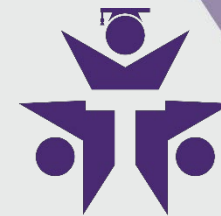
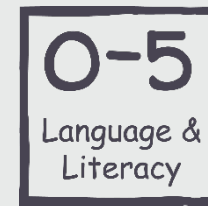


3 Types of Fun

Nurturing Early Language and a Love of Literacy
0-5 Language & Literacy Program



Tennessee
Schools for the Deaf



DEAF MENTOR &
PARENT ADVISOR PROGRAM



Agenda

- Introductions
- Language & Literacy Program
- Research
- Overview of today's models
- Questions & Answers



STRATEGIES FAMILIES CAN IMPLEMENT AT HOME

- Participants will be able to name such strategies to promote access to early language for the child with an identified hearing level.

SUMMARIZE LANGUAGE/EARLY LITERACY COMPONENTS

- Participants will be able to summarize such components of an effective model for children who have an identified hearing level.

APPLY; DEVELOP; GATHER

- Participants will be able to apply strategies, develop materials, and gather resources to implement in their own practice.

Comprehensive Educational Resource Center (CERC)



Statewide Services

**Snapshots
For
Birth - 21**

**Deaf Mentor-
Parent
Advisor
For Families**

**0-5
Language
& Literacy**



Mission

Promoting linguistically, culturally, and socially accessible learning opportunities where families are valued and respected as the primary source for language acquisition for their child whatever their communication:

American Sign Language (ASL)

Listening & Spoken Language (LSL)

Or other communication opportunities



Vision

We offer unbiased information and access to resources that maximize the ability to enter school ready to learn by promoting:

Linguistic
Competence

Social
Competence

Cultural
Competence



Partnerships

Families

Communities

Organizations

EHDI

LEA

Professionals

TN Early
Intervention
System

Early
Intervention
Resource
Agencies

Vendors/
Providers



Family-Focused



Tennessee
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Promote

Family
Involvement

Family
Connections

Resources for
the home

Design

Language
Modeling

Coaching

Hands-on
Learning

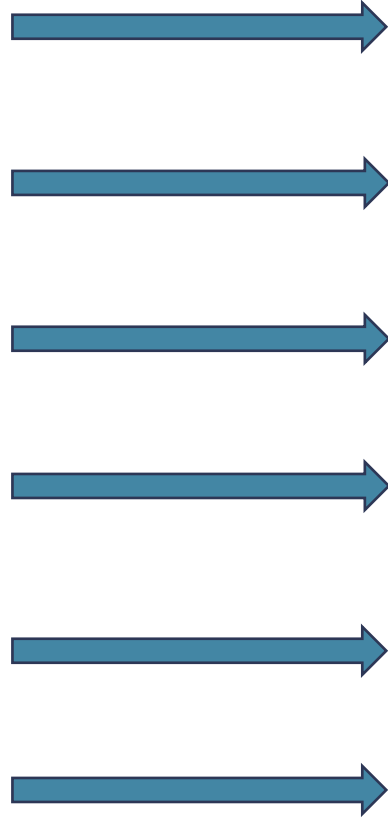
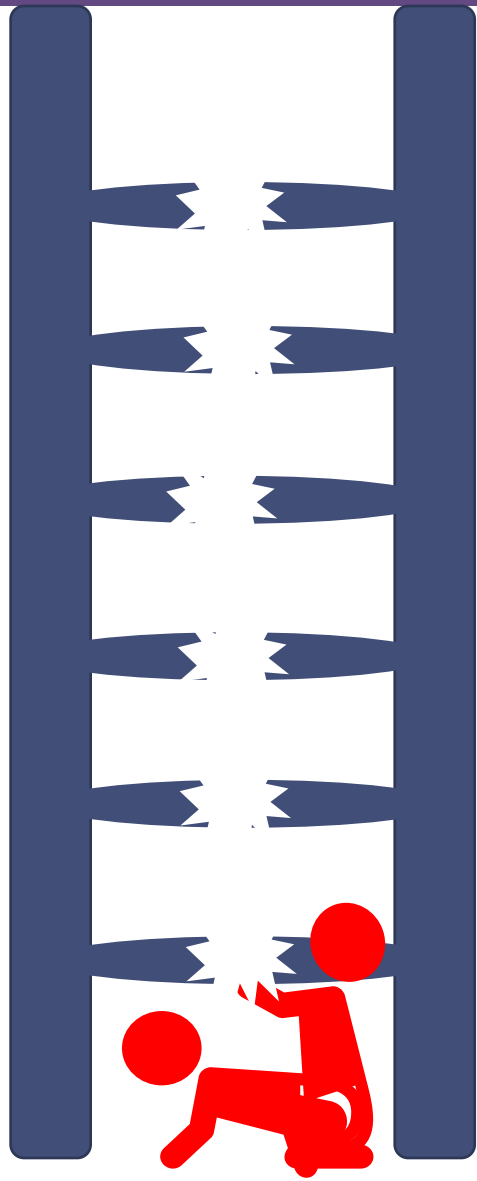
Team

Deaf Mentor

Teacher of
the Deaf

Family Leads

Stages of Reading



College +: construction/reconstruction

8th-12th: multiple viewpoints

3rd – 8th: read for learning

1st and 2nd: confirmation & fluency

K – 1st: initial decoding (phonics)

Home & Preschool: oral language

Chase, Mary Ellen. *Literacy Presentation Part 1 - Parent Institute*.
YouTube, UIC Division of Specialized Care for Children, 13 Jan. 2020,
<https://youtu.be/XihvHdN3CUU>. Accessed 13 Jan. 2023.



No single
predictor

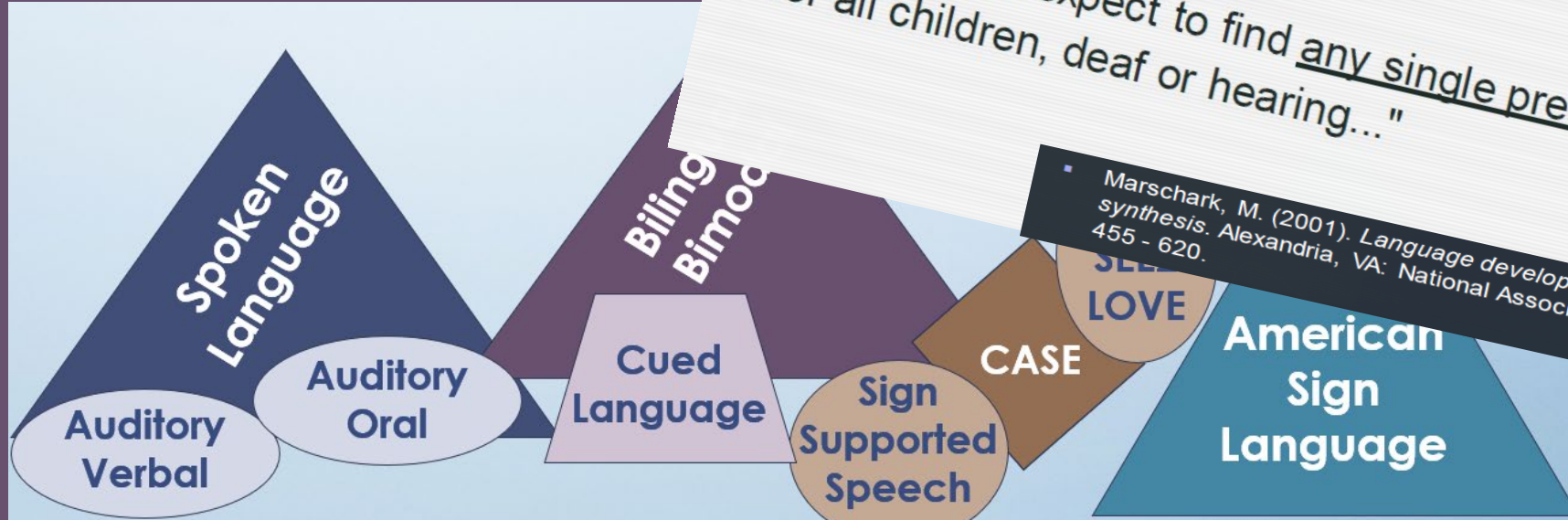


More thoughts...

"Schools should make use of all possible strategies to encourage reading during childhood in order to promote the natural acquisition of both language and English literacy among younger deaf children."

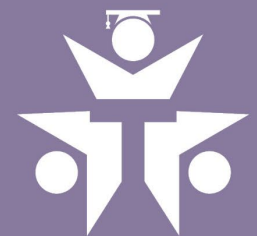
"We should not expect to find any single predictor of reading success that works for all children, deaf or hearing..."

Marschark, M. (2001). *Language development in children who are deaf: A research synthesis*. Alexandria, VA: National Association of State Directors of Special Education. ERIC ED 455 - 620.



“without a period of language deprivation before the implantation of the CI (*cochlear implant*), children with CIs can develop spoken language skill appropriate for typically hearing children of the same age, and ...that sign language input does not harm to a deaf child’s spoken language development after he/she receive a CI.”

- Davidson-Lillo-Martin, Chen Pichler, 2013



Deaf and Hard of Hearing Children Need...

Experience with English to be able to read and write in English

Keep English and ASL as two separate, important, and distinct languages

Support development of English vocabulary while using ASL concept

Deaf and Hard of Hearing Children Need...

Fluent Models

Fluent language models: Sign language and spoken language should be considered complementary approaches for encouraging language development in deaf children

Early interactions to establish the foundation for language development

Early Interactions

Constant exposure to reading

Exposure

Visual strategies that enhance communication and language

Visual Strategies

- Marschark, M. (2001). *Language development in children who are deaf: A research synthesis*. Alexandria, VA: National Association of State Directors of Special Education. ERIC ED 455 - 620.



Literacy Programs

Shared Reading

- Families and their child
- 0-5 yrs
- 6-12 yrs

Ready, Set, Learn!

- Up to 5 Parents & caregivers
- 1-5 yrs
- Approx 150 min.

Bookworm Buddies

- Families and child
- 6-24 mos
- Offered 6x/year



Shared Reading Project

Expose families to the 15 Principles of the Shared Reading Project

SRP Tutors are certified and trained with the 15 Principles

Provide literacy coaching with using a visual modality

Visits are had 2-4 times a month either virtually or in person.

Books that the family has are prioritized, but we also lend books as well.

DVDs, YouTube videos, and/or personal recordings are offered to the family for practice.





Literacy Activities for

Parents,
grandparents,
or caregivers.

Learn how to use the
Ready, Set, Learn! Kit

Encourage
language
development &
literacy

Take the box home!

READY, SET, LEARN! 2-hour In-Person LITERACY WORKSHOP

Hands-on learning & fun
for Families and Children
ages 0-5 with identified
hearing levels.



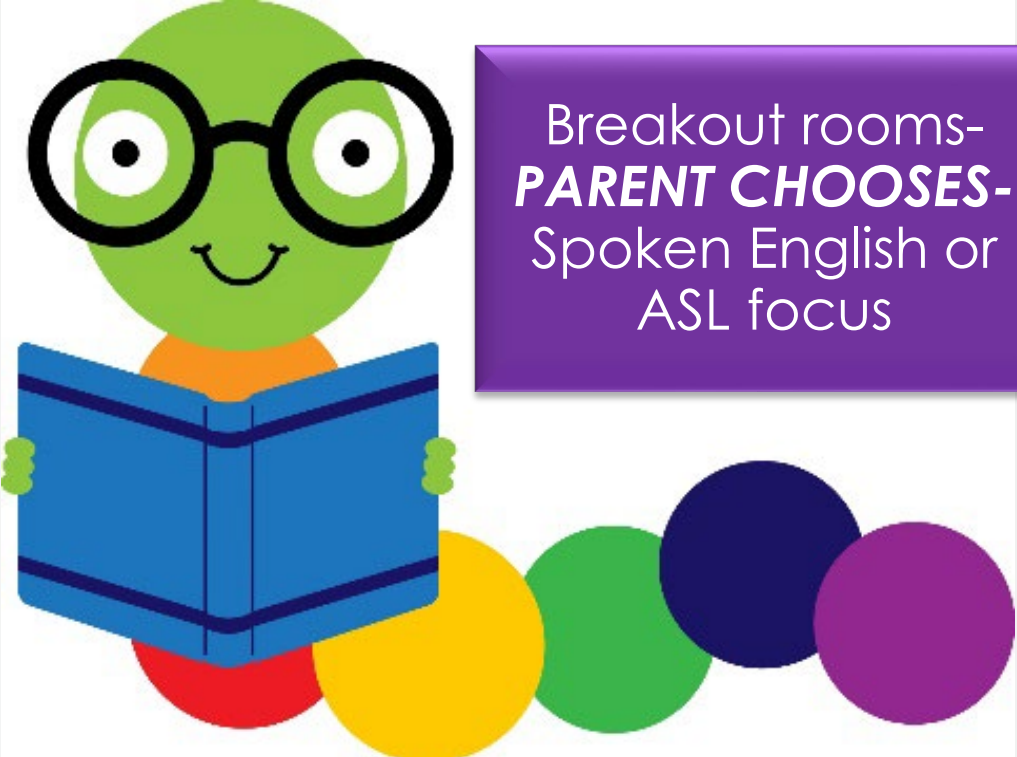
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Bookworm Buddies

For children 4-20
months old

We mail a book
and activity
materials to the
family

Share information
about reading to a
child with various
hearing levels



Breakout rooms-
PARENT CHOOSES-
Spoken English or
ASL focus

We interact with
parent and child
during activities

We meet via Zoom,
EVERY OTHER
month (2nd Sunday
at 1:30pm CST)

**Family & Child
Book Club and Play group**

Additional References:

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Gilckman, Neil S. and Hall, Wyatte C. Ed.s *Language Deprivation and Deaf Mental Health* 2019. Routledge Publishing, Chapter 9, *Language Development in Children with Cochlear Implants: Possibilities and Challenges* by Szarkowski, Amy, pgs 235 - 262.

Humphries, T.; Mathur, G.;Napoli, D.J.; Padden, C.; Rathmann, C. *Deaf Children Need Rich Language Input from the Start: Support in Advising Parents*. *Children* 2022, 9, 1609. <https://doi.org/10.3390/children9111609>

LaSasso, C. J., Crain, K. L., & Leybaert, J. (2010). Section IV. In *Cued speech and cued language for deaf and hard of hearing children* (pp. 243–359). essay, Plural Publ.

Marschark, M., & Hauser, P. C. (2012). In *How deaf children learn: What parents and teachers need to know* (pp. 101–110). essay, Oxford University Press.

Moeller, M. P., Carr, G., Seaver, L., Stredler-Brown, A., & Holzinger, D. (2013). Best practices in family-centered early intervention for children who are deaf or hard of hearing: An international consensus statement. *Journal of Deaf Studies and Deaf Education*, 18(4), 429–445. <https://doi.org/10.1093/deafed/ent034>

Ogden, Paul W. and Smith, David H. 3rd Edition. 2016. Gallaudet University Press. Chapter10 - Reading the World. Pages 187 - 216.





Deaf Mentor/Parent Advisor and
Snapshots Program Coordinator

Email: b.diaz@tsdeaf.org

Text: 865-361-1180



0-5 Language & Literacy Program
Coordinator, Middle TN
Representative, & Parent Advisor
Supervisor

Email: t.duncan@tsdeaf.org

Text: 865-320-3754



0-5 Language & Literacy
Representative for East TN &
Parent Advisor

Email: a.weeks@tsdeaf.org

Text: 865-469-5592



0-5 Language & Literacy Representative
for West TN & Parent Advisor & Deaf
Mentor

Email: c.robinson@tsdeaf.org

Text: 865-328-6279



[TSD Website](#)



Tennessee School for the Deaf
2725 Island Home Blvd.
Knoxville, TN 37920



@tsdeaf.org



Phone: (865) 579-2500
Fax: (865) 579-2484



[Facebook – Tennessee
Schools for the Deaf](#)

THANK YOU!



Tennessee Schools for the Deaf