

Glossary

Use of Deaf/deaf; Hard of Hearing/hard of Hearing; D/d. D/deaf; D/D/HH

Committee members discussed what would be the most appropriate, respectful and understandable usages of the above terminology (and other possible combinations of terms). The conventions from researchers, local and national organizations, CBE, Alberta Education as well as strongly held personal beliefs were all considered.

The purpose of the document is neither history nor terminology, rather the future and best outcomes for students. Therefore, for this framework, it was agreed that Deaf and Hard of Hearing (D/HH) will be used, except when specifically referencing a source which uses something different.

Numerous slightly different definitions of the terms that follow are available, some of which also contain specific numeric ranges. The ones that follow are in general taken from the Canadian Association of the Deaf's website and will be used as appropriate when Deaf and Hard of Hearing (D/HH) cannot be used without changing meaning.

Hard of Hearing (HH): used to refer to a hearing loss at a level that significantly limits but does not preclude perception of spoken language through audition alone. Includes most people with hearing loss from the mild to severe range.

deaf: a medical/audiological term referring to those people who have little or no functional hearing. May also be used as a collective noun to refer to people who are medically deaf but who do not necessarily identify with the Deaf community

Deaf: a sociological term referring to those individuals who are medically deaf or hard of hearing who identify with and participate in the culture, society and language of Deaf people, which is based on Sign language.

d/D or D/deaf: used as a collective noun to refer to both those Deaf people who identify with the Deaf culture and those deaf people who do not.

Accommodations: a change or alteration in the way a student is expected to participate in schooling or demonstrate their learning. This may include, but is not limited to, special teaching or assessment strategies, equipment, personnel, content support, or extra time for examinations.

Acoustics: having to do with sound, the sense of hearing, or the science of sound. As used in this framework, the term refers to the qualities of an auditorium, classroom, or other space that affect the sound quality.

Acoustic Room Treatment: the use of sound-absorbing materials (such as carpets and acoustical tile) to reduce room noise and sound reflection.

Adapted programming: programming that retains the learning outcomes of the Program of Studies, where adjustments to the instructional process are provided to address the special education needs of the student. (Standards for Special Education, p. 3)

Adaptive/Assistive technology for learning (ATL): the devices, media and services used by students with physical, sensory, cognitive, speech, learning or behavioural disabilities to actively engage in learning

and to achieve their individual learning goals. ATL is a subset of a broad range of technologies that enhance students' learning. (<http://education.alberta.ca/media/525549/ipp9.pdf>)

For the purposes of this report, adaptive technology will be used.

Alternative program: has a specific meaning within the School Act. D/HH programming within CBE is not considered an "alternative program" in the Alberta Education meaning of the word. Traditional Learning Centre (philosophy of teaching), Mandarin Bilingual (language) or Science School (content delivery) would be examples of alternative programs. Alternative program status for ASL, as is the case for the Edmonton School for the Deaf, only occurs when there is a board approved ASL second language program. Second Language programs are governed by both provincial and CBE protocols for language programs.

American Sign Language (ASL): a visual language in which the shape, placement, and movement of the hands, as well as facial expressions and body movements, all play important parts in conveying information. ASL has its own unique rules of grammar and syntax.

Amplification: includes hearing aids, cochlear implants, Personal FM systems, and Classroom Audio Distribution Systems (CADS).

Assistive Technology: technology used by individuals in order to perform functions that might otherwise be difficult or impossible. This can include but is not limited to hardware, software and peripherals to access information technologies. (Essential Components, pg. 11)

Auditory/Oral programs: programs which focus on the use of residual hearing through amplification (hearing aids or cochlear implants and FM systems), augmenting residual hearing with speechreading and spoken language. This approach normally excludes the use of ASL, although natural gestures may be used. *See also Auditory/Oral education; Auditory-Verbal*

Auditory/Oral Education: an approach based on the principle that most Deaf and Hard-of-Hearing children can be taught to listen and speak with early intervention and consistent training. The focus of this educational approach is to use the auditory channel (or hearing) to acquire speech and oral language. *See also Auditory/Oral-programs; Auditory Verbal*

Auditory-Verbal: this approach is similar to the auditory/oral approach, except it does not encourage speechreading. This method emphasizes the exclusive use of auditory skills through one-on-one teaching. It excludes the use of any type of sign language. *See also Auditory/Oral entries*

Bilateral hearing loss: hearing loss in both ears.

Bimodal-bilingual: this approach supports the acquisition and use of a visual (ASL) and spoken language. The development of a visual language, ASL, is promoted as a first language and used as the medium of instruction and communication. English is primarily addressed through reading, writing, and through the auditory modality. *See also Bicultural/Bilingual*

Bi-lingual/Bi-cultural: this approach focuses on language accessibility and Deaf cultural identity development. ASL is promoted as a first language and used as the medium of instruction and communication. English is primarily addressed through reading and writing. Spoken English and listening may also be incorporated into classroom activities.

Classroom Audio Distribution System (CADS): consists of a microphone/transmitter that the teacher wears. The receiver is a speaker that is either mounted to a wall or placed on a surface in the classroom. CADS includes both infra-red and sound-field FM systems. CADS provides an improved signal-to-noise ratio. The signal-to-noise ratio improvement is not sufficient to overcome the obstacles of distance, noise, and reverberation in children who are Deaf or Hard of Hearing; as such. CADS is typically only used when the student does not wear hearing aids or cochlear implants. *See also personal FM system*

Closed Captioning: is a technology that encodes captions within video, including descriptions of sounds.

Communication Development: is used broadly to refer to the child's auditory skills, visual skills, receptive and expressive language skills, (spoken and/or sign) language development, pragmatics and turn taking. (Moeller et al., 2013)

Communication Access Realtime Translation (CART): is live-event captioning; a way to transcribe the spoken word into readable English text using a stenotype machine, notebook computer, and realtime software. The text appears on a computer monitor or other display. CART provides a complete translation of all spoken words and environmental sounds for the benefit of an individual consumer or larger group in a variety of settings including classrooms. Increasingly, CART is being provided remotely via the Internet or a telephone connection. (National Court Reporters' Association)

CI/ Cochlear Implant: A cochlear implant is an electronic device that is designed to provide hearing to those with profound deafness. Part of the device is surgically implanted into the inner ear and part is worn externally. As a prosthetic device, the cochlear implant stimulates the auditory or hearing nerve directly, bypassing the damaged part of the inner ear or cochlea. Many viable nerve fibres remain in the auditory nerve even in cases of profound deafness, and the cochlear implant can restore activity to this nerve and the hearing pathway. (Canadian Academy of Audiology)

Classroom Placement: the educational setting that a student attends, as a result of collaboration between Calgary Board of Education personnel, agencies, parents, and students as developmentally appropriate, in order to best meets the student's current needs.

Complex Learners/Co-morbidity//Deaf+: are all terms used to describe learners who have more than one factor impacting their educational/physical/social growth. For D/HH students, this would mean a D/HH diagnosis as well as one or more other compounding factors. ***For the purposes of this report, complex learner or a student with complex needs will be used.***

Community School Setting: the school within the child's home community, or the school that the student is bussed to that is designated as their home community school, that the student attends. The D/HH student in a regular classroom and is supported by a Strategist for the Deaf and Hard of Hearing

Congregated Programs: are normally directly supported by at least two professionals in a classroom: a trained Teacher of the Deaf (ToD) and a support staff member. The program is supported by and accountable to the school principals at SJS, QEE and QEHS and supported by Area and system level staff, as well as service providers from outside agencies, such as Alberta Health Services.

D/HH Program class: the Deaf and Hard of Hearing System class is an educational environment which offers communicative supports and services to students who are Deaf or Hard of Hearing.

Communication is facilitated by either using American Sign Language (ASL) or an Auditory/Aural approach. The focus of instruction is the development of literacy skills.(see congregated program)

D/HH support staff/professional support staff positions: each of these terms has a generally understood meaning, and a specific meaning within the CBE support staff contract. The following definitions represent general usage within CBE:

ASL/Sign Language Interpreter: possesses post-secondary training and certification to perform the task of interpreting between two languages, such as spoken English and American Sign Language. CBE interpreters are additionally governed by Standard of Practice for Sign Language Interpreting. They facilitate administration and staff, and parents within the school environment.

Educational Audiologist: an audiologist who works with children and teachers in the school setting, and acts as a liaison between the school and medical communities. This may include all aspects of amplification systems, educator in-services, observation of students as well as recommendations regarding modifications of classroom environments. The audiology clerk position supports the educational audiologist.

Deaf/Blind Intervener 1 and 11: level 1 is responsible for performing all the responsibilities of and Education Assistant while acquiring the training, skills and experience to be an Intervener Level 11. A deafblind intervener is a person who mediates between a deafblind individual and his or her environment. Using a variety of methods, a deafblind intervener facilitates communication and access to information that is unavailable or distorted due to the individual's dual sensory loss in order to promote independence, engagement, critical thinking, life-skills and social and emotional well-being.

Education Assistant D/HH: a person designated to work with students as part of the learning team, under the supervision of a teacher, who is fluent in the language of the specific setting, such as ASL and/or English

School Assistant ASL: a person designated, under the supervision of a teacher, to work with students who is fluent in ASL.

Speech Language Pathologist: university trained health care professional who works with individuals or groups of students to identify, assess, evaluate, treat manage and educate with regard to speech, language, stuttering, voice health and swallowing disorders.

D/HH Certificated (ATA) positions: each of these terms has a generally understood meaning, and a specific meaning within the CBE certificated staff contract. The following definitions represent general usage within CBE:

Teacher, D/HH: a certificated teacher with specific responsibility for the instruction of students who are D/HH. Such teachers generally have additional specific training in this field of study.

Strategist D/HH: the Strategist is responsible for building the capacity of school learning teams and system personnel working with D/HH students in inclusionary settings. Strategists meet the educational needs of D/HH students by collaborating with school staff and parents through providing advice, strategies, and recommendations for the students' programs. Other responsibilities include interpreting audiological assessments, monitoring amplification equipment, and administering assessments. Strategists may provide direct student support in consultation with school personnel.

Specialist D/HH: the Specialist is responsible for providing leadership in relation to the personalization of learning, specific to students that are Deaf and Hard of Hearing. Strategic planning, as a result of current and future-oriented research, guides the building of system capacity so that D/HH students can access their learning environments in an inclusionary setting. The Specialist collaborates with key stakeholders for the transitions into the congregated settings, including principals and staff of the schools and agencies involved.

Deaf Culture: culture in general is a way of life and learned ways of acting, feeling and thinking based on a group who share common language, beliefs, values, traditions, social norms, and identity in a society. Deaf culture meets all five sociological criteria (language, values, traditions, norms and identity) for defining a culture: (<http://www.chs.ca/deaf-culture-and-community>)

Language refers to the native visual cultural language of Deaf people, with its own syntax (grammar or form), semantics(vocabulary or content) and pragmatics (social rules of use).

Values/beliefs in the Deaf community include the importance of clear communication for all, both in terms of expression and comprehension.

Traditions include the stories kept alive through Deaf generations, Deaf experiences and expected participation in Deaf cultural events.

Norms refer to rules of behaviour in the Deaf community. All cultures have their own set of behaviours that are deemed acceptable. For Deaf people, it includes getting someone's attention appropriately, using direct eye contact and correct use of shoulder tapping.

Identity is one of the key components of the whole person. Accepting that one is Deaf and is proud of his/her culture and heritage and a contributing member of that society is key to being a member of the cultural group.

(<http://www.deafculturecentre.ca/Public/Default.aspx?l=294&n=Deaf+Culture>)

Integration/inclusion/co-enrolment/mainstreaming/inclusive setting: are all terms used to describe students with specialized learning needs who receive some or all of their programming in typical classrooms with age appropriate peers, often with some personalized accommodations, adaptations and/or modifications.

(<http://education.alberta.ca/admin/supportingstudent/schoolleaders/legislation/standse.aspx>)

For the purposes of this report, unless citing a quotation:

Inclusion: the opportunity to be fully and meaningfully integrated into a typical learning environment. Inclusion also refers to an attitude of acceptance of, and belonging for all students, such that they feel valued as part of the school family (Alberta Education, 2009)

Integration: placement of a student who is D/HH with age appropriate hearing peers in a classroom setting

IPP/ Individual Program Plan: an IPP is a written commitment of intent by the learning team to ensure appropriate planning for students with special education needs. It is a working document and a record of student progress that contributes to a common understanding and coordination of efforts. (Alberta Education)

Language Programming:

- *Bilingual*: refers to a language program in which a language other than French or English is used as the language of instruction, to a maximum of 50% of the instructional day.
- *Immersion*: refers to a language program, normally French, in which instruction in the second language is up to 100% of the day, especially in the first years.
- *Second Language*: three, six, or nine year programs where language instruction occurs during instructional time, the languages being approved by Alberta Education and offered by school districts based on their curricular policies.
- *Locally Developed Course*: refers to a course outside the mandated Alberta program of studies which has been developed by a school division(s) and approved for use by Alberta Education.
- *Alternative programs*: are defined first by the School Act, and thereafter by the policies of individual boards. Section 21(1) of the Alberta School Act defines alternative programs as “an education program that (a) emphasizes a particular language, culture, religion or subject matter, or (b) uses a particular teaching philosophy.” The Alberta School for the Deaf operates as an alternative language program (ASL) under the appropriate Alberta Education and Edmonton Public School System regulations.
- *American Sign Language* is offered through a variety of courses, although not all of them in Calgary, and only at QEHS. Three were developed by Edmonton Public Schools and one by CBE, and all are Locally Approved Courses.
 - o ASL Language Arts K-12 (Bilingual). This course is taught parallel to the English Language Arts curriculum at QEHS.
 - o ASL Language and Deaf Culture 9 year program
 - o Introduction to ASL and Deaf Culture, Grades 7,8,9
 - o ASL and Deaf Culture 15/25/35 (high school) offered at QEHS

Mediated Education: information transfer between teacher and student is mediated by an interpreter

Personal FM system: consists of a microphone/transmitter that the teacher wears, and receivers that attach to the student’s hearing aid(s) or cochlear implant(s). A personal FM system provides an improved signal-to-noise ratio and helps to overcome the obstacles of distance, noise, and reverberation in the classroom. This is the FM system of choice when the student has hearing aids or cochlear implants.

Program: a program is designed to meet the individual needs of students. For D/HH students, this may include: selection of the communication approach of American Sign Language (ASL) or English, curricular adaptations, amplification, and Speech Language therapy. It is an active process that is based on the student’s assessed abilities and needs and is continually monitored and adjusted.

Signed English: a sign language system which matches each spoken word of English, using English grammar, syntax and signed vocabulary

Sign Supported English: a method that uses some sign, in combination with spoken language, to provide a visual presentation of English vocabulary and/or English language structures as a way to support student access to spoken communication and meaning-making

Simultaneous Communication: communicating through the use of spoken words simultaneously with a signed version of the spoken utterance. “Sandwiching” ASL and English (sign it, say it, sign it OR say it, sign it, say it) or “code switching” (moving between ASL and English) are strategies used in simultaneous communication.

Sound-field FM system: see Classroom Audio Distribution System (CADS)

Special Education: students with special needs are described in section 47 of the School Act as being in need of special education programs because of their behavioural, communicational, intellectual, learning or physical characteristics, or students who may require specialized health care services, students who are gifted and talented.

IRIS: a custom-built web-based learning application for CBE. The four components include a student learning plan, a learner profile, an educator workspace, and a resource library. Both students and teachers access different areas of the same portal, which means students can have their own space to plan for success and teachers can access a shared knowledge base to collaborate with other teachers. Currently not available in all CBE schools.

Modified programming: programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet students' special education needs. (Standards for Special Education, pg. 4)

Total Communication: an approach that supports the use of all modes of communication and language as needed in different contexts. This includes American Sign Language and more English-based systems of signing (i.e. Signing Exact English), spoken English, mime, facial expressions, and gesture. *See also Signed English*

Transliterate: to write words, or letters, or represent in the characters of one alphabet into another.

Unilateral hearing loss: hearing loss in one ear.

VRI/ Video Remote Interpreting: when in-person, on-site interpreting services are not available, a solution in the form of off-site interpreting services, called Video Remote Interpreting (VRI) exists. VRI uses videoconferencing technology, equipment, and a high speed internet connection with sufficient bandwidth to provide the services of a qualified interpreter, usually located at a call centre, to people at a different location. While there are many benefits to using VRI services, there are limits to the effectiveness of VRI in some settings including but not limited to medical, legal, and court situations and it must be set up in advance. (National Institute of the Deaf)

VRS/Video Relay Services (VRS): basic telecommunications service that enables people with hearing or speech disabilities who use sign language to communicate with voice telephone users. The sign language user connects to a VRS operator using internet-based videoconferencing. The operator then places a voice telephone call to the other party and relays the conversation from sign language to voice and vice-versa.

Other Acronyms

ACH: Alberta Children's Hospital

AHS: Alberta Health Services

CALM: Career and Life Management (mandatory high school health and finance course in Alberta)

CODA: Child(ren) of Deaf adult

D2L: Desire to Learn (a secure electronic learning platform)

FLIC: Freelance Interpreters Consolidated Inc.

FOIP: Freedom of Information and Privacy

PUF: Program Unit Funding (provincial)

QEE: Queen Elizabeth Elementary School

QEHS: Queen Elizabeth High School

SJS: Stanley Jones School

SIRS: Student Information Record System

ToD: Teacher of the Deaf