Review Guidelines for Material Selection

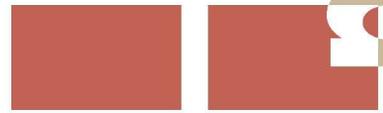# Deaf & Hard of Hearing

2001

Deaf & Hard of Hearing

The following *Review Guidelines* are intended to help service providers and individuals involved in personnel preparation determine the congruence between the beliefs, values, and practices of the individuals in your community and current recommended practices in early childhood/special education. The *Review Guidelines* will first help you consider the overall effectiveness of presentation of a material. Next, questions follow which pertain specifically to the content area of **Deaf and Hard of Hearing**.

It is important to realize that no material is likely to match the exact needs of individuals in your community. Therefore, in many instances, you may wish to make some simple <u>adaptations</u> to the materials before using them.

A separate set of *Review Guidelines* is available to help select materials that have been <u>translated</u> from one language to another. In addition, other <u>suggestions for choosing materials</u> are available on the CLAS Web site (http://clas.uiuc.edu). It is our hope that you may use these *Review Guidelines* to engage in meaningful dialogue with families and colleagues in your community, as you decide which materials to use in your early childhood setting.

Effectiveness of Presentation

Please respond to all that apply.

CLARITY

    (a) Is the purpose of the material clear?

    (b) Is the presentation of the information easy to follow?

    (c) If there are directions on how to use the material, are they clearly stated?

    (d) Does the material include an effective explanation of technical terms or jargon?

(e) Does the language in the material acknowledge diversity (e.g., family structures, multi-generations, disabilities, gender, ethnicity, socio-economic status, religion, etc.)?

(f) Is the format (e.g., print, audio, video, etc.) appropriate for the intended users of this material?

(g) Are contact agencies or persons for accessing additional information or support easily identifiable?

COMPREHENSION LEVEL

Easy = *mainly simple sentences with minimal or no technical jargon;*

Average = *a mix of simple and complex sentences with some technical jargon (e.g., USA Today);*

Difficult = *mainly complex sentences with a lot of technical jargon or discipline-specific terms (e.g., College-level text or New York Times).*

(a) For printed materials, the reading level of the material is:
   Easy | Average | Difficult | N/A

(b) For video and audio materials, the comprehension level of the material is:
   Easy | Average | Difficult | N/A

GRAPHICS, ILLUSTRATIONS AND PHOTOS

Do the graphics:

(a) Represent a non-stereotypical view of cultural (e.g., contemporary dress) and linguistic groups?

(b) Represent a wide variety of groups (e.g., disabilities, gender, race, generation)?

(c) Enhance the materials (e.g., photo prints and designs are appropriate and of high quality)?

1. ESTABLISHING A HEALTHY RELATIONSHIP BETWEEN PROVIDERS AND FAMILIES

To what extent does …

(a) The material acknowledge unique circumstances of children who are deaf/hard of hearing (D/HH) (e.g., a deaf child who may have multiple languages and cultures to master)?

(b) The material emphasize the importance of providers and families establishing a comfortable relationship prior to identifying, assessing, and addressing a child's developmental needs *(e.g., understanding values and beliefs)*?

(c) The material acknowledge that children who are D/HH may have parents who are hearing or deaf?

(d) The material acknowledge the importance of employing service providers who respect and are knowledgeable about the cultures and spoken or signed languages of the families served?

(e) The material encourage providers to engage in self-reflection regarding their role, assumptions, and beliefs and how they may be perceived by the family *(e.g., supportive, interfering, guiding, intrusive)*?

(f) The material encourage professionals to clarify their role with families and to gather information regarding family expectations?

(g) The material offer strategies to address conflict or misunderstanding that may arise between suggested interventions and families' preferences (e.g., speech-language therapy, cochlear implants, sign language instruction, etc.)?

(h) The material acknowledge the importance of developing a climate of mutual respect and trust by responding to family concerns as they arise *(e.g., answering questions, providing resources, changing the intervention program)*?

2. INTERVENTION STRATEGIES

To what extent …

(a) Does the material clearly state the communication method/orientation *(e.g., oral only or total communication)* it adopts for D/HH children?

(b) Is the material up-to-date in its handling or representation of current trends, technologies, and methodologies with D/HH children *(e.g., cochlear implants, ASL/ESL schools)*?

(c) Is the material appropriate for D/HH children in many placement options *(e.g., residential school, self-contained classroom, inclusive classroom)*?

(d) Does the material include terminology that would be considered appropriate within a cultural framework of the deaf community *(e.g., "deaf/hard of hearing" vs. "hearing-impaired")*?

(e) Does the material focus on both the spoken language development of a D/HH child and the potential for sign language development?

(f) Does the material promote a positive image of the deaf child, one with a natural potential for successful language and cognitive development?

(g) Does the material promote the involvement of deaf professionals and other members of the deaf community on assessment and intervention teams when appropriate *(e.g., service providers, interpreters, cultural brokers)*?

(h) Does the material include information acknowledging a variety of caregiving practices and the impact they may have on the child's development?

(i) Does the material suggest ways to obtain information and build on the caregiver's belief about his or her own role in supporting the child's development?

(j) Does the material acknowledge that family members may differ in their availability or desire to participate in intervention activities, which may increase or decrease over time?

(k) Does the material suggest intervention strategies and materials that can be embedded within the family's routines and environments?

(l) Does the material acknowledge the importance of using games, fingerplays, or songs that are familiar to the family to teach skills?

(m) Does the material encourage strategies that address multiple domains of development as opposed to a singular focus during intervention?

(n) Does the material encourage intervention strategies that take into account the environment in which the family lives *(e.g., living space, safety considerations)* and in which the intervention will be delivered *(e.g. home, school, community)*? Strategies should be environmentally sensitive and may vary according to setting.

(o) Does the material emphasize that intervention services must be consistent with what is required under IDEA?

3. MODEL EFFECTIVENESS

To what extent does the material …

(a) Identify potential short-term outcomes for both caregiver and/or the child?

(b) Identify potential long-term outcomes for both caregiver and/or the child?

(c) Specify the cultural and linguistic groups with whom the approach has been used?

4. EVALUATING IMPACT AND APPROPRIATENESS OF INTERVENTION AND SERVICES

To what extent …

(a) Is there evidence that the developers of this material consulted or collaborated with the deaf community in the development and evaluation of the material?

(b) Does the material suggest ways of ensuring that outcomes are important and meaningful to the families as well as the service providers?

(c) Does the material encourage providers and families to systematically evaluate the effectiveness of instructions based on the child's responses and outcomes?

(d) Does the material encourage providers to systematically evaluate the appropriateness of the interventions with families based on their changing needs and preferences?

(e) Does the material include a variety of options for gathering information from families *(e.g., interviews, observations, checklists, etc.)* that respect families' cultural and linguistic background and considers families' level of acculturation?

The following two questions are intended to deepen the analysis of the ways materials address issues of diversity. In some cases, these issues may have been addressed in the preceding questions.

5. Does the material acknowledge and address complex and sometimes subtle aspects of diversity as they relate to the deaf and hard of hearing, such as:

(a) <u>Power</u> (refers to the division of members of society into levels with unequal access to resources, knowledge, and authority)

(b) <u>Racism</u> (refers to systems advantage based on race)

(c) <u>Prejudice</u> (refers to an adverse judgment or opinion based on preconceived beliefs and ideas about different groups)

(d) <u>Socio-Economic Class</u> (refers to the division of society into levels with unequal wealth and prestige)

6. Are there any spoken or unspoken assumptions, values, or beliefs in this material that could conflict with the delivery of culturally and linguistically appropriate services (e.g., assuming all parents view themselves as advocates or equal partners)?