



RMTTC-D/HH

Resource Materials and Technology Center for the Deaf and Hard of Hearing

AIM for ASL Access

Assistive Technology (AT) for DHH

Updated: 2/8/23

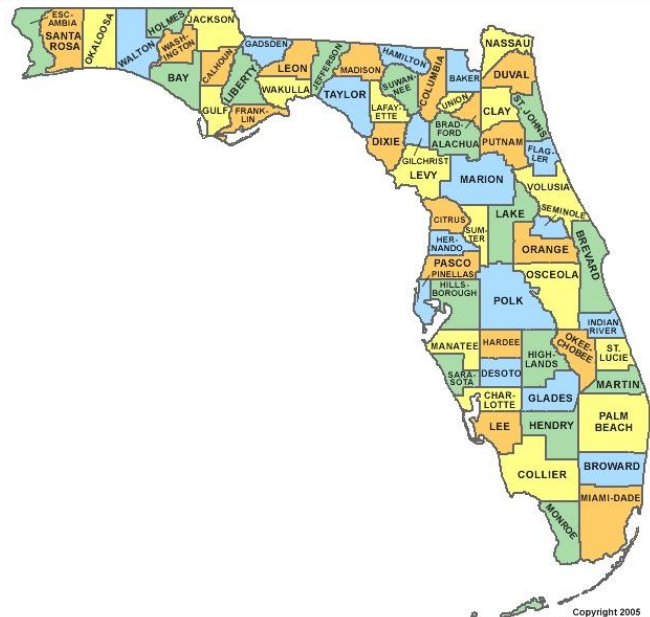


Statewide Resource Center

Providing:

- Professional Development
- On-Site Observation & Consultation
- On-Site Training & Technical Assistance
- Free-Loan Media & Materials Library
 - Captioned and Signed Videos for Students and Staff
 - Professional Development Resources and Materials
- Language Evaluations/Assessments
- Information & Referral
- Resources! Resources! Resources!

Services and Materials from RMTCD-HH are provided by request and at no charge



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207 San Marco Avenue, St. Augustine, FL 32084

rmtcdhh.org



**Florida School for
the Deaf & the Blind**

Do More. Be More. Achieve More.



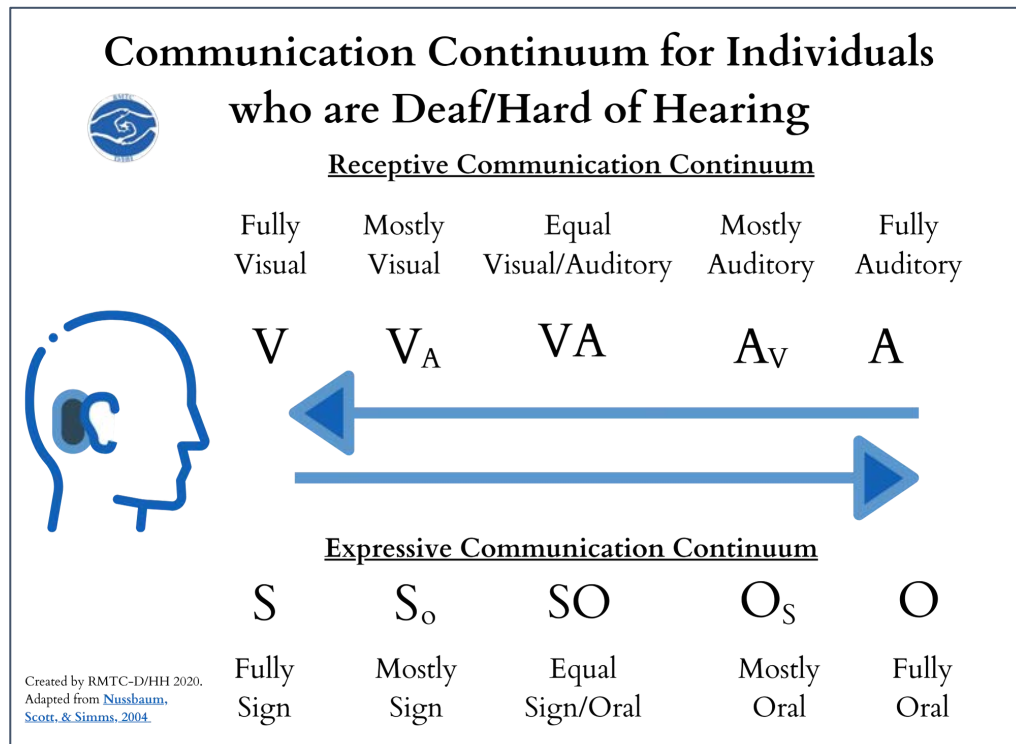
Objectives

The participants will be able to:

- describe the laws, rules, and statutes related to ASL accessible instructional materials in K-12 schools,
- identify at least three ASL resources, and
- explain the school district's responsibilities related to ASL accessible instructional materials.



Two Sides of Communication



(RMTC-D/HH, 2020)

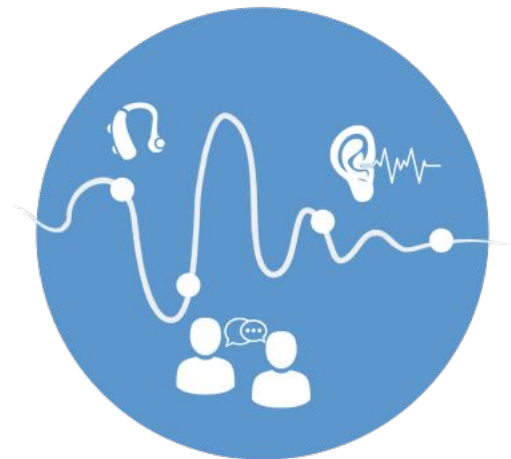


What makes an IEP for DHH different??

Expanded Skills



Speech & Auditory Training



(Rule [6A-1.09401\(1\)\(j\)](#), F.A.C.)



Florida Communication Plan

Opportunities for Direct Communication

IV. CONSIDER OPPORTUNITIES FOR DIRECT COMMUNICATION WITH PEERS AND PROFESSIONAL PERSONNEL AND OPPORTUNITIES FOR INSTRUCTION IN THE STUDENT'S LANGUAGE AND COMMUNICATION NEEDS (Definition of "direct communication": Direct language, communication and instruction occurs person to person, not through an additional source [e.g., educational interpreter, captioner].)

1. Describe how the student communicates with peers and opportunities for **direct** communication with peers (hearing and other deaf or hard of hearing peers).
2. Describe how the student communicates with adults in the school environment and opportunities for **direct** communication with professional staff and other school personnel.
3. Describe opportunities for **direct** instruction; describe how the curriculum is delivered through direct instruction using the language and communication methods identified in Section I and through the use of qualified support staff.
4. If staff are not currently available at the school site or do not have the qualifications to provide direct language and communication instruction identified in Section I, describe the actions to provide qualified staff or place the student in the environment most conducive for language development and educational success.



(FDOE, 2014)



Learning a Language Takes a Community

RMTCHH
Resource Materials and Technology Center for the Deaf and Hard of Hearing

TA-Live!

Principle 9: Qualified Providers are Critical to a Child's Success

Sherry Conrad
05/12/2021

LiveBinder: <http://bit.ly/OptimizingOutcomes10>

Optimizing Outcomes for Providers who are Deaf or Hard of Hearing

(RMTCHH, 2021)



Florida Matrix of Services

Communication

- ❖ **Level 2** - Requires periodic assistance or minor interventions.

- Monthly assistance with communication

- ✓ sign language or auditory-oral classes for parents
- ✓ specific individual instruction in new sign language vocabulary for a specific topic or subject (may be provided by instructional aide with signing skills or an interpreter)

- ❖ **Level 4** - Requires daily intervention or assistance, which may include alternative and augmentative communication systems

- Instruction in sign language for use as the primary method of communication

- the student must be identified as deaf or hard of hearing or have a dual sensory impairment
- instructor must be fluent in signing
- interpreting services must be provided in a setting that does not primarily include students who are deaf or hard of hearing or have a dual sensory impairment
- ✓ regularly scheduled instruction in sign language
- ✓ instruction in sign language integrated into the curriculum

(FDOE, 2017b)



Hearing Parents of Children who are D/HH

*“Parents of young deaf children who are learning sign language **do not** need to achieve **immediate** and full fluency during this timeframe for their children to **benefit from early exposure to ASL.**”*

(Cordano, 2016)


(Allen & Morere, 2012; Allen, et al.; 2014, Allen, 2015)




Ready to Learn ASL?

Who can learn ASL?
EVERYONE!!!!











- Families
- General Education Teachers
- ESE Teachers
- Speech and Language Pathologist
- IEP Team Members
- Administration
- School Staff
- Students
- Volunteers

**RMT-C-D/HH**
Resource Materials and Technology Center for the Deaf/Hard of Hearing



Are you ready to learn ASL?

*"Learning ASL without interacting with Deaf people is the same as learning to swim without water."
- Dr. Bill Yates*

Interactive		Asynchronous	
 Florida School for the Deaf & the Blind <small>The World is Open to Deaf People</small>	FSDB Outreach offers ASL interactive classes several times throughout the school year at no cost. Space is limited and offered based on availability.	 RMT-C-D/HH Media and Materials Loan Library	The RMT-C-D/HH Media and Materials Loan Library offers a FREE loan library service of DVDs and books to learn ASL for Florida stakeholders.
 REAL <small>REGIONAL EARLY ACQUISITION OF LANGUAGE</small>	REAL offers free online ASL lessons to Florida parents/caregivers of students who are DHH ages 0-3. Email sreal@aidd.org to find out when the next class will be offered.	 DCMP	The Described & Captioned Media Program (DCMP) ASL Training Resources for Parents and Educators is a huge collection of free ASL training materials for qualifying families, teachers, and interpreters.
 Florida Virtual School	Florida Virtual School (FVS) offers ASL as a foreign language and students can meet other students who sign.	 ASL CONNECT	ASL Connect by Gallaudet University offers multiple ways to learn ASL. They also have an ASL summer residency program on campus.
 Online Classes	ASDC offers online classes on a variety of topics for families and children of all ages wanting to learn ASL. Prices posted for each workshop.	 ASL at Home	ASL at Home is a free family curriculum in English and Spanish for families to learn ASL with young children who are DHH.
 SignOn ASDC	SignOn with ASDC connects families of children who are DHH with a Deaf ASL ambassador for one-on-one ASL practice and mentoring.	 ASLU	American Sign Language University (ASLU) has free self-study resources or for a fee learners can have an instructor-guided course.

(RMT-C-D/HH, 2022)



ASL Content Standards (K-12)



**ASL CONTENT
STANDARDS**

KINDERGARTEN-GRADE 12



Four Parts:

- Introduction
- Anchor & Grade Level Standards
- Glossary
- References
- Advanced Search Filter

(Gallaudet, et al., 2018)



ASL Assessments

Assessment Tools

> ASL Assessment Tools

American Sign Language Expressive Skills Test (ASL EST): The ASL EST assesses children's (aged 4-13 years) expressive sign language, specifically their ability to produce a signed narrative using appropriate ASL grammar. Completion of training and certification in ASL EST is required before administering the test. RMTC-D/HH staff members are certified in ASL EST. Please contact RMTC-D/HH should you require assistance administering the ASL EST.

American Sign Language Receptive Skills Test (ASL RST): The ASL RST is a developmental assessment for children, aged 3 to 13 years, learning ASL. It measures children's understanding of ASL grammar, including number/distribution, negation, noun/verb distinction, spatial verbs (location and movement), size/shape specifiers, handling classifiers, role shift, and conditionals.

The MacArthur Communicative Development Inventory for American Sign Language (ASL-CDI): The MacArthur Communicative Development Inventory for American Sign Language (ASL-CDI; Anderson & Reilly, 2002) is a tool for measure early vocabulary development of deaf children acquiring ASL.

Placement and Readiness Checklist (PARC) has an Instructional Communication Access Checklist that evaluates the receptive and expressive language skills of students who are deaf/hard of hearing.

Story Grammar Marker Narrative Analysis for Deaf and Hard of Hearing Students*: This book focuses on narrative instruction and intervention with Story Grammar Marker® for children who are Deaf or Hard of Hearing. The goal is for all children to have the skills to independently and effectively communicate with anyone in their environment using their preferred modality of communication, including American Sign Language. This book also provides criterion-based assessments for narrative macro- and micro-structure for both English and American Sign Language.

Signed Reading Fluency is a program that promotes language acquisition and development in American Sign Language (ASL) through the use of video recordings that document a student's baseline in expressive ASL of a reading passage and at the end of the intervention period with a recorded post-signing of the same passage. The program utilizes a rubric format to support the evaluation of students' language development. Both the recorded progression of language acquisition and the comparison of rubrics used throughout the instruction serve as an excellent model for progress monitoring. To learn more, watch the TA-Live! titled, [*Keeping it Fluent: Signed Reading Fluency*](#).

SKI-HI Language Developmental Scale (LDS), 2020 is developmentally ordered and contains a list of communication and language skills in varying intervals for different ages (Birth through 5 years old). Each age interval is represented by enough observable receptive and expressive language skills to obtain a good profile of a child's language ability. The whole scale has been updated with added ASL adaptations to what is already there and now can be used with a child using any communication method. Pictures have been added to show ASL, references have been updated and new clarifications of terms have been added.


Visual Communication and Sign Language Checklist for Deaf and Hard of Hearing Children (VCSL) The VCSL is a comprehensive checklist that helps to track young children's sign language development from birth to age 5. The VCSL assists teachers and early childhood education service providers in planning language development activities for individual children. The online version automates the administration and scoring, provides links to video exemplars to help raters understand the language element being rated, creates reports, and saves non-identifiable data in a national database for use in research and analysis.

**Florida stakeholders can borrow these and many other resources from [RMTC-D/HH's Media and Materials Loan Library](#), for FREE. Each material comes with a return label, making even the shipping at no charge to the borrower.*





Interpreting Resources

**RMTC-D/HH**
Resource Materials and Technology Center for the
Deaf/Hard of Hearing

ABOUT US TRAINING PARENTS RESOURCES FAQs CAREERS IN FLORIDA

Home > Resources

Interpreting

“

An educational interpreter's primary purpose is to provide access by *facilitating communication* for students.


Educational interpreters play an essential part in the success of students who are deaf/hard of hearing (D/HH) in the classroom. It is crucial to remember to include educational interpreters into consideration while planning for lessons and activities. They may provide great ideas or feedback to make sure students who are D/HH are included or accommodated. Interpreters also are with students who are D/HH daily; they have a strong impact on the students' language development. Interpreters should be given materials, lessons, books, and more ahead of time so they can prepare in advance. They are a part of the student's team so they should be invited to meetings to share input of what they observe in the classroom.

Need an interpreter?

RMTC-D/HH has compiled a list of interpreter (virtual and onsite) and CART providers in the event districts need to provide this service. This list is not exhaustive, nor does it constitute endorsement of any particular business or service by RMTC-D/HH or the FDOE.

Quick Resources


Working with an Interpreter: Tips for Classroom Teachers



◀ ▶

○ ●

LiveBinder



Educational Interpreters

Related Resources

RMTC-D/HH Resources Florida Resources National Resources

- TA-Live! Keeping it Accessible: Educational Interpreters and You
- Tech Notes: Educational Interpreters
- List of Interpreters and CART Providers





Accessible Instructional Material (AIM)

“Providing **AIM** is an inherent component of the **provision of a free and appropriate public education (FAPE)** under the Individuals with Disabilities Education Act of 2004 (IDEA) for students with disabilities (section 300.210(b)(3) of Title 34, Code of Federal Regulations [CFR]). The IEP team is responsible for determining **if a student needs** AIM, the format of such materials and the necessary related accommodations the student may need to access standards-based instruction.”

([FDOE, 2017a](#))



District Created Materials in ASL

Creating AIM in ASL

- Screen record content with ASL translation
 - [Flipgrid Shorts](#)
 - [Loom](#)
 - [Screencastify](#)
 - [Screen-cast-o-matic](#)
- Housing AIM created
 - [Google Drive folder](#)
 - [YouTube](#) (Ex: [Peters Elementary](#))
 - [Microsoft OneNote](#)
 - [Flipgrid](#) (Ex: [Fairview Vocabulary](#))

What the creator needs:

- Content ahead of time to prepare
- Time to create and edit the videos
- Access to the curation tool (Google, Microsoft, etc.)
- Be aware of publishing copyrighted material



Halo AR App

**RMTC-D/HH**
Resource Materials and Technology Center for the Deaf/Hard of Hearing

 **HALO AR**



Create accessible instructional materials (AIM) using the Halo AR app in three easy steps.

1. Take a picture of an image on a page in a book or other flat object to create a trigger.
2. Choose an ASL video of the text (or other media) to overlay on top of the trigger.
3. Save it with a name.

Optional: Share it via a link or QR code.

RMTC-D/HH has created three sample collections so you can try the app. Follow @RMTC_DHH on the app. Share your collections with RMTC-D/HH, info@rmtdhh.org.





207 San Marco Avenue, FL 32084

rmtdhh.org

Ways to use Halo AR

Classroom Management:

- Class rules
- Center directions
- Behavior management charts

Language Arts:

- Text in a book
- Interactive word walls or vocabulary cards
- Prompting questions

Mathematics

- Math tutorials
- Wall of math strategies
- Explanation of how to use math manipulatives

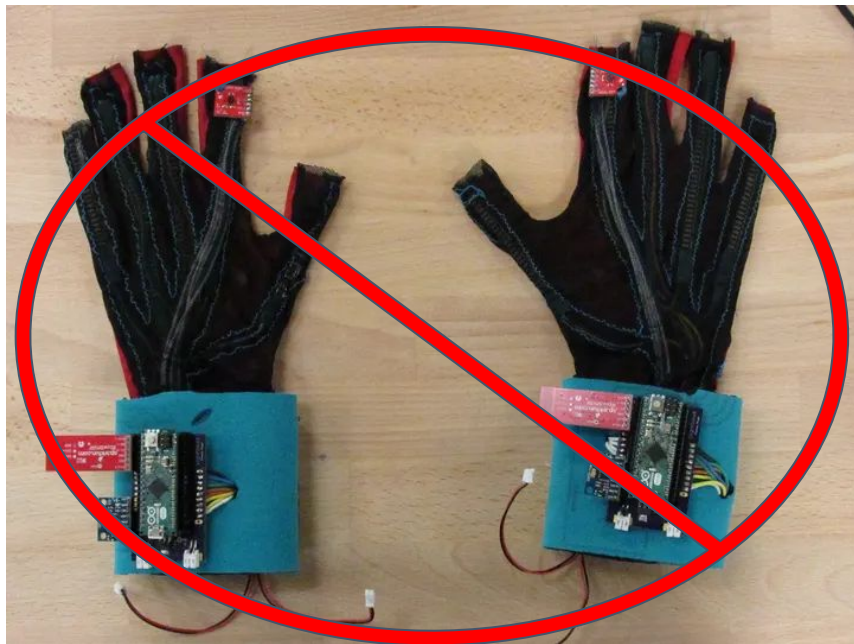


Contract English to ASL Translation for AIM

- [Cirrus](#)
- [DPAN Production Services](#)
- [Signly](#)
- [Interpreting Agencies](#)



Sign Language Gloves Do Not Help People who are DHH



"SignAloud" gloves. CONRADO TAPADO / UNIV. OF WASHINGTON, COMOTION

Key parts of the grammar of ASL include “raised or lowered eyebrows, a shift in the orientation of the signer’s torso, or a movement of the mouth,” reads the letter.

- UW Letter ([Erad, 2017](#))

Any conversation with someone wearing these gloves would be a monologue.

([Language First, 2019](#))



ASL Translator App



ASL Translator

A Two Part Application

1) Text-To-Sign Language Generator (Signed English)

2) ASL Phrases (ASL)

- [Translate text into Sign Language video](#)
- Type text or cut and paste
- Seamlessly connects each signed word
- Over 30,000 words recognized
- Smart Translation Algorithm

Text to Sign Only

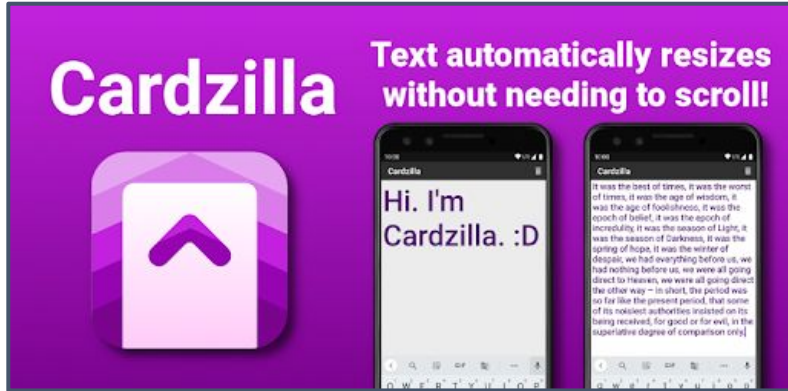
- Single signs
- Short phrases

(Software Studios LLC, 2014)



Smartphone Communication Cards

Cardzilla



Sorenson Buzz Cards



(Sorenson Communications, 2021)



ASL Dictionaries FAQ

Which ASL dictionary is recommended for everyday use, math, science, state assessments (e.g., Florida Standards Assessments), etc.?

RMTC-D/HH does not recommend one ASL Dictionary over another; therefore, they are listed alphabetically. Each dictionary is helpful for different purposes. We welcome recommendations to add to this list.

If a student is going to use a specific ASL dictionary on a state test, then they should practice using the same dictionary in the classroom on a regular basis. However, it should be noted that just because another dictionary (or any other accommodation or support) that is not permissible on the assessment, does not mean it is not permissible for use in the classroom. For districts that use Portal for Exceptional Education Resources (PEER), there is a form in the program the parents can sign for accommodations used in the classroom that are not allowed on statewide assessments. Districts that do not use PEER should have an equivalent form. (RMTC-D/HH, n.d.)



Visual Language and Visual Learning (VL2) Resources



VISUAL LANGUAGE
AND VISUAL LEARNING
An NSF Science of Learning Center

- Assessment Toolkits
- [Bilingual Literacy Activities](#)
- Family Information Package
- [Signwise for Kids](#) (Not very robust, yet.)
- [VL2 Storybook Apps](#)
- Visual Communication and Sign Language Checklist

ASL Literacy Activities

free resources for your Deaf child

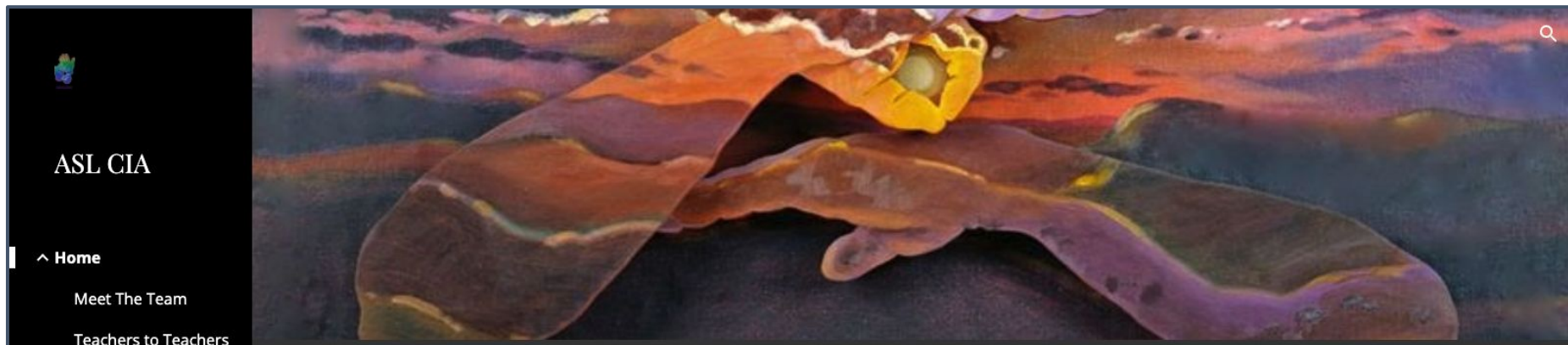


motionlightlab.podia.com/asl-literacy-activities

(VL2, 2021)



ASL Curriculum, Instruction, and Assessment (CIA)



(Barnett, & et al, n.d.)



Bilingual Grammar Curriculum (BCG)

- This curriculum is for anyone interested in a comprehensive approach to teaching Deaf and Hard-of-Hearing (DHH) children the rules for ASL and English grammar.
- 20 minutes per day.
- Structured direct instruction lessons to guide the teacher.

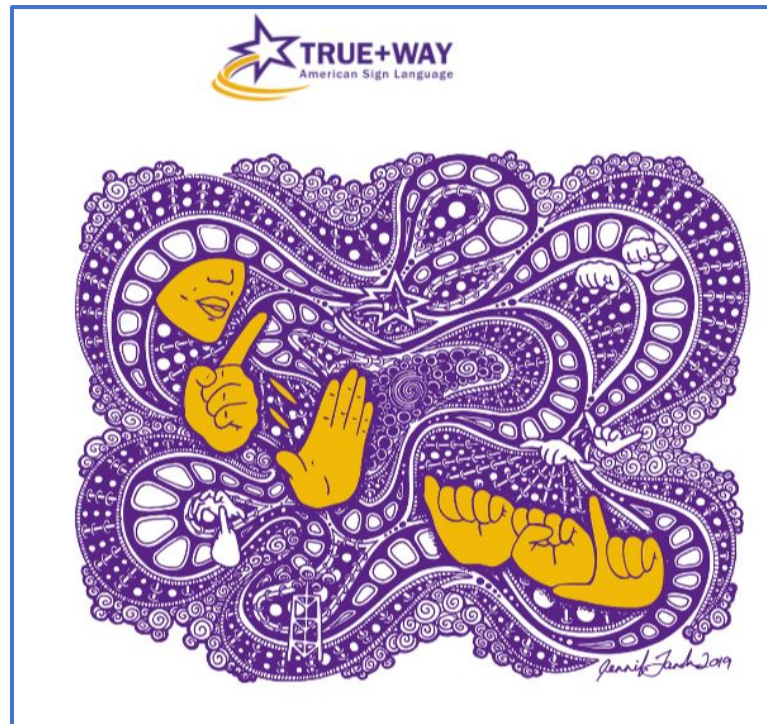


(Czubek & DiPerri, 2021)



True+Way American Sign Language

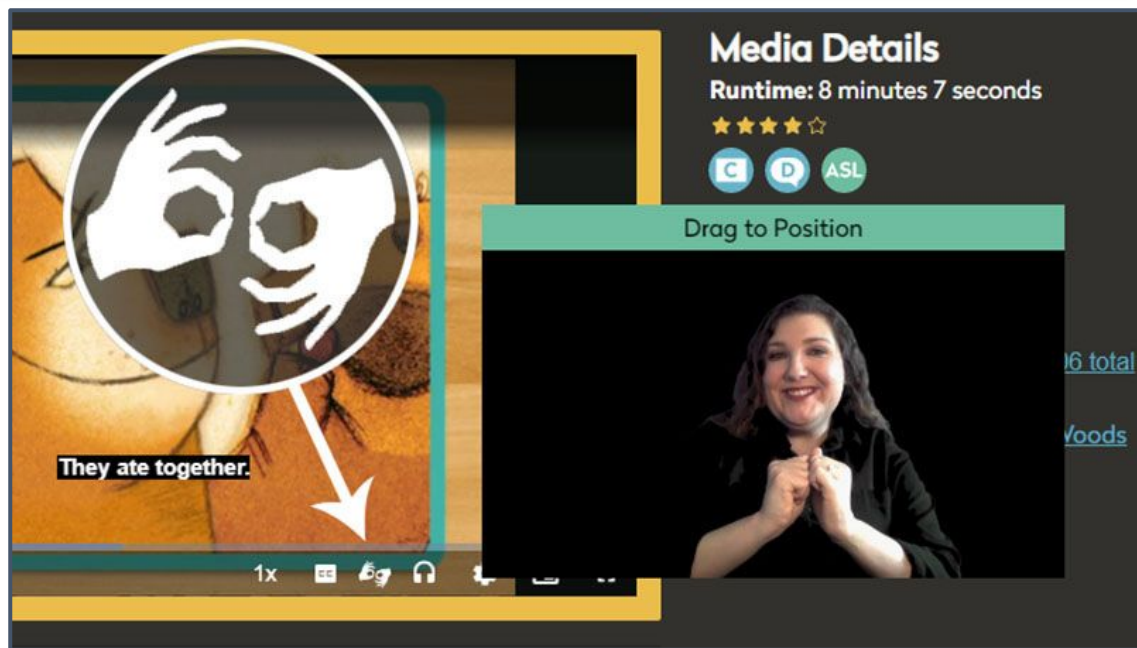
- Created in the Deaf Ecosystem
- 100% Digital Platform
- Placement Testing





Described and Captioned Media Program (DCMP)

- ASL Pop-up Player
- ASL Videos
 - (Look for the circular ASL icon.)




(DCMP, n.d.)



Media & Materials Loan Library

dh.h.materials.florida-esd.org



Media and Materials Loan Library

Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTc:DHH)

Florida offers a FREE loan video library service for educators, interpreters, and other professionals serving students who are Deaf and Hard of Hearing in Florida. These materials are only to be used in the state of Florida.

Visit our website: Resource Materials and Technology Center for the Deaf/Hard of Hearing
800-356-6731

User Name

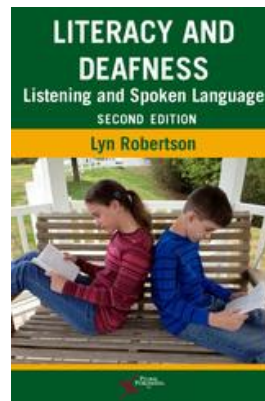
Password

[Forgot Password?](#)

[New User](#)

The Resource Materials and Technology Center for the Deaf and Hard of Hearing (RMTc:DHH) is funded by the State of Florida, Department of Education, Bureau of Exceptional Education Student Services through federal assistance under IDEA Part B, IDEA Part D Trust and through a grant agreement with the Florida School for the Deaf and the Blind.

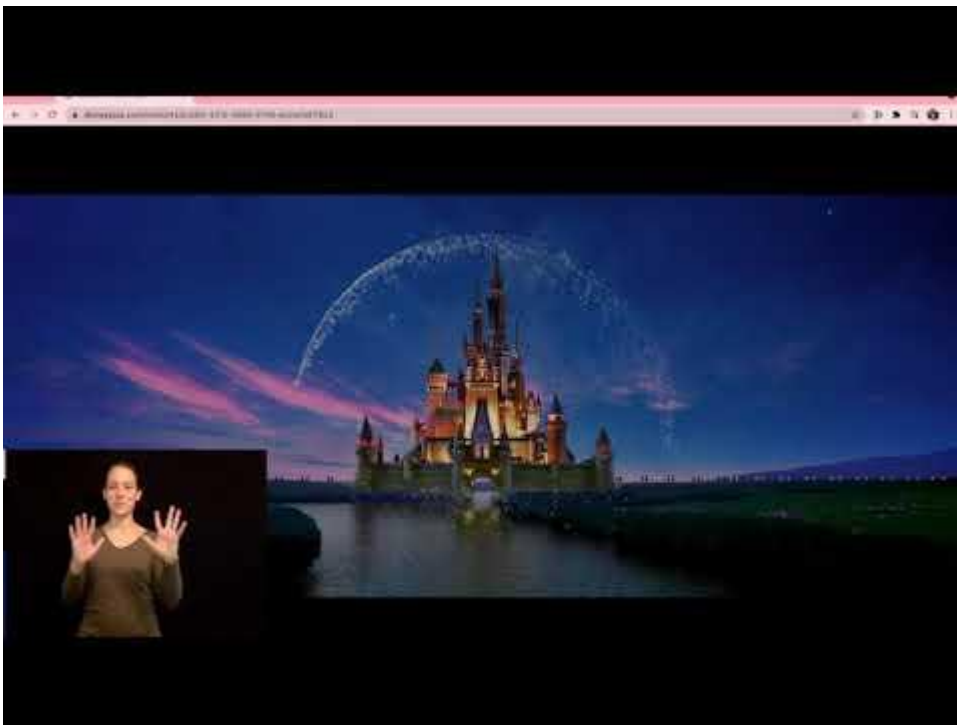
For technical support: email support+MC@fcim.org, call 800.357.1072





Sign Up Captions - Google Chrome Extension (Home Use)

Select
Disney+ and
Netflix
media



(SignUp, 2021)



[International School Magazine/Twitter](#)

Mariella Satow, 17, spent her pandemic down time creating a signing app for children's films.



Websites with ASL Collections

- [American Society for Deaf Children \(ASDC\) ASL Stories Directory](#)
- [ASLNook](#)
- [CSDLearns](#)
- [Deaf Planet](#) (Science)
- [DeafTEC Math Tutorial Videos](#)
- [Deafverse](#) (Self-determination)
- [Dr. Charlotte Enns, Supporting Children's Learning & Literacy](#)
- [DPAN](#)
- [Georgia Tech Center for Accessible Technology in Sign \(CATS\)](#)
- [Hands Land](#) (Amazon Prime)
- [Modal Math](#)
- [MyASLStore](#)
- [Signing Time](#)
- [Sign2Read Literacy Initiatives, Inc.](#)
- [Texas Statewide Outreach Center Lesson Plan Library](#)
- [XtraMath \(Choose English ASL\)](#)

Make sure to preview any and all videos used in the classroom for appropriateness of content.



YouTube Channels with ASL Collections

- [ASL Kids Club](#)
- [CSDB Channel](#)
- [Disney Princess Week Playlist](#) (Not all)
- [Foundations for Literacy](#)
- [FSDBK12](#)
- [Khan Academy American Sign Language](#)
- [Kidz Bop Sign & Dance Alongs \(ASL\)!](#)
- [My Go! Sign Language for Kids](#)
- [Read with ASL](#)
- [RMDSCO](#)
- [Sesame Street with ASL interpretation](#)
- [Texas Statewide Outreach Center](#)

Make sure to preview any and all videos used in the classroom for appropriateness of content.



ASL App Considerations

- Content created by reliable sources in the Deaf/HH community
 - Creators who are DHH
 - Schools for the Deaf/HH
 - Colleges/universities with DHH Programs
 - [Apps for Kids \(and Adults\) with Hearing Loss](#) curated by Tina Childress (Audiologist who is DHH)
- Connected to print
- Ease of use
- Clarity of signs





Programs to Create Handouts with ASL

- [BoardMaker with ASL Symbols](#)
- [LessonPix](#)
- [myASLTech Suite of Tools](#),
[Institute for Disabilities Research and Training, Inc.](#)
- [SymbolStix Prime](#)



(myASLTech, 2021)



Questions, Comments, and Concerns

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AIM for ASL Access: AT for DHH



rmtcdhh.org
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Please fill out our Survey
<http://bit.ly/RMTCEval>



This product was developed by RMTC-D/HH, a special project funded by the State of Florida, Department of Education, Bureau of Exceptional Education Student Services through federal assistance under IDEA Part B, IDEA Part B Trust and through an agreement with the Florida School for the Deaf and the Blind.



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