Ontario Resource Guide for Specialist Teachers of Students Who Are Deaf or Hard of Hearing

ORG-DHH

From the artist: This art portrays an "outcast" butterfly yearning to fit in with the others despite having an unusual colour. With a helping hand, this butterfly is slowly becoming confident in itself and is proudly spreading its wings. This drawing was inspired by a certain event that happened in my life. Being a Hard of Hearing student and trying to fit in with all the other hearing people is certainly not easy, but my itinerant teachers have been there to help me. Slowly but surely, I gained the courage to approach people and have made great friends along the way.

Ontario Resource Guide
for Specialist Teachers of
Students Who Are
Deaf or Hard of Hearing

Spring, 2022

The artwork featured on the cover is titled "Fitting In".

It was created by Saima Hoque, age 13.

Special thanks to the many student artists who contributed their work to this resource.

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Forewords

This Resource Guide is an integral pedagogical document. It introduces us to various resources that provide guidance and support to teachers who work with Deaf and Hard of Hearing students in Ontario. The content and design of the document are woven together to highlight the diversity and enduring strength of the fibers of the tapestry of Deaf Education patterned on equity for Deaf and Hard of Hearing students of all ages. From page to page, teachers will find content that we hope will enlighten, inspire and instill a sense of understanding of our pedagogy: Deaf Education in ASL and English.

This document started as a vision from specialist teachers of students who are Deaf or Hard of Hearing across the province who wanted to support other specialist teachers in both provincial bilingual and bicultural schools for the Deaf as well as across school boards to the distinctive pedagogy of Deaf Education through an asset-based lens. This is done by looking at various aspects of Deaf Education. It is through languages, cultures, history and other aspects that we can best support students' achievement and well being.

After months of meetings, researching, and writing, this dream has become a reality and work on this guide is complete. On behalf of Resource Services, I want to thank the team who contributed to making this a dream to come true. Writing this document has been a monumental and rewarding experience for everyone involved. Thanks are owed to the team who gave their untiring support and determination, providing ideas, documents and other sources of information to help complete this task as well as those who offered feedback and contributions to the final document.

I wish to extend my sincere thanks the team for their generous and invaluable support and commitment to this task: Caterina Ruggirello - Project Lead, Rose Auciello, Eva Carlin, Dana Cohen, Rhonda Cook, Terry Farrell, Mary Garvey, Rachel Morash
Heather Gibson
System Principal, Resource Services
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I am the National Director of the Canadian Association of Educators of the Deaf and Hard of Hearing (CAEDHH), a national organization of people dedicated to and involved with the educational development of individuals who are d/Deaf and hard of hearing. I am also a professor at the University of British Columbia where I coordinate the Education of the Deaf and Hard of Hearing graduate program in Special Education. I have reviewed this guide and believe the information contained within provides a framework and specific guidelines regarding the skills learners who are deaf and hard of hearing may need to acquire for success throughout their schooling and beyond. Broad categories are provided across language, literacy, and advocacy skills that are crucial for learners who are deaf and hard of hearing and experience delays in language. The sections on Theory of Mind and Family

Involvement reflect the latest research and knowledge about understanding how to best support learners who are d/Deaf and hard of hearing, providing guidance for all educators involved in their education.

Joanna E Cannon, Ph.D.

Canadian Association of Educators of the Deaf and Hard of Hearing/University of British Columbia

VOICE for Deaf and Hard of Hearing Children was established in Toronto in the early 1960s by a group of parents who wanted their children to be educated alongside their hearing peers in mainstream schools. This early advocacy was key in the creation of positions of itinerant teachers of the deaf and the model of inclusion envisioned almost 60 years ago is now the norm for most Deaf and Hard of Hearing students. Today, as the largest parent support group for families of children with hearing differences in Canada, advocacy remains one of our key missions. With Voice chapters throughout the province, we see the variations in the services available to our children from school board to school board and wholeheartedly endorse the development of resources that will help to promote consistency in the specialized support our children have a right to receive. The ORG-DHH is both timely and topical and, as parents, we hope to see it used by Specialist Teachers of Students Who are Deaf or Hard of Hearing throughout the province, with the support of their school boards, as we all continue to work together to ensure successful outcomes for our children in schools across Ontario.

Bronwen Alsop, Chair of Board of Directors

VOICE For Deaf & Hard of Hearing Children

Introduction

TERMINOLOGY

Specialist Teacher of Students Who Are Deaf or Hard of Hearing is the term used by the Ministry of Education in Ontario to recognize members of the Ontario College of Teachers who have completed approved postgraduate training in the field of Deaf Education. This term is often shortened to ToDHH and is also used throughout this document.

Throughout this resource guide, the inclusive term Deaf and/or Hard of Hearing is used. This can be shortened to Deaf/Hard of Hearing or D/HH. Also used in this document is collaborative terminology respecting one another's differences: hearing level or hearing status in place of hearing loss (when applicable) and identification in place of diagnosis (when applicable).

Additionally, the phrases "students who are Deaf and/or Hard of Hearing" and "Deaf and/or Hard of Hearing students" are used interchangeably in this guide. The former uses 'student first' language and the second recognizes the unique cultural and linguistic identities of members of the Deaf and Hard of Hearing communities.

INTRODUCTION

Students who are Deaf and/or Hard of Hearing are a diverse population and enter school with a variation in levels of aptitude in the areas of expressive language, receptive language, spoken language, sign language, hearing identification, amplification, listening skills and the consistency of language exposure and fluency of spoken language and/or sign language they would have received in the early years before entering school. Moreover, a lack of exposure to accessible language can result in language delays or, more significantly, language deprivation.

Language delay implies the child is behind but acquiring the typical milestones. Language deprivation is a spectrum influenced by familial relationships, experiences, and other developmental milestones which occurs when a child does not receive language exposure in an accessible manner in the first 5 years of life (Sanzo, 2021). Therefore, students can potentially arrive at school with significant language delays or deprivation that can greatly impact their education and other areas of learning and development - communication, language, literacy, theory of mind, executive function, metacognition, social-emotional, and self-determination; ultimately impacting a student's overall success.

THE REASON FOR THE DEVELOPMENT OF THIS RESOURCE GUIDE

The skills identified in this document are essential skills for Deaf and/or Hard of Hearing students. Research shows that skills such as executive function (Cortés, P.A., Moyano, M.N. & Quílez, R.A., 2019), metacognition (Denham, Bassett, Sirotkin, & Zinsser, 2013), theory of mind (Astington, J.W. & Edward, M.J., 2010), self-determination (Fowler, Konrad, Walker, Test, & Wood, 2007) are all predictors of both in-school and post-school success. It follows that a lack of or low skill level in these areas will result in poor student achievement. These skills, in addition to auditory development and management, speech development, language development and appropriate placement, accommodations and support, are not directly taught as part of the Ontario Curriculum and often require specific instruction for a student who is D/HH. Direct teaching is not done through reading or lecture nor completed in a single lesson. Instead, direct teaching is designed so that students recognize, assess and connect new information and skills to old ones over an extended period of time (Zohar & David, 2009).

Research shows that approximately 90% of what very young children know about the world is from incidental learning (Moog & Geers, 2003). For the student with varying hearing levels, they are often unable to 'overhear' the full and natural exchange of language in the home, community and at school, therefore gaps in language development and world knowledge may occur. This is why Deaf and/or Hard of Hearing students often need to be taught directly many of the skills that students who have typical hearing learn incidentally. (Doyle & Dye, 2002).

Teachers trained in Deaf Education understand how Deaf and/or Hard of Hearing students learn, how to deliver content that is accessible and how to support students who are D/HH in a range of school settings. Specialist teachers have specific knowledge in the science of hearing and listening, in hearing assistive technology and in the development of spoken and/or sign language. This expertise allows them to support the specific learning needs of their students in schools throughout the province. ToDHHs are specialized to support growth and development in the ten areas outlined in this resource guide. Although not exhaustive, these are skills that are not typically taught in regular classrooms, but are essential for a student who is D/HH to access the Ontario Curriculum. Everyday, across Ontario, Specialist Teachers of Students Who Are Deaf or Hard of Hearing are providing the necessary support to promote independence in learning by giving their students the tools and skills to optimally access and interact with the learning environment.

The Ontario Resource Guide for Specialist Teachers of Students Who Are Deaf or Hard of Hearing (ORG-DHH) is a tool to assist Specialist ToDHHs (regardless of placement - itinerant or D/HH classroom), in collaboration with school team members, when developing IEP goals that are often identified as 'alternative goals' or as an alternative program or curriculum. Designed to raise the bar and close the gap in student achievement for elementary and secondary Deaf and/or Hard of Hearing students, this guide will provide consistency of service programming and implementation while assisting with documenting student achievement and well-being, progress and further skill development in the ten skill areas. When developing IEP goals, ToDHHs should follow the progression of the hierarchies outlined in this document to develop competency-based goals for the students they support according to each student's needs and rate of progress.

HOW THIS RESOURCE GUIDE WAS DEVELOPED

This project was a collaborative effort by a group of Specialist Teachers of Students Who Are Deaf or Hard of Hearing from across the province with the goal of building capacity for specialist teachers within the field of Deaf Education in Ontario.

Adopted from both the Iowa Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing (2019) issued by the Iowa Department of Education Bureau of Learner Strategies and Supports and the Atlantic Provinces Special Education Authority (APSEA, 2019) Expanded Core Curriculum for Students Who are Deaf or Hard of Hearing, the purpose was to create a document reflective of the educational landscape in Ontario.

Andrea Coke (2022) states "All students benefit from understanding how concepts of equity, justice, fairness, inclusion, and marginalization manifest in school and in learning. Educators can better support students when they consider hearing levels with other areas of identity, such as race, culture, ethnicity, gender identity, citizenship status, language, socioeconomic status, etc. Applying an intersectional lens on how we support students means that we are addressing the diversity of needs of all learners so that we provide access to a wide range of educational and social opportunities for all children". As ToDHHs, we are proud to be part of the ongoing work to ensure accessibility, equity and inclusion of all students in the province with a focus on dismantling systemic biases, barriers, and hearing privilege.

The Ontario Ministry of Education recognizes that every student is unique and each student must have opportunities to achieve success according to their own interests, abilities, and goals. The Ministry also recognizes that students with special education needs are identified as 'at risk' of not succeeding (Special Education in Ontario, p.2).

With the goal of reaching every student, the guiding principles outlined in the Learning for All (2013) document were taken into consideration when constructing this resource guide (p.7).
Ensuring equity and a focus of providing the best possible learning opportunities and support for students who are Deaf or Hard of Hearing, the vision of this guide was developed in alignment with the Ministry Policies and Initiatives from existing resources: Ontario Curriculum, Special Education in Ontario Policy and Resource Guide (2017), Learning for All (2013), Creating Pathways To Success (2013), Growing Success (2010), Shared Solutions (2007).

THE ORGANIZATION OF THIS DOCUMENT

The guide is divided into ten domains: Auditory Management, Auditory Skills Development, Speech Development, Speech Reading, Language Development, Literacy Development, Self-Determination and Self-Advocacy, Theory of Mind, Family Guidance and Involvement, and ASL/LSQ-English/French Support. Each domain is displayed with the content area listed at the top, followed by the subheading of the skills area, with the goals listed in a hierarchical manner below. The final two sections of this document however, are meant to function as guidelines when working with families and school teams.

Through individualized assessment, goals from a particular domain are extracted to target the specific needs of the student who is Deaf or Hard of Hearing from grades K-12. Therefore, it is designed to use the domain(s) most appropriate for the student and not to be used from front to back. The guide includes resources for each domain consisting of books, articles, and websites to assist those interested in conducting further research. All URL links are current to the time this resource was written. The list of resources is not exhaustive and does not promote any one business entity. References for each domain are also included.

INTENDED AUDIENCE

This resource guide is intended for Specialist Teachers of Students Who Are Deaf or Hard of Hearing. ToDHHs are qualified teachers as recognized by the Ontario College of Teachers (OCT) and have an additional post-baccalaureate diploma from a recognized University program (e.g., York University Faculty of Education- Deaf and Hard of Hearing Teacher Training Program) or an accredited MEd program. These qualifications are outlined in The Education Act: O. Reg. 184/97 s.42.1 Teacher Qualifications; Qualification for Teaching Students Who Are Deaf or Hard of Hearing can be found in O. Reg., 342/07, s.7.

Trained in recognizing the complexity of assessing language proficiency and the strengths and needs of D/HH students, ToDHHs gather information through appropriate assessments, and most importantly, taking into account language ability, exposure and access, auditory access, developmental history, hearing history, hearing status, and form of communication. The interpretation of all this information is paramount in student placement, programming, support and services.

The ORG-DHH outlines for administrators, special educators and classroom teachers the skill areas imperative for students who are D/HH to succeed in the Ontario Curriculum. It also shows the skill areas that empower the student in their own learning, independence and well-being.

DEVELOPMENT TEAM of Specialist Teachers of Students Who Are Deaf or Hard of Hearing

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Spring, 2022

AUDITORY MANAGEMENT

As Specialist Teachers of Students Who Are Deaf or Hard of Hearing, our goal is to empower students to understand their needs as they relate to hearing, to be sophisticated users and consumers of hearing assistive technology, and to be independent in manipulating the environment around them as needed.

The language used in this section reflects a movement towards an asset-based approach and away from a deficit model (e.g., hearing levels vs hearing loss, typical hearing vs normal hearing) and a focus on what the students can hear, their strengths and abilities and how they can have optimal access to auditory information.

In terms of personal hearing devices, many students use bimodal technology and they should be experts in using both devices. The term RM (Remote Microphone) system encompasses both FM (frequency modulation) and DM (digital modulation) systems as well as both personal and soundfield models. While the term "remote microphone hearing assistive technology" (RM-HAT) is also often used in literature and by some audiologists and hearing instrument specialists, the term RM will be used in this document.

There are many resources available to support the acquisition of the goals outlined in this section. Some suggested resources are included at the end of this section and you are encouraged to explore the many specialized resources that are constantly being added to platforms such as Teachers Pay Teachers. While most of the ORG-DHH lends itself to use with students receiving weekly support, this particular section can be used with students receiving monthly support (i.e., monitored for equipment use) in order to become independent users of their equipment and strong self-advocates. It is important to recognize that every student is unique in terms of hearing thresholds, age of identification, age of receiving hearing technology and length of use of hearing assistive devices.

How to Use:

The goals outlined in this section are hierarchical in nature, moving from Early to Emerging to Independent; determine where your students are and move them forward in their knowledge and independence as they progress through the grades.

As a student's circumstances change (e.g., change from hearing aid to cochlear implant), they may need to revisit earlier goals to learn about their new technology.

The Student Will:

HEARING

Understanding Hearing

demonstrate understanding of the 5 senses and that the ears are the part of the body most people hear with

identify the 3 basic parts of the ear (outer, middle and inner) as part of the pathway that brings sound to the brain

identify loud sounds vs soft sounds (e.g., jackhammer vs a fan)

express knowledge of the functions of the different parts of the ear

indicate and explain things that help people hear (e.g., proximity, visual cues)

identify high pitch vs low pitch sounds

identify parts of the ear with greater complexity (pinna, eardrum, hammer, anvil, stirrup etc) including the path to brain

recognize that loud environmental sounds may damage hearing and explain why this could occur

identify things and behaviour that can protect hearing

locate and label all parts of the ear on a diagram (i.e., pinna, ear canal, eardrum, ossicular chain, eustachian tube, cochlea, auditory nerve to brain)

describe, using age-appropriate language, how sound moves through the ear for the brain to hear

Understanding Own Hearing

recognize that people have different hearing levels

recognize that they have a hearing difference (vs typical hearing)

identify who an audiologist is; demonstrate what they do during a hearing assessment (e.g., listen and drop, push a button)

indicate "better" ear, if applicable

identify they are not the only person who has a hearing difference (e.g., is exposed to books, videos etc. featuring individuals who are Deaf/Hard of Hearing)

identify an audiogram as a graph that shows the volumes of the softest sounds they can hear

compare hearing levels on the audiogram to volume on a television, computer or other electronic device

demonstrate understanding of the difference, using appropriate language, between congenital and acquired hearing loss

list 3-5 causes of hearing differences using age appropriate vocabulary

identify the 3 types of etiologies (conductive, sensorineural, mixed) and demonstrate knowledge of the difference
locate and explain basic features of an audiogram using age appropriate language
identify and label the 6 hearing levels on an audiogram (minimal, mild, moderate, moderately severe, severe and profound)
identify and explain the X,O markings on an audiogram
identify the type and cause of their personal hearing status (e.g., normal, mild, moderate etc., microtia)
identify age of onset and age of identification
identify if their hearing levels are stable or progressive
identify more details related to anatomy of the ear (cochlea, eardrum, pinna, auditory nerve) with a focus of getting information to the brain
explain Frequency (Hz) and Intensity (dB) on audiogram
graph sounds according to their loudness levels on an audiogram
identify type, cause and degree of personal hearing
explain the configuration of their hearing profile (e.g., symmetrical vs asymmetrical, unilateral vs bilateral)
list 5-7 causes of hearing differences using age appropriate vocabulary
explain the audiometric symbols <, > on an audiogram
graph personal hearing profile on an audiogram using correct symbols
explain Speech Recognition Threshold (SRT) and Speech Detection Threshold (SDT) scores on an audiogram
explain Word Discrimination Scores (WDS) and Word Recognition Scores (WRS) on an audiogram
label and describe all elements of an audiogram (including all audiometric symbols)
begin to use functional listening evaluations to understand and describe challenging listening situations (e.g., LIFE-R, My World, Functional Listening Evaluation)
demonstrate knowledge of the difference between typical hearing and their own hearing thresholds
use their personal audiogram to demonstrate understanding of how personal hearing thresholds affects functional hearing ability
use their personal audiogram to identify sounds (based on their loudness) that they are able to hear with and without their hearing assistive technology
be able to identify their audiologist and contact information
explain the importance of regular hearing assessments and/or mappings
by end of high school, assume responsibility for contacting audiologist about concerns and making own appointment

Hearing Conservation

is aware of ways to protect and conserve hearing

understand importance of protecting hearing

demonstrate knowledge of ways to conserve and protect hearing

use products related to hearing protection and conservation

HEARING ASSISTIVE TECHNOLOGY

Personal Hearing Assistive Technology (hearing aids, cochlear implant sound processors, bone conduction devices)

wear personal hearing assistive device(s) consistently

ask an adult for help with devices(s) if needed

identify type of hearing device by correct name (e.g., hearing aid, sound processor)

ask an adult before removing hearing device(s) (through to age 7)

participate in the Ling-Madell-Hewitt 10-sound listening check from near and far (1m, 2m and 3m)

perform self-test with each device(s) after it is put on (bah, bah, bah, sh, sh,sh)

understand how personal hearing device(s) help

put on and remove device(s) (with adult supervision and support as needed)

indicate when device(s) is/are not working

demonstrate the ability to turn their devices(s) on and off

demonstrate the ability to change battery and/or assist with daily charging

consistently turns off device(s) when removed

demonstrate participation in the regular cleaning and maintenance of the earmolds, if used (as with adult assistance)

demonstrate the ability to identify and understand the purpose of cleaning and maintenance products (bulb blower, wax remover, battery testers, dry aid container), as appropriate

identify situations where device(s) is/are not used (swimming, bathing, sleeping)

identify components of hearing device(s) (e.g., earmold, coil, microphone, etc)

label a diagram of their hearing device(s)

perform visual inspection of hearing device(s)

explain purpose of alerting sounds or lights, as applicable

store personal device(s) correctly when not in use (e.g., use of DriAid when necessary, use safe spot at home and school)

know products available to protect devices(s) from moisture (e.g., EarGear, Aqua accessories)

know how to use accessories for device(s) independently

know the size of batteries (as appropriate), battery life expectancy and keep a supply at school; know length of charge and plan accordingly

demonstrate knowledge that there are different kinds of hearing devices and identify the various types by name

perform daily Ling-Madell-Hewitt 10-sound listening check on self

develop and use a checklist of steps to troubleshoot malfunction

begin to understand advanced features of device(s) (e.g., various listening programs, etc)

explain the difference between audiologist, hearing aid dispenser and hearing instrument specialist

discuss activation of advanced features of hearing device with audiologist, as appropriate

research advanced features of available hearing devices when considering new equipment and discuss wants/needs with audiologist

Remote Microphone (RM) Systems

identify a Remote Microphone (RM) system

identify when the RM system is not functioning or not turned on

identify the microphone, receiver and/or speaker, and transmitter (teacher and/or pass-around microphone)

demonstrate knowledge, using age appropriate language, of the function of an RM system

identify types of RM systems (personal, soundfield)

demonstrate knowledge and use of basic features of RM system

demonstrate knowledge of how to use a patch cord or bluetooth connection (with adult prompts) to connect their RM system to classroom devices

indicate when RM system is not loud enough, where applicable

explain when and why the RM system is or isn't needed

ensure the daily use of the RM system (retrieve transmitter or remind teacher)

demonstrate ability to appropriately remind teacher to turn on/off the transmitter

adapt to situations where the use of the RM system is not possible (e.g., swimming class)

demonstrate knowledge of the correct placement of the RM system microphone

requests use of pass around mic or that transmitter be passed as appropriate.

ensure speaker is utilizing RM system appropriately (e.g., muting)

indicate when background noise interferes with ability to hear RM system
assume responsibility for daily charging of RM system
use RM system device switches and controls appropriately in various listening situations
monitor and maintain own equipment on a daily basis; troubleshooting and requesting help when necessary
independently troubleshoot RM system consistently by solving minor problems
understand advantages of using the RM system in the classroom
identify different types of RM technology (personal vs soundfield)
know approximate cost of RM systems
begin to understand advanced features of RM system
explain how RM systems work to peers, teachers, etc.; state effects of use/non-use of RM system
identify and list the benefits of a pass around/conference mic for large and small group discussions
request appropriate accommodations related to RM system (use of pass around mic, how to have access in assembly)
refine troubleshooting skills related to problems with RM system
independently request the use of the RM system in all learning environments with all speakers where appropriate
investigate connection options in community situations (e.g., loop system)
seek advice/assistance in managing RM system
be part of evaluation of equipment and discussions regarding new SEA claims
state how they can keep updated on RM system to meet auditory needs
understand the cost of purchasing and maintaining RM system (warranty and service plans)
demonstrate knowledge about the cost of RM systems in comparison to other familiar objects
discuss appropriate RM system for post-secondary/work place use with Educational and/or Clinical Audiologist, ToDHH etc.
obtain prescription letter for RM system and share with Accessibility Office at chosen post-secondary institution or with workplace

ENVIRONMENTAL FACTORS

Listening

recognize they hear sounds best when closer vs far away

seat self preferentially with adult assistance (e.g., clear view visually, near speaker, and away from distracting noise)

explain how distance makes it easier/harder to hear speech

attempt to locate source of sounds (e.g., announcements)

use a predetermined signal with teacher to indicate challenges with listening

identify difficult listening situations (LIFE-R, My World)

identify sounds that are affecting ability to listen (reducing signal to noise ratio)

identify ways to addressing interfering sound sources (closing classroom door, asking for noise to be turned off, moving to another location)

Acoustics

identify factors in their physical environment that can affect listening environment (e.g., carpeting, acoustical tile, and lighting)

identify a poor signal-to-noise ratio vs a good signal-to-noise ratio and explain impact on listening

explain impact on self when seated too far away from speaker

explain the concept of signal-to-noise ratio

explain the concept of distance attenuation

name and explain factors in the physical environment of the classroom that can affect communication (e.g., reverberation)

Visual Supports

scan environment for useful cues/visual supports (e.g., new vocabulary list, schedule, class overview)

use I-statements with adult assistance (e.g., "I need you to look at me when you talk." not "Could you please face me when you speak?)

understand what captioning is and how it assists to increase accessibility

independently seat self preferentially (e.g., clear view visually and near speaker)

visually attend to the speaker (e.g., is aware of body language, speechreading, etc.)

inform speaker what they need to do to maximize effective communication (e.g., don't stand in front of window, face the listener)

explain the difference between open and closed captioning

turn on and use captioning independently (e.g., TV, YouTube, video conferencing platforms-Google Meet, Zoom)

demonstrate ability to instruct others on how to enable captioning features

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demonstrate ability to enable transcription features when needed (e.g., on virtual meeting platforms, Otter.ai)
research and test speech to text transcription software (e.g., Streamer/Interact AS, Otter.ai, Chrome live captioning), Apple accessibility features)
request written reinforcement of instruction/transcript or captioning for media, if needed
independently request the need for preferential seating to maximize visual supports
identify nonverbal communication/speechreading cues and the explain benefits of having access to these
explain the need for access to nonverbal communication/speechreading cues to teachers as appropriate
list other visual supports/alerting devices for use outside of the classroom (e.g., movie theatres)
Accommodations *see Self Determination and Self Advocacy section for more in depth information*
understand the value in clarifying auditory information
ask for repetition when message is unclear
restate auditory information consistently to assist with communication repair
independently tell the speaker when they don't understand
identify situations which make it hard to speechread or to access other non-verbal communication cues in the classroom; demonstrate understanding of possible solutions
demonstrate understanding that hearing differences can affect receptive and expressive communication
demonstrate ability to identify breakdowns in communication
list possible communication repair strategies for familiar situations
continue to develop adaptive skills to maximize listening and communication
continue to develop troubleshooting strategies for communication difficulties (e.g., environment, speaker, and listener)
RESOURCES
Audiology Outside the Box (website) https://audiologyoutsidethebox.com
Avid Language Resources (inclusive books for D/HH children) https://www.avidlanguage.com
Building Skills for Independence in the Mainstream by Wright & Anderson, 2014 (book)
CAVE Checklist for online learning (pdf) https://successforkidswithhearingloss.com/wp-content/uploads/2020/08/CAVE-Checklist-1.pdf

Central Institute for the Deaf: Resources for Professionals
https://professionals.cid.edu/resources

Classroom Accessibility Guide -Canadian Hearing Services (pdf)
https://www.chs.ca/sites/default/files/mhg_images/CHS003_AccessibilityGuide_EN_APPROVED.PDF

Classroom Challenges (Anderson & Arnoldi, 2011) (book)

Ida Institute: Growing Up with Hearing Loss (website)
https://idainstitute.com//tools/growing_up_with_hearing_loss/get_started/

I'm the Boss of my Hearing Loss by Kroll, 2004 (book)
https://successforkidswithhearingloss.com/product/im-the-boss-of-my-hearing-loss/

Is it a Good Place to Hear at Home? (pdf)
https://apsea.ca/home-learning/dhh/audiology/good-place-to-hear-at-home.html

Is it a Good Place to Hear at School? (pdf)
https://apsea.ca/home-learning/dhh/audiology/good-place-to-hear-at-school.html

Is it a Good Place to Hear in the Community? (pdf)
https://apsea.ca/home-learning/dhh/audiology/good-place-to-hear-community.html

KIP: Knowledge is Power: A Program to Help Students Learn About Their Hearing Loss (book)
From Mississippi Bend Area Education Agency, 2009

Lend Us Your Ears by Farrell & Vincent, 2001 (book)

My Hearing Explained (website)
 https://idainstitute.com/tools/my_hearing_explained/

My World (Ida Institute) (resource)
 https://idainstitute.com/tools/my_world/

Phonak Guide to Access Planning (GAP) (website)
https://www.phonak.com/uk/en/support/children-and-parents/guide-to-access-planning.html

Race to the Brain game (resource)
https://successforkidswithhearingloss.com/product/race-to-the-brain-game/

Race to the Audiologist game (pdf)
https://apsea.ca/assets/files/dhh/homelearn/race-to-the-audiologist-game.pdf

STEPS to SUCCESS by Lynne H Price, 2016 (book)

Supporting Success for Children with Hearing Loss- Amplification (articles)
https://successforkidswithhearingloss.com/category/for-professionals/amplification/

Books for Children with Hearing Differences Compiled by Taylor.Thomas@isd917.org and Emily.Manson@spps.org
https://docs.google.com/spreadsheets/d/1tC_NgRT3eIkotBrq9qCRXDhDjSYmQg09O56JScGdVfs/edit#gid=2

Rule the School Game (resource) https://rule-the-school.com/self-advocacy-board-game/

Self-Advocacy Series Bundle, Teachers Pay Teachers
https://www.teacherspayteachers.com/Product/Self-Advocacy-Series-Bundle-5196974

Building Skills for Success in the Fast-Paced Classroom by Anderson and Arnoldi, 2011 (book)
https://successforkidswithhearingloss.com/product/building-skills-for-success-in-the-fast-paced-classroom/

INFORMAL ASSESSMENTS

Classroom Challenges (in Anderson & Arnoldi, 2011)

Student Advocacy & Independence Development (SAID) Teacher Checklist (pdf)
https://successforkidswithhearingloss.com/wp-content/uploads/2014/09/4.b.-SAID_Teacher.pdf

Student Expectations for Advocacy & Monitoring Listening and Hearing Technology (SEAM)
https://successforkidswithhearingloss.com/wp-content/uploads/2012/01/SEAM-for-School-Success.pdf

Hearing and listening your best is YOUR responsibility (K-GR 1; Gr 2-5+) in Anderson & Arnoldi, 2011 (activity)

LIFE-R: Listening Inventory for Education- Revised
https://lifer.successforkidswithhearingloss.com/ (electronic version)
https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/LIFE-R.pdf (pdf)

Functional Listening Evaluation (FLE)
https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/Functional-Listening-Evaluation_complete-with-phrase-lists_autocalculate.pdf

Classroom Acoustical Screening Survey Worksheet (pdf)
https://successforkidswithhearingloss.com/wp-content/uploads/2011/12/Classroom-Acoustical-Screening-Survey-Worksheet.pdf

Ling-Madell-Hewitt 10 sound Check (pdf)
https://www.teacherspayteachers.com/Browse/Search:10%20sound%20test%20ling%20madell%20hewitt%20speech%20perception%20dhh%20hearing%20loss

Screening Instrument for Targeting Educational Risk (SIFTER) (pdf)
https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/SIFTER.pdf

Title: Nature

AUDITORY SKILLS DEVELOPMENT

Hearing is a "first order event" (Flexer, 2000), with early auditory stimulation leading to measurable differences in brain organization and neural activity. Neural development in the Auditory Cortex, provides the foundation for spoken language, reading and academics (Gordon, Papsin & Harrison, 2004).

While the development of auditory skills overlap and interrelate, for the purpose of this resource guide, skills have been listed in hierarchial order, according to Erber's levels of auditory development: Detection, Discrimination, Identification and Comprehension. Detection is the ability to respond to the presence or absence of sound. Discrimination involves perceiving similarities and differences between two or more speech sounds. Identification is the ability to label by pointing to, repeating or writing the speech stimulus. Comprehension is the ability to understand the meaning of speech by answering questions, following instructions, paraphrasing or participating in conversation. At each level, specific auditory/linguistic skills can be extracted, and used according to the individual needs of students.

Using "audition alone" in the development of auditory skills refers to discouraging speechreading. For most activities, the use of visual aids such as toys, pictures, games, and written material is encouraged, to promote engagement and natural play/communication.

Children need to have an awareness of sound, prior to connecting sound to meaning. With practice, most students who are Deaf and/or Hard of Hearing can learn to use listening as a vehicle for understanding and using spoken language. Early listening first develops quiet at close range, and later progresses to understanding spoken language in noise and from greater distances.

This hierarchy is based on the works of Northcott, Pollack, Phillips, Sindrey, Edwards, Estabrooks, Simser & Walker

How to use:

* Auditory skills develop sequentially along a continuum, with overlap between stages.
* Skills are chosen based on informal/formal assessment, and progress according to hearing age and/or listening stage.
* Skills are developed using audition alone, sitting beside the student's better ear.
* Discrimination targets are primarily used for clarification or remediation of identification and comprehension activities.
* Comprehension skills are a natural part of communication, and should be developed concurrently with identification targets.
* Auditory skills progress from using; closed to open set, simple to complex language, and increased to decreased use of acoustic highlighting (e.g., stress, rate, repetition, prompting).

Student repetition of the speech stimulus is encouraged at each stage, to develop an auditory feedback mechanism.
Individual target words are presented first at the end of a carrier phrase, then at the beginning of a phrase, and finally embedded within phrases/sentences.
Once skills are mastered in quiet at close range, distance (increasing in 1m intervals) and noise (fan, cafeteria, competing speech) are added to skills/targets.

The Student Will:

DETECTION

detect the presence of environmental sounds (e.g., drum, bell, airplane, bird, vacuum, music) at loud, medium and soft levels, at close range (1m), and then at greater distances (2m+)

indicate they hear something by pointing to their ear, nodding their head, vocalizing or smiling

detect the presence of any speech sounds (e.g., turning head, pointing to ear, dropping toy in box)

detect vowel variety (e.g., oo, ah, ee) and "raspberries" (brrr)

detect consonant variety (e.g., mmm, bu-bu-bu, wa-wa)

detect whispered [h-h-h] and [p-p-p]

detect the Ling, Madell, Hewitt (LMH) 10-Sounds (oo, ah, ee, sh, ss, mm, nn, h-h, zz, j)

detect the LMH 10-Sound Test at various distances

demonstrate conditioned response to sound (e.g., holding object to ear, and placing it in a jar)

notice acoustic feedback in hearing aid or malfunctioning hearing aid/cochlear implant

DISCRIMINATION

respond to the presence or absence (on/off) of environmental and speech sounds

respond to music by dancing, singing, clapping, swaying

discriminate between environmental sounds and speech

respond to their name within a 1m radius

discriminate among parent/caregiver/teacher/sibling voices (male vs female vs child)

discriminate among several environmental sounds (car, bird, voices) and noisemakers (bell, drum)

discriminate among simple speech sounds accompanied by a gesture (shhh, bye-bye, no-no, come)

associate a specific sound with an object (e.g., truck), or happening (e.g., doorbell rings - open door)

associate Learning to Listen sound with a toy or object (e.g., car-vroom, airplane-ahhh, duck-quack)

discriminate between various suprasegmental/segmental aspects of speech (see identification skills below; discrimination preceeds identification)

IDENTIFICATION

Suprasegmentals

identify/imitate phonemes based on duration (long - aeeeee vs short/pulsed - u-u-u-u)

identify/imitate phonemes based on intensity (loud/quiet/whispered)

identify/imitate phonemes based on pitch (e.g., high/mid/low and varying pitch)

identify angry and sad voices (emotion in speech)

identify parent/caregiver/teacher/sibling voice (male vs female vs child)

imitate phonemes/babble with varied prosody (rhythm and inflection)

identify/imitate Learning to Listen sounds based on suprasegmentals (ahhh-plane, choo-choo - train)

imitate temporal pattern of a short phrase (fast vs slow)

imitate temporal plus inflection pattern of a short phrase

imitate temporal, inflection, stress and articulation of a short phrase (e.g., Come here., Don't touch it!)

Segmentals

Phoneme Level

imitate phonemes on demand (prompted or spontaneously)

imitate vowel and diphthong variety (e.g., oo, ow, i-e, u)

imitate alternated vowels and diphthongs (e.g., oo-ee, ah-oo, ah-e)

imitate consonants varying in manner (e.g., fricatives /shh/ vs plosives /p-p-p/)

imitate consonants varying in voiced vs unvoiced cues, with same vowel (e.g., /bu-bu-bu/ vs /pu-pu-p/), then alternating the vowel (e.g., /bo-bo/ vs /pah-pah/)

imitate alternated consonants varying in place cues, first with same vowel (e.g., /ma-ma/ vs /no-no/), then with varying vowels (e.g., /ma-me/ vs /nee-no/)

imitate alternating syllables with varying consonants and the same vowel (e.g., /bi-di/, ho-go/)

Word Level

identify/imitate Learning to Listen sounds varying in suprasegmentals and vowel content (e.g., airplane - ahhh, train - ooooo, fire truck - owowowo)

identify 1, 2 and 3 syllable words in isolation (e.g., butterfly vs cow or hat vs ice cream)

identify single syllable words varying in vowel/diphthongs and consonants (e.g., car, hat, shoe, ball)

identify words with the same *initial* consonant but varied vowels and final consonants (e.g., ball, boot)

identify words with the same *final* consonant, but varied vowels and initial consonants (e.g., dog, pig)

identify words with the same initial and final consonants, but different vowels (e.g., bat, boat, beet)

identify words with *initial* consonants differing by *manner* of production (e.g., shoe-two, fan-pan)

identify words with *final* consonants differing by *manner* of production (e.g., comb-coat, wash-walk)

identify short vs. long vowels in words (e.g., can - cane; hop-hope; pin-pine)

identify presence/absence of final consonants in words (e.g., hoe- hope, bee-beet, see-seed)

identify words with *final* consonants differing by *voicing* (e.g., bag-back, rope-robe)

identify words with *initial* consonants differing by *voicing* (e.g., pig-big, D-tea)

identify words with *initial* consonants differing by *place* of production (e.g., tea-key, poll-toll)

identify word with *final* consonants differing by *place* of production (e.g., Pete-peak, bad-bag)

identify key words at the end of a phrase, then at the beginning, and finally embedded in sentences

identify important grammatical differences in sentences (e.g., in/on, a/the, he/she)

identify similar phrases or sentences (e.g., a big blue truck, a little black car)

COMPREHENSION

Sentence Level

identify/imitate familiar nursery rhymes and songs

identify/imitate stereotypical phrases or sentences (Ow! It's hot!, Oh-oh!, Stop! Come here.)

answer common questions with contextual support (e.g., What's that? Where's the ball?)

identify a picture that corresponds to a story phrase in a book

identify an object from several related descriptors - closed/open set (e.g., It's red, round, & bounces)

identify/imitate phrases based on rhythmic structure and known words (e.g., down the slide, in the car

follow single directions (e.g., Get your shoes, Open the door, Put on your coat)

follow 2-step directions (e.g., Get your *socks* and *shoes*)

follow 3-4 step directions (e.g., Put the [*big*] *yellow triangle* in the *circle.*)

select 1 picture/object named from a closed set of items (e.g., Give me the cow.)

select 2-3 pictures/objects named from increasing set sizes (e.g., Give me the ball, spoon and cup)

select 4-5 pictures/objects named; first in random order, and eventually in sequence

identify which picture/object is missing from a choice of 3, 4, 5, and then larger sets

repeat phrases/sentences increasing in length (beginning with 3 words, and increasing gradually)

select a picture/object with the target word at the end of a phrase/sentence (e.g., Give me the *train.*)
select a picture/object with target word at the beginning of a phrase/sentence (e.g., *Trucks* are loud.)
select a picture/object with target word within a phrase/sentence (Pick up the *pencil* on the desk.)
recall 2 critical elements of a message (e.g., Put the *lid* on the *jar*)
recall 3 critical elements of a message (e.g., *Circle* the *big triangle*)
supply key words in familiar songs/nursery rhymes, poems and repetitive stories (auditory closure)
recall 4 critical elements of a message (e.g., Put the *purple car on* the *table*)
follow multi-element directions (e.g., Open your book to page 5, take out a yellow highlighter, and underline the first sentence on the page.)
recall specific elements in a sentence by answering questions about an undisclosed but familiar topic
repeat each word exactly in a predictable sentence (e.g., I'm going to the store to buy milk and bread)
Repeat each word exactly in an unpredictable sentence (e.g., A boy fell off his bike, so I helped him clean his cuts and walk home)

Discourse Level

follow a conversation (topic disclosed/undisclosed)
answer questions about a short story (familiar/unfamiliar story)
make identification based on several related descriptors (open set riddles)
recall 1-2 details of an event, story or lesson
recall 3-5 details of an event, story or lesson
sequence 3 events of a short story, using pictures
sequence 4-5 events of a short story, using pictures
sequence 5-6 events of a story, using audition alone (without picture support)
retell a story, recalling increasing details, in sequence
answer questions about a story or text read orally
answer increasingly challenging questions about longer and more complex stories read orally
retell the main events of a short story, conversation or text presented orally *with* picture support
retell the main events of a story, conversation or or text presented orally *without* picture support
recall/describe past events with accuracy and in chronological sequence
answer thought-provoking questions requiring comprehension of main idea of a short conversation
follow a conversation and offer spontaneous and relevant remarks
follow a conversation and later paraphrase remarks of others

process information and participate in individual conversations
process information and participate in group conversations

DISTANCE AND DIRECTIONAL LISTENING

respond to loud sounds from all directions and increasing distances (1m - 3m)
identify environmental sounds, then speech, from all directions at increasing distances (1m - 3m)
identify suprasegmental features of sound (high-low, loud-quiet, fast-slow, etc.) from all directions, at increasing distances (1m - 3m)
identify familiar names, words and short commands from all directions, at increasing distances
identify familiar words varying in syllable length from all directions, at increasing distances
identify familiar vocabulary on the basis of vowel and consonant differences (e.g., hat, ball, shoe) from all directions, at increasing differences
perform auditory skills (from the above continuum) in all directions, at increasing distances (1-3m)

LISTENING IN BACKGROUND NOISE

perform skills below first with fan noise, then cafeteria noise, and finally competing speech noise)
identify *own name* from increasing distances, in all directions with added noise
identify/imitate familiar *words* (closed to open set) from increasing distances, in all directions, with added noise
identify/imitate short familiar descriptive *phrases* (closed to open set) from increasing distances, in all directions with added background noise
identify/imitate short familiar descriptive *sentences* (closed to open set) from increasing distances, in all directions, with added background noise
follow simple 1-step commands with additional background noise
follow 2-step commands with added background noise (e.g., Go outside and bring me the book.)
follow multi-element directions with added background noise (e.g., Take out your spelling book, open it to page 3, and circle the first word on the page.)
perform increasingly difficult listening tasks (from the above continuum), at increased distances (1-3m), adding background noise

RESOURCES

LISTENING GAMES & ACTIVITIES

Listening Series (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=listening

Differential Processing Training Program (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=differential+processing

No Glamor Auditory Processing & Cards (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=no+glamour+auditory+processing

No Glamor Listening Comprehension (resource)
https://www.proedinc.com/Products/31660/noglamour-listening-comprehension.aspx?bCategory=SP

Auditory Closure Fun Deck (resource)
https://www.superduperinc.com/auditory-closure.html

Auditory Memory for Riddles (resource)
https://www.superduperinc.com/auditory-memory-for-riddles.html

Working Out with Listening (resource)
https://www.superduperinc.com/working-out-with-listening.html

Comprehending More Complex Auditory Information (resource)
https://www.superduperinc.com/comprehending-more-complex-auditory-information.html

Auditory Adventures (resource)
https://www.superduperinc.com/auditory-adventures.html

Spotlight on Listening Comprehension (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=spotlight+on+listening+comprehension

Look Who's Listening (resource)
https://www.superduperinc.com/look-whos-listening.html

Fold and Say Auditory & Story Comprehension (resource)
https://www.superduperinc.com/122-fold-and-say-auditory-story-comprehension.html

Auditory Memory for Short Stories Fun Deck (resource)
https://www.superduperinc.com/auditory-memory-for-short-stories.html

Hear Builder (website)
https://www.hearbuilder.com/

The Listening Room: Dave Sindrey (website - resource)
https://thelisteningroom.com/

Boom Cards (website- resource)
https://wow.boomlearning.com/author/sindrey?collection=Decks&sort=publishDate&order=-1

Troll-In-A-Bowl Apps (website - requires Facebook account)
https://www.facebook.com/TrollInABowlApps/posts/10151780287528149/

Advanced Bionics Tools for Schools (website - resource)
https://www.advancedbionics.com/com/en/home/ab4kids/tools-for-schools.html#TFT

HOPE: Auditory Skill Development (website - resource)
https://www.mcesc.org/docs/building/3/auditory%20skill%20development%20hope%20(1).pdf?id=1106

INFORMAL ASSESSMENTS & AUDITORY SKILLS CHECKLISTS

Hearing First Developmental Milestones (website - resource)
https://www.hearingfirst.org/cfs-filesystemfile/__key/communityserver-components-sitefiles/CMS+Assets-Files-Downloads/hf_2D00_milestones_2D00_09062017.pdf

Auditory Skills Checklist - Success for Kids with Hearing Loss (website - resource)
https://successforkidswithhearingloss.com/wp-content/uploads/2017/02/Auditory-Skills-Checklist.pdf

Auditory Skills Checklist - Cincinnati Children's Hospital (website - resource)

https://successforkidswithhearingloss.com/wp-content/uploads/2011/12/Auditory-Skills-Checklist-Cincinatti-Childrens-Hosp.pdf
MedEl All - Auditory Skills Checklist (app)   https://www.google.com/url?q=https://apps.apple.com/us/app/auditory-skills-checklist/id1111515267&sa=D&source=docs&ust=1649615936865580&usg=AOvVaw17PFuk3WYwk0611CjUXgAy
Auditory Skills Assessments - Summary of Tools (website - resource)   https://www.google.com/url?q=https://rmtcosbd.org/resources/assessment-tools/auditory-skills-assessments/&sa=D&source=docs&ust=1649616084421852&usg=AOvVaw0AxT_p6JHlx3aal7Q3_M-y
Auditory Learning Guide: Beth Walker (PDF - resource)   https://www.psha.org/member-center/pdfs/auditory-learning-guide.pdf
Auditory Learning Guide: Hearing First (PDF - resource)   https://www.hearingfirst.org/m/resources/82
Auditory First: Planning Effective Lessons for Children with Hearing Loss (website - resource)   https://www.michiganspeechhearing.org/docs/garber%20auditory%20first.pdf
Understanding Auditory Development in Children with Hearing Loss (chapter in book)   http://samples.jbpub.com/9781449660307/9781449657314_ch12_pass03.pdf
10-Sound Test; Ling, Madell, Hewitt (website - resource)   https://www.teacherspayteachers.com/Browse/Search:10%20sound%20test%20ling%20madell%20hewitt%20speech%20perception%20dhh%20hearing%20loss
Informal Assessments for Listening (website - resource)   https://successforkidswithhearingloss.com/tests-informal-assessments-for-parents-students-teachers/
Listening Inventory for Education (LIFE-R) (website - resource)   https://successforkidswithhearingloss.com/tests-informal-assessments-for-parents-students-teachers/
MED El Aural Rehabilitation Downloads   https://www.medel.com/en-ca/support/rehab/rehabilitation-downloads
MED EL Aural Rehabilitation Catalog   https://s3.medel.com/pdf/US/bridge/BRIDGE_catalog_23054r5.pdf
FORMAL LISTENING ASSESSMENTS
The following assessments are available from various publishers in Canada and the USA - links are for informational purposes only, and are not intended to endorse specific retailers.
Developmental Test of Auditory Perception (DTAP)   https://www.proedinc.com/Products/12265/dtap-developmental-test-of-auditory-perception.aspx#:~:text=The%20DTAP%20is%20a%20battery,reasoning%20or%20extensive%20memory%20capacity.
Auditory Skills Assessment (ASA)   https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Brief/Auditory-Skills-Assessment/p/100000493.html
Functional Listening Evaluation (FLE)   https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/Functional-Listening-Evaluation_complete-with-phrase-lists_autocalculate.pdf
Functional Listening Evaluation - Phonak Pro   https://www.phonakpro.com/content/dam/phonakpro/gc_hq/en/resources/counseling_tools/documents/child_hearing_assessment_functional_listening_evaluation_fle_2017.pdf
Listening Comprehension Test - 2   https://www.proedinc.com/Products/34060/lct2-listening-comprehension-test-2.aspx

Compass Test of Auditory Discrimination
https://successforkidswithhearingloss.com/wp-content/uploads/2014/09/CompassTestOfAuditoryDiscrimination_TestInterpretation.pdf

EARS: Evaluating Auditory Responses to Speech - MED EL
https://s3.medel.com/pdf/US/bridge/BRIDGE_catalog_23054r5.pdf

Common Objects Token Test (COT) MED EL
https://s3.medel.com/pdf/US/bridge/BRIDGE_catalog_23054r5.pdf

Oral Passage Understanding Scale (OPUS)
https://successforkidswithhearingloss.com/product/oral-passage-understanding-scale-opus/

Identifying Early Phonological Needs In Children with Hearing Loss

Test of Auditory Comprehension of Language (TACL- 4)
https://www.proedinc.com/Products/12700/tacl4-test-for-auditory-comprehension-of-languagefourth-edition.aspx

Phonological Awareness Test (PAT 2)
https://www.mindresources.com/education/060364

Comprehensive Test of Phonological Processing (CTOPP-2)
https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Speech-%26-Language/Comprehensive-Test-of-Phonological-Processing-%7C-Second-Edition/p/100000737.html

SPEECH DEVELOPMENT

Spoken language develops along three dimensions; speech perception, motor control, and communication (Morrison & Russell, 2012). Age of diagnosis, level of hearing, and use of hearing technology may impact typical speech development, resulting in the need for remedial speech instruction to improve intelligibility. If possible, it is advisable to work in partnership with a Speech/Language Pathologist, to discern if there are underlying motor concerns beyond perception (hearing).

Newborn infant screening, early diagnosis/fitting of hearing devices and advances in hearing technology has made it increasingly possible for children with hearing loss to access spoken language through listening, and to develop highly intelligible speech following typical child development patterns (Cole & Flexer, 2011). While the focus has shifted to a more developmental approach to speech acquisition, barriers to listening (e.g., late diagnosis and fitting of hearing devices, poor access to sound in noisy classrooms, etc.), have resulted in the need for continued diagnostic speech instruction and intervention.

In general, the typical sequence of speech skill development continues to prioritize goal setting, but structured remediation and practice may be needed to enhance intelligibility, at the phoneme, word, sentence and conversational levels (Morrison & Russell, 2021). The hierarchy outlined in this guide follows the approach by Daniel Ling (1976 & 1989).

How to Use:

* The hierarchy of normal speech acquisition is followed for students who are Deaf and/or Hard of Hearing but can be changed according to students' audiological guidelines.

* Automaticity is recommended at a non-meaningful level (syllables) prior to production of words to support easier transfer to running speech.

* Eliciting the phoneme is always followed by placing it in syllables, words, phrases, sentences and connected speech, in that order.

* Vowels are taught using the following format: imitate, maintain (3/sec), repeat, alternate, vary suprasegmentals, use in words, phrases, sentences, conversation.

* Consonants are taught using the following format: single syllables, repeated syllables (vary vowel/consonant), vary suprasegmentals, words, phrases, sentences, conversation.

* Teaching levels indicated below are based predominantly on speech teaching progression by Daniel Ling, modified according to the hierarchy of typical speech development.

The Student Will:

SUPRASEGMENTALS & VOICE QUALITY

vocalize spontaneously and on demand (e.g., cooing, etc.)

imitate varied duration (e.g., sustain 3 seconds on one breath and separate breaths)

imitate varied intensity (e.g., brief loud, brief quiet, whisper)

imitate varied pitch (e.g., discreet production of low, mid and high sounds; continuous through range, one breath - separate breaths)

use suprasegmentals for meaning, to suit the occasion

repeat learning to listen sounds with variations of pitch, duration and intensity (e.g., up-up--up-wheeee)

use suprasegmentals in running speech accurately (i.e., duration, intensity, pitch, stress)

VOWELS & DIPHTHONGS

imitate/use step one vowels (ah, oo, ee, ou, i-e) in isolation, and with with learning to listen sounds

imitate/use step two vowels (oo, -i-, -e-, oi) in isolation, and with learning to listen sounds

imitate/use step three vowels (o-e, -o-, a-e, -a-, -u-) in isolation, and with learning to listen sounds

imitate/use step four vowels (u-e, ur/er/ir) alone, and in conjunction with learning to listen sounds

alternate vowels (e.g., oo-ah, ee-aw)

imitate vowels and diphthongs with step one consonants (e.g., bah, pou, moo, wee, ho-e)

imitate repeated and alternated syllables (babble) with vowels and step one consonants (e.g., bah-bah-bah, pee-pah-poo, bah-bee, pee-bou)

combine and alternate increasing numbers of vowels and consonants as acquired

LEVEL 1: Consonants (p, b, m, w, h, f, v)

imitate/use Level-1 consonants (p, b, m, w, h) with all known vowels, adding additional vowels as they are mastered

imitate repeated and alternated syllables using Level 1 consonants (e.g., ba-pa, bee-moo, ha-di)

imitate/use Level 1 consonants in initial, medial and final positions in words

imitate/use Level 1 consonants in phrases, sentences and connected speech

imitate/use Level 1 consonants with appropriate suprasegmentals (i.e., duration, intensity and pitch)

LEVEL 2: Consonants (t, d, n, sh, l, y)

use Level 2 consonants (t, d, n, f, v, sh, zh, l, y) with all known vowels; adding additional vowels as they are mastered

imitate repeated and alternated syllables using Level 2 consonants (e.g., ta -da, fee-noo, sha-li)

imitate/use Level 2 consonants in initial, medial and final positions in word

imitate/use Level 2 consonants in phrases, sentences and connected speech

imitate/use Level 1 and 2 consonants with suprasegmentals (i.e., duration, intensity and pitch)

LEVEL 3: Consonants (k, g, ng, r, s, z)

use Level 3 consonants (k, g, ng, r, s, z) with all known vowels, adding additional vowels as they are mastered

imitate repeated and alternated syllables using Level 3 consonants (e.g., ka-ga, ree-soo)

imitate/use Level 3 consonants in initial, medial and final positions in words

imitate/use Level 3 consonants in phrases, sentences and connected speech

imitate/use Level 1, 2 and 3 consonants with suprasegmentals (i.e., duration, intensity and pitch)

LEVEL 4: Consonants (zh, ch, j, th, Th)

use Level 4 consonants (ch, j, th, Th) with all vowels, adding additional vowels as they are mastered

imitate repeated and alternated syllables with Level 4 consonants (e.g., choo-jee, thay-ji)

imitate/use Level 4 consonants in initial, medial and final positions in words

imitate/use Level 4 consonants in phrases, sentences and connected speech

imitate/use Level 1, 2, 3 and 4 consonants with suprasegmentals (i.e., duration, intensity and pitch)

PRODUCTION OF BLENDS

use initial blends (taught sequentially) with all known consonants (e.g., br, bl, fr, fl, gr, gl, kl, kr, sl, spr) in syllables, words, phrases and connected speech

use final blends with all known consonants (e.g., ld, mp, ft, st) in syllables, words, phrases and connected speech

use all consonants and blends with appropriate suprasegmentals (i.e., stress, timing and volume)

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CONNECTED/CONVERSATIONAL SPEECH

consistently use most vowels, consonants, and blends in connected speech

consistently use loudness, intonation and stress to convey appropriate meaning

produce multisyllabic words accurately

consistently use multisyllabic words in phrases , sentences and running speech

use intelligible speech to communicate effectively in conversation

use communication repair strategies effectively in conversational break-downs (also see Pragmatics)

RESOURCES

No Glamor Articulation (resource)
https://www.proedinc.com/Products/31650/noglamour-articulation.aspx?bCategory=SP

Artic Shuffle (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=artic+shuffle

50 Quick Play Articulation Games (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=quick+play+artic

Cochlear Speech Sounds (pdf)

Contrasts for Auditory and Speech Training (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=cast

Easy Does It Series (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=differential+processing

Fluency Scenes Series (resource)
https://www.proedinc.com/Products/37645/fluency-sceneselementary.aspx?bCategory=SP

HELP for Articulation (resource)
https://www.proedinc.com/Products/31607/handbook-of-exercises-for-language-processing-help.aspx?bCategory=SP

Photo Articulation (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=photo+articulation

Scissors Glue and Artic Too (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=scissors+glue+artic

Spotlight on Articulation Series (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=spotlight+on+articulation

Wordy Wheels (resource)
https://www.superduperinc.com/catalogsearch/result/?q=wheels

Artic Quickies (resource)
https://www.superduperinc.com/products/collections/artic-quickies.html

Articulation Cards (resource)
https://www.superduperinc.com/catalogsearch/result/index/?p=2&q=articulation+cards

Artic Games (resource)
https://www.superduperinc.com/catalogsearch/result/?q=Artic+games

Quick Take Along (resource) https://www.superduperinc.com/catalogsearch/result/?q=quick+take+along
Articulation Box (resource) https://www.superduperinc.com/articulation-box.html
Speech Tree (website) http://www.speechtree.ca/about.php
Boom Cards (website) https://www.boomlearning.com/author/sindrey?collection=Decks&sort=publishDate&order=-1
Troll in a Bowl Apps (website) https://www.facebook.com/TrollInABowlApps/posts/the-new-listeningtree-now-membership-is-for-life-new-search-function-for-activit/10151780287528149/
Literacy-Based Speech and Language Therapy Activities (Prath and Palafox, 2017)
Speech and the Hearing Impaired Child; Theory and Practice, Daniel Ling (book) https://www.amazon.ca/Speech-Hearing-Impaired-Child-Theory-Practice/dp/0882002139/ref=sr_1_2?crid=7VGJ22PMVBTP&keywords=daniel+ling+speech&qid=1649032755&s=books&sprefix=daniel+ling+speech%2Cstripbooks%2C61&sr=1-2
Teaching Deaf Children to Talk, Moog & Stein (article) https://pubs.asha.org/doi/pdf/10.1044/cicsd_35_F_133
12 Speech & Language Considerations (website) https://successforkidswithhearingloss.com/12-speech-and-language-considerations/
Ling Speech Cards - John Tracy (resource) https://www.jtc.org/services/masters-credential-program/ling-card-info/
Speech Perception Breakdown Checklist (Success for Students with Hearing Loss)
Webber's Jumbo Articulation Drill Book (Thomas Webber & Sharon Webber) (book)

Title: Unlocking Your Potentials

From the artist: This drawing depicts a person using a key to unlock a lock that surrounds the ear. The lock symbolizes opportunities being "closed off" and a "burden" that is held on the ear. As shown, there is someone (in this case, my itinerant teachers) who holds the key to this lock. The deeper hidden meaning behind this is knowing that, while the lock is there, the key is only a support. The lock cannot be removed forever, but understanding that not being able to hear like the others does not define my worth. My itinerant teachers helped me accept this lock and understand all the potential I hold. The lock does not stop me from fulfilling all the goals I might try to achieve. My teachers have stood by my side all these years, helping me reach my full potential.

SPEECHREADING

Speechreading is the skill of using all available information in order to understand what a person is saying. It differs from lipreading in that lipreading only focuses on information gained from the lips. Speechreading includes this information, as well as gestures, body language, facial expression, situational cues, linguistic factors and as much auditory information as the individual is able to hear (Lee, 1997). The area of speechreading skill development includes Word Identification Skills, Phrase Identification Skills and Comprehension of Connected Spoken Language.

Speechreading is best presented at an experiential, or pragmatic, level.

Speechreading is a skill that takes much practice to acquire. (Gordon, 2018) Each child is unique and they will progress at their own rate. Targets may be selected and adjusted as needed. Assessing these targets may be completed informally or formally. The following targets are only guidelines and are listed according to a hierarchy of development.

How to Use:

Speechreading includes watching lips, facial expressions, gestures, contextual cues, and body language.
Most-visible sounds are targeted first, moving to least-visible (e.g., those produced at back of mouth).
It is meant to be supported by any access to auditory information if available.
Practice is done in context and targets are presented in words, phrases and sentences to simulate conversation.
It is important that only known vocabulary be used when practicing speechreading skills. If unknown vocabulary is used, it should be practiced using the voice first.
All skills can be practiced either with picture support or without picture support attempting to have the student speechread the "speaker" who is not using their voice.

The Student Will:

WORD IDENTIFICATION

identify words beginning with the same initial consonant, presented in increasing set sizes of up to 8-10 (e.g., pie, poor, picking, pineapple)

identify minimal pairs with visual contrasts (e.g., bat vs. fat; way vs. lay)

identify words in sets with one invisible sound (e.g., thick vs. stick vs. lick vs. kick)

identify familiar/common vocabulary presented in closed sets of increasing lengths (e.g., appliances, toys, colours)

identify a target word embedded in phrases of increasing lengths (Note: only the target word must be

identified, not the full sentence)

identify a target word embedded in sentences of increasing lengths (Note: only the target word must be identified, not the full sentence)

PHRASE IDENTIFICATION

identify words within a carrier phrase in a closed set (e.g., "Show me the… , I see the ...).

identify prepositional phrases in following-direction tasks changing only the prepositions first, then the noun phrase (e.g., Put the doll under/on/near the bed. Put the doll under the couch/ table/chair).

use context to identify words which look similar (e.g., 'This math is hard to do' vs. 'This path is too hard to walk on' vs. 'This bath is too hot'.)

COMPREHENSION

repeat a simple sentence related to a given topic

repeat sentences being gradually lengthened (e.g., I see the boy, I see the big boy, I see the big boy over there. I see the big boy over there by the house, etc.)

retell short paragraphs or stories with relevant details

complete skills within increasingly difficult listening situations (e.g., reduced amplification, competing noise)

use repair strategies to check accuracy

RESOURCES

Utley Test of Lipreading Ability (checklist/test)
 https://teachertoolstakeout.com/0269-checklists

Speechreading (article)
 https://www.chha.ca/resources/speech-reading/

Speechreading (article)
 https://successforkidswithhearingloss.com/speechreading/

LANGUAGE DEVELOPMENT

Children who are Deaf and/or Hard of Hearing need to develop an effective and efficient communication system to become successful and contributing members of society. Being able to communicate effectively is, "an important ingredient of healthy psychological functioning" (Marschark, Lang & Albertini, 2002, p. 60). All students must have a rich language base to allow them to have meaningful interactions with peers, family members and professionals

It is vital to develop a child's language as early as possible as brain plasticity changes during early childhood. We know that if the critical period of exposure to a natural language is missed, there may be long term detrimental effects on other learning areas, such as literacy, memory organization, and number manipulation. (Humphries, et al, 2012).

The communication method through which to develop their language will be dependent on many factors, such as: age of identification, age of amplification, consistent use of hearing assistive technology, etiology of hearing loss, presence or absence of additional learning challenges, family dynamics, etc. Regardless of their mode of communication, Luckner, Sebald, Cooney, & Muir (2006) found that Deaf and/or Hard of Hearing students progress through similar language stages as their hearing peers but often need more opportunities for direct instruction and repeated practice of new skills.

The following developmental hierarchy is based on the normal stages of language acquisition. Students must be regularly assessed using formal and informal means to establish baselines and identify targets for development. Targets may be adapted as needed and not every target listed will need to be addressed. Students may require individualized, explicit, and sometimes intensive, instruction to acquire needed targets. Each child is unique and will progress at their own rate. However, development of earlier targets may be needed before moving forward in the hierarchy.

In addition to language skills, cognitive and social/emotional skills can be effectively developed through the frameworks of both Language and Literacy skills.

Note: The development of Cognition/Learning Skills is its own skill set and should be considered essential. For the purpose of this document, these skills have been embedded into the Language and Literacy sections, but require direct attention and focus in any program for Deaf and/or Hard of Hearing students. Please refer to Addendum B for more information.

How to Use:

Language goals should include at least one target from each of the following three main categories: Semantics, Syntax & Morphology and Pragmatics.
All targets are to be worked on receptively first, followed by expressively.
Language should always be developed using activities which are natural and meaningful.
Always work from 'known to unknown.'
Each target may require repetition and drill over multiple sessions.
Language targets should be reviewed at a later time to ensure retention and transfer to meaningful use.

The Student will:

SEMANTICS (Meaning/Vocabulary)

Categorization

sort and match items
list items within a category and add items to a category
label categories
classify by exclusion
state what's missing in a group
state the function of objects (i.e. What do you do with ... ?)

Association

identify what goes with _____?
name parts of the whole
compare and contrasting stating alike or different

Antonyms

identify and produce opposites

Synonyms

identify and produce simple synonyms (e.g., big/large)
identify and produce more and higher level synonyms (e.g., huge/enormous/mammoth etc.)

Homophones

learn appropriate use of words that sound the same, but are spelled differently (e.g., too, to, two, there, their, they're)

Concepts/Prepositions (Adjectives & Adverbs)

understand/use qualitative concepts (e.g., rough, cold, soft etc.)

understand/use quantitative concepts (e.g., only, some, all)

understand/use spatial concepts /prepositions (e.g., over, behind, middle etc.)

understand/use temporal concepts/ prepositions (e.g., before, first , then, afternoon etc.)

Vocabulary Expansion

learn early words within common themes (e.g., Colours - red, blue white etc...)

expand themes through more descriptive words (e.g., Colours - Blue: turquoise, periwinkle, aqua)

review and expand knowledge of words related to class curriculum (e.g., photosynthesis, median, demographics)

use of and comprehension of root word meanings (e.g., ped = foot, graph = writing, man = hand etc..)

use and understanding of prefixes and how they change word meaning (e.g., un - not, anti - against etc...)

use and understanding of suffixes and how they change word function (e.g., ing, ly, ness etc...)

Multiple Meanings/Homonyms

understand / use more than one meaning for common words (e.g., roll, run, date, arm etc.)

Analogies

understand the meaning of an analogy

be able to complete / create an analogy

Figurative Language

identify/use onomatopoeia (e.g., boom, tick tock, buzz etc.)

identify/use similes & metaphors

identify/use phrasal verbs (e.g., dress up, call on, find out, give up etc.)

understand/use literary devices (e.g., personification, alliteration, etc.)

understand/use common colloquial/slang words and expressions (e.g., give me 5, that's sick, gonna etc.).

understand/use idiomatic expressions (e.g., you read my mind, raining cats and dogs etc.

Acronyms

learn common acronyms (e.g., PIN, ASAP, IEP, IPRC etc..)

learn acronyms related to texting/social media (e.g., LOL, TTYL, OMG etc...)

SYNTAX & MORPHOLOGY (Form)

Indefinite Modifiers

understand/use indefinite pronouns such as it, this or that etc.

understand/use quantitative pronouns, (e.g., no, some, more etc.)

understand/use positive identifiers (e.g., something, somebody, someone, anything, anybody, anyone, everything, everybody, everyone)

understand/use negative identifiers (e.g., nothing, nobody, none, no one)

understand/use indefinite pronouns (e.g., one, oneself, whichever, whoever, whatever)

understand/use advanced quantitative modifiers (e.g., both, few, many, each, several, most/least, first/last, second, third etc.)

Personal Pronouns

understand/use 1st and 2nd Person Singular Pronouns (e.g., **Subjective**: I, you, **Objective***:* me, you **Possessive**: my, mine, yours)

understand/use 3rd Person Singular Pronouns (e.g., **Subjective**: he, she, **Objective***:* him, her, **Possessive**: her, hers, his)

understand/use plural pronouns (e.g., **First and Second Person**: we, us, ours, you, **Third Person:** they, them, their, theirs)

understand/use reflexive pronouns (e.g., myself, yourself, him/herself, itself, themselves)

understand/use relative pronouns (e.g., that, who, whose, whom, etc.) used to form relative clauses (e.g., I know who came over. Find out how many were lost.)

Plurals

understand/use nouns + s

understand/use nouns + es

understand/use irregular plurals (e.g., children, sheep, men, feet etc)

Main Verbs

understand/use present progressive (am/is/are + -ing; e.g., I am coming, He's running)

understand/use regular past (-ed; e.g., pointed, played etc.)

understand/use future with 'going to' and 'will'

understand/use irregular past verbs (e.g., drove, bent, slept etc.)

understand/use simple present tense for actions which are regularly repeated or unceasing (e.g., everyday she walks, the sun rises at dawn)

understands/use past progressive (was/were playing)

use auxiliary verbs with subject/verb agreement (e.g., can/may/do/does + verb)

understand/use conditional (could/should/would/might + verb)

understand/use passive voice (e.g., The cat was chased by the dog)

understand/use participles (i.e., **Present Participles:** have eaten, **Past:** had eaten, **Future:** will have eaten)

Secondary Verbs

be able to use infinitive verbs (e.g., I want to play, It's hard to read, I told him to go)

be able to use gerunds - i.e., verbs used as nouns (e.g., Swinging is fun; I like fishing)

Preposition and Prepositional Phrases Using Concepts

understand/use spatial prepositions (e.g., in, on, under, above, below, behind, beside, between, against, at, etc.)

understand/use temporal prepositions (e.g., on + day/date, after, before, since, during, while, around, at + time, in + month/year, for + time period, by, until, etc.)

understand/use prepositions denoting movement (e.g., to, towards, into, through, around , across, out of, onto, etc.)

understand/use prepositions denoting connection (e.g., among, except, like/unlike, with, etc.)

Negatives

understand/use no & not (e.g., It's not my dog.)

understand/use contracted negatives (e.g., can't, don't, didn't, doesn't, isn't, won't, wasn't, etc.)

understand/use uncontracted negatives (e.g., cannot, will not, does not, etc.)

Questions

use interrogative reversals correctly (e.g., Are you ready?)

understand and form Wh- questions appropriately (e.g., Where are you going?, How many ..?)

use the auxiliary verb "do" to form questions (i.e., do-support/do-insertion) in both present and past tenses (e.g., Does your mom know?, Did the boys do their work?)

Conjunctions

understand/use coordinating conjunctions (i.e., FANBOYS: for, and, nor, but, or, yet, so) to join words or clauses

understand/use other early subordinating conjunctions (e.g., so that, because, if, if-then, either-or, neither-nor)

understand/use advanced subordinating conjunctions (e.g.,before/after, till/until/unless, since, although, despite, in spite of, while)

understand/use relative pronouns to form complex sentences (e.g., I don't know where to find it.)

Compound and Complex Sentence Formation

form compound sentences (2 main clauses) using known coordinating conjunctions (e.g., I will go later, but John will come now.)

form complex sentences by joining a subordinate clause to a main clause using subordinating conjunctions or relative pronouns (e.g., Because it was cold, I stayed home. He went to run, although it was raining, The prize went to Bob who ran the fastest.)

form complex sentences by *embedding* a subordinate clause within the main clause using a subordinating conjunction or relative pronoun (i.e. who, which, where, that) (e.g., The boy, who came late, missed the party. My bike, which is very old, is broken.)

PRAGMATICS (Functional Use of Language)

Non Verbal Use

understand/use variations in tone and intonation to express meanings (e.g., sarcasm, feelings)

understand/use stress to emphasize and express meanings (sentence level)

understand meaning in body language & gestures

read and use facial cues appropriately

understand and appropriately use personal space

engage in active listening (e.g., eye contact)

Conversational Skills

be able to introduce themself and others

be able to initiate a conversation appropriately

be able to maintain a conversation with turn-taking and on-topic comments

understand/use pausing appropriately

be able to signal a change in topic and make transitions (e.g., that reminds me, speaking of, BTW etc.)

be able to end a conversation appropriately

be able to enter an existing conversation or interrupt appropriately using interjections,

be able to change registers appropriate to the situation and/or listener (e.g., Formal vs. Familiar)

Repair Strategies for Communication Breakdown

be able to identify signs of communication breakdown

be able to check comprehension of listener

repair a **Receptive Breakdown** by requesting clarification, asking for repetition, verifying partial information, etc.

repair an **Expressive Breakdown** by varying speed and volume of speech, re-phrasing, highlighting/emphasizing key words or information, etc.

Acquiring and Giving Information

be able to express needs

be able to use questions for a variety of reasons (e.g., to obtain information; request)

ask for help and/or state a problem appropriately

provide personal information (e.g., address, birthday, phone number)

understand private vs. personal vs. public information

be able to retell a sequence of events

give directions/explanations/instructions (e.g., to play a game, to go to a place, to make something)

provide reasons and/or give excuses

understand opinion vs fact and be able to state an opinion

be able to use language for disagreeing, agreeing or criticizing (constructive criticism), persuading

express ideas and make suggestions appropriately when part of a team

learn how to use a telephone/cell phone to order, call emergency etc.

understand appropriate/inappropriate use of text messages

Social/Emotional Use of Language

be able to identify feelings

be able to explain feelings

understand/express feelings related to hearing challenges

use courteous (polite) language (e.g., May I…?, Please, Thank you, You're welcome)

express empathy/sympathy appropriately

be able to apologize

be able to give and receive compliments appropriately

understand blaming and complaining

use cooperative language (e.g., encouraging, acknowledging, compromising)

be aware of cultural differences

Creative Use of Language

be able to role play

understanding hints/indirect requests (e.g., I really like candy, That looks good etc.)

create and tell an original story

understanding lies

understand and uses humour and sarcasm (oral and in writing)

understand making promises

be able to bargain/negotiate

RESORCES

RESOURCES

100% Language Series (resource)
https://www.proedinc.com/Products/31007/100-languageintermediate.aspx

No Glamor Series (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=no+glamour
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=no+glamour+cards

Language Library (resource)
https://www.carsondellosa.com/845036--early-learning-language-library-learning-cards-grade-pk-k-845036/

Preschool Vocabulary Cards (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=preschool+vocabulary+cards

50 Quick Play Grammar & Language Games (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=50+quick+play

Category Game Cards (resource)
https://www.proedinc.com/Products/37501/category-card-games.aspx?bCategory=OLA

Just for Laughs (resource)
https://www.superduperinc.com/just-for-laughs.html

Inferencing Skills Strips (resource)
https://www.superduperinc.com/inferencing-skill-strips.html

Figurative Language Card Games (resource)
https://www.proedinc.com/Products/37502/figurative-language-card-games.aspx?bCategory=OLA

Comparing and Categorizing Game (resource)
https://www.proedinc.com/Products/37422/hallies-comet-a-comparing-and-categorizing-game.aspx?bCategory=OLA

HELP Series (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=help

Inference Card Game (resource)
https://www.proedinc.com/Products/37504/inference-card-games.aspx?bCategory=OLA

Vocabulary Photo Cards (resource)
https://www.proedinc.com/Products/35026/just-for-kids-elementary-photo-cards.aspx?bCategory=OLA

Language Burst Game (resource)
https://www.proedinc.com/Products/37426/languageburst-a-language-and-vocabulary-game.aspx?bCategory=OLA

Listening for Basic Concepts (resource)
https://www.proedinc.com/Products/31130/listening-for-basic-concepts-all-year-round.aspx?bCategory=OLA

Listening for Language (resource)
https://www.proedinc.com/Products/31130/listening-for-basic-concepts-all-year-round.aspx?bCategory=OLA

Scissors Glue and Grammar Too (resource)
https://www.proedinc.com/Products/31149/scissors-glue-and-grammar-too.aspx?bCategory=OLA

SPARC Series (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=sparc

Spotlight Series (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=spotlight

Word Feast Series (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=word+feast

Chipper Chat Series (resource)
https://www.superduperinc.com/products/collections/chipper-chat-collection.html

Quick Take Along Series (resource)
https://www.superduperinc.com/catalogsearch/result/?q=quick+take+along

MagneTalk Games (resource)
https://www.superduperinc.com/catalogsearch/result/?q=+MagneTalk

Wordy Wheels
https://www.superduperinc.com/catalogsearch/result/?q=wheels

Fun Decks (resource)
https://www.superduperinc.com/catalogsearch/result/?q=fun+decks

Photographic Learning Cards (resource)
https://www.superduperinc.com/catalogsearch/result/?q=photographic+learning+cards

Say and Do Series (resource)
https://www.superduperinc.com/catalogsearch/result/?q=say+and+do
https://www.superduperinc.com/catalogsearch/result/?q=say+and+glue

Collection of Games (resource)
https://www.superduperinc.com/products/collections/games-collection.html
https://www.superduperinc.com/test/games.html?p=2

Vocabulary Activities (resource)
https://www.superduperinc.com/topics/vocabulary.html?p=2

Pragmatics Playing Cards (resource)
https://www.superduperinc.com/webber-pragmatics-playing-cards.html

Figurative Language (resource)
https://www.carsondellosa.com/405036--figurative-language-quick-starts-workbook-grade-4-12-paperback-405036/

Fold and Say Activities (resource)
https://www.superduperinc.com/catalogsearch/result/?q=fold+and+say

INFORMAL ASSESSMENTS / CHECKLISTS

Cottage Acquisition Scales (checklist & resource)
https://edproducts.sunshinecottage.org/store/

Speech/Language Development (pdf chart)
https://www.srsdeaf.org/Downloads/SpeechLanguage_Development_Chart.pdf

Stages of Language Development (website chart)
https://childdevelopment.com.au/resources/child-development-charts/stages-of-language-development-chart/

Pragmatics Checklist (pdf)
https://successforkidswithhearingloss.com/wp-content/uploads/2012/01/PRAGMATICS-CHECKLIST.pdf

Developmental Sentence Analysis by Laura Lee (article)
https://pubs.asha.org/doi/10.1044/jshd.3603.315

TAGS: Teacher Assessment Grammatical Structures
https://www.facebook.com/watch/?v=753097242237596 (overview)
https://professionals.cid.edu/product/getting-your-feet-wet-with-tags/ (course)

LITERACY DEVELOPMENT

The development of early literacy skills begins informally at birth through to school age. Exposure to books, listening to stories and shared reading interactions allow students who are Deaf and/or Hard of Hearing to form a basis for literacy development.

Deaf and/or Hard of Hearing students acquire literacy skills in the same developmental pattern as their peers with typical hearing; however, due to inconsistent auditory information over prolonged periods of time, these skills may be delayed or missing.

Although literacy skills are taught as part of the academic curriculum, the Specialist ToDHH should provide support, as needed, to ensure the student continues to acquire and apply the appropriate skills.

Strong phonological awareness skills are a necessary foundation for success as fluent, proficient readers and writers (Wass, Ching et al, 2019). Students with hearing challenges may require individualized and explicit instruction to acquire these skills based on assessments.

Note: The development of Cognition/Learning Skills is its own skill set and should be considered essential. For the purpose of this document, these skills have been embedded into the Language and Literacy sections, but require direct attention and focus in any program for Deaf and/or Hard of Hearing students. Please refer to Addendum B for more information.

How to Use:

Skills may be taught simultaneously, but students should reach some level of mastery with earlier skills before advancing to those at a higher level.
Phonological awareness skills are auditory-based and should initially be taught using hearing only without manipulatives or pictures.
Hands-on activities, visuals, songs and books are recommended.
Informal assessment should be ongoing.
Individual targets may require repetition and review over multiple sessions.
Cognition targets listed should be developed through reading comprehension activities.

The Student Will:

Literacy Development

PHONEMIC AND PHONOLOGICAL AWARENESS

identify rhyming words

produce rhyming words

segment sentences into number of words

segment compound words

segment words into syllables

segment words into sounds (phonemes)

isolate phonemes first in the initial, followed by final and then in the medial position

blend syllables to make words

blend sounds to make syllables

manipulate words using deletions of syllables or sounds

manipulate words using substitutions of syllables or sounds

manipulate words using juxtaposition of syllables or sounds

SIGHT WORD RECOGNITION

recognize individual words from appropriate word lists

recognize and be able to develop word families

recognize words within sentences

PHONICS AND DECODING

identify consonant sounds

identify the short vowel sounds

identify the long vowel sounds

understand sound/letter correspondence

identify the diphthongs

identify digraphs (e.g., ch)

identify consonant blends (e.g., /st/, /br/)

blend sounds together to make words

COGNITION

make predictions

find details

identify the main idea

sequence events

make inferences

draw conclusions

summarize

FLUENCY

attend to punctuation with appropriate intonation, stopping, pausing etc.

regulate vocal volume

use expression and emotion

improve flow

regulate pace appropriately

WRITING CONSTRUCTION

construct a simple sentence

answer written questions appropriately

construct a compound sentence

construct a complex sentence

construct a paragraph using a topic sentence, body, concluding sentence

understand/use literary devices (e.g., personification, alliteration, etc.)

construct an essay for various purposes

WRITING MECHANICS

develop punctuation skills appropriate to grade level

develop capitalization skills appropriate to grade level

develop spelling skills appropriate to grade level

EDITING AND PROOFREADING SKILLS

find punctuation, capitalization and spelling errors in a text or in own work

find grammatical errors in a text or in own work

RESOURCES

Effective Early Reading Instruction: A Teacher's Guide (resource)
https://www.dcp.edu.gov.on.ca/en/guide-effective-early-reading
https://www.dcp.edu.gov.on.ca/en/guide-effective-early-reading/download (pdf)

Early Literacy Games (resource)
https://www.carsondellosa.com/804101-eb--color-photo-games-early-literacy-resource-book-grade-pk-k-ebook-804101-eb/

Early Literacy Development in Deaf Children by B. Trezak & C. Mayer, 2015 (book)

Phonemic Awareness (resource)
https://www.creativeteaching.com/search?type=product&q=phonemic+awareness

First 100 Sight Words (resource)
https://www.superduperinc.com/first-100-sight-words.html

Language Arts Warm Ups Series (resource)
https://www.proedinc.com/Products/20861/language-arts-warmups-combo-all-7-books.aspx?bCategory=LRA

No Glamor Reading (resource)
https://www.proedinc.com/AdvancedSearch/DefaultWFilter.aspx?SearchTerm=no+glamour+reading

Sounds Abound Series (resource)
https://www.proedinc.com/Products/31155/sounds-abound-listening-rhyming-and-reading.aspx?bCategory=LRA
https://www.proedinc.com/Products/31157/sounds-abound-storybook-activities.aspx?bCategory=LRA

Story Comprehension To Go (resource)
https://www.proedinc.com/Products/31167/story-comprehension-to-go.aspx?bCategory=LRA

Story Retell Fun Deck (resource) https://www.superduperinc.com/story-retell.html

Spotlight on Reading and Listening Comprehension Series (resource)
https://www.proedinc.com/Products/31828/spotlight-on-reading--listening-comprehension-lev.aspx?bCategory=LRA

What's the Main Idea? (resource)
https://www.superduperinc.com/what-is-the-main-idea.html

Homophones in Sentences
https://www.superduperinc.com/homophones-in-sentences.html

Context Clues in Stories (resource)
https://www.superduperinc.com/context-clues-in-stories.html

Reading Comprehension Cards (resource)
https://www.proedinc.com/Products/35020/reading-comprehension-cards-level-1.aspx?bCategory=LRA

Rhyme and Sort Rockets Game (resource)
https://www.superduperinc.com/rhyme-sort-rockets-game.html

Syllable Practise Fun Deck (resource)
https://www.superduperinc.com/syllable-practice.html

Phonological Awareness Cards (resource)
https://www.proedinc.com/Products/35015/phonological-awareness-cards.aspx?bCategory=LRA

Nouns, Verbs, Adjectives Learning Cards (resource)
https://www.superduperinc.com/nouns-verbs-and-adjectives-learning-cards.html

Word Families with Silly Sentences (resource)
https://www.superduperinc.com/word-families-with-silly-sentences.html

Prefixes & Suffixes (resource)
https://www.superduperinc.com/word-stems-combo.html

Root Words (resource)
https://www.creativeteaching.com/search?type=product&q=root+words

Grammar Minutes Series (resource)
https://www.creativeteaching.com/search?type=product&q=grammar

Metaphors & Similes Fund Deck (resource)
https://www.superduperinc.com/metaphors-similes.html

Phonics (resource)
https://www.creativeteaching.com/search?page=7&q=phonics&type=product

Writing (resource)
https://www.creativeteaching.com/search?type=product&q=writing

Making Words (resource) https://www.carsondellosa.com/search-results/?q=making%20words

Grammar, Capitalization, and Punctuation (resource)
https://www.carsondellosa.com/404253--language-arts-tutor-grammar-capitalization-and-punctuation-resource-book-grade-4-8-paperback-404253/

Grammar Quick Starts (resource)
https://www.carsondellosa.com/405037--grammar-quick-starts-workbook-grade-4-12-paperback-405037/

Critical Reading Series (resource)
https://www.mheducation.com/search.html?searchQuery=critical%20reading%20series&page=1&sortby=relevance&order=desc&bu=all

Reading Milestones (resource) https://www.mindresources.com/education/059847

Basic Grammar Series (resource)
https://www.proedinc.com/Products/20032/basic-grammar-series-combo-all-3-books.aspx?bCategory=LRA

Dolch Sight Word Lists (resource) Dr. Edward William Dolch
http://www.dolchword.net/dolch-word-list-frequency-grade.html

Reading Comprehension Skills and Strategies (resource)
https://www.saundersbook.ca/series/WSDL0119

The 100 +Series Reading Comprehension Workbook (resource)
https://www.carsondellosa.com/104839--the-100-series-reading-comprehension-workbook-grade-1-paperback-104839/

Reading Comprehension Workbooks for Grades 1-5 (resource)
https://www.scholastic.com/teachers/teaching-tools/book-lists/resources/reading-comprehension-workbooks-grades-1-5.html

Reading Comprehension Worksheets (website) free
https://www.k5learning.com/reading-comprehension-worksheets

Specific Skills Series - McGraw Hill
https://www.mheducation.com/prek-12/program/specific-skill-series/MKTSP-UHL04M0.html

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INFORMAL ASSESSMENTS / CHECKLISTS

Slosson Oral Reading Test -Therapro (resource)
https://www.therapro.com/Browse-Category/Evaluations-2/Slosson-Oral-Reading-Test-Revised-3-SORT-R3_6.html

Woodcock Johnson IV Test of Achievement (resource) https://school.nelson.com/psych-ed-assessment/wjiv

SELF-DETERMINATION & ADVOCACY

Self-determination is a person's ability to take actions toward self-chosen goals. It is about making things happen in your life (i.e., to construct an identity) which is a predictor of in-school and post-school success. There can be significant educational attainment and employment gaps between individuals who are Deaf and/or Hard of Hearing and individuals who are hearing (Mazzotti et al., 2016).

There are 9 skills in gaining self-determination: choice-making, decision-making, problem solving, goal setting and attainment, self-regulation, self-advocacy, self-awareness and self-knowledge, and locus of control.

Choice-making comes before decision-making and is the process of selecting from two or more alternatives. Decision-making requires 5 skills within the one skill in order to accomplish. Problem solving requires 4 steps that include the cognitive skills of executive function and attention. Goal setting and attainment as defined by Latham & Locke (2002) are the level of competence that we wish to achieve and the creation of a useful lens through which we assess our current performance. Self-regulation is a process that assists students in managing their thoughts, behaviours, and emotions in order to successfully navigate their learning experiences (Zumbrunn,Tadlock, & Roberts, 2011). Self-advocacy is the ability to speak on one's behalf and represent personal needs and interests. It involves understanding one's learning strengths and developing the ability to communicate learning needs and required accommodations (Kotzer and Margalit, 2007). Self-awareness and Self-knowledge is the ability to identify and understand one's own needs, interests, strengths, limitations, and values. These two skills increase throughout goal setting and attainment, and self-reflection. Throughout goal setting and attainment, self-reflection can increase self-awareness and development of an internal locus of control, which is when a student understands their actions cause results rather than attributing results to external factors (Rotter, 1966).

Assessing these targets may be completed informally or formally. The following targets are only guidelines organized in levels as skills develop. The targets are listed according to a hierarchy of development. Students, including those late identified with a hearing status, may have gaps requiring targets in earlier stages to be addressed.

Some of the goals/targets in this section are not meant to be taught in isolation but instead can be woven into each lesson or itinerant session.

How to Use:

* Self-determination encompasses the following: Choice-making, Decision-making, Problem solving, Goal setting and attainment, Self-regulation (includes self-observation, self-evaluation, self-reinforcement), Self-advocacy, Internal Locus of Control, Self-efficacy and Self-awareness.
* Though all domains overlap in some respect, the progression of self-determination begins with the skill of choice-making.
* At all grade levels, students should be provided with opportunities to engage in activities that promote the development of these areas.

The Student Will:

Self-Determination

CHOICE- & DECISION MAKING

pick between 2 or more possibilities based on preference/interest (e.g., type of sticker to put on hearing aid)
make appropriate choices for self (e.g., choose a quiet area to complete school work in)
state the reason(s) for making a choice (e.g., explain why they chose to sit in a particular location in the classroom)
demonstrate responsibility for personal choices (e.g., didn't wear RM system, student failed a test)
choose and become involved in one activity out of several options (e.g,. chooses and plays one of the auditory games presented)
explore cause and effect (e.g., teacher uses RM or not).
recognize there are choices in how to respond in a situation (e.g., when asked about personal hearing devices)
identify the pros/cons of different choices in situations (e.g., to ask for clarification if needed)
make a choice of most appropriate solution among possible alternatives
identify the critical factor when facing a decision (skill #1)
evaluate options before making a decision (skill #2)
anticipate outcomes from the decision they make (skill #3)
navigate the risks involved in the possible decision (skill #4)
reason well the decision they have come to making (skill #5)
apply decision-making skills to foster responsible social and non-social relations
identify adults to trust (decision-making) (e.g., discriminated for their hearing status)
identify positive adults in own life (e.g., Deaf or Hard of Hearing role model)

PROBLEM SOLVING

apply the 5 skills in decision-making: identify critical factor, evaluate options, anticipate outcomes, navigate risks and reason well to problem solve a situation

identify the root of the problem

explain possible solutions to a problem

use what will happen if ......?

understand circle of control and circle of things they can't control

try one of the solutions

accept making mistakes as part of gaining a solution of a problem

think critically and creatively to help themselves with gaining auditory access

analyze emotional states that contribute to, or detract from, personal problem solving/decision-making

demonstrate personal coping strategies and problem solving skills in a variety of situations

identify peer, home, and school resources to access when solving problems

GOAL SETTING AND ATTAINMENT

identify and define a goal clearly and concretely

describe personal qualities/skills possessed and interests one wants to develop

make a short-term goal for learning success

make a long-term goal for learning success

choose and set goals in any area including academics, extra-curricular activities and self-advocacy

create an appropriate goal

explain why goal is appropriate for them

identify pathways most likely to achieve the goal

contribute to the development of an action plan

display steps in achieving their goal through pictures, charts, print, etc.

explain the purpose of the goal they have set

explain how the goal will guide their learning

describe evidence of reaching their goal (e.g., in a reflection)

describe their feelings once a goal is achieved

SELF-REGULATION

identify ways to calm self when emotions run high (e.g., when not hearing something clearly or misunderstanding)

demonstrate constructive ways to deal with upsetting emotions (e.g., one choice could be to remove self from situation)

adjust to new/novel situations (e.g., going on a field trip with an RM system)

accept that there are positive and negative consequences of choices and actions (e.g., using or not using the RM system)

act responsibly when using others' property (e.g., plugging in the RM system to the computer, iPad etc.)

use self-monitoring strategies to regulate emotions

show skills for handling challenging situations (e.g., calm down, walk away, seek help or mediation)

demonstrate an ability to present own perspective from a Deaf and/or Hard of Hearing viewpoint

define what it means to be responsible and identify self-responsibility traits regarding hearing needs

explain the benefits of being responsible for hearing levels

identify and apply appropriate strategies for managing stress and motivating successful performance with regards to hearing levels

generate ways to develop positive self attitude and acceptance of self as an individual who is Deaf and/or Hard of Hearing

anticipate a response to their action (e.g., if they don't ask for clarification when they don't hear something clearly)

identify and explain short and long term outcomes of safe, risky and harmful behaviors (e.g., not wearing hearing aids and having headphones on full volume to hear)

define own responsibility for behavior

evaluate the role a positive attitude towards accommodations for hearing needs plays in their future success

identify and managing emotions (express their feelings and understand the feelings of others regarding their hearing status)

recognize outside influences on development of personal characteristics and discern whether those influences are supportive or not

build relationships (support healthy relationships to help with equity and respect diversity)

use strategies for both coping with and overcoming feelings of rejection, social isolation and other forms of stress related to hearing status

demonstrate an ability to change their perception of a situation and make adjustments to understand it in a different way

describe the effect that taking responsibility vs. not taking responsibility can have and how it can lead to success or failure (e.g., not charging the RM system at the end of the day)

accept their hearing difference and understand that it may/may not go away

understand that feelings about hearing differences may impact self-concept

understand that all Deaf and/or Hard of Hearing people face similar challenges (have similar needs)

deepen their sense of self to build an understanding of their own identity and feel that they belong

understand that problems may occur in adjusting to life's experience regardless of hearing status

SELF-ADVOCACY

define advocacy

define access

set priorities in building on strengths and identifying areas for improvement for advocating hearing access

indicate what they hear and understand in varying environments; understand how to address challenges

identify situations where it's appropriate to seek adult help for hearing access

demonstrate knowledge of any unspoken or unwritten values/norms applicable to advocating for oneself (e.g., be positive, choice is a key concept not a destiny, reprimand is serious, etc.)

explain how external influences (e.g., media, peer, cultural norms) affect decision-making regarding hearing accommodations

consider ethical, safety and societal factors when making decisions for self and hearing access

explain the difference between hearing and Deaf cultures (traditions, norms, history, values, language, etc.)

generate alternate solutions and possible outcomes in challenging hearing situations

be able to respond to questions about hearing level and hearing assistive technology

effectively participate in group decision-making processes regarding hearing levels and access

engage in self-instruction/use own verbal prompts for solving problems before seeking help (e.g., troubleshooting RM system)

demonstrate awareness of where to go for support when in need (parents, teachers, school counselors, other adults)

help to plan classroom inservice to share awareness of hearing levels and accessibility

prepare presentation for teachers regarding accessibility needs and learning strengths (with support if needed)
participate in classroom inservice regarding hearing
advocate for access in the classroom and school social settings (e.g., beginning of year in-service with new teachers, requesting closed captions turned on)
demonstrate appropriate awareness of individual program goals (e.g., IEP)
participate in program planning meetings as appropriate (e.g., transitions)
talk to younger Deaf and/or Hard of Hearing students about the importance of understanding hearing needs and advocating for those needs at school
demonstrate skills for independent living appropriate to age and developmental level (e.g., vibrating alarm clock, flashing light for doorbell)
understand how to read and follow simple schedules, charts, tables, diagrams, outlines, maps, etc. (e.g., when to change batteries, how to get to audiologist)
demonstrate additional skills for independent living appropriate to age and developmental level (e.g., fire alarm)
understand where and how to get help in an emergency situation

INTERNAL LOCUS OF CONTROL

define and give examples of 'internal locus of control' vs. 'external locus of control'
increase understanding that determination and effort (not luck) are indicators for goal fulfillment
demonstrate an understanding that they are responsible for the outcome of a situation (e.g., My lack of achievement was due to my choice not to wear my listening device.)

SELF-AWARENESS & SELF-KNOWLEDGE

identify their interests and strengths
take ownership of self needs
explain hearing level and how they hear best
recognize and describe the challenges their hearing level presents
identify needs of themselves as a Deaf and/or Hard of Hearing individual within a family, the school and/or the community (e.g., communication, participation, rules of behaviour, respect)
recognize and label emotions/ feelings
recognize and discuss how emotions are linked to behaviour
describe situations that cause various emotions (e.g., someone yelling when speaking to you face to face)

explain possible outcomes/results associated with expressing personal emotions
evaluate how expressing one's emotions affects others
evaluate how expressing more positive attitudes influences others
discuss unique aspects of growing up as a child who is Deaf and/or Hard of Hearing (growing up in a Deaf, Hard of Hearing or Hearing family)
identify peer pressure/acceptance
analyze and describes how personal qualities and temperaments influence choices and success
understand the effects of self-talk on emotions
identify things about self that cannot be changed
identify self as hearing, hard of hearing, deaf or culturally Deaf
demonstrate positive attitude towards self as a unique person
recognize personal learning style/ intelligence and finds ways to employ those styles
understand the value of mentors (including mentors who are Deaf and/or Hard of Hearing)
research successful Hard of Hearing and/or Deaf individuals/role models
apply self-reflection techniques to recognize strengths, weaknesses and potential areas of growth (e.g., IEP)
explain how one's family members, peers, school personnel and community members can support school success and responsible behavior

CAREER EDUCATION

Pathways

be active in transition plan out of pediatric audiology
understand accommodations listed in IEP
help to plan classroom inservice
keep self updated on new RM technology
provide input to strengths and needs in IEP
participate in creating short term goals on IEP
participate in setting long term pathway goals
know size and cost of hearing assistive device batteries and where to get them
make and keep appointments (e.g., ENT, audiologist, physician, etc.)
meet with subject teachers each semester/term regarding accessibility needs and learning strengths

recognize qualities of positive role models, including Deaf/Hard of Hearing role models
schedule routine evaluations with audiologist to monitor hearing and to maintain/update hearing assistive devices
plan, implement and evaluate participation in a group effort to contribute to the community
have exposure to role models from the Deaf or Hard of Hearing communities
demonstrate knowledge of roles and responsibilities for the communities in which the student is involved in (e.g., class, school, home, and community)
employ strategies for obtaining help in an emergency
understand accommodations rights for individuals who are Deaf and/or Hard of Hearing in post-secondary or work environment
evaluate benefits of extracurricular activities
identify school support personnel and have knowledge of when/how to access them
identify organizations in the community that provide opportunities to develop interests or talents
utilize community resources to achieve goals
know how to obtain financial assistance for getting hearing assistive devices, if necessary
access safety networks for self and others
develop constructive support systems that contribute to life success
advocate for access in school and community
identify and explain school/campus and community organizations, agencies, and support services that are available
familiarize self with physical environment of school/campus and community
understand the pathway to take to attain future career
identify accessibility department located in the post-secondary system
be aware of post-secondary school supports/accommodations (e.g., notetakers, remote microphone systems) and know how to access and advocate for what they require
understand application process for accessing support
identify accommodations and/or support services needed to succeed in post secondary setting
be aware of workplace accommodations and know how to access and advocate for what is required
identify avenues of financial support and attend a planning program
be aware of funding options related to RM systems
make adaptations needed to maximize listening and communication in community situations (e.g., vehicles, movies, restaurants and malls)
make adaptations needed to maximize listening and communication during interview and on the job

fill in applications for post secondary education/work options (e.g., applications, resumes, cover letter etc.)

investigate scholarships for students who are Deaf and/or Hard of Hearing

RESOURCES

People and Emotions Learning Cards (resource)
https://www.superduperinc.com/people-and-emotions-learning-cards.html

Say and Do (resource)
https://www.superduperinc.com/say-and-do-social-scenes-combo.html

What Could be the Reason? Cards (resource)
https://www.superduperinc.com/what-could-be-the-reason.html

If….Then….. Cards (resource)
https://www.superduperinc.com/ifthen.html

50 Quick Play Reasoning and Problem Solving (resource)
https://www.proedinc.com/Products/31178/50-quickplay-reasoning--problemsolving-games.aspx?bCategory=OLA

I'm Determined (website)
https://imdetermined.org/

Avid Language Resources (inclusive books for D/HH children)
https://www.avidlanguage.com

Building Skills for Independence (resource)
https://successforkidswithhearingloss.com/

150 What's Wrong with this Picture? (resource)
https://www.superduperinc.com/150-whats-wrong-with-this-picture-scenes.html

That's Life! Language Cards (resource)
https://www.proedinc.com/Products/35255/thats-life-language-cards.aspx

The Question Challenge (resource)
https://www.superduperinc.com/the-question-challenge.html

Rule the School Game (resource)
https://rule-the-school.com/self-advocacy-board-game/

Teacher Tools Take Out (resource)
https://teachertoolstakeout.com/

Deaf Metal Jewelry (website)
https://deafmetalusa.com/product-category/jewelry/

Scholarship Opportunities (website)
https://canadianaudiologist.ca/funding-for-post-secondary-equipment-for-students-with-hearing-loss/

Resources: Soundings: Towards the Future-Strategies for hard of hearing post-secondary students (CHHA 2004); Youth Transition Guide (CHS)

INFORMAL ASSESSMENTS / CHECKLISTS

The Choice Maker (website)
https://sites.google.com/a/ghaea.org/transition-planning-services/self-determination/the-choicemaker-self-determination-assessment

Screening Instrument for Targeting Educational Risk: SIFTER (checklist)

https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/SIFTER.pdf
Student Advocacy and Independence Development: SAID (checklist) https://successforkidswithhearingloss.com/wp-content/uploads/2014/09/4.b.-SAID_Teacher.pdf
Access to Curriculum Assessment Tool (ATCAT) (Karen Anderson)
Social Interaction Skills: Pre-K/Elementary (checklist) https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/SOCIAL-SKILLS-CHECKLIST-PreK+Elementary.pdf
Self-Assessment of Communication - Adolescent: SAC-A (checklist) https://successforkidswithhearingloss.com/wp-content/uploads/2014/09/5.c.-Self-Assessment_of_Communication-Adolescent.pdf
Informal Inventory of Independence and Self-Advocacy for DHH Students (checklist) https://successforkidswithhearingloss.com/wp-content/uploads/2011/12/Informal-Inventory-of-Independence-and-Self-Advocacy-Skills-for-Deaf-Hard-of-Hearing-Students.pdf
Response to Intervention (RTI) (Karen Anderson)
Loneliness and Dissatisfaction Scale (checklist) https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/Childrens-Loneliness-and-Social-Dissatisfaction-Scale1.pdf
Informal Assessment of Fatigue and Learning (checklist) https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/Fatigue-and-Learning-Scale.pdf
Audiology Self-Advocacy Checklist:Elementary & Secondary: https://www.phonak.com/content/dam/phonak/HQ/en/support/children-and-parents/gap/Self-Advocacy_Guide.pdf https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/Audiology-Self-Advocacy-Checklist-HS-ASAC-HS-2-4-15.pdf

Title: A Helping Hand

From the artist: Through this piece, I chose to express the help and care we receive from itinerant teachers. My experience with itinerant teachers through the years has always been supportive and helpful in bringing out the best in me. Therefore, this piece shows the enthusiasm and the support that I have received from many itinerant teachers.

THEORY OF MIND DEVELOPMENT

Theory of Mind (ToM) is one of many key cognitive skills. ToM is an individual's ability to view the desires, beliefs, and thoughts of others as possibly different from their own (Moeller & Schick, 2006). This skill is the foundation of our social relationships and is instrumental in higher level thinking and literacy skills and is especially important for children who are Deaf and/or Hard of Hearing, who can sometimes unintentionally miss subtle incidental conversational and linguistic cues. Therefore, a deficit in ToM leads to inadequate social functioning (Ketelaar, Rieffe, Wiefferink, & Frijns, 2012) and poor academic achievement (Schick et al., 2002).

Research indicates that D/HH children follow a similar developmental path towards complete theory of mind understanding, but often fall behind their peers with typical hearing, time-wise, in achieving theory of mind development. This delay is not caused by cognitive differences but rather an effect of decreased access to language overall (Schick et. al., 2002).

Schick and colleagues (2002) postulate that ToM is a prerequisite skill necessary for a child to fully comprehend stories and the written word. They believe that the delay in reading skills, which many children who are Deaf and/or Hard of Hearing experience, is a result of deficits in ToM development and not just a result of their delays in vocabulary and syntax understanding. If ToM can affect a child's ability to read, it can also be connected to a child's difficulties in other academic domains. As such, delays in language and ToM have an overall global effect on a child's ability to be successful.

The target/goals in this section are not necessarily meant to be taught explicitly but may be incorporated into lessons as part of the ongoing development of learning skills.

How to Use:

* Evidence of Theory of Mind in Social, Emotional, Reading and Writing.

* The following ToM goals can be recognized incidentally while working with or observing a student during all areas of learning and throughout the day.

The Student will:

SOCIAL & EMOTIONAL

Pre-Theory of Mind (birth to 4 years)

respond to the emotional reactions of others
imitate expressions
demonstrate joint attention (looking in the direction of another person's gaze)
display emotions of joy, sadness, disgust and anger
initiate joint attention on objects
initiate behavioural request
respond appropriately to non-verbal signals from other people, including gestures, posture and body language
begin to look at the direction in which someone is pointing rather than at the finger itself
point to draw someone's attention to something
follow another person's gaze to determine what the person is thinking, wanting, feeling or intending to do
seek to change effect of another by direct contact
demonstrate understanding of own intentional behaviour
demonstrate recognition that other people have likes, desires and dislikes that are different from their own
engage in pretend play (symbolic and role play) for the purpose of social interaction
demonstrate conscious recognition of distress in others
predict emotional response of others in a variety of familiar situations
demonstrate understanding of intentional behaviour of others
demonstrate emergent altruistic behaviour (e.g., comforts another; changes another's or doll's affect by bringing suitable toy)
use words: happy, sad, mad, scared

First Order (4-5 years)

recognize they have done something even though they know it's wrong
begin to understand that other people's minds are distinct from their own but cannot yet clearly distinguish between what they know and what others know
demonstrate they understand that imaginary objects are different from real objects

distinguish among the following mental states: wants, pretends, dreams, looks like, and thinks
demonstrate they understand that perception can lead to knowledge (e.g., someone who looks in a box will know what's in it but someone who cannot see inside will not know)
demonstrate they understand that people's actions can be determined by their desires, intentions, and thoughts
demonstrate they understand that people's feelings can be determined by their thoughts, hopes and beliefs
demonstrate they understand that different people can see different things
spontaneously use the terms: think, know, remember, forget, guess
recognize schematic facial representations of emotions such as emojis, cartoon characters, etc.
know the situations that will provoke primary emotions (e.g., can match emotion word to picture)
talk about causes and consequences of emotions
identify questions that are appropriate for social interactions
recognize the role of self-initiation of questions to gain social information about another person
identify initiations and responses that are appropriate for reciprocal conversations
use an object and/or a person to change own affect
begin to display self conscious emotions: embarrassment, pride, shame, guilt
begin to understand that other people have minds and that their minds may hold different information
recognize that appearances may be deceptive and can mislead
demonstrate they are beginning to understand that other people's beliefs may differ from their own and can predict how those people will react based on their differing beliefs
distinguish between reality and representation
learn to read important "cues" to determine what other people are thinking, based on their feelings and non-verbal interactions
express prediction of what someone is thinking or feeling
pass false contents and false beliefs tasks (e.g., predicts a person's actions on the basis of a person's false beliefs)
demonstrate an understanding of not only what people see but also how it appears to them
demonstrate they understand how access to information by seeing or hearing is causally related to knowledge and how knowledge and belief can be causally related to actions in the world (i.e., beliefs cause people to act in certain ways)
recognize that ambiguous figures can be interpreted differently by different people (such as optical illusions) to demonstrate cognitive flexibility
demonstrate they understand that emotions are caused by what someone thinks is the case, even if what they think conflicts with reality; predicts emotions based on false beliefs

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identify character's feelings according to whether or not wishes are fulfilled

demonstrate they understand their sense of self through time – episodic/autobiographical memory and future time travel. Uses past and current references to predict future events (e.g., when I'm bigger, I'm going to…)

describe a personal situation in which they were happy, sad, mad, scared, and surprised

Second Order (6-8 years)

pass second-order false belief tests, which require a child to understand that A thinks that B thinks that _____, but that both A and B are wrong

demonstrate the ability to deceive others

develop the realization that knowledge requires adequate information

realize that interpretations of knowledge and situations can be influenced by expectations or biases

consider other people's point of view

demonstrate they understand that a person's facial expressions and thoughts do not necessarily coincide

predict what one person is thinking about what another person is thinking/feeling (e.g., Student predicts that Cinderella believes that the Fairy Godmother believes, thinks or feels _____)

make appropriate judgments of situations in which one knows, remembers, forgets or guesses

offer appropriate situations for emotions such as jealousy, worry, pride, shame, guilt

demonstrate they understand that one can have first one emotion and then a second emotion in response to a situation

Higher Order (8 years and older)

recognize a faux pas – saying /doing something that is inappropriate or can be misconstrued

demonstrate they understand strategies to hide deceit and to detect deceit

demonstrate they understand that one can have two concurrent emotions of opposite type in response to a situation

realize that intensity of emotion decreases with time

recognize/understand affective sarcasm

recognize affective white lies

recognize/understand persuasion

use facial expressions to mislead intentionally

demonstrate they know social rules for regulating emotions

demonstrate the ability to recognize presentational lies

READING

Comprehension

listen and talk about stories, especially those involving surprises, secrets, tricks and mistakes, that invite children to see things from different points of view (e.g., Red Riding Hood doesn't know that the wolf is dressed up as grandma)

demonstrate understanding of characters' goals, actions, thoughts and emotions

demonstrate understanding of inferencing when not explicitly stated (e.g., What do you think the character is feeling right now?)

demonstrate understanding of vocabulary - guess, wonder, knew, thought

WRITING

Early

demonstrate writing using adjectives to describe emotions (e.g., The bear was angry.)

use mental state verbs in writing (e.g., The bear was thinking.)

First Order

predict causes for emotions and mental states (e.g., The bear is angry because the chicken was stolen.)

predict causes for action based on beliefs (the "why" - maybe false beliefs) (e.g., The fox ran away because he *knew* the bear was chasing him.)

include the 'why' clause

Second Order

ascribe beliefs, feelings, or thoughts to other characters (e.g., The bear *believes* that the chicken is *frightened*.)

include a mental state verb followed by a clause (e.g., The bear *knows* the chicken *thinks* the fox is kind.)

Higher Order

understand that characters can have two concurrent emotions of opposite types in response to a situation (e.g.,The bear *feels* relieved that the chicken is safe but sad the chicken is not going home.)

show evidence of the understanding of deceit or acknowledgement that things may not be what they seem (e.g., When the bear saw the fox and chicken so happy, he began to realize he had misunderstood. He was angry
 with the rabbit for lying to him about the fox.)

include multiple embeddings (e.g.,The bear thinks the chicken feels embarrassed because the fox is upset.)

use figurative language (e.g., The fox had tried every trick in the book to steal chickens from the farm.)

Narrative

demonstrate the ability to infer their audience (what they are writing about and to who)

demonstrate writing in a particular role

demonstrate writing for a range of audiences

RESOURCES

Theory of Mind (article) https://nobaproject.com/modules/theory-of-mind

Thinking about thinking on how young children develop theory of mind (article)
https://www.hanen.org/MyHanen/Resource-Centre/Articles/Research/Thinking-about-Thinking--How-young-children-develo.aspx

Social Intelligence Test (website) http://socialintelligence.labinthewild.org/mite/

Theory of Mind: What is it and how your child can develop it (website)
https://www.hearingfirst.org/b/blog/posts/theory-of-mind-what-it-is-and-how-your-child-can-develop-it

Title: Hope
From the artist: This candle painting narrates how my itinerant teachers are there to help me by lending me their flames when mine has been extinguished.
They've given me that little bit of light, or hope if you will, in my life. Despite so many other people having their flames, itinerant teachers will patiently help out their students, and I think they deserve more credit than they get.

FAMILY GUIDANCE & INVOLVEMENT

Families of children who are Deaf and/or Hard of Hearing face a myriad of decisions concerning identification, amplification, communication, language, support services and agencies followed by educational services and placement. Caregivers are a valued member of the educational team because they are experts about their child and their strengths and needs. Research shows a strong correlation between family involvement and academic success which is why family guidance and involvement is critical (Calderon, 2000).

In this guide, Family Guidance and Involvement include areas to support caregivers around Understanding Hearing Levels and status, Hearing Assistive Technology, Family & Child Interactions, Communication Strategies, Family Advocacy & Transitions.

How to Use:

* The Provincial and Demonstration Schools Branch Resource Service Home Visiting Program from the Ministry of Education and some District School Boards offer early years programs for children and their families prior to school entry.

* The early years programs at school boards may begin when the child is two or three years of age and will involve the family (caregiver).

*While this section is targeted primarily to families of very young children, it is important to recognize that families of older children who have been late identified, have progressive hearing loss and/or have not had the advantage of early intervention may also benefit from support in the areas below.

* The expectations should be used to guide the conversations and encourage family involvement.

Discuss with caregiver:

UNDERSTANDING HEARING LEVELS and/or STATUS

Information Sharing

child's hearing levels
basic anatomy of the ear and the function of the parts
the difference between chronological age and listening age
the basic information found on an audiogram
the variety of audiological tests (ABR, OAE, VRA, Play Audiometry)
the difference between aided and unaided hearing levels, relative to speech acoustics

the effect of hearing status on the perception and development of language

the effect of hearing levels on psychosocial development

the effect of hearing levels/status on potential educational needs

misconceptions about individuals who are Deaf and/or Hard of Hearing

HEARING ASSISTIVE TECHNOLOGY

Maintenance

the various personal amplification devices available (hearing aids, cochlear implants, Remote Microphone systems, etc.)

the benefits/limitations of personal amplification device(s)

the strategies to assist in acclimating their child to personal amplification device(s)

how to manage all controls of personal amplification device(s) properly

how to perform a daily listening check

who to contact when personal amplification is not functioning properly

identify the main parts and function of the personal hearing device(s)

how to put on/take off personal hearing equipment appropriately (earmolds, CI processor)

how to store personal hearing device(s) correctly when not in use

how to check batteries in device with battery tester and change as needed

how to clean ear mold(s) and the importance of cleaning them regularly

how to troubleshoot when hearing technology is not working

the importance of an appropriately fitting earmold

the importance of regularly scheduled audiology testing and follow up appointments

the benefits of an RM system

FAMILY & CHILD INTERACTIONS

Connections

the caregiver behaviours and infant characteristics that lead to a positive caregiver-infant relationship

the strategies to help siblings understand hearing levels and its effect on the family

the benefits of including and enlisting family and friends in early intervention, education, and support

community support (e.g., childcare, faith-based organizations, financial supports, parent support

groups, organizations for individuals who are Deaf and/or Hard of Hearing)

strategies to help build their child's self-awareness and identity

the benefits of having high and realistic expectations for their child to increase success and motivation

the benefits for their child to self-advocate

the benefits to meeting other children and adults who are Deaf and/or Hard of Hearing

the various identities associated with hearing status (hearing, hard of hearing, deaf, culturally Deaf)

strategies to promote the child's self-advocacy

the importance of and the strategies to building experiences

about play and concept development

COMMUNICATION STRATEGIES

Tools

the benefits of family support and involvement on communication and language development

prelinguistic communication concepts which can be expressed through motor movements, facial expressions, vocalizations, and social interactions

observational strategies for their child's listening and communication behaviours to support communication development

the features of communication such as proximity, turn-taking, following the child's lead

how to identify difficult listening situations and strategies to manage the listening environment

the concept that play is work and necessary for learning

the concept that children with varying hearing levels need a language rich environment

the various communication modes and educational settings in order to make informed decisions about effective communication and if a change is warranted

the importance of consistent use of the preferred mode of communication (spoken or sign)

the concept that communication modality may change according to situational needs

strategies and benefits for the need to read to the child in their communication modality

the need for explicit teaching of vocabulary and concepts

the benefits of extra-curricular and social environments which allow direct communication in the child's primary language

the developmental milestones and their child's current level

FAMILY ADVOCACY & TRANSITION

Pathways

appropriate regional and provincial services available for their child and family
strategies to observe and describe current language and communication levels needed for the development of an education plan
the services available for a child with additional needs/challenges outside of hearing status
the environmental accommodations their child needs in various environments
the appropriate process to identify and request reasonable accommodations
the provincial legislation pertaining to their child's education in their respective region
what to look for in a preschool/academic situation
strategies to help prepare the child for a new situation
strategies to help familiarize the school professionals with the child's history and hearing needs
student transitions/pathway options and accommodations offered in order to make informed academic decisions
student pathways and supports available to encourage seamless transition
the process option of an IPRC
the process of an IEP
the various school professionals that could be involved with the child's program planning
the information sharing of child's needs for transitions between grades
the information sharing of child's needs when transition from elementary to secondary

RESOURCES

PRODUCTS

Advanced Bionics (website) https://www.advancedbionics.com/ca/en/home.html
Cochlear (website) https://www.cochlear.com/ca/en/home
Canadian Hearing Services (website) https://www.chs.ca/
Counseling Persons with Communication Disorders and their Families - Lutheran (Book) https://www.amazon.ca/Counseling-Persons-Communication-Disorders-Families/dp/1416403698
PAH Mental Health Video Series: Parenting a Deaf Child https://youtu.be/FD1fmH7PSCw (video)

SUPPORT GROUPS
Silent Voice (website) https://silentvoice.ca/
VOICE (website) http://voicefordeafkids.ca/
Beliefs and Self-Efficacy of Parents of Young Children with Hearing Loss (article) https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7523736/
Hands & Voices (website) https://www.handsandvoices.org/
Alexander Graham Bell Association for the Deaf and Hard of Hearing (website) https://www.agbell.org/

Title:
We Hear Many Things

cow

radio, music

rooster

rain

airplane

wind

ambulance

hands clapping

dog barking

baby crying

ASL/LSQ ↔ English/French Language Support

Students who are Deaf and/or Hard of Hearing have the right to an effective and efficient communication system, sign and/or spoken, to continue communication and language development in a modality that supports the students learning in accessing the Ontario Curriculum. Because progress monitoring and skill building is important to the natural use of effective communication (Robbins, Koch, Osberger, Zimmerman-Phillips, & Kishon-Rabin, 2004), this domain consists of guidelines to assist in supporting students who may be moving from a spoken language to a sign language communication modality or vice versa.

These guides assist the ToDHH and the school team to discuss how to best support the student's learning through the appropriate language modality and/or with the appropriate language support staff. For instance, one of the checklists contains skills that have been found to be important for a student to utilize an ASL-English Interpreter. Schools boards in Ontario use many different titles for staff supporting both the development of and access to sign language (ASL or LSQ) such as Education Assistant with signing, Support Worker of the DHH, ASL-English Interpreter, Language Acquisition Support Worker, to name a few.

How to Use:

* *To determine the level of ASL development or level of proficiency, it is recommended that a Provincial Educational Consultant be contacted to conduct an ASL assessment.*
* Assessing Student Readiness for Learning Through an Interpreter - Many factors that have an impact on whether a student experiences success with an interpreted education are considered. Determining the students strengths and needs in academic and non-academic areas will assist in deciding if the student is 'interpreter ready'. Students with ratings of "always" (>90%) are most likely to benefit from an interpreted education program; showing to be on track in language, social-emotional and cognitive skills. Areas of rating "frequently" (70-90%) students may be ready with added support from a ToDHH. Areas with ratings of "sometimes' (40-69%) indicate the skill is emerging but may still need significant support as the student is lagging developmentally in language, social-emotional and/or cognitive skills. Students with many ratings of "rarely" or "never" will require a program that utilizes more direct instruction from a ToDHH and is not ready to receive interpreting services.
*Determining if Student Needs an Interpreter - the statements are to guide an IEP team discussion on the student's ability to effectively communicate through use of a visual language in all school settings with peers and adults. Not all items under student skills need to be checked in order to document the need for an interpreter.
* Developmental Use of Interpreter - used to determine a student's level of ability in using an interpreter in the classroom. A checkmark indicates the student has the skill.
* Competencies for Transition from Sign to Spoken Language Instruction - for the child 5-years of age and older; If majority of checkmarks fall in 'Never' = child may not be ready, majority of

checkmarks fall in 'Sometimes' = child has emerging skills toward transition to spoken language environment, majority of checkmarks fall in 'Frequently' = child may be ready for transition to a spoken environment

ASSESSING STUDENT READINESS FOR LEARNING THROUGH AN INTERPRETER

	FREQUENTLY	SOMETIMES	NEVER
Student Skills in Visual Competencies			
displays any vision issues that would impact the way an interpreted message is received			
student maintains eye contact			
student attends to the interpreter for appropriate length of time			
student navigates other visual supports in the classroom while watching the interpreter			
Student Skills in Self-Advocacy			
student asks for clarification or repetition			
student proactively monitors whether or not they receive a clear message			
if confused, does student have ability to distinguish whether the interpretation is weak or teacher's content or teaching style is unclear			
Student Skills in Self-Awareness			
student identifies themselves as d/Deaf and/or hh/Hard of Hearing			
student recognizes when people access auditory information and their own need to access that information visually			
Does the student demonstrate the ability to:			
complete academic problem-solving skills			
learn abstract and/or decontextualized material with minimal expansion			
learn new vocabulary from typical classroom exposure			
comprehend class content and instructions			
understand what to do without the interpreter directing			
make age-appropriate progress without excessive assistance			
complete class material and tests without interpreter assistance			

store, retrieve, and organize information received through an interpreter			

Student's Understanding of the Role of the Interpreter

has appropriate expectations (based on student age) for the interpreter			
maintains appropriate boundaries with the interpreter			
allows the interpreter to mostly interpret			
attends to the interpreter and the teacher			
manages multiple visual and/or auditory demands in the environment			

Student's Understanding of How to Use the Interpreter

recruits interpreting assistance when needed			
understands when an interpreter is needed			
advocates for communication needs			
inquires about missing information			
requests clarification from the interpreter			
participates in class discussion			
participates in small group discussion			

Student Skills in Social Development

displays age-appropriate emotional responses to stress, transitions in the daily schedule, discipline and peer interaction			
displays self-confidence and autonomy			
displays social problem-solving skills			
interacts with peers about class materials			
interacts with peers about social issues			
has authentic peer relationships			
can argue, play, negotiate or persuade peers			
participates appropriately in class			

DETERMINING IF STUDENT NEEDS AN INTERPRETER

Early/Primary/Junior Elementary

	Yes
student uses sign to communicate their needs	
student uses gestures to communicate their needs when listening and speaking alone (may not communicate clearly)	
adults do not fully understand student's initial spoken message more than half the time	
student often misses or misunderstands spoken messages via listening alone even with assistive listening devices	
student is unable to repeat a spoken message when asked in a variety of settings	
student does not have successful spoken exchanges with peers	
student demonstrates frustration with communication attempts	
student needs sign language and/or gestures to understand spoken classroom direction, redirection, change in activities, etc. to access information in the classroom regardless of their ability to use speech	
student demonstrates inappropriate interactions or selects isolation in various settings indicating an inability to communicate directly with peers in spoken language alone	
student struggles to follow along on printed material during spoken reading activities	
after directions are given, student looks around to see what the rest of the class is doing before they begin	

Senior Elementary

student is dependent on sign language to access information in the classroom regardless of the student's ability to use speech expressively	
student does not demonstrate competency with social interaction expressively and receptively through spoken language alone	
student does not demonstrate effective academic interaction expressively and receptively through spoken language alone	
student uses speech but is not always understood	
student does not fully understand spoken messages via listening alone even with assistive listening devices	
student is known to ask for clarification and repetition from someone on a consistent basis	

student without an interpreter is unable to participate fully in all classroom instruction and activities	
student demonstrates lack of appropriate interaction or selects isolation in various settings that indicates an inability to participate effectively with spoken language alone	
student interacts appropriately in quiet settings including one-to-one social settings with spoken language alone, but not in a group settings	
student is not able to hear spoken messages that would allow them to ask for repetition/clarification in one-to-one and/or group settings	
after directions are given, the student looks around to see what the rest of the class is doing before they begin	
classroom notes are incomplete and miss critical information shared during class lectures or discussion	

Secondary

student is dependent on sign language to access information in the classroom regardless of the student's ability to use speech expressively	
student does not demonstrate competency with social interaction expressively and receptively through spoken language alone	
student does not demonstrate effective academic interaction expressively and receptively through spoken language alone	
student uses speech but is not always understood	
student does not fully understand spoken messages via listening alone even with assistive listening devices	
student is known to ask for clarification and repetition from someone on a consistent basis	
student without an interpreter is unable to participate fully in all classroom instruction and activities	
student does not demonstrate knowledge of the content presented through spoken messages when checking for understanding	
classroom notes are incomplete and miss critical information shared during class lectures or discussion	

DEVELOPMENTAL USE OF INTERPRETER

LEVEL 1 (early)	Yes
comprehends and processes information through sign language	
demonstrates turn-taking skills	
attends to interpreting on request	
watches interpreter for direction	
begins to attend to facial expressions, signs and body language simultaneously during an interpreted text	
begins to attend when teacher talks/interpreter signs	
begins to attend to both interpreter and visual aids to learn	
signals interpreter when information is not understood	
signs responses to questions to interpreter for voicing	
seats self to see interpeter clearly	
can list 2 consequences for not attending to interpreter	
LEVEL 2 (primary)	
can identify interpreter as not being the teacher	
begins to understand that interpreters sign for non-signers	
understands signs and fingerspelling at the pace of the spoken word	
attends to the interpreter for as long as teacher is talking	
begins to ask questions or request help in sign language while the interpreter voices	
begins to to ask questions about signs that are new	
begins to ask for clarification or repetition from interpreter when needed	
begins to direct questions about content to teacher	
demonstrates the ability to refrain from non-school related conversation with the interpreter during class time.	
begins to use interpreter for non-instructional situations with other school personnel	
LEVEL 3 (early intermediate)	
understands that interpreters sign for non-signers	
can identify some jobs of the interpreter	
can identify some of the responsibilities of a student who is D/HH	
monitors self to attend during obvious instructional times	

seldom needs prompting to attend	
asks questions about sign that are new	
begins to use facial expressions to show comprehension	
asks content questions of the teacher during class discussions	
uses interpreter to talk to classmates on a regular basis	
changes seat, lighting, distance to improve the view of the interpreter	
begins to ask for interpreters for before and after school events	
begins to use appropriate eye contact in one-to-one conversations using an interpreter	
knows when and how to access interpreter services for school support services	
begins to express feeling/attitudes regarding interpreting and interpreters i.e., acceptance of interpreter	
can explain to peers the function of an interpreter in the classroom	
gives a copy of an oral report to the interpreter in a timely manner prior to the actual report in class (where necessary)	
begins to explore options for getting the attention of the interpreter so that discussion can be interpreted	
uses the interpreter correctly for asking questions during class discussion and lectures	
LEVEL 4 (late intermediate)	
monitors and assists interpreter while reverse interpreting	
uses the interpreter to ask a question or make a comment in a mainstream class	
participates in class discussion using the interpreter for voicing	
access an interpreter for peer interactions as appropriate	
follows procedures for requesting interpreter services for extracurricular activities e.g., football, after school meetings, etc.	
can describe interpreter and D/HH student roles	
attends and participates in discussions (whole class and small group)	
directs content questions to the teacher	
can decide when and where to use an interpreter to communicate with others	
signs clearly with appropriate pace to allow for voice interpretation	
maintains eye contact appropriately during interpreted situations	
gives input and adds comments at appropriate times during class	
demonstrates appropriate prompting of interpreter i.e., timing, language and facial expression when requesting clarification of specific signs during a lecture by hunching shoulders	

demonstrates appropriate non-manual feedback to the interpreter when a lecture/demonstration is being interpreted i.e., nod the head	
demonstrates understanding when an interpreter may or may not voice what the student is signing	
knows the appropriate channels for discussing concerns regarding interpreter-related issues in a school situation	
understands the consequences resulting from student exercising choice to not attend to the interpreter during lectures	
utilizes interpreter services for telephone calls	
LEVEL 5 (advanced)	
assumes all responsibility for school assignments	
assumes all responsibility for understanding the material being interpreted	
chooses optimal seating	
demonstrates a variety of communication options for bringing an interpreter into an ongoing conversation	
demonstrates the ability to communicate directly with the interpreter, regarding appropriate issues such as sign modality, interpreter placement, etc.	
knows and understands the Standards of Ethical Behaviour for certified interpreters	
explains the certification process for interpreters and relates how it applies in an educational setting	
gives rationale for using professional interpreters instead of friends or family	
identifies own feelings/attitudes regarding interpreters and interpreting in a school setting	
articulates specific individual needs regarding interpretation	
can identify when advanced communication technology such as CART is needed and can describe how it supplements interpreting services	
assumes responsibility for scheduling interpreters, making appropriate introductions and making necessary physical arrangements (negotiating seating, modality, etc.)	
can effectively advocate for communication access needs for self, and in settings where the interpreter is shared with other Deaf individuals	

COMPETENCIES FOR TRANSITION FROM SIGN TO SPOKEN LANGUAGE INSTRUCTION

	FREQUENTLY	SOMETIMES	NEVER
Spoken Receptive Language			
understands connected speech used by adults in the proposed educational setting			
comprehends and follows spoken directions related to the curriculum			
understands the language of instructional activities and possesses an oral language base strong enough to learn topics in depth			
attends to group conversation auditorily with facilitation by an adult			
attends to group conversations auditorily			
demonstrates incidental auditory learning			
exhibits relative speed in auditory processing of new information comparable to classroom peers			
demonstrates the above receptive skills for spoken language when one-to-one			
demonstrates the above receptive skills for spoken language in small group			
demonstrates the above receptive skills for spoken language in large group			
Spoken Expressive Language			
uses spoken English without sign support			
speech is easily understood by familiar adults			
speech is easily understood by less familiar adults			
speech is easily understood by peers in academic and social conversations			
uses no more than 2-3 repairs/rephrases per conversation with an adult			
carries on a conversation with one peer independently			
carries on a conversation with one peer with assistance of a language facilitator			
participates in group conversations independently			
participates in group conversations with facilitation by adult			
is able to express ideas and convey a meaningful message with connected, spoken language			

Language (Reading and Writing)	FREQUENTLY	SOMETIMES	NEVER
demonstrates reading skills comparable to potential classmates/peers			
demonstrates written skills comparable to potential classmates/peers			

RESOURCES

PARC: Instructional Communication Access Checklist
https://reg.abcsignup.com/files/%7B07D0901F-86B6-4CD0-B7A2-908BF5F49EB0%7D_59/Instructional_Communication_Access_list.pdf

Student Need for an Interpreter: A Guided IEP Team Discussion (article)
https://dpi.wi.gov/sites/default/files/imce/sped/doc/hi-ei-need.doc

Children with CI who Sign: Guidelines for Transitioning (article)
http://specialedlaw.blogs.com/home/files/transition.pdf

Guideline for Transitioning (article)
https://www.infanthearing.org/meeting/ehdi2011/ehdi_2011_presentations/topical5/Terrell_Clark.pdf

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Addendum A: ReconciliACTION and Itinerant Teaching

This section was authored by Anna (Ama) Richardson, B.A., M.Ed. (Urban Indigenous Education Cohort), Specialist Teacher of the Deaf & Hard of Hearing. Ama is non-Indigenous and identifies as hearing.

To begin this introduction, I would like to acknowledge that I am writing this on the territories covered under the Williams treaty which includes the lands of the Wendat Nation, Anishinabek Nation, the Haudenosaunee Confederacy, and the Mississaugas of Scugog, Hiawatha, and Alderville First Nations. I also recognize the continued and enduring presence of First Nations, Métis, and Inuit peoples on these lands.

It is important to recognize that Land Acknowledgements will differ by region. Where possible, please reach out to your school board's Indigenous Education department to learn more about the acknowledgment/s in your region. Otherwise, consider connecting with a local Indigenous community organization to seek partnership, consultation, and/or guidance for engaging deeper understanding of the land acknowledgment in your area.

Teaching Beyond the Land Acknowledgement

Each morning in schools throughout Ontario, students and staff participate in a Land Acknowledgment. This act towards reconciliation recognizes the Indigenous lands on which schools are situated and is unique to each school board and region.

The Land Acknowledgement shared above, or the example by a TDSB student delivered in ASL (video link below), provide excellent opportunities for ToDHHs to open conversations around language and provide a forum to consider the relevance and meaning of a land acknowledgement. For example, when the spoken/written acknowledgement is translated from English into ASL, fingerspelling is used to spell Anishinaabe, Wendat, Inuit and Haudenosaunee. This translation can, albeit unintentionally, erase who these nations/groups of nations are. Anishinaabe, Inuit, Wendat, and Haudenosaunee all translate to an English equivalent of "the people", but "the people" has different meanings depending on what land you are "the people" of. For example, the **Haudenosaunee**, in English, are known as the *people of the longhouse*, referring to the original five (now six) nations in the confederacy. The **Inuit**, *the people of the North*, means something very different than the **Wendat**, which translates in English to *people of the island*. These names are all land-based. A signer's, or speaker's, understanding of Indigenous people as the original, continued inhabitants of these lands is a key point of any land acknowledgement. The problematic that can arise from spelling/fingerspelling out these names, which is brought to light in the ASL version (linked below), is also present in the oral/written English version. Students and educators recite this acknowledgement every day, but do not necessarily understand the depth and breadth of historical meaning and contemporary impacts. ASL and Deaf cultures offer this insight as signed languages, much like spoken or signed Indigenous languages, have the cultures and worldviews of the users/speakers embedded in the language. A signed land acknowledgement offers an opportunity to

explore an intersectional approach to understanding language, Deaf cultures, and Indigenous cultures, as well issues around access, communication, and ability. You can reach out to one of the Provincial Schools' Resource Consultants or to members of the Deaf community for further information and resources about ASL and Deaf Culture.

Resources

Example of TDSB Land Acknowledgement in ASL
https://www.youtube.com/watch?v=2MFiTp67bdQ

Ontario to Strengthen Mandatory Indigenous Learning in School Curriculum
https://news.ontario.ca/en/release/1000904/ontario-to-strengthen-mandatory-indigenous-learning-in-school-curriculum

Progress on investments in kindergarten to grade 12 education
https://www.sac-isc.gc.ca/eng/1547586037360/1547586058040

Canadian Language Museum: Sign Languages of Canada (includes Plains Indian Signed Language (PISL), Inuit Signed Language (ISL), and Oneida Signed Language (OSL)
https://www.languagemuseum.ca/exhibit/sign-languages-of-canada

Canadian Language Museum workshop hosted by Bob Rumball Canadian Centre of Excellence for the Deaf
https://vimeo.com/466598127

Oneida Sign Language (OSL) Marsha Ireland
https://oneidalanguage.ca/oneida-culture/enjoy-some-oneidalanguage-videos/oneida-sign-language-videos/

CBC report on Oneida Sign Language
https://www.cbc.ca/player/play/1271423555692

ETFO Resource: Going Beyond a Land Acknowledgement
https://etfofnmi.ca/wp-content/uploads/2019/10/Going-Beyond-A-Land-Acknowledgement-FINAL-VERSION.pdf

Background and Context

The establishment of the Truth and Reconciliation Commission (TRC) came out of the largest class action lawsuit settlement in Canadian history, *The Indian Residential Schools Settlement Agreement**. One of the elements of the agreement was the establishment of the Truth and Reconciliation Commission of Canada to facilitate reconciliation among former students, their families, their communities and all Canadians.

The Commission spent six years working with survivors in a process of testimony and witnessing. Survivors shared their stories and selected community members witnessed their testimonies. These testimonies were documented and led to several reports and recommendations, including 94 Calls to Action for Canadians (see link below), and the Canadian government, covering a range of fields/sectors, including health care, social work, education, and citizenship.

Centring and integrating Indigenous perspectives, contributions, and histories in institutions of formal schooling is federally and provincially mandated and funded**. If you live on this land now known as Canada, this learning and history is relevant to you. Canada only exists in relation to Indigenous peoples and the treaties made between Indigenous nations and The Crown. The treaties provide benefits to all parties involved, however, one side has historically had much better access to those benefits than the other.

As Itinerant teachers of students who are Deaf and Hard of Hearing, we are teachers of language; both oral and written. We support listening, speaking, reading and writing everyday. There are daily opportunities, across grade-levels and in connection with D/HH curriculum goals, to integrate and centre Indigenous perspectives, histories, and contributions and, in doing so, respond to our legal responsibilities as educators to teach all students.

* *Government of Canada: Truth and Reconciliation Commission of Canada*
https://www.rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525
** Indigenous Education in Ontario." Ontario.ca https://www.ontario.ca/page/indigenous-education-ontario#section-7

Resources/References:

National Truth and Reconciliation Commission of Canada (TRC)
https://nctr.ca/about/history-of-the-trc/trc-website/

The Indian Residential Schools Settlement Agreement
https://www.rcaanc-cirnac.gc.ca/eng/1100100015576/1571581687074

Calls to Action
https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf

Reconciliation and Theory of Mind

Those of us working as itinerant ToDHHs, provide support to the Ontario curriculum in addition to the domains outlined in the ORG-DHH. Reconciliation is part of the classroom curriculum. Consistent with the Theory of Mind (TOM) section of this Resource Guide, we know that students who are Deaf/Hard of Hearing can miss important information taught during classroom instruction. Due to the range of experience, comfort level and engagement of classroom teachers with Indigenous-focused learning, it is crucial that we do not allow our students to miss out on this learning. Reinforce concepts. Build vocabulary. For example, ask your students, "What does the word 'reconciliation' mean? What does the word mean within a Canadian context?" When we do this, we can support students' understanding of what's happening in their classrooms, at the Orange Shirt Day assemblies, and in their own relationships with their history and with Indigenous peoples and histories. This also supports the development of Citizenship Education skills, as found across all grades in the social studies, history, and geography curricula.

Reconciliation, Literacy, Language and Speech

Create something while learning. For example, to recognize the National Day for Truth and Reconciliation, practice reading skills, such as identifying key information and selective highlighting, by cutting out a paper orange shirt and finding a quote/statement from the TRC ***The Survivors Speak*** report and writing it on the shirt. Listen to ***Indigenous musicians***, watch ***documentaries***, or listen to ***books*** read aloud, while you create and talk about the learning. The learning is then embedded in and connected to what is created.

When working with our students towards the goals outlined in their IEPs, we always have a choice in the texts and media we choose to work with. Consider choosing texts by **Indigenous authors**, about Indigenous perspectives, contributions, stories, and experiences. Your board's Indigenous Education department can direct you to such resources including Goodminds.com.   Teach students how to identify credible sources, including authors and voices who present lived-experiences. This is part of Reconciliation.

Go back to the land acknowledgement: know where you stand. Use sites such as *native-land.ca* and *whose.land* to learn about the land we occupy and to support multiple perspectives on Geography. Not only will you support deeper engagement in understanding land acknowledgements, there are so many opportunities to engage in Speech Development goals. For example, explore the name Haudenosaunee; practice accurate articulation and pronunciation of consonants, vowels, and diphthongs while learning about one of the oldest participatory democracies in the world.

Work on Literacy Development goals. Segment the name Haudenosaunee. What is the etymology of the name? How many phonemes? How many letters? How many syllables? Compare the number of letters to the number of graphemes.

Integrate Auditory Skills Development goals by exploring your Literacy goals through audition only. There are so many speech sounds across different frequencies in the name Haudenosaunee. Practice Auditory Development skills by exploring the different pitches in the speech sounds present in Haudenosaunee on an audiogram of familiar sounds. Examine the student's own audiogram to help understand which sounds may be more or less auditorily accessible to them, with and without hearing technology (when applicable). Learn about Indigenous Sign Languages (ISLs), such as Plains Indian Sign Language, Inuit Sign Language and Oneida sign language. Learning about how some of these signed languages were historically used as a common language for trade by many nations speaking different languages can lead to discussions about accessibility.

It has to start with us, as educators. We have to do the work of our own learning and unlearning. Start with the TRC reports. Read the Calls to Action. Answer the calls.

Resources

The Survivors Speak report
https://publications.gc.ca/collections/collection_2015/trc/IR4-5-2015-eng.pdf

9 Indigenous Musicans Reflect on what Truth and Reconciliation Means to Them
https://www.cbc.ca/news/indigenous/indigenous-musicians-truth-and-reconciliation-1.6191130

Documentaries: NFB Indigenous Voices and Reconciliation
https://www.nfb.ca/channels/edu_home_indigenous_voices_reconciliation_en/

48 books by Indigenous writers to read to understand residential schools
https://www.cbc.ca/books/48-books-by-indigenous-writers-to-read-to-understand-residential-schools-1.6056204

Good Minds - is a First Nations family owned business who is passionate about Indigenous education and carry First Nations, Metis, Inuit and Native American educational resources and products
GoodMinds.com

Native Land - is a web-based app to help map Indigenous territories, treaties and languages Native-land.ca

Whose Land - is a web-based app that assists users in identifying Indigenous Nations, territories and Indigenous communities across Canada www.whose.land

Examples of Activities

Call to Action #62

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to

i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students

For Treaties Recognition Week:

Itinerant session activity: We watched a talk, about treaties, presented by Dr. Pamela Palmater. (This talk is from Pam Palmater's podcast, *Warrior Kids*, Episode 5, Season 3, *Honour the Treaties.* See link below.) We read texts to learn about the meanings of treaties (serious promises between nations) and how those meanings are reflected in wampum belts. The texts we read included, *Dakota Talks About Treaties* and *Alex Shares his Wampum Belt*, both by Kelly Crawford, as well as *Treaty Baby,* by Sara General and Alyssa M. General. (These texts can be purchased through Goodminds.com.) Afterward, we talked about our own relationships with the land we live on, nature, and all living things, and how we can live in a mutually respectful and reciprocal way within those relationships.

Curriculum Support/Speech Development: We practised articulation of R-blends. We started with words that start with /tr/ (treaty), then we moved onto other r- blends (/br/, /gr/, /pr/)

Audition: We unscrambled 3 - 4 word sentences, about what we learned about treaties, presented through audition only. For example: *promises, serious, are, treaties* - Treaties are serious promises.

Language: After learning about treaties, we wrote sentences about what we learned. For example, we finished the sentence starter: *A treaty is*….a serious promise.

Call to Action #63

63. We call upon the Council of Ministers for Education, Canada to main an annual commitment to Aborignal education issues, including:

iii. build student capacity for intercultural understanding, empathy, and mutual respect.
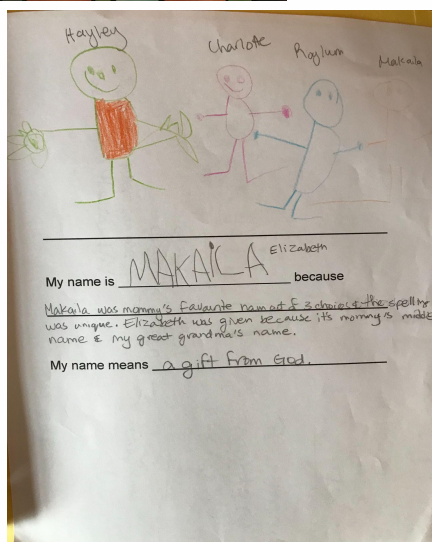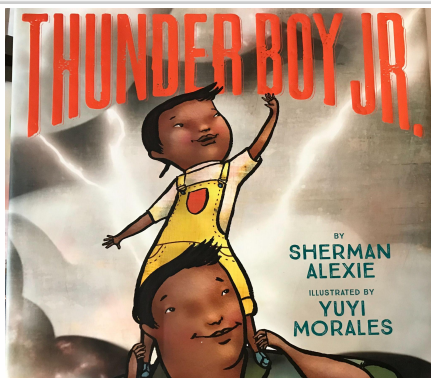
Itinerant session activity: We read books about names and identity, including, ***Thunder Boy Jr***., by Indigenous author Sherman Alexie. Through exploration of the specialness and uniqueness of our names, we also explored the letters, graphemes, and phonemes in the name, Makaila.

How many letters? 7. Graphemes? 6. Phonemes? 6 What different sounds are represented by the letter 'a'?

Consistent with the Theory of Mind, part of Ontario's Kindergarten Curriculum (4.3 BELONGING AND CONTRIBUTING), focuses on understanding diversity of individuals, families and communities (OE 5) and demonstrating a sense of identity and positive self-image (OE 25). *Thunder Boy Jr.,* by Indigenous author Sherman Alexie, offers an opportunity to learn about graphemes, morphemes, phonemes, and letters through learning about the unique stories behind our individual names

Resources/References

Actions in support of reconciliation happen year round. Learning from First Nations, Métis, and Inuit histories, perspectives, worldviews, and contributions are embedded in the Social Studies, History and Geography (SSHG) curriculum (see Scope and Sequence of Expectations below). However, there are opportunities throughout the year, across grade levels and subject areas, to centre and integrate Indigenous histories, perspectives, worldviews, and contributions into the goals of the D/HH teacher.

Warrior Kids Podcast - From the website: An Indigenous podcast for kids and families that celebrates everything Indigenous to inspire kids of all backgrounds to be warriors for social justice and earth justice and help make the world a better place!
https://app.kidslisten.org/pod/Warrior-Kids-Podcast
Government of Ontario - Treaties Recognition Week information and resources.
https://www.ontario.ca/page/treaties-recognition-week
Government of Ontario - Treaty Teaching and Learning resources.
https://www.ontario.ca/page/teaching-and-learning-resources

First Nations, Métis, and Inuit Connections; Scope and Sequence of Expectations.
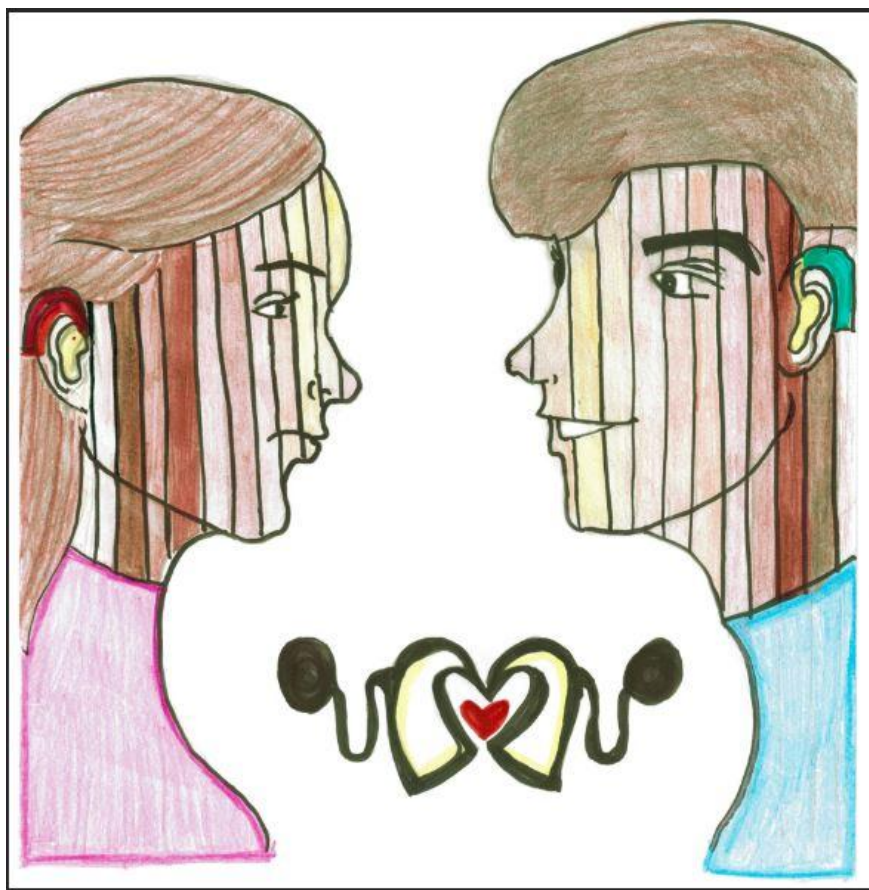http://www.edu.gov.on.ca/eng/curriculum/elementary/elementaryfnmi.pdf

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Crawford, K. (2017). Alex Shares his Wampum Belt (D. Chrétien, Ilus.). Union of Ontario Indians
General, S. (2016). Treaty Baby (A. General, Ilus.). Spirit & Intent

Title: Equality for All

Addendum B- Thinking Skills Hierarchy

This hierarchy is attributed to Bernice Ryan, former Principal of Teacher Training Program, Belleville, ON.

The order of presentation:
1) CONCRETE ITEMS
2) PICTURE
3) WORDS

(PRIMARY (to age 8) : Essential to have before learning to DEFINE

MATCHING	Pair things
CLASSIFYING	Group similar items together and label (e.g. things that are round)
CATEGORIZING	List items that belong in a group
EXCLUDING	Identify what doesn't belong
CONTRASTING	Identify how things differ
COMPARING	Identify how things are alike (similar) and how they differ
PREDICTING	Suggest what will happen based on current information and knowledge
CAUSE and EFFECT	If...then
INFERRING	Make a decision or conclusion not based on direct information
ANALYZING	Quantitatively- indicate an amount through measurement Qualitatively- indicate items higher or lower on a specific hierarchy such as size, distance, complexity, etc.
RETELLING	Tell something previously heard or read in one's own works. Retelling changes over time from a) precise accurate reproduction to b) selective reproduction (Note: a summary is an older skill)

JUNIOR GRADES: AGES 9 and above

SUMMARIZING	Identify the key points needed to communicate the essence of the information
DESCRIBING	List the characteristics of a person, an animal or substance Selecting appropriate properties to be included Organizing the information appropriately ('Unstructured' below ages 9-10)
EXPLAINING HOW	Tell how to a) do something b) go somewhere c) behave
DRAWING CONCLUSIONS	Complete a chain of reasoning (ages 11+)
REPORTING an EVENT	Use of Analysis and Synthesis require (ages 10+)
EXPLAINING WHY	Identify events in correct sequence and relate the two (ages 10+)
HYPOTHESIZING	Decide what would happen if…

ALL AGES	
GENERALIZING	Think inductively
INVENTING	Develop ideas about people, animals, etc. that have not previously existed