>> Hello, we are at topical session five, Family Language Planning with Deaf and Hard of Hearing Children: Fostering Multilingual Development. Speaking today is Victor ica Monroe.

>> Hello, everyone, thank you so much for coming today. This presentation is titled Family Language Planning with Deaf and Hard of Hearing Children: Fostering Multilingual Development.

My name is Victorica Monroe. And the plea researchers that we're going to present couldn't make it today. We had Dr. Christy. Adam Mulla. Dr. Kite and Dr. Julie Mitchiner Julie the three of them are professors and I am a research assistant. This presentation today will talk about several different processes that we've been working on through this year.

So today we'll be learning a few different items, objectives as you can see up here. You all will be learning about different research methodologies that we have been going through over the past couple of years. We will always have some open discussion. And we'll talk about the Family Language Policy. The FLPs. We'll also talk about what next steps look like if you are going to use the FLPs in your profession. The Family Language Policy and planning we came up with that by gathering up different materials and finding what best is need to fit the family we are serving.

Specifically, this language plan could be in regards to that can come up if there's an FLP. Shanami in 2006 mention that had policies can be explicit or overt. And not only is it English, but it could be used across several multilanguages. Shamoni did make a mention about the policies. Specifically when it comes to different languages.

Spolki in 2004 said that the policy can be used to support multilingual development in the home. And they can be used with any child to help continue acquire language. Maybe some of you have heard about language deprivation. Language deprivation specifically can be used to talk about ASL being deprived from Deaf and Hard of Hearing to help them acquire the English language. However, we see that come into play with multilingual households as well. For example, if a child is learning Spanish or speaks Spanish at home, however they have some sort of a hearing loss, and in school they are exposed to English, and they want their students to learn ASL as well, typically, they might lean more towards ASL and English and they would be deprived of that Spanish language.

However we can support the growth of Spanish and English as well as ASL. Often times there's a lot of disagreement in terms of ASL being a language. There's a lot of back and forth in terms of whether it's a language or not because it's not a spoken or written language. However, research has come out over and over and over saying ASL does have grammar and it does function a language on its own.

Ruez in 1984 had several different paradigms and frameworks in terms of what language can look like. Language as a problem. Language as a right. And language as a resource framework. Language as a problem is a paradigm that is supports multilingualism only. However, as humans we have the right to access to language in any language that we have access to, whether that be English or Spanish or sign language or spoken languages. Language itself is a right.

Now, when it comes to resource framework, there is so many resources that are available. And they should be accessible to Deaf and Hard of Hearing children. Giving them the right to have more than one language. And when they do have more than one language in their row vocabularies or their abilities they are able to excel. Now we'll have a signed video up here, this is Dr. Julie Mitchiner. So I will play that video for you all.

>> I would like to talk about Family Language Policy and policies. Family language policies that we refer to as FLPs have been researched for roughly 15 years and they tock focus on the policies of language, the acquisition of language. Taking a look at family's language, ideologies, be it family language practices. Or language management within a particular family. A number of study haves focused on families that use two or more multiple languages in their households and how they navigate the use of those languages and this framework can of course be applied to Deaf and Hard of Hearing children as well and their families.

As many of you are aware, families often have difficulty making a determination with a Deaf and Hard of Hearing child which language to select and which opportunities to provide and which language to use with their Deaf and Hard of Hearing children.

And this framework can be helpful in navigating those decisions and certain factors come into play when it comes to families making those decisions. We'll talk about macrofactors as well as microfactors. Macrofactors focus on language status from a political or a social cultural perspective, whether it's signed or spoken language and whether one is inferior or superior to other. How Deafness is used, does audism come into play with the family? Or the pathological view of Deafness come into play. And the use of multiple language and advising a family to use a spoken language and using sign language as a last resort that can influence the family's selection of language.

And where Deaf identity can come into play and a manual of languages that and that cultural perspective can influence language selection. Those mac crow factors can influence a family's usage and language selection.

Versus microfactors that focus on factors within the families a parent's ideology or values and what language they value. And attitudes around spoken language or sign languages and whether to use one or the other or both. And also that the children's language acquisition itself. Do they have access to spoken language through technology? Perhaps the family would be more apt to use spoken languages. Does the family understand the acquisition of language or bilingualism? Are they familiar with how to promote multiple language use? These can be factors that influence the family's choice in how to develop language with their children.

Also children themselves can influence that decision. Children may not be acquiring a spoken language and may at some point shift to a manual language for a variety of factors. There's also ties then into families view of multilingualism and whether to incorporate multilingualism into their family. That's one way to use FLP, which we'll talk about in our next slide.

Okay, so I will give you all a moment to look at this graphic we have posted up on the slide. Dr. Mitchiner what she just discussed will be viewed if these images.

Okay. So let's open it up. Let's open it up to discussion about we talk about the measurements and all of the factors when it comes into the FLPs. And I will be passing out a handout to everybody here in this room. And then with your table, discuss if you work with Deaf and Hard of Hearing individuals or if you were a professional and you work in that capacity. Or as a family member. Go ahead and have this discussion with each other for about 15 minute. If time permits we'll call everybody back and maybe have a table come up and share your ideas. I'll reach out and pick someone to come up and explain what they envision for their FLP. Okay, without further adieu.

>> If your group needs an interpreter, would you make us aware by raising your hand?

>> Yes, if we can. Yep, two. You should all have two papers at your table each. And then -- yep. Raise your hand if you need an interpreter again, please. Okay, who else needs an interpreter? Please raise your hand.

Hand raised please. Other individuals need interpreters? Okay. You guys need an interpreter over here? All right. All right, I'm seeing two tables that need interpreters. So we'll have -- if you are in need of a interpreter, come to a table that have interpreters seated at them. If you need interpreters, again, please join the tables that have interpreters at them, for example, the two in the front at the left and right of the screen.

Okay.

[captioner standing by]

>> 10 minutes.

>> Attention, attention, everybody.

If we can get everybody's attention. I just want to make sure we have everybody's attention. I hope you all get a general idea what it was like or is like to set up a family language plan. After this presentation I'll be around for anymore questions should any arise.

Okay. And this is Dr. Christy Budamula and I will show you their video.

>> It's important to know how to share an FLP with a family you just don't hand them the document and them on their way the develop the plan on their own. You have to work with a collaboration with a variety of professionals, ear interventionist, teachers, speech-language pathologist, people working with a family to work in tandem to develop a plan.

Reach out to the family and come one a time. And of course be flexible to whatever is best suited for that family's schedule and be flexible in location and where you meet.

We strongly suggest meeting in the family's home because it's important that families feel at ease and more comfortable and they are most apt to feel that in their home. And that's also important you as a professional can see what the home environment looks like. Who is there? That can help influence the language choices that are made and what languages are used in different areas of the home. And what time of day. And you can talk about all of those aspects with families. Prior to an initial meeting it's important for a family to understand the purpose of the FLP. For families to look at their daily routines em to talk about that prior to the meeting so that when you are meeting you can hit the ground running. Prior to coming to that first meeting I would suggest reaching out to families and saying I am planning to come into your home is there anything I should know in terms of being culturally affirmative in your home? Is there a practice or tradition, for

instance, should I take my shoes off or leave them on? What attire is best suited for your home? And so you can meet the family where they are at. And upon arrival you don't want to hit the ground rung you want to build some rapport and mutual trust through conversations and talking about their child and the child's experience and that I narrative is very important to start with.

And ask the family what are your goals with the child when it comes to language? In the home or at school in the community, what sorts of values to bring to that discussion? Those are important for you to be aware of. Once you have done a tour of the family's home talking about their daily rue tones so where are the children's bedrooms and where do they wake up and what happens during the day and their typical routine? Is it different on weekdays versus weekends for instance? Once you have done through that tour. And I taking notes throughout that tour to refer to so that once you are done with that, you can utilize those notes to based on what you noticed think about languages that might be suited to different times of the day or different spaces within the home. Could be that the child is with adults during a certain time of day and you are using a specific language. Do they also have access to that language in another area of that

home? And that can influence the factors of the choices of where language is used in the home. Once you develop that plan the family not let left to their own to implement that plan but you want to follow up and check in and provide support to see if revisions might be made to the plan and what might be helpful with reevaluation. And all of those are important for sustainability of the plan.

>> Okay. So Dr. Budamula mentioned and emphasized when you go into individual's homes to affirm the virtual cultures in that home. And whether they use spoken or signed language to value that as well and also look at everything through a cultural view and a cultural lens. So these are other entities and items you want to keep in mind. And challenges.

Okay. The first challenge is that there's limited resources. There's not a enough support really out there for our Deaf and Hard of Hearing students and kiddos. Especially when they speak more than one language. And sometimes there's concepts that come up and they are only able to convey in one language. But being able to convey it in whether it's spoken language, English or Spanish or a signed language, those sorts of things. There's limited resources.

And also really this family plan is not a one size fits all. It really depends on the specific family. What they are learning process looks like. What the routine looks like. What does school look like? There's so many factors we have to keep in mind when we develop this plan.

And then also there's a societal pressure of learning English. Here we elevate English and we say we should all be able to speak English so that's a challenge we face quite often. A lot of individuals think that learning multiple languages at the same time would cause an interrupt in acquisition of one specific language but that's not the case. Actually when you have many different languages in your household and in your developmental process, that opens your horizons to learn more extensive concepts when it comes to a variety of different languages.

And now I will have Dr. Bobby Jo Kite speak a little bit and then I believe there's another slide afterwards.

>> Let's talk talk about some of the challenges when it comes to FLPs. We talk about the steps to creating an FLP but we do recognize there certainly are challenges that emerge. Let's look at four of those. First of all, limited resources. Right? English based resources are there's a plethora, sound based spoken based resources are accessible to all families.

ASL research exists but they are far fewer and they tend to be geared towards infants. Once Deaf and Hard of Hearing children are older we see few errorses available. Even opportunities to sign are less so than English and access to those opportunities is certainly less than opportunities for English.

And with the Deaf children it's they come in all shapes and sizes it's not a one size fits all and they have different attention spans and social interaction capacities, videos, books, signing events, what will work with for one child won't work for another. We have to recognize there's enormous societal pressure and expectation to become proficient in English, whether it's written, reading, spoken, that societal pressure is there. And families do certainly feel that pressure and the need to prioritize English over any other language in their home. That's a fact of life living in the United States.

And then fourthly there's a number of misconceptions around multiple language development in particular. Examples include if a family is versed in one language thinking a second or third language will impede the development of that primary language they won't learn to read or write or learn to speak in their primary language or they'll speans delays and the opposite is true.

Neural research has shown that multilingualism is a benefit cognitively to a child in terms of social and emotional development. In terms of their ability to express their wants and needs and being a able to communicate, being able to do that in a number of languages is a perceive to that child and doesn't create barriers but we need to debunk that myth that multiple languages can help eliminate barriers for children.

>> Okay, yeah, so those words as couple of expansions on what I just went. If you can go to the next slide, yep.

>> Let's talk now about some of the benefits of FLPs. Some assets they bring to families we'll talk about four. First of all, they are safeguards for language development. That means that early and frequent exposure to a language means we don't hold off on language exposure or acquisition, we begin that immediately because an infant's mind can absorb multiple languages and cognitively they are ready to build some of those neural frameworks in order to when they are exposed to rich, quality access of multiple languages, often times through interaction, which means that language development will safeguard their cognitive development and they may not need to rely on technology as much and it can also support a family's sense of expertise if a entire family has come to an agreement on an FLP and they are going to use ASL and they come to a common agreement and commitment each day they are going to be trying to sign whether at mealtimes or various times during

the day, during a class they are going to support that language development. It creates cohesion within the family.

Third time, thirdly, often times we see a belief from families that they want to use multiple languages in their home. But that doesn't actually translate into action. It's more talk rather than action.they may be committed to the multiple language family plan but how to actually operationize that they are not sure how to get from A toZ, the family may be committed to using multiple languages but what that looks like in their home and translating the values of Spanish, English, and ASL in their home where do they use the ASL? How do they talk with and sign with? When they use English where do they use that and with whom? And likewise with Spanish. And an opportunity to use each language rather than saying we believe we can going to do but this the status quo is maintained and this is a way to make sure each language is a priority.

We recognize it also allows for families to respect the fact they have a Deaf family member now and all of them come together to culturally affirm the language and cultural identity of the Deaf child and affirm that through a shared commitment to language use and have common expectations around that within the family.

>> Okay. So really the goal of this presentation is that we want to support our -- [music playing]

Sorry about that.

Okay, we're good? All right. So just to reemphasize the goal that we have in this discussion that we've been having today is how can we provide more access to multilingualism to our Deaf and Hard of Hearing kiddos? Whether that's in school or at home whether it's ASL or if that may be that's their home language ASL. And maybe they speak German when they go off in school or maybe they speak German at home. But how can we support the development of both in all languages they are learning if they are Deaf and Hard of Hearing? And there are a lot of different dynamics and disciplines when it comes to how we can approach this with Deaf and Hard of Hearing kiddos.

Okay. Recommendations. We have several. You know that sheet that I handed out? And if we have a plan that we do hand out we want to make sure that whatever our plan is that it's explicit. That explains exactly what the plan looks like for the parents when they use that with their children.

It is also crucial to provide rich language experiences in each language. For example, let's say the family uses LSM in their household to affirm that language we want them to continue to develop that, however you can also implement use of ASL in the household. For example, maybe while you are brushing your teeth you speak Spanish and then you use ASL in a different environment or let's say you are going out to the grocery store or see a friend maybe you'll use spoken English in those instances. So it's important to provide specific examples of when you will be using each language and have that stated explicitly.

We just talked about this third one here. How the different experiences are crucial. And then how that applies to world experiences as well. And how parents teach their children, whether it's tying their shoes or just learning spoken language. Everyone has that lived experience. But really learning all of those experiences through language would be a benefit for everybody. And Dr. Kite and Julie Mitchiner talks about how when you are at a really young age you have a lot of neural plasticity. That means you can promote language development and opportunities.

Integrate activities and routines, that's also crucial for example while you are reading books you could have the words written in Spanish. However, -- and then you can be speaking. However, maybe you can switch over to ASL and sign what the booing is saying. It's nice that you can use several different activities in your day today life and routines with your kiddos. Next slide.

Okay. Now recommendations for professionals who work with Deaf and Hard of Hearing children. It is important that we respect and support families by recognizing their unique strengths and that could be maybe they speak language that's -- they speak Spanish that's a strength and that's important that we also support that growth and development.

It's important as professionals when you work with Deaf and Hard of Hearing individuals that you share information and resources that are available. It's also crucial to remember that cultures -- that cultural factors can also impact the whole child their language acquisition. As well as many -- if they are going to acquire multiple languages. And their lived contexts. All of that can support the acquisition of multiple languages. Okay.

So now we are going to go over what you can do with your family language plan. So I'm going to go ahead and pick a couple tables and that went around and have some discussion, we'll have, I don't know, the table in the back I guess. Actually, can you pick a table to just summarize what is -- this table right back there. No, no, no, you in the white shirt, your group, yes, yes, b yes, can you pick someone at your table to speak or sign?

>> So -- so my kid has half of his hearing, he's Hard of Hearing, at home I speak Spanish and I sign and my husband speak English and he sign. We don't sign all the time. But we try to, for example, if we use help, so I will say [speaking Spanish] and do the sign. And my husband will say "help" and do the sign.

So we don't separate the language between the times of the day. But we try to do it by person. Because my husband doesn't speak Spanish. So I'm a Spanish speaker like I was born and raised in Colombia so English is my second language. So it's important for me my son speak because my family doesn't speak English. But also I want to complement with ASL hopefully he can keep the three of them.

>> Yes, thank you so much for sharing. So what would you say that you benefited from the approach that you shared with us today in your household? Like one language per person?

>> So the thing is we do it that way because I am the one who is speaks Spanish. So if he's not with me he doesn't have that language. We do have friends that speak Spanish. When we see them, he has more input so that's the reason we do it that way. And also everybody also speak English. If I don't continue with him in Spanish all the time, he doesn't have enough input. So that's why we use it that way.

>> Thank you so much for sharing. Anybody else in any other brave souls? Or professional? If we could get a professional who is willing to share. Okay. Tawny is helping with the mic, raise your hand, please.

Okay.

>> Okay we just had a little discussion as per professionals. So we have families that are choosing to use ASL. And using spoken language. We also have someone who's from Palau, and one of the things that -- Palau, but one of the common concerns I guess is when families have a lack of resources. So like in our Early Intervention program in Indiana, we have Deaf mentors, Deaf adult who can come in the home. But if they turn 3 if the family doesn't live near the Deaf school they don't have the resources for the family to continue learning ASL. And then you run into that in Chicago in her clinic too. But she sees that there's a lack of the Deaf adults in the area in order to continue the adults learning ASL. And then in Palau it's a different story, there's no ASL. Deaf adults in Palau tend to have their own language in their own families. They have difficulty communicating with other families. So I guess in summary, we need more resources for our

kids when they turn 3.

And in other countries.

>> Thank you so much for sharing. And that's why we talk about the different challenges that we face. Especially when it comes to this family plan. It's not a one size fits all. And we do have limited resources. And sometimes there's languages that are out there that aren't necessarily recognized or people are without language. So that's a big challenge too.

I believe was there another hand up? I think we have a couple of minute left. So let's get one more.

>> All right, I wasn't expecting to say anything. But at our table, um, we talked about a child whether deer Deaf and Hard of Hearing but a family with three language, spoken Spanish, English, and ASL. They are using ASL as primary the parents are using spoken English as well as spoken Spanish for other family member, grandparents, extended family who use Spanish. And that's plan for breakfast and a plan throughout the day and daycare and at the noon and how to support that child throughout the day. And teachers using spoken English who don't know sign but how can we support that child by giving, let's say a vocabulary list for a certain environment, specifically at daycare. Like what are the signs for the daily crew teens at daycare? And offering those to the daycare facility, for instance. And then mealtimes let's say dinner for example. If a family is using spoken English for mealtimes our plan would be to support that family with some ASL vocabulary.

Identify certain Spanish foods, pojo or chicken as carne as meet. And last variety of ways we can parallel those languages in different times and environments.

>> Thank you so much for sharing. Thank you. Let's move on. Let's just wrap up. Are there any questions based off what we discussed? Are there any challenges that you wanted to go over again? And what kind of resources are available for families? And we'll be discussing that with next steps.

So the three faculty that we mentioned earlier really have developed a study and this framework that really focuses on language. And the methodologies that we can use to acquire language. So they sent out a survey. And we did -- they code it to develop a couple of theories. Or excuse me to develop this framework. And really we conducted this survey in the DMV area and we are wanting to expand it to a more nationwide eventually. But currently we focus focused on DC, Maryland, and Virginia, DMV. So we do need that information to expand. Not -- but beyond just this presentation today. So you can see the researchers up on the slide, yep, they have their contact information such as their email, their Gallaudet email address, I believe we have that. And that email is on the sheet I may have passed out.

>> It's really just first name and last name at Gallaudet.edu.

>> Great, so we have about 9 minute left. So let's open it up for some Q&A or we can discuss anything you want about the presentation that I went over today, any clarifications that you need. Yep, you have a question? Anybody that wants to comment you can also comment from your table that's fine as well.

>> My question is, for the FLP, what's your vision for what to do with this? In the future? Will you begin to apply it in the context of different organizations? Different EHDI organizations? Early Intervention with Deaf mentor programs, how are you planning to meet needs through this FLP framework?

>> Yes, the plan can be used in a variety of different ways. And it can be used across the border of how you interact with Deaf and Hard of Hearing individuals whether you are a parent or a professional, but yep it can be used in a variety of different ways.

Yep, we have -- okay, other comments? Do you want me to stay up here? Am I visible?

>> I can stay right here? Okay. My question is more about supporting Hard of Hearing children as opposed to Deaf. In California, we have a strong number of head start programs a big number of head start programs. And there's no mainstreaming opportunities for preschool opportunities as a result. So if a child is in a home where they want to utilize English ASL and many any other language as well, it's hard to support that. It's difficult to support their development because there really isn't a way for them to go to a mainstream program. There isn't a place that either they would have to go all day to a Deaf program. And maybe that would work for some children Hard of Hearing children. But other children their parents can afford private schooling and that's okay.but for those who can't, if ASL in the classroom isn't the best place for those Hard of Hearing children what do we do to support their access to language

development as hearing children, so what are your ideas around that?

>> Yeah, as I was saying all of us are facing these challenges, right? When we did this survey or this research, we collected a lot of different perspectives. And so there was a lot to say on that.

>> Can I add to that? That individuals -- IFSP should also address that issue and needing to provide flexible to families that provide access to services in their area that is per sunt to their language and these needs. For example there's children that come to a signing program and they have a SLP and not signing in the classroom only but there's spoken English as well. So having a bilingual approach in the classroom as well so they get owled pulled out for spoken English support and then pulled out for ASL and maybe to that and Monday and Wednesday and Tuesday and Thursdays maybe they are in the class classroom with a spoken language and maybe they have.

They have private tutoring as well that the school district might pay for. And there's accommodation that can be made. And look for legislation support that that can be supported in an IFPS so each child should be able to go to whatever program they want at no cost. And they are supporting that and interagency agreements to accomplish that.

>> Thank you, any other comments or questions?

More questions or comments? Yes.

>> Another question that came to mind. I was still looking for more for my question. So this can be applied in any number of organizations. This concept is of FLPs. So how -- how do you get the word out? To recognize the importance of FLPs? For making efforts towards using this research what's your vision for how to get the word out in terms of utilizing them to their full potential?

>> To answer your question I'm a research assistant. And the three faculty are the actual researchers. So they typically work directly with all of the research they have come up with. But did you want to add more on that?

>> Sure. From my understanding they are planning to this nationwide and create networks between different states and school programs for the Deaf and ask for families to be a part of this programming. To fill out surveys and do interviews. And gather that information so that will help give us a broader picture of what current practices are so we can see what's actuallyoccurring in the field right now we are hoping to gather that data and have it in a centralized place so we can report back out to all of you in terms of what we know and where the gaps are so we can fill those in. And then we can celebrate where some great programming is happening and we can come back and share more.

>> Yeah. And to add to that comment, I mean, we are in progress. And this is still new. And the we are going to get the word out as far as this research. And it does take time to do that as well.

>> It does. Thank you. I feel more satisfied with that answer now.

>> Yeah, anymore questions or comments? Will be be speaking or signing?

>> I sign.

>> Hello, yes. Okay.

>> Thank you. Again, for this presentation. I'm with the national association of the deaf. I serve as their attorney and I'm a hearing mom with a Deaf child and I hope when my child was young we had a Family Language Policy because we are trying to figure out and strategize and my husband and I were figuring out when to speak and when into use sign. And we didn't have a structure or a template like this and I wish we had this back when he was young and I think this can benefit so many families so thank you so much for presenting on this.

>> Yeah, okay we have about 2 minute, I think we can have time for one more. Yeah, and this will be the last one.

>> All right. So two quick things. One is very quick. And then the second is maybe more complex.

Better? Everyone can see me? I'm curious if if you or anyone here has established a Family Language Policy based on the location. Like a certain room say in the living room we use only sign in the bathroom we use spoken language, has that worked? I'm curious of what people's experiences of that have been.

>> Can you repeat that again?

>> Sure. From our discussion there's different ways to structure family language plans they can be based on time of day, be based on activity. But I'm wondering if they can be based on room location within, say a home. So in this room we use one particular language. In another room we use another language be it spoken language like English or Spanish.

>> From my understanding you are saying the use of language versus at home or within the classroom?

>> No, in one home using different languages in different rooms.

>> Using several languages whether spoken or signed.

>> Sure.

>> I guess it depends on the individual family and their individual needs and wants as a family and how we can best support Deaf and Hard of Hearing individuals in their family environment. But you might be --

>> Typically that isn't -- it's not that rigid. That's not how life works we move from room to room and when we enter the kitchen we don't think we need to use this language or enter the bathroom, use there language, we encourage it organically naturally in an environment. So it happens, for example, in one area at grandma's house, let's say we use this language and at school we use this language and in the store another language.

And secondly, usually the time of day is a factor as well. If you are your cochlear implant is on. Then we use one language. If it's off for bath time we use a signed language. If it's bedtime or one-on-one or quiet time we use spoken English. It happens in one room but not because we are in that room but because it's happening organically for that family and their routine.

>> Got it it's like natural code switching. I assume we are out of time for the second one, so I'll take that offline.

>> Thank you, great. And we are out of time. So thank you so much for coming. And we will spread the word about the research that is going to be expanding after we finish up in the DMV area to see what exexpand there. And have a nice trip home and a good afternoon.

>> We have a variety of resources at the table here. And you are welcome to the Gallaudet lunch and learn it's for anyone who would like to come. Not just Gallaudet students. It's in room 203. So go ahead and grab your lunch. And stop by and learn more about what Gallaudet university has to offer with programs and programs and the gamut.