



MOVING FROM "EITHER/OR" TO "AND" IN EI: FAMILIES SHARE

EHDI CONFERENCE
03/06/2023; 2-2:30PM
BETTIE T. PETERSEN, PHD

GOALS FOR THIS SESSION

Identify

- reasons why families want a bilingual/bimodal approach

Examine

- your EHDI program and identify possible barriers to families

Compile

- a list of resources and programs to support families in your area



RISKS OF USING AN EITHER/OR APPROACH

Language deprivation (Humphries et al., 2019)

- Cognition
- Socioemotional health
- Literacy

We don't KNOW what approach will work best for the child

We don't KNOW if there will be enough access

PROFILES OF THE FAMILIES

Parent (Child)	Jason (Emily)	Phil (Milo)	Danielle (Len)	Jasmine (Sean & Jackson)	Matthew (Oliver)
Child's Hearing	Mixed Mild to Mod; HAs (late identified)	Sev-Prof; Cls	Profound; Cls	Sean – Prof; Cls Jackson – Mild to Sev; HAs	Profound; Cls
Parent's Education	Associate Degree	Graduate Degree	Graduate Degree	Bachelor's Degree	Graduate Degree
Income	\$50-74,000	\$150,000+	\$50-74,000	Less than \$20,000	\$100-150,000
Access to ASL	Tried to learn ASL online/apps	Hired ASL tutors	Hearing SLP who signed (only few months involved)	Deaf Mentor	Hired Deaf Nanny
EI support or barrier	No Deaf or signing EI; encouraged bilingual	No Deaf or signing EI; told to sign less	No Deaf EI; told not to sign	Deaf Admin; encouraged bilingual	No Deaf in EI; derogatory comments about Deaf adults

FAMILIES WANT BILINGUALISM

- Communication with their child
 - Communication with extended family
- Benefits of bilingualism
 - Identity
 - Choices
 - Belonging

PETERSEN, B. T. (2022). *HOW HEARING PARENTS WITH DEAF OR HARD OF HEARING CHILDREN CONSTRUCT DEAFNESS THROUGH THEIR EARLY INTERVENTION EXPERIENCE* [DOCTORAL DISSERTATION, UNIVERSITY OF NEW MEXICO]. UNIVERSITY OF NEW MEXICO DIGITAL REPOSITORY. [HTTPS://DIGITALREPOSITORY.UNM.EDU/EDUC_LLSS_ETDS/138](https://digitalrepository.unm.edu/educ_llss_etds/138)



HOW EI HAS BEEN A BARRIER

- Practitioners telling them not to use ASL
- NO access to EI providers who know ASL
- EI providers using derogatory language about ASL and/or Deaf people
- EI providers not respecting parental decisions
- Lack of Deaf EI providers

WHAT ARE BARRIERS IN YOUR PROGRAM?

HOW CAN YOU COMMIT TO REMOVING THESE BARRIERS?

MAKE A LIST OF POSSIBLE RESOURCES



Deaf Mentors/ Deaf Adults

Deaf schools

Deaf associations (commission,
National Association of the Deaf, Clerc
Center)

ASL classes

American Society for Deaf Children
(ASDC)

SignOn

Hands and Voices

Social Media: #whyIsign, Language First

ASL apps

Deaf Kids and Parents.com

THANK YOU! BETTIE.PETERSEN@UCONN.EDU

Davidson, K., Lillo-Martin, D., & Chen Pichler, D. (2014). Spoken English Language Development among Native Signing Children with Cochlear Implants. *Journal of Deaf Studies and Deaf Education*, 19, 238-250. <https://doi.org/10.1093/deafed/ent045>

Hamilton, B., & Clark, M. D. M. (2020). The Deaf Mentor Program: Benefits to Families. *Psychology*, 11, 713-736. <https://doi.org/10.4236/psych.2020.115049>

Humphries, T., Mathur, G., Napoli, D. J., Padden, C., & Rathmann, C. (2022). Deaf Children Need Rich Language Input from the Start: Support in Advising Parents. *Children*, 9(11), 1609. <https://doi.org/10.3390/children9111609>

Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D.J., Rathmann, C., & Smith, S. (2019). Support for parents of deaf children: Common questions and informed, evidence-based answers. *International Journal of Pediatric Otorhinolaryngology*, 118, 134-142. <https://doi.org/10.1016/j.ijporl.2018.12.036>

Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D. J., Padden, C., Rathmann, C., & Smith, S. (2016). Language Choices for Deaf Infants. *Clinical Pediatrics*, 55, 513-517. <https://doi.org/10.1177/0009922815616891>

Petersen, B. T. (2022). *How Hearing Parents with Deaf or Hard of Hearing Children Construct Deafness Through Their Early Intervention Experience* (Doctoral dissertation, The University of New Mexico).

Secora, K., & Smith, D. (2021). The benefit of the “and” for considerations of language modality for deaf and hard-of-hearing children. *Perspectives of the ASHA Special Interest Groups*, 6(2), 397-401.

