

Deaf Students with Disabilities: Why Deaf Education Matters

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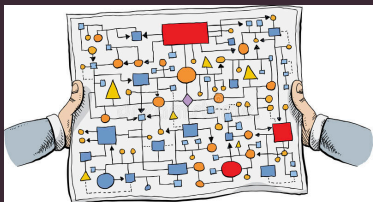


Cassie

- 7 months old;
- Moderate hearing levels, bilateral
- Development delays; Trisomy 21 (Down syndrome)
- Some health concerns; in/out of NICU

What is the nature of
Cassie's early
intervention?

Why Deaf Education Matters



Bear with us,
it's really quite simple . . .

>40% of Deaf students have an "additional" IDENTIFIED disability



Services are frequently based on (primary) disability.



Intellectual, learning disability, other health impaired, low vision/Deaf-blind, blind are among the highest percentages of other identified disabilities

Identification and intervention challenges start when the child is YOUNG!

An infant/ toddler might be known to be Developmental Delayed but accessing the APPROPRIATE services is problematic.

Dept of Developmental Services (DDS)/ Regional Center
California Dept of Education (CDE)/ DHH Early Start

SYSTEMIC BARRIERS

THAT IMPEDE APPROPRIATE SERVICE DELIVERY

- Challenges identifying "disability" using mainstream frameworks.
- Challenges identifying "disability" with confounding affects of language deprivation.
- Limited professionals with particular expertise.
- Limited programs specifically for DHH students with disabilities.

Other factors

- Family and child health-related complications
 - "Other" disability seems more "significant" than the baby being DHH.
- this becomes a "primary" disability by which service decisions are made.

Often, the language needs of the child take a back seat. This has the potential to (further) impede cognitive growth.



and DHH infants/toddlers with disabilities

Deaf Students with disabilities are part of a larger Deaf Community

DDBDDHH= Deaf, Deaf-Blind, Deaf with Disabilities, and Hard of Hearing

DEAF EDUCATION matters because education (for the family and the child) must be culturally and linguistically sensitive

Deaf Community Cultural Wealth

- Refers to the rich knowledge, skills, and tools that minority communities, e.g. Deaf community, possess and pass down through generations (Yosso, 2005)
- Developed naturally through centuries of navigating and networking through global spaces not designed by, for and of Deaf people

Fleischer, Garrow, Friedman Narr, 2015

Deaf Community Cultural Wealth

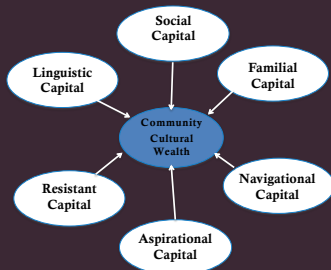
- Allows Deaf students to navigate and flourish in hearing-centric classrooms and allows more opportunity for them to be members of the class.
- Under-utilized and not understood as a significant component in Deaf Education

Fleischer, Garrow, Friedman Narr, 2015

The DCCW Capitals

Capitals are socially accumulated assets and resources that can help you move forward in society:

- Social
- Familial
- Aspirational
- Navigational
- Resistant
- Linguistic



Linguistic Capital

The intellectual and social skills attained through communication experiences in more than one language and/or style



Nancy Rourke
"ASL Thrives"

Yosso, 2005

DHH classrooms are
LANGUAGE RICH

Language access, input, and INTERACTION are priorities. WITH adults. WITH peers.

Language and COGNITION are integrally related.
LIMITED LANGUAGE = LIMITED opportunities for cognitive dev.

All Deaf children are naturally
spatially and tactically oriented

LANGUAGE RICH

Communication strategies SHOULD facilitate language and thinking.

Using picture systems and signed communication WITHIN a COMPLETE language offers **greater potential.**

“The ‘basic floor of educational opportunity’ begins with equitable access to communication so what is being taught can get through- so he has the same opportunity to learn as any typical child does.”

Success for Children with Hearing Loss, Karen Anderson
Accessibility Considerations Worksheet

- Is the student Deaf or Hard of Hearing?
- Does the student have a significant disability (cognitive, behavioral)



@Languagefirst, Feb.8, 2019

Schools for the Deaf can provide resources and expertise often limited in “mainstream” schools.



PACES Program at American School for the Deaf



Where and HOW can we improve?

- Listen and learn from Deaf people with disabilities
- Changing mindsets: DDBDDHH children are DEAF children first.
- LANGUAGE is fundamental to everything that comes next.
- Training teachers and service providers

Resources

There's often no overlap, so we have to create it.

- Council for Exceptional Children
- TASH : Rights and inclusion for people with significant disabilities
- Hands & Voices
- American Society for Deaf Children
- Disability specific organizations



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