



# 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*



# 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 spaces 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
- Multimodal was important
- Parent feedback was important
- What we knew, what we didn't know
- Planning was important
- Hired a consultant (LSL specialist who knew ASL)



# Our Team



**Christina**  
Multimodal  
Teacher



**Julie**  
ASL Teacher



**Courtney**  
Spoken English Teacher



**Rachel**  
SLP

# Three Classrooms

One group of learners



**ASL**



**Spoken  
English**



**Multimodal**

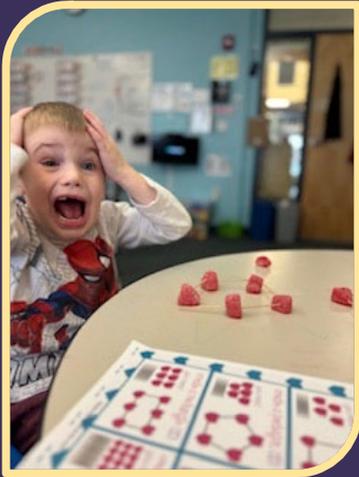


# The Magic Doors of Connection



# Parent Perspective

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



# 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**

# 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



# 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

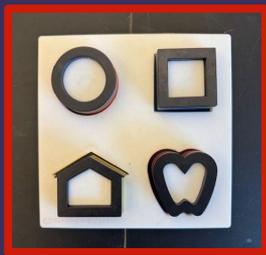


# The Ocean Classroom

## 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





# Morning Meeting

Names

Letter of  
the Day

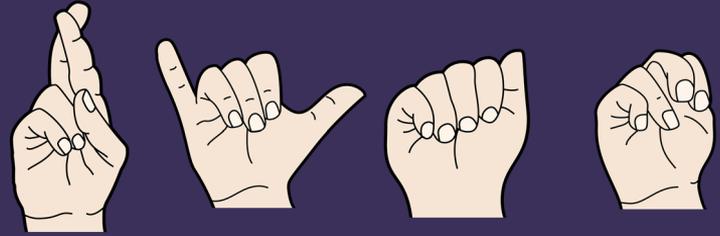
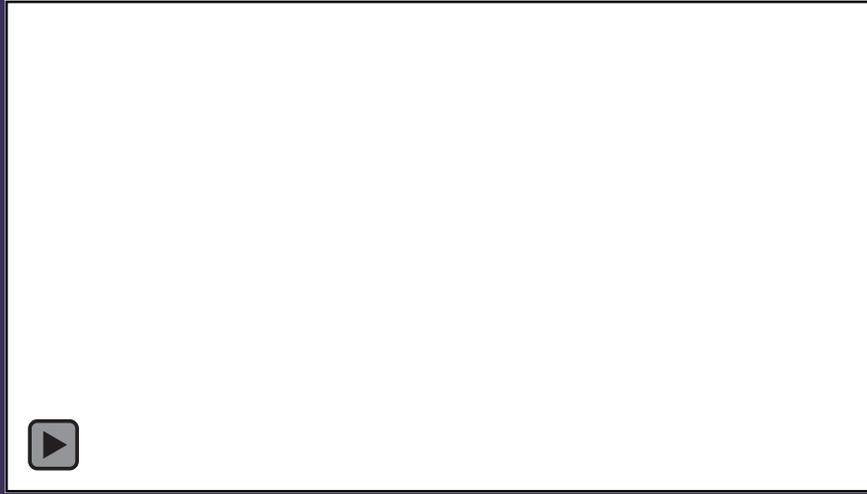
Feelings

Pre-Academic  
Skills





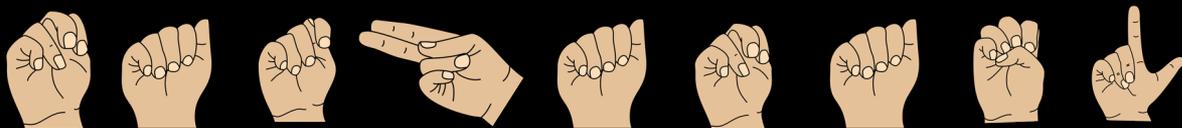
My name is Emma.



My name is Ryan



My name is  
Nathanael





# Centers – Time for Exploration in Play and Language

Technology

Sand &  
Water

Discovery

Art

Blocks



Music &  
Movement

Toys &  
Games

Library

Cooking

Dramatic  
Play

# Bilingual Bimodal Storytime



# Bilingual Multimodal Storytime

Spoken  
English

ASL

Interpreter



# Low Vision Supports during Storytime



# 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

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



# 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



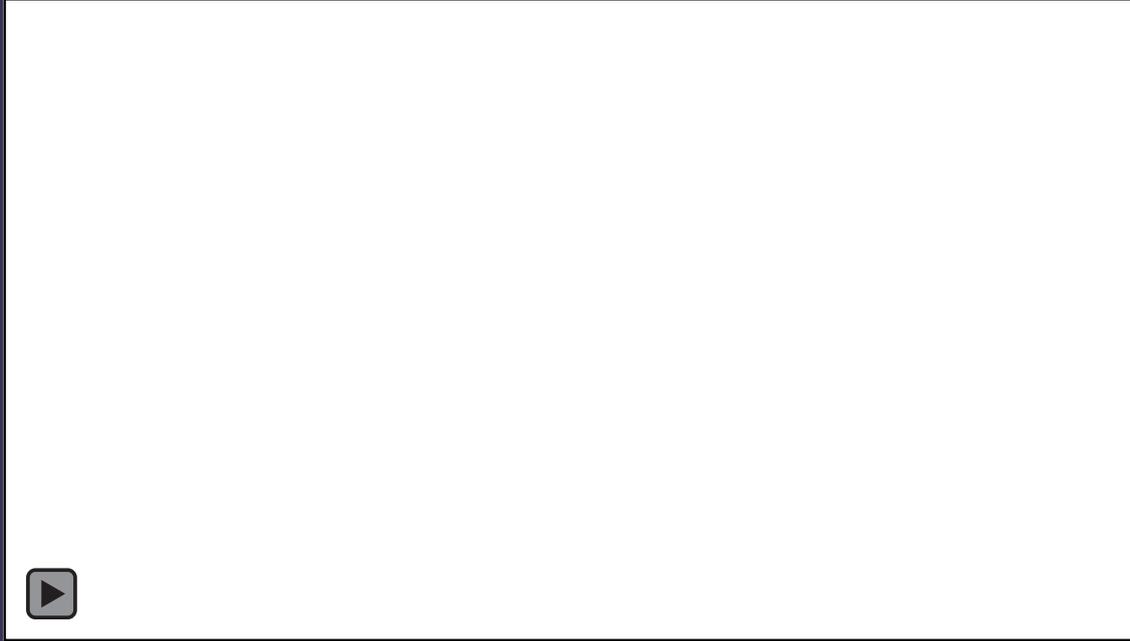
# What Have We Learned

- Following families' lead results in trust building
- Sharing observations and assessment data with families builds trust and encourages family exploration and trust in their child's learning styles and language usage
- Sometimes the child's choices surprise both parents and educators
- Once one language emerges...the other quickly follows
- Communication preferences emerge over time
- Once one language emerges...the other quickly follows
- Supporting families on the path of their child's identity is individualized – and so important



# Parent Perspective

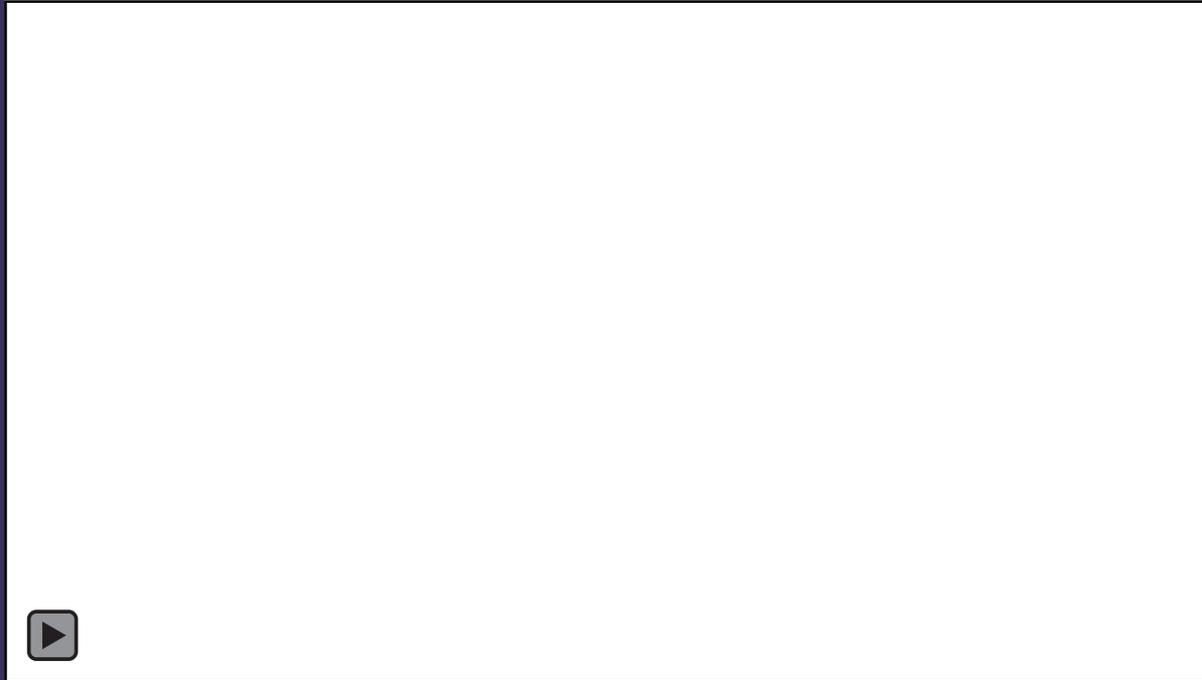
Reflecting on the child's experience



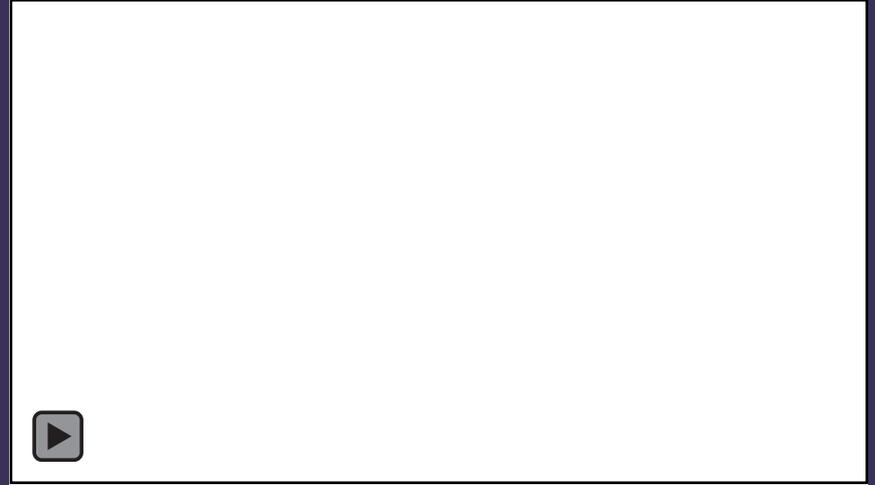
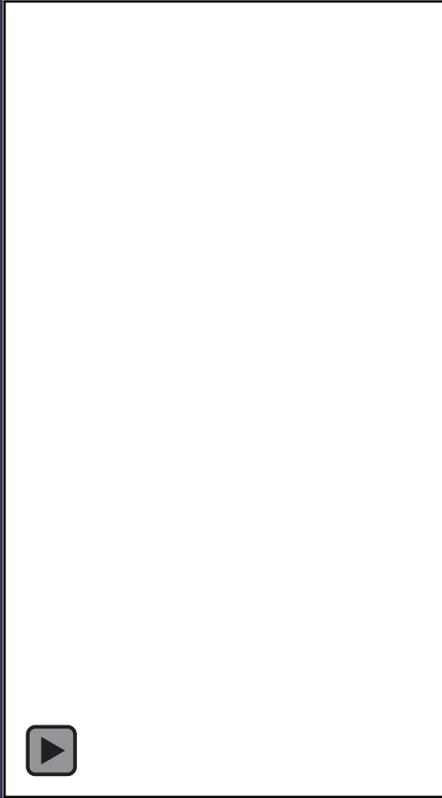
# Final Parent Reflections



# Sharing thoughts for Kindergarten Transition



# 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

# Thank You!



## Contact us:

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We are hiring! Come Join us!

