



GABAY (Guide): Strengthening Inclusive Education for Blind, Deaf and Deafblind Children

Resources for the Blind, Inc.
Philippines

OUTLINE

- Filipino Sign Language (FSL) & FSL Curriculum
- Assessing the Language and Literacy Skills of Students who are Deaf or Hard of Hearing
- Lessons Learned
- Capacity Building

Filipino Sign Language (FSL) & FSL Curriculum

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Resources for the Blind, Inc. Philippines



BASES ON USE OF FSL

DepED Policy Statement on Filipino Sign Language as MT for the Deaf (DepED K to 12, 2016)



K-3 Mother Tongue (MT) Curriculum Guide

- Mother tongue as a learning area & language of instruction
- Development of literary & improvement of academic achievement

- **FSL, the sign language used by the Deaf community in the Philippines. It is visual-spatial, information is conveyed through the shape, placement, movement and orientation of hands & movement of face & body; linguistic information is received through the eyes .**
- **Filipino deaf children are expected to develop metalinguistic awareness and transfer knowledge, concepts and thinking skills about language from FSL to written Filipino or written English.**

BASES ON USE OF FSL & Development of FSL Curriculum

Republic Act 11106 or The Filipino Sign Language Act

effective
October 30, 2018 which
declared FSL as the
national sign language of
the Filipino Deaf (Sec. 3)

Section 4. *Filipino Sign Language in Education.* – (a) Medium of Instruction and Curriculum

... FSL as medium of
instruction and shall also
be taught as a separate
subject in the curriculum
for deaf learners...

PURPOSES OF THE FSL CURRICULUM



Developed *Filipino Sign Language (FSL) Curriculum as Literacy Intervention for Deaf Children in Kinder to Grade III.*

The FSL Curriculum is a guide for teaching deaf children that lists down competencies that will develop the understanding of language “inputs” thru gestures, body language, facial expressions, fingerspelling and Filipino Sign Language; the expression of language “outputs”: wants, needs, thoughts thru; & building literacy skills in reading and writing thru fingerspelling and FSL.

PURPOSES OF THE FSL CURRICULUM



For use by teachers of deaf students in 39 pilot schools and expansion schools in project sites:

- Batangas City & Province
- Sorsogon City & Province
- Maasin City and Southern Leyte



For try-out in two school years:

SY 2020 - 2021

SY 2021 - 2022

DEVELOPMENT PROCESS

1

Selection of Curriculum Writers

Criteria:

- Deaf teachers who experience using curriculum guides
- Education Specialists/Teachers involved in curriculum writing

2

Documentary Analysis

DepEd Documents (1990s)

- *Basic Learning Competencies in Language* for the Deaf that include using ASL
- *Filipino Sign Language Handbook* only for Filipino words without English counterparts

Foreign Documents

- American Sign Language (ASL) Curriculum
- Australian Sign Language (Auslan) Curriculum
- British Sign Language Curriculum
- Japanese Sign Language Curriculum
- Standards, Expectations/ Outcomes, Skills, Contents, Assessment for K to 12

DEVELOPMENT PROCESS

3

Writing of First Draft

- Model used:
Adaptation approach
Feb 26 – 28, 2020
Workshop for the Development of FSL Curriculum
- 

4

Consultations & Validation

Consultations: Nov. 18-22, 2019 during EGRA Workshop; June 26 & July 17, 2020 with Deaf & non-deaf educators & parents

Validation: July 1-15, 2020 by deaf & non-deaf educators & parents

5

Analysis & Revision

- July 24 –August 28
2020
- Writers
 - Gabay

DEVELOPMENT PROCESS

SY 2020-2021 & SY 2021-2022

6

**Field
Try-out**

Activities	Dates
1. Orientation on FSL Curriculum	Sept.7- 11, 2020
2. Utilization of the curriculum indicating marginal notes (as needed)	During school days
3. Teacher's Assessment of the FSL Curriculum	End of School Year
4. Classroom Observations by Principal, Gabay M&E Team, Deaf mentors & writers	As scheduled
5. Focus Group Discussion	Towards end of school year

KEY COMPONENTS OF FSL CURRICULUM: K to 3

Contents and Performance Standards



Competencies

Areas	Domains
Receptive and Expressive Language	<ol style="list-style-type: none"> 1. Sign Language Basic Concepts 2. Alphabet Knowledge 3. Fluency of Alphabet Signs & Common Words 4. SL Awareness (Phonology & Morphology) and Structure 5. Vocabulary Development thru FSL
Reading Comprehension and Study Skills	<ol style="list-style-type: none"> 1. Visual attending comprehension 2. Book and print awareness/knowledge 3. Reading Comprehension 4. Attitude towards reading
Writing & Composition	<ol style="list-style-type: none"> 1. Grammar awareness 2. Spelling 3. Writing and composing

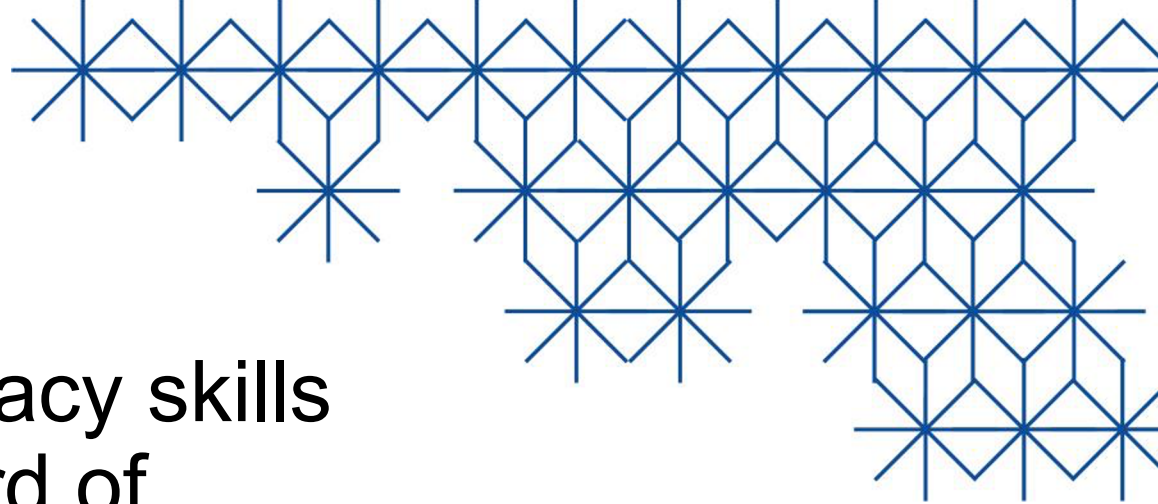
KEY COMPONENTS OF FSL CURRICULUM

B. Training of Teachers *with the 6 Deaf Mentors (July to Aug. 2020)*

- Filipino Sign Language
- Reading Development of Deaf Children

C. Learning Resource Materials

- Prototype Lesson Plans & Activity Sheets
- FSL Buddy App in Android phones



Assessing the language and literacy skills of students who are deaf and hard of hearing

—

Kristina Solum
Aimee Reeves



School-to-School International

STS is committed to improving the lives and learning of girls and boys worldwide through thoughtful research, practice, and partnership.

**Where
We Work**



Reading and Sign Language Assessment



One assessment for K-G3



Bilingual assessment



Components

Sign language assessment
English reading assessment

Pilot Assessment Tool – Sign Language Assessment

Subtask	Description	Pilot Items	Item Source	Grades
Receptive vocabulary	Measures learners' receptive comprehension of common vocabulary words	33	The Philippine School for the Deaf (PSD)	K G1 G2 G3
Expressive vocabulary	Measures learners' ability to produce signs for common vocabulary words	34	The Philippine School for the Deaf (PSD)	K G1 G2 G3
Sign language comprehension Level 1	Measures learners' ability to understand FSL grammar and vocabulary and overall comprehension of sentences	2 sentence-by-sentence stories with 5 comprehension questions each	Adaptation workshop	K G1 G2 G3
Sign language comprehension Level 2	Measures learners' ability to understand FSL grammar and vocabulary and overall comprehension of a full story	2 stories with 5 comprehension questions each	Adaptation workshop	K G1 G2 G3

Pilot Assessment Tool – English Reading Assessment

Subtask	Description	Pilot Items	Item Source	Grades
Letter name identification	Measures learners' written alphabet knowledge and knowledge of the correspondence between written letters and their FSL equivalent	100	National EGRA	G1 G2 G3
Fingerspelling reproduction	Measures learners' ability to reproduce real words that he/she watches being fingerspelled	20	The Philippine School for the Deaf (PSD), national EGRA	G2 G3
Familiar word reading	Measures learners' word recognition and decoding skills and knowledge of the correspondence between common written English words and their FSL equivalent	20	National EGRA	G2 G3
Sentence reading comprehension	Measures learners' ability to read and comprehend written English connected text	2 sentence-by-sentence stories with 5 comprehension questions each	National EGRA, adaptation workshop	G2 G3

Pilot Assessment Tool – English Reading Assessment

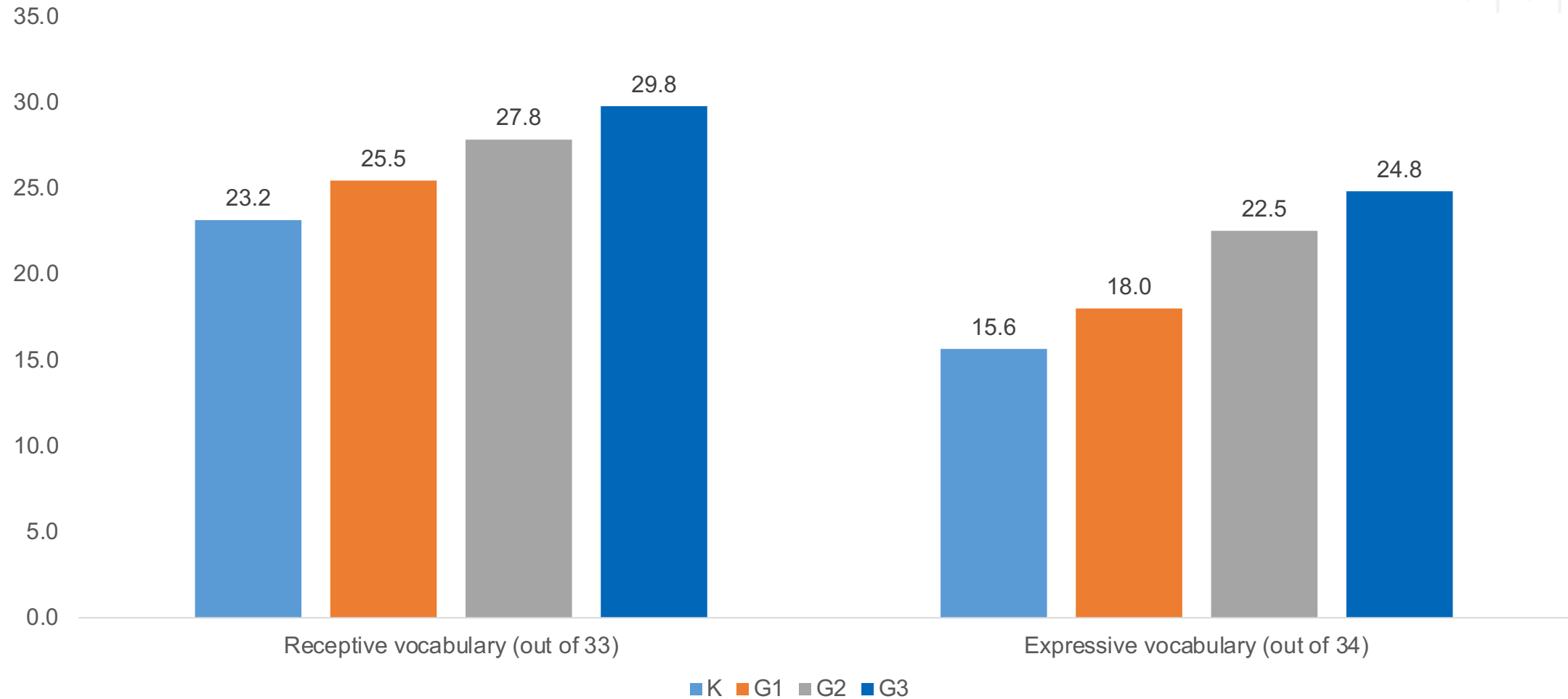
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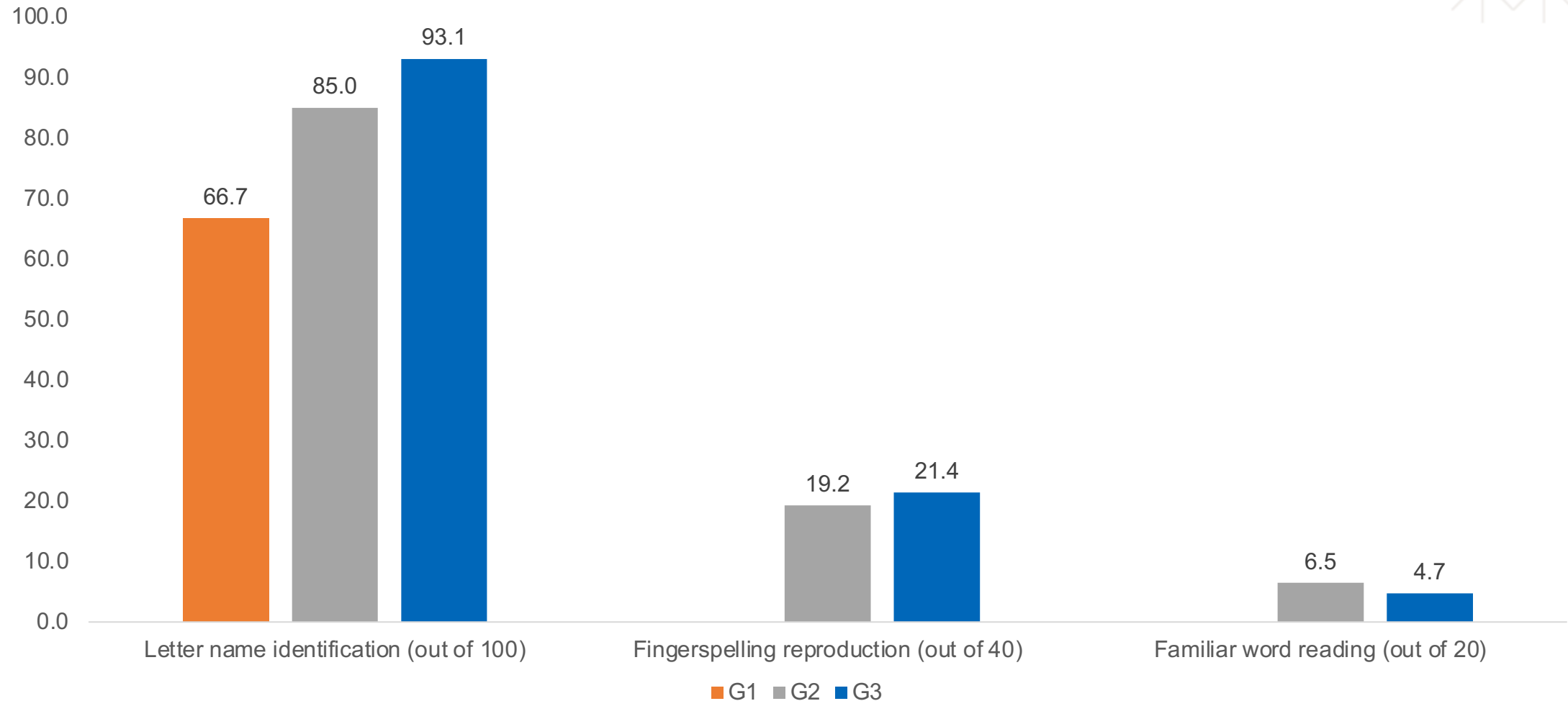
Pilot Data Collection

	3 regions	Region IV-A (Cainta + Antipolo) Region V (Legazpi + Tabaco City) Region VIII (Ormoc)
	3 teams	1 enumerator + 1 scorer
	6 schools	Region IV-A: 2 Region V: 3 Region VIII: 1
	92 learners	K:19 G1: 20 G2: 25 G3: 28

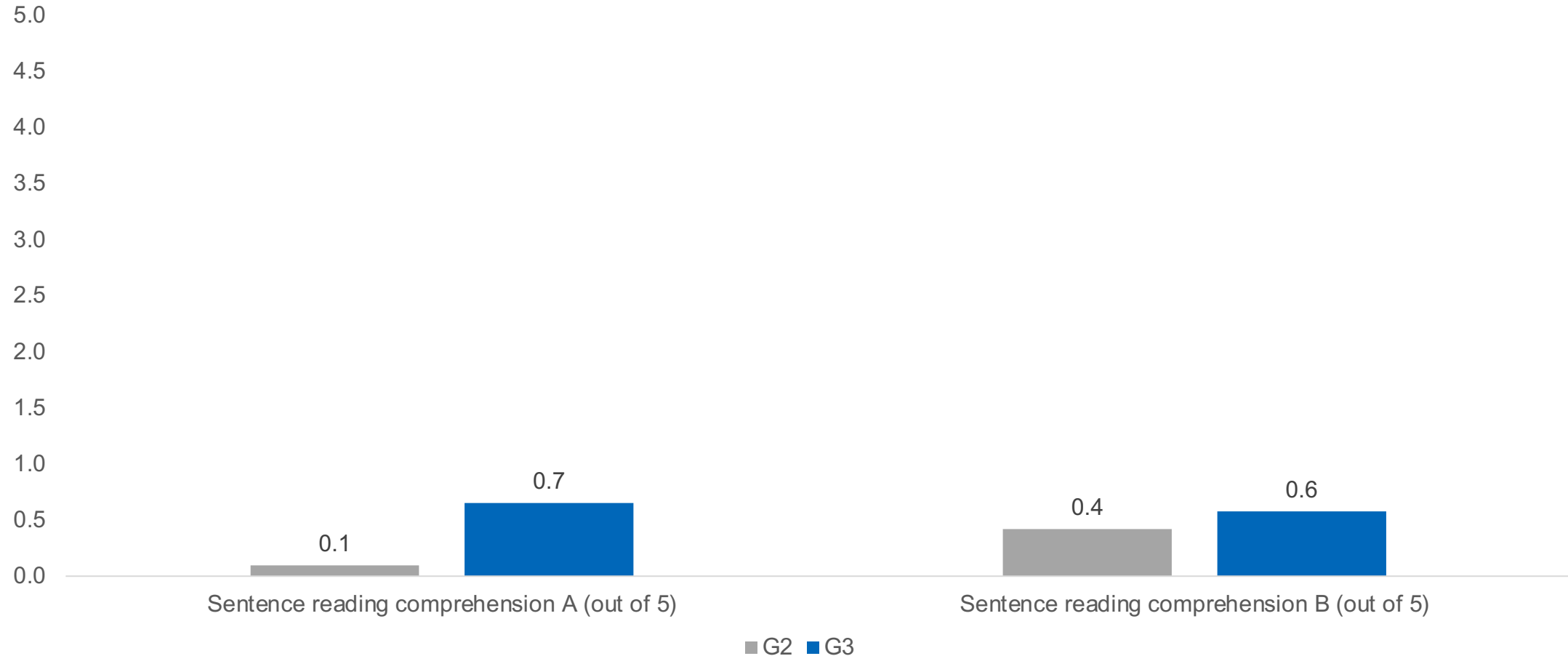
Pilot Findings – Sign Language Assessment Vocabulary (Mean)



Pilot Findings – English Reading Assessment – Foundational skills (Mean)



Pilot Findings – English Reading Assessment – Comprehension (Mean)



Pilot Findings – Additional Trends

- Performance by region
 - More often than not, Region IV-A had higher mean scores than other two regions
 - Likely driven by grade (higher proportion of Grade 2/3 students)
- Performance by gender
 - More often than not, girls had higher mean scores than boys
 - Likely driven by grade (more girls in higher grades)
- No significance tests performed on differences in means

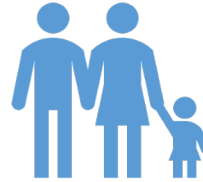


Pilot Findings – Observations



Teachers

- Limited SL abilities
- Some teaching lip reading/oral language (total communication)
- Multi-grade classes + students with different disabilities
- Using English as written language
- Diverse pre-service backgrounds and teaching styles



Parents

- Limited-to-no SL abilities
- Unable or unengaged in SL classes through schools
- Sometimes serving as classroom assistants



School

- No SL interpreters for mainstreamed learners
- Low resources/non-specialized SPED centers
- Variations in timetables for SPED students

Baseline Assessment Tool – Sign Language Assessment

Subtask	Pilot Findings	Decisions
Receptive vocabulary	Easy task for all grades (K-G3); likely to show ceiling effects for higher grades, but allows for an understanding of learners' most basic skills	<ul style="list-style-type: none"> Update baseline tool to include 20 items selected to provide range of difficulty across grades Show FSL sign
Expressive vocabulary	Intermediate task; will allow for growth over time for longitudinal sample and for growth across cross sectional sample	<ul style="list-style-type: none"> Update baseline tool to include 20 items selected to provide range of difficulty across grades Accept FSL or ASL sign
Sign language comprehension level 1	Intermediate task; will allow for growth over time for longitudinal sample and for growth across cross sectional sample	<ul style="list-style-type: none"> Use passage A on baseline tool Sign comprehension question 2x
Sign language comprehension level 2	Difficult task; will allow for growth over time for longitudinal sample and for growth across cross sectional sample	<ul style="list-style-type: none"> Use passage B on baseline tool Administer to all grades (K-G3) Sign comprehension question 2x

Baseline Assessment Tool – English Reading Assessment

Subtask	<u>Pilot Findings</u>	Next Steps
Letter name identification	Easy task for G1-G3; likely to show ceiling effects for higher grades, but allows for an understanding of learners' most basic reading skills	<ul style="list-style-type: none"> • Make untimed subtask with 26 items randomized and presented one-by-one • Administer to all grades (K-G3)
Fingerspelling reproduction	Intermediate task; will allow for growth over time for longitudinal sample and for growth across cross sectional sample	<ul style="list-style-type: none"> • Update baseline tool to include 15 items selected to provide range of difficulty across grades
Familiar word reading	Difficult task; will allow for growth over time for longitudinal sample and for growth across cross sectional sample	<ul style="list-style-type: none"> • Update baseline tool to include 15 items selected to provide range of difficulty across grades • Accept FSL or ASL sign
Sentence reading comprehension	Difficult task; will allow for growth over time for longitudinal sample and for growth across cross sectional sample	<ul style="list-style-type: none"> • Use passage B on baseline tool • Sign comprehension question 2x

Key Student Survey Questions

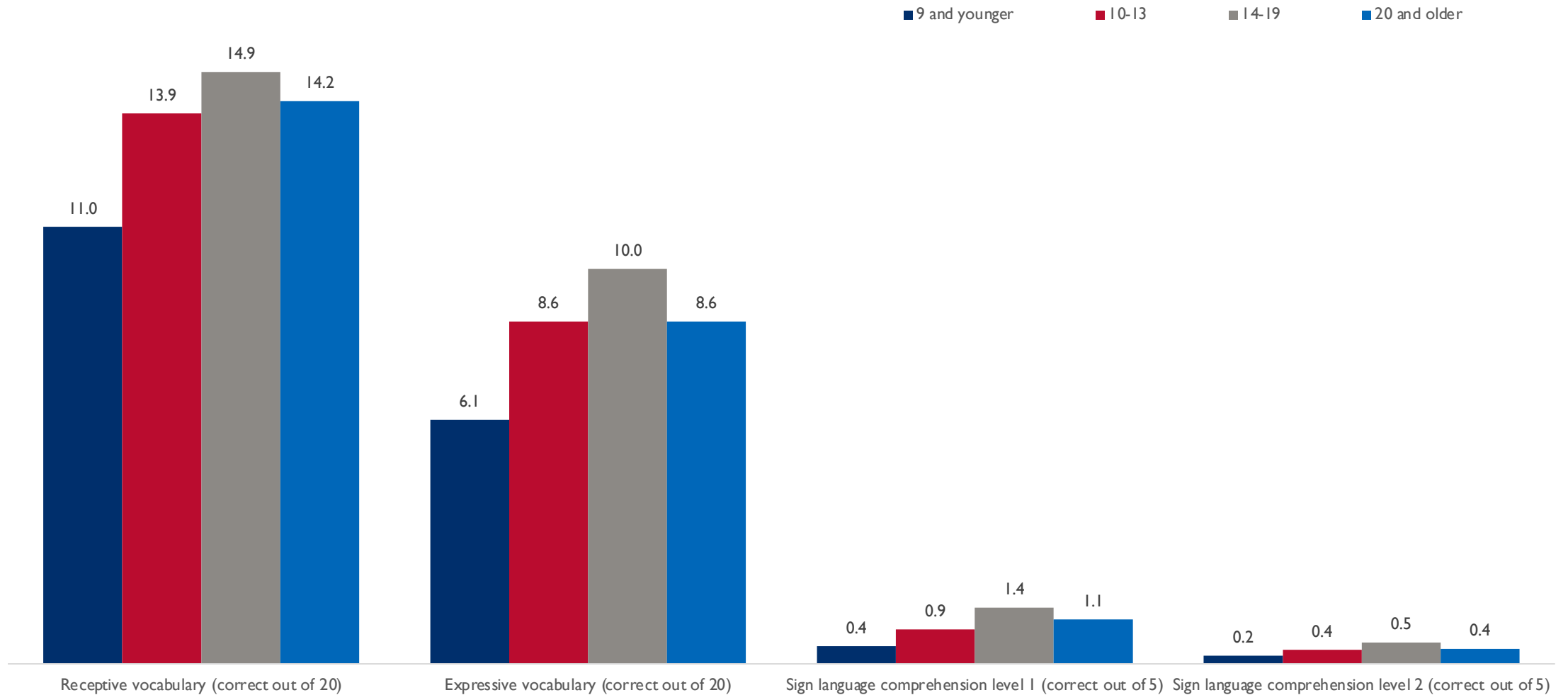
QUESTION	RESPONSE OPTION	NUMBER OF STUDENTS	PERCENT OF TOTAL
Where did you learn sign language?	At home	27	16.4%
	At school	61	37.0%
	No response/don't know	77	46.7%
How often do you communicate with your teacher in sign language?	Never	2	1.2%
	Sometimes	44	26.7%
	Always	52	31.5%
	No response/don't know	67	40.6%
Do you use lip reading/oral to communicate at home?	No	54	32.7%
	Yes	41	24.8%
	No response/don't know	70	42.4%
Do you use sign language to communicate at home?	No	72	43.6%
	Yes	16	9.7%
	No response/don't know	77	46.7%
Do you use home signs or gestures to communicate at home?	No	7	4.2%
	Yes	90	54.5%
	No response/don't know	68	41.2%

Age responses

		AGE GROUP				
		9 and younger	10-13	14-19	20 and older	Total
GRADE	Kinder	41.5%	39.0%	17.1%	2.4%	100.0%
	Grade 1	24.4%	36.6%	19.5%	19.5%	100.0%
	Grade 2	37.8%	48.9%	6.7%	6.7%	100.0%
	Grade 3	20.7%	48.3%	17.2%	13.8%	100.0%
	Non-graded	44.4%	44.4%	11.1%	0.0%	100.0%

FSL Scores by age group

Note: 9 and younger n=54; 10-13 n=71; 14-19 n=24; 20 and older n=16



English reading subtask scores by age group

Note for letter name identification: 9 and younger n=54; 10-13 n=71; 14-19 n=24; 20 and older n=16

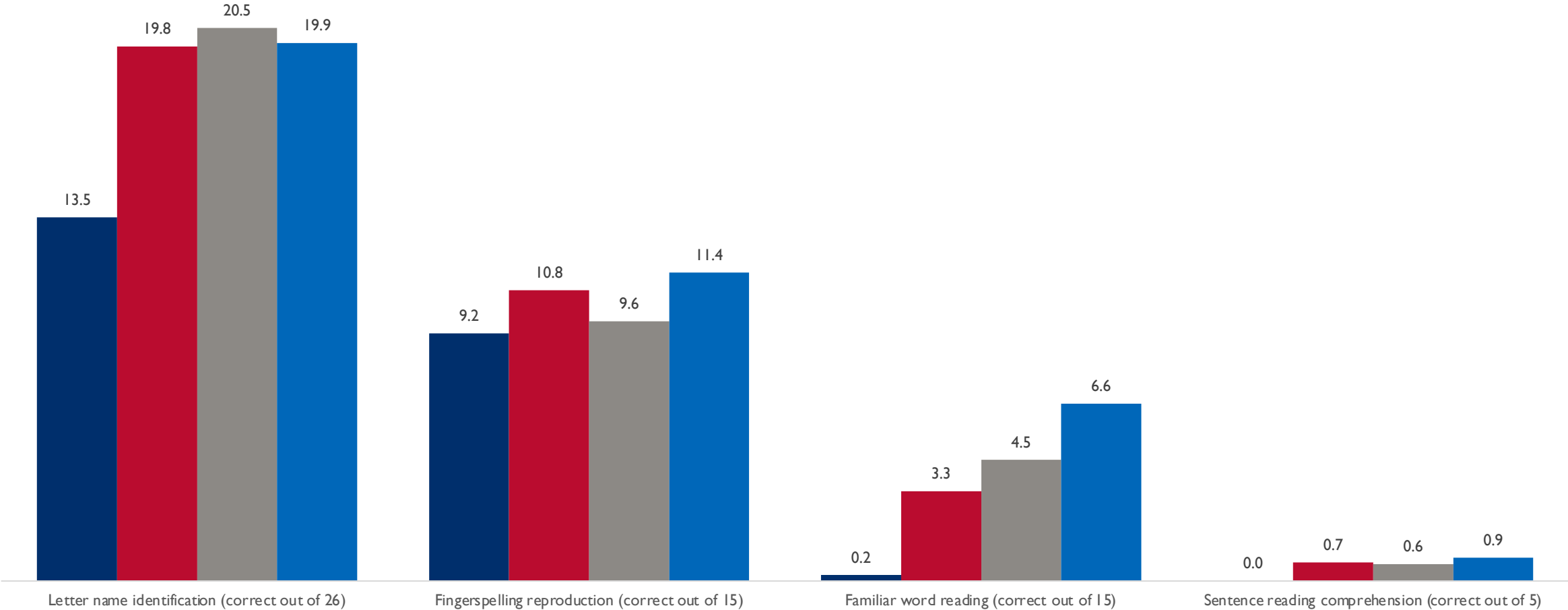
Note for all other subtasks: 9 and younger n=23; 10-13 n=36; 14-19 n=8; 20 and older n=7

■ 9 and younger

■ 10-13

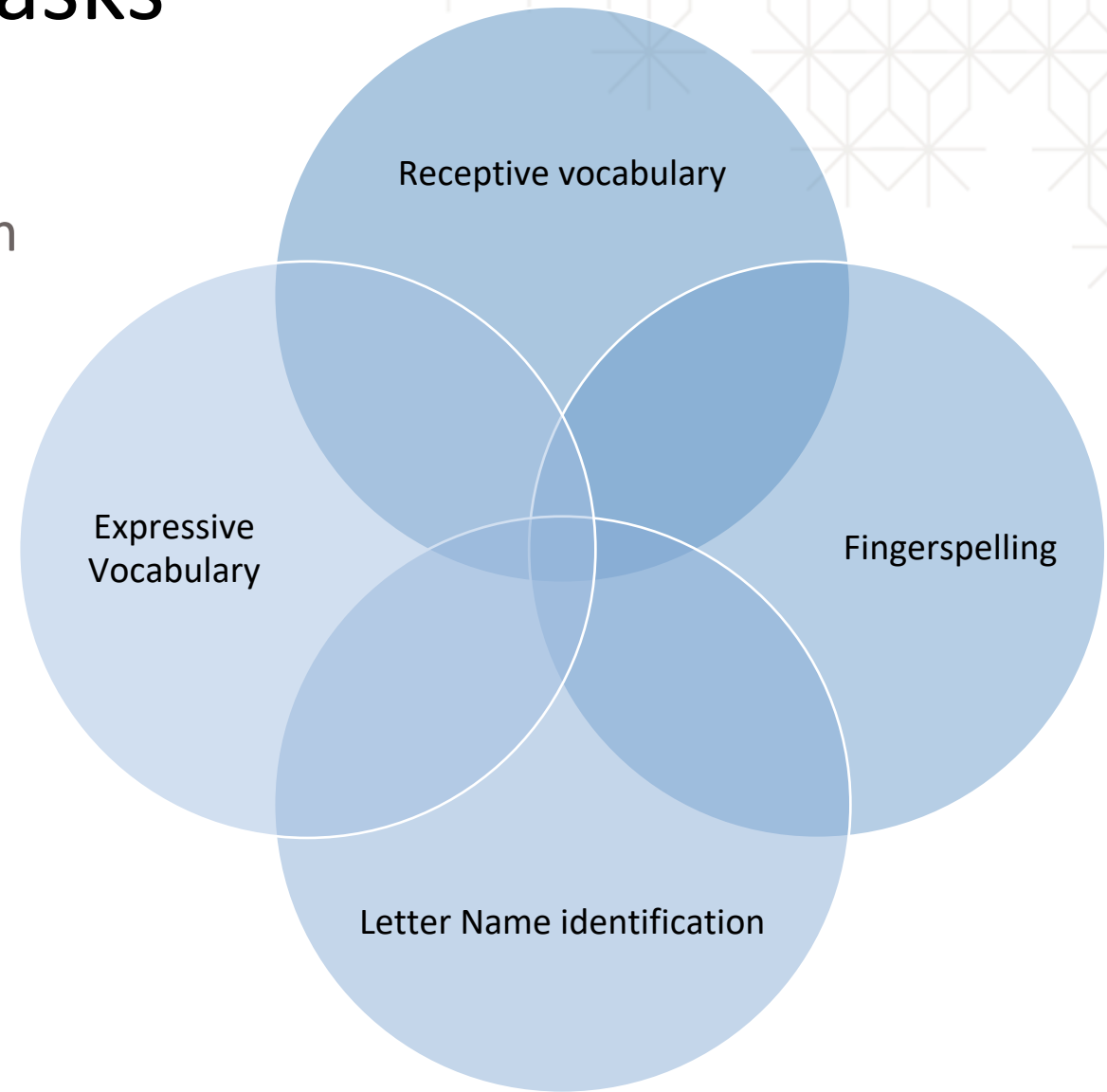
■ 14-19

■ 20 and older



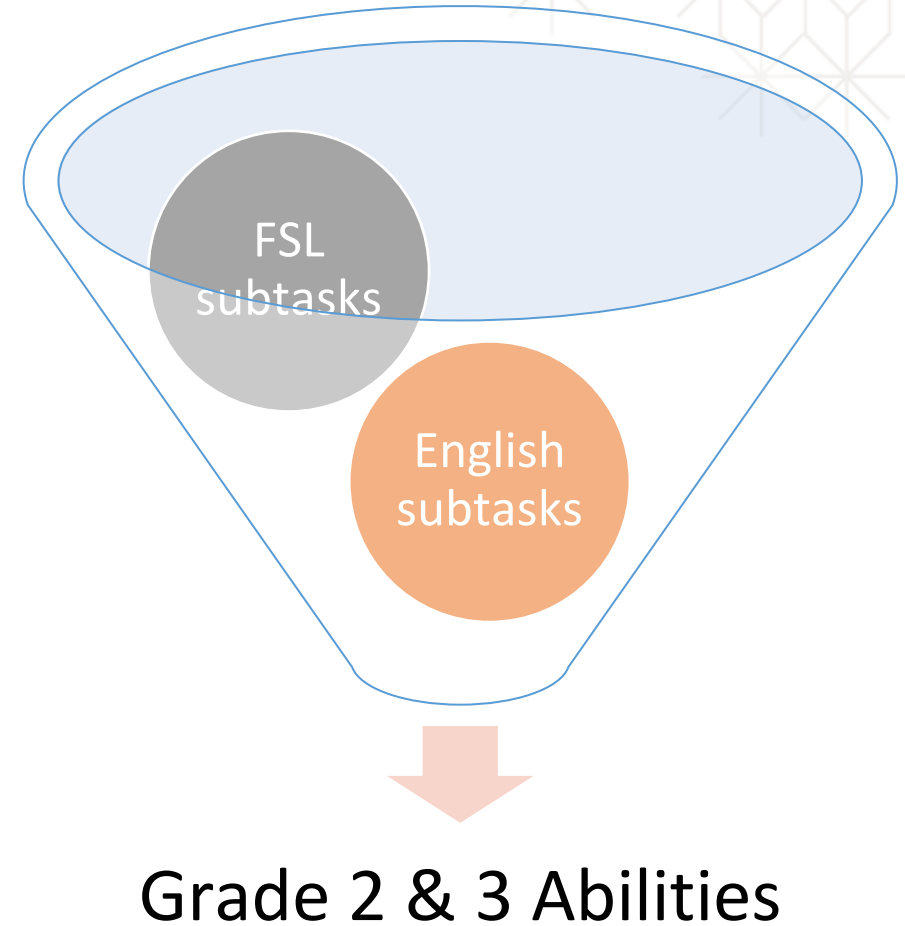
Relationships between subtasks

- There was a strong relationship between subtasks and the overall assessment (OA) which included both FSL and English subtasks:
 - Receptive vocabulary subtask and the OA (0.78),
 - Expressive vocabulary subtask and the OA (0.87),
 - Letter name identification subtask and the OA (0.84),
 - Fingerspelling reproduction subtask and the OA (0.78).



Relationships between subtasks

- There was a strong relationship between the FSL assessment and the English reading assessment (0.77) for grade 2 and 3 students.
- There was a strong relationship between the FSL assessment and the letter name identification subtask for kinder (0.75) and a moderate relationship for grade 1 students (0.64).



Conclusions

It appears that grade and age are related to student performance in this population

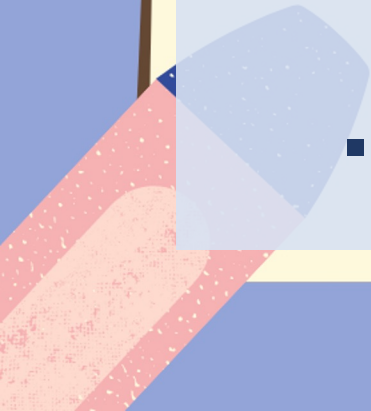
Many of the assessed students were well outside of the standard age ranges for the grade.

The baseline results did not provide conclusive evidence on how having a family member who is deaf impacts students' FSL and English reading skills.

Relationships between subtasks on the FSL and English reading assessments emphasize the strong relationship between FSL and English reading skills.

COVID REALITIES

FSL curriculum implementation hampered by COVID-19

- Face-to-face classes are being suspended
 - Trained teachers are supporting parents to provide instruction to their deaf children
 - Monitoring could not be undertaken
- 


LESSONS LEARNED

A. Dearth of studies on Filipino deaf children's school performance

- DepED has no specific data/information of deaf children on National Achievement Test: Grades 3 & 6 & PHIL-IRI (Philippine Informal Reading Inventory): Grades 1 to 6
- Universities'/Colleges' researches focus on status of deaf education & services provided
- Many Deaf students aren't included in studies

LESSONS LEARNED

B. Needs analysis on use of FSL for target students (K to 3)

- Relied more on hearing teachers' perception
 - Limited data on students' information on sign language skills
 - Most parents communicate to their deaf children through natural gestures
 - Basic question: To what extent does this curriculum answer the needs of deaf children in Kinder to Grade 3?
- 


LESSONS LEARNED

C. Differing views of FSL

- Some say that ASL is commonly used by deaf Filipinos and has become their mother tongue; FSL is influenced by ASL and has ASL so it should be recognized, issues to be addressed
- Implementing Rules & Regulations per Republic Act 11106 (2018) on FSL still to be issued

LESSONS LEARNED

D. FSL competencies have established only vertical links between K to 3 levels

- Horizontal links or links between subjects have to be determined to ensure that foundation skills are covered and contents are related
- 

LESSONS LEARNED

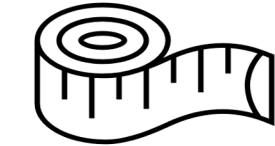
F. Demand on basic reference for FSL

- Regional Variations of FSL dictionary for three provinces have to be prepared in electronic and printed forms
- Process is complex

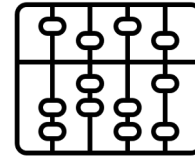
LESSONS LEARNED

- The baseline results did not provide conclusive evidence on how having a family member who is deaf impacts students' FSL and English reading skills.
- Parents have to be trained on using FSL as well as teaching strategies
- Learning resources have to be provided

CAPACITY BUILDING



Alignment & accountability



Evidence based programming



Partnerships / Coalitions



Systems, "Rules of the Game"



Innovation & Adaptiveness

LESS LOCALLY LED

MORE LOCALLY LED



Local actors receive information regarding a project and may share their views. USAID may or may not consider or act on these views.

Local actors share their views with USAID. USAID is committed in some way to consider or act on these views and to communicate how local input is being used.

Local actors are part of a formal system that provides an opportunity to work with USAID to make decisions jointly.

Local actors take the lead in making decisions and taking action with regard to a development effort within jointly agreed upon parameters.

USAID supports an initiative that originates with, and is managed by, host country actors.

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