Dual Language Program Proposal
Horace Mann School for the Deaf and Hard of Hearing

Introduction

Dual language education has been shown to be effective in developing language skills, literacy skills, and content area knowledge for children who are monolingual or bilingual. For deaf and hard of hearing children, access to both American Sign Language and English should not be considered a privilege, but a right (Grosjean, 2010). Therefore, this proposal will outline the plans of Horace Mann School for the Deaf and Hard of Hearing to enact asset-driven education of deaf and hard of hearing children through the establishment of a dual language program in American Sign Language (ASL) and English.

Absence as Obstacle: Deaf Education and Language Deprivation

The development of language is a basic human right; however, the field of deaf education has a long history of controversy over the best approach to teaching language to deaf children in the school setting. This conflict, called the Methods Wars, created two major philosophies on how to teach deaf children language. The first philosophy was born out of France and valued the use of a natural signed language for complete access to education. The second philosophy came from neighboring country, Germany, and focused on use of oral/aural techniques to teach children how to speak and use residual hearing in their education. These philosophies were brought to the US in the early 19th century. In the earliest years, oral/aural education dominated the field, as hearing individuals made the majority of the decisions made on the topic. Horace Mann was a strong advocate for oral/aural education at the time in an effort to teach deaf children the morality and cultural norms of the American people. Even so, American Sign Language (ASL) evolved and flourished in social settings, with ASL being recognized as a true language in 1965.

In the 70’s and early 80’s, communication systems that merged ASL signs with English words order became popular (Signing Exact English--SEE), with the emphasis of using ASL to be a bridge to spoken communication, keeping the focus on Spoken English. In the mid to late 80’s, momentum was gaining in the Deaf community for equity and access culminating in the Deaf President Now protests that allowed for the first deaf person to be named president of Gallaudet University, the only university for the deaf and hard of hearing in the US. At the same time, the idea of bilingual-bicultural education began gaining traction, a program that emphasized ASL acquisition as a foundation for English literacy skills.

The momentum of the 80’s stalled in the 90’s with the introduction of new hearing technology and a return to a medical model of deaf education that views hearing loss as a deficit and ASL as an obstacle to acquiring English. Myths of deaf education were revived and perpetuated during this time, igniting the passion behind the Methods Wars once again. Over time, the expected gains of the hearing technology were not realized, however, deaf children continued to suffer from language deprivation in their early years without access to a signed language. While some children did benefit from cochlear implant technology, there is a wide dispersion of language acquisition scores for children, leaving many children without a foundation in any language. As Figure 1 demonstrates, the mean trajectory for children with cochlear implants is significantly lower than their hearing counterparts, with some children making minimal progress over time. The efficacy of spoken language interventions is highly variable and it is not currently possible to predict which children will and will not succeed with
spoken language (Niparko, 2010). As the figure demonstrates, the variability only increases with age.

**Figure 1: Language Comprehension Scores for Children with Normal Hearing and Cochlear Implants**

As a result, we need to create linguistic environments that support the development of a child's full linguistic repertoire regardless of whether they have an implant or not, leveraging the spoken language they may be receiving while providing visual access for full comprehension of advanced linguistic functions.

**Why Dual Language?**

This persistence of language deprivation in deaf education is one of the major driving factors in proposing that Horace Mann become a dual language program. A dual language program in ASL and English has the potential to provide d/Dhh children with a solid and complete first language that can be leveraged for second language acquisition. In addition, by
valuing both ASL and English, dual language programs also allow for children to develop strong identities and cultural competence across those identities.

Dual language programs in ASL and English also offer unique opportunities to serve hard of hearing children who have access to some spoken language, but that access is unable to support the high level academic support needed to develop content area knowledge and skills. For these children, working to discriminate sounds and fill in the missing components requires an immense amount of cognitive energy that could be devoted to learning the subject matter instead. As a result, the acquisition of both ASL and English can help to reduce cognitive load to promote higher level learning more efficiently. In a dual language program, these children can be provided with the skills to develop their Spoken English, as well as create and environment to promote grade level knowledge at the same time.

In addition, the Laurent Clerc National Deaf Education Center acknowledges the following advantages for dual language programs in ASL and English (The Laurent Clerc National Deaf Education Center, 2017):

**Why consider an ASL/English Dual Language Program for young Deaf and Hard of Hearing Children?**

- It is important for deaf and hard of hearing children to develop early linguistic competence.

- It is important for deaf and hard of hearing children to establish early communication with their parents and families, develop their cognitive abilities, acquire world knowledge, and communicate fully with the surrounding world.

- It is through language that children develop social/emotional and cognitive abilities that are critical to timely development in all areas.

- Prime language learning time may potentially be lost while waiting for a child to "learn to listen" through his or her hearing aids and/or cochlear implant(s).

- Not all children demonstrate expected spoken language outcomes with their hearing aids and/or cochlear implant(s), even if they have "auditory access."

**Is there research that supports ASL/English dual language programming in early childhood education?**

- Brain imaging suggests that the brain can readily handle dual language development (bimodal-bilingual). (Petitto, Katerelos, Levy, Gauna, et al., 2001)

- "Being exposed to two languages from birth' and in particular, being exposed to a signed and spoken language from birth' does not cause a child to be language delayed and confused."(Petitto & Kovelman, 2003)
• "Having to wait several years to reach a satisfactory level in oral language that might never be attained, and in the meantime denying the deaf child access to a language that meets his/her immediate needs (sign language), is basically taking the risk that the child will fall behind in his/her development, be it linguistic, cognitive, social, or personal." (Grosjean, 2008)

• Early access to language (spoken or signed) is the best predictor of positive spoken language outcomes. (Yoshinaga-Itano & Sedey, 2000).

What are the components of an ASL/English dual language early childhood program?

• ASL and English are each developed, used, and equally valued.

• Deaf and hard of hearing children with varying degrees of hearing levels and varied use and benefit from listening technologies (hearing aids, cochlear implants) are educated together.

• Teams of deaf and hearing professionals work together to support the development and use of both ASL and English. The team may include para-professionals and other support service profession-als who provide purposeful use of each language based on the individualized goals of each child.

• Assessment to document each child's development in ASL and spoken English. An individualized bilingual plan for ASL and spoken English use is designed for each child.

Are children encouraged to use amplification (hearing aids/cochlear implants)?

Yes, use of hearing aids and/or cochlear implants is encouraged. Audiological information related to amplification benefit is shared with families and incorporated into a child's Individualized Family Service Plan/Individualized Education Program and individualized bilingual language plan. At school, teachers are responsible for encouraging children to use their hearing aids and/or cochlear implants and conducting daily amplification checks.

In conclusion, a dual language ASL and English program provides the opportunity for children of all levels of hearing loss, linguistic backgrounds, and educational experiences to be able to fully access educational content, while still developing their full linguistic repertoire of ASL, Written English and Spoken English as appropriate. For more information about the Laurent Clerc Center report, please see Appendices A & D.

The Horace Mann School

The Horace Mann School is the oldest public day school for the deaf and hard of hearing in the United States. The school has been educating children and young adults for nearly 150
years. Horace Mann School’s student population is highly diverse in their hearing profiles, language profiles, learning profiles, and cultural profiles. Our school serves children who benefit from access to a visual language and may also have access to spoken language.

Horace Mann currently enrolls 93 students who represent 11 heritage languages. Spanish is the majority heritage language represented. Of the 93 students, 25 are deaf and 65 are deaf with disabilities (DWD). Additional disabilities include, but are not limited to, attention deficit hyperactivity disorder (ADHD), physical disorders, social-emotional disorders, vision impairment, and autism. Dually identified students access the regular curriculum by participating in our inclusion program, which includes typical D/HH students and dually identified students. Deaf students with intensive needs (several identifications) require sub-separate programing or specialized strands.

The Vision for an ASL-English Dual Language Program

Our overarching vision for dual language programming at Horace Mann is to graduate students on grade level for reading and writing in English, and academic ASL through providing ASL as a common and shared language that all children in the school can access at all times. English will be accessed through its written, and if possible, its spoken modality, depending on the individual needs and abilities of the child in question. In addition to the core ASL and English programming employed for all students in the school, there will also be two specialty programs for DHH students:

1. The first specialty program will be for students who have meaningful use of spoken English. For these students, targeted and intentional use of spoken English will occur in the classroom. Spoken English will also be monitored through the use of spoken language assessments (see Appendix A for a details about how spoken English will be integrated into the program).

2. The second program will be to serve DHH students who have additional disabilities (DWD). This program will retain Horace Mann’s day school status and will include specialized classrooms aimed at serving the unique needs of children with additional disabilities.

See Figure 2 for a visual representation of three sets of specialty program highlights
In order to ensure high quality implementation of the dual language program, we will use the guiding principles for effective dual language education programs from the Center for Applied Linguistics (CAL; Howard, et al., 2007): 1) Program Structure, 2) Curriculum, 3) Instruction, 4) Assessment and Accountability, 5) Family and Community, 6) Staff Quality and Professional Development, 7) Support and Resources. While these seven areas apply to all dual language programs, ASL-English programs also have to consider the specific resources needed for effective deaf and hard of hearing programs, as they exist within these areas.

1) Program Structure

Research shows that early access and exposure to a natural language, whether signed or spoken, initiates the language acquisition process required for literacy development and bilingual competence. These models in the research are referred to as transitional/subtractive and maintenance/additive models. We are focusing on the additive bilingualism model for two important and research-based reasons. First, additive bilingualism draws upon the existence of a
common core of cognitive and linguistic proficiencies that are shared by two (or more) languages and benefit their development (Hakuta, 1990). Second, additive bilingualism builds upon research that shows that first language proficiency is powerful predictor of second language development (Garcia, 2009).

We can borrow from the philosophy and instructional strategies used to structure traditional Dual Language programs such as Spanish/English, French/English, and Portuguese/English. We cannot easily borrow the design of these programs; however, as percentage models are ineffective in addressing the needs of students who have varying access to spoken language. For example, the 50/50 model where students receive equal instruction in each language in alternating weeks, or 90/10 model where younger students receive the majority of their instruction in the target language and slowly move toward a 30/70 model reducing the amount of instruction in the target language and moving toward instruction in the majority language are both ways of conceptualizing education for children who have equal ability to access both languages through their spoken form. Therefore, we need to integrate the understandings from these types of programs, but with a focus on accessibility and equity in the presentation spoken and written forms based on children’s meaningful access to spoken versus visual languages.

Our program structure would adhere to the principles of additive bilingualism where the aim is to develop social and academic proficiencies in both ASL and English. We will consider the diverse profiles of children who may enter school having had:

- Full access to ASL;
- Partial access to English only;
- Simultaneous access to both ASL and English;
- Simultaneous access to both English and the heritage language (L1);
- Limited or no access to either language

*Children with simultaneous access include those who are exposed to language due to auditory benefits from a hearing aid or a cochlear implant.

Our ASL-English dual language program incorporates knowledge, pedagogy, and methodologies from general bilingual education. The program would include English as a Second Language (ESL) instruction and best practices in literacy instruction for second language/multi-lingual learners. The goal is to develop expressive and receptive language abilities in each language. Grouping for instruction would rely on information from students’ individual language plan and where their strengths are on the Communication Continuum (see Appendix B for a visual of the Communication Continuum). Methodologies used to teach in bilingual programs such as:

- Language separation (by place, time, person or subject);
- Concurrent use of language (code-switching);
- Preview-view-review aims to make both language and content accessible;
- Translation involves the expression of a message first presented in one language in the other language;
Translanguaging involves the presentation of the content in one language and expecting a product in another language; would be incorporated in our program. These practices are a sampling of what teachers can use to ensure full access to language and content.

For more details about the logistics of our program please see Appendix C.

Timeline
The roll out of the Dual Language Program will occur over the course of multiple years. The dual language program at Horace Mann will be rolled out incrementally to best utilize resources and ensure a smooth transition. Prior to the first year of implementation, there are many activities necessary to build the appropriate structures to support the roll out of a dual language program; therefore the year before the program is implemented will be used to develop key pieces for Year 1 implementation of the program. Then starting with early childhood, each year, more grade levels will transition into implementing the dual language program. See Figure 3 below.

Figure 3: Dual Language Program Timeline
2) Curriculum

The ASL-English dual language program will continue to align with BPS curricular goals and the common core state standards. However, moving forward, all students at HMS will have curricula in both ASL and English. Specifically, the curriculum will include targeted language instruction that connects ASL and English in meaningful ways. As there are limited curricular options that connect ASL to English available commercially, HMS is being innovative by creating school-university partnerships for the purpose of developing ASL curricular materials that mirror the English curricula adopted by the school. In addition to developing the necessary language curriculum, HMS will also nurture students’ Deaf identities by integrating Deaf Culture throughout the curriculum.

Early Childhood Language and Literacy Curriculum (Preschool through Grade 1)

The BPS Focus Curricula will be used for K0/K1, K2, and 1st Grade to teach early language and literacy. The ASL specialist and literacy coach are developing an ASL curriculum companion to the district’s Focus on K0/K1, K2 and 1st by curating and creating ASL texts that align with the themes. The rationale for creating a curriculum companion is 1) there are no published ASL curricula available that align with the standards of Massachusetts and 2) teaching parallel concepts in both ASL and English will maximize the effects of thematic units of instruction. This curriculum will align with the new national ASL Standards that are being published by Gallaudet University. It will also teach unique aspects of ASL such as ASL rhythm and rhyme, ASL phonology, and ASL morphology.

Elementary Language and Literacy Curriculum (Grades 2-5)

The elementary curriculum for grades 2-5 in English will be the Voices Literature and Writing curriculum. The ASL specialist and literacy coach are developing supplemental ASL literature and Deaf studies curriculum aligned with the themes from Voices and with the Gallaudet University ASL Standards. HMS uses the Fountas and Pinnell Guided Reading program to individualize reading instruction and align it to student needs. HMS will also adopt the Bilingual Grammar Curriculum for ASL and English created by researchers from Boston University, Todd Czubek and Kristin DiPerri.

Middle Secondary English Language Arts Curriculum (Grades 6-12)

The middle secondary ASL curriculum will be created by Horace Mann teachers. For this curriculum the ASL specialist will work with teachers to embed academic ASL skills. This curriculum will also align to the Gallaudet University ASL Standards to provide continuity of language curriculum from preschool through high school.
Teachers using a thematic approach that address standard based learning targets, Deaf intersectional identity, and cultural competencies will develop the middle secondary school curriculum for English Language Arts. These units use complex anchor texts in ASL and English, including a range of curricular materials for students who read at diverse grade levels.

A co-teaching model supports students learning the nuances of both languages. For example, a unit on poetry in ELA would be taught alongside a unit of poetry in ASL Language Arts, which allows for analysis and comparison of both languages. The ASL specialist will work with co-teaching teams to ensure academic ASL is used to teach the standards based learning targets.

A literacy interventionist supports co-teaching teams with planning instruction and intervention blocks that address students’ various literacy levels. The intervention support is offered as a push-in or pull-out model aligned to classroom instruction.

*All ages: Deaf Studies Curriculum*

Deaf Studies will be woven naturally into the ASL and English Language Arts curricula, as it is impossible to separate language and culture. ASL stories, Deaf history, and intersectional identity development will be the focus of this work.

*All ages: Content Areas Curricula*

Horace Mann currently follows the BPS curricula for math, science, and social studies. We will continue to follow these curricula with academic ASL support. Additionally, we will develop content-based literacy instruction to increase academic English for all students.

**3) Instruction**

Given the unique needs of an ASL-English dual language program, HMS will offer a menu of options for engaging in dual language instruction within the classroom. Differentiated instruction and use of grouping will allow for various pathways to language competency. All children will have access to the core ASL and written English curricula. ASL will be the unifying language that all students can access within the school. For children with meaningful access to spoken language, targeted instruction will be provided in spoken English, as appropriate. Models utilizing co-teaching, push-in programming, and spoken language centers will be options. See Table 1 for a more detailed description of instructional options.
Table 1: ASL and English Instructional Menu Options

<table>
<thead>
<tr>
<th>Working Name</th>
<th>Description</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team in ASL - Split into ASL and Spoken English</td>
<td>Two team teachers present the original lesson(s) in ASL, including exposure to adult-to-adult ASL discourse and linguistic complexity. Then students split into two groups for the &quot;Bridge&quot; and &quot;Extension&quot; portions of the lesson, focusing heavily on literacy skills. One group continues to work between ASL and written English, while the other group works with both spoken and written English, momentarily code-switching to ASL as needed.</td>
<td>This model may also make the inclusion of students with mild and moderate special needs more effective, as more teacher support is available.</td>
</tr>
<tr>
<td>Teach in One Language - Push-In Teacher for Other Language</td>
<td>The classroom teacher primarily uses either ASL or spoken English during instruction, with a spoken English or ASL teacher joining for the &quot;Bridge&quot; and &quot;Extension&quot; portions of the lesson/unit.</td>
<td></td>
</tr>
<tr>
<td>Teach in ASL - Spoken English in Centers</td>
<td>The language of the classroom is ASL. At specified times throughout the day, students who access spoken English participate in center-based instruction where they engage in different types of spoken language activities.</td>
<td>This is particularly suited for early childhood classrooms and learning to read.</td>
</tr>
<tr>
<td>Team in ASL and Spoken English Together</td>
<td>Two hearing bilingual teachers present the lesson - one in ASL and one in spoken English. Whoever is leading the lesson at the time uses their assigned language while the other interprets at the front of the class, making specific language choices to address the current language objectives. Students choose which language they want to use when they participate in the lesson, with the teacher of the alternate language interpreting. Turn taking is carefully directed by the leading teacher, and only visual attention-getting is used (to avoid inequity in attention-getting). However, in the case of direct conversations, all members of the class use ASL (such as small groups, teacher-to-teacher conversations, etc.).</td>
<td>Currently in use in our upper elementary department. This model allows students who do not have academic language proficiency in one of the languages to participate in class with all other students, as both languages are used in instruction.</td>
</tr>
</tbody>
</table>

4) Assessment and Accountability

The ASL-English dual language program at HMS will implement ongoing assessment of students’ levels of proficiency and growth in ASL, written English, and (when appropriate) spoken English. In particular, a dual language program will allow for the consistent use of ASL assessments to track language development and address instructional needs. Data from these assessments will be used to help staff understand overall progress and determine areas for program improvement. See Figure 4 for a detailed list of ASL and English assessments.
HMS uses student data to make instructional decisions. To create a culture of data driven instruction we recognize that collecting good, reliable data takes discipline, making sense of data can be a full-time job and sometimes there’s too much data. We strive to make the data inquiry

*As appropriate for students with meaningful auditory access*
experience engaging and beneficial to teachers and students. Teachers participate in weekly structured Common Planning Time affording them time to engage in data cycles, looking at student work and instructional inquiry cycles.

The instructional leadership team also looks at school wide data in order to support their teachers in meeting the needs of the students on a regular basis. The instructional leadership team meets twice a month, and examines data at specified checkpoints within the year. These professionals use both formal assessments and formative assessments to accomplish this goal. We use a data from a standardized test along with simple tools and techniques to collect data yet provide straightforward process for understanding learning outcomes. Using a combination of formal and formative data, teachers start with one class, and scale efforts with the progress. For example, if we want to improve academic dialogue, we incorporate more student-to-student activities to track student dialogue. Once we find instructional techniques that work, we can slowly apply them to all classes. Teachers analyze their efforts based on the data; they reflect on whether the steps taken have had an impact and always engage students. Involving students in setting goals and tracking progress is important to invest them in the process.

5) Family and Community

Horace Mann is dedicated to providing support for parents in giving their children access to the full range of language opportunities they need to thrive. We also equip families with effective communication strategies in order to meet the developmental needs of the children. The dual language program at HMS will hire staff devoted to family outreach and engagement. Services will be offered for families of children from early childhood through high school. Given the number of d/Deaf Multilingual Learners, infrastructure needs to be built to provide access to families of various language backgrounds. Specific programming will include:

• A Parent-Infant program that addresses the needs of children birth through age 3 and their families from across the district
• Family ASL classes for families of children of all ages
• Family and child playgroups
• Home visits to support communication in the home
• Consultations with specialists at the school
• Audiology Center and special programming for families in the auditory inclusion program
• Support for families of students with additional disabilities to meet the specific needs of their family contexts
• Gallaudet University Shared Reading Project, a family literacy program designed to help families engage in shared reading with young d/Dhh children
• Family programming that addresses issues of culture, identity, and hearing technology
• Opportunities for community building and support among families
• Dedicated family programming will be employed for our auditory inclusion program and our dually certified program to support the families of children with varied learning needs
6) Staff Quality and Professional Development

HMS staff is highly qualified. We have 36 classroom teachers including two coaches and a Parent Infant Program coordinator. Here are the qualifications of our classroom teachers:

- 33 are certified Teacher Of the Deaf (TOD): *MA Law for TOD licensure: 603 CMR 7.00 & 603 CMR 44.00 require that all TOD need to pass the SLPI (Sign Language Proficiency Interview) with a minimum intermediate proficiency.*

- 3 teachers who are not TOD Certified work with our:
  - TTSD program
  - Deaf with additional Disabilities (DWD) strand that require a behavioral specialist with Applied Behavioral Analysis certification and experience working with children with autism

- 22 ESL certified
  - 4 additional teachers are working on certification
    - 3 of the four are Deaf staff members who until last year were not able to take the ESL MTEL due to the listening and speaking portions of the test

- 29 SEI Endorsed
  - 2 pending out of state
  - 5 are specialist (computer, art, physical education, and transitional education teachers)

- 6 with Special Education certification
  - 4 Moderate Special Needs
  - 2 Severe Special Needs

- 4 General Ed Elementary Certification
  - 1 Science Elementary
  - 2 specialist (Art, Physical Ed)

- 9 Content Certified MS/HS (Science/Math/History/ELA)
  - 3 Technology or Transition certification HS

Despite the qualifications of our teachers, we have identified specific efforts to continue developing the competencies and skills of our staff. As a result, the focus of our future professional development will be on helping staff obtain language proficiency in ASL, understanding bilingualism, training on new curricular materials for language and content areas, and reflection on their own teaching. University partnerships will be leveraged for targeted presentations on these topics. Ongoing mentoring and coaching by school leadership will address individual professional goals in all four areas. Finally, ASL proficiency measures will be adopted.
to monitor linguistic proficiency in ASL for the first time. See Table 2, for the identified professional development needs of the school.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Language Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Planning</td>
<td>Developing thematic units of instruction</td>
</tr>
<tr>
<td>Academic ASL</td>
<td>Content PD (Science, History and math)</td>
</tr>
<tr>
<td>STEM ASL</td>
<td>Co-teaching</td>
</tr>
<tr>
<td>ASL Standards</td>
<td>Writing</td>
</tr>
<tr>
<td>Academic Discourse/Dialogue</td>
<td>Close Reads</td>
</tr>
</tbody>
</table>

Some of these professional development sessions have been planned for this year. Others will be introduced as part of the dual language program roll out.

7) **Support and Resources**

The resources requested address curriculum, assessment, and professional development needs of the school. When possible, we have budgeted for curricula or assessment materials that are readily available. For those materials that are not, we have budgeted for the resources needed to create those materials. Professional development resources have been included to ensure that staff at the school can use any new materials purchased effectively.

The support needed to develop ASL curricula includes both personnel resources and technology. First, the ASL specialist and Literacy Coach need to have time to continue to develop these materials. Second, classrooms without a projector and low glare magnetic white board need to have access to these resources. Finally, iPads for independent ASL literacy activities during center time would support access to ASL curricular materials such as ASL stories.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Audience</th>
<th>Vendor</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voices Literature and Writing</td>
<td>Gr. 1-5</td>
<td>Zaner-Bloser</td>
<td>$10,000</td>
</tr>
<tr>
<td>ASL Language Arts (5 Year Project)</td>
<td>Pre K-12 Students</td>
<td>In-house</td>
<td>$25,000*</td>
</tr>
<tr>
<td>Deaf Culture Integrated Units (2 Year Project)</td>
<td>Pre K-12 Students</td>
<td>In-house</td>
<td>$10,000</td>
</tr>
<tr>
<td>Thematic Language Arts Units (2 Year Project)</td>
<td>Gr. 6-8</td>
<td>In-house</td>
<td>$10,000</td>
</tr>
<tr>
<td>Technology for every student (school and home)</td>
<td>Pre-K-12</td>
<td>Apple (iPads)</td>
<td>$70,000</td>
</tr>
<tr>
<td>Upgrade classroom technology</td>
<td>Pre-K-12</td>
<td>Best Buy</td>
<td>$2,000 per classroom</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Audience</strong></td>
<td><strong>Provider</strong></td>
<td><strong>Budget</strong></td>
</tr>
<tr>
<td>ASLAI (American Sign Language Assessment Instrument)</td>
<td>K-12</td>
<td>BU Jeanne Reis</td>
<td>$7,000 yearly</td>
</tr>
<tr>
<td>Language Development Milestones Visual Communication and Sign Language Checklist</td>
<td>Children Birth – 5 years old</td>
<td>VL2 Gallaudet</td>
<td>$250 for 50 test</td>
</tr>
<tr>
<td>Academic Language Skills ASL Scale of Development</td>
<td>Preschool-5th grade or older</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td>Conversational Skills</td>
<td>5th grade and up</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td>• American Sign Language Proficiency Interview, informal</td>
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<tr>
<td>• Kendall P-levels, 0-7+ (levels 0-5: ages 0-5, Level 6: 6-11, and Level 7: 12+), administered by ASL Specialist and</td>
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<td></td>
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<tr>
<td></td>
<td>Ages 0-5</td>
<td>Ages 6-11</td>
<td>Ages 12+</td>
</tr>
<tr>
<td>SLPI (Sign Language Proficiency Interview)</td>
<td>K-12 Staff</td>
<td>MCDHH</td>
<td>$27,000</td>
</tr>
<tr>
<td>Star Diagnostic Assessment (ELA and Math)</td>
<td>Gr. 3-12</td>
<td>Renaissance</td>
<td>$2,000</td>
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<tr>
<td>Fountas and Pinnell Assessment Kits (Benchmark Assessment System)</td>
<td>Gr. 1-12</td>
<td>Heinemann</td>
<td>$4,000</td>
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<tr>
<td><strong>Professional Development</strong></td>
<td><strong>Audience</strong></td>
<td><strong>Provider</strong></td>
<td><strong>Budget</strong></td>
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<tr>
<td>Academic ASL</td>
<td>All Staff</td>
<td>TBD</td>
<td>$25,000*</td>
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<tr>
<td>Bilingual Grammar Curriculum</td>
<td>Pre-K-12 Teachers</td>
<td>BU Todd C. Kristin D.</td>
<td>$10,000</td>
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<tr>
<td>ASLAI (American Sign Language Assessment Instrument)</td>
<td>Pre-K-12 Teachers</td>
<td>Jeanne Reis</td>
<td>$3,000</td>
</tr>
</tbody>
</table>
Considerations for ASL and Spoken English Bilingual Development in Young Children Who are Deaf or Hard of Hearing: An Overview | Pre-K-12 | Clerc Center, Bridgetta Bourne-Firl | Free

* HMS has applied or is in the process of applying for grants to fund this project.
Appendix A: Laurent Clerc Center Response - How is spoken English addressed in a Dual Language program?

One of the most frequently asked questions we receive is how we will address spoken English in our program. The following information is a blueprint from the Laurent Clerc Center that will guide us in tailoring our program to incorporate spoken English for our students.

For students who use Hearing Assistive Technologies (e.g., cochlear implants, hearing aids), spoken English development is an active and integral part of an ASL/English bilingual program. HMS recognizes that for spoken language to be developed, it must be used and valued in a student’s life. We know that dedicated opportunities to facilitate development and use of auditory, speech, and spoken language must be an integral part of a student’s daily communication interactions and learning.

- The Language Planning Team develops assessment driven language and communication plans to guide development and use of spoken English.
- Spoken language goals are determined by many interrelated factors including a student’s hearing level, the listening technology used, and current language level.
- Speech-Language Pathologists work collaboratively with Teachers of the Deaf to facilitate the development and use of spoken English skills (i.e., listening, speaking, speechreading, phonics)
- Speech-Language Pathologists collaborate with Teachers of the Deaf to plan times or activities with a focus on the use of spoken language to learn and communicate. During this spoken language immersion, it is critical that the adults communicating with the student be familiar with his or her spoken language skill levels so communication situations can be modified to make spoken language accessible.
- Spoken language skills are addressed and demonstrated in structured communicative contexts (i.e., communication situations where the context is familiar, highly contextual, and the listening choices are limited).
- Auditory learning activities are integrated into the classroom (i.e., oral read alouds, auditory training, literacy based tasks, curriculum lessons)
- Audiology management (including daily listening checks for hearing aid/cochlear implants, evaluations, and clinical services)

*Information taken from the Laurent Clerc Center: http://www3.gallaudet.edu/clerc-center/info-to-go/language/faq-asl-spoken-english.html*
## Appendix B: Communication Continuum

<table>
<thead>
<tr>
<th>Receptive</th>
<th>Fully Visual</th>
<th>Mostly Visual</th>
<th>Equal Visual/Auditory</th>
<th>Mostly Auditory</th>
<th>Fully Auditory</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>Va</td>
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<td>Expressive</td>
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<tr>
<td>Fully Sign</td>
<td>Mostly Sign</td>
<td>Equal Sign/Oral</td>
<td>Mostly Oral</td>
<td>Fully Oral</td>
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</table>
Appendix C: HMS Dual Language Program Structure

<table>
<thead>
<tr>
<th>Students</th>
<th>Who will this program be for?</th>
<th>The Horace Mann School for the Deaf and Hard of Hearing Dual Language Program is for any student with a hearing loss.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How will students enter into the program?</td>
<td>Horace Mann School is in the process of establishing a Placement Team to develop the criteria and make decisions about placement of D/HH students in the district.</td>
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<tr>
<td></td>
<td>What about siblings?</td>
<td>D/HH siblings are great candidates for our program. We are reaching out to national schools of the Deaf that have enrolled hearing siblings of Deaf children to learn best practices. When considering hearing students, we would prioritize heritage language users of American Sign Language [hearing Children Of Deaf Adults (CODAs)].</td>
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<td></td>
<td>Simultaneous bilinguals?</td>
<td>Simultaneous bilingual children learn two languages from birth. The language profiles of our students varies, the majority of HMS D/HH students aren’t exposed to language until they enroll with us at age 3. We would accept sequential bilinguals.</td>
</tr>
<tr>
<td></td>
<td>Sequential bilinguals?</td>
<td>Sequential bilinguals children learn one language first then acquire a second language. We would accept sequential bilinguals.</td>
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<td></td>
<td>Where is the non-English language from?</td>
<td>American Sign Language is native to the United States. American Sign Language was recognized as a language in the 50’s.</td>
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<td></td>
<td>Third language speakers?</td>
<td>The research refers to D/HH students who are learning three languages as Deaf Multilingual learners. At HMS we have 67% of students who come from homes where a language other than English is spoken and are learning ASL and English at school.</td>
</tr>
<tr>
<td><strong>English Language Learners (Deaf Multilingual Learners)</strong></td>
<td>How will ELs be served throughout your school?</td>
<td>56% of teachers at HMS have their ESL license (soon 61% will be ESL licensed). Students receive ESL instruction from dually certified Teachers of the Deaf (TOD). All HMS teachers comply with state requirements to have an SEI endorsement therefore students receive sheltered English instruction in the core content areas—math, science, ELA, History/Social Studies.</td>
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<tr>
<td>How will ELs be served at this school (HM) with DL?</td>
<td>Access to language is our number one priority. A strong foundational language allows students to learn a second and a third language. We teach ASL as the foundational language because it is fully visually accessible and does not rely on students’ limited auditory access. Some students can acquire English auditorily therefore they learn English and ASL simultaneously. Other students acquire ASL first and then learn English as a second language through its print form.</td>
<td></td>
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<tr>
<td><strong>School Model</strong></td>
<td>Is this a neighborhood program or a magnet/focus program?</td>
<td>Our school draws students from throughout the Boston and surrounding area. (?? Districts enroll students at HMS and pay tuition to BPS). HMS students come from all over the district. We are a focus Dual Language ASL/English program for the D/HH.</td>
</tr>
<tr>
<td>How will students get to school?</td>
<td>Most students get door-to-door transportation. As determined by the IEP team some of our secondary students travel to school using public transportation. It may be possible for some students to arrive at HMS on regular buses.</td>
<td></td>
</tr>
<tr>
<td>Is this a full school program or a strand within a school?</td>
<td>HMS is a full K-12 Dual Language program. Our exceptional students who are dually identified receive instruction in a program strand created for their needs. We currently serve three students in K-5 in a special strand and seven students in grades 9-12. The remaining 90 students attend a regular K-12 program.</td>
<td></td>
</tr>
<tr>
<td>Is this a full-district program?</td>
<td>Yes, students from the greater Boston area enroll in our program. We are the only school for the D/HH in the area.</td>
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</tbody>
</table>
Frequently Asked Questions

Considerations for Using an ASL and Spoken English Bilingual Approach with Young Children who Are Deaf and Hard of Hearing

A. What is an ASL and spoken English bilingual approach?

An ASL and spoken English bilingual approach is an approach designed to facilitate early language acquisition in both a visual language (American Sign Language) and a spoken language (English).

You may also see this approach referred to as an ASL and English bimodal-bilingual approach, with bilingual referring to the development of two languages. In this case, it is American Sign Language (ASL) and English, and bimodal refers to language acquisition and use in two modalities, visual and spoken. This approach can be planned and implemented to meet the individual needs of children with varying hearing levels and varying levels of benefit from listening technologies (i.e. hearing aids and/or cochlear implants).

B. How does an ASL and spoken English bilingual approach differ from other approaches where sign language is used?

An ASL and spoken English bilingual approach addresses development of each language and modality early in a child’s development. This differs from bilingual-bicultural (bi-bi) approaches, which typically promote establishment of ASL as a child’s first language with later attention to development of English, primarily through print. Approaches that include sign systems typically use sign as a support to, or in conjunction with, spoken English.

C. Why consider an ASL and spoken English bilingual approach for young children who are deaf or hard of hearing?

Use of an ASL and spoken English bilingual approach is based on evidence indicating that it is essential for children who are deaf or hard of hearing to have full access to language as early as possible, in order to facilitate development of linguistic competence and avoid language delay. This approach, which facilitates both ASL and spoken English (based on the individual characteristics of each child) early in a child’s linguistic development, has the potential to promote and safeguard language acquisition through both visual and auditory modalities. It reflects that most children who are deaf or hard of hearing have the ability to fully access a visual language. It acknowledges that even with early, appropriately fitted, and consistently used amplification and/or cochlear implants, spoken language abilities and outcomes will vary for each child.

D. What is the evidence supporting the use of an ASL and spoken English bilingual approach in early childhood education?

The evidence to support this approach centers on the following findings, observations, and experiences (discussed in the references below):

- the importance of facilitating early language foundations in the most accessible way possible and as early as possible to avoid language delay;
• brain imaging suggesting that the brain can readily handle and can benefit from language development in more than one language and more than one modality without detriment to the development of language in either modality; and
• documentation that use of a visual language can facilitate, map onto, link to, and, in general, support the development of spoken language. (Note: There does not appear to be specific evidence demonstrating that use of a visual language will inhibit spoken language development when spoken language is also utilized and valued in the child’s environment.)

E. What are the key components of an ASL and spoken English bilingual early childhood program?

Effective implementation of an ASL and spoken English approach within any early childhood setting requires that the program have a clearly articulated philosophy stating the value and benefit of both ASL and spoken English. Also, at the core of this approach is a systematic, individualized assessment-driven planning process to guide language acquisition and use of both ASL and spoken English. The individualized plan should include:

• a profile documenting a child’s background characteristics and abilities in ASL and spoken English (based on informal and formal assessment tools);
• development of achievable goals and objectives in each language and modality;
• identification of how to allocate use of each language and modality within the child’s day, and supports, strategies, materials, and resources to facilitate development and use of each language (both at home and in school); and
• ongoing assessment and monitoring to evaluate the effectiveness of the plan in guiding program and service recommendations. The plan must be adaptable in reflecting the child’s progress or possible changes in variables such as obtaining a cochlear implant, a decrease in hearing levels, etc.

It is recommended that the educational program include deaf and hearing professionals working collaboratively with families to support the skill development and use of both ASL and English (spoken and written). Successful implementation requires planned, purposeful use and exposure to each language based on the individualized goals of a child.

F. What supports should be provided to facilitate ASL development in early childhood programs using an ASL and spoken English bilingual approach?

When implementing an ASL and spoken English bilingual approach it is important to include a variety of avenues to facilitate a child’s ASL development including:

• teachers and professionals proficient in ASL available to provide instruction in the development of ASL as a language. (i.e., ASL classifiers, grammar, facial expression, etc.);
• family sign language classes;
• ASL adult and peer language models to foster language acquisition and learning in natural contexts (i.e. interaction with the Deaf community, Deaf mentor programs);
• daily story signing; and
• ASL resources and materials (i.e., ABC handshape stories, DVDs, iPad apps, etc.).

G. What supports are integral to facilitating spoken English in programs using an ASL and spoken English bilingual approach?

When implementing an ASL and spoken English bilingual approach, it is important to include a variety of avenues to facilitate a child’s spoken English development including:

• ongoing audiology testing to gather a clear picture of a child’s hearing levels, both with and without amplification;
• exploration of hearing aid and/or cochlear implant benefits early in a child’s development, and daily checks and monitoring of listening technologies;
• access to specialists skilled in facilitating spoken English for children who are deaf or hard of hearing (i.e. listening, speaking, speechreading, literacy, etc.);
• opportunities to interact with spoken English adult and peer language models;
• availability of listening, speech, and spoken language materials and resources (i.e. internet-based activities, DVDs, music, and iPad apps); and
• opportunities for oral read-aloud specific to an individual child’s profile and plan.

References


Resources:

Cochlear Implants: Navigating a Forest of Information ... One Tree at a Time. Resource developed by the Laurent Clerc National Deaf Education Center and available at clerccenter.gallaudet.edu

Early Beginnings for Deaf and Hard of Hearing Children: Guidelines for Effective Services. Paper developed by Marilyn Sass-Lehrer for the Laurent Clerc National Deaf Education Center and available at clerccenter.gallaudet.edu

Early Intervention Network. Network developed by the Laurent Clerc National Deaf Education Center and available at clerccenter.gallaudet.edu

How Early Intervention Can Make a Difference: Research and Trends. Webcast featuring Dr. Beth Benedict. Available at clerccenter.gallaudet.edu

Learning American Sign Language. Paper developed for Info to Go at the Laurent Clerc National Deaf Education Center and available at clerccenter.gallaudet.edu


Sign Language Use for Deaf, Hard of Hearing, and Hearing Babies: The Evidence Supports It. Developed by T. V. Malloy in collaboration with the American Society for Deaf Children and available at clerccenter.gallaudet.edu

Spoken Language Habilitation: Considerations, Resources, and Strategies. Paper developed for Info to Go at the Laurent Clerc National Deaf Education Center and available at clerccenter.gallaudet.edu


What the Eyes Reveal About the Brain: Advances in Human Language Acquisition-Insights from Visual Language and Visual Learning (VL2) and the Brain and Language Lab for Neuroimaging (BL²). Webcast featuring Dr. Laura Ann Petitto. Available at clerccenter.gallaudet.edu

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