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Prepared by: Amanda Purcell

Background

Despite our best effort, literacy levels of deaf students upon finishing secondary schooling continues to be no greater than that of a primary school aged hearing child. This is an international issue that has remained unchanged for 30 years according to US SAT Norms. Changes to our educational practices that enable inclusion within Victorian schools are providing the best opportunity for students to participate in senior secondary education. However without the tools to communicate in written form at a near age appropriate level, inclusion and retention will not translate to student achievement.

Literacy strategies for deaf students vary enormously from school-to-school and teacher-to-teacher. This is more problematic than for Hearing students where a whole school will often adopt a philosophy regarding their literacy teaching and learning practices. Consequently, consolidating and building on previous learning is not systematic and further disadvantages deaf students. There is also little knowledge of visual linguist systems amongst deaf educators which continues to be the main means of learning for many severe to profoundly deaf students. This deficit includes knowledge of visual coding and decoding as well as an understanding of memory space and ‘chunking’.

VDEI, a division of DEECD, sought expressions of interest to undertake innovative resource development projects that will lead to knowledge sharing across the deaf education workforce and/or develop teaching and learning resources for direct use with deaf and hard of hearing students. This training, as part of the overall project was costed and approved through a grant application process titled the Resource Development Grant.
Objectives

- Two Teachers of the deaf will receive initial training through Fairview Learning Corporation in the Fairview Learning Program.
- All Teachers of the deaf at Forest Hill College will be familiar with the Fairview Learning Program through professional development activities delivered by teachers who have received the initial training.
- A pilot program will be implemented that will enable the Fairview Learning Program to become a significant tool in the delivery of the language and literacy curriculum of the Forest Hill deaf Facility.
- Students involved in the pilot program will achieve 12 months growth or greater in their literacy and language development.

Discussion and Training Activities

Fairview in and of itself is not a curriculum. It is a set of high yield strategies to be used with an existing curriculum. It is the tools needed to achieve within the program. It is not a scripted process. It is 100% student driven. Every class should look a little bit different.

There are 5 strategies and ideas supported by brain research. However, the first thing that has to happen is initial assessments.

The 5 components are:

1. The Adapted Dolche Words
2. The Bridging Process and Reading Comprehension
3. Phonemic Awareness
4. Literature Based Instruction (Reading)
5. Language Development (spoken English or Auslan and written English)

Teachers work very hard all year but students are not retaining the knowledge. Why? They are lacking the foundations. Research shows there is a decline in communication for deaf students over the holidays because of the home communication. Even from lesson to lesson, you have to review part of the previous lesson.

Dolche Word list

The Dolche list has been adapted to include multiple meanings. They are important for all DHH students to know. Even non-signers have less opportunity to communicate through the day than hearing students. Multiple signs were put with multiple meanings so deaf students are exposed to the idea in both languages.

_The reason why multiple signs are limited is because multiple signs had to be cut off at some point but it is expect that some will not be familiar and others will be found. Identifying more signs is great and should be encouraged as discussion. However, be aware that only the ones on the cards will be assessed._

Even strong language students, when they see words in written form, will automatically sign literally, not for meaning, which will distort their thinking around the meaning of the passage. Each word card uses a basic code to alert students to multiple meanings or multiple signs. The codes help remind students to think differently. They have to think about the meaning, not just the first thing that pops into their head.

1. ^ means the word has different meanings.
2. (nbr) The number says how many.
3. * indicates one meaning but multiple signs.
4. 2 (4) first number means how many meanings, the bracketed number is how many different signs. E.g. ‘Blue’, is a colour and feeling - 2 meanings / 4 ways to sign

The word “go” has a million different signs so they had to choose the 5 most commonly used. However that is enough of a foundation for them to grasp the concept.

5. ! Means it is a differential verb (can be put anywhere). For example ‘put’.

The videos are the ‘key’ to understanding the codes. They are NOT a teaching tool. Another example is ‘make’. It has 5 meanings and 8 signs. (to build, to cook, to develop, signs = bed, earn, force, cause etc.)

The important thing is that 75% of written words are covered by the Dolche word list so that alone would make a huge impact on comprehension.

For secondary students, the Dolche words need to be known and sight read without thought so that students can concentrate on new vocabulary being constantly introduced.

The program can be used with oral students but you just leave out the signed list. It is important that all of the teachers are using these concepts.

HOW DO I PRETEST THE DOLCHE LIST?
Teachers need to know exactly what level their students are working at. They need to know where they are reading at. If your students are working below grade level you need to know exactly how much ground needs to be made up. For example, is it 3 years or 2? The online assessment tool has a tracker so information can be printed off and the proof of progress taken into an SSG meeting.

The Card Throw Down
All students start with pre primer list regardless.
An emerging reader assessment for students who arrive with no reading has been developed by Fairview. All others can use the Dolche word lists.

1. Ask student to read the cards automatically. You don't need to explain what you are doing, as you need to know what they do intrinsically.
2. As the student reads the card, make 3 piles - Correct, Partially Correct, Needs Practice. Teaching will begin with the needs practice pile. Be particular about tense.
   If they use a signed English sign, you might cringe but you are looking for knowledge of meaning so you will give them credit for it. You would not model signed English, but you are not going to waste time arguing about sign codes.
3. First add up all correct pile then add what was right in the partially correct pile.
   That score then gets put on their assessment record sheet or put online if using the online assessment tool.

A graph can be produced and is great to show parents. Class score sheets can be displayed for teachers to watch the progress of their students. Students need 95% correct to achieve mastery of a level.

Cards for each student would be great, but given that is unlikely, you can use the checklist to mark what is known by each student. Put into the chart how many meanings they know. We do assess for multiple signs but more important for literacy that they know multiple meanings.
Use the charts in folders. The number of meanings identified gets a point, not the number of cards.

Only do a throw down every couple of weeks. Don't focus too much on the cards or students will hate it and be turned off. The goal is to go through each level of cards correctly in 2 minutes. Date each progress check with a colour dot so that you can use the same chart each time. Work with each of the students for 10 to 15 minutes max on a 1:1 basis. This allows for students to be working at multiple levels. If a student has less than 5 to 10 in the needs to improve pile, keep going with the next level as at a guess, they might need a bit of practice in some levels but is probably working at a higher level.

**The DVDs are not to be used as a teaching tool.** Maybe they could be used for fun games only. Do not go through a DVD word list as a learning tool.

**Classroom Instruction**

Students can practice card lists for homework. They only need to be introduced in class. Create cards for meaning to assist with retaining the information as follows:

1. Divide the cards into as many English meanings there are for each word. Draw pictures for each meaning on the back of each card. On the front you write the word with the codes. Don't provide pictures for them. That imposes your own meaning on them. Try to make the pictures detailed.

   *Research proves that creating pictures help the retention process. Induced meaning creating your own images helps the retention process.*

2. Under the picture, put a sentence for meaning. Rather than signing in the air, the teacher writes the sentence on the card or board to model correct English.

3. The students need to think about the meaning. They can be discussed in Auslan or spoken English. For signing students, try to get them to come up with a sign for an English meaning before telling them. If they can't think of the Auslan sign, give it to them.

   *It is important for them to try to find the answer rather than being told as it is important for neurological connections to bridge the meanings.*

4. When they first arrive at class, ask them for all the meanings to words studied in the previous class. They might get 2 out of 3 correct. So then, you can ask them to get their cards and have a look. You might then say “I will have to teach you these meanings again because I obviously didn't teach it right the first time or you would have learned it” - rather than placing the failure on them.

**The review process is very important - Teach - review, teach – review.**

Use this pattern for teaching groups of word cards. If after a couple of reviews they haven't got it, tear up their own cards and get them to re-do it.

**Summary – Repeat cycle every 2 to 3 weeks**

1. Throw Down
2. Graph the results
3. Teach/Review/Teach/Review – 3 to 4 words per lesson
4. Teach the transfer

*Don't pre make posters and PowerPoints. Kids will learn better if they develop their own.*
**DVDs as a game or revision tool**

Tape 1 & 2: Phrases in isolation
- These can be watched whilst as a review whilst working 1:1
- As a game, students can watch the DVD. You can cover up the meaning and then ask them to find the card that matches the meaning.

**The workbooks**
These can be used in different ways in the classroom. There are assessments at the back. Students may be assessed as having a good reading comprehension but their individual word knowledge may be low which is why the individual word assessments are important to complete.

**BRIDGING PHRASES – only for signing students**

There are many right ways to sign bridging phrases and you could never document the number of phrases used. However, there is one wrong way and that is word for word. If you do, the meaning is lost. Bridging is chunking. For example, “right over there” can be signed using the Auslan phrase or pointed. It doesn't matter but......don't sign it as 3 different signs.

*The phrases were developed by the director for the Mississippi School for the deaf based on Basal readers and those most commonly found in books from prep to grade 4 readers.*

The idea is for students to start chunking words. This becomes a tool students use on their own to apply to the reading process. Don’t pre bridge for students. Allow them to attempt to apply it first through their reader series. If you attempt to teach them through curriculum material that is too high above their level, they are never going to understand it and the learning will be wasted time.

To assist students in understanding the concept, you can use the Amelia Bedelia books to get the idea of the impact of word for word meaning and phrases.

**PRETESTING THE PHRASES**
1. Follow the PRETEST instructions used for the adapted words. PRETEST individually.
2. Select 10 from pre primer list.
3. If all are correct, continue. After 5 incorrect responses, stop.
4. Graph the results

Students can be grouped according to list levels if desired.

**PUT ASSESSMENT SHEETS IN STUDENT FOLDERS**

**Classroom Instruction**
Teaching of bridging lists can be done in a group. You could have a ‘bridge of the day’. You could have one for each subject area a day. It is recommended to pull at least one from the English curriculum per day.
Students will develop a bridging dictionary in the binder. No particular order is necessary. When it comes to practicing, you can get kids to bridge their stories or articles themselves using brackets to denote a bridging phrase. The workbooks have many ideas and alternative assessments.

*Out of interest, infinitives such as “to play” are always phrases.*
DVDs videos
Again, these are not teaching tools. They are a reference guide for the teachers or to be
used as part of a planned game.
Tape 1 - phrases in isolation
Tape 2 - phrases in English word order & then in Auslan

On the videos, individual words are fingerspelt, then shown as the phrase

Summary – Repeat cycle every 2 to 3 weeks
1. Throw Down
2. Graph the results
3. Teach/Review/Teach/Review – one phrase per day and store in binder
4. Teach the transfer

PHONEMIC AWARENESS

This is not a speech program but a visual recognition program. Unlike Cued speech, there is
a visual ‘clue’ to accompany sounds rather than letters. Visual Phonics goes way much more
in-depth. This is a simple version. It is a basic skill that can apply to reading.
Research is split on the value of this technique. People can find their own research however
for Fairview purposes, if you can give them a short tool that can support them, why not.
This is not about speech production. That can be done through another program.

The research says our thought patterns are based on visual patterns. Although research is
out on visual phonics for deaf students, research does show they do best with the visual
tools.

This is a pre-program. It is based on

- Hand shape
- Lip pattern and
- Visual letter.

It is a 12 lesson, mini lesson. High school kids can pick it up really quickly.

Classroom Instruction
1. Identify the difference between consonants and vowels.
2. Show the handshake with lip pattern and written form. Short vowels move in a
downward motion, long vowels in a sideways motion.
3. Show them how they usually appear on paper e.g. _e_ / _ee_
4. When starting with ‘a’ patterns you could say for example “who knows words that
would have the ‘a’ pattern in it? E.g. ‘cat’ and ‘bat’.
5. As you are talking about words, carry over the concept of the codes.
6. If students come up with words that don't fit the pattern, you can separate them into
another category known as “nonsense and trick words”.

Now it gets tricky..... Long A can be made by 3 different groups,
ay_, a_e, ai. You will need to show that these letters all make a long ‘a’ as shown on your
hands.

Introduce in this order:
   a. Consonants
   b. Short vowels
c. Long vowels & long vowel patterns

The purpose for profoundly deaf students is based on the research which says visual pattern recognition in deaf students is strong. It cannot be seen what is happening inside a deaf students mind but it appears to assist.

*The most successful readers using the Fairview Program have been exposed to all 5 components. Fairview are strong advocates of taking what works in the classroom and adapting it for DHH students. deaf teachers have said they would have wanted that explicit instruction when they were learning to read.*

**TESTING PHONEMIC AWARENESS**
1. Start with the just the consonants form.
2. Sit with students and say “what is that” or "find this sound" (spoken or signed with clue)
3. Record the results.
When you move beyond that, start assessing everything, consonants and vowel patterns.

**Summary**
1. Teach 2 consonants and 2 vowels each class
2. Start with short vowels then move to long vowels
3. Complete the teaching within 2 weeks
4. Test for knowledge
5. Teach the transfer

**THESE FIRST 3 COMPONENTS ARE THE FOUNDATION ON WHICH THE NEXT 2 COMPONENTS BUILD.**

*Why Fairview works?*
**Short term memory** has 'M' spaces. **Adults have between 7 to 10 spaces** so phone numbers fit in perfectly. You have 18 seconds to store info to long term memory. If you have any interruptions in that time, it won't work. A 7 year-old has only 3 'M' spaces so if they can't **chunk 'ing'** they have used up all their memory space with one word ending. If they chunk it, they can use one for ing and then another for 's'ing or 'fl'ing.

Now, the focus on the whole......
These parts are the FOUNDATION for literature-based instruction. To create the whole, they will occur simultaneously.

One on one reading at their instructional reading level will help bridge that gap. The goal is to achieve more than 12 months in one year in order to catch up.

**Literature Based Instruction**

*Reading Comprehension*
This program started in the Mississippi School for deaf, with a group of teenage girls as the pilot group. The students were told they could read anything they want, not necessarily their readers. The girls chose a transcript of General Hospital as it was their favourite TV show. So they spent the year reading that.

Level readers should be read a couple of times a week.
The Multiple Skills series is good as it targets the exact level students are it. They are also short, as you only want 15 minutes of reading including comprehension questions per class.

*Classroom Instruction*
1. Prediction walk-through. Look at pictures and headings. You can give 4 content words and a couple of bridge phrases if you like so they have content words that can be put together as a story or description based on the prediction exercise.

*Kids need access to materials at their curriculum level but they also need to work at their assessed level in order to catch up. Therefore, it is important to balance their schedule.*

2. Guided, shared reading. Don't pre-teach vocab. Let it all come out as they work through their reading. Read the book using an interactive whiteboard or actually write in the book as you have to show how things link and what they mean. If you use pencil, you can rub it out later.

3. Start the Reading process.
   - Don't get students to sign and read at the same time as they will miss the codes as they are focusing on individual words.
   - However don't say read the whole thing then tell me or they are missing the small stuff. Ask them to read one or two sentences at a time. Then they can sign it to you. If you think they know a word but not its meaning, ask them about particular words.
   - If they are not chunking, put bridging brackets in.
   - Use questions to guide their thinking. Don't tell them. Ask questions to stimulate understanding based on knowledge of content.
   - Add in the phrases and the keys. This will help them to monitor their own learning.
   - If they are signing the wrong sign for a meaning e.g. 'made', put a little hat over it to encourage them to think about multiple meanings.
   - Fingerspelling is an important literacy skill, however if they are spelling where there should be a sign, it is likely they don't understand it.

You don't want to stop too much and have a big conversation as if you don't you will never get it done. You don't want to chop it up and lose cohesion. If students make a mistake, you simply pencil it and say “have another go”. Soon they will see you pick up the pencil and say “hang on I will figure it out myself”. This is the start to independent learners. We need to move away from worrying about every word on the page and more to meaning.

4. Shared comprehension. If any answers are incorrect, teach them there and then the correct answer.

If students are at different literacy levels in your group, don't worry as the skills are the same but the content will be different.

*Auslan users may flip words, add nuances etc. and if that is their usual way of reading, that is fine. But for the purpose of reading it is more important that they are reading in conceptually accurate way. You will not going to be correcting students to get grammatically sophisticated Auslan when the focus is on reading comprehension.*

5. Develop an index of reading cards for words not known whilst reading. They make the cards. These cards are worked on all year long. This is the vocabulary builder. You can have a "vocabulary bee" at the end using their individual boxes for a bit of fun.
Identify new vocabulary on as a teachable moment.

6. Use a diagnostic reading assessment. Alternative assessments can be put online.

Summary
1. Reading has to be fun
2. Limited vocabulary and language exposure will not hinder success
3. Teach the Transfer
4. Test for knowledge

THE COMMUNICATION CONTINUUM

Research shows to do written English and AUSLAN or signing and speaking at the same time screws both language models. BUT....in the real world it is impossible to isolate the 2 languages at all times. Our programs are not designed for it. We have kids with differing communication modes and abilities in each class. So, to help with this issue, use the terms:
- Auslan development and written English.
- Spoken language development and written English (if oral).

There is a problem when an interpreter is using the wrong level of language when in class.

*Fairview looked at language independence by Cummins. Fairview aspires to the ‘Iceberg model’ where they suggest that there is a common set of assumptions that are common to both written English and signed language.*

Language Development

*Classroom Instruction – Auslan or spoken English*

1. Students should do 10 - 15 minutes of language development each week. It can be based on stories or anything personal. A suggestion for Auslan students would be to use a deaf mentor.
2. The deaf mentor or teacher doesn't teach or critique. They just model it back in correct language when the student finishes. Try not to use too much questioning during the conference.
3. The student then retells their story implementing correct structures.
4. Record the conversation. Auslan development has to be recorded. Parents love this and students can see how their language has evolved over the year - personal experience stories.
5. When you first start taping, you may notice a lot of talking but not many signs or vocab used. Students tend to repeat a lot of information or use same set of signs over and over. Later, improvements will include the use of more face expression as grammatical markers, space and classifiers and an extended vocabulary. The idea is that through building conversational language, they then have more to offer in written English.
6. Students can then take this story to use with their written language.
7. Complete the language rubric. When you assess, get yourself plus someone else to evaluate their language as you can get use to you own student and think you are seeing more than what they are giving.

*Classroom Instruction – Spontaneous written English*

Book has rubric, story starters.
1. Get students to write twice a week for about 15 minutes with the focusing being just on written English.
2. To save time, ask students to write a half a page for homework and then bring to class for a conference.
3. Before you start the conference, ask them if they want to change it first or add anything.
4. Then go through and edit the work together. Never write on their work, write on the bottom of the page.
   a. Get the student to read his work sentence by sentence.
   b. After each sentence, rewrite the sentence at the bottom of the page.
   c. Explain any changes. The student can explain their writing and the teacher will talk grammatically about any adjustments.
   d. If there is a ‘bridge’ when writing, put brackets around it. Show the Auslan bridge when they are signing in English order. The purpose is to help them clarify their ideas. *That why it is so important to be there with them during the editing process.*
   e. Sometimes they have a good story but not the organizational skills or vocabulary to express it. By going through it with them, it should expand the length of their work.
5. Get the student to read it again then rewrite it. Both are kept in a language experience journal.
6. Complete student’s assessment record.

**Implementing the Program**

*Students must grow their own dendrites to be effective learners. Teaching by continually giving content will not do this.*

**Plan:**

a. Develop a work schedule to cover the time required for the program. This needs to be prioritized with the time available and what needs to be done. *Language development needs to be a priority.*

b. Develop a work space to allow for independent learning whilst working in a 1:1 basis.

c. Decide who will be responsible for each area. E.g. Facility teacher does all or people with different expertise cover different areas.

d. Set up work folders and progress charts.

**Classroom Set Up.**

The School for the deaf in Oklahoma has developed a 'lab' set up with learning centers etc and students go in there for the program. This also makes the most of the time with the program. Independent learning occurs through scheduled activities. For example:

Classroom chart- put the names of the centers down one side so each student knows what they are working on and when. For example: reading with the teacher, learning vocab cards, watching video etc. Names can be rubbed off for the next class.

Create a language rich environment.

**A Grammar Program**
We need to have a grammar program to work alongside the Fairview Program to complete the curriculum. This should include a leveled spelling program.

The Pilot

**Dolche List**

Leaving the literature meanings as is. Don’t change meanings as they are selected from Western literature rather than US or Australian.

Leaving the numbers as is. This will enable standardization and use of the online assessment tool. Make a video for commonly used signs.

**Phonemic awareness** should be included for the sake of the pilot.

The Focus is on Literacy Development

The program needs to be considered at all times from a literacy stand point. It is about linking the 2 languages but the focus should be on the meaning.

**Scheduling** is very important as the key. It is important for standardization. Training can conclude with discussion around scheduling.

**The goal of the Pilot** - can be to see how much literacy growth we can get in one year.

**Extension**

Once they are over grade 4 level and have passed the Dolche cards, they will not do the multiple meaning but they will continue with the other aspects of the program right through to year 12. This includes lit based instruction (reading) and language Development (writing and speaking/signing). Once they know the techniques, they still need practice reading using the skill.

**Parents & Teachers**

A parent night to inform them of the program can be of real value. Inform and negotiate vocab and spelling list to reflect literacy level with ESL/English teachers.

**Fairview Ongoing Support**

Two 45 minute phone or Skype conferences with Trish Fox (Fairview Trainer) will be scheduled throughout the year to troubleshoot and further develop components of the program.

**Resources Needed:**

- A Leveled reader series suitable for secondary (e.g. Multiple Skills Series)
- A Leveled spelling program
- A Grammar program
- Videos (as teacher resource)
• Dolche Word Index Cards
• Bridging List exercise book
• Vocab builder (exercise book, cards, digital etc.)
• Laptop for recording Language Development

For Assessment
• Dolche Word Cards
• Fairview Online Assessment
• Student Progress Folder
• Bridging List Cards
• Phonemic Awareness charts
• ASL assessment form
• Language Experience folder (written work)