



Implementing a Bilingual-Multimodal

Early Childhood Program

A Journey of Learning and Growth



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



*Celebrating 150 years of
innovative education*



Our Vision, Mission, and Values



Enhancing lives of deaf and or disabled individuals, their families and communities through person centered, specialized educational programming and a language rich, inclusive environment.





New Beginnings

Learning about a different model

Bilingual/Multimodal Programming?

Why here, why now?

New Director - shared experiences

- **Family Perspective**
- **Decreasing enrollment**
- **Importance of ASL and Deaf Culture**
- **Technology advancements**



Parent Perspective

What goals did you have for your son when he entered this program?



New Beginnings

Learning about a different model

Key Aspects of Bilingual – Multimodal Programming

- Honors Parent/Child Choice
- Deaf/Hearing Team
- Honors Pure Language (ASL/English)
- Utilizes distinct learning space with pure language usage
- Supports Language Growth in two languages
- Prioritizes Culture
- Prioritizes Access in both languages
- Community Peers



How did we develop this model at CCCBSD?

Processing Together

- Language Philosophy
- Deaf children with additional needs
- Parent feedback was important
- What we knew, what we didn't know
- Planning was important
- Hired a consultant (LSL specialist who knew ASL)





Bilingual-Multimodal Programming

How did we make this work?

Team Agreements

- Deaf/Hearing Team
- Three Classrooms
- Purity of Languages
- Multimodal was important at our school
- Respect for family and child choice of language
- Whatever language the child uses is respected (In any space)
- Observations and Assessments were important
- Prioritize Team Planning Time



HAPPY



SAD



MAD



LONELY



LOVED



HOW DO YOU FEEL?

FRUSTRATED



EMBARRASSED



NERVOUS



SCARED



EXCITED



Our Team

Introductions and Reflections



Christina
Multimodal
Teacher



Julie
ASL Teacher



Courtney
Spoken English Teacher



Rachel
SLP

Parent Perspective

In your families' transition to Preschool,
what was important to you?



Starting Our Journey With Families

CCCBSD Preschool Family Communication Preference Form, 2024-2025

Form description

This form is automatically collecting emails from all respondents. [Change settings](#)

My child's name: *

Short answer text

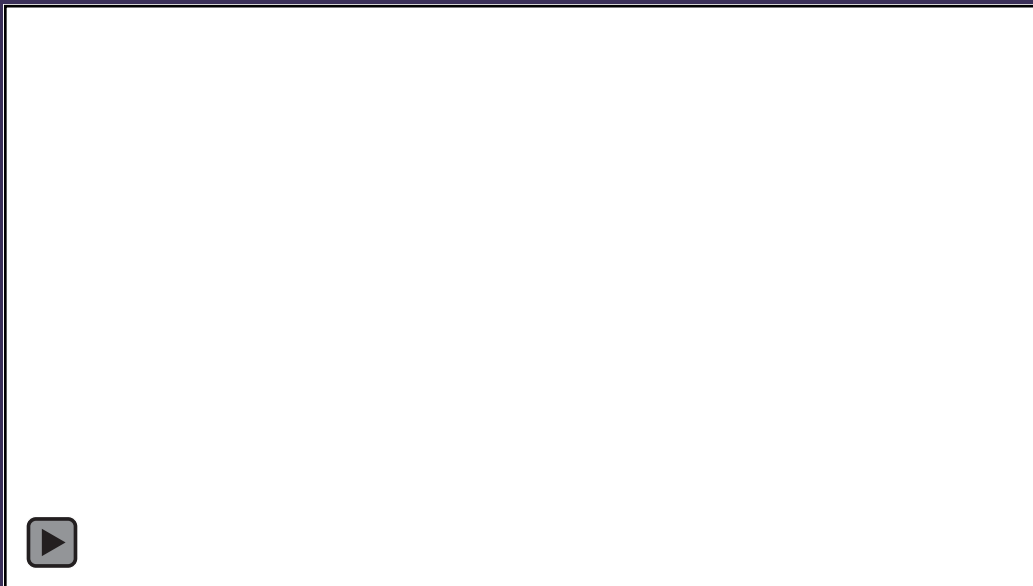
The language we use at home is: *

- Almost always ASL
- Mostly ASL with some spoken English
- Mostly spoken English with some ASL
- Almost always spoken English
- AAC (high tech or low tech)
- Multi-modal approach (combination of spoken English, ASL and AAC)
- Other:



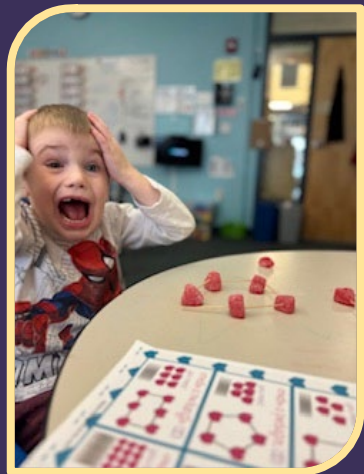
Parent Perspective

How did you make the choice as to which language you wanted Jacob to start his day in?



Parent Perspective

How did you make the choice as to which language you wanted Ryan to start his day in?



Preschool Team Planning

Week 2 - lemonade
7/14-7/17

Preschool Rotation

Unit: Summer
Focus Question: What is a sweet summer drink?

Book(s): Cooler Than Lemonade by Harshita Jerath
Book Vocabulary: **lemonade, flavor, sweet, sour, neighborhood, ingredients, partner**
Objects: **real lemon, cup, straw, pitcher**

Parent Involvement: **Encourage parents to make and try lemonade at home with their children**

Interest Area Options: Blocks, Dramatic Play, Library, Toys & Games, Art, Discovery, Sand & Water, Music & Movement, Cooking, Technology

Vocabulary link: [Unit 1 Vocabulary](#)

	Monday	Tuesday	Wednesday	Thursday	Friday
Question of the Day	What ingredients do you need to make lemonade?	How do you keep lemonade cold?	What is a fun way to sell lemonade?	Describe a lemon	NO SCHOOL
Answer	Lemons, sugar, water	Icel	Lemonade stand	sour, yellow, round, juicy	



Cooking:

1. Students will follow a visual recipe to create lemonade scented playdough
2. They will practice identifying ingredients, turn taking and fine motor skills such as pouring and measuring.
3. While waiting for the playdough to be complete students will have the opportunity to take a lemon! Work on identifying LIKE/DON'T LIKE when they taste it.
4. [Link](#)
5. *Materials:* water, flour, cream of tartar, salt, lemon essential oil, vegetable oil, yellow food coloring



Art:

1. [Link](#)
2. Students will be provided with watercolor or cardstock paper, water colors and paintbrushes
3. Students will paint a picture on their paper
4. Students will then use a ½ lemon and a handheld juicer to squeeze lemon juice on their art.
5. There will be an immediate reaction - have the students use language to describe what happened.
6. *Materials:* watercolor paper, watercolors, paintbrushes, water, lemons, handheld juicers, knife (to cut lemons in half)



Preschool

Newsletter

Unit 1: Summer

We are learning:

Welcome to the Summer unit! In this study, your children will learn about activities, places and foods they can experience in the summer season. They will learn how to reacclimate to school after a vacation! Your children will learn how to share summer experiences with their friends!

Focus Questions:

1. What are the rules in school?
2. What is a sweet summer drink?
3. What insects make honey?
4. What can you find at the beach?
5. What is a juicy summer fruit?
6. What are bubbles?

Vocabulary:

rule - school - kind - listen - share - friend - teacher - lemonade - ingredients - sweet - sour - flavor - partner - neighborhood - bee - honey - sting - beehive - nectar - pollen - flower - beach - ocean - summer - sand - castle - shell - shovel - build - bucket - watermelon - seed - swallow - grow - vine - fruit salad - bubble - pop - burst - itty-bitty - big - blow

Focus Skills:

This unit will run from July 8 - August 14. Your children will learn about the summer season and make connections through play to a variety of different summer novelties. They will experience how bees make honey, the things that can be found at the beach, how bubbles work and summer treats such as lemonade and watermelon. They might even be able to make you some!



Three Classrooms

One group of learners



ASL






**Spoken
English**



Multimodal





		
Levi	Alice	Ada
Avery	Jacob	Nathanael
Emma	Wyatt	Olivia
Aoife	Cecelia	Jackson
	Ryan	Landon



The Forest Classroom

ASL

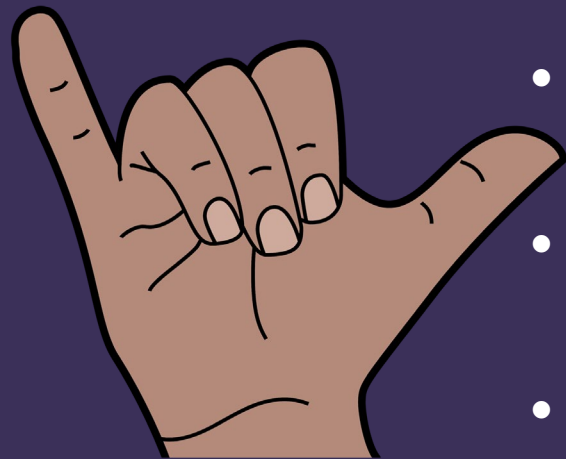
- Deaf Teaching Team – Native signers
- ASL Only
- Eye level with students
- Expand language in ASL
- Fingerspelling, facial expressions and body language
- Flash lights upon entry
- Lots of visuals and hands on learning

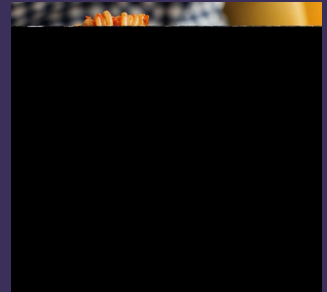
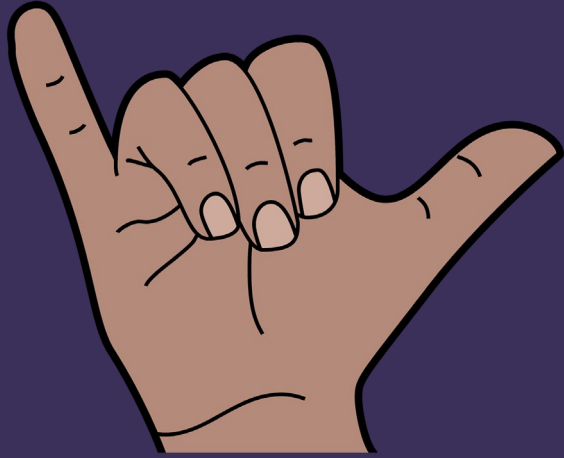


Supporting ASL Development

Benefits of ASL Handshapes

- Learning ASL handshapes in the classroom environment shows increased vocabulary and pre-literacy skills.
- Early exposure to ASL builds language and communication skills.
- Handshapes help students remember signs through muscle memory and improve their fine motor control.
- It keeps students engaged, such as using handshapes during lunchtime, *Hand Land* videos, ASL handshape game apps, songs, and transitions.





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 centers



Supporting

Spoken Language through Pre-Literacy Skills

Blending

- tapping out syllables
el - e - phant
- onset / rime
c-at
- phonemes
/c/ - /a/ - /t/

Isolating

- Identifying
initial sounds
in words
/s/ in sun

Segmenting

- identifying
individual
phonemes
'stretch' cat
/c/- /a/ -/t/

Supporting Spoken Language through Pre-Literacy Skills

Blending



Segmenting



The Ocean Classroom

Multi-Modal

- Use of both Spoken English and ASL with clear separation
- Use of augmentative and alternative communication (AAC)
 - ensure access at all times
 - consistent staff modeling throughout the day
- Accommodating various sensory needs
- Supporting low-vision accommodations
- Strong team approach with therapists
 - use of many forms of assistive technology
- Integration of IEP objectives into all areas of the day



The Ocean Classroom

Multi-Modal



Supporting low vision needs

- Creation and use of an object schedule
- Use of real objects when possible
- Using high contrast on morning meeting and AAC
- Use of pre-braille adaptations
- TVI integration
- Planning, creation and use of book boxes
- Use of light (tables, flashlights, enlarger)
- CVI (range of needs)
- Low-vision adaptations to center activities



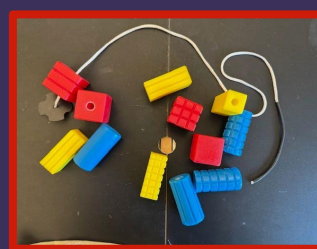
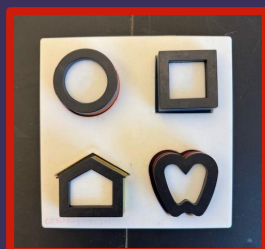
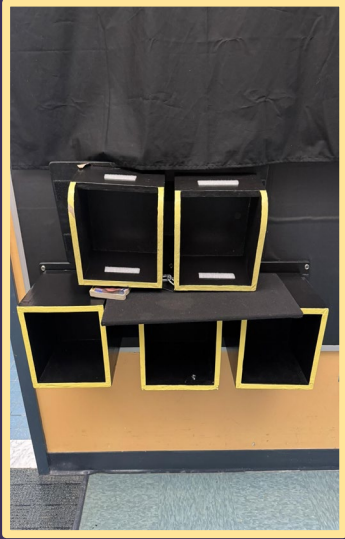


The Power of Assistive Technology

What is Assistive Technology? How do we incorporate it into the classroom?

- Use of switch access
- Integration of BSD's Smart Lab
- Use of assistive technology for everyday tasks
- Durable medical equipment
- Ensure access at all times
- Consistent staff modeling throughout the day
- AAC modeling and use
- AAC use in ASL classroom







Augmentative and Alternative Communication

A system of tools and strategies that enhance spoken, signed, or written communication
[augmentative]



or

provide a different way to communicate
[alternative]



AAC can be Aided or Unaided

Unaided

*Does not use an external tool

- body language
- facial expressions
- gestures
- manual signs*
- vocalizations

Aided

*Uses an external tool

Low-tech

- communication boards
- writing
- pictures

Aided

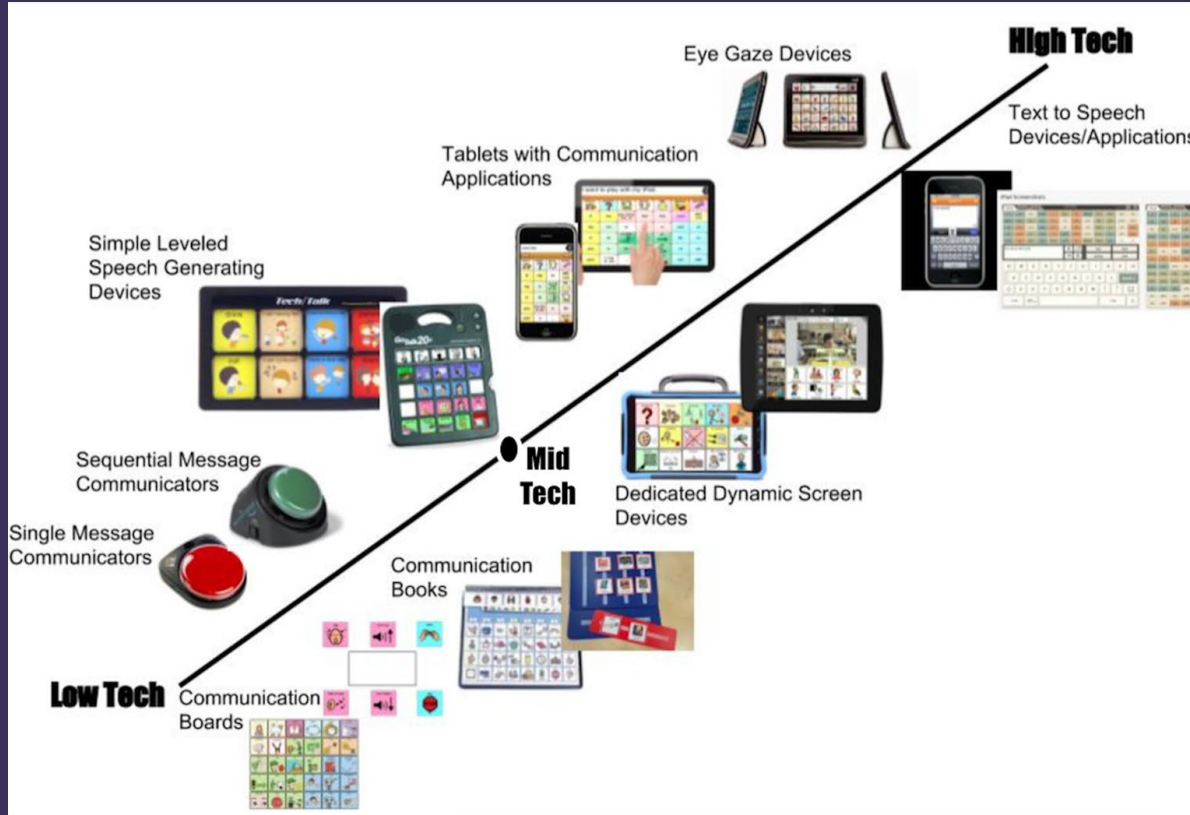
*Uses an external tool

High-tech

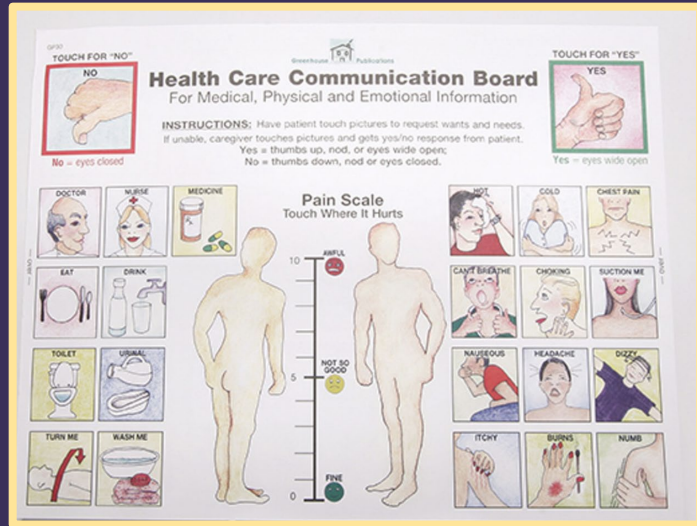
- computer/tablet
- smartphone
- communication apps
- speech generating device

*Note: Manual signs are different from ASL. ASL is not AAC. ASL is a language.

The Continuum of Aided AAC



Low-Tech AAC



High-Tech AAC

“Speech-Generating Devices” (SGDs)

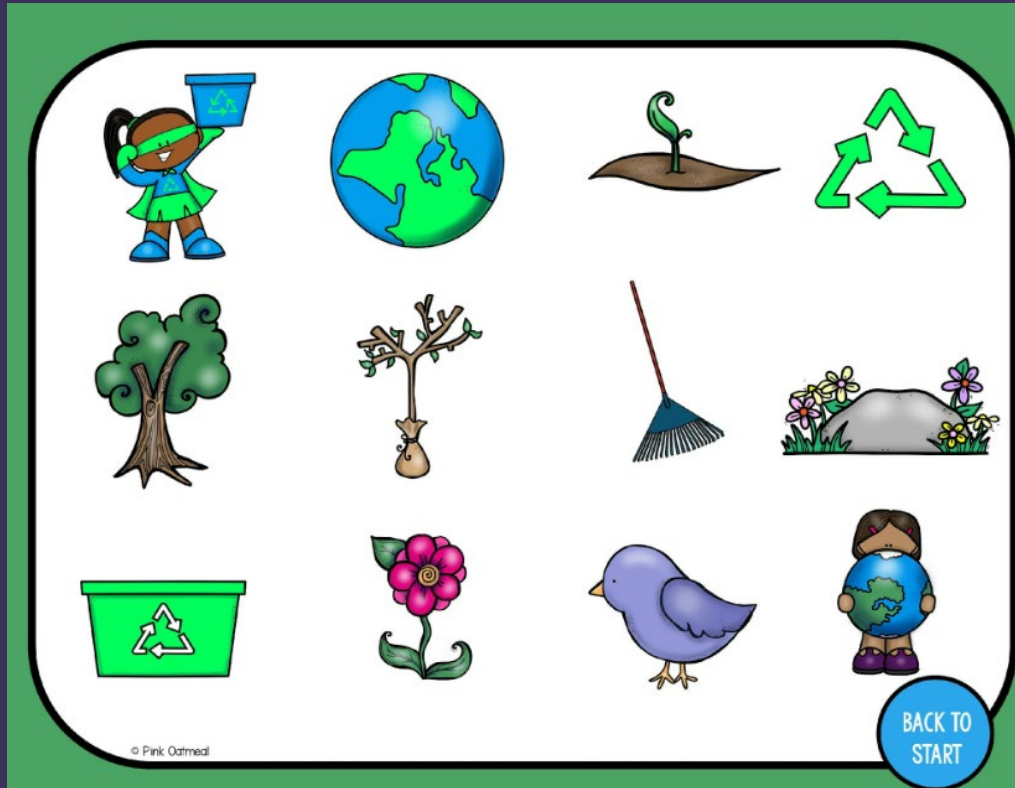


Parent Perspective

Ada's AAC Journey



Time for a Brain Break!



Tree



- Sit tall.
- Reach your arms up above your head as high as you feel comfortable.
- Look up if you feel comfortable.
- Hold.
- Lean side to side like a tree in the wind if you would like.

BACK TO
GAME

©PINKOATMEAL

BACK TO
START

HI, I'M ADAM!
LET'S MOVE LIKE THIS TO
CELEBRATE EARTH DAY!



Windmill



BACK TO
GAME

BACK TO
START

Rock



- Sit tall.
- Place your hands on the top of your thighs.
- Round out your back while tucking your chin to look towards your stomach.
- Hold.
- Return to tall sitting and repeat.

BACK TO
GAME

BACK TO
START

HI, I'M ELIZABETH!
LET'S MOVE LIKE THIS TO
CELEBRATE EARTH DAY!



Single Leg Balance



BACK TO
GAME

BACK TO
START

Daily Schedule

8:40-9:15 Arrival & Snack

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

9:50-10:15 Morning Meeting

10:15-10:55 Centers (Open Door)

11:00 - 11:25 Lunch

11:35-11:55 Bilingual Bimodal Storytime

12:10-12:40 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

Morning Meeting

Names

Letter of
the Day

Feelings

Pre-Academic
Skills



The Magic Doors of Connection



Centers – Time for Exploration in Play and Language

Sand &
Water

Discovery

Art

Technology

Blocks



Music &
Movement

Toys &
Games

Library

Cooking

Dramatic
Play

Dramatic Play Center



Hairdresser



Bus Driver

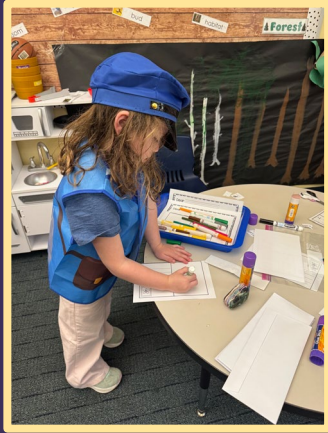


Apple Picking

Discovery and Block Centers



Art and Sand & Water Centers



Bilingual Bimodal Storytime



Bilingual Multimodal Storytime

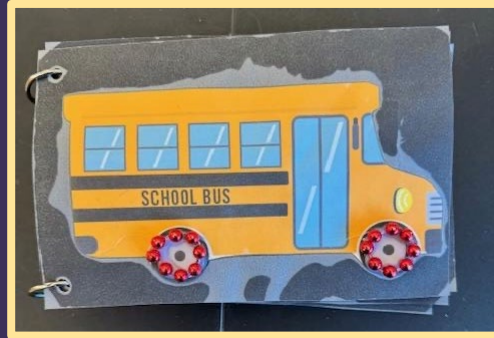
Spoken
English

ASL

Interpreter



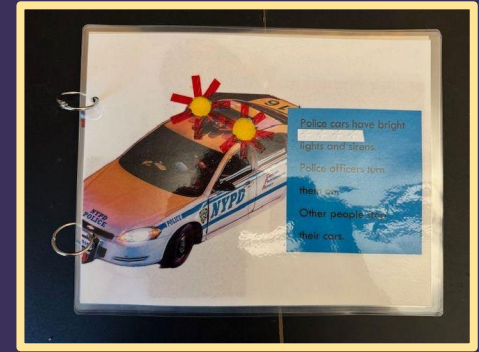
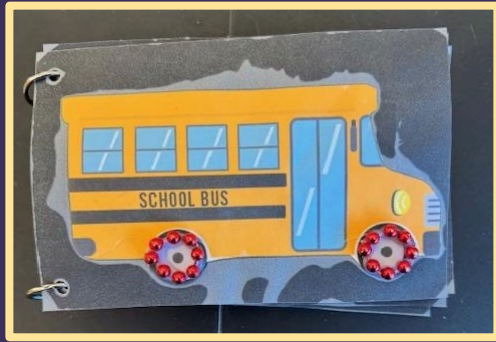
Low Vision Supports during Storytime



Supports during Storytime



Adaptive Books



Collaboration

Classroom staff & Related Service Providers

- Classroom teacher / Teacher of the Deaf /Special Educator
- Teaching Assistant
- Physical Therapist
- Occupational Therapist
- Speech-Language Pathologist
 - Feeding Specialist
- Board Certified Behavioral Analyst
- Educational Audiologist
- Teacher of the Visually Impaired
- Orientation and Mobility
- Interpreter
- Reading Specialist
- Curriculum Coordinator
- ASL Specialist* (We're hiring!)



Monthly classroom
collaboration
meetings

Teacher and
parent consults

RSPs in action



Service Delivery

Direct Services

- **1:1 sessions**
 - Therapy room, therapy gyms
- **Small groups**
 - Therapy room, lead in the classroom
- **Integrated therapy**
 - Join for class activities and specials (e.g., Morning Meeting, Centers, Lunch, Art)
- **Co-Treats** (e.g., SLP + OT together)
- **Bilingual therapy or therapist with an interpreter**



Service Delivery

Consult Services (some students receive consult only)

- **Teachers and student's team**
 - Training/Coaching
 - Data collection
 - IEP goal writing collaboration
 - Ideas sharing for 1:1 work and classroom carryover
- **Parents (in-person, video call, phone, email)**
 - Progress updates and check-ins
 - Strategies for home carryover
- **Outside providers with caregiver consent**

Supporting Hearing Access

- Hearing Assistive Technology
 - Staff training
 - Collaboration with educational audiologist
 - Morning routine and equipment/sound checks
 - Remote microphone (RM) in Spoken English classroom
 - Student self-advocacy skills and equipment management



Honoring every child's journey by equipping them with tools for independence, autonomy, and self-advocacy skills



Family Support

- Shared student vocab dictionaries (ASL)
- Unit vocabulary to teach parents
- Resource sharing (e.g., for learning ASL, websites, classes, organizations, support groups, etc.)
- Strategies and handouts for home (language and AAC modeling, articulation activities, sensory support ideas)
- Help with understanding child's signing at home (e.g., parents send video clips through Brightwheel)

1

Core Classroom
comunidade principal

ASL Vocabulary
vocabulário asl

2



question
pergunta

3



centers
centros

4



activity
atividade

The Power of Bilingualism



The Power of Bilingualism

The even better news is that Jacob is with a team of amazing people in the meanwhile and has experienced absolutely ZERO breakdown in communication and can continue being his happy self :).

Thanks,
Alex



Let's talk about

Assessments

Assessments

Unit

(Pre and Post)

**Pragmatics
Checklist**

PELI

Preschool Early
Literacy Indicators

VCSL

Visual Communication
and Sign Language
Checklist

**Kendall
Conversational
Proficiency**

**Spoken
Language
Checklist**



Unit Assessments

ASL

Pre -

Post



Unit Assessments

Spoken English

Pre -

Post



pre-academic skills

Monday

Tuesday

Wednesday

Thursday

Friday

for-for

(What do we use 'this' object for e.g. a pitcher?)

what is happening?

(describing pictures from home)

math

(Counting, patterns, missing numbers in a sequence)

possible or impossible

(e.g. Can icecream grow on trees?)

which?

(Would you rather have pink or yellow lemonade?)



My name is Emma.



WHAT STARTS WITH THIS LETTER?

L

I





WRITE THE LETTER!







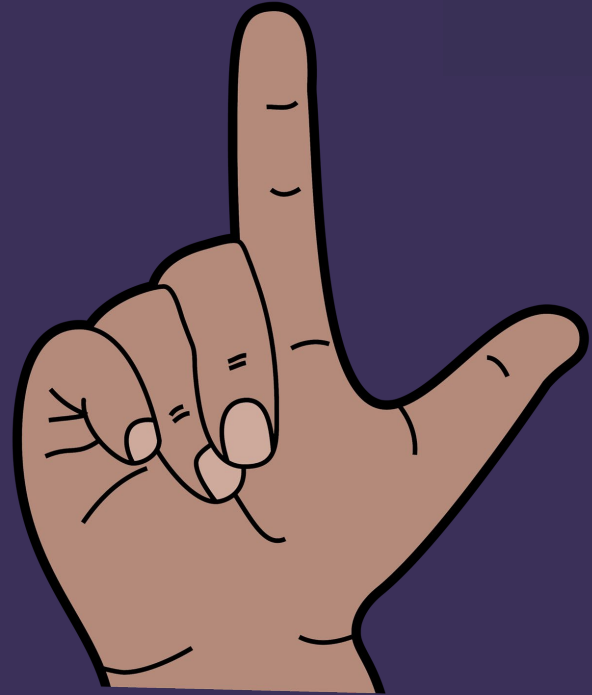
My name **is** R y a n.





THIS LETTER IS:

L l



WRITE THE LETTER!







My name is
Nathanael





How are you feeling?



happy



tired

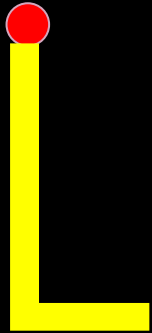
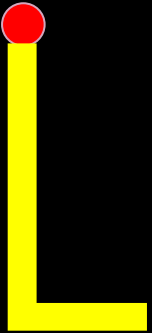


mad



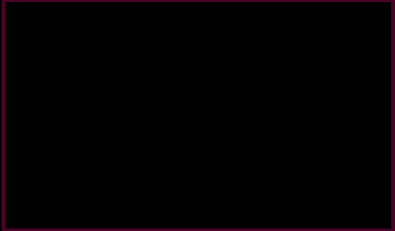
sad

Write the letter:



L is for lemonade





Morning centers



Dramatic Play



Centers – Time for Exploration in Play and Language

Sand &
Water

Discovery

Art

Technology

Blocks



Music &
Movement

Toys &
Games

Library

Cooking

Dramatic
Play

Dramatic Play

DRAMATIC
PLAY



1

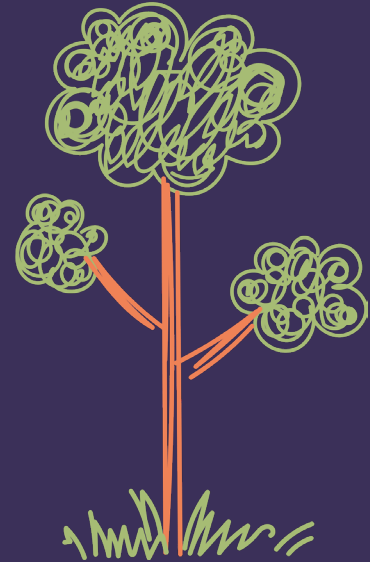
2

3

4

Questions

or comments about centers?



Parent Perspective

Reflecting on the child's experience



Discussion Groups



What Have We Learned

Essential elements of the program:

- Following families' lead builds trust
- Building trust within your team
- Deaf/Hearing teaching team
- Separation of languages
- Access is critical – visual and auditory
- Bilingual Multimodal Language growth comes with time
- Let Communication preferences emerge
- Once one language emerges...the other quickly follows
- Supporting child and family exploration

Building a child's confidence is the key!



Parent Perspective

What are you thinking about for Jacob's transition to Kindergarten



Parent Perspective

Reflecting on the child's experience



Final Parent Reflections



Thank You!



Contact us:

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Danielle Lavon – lavondanielle@gmail.com

We are hiring! Come Join us!

