

Using a Bilingual Approach to Promote Literacy

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Outline of the Presentation:

- Who are we?
- How is literacy a set of cognitive skills?
- What does a “bilingual approach” mean?
- Why is a bilingual approach important for Deaf babies and children?
- What is the Shared Reading Project?
- What is the Fairview Learning Program?

Who We Are:

Barb Di Giovanni:

*** Education:**

- B.S.W. '90, Rochester Institute of Technology (RIT)
- M.S. in Deaf Education '92, University of Rochester/NTID
- Certified teacher at RSD for 17 years
- Attended mainstreaming program and a school for the Deaf

*** Personal:**

- Have two Deaf children, ages 9 and 11
- ASL is my first language
- My second language is English (spoken and written)

Who We Are:

Lisa DeWindt-Sommer:

*** Education:**

- B.S. '90, Gallaudet University
- M.S. in Counseling Education '94
- Family Services Specialist at RSD for 8 years
- Graduated from the Rochester School for the Deaf

*** Personal:**

- Married with two KODAs (Kids of Deaf Adults), ages 6 and 11
- ASL is my first language
- My second language is English (spoken and written)

“The longer we thought about Nathan’s deafness, the more negatives came to the surface, like ‘he can’t... he won’t get to...’. Our introduction to the Deaf community opened doors we did not know existed. Instead of narrowing our focus, our family’s world widened.”

-Pam and Bryan Eubanks, Parents

How is Literacy a Set of Cognitive Skills?

- Literacy is not limited to reading and writing skills but the ability of logical thinking, problem solving, interpreting, interfering, generalizing and so on.
- Literacy is a product of language.
- ASL as a language allows Deaf children to experience natural academic and social interaction that support cognitive skill development.
- If language skills are used to develop cognitive skills, then it is relevant.

Definition of a Bilingual Approach:

- ASL and English are two distinct languages
- ASL and English are used separately not combined
- Deaf children need to acquire ASL as a first language
- ASL is used for social and academic purposes and as a linguistic support for learning a second language, English.

What does a Bilingual Approach look like?

- Activities to enhance emerging literacy skills include:
 - relating fingerspelling to English letter recognition
 - drawing and using pictures to represent signs and their corresponding written words
 - frequent use of interactive ASL story books

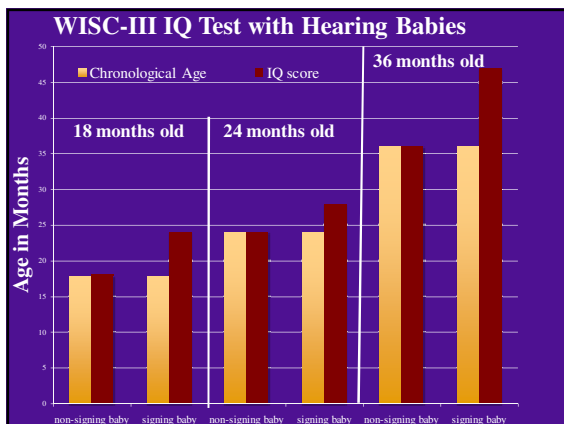
Why is a Bilingual Approach Important?

- Communicate comfortably
- Higher level of cognition
- Higher English proficiency
- Reduces frustration level
- Better reading skills
- Easier to teach speech production

Why is a Bilingual Approach Important?

“Deaf children whose parents are fluent and acquire ASL as a first language through natural, ongoing communication at home typically achieve academic success at higher levels than their peers from homes where signed language is not a primary language.”

(Brasel & Quigley, 1977; Ewolt & Israelite, 1992; Mahshie, 1995; Prinz, Strong, Kunze, Vincent, Friedman, Moyers, & Helman, 1996.)



How Using Signs Help Increase Bonding and IQ points:

- Doctors who've been studying the effects of teaching sign language to babies say the practice can improve the bond that exists between babies and their parents.
- “When these children had their IQs tested at 8 years old, they scored an average of 12 points higher than the control group. The same children also achieved higher-than-average scores on their SATs.”
(Acredolo, 2000)

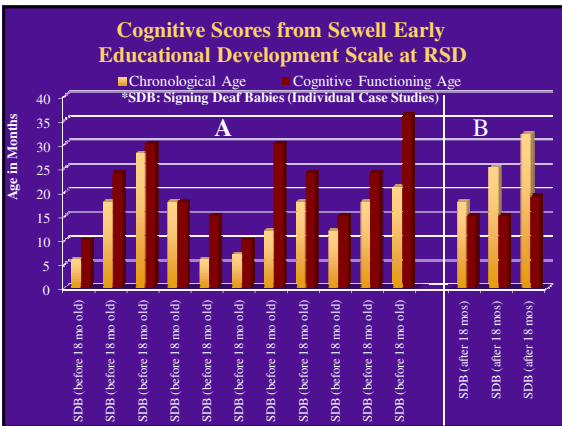
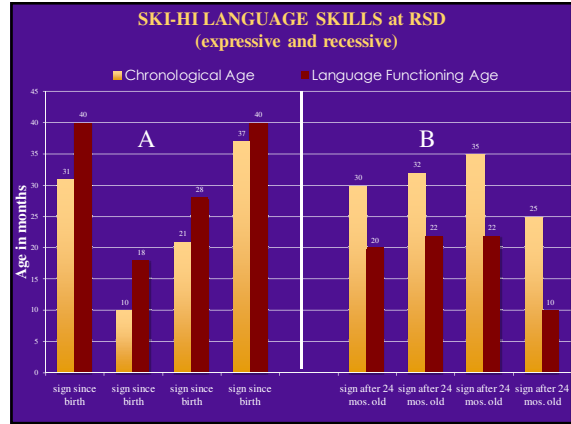
www.babysigns.com

Data Collected from RSD:

Purpose:
 To compare early* Deaf baby signers and late* Deaf baby signers based on chronological age and language functioning age and/or cognitive functioning age.
 (*Early: Birth – 18 months, *Late: 18 - 24 months)

Assessments used:

1. SKI-HI Language Development Scale (LDS) in expressive and receptive areas
2. Cognitive Scores from Sewell Early Educational Development Scale (SEED)



“The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.”

-National Academy of Education Commission on Reading, 1985

Shared Reading Project (SRP)

- What is the Shared Reading Project?
- What are the Tutor Roles and Responsibilities?
- What are the Modeling Reading Behaviors?

Shared Reading Project (SRP)

The Shared Reading Project (SRP) is a program that teaches parents and other caregivers how to read to their deaf or hard of hearing children using ASL and proven book-sharing strategies.

The SRP Emphasizes That:

- No one is too young to read or be read to
- Shared reading enhances language development
- Most people who love books and reading were read to as children
- Children who are read to tend to become better readers who love books
- Children who read well do better academically

Roles and Responsibilities of Tutors:

- Tutor visits each week and demonstrates to parents and/or caregivers how to sign a children's storybook
- Family members practice signing and tutor provides feedback
- Family members read stories to child and tutor offers assistance

Roles and Responsibilities of Tutors:

- Tutor leaves a family book bag for practice reading during the week.
- Family members read story to the child again and again.
- Tutor returns the next week, answers questions and begins a new book, starting the above process again.

Modeling Reading Behaviors

- Begin the reading by introducing the story and talking about the illustrations
- Ask the child to predict what will happen
- Let children join in on the parts they know
- Find times for the child and adult to talk together about the story

Modeling Reading Behaviors

- Use reading of stories to tie ASL/English and printed text concepts together
- Use reading to communicate conventions of reading printed text
- Use reading to discuss what punctuation does, what words and letters are, etc.
- Extend the story content to other daily activities

SRP with Family

- *Insert SRP video here (5 mins long)*

Facts About Successful Readers:

- Best profoundly Deaf readers are not necessarily the children who have received the most intensive oral training (Waters & Doehring, 1990).
- Children cannot learn a first language through print but need to learn how to read (Goldin-Meadow & Mayberry, 2001).
- Deaf children who are proficient in ASL are often better English readers than Deaf children who are not, despite the fact that ASL is structured differently from English (Goldin-Meadow & Mayberry, 2001).

Fairview (FV) Learning Program

- What is the Fairview Learning Program?
- What are the goals of the Fairview Learning Program?
- How can Fairview Learning help RSD students develop stronger literacy skills?

What is the FV Learning Program?

- It is a tool that is designed specifically for the language and reading development of Deaf students
- It includes innovative teaching techniques and teacher/student/parent accountability

What does the FV Learning Program look like?

- Specific strategies, materials, programs, and assessments have been developed to jumpstart the reading skills of those who are at risk for reading difficulties or those with low literacy skills

www.fairviewlearning.net

What Are the Goals of FV?

- To enable Deaf students to read and sign more accurately as they begin the arduous task of simultaneously reading English while thinking in and learning ASL
- To provide parents, teachers and students ASL as a consistent method to begin learning the second language, English

How can Fairview Learning Help RSD Students Develop Stronger Literacy Skills?

- Students are able to recognize and understand multiple meaning words by using correct sign semantics

Example:

The girl is big. (as in height)
The plane is big. (as in size)

- Students are able to recognize and understand bridged words by using correct sign parameters

Example:

The [plane went up].
The boy [went up on the ladder].
The [helicopter went up].

FV Dolch Words with 4 yr. olds

Insert video here (3.2 mins long)

Before we leave, remember:

“Early interventionists, other parents, and Deaf adults are important sources of social support that can strengthen the family’s sense of well being.”

(Hintermair, 2000; Meadow-Orlans et al., 1997; Meadow-Orlans, Smith-Gray & Dyssegaard, 1995).

Literacy and Language References:

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- Schirmer, Barbara R. (2000) *Language & Literacy Development in Children Who are Deaf*, Allyn & Bacon.

Fairview Learning:

www.fairviewlearning.net

Schimmel, S., & Edwards, S. (2003, Fall) *Literacy Strategies for the Classroom: Putting Bi-Bi Theory into Practice*. *Odyssey*. Pg. 59-63.

Shared Reading Project:

<http://clerccenter.gallaudet.edu>

Schleper, David R. (1995). *Reading to deaf children: Learning from deaf adults*. *Perspectives in Education and Deafness*, 13(4), 4-8.

ASL Learning Resources for Parents:

- ASL Browser Dictionary: <http://commtechlab.msu.edu/sites/aslweb/browser.htm>
- ASL University for free: <http://www.lifeprint.com/asl101/>
- <http://www.rocketlanguages.com/sign-language/>
Offers a free 6 day course and special packages
- <http://www.everydayasl.com/>
American Sign Language for Kids and Adults

ASL Learning Resources for Parents:

Signs for Intelligence by Missy Keast, Deaf Instructor

<http://www.sfibaby.com>



ASL Learning Resources for Parents:

- <http://www.rmlearning.com/16158.htm>



Signing Smart Diaper Bag Dictionary Series is the perfect traveling companion to tuck away and take along with your signing baby or toddler.

- <http://www.rmlearning.com/DeafReading.htm>



Your signing baby will LOVE learning to read with Reading Power! Both hearing and deaf children are capable of creating and using language even before their first birthday.