

# ANZCED Melbourne - 15<sup>th</sup> – 17<sup>th</sup> July 2011

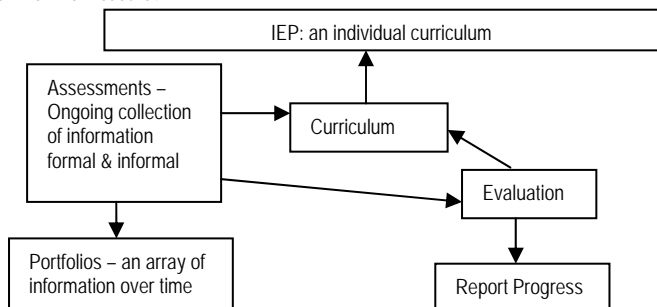
Friday 15 July

## Guest speaker workshop program

### The Challenge of Assessing Written Language in D/HH learners: Principles into Practice - Associate Professor Connie Mayer –

Use of the Deaf Written Language Exemplars

What does Proficiency Look like at the word, sentence and discourse level in terms of product and process? How do we measure each of these areas? What are the benchmarks against which we measure?



#### Assessment & Evaluation Goals

- ❖ Summative – focus on results or outcomes – tracking & accountability
  - Decontextualized measures – most removed from the classroom. Norm-referenced or Criteria-based tests. These are standardized tests – are they valid? Are we compromising validity or reliability? Need to follow the criteria when administering a standardized test to ensure it measures what it is meant to measure. TOWL – 3 – a standardized test of written language.
- ❖ Formative – focus on improving or modifying a programme to meet the needs of the learner (the individual needs of the student). A defined programme separate from the school programme.
  - Classroom Measures – more closely related to learners context. Curriculum based measurement (e.g. probes) – quick and easy to administer and can be given multiple times. Multiple choice – can be used to target what is being taught.

Consideration of Process – insights as to how a student is engaging in the writing process. This is hard to assess. Interviews and surveys can be used to assess. Sentence stems can be used for self-assessment of writing - students can self-assess and reflect on what they do in the writing process. Stimulated Recall Interviews are a data collection tool that prompt the student to recall thoughts they have while they are writing. A video could be used to record students while they write.

Consideration of Products – Easy to collect but hard to assess e.g. journals, written retells, letters, email, personal narrative, Exemplars can be used to analyze.

Six Trait Writing – organisation; voice; sentence fluency; conventions (punctuation/ grammar); word choice; ideas.

Analysis of Written Text (AWT) – form available on line: <http://hearinghub.ca/f/> (Register for the site – available on line from mid September). This is a very good website and resource. a student's writing can be archived. Assess the students writing and calculate their MLU. Definitions of terms are available for teachers. It will have examples of completed forms and how to derive the weaknesses and strengths in order to develop the goals for the student's IEP.

Written Portfolios for Students – data collection over time. Provides the basis for making both instruction decisions and for evaluation and setting goals.

Websites: The Listening Room.....Readwritethink.....Starfall.....

### The fine art of conversation: The pragmatic skills of children who are D/HH - Dr. Dianne Toe & Dr Louise Paatsch

Consider:

Turntaking	Eye gaze	Pausing
Topic maintenance	Clarification	Topic Shifting
Turn type	Partner sensitivity	Tape Ending

- Conversation: involves understanding of the dynamic reciprocal nature of ongoing social interaction; requires taking the perspective of the partner; develops within social interactions with a range of partners; joint activity constructed by both participants where each participant understands the role of speaker and listener; natural conversation provides opportunities for language learning; involves understanding and use of all aspects of language (semantic, phonology, syntactic and pragmatic requirements).
- Skills include turn-taking, topic initiation, topic maintenance, eye contact etc. A range of pragmatic skills are usually acquired in the first 8 years of life through meaningful conversations.
- Good conversation involves: common element: open ended questions; no one person dominating the conversation.
- Key elements for good conversation involve: paraphrasing; eye contact; turn-taking; listening to each other.
- Peer-to-peer Conversations:
  - Provide aspects of communication not provided through conversation with adults;
  - As students get older, more time is spent with peers and less time with adults;
  - Diversity of partners also increases;
  - Importance of developing the speech style of their peer group; unwritten classroom curricula;
  - Rules of conversation are learnt by "playing the game";
  - Different structure and language used with peers e.g. adolescent conversations are fast paced, removed from here and now, and consist of overlaps, innuendo, sarcasm and different types of initiation, maintenance and termination of conversation.
- Conversations in school settings can be formal (structured interactions), informal (conversations) or a combination of both.
- Previous research of pragmatic skills of school aged students with hearing loss showed that most conversations were set up by adults:
  - *Adult to child conversations were: structured (frequency of spoken utterances and turns are higher with teachers than peers; high proportions of teacher turns are questions; students responses were prompted); referential communication task; semi-structured interviews; building a model together; informal (high level control by teacher; frequent questions; students take the initiative and turns tend to be longer; students ask less questions; students give minimal answers in conversation).*
- *Hearing children use correct vocabulary; check understanding; and syntax.*
- *There is a strong association between speech intelligibility and requests for clarification.*
- *Deaf or Hearing Impaired students function well as conversation partners.*

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**Dianne Toe's & Louise Paatsch Research:** 83% were using spoken language; most were learning in inclusive settings; they work collaboratively with their hearing peers on authentic tasks in the classroom. The study used *Junior Trivial Pursuit* questions. the children needed to recite word-for-word the question before answering the question.

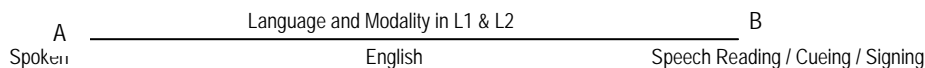
## Results:

- Hearing children found it easier to repeat the question verbatim than the Deaf or Hearing Impaired children. Even though they found it difficult they could answer the questions.
- Multiple choice questions were harder for Deaf children to answer. they found it difficult to repeat multi-choice questions verbatim.
- Deaf and Hearing Impaired children were almost as good as Hearing children in answering Wh?
- **Expository Discourse** – This was an "instruction giving" study. Self selected friend were given two games – *Rat-tat-tat* and *Secret Square*. They had to teach each other: deaf children instructed the hearing children; hearing children instructed the deaf children; and hearing children instructed hearing children. There were 5 main critical rules for the game *Secret Square* – the 3 groups were similar at conveying the rules for *Secret Square*. there were 16 rules for the game *Rat-tat-tat* – the deaf children instructing the hearing children – the deaf children had difficulty remembering the rules and conveying them to the hearing children meant the hearing children had the least understanding of the game. The deaf children found it difficult to get the purpose of the complex game.  
The deaf children's instruction giving language: contained a lot of unspecified pronouns, deleted referents ("take blue off"), non-specific referent or incorrect reference. Hearing children use the correct vocabulary, check the other students understanding and use the correct syntax when giving instructions.
- **Implications:** Expository discourse is difficult for deaf and hearing impaired children. It challenges many aspects of their language including their pragmatic skills. With a difficult game the deaf and hearing impaired children found it difficult to convey all the essential game rules.
- **Structured Interactions:** the longer and more complex questions were the most difficult. The deaf and hearing impaired children could give the instructions and understand them but their instructions lacked clarity.
- **Need to:** Scaffold deaf and hearing impaired children through the process of providing more specific language if we understand it is needed.
- **Free Conversation: Informal Interactions:** Conversations build friendships; become more important as children move through Primary School; are less focussed on the here and now and more abstract. Conversations between deaf and hearing impaired children and their hearing peers differ from conversations held between two hearing children of the same age.
- **Types of turns:** questions; personal comments; conversation devices (include phatics [ok...yeah] and filled pause [ummm...like]; minimal answers; and extended answers. Deaf and hearing impaired children: ask more questions than their hearing friends; take longer turns; initiated more topics; and gave more personal contributions. Hearing children: gave more minimal answers; and used conversational fillers. Extended answers were similar in both deaf and hearing impaired children and hearing children. Hearing children conversing with hearing children have more balanced conversations. Deaf and hearing impaired children know how to take turns and share experiences.
- **Conversational Analysis:**
  - **Eye Gaze** – Many deaf and hearing impaired students were not aware of or skilled in eye gaze rules. Consequently they experience difficulty in smooth interchanges.
  - **Listener tokens** - deaf and hearing impaired children do not back channel during a hearing child's talk but rather provide an assessment of the turn only at it's completion. the absence of these tokens mean it is difficult to know if the listener is following you.
  - **Extending the topic** - deaf and hearing impaired children are accomplished askers of questions but often don't know what to do with a 3<sup>rd</sup> turn (i.e. ask question → listen to answer → add further/ask another question).
- Communicative competence is a mutually constructed collaborative achievement.
- We need to think about verbal and non-verbal resources of conversation.
- Spoken language skills reduce the number of breakdowns. How do we improve their non-verbal communication skills.
- **Until deaf and hearing impaired children can master truly collaborative conversation forming deep friendships with normal hearing children may be a challenge.**

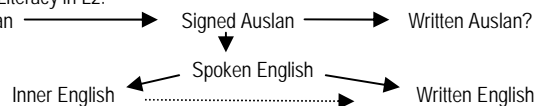
**Keynote address** Associate Professor Connie Mayer

## The Changing Context for Sign Bilingual Programs: Implications for Language and Literacy Development

- There was the belief that a natural sign language would be acquired as L1 (Language 1) and that conceptual and linguistic knowledge would transfer across languages.
- **Fundamental Concerns in developing a language** - many deaf children evidenced delayed language development. They have limited language for communication and interaction. This negatively impacts on cognitive development.
- **To acquire language a learner must have:**
  - exposure in quality and quantity;
  - in an assessable language;
  - while engaged in meaningful activity;
  - with capable users of the language.
- **Assessability is the issue** – if language is not assessable it is not going to be acquired.
- There is a lack of evidence that L1 in sign language has developed for most deaf learners. BICS = proficiency of language used in the dynamic mode, high frequency vocabulary, simple syntax and grammar – this is the language we acquire first but it is not the language needed for academic proficiency (this is the CALP).
- **Getting on Track** – Rethink the natural L1 plus account for both BICS and CALP in L1 and L2 and consider the sociocultural context.
- **English as L1 and Signed Language as L2:**
  - Improved access to a spoken L1 via amplification technologies for many deaf children.
  - Visual channels for representing English to provide additional or primary support for L1 development.
- **Mayer Model 2:**



- **Linguistic Interdependence Model** – although two languages may seem separate on the surface they are interrelated at the deeper level of cognitive functions.
  - The assumption that proficiency in natural sign language gave you a leg up in reading and writing is where we got off track.
  - Negative, positive, or no transfer from L1 to L2 language – literacy proficiency is not conditional. There is no control over the amount of transfer.
  - There is stronger evidence for transfer between L1 & L2.
  - Metalinguistic transfer readily occurs – syntax and vocabulary transfer less readily. Children need sufficient exposure to L2 input (Linguistic interdependence conditions - in order to read and write in L2 a level of L2 oral language ability must be achieved.
- **The Changing context for Sign Bilingual Programmes:**
  - Link Signed L1 and Literacy in L2.



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Keynote address *Associate Professor Connie Mayer*

## The Changing Context for Sign Bilingual Programs: Implications for Language and Literacy Development continued:

- The Changing context for Sign Bilingual Programmes continued:
    - Weak language base in L1 to support transfer means a weak language base in L2.
    - No written form of L1 to support transfer between text.
    - Deaf students are still performing well below their hearing aged peers in terms of literacy outcomes.
  - Importance of Language:
    - Speaking (signing), listening, reading, writing in the L1 or L2 helps the whole cognitive system to develop.
    - Students have to be given opportunities to acquire proficiency in the face-to-face form of both of them (L1 & L2).
  - Written Form of Sign Language:
    - Access to a written form of assigned L1 would allow some transfer of proficiencies the way it does between Greek and English but it is not going to solve the whole problem.
    - Now needs to be sequential or simultaneous acquisition of L1 & L2.
  - Reading & Writing Instruction:
    - If a natural sign language is fully developed as L1 and used as the primary language of instruction literacy would happen automatically from the transfer from L1 to L2.
    - No matter how much transfer of higher order stuff goes on, language specific skills in L2 are still necessary.
  - Foundations for Literacy Education:
    - Code-related constructs
    - Language related constructs
- Literacy education needs to account for BOTH code and language related skills – in the language to be read and written.

Keynote address: *Associate Professor John Luckner* - Promoting friendships and success in regular schools

### Importance of Friendship:

- Provides an arena for learning and practicing a variety of social skills.
- Opportunities for companionship, safety, emotional support, understanding and intimacy.
- Friends provide Role Models and provide standards of acceptable behaviour.
- Special Education Elementary Longitudinal Study (SEELS) – 930 kids followed for 6 years. Data gathered from students, teachers and parents.
  - Findings: No significant differences regardless of hearing Loss, mode of communication and educational placement.
  - Primary Issue: Communication ability and an additional disability or more than one disability – if you don't have language skills you have a harder time making friends and feel more lonely.
  - Have to impose opportunities to interact – you have to set up projects where people work together on a shared project.
  - Teach about individual differences and similarities.
  - Have to help students understand that differences are okay and they have many more similarities than they know.
  - Important that:
    - Hearing Impaired and Hearing students know successful adults.
    - We break down the mystique of cochlea implants, hearing aids and FM system.
  - We need to:
    - Teach about friendships – why are they important? What are the qualities/challenges of friendship?
    - Provide some social skills instruction – how to enter/exit a conversation.
    - Encourage participation in extracurricular activities.
    - Involve family members. They can set up social events so people become comfortable with each other. They are able to reach out and get to know each other.
    - Internet allows us to go out of region and link with other individuals with same interests across country borders.
  - Success in Regular Schools:
    - **Participation and being attentive is the number one factor for success.**
    - Personal motivation to succeed:
      - Have to attend school on a regular basis;
      - Have to do the work and the homework (Practice Effect – only achieve fluency at anything by doing it over and over again).
  - School Factors:
    - High expectations across service providers;
    - Willingness of the mainstream teacher to make adaptations;
    - Support provided by the RTD – Class Teacher felt that they could go to RTD for assistance;
    - Good communication across service providers
    - Appropriate tuition – pre-teaching and post-teaching.
  - Family Factors:
    - Strong parent support – actively involved
    - Good communication between parent and the school.
  - What can we do different?
    - Assessment – we need to observe student in their classroom and in the playground.
    - Interview the student and the teacher.
    - Students are strategy inefficient – they don't know the steps to learn or to interact. **SLANT** strategy – **S**it in your chair and **S**it up, **L**ean forward – **A**sk questions – **N**od your head and pay attention – **T**alk to the teacher.
    - Motivation and self-discipline – we want to build on student's strengths not just focus on areas and their weaknesses.
    - Use descriptive phrases – e.g. *I love the way you worked so hard for 15 minutes.*
    - Take a skill that is important and reinforce it.
    - Self-advocacy- too many students are used to not understanding. It's not okay. They need to: recognize when they need help; know when and how to request help; know the appropriate accommodations and modifications needed to ask for appropriate help from peers and adults. They need to know what are their rights when they go to university or high school and how to express those appropriately.



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## Marie Fram - The speech and language acquisition of children with hearing loss: Interim results from the Longitudinal Outcomes of Children with Hearing Impairment Study (LOCHI) continued:

- Aim of any spoken language program is to develop the student's speech production and listening skills. To determine how effectively phonetic skills are transferring to the student's linguistic behaviour it is necessary to undertake evaluation at the phonologic level. This involves taking a sample of the student's conversational speech and analysing it in the context of everyday communication. Approximately 50 – 60 representative utterances at the discourse level of spontaneous conversation are then analysed to ascertain the presence of various features.
- The conversational sample may also be used to determine particular aspects of English morphology, syntax, semantics and pragmatics, as well as to assess speech production. A sample of spoken communication should be collected at regular intervals.
- Analysis should involve non-segmental aspects (breath, intensity, pitch control, intonation, duration of vowels and consonants, phrasing and stress) and segmental aspects (vowels, diphthongs, simple consonants and consonant blends).
- Assessment provides evidence of a student's performance. It demonstrates what sounds the student is able to produce, and what sounds the student is unable to produce. Errors are important to analyse as they provide evidence as to what skills or strategies the student is using.
- The goal in speech production is for speed, automaticity, flexibility and economy of effort (SAFE).
- Teaching aims initially for accurate then ultimately automatic production of the target. When automaticity has been achieved, the target sound may be incorporated in words and phrases before it is expected to be included in the student's verbal communication. It is important that a firm foundation be laid at the phonetic level to remove the possibility of establishing inaccurate production.
- Specific teaching can include auditory, visual and tactile strategies for eliciting the sound.
- Eliciting the Target: Vowels & Diphthongs – the order for teaching followed by Ling – vocal tract shaping for the target vowel or diphthong; maintenance of the vowel for 3 seconds; repeat the vowel or diphthong 3 times in rapid succession; alternate the vowel or diphthong with another vowel or diphthong; and produce the vowel or diphthong with differing intensity or speech patterns. Examples were given of the following:
  - Vowels and Diphthongs – reference is made to the position of the tongue, the positioning of the jaw, and the vowel length;
  - Front Vowel – ee (sheep) long front vowel – words using regular spelling, alternative spellings, phrases, and sentences;
  - Consonants (Ling 1976) – Concurrent Manner Contrasts;
  - Strategy areas – strategies to elicit the target sound within each level;
  - Consonants – Step 1 p/b – Bilabial Plosive;
  - Phonetic Level: Consonants – Step 1 p/b – Bilabial Plosive;
  - Phonetic to Phonological Level: Consonants – Step 1 p/b – Bilabial Plosive;
  - Pictures with single words;
  - Pictures with phrases;
  - Single Syllable Words (p/d initial);
  - Single Syllable Words (s/z/ final);
  - Phrases and Sentences (p/b);
  - Minimal Pairs;
  - Minimal Pairs: 1/2/3 Feature differences;
  - Minimal Pairs: 3 Feature differences;
  - Word Family targets;
  - 2 Syllable Words Grouped according to the preceding vowel;
  - 3 & 4 Syllable Words Grouped according to the preceding vowel;
  - Blends: Initial Blends; Final Blends; Order of Information; Step 1 – Two-organ sequential blends; Front Vowel, mid vowel, back vowel, diphthong; Word Strings.

## Dr Jill Duncan - Classroom Access Project – pilots championing access in schools

### "Hope is Not Enough"

- Adolescents are 10 – 24 years old.
- Characteristics that are important for coping in regular schools:
  - Adequate Language Skills;
  - Organisational Skills;
  - Self-Advocacy;
  - Self-determination – control of wants and needs.
- Participation in organised teen groups with peers that also have hearing loss leads to:
  - Enduring friendships;
  - Improves understanding of hearing loss;
  - Improves self-acceptance of hearing loss.
  - Added benefit for students to interact with slightly older adolescents.
- Peer Relationships:
  - Social integration involves interpersonal relations with peers;
  - Peer Acceptance facilitates – peer bonding & inclusions.
  - Adolescents with hearing loss value friends who: accept their hearing loss; are willing to assist with their communication needs by repeating missed information; act as interpreters if necessary.
  - Positive peer relationships contribute to adolescent understanding of: current trends; teenage culture; associated vocabulary.
  - Deficits in interpersonal relations may increase as children develop: social environment becomes more complex; children become more aware of their differences.
  - Focussed, systematic teaching of goal directed problem solving related to peer relationships may be necessary.
- Social Skills training involves teaching specific skills through behavioural and social learning strategies. Deficits may be reduced, eliminated or reversed with targeted intervention strategies that refer to internal mental states.
- Without social skills adolescents cannot engage in effective interpersonal relations with peers.
- Sometimes referred to as social or emotional intelligence.
- Pro-social behaviour skills are positive actions: empathize; share; co-operate:
  - Learned through the process of verbal and observational modelling.
  - Important for a positive state of mind and improved academic performance.
- Practitioners need to first identify those adolescents who have difficulty in peer relations and then structure relevant learning contexts.
- Assessments always precede evaluation.
- Practitioner can use evidence based material.
- Training programmes use a variety of strategies: role playing; modelling; and direct instruction.
- Objectives from improving social communication include:
  - Increase social flexibility by encouraging empathy;
  - Forewarning adolescents of anticipated scenarios;
  - Expanding understanding of metaphors and hidden meaning; Focussing on narratives by way of sequencing goal-orientated events (problem solving).

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## *Dr Jill Duncan - Classroom Access Project – pilots championing access in schools continued:*

- Handout:
  - Prosocial Skills Categories;
  - Interpersonal Peer Relations Vocabulary;
  - Perspective Taking vocabulary;
  - Good Manners Scenario;
  - Prosocial Skill Domain;
  - Adolescent Social Skills Training Programs.

## ANZCED 2011 Conference Program Sunday 17 July

### Keynote Address *Associate Professor Connie Mayer - Readers and Writers with Cochlear Implants: How are they doing?*

- CI Learners are still deaf.
- CI's allow access to sound.
- CI's = Better Hearing + Better Literacy?
  - Outcomes impacted by: age of implantation; prior auditory experience; cognitive ability; language skills before implantation; and the presence of additional disabilities.
- Literacy development of deaf and hard of hearing children is quantitatively similar to that of typical hearing children.
- Foundational requisites that are required are the same.
- Code related constructs:
  - Phonological processing - phonological awareness; phonemic awareness; and auditory memory.
  - Print awareness.
- Language related constructs:
  - Intuitive knowledge and use of components of English (phonology, morphology, syntax, semantics, pragmatics).
  - BICs (conversational language) and CALP (academic language).
- **Reading and writing are fundamentally auditory and not visual processes. children learn to read and write by ear more than by eye (auditory processing).**
  - Classroom Snapshot (NZ)
    - 37% reading or 20% writing at or above level for CA.
    - 70% hearing students met or exceeded grade level expectation.
  - Classroom snapshot (Ontario)
    - Phonological Awareness – 33% within average range.
    - Memory 47% within average range.
    - Rapid naming 83% within average range.
    - Letter-Word Identification; Word Attack; Reading Fluency (very good at this); Reading Vocabulary and Passage Comprehension Task (weakest areas) – all but 3/18 reading at or above grade level;
    - 83% Reading at or above grade level; 17% Reading at more than one grade level below
    - Reading comprehension – 66% at or above grade level; 33% Reading at more than one grade level below
  - Classroom Snapshot (Atlantic, Canada)
    - 50% Reading at or above grade level; 25% Reading at more than one grade level below.
- A significant number achieved at grade level but outcomes not at grade level for all but are different than pre-implant days.
- Need to be explicit about which language is being signed and spoken.
- Language matters more than modality.
- **Language is acquired but literacy is taught.** Need to figure out interventions to suit specific needs of individual children.
- Nature of literacy instruction has not been considered.
- Teaching of code-related skills is relatively easy compared to teaching more complex language skills.
- **Doubtful the differences between deaf and hearing impaired children will disappear with the introduction of CI's.**
- Reference: The Ear Foundation – [www.earfoundation.org.uk/index.php](http://www.earfoundation.org.uk/index.php)

### *Fiona McInerney - Apps' portable technology that you can use every day*

- iPods – iPhones & iTouch – apple
- There are 1000's of Apps for just about everything.
- For personal you can buy i "app" and download to 5 devices at home,
- Download – set up iTunes account; school purchase iTunes account; requires email, credit card, and password.
- Even when purchasing free "Apps" the process is the same.
- Download to the computer first.
- Huge range of costs and categories.
- [www.ipadsforeducation.vic.edu.au](http://www.ipadsforeducation.vic.edu.au) Victorian iPad trial website
- [www.a4cwsn.com](http://www.a4cwsn.com) apps for children with special needs
- [www.applicable2u.wordpress.com](http://www.applicable2u.wordpress.com) iPad and iTouch review blog
- [www.lunchboxreviews.com](http://www.lunchboxreviews.com) reviews apps for kids
- [www.appcraver.com](http://www.appcraver.com) reviews ALL apps look for education
- [www.appistore.com](http://www.appistore.com) shows ALL apps
- [www.applicious.com](http://www.applicious.com) shows ALL apps
- <http://www.spectronicsinoz.com/blog/new-technologies/all-about-apps-for-special-education/> Links to blogs and websites for 'apps' for special education. Link to list of special education apps.
- <http://www.spectronicsinoz.com/blog/tools-and-resources/aac-apps-speaking-appropriately/> AAC apps blog so many links to resources and great information.
- If all else fails google image search the "app".

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## *Dr Norm Erber - Adaptive assessment of speech perception in schools*

- Adaptive Hearing Assessment (AHA) – the adult helps the child identify each test word by adapting to the child's errors.
- Results:
  - Indicate conditions under which child needs to hear the word.
  - Adults provide clarity, co-operation, and creativity to ensure child does well.
- Procedure:
  - Select list of words; present words in quiet and noise; speak each word up to 5x (live presentation).
- Test Sequence:
  - Speak test word – child identifies
  - Repeat – child identify
  - Clarity – child identify
  - Context – in sentence – child identify
  - Auditory Visual – child identifies word at each stage. When the child identifies the word move to next word.
  - Presented to child in four situations: quiet, + 15 dB conditions; 0 dB (talk in babble – background noise)
- With FM –best results
  - When FM used in quiet condition it provides better results than just in quiet conditions.
  - Possible to communicate with the child in quiet and both noise situations.
  - Standard auditory test "score" doesn't describe a child's ability to communicate.
  - All children can obtain a score of 100% if communication partner helps them.
- Reference: Auditory Communication for Deaf Children – A Guide for teachers, parents and health professionals: Norman P. Erber.

Presentations attended;

**The Challenge of Assessing Written Language in D/HH learners: principles into practice. Connie Mayer**

Writing is the least researched but most challenging cognitive activity.

- What does proficient writing look like?
- Do we have a sense of what a year level writer looks like?
- How do we make sense of the data collected through written language samples?

The Analysis of Written Texts (AWT) is an assessment tool that will be online in September to analyse;

- Overall impression
- Meaning
- Form – grammar and syntax

Address is <http://hearinghub.ca/j/>

Teachers can register on the site.

- An archive of students' written work can be kept.
- There is a discussion forum for feedback.
- A record of students' texts can be used for portfolios

**The Art and Science of Itinerant teaching. John Luckner. ([John.Luckner@unco.edu](mailto:John.Luckner@unco.edu))**

Itinerant teachers need to be resensitised to the importance of language as;

- Medium for communicating wants and needs
- Indispensable for reading and writing
- Memory translates facts and ideas into words and as such shapes understanding of concepts
- Internal control of behaviour i.e. executive function
- Socialisation

Potential impact of hearing loss in five areas;

- Language and literacy delays
- Gaps in background knowledge
- Lack of learning strategies
- Social Skills deficits
- Reliance on assistive technology

Consulting and collaboration with colleagues who spend the most time with students.

- Language affects all aspects of living; academic, social, emotional, reasoning, professional and leisure
- Focus on ecology; what is happening around student?
- Use adult learning principles; previous experience, problem solving, learning styles and actively involved.
- Conduct formative assessments; observe, instruction style, interactions and amplification

**Participation is one factor in success!**

**The changing context for sign bilingual programs: Implications for language and literacy development. Connie Mayer**

There was an expectation that bilingual programmes would improve educational outcomes but still the issue of L1 to L2 transference.

Fundamental givens;

- Need exposure to quality and quantity of language, which is totally accessible, presented in meaningful activity by capable users of the language.
- Weak control of the L2 especially at CALP.
- Visual channels provide additional or primary support for L1.
- Choice is language not modality of language.

Linguistic interdependence

- Transfer is not unconditional
- There is stronger evidence of transfer from L1 to L2 in written language
- Metalinguistic skills often transfer but there can be limited vocabulary and syntactic structures

**A work in progress.**

**Promoting friendships and success in regular schools. John Luckner**

Message: What happens in schools reflects the rest of your life.

Having friends provides; Social skills, Support, Role models, Acceptable behaviour.

Interventions;

- Opportunities for interaction
- Teach about individual differences and similarities
- Learn about successful Deaf adults
- Demonstrate and explain technology- simulations
- Teach about friendship

- Social skills instruction
- Encourage participation in activities
- Involve family members
- Teach to use Internet to socialise

Success in Regular school is due to student facilitators, school factors and family factors.

Recommendations

- Assessment of behaviours
- SLANT. Sit, Learn, Ask, Nod head, Talk to teacher.
- Motivation. Build on strengths and reinforce skills, praise
- Self advocacy.

Implication for school and service providers

- Teacher/student connection. Each student is unique don't generalise
- Remedial
- Compensation – different ways to access materials and present/demonstrate learning.
- Modifications - If student can't benefit from regular curriculum then alternate programmes.

**The target is successful adults with strong academic skills who can think, reason, proficiency and work in team.**

#### **Challenges in deaf Education. Gene Reardon**

The Victorian Deaf Education institute set up by the Victorian Department of Education and early Childhood Development has been established to;

- Strengthen education provision
- Improve access
- Optimise practice and learning settings.

The aims of the initiative are;

- Research into practice. Research programme exploring models of best practice, Auslan assessment, investigation in improving outcomes for students, post school options.
- Innovation and Technology. Trialling I pads in schools, Classroom acoustics projects, Real time captioning and Virtual learning
- Professional learning programme. Master class series, Online learning programme, International Speakers series.

Website: <http://www.education.vic.gov.au/about/directions/vdei/default.htm>

#### **Speech production: promoting phonetic to phonologic achievement. Mary Fram**

How to integrate bottom up and top down approaches in speech production?

Conversation is the most authentic setting for developing spoken language but if higher levels of language do not develop then intervention is required. Specific systematic teaching at the phonetic level can then be generalised at the phonologic level

A resource folder of ideas and strategies for developing speech has been collated. The resources include assessment, goal setting, pictures and activities to reinforce specific speech goals. Cost is 150 AUD plus postage.

[mfram@smdeafws.catholic.edu.au](mailto:mfram@smdeafws.catholic.edu.au)

#### **Strategies for facilitating social communication necessary for successful integration of adolescents with hearing loss.**

**Jill Duncan**

To cope in school students need;

- Adequate language skills
- Independence
- Organisation skills
- Self determination
- Self advocacy

Social skills training is required.

Critical pro-social skills

- Understand and use facial expression
- Posture
- Touch
- Voice tone
- Emotional literacy – vocabulary
- Sustained attention
- Emotional cues
- Verbally express feelings

**Effective pro-social skills lead to optimism and help prevent depression, anxiety, adjustment disorders.**

### **Readers and Writers with Cochlear implants: How are they doing? Connie Mayer**

Implants do not guarantee literacy skills comparable to hearing age mates.

- Positive change in literacy outcomes
- More variable population results in more variable results
- Not all achieve at grade level.
- Issue is the language not the modality used
- Some need visual support

Literacy instruction

- Language is acquired but literacy is taught
- Instruction should suit individual needs
- No studies have yet taken into account type of literacy instruction
- Teaching of code related skills is easier than complex language skills

Cochlear implants have had an educational impact

Still differences in CI and hearing children

There is a brighter future for greater numbers of deaf/hearing impaired children

<http://www.earfoundation.org.uk/index.php>

### **Managing the acoustic environment in schools. Chris Channing and Virginia Adare**

South Australia initiative to ensure optimal listening environments for students who are Deaf or hearing impaired in regular school. Hearing Services Co-ordinators (Resource Teachers) issued with acoustic kits to measure acoustics in classrooms to measure noise levels and reverberation across frequencies in classrooms. Recommendations were made.

Most effective changes were:

- External air conditioning units moved away from classroom. Average reduction of 13dB
- Ceilings made the difference in large rooms
- Ceilings and walls modifications in standard rooms.
- Mineral fibre products were best.

### **Adaptive assessment of speech perception in school-aged children with hearing impairment. Dr Norm Erber**

Speech perception assessments were modified to maximise the child's communicative performance.

Procedures were modified to incorporate adaptive methods.

Each word spoken up to five times with increasing added information until visual cues are included.

- Assesses listening conditions
- Demonstrates benefit of FM
- Child's ability to communicate evident
- Indicates what help child needs
- Teachers and parents learn from testing process not result

### **What is sign language corpus linguistics and how can it inform and resource sign friendly deaf education program.**

**Trevor Johnston**

Need for a comprehensive Auslan dictionary of signs and use. A video archive of Auslan showing sign dialects used in different areas, groups and ages needs to be developed. This archive would allow stakeholders to develop assessment tools to improve curricula.

A small archive of 255 Deaf people from across Australia has been recorded. The task is now to annotate this record. There is a lack of funding to carry on this work. Professor Johnson sees this as a priority to transform the archive into a linguistic corpus.

### **Old issues in a new era: a professional discourse on education of the deaf from Milan to Vancouver. Greg Leigh.**

Discussion of the current discourse on deaf education, and the differences in opinion on best practice in the education of deaf and hearing impaired children. The ANZCED conference was first held in 1935 and is one of the longest running conferences in the world.

Current Australian research LOCHI accessed at: [www.outcomes.nat.gov.au](http://www.outcomes.nat.gov.au)

468 children assessed at 6 months, 12 months, 3, 5, and 9 years.

Points from study;

- Language 11 SD below mean chronological age
- Implantation pre 12 month = better language outcomes
- Other factors are higher mother education levels, higher socio-economic levels, hearing thresholds.

## Notes from ANZCED conference Melbourne July 2011

Overall message: We now have a new challenge...we have never had lots of Deaf kids with CI's before. They are not like hearing children; nor are they like traditional Deaf. There are no role models for this population. They present with distinct needs and require new approaches. Teachers of the Deaf are not redundant – but new and different ways of working, including the use of new technologies, are needed, if the value of the CI and the potential of these students is to be realised.

Connie Maher ...on Written Language. Evaluation - summative and formative – important for reports, IEP goals etc. Engage kids in the process – give them the opportunity to tell you what they know about reading and writing e.g. Which is easier for you – reading or –writing – why do you think that is? Video them writing – play it back and discuss with them, asking e.g. What were you thinking when you were doing that...what made you change that? etc. Use exemplars – lots made of NZ examples. Connie working on resource on line – <http://hearinghub.ca/j/> where you can create an archive over time and where analyses of written language can be undertaken for IEP's etc.

John Luckner ...on the art and science of Itinerant Teaching. Mainstreaming is a problem for the Deaf because the assumption is made that kids have the same schema on which to base learning...and because of language, the Deaf don't have it...and they don't know what they don't know! ITODS need to compensate by working on vocab, background knowledge, learning strategies, social skills, language and literacy, and assistive technology. Critical functions of language: communication, literacy, memory (the semantic store of info), understanding of concepts, internal control of behaviour and avenue for socialisation. As ITODs we need to consult and collaborate with mainstream colleagues – an information dump as happens in one day courses, does not meet the need. Like in a garden, focus on the ecology will bear the fruit. Give the adults the information as they need it in a way that matches their expressed preferred learning style – have you asked them that? A CD may be better than a course...or a brochure...for example. Actively involve them. Build on their strengths. Sell the idea that what is good for the Deaf child is good for all children. Use standardised assessments – numbers work. Remember it is experience with others – interactions- which is the currency of happiness. Placement is not the issue – it is the quantity and quality of service which makes the difference.

Connie Maher ...on Changing context for bilingual programs: implications for language and literacy. Language is acquired, not learned. Conditions of language acquisition – exposure in quality and quantity to an accessible language while engaged in meaningful activity with capable users of the language. Bilingual programs dealt with accessibility but not with quality user issue. Effectively we traded one poor language for another. Context changed now because of improved amplification – CI's. Recommends visual and (not "or") auditory channels for English acquisition. Metalinguistics transfer well but vocab and syntax don't. Proficiency in a first language alone is NOT sufficient for development of literacy in a second language. Some languages transfer well e.g. English and Spanish; some don't e.g. English and Chinese. Google Fairview Reading and Writing.

John Luckner... on Promoting friendships and success in regular schools. Friends are God's way of apologising for our families! Harder to make friends if you have poor language or complex disability or difference. It is in our DNA to be fearful of difference. We need to educate about similarities. Being together is not enough – you need to create / impose the opportunity to interact. Friendships – the currency of happiness – are too important to be left to happenchance. Successful Deaf adults often have a history of involvement in extracurricular activities.

Margaret Charlton – Autism Spectrum Disorder in hearing impaired. Involve: 1) significant persistent deficits in social communication and interaction 2) restricted repetitive patterns of behaviour, interest and activities 3) symptoms present from early childhood. It is a complex heritable disorder involving brain development regulator genes. Use ABA techniques.

It Takes Two to Talk and More Than Words – two useful programs.

<http://raising children.net.au/childrenwithautism/monashuniversity> is a great site.

Connie Maher... Readers and Writers with CI. Reading and writing have the same prerequisites regardless of the learner. 1 Code related constructs (phono processing, print principles) and 2) language – phonology, morphology, syntax semantic and pragmatics - the BICS and CALPS. Hearing children talk their way into text. ..an auditory, not a visual process. Can't sign your way into text...different grammar and syntax. CI kids doing better than Deaf but not as well as hearing. CTOPP test of phono processing. Woodcock-Johnson. Some CI kids are still needing visual support to acquire English by eye and ear. Overall research shows that CI kids have made a variable but generally positive shift in literacy post implant depending on age of implant, prior auditory experience, cognitive ability, language skills and other disabilities.

<http://www.earfoundation.org.uk.indexphp>