

Welcome!

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t.ly/Rx1V



Use *Slideshow* mode



**For FAPE, our students must
have equal access (IDEIA)**

Equal access to grade-level curriculum and frequent opportunities to interact with this curriculum are necessary for every child to learn and thrive in an academic environment. "

With typical hearing,

80%

of general
knowledge

is acquired **INCIDENTALLY**

With
diminished
hearing,

20%

of general
knowledge

is acquired
incidentally

General knowledge, i.e.
incidental learning , is a great
equalizer

Knowledge
makes us
more
competent

Knowledge
facilitates
new learning

Knowledge
improves
critical
thinking

Apply
80/20

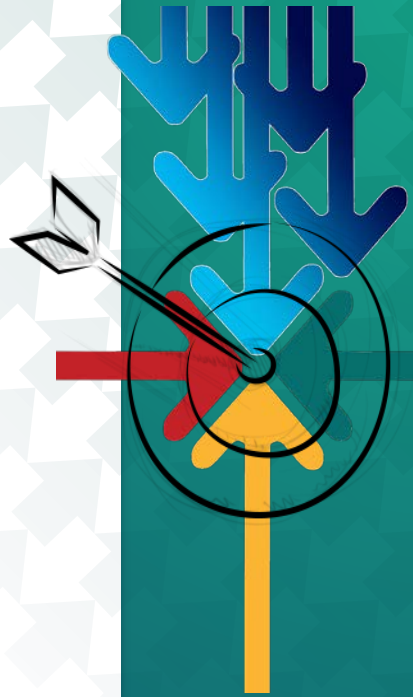
What can
we infer
about
success
of our
students?

EQ: What do
we mean
when we talk
about ACCESS
for our
students?



What do we mean by “access”?

- ⇒ At your tables... (groups of 4-6)
- ⇒ Create a shared definition of “access” as it relates to our students and the general curriculum.
 - Attempt to reach a consensus in a 1-2 sentence definition/explanation.
- ⇒ Share

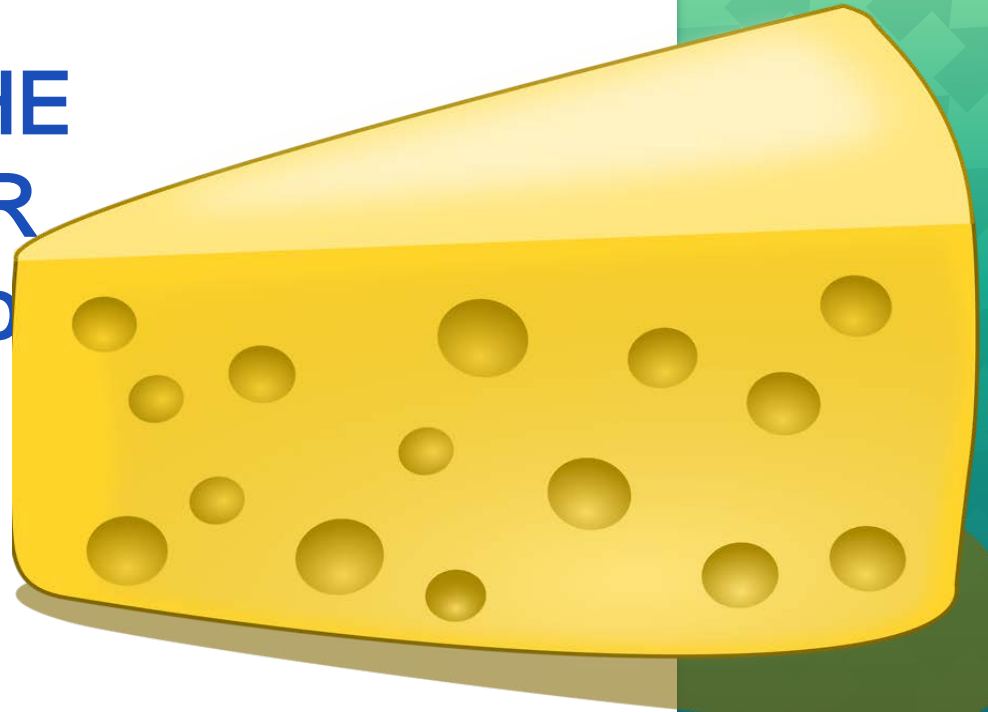


How do others explain “access”?

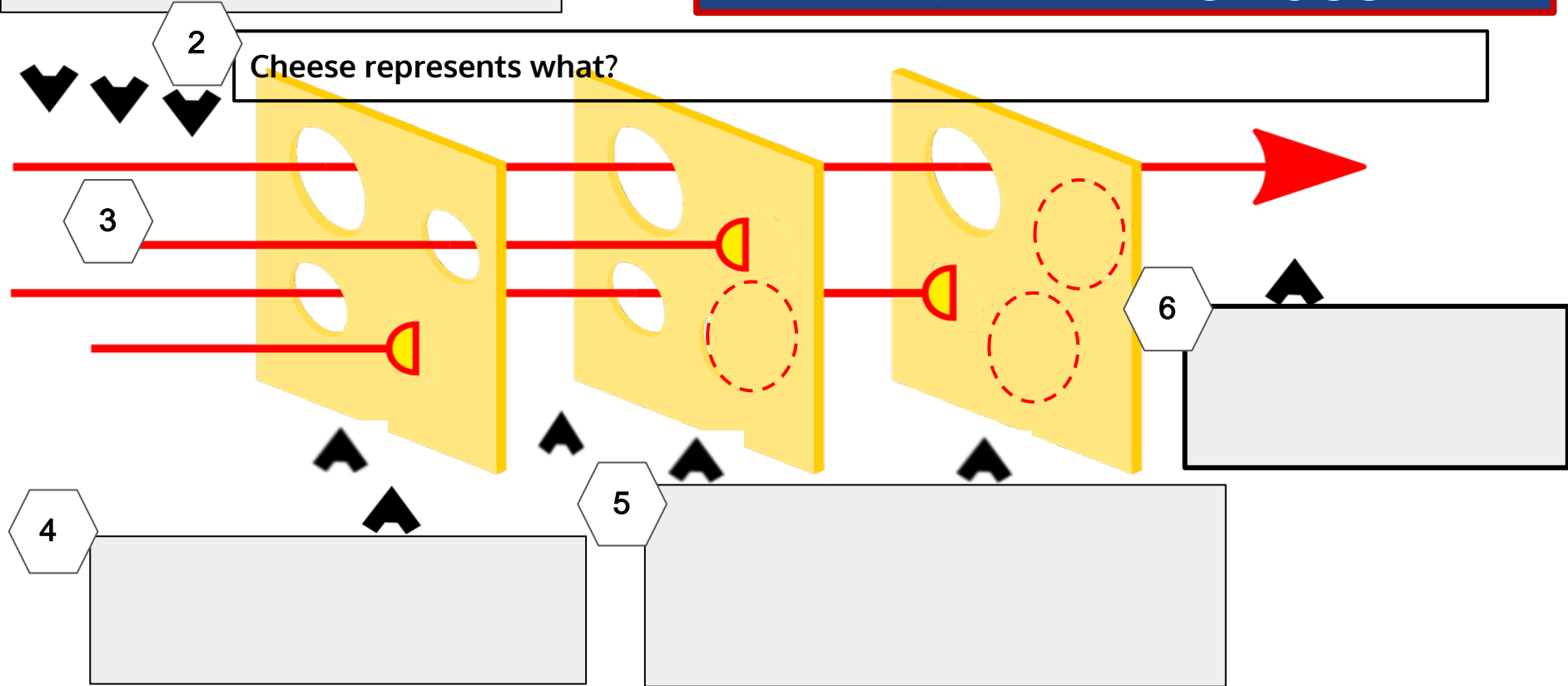
- Opportunity to learn the same content, skills, critical knowledge with substantially equivalent ease of use (placement, curriculum)
- Access occurs in a barrier-free environment that allows maximum participation with peers
- Being able to use the same curriculum and materials as students without disabilities
- Achieving access requires explicit instruction to fill in knowledge gaps and skill deficits



HOW IS A PIECE OF
SWISS CHEESE A
METAPHOR FOR THE
ACCESS THAT OUR
STUDENTS HAVE to
THE GENERAL
CURRICULUM?



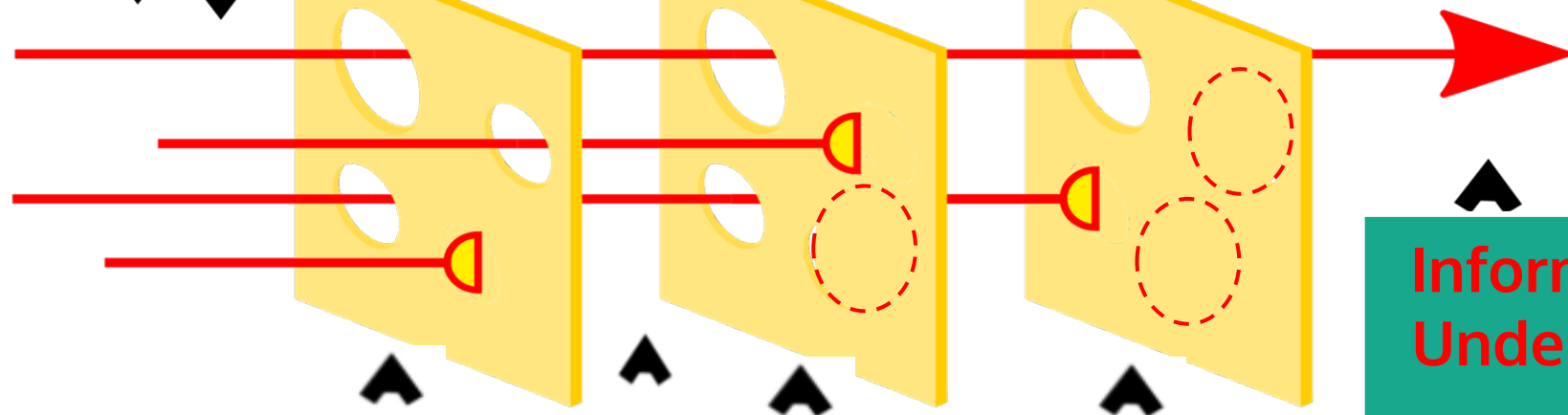
ACCESS to GRADELEVEL CURRICULUM for STUDENTS with HEARING LOSS



Prior knowledge,
context & vocabulary
unlock meaning
(not sound or signs)

ACCESS to GRADE-LEVEL CURRICULUM for STUDENTS with HEARING LOSS

Layers in the curriculum: concepts, vocab, tasks, relationships



Information
Understood

Limited prior
knowledge of the
context

Unfamiliar vocabulary,
multiple meaning words,
few contextual cues

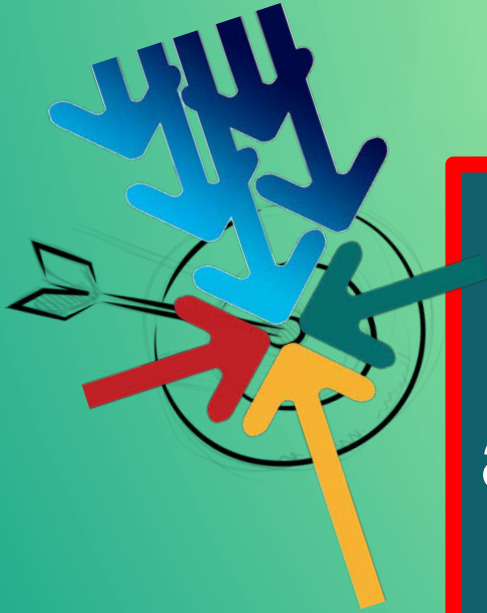
Practice:

1. Take turns using the swiss cheese concept to explain the barriers your student might experience in a mainstream class, even with an interpreter?
2. Why might you use the swiss cheese model with an IEP team member(s)?

Share:

Reasons for using the swiss cheese model:

ACCESS to the General Curriculum

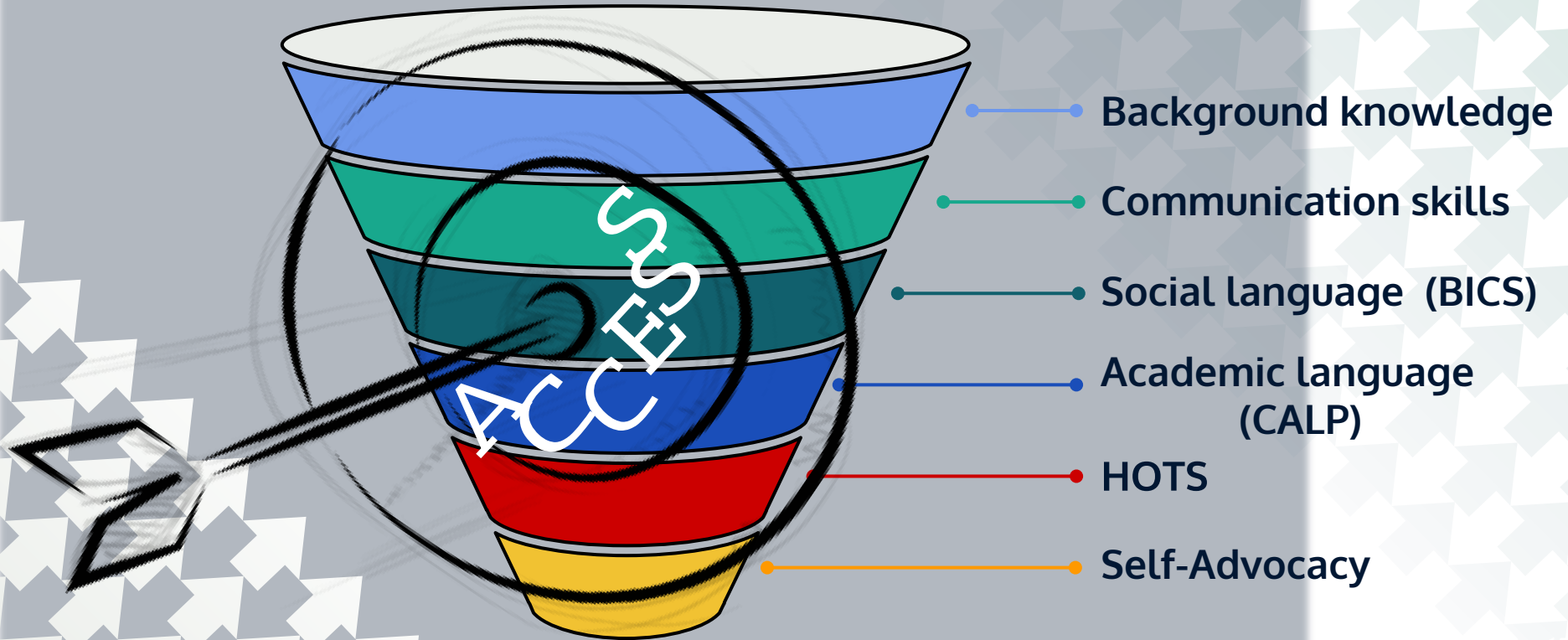


Understanding *access* and being able to educate others about *access* is what makes us unique as ToDs.

Table group question:

If we are to improve access, (i.e., to fill in what our students miss in the classroom), what might be required for a student?

Access to Curriculum Requires...



The interventions to improve access are not linear & not once and done.



access



18



The interventions to improve access are not linear & not once and done.



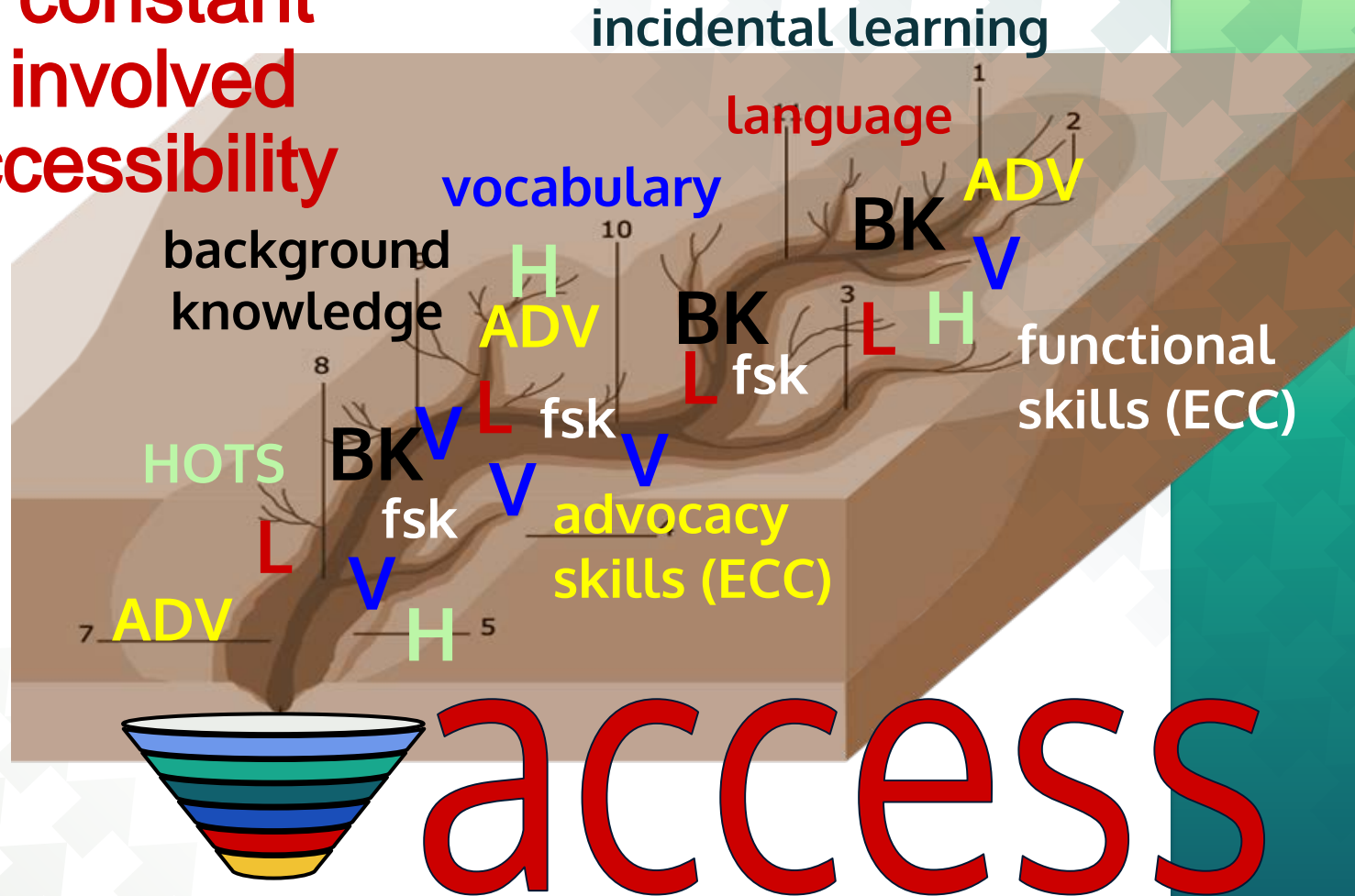
access



18



The constant work involved for accessibility

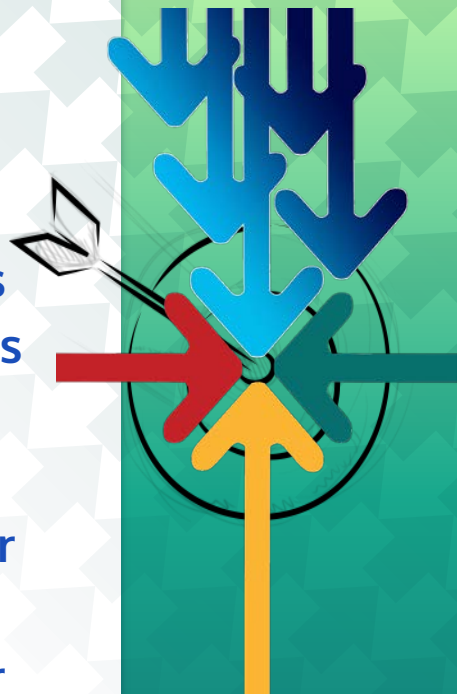


Respond to one of these questions:

1 How might you use either one of these visuals to help IEP teams better understand why your role as a ToD or as an interpreter is so important?

2 Does either one of these visuals cause you to want to change your previous definition of access for our students? How?

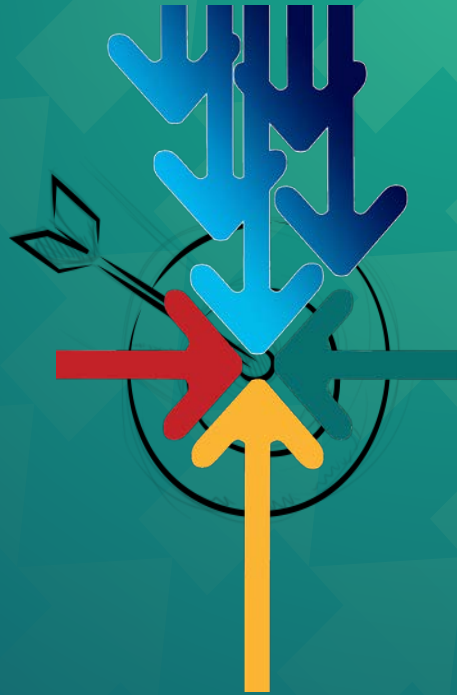
3 Access (is or is not) synonymous to a student (DHH) being placed in regular education with an interpreter or CI, or both. Why or why not?



SHARE WITH THE GROUP IN 1-2 SENTENCES

10 MIN. BREAK

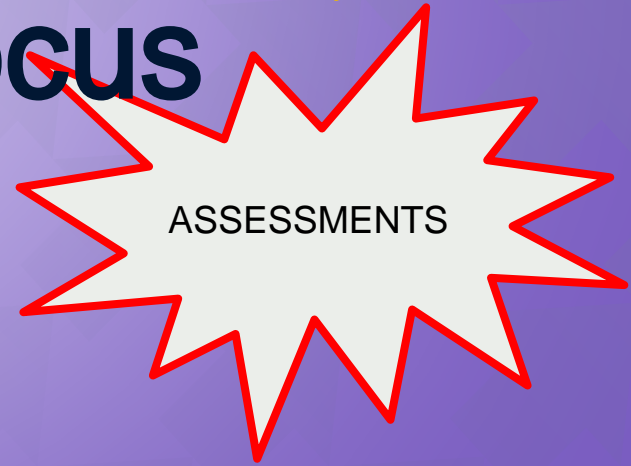
EQ.1 How do we
explain “access to
the general
curriculum” to our
students’ IEP
teams?



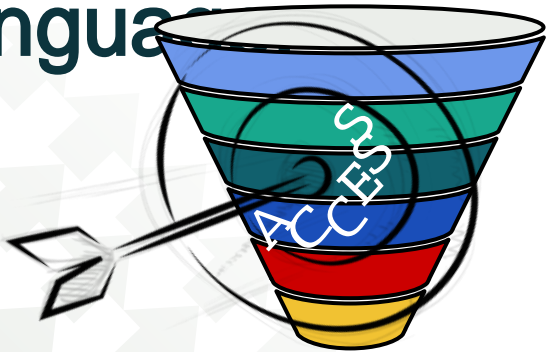
Barb will be hosting 2 -
90 min. webinars in
January/February

- continuing to focus
on ACCESS

- [Sign- up here](#)



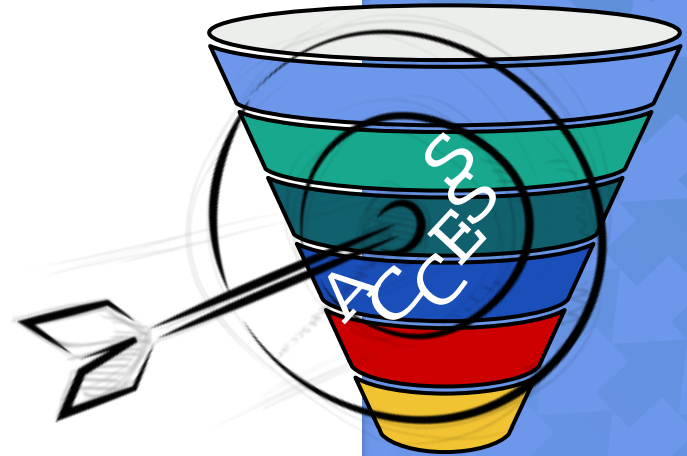
Embedded in all of these skill areas is the need for explicit instruction in vocabulary & language



- **General academic vocabulary** (result, conclusion, define)
- **Multiple meanings** (root, power, table)
- **Nominalizations** (explain to explanation, dry to dryness)
- **Noun phrases** (least common denominator)
- **Synonyms** (add, plus, increase by)
- **Symbols** (□, &, #)
- **Idioms** (gut feeling, keep an eye on)

Activating Background Knowledge

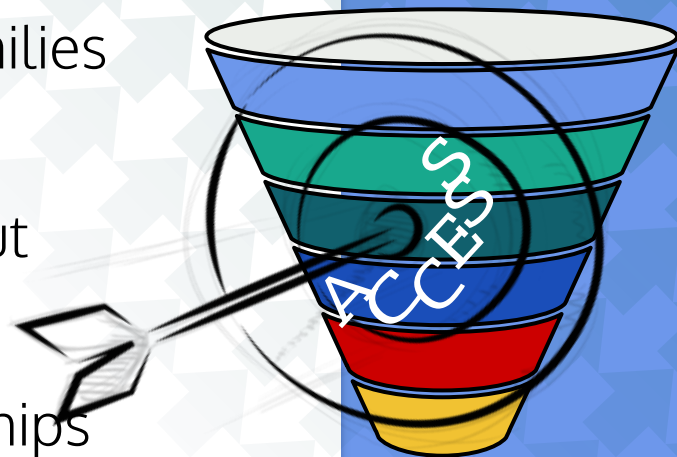
- What does this mean?
- Why is this a critical step to improve access?



Goal: Increase background knowledge

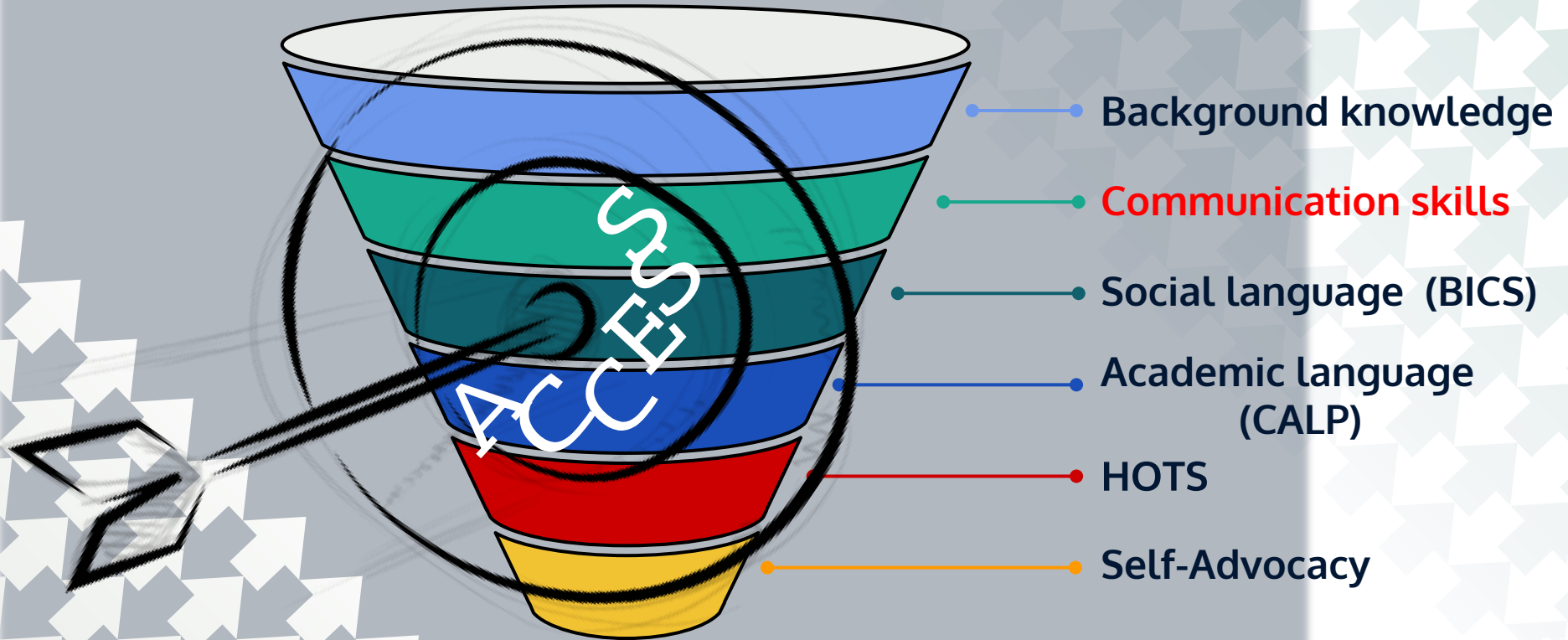
- Teach vocabulary in categories, word families (pets=cats, dogs, fish, birds)
- Use children's literature, ASL stories about topics related to curriculum
- Use graphic organizers to show relationships and make inferences (concepts, vocabulary)
- Use media as a substitute for life experiences

Teach the associated language for the above

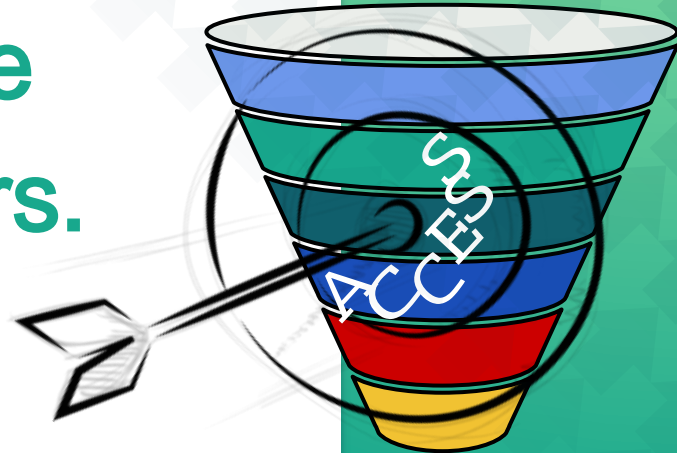


Is direct instruction needed?

Access to Curriculum Requires...

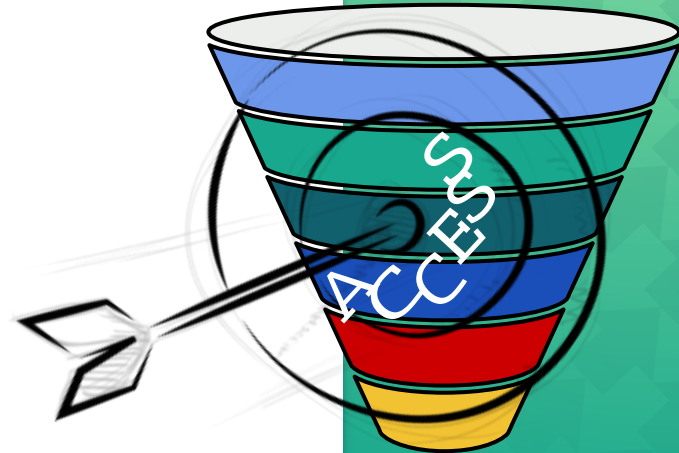


Children w/ HL and language delays do not learn CRS incidentally at the same level of sophistication and at the same rate as hearing peers.



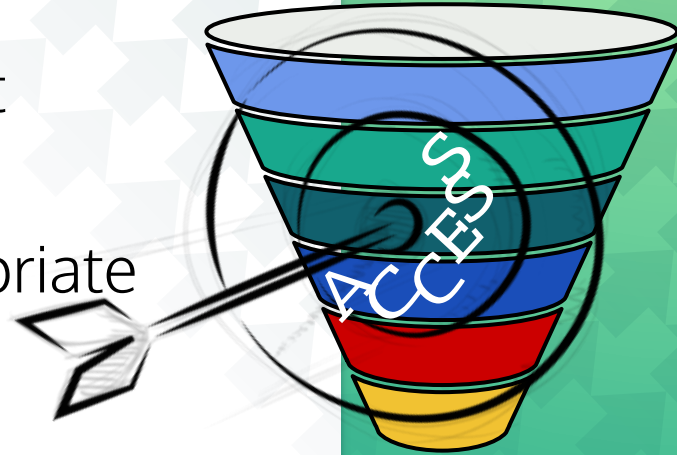
Types of repair strategies

- Repetition
- Revision
- Addition
- Non-verbal strategies



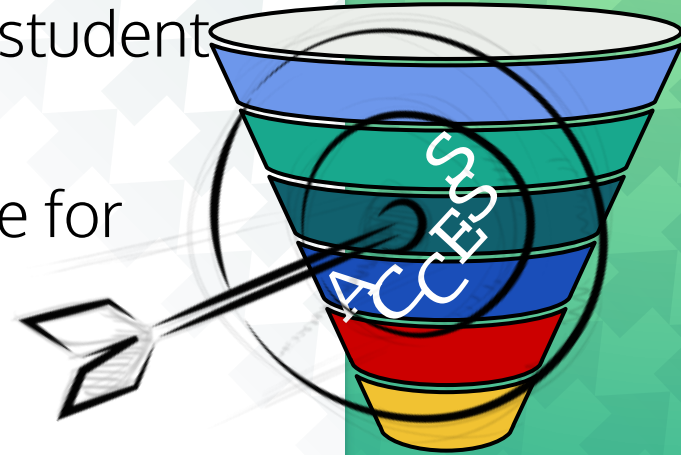
Goal: Build age- appropriate communication repair skills.

- Identify areas of communication that interfere with access/understanding
- Expand sophistication to age-appropriate levels
 - Socially and academically
 - Use the SCRIPT to determine PELs

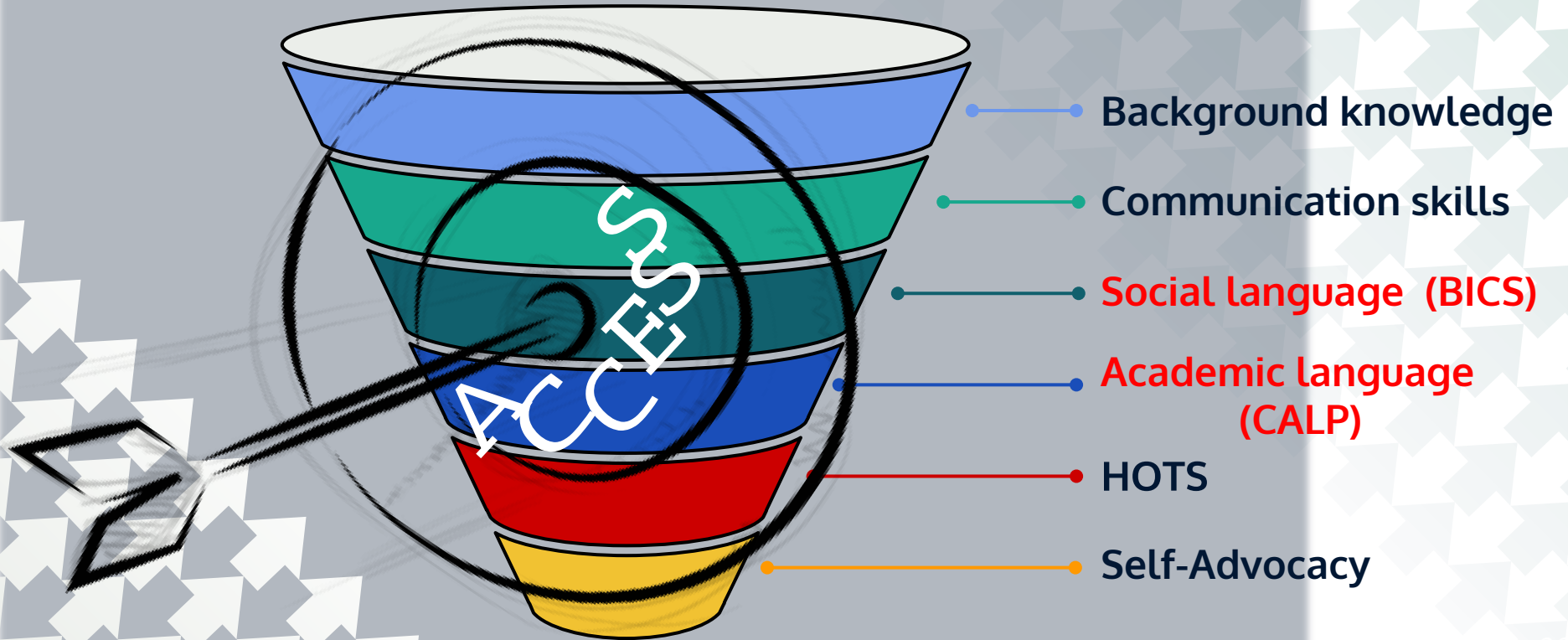


Using the SCRIPT(Chapter 4 K. Anderson)

- Assess percentage of each type of communication repair strategy your student uses.
- Compare □ usage of strategies by age for progress monitoring
- **ToDs, what would you do with this information?**
- **How might interpreters help students with communication repair strategies?**



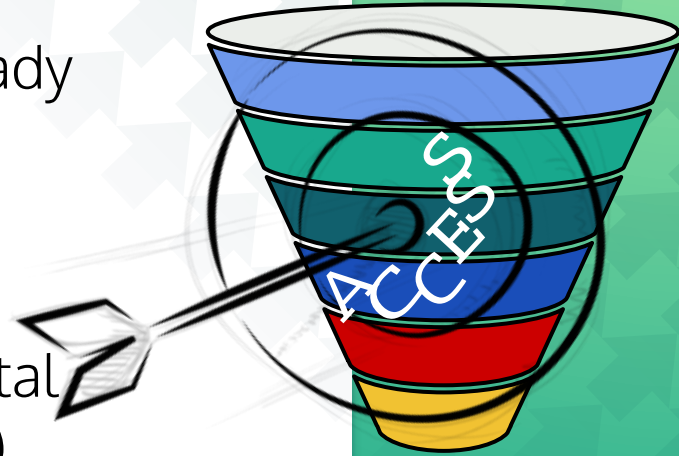
Access to Curriculum Requires...



Basic Interpersonal Conversation Skills & Cognitive Academic Learning

Proficiency

- Majority of children entering K are already proficient in conversational language (incidental).
- Academic language that is not subject specific is also learned through incidental learning. (find a partner, skip every line)
- Our students are at a disadvantage in both areas.



Comparing BICS & CALP



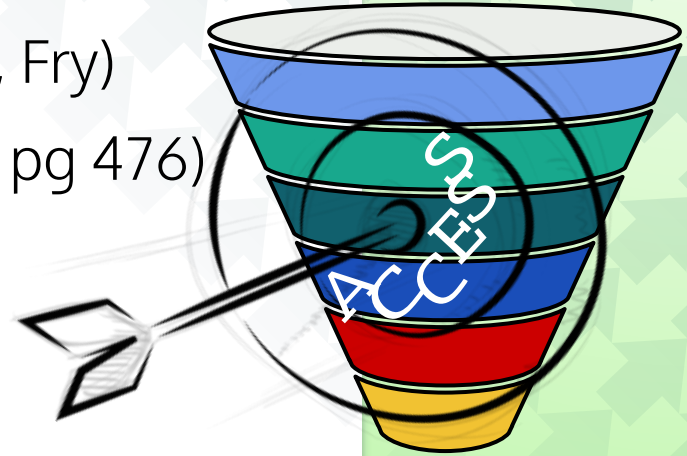
Basic Interpersonal Communication Skills

Conversational Competency (BICS)	Academic Language Proficiency (CALP)
Everyday, social language used with friends and others	Stricter rules for usage due to the significance it plays technical or professional content
More contextual cues in the environment to help with understanding and usage.	Fluency can take from 9-13 years or more
Students who are able to interact successfully with peers in the classroom may still need explicit instruction in this.	Necessary in order to be successful at each grade level and in post- secondary studies
Most hearing children have achieved this before entering school.	Fewer contextual cues to help with understanding and usage.
These skills can be developed through role plays and social interactions	Longer sentences and complicated sentence structures
Includes idioms and sayings commonly used by English speakers	Language used in professional or work settings for high level critical thinking and hypothesizing
Helps speakers engage naturally in everyday situations	Our students need Tier 2 vocabulary instruction to achieve this.

Cognitive Academic Language Proficiency

BICS requires a command of Tier 1 vocabulary

- Tier 1 vocabulary (sight words, [Dolch](#), Fry)
- Language of Directions (K. Anderson pg 476)
- Words for everyday conversations

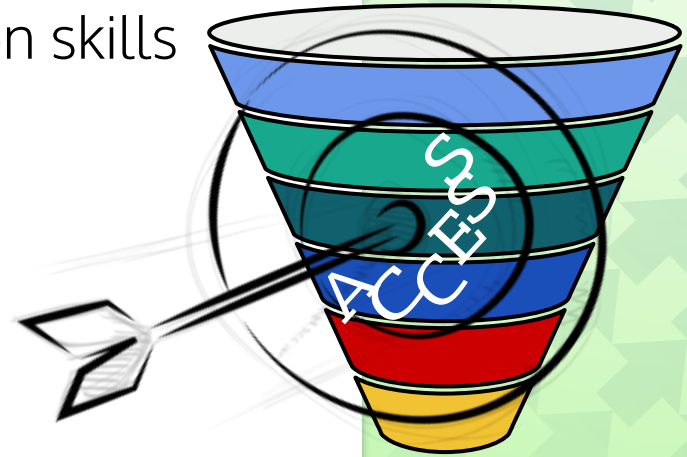


CALP requires a command of Tier 2 vocabulary

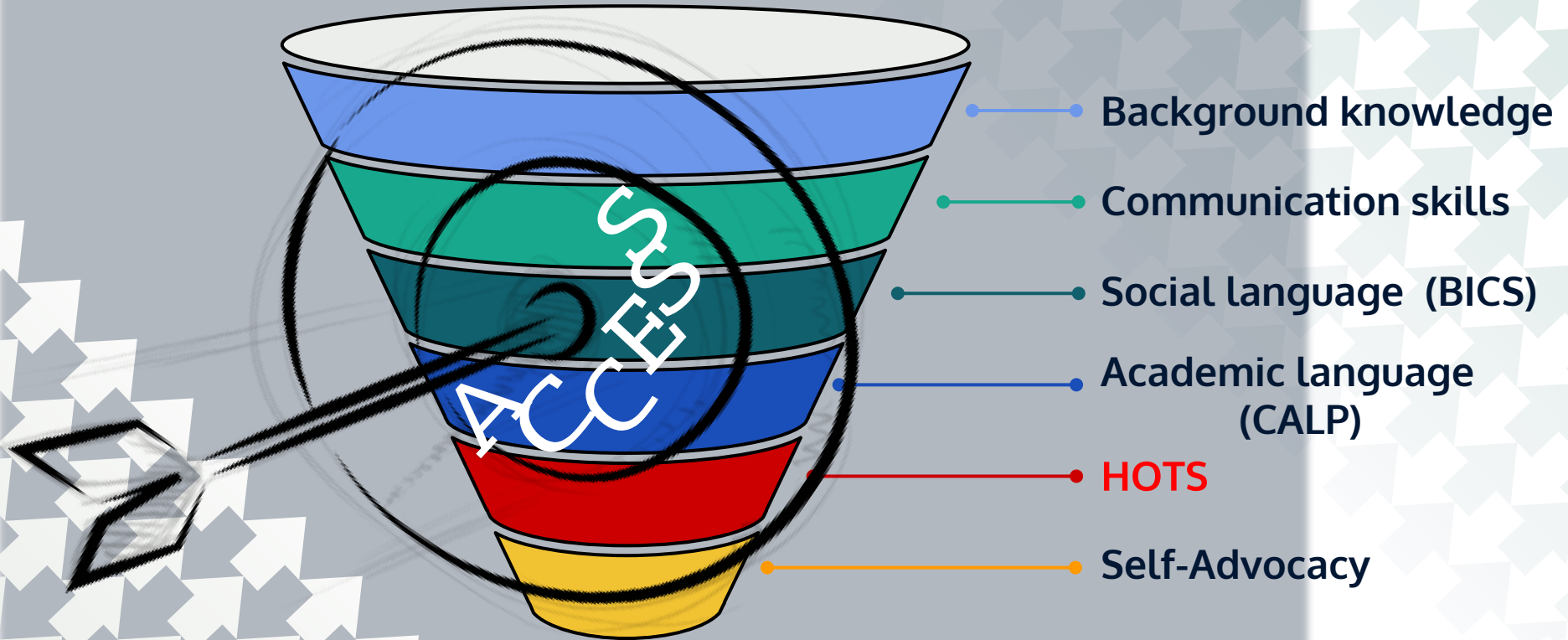
- Words found across the curriculum, academic language, high frequency in print
- Many have multiple meanings (pg 484 K. Anderson)
- Teaching antonyms and synonyms as well
- **ToDs should focus the bulk of our vocabulary instruction on Tier 2 words.**

Why might goals be needed for both BICS and CALP?

- Prerequisites for basic communication skills
-
-
-
-



Access to Curriculum Requires...



The Language of Higher Order Thinking Skills (CALP)



Remembering

Remembering is when memory is used to produce definitions, facts, or lists, or to recite or retrieve information.



Understanding

Understanding is about constructing meaning from different types of function, be they written or graphic.



Applying

Applying refers to situations where the learned material is used in products such as diagrams, models, interviews, simulations, and presentations.



Analyzing

Analyzing is about breaking material into parts, and then determining how the parts interrelate to each other or to an overall structure or purpose.



Evaluating

Evaluating is about making judgements based on criteria and standards through checking and critiquing.



Creating

Creating is about putting elements together to form a functional whole, and reorganizing elements into a new structure or pattern by planning or producing.

Bookmarking
Bullet pointing
Copying
Defining
Describing
Duplicating
Favouring
Finding
Googling
Highlighting
Identifying
Labeling
Linking
Listening
Listing
Locating
Matching
Memorizing
Naming
Networking
Numbering
Quoting

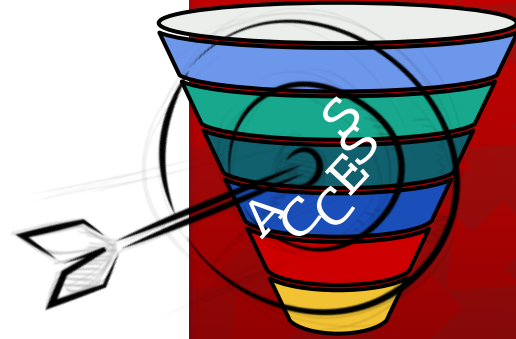
Advanced search
Annotating
Associating
Boolean search
Categorizing
Classifying
Commenting
Comparing
Changing
Charting
Choosing
Collecting
Completing
Computing
Constructing
Demonstrating
Discussing
Determining
Distinguishing
Estimating
Exemplifying
Explaining
Expressing
Extending
Gathering

Acting out
Administering
Applying
Articulating
Calculating
Carrying out
Changing
Charting
Choosing
Collecting
Completing
Computing
Constructing
Demonstrating
Determining
Displaying
Examining
Executing
Explaining
Implementing
Interviewing
Judging

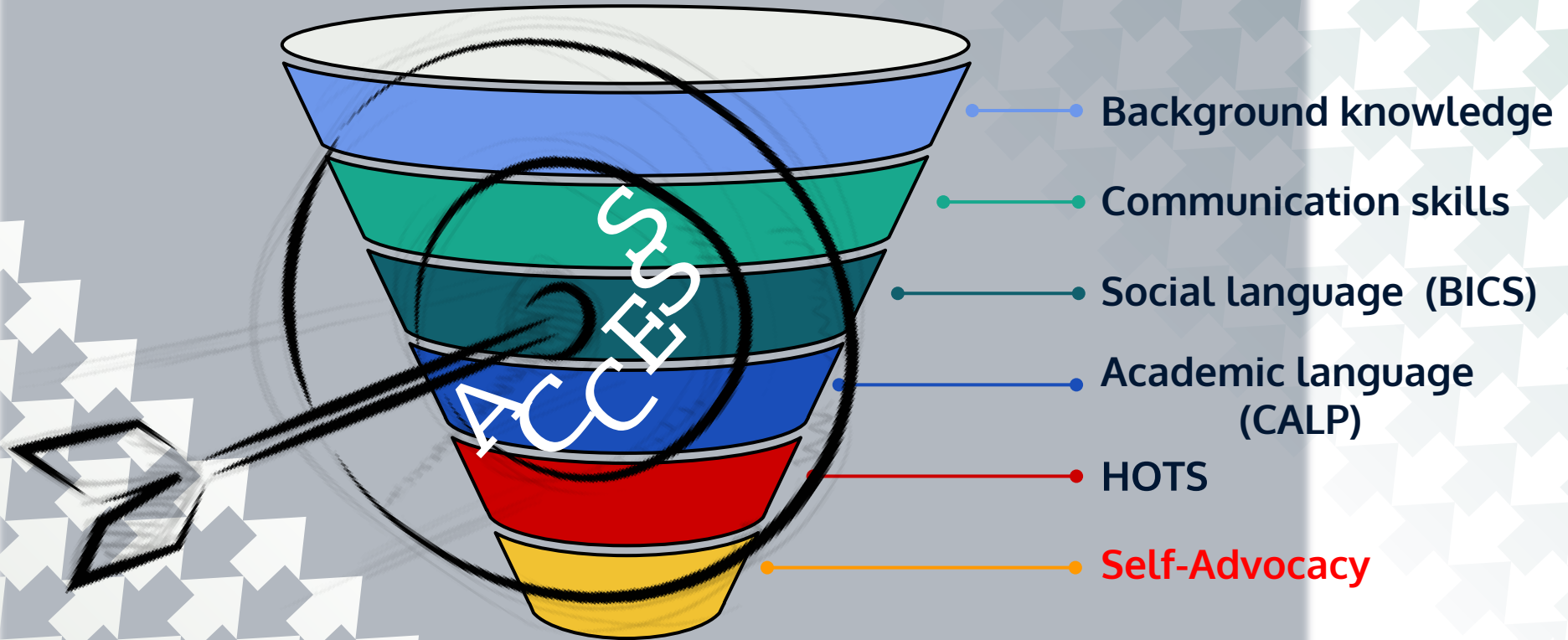
Advertising
Appraising
Attributing
Breaking down
Calculating
Categorizing
Classifying
Comparing
Concluding
Contrasting
Correlating
Deconstructing
Deducing
Differentiating
Discriminating
Dividing
Distinguishing
Estimating
Explaining
Illustrating
Inferring
Integrating

Arguing
Assessing
Checking
Critiquing
Commenting
Concluding
Considering
Convincing
Critiquing
Debating
Defending
Detecting
Editorializing
Experimenting
Grading
Hypothesizing
Judging
Justifying
Measuring
Moderating
Monitoring
Networking

Adapting
Animating
Blogging
Building
Collaborating
Composing
Constructing
Designing
Developing
Devising
Directing
Facilitating
Filming
Formulating
Integrating
Inventing
Leading
Making
Managing
Mixing/remixing
Modifying
Negotiating

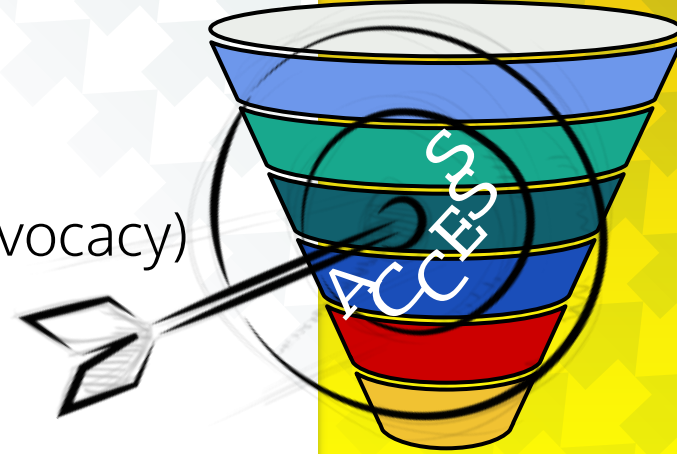


Access to Curriculum Requires...

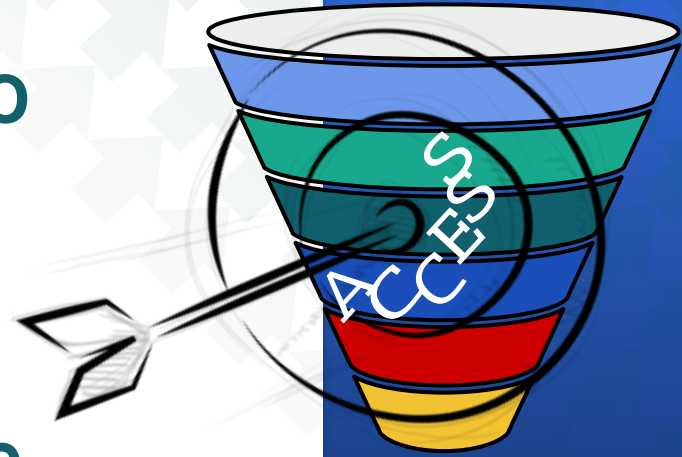


Self- Advocacy and Social Skills

- ...and the requisite language associated with both
- [MN Social Skills Checklist](#)
- [MN Compensatory Skills Checklist](#) (advocacy)
- Student Advocacy & Independence Development
 - SAID (Pg 274 K. Anderson)



So what can we do with all of this information about *access* and the skills needed by our students to improve access to the general curriculum?



How might this information influence your practices when contributing to the PLAAFP?

IDEIA

Mandates IEP teams address
functional
and **academic**
performance

Routine activities
of everyday life,
including
communication,
behavior, social , &
daily living skills

Measurement
of student
achievement
across various
academic
subjects

ECC-Deaf

A functional skills
curriculum
designed through
the lens of deafness



LENS OF
DEAFNESS
& LIMITED
HEARING



FUNCTIONAL PERFORMANCE =
DAILY LIVING SKILLS & KNOWLEDGE GAPS of a
PERSON who is deaf or hard of hearing

EQ: How do
we help
students gain
access to the
general
curriculum?



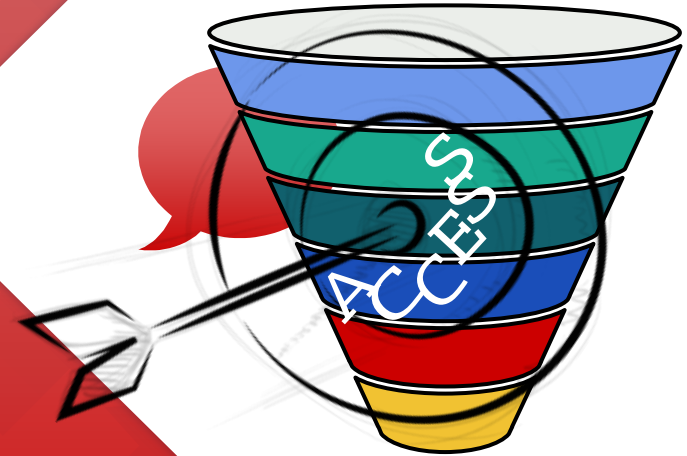
B. Chubb, August 4, 2022, DHH staff, CLIU#21

Thanks!

Any questions?

You can find me at:

- ⇒ FB PESDHH link
- ⇒ barbarachubb@ymail.com
- ⇒ 717-599-2869





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- ⇒ Resize them without losing quality.
- ⇒ Change fill color and opacity.
- ⇒ Change line color, width and style.

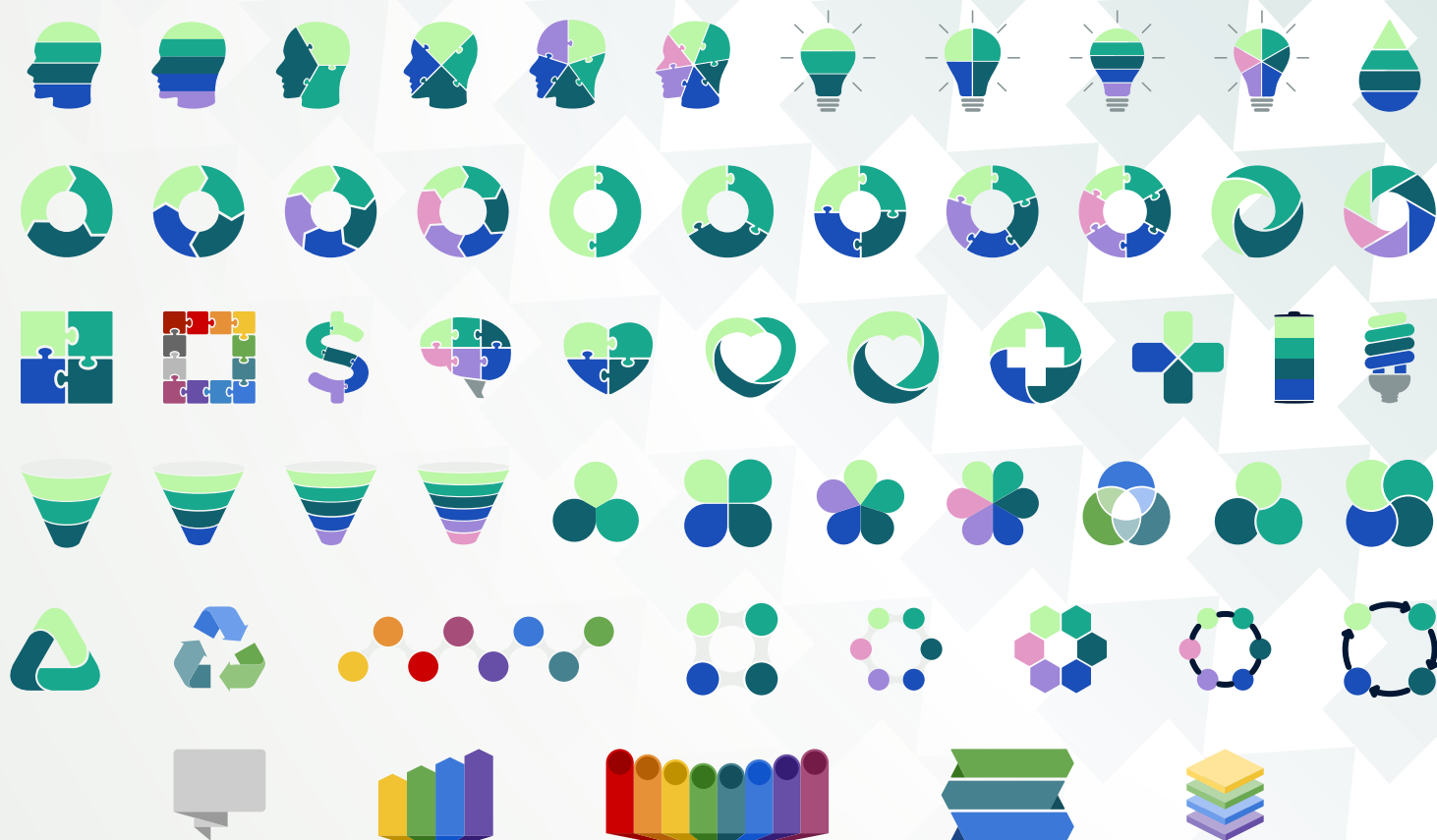
Isn't that nice? :)

Examples:



Find more icons at slidescarnival.com/extra-free-resources-icons-and-maps

Diagrams and infographics



You can also use any emoji as an icon!
And of course it resizes without losing quality.

How? Follow Google instructions

<https://twitter.com/googledocs/status/730087240156643328>



EQ: How do
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