

Building Skills and Knowledge for Language and Literacy:

A Partnership Defined



Today's Presentation

- Learning Objectives
- Who We Are
- Global Goals and Objectives of the Family Leadership in Language and Learning (FL3)
- A Partnership Defined

Learning Objectives

- Build self-awareness that leads to a greater ability to ensure families have access to information and increased knowledge in the areas of language and literacy
- Utilize the resources that will be available for families
- Be able to discuss resources that ensure parents with newly identified babies will become well-informed on their children's language acquisition opportunities

Who We Are

Bridgetta Bourne-Firl, Bridgetta.bourne-firl@Gallaudet.edu

- Parent of deaf and hearing children with over 20 years of direct support for parents
- Director of Training, Products & Dissemination, Clerc Center
- Active in state level EHDI efforts in California and Maryland

Janet DesGeorges, janet@handsandvoices.org

- Parent of an adult daughter who is Deaf/Hard of Hearing
- Executive Director, Hands & Voices Headquarters
- Principle Investigator, FL3

Dr. Melissa Herzig, Melissa.Herzig@Gallaudet.edu

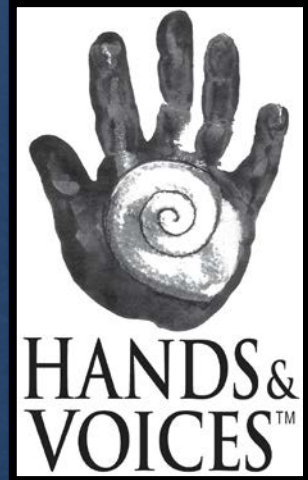
- Deaf adult with bilingual children and deaf family members including nieces and nephews
- VL2's Education and Research Translation Manager and Director for the Translation in Science of Learning Lab (TL2)
- Co-founder and Assistant Director for the Educational Neuroscience Ph.D. program
- Former Teacher for 8 years & Supervisor for Student Teachers at University of California, San Diego & National University

Terri Patterson, terri@handsandvoices.org

- Hard of hearing adult and a parent of a young adult son who is Deaf
- Director of Chapter Support, Hands & Voices Headquarters
- Liaison for Language and Literacy, FL3

Hands & Voices

How our mission and philosophy drives this project....



"What works for your child is what makes the choice right."™



LAURENT CLERC
NATIONAL DEAF EDUCATION CENTER

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**VISUAL LANGUAGE
AND VISUAL LEARNING**

An NSF Science of Learning Center

Gallaudet-VL2

(Visual Language & Visual Learning, NSF's Science of Learning Center)



World-wide research- funded by National Science Foundation

Partnership with 15+ labs

Purpose: focus on visual language, visual-sensory processing, and social experiences-- the knowledge we gain about the plasticity & visual & cognitive systems and how they impact learning language, reading, & literacy.

More
opportunities
and access to
communication

Improved
cognitive skills &
better social
emotional
development

Reduced risk of
language
deprivation

The H&V Family Leadership in Language & Learning (FL3) Program

- All (100 percent) state/territory EHDI systems will develop partnerships with identified statewide, family-based organizations or programs that provide family- to-family support to families of deaf or hard of hearing children identified through newborn screening by the end of the three-year project period.
- To increase by 30 percent from baseline, the number of families who report increased knowledge, skill, ability, and self-efficacy to serve as leaders in national and state/territory EHDI systems by the end of the three-year project period.
- To increase by 50 percent from baseline, the number of families that receive family-to-family support by the end of the three-year project period.
- To increase by 50 percent from baseline, the number of families with knowledge of opportunities for language, literacy, and social development for their children by the end of the three-year project period.
- To increase by 30 percent from baseline, the number of families that are offered support from Deaf Mentors by the end of the three-year project period.



"Hands & Voices Family Leadership: Where love, language and learning thrive."



“.... and thereby to support such children’s language, literacy, and social-emotional development.”

Required Elements of the H&V FL3 Project - **Language and Literacy**

Collaborate with national experts

- Scientific Language and Literacy Advisory Board
- Partners: Clerc Center
- Other stakeholders

Develop culturally sensitive communications campaign

Develop/disseminate information and resources (The H&V way)

- What exists?
- What is needed?

FL3 Language and Literacy Advisory Board

The H&V FL3 Scientific Language and Literacy Advisory Board

- Comprised of national experts/professionals in the field for children who are deaf or hard of hearing and parent partners from a broad range of experiences
- Works to summarize the latest evidence-based research findings to identify current resources and training opportunities for infants/toddlers/children identified as deaf or hard of hearing in cognitive, social, and emotional developmental process and developmental milestones
- Research summaries on Language, Literacy and Social Emotional Development can be found, <http://www.handsandvoices.org/fl3/resources/research-data.html>

FL3 Advisory Board Members

Christine Yoshinago-Itano, PhD

Shirin Antia, PhD

Elaine Gale, PhD

Matthew Hall, PhD

Amy Lederberg, PhD

Emily Lund, PhD, CCC-SLP

Mary Pat Moeller, PhD

Mallene Wiggin, MA, CCC -SLP

Susan E Wiley, MD

Amy Szarkowski PhD

Bridgetta Bourne-Firl MA

Melissa Herzig, Ed.D

Family leaders: Lisa Kovacs , Terri Patterson

H&V FL3 National Needs Assessment

- Report to be released in Spring of 2018
- By approximately two to one margin, families are reporting that they did not receive all information on language and communication opportunities.
- Majority of families are reporting that they did not receive information on:
 - reading to their child
 - teaching their child to read
 - teach their child to play on their own
 - help their child play with friends
 - be able to tell if their child was progressing in language
 - be able to tell if their child was progressing in social/emotional
 - use every day activities to help their child learn language



Partnership with H&V/Clerc Center

- Clerc is one of two formal partners with the FL3 Project(NCHAM and Clerc)
- Why Clerc? Why Hands & Voices?
- FL3 partners with other stakeholders within this project in the area of language/literacy: Georgia Pathway to Language and Literacy Project; Oberkotter/Hearing First Learning Communities; The Joy Committee (informal)
- “Partnership” defined

Coexistence

Networking

Cooperation

Collaboration

Partnership

...our growing Partnership

Collaboration on Complex Issues

Co-Existence

- Know about each other but don't come together; No direct relationships

Networking

- Informal discussions, information sharing, not about shared decision making

Cooperation

- Acknowledgment of common interests/issues/agendas

Collaboration

- Trust is implicit; has shared decision making; means giving up some things

Partnership

- Works from an agreed shared values base e.g. trust, honesty, openness; sharing of risks and rewards, resources, accountability, visions and ideas, decision making. **About the way things are done rather than the evenness (or not) or power, control, and resources**

Clerc and Gallaudet Contributions to the FL3 Language and Literacy Components

- Online professional development type of discussion designed for parent leaders based on webinar and thought-provoking discussion on how to support parents with newly identified babies with their language acquisition through the eye and the ear.
- Live training specifically designed for parents of newly identified deaf and hard of hearing babies
- Provide clearing house type of information through Clerc Center's Info-to-Go and other free resources



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3 Mini Online Courses

Development of online mini courses on *language acquisition and literacy* for family leaders (3 mini online courses will be developed)

Utilize *Setting Language in Motion: supports and Early Intervention for Babies Who are Deaf or Hard of Hearing* to guide training of family leaders on issues critical to language acquisition and literacy development. This web-based resource was developed as a collaborative effort between the Clerc Center and The Deaf and Hard of Hearing Program of Boston Children's Hospital. Seven modules are provided to share information critical to promoting early language acquisition for young children who are deaf or hard of hearing. It is available in both American Sign Language, spoken English, and Spanish with closed captions. There is an accompanying Activity Guide for each module to assist early intervention practitioners in providing early intervention supports.

It is recommended that the 7 modules including videos, handouts, and activity guide, become the foundation for the 3 mini courses to be developed for family leaders on the following topics:

- Promoting Early Language Acquisition and Literacy
- The Impact of Hearing, Hearing Aids, and Cochlear Implants
- Parenting a Child Who is Deaf or Hard of Hearing

Resources developed through other Gallaudet University units such as the Visual Language and Visual Learning Center (VL2) will be included as aligned with this goal

Webcasts

A series of Clerc Center webcasts will be utilized to promote online discussion on **early language acquisition and literacy for parents and families** of deaf and hard of hearing children. (3 webcasts will be shared/discussed/developed)

Utilize the following free webcasts available through the Clerc Center to promote online discussion for parents and families:

- **Language Learning Through the Eye and Ear**
- **Maximizing Language Acquisition: ASL and Spoken English**

Considerations for ASL and Spoken English Development: For Families (15 minute webcast in development at the Clerc Center. To be completed by Spring, 2018)

Resources developed through other Gallaudet University units such the Visual Language and Visual Learning Center (VL2) will be included as aligned with this goal.

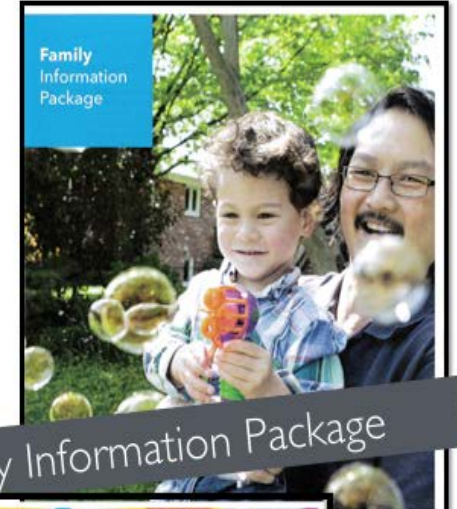
Gallaudet-VL2

Resources on language and literacy for families include:

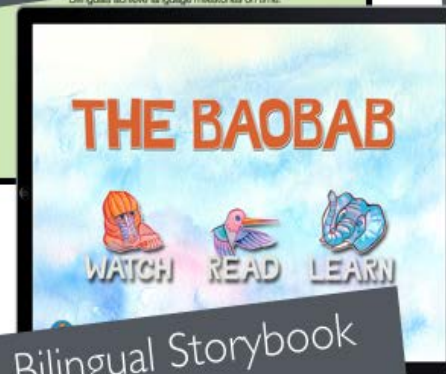
- **Research Briefs** on various research topics (online and hard copies)
- **Family Information Package** (online and hard copies)
- **Bilingual Storybook apps** for children and families on tablets
- **Assessment tools** to monitor and support normal language milestones
- **SignWise for Kids-** a quality assurance review site on sign language materials for children (website)



VL2 Research Briefs



Family Information Package



VL2 Bilingual Storybook Apps for Children



Sign Language Assessments

Other Activities/Objectives of the FL3 - Language and Literacy

...more to come

- Online training on how to set up Shared Reading Project
- Video clips of parents using language and literacy strategies
- Provide train the trainer module of “Reading to Deaf Children: Learning from Deaf Adults”
- Online training module on the “Effects of Unconscious Bias on Decision-making”
 - 2017 H&V Leadership Conference presentation
- Tools and materials developed on “structuring home environments”

Hands & Voices FL3 Website- <http://www.handsandvoices.org/fl3/about-us/about.html>



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"What works for your child is what makes the choice right."



[About Us](#) [Explore Our Topics](#) [Find Resources](#) [Get Help](#)

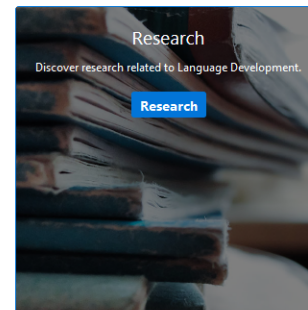
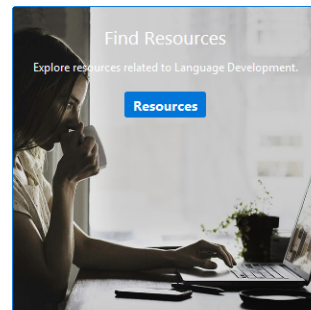
Language Development

For most parents, language development is our biggest worry about our deaf or hard of hearing child. How will our child communicate ideas back and forth, or express and understand feelings? Language development also supports thinking and problem-solving, and developing and maintaining relationships. Learning to understand, use and enjoy language is the critical first step in literacy, and the basis for learning to read and write.



What is language? Language is the words that a child understands and uses as well as how words are used to express thoughts. There are three major parts to language:

- **Vocabulary** is the store of words a person has – like a dictionary held in long-term memory.
- **Grammar, or syntax**, is a set of rules about the order in which words should be used in sentences. These rules are learned through the experience of language.
- **Discourse** is a language skill that we use to structure sentences into conversations, tell stories, poems and jokes, and for writing recipes or letters



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[Family to Family Support](#)
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Thank you.

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Hands & Voices Family Leadership in Language and Learning (FL3)-
www.handsandvoices.org/fl3/index.html

Laurent Clerc Deaf Education Center- <http://www3.gallaudet.edu/clerc-center.html>

Visual Language and Visual Learning (VL2)- <http://vl2.gallaudet.edu/>