

Signing Exact English

What? Why? How?

Sheila Dills, M.A. Ed. Deaf Education

Emily Buettemeier, M.A. Ed. Deaf Education

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Who are we?

Who are you?

Please turn to a neighbor and answer one, all or some of the following questions:

What made you sign up?

Why do you want to learn more about S.E.E.?

How did you get interested in this presentation?

Presentation Objectives

- Define **what** S.E.E. is and clarify what it isn't
- Explain **why** S.E.E. was created and why it is still being used
- Identify **how** S.E.E. supports positive student outcomes and maintains connections to listening and spoken language programs and/or American Sign Language (ASL)

Pop Quiz!

We want to know if you know
what S.E.E is.

#1 True or False?

Signing Exact English was created by Gerilee Gustason, a Deaf woman, and Esther Zawolkow, a CODA (child of Deaf adult)!

The Hearing Community in Deaf S.E.E.

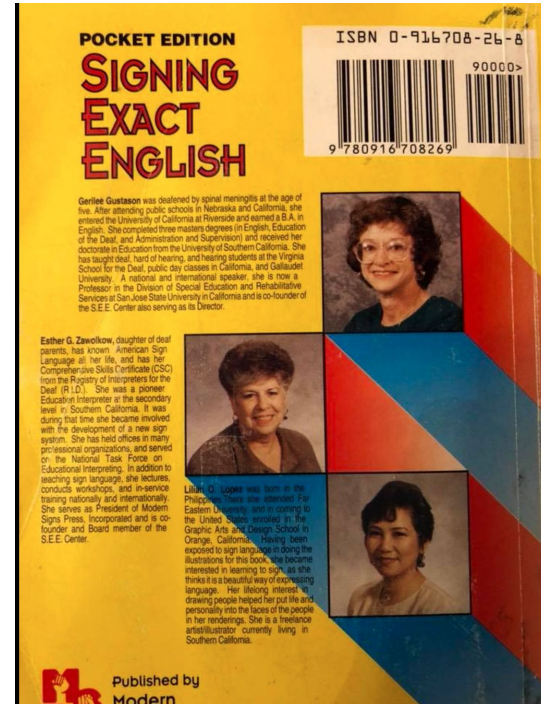
FALSE



#2 Multiple Choice

What does S.E.E. stand for?

- A. Signed English Exactly
- B. Signing Exact English
- C. Seeing Exact English
- D. Signed Exact English



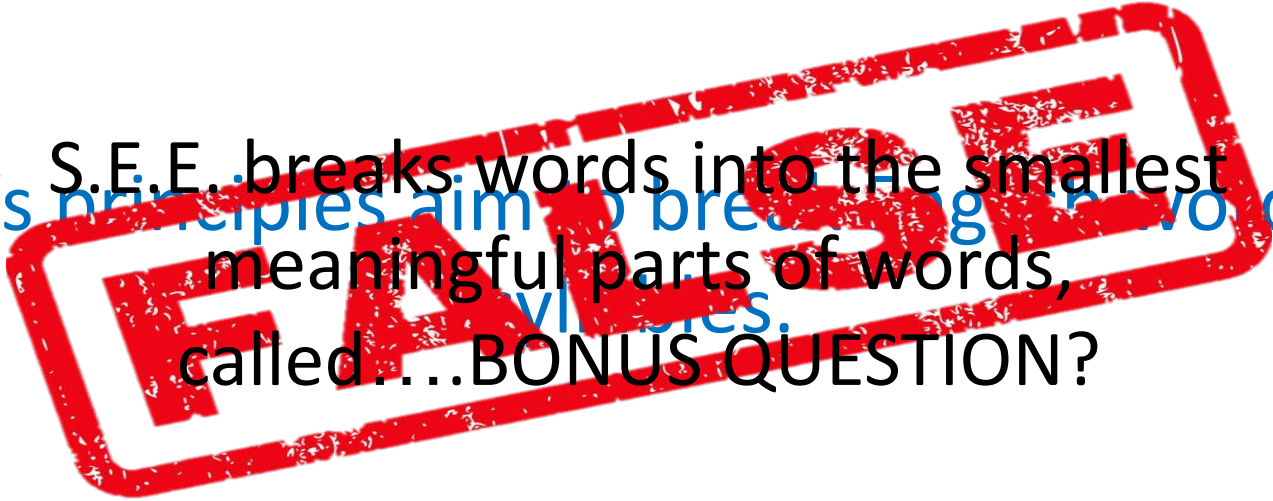
#3 True or False?

S.E.E. is a visual representation of English, not a sign system, not a sign language.



#4 True or False?

S.E.E.'s principles aim to break words into meaningful parts of words, called....**BONUS QUESTION?**



MORPHEMES!

(more about that in a minute!)

Gerilee Explains Why She Created S.E.E.

What Is S.E.E.?

- **S.E.E. is** a representation of English and it parallels reading and writing
- **S.E.E. is** a manual method of coding grammatically-correct, authentic English
- **S.E.E. is** regulated and updated by the S.E.E. Center which is located in California.

What Isn't S.E.E.?

- S.E.E. is **not** partially signing what you are saying
- S.E.E. is **not** conceptually accurate visually
- S.E.E. is **not** it's own language, it is English

S.E.E. compared to ASL?

- ASL is American Sign Language, a recognized language separate from English that has its own structure and grammar and vocabulary
- S.E.E. is a sign system modeled after the (American) spoken English language
- ASL is used without spoken English, as it does not directly translate into English
- S.E.E. borrows a lot of the same base vocabulary that is found in ASL, but each have their own unique signs
 - Some signs in ASL do not have an English translation (Example: but train)
 - Some signs in S.E.E. are different from the ASL sign due to English grammar, i.e. multiple meanings, conjugation, etc.
 - Many base signs are similar (Example: colors, alphabet, numbers - basic verbs nouns and adjectives)

S.E.E. compared to ASL?

What's the difference?

Morphemes!

- Morphemes are the smallest part of an English word that hold meaning
- They can even be smaller than root words
- Examples of morphemes include:
 - “s” added to nouns to indicate plurality
 - “ed” or “ing” added to verbs to indicate tense
 - “un” or “non” added to words to indicate negation

What's the difference?

Morphemes!

Mini S.E.E. Workshop

Get your hands ready!!

- The Rule of 3 - Must meet 2 of 3 below
 - Spelled the Same
 - Sounds the Same
 - Means the Same
- Examples and Practice
 - write/right/right
 - left/left
 - record/record
 - Mysteries still to this day? Krispy Kreme

Mini S.E.E. Workshop

Get your hands ready!!

- Affixes
 - Prefixes: dis-, re-, an-
 - Suffixes: -ing, -s, -ed
- Example - Video

Mini S.E.E. Workshop

Affixes example

Mini S.E.E. Workshop

Get your hands ready!!

- Affixes
 - Prefixes: dis-, re-, an-
 - Suffixes: -ing, -s, -ed
- Example - Video
- Practice
 - Pick a root word!

Mini S.E.E. Workshop

Get your hands ready!!

- Conjugation and Backtracking
- Examples
 - left
 - felt
 - drunk
 - thought
 - saw

Mini S.E.E. Workshop

Get your hands ready!!

- Conceptual English
- Practice
 - Conceptual compound words: outlet, snowman, backpack, goldfish, birthday
 - Non-conceptual compound words: butterfly, strawberry
 - Potential exceptions: pancake, ice cream, popcorn, hearing aid
 - Multiple Meanings: ring, duck, park, watch, trip, sink
- Video Example

Mini S.E.E. Workshop

Video example of Conceptual English

You did it!



QUESTIONS & BREAK

Pop Quiz!

We want to know if you know **why** S.E.E. was created and **why** it is still used.

#1 True or False?

S.E.E. was invented to help
deaf and hard-of-hearing children

TRUE

#2 True or False?

“Statistically deaf and hard of hearing students on average graduate reading at grade level. Approximately half of students who are D/HH do not read as their hearing peers do and plateau at about the fourth-grade level when evaluated with standardized measures” (Paul et al., 2013)

#3 Multiple Choice

When deaf/hard of hearing children get hearing technology...

B.

It can take years for children to

- A. They can hear and understand right away
- B. They could take years to develop auditory comprehension of speech sounds
- C. They will be able to hear all the speech sounds someday
- D. Their brains process speech the same way hearing children do

do.

#4 True or False?

Speech and Hearing are synonymous with
Language and Comprehension.

FALSE

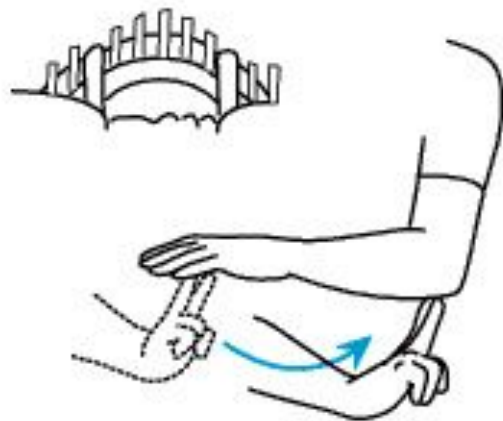
Just because a student has access to sounds and speech you can understand, it does NOT mean they can understand or have developmentally appropriate language.

Research Since the 1800s Has Indicated:

- Most parents/guardians are hearing and use English
- Access to a full language leads to proficiency in that language
- Bilingual skills are best developed at a young age
- Written English language proficiency is needed for higher education and employment in the US

S.E.E. Is A Bridge...

between what a child partially hears...



...and what they read and write.

Why Grammatically-Accurate English Sign?

- Children who are D/HH deserve to develop the same degree of English proficiency as their hearing peers
- Teachers of hearing children model proficient English and children who are exposed to a full language, will learn that language.

Why Grammatically-Accurate English Sign?

- ADD Video of teaching in Signing
Exact English at a high level of English



It's Not Just Equipment

- “tense-marking development of children with CIs (who did not sign) over a 3-year period. Guo et al. found that at 4–5 years postimplantation, the children produced tense markers at a significantly lower rate than their hearing peers” (Guo et al. 2013)
- Our observations in the field show that cochlear implants trend more so now toward high frequency access, but skewed vowels, whereas hearing aids have less
- In short - audiograms are all over the place!
- Using S.E.E. aids in recognizing and saying all the important parts of words and the “little words” such as pronouns, conjunctions, etc, which can help close the gap that some deaf and hard of hearing students have

ADD video of kid spelling test or writing based on what they hear vs. based on seeing sign

It's Not Just Equipment

It's Not Just For Reception

- For deaf and hard of hearing children, their auditory and speech skills are not necessarily connected.
- S.E.E. is also used as a tool for intelligibility for students whose speech is not clear.

It's Also For Expression!

It's Also For Expression!

Pop Quiz!

We want to know if you know
how S.E.E is used.

#1 True or False?

S.E.E. can be used in a program that also supports
listening and spoken language development AND
S.E.E. can be used in a program that supports
ASL.

TRUE

Stay tuned for more video
examples of this!

#2 True or False?

S.E.E. is the right choice for every deaf and hard of hearing student's education.

FALSE

Children all learn differently and have different needs. We in no way advocate for a one size fits all approach and support parents' right to choose the path for their child.

#3 True or False?

We've seen SEE work for students who also have: auditory neuropathy, cerebral palsy, autism, apraxia, and more!

TRUE

#4 True or False?

S.E.E. prevents children from learning English in developmentally appropriate ways.

Children learn S.E.E. just as they would learn English. The English is modeled as a full language system, and the students develop language skills appropriate for their chronological and/or hearing age.

Developmentally Appropriate S.E.E

Videos of S.E.E. in Action



Video of S.E.E. in Academic Classes

Videos of S.E.E. with Listening and Spoken Language Strategies

Videos of S.E.E. with Listening and Spoken Language Strategies

Let's S.E.E. Those Kids Read!



Videos of S.E.E. with students who use ASL as their first language

Videos of S.E.E. with students who use ASL as their first language

The Marriage of ASL and S.E.E.

- Although S.E.E. is English, it is still a visual language and we can adapt S.E.E. to embody the beautiful features of ASL
 - Re-duplication, directionality, scale, body placement
 - Classifiers that are not signs
 - Comparing and contrasting with students
 - Facial expressions
- Bilingualism in S.E.E. and ASL is possible!
- Video Examples - The Very Hungry Caterpillar

The Marriage of ASL and S.E.E.

“*The Very Hungry Caterpillar* is a story about a small caterpillar who emerges from an egg and begins eating everything in sight. After six days of eating fruits, sweets, and “junk” food, he gets a stomach ache. On the seventh day, the caterpillar eats a “nice leaf” and feels much better. The now big, fat, and not-hungry caterpillar builds a cocoon around himself and finally emerges as a beautiful butterfly.”

The Marriage of ASL and S.E.E.

ASL

SEE

The Marriage of ASL and S.E.E.

- Although S.E.E. is English, it is still a visual language and we can adapt S.E.E. to embody the beautiful features of ASL
 - Re-duplication, directionality, scale, body placement
 - Classifiers that are not signs
 - Comparing and contrasting with students
 - Facial expressions
- Video Examples - The Very Hungry Caterpillar
- Share Out: can you think of some examples?

Questions?



Contact Information:

Sheila Dills: s.dills@northwestschool.com

Emily Buettemeier: e.buettemeier@northwestschool.com