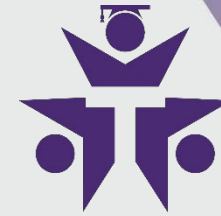
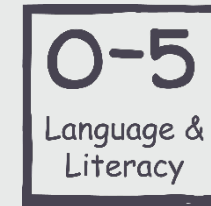


3 Types of Fun

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



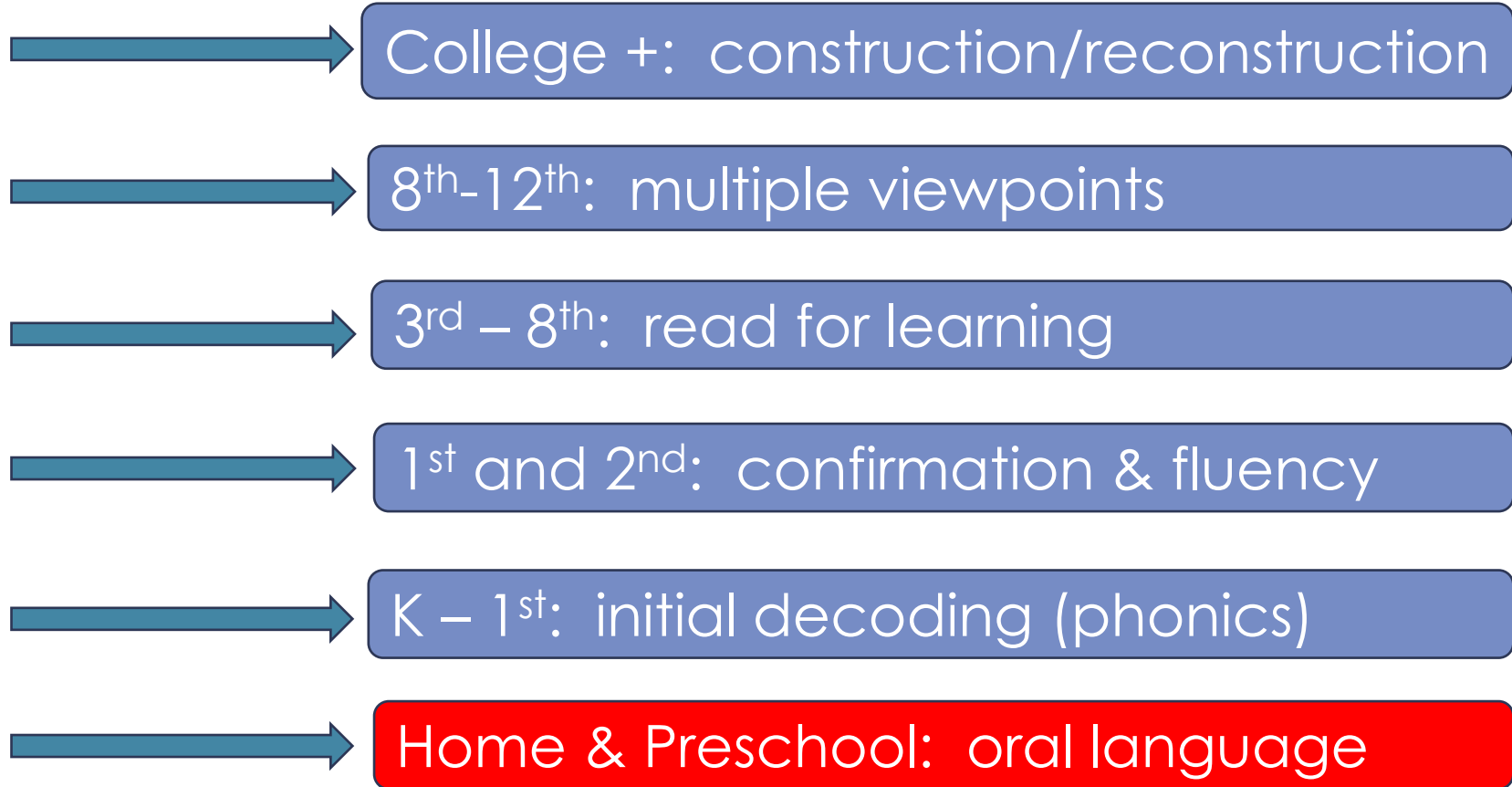
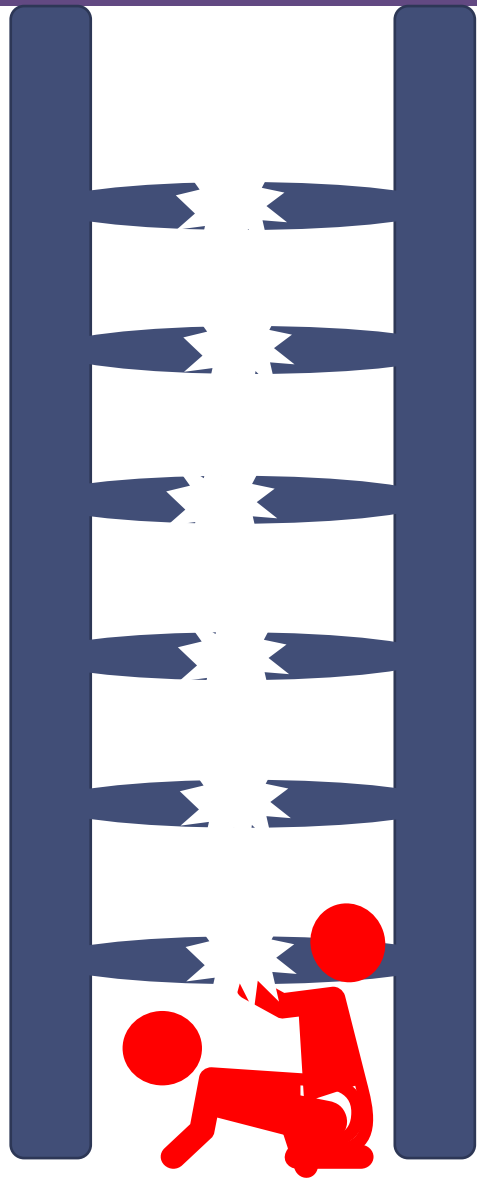
Tennessee
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DEAF MENTOR &
PARENT ADVISOR PROGRAM



Stages of Reading



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

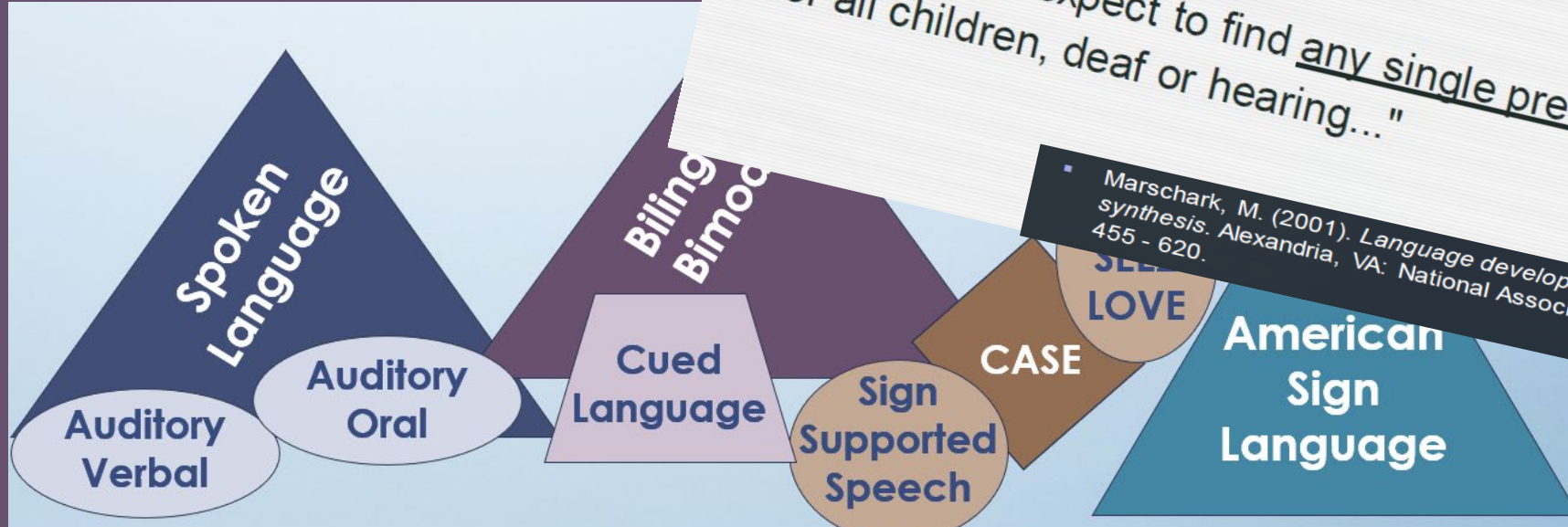


More thoughts...

"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.



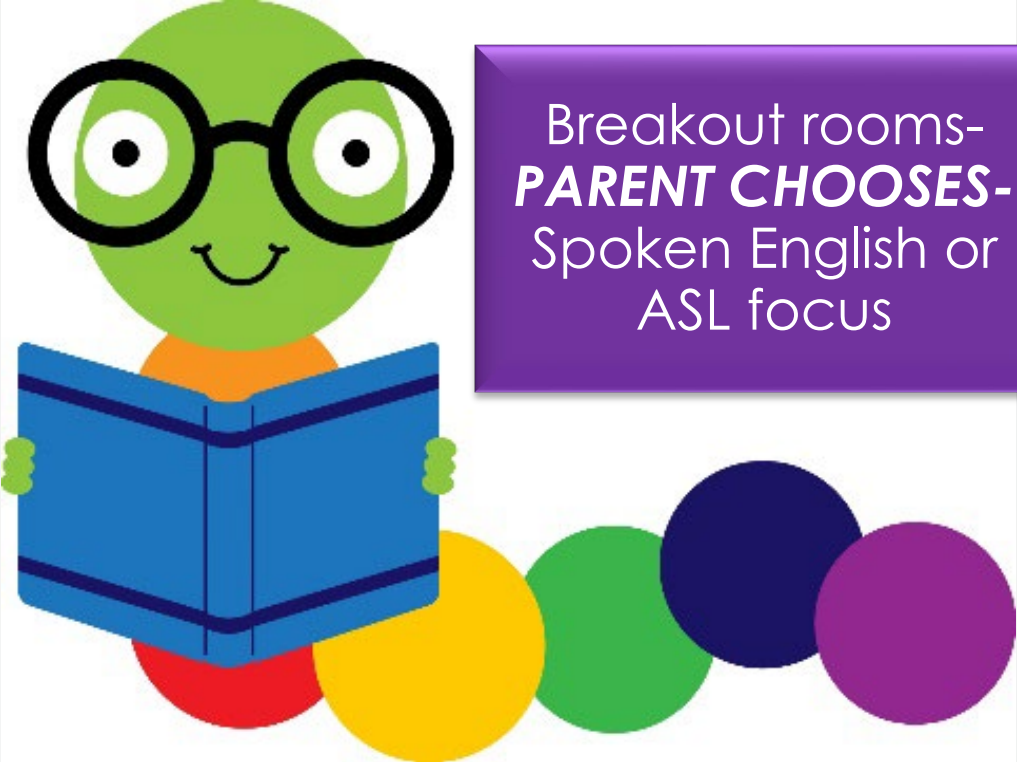
Tennessee
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Bookworm Buddies

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**

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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>

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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>

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Representative, & Parent Advisor
Supervisor

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

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THANK YOU!



Tennessee Schools for the Deaf