

Assessing the Development of Parent Sign Language and Book Sharing Skills

EHDI

March 20, 2018





...Learning, Thriving, Leading

Colorado School for the Deaf and the Blind

33 N. Institute Street

Colorado Springs, Colorado 80903

719.578.2100 ● 719.578.2239 fax

www.csdb.org

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Presenters

Allison Sedey, Ph.D., CCC-SLP, CCC-A^{1,2}

➤ allison.sedey@colorado.edu

Deb Branch, M.A.¹

➤ dbranch@csdb.org

¹Colorado School for the Deaf and the Blind

²University of Colorado-Boulder

Today's Topics

- Briefly describe the Colorado Shared Reading Project (CSRP)
- Present two instruments that assess parents' sign language and book sharing skills
 - Parent Sign Checklist
 - Sign Language & Book Sharing Video Rubric

Colorado Shared Reading Project: Description

- Modeled after Gallaudet's Shared Reading Project (SRP)
- Provides instruction to families on sharing books with their children using sign language

Colorado Shared Reading Project: Program Logistics

- Available for families in Colorado with children who are d/hoh, ages birth to 8
- Instructors are adults who are d/hoh and fluent in American Sign Language (ASL)
- In-home program
- Typically 1 hour per week

Colorado Shared Reading Project: Program Goals

- Increase parents' skills in:
 - Comprehension of sign language
 - Production of sign language
 - Sharing books with their child using sign language

Assessment Protocol: Timing

- Timing of assessment:
 - Baseline at entry into program
 - Annually
 - At exit from program

Assessment Protocol: Instruments

- Parent Sign Checklist
 - Measures expressive sign vocabulary
- Sign Language & Book Sharing Video Rubric
 - Based on videotaped parent-child book sharing session
 - Skills assessed:
 - ASL
 - Book sharing

Goals of Assessment

- Document and monitor progress over time
- Assist in setting intervention goals for individual families
- Monitor overall program effectiveness by analyzing group data

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Parent Sign Checklist

Parent Sign Checklist

- Based on the MacArthur-Bates Communicative Development Inventory
- List of 400 words typically produced by hearing 2½ year olds
- Arranged into 18 semantic categories
 - Animals, action words, people, etc.

Parent Sign Checklist

- Parent checks words they know how to sign
- Instructor reviews form for completeness checking in with parent on responses as needed
- (Checklist can be downloaded from EHDI website in English and Spanish)

Parent Sign Checklist: Sample

FOOD AND DRINK (42)

<input type="checkbox"/> apple	<input type="checkbox"/> coffee	<input type="checkbox"/> gum	<input type="checkbox"/> potato
<input type="checkbox"/> banana	<input type="checkbox"/> coke	<input type="checkbox"/> hamburger	<input type="checkbox"/> pumpkin
<input type="checkbox"/> beans	<input type="checkbox"/> cookie	<input type="checkbox"/> ice cream	<input type="checkbox"/> salt
<input type="checkbox"/> bread	<input type="checkbox"/> corn	<input type="checkbox"/> jello	<input type="checkbox"/> sandwich
<input type="checkbox"/> butter	<input type="checkbox"/> cracker	<input type="checkbox"/> juice	<input type="checkbox"/> soda/pop
<input type="checkbox"/> cake	<input type="checkbox"/> doughnut	<input type="checkbox"/> meat	<input type="checkbox"/> soup
<input type="checkbox"/> candy	<input type="checkbox"/> drink	<input type="checkbox"/> milk	<input type="checkbox"/> spaghetti
<input type="checkbox"/> carrot	<input type="checkbox"/> egg	<input type="checkbox"/> nuts	<input type="checkbox"/> toast
<input type="checkbox"/> cereal	<input type="checkbox"/> fish	<input type="checkbox"/> orange	<input type="checkbox"/> water
<input type="checkbox"/> cheese	<input type="checkbox"/> french fries	<input type="checkbox"/> pizza	
<input type="checkbox"/> chocolate	<input type="checkbox"/> grapes	<input type="checkbox"/> popcorn	

CLOTHING (13)

<input type="checkbox"/> belt	<input type="checkbox"/> diaper	<input type="checkbox"/> pants	<input type="checkbox"/> sock
<input type="checkbox"/> boots	<input type="checkbox"/> dress	<input type="checkbox"/> shirt	
<input type="checkbox"/> button	<input type="checkbox"/> hat	<input type="checkbox"/> shoe	
<input type="checkbox"/> coat	<input type="checkbox"/> mittens	<input type="checkbox"/> shorts	

SMALL HOUSEHOLD ITEMS (29)

<input type="checkbox"/> basket	<input type="checkbox"/> garbage	<input type="checkbox"/> napkin	<input type="checkbox"/> spoon
<input type="checkbox"/> blanket	<input type="checkbox"/> glass	<input type="checkbox"/> paper	<input type="checkbox"/> tape
<input type="checkbox"/> bottle	<input type="checkbox"/> glasses	<input type="checkbox"/> picture	<input type="checkbox"/> telephone
<input type="checkbox"/> box	<input type="checkbox"/> key	<input type="checkbox"/> plate	<input type="checkbox"/> toothbrush
<input type="checkbox"/> bowl	<input type="checkbox"/> knife	<input type="checkbox"/> purse	<input type="checkbox"/> towel
<input type="checkbox"/> comb	<input type="checkbox"/> light	<input type="checkbox"/> radio	
<input type="checkbox"/> cup	<input type="checkbox"/> medicine	<input type="checkbox"/> scissors	
<input type="checkbox"/> fork	<input type="checkbox"/> money	<input type="checkbox"/> soap	

Parent Sign Checklist: Applications

- Obtain baseline to avoid working on signs family already knows
- Measure progress over time
- Determine if specific semantic categories are over or under emphasized
- Provides an appropriate set of initial sign vocabulary to teach families

Parent Sign Checklist: Group Results

- Based on 565 Parent Sign Checklists
- Semantic categories with highest percentage of signs known:
 - Routines, Animals, Vehicles, People
- Semantic categories with lowest percentage of signs known:
 - Places, Connecting Words, Quantifiers



Sign Language and Book Sharing Video Rubric

Video Rubric: Procedure

- Videotape parent reading one or more books with their child
 - Select books that parent has not read to child previously
- Rate 30 different skills on a scale of:
 - 0 (never/almost never) to
 - 3 (always/almost always)

Video Rubric: Procedure Used by CSRP

- Videotape parent reading one book with their child.
 - Books identified for each year of program
 - All dual language, English & Spanish

Video Rubric: Description

- 15 sign language skills
 - *Sample* of ASL features assessed – doesn't cover all aspects of ASL
 - Majority of items are also relevant to PSE
 - Example: “Uses a sufficient amount of sign to convey meaning”

Colorado Shared Reading Project Video Assessment Rubric

Child's Name: _____ Date of Videotape: _____ Spanish Documents Needed? Yes

Scorers' Names: _____ Date Scored: _____

Person Sharing Book: **Mom** _____ Assessment #: **3rd** Exit: **NO**

Scoring Guidelines (% of time): Never/Almost Never = 10% or less Occasionally = 11 to 50% Frequently = 51 to 89% Always/Almost Always = 90% +

Section 1. ASL Skills

Rating		0	1	2	3	Previous Goal	Current Strength	Current Goal
		Never or Almost Never	Occasionally	Frequently	Always or/ Almost Always			
1	Signs sentences with at least three signs when appropriate.							
2	Uses appropriate facial expression to match meaning.							
3	Produces signs accurately (all 4 parameters: handshape, palm orientation, location & movement).							
4	Uses appropriate visual attention-getting strategies.							
5	Uses a variety of signs in addition to common nouns and verbs, e.g. dirty, tomorrow, same, slowly, two, etc.							
6	Uses inflecting verbs appropriately (noun-verb-object agreement), e.g., you-give-me vs. she-gives-you, I-help-you, etc.							
7	Uses the appropriate signs for pronouns in ASL (singular, plural, possessive).							
8	Signs WH and Yes/No questions appropriately (both facial expression and word order).							
9	Uses correct sign for concept expressed.							
10	Uses a sufficient amount of sign to convey meaning.							
11	Uses ASL word order, that differs from English, such as object-subject-verb, rhetorical questions, WH bracketing, etc.							
12	Uses fingerspelling when appropriate.							
13	Uses role-shifting appropriately with two or more characters.							
14	Uses space appropriately in ASL.							
15	Uses classifiers appropriately.							

Average number of signed words per utterance (approximate): 5

Total: Previous 0 Current 0

Video Rubric: Description

- 15 book sharing skills
- Majority of skills also relevant when reading books using spoken language
- Example: “Relates events in the book to past events the child has experienced”

Section 2. Book Sharing/Language Facilitation Strategies

	Rating	0	1	2	3			
		Never or Almost Never	Occasionally	Frequently	Always or/ Almost Always	Previous Goal	Current Strength	Current Goal
16	Positions self and book so sign, facial expression and print can all be seen at the same time.							
17	Looks at the child, not just at the book.							
18	Allows the child time to look at the pictures before signing the text.							
19	Mentions the book's title & author.							
20	Adjusts sign placement to fit the story, e.g. sign on the child or on the book.							
21	Refers to pictures or words in the book by pointing at them.							
22	Relates people/objects in the book to the items in the immediate environment and/or uses props to help tell the story.							
23	Repeats back and expands on the child's comments.							
24	Elaborates on the picture/story in addition to reading the text.							
25	Connects fingerspelling to print in the book.							
26	Fingerspelling: Incorporates chaining/sandwiching techniques.							
27	Asks questions before, during and/or after reading the story.							
28	Allows enough time for the child to respond to questions/comments.							
29	Relates events in the book to past events the child or family has experienced.							
30	Comments on or ask about the characters' emotions or intentions.							

Total: Previous _____ Current 0



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Video Rubric: Description

- Both sets of skills listed roughly in a developmental sequence
- Order of ASL skills based on literature re: development of ASL in children
- Developmental order may differ for adults learning ASL as a second language

Video Rubric: Group Results based on 58 rubrics

- Results from 58 assessments match up with sequence on rubric for most items
- ASL skills rarely demonstrated by parents despite being in middle of the sequence
 - Uses inflecting verbs appropriately (e.g., YOU-GIVE-ME)
 - Uses appropriate signs for pronouns
 - Signs WH & Yes/No questions appropriately

Video Rubric: Scoring

- Rigor of scoring can vary depending on your needs from:
 - Informal: Observe parent without videotaping, use rubric as a yes/no checklist
 - Strict: Videotape, use rating scale, team score

****Most reliable with team of 3+****

Video Rubric: Applications

- Measure progress over time
- Determine if previous goals were met
- Identify strengths
- Develop intervention goals
 - 2 sign language goals
 - 2 book sharing goals

One Family's Journey

Baseline

- Sign Language: 3
- Book Sharing: 4

Exit

- Sign Language: 30
- Book Sharing: 27

Colorado Shared Reading Project Video Assessment Rubric

Child's Name: XXXXXXXXXXXXXXXXXXXX Date of Videotape: initial Spanish Documents Needed? Yes

Scorers' Names: XXXXXXXXXXXX Date Scored: initial

Person Sharing Book: Dad Assessment #: 1st Exit: NO

Scoring Guidelines (% of time): Never/Almost Never = 10% or less Occasionally = 11 to 50% Frequently = 51 to 89% Always/Almost Always = 90% +

Section 1. ASL Skills

Rating		0	1	2	3			
		Never or Almost Never	Occasionally	Frequently	Always or/ Almost Always	Previous Goal	Current Strength	Current Goal
1	Signs sentences with at least three signs when appropriate.	0						✓
2	Uses appropriate facial expression to match meaning.	0						✓
3	Produces signs accurately (all 4 parameters: handshape, palm orientation, location & movement).		1					
4	Uses appropriate visual attention-getting strategies.		1					
5	Uses a variety of signs in addition to common nouns and verbs, e.g. dirty, tomorrow, same, slowly, two, etc.	0						
6	Uses inflecting verbs appropriately (noun-verb-object agreement), e.g., you-give-me vs. she-gives-you, I-help-you, etc.	0						
7	Uses the appropriate signs for pronouns in ASL (singular, plural, possessive).	0						
8	Signs WH and Yes/No questions appropriately (both facial expression and word order).	0						
9	Uses correct sign for concept expressed.	0						
10	Uses a sufficient amount of sign to convey meaning.	0						
11	Uses ASL word order, that differs from English, such as object-subject-verb, rhetorical questions, WH bracketing, etc.	0						
12	Uses fingerspelling when appropriate.		1					
13	Uses role-shifting appropriately with two or more characters.	0						
14	Uses space appropriately in ASL.	0						
15	Uses classifiers appropriately.	0						

Average number of signed words per utterance (approximate): 1

Total: Previous 0

Current 3

Section 2. Book Sharing/Language Facilitation Strategies

	Rating	0	1	2	3			
		Never or Almost Never	Occasionally	Frequently	Always or/ Almost Always	Previous Goal	Current Strength	Current Goal
16	Positions self and book so sign, facial expression and print can all be seen at the same time.		1					
17	Looks at the child, not just at the book.			2			✓	
18	Allows the child time to look at the pictures before signing the text.	0						
19	Mentions the book's title & author.		1					
20	Adjusts sign placement to fit the story, e.g. sign on the child or on the book.	0						
21	Refers to pictures or words in the book by pointing at them.	0						✓
22	Relates people/objects in the book to the items in the immediate environment and/or uses props to help tell the story.	0						✓
23	Repeats back and expands on the child's comments.	0						
24	Elaborates on the picture/story in addition to reading the text.	0						
25	Connects fingerspelling to print in the book.	0						
26	Fingerspelling: Incorporates chaining/sandwiching techniques.	0						
27	Asks questions before, during and/or after reading the story.	0						
28	Allows enough time for the child to respond to questions/comments.	0						
29	Relates events in the book to past events the child or family has experienced.	0						
30	Comments on or ask about the characters' emotions or intentions.	0						

Total: Previous _____ Current 4



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VIDEO



Colorado Shared Reading Project Video Assessment Rubric

Child's Name: XXXXXXXXXXXXXXXXXXXX Date of Videotape: 12/27/2017 Spanish Documents Needed? Yes

Scorers' Names: XXXXXXXXXXXX Date Scored: 2/19/18

Person Sharing Book: Dad Assessment #: 5th Exit: YES

Scoring Guidelines (% of time): Never/Almost Never = 10% or less Occasionally = 11 to 50% Frequently = 51 to 89% Always/Almost Always = 90% +

Section 1. ASL Skills

Rating		0	1	2	3			
		Never or Almost Never	Occasionally	Frequently	Always or/ Almost Always	Previous Goal	Current Strength	Current Goal
1	Signs sentences with at least three signs when appropriate.				3			
2	Uses appropriate facial expression to match meaning.			2				
3	Produces signs accurately (all 4 parameters: handshape, palm orientation, location & movement).			2				
4	Uses appropriate visual attention-getting strategies.				3			
5	Uses a variety of signs in addition to common nouns and verbs, e.g. dirty, tomorrow, same, slowly, two, etc.			2				
6	Uses inflecting verbs appropriately (noun-verb-object agreement), e.g., you-give-me vs. she-gives-you, I-help-you, etc.	0						
7	Uses the appropriate signs for pronouns in ASL (singular, plural, possessive).	0						
8	Signs WH and Yes/No questions appropriately (both facial expression and word order).				3			
9	Uses correct sign for concept expressed.				3			
10	Uses a sufficient amount of sign to convey meaning.				3			
11	Uses ASL word order, that differs from English, such as object-subject-verb, rhetorical questions, WH bracketing, etc.		1					
12	Uses fingerspelling when appropriate.			2				
13	Uses role-shifting appropriately with two or more characters.	0						
14	Uses space appropriately in ASL.				3			
15	Uses classifiers appropriately.				3			

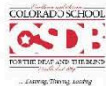
Average number of signed words per utterance (approximate): 6-7

Total: Previous 0 Current 30

Section 2. Book Sharing/Language Facilitation Strategies

	Rating	0	1	2	3			
		Never or Almost Never	Occasionally	Frequently	Always or/ Almost Always	Previous Goal	Current Strength	Current Goal
16	Positions self and book so sign, facial expression and print can all be seen at the same time.				3			
17	Looks at the child, not just at the book.				3			
18	Allows the child time to look at the pictures before signing the text.				3			
19	Mentions the book's title & author.			2				
20	Adjusts sign placement to fit the story, e.g. sign on the child or on the book.	0						
21	Refers to pictures or words in the book by pointing at them.				3			
22	Relates people/objects in the book to the items in the immediate environment and/or uses props to help tell the story.	0						
23	Repeats back and expands on the child's comments.			2				
24	Elaborates on the picture/story in addition to reading the text.			2				
25	Connects fingerspelling to print in the book.			2				
26	Fingerspelling: Incorporates chaining/sandwiching techniques.			2				
27	Asks questions before, during and/or after reading the story.			2				
28	Allows enough time for the child to respond to questions/comments.			2				
29	Relates events in the book to past events the child or family has experienced.	0						
30	Comments on or ask about the characters' emotions or intentions.		1					

Total: Previous _____ Current 27



2017

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* Nondiscrimination in relation to genetic information is applicable to employment only



Sign Language and Book Sharing Assessment Report & Family Goals

Family Goals

Intervention goals shared with families include:

- Description of goals
- Suggested activities to support development
- Links to videos or articles
 - More on this – with examples – in just a few minutes in our next presentation!