

# DEAF MENTOR/PARENT ADVISOR PILOT PROJECT



## WHY THIS PROGRAM?

Established to assist families in implementing bilingual & bicultural home based approaches for deaf/hard of hearing children between the ages of 0-5



## HOW OUR PROGRAM WORKS

### WHAT THE FAMILY RECEIVES...

#### DEAF MENTOR

- American Sign Language (ASL)
- Deaf Culture
- Literacy using Visual Communication/ASL
- Community-based resource sharing
- Role model to the deaf/hard of hearing child
- Language model to the family
- Deaf/hard of hearing community gatherings
- Encourage families to advocate for their child's educational growth

#### PARENT ADVISOR

- Partner with the family in creating a language-rich environment
- Listening and Spoken English strategies
- Support with transitioning into Pre/K
- Literacy using Listening & Spoken English
- Community-based resource sharing
- Connecting with other families
- Being a bridge between two cultures

### WHO ARE WE?

- All Deaf Mentors and Parent Advisors are highly qualified professionals in the field of deafness and have been intensively trained using SKI\*HI methodology
- SKI\*HI Deaf Mentor is a research based Early Intervention Model Program that has been around since the 1990's, their focus is on supporting language development for families with deaf/hard of hearing children
- SKI\*HI resource manuals are used within visits, including information on working with children with additional disabilities alongside their hearing differences.

## MAIN FOCUSES

- Preventing language deprivation
- Providing a positive impact on child's social and emotional development
- Ensuring equal access to learning opportunities at home and within the community
- Providing opportunities to meet and develop relationships with deaf/hard of hearing adults

## SERVICE DELIVERY

- Families have the option of choosing to have 5-7 visits a month with their Deaf Mentor and Parent Advisor respectively
- At the end of the month, the Deaf Mentor & Parent Advisor will meet with the family together

## QUESTIONS ANSWERED WITH OUR DATA

- Does this program make an impact on children's learning of language?
- Does this program improve families' communication with their child?
- Does this program provide families access to cultural awareness and advocacy?
- Are families satisfied with the program?

## THE IMPACT SO FAR:

Over 60% of families indicated that their children used Hearing Aid Technology everyday, averaging 6+ hours per day.



According to family responses in annual surveys, we have had a 100% satisfaction rate since we started the program in 2019

"Though we did not know how to teach our Deaf child to read, our Deaf Mentor is showing us. Though we did not know other families in similar situations, our Parent Advisor has connected us...

Even now, when we become overwhelmed with how to navigate future events in our son's life, we know that we are not alone and will not be alone as long as there is the Deaf Mentor/Parent Advisor Program."

- A parent currently in the program



In daily routines confidence surveys, 86.4% of families reported a 1 or 2 out of 5 in their confidence using ASL/Spoken English during meal times in pre-surveys. In post-surveys, 80.9% of those same families reported a 5 or 4 with their confidence.



"... communicating with him is one of the many blessings this program has given me. But I have to say my biggest benefit is knowing that my son can be happy while being deaf."

- A parent currently in the program

From 2019-2022, we discovered that 2/3 of children who received service, gained at least 1 month of receptive/expressive language growth for each month of participation in either/both Spoken English and ASL.

Thank you!



**For more information, contact:**

Briella Diaz at [b.diaz@tsdeaf.org](mailto:b.diaz@tsdeaf.org)

Tracy Duncan at [t.duncan@tsdeaf.org](mailto:t.duncan@tsdeaf.org)

Becky Candino at [b.candino@tsdeaf.org](mailto:b.candino@tsdeaf.org)

According to family responses in annual surveys, 100% of families strongly agreed or agreed that their confidence using ASL and listening/spoken English had increased due to program participation.

