An ASL/English Bilingual Parent-Infant Program

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Agenda

• What does “bilingual” mean?

• Why consider an ASL/English bilingual approach?

• The KDES ASL/English bilingual PIP program
Defining ASL/English Bilingual

Acquisition, learning, and use of American Sign Language and English to meet the needs of diverse students

Working definition: Laurent Clerc National Deaf Education Center
Thoughts on ASL/English Bilingual Education

- The bilingualism model in the Deaf community, may also be referred to as *bimodal bilingualism*.

- Depending on the child, the two languages will play different roles: some children will be dominant in sign language, others will be dominant in oral language, and some will be balanced in their two languages.

- Provision of two languages and two cultures provides the opportunity for “child choice”

What the research shows...

Brain imaging suggests that the brain can readily handle dual language development (bimodal-bilingual)


Myths
ASL/English Bilingual Education

• **MYTH:** American Sign Language is not a “real” language

• **MYTH:** Bilingualism means near perfect mastery of each language

• **MYTH:** “English” does NOT include *spoken* English

• **MYTH:** ASL is detrimental to a child’s development of English
Why consider a “bilingual” approach?

• It is important for deaf children to have complete access to language as early as possible.

• It is through language that children develop social/emotional and cognitive abilities that are critical to timely development in all areas.

• We do not know the outcomes of each child related to spoken English for learning...despite improved technology through hearing aids and cochlear implants.
Why consider a bilingual approach for children with “auditory access”

- Even with early amplification and/or implantation, prime language learning time is lost prior to a child’s potential to “listen to learn” through their listening technologies.

- Not all children demonstrate expected spoken language outcomes with their hearing aids and/or cochlear implant(s) even if they have “auditory access”.

Laurent Clerc National Deaf Education Center, Gallaudet University, Washington, D.C.
Kendall School ASL/English Bilingual PIP Program
Supporting Bilingualism

- Deaf and Hearing professionals. (role models in each language, modeling of language separation)
- Incorporation of ASL specialists and Speech/Language specialists to facilitate skill development in each language.
- Assessment in each language
- In-house audiology services
- Individualized language planning via the IFSP.
- Language use in the classroom modified based on activity, person, place, and individualized student goals.
Supporting Bilingualism continued...

- Availability of additional supports,
  - Shared Reading Program
  - Family Sign Language classes

- Professional development in bilingual ASL/English education.

- Family education re: ASL/English bilingual education.

- Availability of bilingual resources.

- Interpreters in the classroom.
Welcome to all of our friends in the Parent Infant Program
## Schedule: Language use

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:30-10:30</td>
<td><strong>Open Exploration</strong></td>
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<tr>
<td></td>
<td>» Individualized language use (1-1)</td>
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<tr>
<td></td>
<td>» Spoken English service integration</td>
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<tr>
<td>10:30-10:45</td>
<td><strong>Surprise Box</strong></td>
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<td></td>
<td>» ASL</td>
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<tr>
<td>10:45-11:00</td>
<td><strong>Snack and Announcements</strong></td>
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<tr>
<td></td>
<td>» Snack - ASL moving to individualized language use (1-1)</td>
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<tr>
<td></td>
<td>» Announcements-ASL</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td><strong>Motor activities (outdoor play, gross motor play)</strong></td>
</tr>
<tr>
<td></td>
<td>» Individualized language use (1-1)</td>
</tr>
<tr>
<td></td>
<td>» ASL services integrated</td>
</tr>
<tr>
<td>11:30-11:50</td>
<td><strong>Storytime</strong></td>
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<tr>
<td></td>
<td>» ASL</td>
</tr>
<tr>
<td>11:50-12:30</td>
<td><strong>Open Exploration</strong></td>
</tr>
<tr>
<td></td>
<td>» Individualized language use (1-1)</td>
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Adult Role Models in ASL

Where does that go?
Adult Role Models in English
ASL support for families
Tired.... Tired... Go to sleep
Spoken English skill development integrated into the classroom
Announcements- Why ASL?
Opportunities for Literacy Development
Opportunities for Literacy Development continued....
Linking Sign to Print
Making links between ASL and spoken English
Making links between sign-print-spoken English

Yes, that's the dog.... woof woof... woof woof
Visual Phonics-
Another Strategy to Support English

Look... (handshape for "ee")...eeeeeeeee
Watching each language grow.... English

Do you have any other pets, or just hamsters?
Watching each language grow-ASL
For further information

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See our website at:
http://clercccenter.gallaudet.edu/