

Happy!



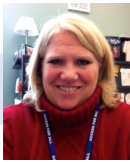
GALLAUDET UNIVERSITY | LAURENT CLERC NATIONAL DEAF EDUCATION CENTER

Considerations for ASL and Spoken English Bilingual Development in Young Children Who are Deaf or Hard of Hearing: An Overview

Debra Trapani & Rebecca Stevener
EHDI Pre-Conference Workshop
March 8, 2015

A photograph of two young children, a white toddler and a Black toddler, sitting on a carpeted floor and playing together.

Who Are We?



Debra Trapani
Principal
Kendall Demonstration Elementary School
Clerc Center



Rebecca Stevener
Speech-Language Pathologist
Clerc Center



Gallaudet University



Laurent Clerc National Deaf Education Center


GALLAUDET UNIVERSITY | LAURENT CLERC NATIONAL DEAF EDUCATION CENTER



Who Are You?




Agenda



- Introduction
- Words Matter
- What the Research Shows
- Defining an ASL and Spoken English Approach
- Break-----
- Individualized Planning
- Strategies to Support ASL and Spoken English Development
- Resources

Parking Lot



Share Your Thoughts

- You are working with a hearing family of a 3 month old child with profound hearing levels.
- The child has hearing aids and the family plans on getting bilateral cochlear implants for the child at age 12 months.
- As an early interventionist what would you suggest to this family to facilitate language acquisition and communication at this point in time. And why?

Instructions

1. At your table, discuss the questions on the previous slide
2. As a group, brainstorm ideas on what to suggest to this family
3. Document your ideas on flip-chart paper
4. Post your group's suggestions on the wall



Words Matter



Words Matter

Negative Impact	Positive Impact
Voice off	Use ASL
Speech	Spoken English
Simultaneous Communication	Bimodal
Delayed Language	Developing Language
Subtractive Bilingualism	Dynamic Bilingualism

A Deaf Family's Perspective



What the



shows...

Laura-Ann Petitto



Webcast: **What the Eyes Reveal About the Brain: Advances in Human Language Acquisition-Insights from Visual Language and Visual Learning (VL2) and the Brain and Language Lab for Neuroimaging (BL²)**

A woman in a dark shirt is gesturing with her hands as if presenting. To her right is a diagram showing a blue silhouette of a baby. Above the baby are the labels "L1" and "L2" with arrows pointing towards the baby. Below the diagram is a small text box.

L1 → ← L2

The data, the research, shows us that languages

“Children who are exposed to sign language early in life are actually stronger in the acquisition of spoken language.”

Clerc Center Early Intervention Network

(COMING SOON)

Five emerging factors found to positively impact the development of linguistic competence



Based on the Evidence, Effective EI Programs Should Include:

- A collaborative, ongoing process
- Individualized language planning
- Opportunities to facilitate family competence in providing direct and daily access to language and communication
- Ongoing monitoring of amplification effectiveness
- Exposure to accessible language through signs and gestures



Supplement to the JCIH 2007 Position Statement: Principles and Guidelines for Early Intervention After Confirmation That a Child Is Deaf or Hard of Hearing



Can We Agree?



- It is *essential* for deaf children to have *complete access* to language as early as possible.
- The goal for all children who are deaf or hard of hearing is to develop *linguistic competence* as early as possible.
- Even with early amplification and/or implantation, *spoken language proficiency varies and outcomes are unknown*.

If so... there is a strong rationale for considering an ASL and spoken English bilingual approach.



So...what actually is an ASL and English Bilingual Approach?



Bilingual

Development and use of more than one language

Bimodal

Development and use of language in more than one modality (spoken and signed)

ASL/English Bimodal/Bilingual

Development and use of ASL and spoken English

Acquiring Language Abilities

- Varied roles of each language and modality
- Concurrent or sequential development
- BICS and CALP



Benefits of an ASL and Spoken English Bilingual Approach

- Safeguards language development
- Builds upon a child's strengths and abilities
- Assessment driven, individualized, planned, and monitored
- Sets foundation for *child choice*

How is an ASL and Spoken English Approach Different Than Other Approaches?



Dynamic Bilingualism



Share Your Thoughts

Based on our discussion so far...would you change any thoughts from the earlier "sharing" opportunity?



Break

See you in 10 minutes!



The Laurent Clerc National Deaf Education Center



Break



Hear Me Roar





Individualized Language and Communication Planning

Planning With the End in Mind




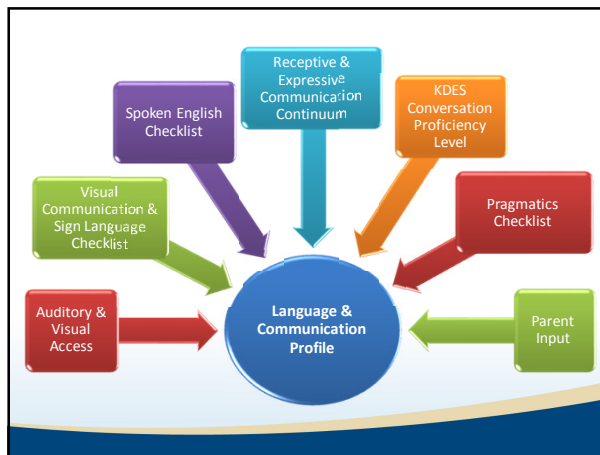
An Individualized Plan Includes:


- Description of current language use
- Plan for language allocation
- Strategies for developing each language

Looking at the Whole Child



Setting Achievable Goals






 LAURENT CLERC
 NATIONAL DEAF EDUCATION CENTER

Receptive Communication Continuum

Fully Visual	Mostly Visual	Equal Visual/Auditory	Mostly Auditory	Fully Auditory
V	V _A	VA	A _V	A

Nussbaum, D., Scott, S., Waddy-Smith, B., & Koch, M. (June 2004). *Spoken language and sign: Optimizing learning for children with cochlear implants*. Paper presented at Laurent Clerc National Deaf Education Center, Washington, DC.
 Adapted from McConkey-Robbins, Loud and Clear, Advanced Bionics, 2001


 LAURENT CLERC
 NATIONAL DEAF EDUCATION CENTER

Expressive Communication Continuum

Fully Sign	Mostly Sign	Equal Sign/Oral	Mostly Oral	Fully Oral
S	S _O	SO	O _S	O

Nussbaum, D., Scott, S., Waddy-Smith, B., & Koch, M. (June 2004). *Spoken language and sign: Optimizing learning for children with cochlear implants*. Paper presented at Laurent Clerc National Deaf Education Center, Washington, DC.

Considerations: ASL and Spoken English Bilingual Development



Language Allocation



Sofia's Journey



Planning for "Sofia"



Where was Sofia: Age 4 Months

V V_A VA A_V A

S S_O SO O_S O

Sofia: Age 20 months
ASL



Sofia: Age 20 months
Spoken English



Sofia: Age 20 months
Spanish



Where was Sofia: Age 20 months

V V_A VA A_V A

S S_o SO O_s O

The diagram illustrates a child's position on a horizontal line. Above the line, a silhouette of a child is shown sitting. Below the line, another silhouette of a child is shown sitting. The labels are arranged in two rows: the top row contains V, V_A, VA, A_V, and A; the bottom row contains S, S_o, SO, O_s, and O.

Curve in the Road

The illustration shows a black road with yellow dashed lines curving to the right. A yellow roller is shown painting the edge of the road.

What Happened Next?

A photograph showing a woman with brown hair and a young child sitting at a table. The woman is looking at the child, who is holding a small object.

Spoken English
Age 2.10

A photograph showing a woman reading a book to a young child sitting on a red mat. The child is looking at the book. In the background, another child is sitting on a mat reading a book.

Spoken Spanish
Age 2.10



ASL
Age 2.10



 Where Would You Place Sofia? 

V V_A VA A_V A

S S_O SO O_S O

“Team Sofia”

Collaborative process

Individualized planning



Family support to facilitate direct access language and communication

Promoting accessible language through signs and gestures

Ongoing monitoring of amplification effectiveness

Strategies to Support Bimodal Bilingual Language Acquisition



Strategies to Facilitate ASL Development



ASL Support for Families

- Family Sign Language Classes
- Shared Reading
- Deaf Mentor programs
- Community involvement

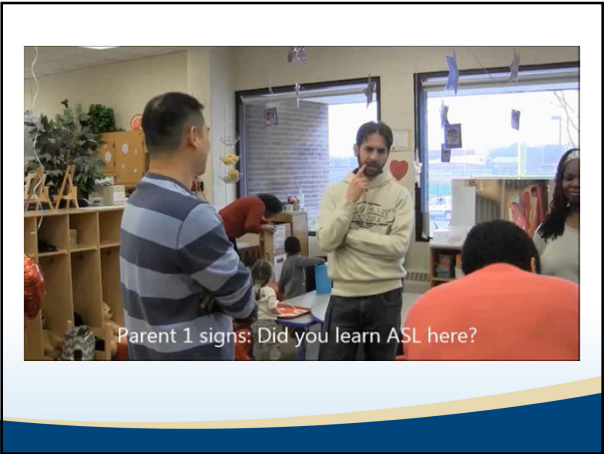


Facilitating Visual Language Development





Teacher and Speech Pathologist: Everybody ready, we're going to open our box.



Parent 1 signs: Did you learn ASL here?

Strategies to Facilitate Spoken English Development



Facilitating Spoken English Development

Listening

Speech Production

Speechreading

Receptive and Expressive Language

Pragmatic Language

Literacy Phonemic Awareness

Learning About Sound and Voice



Encouraging Early Speechreading



Introducing a Story



Bridging Sign, Spoken Language, and Written Language

Bimodal Bilingual Development



- Code mixing
- Code-switching
- Communication preferences emerge



Adapted from SKI-HI curriculum, Vol. 2, Early Communication, Language and Literacy

Linking/Sandwiching



Code Switching



Family Supports

- Coaching
- Demonstration
- Interaction
- Interpreting
- Newsletters



"The Communication Bridge"

Speech-language supervisor:
 This week in speech I played with a drum and passed light that blink when the drum makes a beat "BOOM!"
Purpose:
 Understanding sounds in the environment is a skill that can be developed regardless of hearing levels. Sounds can be experienced in multiple sensory ways: hear the sound, feel the sound, see the sound.



Suggested activity at home:
 Pull out the wooden spoon, pot and pan. Play a skipping or rhyming game as to me with the pot and pans. Have one person hit the drum and then everyone else skip.

Share Your Thoughts

Share one strategy to support ASL and spoken English language acquisition that you are incorporating, or could incorporate in your program

Wrap Up



For More Information...

Debra Trapani

debra.trapani@gallaudet.edu

Rebecca Stevener

rebecca.stevener@gallaudet.edu

Laurent Clerc National Deaf Education Center:

clerccenter.gallaudet.edu

Training Requests

training.clerccenter@gallaudet.edu