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Family L.E.A.R.N.S. Together

March 18, 2024
3:10 PM – 3:35 PM (MST)
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START TIME: 3:09 PM

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>> There it is.

>> Good afternoon. Everybody my name is Angela. I'm the moderator for today. I'll just be sitting in the back you do not worry about what I'm doing. I would like to present the presenter Living in the Gray: Bimodal D/HoH Children

. Thank you so much.

>> A little more for the people in the back. Oh, you're being instructed to squish. The late comers. Which is often me. Thank you for coming to this. Some of you were just at a bimodal talk. Maybe you're staying for part two. If you're here for part one, isn't it nice when there's overlap. I'm watching the preparation oh sometimes you need to know you're doing the right thing. Helping parents know they are just doing the right thing.

 This is me. I'm Claire Lombardo‑Miller. I work at the learning center for the deaf in framing hood Massachusetts I've been speech and language and I'm certified language interpreter freelance. I love small people like these. They are my bread and my butter. I own a couple big ones but the ones I borrower row at work are just wonderful. This is a 25‑hour topic in 25 minutes. I have terrible time management skills Chuck probably tell already so I'm going to true tie to dive in. We're going to go through myths because what is a presentation if you don't talk about myths and we're going to purchase those myths. We're going to talk about caregiver challenges when it comes to bimodalism. We'll talk privilege checking and talk about the how. I'm not going to tell you how to write your goals or what goal to write but I'm going to help you leave here with a frame of mind in terms of meeting families before they are at. You're going to hear me say that so much you're going he be sick of it. If you want to follow me to my next talk about linguistic bias. I'm going to talk about it too. Meeting families where they are at.

 Bimodalism is a form of bilingualism. We have the same understanding of deaf ‑‑ knowing more than one language. Of course when we talk about bilingualism sometimes they share modality when we talk about bimodalism we mean the modalities are not shared. You might have ASL spoken language, spoken French, Chinese, CSL, now myths I want to say they are old but we all know there are still around and even, you know, I might put this up on the screen. You're like signing is still talking about how that's a myth we are because parents are still hearing this a lot they are still hearing from providers, from doctors, from pediatrician they are hearing from extended families, social media, entertainment media. Even though you're like oh we're still talking about this, we kind of have to because it's still really everywhere.

 There's this idea that deaf kids should only be learning one language at that time. This kind of either or you just one happens between zero and three and the other one between three and six because giving a kid more than one language is too much on their plate. You can't do that. It's too confusing because learning more than one language causes confusion. You don't need to sign because your kid's technology advanced conversely if you don't sign fluently your kid is not going to sign. You better get with the program hearing parent. If you sign and talk your child's not going to develop a full language. Before you break out in hives before you think I'm talking about kid some, something we're going to talk about code blending, things of that nature, where you're pooling all your linguistic resources to get your message out. We have research now.

 We know signing doesn't delay talking but guess what the flip side is true we know that brains are brains, deaf brains and hearing brains are all brains, brains are brains, cheer from the back. What's really important is that everything has to get its fair share of the pie to develop. We might say well that kid never learn today sign because the parents they focused too much on talking. It was really just about how much of the language pie was devote today each language. It's not that one language hindered another it was about quality. The idea that deaf kids don't have to learn one language at that time. We do not have to do this either or thinking.

 Learning more than one language does not cause language confusion. This is old. We don't talk about hearing bilingual kids anymore. We don't need to. And, of course, we know that CI outcomes are highly varied. If parents want to sign, they can absolutely do so if they have the new fun technology in the entire world.

 And a new study came out of BU two years ago, even a parent that wasn't signing really fluently in the early years, their children still developed sign lane on par with children who were deaf on deaf. Still in the earlier stages of fluency feeling like failures to their children. Two years, 3 years, five or 10 years it takes a really long time to master so this feeling of inadequacy you can't be the fluid model for your kid. That's okay. Your kid's fluency journey is going really well.

 It's all about intention. Intention, intervention, and ample axis kids can develop two languages. Look at all these beautiful citations. Words that we used to use like error, problems, confusion we can toss those out. They are not brain Ford, language positive, we can replace with things like this positive role of interaction, this pooling of resources, we have a new plural perspective about bilingual bimodal development.

 And these are just more quotable quotes. Two languages acquisition two languages is possible for this population but quantity and quality is critical. You'll see that come up again. That bimodal bilingualism work begins at birth, begins at identification. That environment allows for deaf children to become bimodal. What is done right? That's a huge statement. I have no answer for that. Provider bias is real and confusing and it continues. This study I'm going to talk about pretty quickly was done in the UK and I think it was about 110 professionals work with deaf kids in the home. Those families had heritage languages that were not English.

 They were also speaking some English. They may have been using British sign. Multilingual, multicultural rich homes and those professionals were questioning what do you think about how this kid is developing their one, two or three languages? What was found that audiologists were eleven times more likely included in the study that the kids were confused. TODS. They were also 11 more times more likely to say a kid's reduced proficiency in their language was because of their heritage. That's a burn. There's a need still for specifically training professionals who make sure that the information they are giving to family social security research based. SLP have caused a lot of harm but there is a clinical ca background where we look at neurology and brain development and bilingual development and we know embracing a heritage is not going to prohibit a child to learn a sign language. In fact the benefits of bimodal bilingualism goes beyond knowing ASL and English. It serves as a vehicle to lift these children towards heritage languages that may not be English.

 How many of you have worked with a family who has a home language that is not English and they say they don't speak their language with their child because they are afraid it's just too much? It's too much. They are already doing too much. That's a family decision, but it's really our job, right? To tell them that, dude, you can speak Hindi to your kid. That's really important to you. You can speak Chinese when grandma is over because she doesn't speak English. That's really important to your family. Their brain love this is stuff and they can compartmentalize when happening and their brain has language boxes that are supported and together one big treasure chest that they can pull from when in different situations.

 Families and kids they all end up stuck in the middle, right? They feel like they get little information from home based about special service programs. They feel like they are actively discouraged by using bimodal bilingualism by home EI and I talk to parents a lot about fetal fair weather tolerance of people different camps. Oh you're going to em plant your kid. Great. They end up feeling welcomed nowhere. Many families we talk about this a lot. They fear deaf community rejection. And, of course, many times feel their home based EI is incompetent with regard to deafness, but those same EI are not referring to special programs so it's a catch 22. Fear kids not going to fit in. Mixed family message, friends, social media, and mountains of conflicting information as professionals. Even in the same field pick three SLP one in the hospital one in school you might get three pieces of advice on the same thing.

 How many parents have told you I just don't want to mess up my kid. I feel like I'm messing up? How many times a week do I tell my parents you're not messing up. So it becomes this now this need to rebuild trust or build trust and confidence in families who've had that trust never established or taken away.

 We do that through research when we talk about when we talk about families what we're doing and why we're doing it we say this is what science told us. You just say science is telling us about this brain. These little things that you don't realize you're doing when you waive and point at something and your child looks at that thing you’re doing that thing that was in that paper and that's amazing. They don't realize those little things are the big things.

 It's really again just getting away from conjecture. Myths, bad science, buss words. I'm so tired of buss word. Thank you, ten minutes, inspiration porn and our own language and cultural bias.

 Brains are brains are brains, right? Like the hearing brain you can learn two languages, two modalities simultaneously but there are going to be trends and this is where people get nervous about bimodal bilingualism because you see these things. They are not developing right because you'll see things be unseen. You'll see one language dominant over another. That may change, may change over time. You might see development is just plain slower. And again see this idea of code mixing or code blending, which is using two languages and one utterance.

 We have kid out there and may not follow the typical bimodal pattern. It may be more beneficial to learn one language or learn one language at that time. They may need to establish primary foundational first we're going to have to work with intention. Know why we're doing what we're doing and do that thing. Strategies for bilingual development may be different for kids that have other complications.

 Now I want to talk about a bit about code mixing or language mixing or code blend can because it's not code switching and it’s not sin COM (phonetic) it's typical. How many of you as fluent maybe users of English and ASL might find yourself start ago sentence in English and finishing in ASL or vice versa and popping in a word from another language.

 Kids do this too. And it's actually this really amazing resource pulling because if you pick a one‑year‑old every four leg animal is a dog, right? Every person who was this tall is a dad, you know, and it's just this kind of over application of a word. They are pulling what they can to get out in the moment. Their resources are limited. I got this in ASL, I got that in English. In the end you're going to know what I mean. Sometimes people freak out. I want to know exactly what that kid is doing in sign and exactly what they are doing in English and it's like that's valid but how is brain ‑‑ Amy, languaging my favorite word. This idea of its not confusion. It's actually a path of least resistance.

 It's a sign of their ingenuity. And this idea that language should be fractionalized languages interact in positive ways. These help each other. They boost each other up and ultimately what you create are confident communicators in the end who learn how to use their tools.

 Our goal is to be PROFICIENT in both languages but know that the road is not clean. Fluency is a spectrum. And I want to make sure before we run out of time that we talk about language planning because we ask a lot of our families when we language plan with them, are we considering their barriers and where they are at when we make these language plans, oh, you need this many hours. You have pick times where you only doing ‑‑ times of day when only speaking you have to separate your languages and you need to be fluent in that language. We're asking so much of them and we often are not recognizing that what we ask is brought with privilege. It's something to be highly aware of. Are we meetings with where they are at where family's at in the barriers they face as a family unit or as individuals.

 Some families starting at zero in fluency for them to learn how separate languages. Code switching requires fluency. We're asking parents code switch into a language you don't know. We don't talk to them about what to do in those moments. You're code switch r switching in ASL when you're not fluent. How can we help you be developmentally rich while still developing that language.

 Language development learn ago new language requires time, money, resources, all sorts of things that not all families have. Some families are not cognitively capable of learning another language. Where are we going to meet them, where they are at. I once a met a woman who is a victim of domestic violence no way on earth was she going to learn ASL at that moment. She was trying to be okay for her kid. She was showing up every week and that was as win. As professionals we need to learn to fill in the gaps when they are trying to develop sign. They need that support and practice that we often don't talk about how we fill in the gaps. Take a class, find an app, do this. Parents feel inadequate because they can't fill gaps online when need to.

 This is where we come in. We provide information but we got to recognize barriers. We have to help them with follow through. Connect to specialty programs. Can you look into agencies and organizations to see if you can get transportation assistance. Can you get grants, funding for ASL classes and programs, and can you design a language plan that meets a family where they are at?

 Remembering that even simple thing like body language, eye contact, facial expressions, that's all languaging. Visual attention, joint attention, strategies. Please stay with away from sets. Colors numbers letters they are great but we should be helping parents put their resources into things that are rich and functional. Code blending is not damaging. Helping parents visual to make connections and ocean animals and they encounter the sea horse, what do I do? Help them how are they going to navigate that moment? Well, you can act like the sea horse, you can point at it. There's so many things you can do to fill in that moment. So many things you can do to keep your language natural and keep it going because being natural in language is the goal, right? And, of course, promoting real life deaf interactions. Because deaf professionals on the team is just as important as bimodal for the kids ASLing all the way. We can't have deaf people on the team just be performative. And it can't be. We have to have deaf people on the team. We have to show families this unified support of deaf and hearing collaboration and, of course, the deaf lived experience because that's the Number 1 thing hearing parents benefit from at least in our program meeting a variety of people variety of deaf stuff and used variety of languages.

 These are a couple programs I like in the two memberships that we have left. We use at the learning center we have a relationship with the ASL shop, which we like very much. Self‑paced courses, there's in‑person stuff, zoom stuff, assessments my ASL teacher rocks. I enjoy both as an interpreter and as a teacher and parents like them, siblings like them, they are black owned they have a parent like a sipping sign like wine and sign thing like very cool they have a lot of ‑‑ they'll have ASL slang with drip on Friday nights. These are really cool programs.

 This is my baby and my last ‑‑ she's not my baby but I call her a baby since she was a baby and she just turned 21. It seems to me was born profound whether I deaf. Went to school for deaf until 9th grade. Now, she uses ‑‑ she really designs her own language plan. I asked her do you mind reflecting on what it was like being bimodal for you and we're going to mope that this works. She's going to sign. I'll voice it.

 What does being bimodal mean to me? I can go in between the deaf world and the hearing world. And I have access ASL and I use spoken English depending on what I want to do and I feel I can be connect today both worlds. I feel language I want to use in the moment when my CI are off I sign and CI are on I speak. So that's how I feel bimodalism has impacted me.

 And now we're going to watch some really riveting environments. Can I have an adult? Thank you. Just some takeaways. This is where you get the power points to take home. Provide family with the tools to elevate, please meet them where they are. Languages can and do positively interact. Quantity and quality are important when bimodalism is the goal check your own bimodal biases. Meet me at the next session called know myself we'll be talking about linguistic bias. I don't know if we have time for questions. Maybe 30 seconds if not I'm going to be around.

[Session concluded.]

END TIME IN YOUR TIME ZONE – 2:52 PM (MT)

START TIME: 2:27 PM

END TIME: 2:52 PM