>> Hello. Welcome to our presentation. Spoiler alert the answer to this question is if you want my name is Sheila. I am a TOD. I spent the first five years of my career in California doing early intervention birth to five. And I currently work at a day school for the Deaf in Washington state and I am a kindergarten teacher because it is my favorite.

>> Hi my name is Emily. I also work with Sheila up in Washington state. I've been a teacher for the Deaf for about six years all in Washington and prior to that I was also in early childhood special education teacher, just in general special ed birth to three and preschool. So we are super excited that you are all here and to learn more about [indiscernible] with us.

>> And we are best friends.

>> If you couldn't tell.

>> So we want to hear about who you are. Parents, speech therapists, we hear you, EHDI people or admin, TODs? Yeah. Love it.

>> okay here are the objectives. 30 minutes goes by fast. Feel free to stop if you have questions also shameless plug tomorrow morning if you want to come and learn a lot more because English is very complicated and it's very hard to explain it in 30 minutes. So we want you to be able to come out with a base knowledge of what [SE] is what are some benefits of using it and how it connects with literacy.

>> So... oh yeah that works better. so SE like we said it is very complicated because it is based on English so just a quickie. Signing exact English is a manual method of coding this potion English language. So it is modeled after American spoken English, and borrows a lot of the same base vocabulary that ASL uses a lot of the same nouns, verbs color words all of that you will see in some examples you'll recognize if you know ASL. It's also intended to be used simultaneously with spoken English however it is not required that you use your voice. You can for sure if you are a SEE user you can understand without voicing as well. And SEE, the main take away I think when you think about signing exact English apart from other signed systems or other communication modalities is that it breaks down the English words into morphemes, which are the smallest meaningful part of the words, so not the sounds, not the syllables, not the words themselves, but the smallest meaningful parts of words, which we have more info on later as well.

>> So here is a range of communication options that are provided to parents. We just kind of summarize them here. It is hard to summarize them. Obviously you can take years to explain them to people. But we just wanted to sort of highlight how SEE is different and also preface that we are of the philosophy that different means different. It does not mean better or worse. So this is just another option. So ASL is its own language, own grammar structure. It is used without voicing. PSE is a form of it usually used by non-native speakers it is more English word order also without voicing. & Supported speech or Sim com or total communication is its own continuum typically used with ASL signs and with spoken English sometimes in the ASL word order sometimes the ASL word order changes to match the spoken English and listening and spoken languages where kids use their equipment to listen and talk and cued speech is probably the most similar, you could argue either way, but it's probably the most similar, but it is using phonemes, so instead of morphemes it is breaking English into phonemes. --- is not its own language it is a visual representation of English.

>> I am not going to redo this slide. I'm sure the majority of your very familiar with the hungry Caterpillar. We intentionally chose something that everyone here in early intervention knows. But probably you can oversight it right here. We wanted to show you an example of someone signing this paragraph in ASL and then them signing, invoicing the same paragraph in SEE.

so just to note, these are two videos That do not have captions because we wanted you to focus more on the signing. So take a couple quick sessions if you want to read so you have got it in your head.

>> The very hungry Caterpillar is a story about a small Caterpillar who emerges from an egg and begins eating everything in sight. After six days of eating fruits, sweets and junk food, he gets a stomachache. On the seventh day, the caterpillar eats a nice leaf and feels much better. The now big fat and not hungry Caterpillar builds a cocoon around himself and finally emerges as a beautiful butterfly.

>> So one thing to point out that we will talk more about tomorrow is what we call, we coined a term from somebody else. Our interpreter director at our program called the marriage of ASL and SEE so what is important when you are using SEE is to borrow a lot of the ASL features. So things using like classifiers, duplicity, directions, and non-manual markers. All that kind of stuff along with English prosody to help make it accessible language, not a robotic experience for DHH kiddos.

So, like we have talked about SEE uses morphemes. So the smallest parts of words that have actual meaning, which often times are even smaller than the root words themselves. So, morphemes can even be things like S, so added down to nouns to indicate plurality, or past tense endings or present progressive endings to indicate time in space and indicate verb tense. Then just like list upon lists of affixes and suffixes especially when you get into older scientific words with kids and college-level things. But most often with our younger kids indicating negation.

 So just as a quickie example, There's a lot of different ways to show this. So in ASL we know CAT the sign for it and you can do CAT to mean cats and in SEE, a lot of people will duplicate it and add the S. So CATS.

Similarly in ASL for past tense , to indicate past tense they kind of throw it over the shoulder. SEE is the same way. So you say I walked there. So a lot of it even though the pieces that are not... directly part of SEE, they are kind of the nonmanual parses of SEE are represented visually for the kids.

>> So here we love cute kid video so we put some in here. Here is a kiddo signing a simple sentence and if you don't know sign that is okay so our challenge to you is count how many more themes he represents on his hands from the sentence?

>> Just as a reminder because I was also once new to SEE, I thought the morphemes were just the S, but it is every single piece that has meaning. So just think about if it uses S or ING ending or something each piece has meaning. See how many you can count.

[Indiscernible background audio]

>> How many did you see? how many are there Emily?

>> There are seven.

>> Seven! I am thankful for kites.

>> It is tricky especially... oh, that is not on. Is that better? it's tricky when you have young kids who are also as we know not the clearest signers and are quick and they do not sign perfectly but it is a fun thing to look at. So this is a slightly older student who is working one-on-one with her teacher, working on modifying the word actually she is working on modifying the word modify. Ironically enough. And using different verb tenses. So, watch it and see what you think and then we will have little thoughts about it.

>> Modify. Good job. Okay. Ready? change that word to have a new ending.

[Indiscernible]

>> Modifying...

>> Good job. New ending?

>> Modified

>> Good job one more ending.

[Indiscernible]

>> Modifies.

>> Modifies.

>> One more time

>> Modifies.

>> Good job.

>> So what I love about this video is this is clearly an activity they are working on and talking about verb tenses and changing the words and you can see in her brain that she knows that word modifies but she can't like, through her speech she cannot get it out right but she signed it beautifully and understood that word in the meaning, so SEE is not just, this is getting ahead of ourselves but it's great for kids who also don't have perfectly intelligible speech but you can really see what a grass but I have on the language. Even if they can't orally produce all the language.

>> Okay, so here are some things we know about DHH kids. Most DHH kids are born to families that use of spoken language. Here oftentimes English. Access to the full language leads to proficiency in that language and bilingual skills are best developed at a young age written language proficiency is needed for highereducation and employment in the US and DHH kids deserve to learn to read and write and have literacy skills just like other children so these are kind of the core values and ideas around offering this as an option. You want to be able to provide a full language system so they learn the language. This is why it is a system that kiddos need to be immersed in in order to understand how it works. And then, which is not to say that a lot of our kids don't have ASL as L2 or L1. But this is not something you can use as a supplementary resource because you must use it all the time. They don't understand it. And our goal is to really increase that reading age. And really increase the access to quality of life, higher employment you know, all the good stuff about reading.

>> So like we have said, SEE provides access to spoken English so although it by itself is not a language, it is a tool to access the spoken language it creates the full language bridge because like we have said a lot of the kids don't hear everything, even with the amazing technology we have. So we can take what the kids partially can hear or maybe not, but kids who maybe have a first language of ASL and then SEE is the bridge and helping them gain the ability to read and write in the English language.

>> So like my colleague and best friend here was saying [indiscernible] all over the place as we all know one of the biggest struggles is even with great equipment and great benefit. There's always going to be a language gap there. And even, aside from Deaf using ASL there's going to be a language gap so we can use it for receptive language. We can use it for kiddos who have other needs. You can use it for students who have a first language of ASL and family want them to have a visual representation of English. And also you can use it with spoken language strategies and we will show you some examples of that. A key thing for us is always remembering that listening does not equal understanding. It does not equal comprehension. And it takes time for that to develop and I think that is sometimes what our families miss as well. I remember, quick side note I remember a newly implanted baby was when I was in the EI, and the family all came to his first home visit after he was implanted expecting him to like watch me get him to talk. So there's those gaps.

>> So like we kind of saw in the video with the older student working on the word modify, and like Sheila has said auditory and speech skills are not always connected especially when we do have kids with other needs or as you will see in a video like auditory neuropathy where the auditory skills are not readily available every day the same way. So SEE is also a great tool for kids whose intelligibility is low and their speech is not clear. But like we also said, speech does not equal high language. And SEE can kinda provide the visual for the communication partner. As well as for the kid to express themselves.

>> So this is like a video case study if you will. The kiddo who uses SEE and family uses it consistently at home. She has auditory neuropathy and very limited access to listening and her speech is pretty unintelligible. And so we filmed her across her years. And the younger years that is just a quick sample of her sentence structure, but the last three are all hurt reading a book without words. So we give them a book without words and have them tell us a story and that is how we measure, one way we measure the language development expressively. So we just took clips from the same page across here so you can kind of see and so I encourage you to look at what features you see dramatically that she is developing. You can also see some ASL come in that she's going from friends and uses and we talk a lot about the difference. And I think that is it. Just check it out.

>> [Indiscernible]

>> Oh COVID...

[Indiscernible]

>> So just some examples there of language developing pretty appropriately in terms of English development. She's coming with a big story about a castle that her sentences do not quite make sense and lots of run-on sentences that we see and then she starts using negation in the zoom video and this one you can see she has added possessive and passive voice. When we showed her this she was super excited to be featured. Although I think she was a little embarrassed about one of her outfits. But yeah, so she is a good example of the kiddo that if you are just listening and talking with her she is really unintelligible. And she can't access that communication. But she has access to print now because she has the English language.

>> So the next video is also a really great example of a kiddo who has very unintelligible speech, for very specific sounds. So this is again during COVID so this is him working with his teacher actually on an auditory listening task. So his job was to listen between the word finish and finished. But when you listen to him try to say it you really can't tell what, which one he is saying. So when he signs it it's a way for his teacher to know oh, he imaged it correctly or not so you can challenge him to [indiscernible] without watching and see if he can figure it out.

>> Okay, so listen. You will have to sign it. Finish or finished?

>> Finish or finished

>> are you ready?

>> Yes

>> Finish

>> Finish

>> Finished

>> Finished

>> Finish

>> Finish

>> Finish...

>> Finish

>> Finished

>> Finished

>> Good. Finish.

>> Finish

>> Finish...

>> He's also super giggly which makes them less intelligible and he is missing teeth. So there's a lot of factors at play. But yeah, it is a good example of how for communication partners it's an added benefit of another way to express.

>> So this kind of stuff is sort of what we have been talking about the whole presentation but if you have access to the full language officially you are able to access it in print and writing and so that is something we really want for our kiddos. SEE encourages English language development similar like how you have seen with some of these kids. One thing that is important to note about SEE is that it's not visually conceptual so that can be a hard thing to get past. I know it is difficult for me at first. But also using some ASL features you can make things a bit more. So I'm going to sign a quick example. So like duck... you can also sign duck, like you are ducking from a ball... and then quack quack duck. And [tense] we have shown you and syntax and structure that way when you are with hearing children and they know what sounds correct, they know how the structure is then presented in their reading that's why we want to give them the visual language, so they have something to connect it to.

 SEE also uses word families. Because there's lots of initialized signs. So I'm going to sign an example again. So the sign for class.. This team... group, they are all part of a family because you are signing the same motion for things that mean, have similar concepts. You are using initials for it. And also another misconception is that our compound words are the actual words and English is wonky so sometimes SEE is as well but usually if the compound word together means what the two words are you will sign both those words. If it means something different there is a different sign for it.

>> Great. Like we don't sign butter fly because that's not what it is. It's a butterfly. But playground is a play ground is a ground that you go to play. So things like that. Great.

>> This is a quick one. This is a video I wanted to kind of show how it helps with the literacy development so in this one I give this kiddo a sentence without any sign and ask him to write it and then I give him a similar sentence structure and ask him with sign and ask him to write it so we will watch it and I will give you a couple quick comments about it.

>> I'm going to show you a sentence with no signing and I want you to write it your best. Okay? The dog is happy.

>> The dog is happy...[ indiscernible]

>> Good. Okay. Now we are going to try again with a different sentence but with signs. Okay here. Ready.

>> [Indiscernible]

>> Okay now we are going to do another one.

>> [Indiscernible]

>> You wrote it, good job.

[Both speaking]

>> ... [indiscernible]

>> [The cat is not sad] only...

>> You write it. The cat is sad.

>> Sad...

>> Good job.

>> One thing I also forgot to say is that I do not fix the language in the captioning, so if it is ever confusing I am so sorry you can ask me and I will help. I wanted to highlight some interesting things. Here's a really good small phoneme awareness because he is sounding out words you expect a kid like that to be golden. The other thing is he clearly understood the sentence he wrote was wrong. And I was like I just need this video for my EHDI presentation so good job next one but I love that he did, it took him a wild to realize that. He repeated it wrong and he wrote it wrong and read it and I was like oh, mistake. Also when he had the sign message that was an open communication so he started responding to that and I was like I need to do this video for my EHDI presentation and he was like okay alright so that's why the engagement stopped. So it's interesting to see how that access ads communication and just automatically creates a bond for him and it's hard to see but he wrote the first one wrong and the second one right. So that's just an example of providing a bridge for the kids who don't have the access that they need.

>> Yeah, so we are over time. So we are going to skip the very last video but if you want to learn more this is our shameless plug. We have another presentation tomorrow at nine. We also have games and there's going to be fun little trivia. So shameless plug if you want to learn more about SEE also we will be here if you want to ask questions. That's fun.

>> So ASL users obviously I am one, I am not against SEE at all. I'm not against it whatsoever but I'm in ASL user so I imagine kids who are learning SEE in the future will become an adult out in the world, real live setting, but that relied, related to Deaf students who do ASL and get out there they can as well.

[Indiscernible background voice]

>> The Deaf community uses ASL so how does the child grow up and get involved in the Deaf community as well as the SEE hearing community. She helped, yes we are good.

>> Great question. Love that question. Thank you. So I can't speak for all SEE users but at our school we have Deaf of Deaf families so with the parent volunteers or at home all the kids are exposed to ASL we talk about the difference between them. Our school goes through middle school. So, also our middle schoolers get enrolled in ASL. We also have Deaf staff who use SEE and ASL and most of the teachers come from ASL background it's very hard to find programs that teach SEE. So anyway we kind of use it as a bicultural approach. So our kids leave us learning ASL and our philosophy around SEE is not that this will be the language of their communication socially or culturally for their lives. It is really a tool for them to develop literacy and once they have that they will either transition to ASL users or, and they will use, if they want to use interpreters in college, or...

>> Can use both for access to ASL and SEE... so they only hou SEE later they could use ASL is that what you are saying?

>> Yeah and I think another thing...

>>... with your research on that as kiddos get older within their life what does that look like? theit ASL expressive skills with ASL compared to SEE what does...?

>> There is not a ton of research on it. SEE is a really small group so being honest about that. Typically Deaf users are visual user so they have Artie grown up with understanding a visual language and a lot of Deaf adults...of Deaf children learn sign later in life and use it so I would say from like personal observations they don't have any struggles with learning ASL because it is such a natural language for the deaf community. So we... but in order for them to learn SEE we believe they have to be immersed in the English language. So the language of instruction and all day during school is SEE. they don't also have ASL until they get to middle school.

[Captioner needs to join next EHDI session]

>> Like we all know about Deaf children most of them come from hearing families who, in our area, are using English but also most Deaf children born into hearing families the family do not sign. So them learning SEE like we set is the bridge between what they can kind of hear, and accessing English which is whether family uses. So that gives a lot of students an L1 that they may not otherwise have because learning ASL at school, they will learn ASL as the school language but the social piece of it with the families is missing, so after they learned SEE because they now have L1 like she says learning ASL is so much easier, and because it continues to be a visual language, which is definitely easy for them to access.

>> I am sorry... Did you guys want... I don't want to take all the time...

>> I was going to say maybe we [indiscernible]

[several background voices]