Elevating Your Deaf Child’s Language with Ease

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American Society of Deaf Children National Conference
June 25, 2018
“For Deaf children born into hearing families...I’d like to see the families being proud and saying ‘We’ve got one’... like a golden ticket ... and feeling ‘We know what to do!’ I’d love to see that attitude in society.”

Jackie Wan, Community Mental Health Nurse, August 2017.
Personal Introduction

- Only deaf child in a hearing family
- Family communication system
- Educational Journey
  - Early intervention
  - Self contained class until 10 years old
  - California School for the Deaf, Fremont from 6th grade to 12th grade
    - Life changing experience in 6th grade
    - Personal transformation as a Deaf person
- Post high school
  - ASL Now
  - Deaf President Now Movement
- Present
Agenda

- Introductions
- Deaf proverbs by Ken Glickman
- Expose
- Evidence
- Educate
- Embrace
- Elevate
- Activity
- Next Steps
- Questions
What is Self Love?
Deaf proverb

Flowers belong on topsoil; not tabletops
Deaf children & their families

Did You Know That?

92% of Deaf children have hearing parents

It’s often with their baby that parents of Deaf children have met a Deaf person for the first time

Created by: Jessica Sergeant
Sources: Gallaudet Research Institute & ASL200
Objectives of Presentation

• Families will learn how they can elevate their deaf children’s language through knowledge.

• Families will be able to process what they can do to become change agents in their deaf children’s educational planning.

• Families will be able to navigate through Clerc Center’s One Stop center to know where they can find national, state and local resources to elevate their deaf child’s language.
Language development is critical... starts at home

Cal and Cade
Deaf proverb

Light attracts, dark repels
The E’s of Elevating your Deaf Child’s Language

Expose  Evidence  Educate  Embrace  Elevate
Hintermair (2000) interviewed 317 parents and found that those who reported having contact with deaf adults also reported less depression, less isolation, and increased interactional responsivity to their child. Unfortunately, only 9.5% of parents had frequent contact with Deaf/HH adults.

Only 10% of parents have had a deaf service provider (Yosingana-Itano, 1998).
Opening to new worlds

“It’s much better to meet a live Deaf person than read about it in books. I have to see to understand. A new world opened up once we met our Deaf mentor.”

Dad J
A father shares...

Hi. My name is Luis Quinonez. #whyisign
Hola, me llamo Luis Quinonez. #porquehabloenseñas
INAUGURATION EVENT:

DISPELLING MYTHS OF LANGUAGE ACQUISITION

Setting Language in Motion
Family Supports and Early Intervention for Babies Who are Deaf or Hard of Hearing
Available in American Sign Language, Spoken English and Spanish
FREE seven self-paced online modules
Interactions with deaf adults/children supports social-emotional, cognition, and communication development in deaf children (Calderon & Greenberg, 2003).
Evidence

“The more language exposure, the better. Early language exposure is critical for optimal brain, language and cognitive development. The brain does not discriminate; it accepts both sound and sign.” (Petitto, 2014).
Research conducted by Richmond, McCroskey & Hickson (2008) points to the value of taking advantage of vision for the development of language and communication skills. They report the following:

- 80% of information enters through the eyes
- Eyes and ears are critical for communication across cultures
- All languages use gestures to convey non-verbal information in the message
- 65%-93% of communication is nonverbal
For language to develop in a timely way it must be:

- Accessible
- Interactive
- Abundant
LANGUAGE LEARNING THROUGH THE EYE AND EAR

RAISING THE WHOLE CHILD
SOCIAL-EMOTIONAL DEVELOPMENT IN DEAF CHILDREN

FAMILY INVOLVEMENT IN ASL ACQUISITION
JUNE 2013

VL2 STORYBOOK APPS
Advocate for the best education for your child

“Too often deaf/hh children are given a different education when the key is granting access to curriculum, peers, adults, active participation and other conditions for quality learning and development... while meeting their unique needs.”

(Hehir, 2005)
Least Restrictive Environment

*Must be...*

LANGUAGE RICH ENVIRONMENT

Stop & think- what environment is your child being educated in?
Parent Advocacy App:
A Collaboration between the Clerc Center, American Society of Deaf Children, Hands & Voices, and National Association of the Deaf

**Outcome:** Parents will increase their knowledge to advocate before, during, or after school meetings

**Output:** App for smartphone

**Audience:** Parents with little or no experience & some knowledge or experience (K-12th grade)

**Web prototype:**
http://methodloop.com/hhd/sample.html
Introduction

Parent Advocacy App for Deaf or Hard of Hearing

Hi, I'm Janet DawGeorges with Harris & Voices for Deaf Children, ASDG.

at the National Association of the Deaf, NAD
Making a Language and Communication Plan
“Because the deaf/hh child is a component of the family system, the deafness/hh belongs not just to the child, but to the entire family.”

-Henderson and Hendershott (1991)
Evidence shows that deaf/HH children competent in social-cognitive development are those who participate actively with their parents since an early age (Marschark, 1997).
Info to Go Resources

- ASL
- Assistive Technology
- Cochlear Implants
- Deaf Culture
- Deaf Education
- Educational Resources
- Deaf Students with Disabilities
- Early Intervention
- Family Resources
- Hearing Aids
- Hearing-Related
- Interpreting
- Language
- Legislation
- Literacy
- Multicultural Considerations
- National Resources and Directories
- Spoken Language
- Transition

Updated content and new structure:
1. Clerc Center resources
2. Gallaudet resources
3. National, state, and local resources
Deaf proverb

When the deaf lead the deaf, both walk side-by-side.
Elevate your own expectations for your child’s language & education
The importance of incidental learning
“Before we can address the deaf/hh children’s gap of achievement, we must first look at her gap of opportunity.”

Yodin, 2012.
Next steps in elevating your deaf child’s language

• Join organizations for families with deaf children & meet your local deaf community.

• Ask for Deaf Mentor Programs nationwide, including ASL classes for families at no charge in all parts of the state.

• Give them roots and wings by empowering them to be proud of who they are.

• Allow your deaf children to have opportunities to be with other deaf children.
Next steps in elevating your deaf child’s language
“The time has come for us to build bridges, not walls, and a common set of fundamental, critical, scientific and humane principles to bring on quality education and whole person development of the deaf/hh child... which is priceless.”

(Stern, 2013)
Deaf proverb

Applause & upplause sound the same and are appreciated alike
No one gets left behind or forgotten

“Ohana” means family! And family means no one gets left behind...or forgotten.
Don’t forget to subscribe & Like us on Facebook!

Further questions: Contact the Clerc Center:

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