

GUIDING VALUES FOR DEAF CHILDREN'S EARLY LANGUAGE ACCESS

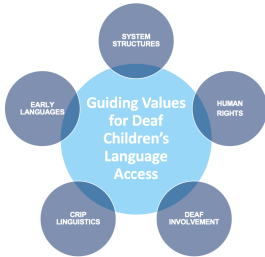


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INTRODUCTION

Deaf children, like all children, need full and frequent access to language early for optimal language, social-emotional, and cognitive development across the lifespan. We propose these five guiding values for early language access as guidelines for the design and practice of early intervention and education of deaf and hard of hearing infants and children. Applying these guiding values will facilitate language-rich environments and reduce the harms associated with language deprivation experienced by many deaf and hard of hearing children. These guiding values are distinct yet interconnected and are applicable for professionals and families alike.



SYSTEM STRUCTURES

"Deaf identity, Deaf community/Deaf Culture, ASL, and Deafcentric education must be respected and affirmed."
(Gertz, 2008)

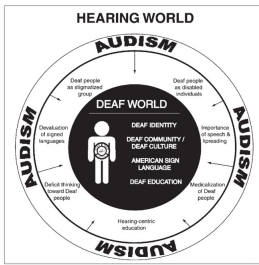


Figure 13.3. Effects of audism on the deaf individual.

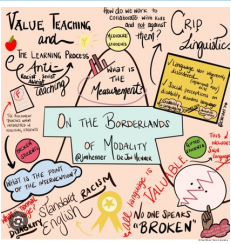
Recommendations

Examine the embedded nature of multiple systems (social, economic, racial, institutional) affecting children's development (Bronfenbrenner, 2005).

Identify how local policies affect early language access to ensure equal importance on both ASL and English.

CRIP LINGUISTICS

"Crip Linguistics embraces linguistic variation while rejecting normative expectations of language use by adopting an activist stance rooted in critical disability politics." (Henner & Robinson, 2023)



How your language is beautiful. Don't let anyone tell you your languaging is wrong. Your languaging is the story of your life.
—Dr. Jon Henner

Recommendations

Value the multilingual multimodal nature of languaging of deaf and hard of hearing children and their families.

Advocate for disabled ways of being in developing language.

HUMAN RIGHTS

"Human rights agreements such as the United Nations (UN) Convention on the Rights of Persons with Disabilities (CRPD) and the Sustainable Development Goals of the 2030 Agenda are important and powerful tools that can be used to advocate rights of the Deaf Community." (World Federation of the Deaf, 2016)

DECLARATION ON THE RIGHTS OF DEAF CHILDREN



Recommendations

Implement human rights agreements in your advocacy work for deaf and hard of hearing children's early and ongoing language access.

Read, sign, and apply the Declaration on the Rights of Deaf Children (WFD, 2023).

EARLY LANGUAGES

"Language deprivation is preventable!" (Rems-Smario & Kordus, 2019)



Recommendations

Schedule SB 210 Development Milestones to track deaf children's language growth between birth and five years of age (CDE, 2023).

Meet 1-3-6-9 Goals (perform hearing screening by 1 month, follow up with hearing evaluation by 3 months, start early intervention by 6 months, and introduce families to deaf adults by 9 months).

DEAF INVOLVEMENT

"Deaf adults are valuable collaborators in early intervention because they share personal experiences, teach visual strategies, and show possibilities."
(Gale, 2021)

DLIA: HOW TO COLLABORATE WITH DEAF ADULTS IN EARLY INTERVENTION (EI)

- INFUSE DEAF ADULTS THROUGHOUT THE EI SYSTEM**
WHY: TO ENSURE THE INCLUSION OF DEAF EXPERIENCES
EXAMPLES: DEAF PARENTS, EDUCATIONISTS, DEAF PROFESSIONALS
- INCLUDE DEAF ADULTS WITH DIVERSE EXPERIENCES**
WHY: TO BRING DIVERSE DEAF EXPERIENCES AND KNOWLEDGE
EXAMPLES: CULTURAL, COMMUNICATION, VISUALITY, RESEARCH LEVELS
- INVOLVE DEAF COMMUNITIES AND ORGANIZATIONS**
WHY: FOR RESEARCH, EDUCATIONAL, PROFESSIONAL
EXAMPLES: DEAF PARENTS, DEAF ORGANIZATIONS
- EMPOWER IN DEAF CULTURE**
WHY: TO LEARN DEAF LANGUAGE AND CULTURAL LANGUAGE USE
EXAMPLES: DEAF LANGUAGE CLASSES, DEAF EVENTS
- IMPLEMENT TRAINING IN EI PROGRAMS**
WHY: FOR PROFESSIONAL QUALITY IMPROVEMENT
EXAMPLES: DEAF PARENTS, DEAF PROFESSIONALS, DEAF INTERPRETER PROGRAM
- IDENTIFY FUNDING**
WHY: TO SUPPORT AND SUSTAIN DEAF INVOLVEMENT PRACTICES
EXAMPLES: GRANTS, RESEARCH
NOTE: DEAF ADULTS ARE A VALUABLE ASSET AND SHOULD BE DEAF ADULTS WHO ARE INVOLVED EARLY AND OFTEN

Recommendations

Incorporate Deaf Community Cultural Wealth (DCCW) in early intervention practice to support young deaf and hard of hearing children and their families' linguistic capital (Zarchy & Geer, 2023).

Promote Deaf Gain (DLIA, 2023) in early intervention practice such as visual strategies used by deaf people (DLIA, 2022).

GUIDING VALUES

HANDOUT



Recommendations

Build these guiding values into your practice.

Share the guiding values with colleagues.

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