

# An ASL/English Bilingual Parent-Infant Program



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# Agenda

- What does “bilingual” mean?
- Why consider an *ASL/English* bilingual approach?
- The *KDES ASL/English* bilingual PIP program



# Defining ASL/English Bilingual

Acquisition, learning, and use of  
American Sign Language and English  
to meet the needs of diverse  
students

Working definition: Laurent Clerc National Deaf Education Center



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# Thoughts on ASL/English Bilingual Education

- The bilingualism model in the Deaf community, may also be referred to as *bimodal bilingualism*.
- Depending on the child, the two languages will play different roles: some children will be dominant in sign language, others will be dominant in oral language, and some will be balanced in their two languages.
- Provision of two languages and two cultures provides the opportunity for “child choice”

Grosjean, F (2008). Chapter 13: The Bilingualism and Biculturalism of the Deaf. Studying Bilinguals. New York: Oxford University Press



## What the research shows...

Brain imaging suggests that the brain can readily handle dual language development (bimodal-bilingual)

*Petitto, L. A., Katerlos, M., Levy, B., Gauna, K., Tétrault, K. & Ferraro, V, 2001,*

*Kovelman, I., Shalinsky, M., White, K., Schmitt, S., Berens, Petitto, L.A. (in press)*



# Myths

## ASL/English Bilingual Education

- **MYTH:** American Sign Language is not a “real” language
- **MYTH:** Bilingualism means near perfect mastery of each language
- **MYTH:** “English” does NOT include **spoken** English
- **MYTH:** ASL is detrimental to a child’s development of English



# Why consider a “bilingual” approach ?

- It is important for deaf children to have complete access to language as early as possible.
- It is through language that children develop social/emotional and cognitive abilities that are critical to timely development in all areas.
- We do not know the outcomes of each child related to **spoken** English for learning...despite improved technology through hearing aids and cochlear implants



## Why consider a bilingual approach for children with "auditory access"

- Even with early amplification and/or implantation, prime language learning time is lost prior to a child's potential to "listen to learn" through their listening technologies.
- Not all children demonstrate expected spoken language outcomes with their hearing aids and/or cochlear implant(s) even if they have "auditory access".





# Kendall School ASL/English Bilingual PIP Program



# Supporting Bilingualism

- Deaf and Hearing professionals. (role models in each language, modeling of language separation)
- Incorporation of ASL specialists and Speech/Language specialists to facilitate skill development in each language.
- Assessment in each language
- In-house audiology services
- Individualized language planning via the IFSP.
- Language use in the classroom modified based on activity, person, place, and individualized student goals.



# Supporting Bilingualism continued...

- Availability of additional supports,
  - Shared Reading Program
  - Family Sign Language classes
- Professional development in bilingual ASL/English education.
- Family education re: ASL/English bilingual education.
- Availability of bilingual resources.
- Interpreters in the classroom.





Welcome  
to all of our friends  
in the  
Parent Infant  
Program



# Schedule: Language use

9:30-10:30

## Open Exploration

- » Individualized language use (1-1)
- » Spoken English service integration

10:30-10:45

## Surprise Box

- » ASL

10:45-11:00

## Snack and Announcements

- » Snack - ASL moving to individualized language use (1-1)
- » Announcements-ASL

11:00-11:30

## Motor activities (outdoor play, gross motor play)

- » Individualized language use (1-1)
- » ASL services integrated

11:30-11:50

## Storytime

- » ASL

11:50-12:30

## Open Exploration

- » Individualized language use (1-1)



## Adult Role Models in ASL



Where does that go?

# Adult Role Models in English



# ASL Storytime





# ASL support for families



# Small group auditory/speech activities



# Spoken English skill development integrated into the classroom



# Announcements- Why ASL?



# Opportunities for Literacy Development



# Opportunities for Literacy Development continued...



# Linking Sign to Print



# Making links between ASL and spoken English





# Making links between sign-print-spoken English



Yes, that's the dog... woof woof... woof woof

## Visual Phonics- Another Strategy to Support English



Look... (handshape for "ee")....eeeeeeee

# Watching each language grow.... English



# Watching each language grow-ASL



# For further information

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