

REAL

REGIONAL
EARLY ACQUISITION
OF LANGUAGE

Creating Highly Accessible Language Opportunities (HALO) to Produce REAL Outcomes

Victoria Haggarty, Ed.S
Abby Burke, MEd, CCC-SLP




GALLAUDET
UNIVERSITY


AIDB

Alabama Institute
for Deaf and Blind
Deaf. Blind. Limitless.

Victoria Haggarty, Ed.S.

- Education Specialist ASL/English
Bilingual Deaf Education for Ages 0-5:
Gallaudet University
- Trainer with REAL Project South
- NAD Education Advocate
- 9 years D/HH teaching experience
- SKI-HI: Parent Advisor, Deaf Mentor
- Deaf Artist



Abby Burke, MEd, CCC-SLP



- Speech Language Pathologist
- Trainer with REAL South
- NAD Education Advocate
- Mom of 2
- Major Disney nerd

What is REAL?

- The Regional Early Acquisition of Language(REAL) Project is a collaboration between Gallaudet University's Laurent Clerc National Deaf Education Center and the Alabama Institute for Deaf and Blind.
- We currently have two regions with plans to expand to 4 total regions in the near future.
 - **South:** Alabama, Georgia, Florida, Mississippi, Kentucky, Louisiana, Tennessee, North Carolina, South Carolina, Virginia and Arkansas as well as Puerto Rico and the US Virgin Islands
 - **West:** Washington, Oregon, California, Alaska, Montana, Arizona, New Mexico, Colorado, Utah, Nevada, Montana, Idaho, Wyoming, Hawaii, as well as American Samoa, Guam, Northern Mariana Islands and Marshal Islands

What do we provide?

- Resources
- Technical assistance/consultation
- Training



Who do we provide these to?

- Families/Caregivers
- Professionals
 - Medical professionals-Audiologists, Pediatricians, ENT, etc.
 - Daycare staff, Parent Infant Programs, EI professionals

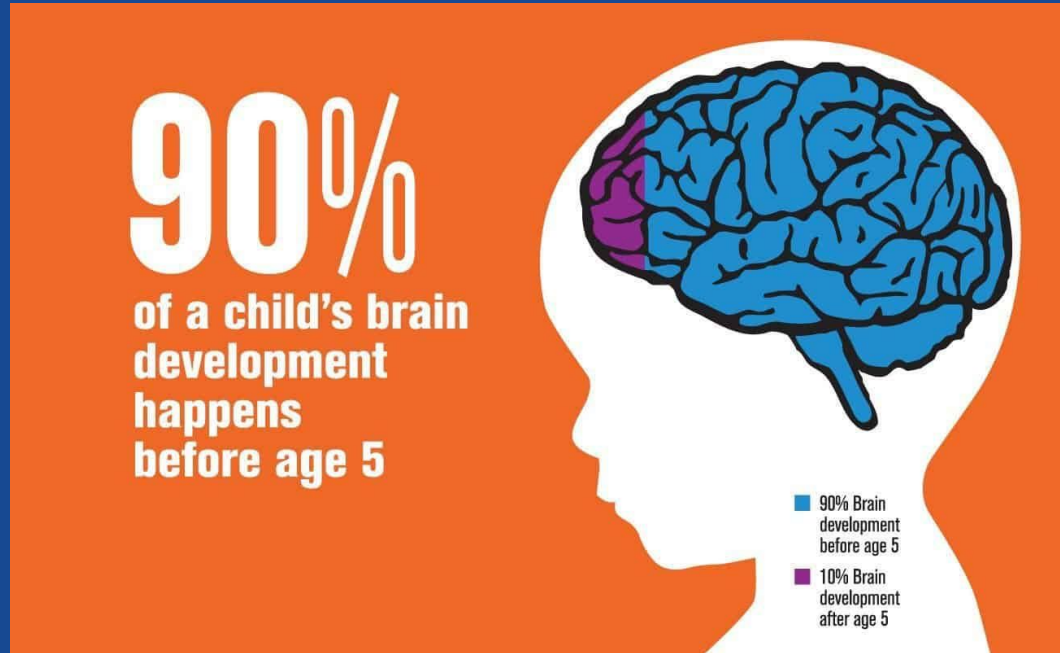
Objectives

1. Participants will describe the positive impact of consistent early access to language on brain development in DHH/DB children.
2. Participants will explain three or more strategies for providing full linguistic access to DHH/DB infants and toddlers in the context of play, reading, and daily routines.
3. Participants will generate a list of considerations for families to use as they ensure full linguistic access for DHH/DB infants and toddlers.

The needs of children are

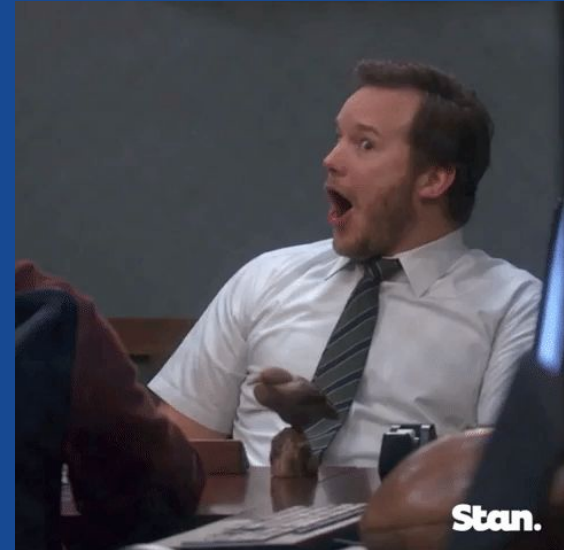
REAL

REAL



Positive Impact of Consistent Early Access to Language for D/HH Infants and Toddlers

- Strong parent-child attachment
- Healthy social-emotional development
- Positive sense of self
- Age appropriate vocabulary and literacy development
- Robust cognitive development
- Heightens communication skills



Strategies

HALO: Highly Accessible Language Opportunities

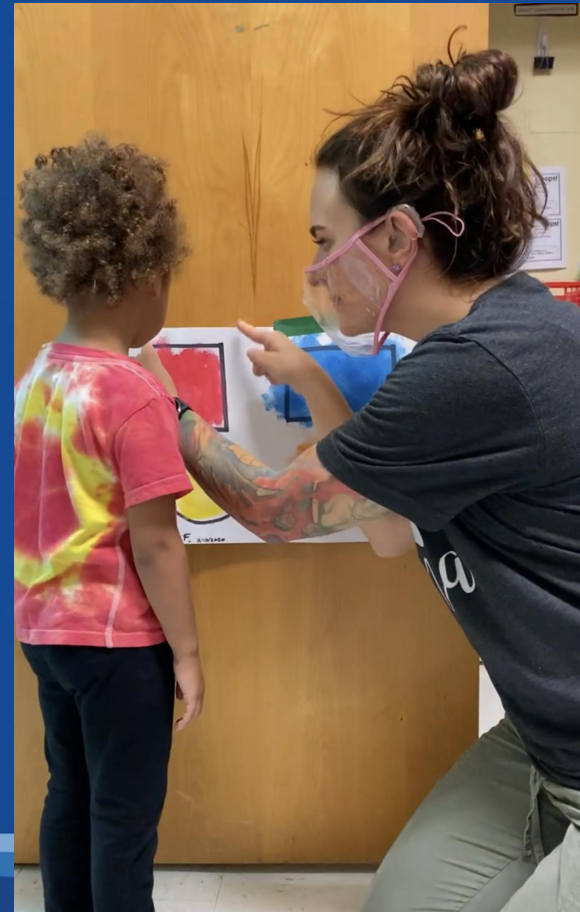
1. Wait time
2. Joint attention
3. Imitation
4. Invite the child's eyes and ears to attend
5. Follow the child's lead
6. Repetition
7. Expectant look/touch cue
8. Expand on what the child signs and/or says
9. Make a "language sandwich"
10. Tell then show
11. Communicative temptation
12. Narration



<https://nutritionstudies.org/cooking-at-every-age-why-kids-should-learn-to-cook/>

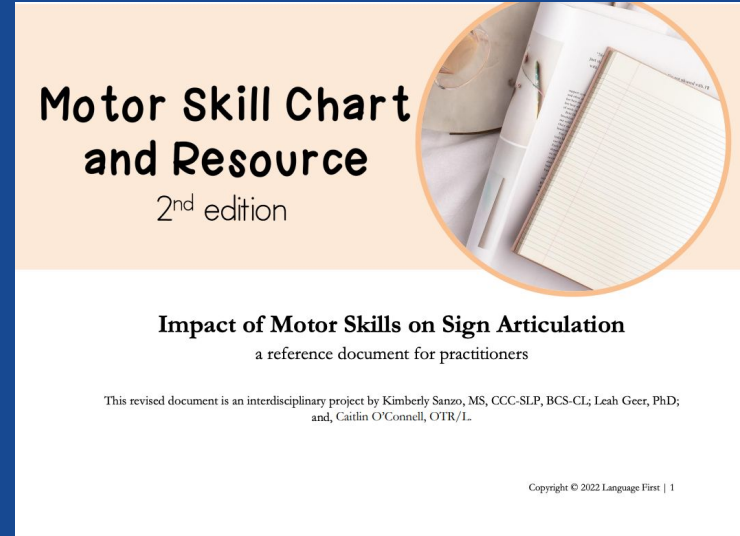
Additional Strategies

1. Positioning
2. Holding the child while using body rhythm or body movement
3. Playing with signs
4. Fingerspelling
5. Signing on the body
6. Signing on the object
7. Showing interest in facial expressions
8. ASL handshape storytelling
9. Using a variety of ASL words and classifiers
10. Encouraging the child to play with other children who use ASL
11. “Parentese” (singsong)



Considerations

- Whole child: physical, cognitive, emotional, social and creative
- Motor skill development
- Parent/caregiver access to resources
 - Rural areas, disparities
- Social determinants of health
- A family's journey
 - This may change over time



Language First

References

1. Anderson, D., & Reilly, J. (2002). The MacArthur Communicative Development Inventory: Normative Data for American Sign Language. *Journal of Deaf Studies and Deaf Education*, 7(2), 83-119.
2. Baker, S. (2011). *Advantages of early visual language*. Gallaudet University Visual Language and Visual Learning Research Brief. <https://v12.gallaudet.edu/research-briefs/256>
3. Center on the Developing Child, Harvard University. (2021). *Experiences build brain architecture*. <https://developingchild.harvard.edu/resources/experiences-build-brain-architecture/>
4. Hauser, P., Lukomski, J., & Hillman, T. (2008). Development of deaf and hard of hearing students' executive function. In M. Marschark & P. Hauser (Eds.), *Deaf Cognition: Foundations and Outcomes* (pp. 250-263). NY: Oxford University Press.
5. Hoffmeister, R., de Villiers, P., Engen, E., & Topol, D. (1998). *English reading achievement and ASL skills in deaf students*. Paper presented at the The 21st annual Boston University conference on language development., Brookline, MA.
6. Kuhl, P. K. (2010, October). *Linguistic genius of babies*. [Video]. YouTube. TED. https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies?language=en#t-51859
7. Language First. (2021). <https://language1st.org>
8. National Association of the Deaf. (2014, June 18). *Position statement on early cognitive and language development and education of DHH children*. <https://www.nad.org/about-us/position-statements/position-statement-on-early-cognitive-and-language-development-and-education-of-deaf-and-hard-of-hearing-children/>
9. Padden, C., & Ramsey, C. (1998b). Reading ability in signing deaf children. *topics in Language Disorders*, 18(4), 30-46.
10. Petitto, L. (2014, May 1). *What the eyes reveal about the brain: Advances in human language acquisition* [Webinar]. Clerc Center, Washington, D.C. <https://clerccenter.gallaudet.edu/national-resources/learning/learning-opportunities/webcasts/what-the-eyes-reveal-about-the-brain-webcast.html>
11. Prinz, P., & Strong, M. (1998). ASL proficiency and English literacy within a bilingual deaf education model of instruction. *Topic in Language Disorders*, 18, 47-60.
12. Zero to Three. (2021). *What is a "critical period" in brain development?* <https://www.zerotothree.org/resources/1368-what-is-a-critical-period-in-brain-development>

Questions?

haggarty.victoria@aidb.org

burke.abby@aidb.org

