

Elevating Your Deaf Child's Language with Ease

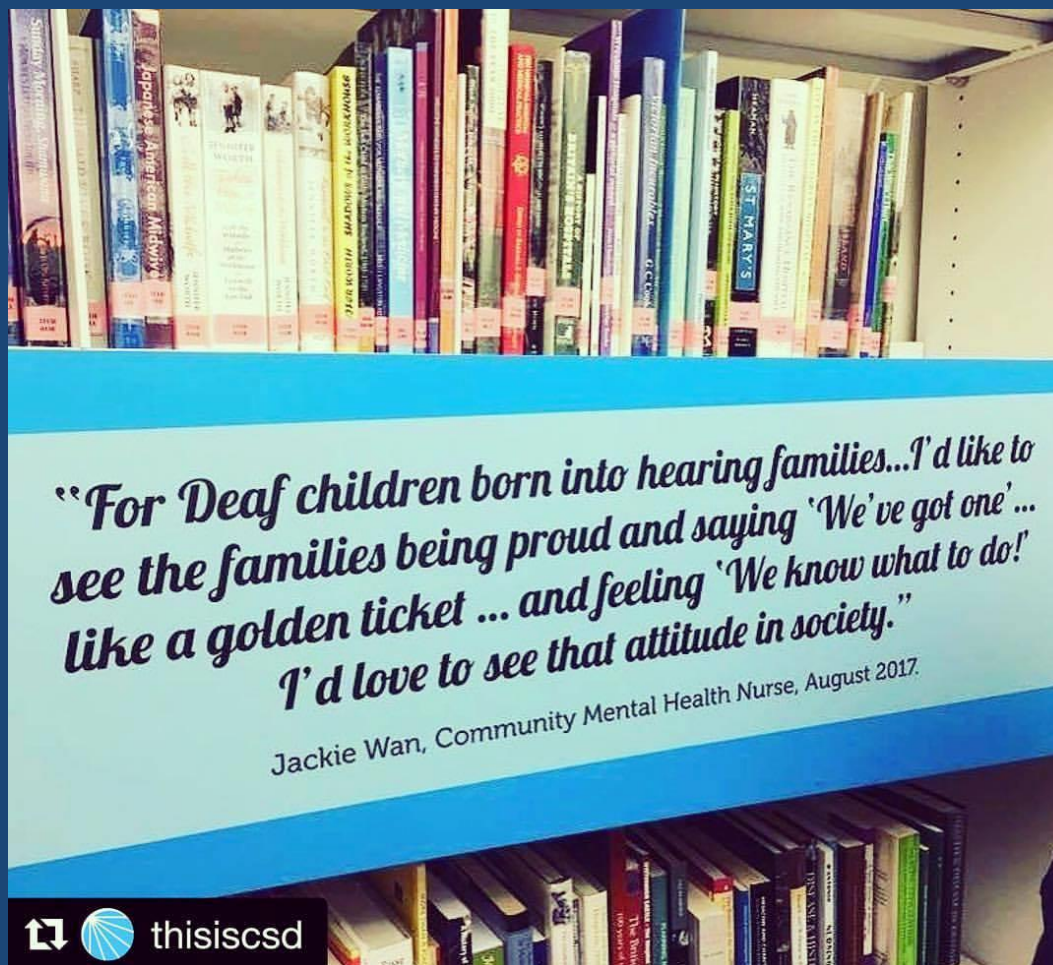
Debbie Trapani

Director of Bilingual Education

Laurent Clerc National Deaf Education Center

American Society of Deaf Children National Conference

June 25, 2018

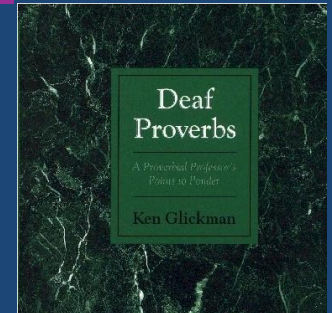


Personal Introduction

- 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

6/10

Deaf people are a cultural and linguistic minority

Did You Know That?

92% of Deaf children have hearing parents

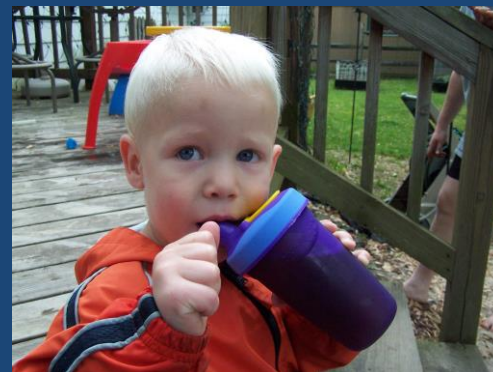


It's often with their baby that parents of Deaf children
have met a Deaf person for the **first time**

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

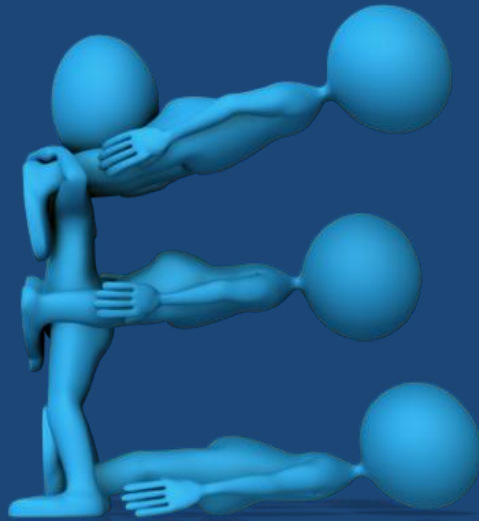
Light attracts, dark repels



The E's of Elevating your Deaf Child's Language



Expose



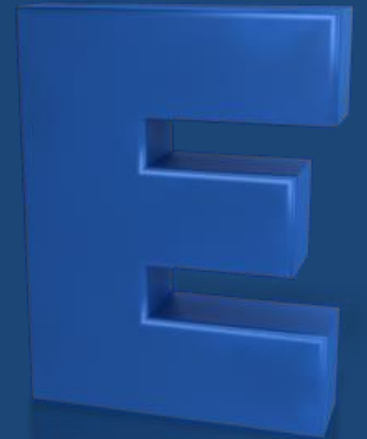
Evidence



Educate



Embrace



Elevate



Expose



Keith Tolzin

Photo Credit: Tara Tolzin

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



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

A photograph showing two women and a young child. One woman is on the left, looking towards the child. The other woman is in the center, smiling and interacting with the child. The child is on the right, wearing a pink patterned shirt, and is reaching out towards the woman in the center. They appear to be in a home or a casual setting with shelves in the background.

 **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).

Visual Language Research

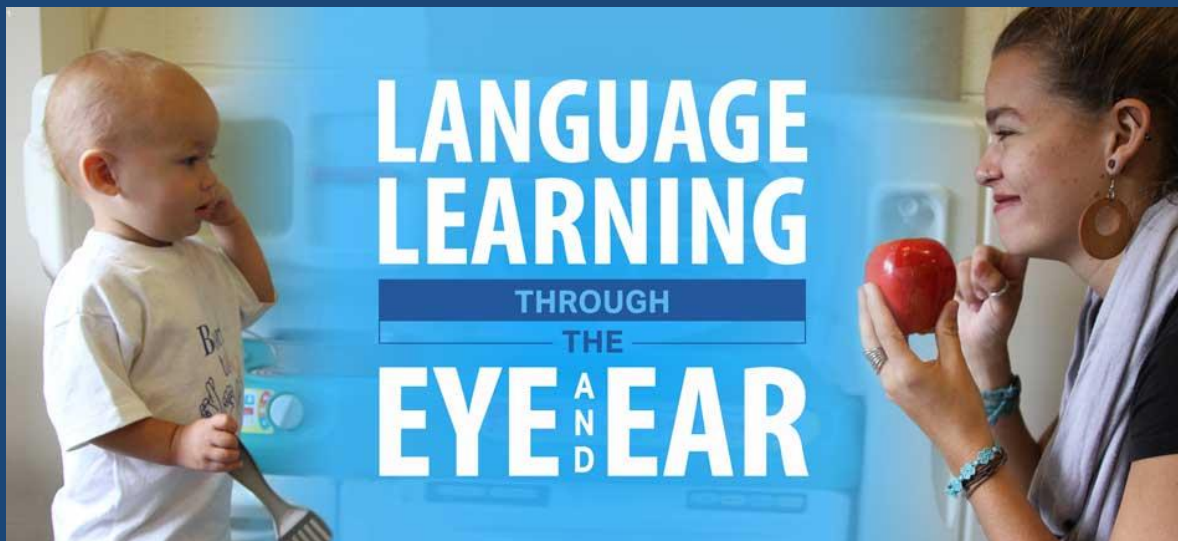
Research conducted by Richmond, McCroskey & Hickson (2008) points to the value of taking advantage of vision for the development of language and communication skills. They report the following:

- 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:

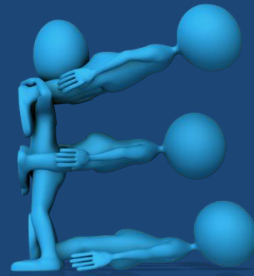
- **Accessible**
- **Interactive**
- **Abundant**





VL2 STORYBOOK APPS





Educate

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.”

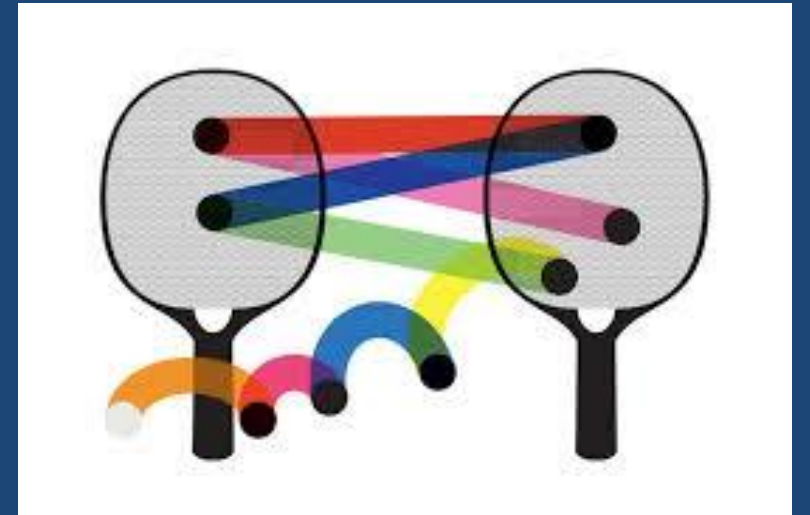
(Hehir, 2005)

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



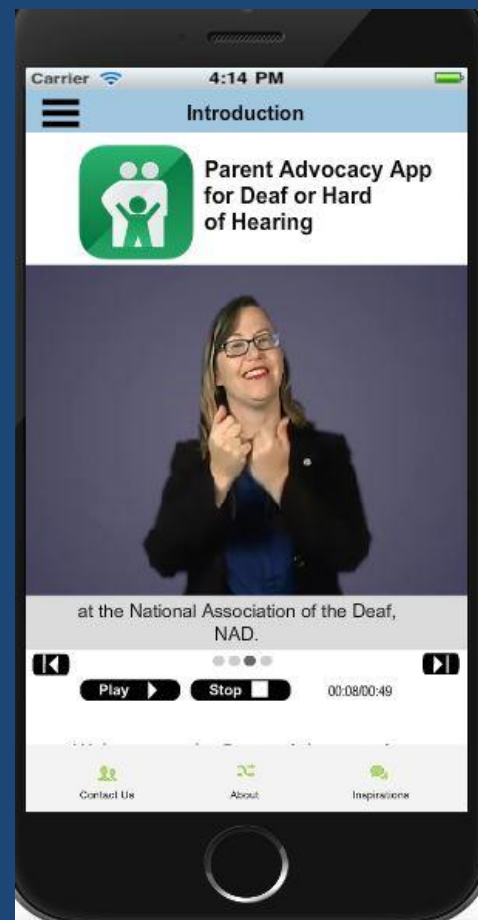
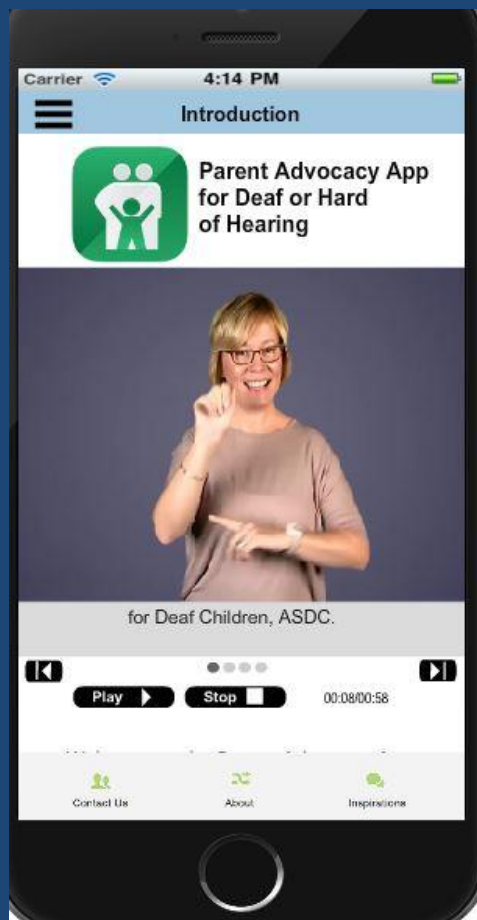
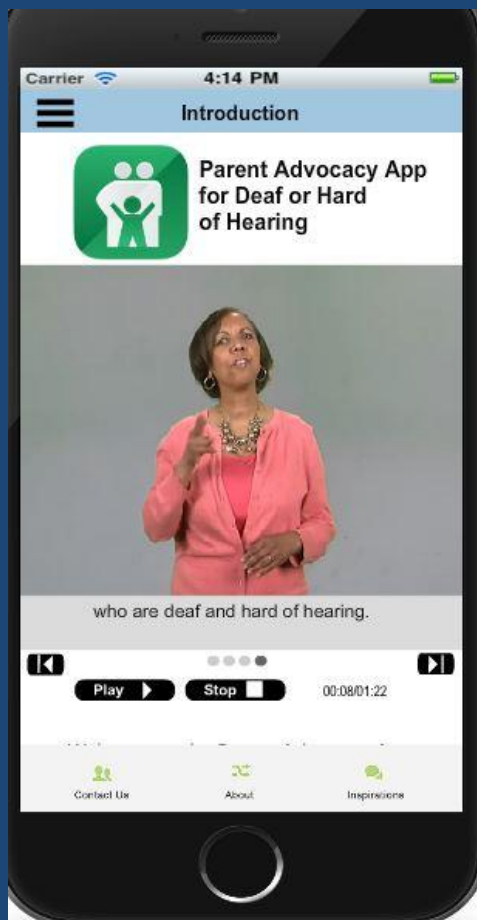
Outcome: Parents will increase their knowledge to advocate before, during, or after school meetings

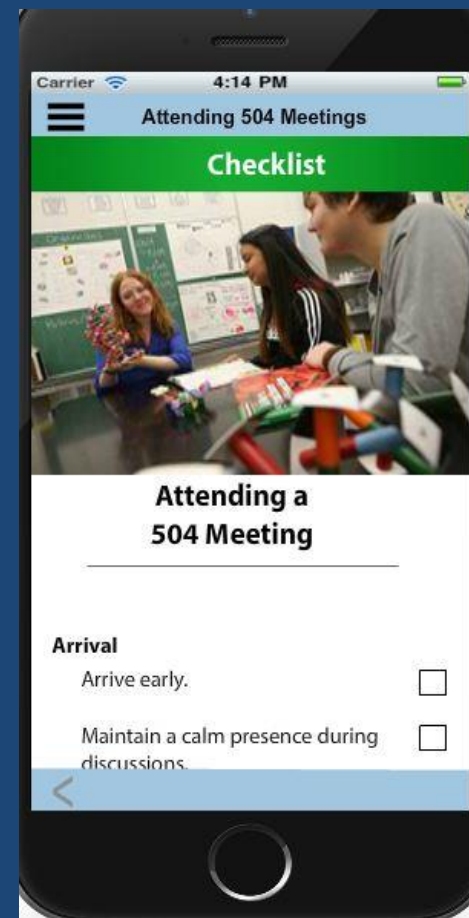
Output: App for smartphone

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

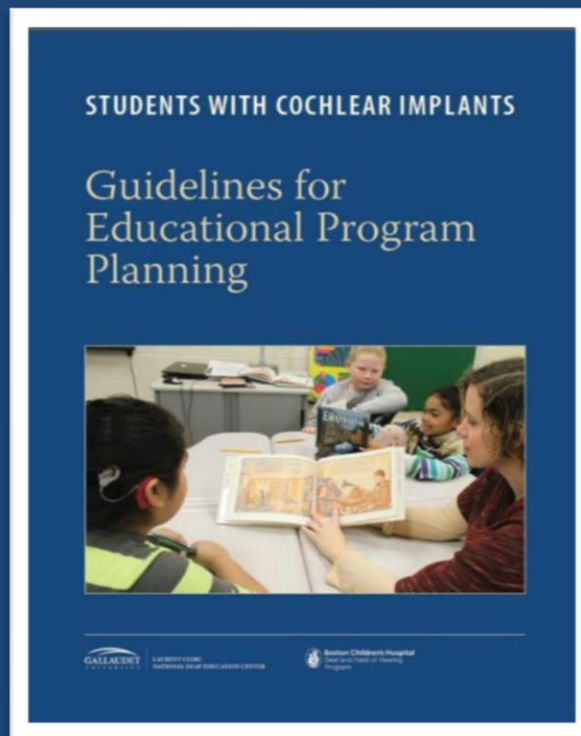
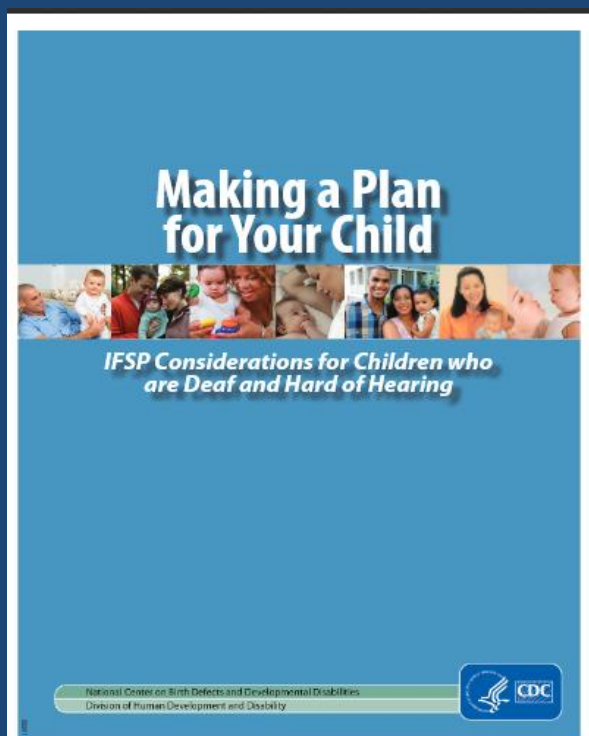
Web prototype:

<http://methodloop.com/hhd/sample.html>





Making a Language and Communication Plan





Embrace

“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



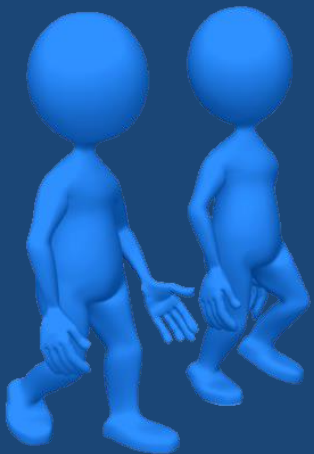
Updated content and new structure:

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.

- rmdjohnnycumbler



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PUR
A NATIONWIDE

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Our Demonstration Schools

Kendall Demonstration Elementary School (KDES)
Our tuition-free, accredited day school for deaf and hard of hearing students from birth through grade 8. Students come from the Washington, DC metropolitan area.

The Model Secondary School for the Deaf (MSSD)
Our tuition-free, accredited four-year high school for deaf and hard of hearing students from the United States and its territories.

Outreach Calendar

JUN 21 **Educational Audiology Associates Annual Conference**
June 21, 2017 to June 23, 2017
The Educational Audiology Associates Annual Conference is a conference which focuses on

JUN 22 **National Deaf Education Conference (NDEC)**
June 22, 2017 to June 23, 2017
This conference focuses on birth to 12th grade teachers and educators and includes the following tra ...

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