

Introductions

Adele Ann Eberwein, Ed.S. Michele Berke, Ph.D.

History of this project

Impetus for the study

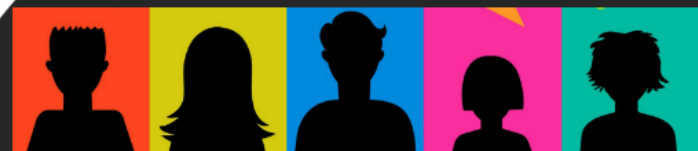
Noticing patterns of behavior in elementary aged students

Appropriate terminology

- Dead is the appropriate term because it reflects:
 - Culture
 - Deaf identity
 - Daily experiences
 - Deaf community
 - Visual predominance and orientation
 - American Sign Language = natural
 - English = acquisition
 - Inclusive

Theoretical support for deafness focuses on the condition of hearing, but the needs to be heard without recognizing the whole child.

Maslow's Hierarchy of Human Needs



The Whole Child: Language & Social Emotional Development

Adele Ann Eberwein, Ed.S.
Principal
Michele Berke, Ph.D.
Student Outcomes Specialist
California School for the Deaf
EHDI 2018

Procedures

All elementary school staff received training on DRDP-SA tool

Utilized the ASL scores (social and comprehension)

Fountas & Pinnell Benchmark Assessment Systems (FPBA) (Grades 1-5)

Measures of Academic Progress (MAP) Reading, Language and Math (Grades 3-5)

Results: Correlations Three-Year Data

There is a significant correlation between years at CSD and the DRDP scales.

ASL scores: strong correlations with Reading, Language and Math.

95% ASL scores significant correlations 95% of the domains.

87% Reading scores significant correlations 87% of the domains.

2018 Results: Correlations

ASL scores strong correlations with Reading, Language and Math.

ASL scores significant correlations 100% of the domains.

Reading scores significant correlations 100% of the domains.

2018 Results: ANOVA (difference between groups)

Significant differences between signing and non-signing home environments:

- Identity of self and connection to others
- Interactions with adults
- Conflict negotiation
- Understanding healthy lifestyle

2018 Results: Predictor Variables

ASL and Reading

- Identity of self and connection to others
- Self-esteem
- Empathy
- Awareness of diversity
- Interactions with adults
- Conflict negotiation
- Understanding healthy lifestyle
- Personal care routines

What This Means for Deaf Children

ASL → Reading = Social-Emotional Well-being

Most accessible language for any child (regardless of level) is American Sign Language from birth

For more information

California School for the Deaf: www.csdcsd.org
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mberke@csdcsd.org

Desired Results Developmental Profile-Student Age
https://www.drcsdcsd.org/Portals/0/Files/Docu/Items/Schools%20Age%206_28_30.pdf

Raising the Whole Child
<http://drcsdcsd.org/research/research-briefs/english/research-brief-11-raising-whole-child/>

Responsive Classroom
<https://www.responsiveclassroom.org/>

Desired Results for Children

DR 1: Children are personally and socially competent.
 DR 2: Children are effective learners.
 DR 3: Children show physical and motor competence.
 DR 4: Children are safe and healthy.

Desired Results for Families

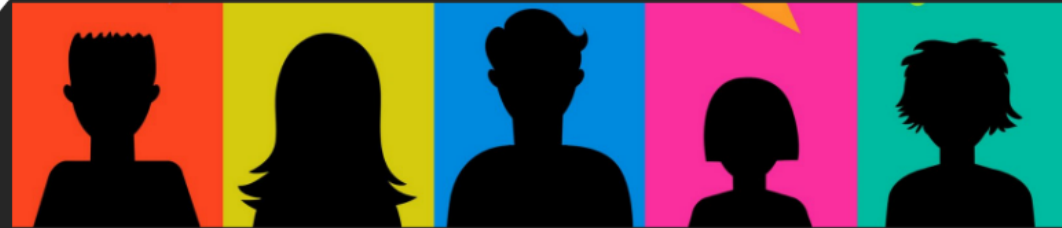
DR 5: Families support their child's learning and development.
 DR 6: Families achieve their goals.

Domain: Self and Social Development

SSD1: Identity of self and connection to others
 SSD2: Self-esteem
 SSD3: Empathy
 SSD4: Impulse control
 SSD5: Follows rules
 SSD6: Awareness of diversity: appreciation of differences and similarities
 SSD7: Interactions with adults
 SSD8: Friendship
 SSD9: Conflict negotiation

Domain: Health

HLTH1: Safety
 HLTH2: Understanding healthy lifestyle
 HLTH3: Personal care routines
 HLTH4: Exercise and fitness



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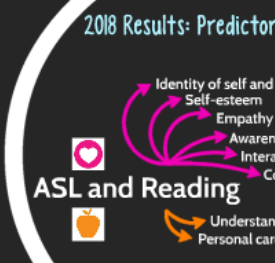
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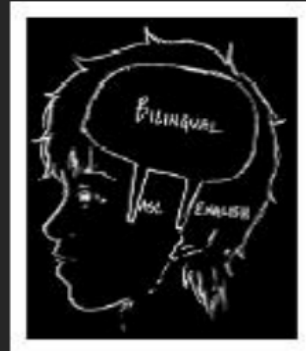


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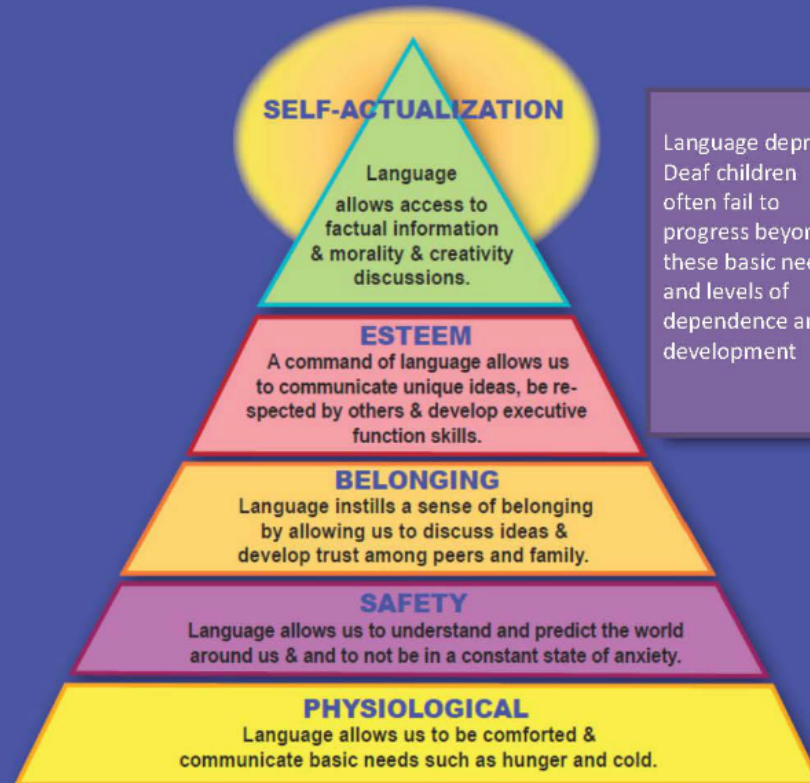
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The medical viewpoint of deafness focuses on the condition of hearing loss that needs to be cured without recognizing the whole child.

<http://deafchildren.org/>

Maslow's Hierarchy of Human Needs



Language deprived Deaf children often fail to progress beyond these basic needs and levels of dependence and development

Maslow's model was created by studying highly successful individuals and identifying factors in their success. Using Maslow's approach we look at the research on academic and social outcomes of well adjusted D/HH individuals and how critical language is in their climb towards self-actualization. D/HH children who use only spoken English and experience being socially ostracized often have limited abilities and opportunities to move up this pyramid.

Rems-Smario & Petersen

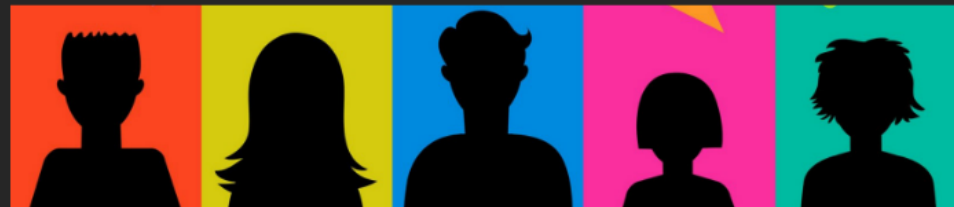
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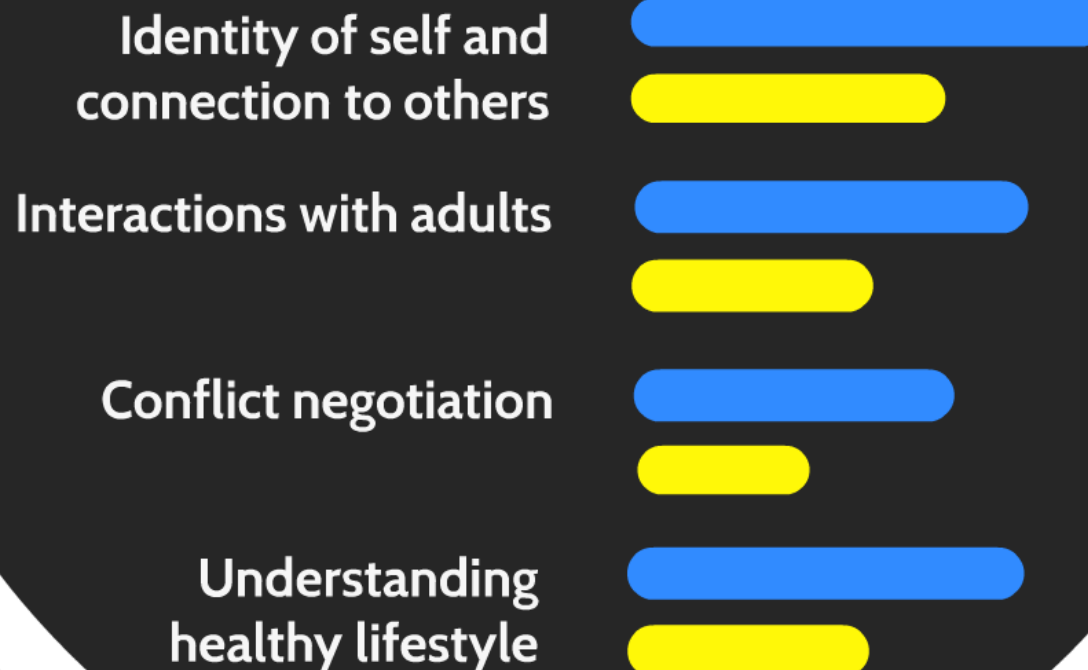
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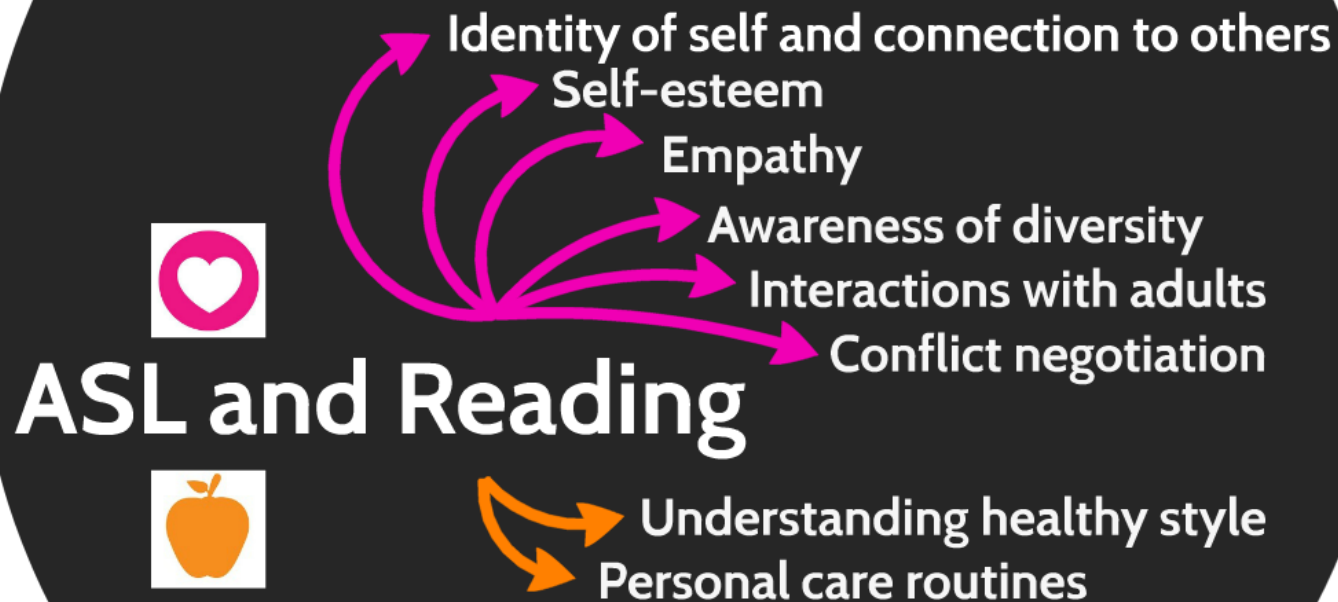
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