

# Deaf Mentor/Parent Advisor Pilot Project

## TN Legislative Research Report 2019-2022

**Alisa Weeks**, TSD 0-5 Language & Literacy- East Region Specialist & Parent Advisor

**Briella Diaz**, TSD Deaf Mentor/Parent Advisor Program Coordinator & Deaf Mentor

**Connie Robinson**, TSD 0-5 Language & Literacy- West Region Specialist, Parent Advisor & Deaf Mentor

**Emily Mills**, Parent of a D/HH Child in the Program

**Tracy Duncan**, TSD 0-5 Language & Literacy Statewide Coordinator



# Deaf Mentors



## Teaches ASL and Literacy skills

Using the SKI\*HI Deaf Mentor Curriculum as a guide and the 15 Principles of the Shared Reading Project as a reference.

## Connects Families to deaf communities, cultures, & history

Providing opportunities for families to engage with D/HH role models and advocates at their own pace, providing safe spaces for families to feel comfortable, and educating families on the history and art that deaf individuals have made.

## Role model to the child, language model to the family

D/HH children often lack access to appropriate D/HH adults to interact with, especially within rural areas. Families often are frustrated with the lack of access to qualified D/HH professionals to learn from. Deaf Mentoring offers a way to mitigate that lack.

# Parent Advisors



## Transition Support

When families transition out of Early Intervention services, it can be challenging for families to know what the next steps are. Parent Advisors offer support to families transitioning their D/HH child into daycares, preschool, and/or kindergarten. They also offer support to those facilities (daycare centers or schools) in knowing how to support the D/HH in the best way possible.

## Connects Families to Families, Resources, and Communities

Providing opportunities for families to meet and interact with other families with D/HH children of similar ages, providing awareness of various resources within the family's area that may be beneficial, and providing access to community outreach opportunities.

## Coaches Listening & Spoken English Strategies

Using the SKI\*HI Curriculum as a guide, Parent Advisors are there not to replace the work of Speech-Language Pathologists or Audiologists, but to offer support to families with an understanding of how to support their child's spoken and listening skills development at home.

# TOGETHER:



## WHY?

An opportunity to demonstrate allyship, collaboration, and support to each unique family; breaking down silos and miscommunications; building a community that bridges multiple perspectives.

## Language Assessments

Language Developmental Scale (LDS) assessments and Visual Communication Sign Language (VCSL) assessments are used to measure the child's language development.

## Child Communication Plans

Each family develops a Child Communication Plan (CCP) with their assigned Deaf Mentor and Parent Advisor to support the family's goals at home for one year's worth of services.

## 0-5 Language & Literacy Partnerships

Deaf Mentors and Parent Advisors partner with 0-5 Language & Literacy monthly events that are offered to families. Events include but are not limited to book clubs, family gatherings, workshops, and webinars.

# Deaf Mentor/Parent Advisor Pilot (DMPAP) Project

## DMPAP Project's Aim:

Outlining information from 30 participants from 2019-2022 to measure the following house committee objectives:

- Does this program make an impact on children's learning of language?
- Does this program improve families' communication with their child?
- Does this program provide families access to cultural awareness and advocacy?
- Are families satisfied with the program?



## Data Sources:

VCSL

Visual Communication and Sign Language  
Checklist

SKI\*HI LDS

SKI\*HI Language Development Scale

Deafness Perception Survey

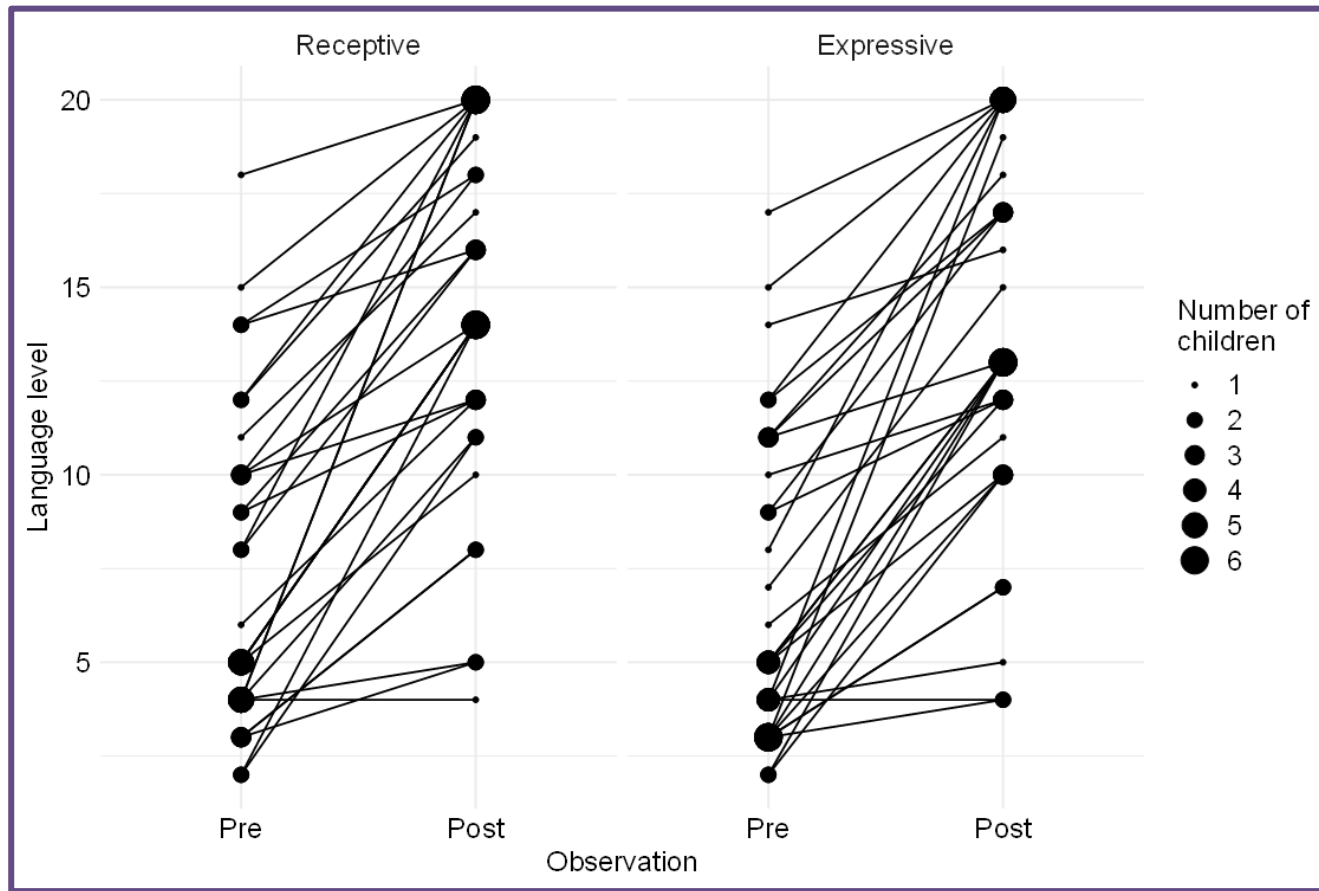
Pre/Post Program Evaluations

Home Visits/Hearing Assistance  
Technology Logs

Daily Routines Confidence  
Survey

# DMPA Project: Research & Evaluation

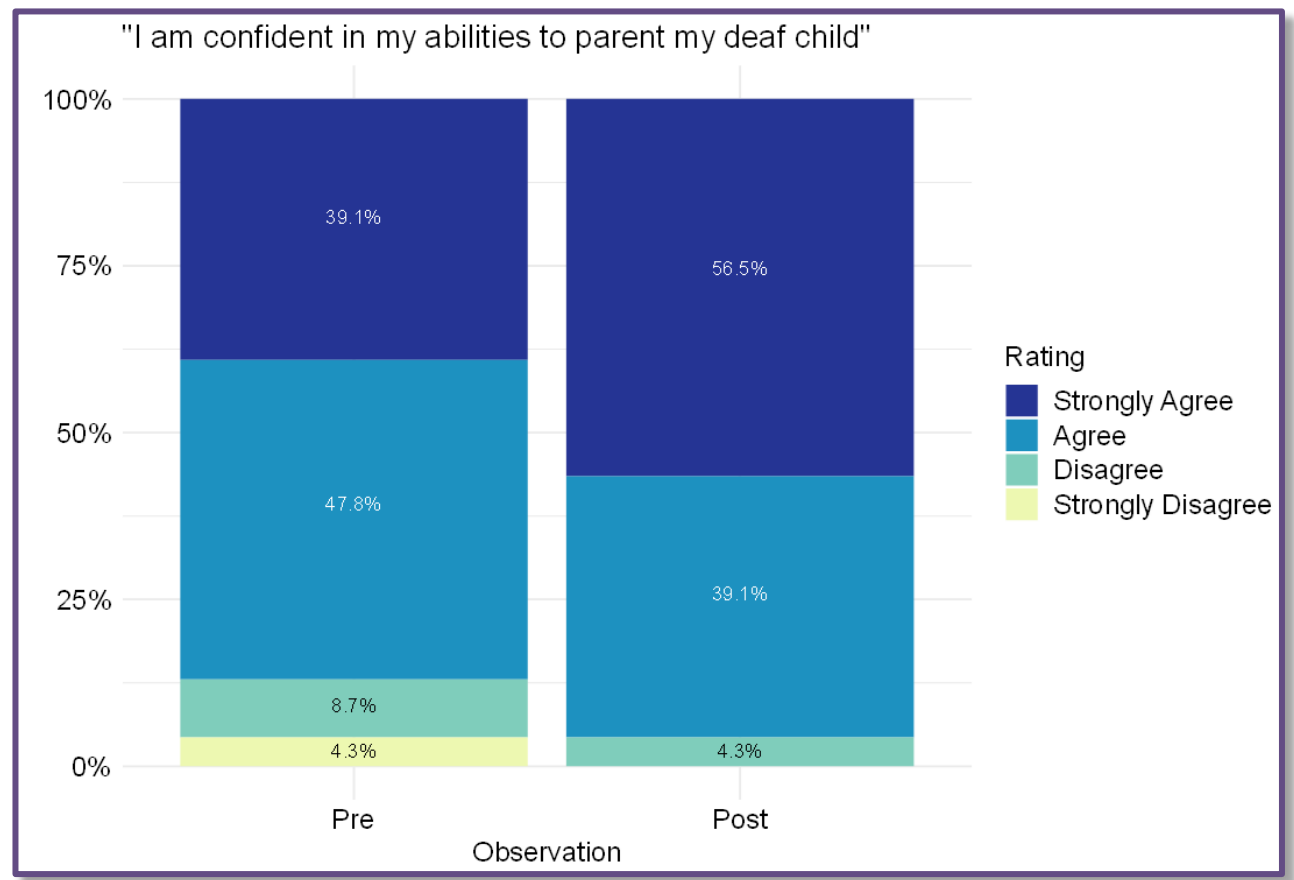
## Language Acquisition – ASL & English



- *Overall, participants experienced between 0 and 3.8 months of language gains per month in the program (median growth = 1 month).*
- *Two-thirds of children experienced at least one month of receptive and expressive language growth for each month of participation in the program.*
- *The remaining one-third of children had multiple disabilities or challenges that provided obstacles to language growth.*

# DMPA Project: Research & Evaluation (continued)

## Pre- & Post- Program Evaluation Results

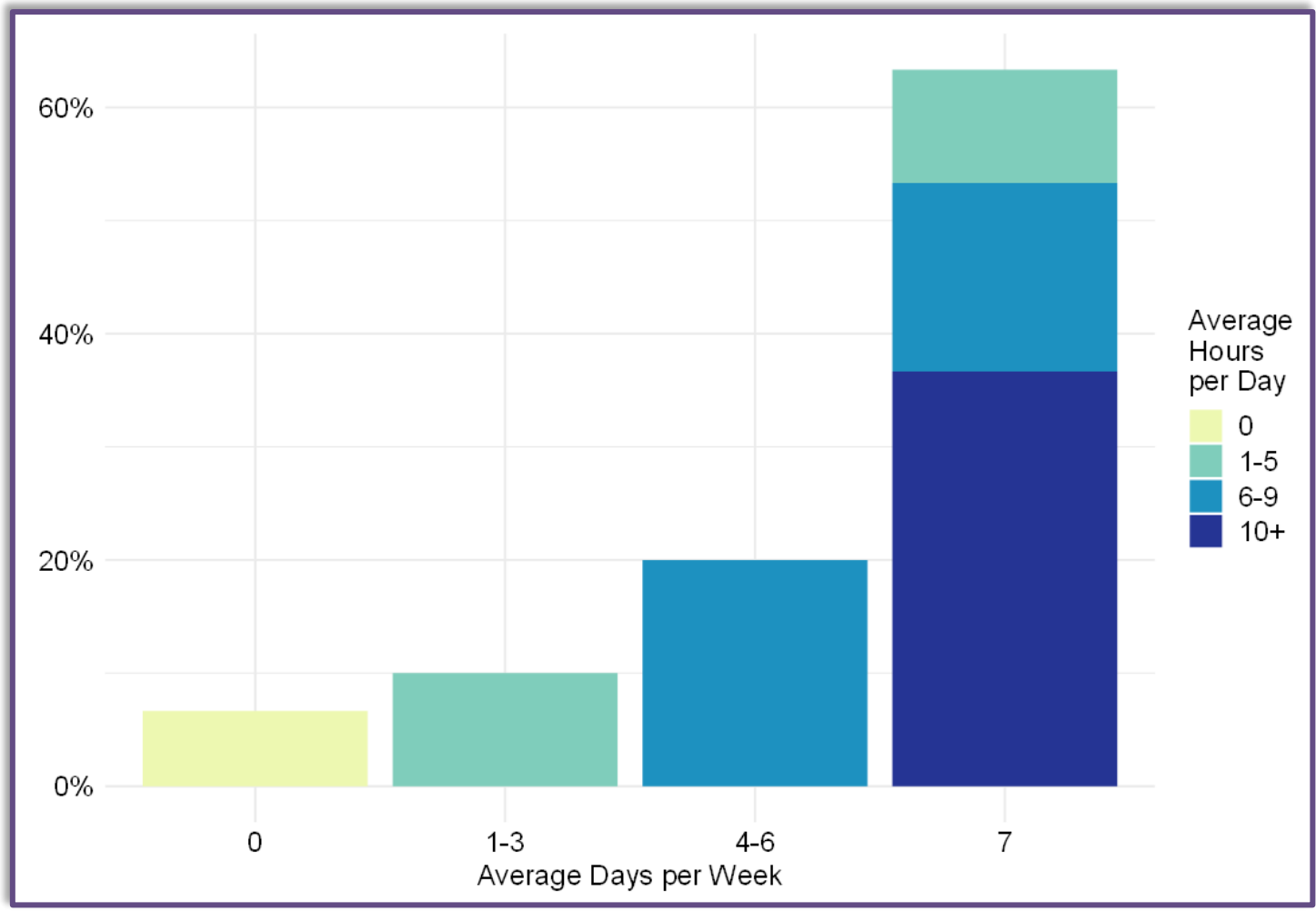


- *Deaf Mentor visits were conducted with an average of 85% of scheduled visits kept.*
- *Parent Advisor visits were conducted with an average of 77% of scheduled visits kept.*

***100% of families agreed or strongly agreed that they were satisfied with the Deaf Mentor/Parent Advisor Pilot Program – 89.7% indicating strongly agreeing and 10.3% indicating agreeing.***

# DMIPA Project: Research & Evaluation (continued)

## Hearing Aid Technology (HAT) Usage

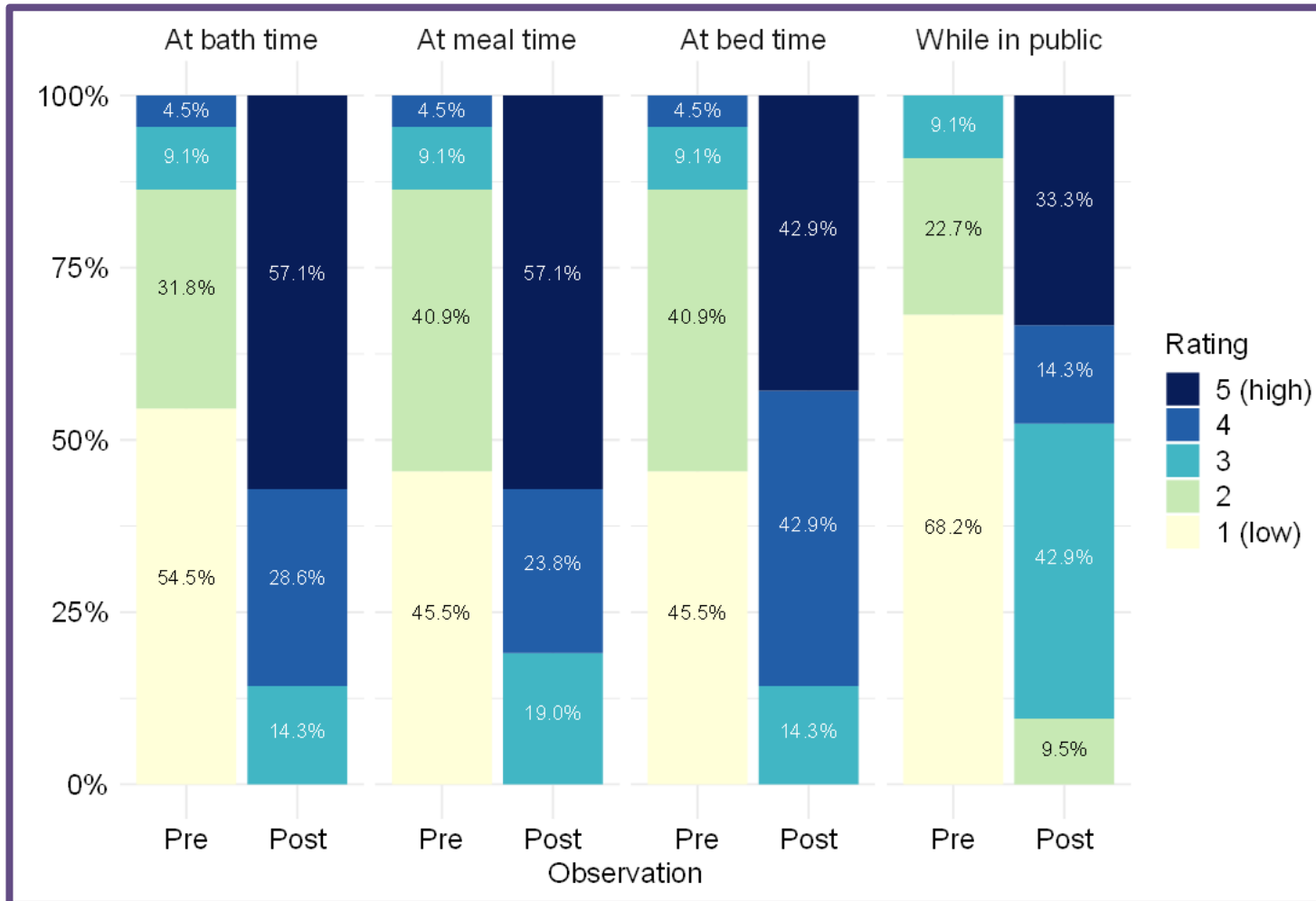


- Over 60% of families indicated that their children used HAT every day, with most using these technologies for over 6 hours a day.
- In addition to daily HAT users, 20% of families reported using these technologies four to six days a week.



# DMPPA Project: Research & Evaluation (continued)

## Confidence in Daily Routines



*100% of families agreed or strongly agreed that their confidence in using ASL and listening/spoken English had increased due to their program participation.*

# Our Story



- Diagnosed with hearing loss at 1 week old (didn't pass newborn screening)
- Got hearing aids at two months old
- Early Intervention Services didn't offer language support
- We decided to become a bilingual family (ASL/English)
- Participated in ASL Connect and online courses but needed more
- Joined the Deaf Mentor/Parent Advisor Program

## Benefits of the Deaf Mentor/Parent Advisor Program

- Safe place to learn
- Provides support as well as additional resources
- Language models
- Encourages independence
- Fostering advocacy



### The Mills Family:

Antonio (dad), Emily (mom, HoH), Josiah (15), Caleb (13), Gabe (11), Anderson (10), Jocelyn (9), and Julian (23 months, HoH)



# Contact Information



Briella Diaz, Coordinator of the Deaf  
Mentor/Parent Advisor Program



[b.diaz@tsdeaf.org](mailto:b.diaz@tsdeaf.org)



Phone: (865) 361-1180  
VP: (865) 622-9525



[Facebook – Tennessee Schools for the Deaf](#)



Becky Candino, Director of the  
Comprehensive Educational  
Resource Center (CERC)



[b.candino@tsdeaf.org](mailto:b.candino@tsdeaf.org)



Phone: (865) 771-1128  
VP: (865) 622-9525



[TSD Website – www.tsdeaf.org](http://www.tsdeaf.org)



**THANK YOU!**



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