extra mile

Dedication

Resourcefulness

Not wealthy, but investing money into our students

Etc. Etc. Etc.

## Self-analysis and planning

Question to ask yourself: Am I seeing **marked** improvements over time, in all of my students academic progress?

✱If not, make a plan. Identify those specific aspects that are restricting the progress of all students.

✱Analyze and list what your personal skills and needs are.

✱Propose an action plan that will strengthen your effect as a teacher. Meet with your administration. Bring solutions and not problems.

## Redefining our Roles as Professionals

For too long we have been stuck in the Super Teacher model of education- trying to address all students needs and ultimately feeling overwhelmed and frustrated. A paradigm shift is necessary to truly meet the linguistic and academic needs of this diverse student population:

1. Instructional Groupings-especially literacy development, pairing experts with groups

2. Goals/Objectives- developing clear and appropriate goals/objectives that provide data of ongoing improvement

3. Training-equipping teachers with relevant, *ongoing*, practical, applicative training

## 1. Suggestion for Literacy Groupings

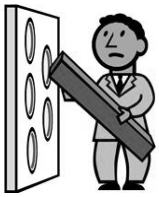
- Use the first 90 minutes of the day for Language and Literacy development.
- Rather than traditional groupings, put students into language groups. Then further group by age where possible.
- If everyone is doing this at the same time you can maximize all staff better and match language expertise with specific groups.
- Goals/objectives must be clearly stated, documented and assessed.

## 2. Writing clear and appropriate goals/objectives

Challenge: Some students will not get sufficient information from English phonemes for reading and writing.

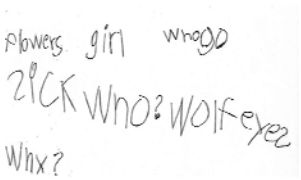
Use of current instructional materials: Trying to adapt a curriculum that is designed for hearing children who have had many years of experience with the language being studied is not the same learning process for children who are learning it brand new.

Necessary Change: This group of students needs a specific hierarchy for learning to read and write that orients from their visual language knowledge and use.



## For example, A Beginning Writers Hierarchy:

1. Writes in a line from left to right, top to bottom
2. Separates words with spaces
3. Uses capitalization to begin sentences.
4. Uses end punctuation to end a complete thought
5. Define a sentence as having two parts (WHO/WHAT and DO?)



## 3. Training-equipping teachers with relevant, *ongoing*, practical, applicative training

Pinellas County Deaf and Hard of Hearing Program

- Director: Mary Ann Ziegler, the staff of he elementary, middle and high schools
- Began as workshops, identifying and discussing dissatisfaction with results we are seeing

Examples of trainings over the past 5 years that focused on specific major areas of need:

Reading for true comprehension
How to teach writing if sound-symbol access is precluded
Inference and its effects on reading development

## An example of specific training in Pinellas: Vocabulary Instruction with DHH Students

First: Identify the issue: Teachers were not satisfied with their students vocabulary knowledge in the content areas. Often students begin high school not able to recognize basic vocabulary in print. This is despite years of teachers teaching lists and lists of words.

Second: Identify the basic problems:

Available material is designed for hearing children who don't have the same language development needs as DHH children do.

Often DHH students do not instantly recognize foundational words. Instead they are expected to learn more linguistically challenging "grade level" words. For example, a first grade Science curriculum word is "clinic" but students have not yet learned to read/write the word "sick" in First Grade.

Third: Create a pragmatic solution

"Core Content Project" (next slide)

## Pinellas DHH Core Content Vocabulary Project

Goal- Ensure that Pinellas county DHH students learned and retained key vocabulary words in content areas (Math, Science, S.S.)

Outcome: The following components were developed-

- Specific English word lists for Preschool through 5th Grade in three content areas
- Words grouped in categories to support instruction (e.g. Science-health, environment words)
- Each word list on a Power Point for assessment purposes
- DVD made of all words signed in ASL by native Deaf instructor

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Workbooks available from: Butte Publications (www.buttepublications.com)

- **Picture This: Multiple Meanings in English Context**
- **Picture This: Figurative Language in English Context**
- **Picture This: Multiple Meanings for Beginning English Readers**
- **Picture This: Phrasal Verbs - Figurative Language for Beginning Readers**
- **Visual Verbs Teaching State-of-Being**