

Supporting the Development of Parent Sign Language and Book Sharing Skills

EHDI

March 20, 2018



Presenters

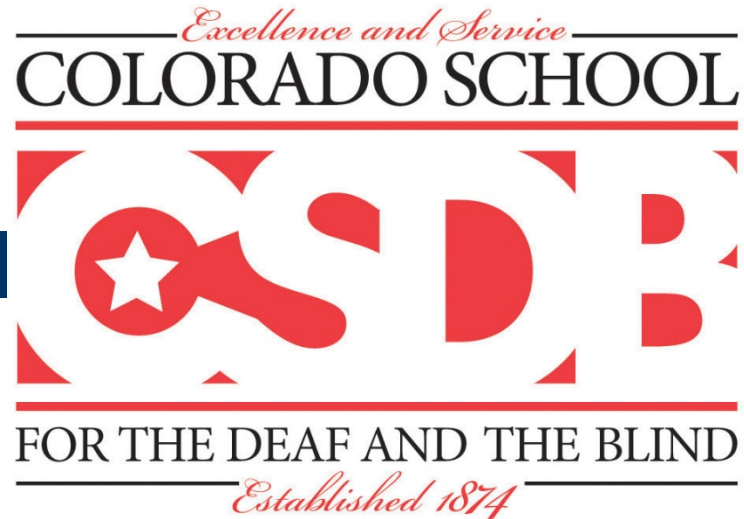
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...Learning, Thriving, Leading

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Today's Topics

- Briefly describe the Colorado Shared Reading Project (CSRP)
- Briefly review the rubric used to assess parents' sign language and book-sharing skills
- Present the CSRP Goals used to support the development of family sign language & book sharing skills

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
- In-home, 1 hour a week
- Instructors are adults who are d/hoh and fluent in American Sign Language (ASL)

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:

- ASL and Book Sharing Video Rubric
 - Score videotaped parent-child book-sharing
 - Skills assessed:
 - 15 ASL skills
 - 15 Book sharing skills
- Assessed for baseline, annually, at exit

ASL & Book Sharing Skills

- 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

Family Goals

Uses:

- Guide intervention from scored rubric
- Checklist of skills
- Measure progress over time



Family Book Sharing and Sign Language Assessment Report/ Goals

Family Goals

- Identify Goals for subsequent year
 - 2 Sign language
 - 2 Book sharing
- Goals include:
 - Description of goal
 - Suggested activities to support development
 - Links to videos or articles

Colorado Shared Reading Project Video Assessment Rubric

Child's Name: XXXXXXXXXXXXXXXXXXXX Date of Videotape: 5-23-17 Spanish Documents Needed? Yes

Scorers' Names: XXXXXXXXXXXXXXXXXXXX Date Scored: 6-5-17

Person Sharing Book: Mom Assessment #: 2nd 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. | | | 2 | | | | |
| 2 | Uses appropriate facial expression to match meaning. | | | 2 | | | ✓ | |
| 3 | Produces signs accurately (all 4 parameters: handshape, palm orientation, location & movement). | | 1 | | | | | ✓ |
| 4 | Uses appropriate visual attention-getting strategies. | | | 2 | | | ✓ | |
| 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). | | 1 | | | | | |
| 8 | Signs WH and Yes/No questions appropriately (both facial expression and word order). | 0 | | | | | | ✓ |
| 9 | Uses correct sign for concept expressed. | | 1 | | | | | |
| 10 | Uses a sufficient amount of sign to convey meaning. | | 1 | | | | | |
| 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): 4

Total: Previous 0 Current 11

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. | | | | 3 | | ✓ | |
| 18 | Allows the child time to look at the pictures before signing the text. | 0 | | | | | | |
| 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. | | 1 | | | | | |
| 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 7



Colorado Shared Reading Project Assessment Report\ FAMILY GOALS



Child's Name: _____XXXXXXXXXXXXXXXXX_____ Date of Videotape: _____5-23-17_____

The assessment team looked at skills in two areas, sign language and book sharing/language facilitation strategies. The team identified the following strengths and next steps. Information from the assessment is to be used to guide instruction as you work with your CSRP instructor.

Selected Strengths for This Family: (Here are a few of the things the family does well.)

- *2. Use appropriate facial expression to match meaning*
- *4. Use appropriate visual attention-getting strategies*
- *17. Look at the child, not just at the book*
- *19. Mention the book's title and author*

Next Steps: (Skills to work on with the family.)

| | |
|---|---|
| <p>SIGN LANGUAGE GOAL</p> <p>3. Produce signs accurately (all 4 parameters- handshape, palm orientation, location, movement).</p> | <p><i>Description and Strategies for Developing Skill:</i></p> <p>American Sign Language (ASL) is a unique language where the shape, movement, and placement of the hands all play important roles in conveying meaning. It has its own grammar, structure, idioms and phrases that are different from English. There is no one-to-one correspondence between the two languages.*</p> <p>Teach the four parameters of sign.</p> <ol style="list-style-type: none"> 1. Handshape 2. Palm orientation 3. Movement 4. Location <p>Practice how changing one parameter changes the meaning of the sign:</p> <ul style="list-style-type: none"> • Handshape <ul style="list-style-type: none"> o you, your |
|---|---|

- stop, help
- Palm orientation
 - your, my, his
 - morning, afternoon
 - serve, walk
 - freeze, want
- Movement
 - school, cheese, cook, clean, paper, college
- Location
 - mom, dad, deer
 - dry, ugly, summer

Play handshape games.

View videos on the CSDB YouTube Channel, www.youtube.com/csdbchannel-ASL Instruction Playlist.

SIGN LANGUAGE GOAL

8. Sign WH and Yes/No questions appropriately (both facial expression and word order).

Description and Strategies for Developing Skill:

ASL incorporates facial expression as part of the grammar of the language. These are called Non-Manual Signals (NMS).

- Yes/No Question- eyebrows are **raised**.
- WH Questions: who, what, where, why, how, when- eyebrows are **lowered**.

-Practice questions with any book that has questions in the text.

-Practice using the correct ASL facial expressions for questions about the story before, during and after reading.

-Practice asking questions using the correct facial expression.

Examples: “English” [ASL GLOSS – printed word representing ASL sign]

- “Do you ski?” [YOU SKI YOU?]
- “Where is your dog?” [YOUR DOG WHERE?]
- “What is your favorite game?” [YOUR FAVORITE GAME WHAT?]
- “How old are you?” [AGE YOU?]
- “When is your birthday?” [YOUR BIRTHDAY WHEN?]

-View video clips explaining the use of Non-Manual Signals in ASL, e.g., facial grammar, eyebrow/mouth movements and head and body shifts or tilts
 -View videos on the CSDB YouTube channel, www.youtube.com/csdbchannel -Early Literacy Development playlist and the ASL Instruction playlist.

- Books:**
- *What's Up Duck? (Book Bag D)*
 - *How Do Dinosaurs Learn Their Colors? by Jane Yolen (Book Bag G)*
 - *Guess What? by Mem Fox (Book Bag J)*
 - *Is Your Mama a Llama? (Book Bag M)*
 - *Yo! Yes? by Chris Raschke (Book Bag Q)*

BOOK SHARING GOAL

20. Adjust sign placement to fit the story, e.g. sign on the child or on the book.

Description and Strategies for Developing Skill:
 Varying placement of signs will keep the child interested and engaged during story sharing. In the same way that vocal intonation keeps the listener interested, variations in signs and sign placement helps hold the viewer's attention.

Vary sign placement during story sharing:

- Sign on the child
- Sign on the book
- Sign in usual place

Practice with the following books:

| | |
|---|---|
| My Clothes Mi Ropa- Bag B | Sign clothing on child's body |
| The Very Hungry Caterpillar- Bag F | Sign 'caterpillar' on the book and show the caterpillar eating the foods on each page |
| Ten Little Fingers and Ten Little Toes- Bag G | Sign numbers on the child's fingers and toes |
| Rosie's Walk-Bag K | Sign on the book showing Rosie walking around the barnyard. |

BOOK SHARING GOAL

22. Relate people/objects in the book to items in the immediate environment and/or use props to help tell the story.

Description and Strategies for Developing Skill:

The use of props (toys, stuffed animals) and real objects during or after sharing a story makes reading more engaging and fun for the child. Visual aids, such as props and pictures, make story sharing a more enriched experience and help the child develop the important literacy skill of retelling by making connections.

- Use the props and games provided in the CSRP Activity Bag to connect to the story, such as the use of toy animals or people to act out the story during or after book sharing.
- Have the child retell the story using props after it is shared.
- Use pictures from the story to connect to the environment before, during or after the reading. Pictures can be found by using Google Images and/or real pictures from experiences.
- Connect the book to your home environment and previous experiences.

“Remember when you went to the zoo? This elephant is the same as the one at the zoo.”

REMEMBER-ZOO-YOU-FINISH-GO? ELEPHANT (point at zoo space, point at elephant in the book) SAME (sign SAME between zoo and book)

Help the child build background knowledge:

- Discuss possible outings and activities related to the book.
- View videos on YouTube on topics in the book, i.e. the zoo, astronauts, etc.
- Borrow books from the library related to the topic.
- Role play or act out scenes from the book using toys/props.

-View [Book-sharing: Making Connections to the Story](#) on the CSDB YouTube Channel

Books:

- ***Animals Should Definitely Not Wear Clothing***, match clothes in the story to the child’s clothing.
- ***Cookie’s Week***, find objects in the book in the home, such as the trashcan, plants, etc.
- ***Noodle Loves the Beach***, pair all of the pictures of beach items with 3-Dimensional objects and place them in the order that they appear in the book.
- ***The Three Bears***, act out the story using small, medium and large objects and emphasize the various ways of moving according to size.

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WORKING WITH FAMILIES

Sign Language Goal

Produce signs accurately.

All Parameters:

- Handshape
- Palm orientation
- Location
- Movement
- (Facial Expression)
- Handshape game

Sign Language Goal

Uses appropriate visual attention-getting strategies.



Book-Sharing Goal

Positions self and book so sign, facial expression and print can all be seen at the same time.



Book-Sharing Goal

Adjusts sign placement to fit the story, e.g. sign on the child or on the book.





QUESTIONS