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AGATE A‑C

THE WHOLE CHILD: LANGUAGE AND SOCIAL EMOTIONAL DEVELOPMENT

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>>: Hi, my name is Joanna stiff and I am the room moderator. If you have any questions feel free to find me. I have passed out evaluation forms. Feel free to just put them at the back of the room on your way out afterwards and that should be for both presentations but if you need one, raise your hand and I'll bring one around. Welcome to the Whole Child. Language and social emotional development. I will pass the mic now and let you introduce yourselves.

>>: Hello, everyone.

>>: Let's see back here.

Thank you for coming to our presentation. We'll go ahead and get started. So, of course.

>>: So, of course, we know each other, right? But we don't know who all of you are out there. So let's get to know who you are. Are there any parents? Raise your hand if you're a parent. Teachers. We're both teachers as well. Great, great.

How about early start teachers specifically? Great? Yes.

>>: I see a few.

>>: Now, how about people who are within the EHDI system? Anybody?

Some hands p.m. okay.

Deaf mentors? Any deaf mentors out there? All right great, great. Did I leave out any groups.

>>: Students. That's right. We can't forget our future.

>>: Students. Obviously that shows my age. I apologize for that.

>>: Great now we know who our audience is.

I'd like to just go through ‑‑ we don't have a ton of time but touch on a few things and hopefully we have time for questions at the end.

>>: It was just working. Hang on a second here.

>>: Okay. So we kind of put ourselves in some of the same categories as you all with our recent survey. But I am a principal, elementary principal at the California School for the Deaf in Fremont.

>>: And I work with Adele at California School for the Deaf. I am actually on the student outcomes specialist which means I am responsible for assessment as well as data. So it's my responsibility to coordinate that for the school as well as collaborating with the State of California. So I work with teachers. I work with parents. I work with the principal here, Adele, as well.

>>: And you may be thinking, elementary age is a little bit old for early intervention population here, but things are happening in those firs years of life that impact that later age. So the impetus for this was to look at patterns and scores in writing, reading, math, ASL, and we noticed a strong correlation with ASL to their academic areas. Reading, writing, math and so forth. A very strong impact. And so through research and assessment, we were looking at their well-being as well. The state has wonderful rubric I'll show you on a future slide here, but I've been lucky to work with Michele here to be able to get some of that data and we're here to share it with you.

>>: Okay. So a tool that we use in the State of California is called the desired result developmental profile or DRDP for short. Now that DRDP requires for all babies from birth to the age of five who have an IEP ‑‑ so all school programs or anything like that that have students that have an IEP specifically, then will be given the DRDP. And that data then is given to the State of California subsequently. So at CSD we're doing that part, of course. We're following the law and everything like that.

However, the DRDP also has a school age assessment tool as well that is not required by the State, but we have been really engrossed in this tool because it doesn't just talk about the academics, but it goes a little bit further into the child as far as the student's well-being and how they're doing emotionally and socially.

And so this is an example of a profile that we use, and it's free to use. It's online. We have all of that information that we can handled to you at the end of this presentation.

>>: Do you want to talk about the year.

>>: Right. We're using the 2010 version and the reason for that is because it's a simplified version of the tool, and we have other versions now, but we have been using it since 2010.

>>: And we're not going to show you all of it but the different domains so you get an idea how we measure the student's progress.

>>: So teachers often fill out this paperwork that you see here. Do you want to explain a little bit more about that process in elementary school?

>>: So you'll have the teacher and the child's team involved, the classroom instructor, the PE instructor, the guidance counselor if they have one. They're all involved and it's a team effort discussing the child and how they're progressing. So one domain here as you can see the different categories across the top.

>>: Mm‑hmm. Up here.

>>: So empathy is this measure. So how they're progressing and developing through that domain.

>>: So you can see over here for the domain of empathy, you have developing at the lowest level and connecting at the highest level. The rubric itself is similar across the domains. So that developing all the way to being able to connect and it gives ‑‑ there are examples what have that might look like for each child. So every domain and there's 13 in total just an FYI, includes this rubric from developing all the way to connecting, and then all of the different examples actually match that specific domain. For example, up here you see empathy.

So that's the tool that we are using in this assessment.

>>: So when we're talking about deafness, we're talking about a range of deafness, and we just use deaf as the appropriate term as it reflects those variety of deafness. It can be cultural, deaf identity, daily experiences, and it comes all across that spectrum.

>>: So if you see us using this term "deaf" just knows that it means it can fit any part of that spectrum of deafness. It's kind of equivalent can she well in the State of California, instead of saying hearing loss, we use hearing level. So it's just the terminology we typically use.

>>: Part of what's pushing this work ‑‑ let me give you a little bit about the history. Some of the colleagues that we work with at our school actively collaborate with Maslow's hierarchy of needs. I'm sure a lot of you are familiar with this. Raise your hands if you're familiar with this hierarchy. And the point of this hierarchy of needs really is assuming on this pyramid here that children have language access. That's actually the foundation. So that's the underlying assumption. You have to have language then to be able to move up into these hierarchical needs. So we do see some students in our school who may be struggling with any one of these things in this hierarchy. And so we use the data that we have with the new DRDP tool as well in conjunction to give us information so we can better support those children.

>>: So the DRDP, that is a state‑driven tool. But depending on the family and the children, I'm sure you have families that you can already envision that fit within these categories.

>>: Right.

>>: Some are personally and socially competent, some are affective learners, some are safe and healthy and they want what's best for that child. And so our families that are involved support that learning process.

I'm sure some of you have goals. Like my oldest child just got Gallaudet University. That's one example. You have 6 years old that are in kindergarten class. My goal just be to have them have a successful experience in kindergarten.

So right. We all as family members, we have goals for our children, of course. And as teachers within the school system, we have goals for our students as well, and oftentimes they overlap. Especially in regards to the social, emotional needs but oftentimes that's the missing piece. During the IEP when that discussion happens, the social emotional piece is missing.

>>: As a teacher, yes, we have that guilt. We make connection with the family. Something happens. You know, on the playground there is a conflict they need resolved and often as a child we can identify where the students are strong and where they need more support and development.

>>: So as we described before, we have 13 domains. We have them listed out. We don't have but 25 minutes here so you can go ahead and read them yourselves up here.

So that health and self‑and social development, that's really crucial for this piece of the assessment.

Just really briefly, as the team explains, oftentimes we do an overview. We fill out the rubric, and then we already have that academic data. As far as American sign language, their comprehension through testing, their reading abilities. There's two different tests we give for reading and the third we use is the map, the measure of academic progress. So those are the tools we use academically to access the students then we have other variables as well that we look at. For example, what is the student's life like at home. Are they commuting on a daily base? Are think parents signing at home or not on a daily basis? So those different kinds of variables we actually have to keep an eye out for as well.

>>: Also want to point out that our school within CSD is bilingual so we measure our students who have access to a bilingual environment, English and ASL. We do that for one hour and what happens at home and during the summertime varies when they're on breaks and so forth. Sometimes they're in an environment where there isn't any sign language and they just have access to spoken English. So there's a variety of home environments too. Some coming from Spanish speaking families, et cetera.

>>: So all this leads up to the actual data and the results we've gotten via all this testing.

>>: Three years we have identified these various correlations and the three year data assessment.

>>: So it's been clear over three years that there is a significant relationship between how long the student has been at CSD, our school, and the DRDP skills. So the longer the students have been there at CSD typically the higher on that rubric they fall. They're closer to that connecting piece.

Now, their ASL scores we actually have an ASL assessment that measures their comprehension, and that specifically relates and correlates strongly to reading and language as well as math.

So over the three years, the data that we've collected, we have noticed that those ASL scores again are strongly correlated with 95 percent of those domains. So we see that again and again. There's a pattern there if you look.

Now, in regards to their reading scores, they're extremely significant. They have correlations of 87 percent of their domains from the DRDP.

>>: Now, we'll show you the next part, this current year.

>>: Great.

>>: Again, the correlation as you can see up here, ASL is strongly correlated with reading language as well as math, and then ASL scores are also strongly correlated with all of the DRDP domains as well as the reading score as well that's correlated strongly with all the DRDP domains. So we see that strong correlation across the board.

But we also were wondering, is there a difference between certain groups? For example, do we have any variables that may be predictive as far as results on the DRDP domains?

So there were two different analysis that were done as a result of this.

>>: We looked at students in their home environments that were signing environments and environments that were nonsigning environments and parents that didn't know ASL. Maybe the student goes to school and using ASL but specifically in the home environment, there was no use of ASL.

So they have hearing parents who sign with their children sometimes and then the opposite also happens. So the difference here you'll notice a significant difference you'll notice here. The blue means that they're in a signing environment and the yellow is a nonsigning environment.

As you can see in the four domains represented here, there's a significant difference between signing and nonsigning. The nonsigning is significantly smaller. The homes that don't have access to sign language maybe need that support, you know, and the identity of self, connection to others with the first one here, interaction with adults, conflict negotiation, like I said, there's a disagreement on the playground. Maybe the student has full access to ASL at home, can work through that conflict. And the other child that doesn't, cannot so there's a struggle and a disconnect in that social interaction.

And so that gives us a better understanding of that child's need and be better able to communicate that to the families as well.

Understanding of personal health. So we also looked at how the scores could be predictive in those domains. ASL means two things: The student ‑‑ their ASL comprehension score and then the ASL use at home in the home environment. And their reading and writing score. That impacts the various domains here.

So these are variables that will be able to predict as far as the DRDP what their results will be. Previously we were talking about just those two categories of kids, the signing kids who sign at home and kids who don't sign at home.

>>: That light got me right in the eye. I'll move back over here.

So with that data and information and discussion with teachers and families, what does that mean? ASL is critical and impacts the child in their development. Access to ASL so we're encouraging that at an early age.

You know, we typically see those social emotional whether it be a conflict that comes up, we're able to improve those different areas. That's just one example.

>>: And whatever mode that parent chooses for their child, the really primary consideration is access to language. And so when we see that result in our data, access to ASL, it's very powerful that's why we encourage that communication with your child at a very young age.

>>: Michele and I shared with you what CSD within our community, but there are other research‑based, for example, the VL2. There's a great article, raising the child, raising the whole child rather. I suggest you look at those links. They're really great information.

>>: And if you are interested in the DRDP and that tool, it is actually available at the California Department of Education website and it's right up here.

>>: That link assumption here.

>>: Right. So you can get further information. You can upload it and go directly to the link.

>>: How many minutes do we have left?

>>: Oh, we have three minutes. Okay.

>>: So, yeah, any questions. One or two questions, burning questions that I can answer?

>>: Yes, in the back. Do you want to come up.

>>: Oh, I missed who that was. It doesn't matter where they are. I'm sorry. I apologize. Go ahead. Right here.

>>: [away from mic]

>>: Well, I'll answer the first part and then you can answer the second part, Adele.

That's a great question in regards to age appropriate level, and the state is avoiding that. They actually don't want to have that specifically set in place, because in general of course, anytime we give a specific grade level or age level expectation for a specific skill, especially something like ‑‑ that's social emotional, if a parent sees that their child is not TA certain ‑‑ at a tern point yet it tends to be a stress point for that family. So the state is avoiding doing that and assigning specific ‑‑

>>: And at the elementary school with where I'm a principal, I'll add it up here. They use yardstick which is a wonderful tool. It's a large research based tool and it's ‑‑ it's a very responsive way of interacting. You've got your 4, 5 or 6 years old and at 6 they should be able to do this. So it supports that social emotional aspect and develops those skills at the same time.

>>: Can someone shadow what's being signed back there?

>>: So I'm just wondering exactly how the two of you ‑‑ you're saying there's a signing families and nonsigning families. So I'm curious as far as your approach to those two factions and how that might look different?

>>: Another requirement by the State of California is that we actually have a home language survey. So that's given out to families annually where they have to register their child and it's documented and now we've actually added this to their ASL skills as well. So it actually goes with that. So at the same time, you know, Adele knows typically most of the families so she can say yes or no. We have some assumptions about the family's skill so it's not always cut and dry, but the families are under the assumption ‑‑ they underestimate those skills. So I know that they do have those skills, but so we use that, Adele, plus the self‑reporting measure as well to figure out where they're at, ASL-wise.

>>: Do we have time for one more question? Go ahead and approach us later. I'll be happy to answer your question. Thank you all for coming. Appreciate it.

(End of session ).