

A State Government Model Program for Early Language and Literacy Development for Deaf and Hard of Hearing Children

The New Jersey Division of the Deaf and Hard of Hearing in collaboration with The College of New Jersey's Center for Sensory and Complex Disabilities - The Campaign for Language & Literacy Excellence



Learner Objectives

1. Participants will demonstrate a comprehensive understanding of the NJ DDHH language instruction program as a model program that may be replicated in other states.
2. Participants will be able to describe the initiatives of NJ DDHH and its Higher Education Initiatives that focus on language and literacy as well as the associated family supports.
3. Participants will demonstrate knowledge of the components of state's evaluation protocol in achieving language outcomes.



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Agenda



The New Jersey Department of Human Services' Division of the Deaf and Hard of Hearing's Language Instruction Program and The Campaign for Language & Literacy Excellence Overview



Research and evidenced based practices: Qualitative Observations of Deaf Language Associates



Language Instruction Program Curriculum and Training Development



Contact Information



Research and Evidence-based Practices: Language Assessments



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DDHH's Language Instruction Program

Elizabeth Hill

DDHH Executive Director

DDHH

- Principal state agency serving deaf and hard of hearing New Jerseyans
 - Programs and services





DDHH's Language Instruction Program

- Provides up to 25 hours of language instruction services per week
- Any deaf, hard of hearing, or deafblind child between the ages of 0-5 who are residents of New Jersey
- Different paradigm



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Language Instruction Program

- Beyond 1-3-6
 - JCIH Goals 10, 11, 12
 - Language, speech, social-emotional and academic development



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Language Instruction Program

- Vision



Evidenced-based practices



Families as holistic entity



Curriculum and training



Program effectiveness

- Campaign for Language & Literacy Excellence



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Language Instruction Program

- Where to go from here:
 - Your state's deaf and hard of hearing office as a potential collaborating partner
- <http://nasadhh.org/usa-roster/>
- Scaffold on existing services and resources
 - Connect with deaf and hard of hearing stakeholders





The Campaign for Language & Literacy Excellence

Heather Osowski

CLLE Project Coordinator



The Campaign for Language & Literacy Excellence

Overall Goals

1. To establish and implement a **research-guided training curriculum** to train deaf adults to be **effective ASL Language Models** for children birth to 5 years of age. This training program will be incorporated into the NJ DDHH's Language Instruction Program that matches deaf and hard of hearing adults with deaf, hard of hearing and deafblind children within early childhood settings. It will offer a **TCNJ Sanctioned Certification** and can be taken as noncredit or credit coursework.
2. Conduct **original research** regarding understandings, knowledge, and skills necessary for optimal visual language modeling; create innovative practices based on Visual Thinking Strategies™; and measuring the impact of the NJ DDHH Language Instruction Program.
3. Provide **opportunities for families** to develop and practice skills in literacy for young deaf, hard of hearing and deafblind children through the Family Matters Project.

Project Initiatives

1. Family Matters Project
2. Curriculum & Training*
3. Research & Evaluation*
4. Community Engagement

**more on this later in the presentation*



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The Campaign for Language & Literacy Excellence



Dr. Jerry G. Petroff
Executive Director
The Center for Sensory and
Complex Disabilities



Dr. Matthew Hall
The College of New Jersey



Dr. Steven Singer
The College of New Jersey



Dr. Matthew L. Hall
Temple University



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Coordinator, The Campaign
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Tiffany Narciso
Project Activities Assistant
The Campaign for
Language & Literacy
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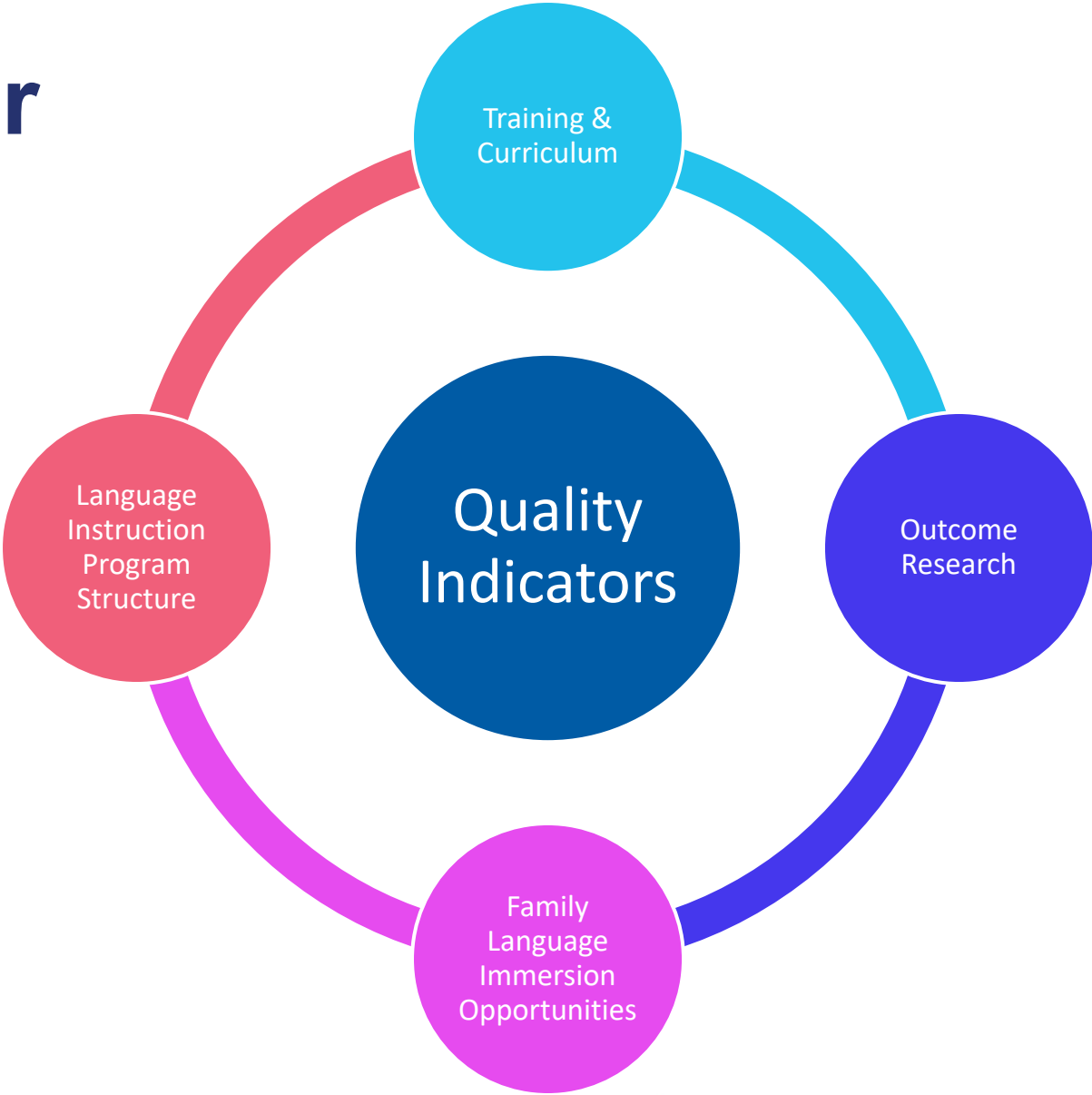


Michelle Ragunan
Project Manager
The Campaign for Language &
Literacy Excellence



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Quality Indicator Attributes



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Research and Evidence-based Practices: Language Assessments

Dr. Matthew L. Hall

Temple University



Language Assessments

- Is the program helping DHH children learn ASL?



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Language Assessments

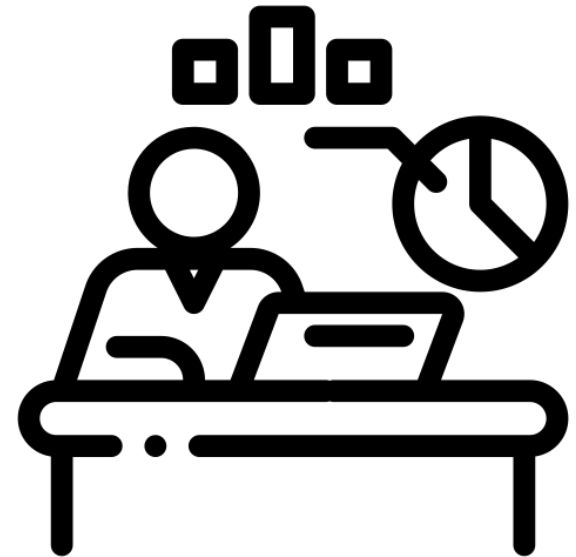
- Is the program helping DHH children learn ASL?



DHH Child



Deaf Language Associate



Researcher

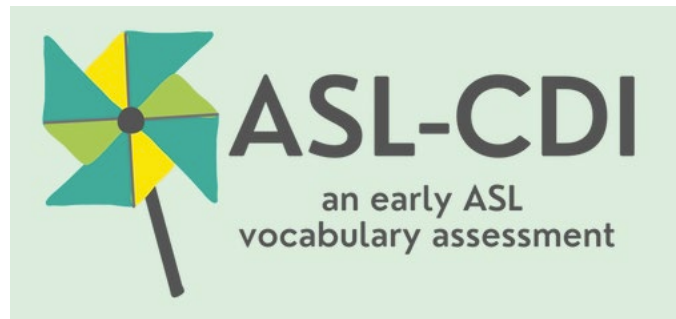


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Language Assessments

- Is the program helping DHH children learn ASL?

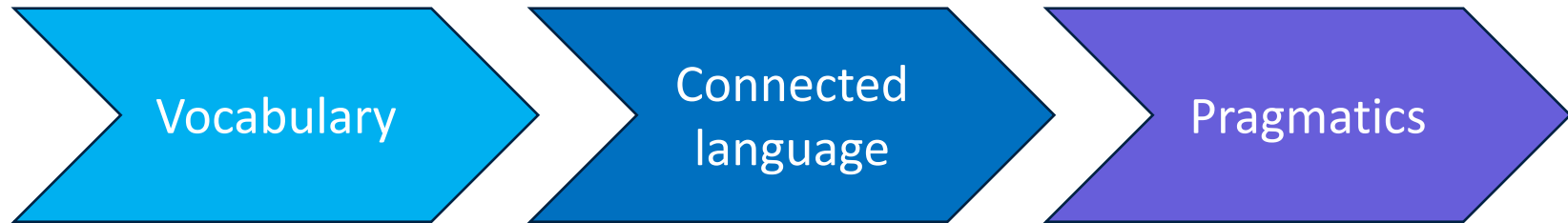


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Language Assessments

- Is the program helping DHH children learn ASL?



VCSL
Visual Communication and Sign Language Checklist

Name of student: _____ Chronological Age: _____ years _____ months
 D.O.B.: _____ Evaluator: _____ Date of assessment: _____

Birth to 12 Months	Not Yet Emerging	Emerging	Inconsistent Use	Mastered
1. Looks in direction to which the signer is pointing				
2. Hand babbling (e.g., opens and closes hands, wiggles fingers, wrists twist)				
3. Waves bye-bye				
4. Copies physical movements involving the arms, hands, head, and face				
5. Enjoys finger-plays and finger-games				

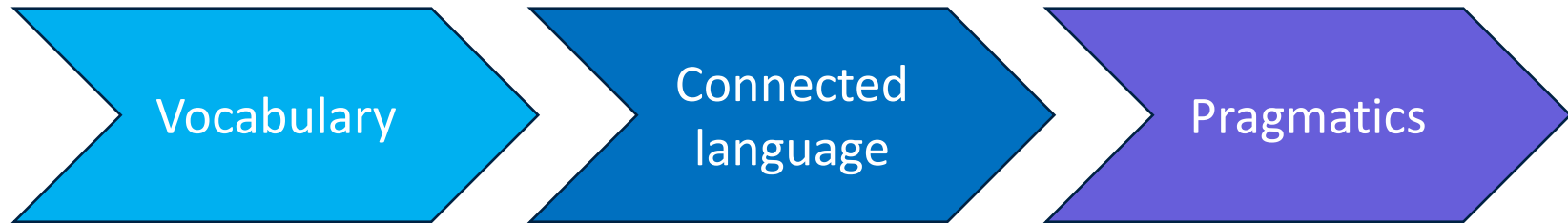


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Language Assessments

- Is the program helping DHH children learn ASL?



SOCIAL COMMUNICATION SKILLS – THE PRAGMATICS CHECKLIST		
Child's Name _____ Date _____ Completed by _____ Parent: These social communication skills develop over time. Read the behaviors below and place an X in the appropriate column that describes how your child uses words/language, no words (gestures – preverbal) or does not yet show a behavior.	Not Present	Uses NO Words (gestures - preverbal)
Pragmatic Objective		
INSTRUMENTAL – States needs (I want....)		
1. Makes polite requests		
2. Makes choices		
3. Gives description of an object wanted		
4. Expresses a specific personal need		
5. Requests help		

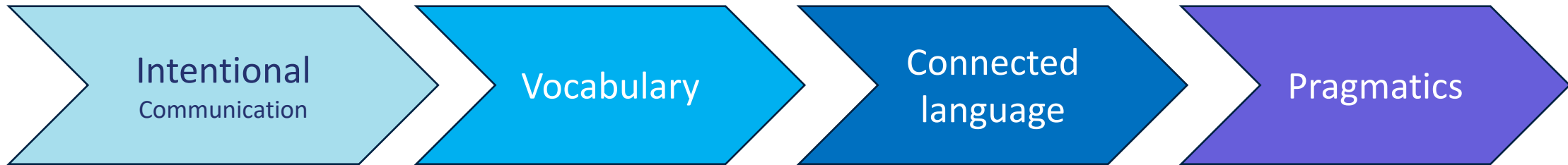


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Language Assessments

- Is the program helping DHH children learn ASL?



ASL-CDI
an early ASL
vocabulary assessment

VCSL
Visual Communication and Sign Language Checklist

Name of student: _____ Chronological Age: _____ years _____ months
 D.O.B.: _____ Date of assessment: _____
 Evaluator: _____

Birth to 12 Months	Not Yet Emerging	Emerging	Inconsistent Use	Mature
1. Looks in direction to which the signer is pointing				
2. Hand babbling (e.g., opens and closes hands, wiggles fingers, wrists twist)				
3. Waves bye-bye				
4. Copies physical movements involving the arms, hands, head, and face				
5. Enjoys finger-plays and finger-games				

SOCIAL COMMUNICATION SKILLS – THE PRAGMATICS CHECKLIST

Child's Name _____ Date _____ Completed by _____
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Language Assessments

- Is the program helping DHH children learn ASL?
-

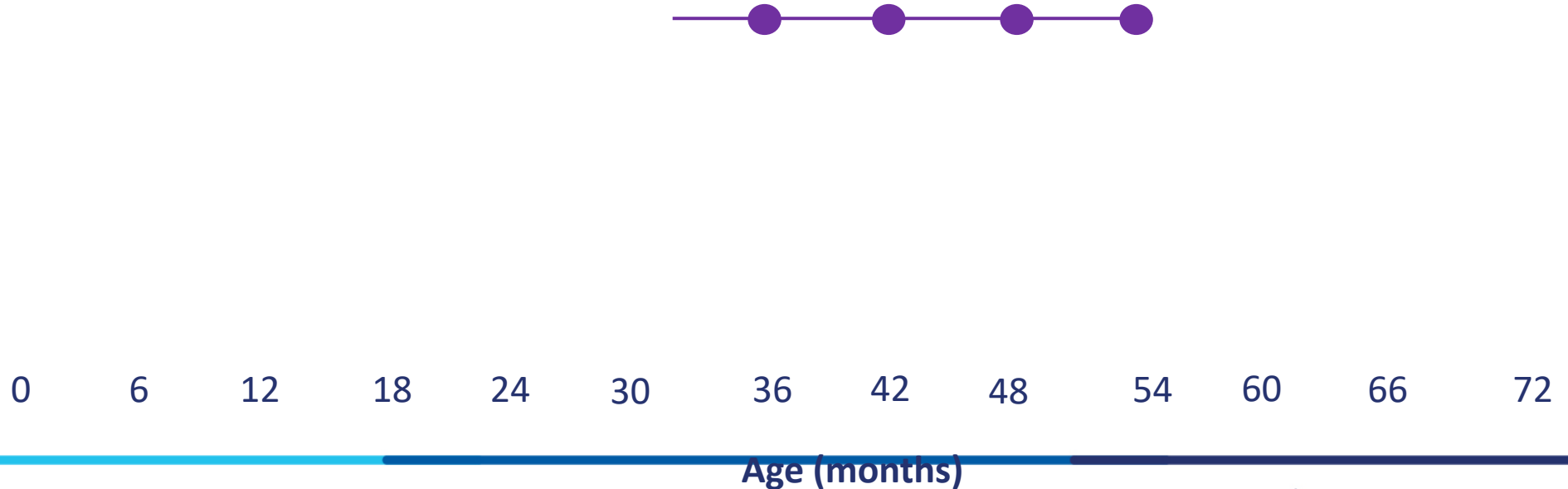


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Language Assessments

- Every child assessed 2x/year, at birthday and half-birthday

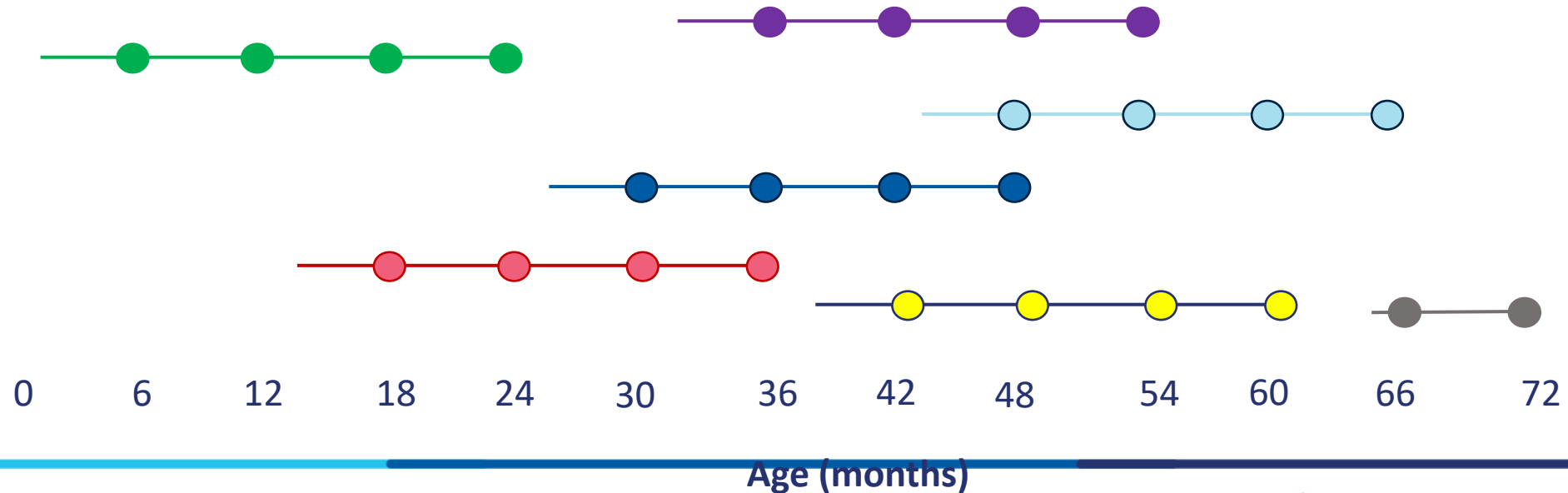


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Language Assessments

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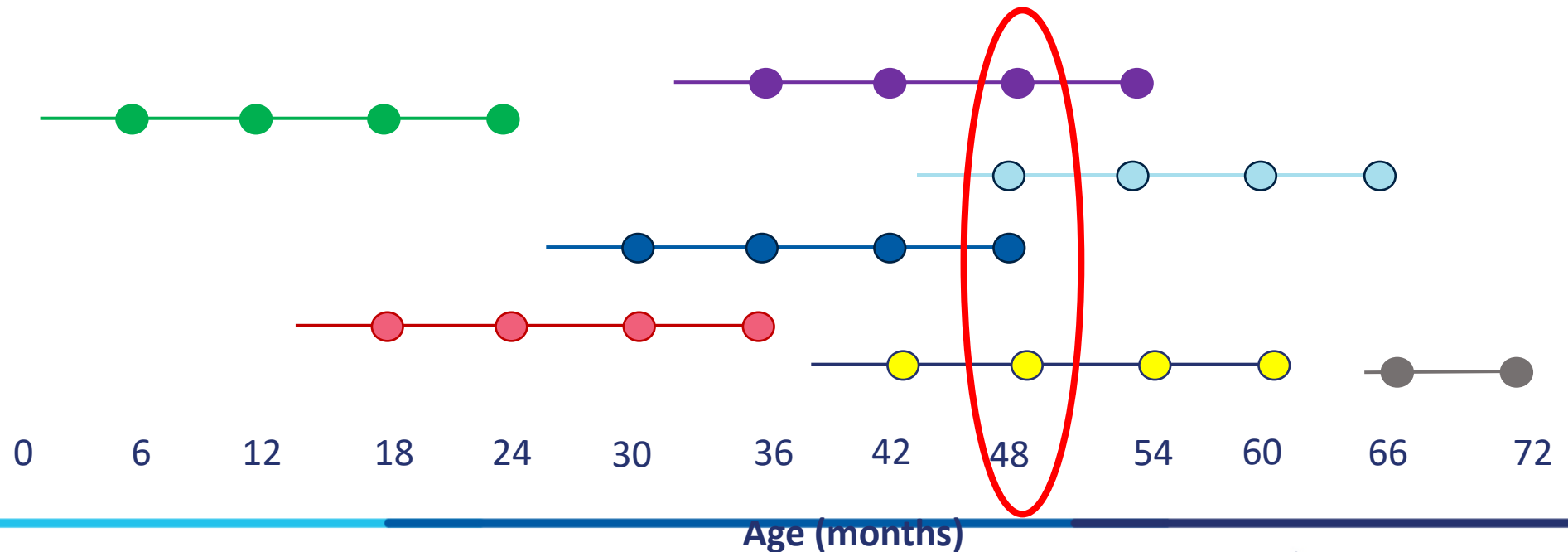


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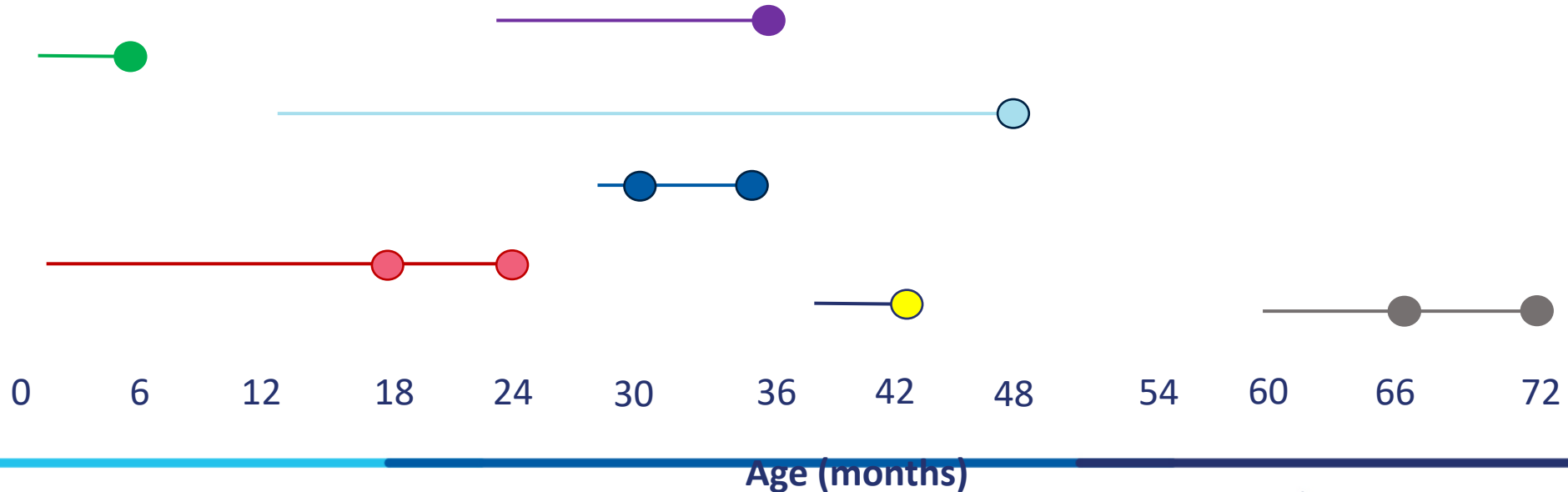


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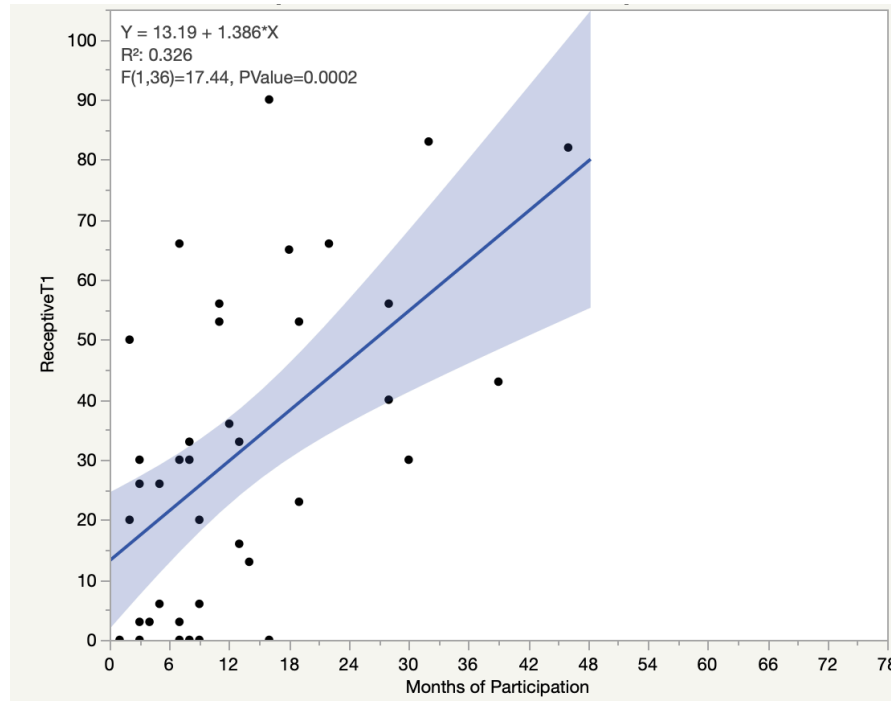


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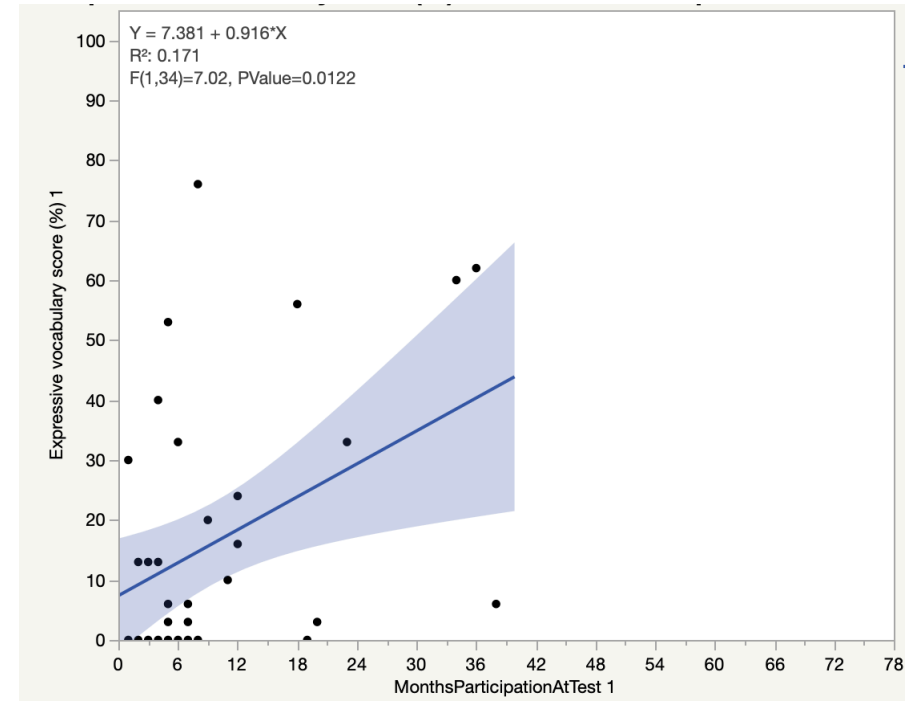


Language Outcomes: Vocabulary (1st timepoint only)

Receptive Score



Expressive Score

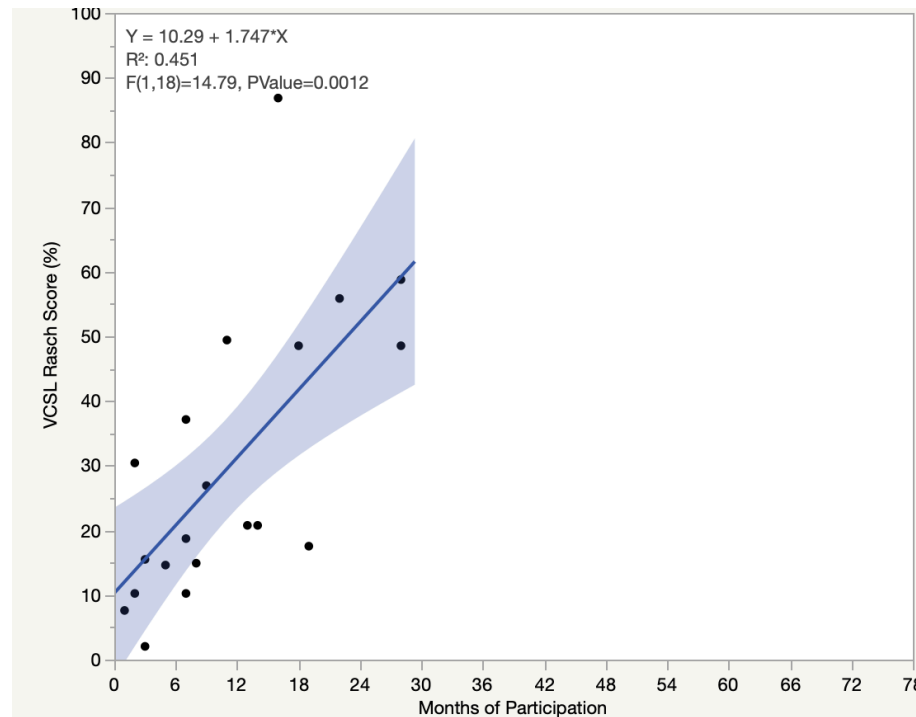


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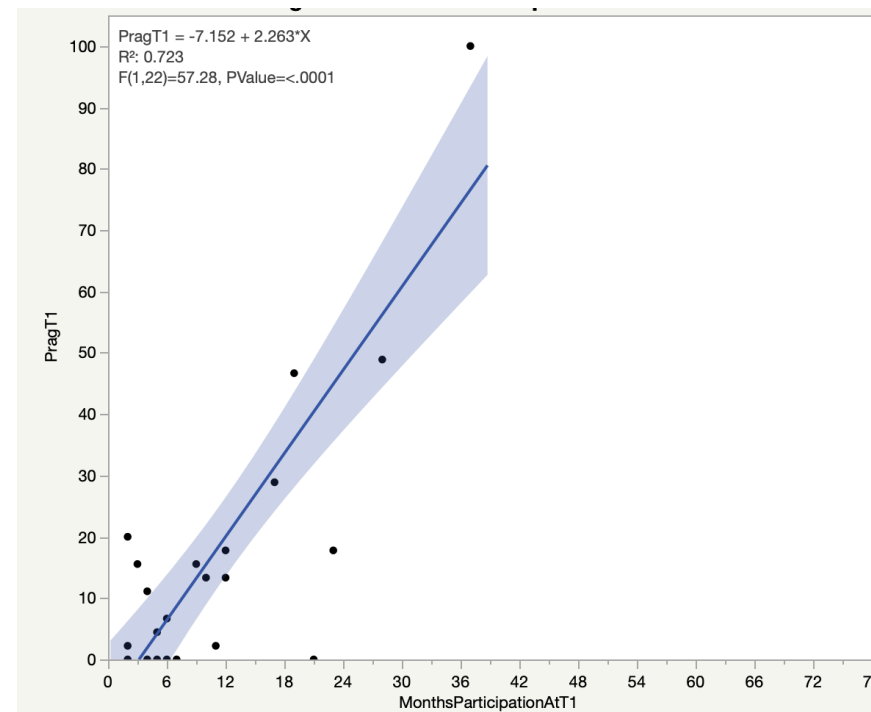


Language Outcomes: Higher-level language (1st timepoint only)

VCSL (Rasch Score)



Pragmatics Checklist (1-3 signs +complex lg)



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Language Outcomes:

Are these just effects of chronological age?

Measure	Participation Effect	Age Effect
Receptive Vocab	.58	.92*
Expressive Vocab	.34	.64*
VCSL	1.12*	.47*
Pragmatics Checklist	1.79*	.52

} Age > Participation

} Participation > Age



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Research and evidenced based practices: Qualitative Observations of Deaf Language Associates

Dr. Jerry G. Petroff

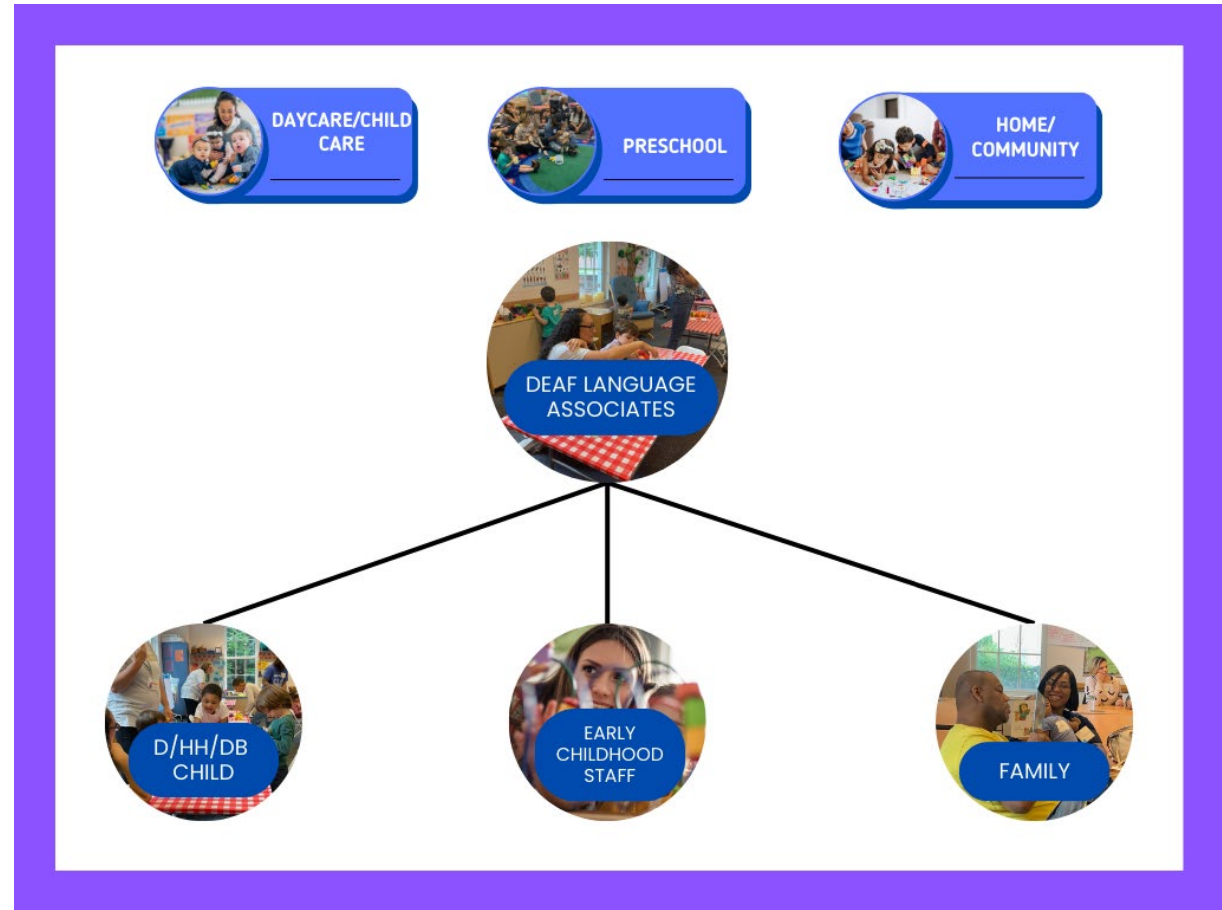
Executive Director

*The College of New Jersey's Center for
Sensory and Complex Disabilities*



What is our charge?

- Develop and validate a training program for Deaf Language Associates (DLAs) that leads to a Certificate from The College of New Jersey



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Program Elements

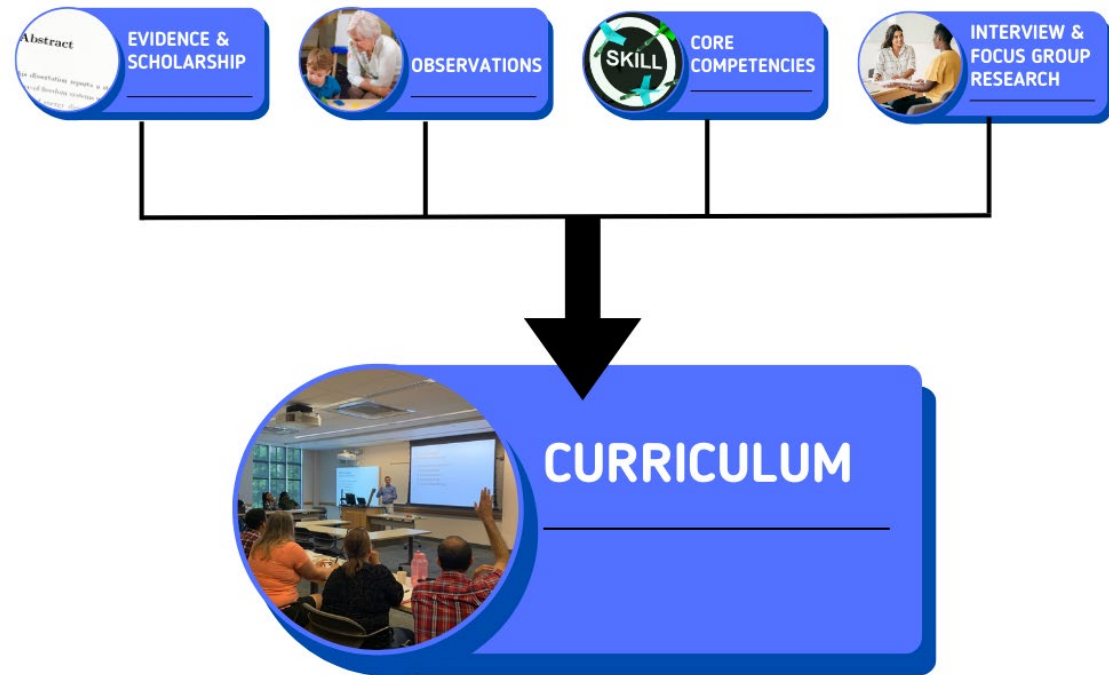


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ASL DLA Training Program First Steps

- Grounded theory approach
 - 3 TCNJ researchers
 - Unstructured observations
 - Daycare/childcare
 - Preschool
 - Home/community
- Observations
 - Impressions
 - Content Analysis
 - Refinement of research development and inquiries



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Visual Thinking Strategies



- Method of facilitation prioritizing student-driven learning and creation of community
- Conversation facilitated using images
- Research-based
- Professional Development Program



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VTS and TCNJ (CLLE)

- VTS and the Deaf community
 - Aesthetic development, language, and community holds potential as one way to foster learning ASL for both Deaf students and their families.
- We are hoping to do more research on if/how VTS supports access to ASL and are looking for DLAs who are willing to try VTS in their work.



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Language Instruction Program Curriculum and Training Development

Dr. Jerry G. Petroff

CLLE Project Director

Heather Osowski

CLLE Project Coordinator



Outcome

- TCNJ Certification based on the completion of a Deaf Language Associate (DLA) training program and the submission/evaluation of a DLA portfolio that provides artifacts demonstrating the core competencies



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DLA Training Curricula and Program

- Development of Core Competencies
 - Structure and Content
- Certificate Course Series- Current Proposed Course Topics
- Proposed Course Implementation of the DLA Certificate Training Program



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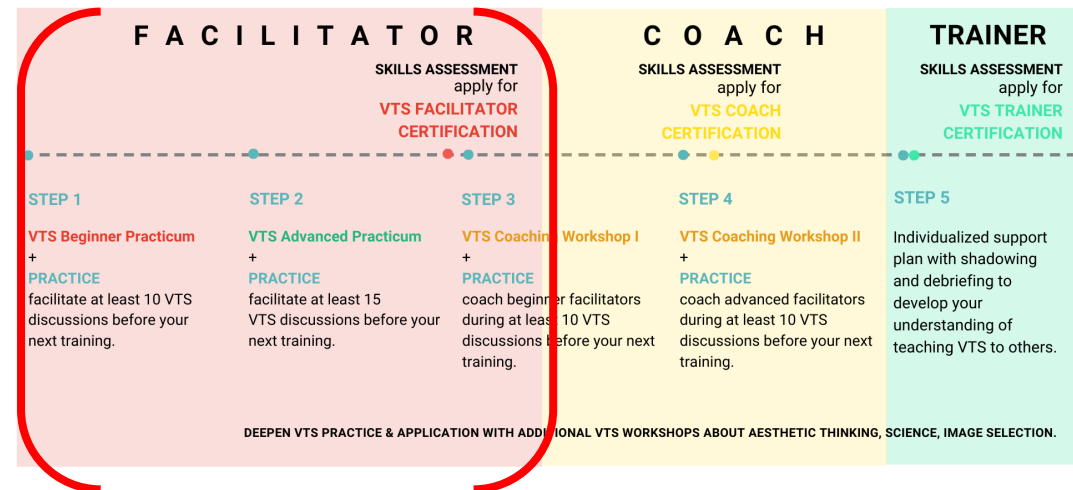
Visual Thinking Strategies

- Training of ASL Deaf Language Associates
 - Beginner
 - Advanced
 - VTS Facilitator Certification

VTS TRAINING & CERTIFICATION JOURNEY



Visual Thinking Strategies in-person and virtual training programs prepare educators for practice, assessment and certification in all levels of VTS. Every journey is unique and individual mastery of specific skills may vary. This is a recommended pathway.



PO Box 316 Bolinas, CA 94924, USA | +1-718-302-0232 | www.vtshome.org

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Questions



Contact

NJ DDHH Language Instruction Program

- Email: DDHH.communications2@dhs.nj.gov
- Website: <https://www.nj.gov/humanservices/ddhh/services/leveling/>
- Socials
 - Facebook @NJDHS
 - Twitter/X @NJDHS
 - Instagram @njdeptofhumanservices
 - YouTube @TheNJDHS
 - Threads @njdeptofhumanservices

TCNJ's Campaign for Language & Literacy Excellence

- Email: clle@tcnj.edu
- Website: <https://njcscd.tcnj.edu/programs/campaign-for-language-and-literacy-excellence/>
- Socials
 - Facebook @NJCLLE
 - Twitter/X @NJCLLE
 - Instagram @cllenj
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 - Threads @cllenj



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