

HOLISTIC EARLY INTERVENTION FOR THE AFRICAN DEAF CHILD: TALES AND TRANSFORMATIVE PRACTICES

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DISCLOSURE

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DISCLAIMER



**Storytelling is a viable tool for unpacking oppression
and status quo**

(Hernandez-Saca, 2021)

CONTENT

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- Deaf Education in Nigeria
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- Tales to Gap in Early Intervention Services for 0-5 Nigerian Deaf Children
- Implication of Language Deprivation from Paul and Wang (2012) Model of Cognition
- Transformative Holistic Early Intervention Practices for 0-5 Nigerian Deaf Children

Background

Early Childhood Education in Nigeria

- Multifaceted goals
- Age groups
 - 0-2: daycare / crechè
 - 2-4: kindergarten
 - 4-5: preschool
- Private and government providers
- Deaf children



(National Policy for Integrated Early Childhood Education, 2007; Salami 2016)



Deaf Education in Nigeria

- Friends of the Deaf Initiative, 1956
- Sustainable influence of Late Dr. Andrew Foster, 1960



https://www.theconfidentteacher.com/wp-content/uploads/2020/07/245-2456594_slider-tree-school-tree-png.png

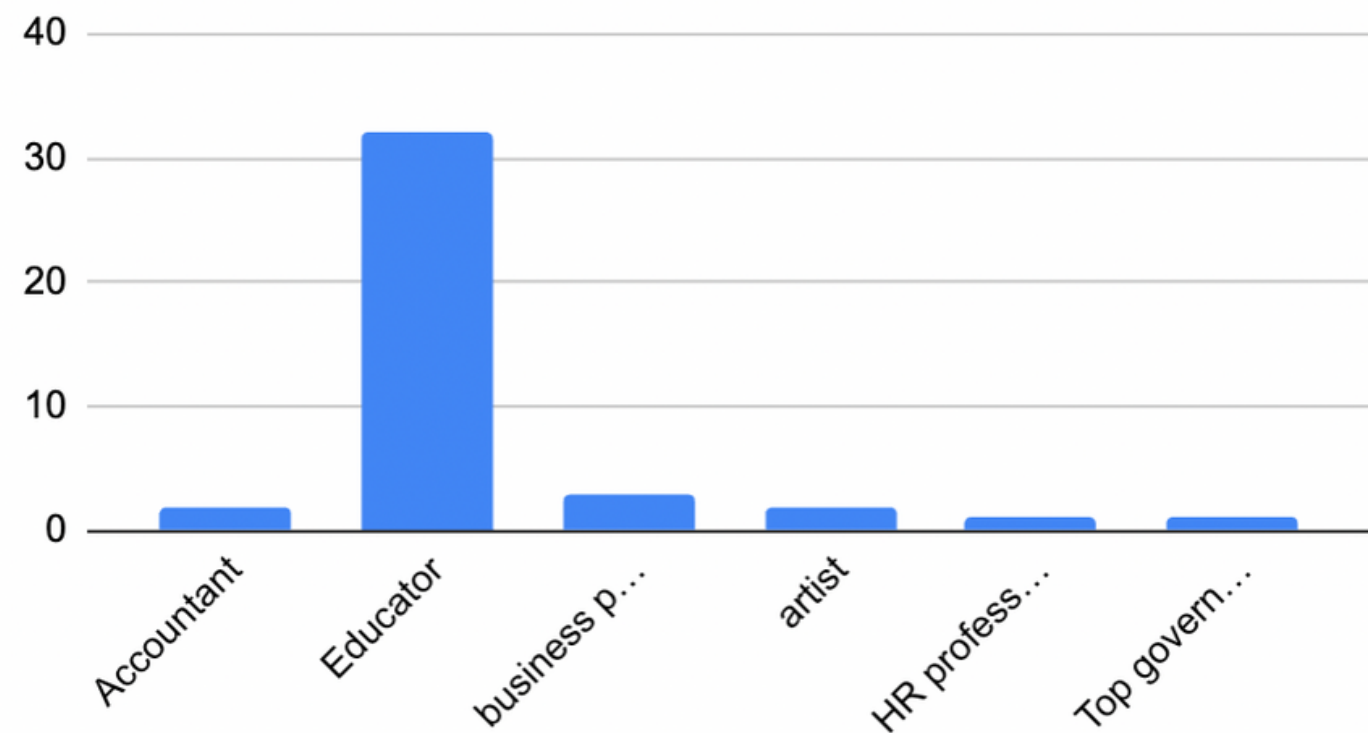


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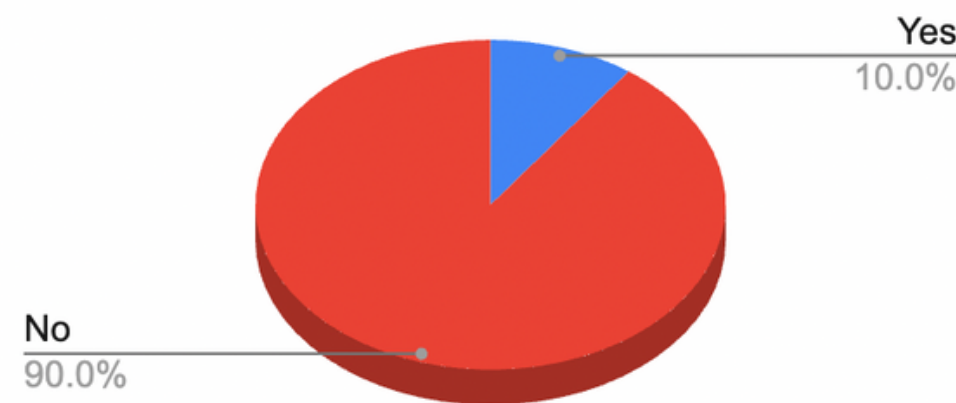
(Asonye et al., 2018; Eleweke et al., 2015)

Data from Deaf Nigerians Narratives

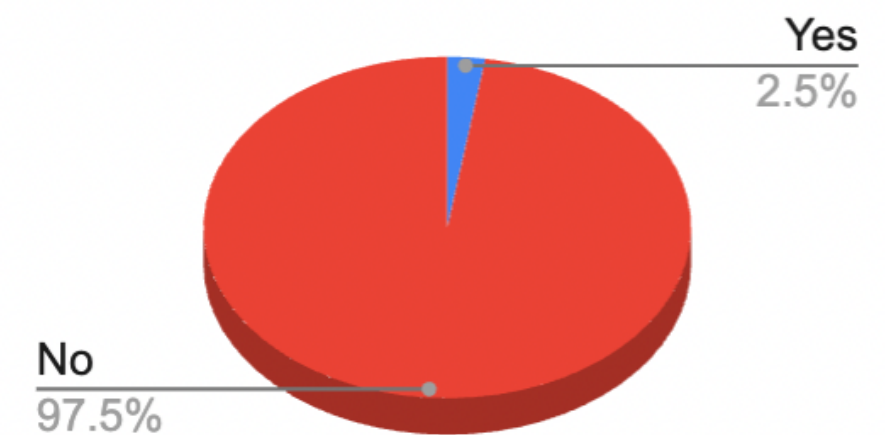
Professional Distribution



Deaf at 0-5



Deaf education age 0-5



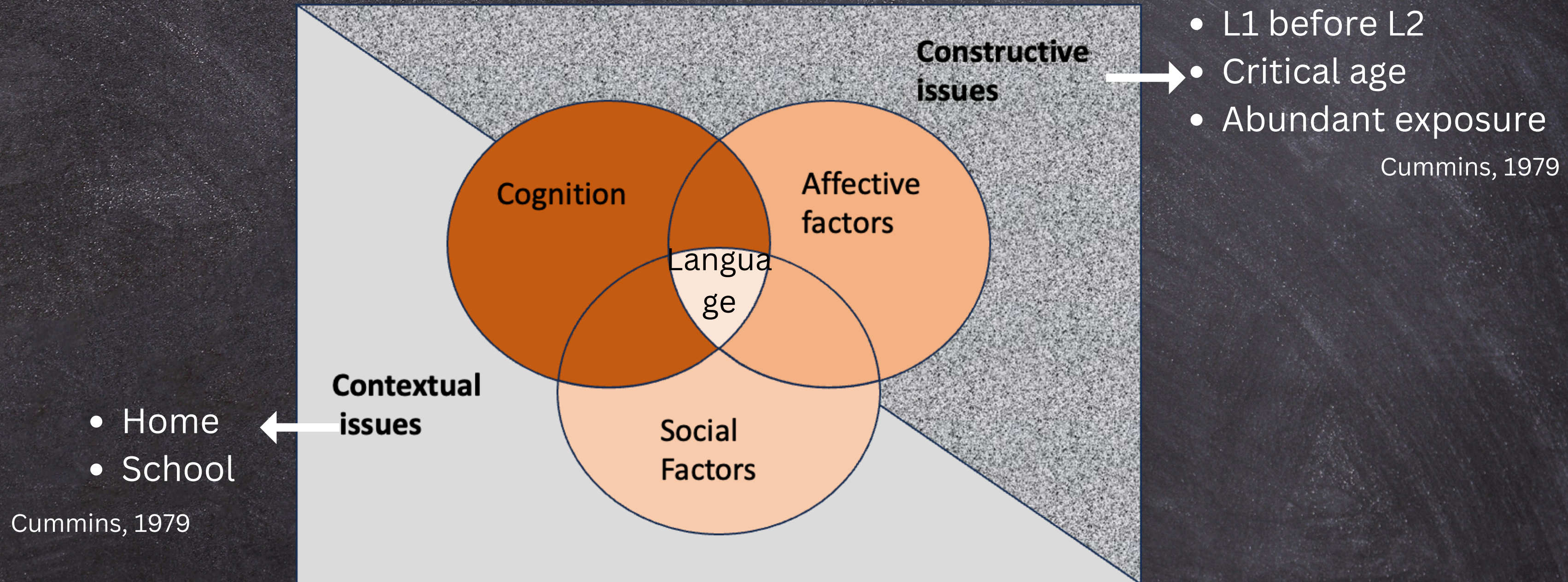
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**Tales
to
Gap in
Early
Interven-
tion
Services in
Nigeria**

Age	Child 1	Child 2
0	Congenital deafness	Congenital deafness
6 months - 2 years	Hearing level diagnosed Family emotional reaction Speech and gesture	Hearing level diagnosed Family emotional reaction Speech and gesture
2 - 4 years	Hearing aid Oral/aural intervention Lived away from family	Hearing aid, Non-residential deaf school Taught with Sign Exact English Family learned Sign Exact English
4- 5 years	Preschool Deaf School Sign Exact English	Deaf school program Sign Exact English
5 year old (THE GAP)	Language deprivation, inaccessible home language environment, parent-child conversation, more pipeline to medical intervention, colonized curriculum (Sign Exact English), family language policy, socio-cultural early intervention policy, early hearing screening.	

Drawing the Implication of Language Deprivation from Paul and Wang's (2012) Model of Cognition



Paul & Wang (2012) Model of Cognition

Transformative Holistic Early Intervention Practices for 0-5 Nigerian Deaf Children

Transformative Holistic Early Intervention Practices for Nigerian Deaf Children

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* Indicates required question

1. What are your suggested transformative practices for holistic development for 0-5 Nigerian deaf children? *

Your answer



- Newborn hearing screening and detection
- Socio-cultural language intervention
- Family-centered language intervention curriculum
- Early intervention policy
- Bilingual teacher training for early deaf educators



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