



Fundamental Program Changes Leading to Improved Child Outcomes

Rochester School for the Deaf

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Presentation Outline

- Introduction
- Early Childhood Center (ECC) at Rochester School for the Deaf (RSD)-The impact of Change
- American Sign Language (ASL) and English-This important link

Introduction

A Parents Perspective....



Hi! My name is Theresa.

Parent/Family Support

- Our School's Website:

<http://www.rsdeaf.org/default.asp>

The link to ECC:

http://www.rsdeaf.org/early_childhood.asp

A Positive Approach to Raising a Deaf Child:

**Information for New Parents
of Deaf Infants and Toddlers**

by Andrea Kahn-Richie

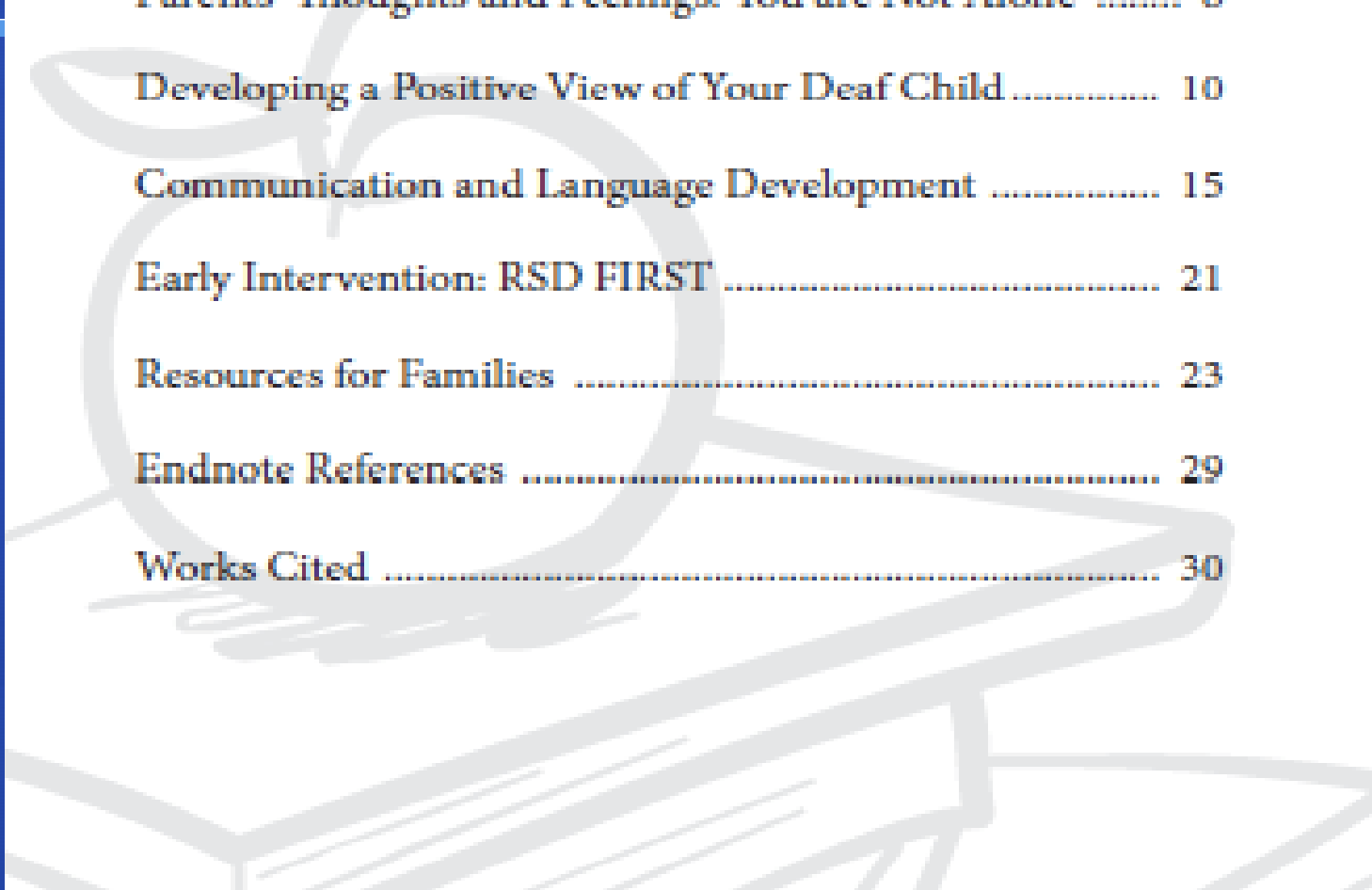
with Support and Co-writing
by Dawn Rood and Marilyn Curley

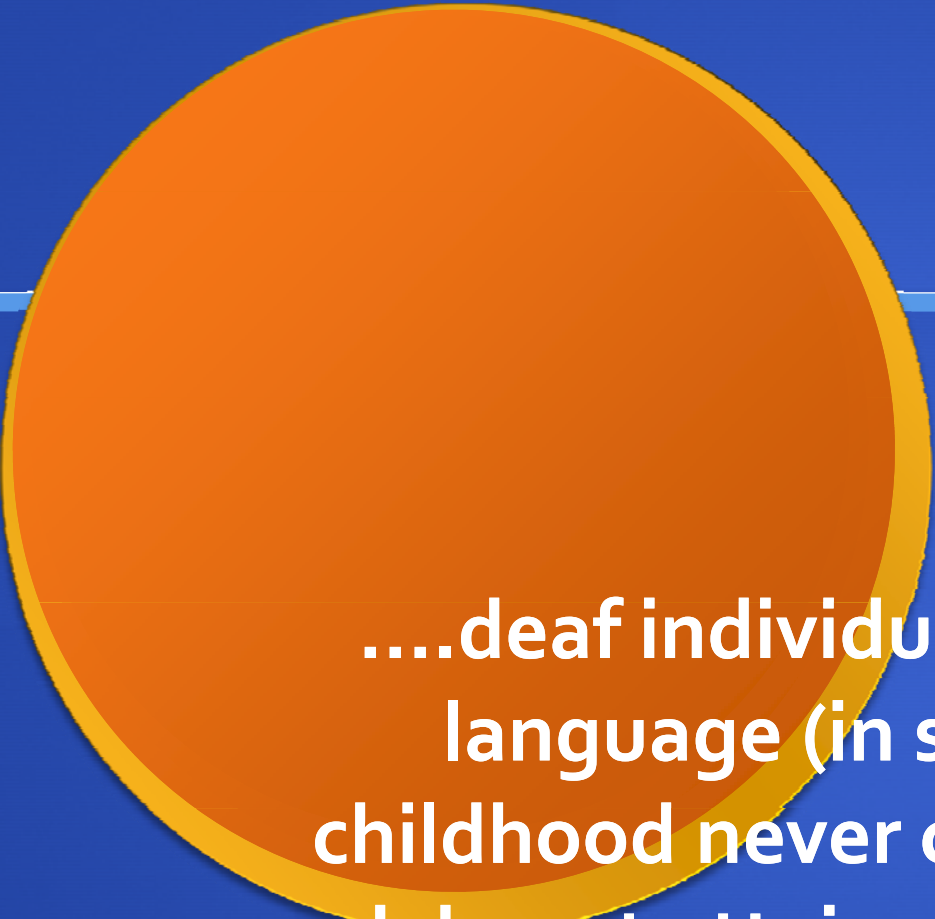


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**....deaf individuals who acquire scant language (in sign or speech) during childhood never catch up in adulthood and do not attain native-like proficiency in any language, be it ASL or English.”
(Goldin-Meadow and Mayberry, 2001)**

Early Childhood Center (ECC) at Rochester School for the Deaf (RSD)

The Impact of Change



**Early Childhood
and Developmentally Appropriate Practice**

The Creative Curriculum

- Areas of Development:
 - Social/Emotional
 - Physical
 - Cognitive
 - Language

Social/Emotional: Learning is Social Play is the Catalyst



Physical: Get Up and Move!





Cognitive: Problem-Solving is Crucial



Language: ASL and English Separate AND Equal



Elements of Instruction in Place

- Child-centered learning & the balance between teacher-led and child-led activities
- Assessment-driven instruction
- A strong conversational approach where complete models of language are used and accessibility to those languages is insured
- Teamwork & Compatibility

Child-Centered learning: Striking the balance for OUR learners

Hourglass Scheduling



Targeting Concepts and VocabularyAgain and Again.....

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:25 – 9:00	<p>8:25-8:50 Morning meeting: Mrs. Shahin's class and Miss Birecree's classes meet in hall: review schedule, lunch menu, choose jobs for the week; children can share events (optional); PLAN: introduce topic, lesson, choices for the day; move into one of the classrooms for Scripting - new lessons/choices as necessary</p> <p>8:50-9:15 Choice time Scripting also happens during this time But not necessarily everyday. It will depend on the theme.</p>	<p>Dawn co teach 8:30-9:30 8:25-8:50 Morning meeting: Mrs. Shahin's class and Miss Birecree's classes meet in hall: review schedule, lunch menu children can share events (optional); PLAN: introduce topic, lesson, choices for the day; move into one of the classrooms for</p> <p>8:50- 9:15 Group, then Choice Time: related to the concept. Scripting: new lessons/choices during this time, as needed</p>	<p>8:25-8:50 Morning Meeting Mrs. Shahin's and Miss Birecree's classes meet in the hall to review schedule, lunch menu children can share events (optional). PLANNING: The topic will be introduced (for the day), lessons and choices for the day will be shared.</p> <p>8:50-9:15 DO: CHOICE TIME: Move into one of the classrooms for Choice Time.</p> <p>Scripting also happens during this time But not necessarily everyday. It will depend on the theme.</p>	<p>8:25-8:50 Morning meeting: Mrs. Shahin's class and Miss Birecree's classes meet in hall: review schedule, lunch menu children can share events (optional); PLAN: introduce topic, lesson, choices for the day;</p> <p>8:50-9:15 DO: CHOICE TIME: Move into one of the classrooms for a lesson related to the concept. Scripting also happens during this time. But not necessarily everyday. It will depend on the theme. Scripting also happens during this time But not necessarily everyday. It will depend on the theme.</p>	<p>8:25-8:50 Morning meeting: Mrs. Shahin's class and Miss Birecree's classes meet in hall: review schedule, lunch menu children can share events (optional); PLAN: introduce topic, lesson, choices for the day</p> <p>8:50-9:15 DO: CHOICE TIME: Move into one of the classrooms for a lesson related to the concept. Scripting also happens during this time, but not necessarily everyday. It will depend on the theme.</p>
9:00 – 9:30	<p>9:15 Snack Group time to Reflect on morning choices</p> <p>Children do their daily jobs</p>	<p>9:15 - 9:30 DO Group Activity #1 9:30 Snack Group time to Reflect on morning choices Children do their daily jobs</p>	<p>9:15-9:30 DO Group Activity #1 9:30 Snack Group time to Reflect on morning choices Children do their daily jobs</p>	<p>9:15-9:30 DO GROUP ACTIVITY #1 9:30 Snack Group time to Reflect on morning choices Children do their daily jobs</p>	<p>9:15-9:30 DO GROUP ACTIVITY #1 9:30 Snack Group time to Reflect on morning choices Children do their daily jobs</p>

2:00 - 2:30	DO Writing/Drawing - (related centers)	Teacher Prep (2:00- 2:30) 2:15 - 2:45 - Snack, then Centers : art related to theme; fine motor; puzzles; math manipulatives	Fine motor activities such as Handwriting without tears, play dough, painting	Choice Time	2:00-2:30 Catch up on work that was not finished during the week.
2:30 - 3:00	Snack, Reflect and close day Prepare for home - daily	2:45: Reflect and close day Prepare for home	Snack, Reflect and close day Prepare for home - daily	Snack, Reflect and close day Prepare for home - daily	Snack, Reflect and close day Prepare for home - daily

Assessment to Drive instruction

Summative Assessments

Formative Assessments

Assessment continued...

- Classroom Teachers are the managing evaluators/planners for each child's development of conversational proficiency
 - The Kendall Conversational Proficiency Level (P-Levels) Scale
 - Starting With Assessment – A Developmental Approach to Deaf Children's Literacy
by Martha French
 - Creative Curriculum Developmental Continuum

The Kendall Conversational Proficiency Level (P-Levels) Scale

P-Level 0+

The child is able to determine what another person is talking about by looking in the same direction as the other person. Although the child does not use words, the child communicates about his own comfort, pleasure, and distress. The child also communicates about things, such as clothing, that are associated with his person and upon which he can act. The child responds attentively to turn-taking activities (such as peek-a-boo) but does not initiate the activity. The child requests objects by reaching and sometimes opening and closing the fists. He or she calls attention to novel elements in the environment by holding them up for others to see or by pointing. The primary forms of communication include stretching and holding gestures, facial expressions, and differentiated cries.

P-Level 1

The child refers to objects by holding them, looking at them, pointing, and touching. As the child crawls and walks, she communicates about many objects, especially toys, lights, animals, and particular foods. The child initiates peek-a-boo and participates in other turn-taking activities, such as handing objects back and forth. The child imitates the movement of others, but not necessarily to bring about the actions of others. She uses non-verbal means to call attention to physical needs and to express personal reaction. The child uses a similar movement to 0+, but shifts her gaze back and forth between the object and the person whose help she wants in getting the object. By P1+, the child imitates signs produced by others, although her hand configurations and movements may be imperfect. She may use a few idiosyncratic signs with consistent meaning.

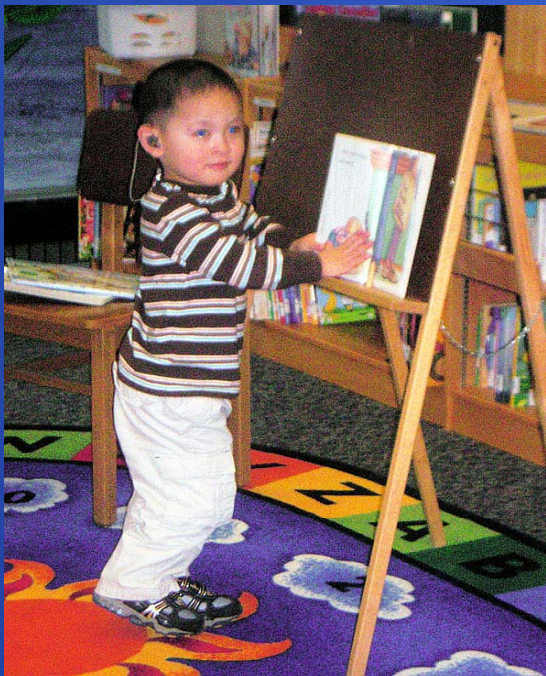
P-Level 2

The child uses single words or signs to talk about actions and things around him. He uses language to greet people, to get their attention, to ask for a few services and things, and to protest. He uses it to note when things are present, when they're gone, and when they return (or are brought back). He communicates a good deal more than he actually expresses explicitly. He does this by pointing, looking, and touching to identify what he is talking about. Moreover, he leaves it up to others to figure out what he leaves unsaid.

Objectives	Step 1	Step 2	Step 3	Step 4	Step 5	Not Observed	
<u>1.</u> Trusts known, caring adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> <	<input type="radio"/>	
<u>2.</u> Regulates own behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> <	<input type="radio"/>	
<u>3.</u> Manages own feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> <	<input type="radio"/>	<input type="radio"/>	observations*
<u>4.</u> Responds to others' feelings with growing empathy	<input type="radio"/>	<input type="radio"/> <	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	observations*
<u>5.</u> Plays with other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> <	<input type="radio"/>	observations*
<u>6.</u> Learns to be a member of a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <	<input checked="" type="radio"/>	<input type="radio"/>	observations*
<u>7.</u> Uses personal care skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> <	<input type="radio"/>	<input type="radio"/>	observations*
<u>8.</u> Demonstrates basic gross motor skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <	<input checked="" type="radio"/>	<input type="radio"/>	observations*
<u>9.</u> Demonstrates basic fine motor skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> <	<input type="radio"/>	<input type="radio"/>	observations*
<u>10.</u> Sustains attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> <	<input type="radio"/>	<input type="radio"/>	observations*
<u>11.</u> Understands how objects can be used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	observations*
<u>12.</u> Shows a beginning understanding of cause and effect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	observations*
<u>13.</u> Shows a beginning understanding that things can be grouped	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <	<input checked="" type="radio"/>	<input type="radio"/>	observations*
<u>14.</u> Uses problem-solving strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <	<input checked="" type="radio"/>	<input type="radio"/>	observations*
<u>15.</u> Engages in pretend play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <	<input checked="" type="radio"/>	<input type="radio"/>	observations*
<u>16.</u> Develops receptive language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <	<input checked="" type="radio"/>	<input type="radio"/>	observations*
<u>17.</u> Develops expressive language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <	<input checked="" type="radio"/>	<input type="radio"/>	observations*
<u>18.</u> Participates in conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <	<input checked="" type="radio"/>	<input type="radio"/>	observations*
<u>19.</u> Enjoys books and being read to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> <	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

A Schedule that Supports learning

- In a manner appropriate for all young children
- Specifically targeting the strengths and needs of Deaf and Hard of Hearing learners



Assessment and Instruction Hand in Hand

- A strong conversational approach tailored to the level and language of the child



Nurturing a healthy respect for both languages

An Appreciation of ASL



An appreciation of English



“...there is consensus in the research literature that acquisition of a strong conceptual foundation in a language during the pre-school years is a prerequisite for subsequent literacy development in English,” (Goldin-Meadow and Mayberry, 2001)

Data Collection

- Preliminary Results
 - 36% of the children currently in our program demonstrate challenges other than deafness
 - 36% of the children, including those with additional challenges, are at age level for proficiency with conversational skills
 - 57% are within one year of their age for conversational proficiency.

This is an increase in growth from data collected 6 years ago, prior to changes made

The majority of children without additional challenges are increasing their overall communication skills by one and one-half age levels or more for each year we have them. This is an increase from data collected 6 years ago.

Teamwork-A Must

- **Just about the most important element of all**
 - **With Parents**
 - **With Co-Teachers and Teaching Assistants**
 - **With and Between Children**

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