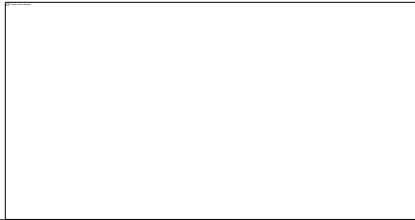




# Family L.E.A.R.N.S Together:

## Going Beyond Early Language Acquisition & Development Opportunities with Deaf Community Cultural Wealth

Julie Rems-Smario, Ed.D.



\*March 14, 2022\*

12:15 PM-12:45 PM PST/ 1:15 PM-1:45 PM MST

# QUESTION FOR YOU



“I was born Deaf. I grew up Deaf. I spent my adulthood Deaf, and now I am enduring mid -life Deaf, and I will die Deaf. So, who is the expert on being Deaf -- the audiologist, doctor, or me?”

(Rems-Smario, 2016)

# Deaf Infants and Children are Future Deaf Adults



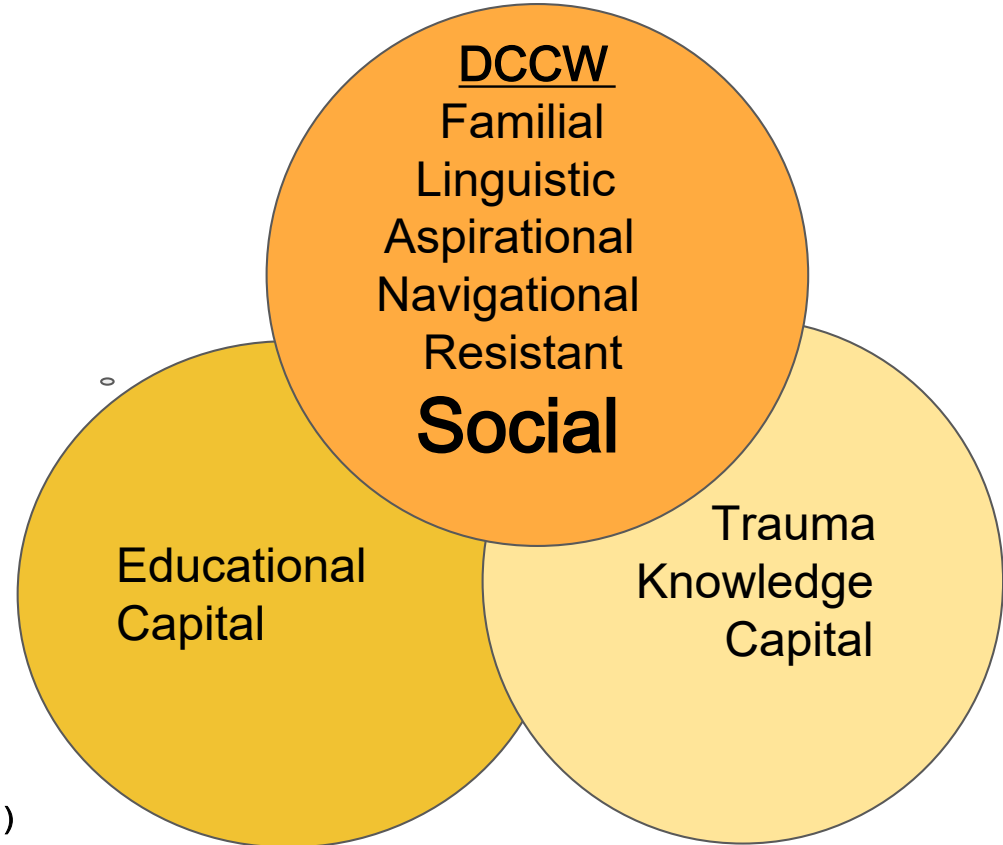
Deaf people have lived experience growing up in both the educational and medical systems.



# DEAF EDUCATORS' “WHOLE DEAF CHILD” EXPERTISE

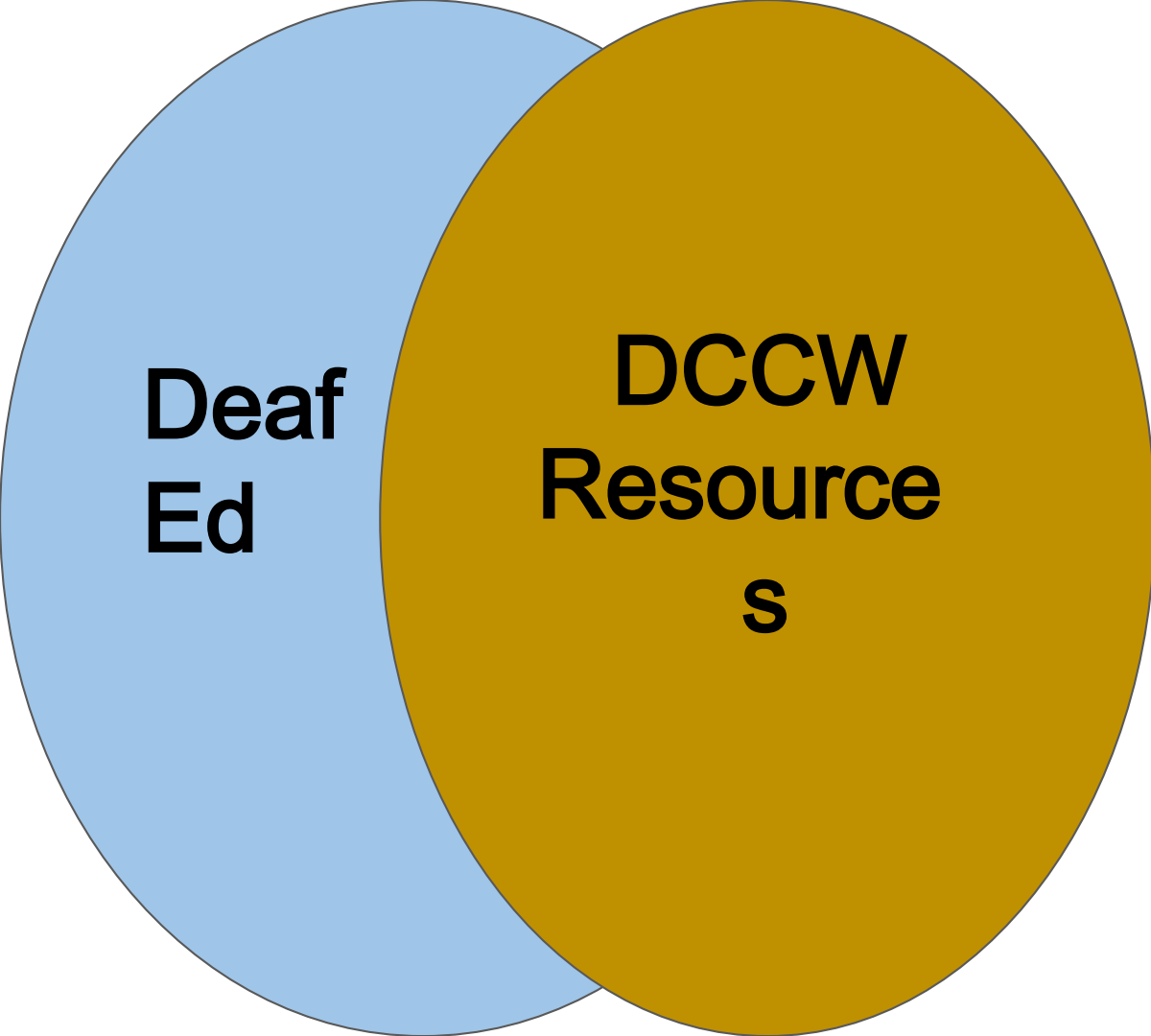
## Critical DCCW Resources:

- 1) Education Capital
- 2) Trauma Knowledge Capital



**DCCW  
Is  
Missing  
From  
Most EHDI  
&  
Deaf  
Education  
Programs**





**Deaf  
Ed**

**DCCW  
Resources**

**Before 1900s  
Oral Education  
movement, Deaf  
schools and  
DCCW  
resources were  
interconnected.**

# Deaf Ed 2020

**DCCW  
Resources**

Today most DCCW  
resources happen  
outside of Deaf  
children's  
education settings.



# **DCCW: Deaf Community Cultural Wealth**

## Deaf People's Knowledge, Expertise, & Contributions

- 1) Deaf Educators' DCCW is underutilized in the EHDI system.
- 1) Majority of Deaf children and their families do not have access to Deaf educators and professionals' DCCW.
- 1) Deaf educators always welcome hearing allies who value their DCCW.

# Deaf People's Familial Expertise

- 1) Language -rich activities that make Deaf children feel included.
- 1) Effective literacy and reading strategies.
- 1) Brings awareness about Family Dinner Syndrome
- 1) Family friendly Deaf community events with rich language access for Deaf children.

**DCCW**

**Familial  
Capital**

**The Deaf community's  
familial capital can  
help families construct  
a positive view of their  
Deaf child.**

# FAMILIAL CAPITAL



# Deaf People's Linguistic Expertise

Early language acquisition

- 1) Joint glance
- 2) Rhymes
- 3) Puns
- 4) Handshapes activities
- 5) Games
- 6) Storytelling

Vocabulary development & expansion

Literature (books and storytelling)

Interactive language activities

Resources to overcome language deprivation (LEAD -K)

**DCCW**

**Linguistic  
Capital**

**Deaf educators are  
exceptionally aware of  
Deaf children's visual  
and tactile needs for  
early language  
opportunities**

# LINGUISTIC CAPITAL



# SIGNED LANGUAGES & DCCW

ASL, LSM, and Black ASL are rooted in DCCW.

Signed languages are from Deaf communities.



# BE PROACTIVE

Track the Milestones, *ASL & English*, for Language Acquisition and Development. Prepare Your Deaf Child to be Kindergarten-ready from Birth to 5 Years.



## YOU ARE YOUR CHILD'S BEST ADVOCATE!

If your Deaf/HH child is not on track with the language acquisition milestones **using both or one of the language of ASL and English**, discuss this immediately with your child's educational IFSP or IEP team. Deaf/HH children are fully capable of being at age level for at least one language, ASL and English. Make changes to your child's program that might help your child gain age appropriate language skills. Remember, the goal is that your child acquires age-appropriate language skills and is ready for Kindergarten at age five. These Language Milestones may be found on the California Department of Education website at:

<http://www.cde.ca.gov/sp/ss/dh/>



# Parent Profile: ASL & English Language Milestones 0-5 Years of Age



Know the Milestones. Be Proactive.

# Your Deaf Child's Early Language Acquisition Journey

Check off the milestones your child has reached and share your child's progress at every IFSP & IEP meeting

This Parent Profile is designed to help you track your child's language growth. You and your Early Start or preschool teacher should discuss whether your child is meeting each of these milestones and is making age-appropriate language growth. Check off each milestone as your child meets it. Be an active observer of your child in the exciting journey towards being language ready for kindergarten at age 5.

Start here:

## Birth -1 year old

- Your baby smiles when they see you
- Your baby looks around and is attentive to people's faces.
- Your baby shows awareness of the environment.
- By 12 months, your baby has 1-3 signs and/or words.



## 1-2 years old

- Your baby recognizes their own name when it is spoken or signed.
- Your baby uses signed or spoken names to refer to self and others.
- Your baby takes 1-2 turns in a conversation.
- Your baby uses exclamatory expressions.



## 2-3 Years old

- By 2½ years of age, your child answers questions with yes or no
- Your child uses intelligible words or signs about 80% of the time.
- Your child vocalizes or signs for all needs.



## 3-4 Years old

- Your child answers questions logically.
- Your child starts to understand different perspectives.
- Your child communicates fluently, clearly, and is easily understood by family and familiar adults.



## 4-5 Years old

- Your child begins to ask the meanings of words and signs.
- Your child uses 2,500+ words and/or signs
- Your child puts sequencing concepts together.



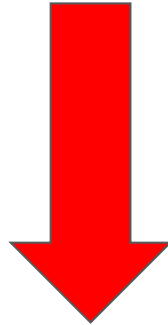




Fall 2019

SB 210 DRDP DATA

Desired Results Developmental  
Profile (DRDP)



96.7%

Deaf Infants at age  
expectation

57.5%

Deaf Preschoolers  
at age expectation

(California Department of Education, 2020))

# Language Acquisition for Deaf Infants & Young Children



# SB 210 Hitos del desarrollo del lenguaje

Estos Hitos del desarrollo del lenguaje fueron desarrollados por el comité del Proyecto del Senado 210 para niños sordos con problemas de audición, desde recién nacidos hasta los cinco años de edad.

## El primer año

Durante su primer año, los bebés observan, aprenden y absorben el lenguaje que los rodea. A pesar de que los bebés no siempre hablan o indican con señas demasiado durante este primer año, ellos absorben todas las palabras que usted les dice o le indica con señas, ¡así que asegúrese de hablarle y hacer indicaciones con señas a su bebé todo el tiempo!

### 0 - 3 meses

- Su bebe mira a su alrededor y está atento a las caras de las personas.
- Su bebé sonríe cuando lo ve a usted.
- Su bebé muestra conciencia del entorno.
- Su bebé reconoce y responde a la voz de una persona o al movimiento o la luz.

<https://www.cde.ca.gov/sp/ss/dh/sb210langmilestones-spa.asp>

<https://www.cde.ca.gov/sp/ss/dh/sb210langmilestones.asp>

<https://www.cde.ca.gov/sp/ss/dh/documents/sb210-pamphlet.pdf> (California Department of Education, 2022 )

# Deaf People's Education Expertise

- 1) Offer “Can -Do” approaches, dismantling deficit model of deafness
- 1) Incorporate sense of community and DCCW values.
- 1) Provide accessible educational opportunities
- 1) Instill DCCW resources which naturally comes with the curriculum
- 1) Share lived experience as Deaf role models in all aspects of education
- 1) Network with Deaf individuals as part of their aspirational capital

**DCCW**

## **Education Capital**

Deaf Educators have critical DCCW knowledge and Deaf Education expertise as teachers, professionals, and administrators.

Also, most of their childhood traumas occurred in their education settings.

# Deaf People's Aspirational Expertise

- 1) Social capital for Deaf people is a gathering of Deaf people where being Deaf is empowering, not limiting.
- 1) Through Deaf adults, families gain access to the Deaf community exposing them to shared strategies for navigating through life situations, which is one of the benefits of social capital.
- 1) Deaf children and their families often benefit from Deaf role models, Deaf mentors, and Deaf coaches.

**DCCW**

## **Aspirational Capital**

The aspirational capital gives Deaf children the ability to maintain hopes and dreams for the future.

It's a source of motivation and inspiration to aim high despite the stereotypes and deficit thinking the society holds about Deaf people.

# EDUCATION CAPITAL:

EXAMPLE:

Deaf Professionals'  
creative approach  
during COVID -19  
situation.



# ASPIRATIONAL CAPITAL

## Deaf role models

- 1) Troy Kotser
- 2) Lauren Ridloff
- 3) Claudia Gordon
- 4) Marlee Matlin
- 5) Nyle DiMarco
- 6) Melody Stein
- 7) Leah Hernandez -Katz



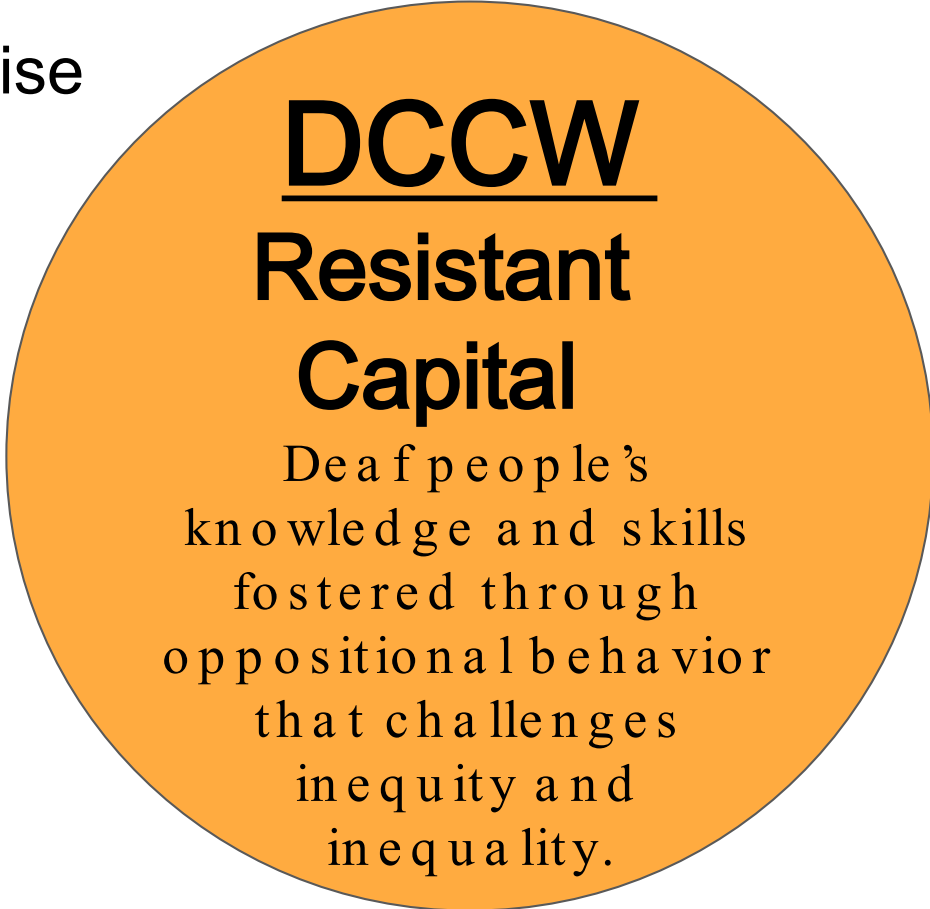
# MORE ASPIRATIONAL CAPITAL





# Deaf People's Resistant Expertise

- 1) Resistant capital help to create resiliency as Deaf people.
- 1) Deaf people's resistance capital is strongest when built from within the Deaf communities.

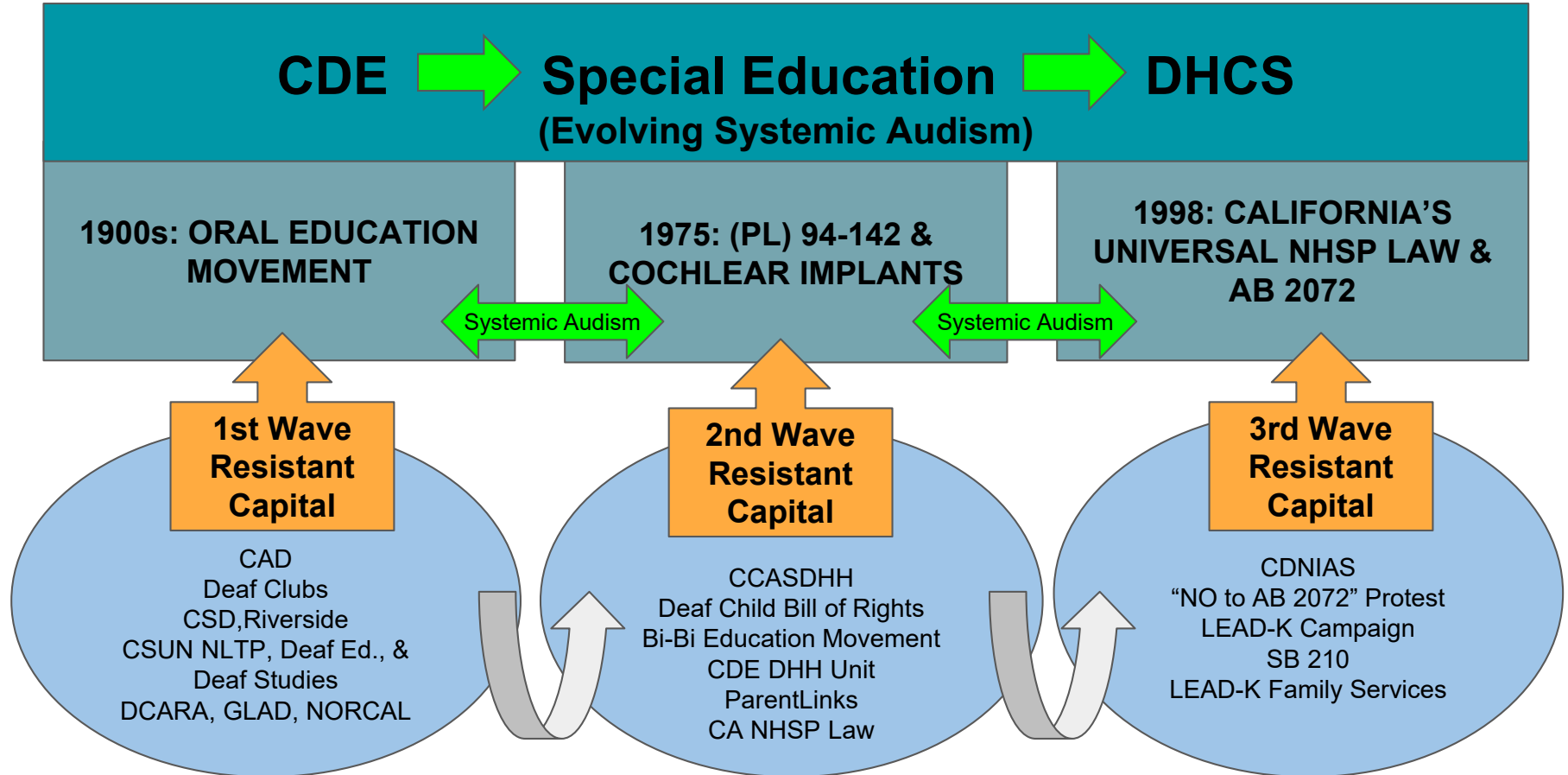


**DCCW**  
**Resistant  
Capital**

Deaf people's  
knowledge and skills  
fostered through  
oppositional behavior  
that challenges  
inequity and  
inequality.

(Fleischer, et al., 2013; Rems -Smario 2020; Yosso, 2005 )

# Deaf Californians' Accumulative Wealth of Resistant Capital



# Products of Resistant Capital:

National Association of the Deaf & National Black Deaf Advocates

California Association of the Deaf

Deaf President Now Protest

California Coalition of Agencies Serving Deaf & Hard of Hearing

Deaf Child's Bill of Rights & Video Relay Services

California School for the Deaf Riverside

California Department of Education Deaf Education Unit

California's Bilingual Education Movement (ASL and English)

LEAD -K's SB 210 Language Milestones & LEAD -K Family Services

California LEAD -K Family Services



# Deaf President Now is a watershed moment for Deaf Resistant Capital



Protesters began their march around the campus behind a "Deaf Prez Now" banner.

# Deaf People's Navigational Expertise

## **SIMPLE:**

Navigational capital can be as simple as knowing how to order a latte from Starbucks, how to live every day at home, and how to drive a vehicle.

## **COMPLEX:**

Deaf children learn from Deaf adults' navigational skills to use in their own lives with “can do” attitudes.



## **DCCW** **Navigational Capital**

Navigational capital includes Deaf people's skills and abilities of maneuvering through social institutions and spaces not designed for Deaf people.

# NAVIGATIONAL CAPITAL

NOW  
THIS

Opinions



DEAF  
MYTHS



A+

# Deaf People's Social Expertise

Social capital for Deaf people is a gathering of Deaf people where being Deaf is empowering, not limiting.

- 1) Through Deaf adults, families gain access to the Deaf community exposing them to shared strategies for navigating through life situations, which is one of the benefits of social capital .
- 1) Deaf children and their families often benefit from Deaf role models, Deaf mentors, and Deaf coaches.

**DCCW**

**Social  
Capital**

Networks of Deaf people and community resources that provide instrumental and emotional support to navigate through society's institutions.

# SOCIAL CAPITAL

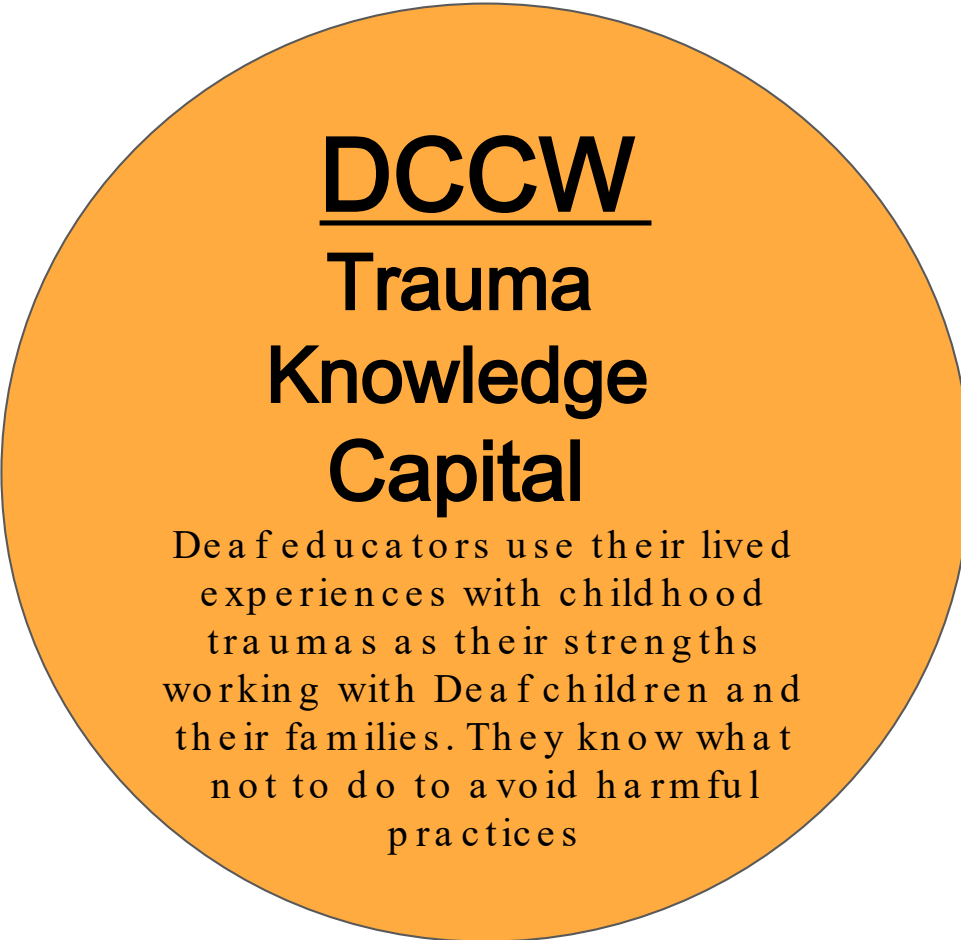




# Deaf People's Trauma Knowledge Expertise

Deaf professionals experienced traumas including language deprivation, struggles with identity development, and social isolations at home and school.

Deaf professionals understand educational approach and DCCW strategies for “Whole Deaf Child” model to prevent short and long term harm to Deaf children.



## DCCW Trauma Knowledge Capital

Deaf educators use their lived experiences with childhood traumas as their strengths working with Deaf children and their families. They know what not to do to avoid harmful practices

# Deaf Educators are Former Children of PL 94-142

Rems-Smario 2020

The image features three overlapping triangles of equal size, arranged horizontally. Each triangle is filled with a light gray color and has a thin black outline. The triangles overlap such that the right side of the first triangle is behind the left side of the second, and the right side of the second is behind the left side of the third. Each triangle contains text in a bold, red, sans-serif font. The text in the first triangle is 'Language Deprivation', the second is 'Lack of DCCW', and the third is 'Social Isolation'.

**Language  
Deprivation**

**Lack of  
DCCW**

**Social  
Isolation**

# BEING vs. OVERCOMING

(Rems-Smario,2020)

**MEDICAL  
MODEL  
OF DEAFNESS**

**DEFICIT  
MODEL**

**Overcoming deafness** →

**DEAF EDUCATORS' DEAF  
COMMUNITY CULTURAL  
WEALTH RESOURCES**

**WHOLE  
DEAF CHILD**

**DCCW**  
→ Embracing Deaf Identities

**BEING  
DEAF**

