

**Appendix A**  
**Kansas School for the Deaf**  
**Bilingual Services**

**The Primary Goal of an ASL/English Bilingual Program:**

To develop language and academic proficiency in both ASL and English for deaf and hard-of-hearing (DHH) students in order for cognitive and academic advantages to accrue. This means that a bilingual program needs a full maintenance model that supports/facilitates the complete development of both languages over an extended period of time in order to reap the cognitive and academic advantages.

**Interdependence Theory**

- Second language acquisition is influenced considerably by the extent to which the first language has developed.
- When a first language has developed sufficiently well to cope with the decontextualized classroom learning, a second language may be relatively easily acquired.

**TYPES OF SERVICES PROVIDED:**

1. **ASL Tutoring:** This is a traditional ASL tutoring service for students with typical delays in ASL. Services are pull-out with conversational, pragmatic, and/or grammatical ASL goals. New students and some continuing students demonstrating normal ASL delays typically qualify. The Kendall Conversational Proficiency assessment is used to identify which children are functioning behind their age-appropriate development level in ASL. Pragmatic and conversational, and/or academic ASL goals are developed.

**As a Reference: P-Level Typical Language Growth is the following:**

**Ages 0-5/7 = P-Level 0-5**

**Ages 7-9 = P-Level 6**

**Ages 10-13 = P-Level 7**

2. **ASL Language Support/Intervention:** This is for students with communication and/or language disorders to receive language support/intervention services, which include a combination of pull-out and in-class services and/or only in-class services. Pragmatic and conversational, and/or academic ASL goals are developed.

3. **ASL Immersion Level 1:** K-12<sup>th</sup> grade students demonstrating severe ASL delays, which often give an appearance of a language disorder, receive daily immersion opportunities in another classroom as little as one-half hour or as much as three hours daily. ASL goals are primarily conversational and pragmatic. Lessons are thematic (for example, knowing themselves [name, age, family, residence], school-related vocabulary [classroom, building, classes, commands], seasons, holidays and activities, social science and science [calendar, weather, community, habitants, earth and solar system], and

almost every week, students are videotaped retelling stories, explaining concepts, and talking about activities. Videotaping is part of the formative assessment to determine the progress students make toward their ASL goals. In addition to assessments, the Bilingual Department gets K-12 teachers' input as well as SLPs' input on which students need it. Every nine weeks the department revisits the student grouping, updates P-Level information, and makes determinations for student release from this class as well as programmatic changes. Students are typically released from this class once they achieve a P-Level of 4.

4. **ASL Immersion Level 2:** 7-12<sup>th</sup> grade students demonstrating severe ASL delays, which often give an appearance of a language disorder, receive daily immersion opportunities in another classroom as little as one-half hour or as much as three hours daily. ASL goals are primarily academic. Lessons are based on the communication skills on Levels 5-7 on the Kendall Conversational Proficiency assessment. Videotaping is part of the formative assessment to determine the progress students make toward their ASL goals. In addition to assessments, the Bilingual Department gets 7-12 teachers' input as well as SLPs' input on which students need it. Every nine weeks the department revisits the student grouping, updates P-Level information, and makes determinations for student release from this class as well as programmatic changes. There is no current criteria for release from this class unless a P-Level of 7 is achieved.

5. **Intensive Bilingual Support Services:** Because of their migration to America from another country or their educational (e.g., mainstreamed, deaf program, oral school) and/or language (i.e.: hard-of-hearing/CI students who have been oral and know no or little sign language) backgrounds, students with severe ASL and English delays receive in-class language support on a daily basis for approximately 30-60 minutes, and pull-out ASL tutoring services every day for 30-60 minutes. Some of these students also receive reading intervention services for 30-60 minutes every day on top of daily 30-60-minute ASL tutoring services.

6. **Reading Intervention Services:** Because of their age-appropriate social and academic ASL skills, yet stagnating reading level, students receive individualized reading intervention and support services on a weekly basis for 30 minutes or more. Reading strategies, such as dissecting the story and vocabulary development, are applied in addition to one-on-one shared reading with free and literal translations.

7. **Fingerspelling/Finger-reading Intervention Services:** Because of their age-appropriate social and academic ASL skills, but are having struggles to express or comprehend fingerspelling, students receive individualized fingerspelling or finger-reading intervention and support services on a weekly basis for 30 minutes or more.

8. **Viewing Intervention Services:** Because of their age-appropriate social and academic ASL skills, but are having struggles understanding stories in ASL and answering academic comprehension questions about their content, students receive individualized viewing intervention and support services on a weekly basis for 30 minutes or more.

9. **Language Facilitation Services:** Because students are still developing social communication in ASL (P-Level of 4 or lower) and need support to comprehend academic ASL in content-area classes, a Language Facilitator (LF) will provide support in the classroom for any given amount of time and for any number of classes during the school day. The Language Facilitator supports academic ASL learning while the student is learning classroom content. The LF may use all language modes of ASL and English to support the student in becoming independent in his/her direct interactions with peers and teachers. The LF primarily uses spoken English as these students typically have higher access to spoken English, and they are typically in ASL Immersion classes. There are usually monthly meetings between the building head teacher, the Bilingual Specialist, an SLP, and the Primary Provider (classroom teacher) to monitor progress. These services tend to gradually decrease over time (6 months to one year). The LF creates daily reports on student language development on which the Bilingual Specialist reads and comments.

10. **Spoken English Opportunities:** When the Language Facilitator is not occupied with certain students that require Language Facilitation services, the LF may be grouped with students that have access to spoken English, and the LF will engage in spoken English activities as directed by the classroom teacher. This may be part of activities or projects in centers, it may be during read-aloud exercises, or it may be during vocabulary study.

#### **ASL ACQUISITION AND DEVELOPMENT:**

**In traditional ASL tutoring and ASL immersion class, the focus includes acquiring Basic Interpersonal Communication Skills (BICS) to be able to use ASL to:**

- Talk about daily living activities and people involved
- Talk about actions/objects
- Use one-to-three or more ASL signs to communicate about toys/animals/food when prompted
- Label and talk about objects/actions when a picture is shown
- Greet others and make requests or protest when in a given situation
- Refer to actions taken by others that do not concern or affect him/her
- Represent a broad range of his/her school-related actions and objects
- Link what s/he says to what others say; have conversational cohesion
- Describe depletion, absence, and varying amounts
- Create and maintain make-believe storytelling providing descriptions
- Refer to actions taking place in the past and in the future
- Ask WH-questions to establish the identity of things and people

**In traditional ASL tutoring, the focus includes developing Cognitive Academic Language Proficiency (CALP) in being able to use ASL to:**

- Respond to and use abstract sign vocabulary
- Refer expressly to non-routine and complex actions and feelings
- Carry on a conversation intelligibly in details or comments

- Incorporate ASL grammar and syntax
- Incorporate body shifting and eye gaze
- Retell/translate in ASL what s/he has read
- Retell story after viewing Visual Story Reader videotapes
- Narrate a short story that has beginning, middle and conclusion following the ASL discourse and genre formats
- Respond to questions containing fingerspelled words and concepts
- Without scaffolding, discuss daily routine and activities occurring more than 2 days
- Ask how/what questions to establish the states of objects
- Express explicitly a variety of relationships between events, involving events and time, using and/so/then/before/until
- Incorporate ASL aspects, non-manual markers, classifiers, and use of space
- Respond to why and how questions
- Without scaffolding, talk about several coordinated event and states at same time
- Communicate about topics that are outside the immediate physical context
- Pose academic and personal problems
- Refer to principles to influence people
- Use different vocabulary to say the same thing to people who miss the point

**In in-class language support/intervention, the focus is to develop students' ability to:**

- Participate in class discussion/lectures and answer comprehension/inferential wh-questions
- Carry on a class conversation/discussion with details or comments relevant to his/her partner's theme
- Use ASL to link what s/he says to what others say in group settings

**ASSESSMENT TOOLS:**

**Use of Assessment Tools:**

1. The department conducts ASL assessments with students with 30-day IEPs and Comprehensive IEPs, based on teacher referrals, and/or based on student request for tutoring/support services. Assessments are done using a holistic approach, paying particular attention to students' social and academic ASL strengths and areas of need in making recommendations for classroom instruction and/or tutoring, and where applicable, develop students' IEP goals.
  - a. Students receiving ASL tutoring or language support/intervention services are assessed using the P-Level and/or VCSL ASL Assessment for their annual IEP.
  - b. Students in ASL Immersion classes have their progress informally measured once per quarter using the P-Level assessment.
  - c. The P-Level assessment and Visual Listening Assessment Tool (VLAT) are typically administered as part of all students' 30-day and Comprehensive IEPs.

2. In addition, the Bilingual Specialist and classroom teacher completes the Kendall Reading Checklists based on classroom teachers' referrals and/or VLAT and P-Level findings to determine the need for reading intervention services.

### **Types of Assessment Tools:**

1. P-Level (Conversational Proficiency) Assessment:
  - a. Levels 0.5 through 4.5 measure students' social ASL conversational skills
  - b. Levels 5 through 7 measure students' academic ASL conversational skills
2. Visual Listening Assessment Tool (VLAT) – two parts:
  - a. Reading vocabulary lists measure students' instructional English vocabulary level. It also serves as a baseline to determine which grade level ASL story to begin with for students having VLAT assessment for the first time
  - b. Videotaped stories with questions measure students' instructional ASL levels in the areas of prior knowledge, comprehension, inference, fingerspelled vocabulary acquisition, enjoyment, and metacognition to determine their strengths and areas of need in receiving and expressing ASL information in classroom
3. Fairview ASL Assessment measures students' ASL form and grammar usage. This assessment tool is for new students who demonstrate Manually Coded English skills to determine ASL tutoring needs. Then this tool is used to measure students' progress in their ASL form and grammar development.
4. Visual Communication and Sign Language (VCSL) checklist measures students' communication milestones from birth to 5 years of age. This assessment is primarily used with students who cannot participate in a P-Level assessment recorded session.
5. Kendall Reading Checklists determine the need for reading intervention services.

### **SERVICE QUALIFICATIONS AND DETERMINATIONS:**

#### **Basis for bilingual services recommendation:**

1. **ASL tutoring –**
  - a. K-12 students with a P-Level score that is below what is considered age-appropriate language development are recommended to receive tutoring services in conversational skill development.
  - b. New students with very little or no ASL skills are recommended to receive tutoring services to develop their ASL and/or conversational skills.
  - c. New students with Manually Coded English skills are recommended to receive tutoring services to learn ASL.
2. **Language support/intervention services –**
  - a. Students demonstrating communication and/or language disorders are recommended to receive language support/intervention services.
  - b. New students with no sign language skills are recommended to receive Language Facilitation services.
3. **ASL immersion class –**  
K-12 students with severe communication delays are recommended to attend ASL immersion class to develop their basic interpersonal communication skills and world knowledge to prepare them for academic ASL skills and literacy skill development.
4. **Reading intervention services –**

Students who have demonstrated high proficiency in ASL (age-appropriate P-Level score and VLAT grade level appropriate score) and stagnating/low reading proficiency (on the average of 2<sup>nd</sup> – 3<sup>rd</sup> grade reading level) are recommended to receive one-on-one reading intervention services using authentic texts.

**Basis for bilingual services exit recommendation:**

1. Students who 1) demonstrate that they have met their ASL goals 2) that they can continue to develop their social and/or academic communication skills in the classroom with teacher support, and 3) are functioning at an age-appropriate level in conversational proficiency are recommended to exit from ASL tutoring services.
2. Students who demonstrate that they are still developing/making progress in their social and/or academic communication skills, are recommended to continue to receive bilingual services with or without changes in amount and type of services.
3. Students who demonstrate that they have plateaued for two years or more based on their P-Level and/or VCSL ASL Assessment findings are recommended to exit from ASL tutoring services.
4. Students who have demonstrated that they have made adequate reading progress based on various reading assessment findings (i.e.: STAR Reading, state assessment, Informal Reading Inventory, Standardized Reading Inventory, Kendall reading checklist, and Accelerated Reader), are recommended to exit from reading intervention services.
5. Students who have demonstrated that they have made adequate fingerspelling/finger-reading progress based on various assessment findings (i.e.: ASL.ms site, VLAT, in-house vocabulary lists or cards), are recommended to exit from reading intervention services.
6. Students who have demonstrated that they have made adequate ASL viewing progress based on the VLAT assessment findings, are recommended to exit from reading intervention services.
7. Students who have reached a P-Level of 4 on the Kendall Conversational Proficiency Levels assessment are recommended to exit ASL Immersion Level 1 class.
8. Students who have reached a P-Level of 7 on the Kendall Conversational Proficiency Levels assessment or who have completed one year of this class are recommended to exit ASL Immersion Level 2 class.