>> I will go ahead and get started. My name is Hattie, are you she/her pronouns and I am from Illinois. My presentation today is story sharing. This is about my organization which is Illinois, so not applicable too most of you. Okay, so this is me. I have a bachelors in English literature from Oberlin College and a Masters in deaf studies from the early language tracked from Gallaudet University. I've been a deaf art of hearing teacher and a variety of roles, first as a volunteer with a deaf and hard of hearing caught up in the suburbs of Chicago. Most recently I worked with preschool students but I worked with a variety of age group. While I was getting my masters degree which was online because of the pandemic, I was a full-time paraprofessional for Evan in the preschool program whose mom is here at the conference with us and it was great, it was amazing, but when I got my degree I wasn't using as a para, so I moved on. To be the youth and family connections coordinator with the Chicago hearing society. Despite our name, the Chicago hearing society does support services for all of Illinois, so we have a deaf mentor program, a deafblind program, family and sign language classes for free for families with -- we do family advocacy work and general support and resource connections.

I am hearing and I am disabled. So that is me. So today we're going to talk about how to read with a deaf, deafblind or hard of hearing kid. This is part of a larger curriculum that we are developing to teach early intervention providers how to teach families how to read with their kids. He will talk about how we said, how we read and how we reread. This information applies to reading, whether using listening and spoken language, ASL, cued speech or any other combination of language opportunities. The first thing, regardless of communication mode is to try to keep both yourself and the text visible at all times. If you are signing or queuing, it's important that the child can see that, but even if you are using a spoken language, they use your face to determine tone and mood and help them understand and lip read the words you are saying so it's important to keep you and the text in the picture at all times. It also helps them to keep connections in the text when you're reading and signing and speaking by having both of those things visible. So this can happen and a couple of different ways. There are hundreds of ways you can position yourself and your child but here are four examples one is to sit across from the child and prop the book on your lap or against your legs or a piece of furniture next year. This is a benefit of having both a reader and the book in the eye gaze at the same time. They can also be strapped into a high chair or on the floor with you are in the bed and you can read, sign, point and all that good stuff without blocking their vision of you for the book. The second is to sit side-by-side and have the book in front of you on the table, bed, floor, lab or whatever. He can read, sign and Q with the child next to you. They will pick up on your face and assigns even if they are not looking at you. It's also a great way for you to follow their eye gaze to see where they are looking. The third example is to have the child sit on your lap and the book in their lap. In this position the child has to do more work to see your face but it keeps them in the reading space and using cuddling and a touch to make them feel like a more interesting experience for them. Also it lets them hold the book and turn the pages which is great I'm working on some of those pre- literacy skills as they demonstrate ownership and independence over that reading process. You can also employ some good maintenance intention strategies here. You can get your mouth right up to their good ear or better ear and talk right into it. For signing you can talk on their body instead of yours which makes it interesting and helps them form those signs. For example if you are sitting with a kid on your lap, you can sign bear on their chest instead of yours behind them. The fourth is to pick the book up and look at the pictures discuss what you see and then put it down to sign. We might talk about what's on the page like oh, what food do you see? What is the mom doing? What color is this? So some basic stuff and then you put it down if you are actually going to sign it through the text. So we will talk about those reading and rereading strategies a little bit later. A lot of this information comes from David shoppers 1985 paper of reading principles of reading to deaf children. Gallaudet University uses the same principles and and a website series they have that you can find in the website. Shopper observed deaf parents when they were reading to their children and created these principles of how their children were understanding. The first thing he learned was you really have to describe what is happening. Explain what's going on in the story or illustrations without focusing too much on the words. We are talking about the first time you read a text. This is a board book. I was looking through this with a deaf or hard of hearing child and might start by talking about what I see. I see a girl, she has a hearing aid, I see a flower. We might describe what's happening. Does she look happy or sad? That kind of thing, without reading everything starts to grow which are the words on the page. Then you want to connect the English text as to what you read, so especially if you continue to read maybe oh, maybe I'm signing grow or saying grow and I'm going to point to the word grow on the page that they are really going to connect that that word is what I'm saying. Especially with a repeated phrase, a lot of those books have Zoom Zoom, a repeated phrase so every time he comes up you point to those words so they can connect with what's being read on the page. The biggest thing is to elaborate, don't be constrained by the text. Use illustrations and themes to add to the story. Elaborate on the text, make sure the child has the background information they need. If something is implied, make it explicit. You know, this kid, his mom gave him a Band-Aid. Why? He got hurt, now he has a Band-Aid. So you want to make sure everything implied in a story is explicit that first time around. You can also connect to experiences. That dog is white. What color is our dog? Connect those things to things in their lives. Experiences they've had before, toys in their house, things they can physically connect in their brain. You want to follow the child lead so let them pick the book, turn the pages or take turns turning the pages. Them absorb it fully before -- follow their eye gaze to see what is drying them in. If they are really focused on the watering can, let's talk about the watering can. Story sharing should be collaborative so let the story expand without trying to control the interaction too much. Just your reading style to the story. If you are reading with a hearing kid adjust your tone and pitch. Maybe a big deep voice the data and a little lighter voice for a little girl. He want to do the same concept. Especially whether you are doing listening and spoken language and doing those kind of cues or you are signing. Be creative and roll shift when you are changing character so they know someone else is speaking. Use facial expressions. Be creative with the labels and classifiers you are using. If something is like a big truck making a big truck, be more engaging for children learning something through the story sharing. Role-play to extend concepts. Have the child follow along with the characters and perform actions as you read. Like oh, he gobbled up all the cookies. Those look so good. Can we gobble them up, too? Let's gobble them up together. Last is expected success. Expect your child to become literate. It makes a difference. Share your own lava books, model it in the home. There's no reason to believe that a deaf or hard of hearing or deaf blind child will become literate with the proper supports.

-- won't become literate with the proper supports. Paying attention to a book like this is going to be a little tricky, so use their eye gaze, see what they are interested in, follow their lead. Allow a wait time for them to absorb the illustration or answer questions. I have turned the page. Give them time to look at it before I go into it. If I ask them a question, what color is our dog? Give them some time to think about an answer without filling in the answer right away. Shift the book or lightly tap them to shift their focus or reengage them. Role-playing and character embodiment helps with that as does active participation. And use peripheral vision as you read, cue or sign even without their full attention. If you don't think they are paying attention to you, you can continue to sign and read and they will uses peripheral skills to follow along. If you are signing, there are some specific ASL tips. You signed variation for repetitive phrases pick a lot of children's books will use the same phrase over and over but they don't always mean the same thing, so you have to be conceptually accurate. They can increase intensity or different mentions of the word. This increases their sign vocabulary and ability to make meaning out of text. You can sign on the books, your child's body, your body, adjusted to keep interest. Use character [ INDISCERNIBLE ] and again, role shift, role-play and expanded things classifiers. Incorporate finger spelling. Research shows that finger spelling is -- it has a direct correspondence with the written word. They will imitate patterns of finger spelling very early and assists in their understanding of how words are formed. Point to a word, image, sign it, spell it, sign it again. Finger spell it even without a sign, it will help them with their literacy development. This example is from a book series called Duke the deaf dog. In the back of this book it includes ASL lessons and tips from deaf adults about their experiences. These lessons give you different ways of how to sign the repeated phrase, nevermind the book based on the context.

The dog isn't able to hear what his friend says so he says what did you say? And his friend says never mind, so say in that case you could sign nothing. If the teacher says it's time to line up and he didn't hear so she says nevermind. That could be signed as fine, doesn't matter. He met with his brother and they are getting bullied a little bit for their signing and the brother says those kids don't know , nevermind. The mom has a role like nevermind is never allowed in this house, you are always included here and they finger spell that to be including every version of nevermind that could be involved. So that kind of adjustment and variation in repeated phrases really helps with keeping that interaction. In developing literacy skills. How do we reread? When you read at the first time you're really making sure that they understand the story, understand labels that they'd do not know. Next time you're going to add a little bit more, so you can add some of that dialogue and narration, questions about what's happening. Today remember things about Tesco can they perform an action or follow along with you? Expand or elaborate on what's there including emotions not written in the taxpayer focus on repeated phrases as you go through, point out specific words and as you get more familiar with the story, you can read it more as it is written. The first time I read this, this is another board book, the citation is under the captions, but it is on the website. The first time I looked through this with a child, I might talk about what I'm looking at. I see a girl, she has a hearing aid. I wonder why? Oh, he has a cochlear implant. Wow, what do you have? As we get more in-depth we can talk about what the text says. Oh, hearing aids make this sound louder. The implant makes the sounds different, and later we will add those words in and talk more about what we are actually reading and pointing and connecting those words. This is from a book called ETA and the helpers. In the first time -- there's a page here so don't get stuck in the story, but first time you read it, identify and label what we are looking at maybe follow the finger spelling on the page so I might say this is a mall and I might spell mall, I might say ware are they? What is happening? Just do some basic understanding of what the pictures say. We might use some of this dialogue, like take into account the facial expressions a little bit more, and as we get further along we will add in the words that are actually on the page.

Okay, what do we read? My graduate thesis I gathered this list. I actually did a full presentation on this at the Illinois teachers of the deaf and hard of hearing conference and his hand out is available with my presentation on the EHDI website, but I wanted to find picture books that were aimed at a deaf and hard of hearing audience and we're [ INDISCERNIBLE ] so these are the ones that I found. There's 24 of them. Obviously they are not all of the ones out there but there are some good examples and they are separated into category.

My goal was to create this resource for libraries and professionals and families and teachers to have something to show different aspects of deafness through literature. All of my examples on my slides have been from books that are relevant to this and some board books from the next iteration of this project.

Is important to keep representation in mind only pick what we read to our kids. Even from the very beginning, you want to be careful about what you are showing them. Kids can develop the ability to discriminate based on ability, disability, race all that stuff starting at ages four or five so in those pre- literacy times, we can use that opportunity to show them positive representation in tax, so they see themselves represented, their stories are presented and they understand that they are a valued part of our communities and society.

Here are some examples from some board books. Which don't have a lot of words in them, but you still see amazing work in normalizing disability, letting kids see themselves reflected so you will see hearing aids, implants, mobility aids. This one has an adaptive bicycle. Just stuff I can make a big difference as you are reading with your kids and normalizing disability so they can answer those questions, so they are not scared of those things when they see them in real life.

This is relevant to ASL resources, so a lot of alphabet posters, sign examples, videos et cetera are very white. So keep a lookout for what you are using, ASL or cue or whatever that might have visual representations. In addition, there are many different ways to be deaf. Hearing aids, implants, is, signing, cued, and it's important to include in our representation all of those things. All of those kids are still deaf, all of those kids are still part of the community and they all have support from each other. Okay, how to teach reading online. I know a lot of early intervention providers and professionals have had to do a lot of their work online, so how do we adjust the strategies to teach them online? For the most part you're going to employ the same strategies as before with the reading and rereading but when you are working with kids, especially young kids, it can be hard to keep their attention during a virtual anything, so again, we want to connect the tax to the real world and we can do that really physically. This story is about an elephant. Do you have an elephant in your house? Have them find a toy or stuffed animal, ring it back to you, let them engage with the plot of the story with their own something tangible that they can hold in their hands. Engage the family and that meaning making process. If you include the parents and siblings and other caretakers in the reading experience, they are better equipped to read with their kid when they are not there and the child is going to be more engaged. Have families act out part of the book or role-play different characters. Provide something tangible. Again, pull a toy or stuffed animal to produce be in the story and act it out. If you are reading about food or dinner at Thanksgiving, bring in a bow and a spoon, have the family bring in something tangible for the kid to kind of interact with as they read. And select interactiv texts. Following along, coral responds, they can follow along [ INDISCERNIBLE ] an example of that is this book is called 123 jump. The kids jump like different animals, show different styles of movement. If you read this over Zoom or on a virtual call you could really engage the child and his actions like can you jump like a kangaroo? Can you follow along creek keep them engaged in the process while still pointing out the word jump every time it comes out. Spelling job for them, having them copy the signs and spell them for you, following the strategies as before, just in a way that's going to get the more engaged when you're not there in person.

This is my closing image. Language and literacy are tied closely together and both are huge indicators of future success and healthy development. So start working on those literacy skills as early as possible and teach families how to continue to work on that on their own. Expect success. With the right supports or is no a deaf, deafblind or hard of hearing student can become literate. Become conscientious and intentional about what you are reading with your kids, seeing them both as normal and [ INDISCERNIBLE ] identity development. Our world is diverse in ability, status, race, it's a teacher kids through literature since you are already teaching them anyway how to celebrate those things, too. This is my contact information. You know, if you ever want to get in touch and talk about more literacy examples pre- picture book, post a picture book, I'm always happy to talk about that, that is kind of my niche. Also CHS, as I mentioned as family sign language classes that are free for families of deaf, deafblind or hard of hearing kids. So if you have family that are looking for a free online sign class, check us out. We have that available to them. I went through that kind of fast because I got nervous. Does anybody have any questions? Yes, it is kind of hidden in there. The website, we provide services for adults as well so one of these subcategories and there will be used, the youth program is divided into programs for home, community and school so one of those categories includes my literacy skills so those recommendations are there but also the EHDI website should have that whole handout for us uploaded next to my presentation. Also, CHS may literacy videos that talk about some of this stuff, especially for Thai others that are also on the website. They are literacy deals and spoken in sign language and Spanish and those are another way to learn some of those skills. Any other questions? Alright, well, thank you so much!

[END OF PRESENTATION]