

APPENDIX A: FREQUENTLY USED TERMS

American Sign Language (ASL) - A visual language used by deaf and hard of hearing people in the United States and Canada. ASL has syntactic (grammar/sign order), phonological (structure and organization of signs), morphological (how signs relate to one another), and semantic (how language structures meaning) rules that are distinct from English.

American Sign Language Interpreting - The process of a third party (interpreter) facilitating communication between persons who are hearing and persons who are deaf or hard of hearing by providing an interpretation of communication while working between spoken English and American Sign Language.

ASHA - American Speech-Language-Hearing Association

Assistive Listening Devices - Any and all types of devices that increase the sound and aid in the understanding of speech. These devices may include personal hearing aids, frequency modulation (FM) systems, induction loop systems, infrared, special inputs for telephone or television and amplified alarms and signals.

Auditory/Oral Mode of Communication -The development of speech and verbal language through the maximized use of residual hearing. An Auditory/Oral approach allows for visual cues, typically speech reading. An Auditory/Verbal approach focuses specifically on residual hearing and would not encourage relying upon visual cues.

Augmentative and Alternative Communication (AAC) - Addresses the needs of individuals with significant and complex communication disorders. AAC uses a variety of techniques and tools, including picture communication boards, line drawings, speech-generating devices (SGDs), tangible objects, manual signs, gestures, and finger spelling, to help the individual express thoughts, wants and needs, feelings, and ideas. AAC is augmentative when used to supplement existing speech, and alternative when used in place of speech that is absent or not functional (ASHA).

C-Print - Printed text of spoken English displayed in real time similar to open captioning. It is an effective means of acquiring information for some individuals who are deaf or hard of hearing. C-Print provides a text of spoken information that is meaning-for-meaning rather than a verbatim transcription.

Captioned Media - Includes filmstrips, films, videos, etc., that have the spoken word or the visual intent of the media represented by written language displayed on the screen as it is occurring.

CART (Communication Access Real-time Translation) - The simultaneous verbatim translation of the spoken word into English text using a stenotype machine, notebook computer and real time software, which displays the text on a laptop computer, monitor or screen. CART service is often provided in classroom settings for a student who is deaf or hard of hearing.

Central Auditory Processing - Disorder (CAP-D) - Deficits in the information processing of audible signals not attributed to impaired peripheral hearing sensitivity or intellectual impairment. This information processing involves perceptual, cognitive, and linguistic functions that, with appropriate interaction, result in effective receptive communication of auditorily presented stimuli. Specifically, CAPD refers to limitations in the ongoing transmission, analysis, organization, transformation, elaboration, storage, retrieval, and use of information contained in audible signals.(AHS, <http://www.asha.org/policy/RP1993-00208/>)

Cochlear Implant - A device that provides direct electrical stimulation to the auditory (hearing) nerve in the inner ear. Children and adults with a severe to profound hearing loss who cannot be helped with hearing aids may be helped with cochlear implants. (ASHA, 2017)

Communicative Competence - An individual's ability to freely express ideas, thoughts, and feelings to a variety of listeners across contexts.

- When assessing a student's level of communicative competence in terms of "communication mode," an emergent level is one where the student needs prompting to use his/her mode to communication or uses his/her present mode of communication with only a few communication partners. A mastered level is one where the student independently or spontaneously uses his/her present mode to communicate.
- When assessing a student's level of communicative competence in terms of "language," an emergent level is one in which the student demonstrates functionally limited knowledge in all areas of language (including phonology, syntax, semantics and pragmatics). A mastered level is one in which the student has functionally adequate knowledge and skills in all areas of language (including phonology, syntax, semantics and pragmatics).

Cued Language Transliterater - "A cued language transliterater isa professional who uses a cued language to facilitate communication between deaf and hearing individuals. Properly functioning cued language transliteraters provide deaf/hard-of-hearing consumers with comprehensive non-judgmental access to all audible components of a given environment."

Cued Speech (Language) - A system where children learn to both "see" and "hear" speech and language. They focus on the movements that the mouth makes when one talks. This is combined with (a) eight hand shapes called cues; and (b) four positions around the face, indicating vowel sounds. The hand cues help the child distinguish the sounds that look alike on the lips.

Cued Speech (Language) Transliteration - The process of a third party (transliterater) facilitating communication between persons who are hearing and persons who are deaf or hard of hearing by providing a transliteration of the communication by working between spoken English and Cued Speech.

Direct Communication – (NOTE: This definition provided here is specific to its use in reference to communication issues for students who are Deaf/Hard of Hearing). Communication that occurs without the assistance of communication devices or adults trained in a specific communication mode.

Direct Instruction – (NOTE: This definition provided here is specific to its use in reference to communication issues for students who are Deaf/Hard of Hearing). When instruction is delivered, received, and reciprocated by the teacher using the primary language of the learner who is Deaf/HH without the need of a third party (interpreter/transliterater) or medium (captioning).

Emerging/no formal language skills – For example, a personalized set of gestures used by an individual.

English Transliteration - A form of interpreting in which the language base remains the same (e.g., the transliteration of spoken English to a signed English system or to a form which can be read on the lips).

Expressive Communication - The process of expressing oneself (e.g., needs, wants, feelings, opinions) to others through verbal and nonverbal communication.

Fingerspelling - The representation of the alphabet by finger positions in order to spell out individual words or connected/longer strings of language.

FM System - An assistive listening device that transmits the speaker's voice via a microphone to an electronic receiver in which the sound is amplified and transmitted to the student's personal hearing aids or cochlear implant through direct audio input or through a loop cord worn around the neck. This reduces the problems of background noise interference and distance from the speaker.

Gestures - Movements of any part of the body (including facial expressions) to express or emphasize an idea, an emotion or a function. Add natural and/or contact gestures. A natural gesture example is when a child pushes an item away or reaches for an item. A contact gesture example is when a child takes a person's hand to activate a toy or takes a person's hand and leads them to a desired item or location.

Graphic Communication System: Use of pictures, photographs, line drawings, Blissymbols, printed words, or traditional orthography in the process of communication.

High tech AAC Systems - Systems which incorporate the use of electronic devices (e.g., speech generating devices, single-message devices and recordable/digitized devices) to support an individual's communication needs. This can include a single location voices output device to a high tech dynamic display device.

Incidental Learning - Unintentional or unplanned learning that results from other activities.

Intervener - Intercedes between a child and the environment, allowing access to information usually gained through vision and hearing. An Intervener facilitates learning and the development of skills (e.g., receptive and expressive communication, interactive behavior).

Low Tech AAC Systems – Systems which incorporate the use of pictures, objectives, photographs, writing, and/or communication boards/books to support an individual's communication needs, but which do not involve the use of electronic devices.

Mode of Communication - The medium or channel in which communicative intent is expressed and is received.

No Tech AAC Systems – Systems which incorporate the use of gestures, manual signs, facial expressions, vocalizations, verbalizations and body language.

Oral Interpreting - The art of moving the mouth in order to paraphrase what is being said; communicates the words of a speaker or group of speakers to an individual by inaudible mouth movements so that they can be read on the lips.

Oral Language Facilitator - A trained support personnel in the field of deaf education who understands hearing loss, the impact of hearing loss in the classroom and how it affects learning, and the hearing technology used by students from an auditory oral educational background. An Oral Language Facilitator directly and indirectly supports students with hearing loss participating in a regular education setting by employing instructional strategies that are part of best practice in auditory oral training.

Object/Picture Systems – Communication system which incorporates visual-graphic symbols (e.g., pictures, photographs, line drawings, Blissymbols, printed words, traditional orthography) that stand for or represent what an individual wants to express.

Primary Language - The language spoken in the home. It is the first language a person is exposed to from birth through the present.

Qualified Interpreter - A person who is trained to facilitate communication between two languages and who is qualified according to state or national standards. In Louisiana qualified educational interpreters should have ancillary certification from the Department of Education. They may also hold national Registry of Interpreters for the Deaf certification and have a qualifying score on the Educational Interpreter Performance Assessment.

Receptive Communication - The process of receiving and understanding a message/what others say or express.

Signed English - A system that was devised as a semantic representation of English for children between the ages of 1 and 6 years of age. ASL signs are used in English word order with 14 sign markers being added to represent a portion of the inflectional system of English.

Sound Field System - An environmental amplification system that utilizes a portable speaker system or placing a loudspeaker on one or more walls and/or ceiling. This type of system ensures that speech signal is evenly distributed throughout the classroom with the end goal of improving the signal to noise ratio for each student in the room.

Symbol Set Selection –Selecting the symbols to use for a student’s augmentative/alternative communication system based on the individual’s ability to access, recognize, and learn that symbol’s meaning. For example, a person with visual deficits will need a symbol that is modified to be viewable or that is accessible via other sensory modes such as listening or touch. Symbols are not universal across cultures. It is important to find symbols that are relevant to the individual and his or her community. Symbols systems should be flexible to allow for change in the student’s linguistic, cognitive, and physical abilities.

Tactile Interpreting - A method of interpreting for people who are both visually impaired and hard of hearing. The interpreter places his hands on the client’s hands and signs.

Tactile System - A communication system that uses the sense of touch to decode and encode language information. The tactilely decoded/encoded language information can be in the form of objects, pictures with raised surfaces, textures, Braille, etc. Current technology exists to allow for decoding and encoding verbal and graphic information into receptive and expressive tactile language systems.