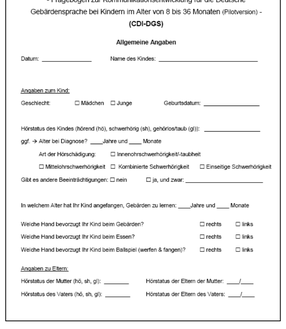
Heidelberg

Johannes Hennies, University of Education Heidelberg

The University of Education in Heidelberg focuses on applied science, teachers' training, and education in general. It is one of five Universities in Germany to offer a degree in Deaf Education (i.e. Bachelor of Arts & Master of Education). Accordingly, we conduct research on sign language acquisition, diagnostics and didactics. The University also supports school developments and the establishment of sign language curricula (www.ph-heidelberg.de).

Adaptation of the MacArthur Communicative Developmental Inventory (CDI) for German Sign Language (DGS)

(in cooperation with Solveig Chilla, European University of Flensburg)



The MacArthur Communicative Developmental Inventory for German Sign Language for Children 8 to 36 months (pilot version)
- Fragebogen zur Kommunikationsentwicklung für die Deutsche Gebärdensprache bei Kindern im Alter von 8 bis 36 Monaten (Pilotversion) -
(CDI-DGS)

Allgemeine Angaben

Datum: _____ Name des Kindes: _____

Angaben zum Kind:
Geschlecht: ☐ Mädchen ☐ Junge Geburtsdatum: _____

Hörstatus des Kindes (hörend (hö), schwerhörig (sh), gehörlos/taub (g)): _____
ggf. → Alter bei Diagnose? ___Jahre und ___ Monate
Art der Hörschädigung: ☐ Innenohrschwerhörigkeit/-taubheit
☐ Mittelohrschwerhörigkeit ☐ Kombinierte Schwerhörigkeit ☐ Einseitige Schwerhörigkeit
Gibt es andere Beeinträchtigungen: ☐ nein ☐ ja, und zwar: _____

In welchem Alter hat Ihr Kind angefangen, Gebärden zu lernen: ___Jahre und ___ Monate

Welche Hand bevorzugt Ihr Kind beim Gebärden? ☐ rechts ☐ links
Welche Hand bevorzugt Ihr Kind beim Essen? ☐ rechts ☐ links
Welche Hand bevorzugt Ihr Kind beim Ballspiel (werfen & fangen)? ☐ rechts ☐ links

Angaben zu Eltern:
Hörstatus der Mutter (hö, sh, g): _____ Hörstatus der Eltern der Mutter: ___/___
Hörstatus des Vaters (hö, sh, g): _____ Hörstatus der Eltern des Vaters: ___/___

Aim:
Adaptation and release of a DGS-CDI (with a level-I-authorization granted by the CDI advisory board).

Method:
1. Development of a pilot version for children of 0;8 to 3;0 based on the CDIs for BSL and ASL, crosschecking the two German CDIs and German collections of baby signs for culturally specific vocabulary. (Anderson & Reilly 1992; Woolfe et al. 2009 Grimm & Doil 2006; Szagun et al. 2009 König 1995; Grewing 2008; Gericke 2009)
2. Conducting a pen-and-paper pilot study (n=8, so far)
3. Development of an improved digital version.
4. Collection of a norming sample with three reference groups (codas, deaf codas and other deaf children with early DGS-access; each n=20; at the age of 1;0; 2;0 and 3;0); item analysis and calculation of quality criteria.

Status: The project is ongoing and the first evaluation focuses on handling and construct validity of the test.

Adaptation of an existing pilot version of the receptive skills test in German Sign Language

(in cooperation with Tobias Haug, University of Applied Science in Special Needs Education of Zurich)

Aim:
Release of an improved version of the DGS-adaptation of the *BSL Receptive Skills Test* (Herman et al. 1999; Haug 2011).

Method:
1. Creation of additional items by students of the Universities in Berlin and Munich.
2. Updating the test material with new videos and additional pictures.

3. Development of an online version of the test.
4. Pretest with 20 native signers from 4;0 to 11;0.
5. Collection of a norming sample with three reference groups (codas, deaf codas and other deaf children) from the age of 4;0 to 11;0; item analysis, calculation of quality criteria and age norms.

Status: The project is ongoing and the digital version is currently being put together.

Evaluation of bimodal-bilingual co-enrollment programs

Nursery school "Mondlicht" in Munich

(in cooperation with Kinderschutz Munich)

Kinderschutz (2018)

Introduction: The nursery school provides bimodal-bilingual early education for hearing children, codas and deaf children from the age of 1;0 to 3;0, with a team of deaf and hearing educators in every group. Individual sign language instruction is also offered.

Aim: Evaluation of i.) the realization of the bimodal-bilingual setting, ii.) the cooperation of deaf and hearing professionals, iii) childrens' social-emotional and iv) early language development.
Methods: Standardized and informal testing; qualitative data.
Status: The data collection is ongoing. First results and recommendations have been discussed with the staff.
Acknowledgement: The project is fully funded by the Foundation Deutsche Jugendmarke (2018 - 2021).

Thuringian comprehensive school (TGS am Roten Berg)

(in cooperation with Kristin Hennies, HFS)

Bayerischer Rundfunk (2017)

Introduction: The comprehensive school offers bimodal-bilingual primary education for hearing children, codas and deaf children in two classes, instructed by deaf and hearing school teachers. (Hennies & Hennies 2019)

Aim: Evaluation of i.) academic achievements ii.) sign, written, and spoken language development, iii) social-emotional development, iv) classroom participation, and vi) didactics in various subjects.
Methods: Standardized and informal testing; qualitative data.
Status: Results will be published and presented at a conference in autumn 2020, when the first group leaves primary school.
Acknowledgement: The Herbert Feuchte Foundation Association (HFS) is financing a part time project coordinator (2016 - 2020).

Development of sign language curricula

… for Swiss-German Sign Language (DSGS)

(in cooperation with the schools in Münchenbuchsee and Zurich)

Introduction: Three schools for the deaf in Münchenbuchsee and Zurich are working together on a DSGS-curriculum.
Aim: Development of a DSGS-curriculum from pre-school to 9th grade, based on the standard Swiss curriculum (Lehrplan 21), with support by the University of Education Heidelberg (2017-2021).
Status: The project team of deaf and hearing teachers has written a first draft, which will be finalized in autumn 2019; afterwards the DSGS-curriculum will be tested in the schools until autumn 2020.
Acknowledgement: The project is fully funded by the schools.

… for German Sign Language (DGS) in Baden-Württemberg

(in cooperation with the state teachers' association BDH-BW)

Introduction: The 12 schools for the deaf in the German state Baden-Württemberg have introduced the subject DGS, based on a guidance paper by the state gouvernment. (Bendias et al. 2013)
Aim: Development of a common DGS-curriculum from 1th to 10th grade, based on the foreign language curricula of the state, with support by the University of Education Heidelberg (2019-2022).
Status: The project team of deaf and hearing teachers has held the first meetings and has agreed upon a structure and a schedule.
Acknowledgement: The BDH-BW is covering travel expenses.

References:
Anderson, Diane & Judy Reilly (1992): The MacArthur Communicative Development Inventory: Normative Data for American Sign Language. In: J. Deaf Stud. Deaf Educ. 7(2): 83-106; Bendias, Maja; Fertig, Markus; Kersten, Eva; Kolbe, Vera; Martens-Wagner, Vera & Meike Wagner (2013): Deutsche Gebärdensprache. Hilfen für die Einführung in Schulen mit DVD. Im Auftrag des Landesinstituts für Schulentwicklung Baden-Württemberg. Stuttgart; Gericke, Wiebke (2009): babySignal: Mit den Händen sprechen: Spielerisch kommunizieren mit den Kleinsten. München: Kösel-Verlag; Grewing, Sonja (2008): Let's talk Wonneproppen: Babygebärden erobern die Welt. Hamburg: Birgit Jocobsen; Grimm, Hannelore & Hildegard Doil (2006): ELFRA – Elternfragebögen für die Früherkennung von Risikokindern2., überarb. Aufl., Göttingen: Hogrefe; König, Vivian (2005): Kleines Wörterbuch der Babyzeichen. Mit Babys kommunizieren bevor sie sprechen können. Guxhagen: Verlag Karin Kestner; Szagun, Gisela; Barbara Stumper & Satyam Antonio Schramm (2009): FRAKIS: Fragebogen zur frühkindlichen Sprachentwicklung. Frankfurt am Main: Pearson Assessment and Information GmbH; Haug, T. (2011). Adaptation and Evaluation of a German Sign Language Test - A Computer-Based Receptive Skills Test for Deaf Children Ages 4–8 Years Old. Hamburg: Hamburg University Press; Hennies, Johannes & Kristin Hennies (2019): Establishing the first bimodal-bilingual co-enrollment program in Germany: preconditions, policy, and perspectives. In: Marschark, Marc; Shirin Antia & Harry Knoors (Hg.): Co-Enrollment Education for Deaf and Hard-of-Hearing Learners. New York [u.a.]: Oxford University Press, 149-164.; Herman, R., Holmes, S. & Woll, B. (1999). Assessing BSL development: Receptive Skills Test. Coleford, UK: Forest Books; Woolfe, Tyron; Rosalind Herman & Bencie Woll (2010): Early vocabulary development in deaf native signers: a British Sign Language adaptation of the communicative development inventories. In: J Child Psychol Psychiatry 51(3):322-331.

For further information please contact Prof. Dr. J. Hennies
Email: hennies@ph-heidelberg
Web: johannes@hennies.org