



RMTC-DHH

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

AEM (Accessible Educational Materials) for ASL Access

Assistive Technology (AT) for DHH

Updated: 09/01/2023



Objectives

The participants will be able to:

- Describe at least two laws, rules, or statutes related to ASL accessible educational materials (AEM) in K-12 schools.
- Identify at least three ASL resources to be used in K-12 schools.
- Identify at least three resources to create own ASL AEM.



AT for DHH LiveBinder



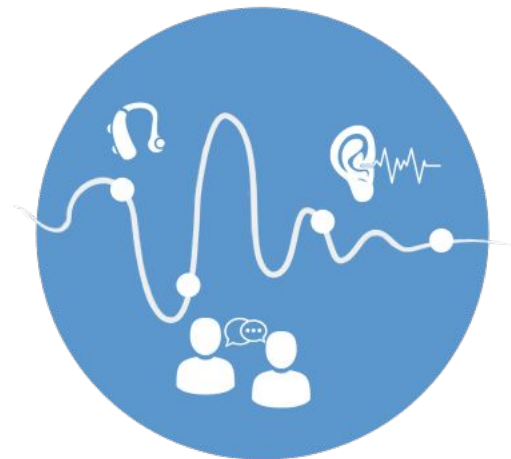


What makes a DHH IEP different?

Expanded Skills



Speech & Auditory Training



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



What is AT?

Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.

(Rule 6A-6.03411, F.A.C.; [IDEA, 34 CFR § 300.5](#))



What is an AT service?

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

(Rule 6A-6.03411, F.A.C.; IDEA, 34 CFR § 300.6)



IDEA Guidance on AT

IDEA addresses assistive technology in the following manner:

(a) Each public agency **must ensure that assistive technology devices or assistive technology services,** or both, as those terms are defined in Sec. Sec. 300.5 and 300.6, respectively, **are made available** to a child with a disability

(IDEA, 34 CFR § 300.105)



What is AEM?

A person with a disability can...

acquire the same information
engage in the same interactions
enjoy the same services

in an equally effective,
equally integrated manner,
with substantially
equivalent ease of use

...as a person without a disability.

(CAST, n.d.; U.S. DOJ
and U.S. DOE, 2010)



Direct Communication

The IEP Team shall—

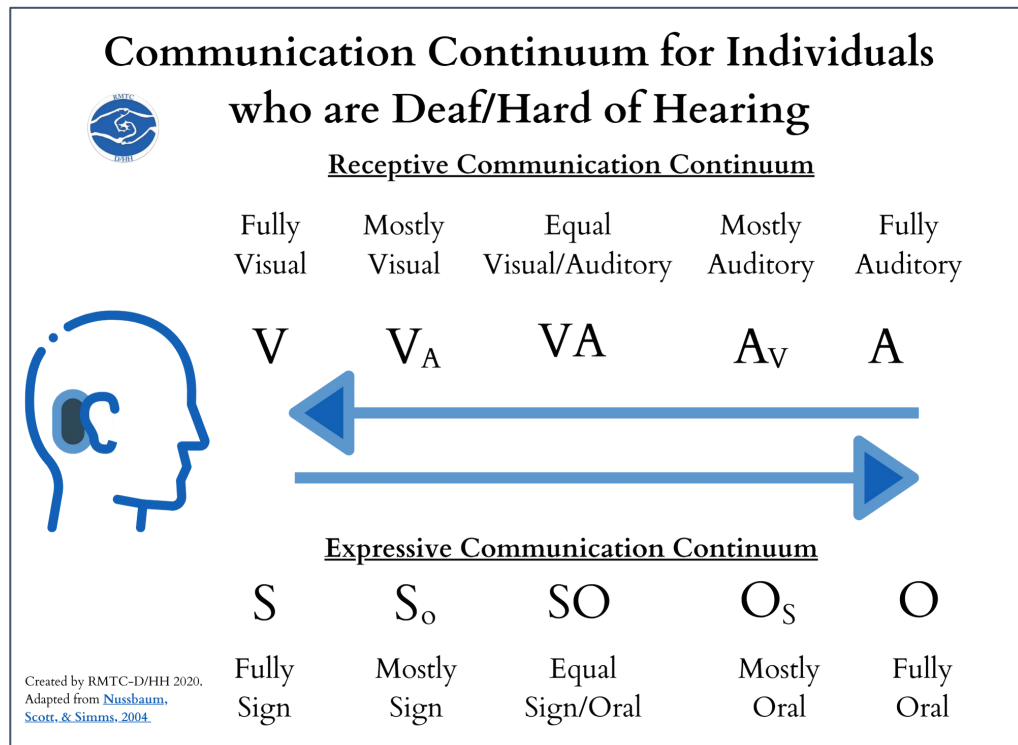
(iv) consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and

(v) consider whether the child needs assistive technology devices and services.

(IDEA, 34 CFR § 1414)



Two Sides of Communication



(RMTC-DHH, 2020)



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).
[Redacted]
2. Describe how the student communicates with adults in the school environment and opportunities for **direct** communication with professional staff and other school personnel.
[Redacted]
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.
[Redacted]
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.
[Redacted]



(FDOE, 2014)



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)



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 Students who are Deaf or Hard of Hearing

(RMTCHH, 2021)



Hearing Parents of Children who are DHH

*“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



RMTTC-DHH






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

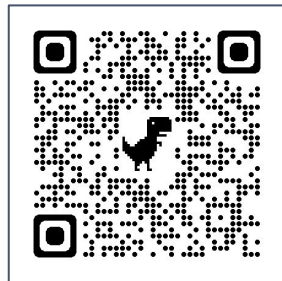


Interactive		Asynchronous	
	ESDB Outreach offers ASL interactive classes several times throughout the school year at no cost. Space is limited and offered based on availability.		The RMTTC-DHH Media and Materials Loan Library offers a FREE loan library service of DVDs and books to learn ASL for Florida stakeholders.
	REAL offers free online ASL lessons to Florida parents/caregivers of students who are DHH ages 0-3. Email sreal@aadb.org to find out when the next class will be offered.		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 (FVS) offers ASL as a foreign language and students can meet other students who sign.		ASL Connect by Gallaudet University offers multiple ways to learn ASL. They also have an ASL summer residency program on campus.
	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 is a free family curriculum in English and Spanish for families to learn ASL with young children who are DHH.
	SignOn with ASDC connects families of children who are DHH with a Deaf ASL ambassador for one-on-one ASL practice and mentoring.		American Sign Language University (ASLU) has free self-study resources or for a fee learners can have an instructor-guided course.

(RMTTC-DHH, 2022)



ASL Content Standards (K-12)



Four Parts:

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

(Gallaudet, et al., 2018)



ASL Assessments

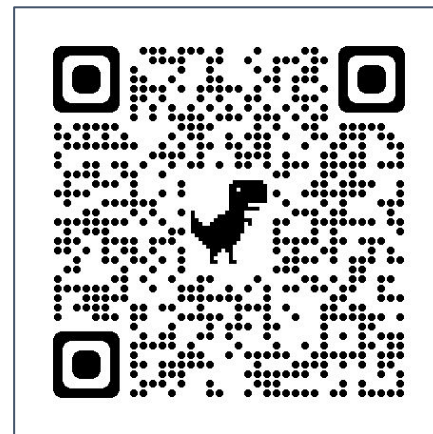
Available Assessment Tools

> ASL Assessments

This list is by no means exhaustive. Refer to your district's evaluation team for guidance.


**Florida stakeholders can borrow these and many other resources from [RMTC-DHH'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.*

Title	Age/Grade Range
ASLA (American Sign Language Assessment)	4 years and older
Academic ASL Comprehension Assessment	Grades K - 12
ASL CDI (American Sign Language Communicative Development Inventory)	3 years and older
ASL-DT (American Sign Language Discrimination Test)	13 years and older
ASL EST (American Sign Language Expressive Skills Test)	4 years to 13 years
*ASL RST (American Sign Language Receptive Skills Test) (Loan Library #1935)	3 years to 13 years
ASL VT (American Sign Language Vocabulary Test)	6 years to 10 years
Avenue pm	Grades K - 6
Motor Skill Chart and Resource: Impact on Motor-based Articulation Errors in ASL	1 year and older
PARC: Readiness Checklists:	





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.


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

Quick Resources

Working with an Interpreter: Tips for Classroom Teachers



LiveBinder



Educational Interpreters





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

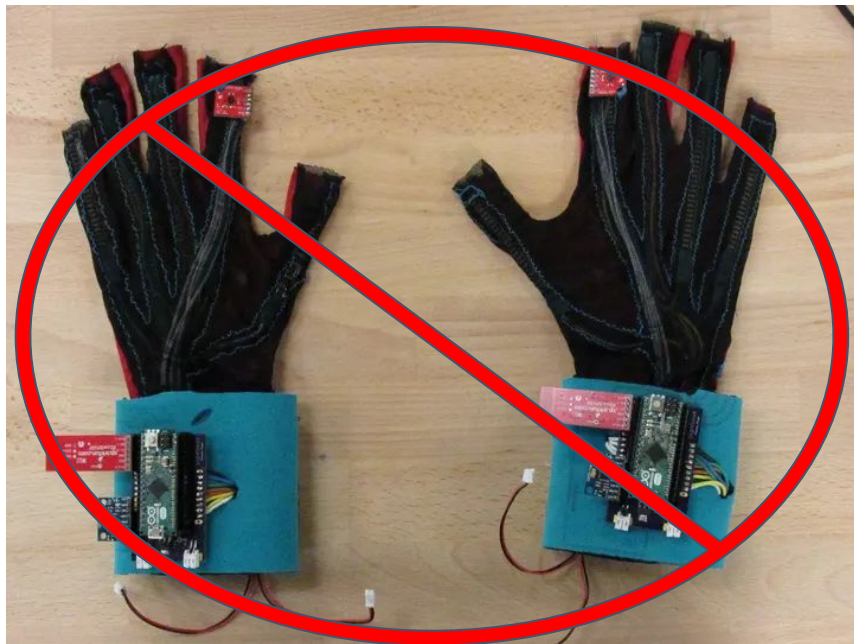
- Screen record content with ASL translation
 - [Flipgrid Shorts](#)
 - [Loom](#)
 - [Screencastify](#)
 - [Screen-cast-o-matic](#)
- Housing AIM created
 - [Google Drive folder](#)
 - [YouTube](#) (Ex: [Peters Elementary](#))
 - [Microsoft OneNote](#)
 - [Flipgrid](#) (Ex: [Fairview Vocabulary](#))

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



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

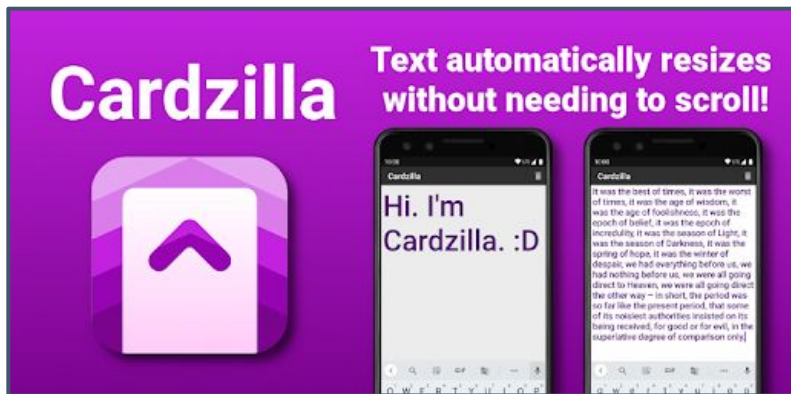
- Single signs
- Short phrases

(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-DHH, 2020)



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

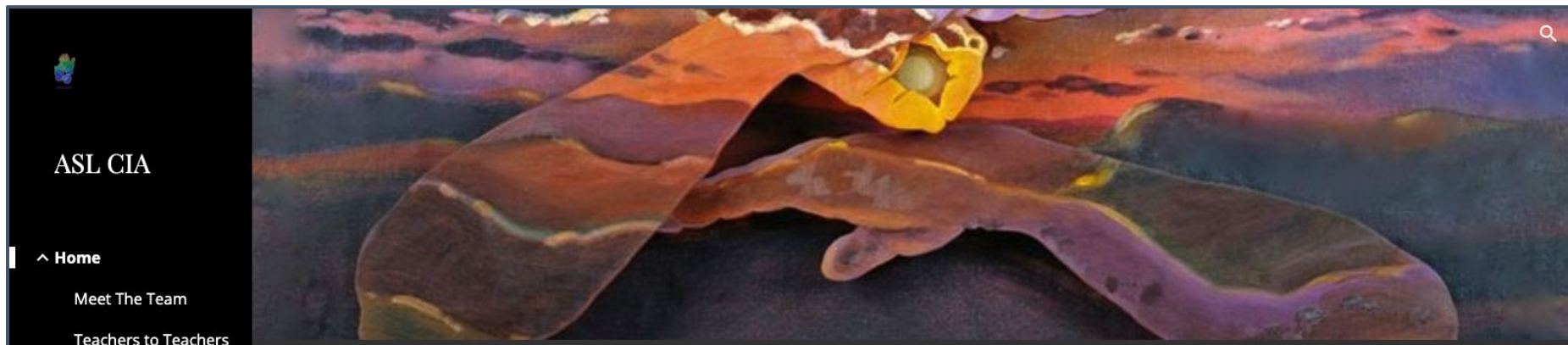


motionlightlab.podia.com/asl-literacy-activities

(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.

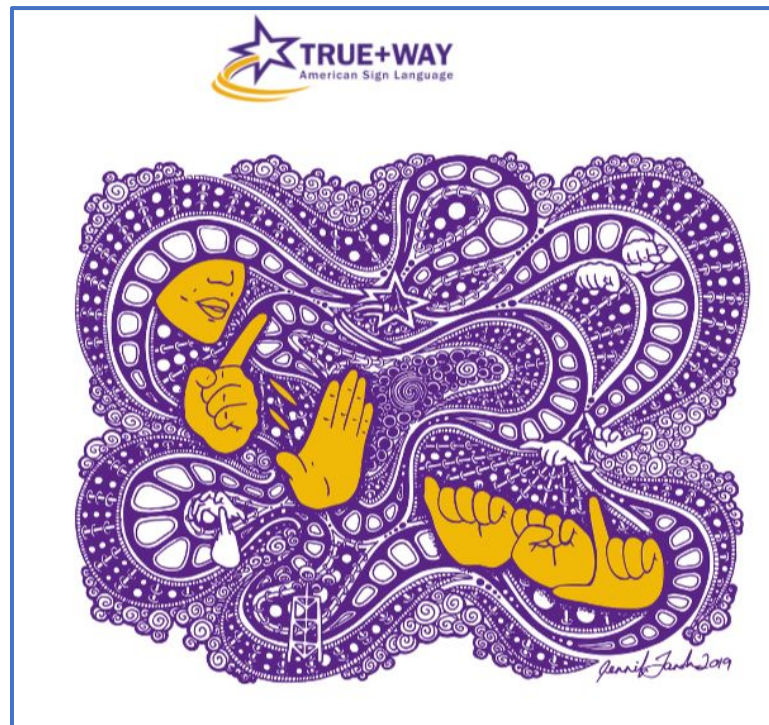


(Czubek & DiPerri, 2021)



True+Way American Sign Language

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





Media & Materials Loan Library

dh.h.materials.florida-es.e.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

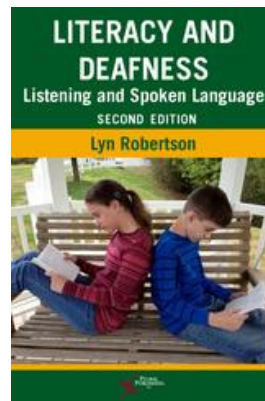
Password

[Forgot Password?](#)

[New User](#)

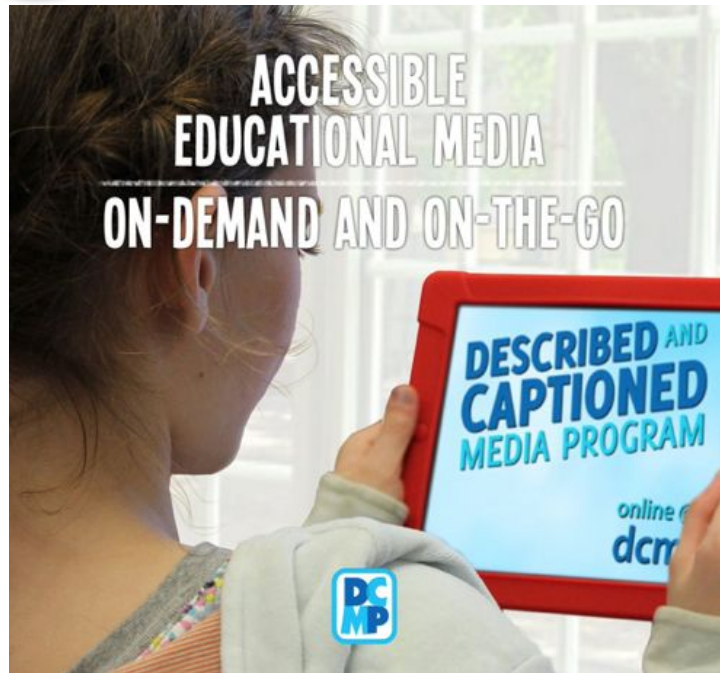
The Resource Materials and Technology Center for the Deaf and Hard of Hearing (RMTc:DHH) is funded by the State of Florida, Department of Education, Bureau of Exceptional Education Student Services through federal assistance under IDEA Part B, IDEA Part B Trust and through a grant agreement with the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

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





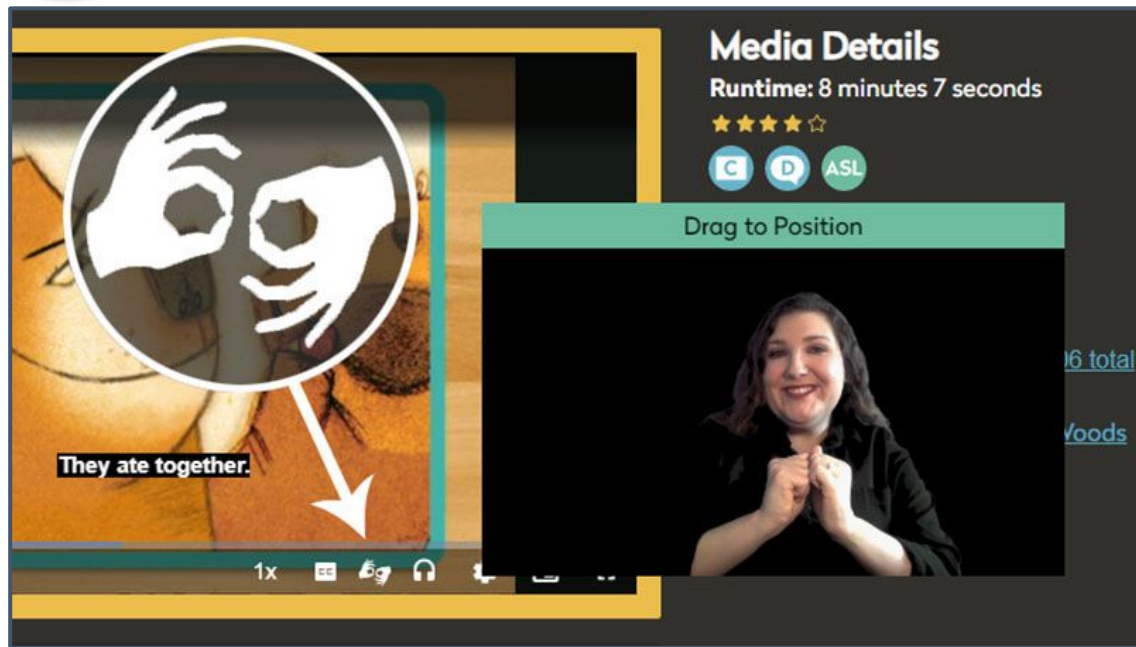
Described and Captioned Media Program (DCMP)



- Funded by the USDOE
- Accessible media - captioned, described, and signed
- Streaming media and resources
- PK-12 content searchable by subject area & standard
- [RMTC-DHH webinar](#) on DCMP resources



DCMP ASL Pop-Up Player



(DCMP, n.d.)

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





ASL Accessible Instructional Materials (AIM)

Where can I find ASL stories and other ASL media?

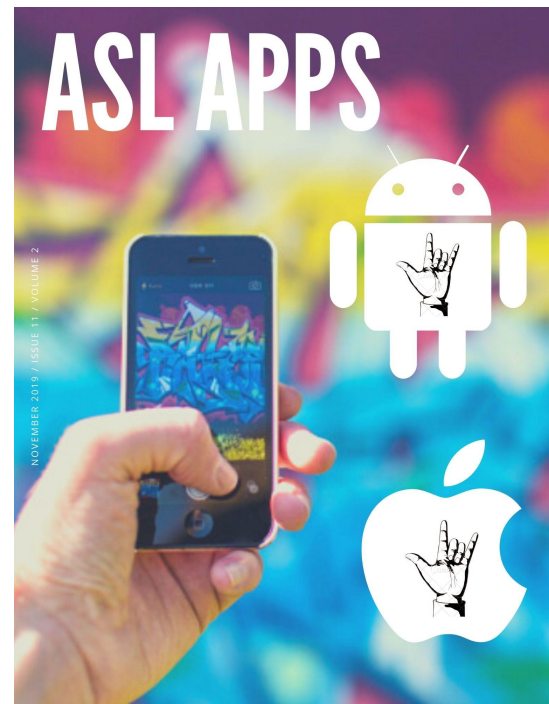


<https://www.rmtcdhh.org/faq/asl-stories>



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



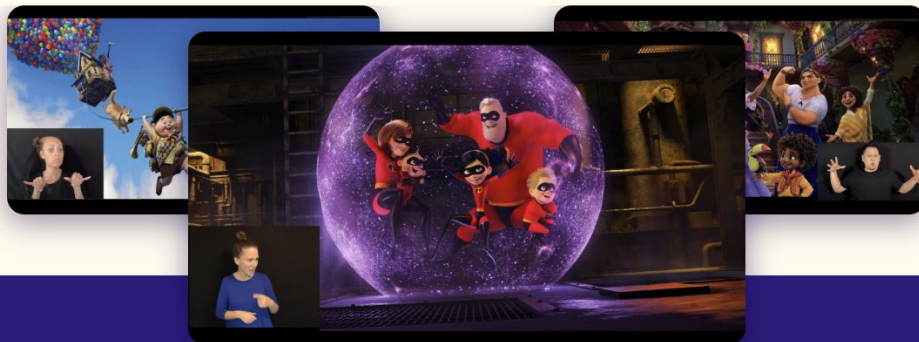


SignUp Captions

 **SignUp** is revolutionizing media accessibility for the Deaf community.

SignUp is a free-of-charge Google Chrome Extension that provides sign language interpretation on Disney+ and Netflix videos.

Install the SignUp Chrome extension



NETFLIX

[SignUp Captions Extension](#)



Halo AR App

RMTC-DHH
Resource Materials and Technology Center for the Deaf/Hard of Hearing

Ways to use Halo AR to Add ASL in the Classroom

HALO AR

Halo AR is a free app that allows anyone to create with augmented reality by connecting digital content with the physical world. 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-DHH has created three sample collections so you can try the app.
Follow @RMTC_DHH on the app. Share your collections with RMTC-DHH, info@rmctdhh.org.

THE GREAT KAPOK TREE
Scan to Explore
@rmctdhh/78527b
Powered by Halo AR

Thoughts and Materials For All: International Day
Scan to Explore
@rmctdhh/da2c2a4f
Powered by Halo AR

What Do Bees Do?
Scan to Explore
@rmctdhh/8690a76c
Powered by 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** - tutorials, wall of strategies, explanation of manipulatives



Programs to Create Handouts with ASL

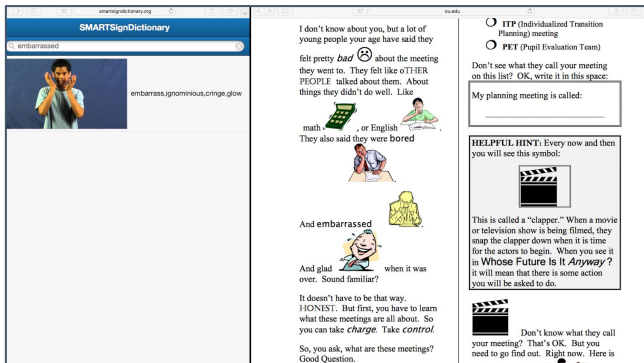


(myASLTech, 2021)

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



Dictionary, Thesaurus, & Translation



Teach students how to use digital dictionaries, thesauruses, and translation applications.

- Word processing programs
- Computer operating systems
- Web based
- Online reading software

Teach the power of the split screen or double monitor.

[Which ASL dictionary is recommended for everyday use and state assessments?](#)





AIM for ASL Access: AT for DHH



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

rmtcdhh.org
info@rmtcdhh.org



This product was developed by RMTCD/HH, a special project funded by the State of Florida, Department of Education, Bureau of Exceptional Education and 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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