

Supporting Early Literacy Skills Auditorally and Visually



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Agenda

- Introductions
- Research behind our practice
- Our practice and data
- Example videos of our students
- Our activities and strategies
- Discussion & Questions



Who are we?

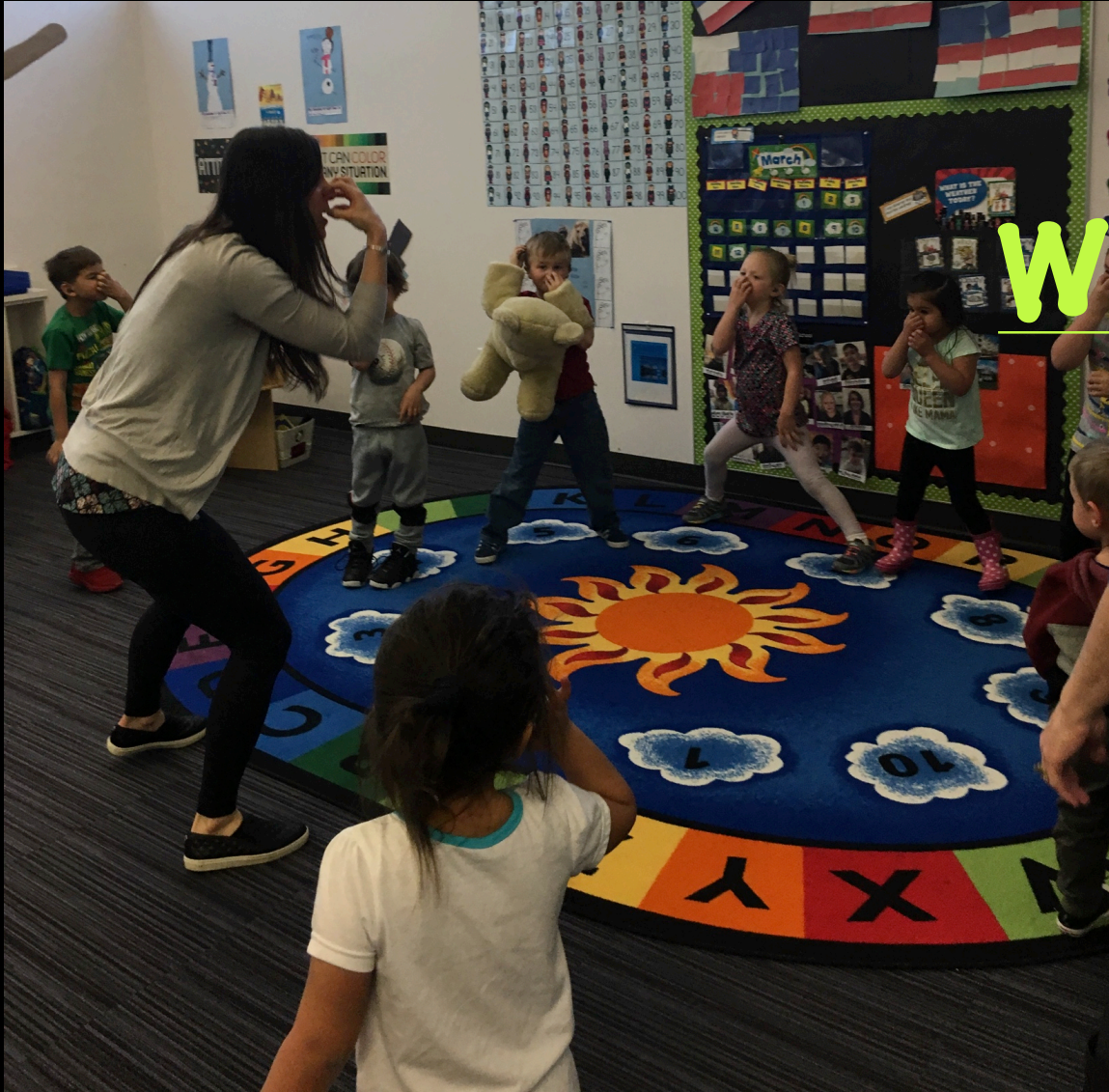
- Rocky Mountain Deaf School
 - Rachel Benedict
 - Eileen Kratzer
 - Suzanne Sharpe
- Audience: who is here?
 - Early interventionists
 - Audiologists
 - Speech Language Pathologists
 - Parents
 - Advocates
 - Others

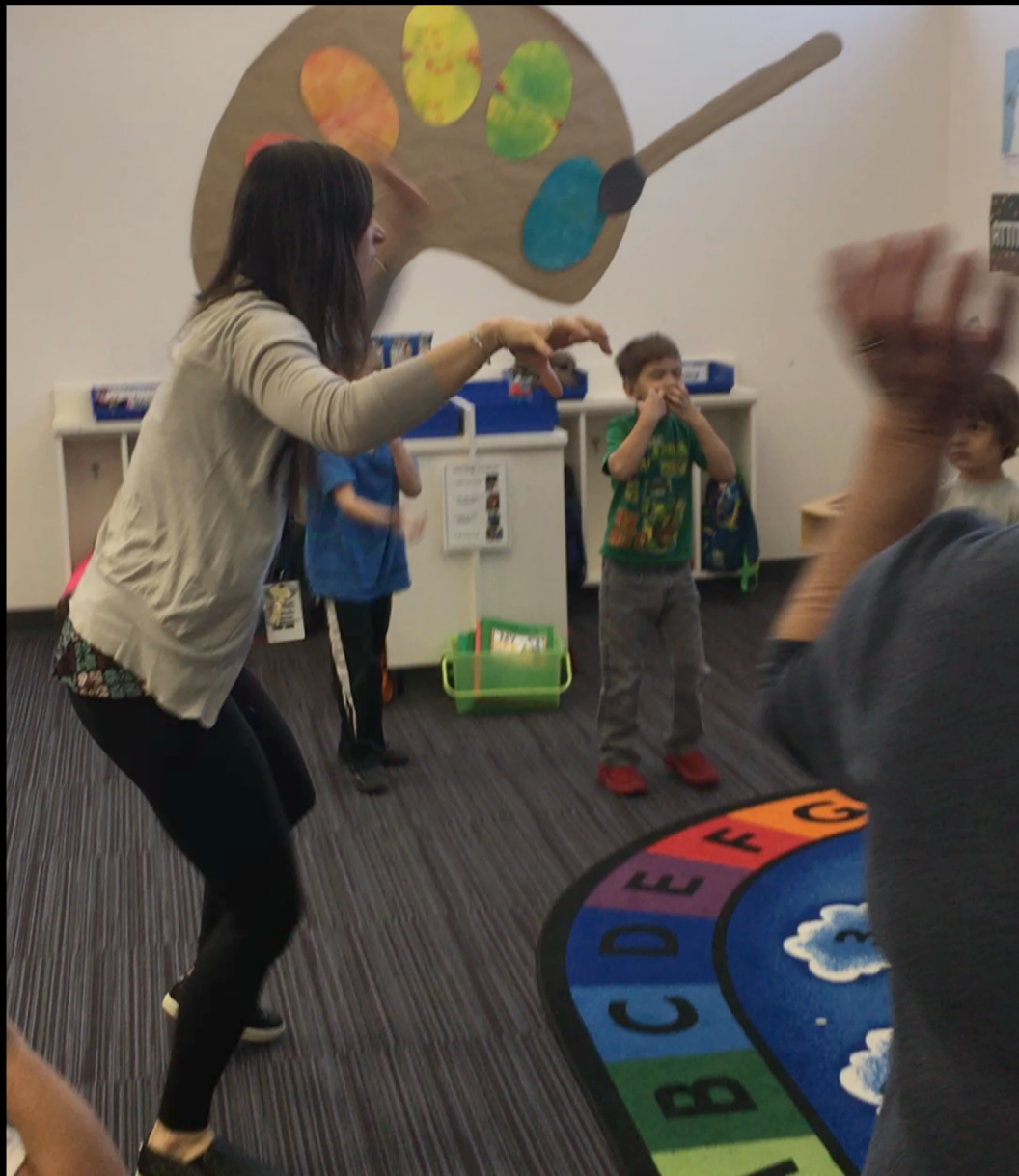


Life at

RMDS

Why we do what we do.





[Link to YouTube Video](#)

Communication: policy & philosophy

- How this started & evolved over time
- ASL supports Spoken English
- Language modeling: adults fluent in ASL and English





So... what does research say?



Advantages of Early Visual Language¹

“Acquiring a complete first language during early childhood is critical for later reading comprehension”



Advantages of Early Visual Language¹

“A language foundation is an important factor in spoken language development.”



The Benefits of Bilingualism²

“Bilingualism is the norm today in most parts of the world (but not yet in the U.S.),”



The Benefits of Bilingualism²

“Fluency in one language supports the development of fluency in a second language; becoming bilingual does not detract or interfere with development in the other language.”



The Benefits of Bilingualism²

“when young hearing signers combine signs and spoken words in a single utterance, it is not an indication of language confusion, but instead it is a systematic and predictable behavior similar to the code-switching produced by highly fluent and proficient adults.”



Spoken Language Development Among Native Signing Children With Cochlear Implants³

“show comparable English scores for the CI and hearing groups on a variety of standardized language measures,”



Spoken Language Development Among Native Signing Children With Cochlear Implants³

“natural signing language input does no harm and may mitigate negative effects of early auditory deprivation for spoken language development.”



Bilingualism at RMDS

Language development: to the fullest

How both languages support each other

100% access to language(s) at all times

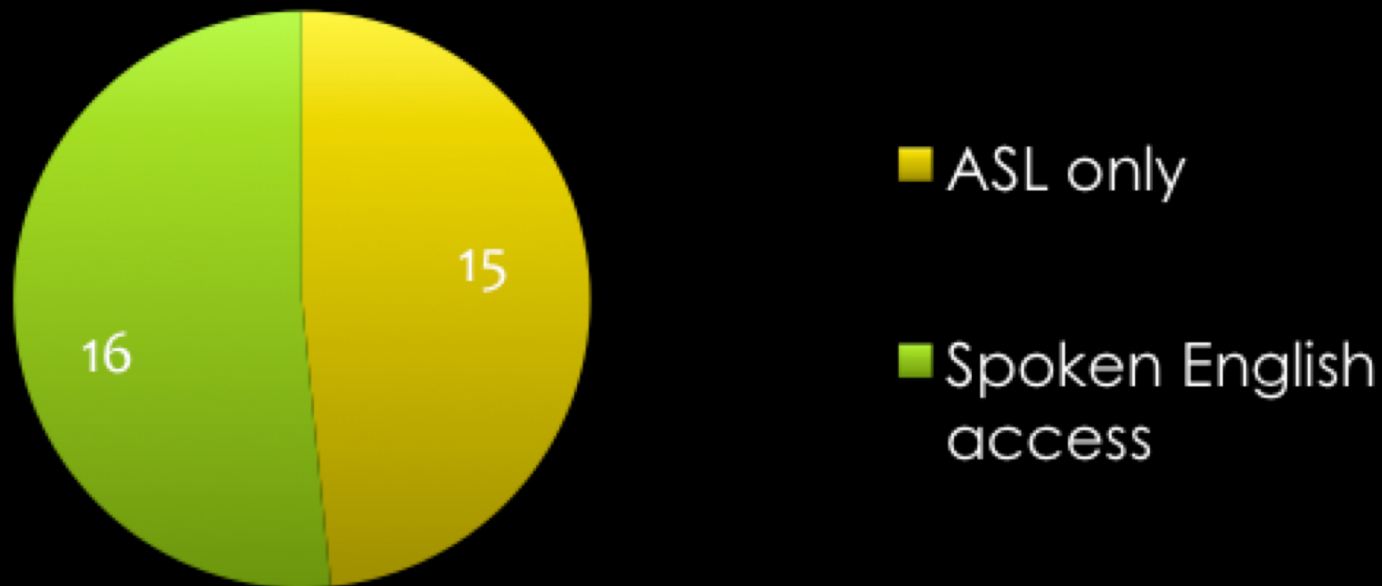
Language modeling: our resources



Data from RMDS

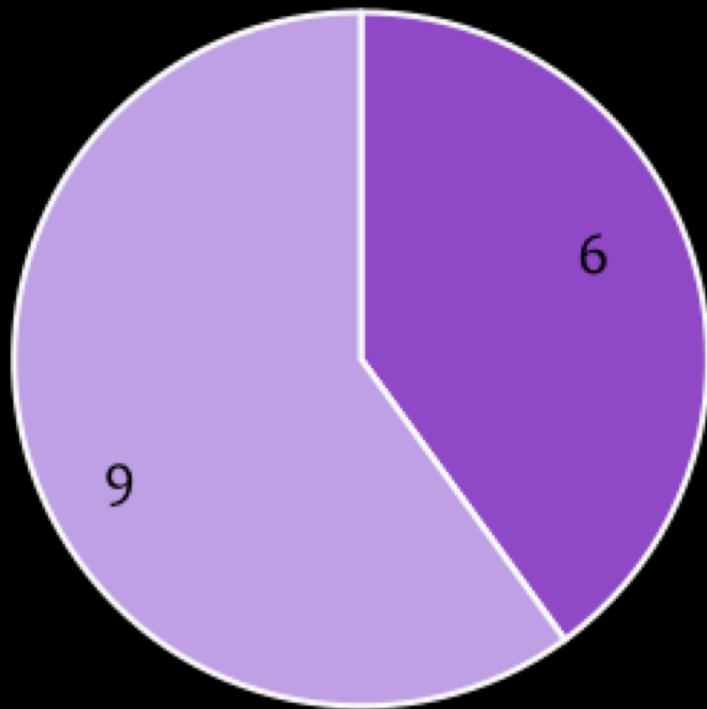


Our population: Pre-School through 3rd grade



15 students have been at RMDS for more than 3 years

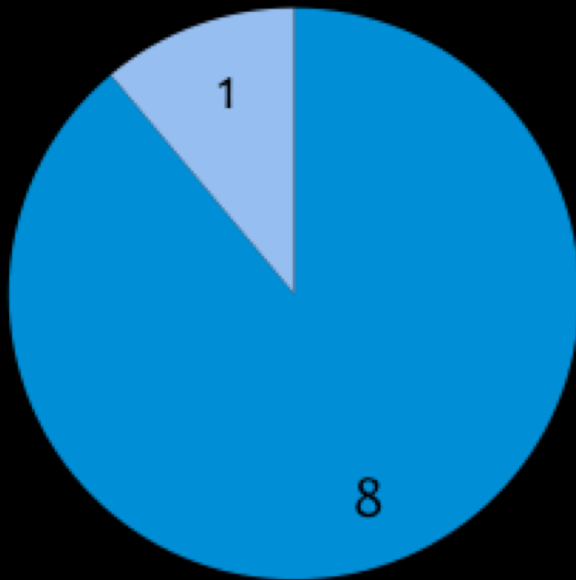
Students who have been at RMDS for 3+ years



■ No additional disabilities

■ Students with additional disabilities

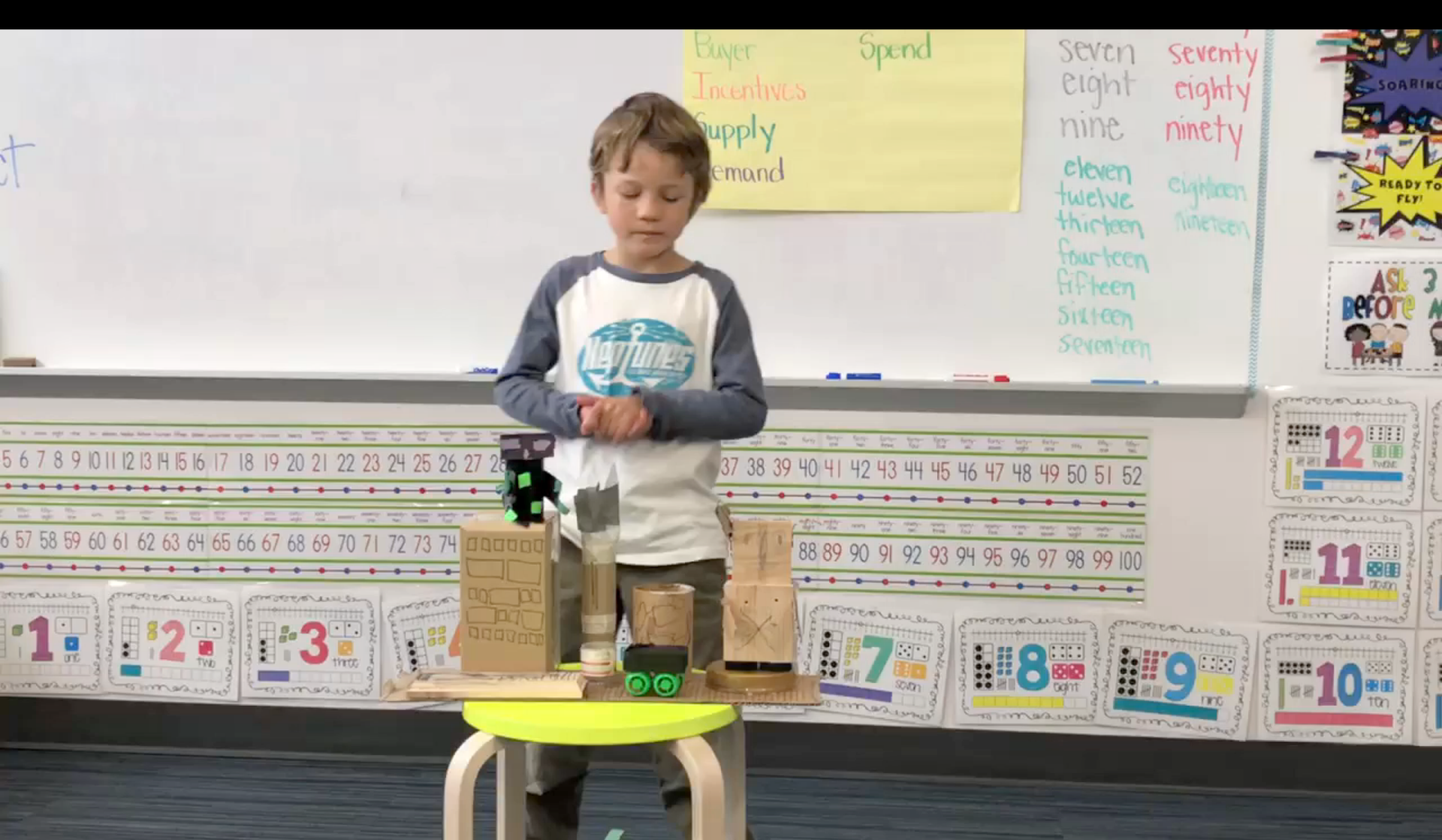
Students without additional disabilities that have been at RMDS for more than 3 years



- Students on or above level
- Students not on level

Introducing our diverse
bilingual students at
RMDS.

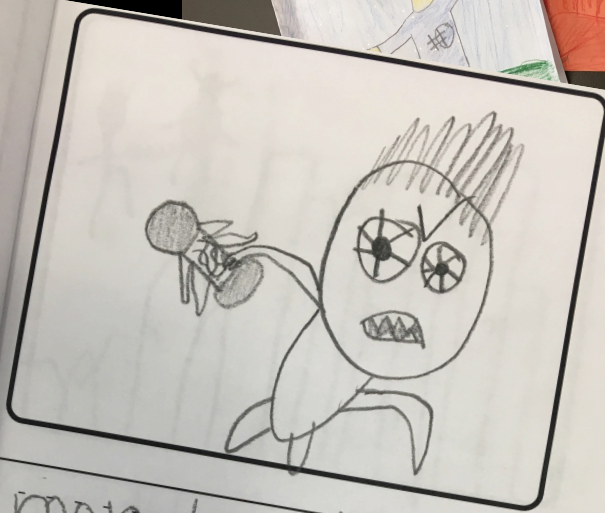
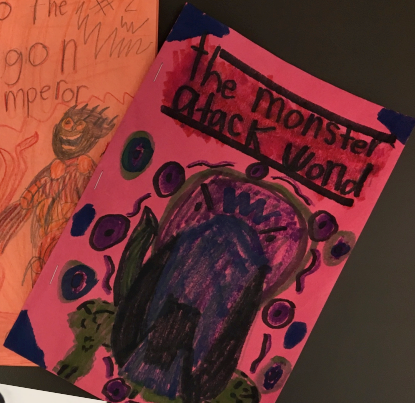
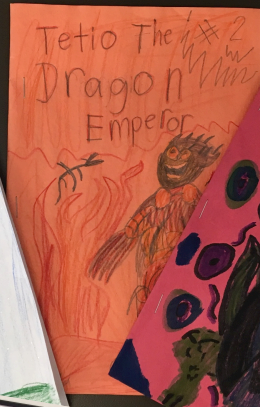
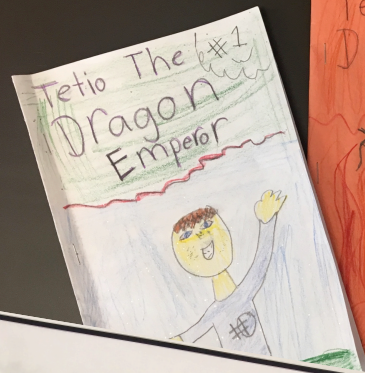




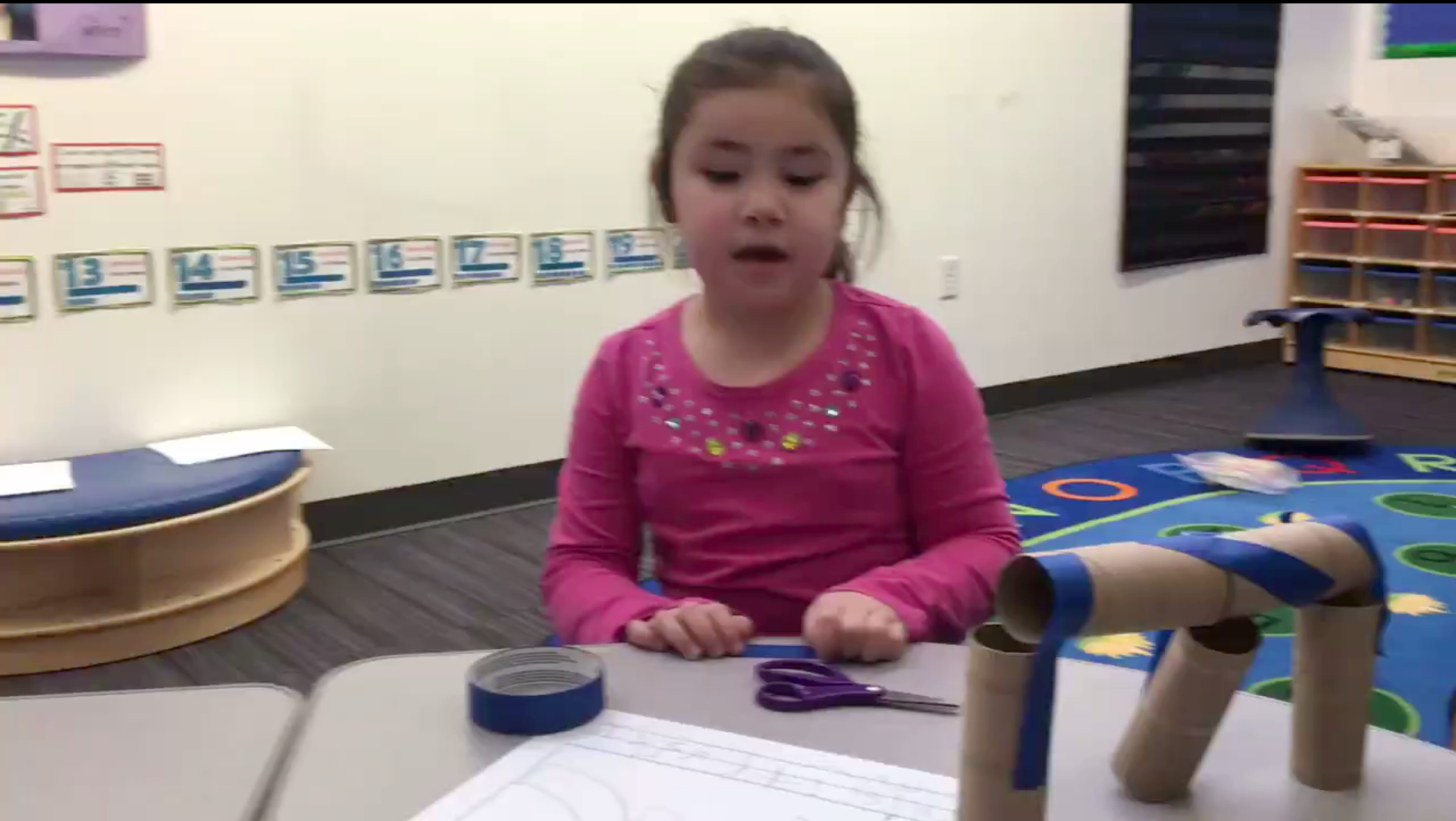
[Link to YouTube Video](#)



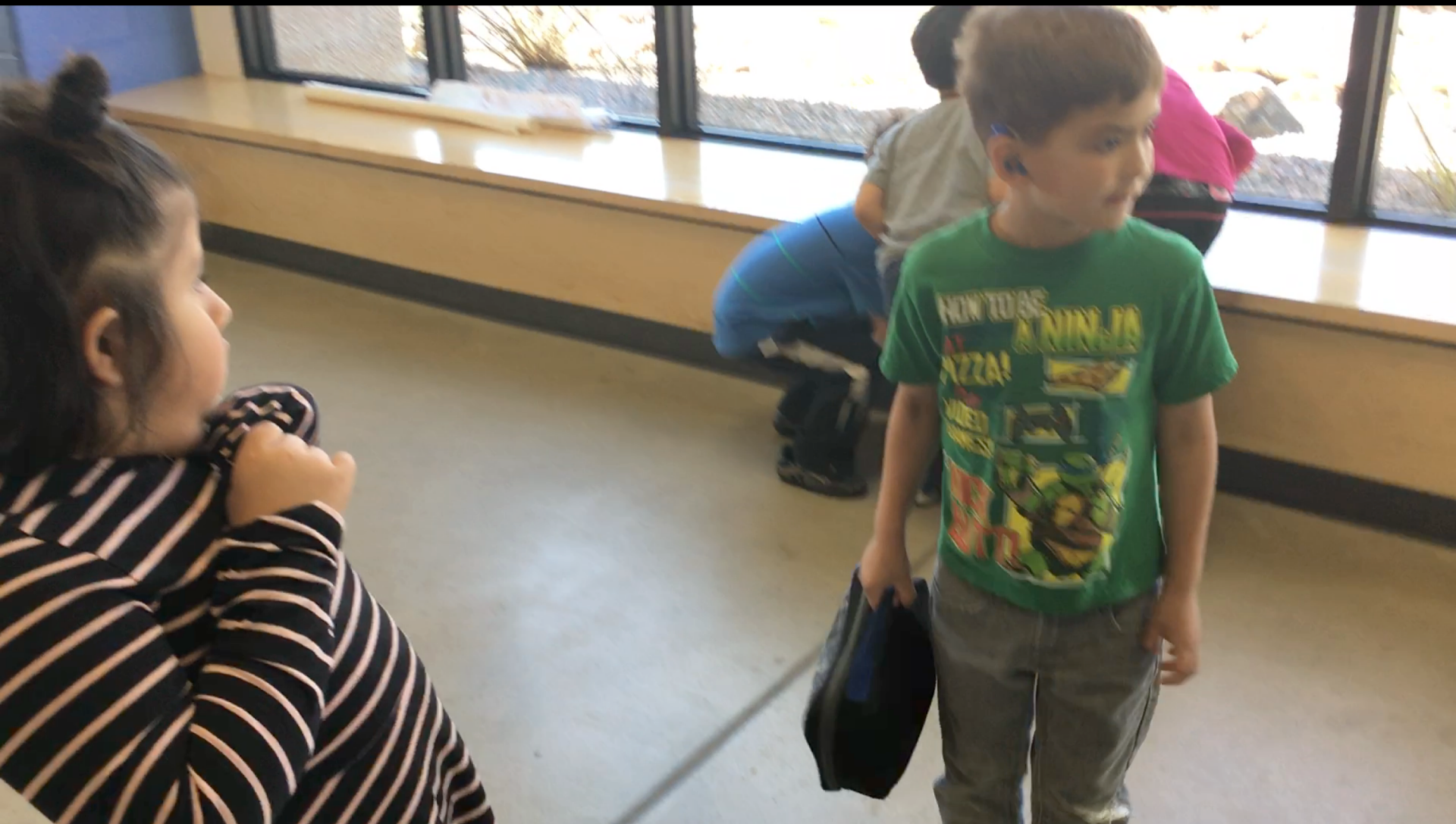
Dream of the ocean
 It was wonderful at the ocean
 The ocean was blue, shiny. I
 touched my toe in the shiny water
 it was warm, the waves crashed
 on the rocks. Surfers rode under
 the waves, and toppled. I put my
 whole body in the water, with
 an big jump, making an big
 splash, that went over 2 of men
 and they got mad. I swam around
 the pool of the ocean. I put on my
 goggles on and went under water
 I saw different kinds of fish
 and eel. I even saw an squid.
 I went out of the water and
 went to get an bucket. Then
 I went to the beach, starting
 to build an big sand castle, which
 has fish inside the bucket
 water, in the hollow of
 sandcastle, and there was a
 sea sand at top, on top.
 The next day, I went down
 to the ocean again. Big
 went over me and got
 fish under the water
 up, saving some for their children.



monster. Monster
 was using the
 fire drink to
 throw at the
 house. He said
 "Sh no!" He jumped



[Link to YouTube Video](#)



[Link to YouTube Video](#)





[Link to YouTube Video](#)



[Link to YouTube Video](#)

Finally we hope that the IPAD and POC Operations are things that you think and feel

2/8/2018

Innovation Lab

TEST & PRESENTATION

What materials did you use to build your robot?
Did your robot work? If not, why?
What changes would you make to your robot?

Nearest Nickel

.01	→ .00
.02	→ .00
.03	→ .05
.04	→ .05
.05	
.06	→ .05
.07	→ .05
.08	→ .10
.09	→ .10
.10	



[Link to YouTube Video](#)





[Link to YouTube Video](#)

Activities and strategies that
we use at RMDS.



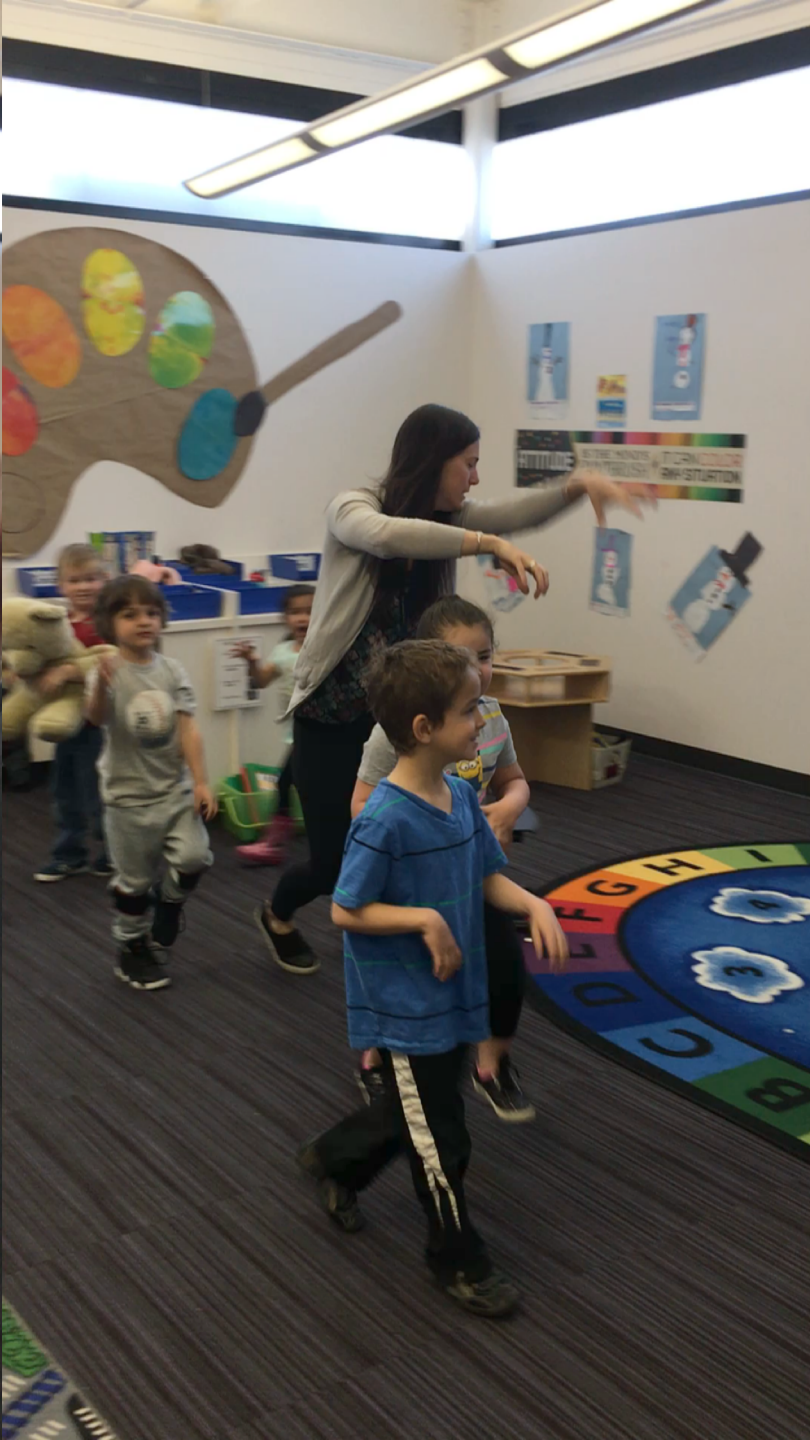
Language Usage

- Most classes are through ASL
- SLP services provided to students based on IEP team decisions
- All preschool, pre-K and Kindergarten students receive 30-60 minutes a day of Spoken English





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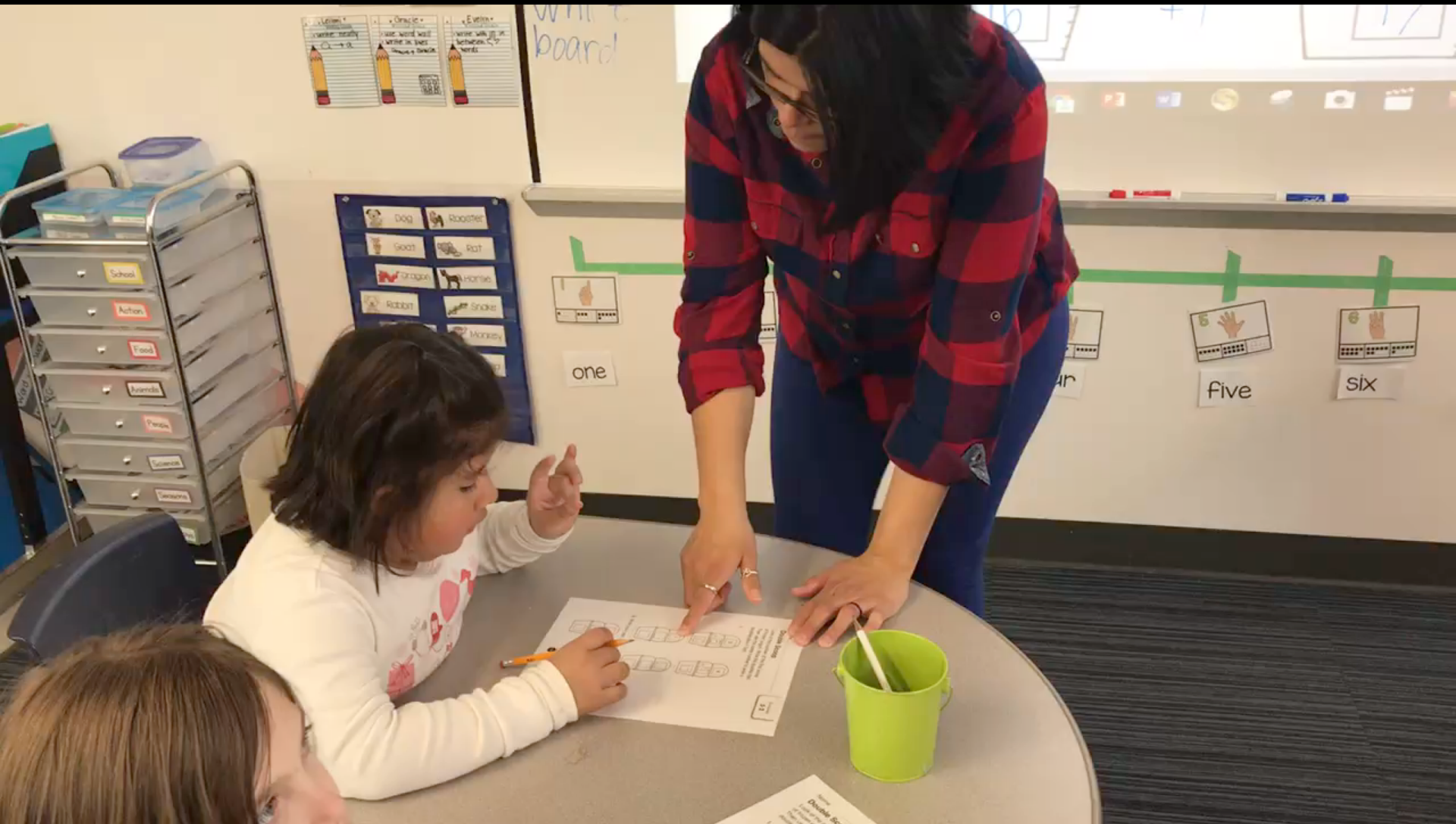


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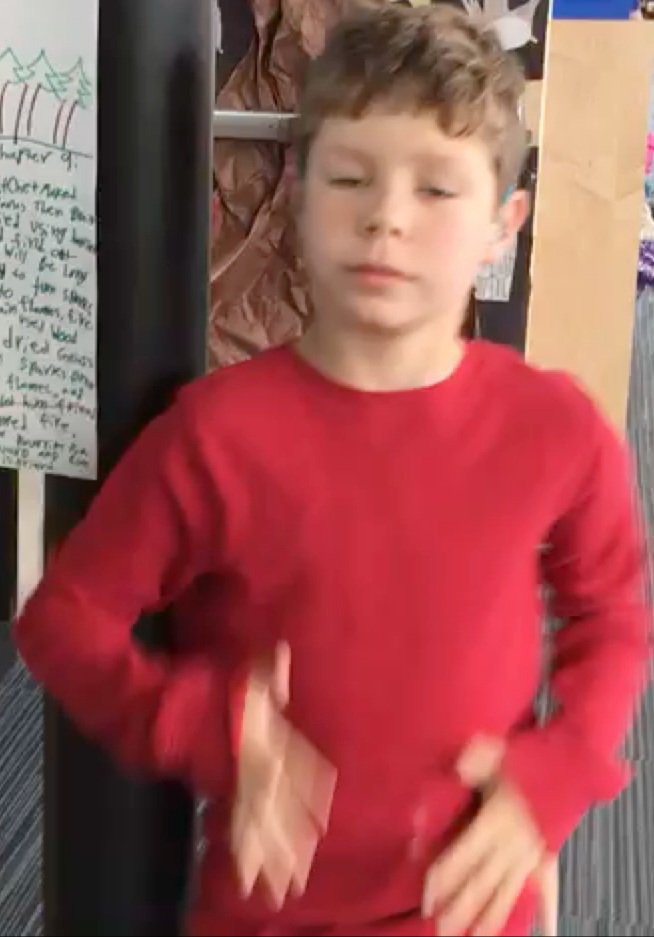
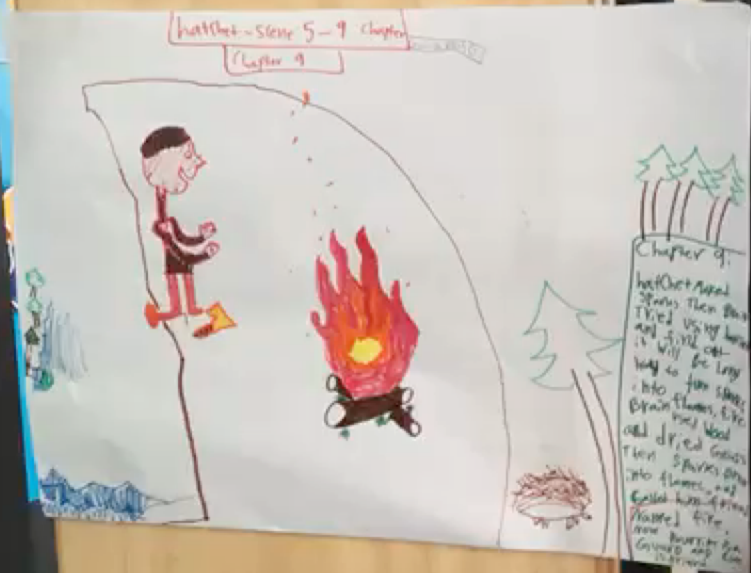




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We've shared the Who... the Why... the How of supporting literacy skills auditorally and visually.

Questions?

Comments?



Research Cited

[1] Visual Language and Visual Learning Science of Learning Center. (2011, January). Advantages of Early Visual Language (Research Brief No. 2). Washington, DC: Sharon Baker.

[2] Visual Language and Visual Learning Science of Learning Center. (2012, June). The Benefits of Bilingualism (Research Brief No. 7). Washington DC: Sarah Fish and Jill P. Morford.

[3] Davidson, K., Lillo-Martin, D. & D. Chen Pichler (2014). Spoken English language development among native signing children with cochlear implants. *Journal of Deaf Studies and Deaf Education* 19.2, 238-250.



Thank you!

