



Bilingual-Multi-modal Preschool

A Journey of Learning and Growth

The Children's Center for Communication/Beverly School
for the Deaf



Three blue, hand-drawn cloud shapes. One is at the top center, one is at the bottom left, and one is at the bottom right. They are drawn with thick, expressive blue lines and filled with a lighter blue color.

- Honors Parent/Child Choice
- Honors Pure Language (ASL/English)
- Utilizes distinct learning space with pure language usage
- Supports Language Growth in two languages
- Prioritizes Culture
- Access is important
- Hearing Peers Included
- Developmentally Appropriate



Parent Perspective

Two families preparing for the transition to preschool:
What was important to you?



How did we do this model at CCCBSD?

Processing Together

- Deaf children with additional needs
- Parent feedback was important
- What do we know, what do we need to know?
- Planning was important
- Hired a consultant (LSL specialist who knew ASL)

Made it our own!



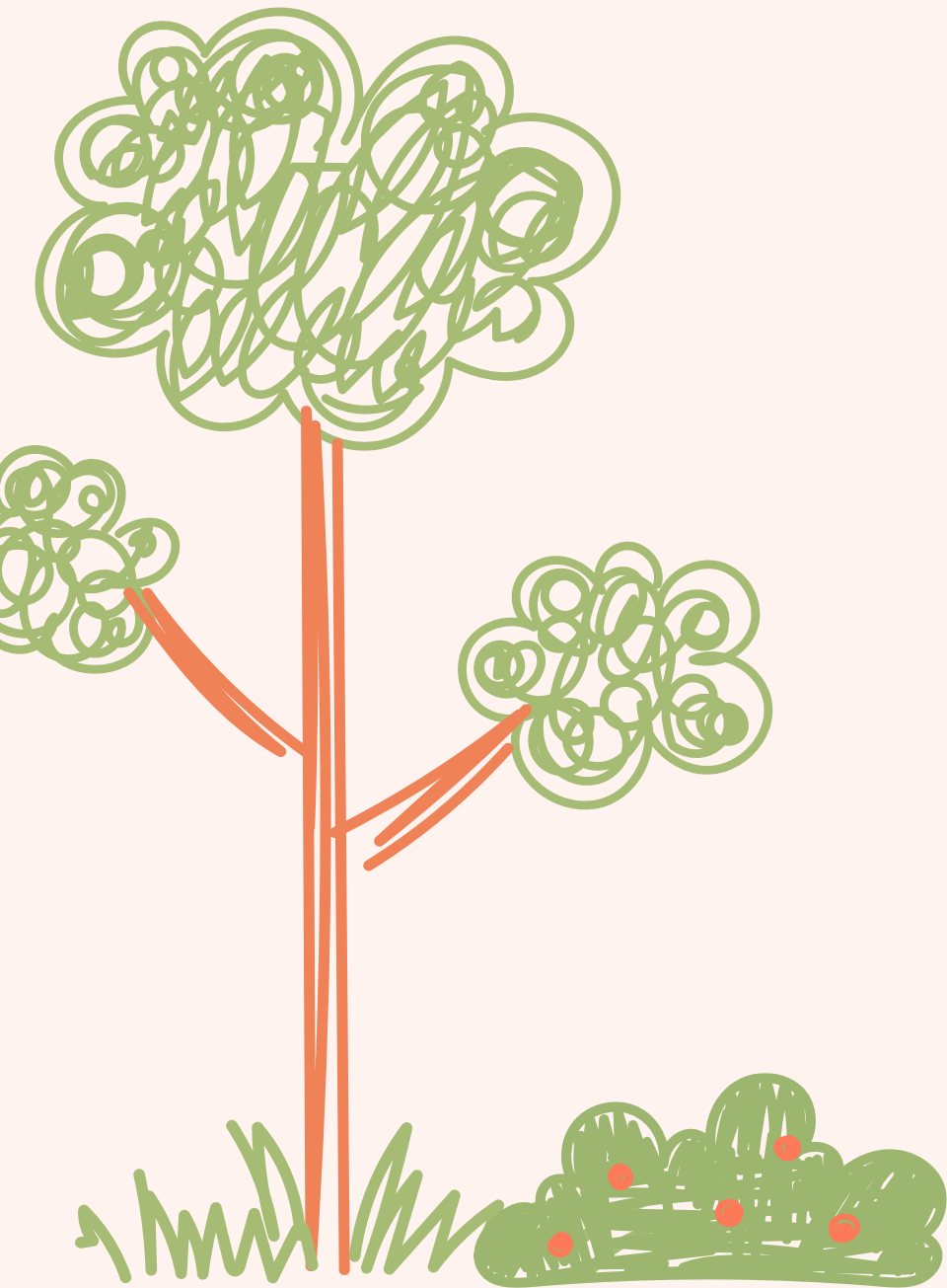
Bilingual Bimodal Programming

How did we make this work at CCCBSD?

Team Agreements

- Positive Attitude
- Deaf/Hearing Team
- Three Classrooms
- Purity of Languages
- MULTI-Modal was important at our school
- Classroom is the child's Space
- Respect for family and child choice of language
- Whatever language the child uses is respected (In any space)
- Observations and Assessments were important
- Team Planning Time

Trial and Error was EMBRACED



Three Classrooms – One Group of Learners

The Forest Classroom

American Sign Language

- Deaf Teaching Team – Native signers
- ASL Only
 - (interpreters available)
- Eye level with students
- Expand language in ASL
- Fingerspelling, facial expressions and body language
- Flash lights upon entry
- Lots of visuals and hands on learning



The Mountain Classroom

Spoken English

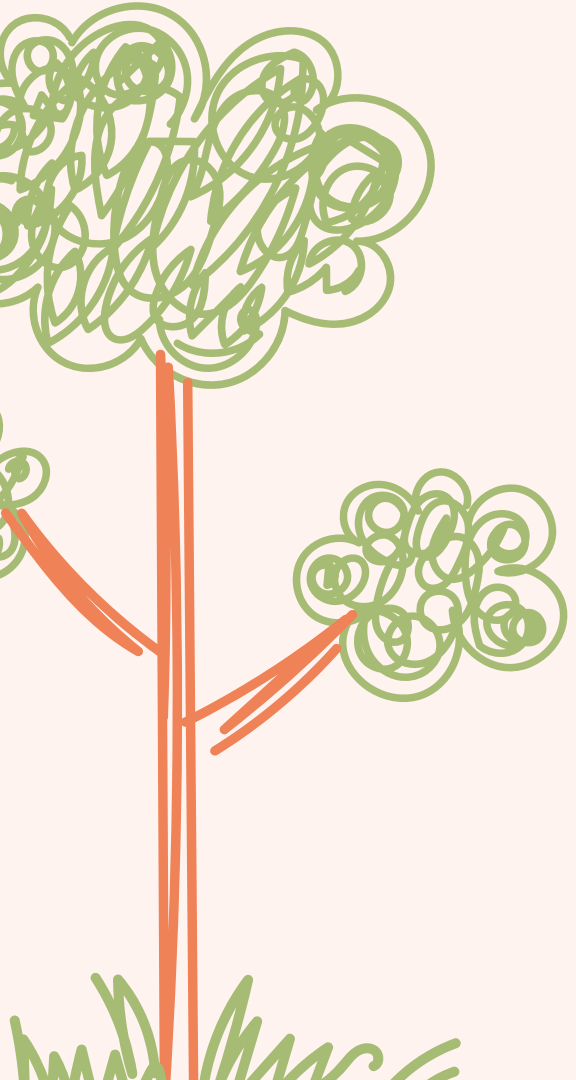
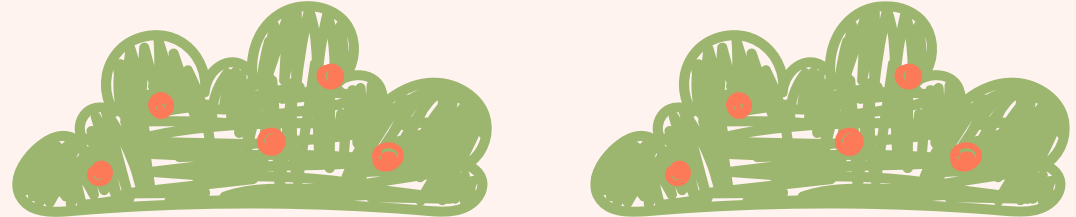
- Auditory Access is critical
 - Technology – on and working
- Acoustic Highlighting
- Expand language in English
- Eye level with students
- Incidental learning opportunities
- Interpreting available for students without access during center





The Ocean Classroom

Multi-Modal

- Use of both Spoken English and ASL with clear separation
 - Use of high and low tech communication - ensure access at all times
 - Strong team approach with therapists
 - Fidget use
 - Eye level with students
 - Expand language in ASL and English
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Daily Schedule

8:40-9:15 Arrival & Snack

9:15-9:45 Playtime (Open Door)

9:50-10:20 Morning Meeting

10:25-10:55 Centers (Open Door)

11:00 - 11:25 Lunch

11:35-11:55 Bilingual Bimodal Storytime



12:00-12:40 Specials- ASL

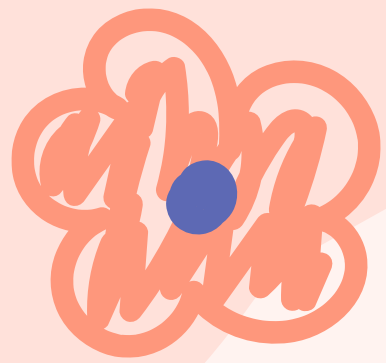
12:40-1:00 Gross Motor - ASL

1:00-1:50 Rest

1:55 - 2:30 1:1 Academic/Language Centers (IEP Goal Driven)

2:30-2:55 Snack and Dismissal





Centers – Time for Exploration in Play and Language



Sand & Water

Discovery

Art

Technology

Blocks



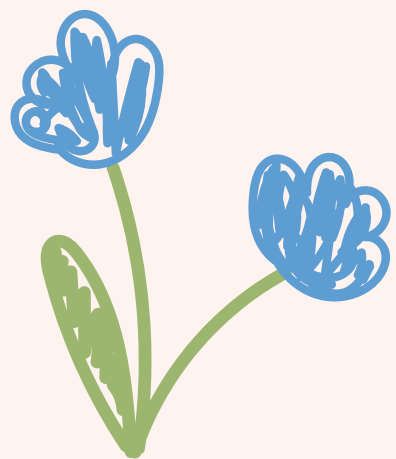
Music &
Movement

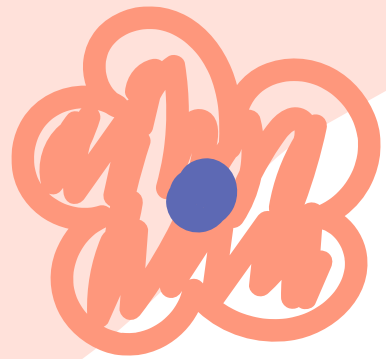
Toys & Games

Library

Cooking

Dramatic Play



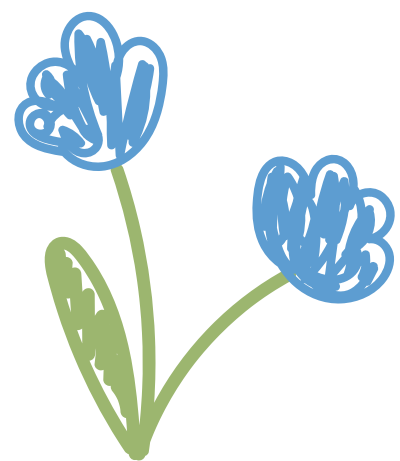


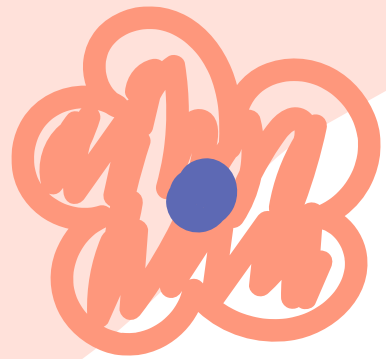
Bilingual Bimodal Storytime



ASL

Spoken English





Assessments



Pre and Post
Unit

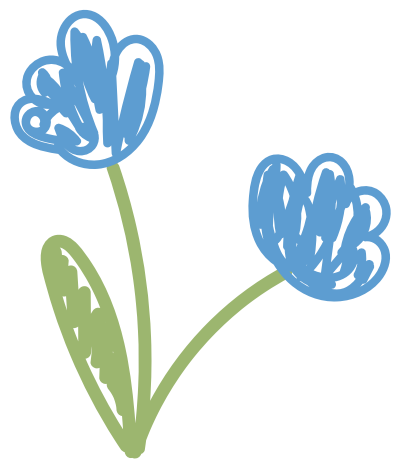


What is coming?

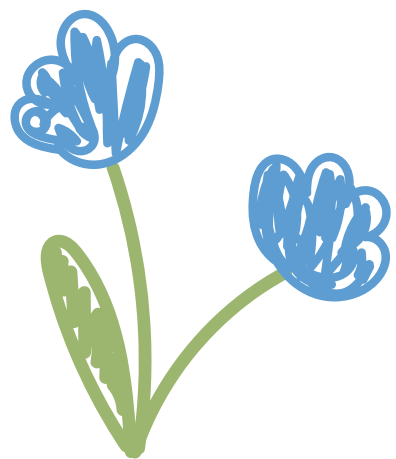
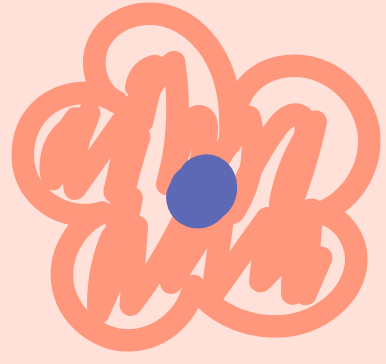
Spoken Language
Checklist

VSCL

Pragmatics
Checklist



Parent Reflections





Thank You



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