>> Good afternoon everyone.

I'm so glad you decided to stay for these last few presentations.

I think we have a lot of great content for you.

Any of you who were in the last presentation and are staying through this one, I feel like it was fate.

It's a perfect continuation.

And we did not plan at all.

My presentation is on language acquisition starting at a very early age.

It's so important.

We know that.

We want to provide students, kids language from the minute they are born.

They need that.

Before I forget you'll notice that I have a QR code on my opening slide.

Funded through the U.S. Department of education.

I work with the inscribed captioned media program.

I put that up there.

If you click on it will take you to a link and it will ask you to fill out a quick survey about my presentation and that will help us get refunded.

I'll bring it up again at the end.

I would appreciate it if you do that for me.

Let's jump right in we know that language is important Lane which is the basis of everything we do.

It develops literacy and is critical for students to start early.

It helps them express feelings to talk about understanding the world around them.

It helps them develop and maintain relationships.

It helps them learn to read and write.

It helps them grow into adults.

And yet, we don't always provide language rich environments to our children.

One myth is that deaf children should learn to speak first because the speech is indicated of academic success.

They can learn ASL later when they are adults.

Has anybody ever heard of that?

Unfortunately, I think a lot of people have.

The fact is a bilingual approach using both American sign language and English prevents language deprivation.

Which the last presentation was all about.

Research indicates that deaf children who are immersed in both ASL and English achieve the language milestones on time.

And are on track with their language and literacy development.

In fact, in other countries the bilingual approach is the standard.

In America we are one of the few countries that focus on one language only.

In many other countries children grow up being bilingual.

I have friends who live in Norway, we have almost weekly video chats with them because they have two daughters who are six and eight.

My friend is determined the her daughters will grow up speaking southern English and have a beautiful southern accent.

They say no problem with learning multiple languages.

Why do we?

The benefits of sign language for young children, oh my goodness, the craze is baby sign language.

All the hearing parents are getting them.

When my nephew had his first baby, he said teach me sign language.

I want my baby to be able to do this.

But what did the doctors tell the parents who have deaf babies?

No, don't let them sign.

That's craziness!

We know that the earlier they have language the more rich their life is going to be.

My reliving the hearing baby sign, but not deaf babies?

And the myth.

Learning American sign which will either prohibit or inhibit the learning of speech.

And of course we live in the hearing society.

Everyone must learn to speak.

No.

Learning American sign language can assist deaf children into learning to speak better.

If you have that language foundation than the speech comes much easier.

I have a deaf friend who talks about going through speech therapy.

I'm sure anyone who is deaf or has talked to a deaf individual you have heard all of those horror stories about beach therapy there was one sound the she struggled to make.

They kept telling her you have to put your tongue on this tooth.

This is how you make the sound.

She just could not get it.

Her mother took her to the dentist and they actually put the stuff that they fill your teeth with -a drop of it on the inside of her tooth so that she could fill that and nowhere to put her tongue.

So that she can make that sound.

She had language so her mother could explain to her this is what we are doing.

So you could do this.

If she had no language, that whole process would have had no meaning to her.

Just the same as all of this mouth movement has no meaning for many young deaf children.

Bilingual kids as I said in other countries, that is the norm.

Let's take a lesson from the.

Let's not limit our children.

Let's let all of our kids be bilingual.

Why are we teaching Spanish and ASL to all of the little kids?

So that no one in America is left out.

The brain of a child is a sponge.

You can absorb so much.

In fact, I can't remember the exact age, but children are born able to make every sound and every language in the world.

I think it is up to about the age of 10 he start losing the if that sound is not in your language.

I cannot trail my ours.

There are certain words in Spanish and other languages I can't say because they are not in English and I never practice them when I was a child.

I will never be fluent in other languages that have that trilled our r sound.

Why are we limiting our children?

Let's have the ability to learn other languages.

The myth of if children learn both American sign language and English they are just going to be confused.

They need to focus on one.

No.

Learning both actually is going to help the child.

They are going to develop both languages more fluently.

I know in high school I took my first foreign language and I learned so much more about English and my French class and I think I ever learned in my English class.

My teacher would say in English we do it this way you know?

This is the way we do it in French.

It finally clicked because yes, I knew that's how it was in English that I didn't know why.

Suddenly when I could compare the two languages it made so much more sense.

How beneficial is it if we let deaf children grow up having multiple languages so they are being exposed to all of the and they are not being limited?

I want to play a clip from a video.

This is a full presentation that you can find on YouTube.

It was done by two presenters at Gallaudet.

In my handouts I have the link to the full presentation for you.

I will put the QR code up at the end to anyone who feels that I will send you the handouts and the whole PowerPoint.

I just want to show you a quick clip.

[Watching Film]

>> So far nothing surprising or amazing.

I know I am preaching to the choir here.

I'm sure we all agree on this.

I want to give you some resources to help you with the children and students that you are working with to make sure that they are getting inappropriate access to language and all of the formats that they can access it.

I told you we worked with the described in captioned media program.

We are a free resource for you.

Anyone who works with students with disabilities birth-high school age can go on our website, sign up for a free account and access all of these resources that I am about to tell you about.

Just fill out the application and in less than two business days is usually approved and you can start streaming videos.

The nice thing is, we have a lot of videos and ASL.

This is great for the little ones because I don't know how many hearing parents start putting their kids in front of the T.V. at six months and the T.V. becomes a babysitter.

Well, if they are deaf or hard of hearing let's go ahead and use that as a time to learn language too.

Let's give them ASL while they are watching.

[ Watching film]

>> We also have some other videos.

That was a sample of one that is natively and ASL that was produced that way.

We have some others that we have gotten from producers that were just for the general education audience.

We have added ASL to them.

With these you have a little pop-up interpreter and we are using all deaf signers so that the students will have deaf role models.

You can actually move the sign in window around the screen to wherever is most beneficial for the student.

[Watching Film]

>> We have also gotten several collections of videos from different residential schools around the country.

The benefit of this is we have some of the same stories signed by different signers.

This is really nice because can see how different people would sign the exact same story.

I love this for families because it helps parents see that there is not really one right way of doing this.

It may help them feel more comfortable in signing to their child.

You can also pull up the same story and have it signed different ways.

This story we have assigned by one person and then we have the ASL pop-up with our system that you can move the signer around the screen.

This story we actually have three different versions of it.

Those are some additional ways to see variations on how to sign stories for children.

If you are a parent and you get tired of seeing the same stories signed the same way change to a different way of seeing it.

Also a great way to teach the kids that it is not an exact 1:1 from English to ASL.

They are going to have variations.

What a great way for them to see that.

We are not just adding the ASL to the stories for the little ones.

We know that if we could give all of the kiddos the language they need from birth-five we would not have a problem.

That's not where we are.

We are adding ASL to the videos for the older students as well.

This is a video called America, the story of us.

There is a series of these history videos and they are all signed and primarily designed for 9-12th grade with older students one of the techniques you can use is watch the ASL version 1st.

Then you can go back in and turn the ASL off and turn the captions on and watch that.

They have already seen it, they have the content, they understand the meaning of the video and they are watching it now with the captions so that they are not struggling to read the English is much.

They know what it is saying.

They are not struggling to get the content with every single word.

Your building their vocabulary in that way.

Another way we have to do that is for each video below it you can click on the transcript.

It's going to pop up below the video.

The full transcript of the captions.

If you happen to be working with deaf/blind you can have the transcript of the audio description.

The videos are fully accessible to deaf/blind students as well.

You can print out this transcript, you could give that to the students as a way to review the video.

Teachers can use it to pre-teach vocabulary.

Students can go through either before or after and highlight words that they don't know.

And they can go and watch the ASL version and come back and say, now I know what this word means.

There are so many different activities that you can do when you have the information in various formats.

To make sure the students are getting the information.

This is just a picture that shows the format where you have everything all in one.

You have the transcript, you have ASL and you have captions below if you want it.

You can turn the captions on or off.

You can turn ASL on or off.

You can focus on what everyone is important.

Of course you have the audio.

If that is something the students are working with as well - you want to give them all of those options because when they are babies you don't know what is going to stick for them.

Let them have access to every form of language possible and see what is going to work for them.

We don't know.

Here is the QR code again.

If you want to take a picture and give me the survey filled out.

I think we have a few minutes for questions.

>> I want to say thank you for sharing this presentation.

You've given me a lot of food for thought.

I think this is great for deaf and hard of hearing children to be able to listen at the same time.

I'm wondering about hearing parents we have a hard of hearing child.

Especially if they have older siblings in the house.

They can join with this activity and I think the whole family can benefit with making those connections.

Watch together and talk about what they are seeing.

It's an amazing resource for us.

Thank you so much for sharing.

I realize older children can also benefit.

I'm definitely going to take a snap of that QR code.

>> We want the entire family to be able to share in the whole experience.

So that there doesn't have to be a separate video for the captions or ASL.

We want everyone to enjoy altogether.

>> I wanted to add is a hard of hearing parent that has a primarily hearing household we have a hard of hearing toddler.

We watched sign stories on the T.V. together so that the other children have access to ASL so we can become more familiar with the language as a family.

That is definitely a great benefit to that.

Participating as a family.

>> Anyone else?

>> I've seen this used in classrooms and it's an amazing tool to use in classrooms.

I just want to say thank you so much for developing it and hopefully we continue to use it long into the future.

>> I hope so.

I just want to see him so grateful to our project officer at the federal level for being so supportive of us adding the ASL.

We have gotten some additional funding to do this and it is phenomenal that the feds are finally seeing the importance of ASL and not just captions.

That there is not one-size-fits-all.

I think this is going to really open up for a lot of students.

That they're going to have access in this way.

We would love to hear your feedback.

I know one size doesn't fit all.

We are trying to get a variety of signers from different races around the country, different areas so that students also have that exposure to different language models.

Not just in rural areas where they may have one interpreter for the entire school career.

We want them to have that rich language exposure of different deaf adults.

>> I have a question.

We got a grant this past year.

I'm from Colorado the school of the deaf and blind.

We got this grant the pastor to seek permission and create popular children's stories and ASL.

You mentioned you have a piece on your website where you share stories of other schools, how would do I do that?

We will have about 7-10 early literacy children's books with native signers.

>> Definitely.

I will have my card appear.

When we finished, come up and we will connect.

Anyone else who has content that your schools may have developed, we would love to host them on our websites.

Let's connect up with that.

I know we are out of time.

We had one more question.

>> I work with hearing appearance.

Mostly they are hearing parents.

I have a couple of deaf parents as well in my caseload.

I just wondered how I might be able to refer these parents to your materials in a Broadway?

Depending on their age, is there a specific link for this age set?

And what appears to feel overwhelmed with the entire library.

I'm just wondering how I might be able to filter for their use.

>> I'm going to email you, you filled out the QR code and are filling out the survey?

I'm going to email you this presentation along with some links to some other things as well.

Email me back and let me know which ages you would like information for and I will send you those as well.

Everyone keep my contact information and let me know what resources you need in the future thank you so much for coming.

[end of session]