

# Deaf Mentor Pilot Project

## TN Legislative Research Report 2019-2020

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# Deaf Mentor Pilot Project



J. Jack Johnson

## DMPP's History

- 2007 – TN Hands & Voices started committee for Deaf Child Bill of Rights
- < 2016 – TN Deaf Literacy Initiatives formed
- ~ 2016 – Advocates for Deaf Mentor formed: TN Hands & Voices, Deaf Grassroot Movement, Regional Centers of Deaf, Parents of Deaf Children, Professionals & Educators for the Deaf, Library Services for DHH, etc.
- 2016 – SKI\*HI Presented at TN Statewide Workshop.
- 2017 – Advocates submitted bill to TN Legislation.
- 2018 – TN Legislation passed bill to form DM Pilot project (SB 310 and HB 567).
- 2019 – Funding approved and DMPP assigned to TSD.
- 2019-2020 – One-year Deaf Mentor Pilot project Study
- 2020 – TDOE Research Team prepares report.
- ~ Feb 2021 – TDOE to present findings to TN Legislation.
- Spring 2021 – TN Legislation to decide if will continue funding DMP.

# Deaf Mentors

- Trained and certified in SKI\*HI Deaf Mentor Curriculum
- Provided access to ASL, Deaf Culture, & Deaf Community
- Modeled advocacy and literacy strategies
- Assessed and monitored child's language growth
- Focused on the whole family dynamic, not only the child



Briella Diaz





## THE ROLE OF THE DEAF MENTOR:

- Meet weekly for one hour with your family and your deaf/hard of hearing child.
- Teach ASL and visual communication to your family and child.
- Share experiences about growing up in a hearing world.
- Create a positive and supportive environment that encourages everyone in the family to communicate.
- Model natural communication in everyday activities with your child.
- Offer opportunities to attend Deaf Events and explore Deaf Culture.
- Be a positive, professional role model for your child and your family.

## WHAT DO WE DO TOGETHER:

- Offer experience and guidance on your journey of raising a child identified with hearing loss.
- Demonstrate storytelling, literacy, and learning opportunities using ASL and English bilingual strategies.
- Provide monthly joint visits to expand language use at home for your family and child.
- Empower parents to self-advocate and to advocate for their child.
- Create an environment for your family and child that promotes positive self-esteem and age appropriate social skills.
- Monitor language progress each month using observations and evaluations.

## THE ROLE OF THE PARENT ADVISOR:

- Meet weekly for one hour with your family and your deaf/hard of hearing child.
- Model full access for your child in daily routines using multisensory instruction.
- Boost your child's natural learning preferences using visual/auditory strategies in daily activities.
- Support your family and child with listening spoken language strategies to use in daily routines.
- Offer resources and information to families based on their preferences for communication opportunities.
- Empower families with knowledge to navigate entry into preschool and the transition process.

# Parent Advisors



Tracy Duncan

## SKI\*HI Parent Advisor Role

- Family & Child Engagement
- Weekly Visits
- Social Communication

## Language & Literacy

- Partnership with Deaf Mentors
- Multiple Family Events
- Family Literacy Workshops

## Child Communication Plan

- Family Interviews
- Goals with Action Steps
- Language in Daily Routines

## SKI\*HI Language Developmental Scale

- Pre- and Post-Assessments
- Monthly Progress Monitoring
- Quarterly Reports

# Deaf Mentor Pilot (DMP) Project

## DMP Project Aim

- Support families of D/HH/DB children
- Introduce families to various ASL opportunities
- Empower families to embrace Deaf culture



## Four Data Sources

### AEPS

Assessment, Evaluation  
and Program Systems

### VCSL

Visual Communication and  
Sign Language Checklist

### SKI\*HI LDS

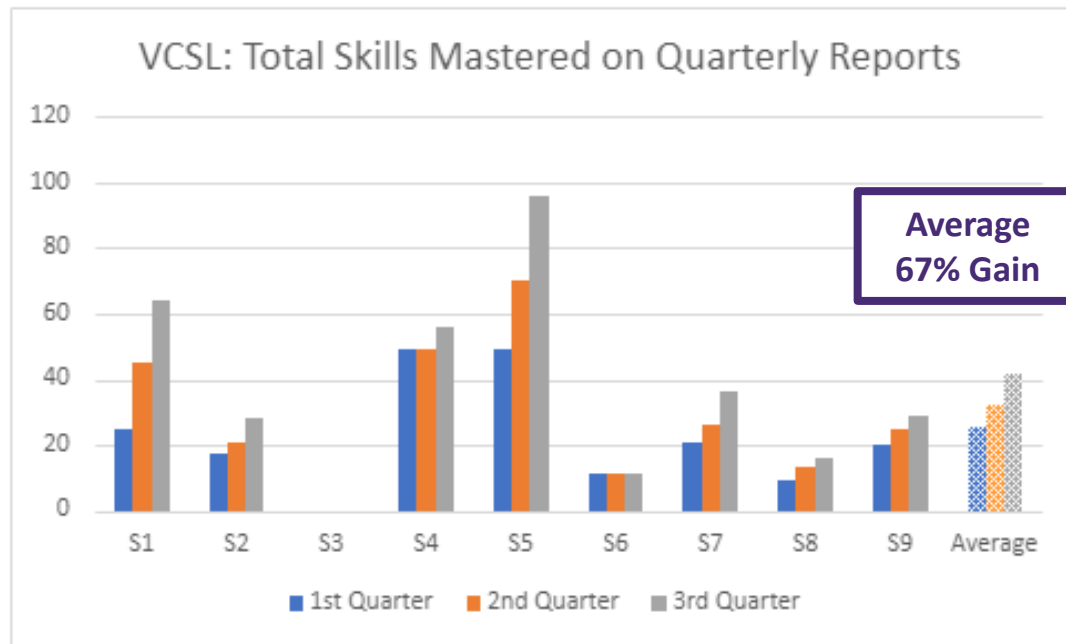
SKI\*HI Language  
Development Scale

Pre- and Post-DMP  
Satisfaction Surveys

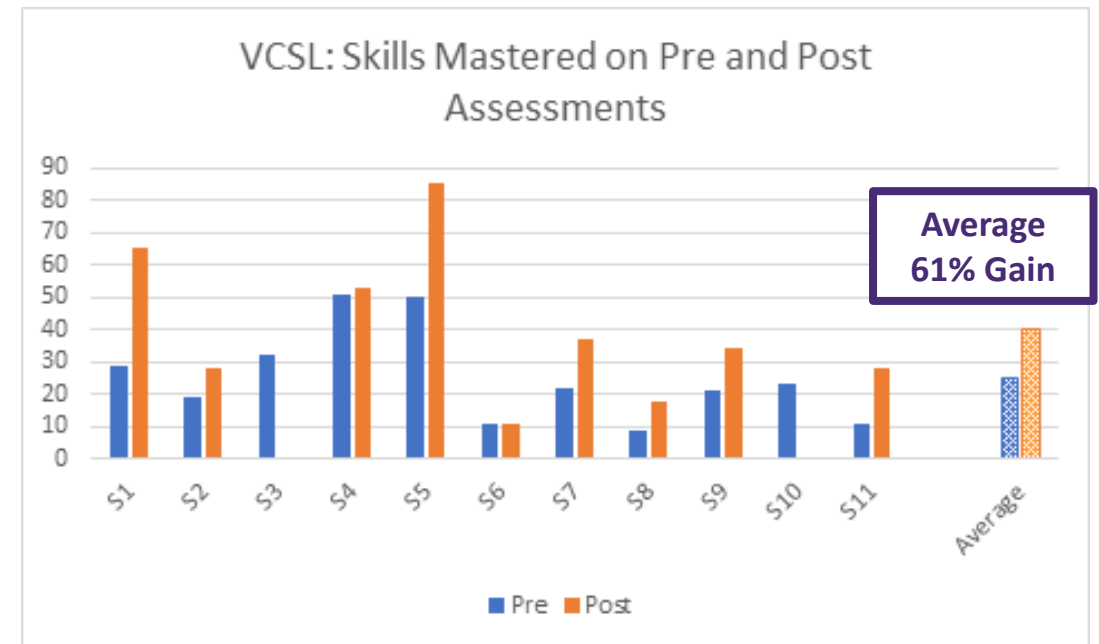
# DMP Project: Research & Evaluation

## Visual Communication & Sign Language Checklist (VCSL)

### Quarterly Reports Data



### Pre- & Post- Assessment Data





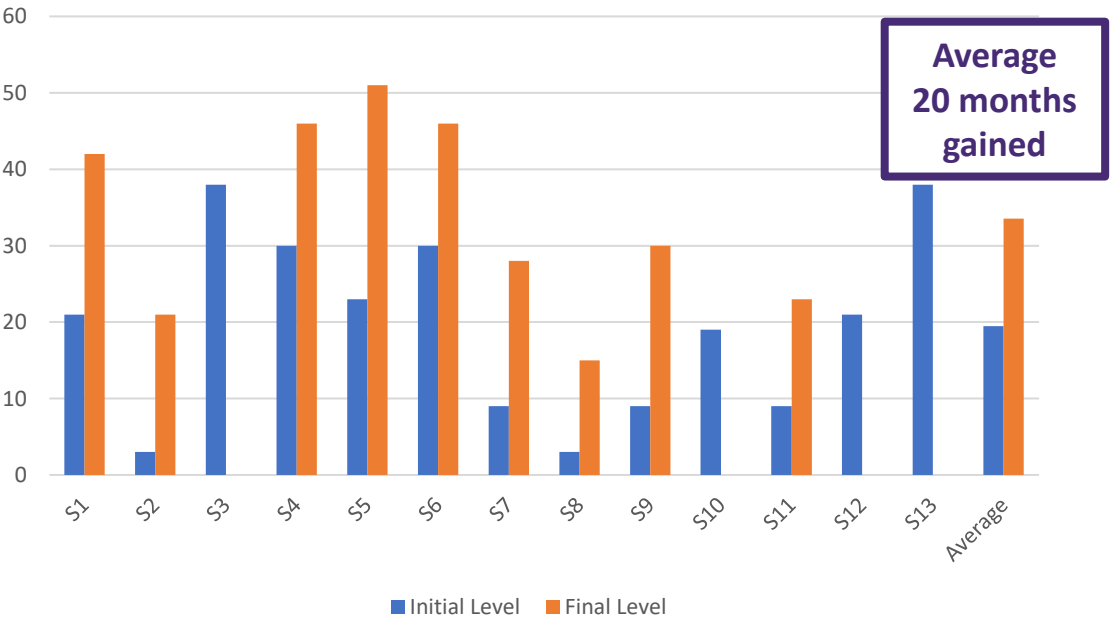
# DMP Project: Research & Evaluation

(continued)

## Language Developmental Scale (LDS)

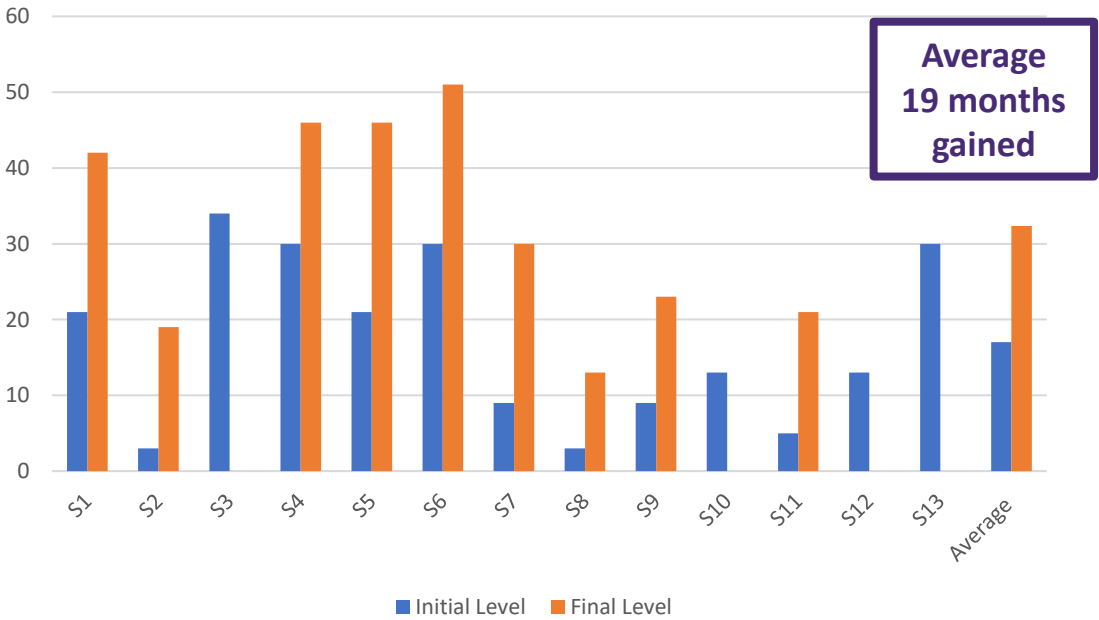
### Receptive Language

LDS: Receptive Language Level Gains  
in Month of Age



### Expressive Language

LDS: Expressive Language Level Gains  
in Months of Age





# DMP Project: Overall Findings

Parents expressed that they:

- Increased knowledge in language skills;
- Decreased in apprehension to engage in ASL;
- Increased in parent confidence to advocate for D/HH child(ren); and
- Increased in positive expectations of children who are D/HH.

Limitations of the Deaf Mentor Pilot Project:

- Results are descriptive only.
- Cannot demonstrate a causal impact of the DMP Project.
- Small pilot study presents opportunities to expand study.

# Our Story

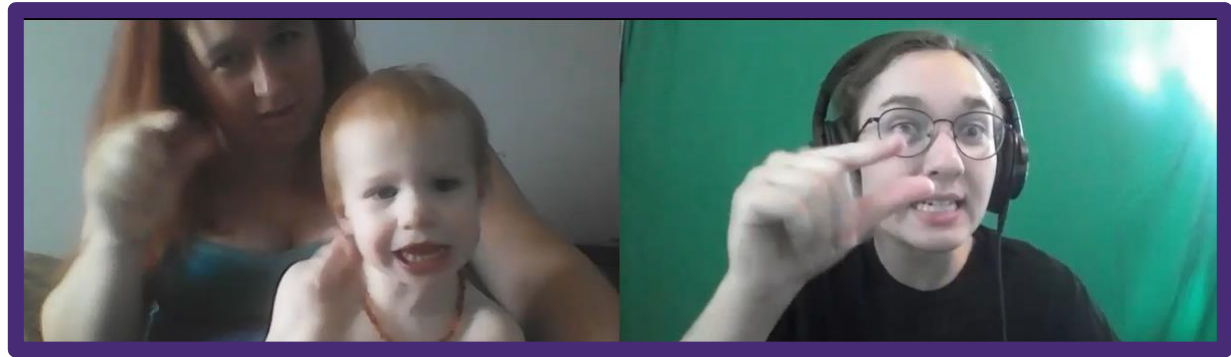
- The Ferrell Kids: Logan (4 yr., hearing) and Charlee (3 yr., deaf)
- Charlee confirmed deaf at 11 months.
- Tennessee's Early Intervention Services had no language support.
- Charlee had CI surgery at 18 months.
- Amy and James decided to be a bilingual family (ASL/English).
- Took ASL courses online but not enough and needed more.
- Joined Deaf Mentor Program.

## Benefits of Deaf Mentor Program

- Safe Space
- Language Model
- Storytime
- Visual Cues
- Fostering Advocacy
- Encourages Independence



Amy Ferrell



# Contact Information



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[Facebook – Tennessee Schools for the Deaf](#)



# THANK YOU!



Tennessee Schools for the Deaf