>> Hi, welcome to signing exact English, what, why and how. Your presenters are Sheila Gowan and Emily better Meijer. If you have questions, please raise your hand so I can bring the mic over so it can be caught by the captioner. Thank you.

 >> So we just wanted to introduce ourselves really quick if you can came to our presentation yesterday you already know a little bit about us. My name is Emily bitter Meyer, I have been a teacher of the Deaf about six years, mostly in preschool, up until this year when I switched up to first and second grade, which has been kind of a fun, new challenge.

 >> Hello, my name is Sheila Gowan, not to be confused with Dills. I just got married. The name change didn't happen quick enough. You can call me either one. I ama a teacher of the Deaf also. I spent my first five years doing early intervention in California. Now we live in Seattle, Washington, and we work at a day School for the Deaf. There I teach kindergarten, except this year I have a K-first split. That's super fun getting to know a whole new curriculum and teaching two grades at the same time!

 Excited to be here. Excited this is not 30 minutes so I don't have to feel like I'm trying to get everything into a hot minute. Welcome!

 If you have questions, feel free to interrupt us, raise your hand. If you came yesterday -- I think you're the only one. I'm sorry, there are a couple of videos that are the same. Don't cheat, but it's okay.

 Yeah. Let's go!

 >> We just wanted to get a little more info about who you all are. I know you all don't have a neighbor because we're kind of spread out. You can feel free to shout something out if you want to share what your role is, why you chose to come to this session. Yeah, we could just go down through. There's only a few.

 >> Hi, I'm Lynn Hayes, I direct the Masters program in Deaf ed at Vanderbilt and I always make sure -- this I haven't done in a long time so I need a refresher.

 >> Hi, I'm Nicole, SLP at the Kansas School for the Deaf, early intervention provider and lap assessments. And I have a little bit of experience with see sign, I lived in Seattle, familiar with the Northwest school. I was with the Seattle district so we had kids with all different modalities and I have had a few families who asked me what some of the differences are. I want to have a better understanding so when they're asking me I can answer their questions.

 >> Hi, my name is Anne cruise and I'm from Guadalupe. I'm a Gu am. The first sign we did was see sign. I'm here because I always believed in it and wanted to continue but in our program back home when they got into the especially the middle school, then they switched to ASL. I just wanted to learn a little bit more and maybe I can help our system get a little more educated on it.

 >> Hi, my name is Lauren Burke. I am a speech-language pathologist from Wisconsin. I'm an early intervention -- our model that we are implementing, I'm supporting families more on the listening auditory end of the spectrum and then I have a partner who is an ASL specialist, he's a Deaf professional, so I feel like in our early intervention world we're really focusing on language acquisition. And I feel like we have got those two ends of the spectrum supported, but I feel like to be truly providing unbiased information, I want to make sure that we're learning about what the other options and opportunities are.

 >> Okay. So here are our objectives. The what?

 Why?

 And how?

 We want to make sure you leave feeling confident about knowing what C is and what it is not, explain why it is created and why it is still being used and also how it supports positive outcomes. So our program's all about literacy. We're also considered a listening and spoken language program because our TODs do one-on-one oral rehab with one-on-one aural rehab with all our kids every day. We talk a little bit about how that interacts and then we also have our Director of Interpreting is from Kansas University and he's fluent in Spanish, C and ASL. All of our interpreters go through a program as well as our teachers, we go through a different program, but talking about how ASL and C are ha he calls married. So we'll be talking about that. I know C sometimes is very misunderstood and I know a lot of people have strong feelings about it and we are not here to change anyone's mind or say any way is better. We really believe that just as professionals ourselves, that it's all about family choice. Outcomes are better if the family supports the communication mode that they are learning. And all the ways are different and every kid is different, so yeah, just want to say that part.

 >> I know it's early but we are going to start with a pop quiz or trivia if that's a more comfortable term for y'all. Since we're a small group, if you want you can feel free to shout out the answer. Some are multiple choice and some are more of an explanation. We're just kind of curious where you all are at with knowledge about C. I'll repeat things I see for the interpreters and the CART.

 True or false, the hearing community invented C. What dung -- what do you think?

 False, false, another false, okay!

 Yes!

 Wow!

 We have some really good students in our class today!

 They're awake, they probably had a healthy breakfast. We had an every other thing planned but sometimes I go rogue. Signing exact English was created by two women. Jerly gust son is a Deaf woman and Esther is a CODA. We have a cute video to show you later of gerly explaining to some of our students why she created SEE with Esther.

 >> Multiple choice. What does SEE stand for?

 Also you can kind of cheat.

 I see some V -- Bs, B or D, love it.

 >> It is B.

 >> Sign exact English is also a manually coded English is different. Different dictionary and they have different rules than what signing exact English uses.

 Okay. True or false. SEE's principle is aimed to break English words into symbols. Into syllables. False. I see some false.

 We can go back.

 >> One of the slides didn't show up so now we're off on the PowerPoint.

 >> We do know how to count to four.

 I saw a lot of falses.

 I'm really proud of you guys.

 >> You get a freebie fact because we can't go back in a quiz without showing you -- it doesn't work, it's fine. All right. Never mind.

 >> Okay. So SEE breaks words into the smallest meaningful parts of words and those are called morphemes. We'll talk more about that later. And then the -- I feel like I'm in my classroom when the smart board won't work and you're like please, pen, just write on it.

 One moment, please. Thank you for your patience.

 All right. While we're reopening that, we'll ask you a bonus question. This is Jerly explaining why she created SEE.

 >> And all of our videos are captioned and have signing with the exception of one.

 >> So we want to just -- you guys did great on our quiz so you kind of already know all of this, but we just want to emphasize, because there are a lot of misconceptions about what SEE is and what it isn't, so it's a visual representation of English. So parallels the written and spoken English language, and it's a manual method of coding English. It's not its own sign language. And it is also updated consistently by the SEE Center, which is located in California. So if you are interested, there's dictionaries, there's an app you can put on your phone that has videos, and they recently came out with another video dictionary website, which, as we all know, it's much easier to learn signs through a video than put your right hand palm down with this handshape in your left hand and do this. It's very helpful to have the nice video dictionary if you're interested.

 >> Okay. Some things that SEE is not. It is not partially signing what you are saying. A couple things about that is you'll notice in our videos and often a criticism of it is that when you sign in SEE you have to slow down your cadence. We do it intentionally because we have young kids. Sorry, I'm just so emotional. No. So we also emphasize our signing because we have young kids, so that they can really see the endings and the things that we're adding. We're also going to show some videos of older kids so you'll be able to see what it looks like once you have it as a language in your body and your muscle memory and your speech.

 But there was a study done on SEE interpreters and of course they still have some work to work on their all their endings. I think it was like 82% of everything that was said was signed. And also, there is a delay when you're trans lit rating a little bit, so that part, of course, plays an impact when you're watching someone who's trans lit rating SEE and someone else is speaking versus when you're doing it yourself. Also, SEE is not conceptually accurate visually.

 Other manually coded English systems like CASE or MCE, they have much more conceptually accurate signs, but as we'll talk about more in SEE, if the word is the same in English and has a multiple meaning, you still sign the same sign.

 So I'm not sure how many of you come from like an ASL signing background?

 Okay. So it will feel kind of weird and uncomfortable for some of those signs. We'll talk about that.

 And then we already talked about -- .

 >> Would you mind giving an example of manually coded English and SE E, what that might look like?

 >> Sure. So in something like manually coded English or ASLPSE, this is my favorite one, I use it all the time, for the interpreter I'm going to sign a little bit. If I'm talking about a duck for manually coded English ASL, I would sign the sign for duck which is the animal duck. And then if someone was like throwing a ball at me and I was going to duck, I would sign like (indicating) right?

 So in some manually coded systems they separate the multiple meaning words based on how ASL does. In SEE, you sign an animal duck and I ducked from the ball.

 But there are ways you can incorporate ASL features. So like for me, I would sign like duck, and then I would sign duck.

 We'll do a lot more later and you'll get to practice.

 >> So I'm not going to read all of this. Some of it is just great information about the ASL and SEE similarities and differences. You'll notice if you have a strong background in ASL or even just a moderate background, a lot of the base signs are the same. Animals, colors, descriptive words, verbs, all of that are all really similar. I think it's something like 80 to 85ish% of SEE signs are ASL signs. And then of course there's ASL signs or phrases or -- I don't know the right word -- that don't really translate. Just like there isn't any language, there's some that don't directly translate.

 And yeah, but one of the other things I wanted to show as another example, because this happens all the time if you work at a Deaf school, you're sure also very familiar with the kids that leave the water running in the sinks because they can't hear it. In ASL if I wanted to explain to the kid hey, you forgot the water's running, I would sign like (indicating), but in SEE, like this is a visual. It's not a sign that means anything.

 It means something. It doesn't have a direct translation to English. In SEE, the sign for run is the same sign for ASL for run, like run, a kid is running, but I'm not sure going to say the water is running. But you can modify it just like Sheila was showing an example to say the water is running and show like -- and then a lot of the times we'll add that visual, especially for kids who are new to the language who don't understand all those weird things that we say in English. Like your nose is running. English is weird.

 So there's a lot of explaining that goes on behind -- I probably say English is weird like five times a day in my classroom. Things like that happen, but it does make the kids really think about where does that word come from and why do we use it.

 >> So the thought is that hearing children are expected to read and know that that word has multiple meanings. So that's the justification for why the same sign is used. The rule in SEE with classifiers is as long as it's not another sign you can use them as long as you turn your voice and your non-manual lip reading off so they know it's not a word.

 And I was going to say one more thing.

 Oh, and when you know ASL, a fun thing that you get to do is say like I know this sign; which English word does it go with?

 That's part of the challenge of learning. I wish there was such things as a handshape dictionary, because you can be like okay, what does that mean, but you don't have a way to look it up. So for SEE you could be like in ASL I know this is right. I know this is a SEE sign but I don't know what English word it goes with, if that makes sense. It's correct, by the way. Correct, multiple times, accurate. Right, right.

 Yeah.

 I'm talking so much, I'm sorry. I just got like excited.

 >> Hold on because I forgot which video this was because our little notes went down. This is a fun little video that a couple of our middle schoolers made because our students when they get to middle school learn ASL because that is the language of the Deaf community and when they go out and are needing interpreters out at appointments or college it's going to be ASL. SEE interpreters are few and far between. Our students learn ASL so this is two of our middle school students doing a little presentation they created about SEE compared to ASL.

 >> All right. So like we kind of have talked about, the main difference is that ASL shows not word-for-word but each sign is usually intended to mean a word or a small phrase, whereas signing exact English, each sign represents a morpheme. Not the syllable, not the sound, sometimes a word, but the smallest meaningful part of a word.

 So if you were here yesterday, you've seen these examples, but one of the most common, especially with young kids, is just adding an S for plurality. It's extremely helpful because that's one of the sounds that our kids miss out on auditorially. It makes a big difference especially for a kid if you're talking about one cookie or multiple cookies. And the other thing that kids miss out on are the verb endings because those happen so quick in English and also can make a difference varying what you are talking about when you went somewhere, when you're going somewhere, so having all of those shown visually on the hands.

 And then there are -- I don't even know how many prefixes, affixes, dis, anti,ament,ful, and the list goes on. With young kids usually you're using the non- oring, these are the examples for young kids because these are what you're using mostly, definitely when you get to -- science words and there's four different endings on the words.

 So this is an older student who's working with her teacher one-on-one to modify the word modify. Her teacher's asking her to put new endings on it and she's adding different endings. So watch it and see what you think and I'll share some other thoughts with you about it.

 >> So I love this video because it really shows you they're working on these endings and probably definitions of what each one means and she clearly understood that modifies but couldn't say it orally. But you can see on her hands that she hesitated, like I know this sign but I don't really know how to say it, so she just mod I -- it really showcases how much more vocabulary and language the kids have and they can really get it out through signing exact English to show I do know all these different ways to talk about this verb even if I can't Intelibly -- Intel jibly say it.

 >> They do the opposite too sometimes so we talk about that, like they will add plurals and stuff like that that they can hear and they can articulate and you have to fix it. Also, I wanted to say we didn't correct any of the captions, so if you get confused or want clarification, let us know.

 So we are going to do a mini SEE workshop so you get to get your hands ready. The on the front tables we have ideas if you need them but I'm sure you'll be able to think of words.

 So the rule in SEE, when we talked about before in multiple-meaning words, is like when do you sign the same sign and it's called the rule of three. So the rule is they have to meet two of the criteria in order for you to sign the same sign.

 So the first criteria is that it's spelled the same. The second criteria is that it sounds the same. And third criteria is that it means the same.

 We have some examples. Write, like you're writing a paper, and right like you're correct. Do you think that would be the same sign or different signs?

 Yes!

 Those are different signs, because they don't meet two of those three criteria. They mean different things and they're spelled different.

 And then I already told you, but right, like you're correct, and right like the direction, sign the same or different?

 Yeah, it's the same sign, right.

 You can modify it.

 >> There are ways to modify. A lot of our students also come from ASL. We have a number of students who are Deaf of Deaf at our school, so they have a very expansive ASL background. And others, because SEE resources are so limited, initially learned ASL because that's what is available, which is amazing. So they come and they have learned these signs. Like this is just such a common sign in ASL for agreement. So our kids come with that and we're like okay, that means correct which is a synonym of the word right, so we try to figure outweighs to use it 20 modify. Turn right you can be very clearly like right, big visual. A lot of times when I use right right right, like you're correct, like right right right, like a smaller agreement kind of movement.

 >> Okay. Left and left. So I left my books at school and turn left.

 The same sign or different?

 I see a same.

 I see a same.

 Some nods.

 We're super mean teachers. We just sabotaged you right now. Here's another fun piece. SEE just likening gets your brain working. Another thing you have to do is unconjugated the word. Those are different signs because left is a tense of leave. So you have to go off of the root word. So those are different. So like I left my books at the library, and I'm turning left.

 I do that wrong all the time because it's hard in the moment to get it. How about record and record?

 I see some differents. Yep, you're right!

 That's a really subtle pronunciation, which is hard for our D/HH kiddos, those are good ones to do direct teaching on because it's more of an emphasis on the syllable.

 But yeah, those are different signs because they sound different and they mean different things.

 Do you want to talk about your mystery?

 >> Yeah, when thinking about doing this presentation and even explaining this two out of three rule to families, you can pretty quickly come up with words that are spelled the same -- words that are spelled the same and sound the same but mean something different. Like oh, you're right, versus turn right. There's so many words in the English language that have multiple meanings like that.

 And then we found like after working on our presentation, that there were quite a few like record and record, like oh, there's a sound difference but it's spelled the same. But we're like what is the other one where something is spelled different but it means the same and sounds the same, like that's not a thing, until I took my kiddos on a field trip to Krispy Kreme and I was like oh, maybe this is my example because it sounds just like Krispy Kreme and it means, I guess kind of, you could argue it kind of means the same thing, but then we come up with questions like oh, it's a proper noun because it's the name of a place so what do you do with that. So that's one, our mystery to this day is would you sign it Krispy Kreme or do you spell it or come up with a name sign since it's a proper name of a place. Questions?

 >> Yeah, does anyone have any ideas we could practice together?

 >> Also, there's examples on the table, which some are tricky ones and others are not so tricky.

 >> We have really good wait time.

 >> You can also shout out your word and we can talk about it together.

 >> Do we want to go around the room?

 Does someone want to start?

 >> Yeah, I can. Here I come. Here I come.

 >> I have saw, I saw my dad and his friend cutting down a big tree. They were using a long saw.

 >> Same sign or different sign?

 Yeah, different, because saw is not its own word right there. It's past tense of see. So saw and saw, yep.

 Nice!

 >> My word is point. Can you point to the Vertex of the cone?

 It is the sharp point at the top.

 >> Same or different?

 >> I don't know. I want to say different.

 >> It's the same sign, so how could you modify if you wanted to say like point to an object?

 The sign is this in SEE. So point, like a P. Point.

 Which seems very much like point to something. It's also target, goal, but a point of, like the tippy top of something, how could you modify?

 >> Would you move your finger closer?

 >> Yeah!

 My kids, I've seen point to where it's sharp kind of like a point.

 Or you could, yeah, point, move it closer, yeah, lots of different ways to do it.

 >> Thank you.

 >> My word is ring. I heard the telephone ring and answered it. My aunt was calling to tell me she got a diamond ring. I think it's the same.

 >> It is the same!

 And luckily, this is an awesome sign that when they created SEE they really -- they do, for most of the signs, really try to take into account the multiple meanings, but some words have more multiple meanings than you initially think of. So it's hard to account for like seven different meanings in one sign. But ring, the sign is ring. So I usually do it quick, just like ring on your finger. Or if it's a phone ringing, I add a little more movement. Yeah.

 >> My word is rest. I need to rest after climbing that steep hill. I hope the rest of the hike will be easier.

 >> The same or different?

 >> Same?

 >> Anyone know what the sign for rest is?

 I'm making you participate so much.

 In SEE, do you know?

 Yeah!

 So the other thing is SEE is they take so many of the ASL signs that in ASL the sign can usually mean a couple different things. This is the sign for relax. Rest (indicating).

 So you can modify like I'm resting, just like an exhausted kind of, or the rest, and I usually add a little movement of like there's more.

 It's fun. I make my kids do these all the time and they love and hate it at the same time.

 >> I'm still kind of hung up on the means the same. Can you give another example?

 >> The means the same. One that does mean the same thing?

 >> Well, the three -- the rule of three. So spelled the same, sounds the same, means the same. So if something could be spelled the same and mean the same and it has the same sign, is it not the same word?

 >> The only example I guess I could think of that comes up is how do you spell the word gray, because some people spell it GREY and some people spell it GRAY, but it still means that color between black and white. In SEE, it's also spelled the same. You're right, there's not that many examples. So it usually comes down to thinking about is it spelled the same, which is a challenge in and of itself for a lot of our especially young, young kiddos. And then explaining why it's different. Well, it's spelled different, but that doesn't always hold meaning to them yet if they are not readers and writers.

 And then sometimes the sounds the same like record and record, that small intonation change can get lost on our D/HH kiddos too. It's interesting discussions for them to think about also what's the root word. We've come up with whole lists throughout our day of what about that word?

 That would be a great example for our presentation too.

 >> The lunchroom is often full of big like how do you sign this or where does that -- because a lot of it, too, is they sign English grammar, way more complicated words than we use, you have to think of the etymology, like where does it come from, because SEE sign breaks words into sometimes what they call sign families. So the sign is the same but it's initialized based on the vocabulary word in English.

 So when you are adding things to sign families, you have to know the root of some of those words and where it comes from in order to figure out where it goes. We look up signs all the time. When in did doubt, fingerspell.

 Like what we talked about a little bit before all the affixes. So SEE has also a separate attachment, which is the affixes dictionary. And they have a ton of affixes, which include prefixes and suffixes. The rule about these is, and I may not have an example off the top of my head because we are not the experts on hi hi. If it has multiple suffixes, you can drop the middle ones if that, by itself, is not a different word.

 Can you think of an example off the top of my head?

 During the break we will.

 >> I can think of a non-example. So love, there's a whole bunch of unloved, lovable, lovingly. So loving by itself can be a word. That's an actual English word so you would sign loveing. Lovely is also an English word as well as lovingly. So this is a non-example, which is hard when I don't have an example. If -- let me think about the way it works.

 So if loving was not a word by itself, you wouldn't have to sign lovingly. You could just sign lovely, because people would know, oh, you mean the other thing; you didn't have this middle piece, because English is crazy and you could get real long real quick especially with some of the longer words that college level students are using. I can't think of any, but if you have multiple prefixes, multiple affixes, verb conjugation, it gets busy pretty fast. And SEE has a lot of pieces so that's visually overwhelming to try to break down, but we'll try to think of some of those other ones.

 >> [Away from mic].

 >> You don't have to add the all. And you do, because civil is a word and then ATION.

 >> And civilized. There's a whole dictionary that has a base word that probably says civic. I wonder if it comes from civic. Civic is civil based on civic.

 >> So your dictionary because I remember looking at the morphemic sign language, which blows my mind, I can look up civilization and it will show me the parts?

 >> Yeah, unfortunately, that piece right now I think is only available in the paper dictionary. It's not in the online dictionary when you put the words together, although -- no, I'm just going to say that because I'm not sure.

 >> In the affixes dictionary you can look up any word and it will break it down into the pieces and state where the root of it is. That's helpful.

 So let's -- so these then you just add to whatever you're signing. So can you think -- yeah.

 >> I know for a lot of teachers teaching affixes has become like a real part of their day because it helps so much just to figure out those words. So are you, because you are using it so much, specifically, do you teach that quite a bit?

 >> Yeah. I mean, I teach first and second grade, so that's a big piece in our curriculum for ELA. Luckily, a lot of my kids have some more familiarity than I think their hearing peers might even because they see it happening and they recognize like, oh, that's -- oh, yeah, ENT, like that's different. Or like yeah, you said -- I can never think of things on the spot.

 >> Disagree?

 >> Yeah, disagree. And some of the affixes are really nicely conceptual. Like DIS, all of the negatives are non-DIS so they're very visual really helps the kids to understand the meaning. So they do catch on and then they will notice when I start direct teaching about that, they will be like, oh, just like this word.

 >> Yeah, and I will say with some of the bigger words where you add all the endings, as a teacher of younger kids I don't ever drop things in the middle because I want them to learn. All of our kids either benefit in some way from equipment or have an L1 of ASL. So they have an auditory connection. So that's why we want to match what they're hearing. So whatever they get, they get visually, but it also matches what's on the mouth and what input they're getting auditorily. So I don't ever drop stuff even if you can. Yeah, so let's talk about disagree.

 The sign for agree is (indicating).

 >> Just like ASL.

 >> And then like Emily was saying, the affixes of DIS and NON and UN are all under a family of not so you just add it. Disagree.

 S is easy. Plays. Plays.

 And like I said, earlier, I'll move now, we emphasize, so like when I'm teaching, they played with the dog, but once kids have that, you don't have to punch anything, you don't have to move anything dramatically. You can do it where the sign ends. So plays. Played.

 Time works the same way as it does in ASL and SEE. So that's why past stuff is thrown back. Present stuff is here. Future stuff goes forward. But hopefully you'll be able to see the difference in some of these kids. We have some videos of them getting older too and you'll notice that when they're younger they tend to really emphasize that stuff, but in order to make it more natural and comfortable for the body and your signing neutral space, you don't have to do big endings. You can just add them to wherever you are.

 >> Great. So this is one of our kiddos when he was in kindergarten.

 A long time ago because now he's in sixth great grade. This is him in kindergarten. So think about what affixes you see. Here's an option. You can think about the affixes, so those endings, or if you want to think about the morphemes, so how many meaningful pieces of English language did you see.

 >> Is that hard for anybody to hear?

 >> One more time.

 It's not better.

 >> Maybe at the break we can see if someone's here to turn our volume up. He said I am thankful for chitis. For kites. How many affixes did you see?

 I see a two. Yep.

 Uh-huh.

 Yep, that sentence is seven morphemes and two affixes. Full and -- I am thankful for kites. SOPs are super great at this because when you do language samples and calculate MOU, you calculate by morphemes. So they get it real quick.

 >> We kind of already did this.

 So this is just some other words that we've come up over the course of doing this presentation of the weird things like left versus left and felt, like I felt happy that whatever happened, and the fabric felt.

 Not the fabric felt but the actually fabric that's called felt.

 Sorry. See, English, man. English. There's not actually a sign for felt, well not cotton but felt, so that one you fingerspell. But for felt, I felt happy, is feel past tense.

 >> And just to note if this is helpful, in ASL the sign for finish is your past part Sippel marker. So go, went, do, did, done. All these are examples of of what we were talking about they're different signs because you have to backtrack the conjugation for them. And then but these words are also words on their own, like the milk was drunk or I was drunk.

 Thought. I had a thought or I thought about that. Any questions?

 >> It really makes you think.

 It's a lot of thinking early in the morning.

 We love the participation.

 >> Yeah, curiosity is my favorite.

 >> Last year we did this online and everyone kind of sat there because it was awkward. This is fantastic.

 >> Okay. Finger spelling. So how much are you finger spelling?

 I know it's probably going to depend on your kids. Are you finger spelling a lot and then doing this?

 Are they seeing fingerspell signs?

 >> I can speak for myself with approximate my students, even when I taught preschool, I know from good Deaf education that finger spelling is so important for kids and really helps their literacy. So I fingerspell a lot and the kids do their cute little copy babble fingerspell. And then later on, I usually write a note to myself what's the sign for cocoon, I had to fingerspell it in the story. And later I look it up and maybe during snack or when we have downtime, I'm like hey guys, I finger spelled that sign, remember, here's the SEE sign for it. Because in the moment you want it to be fluid. You don't want to stop and look it up. That's what I do in my classroom. I fingerspell a lot and go back later and learn the sign.

 >> Are your kids desperately looking for signs instead of finger spelling?

 >> It really varies. I have two Deaf of Deaf kids in my classroom who are very cool with finger spelling and doesn't bother them. Then I have my kids who are probably more oral preference, spoken language preference, but because we have kids with so many different hearing levels at our school we require all our kids to sign. And they are always looking for the sign because they are not used to finger spelling and they think it's more work, they think it's faster to be like cocoon, not like cocoon and think about how to spell it. It really varies. It depends on the kids.

 >> Yeah, my class is a little bit the opposite. So I have the kiddos who are still emerging in their literacy for first grade for the most part and new K kiddos who haven't been in school because of COVID. So they fingerspell a ton because those CBC words and learning phonics connects with their auditory access if they have it. So those kiddos, for me, tend to fingerspell a lot. And then they often copy what I do. When I read, I fingerspell every name. I don't create name signs. And like for example, a parent just sent me a video yesterday of one of my kiddos who is very worried about us, he thinks that in Ohio there are monsters and is very worried about us.

 So when I was talking about us going, they looked at our hotel and they got to see on a map. He just thinks -- he tells us Ohio is broken and there are monsters here. So yesterday we made a video of all the places around. The hotel, we filmed under the bed and filmed the pool, which everyone is very jealous of. Because when I was teaching them about Ohio, I spelled it. I didn't sign the Ohio State sign. In the whole video he sent me he finger spells babbles, the whole video. I think it just depends what I do. What I notice the older kids do is makeup their own signs based on the sign families they know. Sometimes they will be like what is that, oh, I just made up this sign because I know this means class and this means team so I made up the sign for buddy or whatever it is. So that happens too.

 >> So another really common misconception, we talked about this a little bit yesterday, is that -- so let me back up. Like we've talked about, ASL is very visual and all the signs are based on the visual concept. SEE less, some very much so, some not so much so. So one of the common misconceptions is that any of these compound words, whether they're conceptual or not, are signed two words. So when I first started using SEE, people are like oh, you signed butterfly and that doesn't even make sense. Yeah, but actually we don't, because it has nothing to do with flying butter. We borrowed the ASL sign; it's butterfly.

 So there's things like that, like butterfly. Strawberry, that's nothing to do with the berry and a straw so we use the ASL sign for that.

 But other things, like snowman, it is a man that's made of snow. Birthday, that's debatable because our kids really like the ASL sign, but technically it is birthday, which makes sense as the day of your birth. Just some examples. And then for reasons I think still unknown to us, which I would love to do some research on maybe, is the creators of SEE also took some signs that very much could be the R conceptual compound words, like ice cream really is iced cream, but they just decided ice cream was the sign. I don't know why that and not birthday. It's just how it is.

 >> Maybe when we grow up, we'll join the SEE Center and create a new dictionary. Who knows?

 >> That's the dream.

 So we talked about some of these multiple meaning words. It's just something that comes up a lot so we throw it in there. Duck is really common. Park is something that happens with my kids a lot, go to the park. This is the sign for park, there's no movement in SEE, it's just park, which is a very ASL, like car, park. So for parking lot, I'll usually go we have to go park the van or I'll like park the van, so there's movement versus if we're going to a playground park, oh we're going to go play at the park and make it more conceptual. So all kinds of things. I love it!

 >> Is there a standardization of that?

 You're saying I do this. Do most people go park and go park?

 >> Across SEE there's not. I know some people try to follow the same rule that ASL has about nouns versus verbs in movement. Our school also -- like our community is very small at our school, so we usually try to collaborate with each other and I'll all decide to do something as our community because it makes it easier on the kids. There's also Facebook groups and people are like how do you modify this sign to mean this. So there's a lot of communication which is nice because the community is so small. I'm sure if you go to our school, we are going to sign it differently than in Texas.

 >> Yeah, I will say, too, our director, when he does trainings and stuff with our interpreters or transliterators, and when they take this certification test, it's required through -- this is one thing that makes it a little standardized is if you take the certification test in SEE, you have to have ASL features or else you won't pass. He is sort of our big guy that we're like, hey, what's the best way to modify this or what do you think about this, because there are times we have to be careful because you don't want to change the meaning of the word. But that's, again, just for our small community and just because there's not a lot, unfortunately, it doesn't have the standardization we wish it did.

 >> All right. Here's an example.

 Hopefully we can hear it.

 >> A little example of some listening spoken language built into the SEE sign, but again, just seeing how she knows the sign for days, she doesn't know that holi is not a prefix so she creates the word that way and the teacher fixes it for her. What I like about it is because I feel like in my experience, that's a Deaf kid thinking about English in ways that I haven't seen before.

 >> All right. So there was our kind of mini SEE workshop. So we wanted to give you all a little bit of a break before we dive into the last two little sections. Until maybe 10:15?

 It's 10:08. 10:20. Yeah. Stretch. Get up, walk around. We'll be here if you have questions.

 [Break time]

 >> You can see our cute picture that we forgot to put up. I love the little meditation situation happening over here. Take a break. Meditate. Build a little couch castle with your friends and chat.

 We love our cute kids.

 Now.

 >> If side note. We are going to start with a funny story. This is my favorite thing to do is talk about the funny things my kids do. This is me in my living room trying to teach virtually Deaf children. This youngster is in a family of six who are all Deaf and all four of their kids attend our school now. And Dad works for Boeing. And this is their garage. They were undergoing a home reno so they put all the kids in a row in the garage and Dad's trying to work at Boeing and all of them are on their respective equipment and trying to Zoom. So Emily at the time had brother and little sister and I had the oldest. She has the most auditory access, so was really struggling with the noise of said garage. When she did that, I was like this is my moment to take a picture to sum up my experience right now.

 She also, we work on listening. We also goes, Dills, do you hear that?

 That's my dad opening a beer. And it was like 10:30 in the morning and I was like okay, you know what, Michael, I get it. Anyway, we love our kids. We could talk all day about our kids. Here's our pop quiz!

 We want to know if you know why SEE was created and why it is still being used.

 >> True or false, SEE was invented to help d/Deaf/Hard-of-Hearing students read.

 True true true, false. It is true.

 Yep, that was the aim. It's not ever to replace ASL. It's just giving that visual access to the English language so that kids develop high-level literacy reading and writing skills.

 >> I'm sure you all know this. d/Deaf/Hard-of-Hearing students on average graduate reading at grade level.

 No, it's false. We want to fix it. We want to be part of the movement to try to fix it.

 >> Our kids are so cute.

 >> I don't know why you need a monkey in your shirt but apparently it helps when you read with a stuffed monkey in your shirt.

 >> Approximately half of all students who are d/Deaf/Hard-of-Hearing do not read as their hearing -- standard measures of the test, their study's a little old but that's what we got.

 What happened?

 It's true. I don't know what happened.

 Oh, great, you win. It's true.

 >> This one is one of my favorites. When they get hearing technology, they hear and understand everything right away. Could take years.

 They will be able to hear everything someday. Their brains process speech the same way hearing children do. What do you think?

 I see some Bs. Yes!

 My people!

 It can take years. So this is we have a great listening and spoken language program called listen and talk in Seattle. Our kids are very fortunate to have a lot of options and resources in our area, even though we are really struggling with staffing and specifically TODs, because so many programs have closed and are now online only. So new teachers we're getting are really not prepared. But we have a great program listen and talk, they go up to kindergarten. Some kids who don't have full access, they refer to us so that they still get some good therapy and auditory habilitation and speech, but SEE can help close that gap from whenever they get their technology, however long it takes them, so that they can match visually what they are going to read and write.

 >> All right. Last one. True or false.

 Speech and hearing are synonymous with language and comprehension.

 Yeah, we can't trick you guys.

 Yep. It is false. As we said, just because you hear doesn't equate to understanding. I see a lot, even in my kids at our school where we really try to foster communication repair, I'll say something and they're like uh-huh. And I'm like well, I didn't ask you a question about if you agreed with something. I was like what did you have for breakfast today. Uh-huh. So they clearly heard it was a question, they understood the intonation, but without the signing aspect they were like I'm going to respond because that's what you do, right?

 I'm not going to read it to you. Y'all can read.

 >> So here's some things about recommendations for how to use SEE in a good way and what we know about D/HH kids. Most parents are hearing, they use a spoken language. We have been really fortunate to have a TOD and now an SLP who -- some other staff at our school but they speak Spanish, know SEE and are able to hold Spanish speaking family classes in Spanish with the SEE signs so that they have more access, but we also have -- we serve three counties including the islands. I don't know if you know about Seattle, but there's lots of islands, so we have a lot of kids that spend hours to get to us. And we have a huge immigrant population.

 So unfortunately we provide as much as we can for Spanish speaking families, but we aren't able to offer a lot for our other families that have a different first language at home.

 But we do promote all of our families to use SEE at home. We don't discourage against using ASL or being ASL users at home, but we do have parent classes and stuff like that because we think it's important for parents to understand their kids.

 And then we know that access to full language leads to proficiency in that language, so for this reason, our school, the communication mode -- I hate that term. If you're curious, shameless plug, I did some research with the presenter next door, the communication mode in research so you should read it.

 Our kids are immersed in SEE. So we talk about ASL and the differences with ASL, but they, at school, you need to use your voice and you have to sign everything. And that's because we want all of the kids to have access regardless of auditory status and because we believe that in order for them to learn English they have to be immersed in it. So it's not just taught during reading and writing times. It's the communication mode of the school. And our kids learn ASL formally from one of our resource room teachers who's Deaf starting in middle school.

 And we don't expect our kids to go on using SEE. We do have some kids that go to University and request SEE interpreters because they have better auditory access so they want to be able to have transliteration in case they miss things, but most of our kids will either then transition to a listen listening and spoken language route or go to a program where -- is used. And then as adults they fully transition into Deaf adult world.

 Bilingual skills are best developed at a young age. Again, this is just looking at English as a bilingual option, even though we know that a lot of our kids don't have a full language system. Our goal is to create a full language system at school. Also, we know that written English proficiency is so important for schools in the future and jobs, so that's why we push SEE so hard is because we want those kids to be on grade level with their literacy skills and because they deserve it. They deserve to have access to English and have the same proficiency as hearing kids.

 >> So this is just kind of in summary of a number of things that we've talked about. But we see SEE as this bridge, a full language bridge, between either what a child partially hears. Like Sheila said, our students either benefit from equipment or have ASL at home, so they have some kind of language base, to the ability to read and write in the English language.

 So SEE, there's a couple of different ways to look at the benefits of SEE. So first we just want to talk about receptive language skills, which I think is what comes to mind first for everybody.

 Audio grams are everywhere. Also, the new research showing benefits of hearing aids versus cochlear implants and what sounds kids can hear based on what kind of technology they have. So SEE can be used for all students that benefits all the missing or adds back all those missing pieces that they don't get auditorily. So we do have a number of kids, I think when I checked it was like 20% of our student population had an ASL background from their Deaf family that uses ASL at home.

 So they have that as their L1, they're already coming in with language. And then this is also kind of an old study, but it's still applicable today just in terms of the kids with CIs get great access for a lot of things but they still miss all those quickie tense markers that are happening. And that's one of the big things in SEE is the ING endings and those little pieces that in spoken English go by so quickly.

 So yeah, I already summarized that.

 >> Okay. So this is a video of a kiddo that is practicing his writing. I'm just going to preface it and we'll talk more about later, I would love to hear your thoughts, entirely constructed by me for this presentation. And so I give him two sentences structured similar. One of them I give to him auditorily and one I sign for him. He is a kiddo who's been bilaterally aided from one. So he's about a year hearing age behind except for during COVID he had a significant decrease in his hearing and just recently was implanted with a cans Cannes Kanso. He is experiencing a gap that he didn't have before so I thought he would be a good example of a kiddo who has some access but also is working on that and needs the extra support for English.

 (Video playing).

 >> So what I like about this kid is he's a really good example of how we see D/HH kiddos with gaps. He has great phonics skills. He's sounding out his words. That's why I didn't fast forward through this part, because I wanted you to be able to see that. He has sight words, he can read his own writing, but without that English input, he didn't understand that sentence and it took him hearing it, repeating it, writing, and then rereading before he realized he made a mistake. And I filmed this just for this. So I was like, yep, you wrote it, good job!

 Now let's try the next one because I don't want to cut this video a lot. Obviously, I would talk about that in a normal situation. But another thing I think is cool to see is when I sign to him, it immediately didn't just become a prompt, it became communication, because he was very upset because the cat was sad and wanted to argue with me about the cat being sad, right?

 It shows that access and how that can really change your experience. I don't know if you can see it, but he did write that sentence correctly. Yeah, just a good example about literacy and having that extra visual support can kind of help close that listening gap for kids.

 >> So we talked a lot about reception, but SEE is not only great for reception in closing those gaps, but it's also great for kids who are not able to verbally express themselves clearly. So think about kids who have other disabilities along with being Deaf that impacts their speech intelligibility or even their signing intelligibility but when you put both together you can get a message out of them.

 So we have a couple different examples. If you're so inclined, you can kind of close your eyes and try to listen and see what you get versus watching with the signs, depending how much you know.

 So this first one is also during COVID, so the sound quality is not spectacular. This is a student who's actually working on a listening task, an auditory task, with his teacher. So he's trying to listen between the word finish and finished. So she's measuring his ability to auditorily discriminate those, but she's requiring him to sign because if he says it back, they don't sound different, like different words.

 Also, he's missing teeth and he's giggling so he's compoundingly hard to understand in this video.

 So clearly for a kid like that he clearly has intelligibility and -- extra sign component really helps in clarifying and he's such an intelligent kid but if you didn't have that piece, you would be like I'm not really sure what you are saying, I don't know if you really understood what I said, so a lot of communication breakdowns can just be avoided with that extra signing.

 >> Yeah, and from an auditory habilitation standpoint, I don't know how familiar you are with the dazzle but that's what we use at our school so this is a task for listening for the T sound at the end which is usually unemphasized and it helps the teacher take data. They can take pictures and point to things, but this helped us a lot during COVID because she can tick data how many times he hears it and -- based on his signs because you could see he was really consistent with adding that at the end of it in his speech.

 >> All right. This is our last pop quiz so after these questions you can relax, there's no more pop quizzes. We just want to know how much you know and your thoughts on how SEE is used today.

 So true or false, SEE can be used in a program that also supports listening and spoken language development and SEE can be used with users of ASL.

 Yep, that is true. We use listening and spoken language strategies all throughout the day. And like we've said, yep, we have lots of ASL users at our school.

 >> SEE is the right choice for every d/Deaf/Hard-of-Hearing student's education. That's false!

 Yeah.

 There's lots of options.

 They're all different. There's no one size fits all approach.

 We all support parent right to choose.

 >> SEE can be used with students who have multiple disabilities.

 Yes!

 We have some great examples that you'll see later. This is one of my current second grade students who has missing fingers on both of his hands so we do a lot of adapting of signs for him and we just had to the add the picture because he's adorable. We have students with neonatal nurse practitioner -- varying challenges that come with that. All kinds of things. Awesome autism.

 >> This is a good one. SEE prevents children from learning English in developmentally appropriate ways.

 False. Yeah.

 It's a different system. It's not harder than ASL. They're just different. And that's not to say that there are some kids that we have that we feel like you would really benefit from our School for the Deaf or our ASL program and referrals go both ways for one reason or another, but we -- these kids are developing with SEE English just like hearing kids would develop English and hopefully our examples will show some of that. And also, when you teach being developmentally appropriate is really about teacher strategy than the communication you're using.

 >> So this is an example. It's we coined the term video case study yesterday of a student who started at our school at age 4. She had a little bit of ASL background from programs in other states before she moved to our state, so she started with us at age 4 in preschool. She's now a third grader. So you can kind of watch her progress of her language or also articulation if you want to pay attention to that too.

 At our school one of the ways we measure language is we use books without words and take data on their MOUs that they come up with based on the pictures. We intentionally took the same book over a couple of years. So the last three videos -- there's two videos of her really young and then the next three are her making up, creating her own story to go with the pictures and it's the same two pages from the book in those videos.

 >> She has auditory neuroopathy.

 >> She was at the MOOG center. Parents are great advocates. She was at the month ago -- and the Moog Center says she doesn't have access for the program anymore. She was placed in a -- for a couple months and parents were really worried because she wasn't picking up a lot of sign so they moved across the country to come to our school. She came to us with some signs.

 >> Yeah, a couple of signs, but not language really.

 >> There's so many things I love to point out about this video. You can see her progression from the really basic where she really has to concentrate and think about word order and what she's going to say to -- my favorite is ... is ... while she's thinking and then her sentence isn't grammatically correct to later in kindergarten when she adds a little bit more but noun/verb agreement isn't there. And then the COVID video where she's adding contractions and possessions to this video where she has dependent clauses weaved in. It's a really cool progression to see the same scenario.

 >> And stuff like this really gives us a good picture of where the kid's grammar structure is and what we can work on next. Watching this part, I'm like okay, we have got to work on busy because the root word of busy is not biz. Things like that. We do these with every kid. It helps us see where they have been and where they're going. Yeah.

 >> And there are tons of these word list books out there. We have just collected a bunch over the years at our school. You can go on Amazon and type in word list book and a lot of them are crazy adventures so the kids come up with some pretty good stories.

 >> I was just curious about the captioning in the video. There were a few times where you had ASL mom and then ASL expression. Are there different signs for mom and dad?

 I heard her say it.

 >> Yeah, because she grew up or started with ASL, like most of our kids do, and because it is easier for younger kids, Dad/Mom, but in SEE it is father and mother, Mom, we adapted to mama, Mommy, daddy, Dad, papa honestly, I've always questioned why it was mother father when this is the easiest handshape and that's not what the baby is going to call their parents. Like we said, we didn't want to correct anything. We wanted to try to make it as accurate in the captions. And then a few times, when she adds the ASL pieces like an extra sad or talking about the chalk and she does this, but she doesn't say, right, she's just demonstrating what was in the picture.

 >> Yeah, and an important thing to acknowledge is stuff like that is we're still going to acknowledge that communication, we know it means mom and dad and Mommy and daddy. And here she changes to the possession of mom's. So it's more about the separation, what do both mean, and what are you trying to convey. The so that's why I transcribed them that way.

 This is Maddie. She has a genetic condition and cerebral palsy. She was adopted from China when she was five. And she got referred to our school from a TOD who worked for a district up north because he started signing with her and was like, oh, there's a world in here and we need to find it, because she had been placed in a class with kiddos with autism who are nonverbal and then add some main streaming throughout the day. But anyway, she got sent to our school and she's really blossomed. And she is hard to understand, but with the sign and speech for her becomes much easier to understand. So we wanted to show her, because we wanted to show how sometimes kids look like they're really lost or really low, but when you give them the right tools you can kind of see what's really going on in there. And she's a really good example of that. Also, she's just like sunshine and daisies all the time so you'll see.

 >> Also want to add in the last video you'll see of Maddie where she's talking about the movie Frozen, she also has -- it's fascinating that she's continuing on telling the story all through that that comes up.

 >> Yeah, she's a great example of why we should use wait time.

 >> Yes.

 That's not T. it.

 >> She gets really frustrated because she doesn't know how to spell ole -- this video makes me a little emotional because she has as maybe you can tell, she has seizures all the time, just seizure activity, seizure activity.

 But if you wait and sit there with her, she's got this whole world in there that she wants to tell you about. So she has her signing isn't very clear, her speech isn't very clear, but together you get a better picture of what she wants to communicate with you.

 So all those things are really important and because she is learning English, she can now write and type on her ASE and get a lot out when she has rough days and stuff that's grammatically accurate and she can really communicate with people that way. That's been really helpful for her when she's out in the world doing her thing.

 >> So this is an example of using listening and spoken language strategies in a classroom with SEE. So we do have voice off times. We also have sign only times to work on reception without auditory listening. And then we also try to, when we're doing whole group stuff, manipulate situation so that the student who's working on listening tasks or speech tasks doesn't have access to the sign but the other kids do, so they can Eves drop. So this is just a quick example of that in the classroom.

 Just some basic sabotage there was hiding where their faces were so they couldn't see. It's so fascinating to see the different ways kids react. Some ask friends, some say I don't know and stomp off very flustered and some try very hard to -- even closing your eyes or standing behind the kiddos lets you work on stuff whole group without giving access to the other kids who aren't expected to listen to that task and helps you to differentiate because in a classroom you're going to have all sorts of levels.

 >> So this is in -- this is also in Sheila's class in kindergarten working on circle time reading phonics stuff and just how to use and incorporate SEE into your academic classes. I also just love this video because it's just -- you could watch this video however many kids times there are and watch a different kid every time because like every classroom, two of them are chatting and making plans for a play date. One of them is looking at the calendar and counting how many days until something. One is really focused and paying attention. It's just like, yep, this is a day in the life of a classroom right here.

 >> You know, school. Cute kids.

 >> So this is in a preschool classroom and we just wanted to show a couple of different strategies that the teacher is using to elicit language from different kids, because if you -- you are because you're here. Preschool, kids come with so many different levels when they first enter school. So off to the other side of the teacher that you can't see is a student who's very oral, has a lot of language, has early access with hearing aids and then you have got these two who are relatively early implanted who are within a year, year and a halfish, who come from Spanish speaking homes so language levels are very different. So she's working with syllables and basic signs. So just more ways that you can incorporate SEE into your daily everything with kids.

 >> It's a great example of how we were talking about how to make SEE developmentally appropriate and does it not match because there's a myth of it's too much for little kids and how are they going to learn. You do it the same way you do with any kid. You're obviously not going to be like that chocolate looks delicious, only take one bite. Because that's what you do with any kid of any language they're learning, one bite, yeah delicious,ium yum, chocolate. You're doing the developmentally appropriate language with the little kids.

 We lost our notes.

 Great. This is one of our current seventh grade students. We wanted to give you an example of the future and we both work with the really young kids, but we wanted to show how an older student is very fluent in Signing Exact English can speak and sign at the same time and they are not choppy like some of the younger kids are when they're still kind of learning everything.

 >> Yeah. And this is showing literacy because our school participates in what's called the OOC, the optimism or toritory contest in Washington State. So they get a topic every year and they have to present it and get judged. This is their speech for not all of it, just a part of the speech for this contest.

 >> Just a little peek at the future. You can definitely see from the littles to the older how much their speech in SEE flows, so it's a lot more fluent and the movements change a bit just because of the way that whatever they are going to sign next.

 >> So we talked a little bit about students who have other needs, students who are Deaf with other disabilities or whose hearing loss is more impactful for auditory access like when you have auditory neuropathy. We have a few videos of a few students who grow up in Deaf households and use ASL as their first language because there are a lot of misconceptions about ASL and SEE that hopefully we've cleared up today, but it's also interesting to see students who have come to us at three years old with an L1 since they were born. This is a student, he's in preschool in this video so he's maybe four or five-ish but comes from a Deaf family, doesn't have really much auditory access even with hearing aids, but has amazing language and signs and very fluently can code switch between the two.

 But you can also see as he's still so young in this video him go back and forth a lot and use a lot of ASL in his signing.

 Also he's reading one of those books without words in this video too.

 >>Inger too in this video and the next one highlight for me how important it is for our teachers to have a background in ASL too because you don't want to discourage any communication that comes from kids and you want to understand what they're trying to say. And also, it's super helpful to be able to communicate with their parents directly. So that's something we value at our school too.

 >> So this is the same kid and his besty who also grew up in a Deaf household. In this video, I think it's a super short clip but there's so much to unpack between the ASL classifiers that they're using and then ASL signs and then they switch to SEE signs. So it's short but there's a lot going on.

 It's super short. They're for the most part kind of voice off in this video, and he does his last one, last one, finished, which is very ASL grammar, ASL signs, and then says real tall, which is also very ASL and then switches and puts it in a whole English sentence and says that is real tall and then adds this nice classifier. So it's a beautiful, perfect example of how you can marry the ASL and the SEE together.

 >> So I am curious, and I know this is going to be like a personal question based on these two little guys. I think in my mind now I'm trying to think about the caseload that I work with, right, and thinking about parent choice and allowing them to have full information across the board.

 And I know this is going to be specific to these little kiddos but I am curious, like from your experience or knowing these two little ones, if they are growing up in a Deaf household and ASL as an L1, what might, for these little guys, be parent choice to say School for the Deaf or a SEE classroom?

 And I know that's specific so you don't have to give personal information for the family, but I really am trying to learn why parents might gravitate towards one or the other.

 >> Yeah. I can talk a little bit about my kiddo because we both now have one have each of these kids in their class as well. This kiddo with the blue mask on, both of his parents are Deaf. His mom actually went to our school as well as a child so she reaped the benefits of SEE. And in my own personal experience with Deaf adults and with chatting with her and her decision to send all four of her kids here, she's like the value of English and what that has brought me in life and her ability to read and write in English is just spectacular. So I think for her was she had the personal experience. The kid's dad was in a mainstream program and had a different experience. He was the only Deaf student with an interpreter but also he's like I benefited from English in the mainstream program. And I think this felt like a good middle ground of they have their Deaf community here, all the kids sign so they have that social piece that they wouldn't get in mainstream, but then they have the English piece that they may miss out at the Deaf school. For them I think that was the factor there.

 Any thoughts about your other kiddo?

 >> Yeah, my kiddo, his mom grew up not in a SEE program and really struggles with her reading and writing. That was one of her decisionmaking pieces. I mean, obviously, if they have an L1 they're naturally going to develop English better, but also both these boys have super limited access and because Mom doesn't feel strong in it, she wanted to put him here. Critical mass thing, but I think also too our school does have mainstream options. So I think they liked that because they wanted them to be challenged academically, be around hearing kids, be in a -- classroom but also have the support for now at our school. Does that help?

 Okay.

 >> So we've talked about this a lot already. I'm going to read it really briefly because we have a great example that I want to show. There's a lot of ways like you've seen in the videos with Amelia doing the extra sad thing or right or these kiddos who put this classifier in about their tower. But there's also other ways that we use these ASL features every day. One of the ones I do the most often is the reduplication piece when I'm talking about plurals because my kids understand to add the S, but some of them who come without a language don't know what that means. They do it because that's what you do. When you're talking about ducks you might do like ducks and do it multiple times.

 So all of that kind of stuff. And then obviously facial expressions are still a huge piece, all the body language piece in SEE, just like in ASL.

 So I'm sure you're all familiar with the hungry Caterpillar so don't feel like you have to read the synopsis but we wanted to choose a book that everyone knows and show this exact text interpreted in ASL and then interpreted in SEE by an adult who's a professional so you can clearly see the similarities and differences.

 So these are not captioned because we just wanted you to focus on the signs and we figured everyone kind of knows what this story is so we'll just play the videos.

 >> I think these kind of visuals are really good for parents to be able to see the difference, because it's hard to understand.

 >> I like how she uses the extra adding of the eating of the stuff because he does eat a lot of stuff and the facial expressions from the stomach ache to oh, he feels better and all that body language stuff because there is this myth that SEE is just sign sign sign sign sign sign sign, no expression, no intonation.

 So it's a great demonstration of all of that.

 Any other thoughts about the video?

 That's our last little bit.

 Or anything or questions?

 Also our contact info. Yeah.

 >> I really like that video too. Is that available anywhere online like as an education tool, about the ASL versus SEE?

 >> It's not. That's our best friend, Kimmy. She is a beautiful interpreter in both ASL and SEE and can code switch really well. But with the pandemic, she decided to go into the medical field and has left us, which is good for people with COVID and sad for us. But we can talk to her about it. I know that there is a YouTube channel called SEE My Signs. And that is one of our EI teachers and she just has tons of videos of her reading books in SEE. So you could definitely use that. But we can ask if we can put those up on our -- .

 >> Maybe on our school website.

 >> Our school website or school YouTube channel. It's called Northwest school for Deaf and hard of hearing children. My colleague Matt and I are working on a family program where families can go through -- we're trying to figure out the efficacy of do visuals help family understand the differences of all -- so he's been collecting videos of the same sentences from all the different sign systems and ASL, PSE, cued speech, and is trying to make a module where you do see the videos before and pretest them to see if they can recognize them and then do a module and test after. So that's coming. But yeah, yeah, thanks for that. That's good. No, we totally did it for this presentation. We're like hey, Kimmy, can you hook us up. So yeah. Any other questions?

 >> I'm wondering for families that speak Spanish, when they're learning SEE, are they signing English endings and Spanish word order?

 How does that look?

 >> I wish we had access to the internet. Because there's a great video -- there is a video on our website, Northwestschool.com that shows some of our students speaking Spanish and Signing Exact English, but continue.

 >> Yeah, so -- again, this is just a program we've created for our school. What they do is they sign the English signs with the English endings in Spanish word order.

 >> While speaking Spanish.

 >> Yeah. I mean, the brain power -- .

 >> Is amazing.

 >> Yeah, they can all do it. The kids go to the class. We have the teachers volunteer to do childcare, the parents go, there's food. Yeah, so one of our promotional videos on our website, I think, there's a dealership of a clip of our middle school girls who speak Spanish at homesigning in --

 >> I --

 >> That's one benefit that like cued speech has that SEE doesn't have is that right now there's no system. There's no transferable system that we have. I know some other countries have their own version of signing exact along with their native sign language, but Spanish is not one of them yet. Unfortunately.

 Any other questions?

 >> There are also Spanish -- I don't think it's something just our school has created. I think they're from the SEE Center, there are official Spanish dictionaries with the SEE signs, because I feel like I've seen, if you're familiar with SEE and the yellow dictionary, there is a Spanish one. I don't know how you get ahold of it. You might have to contact the SEE Center but I have seen them so if you have families that are really interested but don't speak English, that's an option too.

 Thank you guys so much for coming.

 >> We appreciate you.

 >> We appreciate you. Hope you learned something. Safe travels back to wherever you're going.

 >> What?

 Oh, my gosh. We had someone from Guam Guam last year attend our online presentation. He was like it's 3:00 a.m. here. He's like oh, my gosh, you're very committed.

 >> My brother was stationed there. He's in the military and has been stationed in Guam for years and loved it. I'm so excited!

 Thank you!