



Art by Nancy Rourke

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Family L.E.A.R.N.S. Together

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IDENTITY DEVELOPMENT

As Riley's language and cognition develop, her personality and identity develop, too. With strong identity, Riley develops confidence.

Deaf Community Cultural Wealth (DCCW)

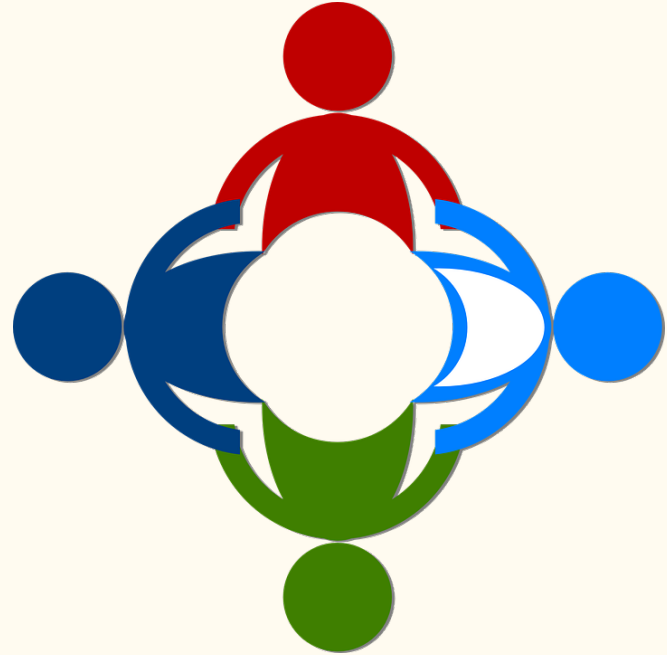


(Fleischer, et al., 2013; Yosso, 2005)

Whole Deaf Child Model

DCCW Resources

1. **Familial Capital**
2. **Linguistic Capital**
3. **Aspirational Capital**
4. **Resistant Capital**
5. **Navigational Capital**
6. **Social Capital**

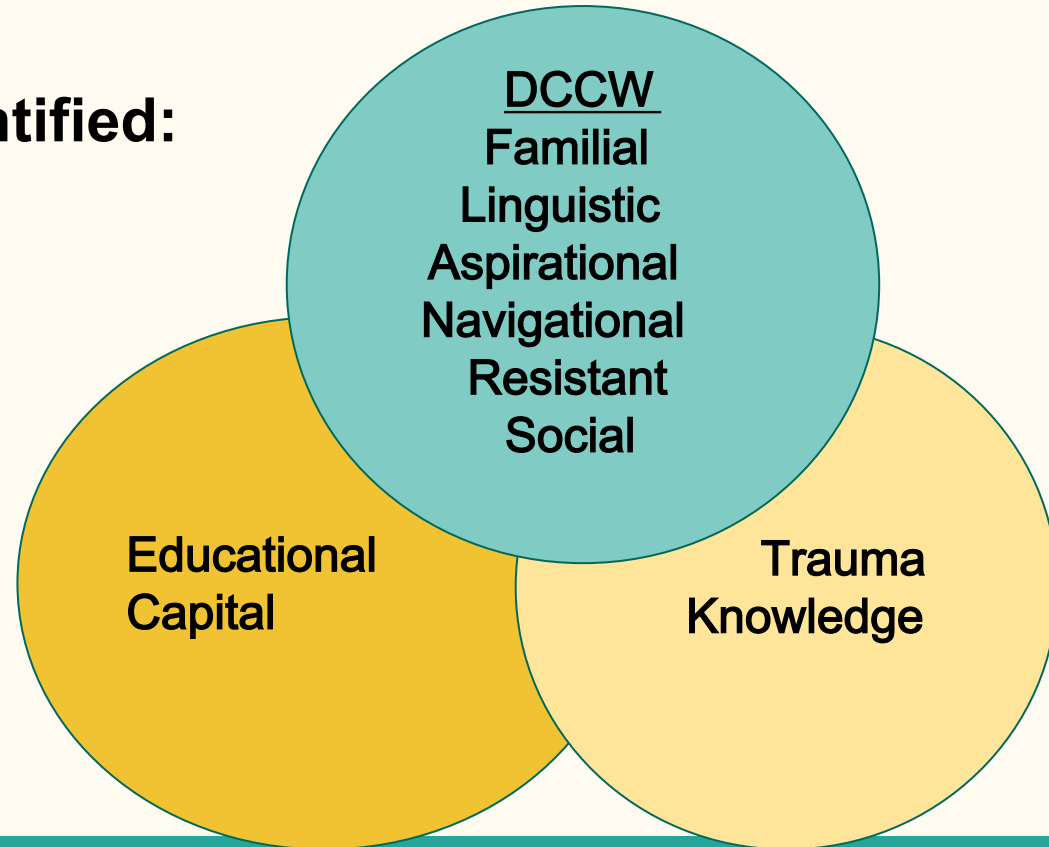


(Fleischer, et al., 2013; Yosso, 2005)

DEAF EDUCATORS' "WHOLE DEAF CHILD" EXPERTISE

New DCCW Resource Identified:

- 1) Education Capital
- 2) Trauma Knowledge



FAMILIES L.E.A.R.N. TOGETHER

- FAMILIAL**
- LINGUISTIC**
- EDUCATIONAL**
- ASPIRATIONAL**
- RESISTANT**
- NAVIGATIONAL**
- TRAUMA PREVENTION**

1) SB 210 Language Milestones

2) Deaf Coach Program

3) Critical Mass

(Rems-Smario, 2020)

FAMILIAL CAPITAL

The Deaf community's familial capital can help families construct a positive view of their Deaf child.

- 1) Language-rich activities that make Deaf children feel included.
- 1) Effective literacy and reading strategies.
- 1) Family friendly Deaf community events with rich language access for Deaf children.



LINGUISTIC CAPITAL

Deaf educators are exceptionally aware of Deaf children's visual and tactile needs for early language opportunities:

- 1) Joint glance
- 2) Rhymes
- 3) Puns
- 4) Handshapes activities
- 5) Games
- 6) Storytelling



SIGN LANGUAGES & DCCW

ASL, LSM, and Black ASL are rooted in the DCCW.

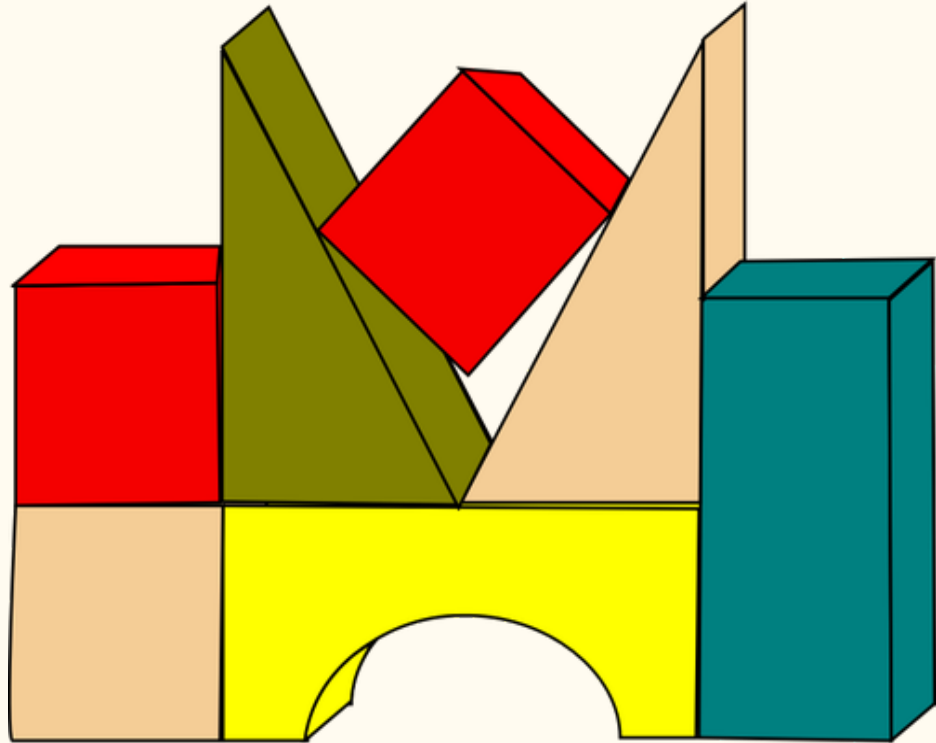
Signed languages are from Deaf communities.



EDUCATION CAPITAL:

Deaf Educators have critical DCCW knowledge and Deaf Education expertise as teachers, professionals, and administrators.

Also, most of their childhood traumas occurred in their education settings



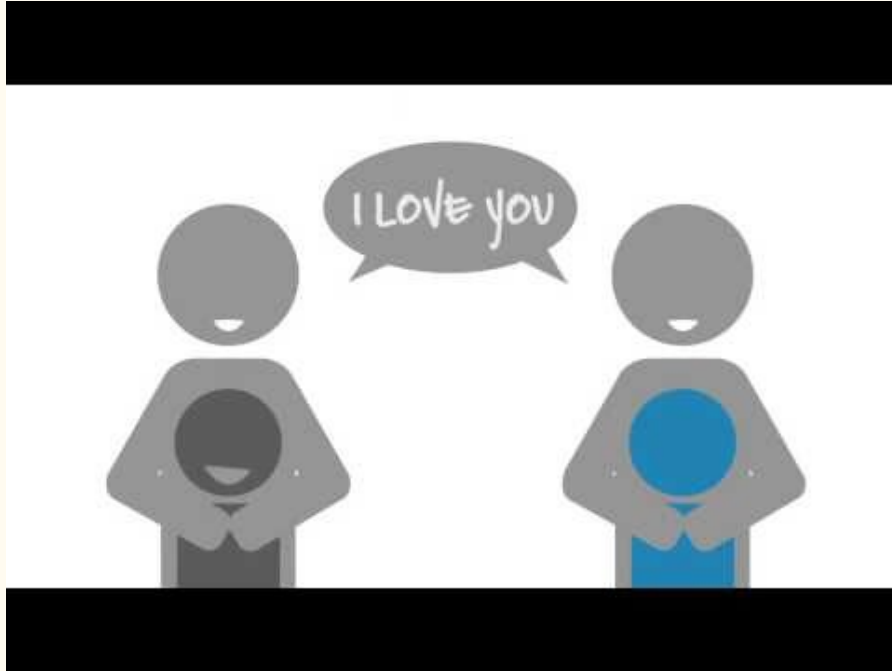
EDUCATION CAPITAL

EXAMPLE:

Deaf Professionals'
creative approach
during COVID-19
situation.



Examples of Deaf Education Capital



ASPIRATIONAL CAPITAL



The aspirational capital gives Deaf children the ability to maintain hopes and dreams for the future.

It's a source of motivation and inspiration to aim high despite the stereotypes and deficit thinking the society holds about Deaf people.



(Fleischer, et al. 2013).

ASPIRATIONAL CAPITAL:

Deaf role models

1) **Claudia Gordon**

1) **Marlee Matlin**

1) **Nyle DiMarco**

1) **Melody Stein**

1) **Leah Hernandez-Katz**



RESISTANT CAPITAL

- 1) Deaf people's knowledge and skills fostered through oppositional behavior that challenges inequity and inequality.
- 1) Resistant capital help to create resiliency as Deaf people.
- 1) Deaf people's resistance capital is strongest when built from within the Deaf communities.

(Fleischer, et al., 2013)



Products of Resistant Capital

National Association of the Deaf & National Black Deaf Advocates

California Association of the Deaf

Deaf President Now Protest



California Coalition of Agencies Serving Deaf & Hard of Hearing

Deaf Child's Bill of Rights and Video Relay Services

California School for the Deaf Riverside and CDE Deaf Unit

California's Bilingual Education Movement (ASL and English)

LEAD-K's SB 210 Language Milestones & LEAD-K Family Services

NAVIGATIONAL CAPITAL

Navigational capital includes Deaf people's skills and abilities of maneuvering through social institutions and spaces not designed for Deaf people (Fleischer, et al., 2013).

SIMPLE:

Navigational capital can be as simple as knowing how to order a latte from Starbucks, how to live every day at home, and how to drive a vehicle.

COMPLEX:

Deaf children learn from Deaf adults' navigational skills to use in their own lives with "can do" attitudes.

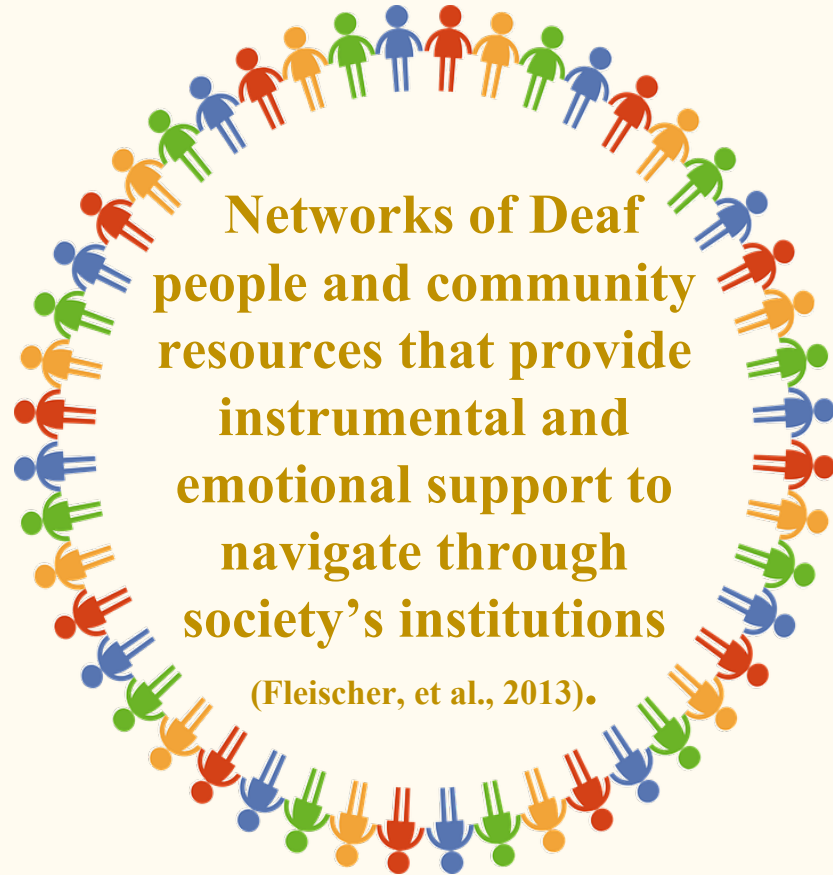
(Fleischer, et al., 2013)

NAVIGATIONAL CAPITAL



Social Capital

- 1) Social capital for Deaf people is a gathering of Deaf people where being Deaf is empowering, not limiting.
- 1) Through Deaf adults, families gain access to the Deaf community exposing them to shared strategies for navigating through life situations, which is one of the benefits of social capital.
- 1) Deaf children and their families often benefit from Deaf role models, Deaf mentors, and Deaf coaches.



Trauma Knowledge Capital (TKC):

1) SYSTEMIC AUDISM:

Systemic audism triggers traumatic experience for Deaf professionals as former Deaf children:

- a) language deprivation
- b) struggles with Deaf identities development
- c) social isolation at home and school

1) TRAUMA KNOWLEDGE AS DCCW CAPITAL:

Deaf educators use their DCCW, best Deaf education practices, and trauma knowledge as their strengths working with Deaf children and their families. Deaf educators' trauma knowledge is a capital of DCCW.

1) WHOLE DEAF CHILD:

Deaf professionals understand educational approach and DCCW strategies for “Whole Deaf Child” model to prevent short and long term harm to Deaf children.

(Rems-Smario, 2020)

Deaf Educators are Former Children of PL 94-142

As former Deaf children, Deaf professionals are retraumatized when they witness Deaf children harmed by the same education system.



**Language
Deprivation**

**Lack of
DCCW**

**Social
Isolation**

BEING vs. OVERCOMING

(Rems-Smario,2020)

MEDICAL MODEL OF DEAFNESS

DEFICIT MODEL ζ

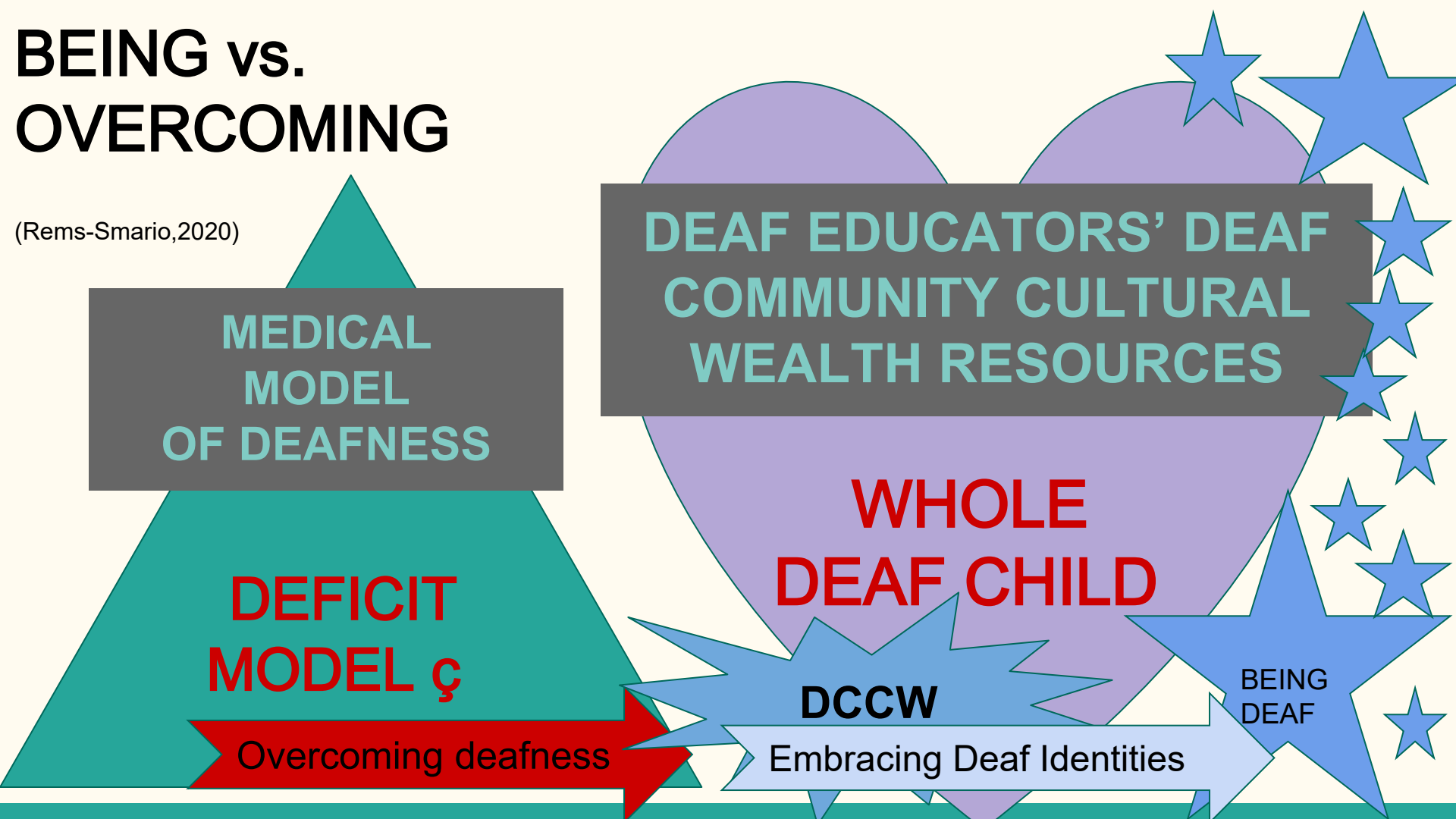
Overcoming deafness

DEAF EDUCATORS' DEAF COMMUNITY CULTURAL WEALTH RESOURCES

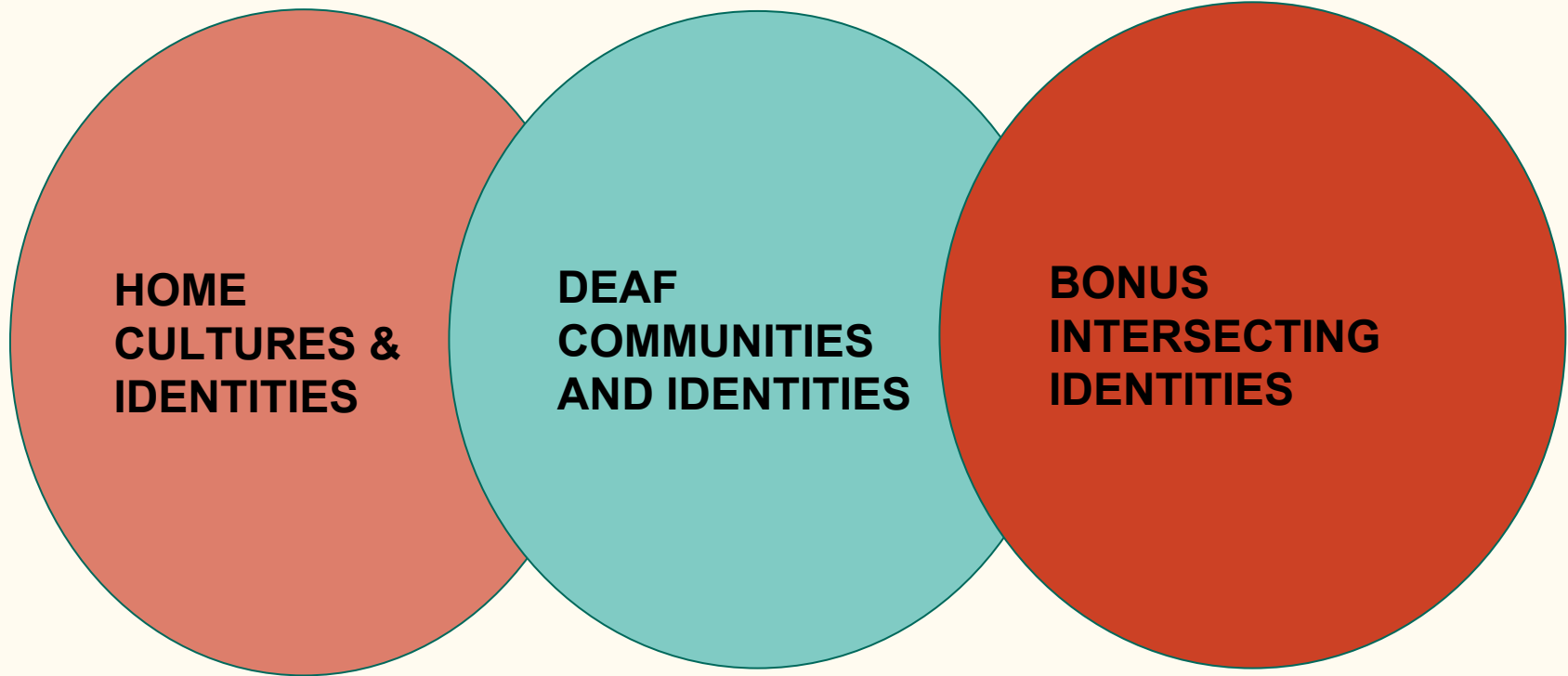
WHOLE DEAF CHILD

DCCW Embracing Deaf Identities

BEING DEAF



Celebrate Deaf Children's Multiple Identities



**Deaf
Ed**

A Venn diagram consisting of two overlapping circles. The left circle is light blue and contains the text 'Deaf Ed'. The right circle is gold and contains the text 'DCCW Resources'. The two circles overlap in the center.

**DCCW
Resources**

**Before 1900s Oral
Education
movement, Deaf
schools and
DCCW resources
were
interconnected.**

Deaf Ed 2020

**DCCW
Resources**

**Today most DCCW
resources happen
outside of Deaf
children's education
settings.**

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