

Meeting A Range of Student Needs



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Overview

- **About our program**
- **Planning considerations**
- **Things we are doing**
 - ❑ **Staff development**
 - ❑ **Family education**
 - ❑ **Classroom placement**
 - ❑ **Spoken language resource support**
 - ❑ **Additional services**

About our program

- **Federally funded, tuition free demonstration schools serving children from birth through high school with diverse backgrounds and a wide range of hearing levels**
- **Cochlear Implant Education Center with on-site and national mission initiatives**

Increasing numbers

**Kendall
1999**

0

**Kendall
2001**

10

**7 Kendall
students in
candidacy
process**

MSSD

1999

1

MSSD

2001

5

Considerations in planning

- **Looking at the diversity of implanted population**
- **Sensitivity to Deaf community**
- **Putting the technology in perspective**
- **Acknowledging that students are still deaf**

Additional Things We Are Doing



Family Education Opportunities

- **Counseling and workshops**
 - **CI technology**
 - **Decision making**
 - **Habilitation**



Staff Development

- **Speakers**
- **Documentaries**
- **Workshops**
- **Open House**
- **Off-site training**



Faculty/Staff Survey and findings

Programs for emergent language learners

Strategies include:

- **Structured and natural opportunities to develop and utilize both spoken language and signed language**
- **Opportunities for interaction with deaf, hard of hearing and hearing peers**
- **Opportunities to use spoken language only**
- **Interaction with Deaf peers and Deaf adult role models**



Services for elementary/high school students

- **Classroom placement maintained in ASL based classroom. (based on the needs of our current population of students with implants)**
- **Spoken language provided using a resource/support services model. (to be described)**



Other supports

- **On-site Mapping**
- **Workshops for students**
- **Student counseling**
- **Coordination with hospital implant centers**



Spoken Language Resource Support

- **Service and placement monitoring**
- **Resource support to teachers**
- **Listening/learning stations**
- **Direct service to students**



Incorporation of the following strategies

- Integration of sound in the classroom
- Linking spoken and signed language
- Modification of 'challenge factors'
- Phoneme perception and production
- Read a-loud



Integrating sound into the classroom

- **Attention to sound**
- **Sound use during play**
- **Structured listening activities**
- **Sound for transition**
- **Music and dance**



Linking spoken and signed language

➤ “Sandwich technique”

- Say it-sign it-say it

- Sign it-say it- sign it

➤ Vocabulary expansion

➤ Language expansion

Modification of “Challenge Factors”

➤ *Content*

- Familiarity**
- Number of items**
- Acoustic contrast**
- Number of critical details**

➤ *Presentation*

- Rate of presentation**
- Acoustic highlighting**
- Visibility of carrier phrase**
- Number of repetitions**

Koch, M.,1999 *Bringing Sound to Life, Principles and Practices of Cochlear Implant Habilitation*,York Press, Inc, Timonium, Md.

Activities to address phoneme perception and production

Examples include:

- **SPICE (Speech Perception Instructional Curriculum Evaluation)**
- **WASP (Word Associations For Syllable Perception)**
- **Phono Graphix**
- **See-the-Sound/Visual Phonics**

Read-A-Loud Activities

Provide a range of opportunities to experience the same story in ASL, sign supported speech, and spoken language only.

Continuing challenges

- **Documenting and clarifying the value of sign language as a component of educational programming for implanted children**
- **Building bridges between the medical community and the Deaf community**
- **Implementing new and appropriate programs**