



# Deaf and Hard of Hearing Children's *Visual Language and Developmental Checklist*

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## **A collaborative project involving:**

- ❑ Center on Visual Languages and Visual Learning (VL2), Gallaudet University
- ❑ Deaf Education Program, University of Tulsa
- ❑ Deaf Education Program, Gallaudet University
- ❑ The Laurent Clerc Center, Gallaudet University



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- Description of the checklist
  - For ages birth to five
  - For children acquiring sign language and are visual learners
  - User friendly for teachers and parents
  
- Recommended uses for the checklist



# We Started with Existing Checklists



Judith Mouny



Enns & Zimmer



Jean Andrews



Marie Philip and



CSD-F

- Signed Language Checklist by Mouny (1994)
- Language Development Checklist (revised) by Enns, Zimmer & Murray (1994)
- California School for the Deaf-Fremont ASL Checklist (n.d.)
- American Sign Language (ASL) Developmental Milestones by Marie Philip, the Canadian Cultural Society of the Deaf & the Ontario Cultural Society of the Deaf (2003)
- Milestones of Language Development by Andrews (2008)



# Phase One

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- Merged existing checklists ✓
- Piloted by teachers at the Clerc Center (KDES) for two years ✓
- Gathered feedback from participants at Summit II meeting ✓
- Conducted a literature review of new research findings ✓
- Gathered feedback from linguists and psychologists ✓
  
- Revised the Checklist ✓
  
- Back to the Clerc Center committee of teachers for 2<sup>nd</sup> review ✓



# Phase Two

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- Developed a recruitment flyer ✓
- Prepared the Informed Consent in ASL and English

# Phase Two

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- Prepared explanation of the checklist and instructions in English and ASL ✓

# Phase Two

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- Developed an online reporting system ✓
- Developed background questionnaires ✓



# Phase Two

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- Developed a [signed glossary](#) to clarify some items ✓



# Getting Ready!

## Phase Three

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Currently,

- Recruiting volunteers
- Field-testing website to ensure everything is working
- Planning to deploy study (April 1, 2012)



# Volunteers Needed to Validate the Checklist

- Volunteers should be fluent signers and work in educational settings.
- Parents who are fluent signers may also participate; however, we suggest that parents and teachers work as a team.



# Children for the Study

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- Children in the study should be deaf or hard of hearing and communicate in sign language. They should be developing “typically” without delays.
- Children should not have additional disabilities (that are known)
- Volunteers will capture what the children are capable of doing and input the information into an online survey.
- Volunteers will provide comments about items or suggest new items.

# The Online System



## Website link

- Volunteers register online
  - Volunteers must give their consent to participate (this is required by IRB)
  
  - Next, volunteers complete background questionnaires for each child:
    - Teacher questionnaire
    - Parent questionnaire
    - Child questionnaire



# Completing the Online Form

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- After registering a child, start at the beginning (birth) and check what they are capable of doing.
- Continue until you skip 10 items, then stop.
- Suppose you don't understand an item. Click on the signed glossary for an example.
- All information is submitted online.

# DEAF AND HARD OF HEARING CHILDRENS' VISUAL COMMUNICATION & SIGN LANGUAGE MILESTONES

Birth to 6 months:

G1.

Continue for each child until you have responded "Not Yet Emerging" for 10 items in a row.

	<i>Not yet emerging</i>	<i>Emerging</i>	<i>Inconsistent Use</i>	<i>Mastered</i>	<i>I do not understand this item</i>
Looks attentively at a person's face	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Looks at the visual environment with alertness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attends to signed motherese (ex. sign with slow tempo, repetitions, and exaggerated movements)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smiles when sees a familiar person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laughs when seeing fingers approaching to tickle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turns head in response to attention getting behaviors (ex: hand waving, lights on and off, or foot stomping)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# Phase Four

- The study will begin April 1, 2012 and continue until June 30, 2012.
- After June 30, the Development Team will analyze results.
- Do we have enough data? Hopefully!!
- If yes, we will revise Checklist and disseminate to schools.
- If not, continue collecting data in the fall.



# Another Opportunity

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- MacArthur Communicative Development Inventory for American Sign Language
- Developed by Dr. Diane Anderson, University of California
- Measures lexical and sign development in children birth - 36 months.
- After you submit data on a child, you will have the option to assist with this assessment. Please consider helping validate it too.



# At the end of this work.....

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- We should have two standardized assessment tools to assist in tracking young deaf and hard of hearing children's language development.

Thank you for your assistance. Without you this work would not be possible!

Questions??