DEAF MENTOR PROGRAM

EHDI 2016 Conference Pre-session
San Diego ————- March 13, 2016
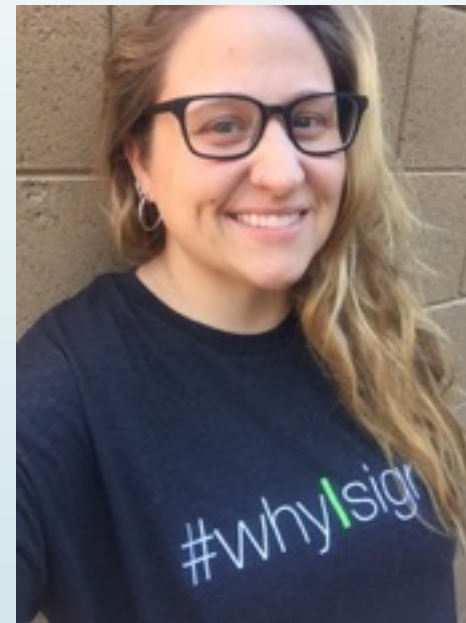
The National DMP Team
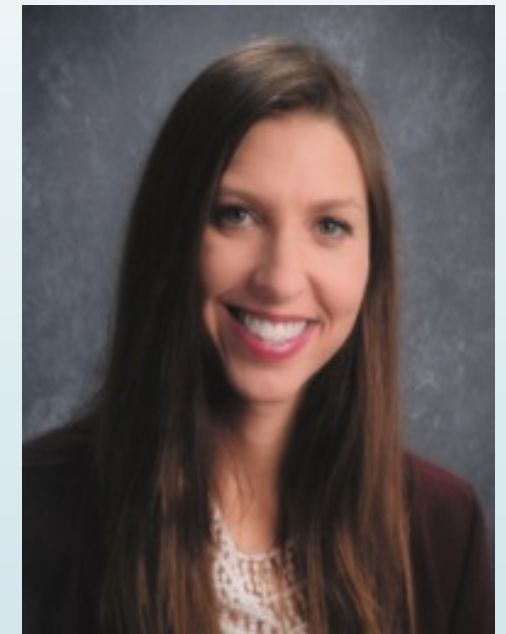
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www.skihi.org
Facebook: Ski-Hi Deaf Mentor Curriculum

To inquire further information:
To request a DMP Training:

- If you are interested in learning more about establishing a DMP and want to learn more about training, please contact Paula Pittman (paulap@usu.edu) and Jodee Crace (jscrace@aol.com).

- That way, one of us can be more specific on your needs in our conversation.

Today's Goals

1. KNOWLEDGE and ANALYSIS:

What is the DMP (research citations, history, curriculum, training components and home visit framework)

2. APPLICATION:

Simulated DM Home Visits will be performed with participants as either family members or observers

3. SYNTHESIS and EVALUATION:

How can you set up a DMP in your state or region and determine it's effectiveness

Today's Agenda

8:45 AM - 9:05 AM	Greet, mingle, warm-up, collaborate and view the video loop	Noon - 12:45 PM	LUNCH (on own)
9:05 AM - 9:15 AM	The National DMP Team: Who We Are & Session Goals	12:45 PM - 1:30 PM	Deaf Adult's Healthy Plan
9:15 AM -10:15 AM	Research, History & Foundation Other Supporting Research(es)	1:30 PM - 1:45 PM	DMP Training: What does it look like?
10:15 AM - 10:35 AM	Video Loop: Home Visit Scenes	1:45 PM - 2:30 PM	Simulated Role Play Activities
10:35 AM - 10:55 AM	What DM is…	2:35 PM - 3:45 PM	DMP System: Best Practice & DM Qualifications DMP Outcomes/ Successes DMP Challenges/Barriers DMP What's Next
10:55 AM - Noon	Deaf Mentor in Action in Home/Community	3:45 PM - 4:00 PM	Closing Q/A

Deaf Mentor Program History

- Experimental Deaf Mentor Project - 1991-1993

- Why?

- Program development and efficacy research

- Outreach began 1995

Research Study

- Experimental Group and Control Group
- 18 children in each group
- Children matched on
  - Average age at project start (27.9 mos)
  - Average hearing levels
  - Average amount of SKI-HI programming prior to onset of study
  - Average pretest language development rate (.75)

Experimental & Control Groups

Utah Experimental Group

- Deaf Mentors
- Hearing Parent Advisors
- 18 Children and Families
- ASL and Signed English
- Deaf Culture and Hearing Culture

Bilingual-Bicultural

Tennessee Control Group

- Hearing Parent Advisors
- 18 Children and Families
- Spoken English/Signed English
- Hearing Culture only

English/Hearing Culture

Research Study - Assessments

- Grammatical Analysis of Elicited Language – Pre Language (GAEL-P)
- Patterned Elicited Syntax Text (PEST)
- Language Development Scale (LDS)
- Communication Data Sheet
- Deafness Perception Survey

GAEL – P

Average Final Scores

	UTAH	TENNESSEE
Word Combination Comprehension (Receptive Language)	22.2	15.3
Word Combination Production (Expressive Language)	19.7	11.7

PEST

| Tennessee | | Utah | | ASL Equivalency Test |
PRE	POST	PRE	POST	POST
0	0	0	1	15
0	7	0	1	0
0	0	0	1	1
0	0	0	18	18
0	0	0	0	0
0	0	0	2	14
0	0	0	0	0
0	2	0	1	17
0	5	1	6	16
0	0	0	2	10
0	0	0	10	18
0	0	0	7	11
0	0	0	0	2
0	0	0	2	12
X = 0	1.0	0.1	3.6	9.6

Language Development Scale

LDS	Utah		Tennessee	
	Expressive Language	**Receptive Language**	**Expressive Language**	**Receptive Language**
Average pre test scores	19.8 months	21.7 months	20.5 months	22.9 months
Average post test scores	39.2 months	40.7 months	33.5 months	36.0 months
Average pre to post test gains	19.4 months	19.0 months	13.0 months	13.1 months
	(Average treatment time =17.6 months)			
Based on pre/post gains, overall language growth/year	1.1 months		0.7 months	
Based on pre/post gains, overall language growth/year	13.2 months		8.4 months	

Communication Data Sheet

(At Program End)

	Utah	Tennessee
Child's stage of language development (12 point scale)	11	8
Child's expressive language level:	Uses 3-4 word sign sequences	Uses 2 word sign sequences
Child's vocabulary size:	1,001-2,000	301-500
Child understands what you are communicating. (Most to all of the time 80% +)	84%	50%
You understand what your child is communicating. (Most to all of the time 80% +)	73%	49%

For parents who use signs, how many signs do you know and use?
        Mom
        Dad
	
	2,053
	925
		
		299
		125

Deafness Perception Survey

What is Most Important to Utah and Tennessee Parents (in order of importance)	
Utah	**Tennessee**
1. That our family learns sign language.	1. That my child learns to read and write well.
2. That my child learns to read and write well.	2. That my child learns to speak.
3. That my child has teachers who can sign very well.	3. That my child goes to a public school with hearing children.
4. That my child has many Deaf friends.	4. That my child learns to communicate without being dependent on sign language.

Least Important Thing	
Utah	**Tennessee**
That my child go to a public school with hearing children.	That my child has teachers who are deaf.

Deafness Perception Survey (continued)

Have Parents Ever Participated in "Deaf Community" Activities?	
Utah	**Tennessee**
Yes – 100% No – 0%	Yes – 15% No – 85%

What Do Parents Want Most for the Child's Future? (Most Prevalent Themes)	
Utah	**Tennessee**
▪ Have self-confidence. ▪ Be happy, loved, and proud of self ▪ Want what the child wants for themselves.	▪ Have skills so they can contribute to the world. ▪ Attend college. ▪ Get a good education and have a successful career.

10 Years and 20 Years Later Confirmation

10 Years	20 Years
➦ All 36 families involved in the original research project that were in the experimental group (who had Deaf Mentors) reported that their early intervention experience with their Deaf Mentor and Parent Advisor was the most impactful of their child's life.	Our daughter is a graduate of Gallaudet, a brave, confident young Deaf woman with a glorious future ahead of her, and we credit that to the fact that we learned to use ASL effectively from our Deaf Mentor and we exposed our child to English thanks to our Parent Advisor!" Lauri, parent involved in the original Deaf Mentor Project
➦ Twenty of the 36 families reported that the family still had a relationship with their Deaf Mentor 10 years after the project ended.	

Benefits of Involvement of Deaf Adults

➤ English and ASL skills are improved when children and their families have access to Deaf Mentors (Watkins, Pittman & Walden, 1998)

➤ Communication, language, social-emotional, and cognitive skills are enhanced by opportunities to interact with individuals who are deaf or hard of hearing (Calderon & Greenburg, 2003)

➤ Parents of children who are deaf who have opportunities to meet and interact with adults who are D/HH experience reduced amounts of guilt about their child (Hintermair, 2006)

➤ Families who are actively involved with early intervention and school services have children who are more likely to experience academic success (Moeller, 2000)

Benefits of Visual Language

- Visual language reduces risk of language deprivation at no risk to acquisition of other languages (Humphries, et al, 2012, Grosjean, 2008; Nussbaum, 2008; Malloy, 2003;Yoshinaga-Itano, 2003; Emmorey, 2002; Krashen 1973)

Deaf Children Need:

- Full access to language in all settings
  - *A deaf child can have both ASL and English.*
  - *A deaf child with CI benefit with ASL.*
- Strong family involvement
  - *Families don't have to choose which one.*
- Language models
- Deaf Mentors: Successful role models
- High Expectations
  - *Children who have exposure to two or more languages actually use knowledge from one language to build knowledge about the other language(s) - Scaffolding*
- Supportive environments

Principles and Guidelines for EHDI Programs – JCIH (2007)

"To achieve informed decision-making, families should have access to professional, educational, and consumer organizations; and they should have opportunities to interact with adults and children who are deaf and hard of hearing… Early interventionists should ensure access to peer and language models. Peer models might include families with normal hearing children as well as children or adults who are deaf and hard of hearing as appropriate to the needs of the infant with hearing loss."

Needs Assessment:
Results, Recommendations, and Next Steps

Danelle Gournaris, MA, MS, Lifetrack

Grant funded by:

Full article can be found in this website.   **www.Lifetrack-MN.org**

Needs Assessment in Minnesota

➥ Purpose:

conduct a study to better understand the needs and preferences of families with young children who are deaf or hard of hearing (D/HH), related to its family mentoring programs in Minnesota and is responsive to the following three JCIH recommendations:

• Main reference:

   http://pediatrics.aappublications.org/content/131/4/e1324.full?

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JCIH GUIDELINES

- GOAL 3A
- Intervention services to teach ASL will be provided by professionals who have native or fluent skills and are trained to teach parents/ families and young children.

- GOAL 10
- Individuals who are D/HH will be active participants in the development and implementation of EHDI Systems at the national, state/ territory, and local levels; Their participation will be an expected and integral component of the EHDI Systems.

- GOAL 11
- All children who are D/HH and their families have access to support, Mentorship, and guidance from individuals who are D/HH and represent the diversity of the EHDI population (e.g. deaf culture, hard of hearing, cochlear implant and hearing aid users, unilateral hearing loss, auditory neural hearing loss, and cultural diversity.)

Methods

- Literature review and field scan
  - Similar programs with best practices; case studies
- Advisory Committee
- Provided advice all aspects of the project
  - Compromised of individuals from D/HH community, parents of D/HH children and professionals (D/HH teachers and others who serve D/HH children)
  - Helped ensure that the study was inclusive, respectful, and appropriate for the community's needs.

Method Study

- Interviewed:
  - 47 parents of D/HH children (Minnesota)
  - 51 D/HH adults (Minnesota)
  - 6 national experts who are ASL users and Teachers of ASL
  - 13 Lifetrack staff (Minnesota)
- Web survey with similar questions was conducted with 118 parents of children who are D/HH.

Key Findings:
Parents of young D/HH children most commonly need:

- Emotional support *(getting in touch right away after diagnosis)*
- To connect with other families that are currently participating in the D/HH mentoring program; more activities
- To have a role model the child can look up to
- Learn American Sign Language (ASL) and communication skills and tools; more information about language acquisition
- Information about assistive technologies
- Access to other language(s) in print
- Other options for those who live long distance
- Additional support for deaf plus children
- More customization and flexibility
- Increased age limit for mentoring service

Compliments:

It was noted that the current Lifetrack D/HH Mentors/Role Models are dedicated and passionate about their work, which contributes to the success of the program.	Overall, mentoring programs are broadly recognized by parents, adults who are D/HH, and experts as a critical component of the Early Hearing Detection and Intervention (EHDI) services and supports offered to families with young children who are D/HH.

The parents, adults who are D/HH, Lifetrack staff, and national experts noted several key goals and potential benefits of D/HH mentoring programs:

- Improved language acquisition
- Making connections in the Deaf community
- Self-esteem and positive identity for the child
- Hope for the future and overall better well-being for the parents

Barriers for families of D/HH children from participating Deaf Mentor Family Program

- Lack of program awareness
- Perceived mentor bias
- Perception that the Lifetrack program is for families with children who are profoundly deaf who have chosen ASL as their primary mode of communication
- Parents' perceptions, or receiving misinformation from various sources, that learning ASL may have a negative impact on their child's spoken language development and illiteracy
- Scheduling and availability – both on the part of the families and their mentors

Deaf Mentor Responsibilities

- Interacts with child using ASL - language model
- Teaches family members ASL
- Teaches family understanding, appreciation of being deaf, and participate in Deaf community; shares stories and experiences
- Discusses and reviews child and family goals and activities (write in report writing)
- Advocates/empowers the parents; offer ideas and solutions based on observation
- Sends in necessary paperwork
- Coordinates with other service providers within child's team
- Keeps in touch with Administration
- Collaborates with other educators and disciplines

A good deaf mentor:
1. Flexible, good communication skills
2. Well adjusted and diverse
3. A good match for the family
4. Also skilled in visual language strategies and education.

A Deaf Mentor can make home visits effective by doing these basic principles:

- o Takes time to build a relationship
- o Remembers confidentiality
- o Is understandable
- o Understands own limits
- o Is perceptive of family needs
- o Partners/plans/collaborates/brainstorms with parents
- o Is open to new ideas & suggestions; encourages parents to ask/share
- o Fits in within family structure

- o Respects family's view & opinions
- o Respects family values
- o Is flexible
- o Manages chaos with flow
- o Is supportive and friendly
- o Provides clear expectations; follows through with topics/lessons/goals/ strategies; notes gains
- o Schedule is flexible

Deaf Adult in Family Home
Initial-Basic Survey
for the EHDI 2016 Conference Pre-session

Awareness, Perception and Needs
February-March 2016
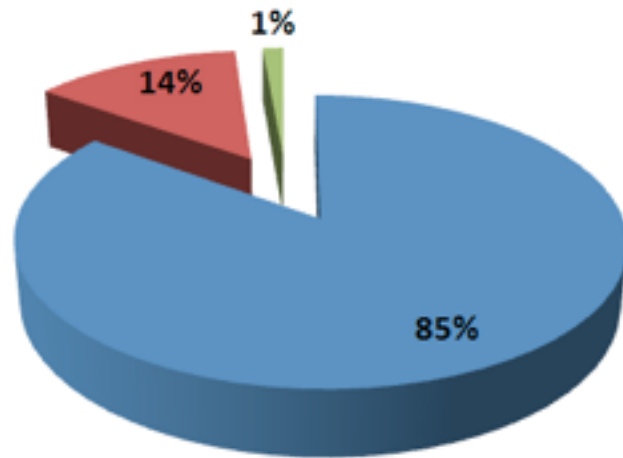
Jodee Crace, M.A.
Lead Author

Billy Schwall, MBA, CDI
Data Consultant

1. To determine if the families are/were aware of such services

2. To find out what kind of services families have or had

3. To discover what families liked about having services

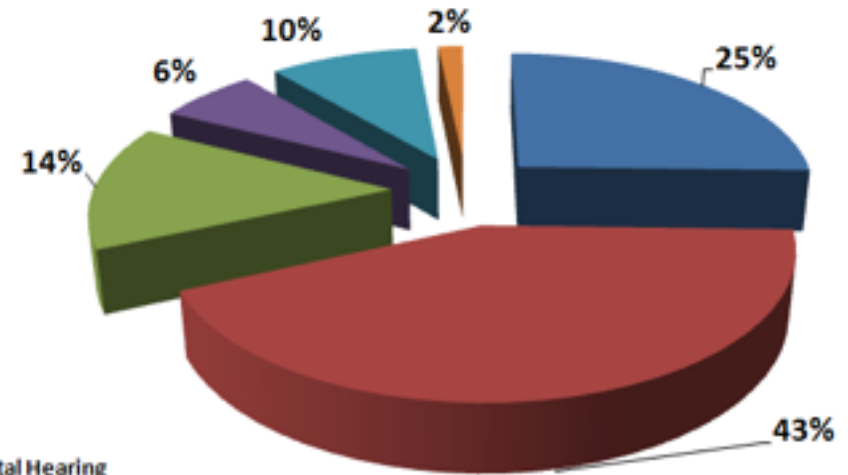4. To learn more about families' needs

# of Deaf child in Family

- 1 child
- 2 children
- 4 childen

1%

14%

85%

Total Hearing Parents: 74

# of Hearing Sibling in Family

- None
- 1 sibling
- 2 siblings
- 3 siblings
- 4 siblings
- 5 siblings

10%

2%

6%

25%

14%

43%

Total Hearing Parents: 74

Age Child first met a Deaf Adult

over 3 years old
20%

2 to 3 years old
11%

1 to 2 years old
22%

0 to 6 months old
20%

6 to 12 months old
27%
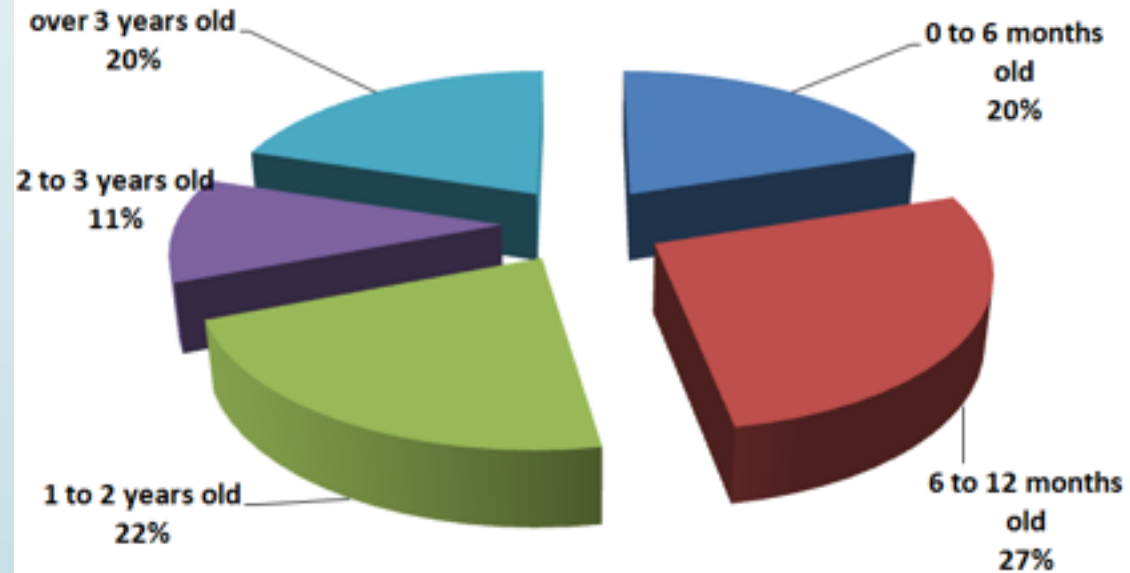
STATES that PARTICIPATED

Count of Partcipants

(13) NH, PA, SC, AR, LA, IL, ID, IA, CO, WA, AZ, MI and Canada

One State

WI, NM, NJ, MN, MD, MO, TX

3-4 per state

CA (7)

(4) Utah

23 states

IN (21)

(11) ME

Count of Families Receiving Services

# of visit by Deaf Adult
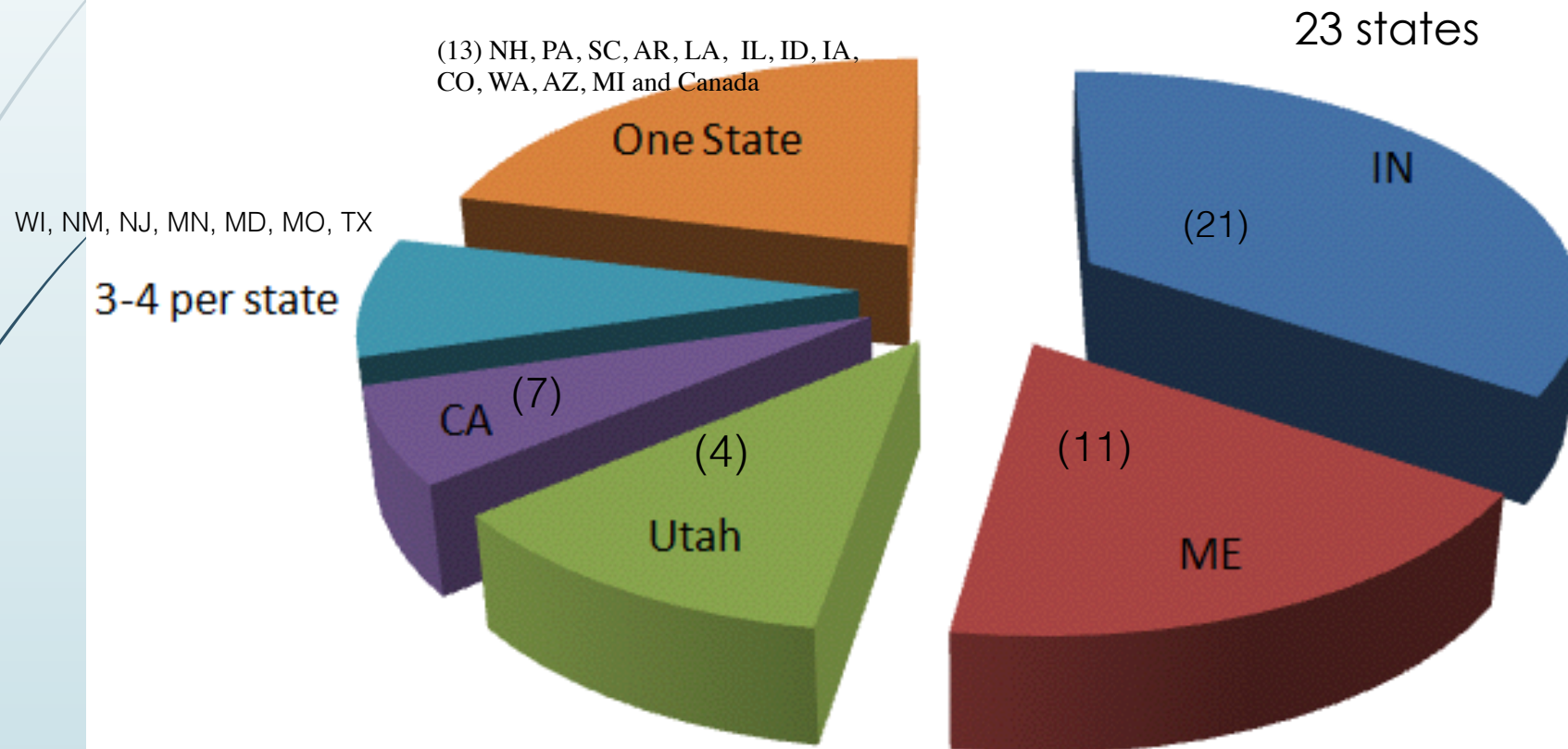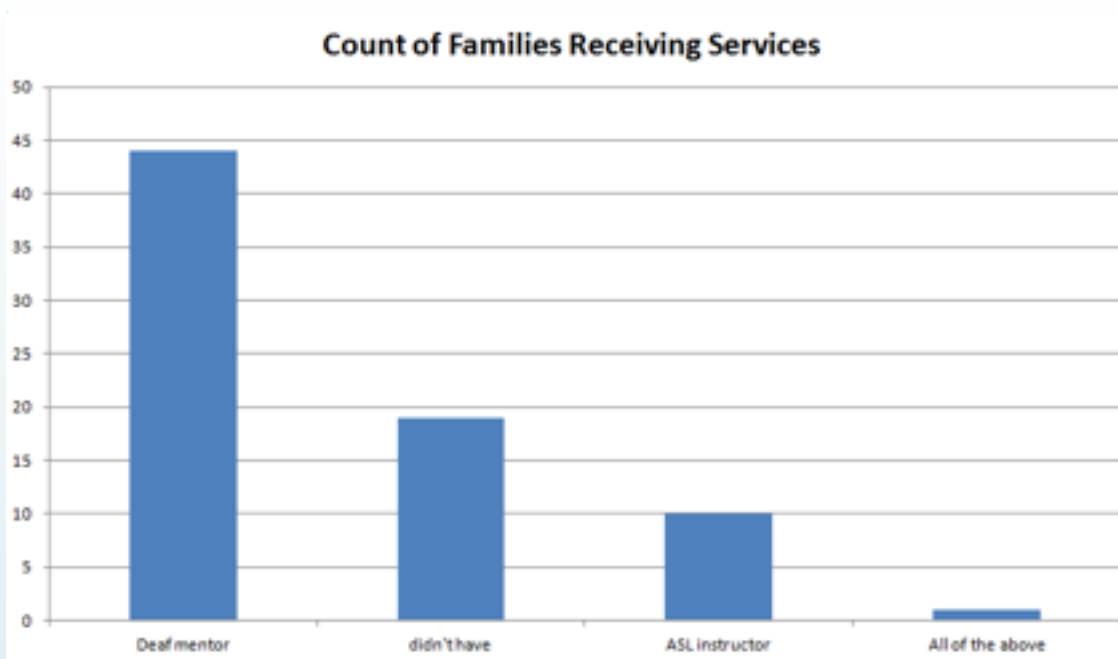
Source of Service:
46% - State Agency
33% - State Deaf School
11% - Organization
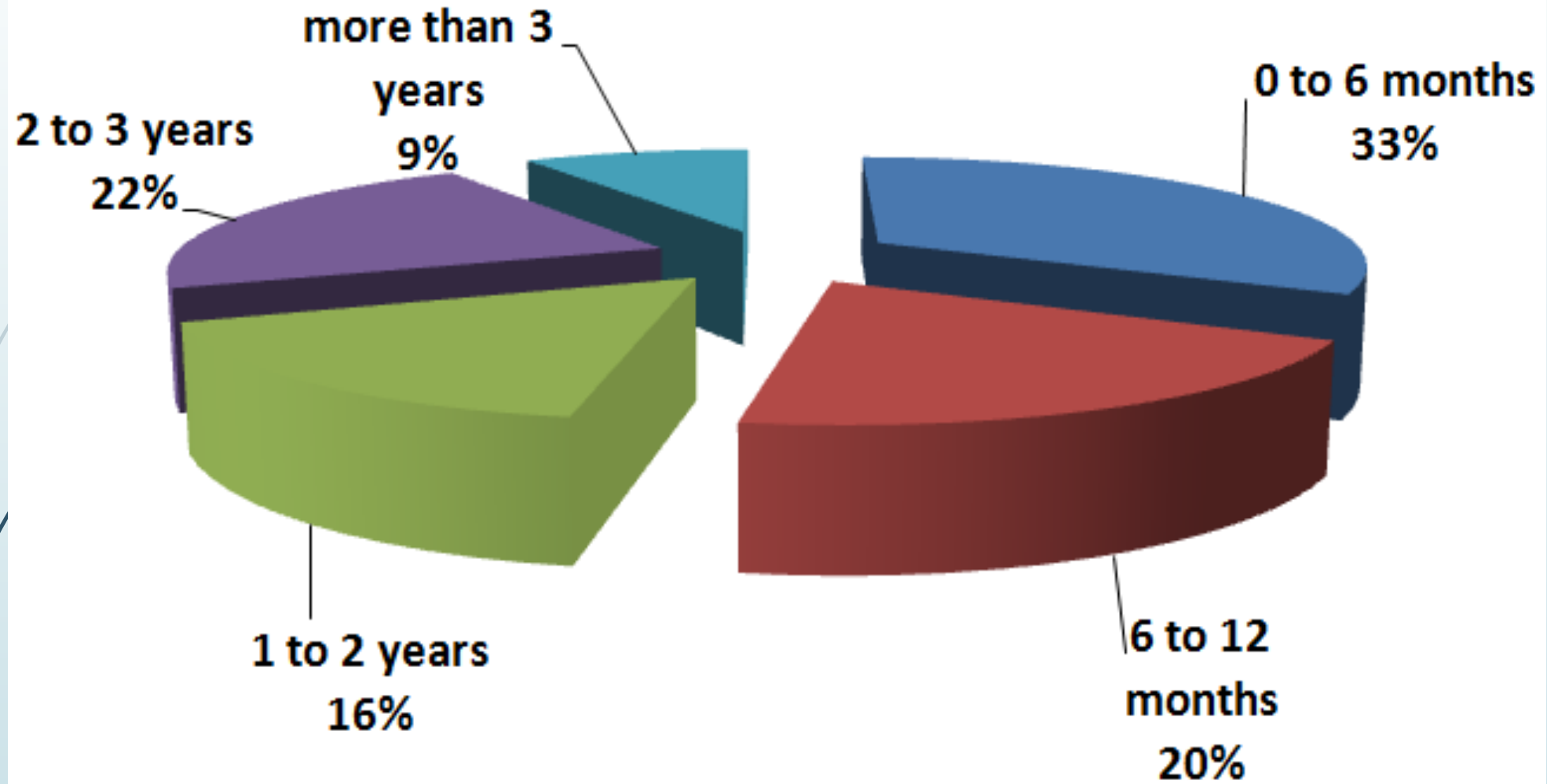10% - Public School

How long has the family been with a provider?

- more than 3 years 9%
- 0 to 6 months 33%
- 2 to 3 years 22%
- 6 to 12 months 20%
- 1 to 2 years 16%

Did the Family Ask for DM Service?

19 families were automatically offered DM.

36 families asked for DM.
_____

Total: 55 families got DM.

19 families did not know DM services existed.

Good understanding of DM role?

No — 1.8%

Somewhat — 25.5%

Yes — 72.7%

Good understanding of role

0   10   20   30   40   50

WISHES:
1. more time, more ability to 'remember' ASL
2. advocacy to get more ASL services
3. meet other families with same age as my deaf children for social gatherings
4. plenty of available Deaf adults, especially in rural areas
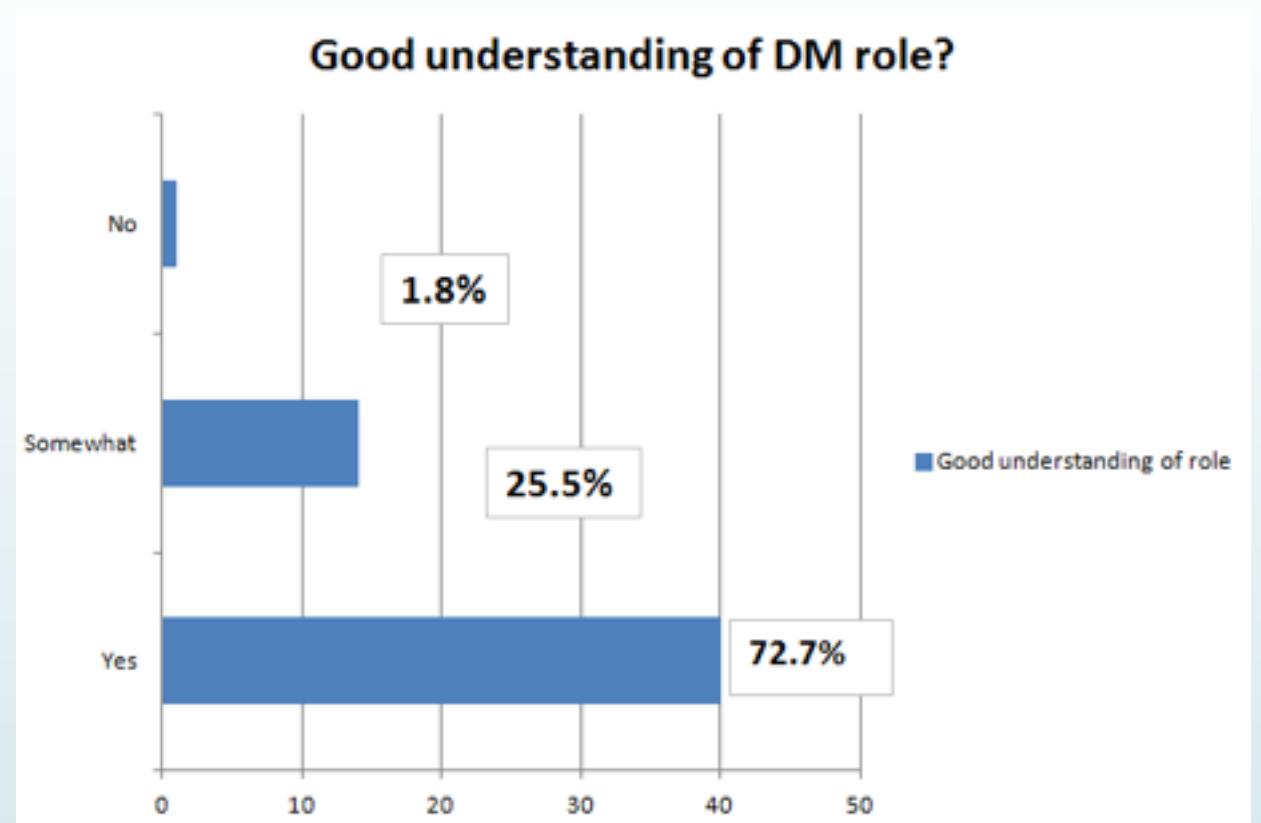
What helped you the most?

- confidence & support! Very open & available.

- helpful insight as a Deaf adult so I can relate to my Deaf child more (safety, academics, navigation, pride in ASL)

- making connections with others and resources

- great conversational language mentor

- gave us comfort knowing Deaf child is fine

- good bridge to deaf community and meet more families and Deaf adults

What's Next for this Survey?

- More respondents from each established (and semi-established) programs (and compare with respondents who receive service from outskirt of programs)

- Compare respondents' experience between structured program (trainings, use of curriculum, outcome/data monitoring) and non-structured (loosely-based) systems

- Defining Service, Family and Child Outcomes (ASL, Deaf Culture, Perception, Identity and Empowered)

- Infrastructure (finance, stability, support: public)

- Public Relations (letting more systems know of this need and how to build/fund programs)

- School-Age Provision (beyond 5 years old) in schools and in homes

Deaf Mentor: Healthy Plan

- **Reflect** on personal life experiences and how these may contribute to one's role as the DM

- **Recognize and understand** one's own upbringing: family dynamics, education background, social-emotional development/identity and communication experiences in accessibility and inclusiveness

- **Embrace** one's own identity in the dynamic of family goals: share yet have boundaries

- **Learn** how to share reflective moments with self and others

- **Acknowledge** that unresolved issues may exist and how to work through them

We Start with the Beginning:

I am…_____.

I believe and value…_____.

I can see "two sides of the coin".

I am skilled as a relationship-based provider.

We fully agree that…

it is crucial to develop language in the most efficient way possible, as early as possible".
Yoshinaga- Itano, C., & Sedey, A. (2000)

People are internally compelled to respond to situations in ways that will support or be consistent with their beliefs.

Perceiving is…

"Perspective taking" goes far beyond empathy; it involves figuring out what others think and feel.
**Forms the basis for children's understanding of their parents, teachers, and friends intentions. **Children who can take others' perspectives are also much *less* likely to get involved in conflicts.'

Galinsky, E. 2010. Mind in the Making. The Seven Essential Life Skills Every Child Needs.

The 'stories' (experiences) parents create from their past and present reflect deep wishes, fears, and aspirations.

The Deaf Community: Everyone
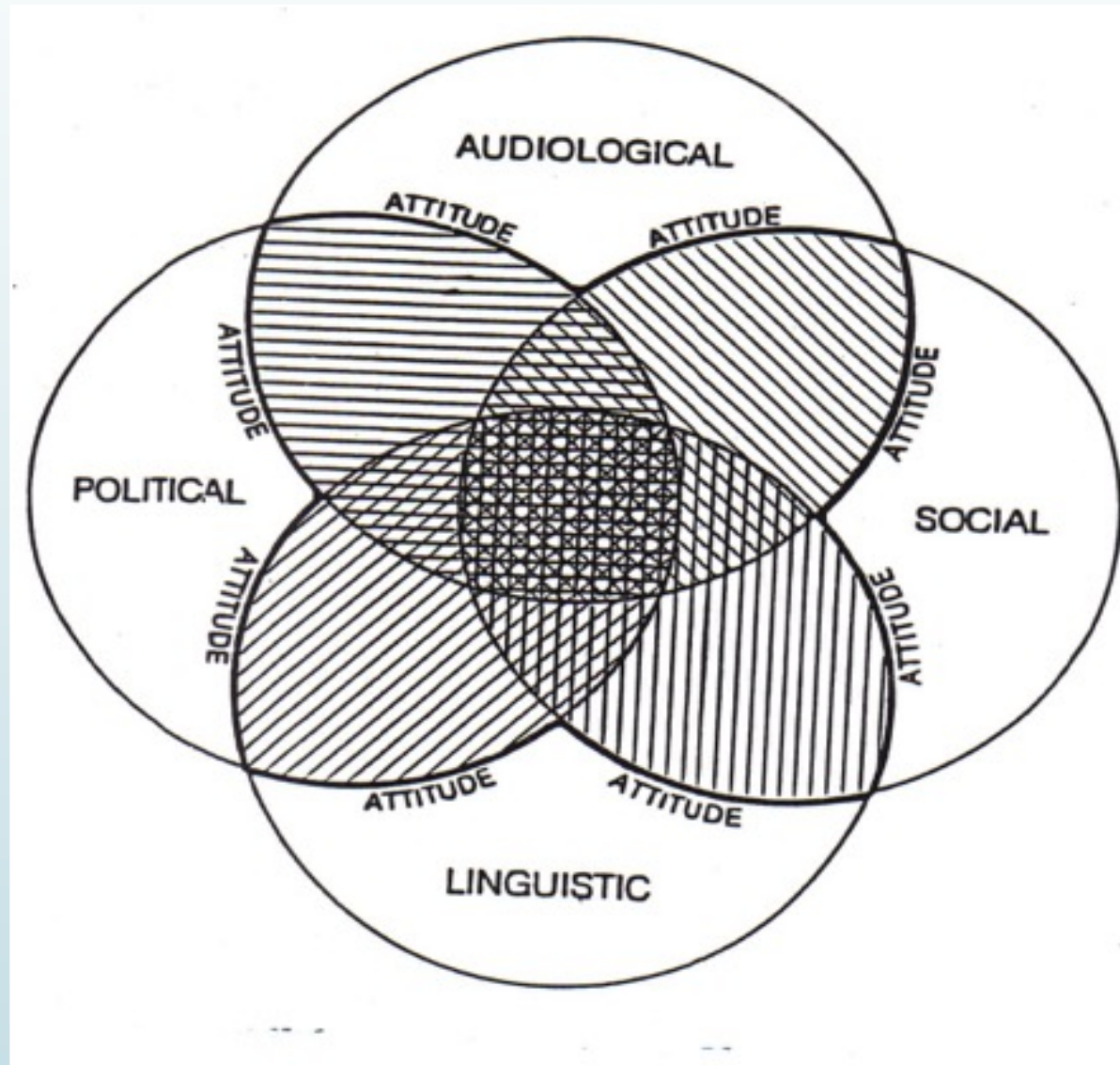
Understanding the Deaf People

Language Rights and Empowerment to Living Independently

Unity and Community

Personal experiences with own families and education; not want a repeat

Deaf people is a valuable and a required component of the family's life and the systems

Deaf people are as diverse as any hearing people

1. Findings from research

2. Human rights issue

3. Know about lives of deaf people

4. Assurance and support

5. Positive view of the future

6. Confidence with decisions

7. Dismantle societal barriers

8. Promote positive view of Deaf individuals and the community

Deafhood is a process.

Before, we…(borrowed with permission from Marvin Miller via the Deafhood Foundation. Paddy Ladd, Understanding Deaf Culture: In Search of Deafhood (2003) 3/2/16)

- Struggled to explain our existence *(shaming)*

- Experienced conflicting internal/external dialogue *(oppression)*

- Felt confused on becoming and maintaining "Deaf" *(labeling)*

- Got different interpretations of Deafhood *(splitting)*

- Didn't know what being a Deaf person in a Deaf community meant *(subtraction/denial/fear)*

Maslow's Hierarchy:
How "did" we get here to the now, from how we were molded in the past?

Self-Actualization
confident, can articulate with love/compassion, carries forth with dignity and be a change agent.

Self-Esteem and Self-Respect
executive function skills are more consistent, able to communicate unique ideas and not waver, open to feedback and is trusted

Love & Belonging
feeling connected to self/others, able to seek/receive support, essential skills emerging and crafted, may waver and questions self

Safety and Security
environment conducive to learning, safe boundaries, seeks advices/support, thinks/reflects/questions self

Basic Needs (Physiological)
daily routines/experiences within caring and supportive people, feels 'heard', 'seen', 'cared for', and 'acknowledged'. Feels respected.
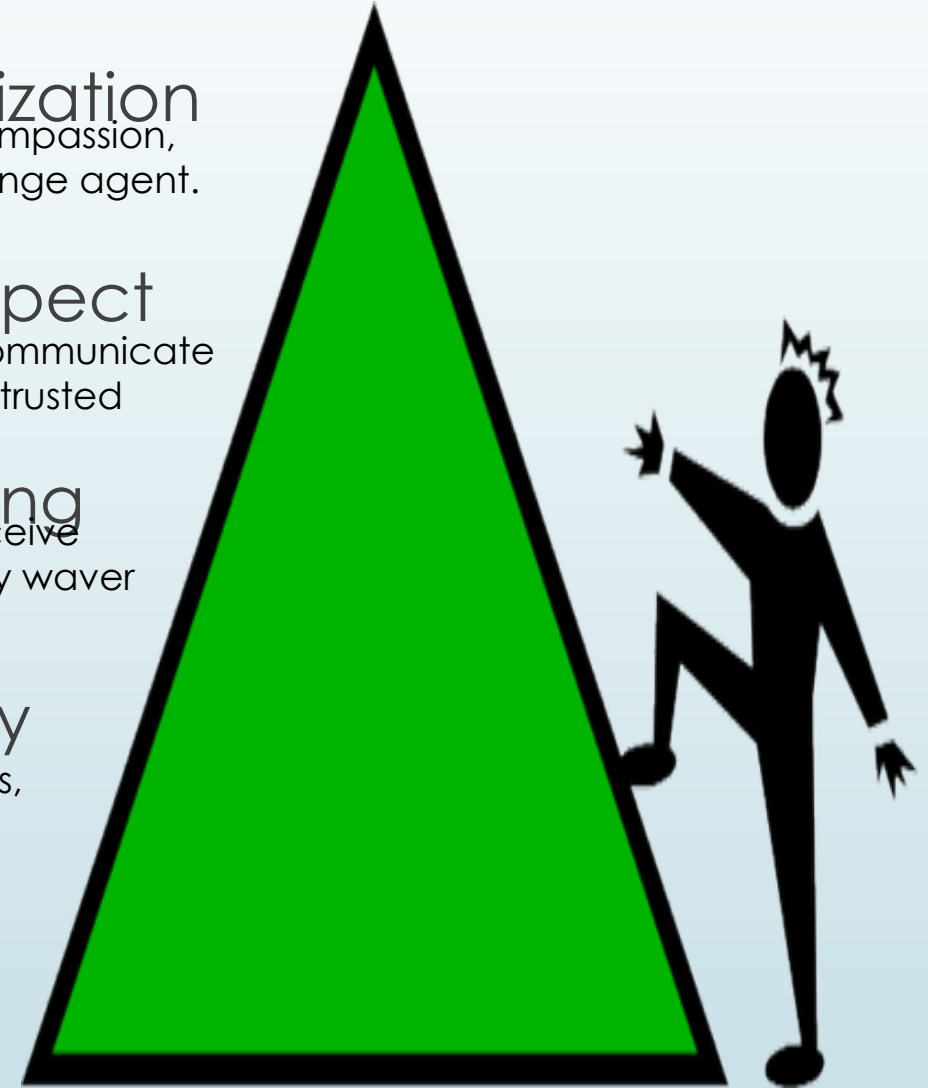
There has been an abundance of studies and articles on language acquisition and very limited discussion on infant mental health.

➡ The foremost skill a parent has is 'building a relationship' with the newborn, a real person.

➡ Healthy self concept and then arriving to self actualization is a result of right (and respectful, engaging) language acquisition/strategies, positive and authentic development and holistic (positive whole child) experiences.

Framing **our** Thoughts into Action:

Fear or Confidence

Myth or Fact

Inexperience or Awareness

Cultural incompetence or Empowerment

Disability model or Ability model

- be equally represented and respected in all levels of decision making and responsibilities
- be first respondents as service providers and educators
- equally compensated and respected for our expertise

Tips for Creating Positive Collaboration with Deaf Mentors

Trainings/Mentorship/Professional Development

Roles Must be Clear and Comfortable

Create a Safe Environment Where Communication Can be Open and Honest

Encourage Cultural and Linguistic Facilitation

Provide Opportunities for Professionals to Learn about One Another's History, Background and Resources.

Equality and Respect are Essential.

Our reflections and dialogues:

1. Recognition, resolution and honoring of past

2. Ability to see and learn other perception

3. Willingness to give people "time"

4. Openness and sharing; insightfulness with a caring mentor/coach

5. Increased experience and opportunities for personal growth

Deaf Mentor Program Training (3 days):
Presentations, role plays, lesson planning, dialogue and reflections.

Day One

➥Expectations (of DM and of Program)

➥ASL-English Collaborating Framework (linguistic, cultural, and system)

➥SKI-HI DMP's Research, History and Foundation

➥DMP's Language Scale, Communication Data and Forms (Perception)

➥DMP Needs, Successes, and Components (responsibilities, expectations, and roles, including Parent Advising's)

➥Collaborative Opportunities with other EIs

➥Data Reporting to SKI-HI Institute

Day Two

- Principles of Home-Based Services
- Home Visit Expectations
- Using the DMP Curriculum:
  - ASL interaction with the Deaf child
  - Teaching family ASL
  - Teaching family Deaf Culture/Community

- Strategies/Activities in the Home
- Home Visiting Guide
- Using the Curriculum: Lessons
  - ASL for Families (37 lessons)
  - Early Visual Communication (18 lessons)
  - Deaf History, Deaf Adults, and Deaf Culture

There are 37 ASL Lessons

Lesson 1:   Grammatical and Emotive Aspects of Facial Expressions

Lesson 2:   Basic Declarative Statements I (I like/I don't like)

Lesson 3:   Basic Declarative Statements II (I want/I don't want)

Lesson 4:   Basic Declarative Statements III (Expressing needs, expressing the concept "have-to"

Lesson 5:   Asking Yes/No Questions

Lesson 6:   Changing Statements into Questions

Lesson 7:   Asking a Wh-Question

Lesson 8:   Directional Verbs (Give, Help, Show)

Lesson 9:   Showing Courtesy (Please, Thank You, You are Welcome, Sorry, Excuse Me)

Lesson 10:   Showing Possession and Presence of Objects with the Verb Have and Correct Usage of No

Lesson 11:   Qualities and Attributes

Lesson 12:   ASL Word Order: Topic-Comment Principle

Lesson 13:   ASL Word Order: Noun-Adjective Relationship

Lesson 14:   ASL Word Order: Three Signs or Less Principle

Lesson 15:   ASL Word Order: Subject-Verb-Object

Lesson 16:   Use of Space: Referring to Persons and Places

Lesson 17:   Using Pronouns

Lesson 18:   Possessive Pronouns

There are 37 ASL Lessons (cont)

Lesson 19:	Facial Expression
Lesson 20:	Showing Different Meanings Using Facial Expressions and Sign Exaggeration
Lesson 21:	Fingerspelling
Lesson 22:	Loan Signs
Lesson 23:	The Temporal Aspect of ASL: Movement of a Sign Can Show the Amount of Time Involved in an Activity
Lesson 24:	Adjective/Adverb Modulation in ASL: Movement of a Sign Can Show the Degree to Which an Emotion or Action is Expressed
Lesson 25:	Use of Classifiers
Lesson 26:	Pronominal Classifiers
Lesson 27:	The Time Line in ASL
Lesson 28:	ASL Word Order: Time Indicators
Lesson 29:	Cardinal Number System and Quantifiers
Lesson 30:	Ordinal Number System
Lesson 31:	Unique Number System
Lesson 32:	Plurality: How to Show More than One
Lesson 33:	Number Incorporation
Lesson 34:	Showing Past Tense in ASL
Lesson 35:	Future Tense in ASL
Lesson 36:	ASL Word Order: Time Sequence Principle
Lesson 37:	Using Conceptually Accurate Signs

Each of the ASL lessons are set up in the same way. They each have the following:

Discussion	A brief description of the ASL rule or concept.
New Sign Vocabulary	Suggested vocabulary to teach families.
Practice Sentences	Practice sentences for families written in Gloss for ASL and English.
Practice Dialogue	A sample interaction that can be used with families to help them use ASL skills in conversations. Practice dialogues are written in Gloss for ASL and English.
Activities	Lists of games and activities that can be used to help families use their new ASL skills.
References and Resources	Lists references and resources for families if they want more information on the topic that was taught in the lesson. ASL lessons also have reminders to mentors, indicated by this symbol . These reminders are there to help you remember what the ASL transcription notes stand for. You will also see this symbol , which indicates a Mentor Note. Mentor Notes provide you with additional information that will help you teach the family the lesson.

Reflective Work by a Deaf Mentor: Healthy Plan

➡**Reflect** on personal life experiences and how these may contribute to one's role as the DM

➡**Recognize and understand** one's own upbringing: family dynamics, education background, social-emotional development/identity and communication experiences in accessibility

➡**Embrace** one's own identity in the dynamic of family goals: share yet have boundaries

➡**Learn** how to share reflective moments with self and others

➡**Acknowledge** that unresolved issues may exist and how to work through them

Day Three

- Early Visual Communication
- Deaf Culture
- Famous Deaf People and History
- Creating Lesson Plans
- Home Visiting Practices

The Early Visual Communication Program contains 18 lessons that can be taught independently or together with an ASL lesson:

Lesson 1:   Using Gestures and Signs from the Very Beginning

Lesson 2:   Your Child's Very Earliest Sign Communication

Lesson 3:   Responding Effectively to Your Child's Earliest Pre–Sign Communication

Lesson 4:   Using Fingerspelling from the Very Beginning

Lesson 5:   Developing New Sensitivities to Your Child's Visual World

Lesson 6:   Helping Your Child Learn Signs: Looking and Learning

Lesson 7:   More Looking and Learning

Lesson 8:   Using Signing that is Especially Meaningful

Lesson 9:   Matching Your Signing to Your Child's Interest

Each Early Visual Communication Program Lesson Contains:

Discussion	A brief description of the concept that you are teaching the family. Each discussion will highlight at least one key point that should be emphasized and you teach the family the skill.
References and Resources	A list of references that the lesson are based on and resources families can access to learn more about the concept in the lesson.
Suggested Activities	Some of the lessons also list suggested activities that can be done with families to help them learn to create a visual environment for their child.

There are 8 Lessons in
the Deaf Culture sub-section:

Lesson 1:   Being Deaf: Sharing Your Personal
          Experience

Lesson 2:   Deaf Culture: An Introduction

Lesson 3:   Deaf Culture: A Proud Heritage

Lesson 4:   Deaf and Hearing Cultures:
          Differences and   Similarities

Lesson 5:   The TTY/TDD

Lesson 6:   Relay Services

Lesson 7:   ASL: Myths and Realities

Lesson 8:   Athletic Competition and the Deaf
          Culture

New ASL Expressions for Family

Family: _____

Date: _____

English Sentences	ASL Gloss
New sentences family wants to learn next week:	

Deaf Mentor Home Visit Plan

Date: _____ Parents: _____

Child: _____ Mentor: _____

1. INTERACT WITH CHILD USING ASL

Daily Routine/Activity	Target ASL Expressions

2. HELP FAMILY LEARN ASL

    ASL/Early Visual Communication Lesson:
    Activity:
    Target ASL Sentences for Activity:

English	ASL Gloss

3. HELP FAMILY UNDERSTAND AND APPRECIATE DEAF CULTURE/DEAF COMMUNITY:

    Deaf Culture Lesson:

    Other Information/Questions from Family:

    Deaf Community Activities:

    Materials (books, tapes, etc.) for Family:

TOTAL: 30 MINUTES of this scenario (each group).

1. There are 7 Scenarios. Each scenario has a family case and a Lesson assigned.
2. Each group (of 5) will receive and read a scenario.
3. Only three of the participants will conduct the role play. One will be the Deaf Mentor. One will be the parent. One will be the child. The other two will be observers.
4. The Deaf Mentor and the 2 observers will read the Lesson together and think of how the lesson will be conducted. Think of activities.
5. The Deaf Mentor will conduct a home visit session. Explain the Lesson to the parent with the child.
6. Two of the observers will take note of the experience. Strengths, needs, ideas…
7. Then all of the groups return back together and we will discuss our experiences (15 minutes).

To Succeed, Programs Will Need to Move From:

- ➡ Paternalism to Partnership
- ➡ Pathological Philosophy to Humanistic Philosophy
- ➡ Homogenized to Culturally Diverse
- ➡ Monolingualism to Bilingualism
- ➡ Simple Access to Quality Access

Working with the stakeholders

- Develop relationships with state EHDI program and other local/state early intervention agencies in the state and provide workshops/classes for their developmental specialists. Win-Win situation for both agencies.

- Collaborate with other organizations serving deaf children: Example: American Society for Deaf Children, Hands & Voices (serve on their boards, attend events)

- Connect to specific programs that serve diverse families (EX: EPICS- Educating parents of Indian children with special needs & Aprendamos)

- Attend IFSP/IEP meetings, transition meetings, and TTA (Trans disciplinary Team Approach meetings)

- Work with other Deaf Mentor programs: Find out what is working and collaborate on efforts

How to receive funding

- Some Deaf Mentor programs are considered both Part C/B agency (Statewide program: example: NMSD, ASDB, Indiana & Maine)

- MOA with the individual early intervention agencies (department of health, department of education)

- Able to bill Medicaid for our services (75%) for Part C (NMSD).

- Tobacco Taxes (First Thing First (AZ)

- AmeriCorps programs: ASL teachers- working in the schools, homes, and the community (birth- 21)

How do we know that the deaf mentors are making a difference?

- Families grow in their language skills.

- Child is developing appropriate milestones.

- Families maintain commitment to the program.

- Families not ready to leave.

- Families join in the deaf community for events.

Barriers for families of D/HH children from participating Deaf Mentor Family Program

- Lack of program awareness

- Perceived mentor bias; inadequate training; need for diverse Deaf (ethnic, other language, variation of hearing levels, communication modality)

- Perception that the specific program is for families with children who are profoundly deaf who have chosen ASL as their primary mode of communication

- Parents' perceptions, or receiving misinformation from various sources, that learning ASL may have a negative impact on their child's spoken language development and illiteracy

- Scheduling and availability – both on the part of the families and their mentors

- Funding

- Differential learning styles

- Rural areas or lack of technology availability

What you will go home with…

- Why is the DMP the model and the answer -

  - Research and surveys have validated this.

  - Eliminate language deprivation and gap

  - Deaf Child's identity have been documented (Alone in Mainstream - Gina Oliva/Linda Lytle and Mark Drousbaugh's book 'Mainstream Madness'

  - Equivalency to deaf child's learning access; Petitto's Brain Study confirms

  - Deaf child and the family's world is bigger having both languages and having both communities. Research says that bilinguacy benefits

  - DMP is the only known comprehensive family-centered program utilizing trained Deaf Adults

  - *"…but ASL has given us a kind of healing from the grief because it is hard as a hearing parent to know they can't experience the same things you can, but ASL also showed us something amazing we didn't know even existed, so it has been such a blessing." – H, mom of S*