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REGIONAL CENTER  
MIDWEST





West

**Pam Snedigar, Director**  
Ohlone College  
Fremont, Calif.



Pacific

**Judy Coryell, Director**  
Pacific Initiatives

American Samoa, Commonwealth  
of Northern Marianas, Federated States of  
Micronesia, Guam, Republic of Marshall  
Islands, and Republic of Palau



National Outreach

**Lisa Jacobs, Director**  
Office of National Outreach  
Gallaudet University  
Washington, D.C.



Midwest

**Sheri Cook, Director**  
John A. Logan College  
Carterville, Ill.



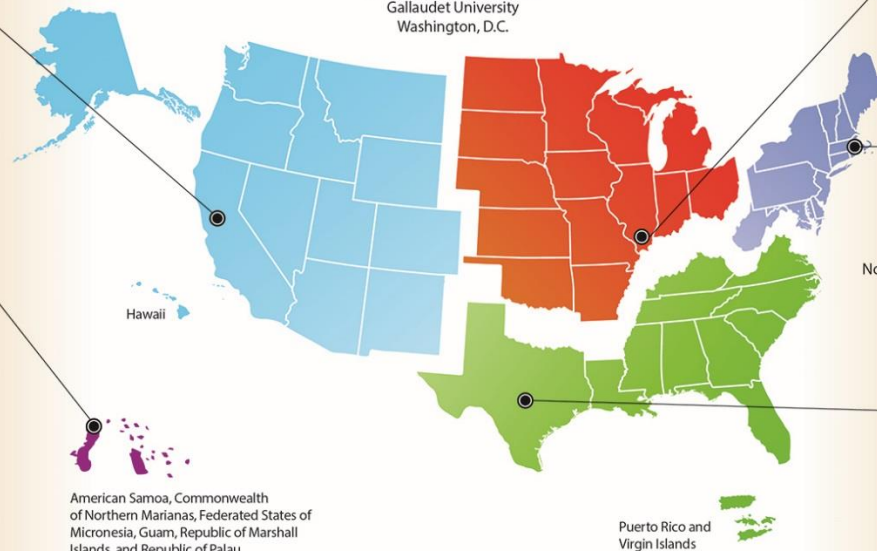
East

**Kathleen Vesey, Director**  
Northern Essex Community College  
Haverhill, Mass.



South

**JoAnn Benfield, Director**  
Austin Community College  
Austin, Texas



Puerto Rico and  
Virgin Islands



VL2: VISUAL LANGUAGE  
AND VISUAL LEARNING



LAURENT CLERC  
NATIONAL DEAF EDUCATION CENTER



## Youth Programs



Please visit us at the  
Laurent Clerc National Deaf Education Center booth!



[shericook@jalc.edu](mailto:shericook@jalc.edu)





# Early Literacy Skills

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# Agenda

- How do children develop good literacy skills
- My experiences during childhood
- Books and Lap time
- Reading tips
- Helpful resources





# Who's Here Today?



**TEACHERS**



**PARENTS**

**EDUCATIONAL  
INTERPRETERS**

**AUDIOLOGISTS**

**OTHERS**

**ADMINISTRATORS**

**SLPS**



# Early Literacy Skills VS. Later Conventional Literacy Skills



## Early Beginnings

### EARLY LITERACY KNOWLEDGE AND INSTRUCTION

*A guide for early childhood administrators and professional development providers  
by the National Institute for Literacy*

<http://lincs.ed.gov/publications/pdf/NELPEarlyBeginnings09.pdf>

## Later conventional literacy skills

- decoding,
- oral reading,
  - fluency,
- reading comprehension,
  - writing,
  - spelling



## 6 Early Literacy Skills

1. Print Motivation | Having fun with books.
2. Print Awareness | Learn about print.
3. Phonological Awareness | Learn about the sounds of speech.
4. Letter Knowledge | Learn your ABCs.
5. Vocabulary | Learn your words.
6. Narrative Skills | Tell a story



# Early Literacy Skills

**Knowing how to put concepts, thoughts, and ideas into spoken words/signs, and understanding other people when they talk/sign.**

- Having the vocabulary to be able to talk/sign about interesting topics such as insects, dinosaurs, or weather
- Or, being able to have a conversation and be understood because you know the correct word order (the subject of the sentence usually comes first), the correct form of verbs to indicate things in the past

Early literacy skills predict reading proficiency in later years for both hearing and deaf/hh children.

**Phonological Awareness: Explicit Instruction for Young Deaf and Hard-of-Hearing Children**

by Elizabeth M. Miller, Amy R. Lederberg and Susan R. Easterbrooks

J. Deaf Stud. Deaf Educ. (2013) 18 (2): 206-227





NSF supported Science of  
Learning Center on Visual  
Language and Visual  
Learning, SBE-0541953.

## VISUAL LANGUAGE & VISUAL LEARNING RESEARCH BRIEF:



# READING RESEARCH & DEAF CHILDREN

JUNE 2011

### LEARNING FROM RESEARCH

# 4

#### Key Findings on Reading Research and Deaf Children:

- Early diagnosis and intervention support better reading outcomes.
- A strong language foundation (regardless of the language or modality) is important for reading success.
- Parental fluency in the language or communication mode of the child is critical.
- Parental involvement in the child's academic environment is important for academic success.
- In order to read, a child must develop word recognition, and there are multiple routes for relating print to meaning.
- In developing advanced reading skills, phonology appears to be important for some, but not all, deaf children.
- Phonological coding and awareness skills are a low-to-moderate predictor of reading achievement in deaf individuals.
- Deaf children with deaf parents tend to have an enriched language environment. In consequence, deaf children of deaf parents tend to read better, but given consistent and rich language access, deaf children from hearing parents can catch up.

“Despite early exposure to spoken English, intervention programs, and technology such as digital hearing aids and cochlear implants, the majority of deaf children continue to struggle to develop age-appropriate English skills, particularly in the area of complex grammar and syntax.”

NSF Science Of Learning Center On Visual Language And Visual Learning Research Brief No. 4:  
Reading Research And Deaf Children

Written By Donna A. Morere, Ph.D. VI2 Integration Of Research And Education June 2011

Only 50% of deaf and hard of hearing high school students read above fourth grade level.

*An interview with Marc Marschark, PhD., Director of the Center for Education Research Partnerships at the National Technical Institute for the Deaf (NTID) at RIT, Rochester, New York.*

*By Leeanne Seaver, 2014*

[http://www.handsandvoices.org/articles/research/v9-2\\_marschark.htm](http://www.handsandvoices.org/articles/research/v9-2_marschark.htm)



In spite of these statistics, many deaf and hard of hearing people do become fluent readers, earning bachelors' degrees and graduate degrees.

# Successful Deaf Adults

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**M** UNIVERSITY OF MICHIGAN



**NIU**  
NORTHERN  
ILLINOIS  
UNIVERSITY

ILLINOIS STATE  
UNIVERSITY



**SIU** Southern Illinois University  
CARBONDALE



How did my sister and I develop excellent literacy skills?



**We had FULL access to language while growing up!**

**All-inclusive communication between family members and their d/hh child is the foundation of reading.**



“Parents/caregivers and children communicating effectively with each other from the earliest months of life establish a foundation for language acquisition in spoken and/or signed language that may prevent or minimize language delays.”



**If a d/hh child does not have access to complete and consistent language (whether spoken or signed), how will s/he ever develop proficient reading and writing skills?**

**Reading development is contingent on a fully developed primary language!**



We received  
excellent support  
from home and  
from professionals!



NORTHWESTERN  
UNIVERSITY

- “The years from birth through age 5 are a critical time for children’s development and learning.
- Early childhood educators understand that **at home and in early childhood education settings**, young children learn important skills that can provide them with the cornerstones needed for the development of later academic skills.”

Early Beginnings  
EARLY LITERACY KNOWLEDGE AND INSTRUCTION  
***A guide for early childhood administrators and professional development providers  
by the National Institute for Literacy***

# Communication Options

- Parents are faced with many decisions and they need to explore their options.
- One of these will be **how they want their d/hh child to communicate with others**. It's crucial to inform them that they **have the right to change their minds** during this important developmental period in their child's life.
- Help families in exploring communication approaches from other parents who have gone through the same process and from deaf adults!



### **TIPS IN DECISION MAKING:**

- Do you know what your options are for communication?
- Do you understand these options?
- Have you examined them in person?
- Do you understand all test results?
- How much time do you have to devote to learning the methodology?

### **For Parents**

- Communicating with Your Child
  - VISUAL: American Sign Language
  - AUDITORY: Verbal
  - COMBINED: Cued Speech
  - COMBINED: Oral/Auditory-Oral
  - COMBINED: Total Communication
  - Reference Chart
- Videos
  - Videos: ASL
  - Videos: Auditory Oral
  - Videos: Auditory Verbal
  - Videos: Cued Speech
  - Videos: Total Communication
- Birth to Three Years



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NATIONAL DEAF EDUCATION CENTER

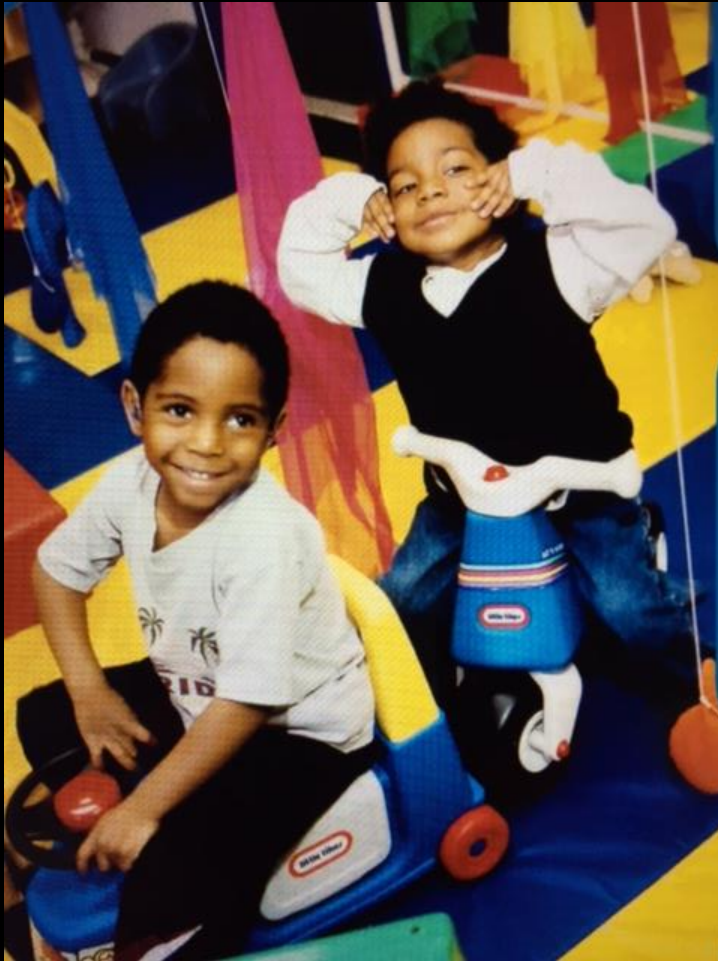
## - 2017 issue -

### What's Trending in Student Success

This issue takes a look at how deaf and hard of hearing students are achieving success both in the classroom and throughout life.







Article:  
Communication and  
Language Exposure  
Key to Son's Success:  
A Mother Reflects  
by  
Brenda Perrodin



- Avid reader all through school
- Competed in the Regional and National Academic Bowl for Deaf/HH High School Students
- High School Salutatorian
- Currently a college student and wants to become a doctor
- Works as a student researcher
- Competed in the National Association of the Deaf's College Bowl and won 3 years in a row



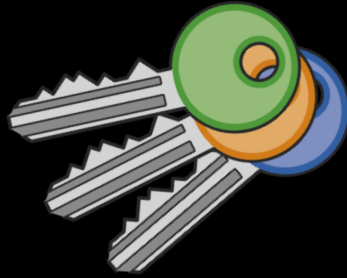
## Communication and Language Exposure Key to Son's Success: A Mother Reflects



“Parents often ask me what is most important—if there is a special key—to enabling their deaf and hard of hearing children to achieve academic success and self-fulfillment.

I tell them that absolutely there is a special key:  
**LANGUAGE EXPOSURE.**”

# Communication and Language Exposure Key to Son's Success: A Mother Reflects



**I always made sure that we  
talked with each other**

**I always had  
books in our  
home**

**I would whisk  
Emmanuel and Emma  
to museums and other  
cultural event**

A blue speech bubble with a white border and a tail pointing towards the top right.

Where can I find  
other parents?

## Local resources....

A purple speech bubble with a white border and a tail pointing towards the bottom left.

Where can I find  
deaf mentors?

A green speech bubble with a white border and a tail pointing towards the bottom right.

Where can I  
learn ASL?

<http://www.handsandvoices.org/>

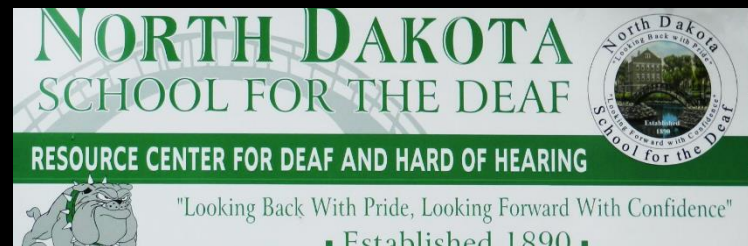
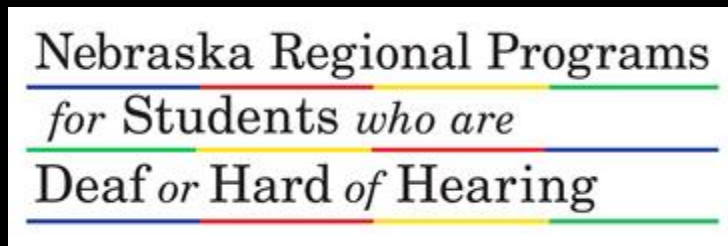
## Hands & Voices Chapters

For info on a H&V chapter near you click a location marker on the maps below.  
Stars indicate full chapters and dots represent start-up / provisional chapters.





# Outreach Programs and other Programs in your state



# Incidental learning



“The truth is, most vocabulary is learned indirectly through listening and speaking.”





When communicating with deaf and hard of hearing children, make sure you are aware of this incidental information and do your best to keep them in the loop.



# Communicate Everywhere!

Any place can be a place for effective communication.

Communicate in the car, the grocery store, the doctor's office, the bus stop, the mall, the backyard, the gas station, the beach, the playground.

Talk about anything!





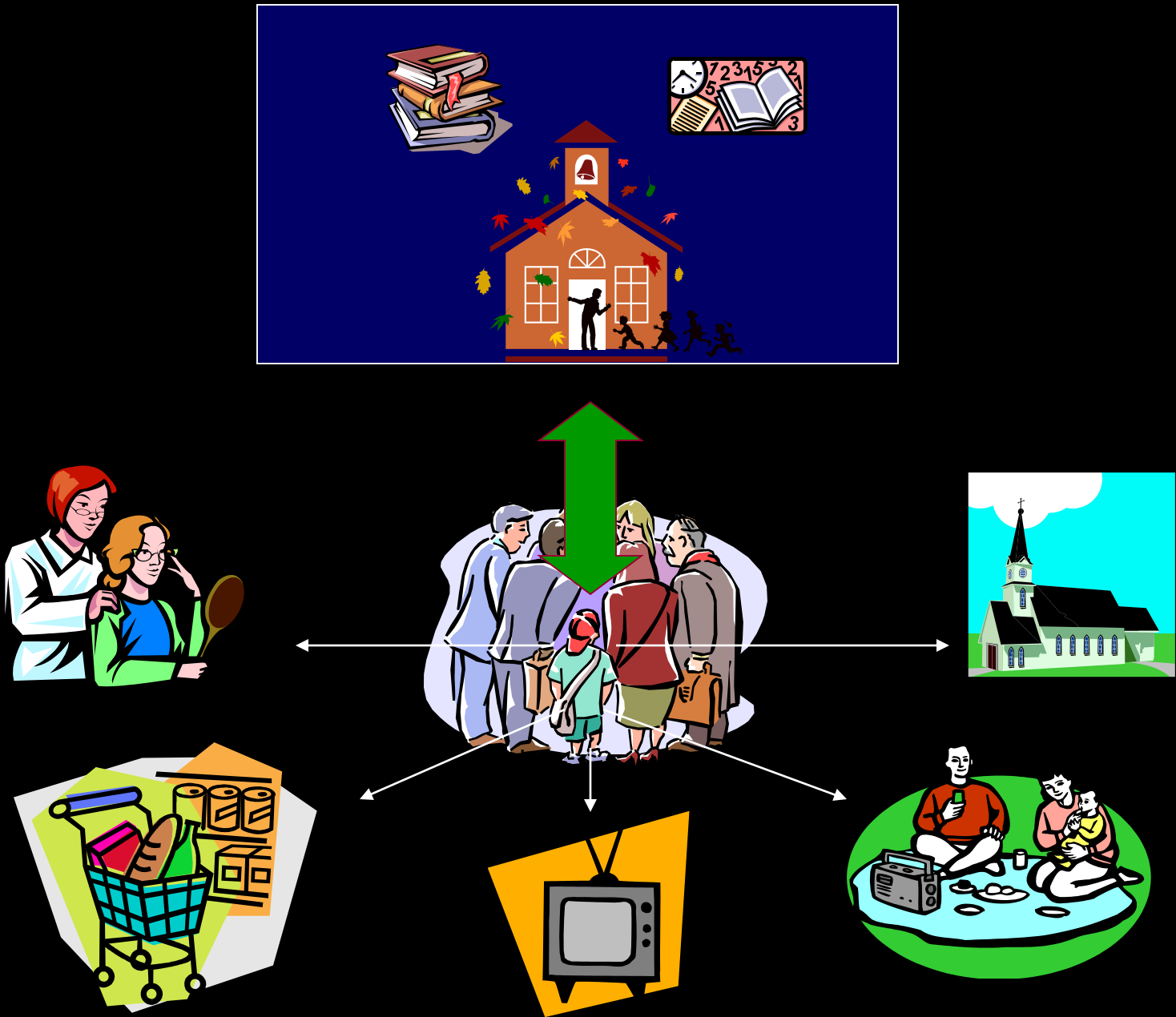


**Be sure your child can see what you say and/or sign.**

If your baby is on the floor, get on the floor with him/her; if your baby is in his/her stroller, bend over and look into the stroller.

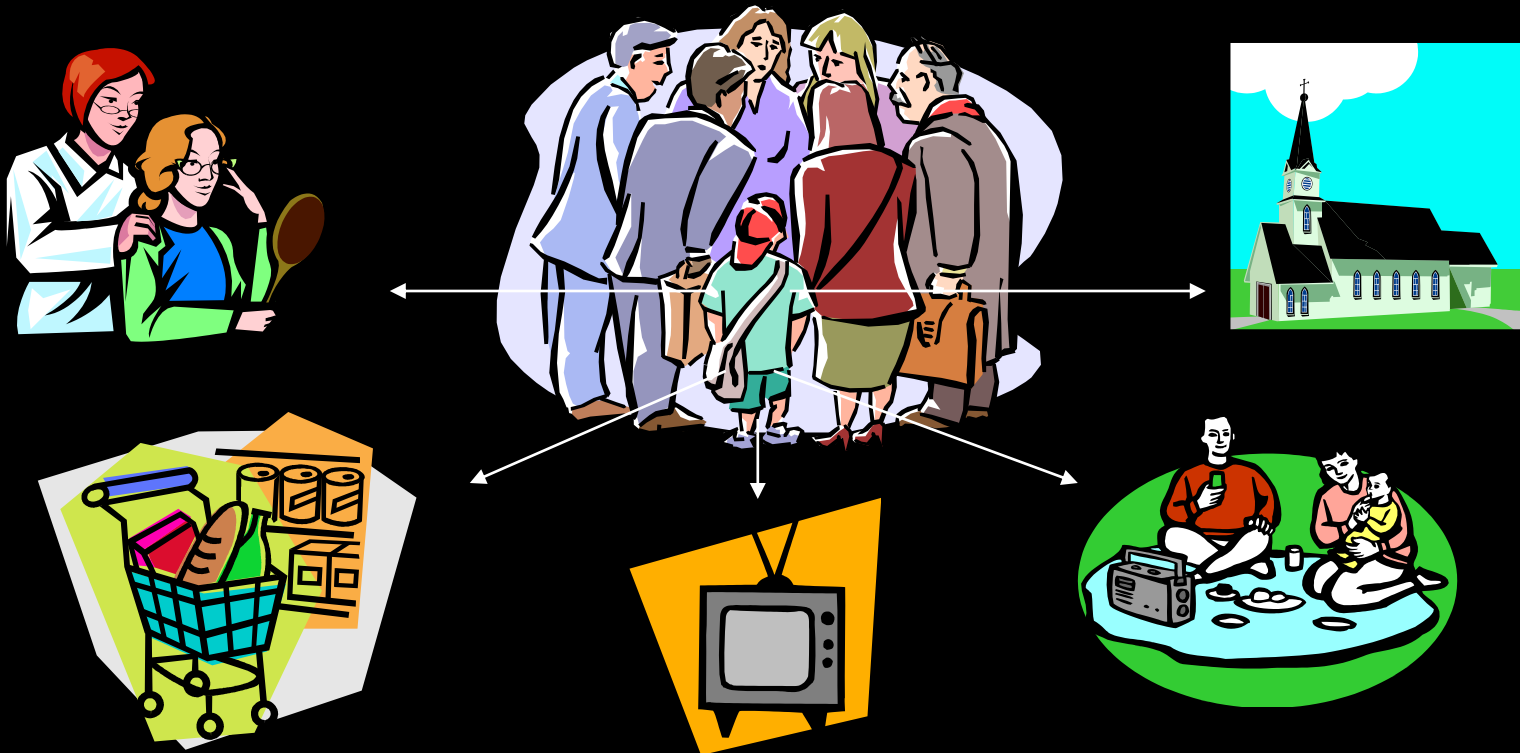


# How does a child become a good reader?



# Must bring a substantial body of background knowledge to the task.

(discussions from parents and others, overhearing conversations and learning about language and social rules, going to different places)



What specifically happened during my early years that enabled me to develop strong literacy skills?

---

•

## At home...

- Engaged in meaningful conversations (vocabulary building and expansion)
  - Consistent exposure to print
- Extensive interactions with vocabulary books and scrapbooks
  - Read together every night





Engaged in  
meaningful  
conversations  
(vocabulary building  
and expansion)



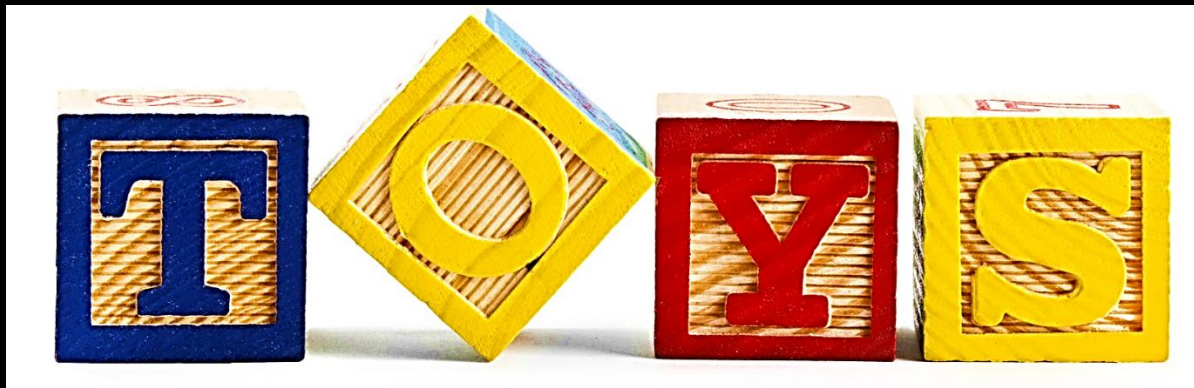




# PLAYTIME



**Play gives parents and caregivers an opportunity to model language for children in a naturalistic, functional setting that is meaningful to the child.**





Engaged in meaningful conversations while playing **toys** with my parents and grandparents

SNAPS

LACE

BUTTONS

BUCKLE

ZIPPER

STRIPES

CHECKERS

SOLID

POLKA-DOTS



It's fun to learn to do buttons, snaps, zippers, ties

Look at this low price for Playskool's Dapper Dan and Dressy Bessy!

(3 and 4) 20-inch tall dolls are cute and cuddly and dressed in layers of sewn-on clothing to help teach your 3 to 6 year old how to dress. Each outfit has buttons, snaps, buckle, zipper, and ties to do... all help to develop small muscle coordination and he'll have so much fun he'll love learning to do them. Flame-resistant, non-toxic, non-allergenic, filled with polyester fiber.

**VALUE**  
Only \$6<sup>33</sup> each

(3) 49 N 16188 - Dapper Dan, Shpg. wt. 1 lb. 1 oz. \$6.33  
(4) 49 N 16187 - Dressy Bessy, Shpg. wt. 1 lb. 1 oz. \$6.33



Little Dapper Dan,  
Little Dressy Bessy  
\$2<sup>99</sup> each

(5 and 6) 10-inch tall dolls are the brother and sister of Dapper Dan and Dressy Bessy with same construction and things to do (except no snaps). Ages 3 to 6.

Shipping weight each 8 ounces.  
(5) 49N16646 - Little Dapper Dan. \$2.99  
(6) 49N16645 - Little Dressy Bessy. 2.99











## CHILD-SIZE ALL-STEEL PLAY

Our finest children's appliances run on the best kind of energy... your child's imagination. Heavy-gauge steel set from heavy enough, hidden edges to help protect hands and fingers. Attractive gold-color finish. Complete assembly instructions included. Recommended for fun-loving children ages 6 to 10.



Double Sink with storage compartment  
**\$13<sup>99</sup>**

1 This sink stands from top to toe strong. Features built-in storage compartment for brushes, sponges, and sponges. Complete instructions included for assembly. Recommended for fun-loving children ages 6 to 10. Weight: 15 lbs. Shipping weight: 15 lbs.

Washing Machine with hand-crank agitator  
**\$15<sup>99</sup>**

2 This set has two spin cycles. Use 10 or 20 spins for the wash. Set in motion and let the set do the work. You can also use the set for the wash. Complete instructions included for assembly. Recommended for fun-loving children ages 6 to 10. Weight: 15 lbs. Shipping weight: 15 lbs.

Double-Oven Range with turn-control knobs  
**\$17<sup>99</sup>**

3 Packed with fun for two, you can play with the range. Features built-in storage compartment for pots and pans. Complete instructions included for assembly. Recommended for fun-loving children ages 6 to 10. Weight: 15 lbs. Shipping weight: 15 lbs.



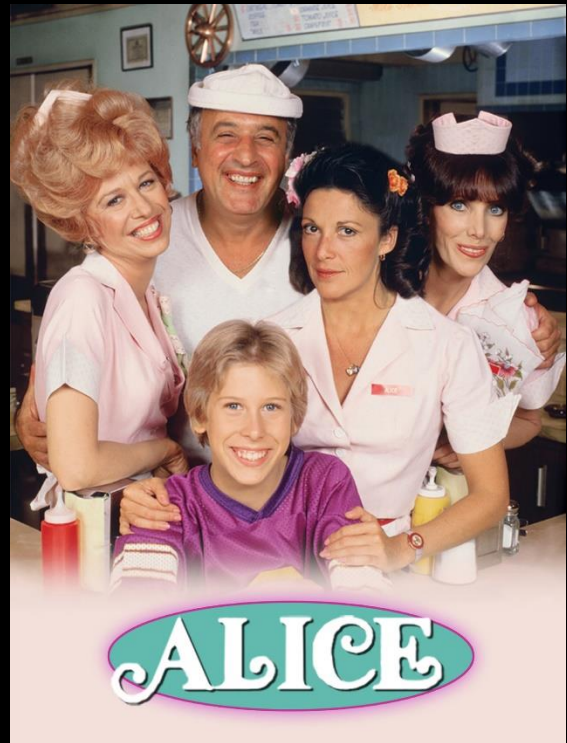
25-piece Supermarket "Food" Set  
**\$2<sup>99</sup>**

4 This set includes 25 pieces of food. Includes soups, beans, and vegetables. Complete instructions included for assembly. Recommended for fun-loving children ages 6 to 10. Weight: 15 lbs. Shipping weight: 15 lbs.



15-piece Canned "Food" Set  
**\$2<sup>99</sup>**

5 This set includes 15 pieces of food. Includes soups, beans, and vegetables. Complete instructions included for assembly. Recommended for fun-loving children ages 6 to 10. Weight: 15 lbs. Shipping weight: 15 lbs.



# ALICE



G

A

M

E

S

*“ I spy with my eye something...”*





# The Original Memory

Card Matching Game



Ages 4-8

1 or more  
players

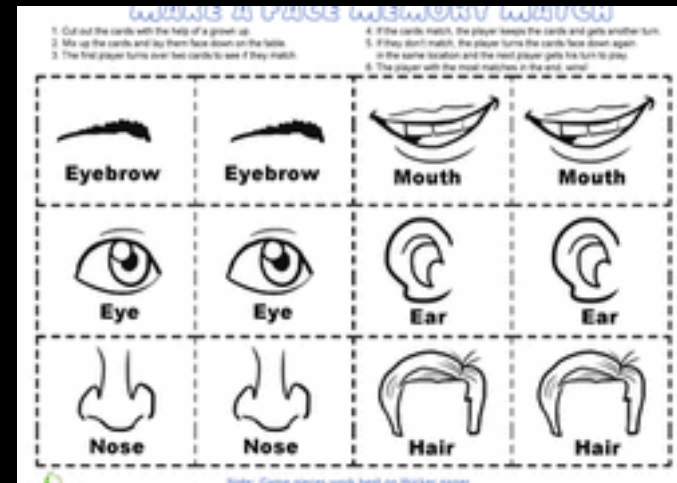
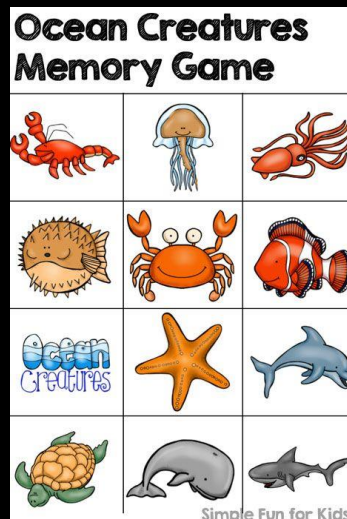
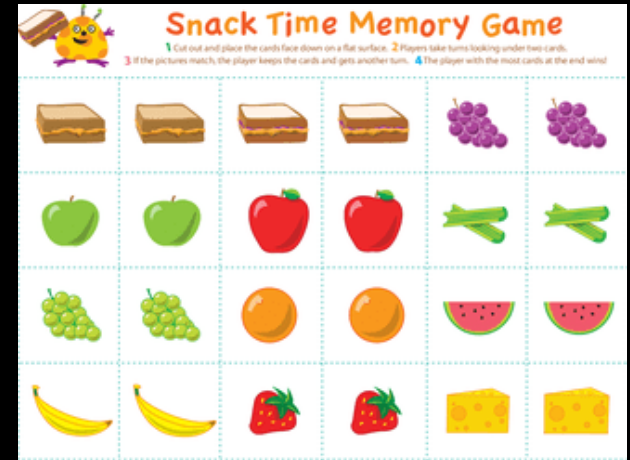
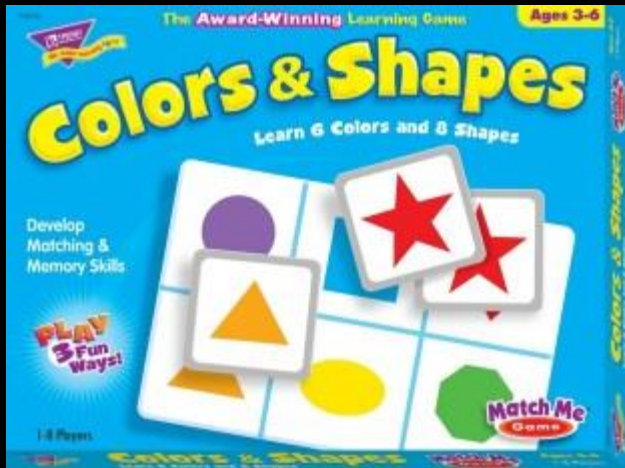
MILTON  
BRADLEY  
Company

©1997 Milton Bradley Company  
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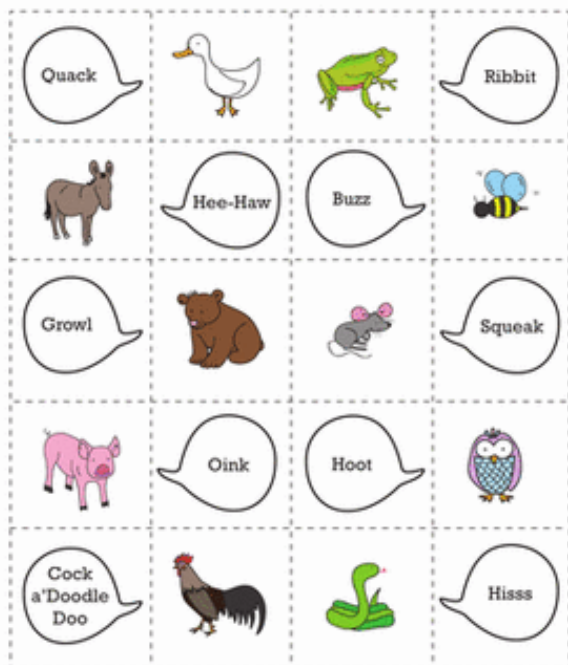
A card game of visual recall containing 72 cards. No reading required to play.

# Matching Memory Games



# Animal Sounds

## Word and Picture Memory Game



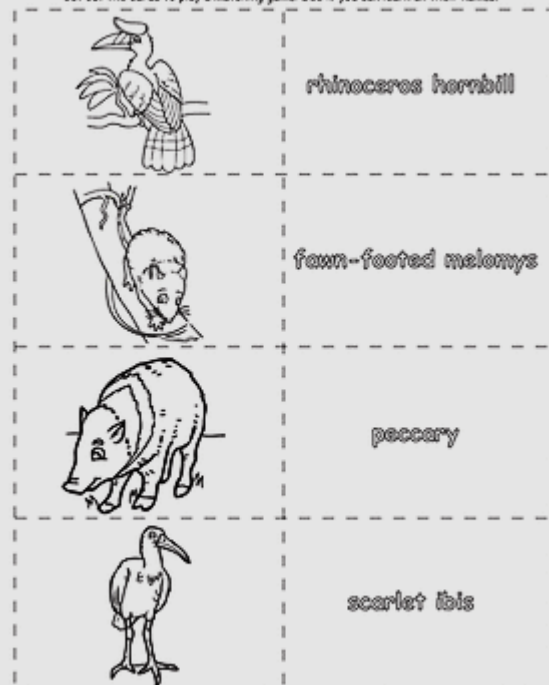
## Memory Match Game - Contractions

Cut out each card and place face down (be sure to mix them up). At each turn a player turns over two cards trying to make a match of contractions.



## RAINFOREST-MATCH

Cut out the cards to play a matching game! See if you can learn all their names.





# Memory Games and Printables

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<https://www.education.com/worksheets/memory-games/>

Some printables are free!

# Hidden Objects Game



Find and circle the: letter, candle, golf club, baseball, letter "T", hat, horseshoe, bird, candy cane, icecream cone, kite, whale, letter "A", lion, banana and jump rope.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Find the Differences in the Kitchen

Find and circle the six differences between the pictures.



## Highlights magazine

- Stories,
- Games,
- Puzzles,
- Riddles,
- Science Experiments,
- Craft Projects Activities





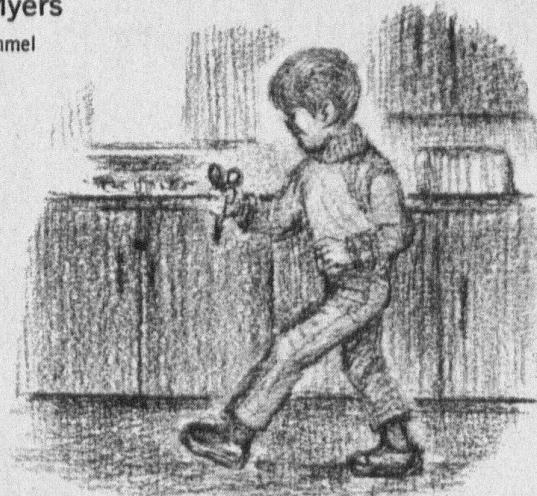
# Goofus and Gallant

By Garry Cleveland Myers

Pictures by Marion Hull Hammel



Goofus runs with the scissors pointing up.



Gallant walks with the scissors pointing down.

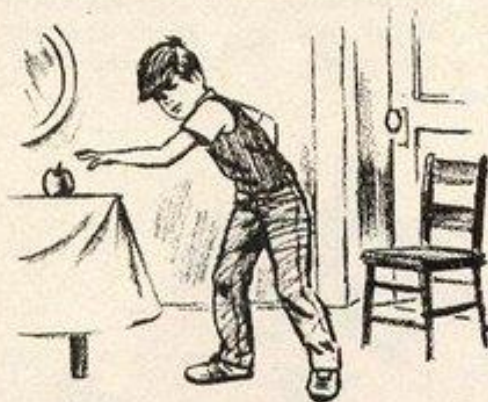
# Goofus and Gallant



Goofus bosses his friends.



Gallant asks, "What do you want to do next?"

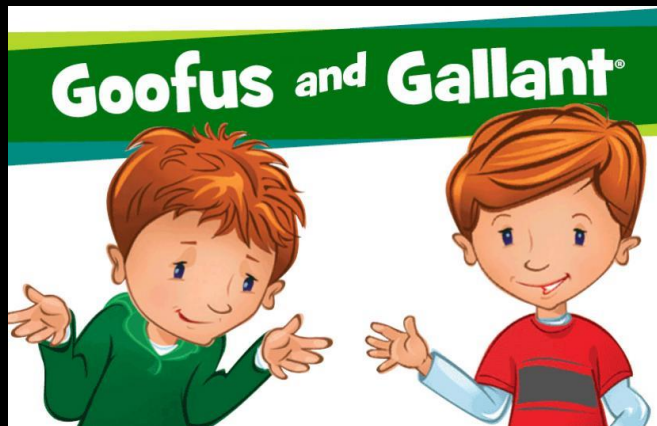


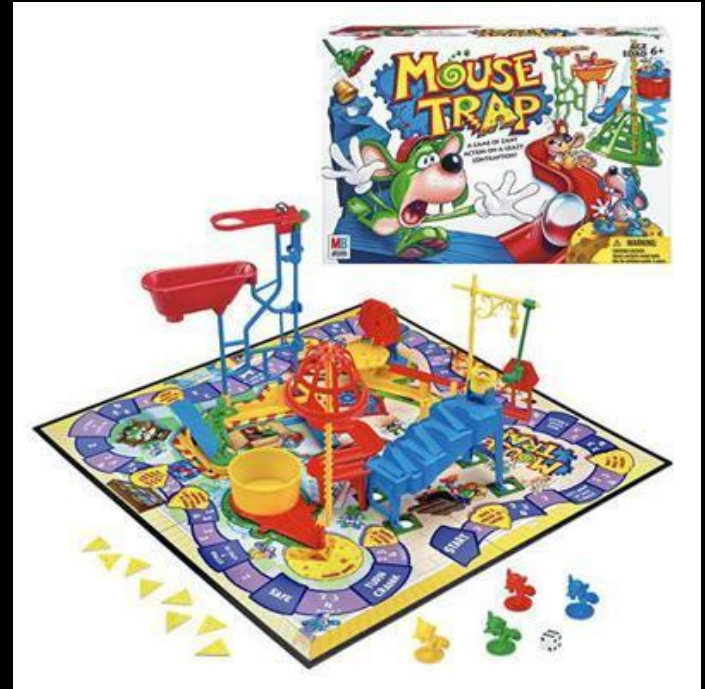
Goofus takes the last apple.



Gallant shares his orange.











## VOCABULARY

Opponent

Safety Zone

Forward, Backward, Either

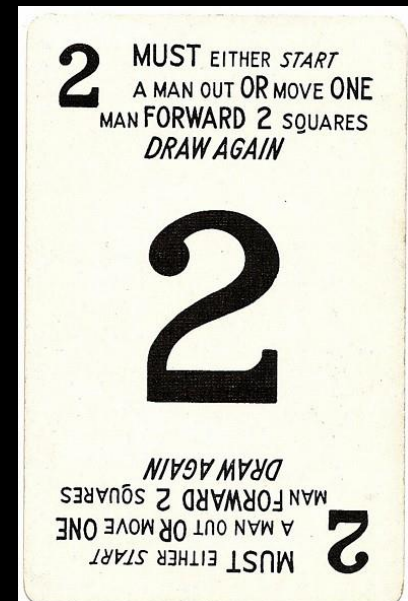
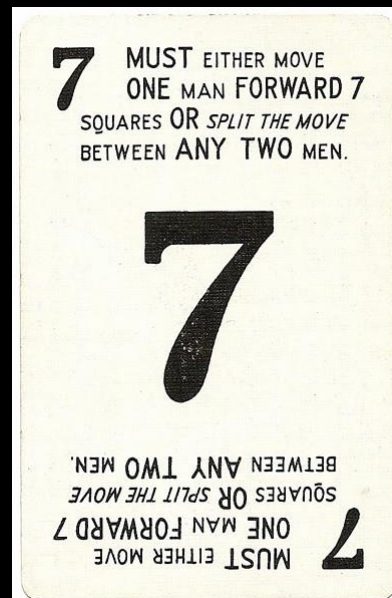
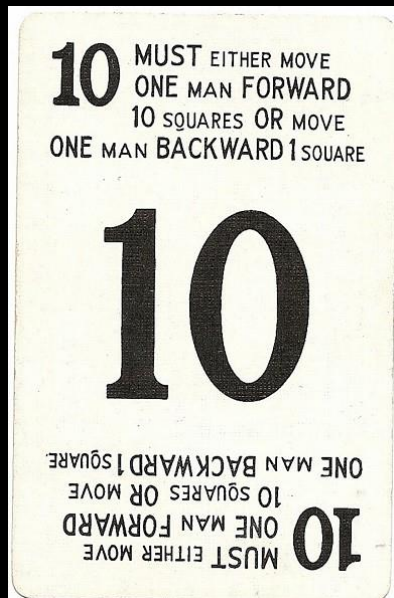
Forfeit

Draw Again

“Split the move between any two men”



Best for ages 4 and up

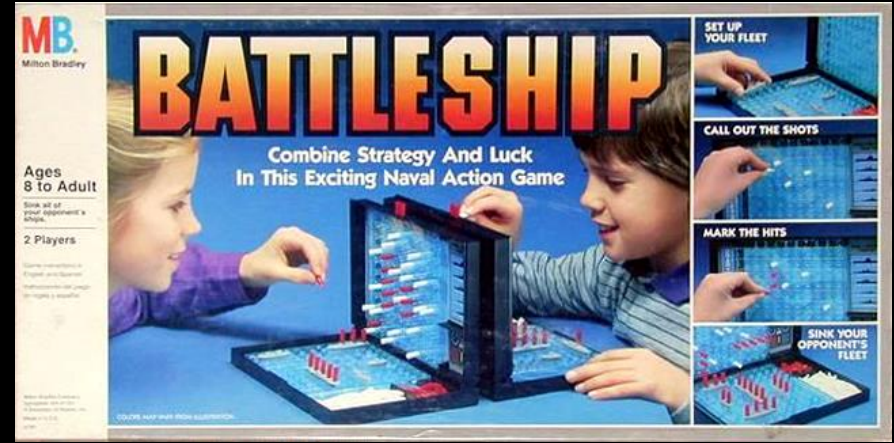




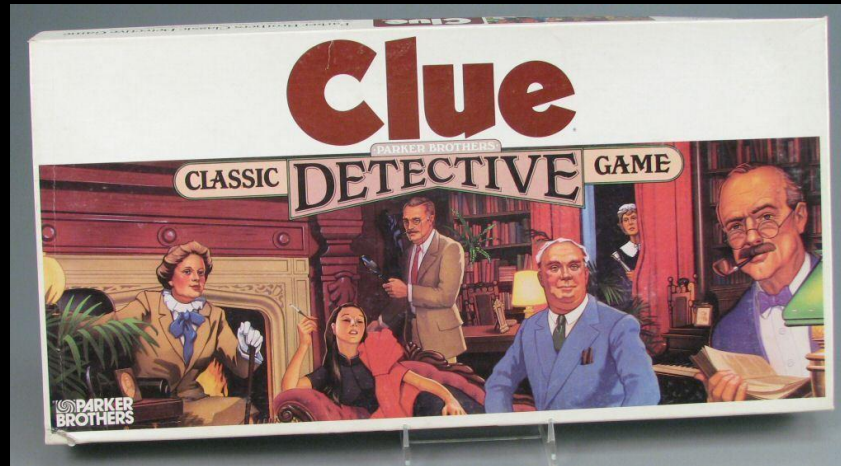
Card games



# Cribbage







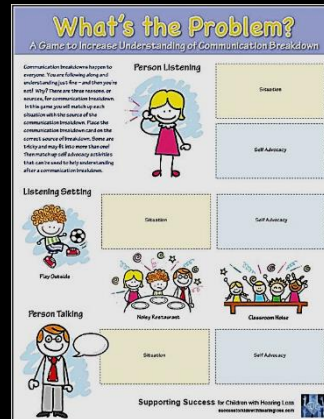




Age: 8+



WHO,  
WHAT,  
WHERE



# GAMES

Supporting Success for Children with Hearing Loss

<http://successforkidswithhearingloss.com/catalog/>



# ***“Ask & Answer” Social Skills Games***

For Pre-K and Up



Six  
skill  
areas

**“Ask & Answer”  
Social Skills  
Games** 1A

**Initiating Conversation**


©2013 Super Duper Publications • Call 1-800-727-1727 j505-42

**“Ask & Answer”  
Social Skills  
Games** 2A

**Solving Problems**


©2013 Super Duper Publications • Call 1-800-727-1727 j505-42

**“Ask & Answer”  
Social Skills  
Games** 3A

**Staying on Topic**


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**“Ask & Answer”  
Social Skills  
Games** 4A

**Polliteness**


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**“Ask & Answer”  
Social Skills  
Games** 5A

**Requesting**


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**“Ask & Answer”  
Social Skills  
Games** 6A

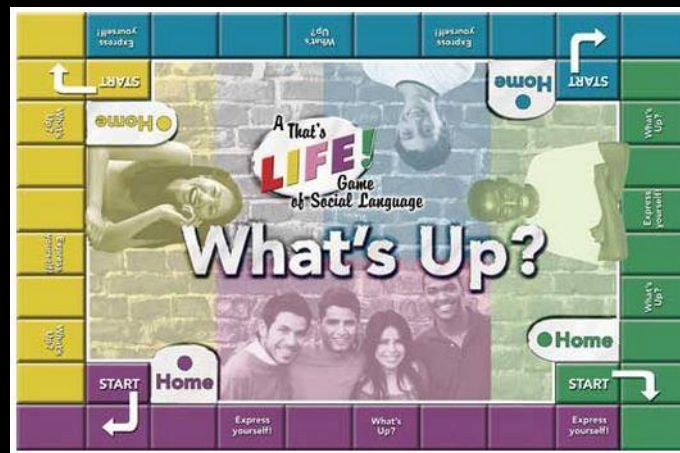
**Feelings**


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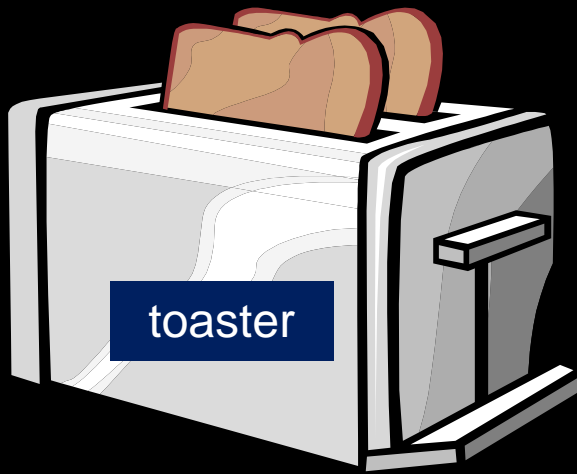
# What's Up? A That's LIFE! Game of Social Language

- Ages: 12-16 Grades: 7-11
- Students role-play and practice what to say in social interactions and engage in short conversations with this language-based game for social skills





- **Exposure to print** became an important part of everyday routines while growing up
- The value of reading and writing was emphasized in varied, meaningful activities throughout the day



toaster



chair

# Labels

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telephone



lamp



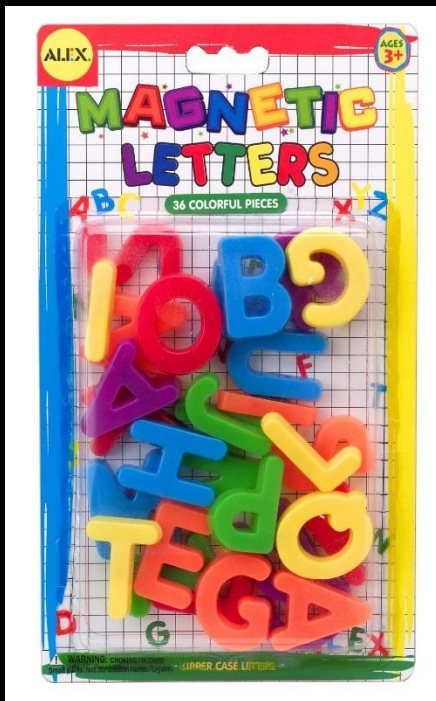




## Fun magnetic letter activities



<http://growingbookbybook.com/magnetic-alphabet-games/>



**Letter magnets,  
foams, tiles, puzzles  
and blocks!**





<http://www.ableplay.org/product/fingerspelling-blocks>



# Increasing your child's vocabulary

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# First 100

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**High Frequency English words by Dolch and Fry**

**Basic ASL – First 100 Signs**

# **Dolch Sight Words Pre-Kindergarten (40 words)**

## **Dolch Sight Words: Preprimer**

1. a	15. I	29. run
2. and	16. in	30. said
3. away	17. is	31. see
4. big	18. it	32. the
5. blue	19. jump	33. three
6. can	20. little	34. to
7. come	21. look	35. two
8. down	22. make	36. up
9. find	23. me	37. we
10. for	24. my	38. where
11. funny	25. not	39. yellow
12. go	26. one	40. you
13. help	27. play	
14. here	28. red	

# Dolch Sight Words Kindergarten (52 words)

all	do	no	say	want
am	eat	now	she	was
are	four	on	so	well
at	get	our	soon	went
ate	good	out	that	what
be	have	please	there	white
black	he	pretty	they	who
brown	into	ran	this	will
but	like	ride	too	with
came	must	saw	under	yes
did	new			



# First 100 High Frequency English Words

## **Fry's First 100 Words**

1. the	21. at	41. there	61. some	81. my
2. of	22. be	42. use	62. her	82. than
3. and	23. this	43. an	63. would	83. first
4. a	24. have	44. each	64. make	84. water
5. to	25. from	45. which	65. like	85. been
6. in	26. or	46. she	66. him	86. called
7. is	27. one	47. do	67. into	87. who
8. you	28. had	48. how	68. time	88. am
9. that	29. by	49. their	69. has	89. its
10. it	30. words	50. if	70. look	90. now
11. he	31. but	51. will	71. two	91. find
12. was	32. not	52. up	72. more	92. long
13. for	33. what	53. other	73. write	93. down
14. on	34. all	54. about	74. go	94. day
15. are	35. were	55. out	75. see	95. did
16. as	36. we	56. many	76. number	96. get
17. with	37. when	57. then	77. no	97. come
18. his	38. your	58. them	78. way	98. made
19. they	39. can	59. these	79. could	99. may
20. I	40. said	60. so	80. people	100. part

## **Fry's Second 100 Words**

101. over	121. name	141. boy	161. such	181. change
102. new	122. good	142. following	162. because	182. off
103. sound	123. sentence	143. came	163. turn	183. play
104. take	124. man	144. want	164. here	184. spell
105. only	125. think	145. show	165. why	185. air
106. little	126. say	146. also	166. asked	186. away
107. work	127. great	147. around	167. went	187. animals
108. know	128. where	148. farm	168. men	188. house
109. place	129. help	149. three	169. read	189. point
110. years	130. through	150. small	170. need	190. page
111. live	131. much	151. set	171. land	191. letters
112. me	132. before	152. put	172. different	192. mother
113. back	133. line	153. end	173. home	193. answer
114. give	134. right	154. does	174. us	194. found
115. most	135. too	155. another	175. move	195. study
116. very	136. means	156. well	176. try	196. still
117. after	137. old	157. large	177. kind	197. learn
118. thing	138. any	158. must	178. hand	198. should
119. our	139. same	159. big	179. picture	199. America
120. just	140. tell	160. even	180. again	200. world

<http://www.sightwords.com/sight-words/fry/#lists>

# Basic ASL: First 100 Signs

- **Family** - mom, dad, boy-girl, marriage, brother-sister, grandpa-grandma, aunt-uncle, baby, single, divorced-separate
- **Places** - home, work, school, store, church, come-go, car/drive, in-out, with,
- **Time** - day, night, week, month, year, will-(future), before-(in the past), today-(now), finish-("all done!")
- **Temperature** - hot, cold
- **Food** - pizza, milk, hamburger, hot dog, egg, apple, cheese, drink, spoon, , fork, cup, cereal, water, candy, cookie, hungry
- **Clothes** - shirt, pants, socks, shoes, coat, underwear
- **Health** - wash, hurt, bathroom, brush teeth, sleep, nice/clean
- **Feelings** - happy, angry, sad, sorry, cry, like, good-bad, love
- **Requests** - please, excuse, thank you, help, who, what, when, where, why, how, stop
- **Amounts** - big, tall,, full, more
- **Colors** - blue, green, yellow, red, brown, orange, gold & silver
- **Money** - dollars, cents, cost
- **Animals** - cat, dog, bird, horse, cow, sheep, pig bug

<http://www.lifeprint.com/asl101/pages-layout/concepts.htm>

# Baby Sign Language



- DICTIONARY
- CHART
- BOOKS
- DVDs
- FLASHCARDS



The baby sign language dictionary includes over 600 common signs

[www.babysignlanguage.com](http://www.babysignlanguage.com)

# Sign Language Basics for Kids Ages 0- 12



<https://www.signingtime.com/signlanguagebasics/>





## **Learning American Sign Language: Books, Media, and Classes**

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This *Info to Go* document, compiled at the Clerc Center, connects to resources about learning ASL, including where to find ASL classes

[http://www3.gallaudet.edu/clerc-center/info-to-go/asl/learning-asl-books\\_media\\_classes.html](http://www3.gallaudet.edu/clerc-center/info-to-go/asl/learning-asl-books_media_classes.html)

# Expanding your child's vocabulary

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# Cookies

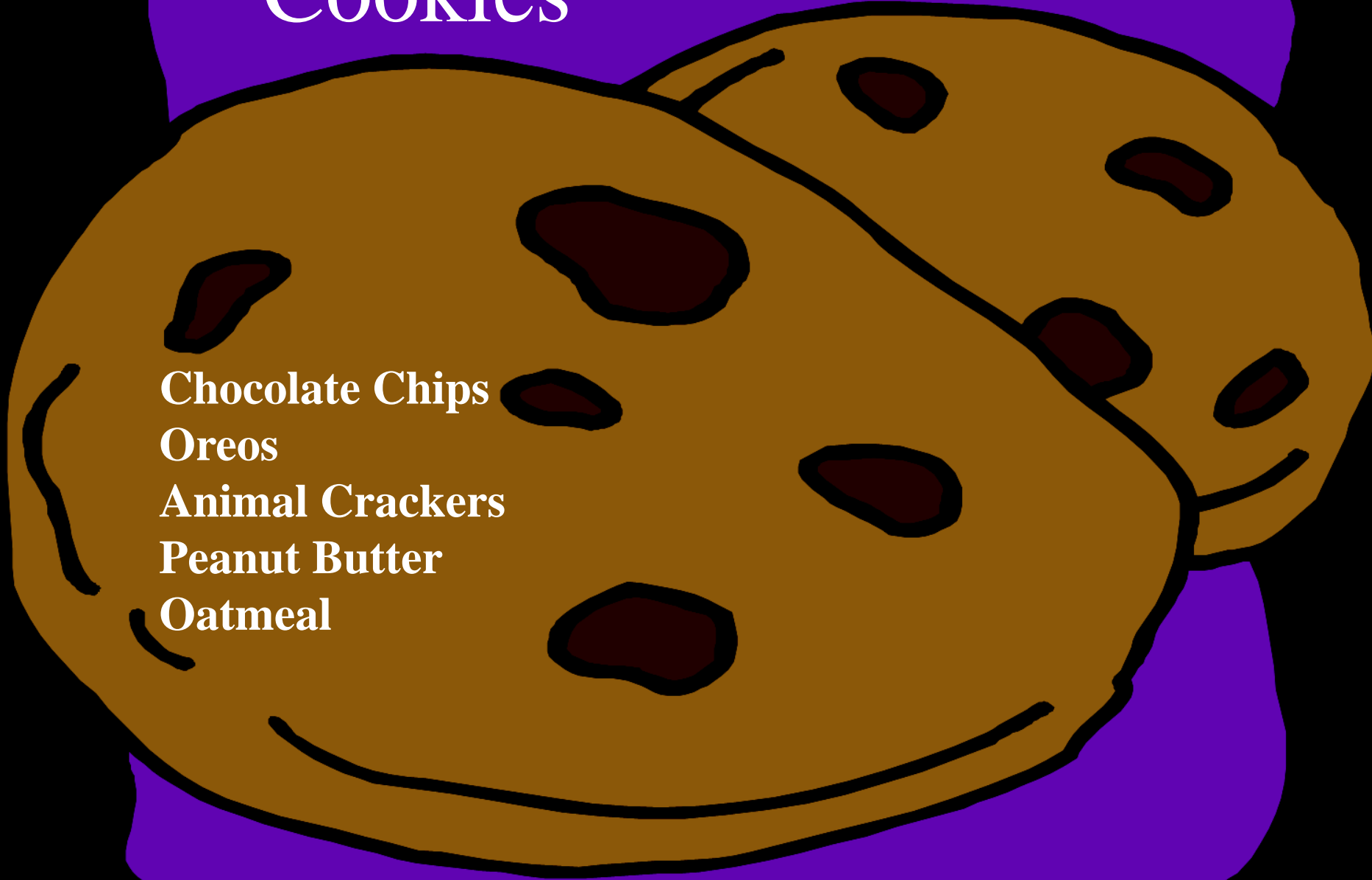
**Chocolate Chips**

**Oreos**

**Animal Crackers**

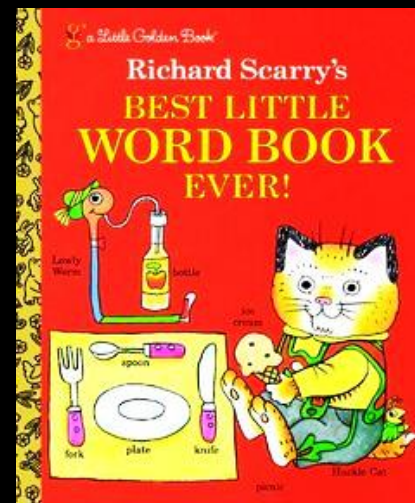
**Peanut Butter**

**Oatmeal**



# Vocabulary Books

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**Grandma and Grandpa George**



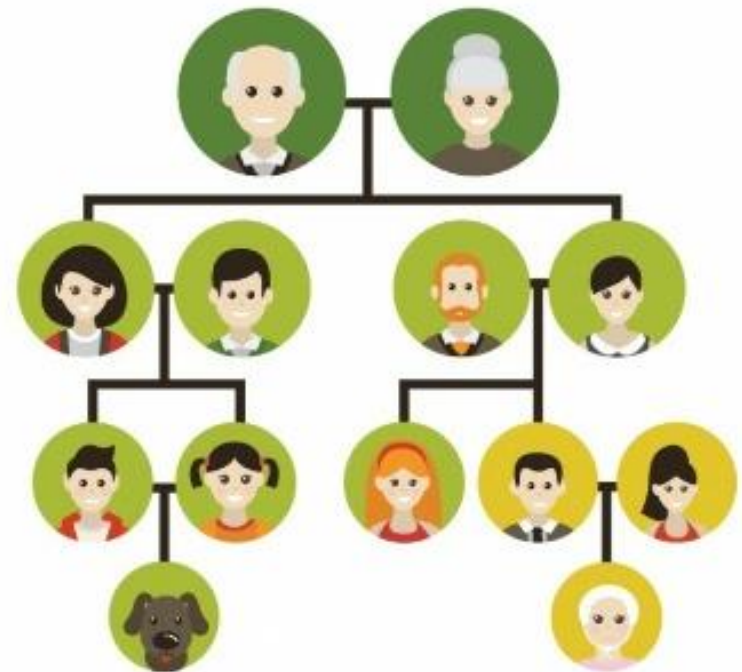
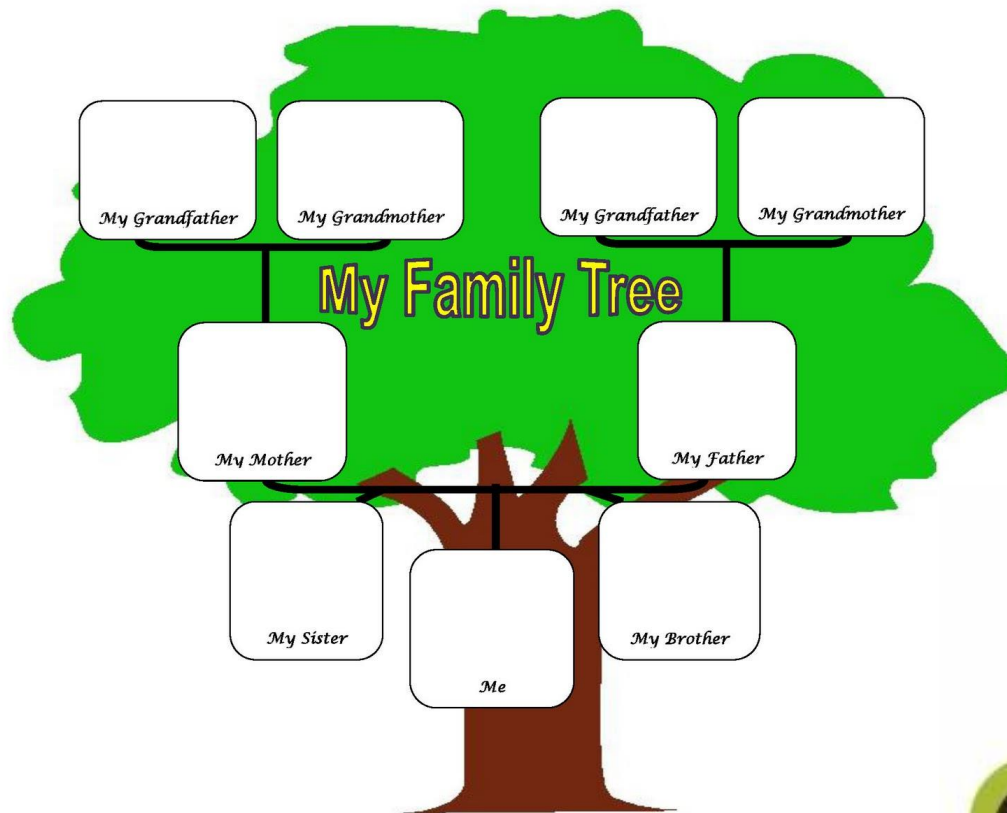
**Great Grandma Hill**



**Grandpa Block**



**Cousins-Kathleen and Glen**







Hans



Prinz



Thor



Billy and Herbie





Tricycle



Doll



Kitchen set



Pail and shovel



# Create your own picture books



We had fun at the zoo.

We saw a lot of animals there.



The goats were so cute.

They made us feel happy.



## Photograph everything

- \* Sequences
- \* Activities
- \* Book pages
- \* Attitudes



Three llamas

# Create your own posters



happy



sad



mad



proud

# Sharing books and reading together



"Children are made readers on  
the laps of their parents."

— Emilie Buchwald

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## Selecting Books for Young Children

Links to recommended reading lists will be on the  
“resources” handout



# Lap time



- Reading to a child is seen as the most influential factor in a child's literacy development.
- Hearing children often have extensive experience with story books, fairy tales, nursery rhymes, songs, etc.
- Children who are d/hh may have little experience with books....little "lap time."

# What does “lap time” accomplish?

- Builds vocabulary and language
- Aids reading comprehension
- Improves student’s attitude toward reading
- Helps make a connection to print
- Provides opportunities for conversation
- Develops communication and imagination skills

# Bonding time during reading time

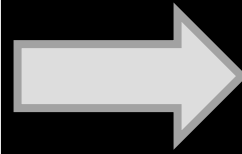
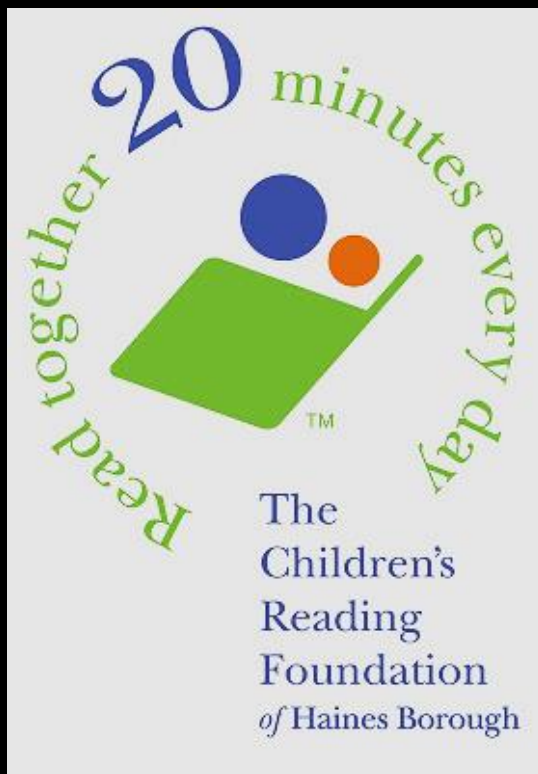
“Reading together every day builds strong minds and strong relationships.”



<http://www.readingfoundation.org/parents.jsp>



Reading to a child helps reinforce the bond between parent and child. Developing a strong bond gives children the sense of security and confidence to reach out and interact appropriately with others.



**“Read together  
20 minutes  
everyday.”**



## Encourage reading outside of books.

Throughout a typical day, there are hundreds of opportunities to recognize words and phrases. Challenge your child to find new mediums for reading, whether it's a billboard, newspaper, cereal box, or storefront sign. This will help your child grasp the significance of reading in the real world and give him a chance to apply what he's learned.



The way we read to children is just as important as how  
frequently we read to them



# Storysigning Strategies on YouTube



<https://www.youtube.com/watch?v=drMbdfIqL5E>

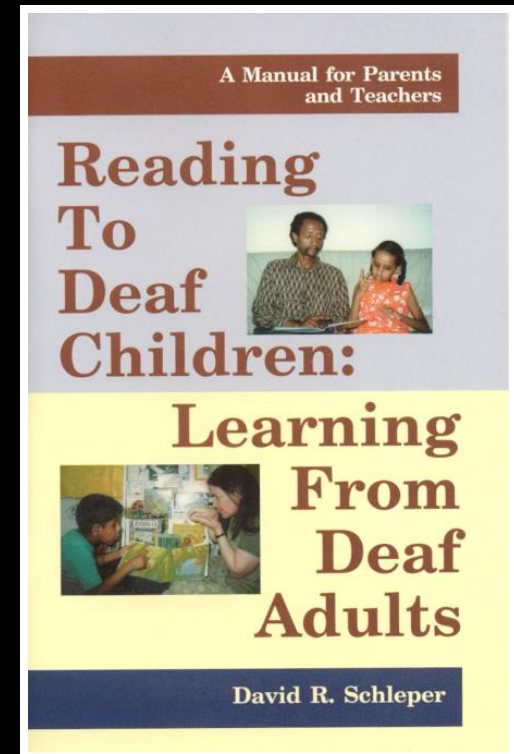


# 15 Principles for Reading to Deaf Children

<http://clerccenter.gallaudet.edu/>



LAURENT CLERC  
NATIONAL DEAF EDUCATION CENTER





## 15 Principles for Reading to Deaf Children

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The following 15 principles are best practices for how to read aloud to deaf and hard of hearing children. They are based on research on how Deaf parents read to their Deaf children. These principles were developed to give parents and teachers of deaf children skills and strategies for reading aloud in American Sign Language.

## 15 Principios para la Lectura a Niños Sordos

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Estos 15 Principios son las mejores prácticas de cómo leer a niños sordos e hipoacúsicos. Están basados en investigaciones de que manera leen los padres Sordos a sus niños Sordos. Estos principios fueron desarrollados para brindar a los padres y maestros de niños sordos, las destrezas y estrategias para leer utilizando el Lenguaje de Signos Americano

[http://www.gallaudet.edu/clerc\\_center](http://www.gallaudet.edu/clerc_center)

1. Deaf readers translate stories using ASL.
2. Deaf readers keep both languages visible (ASL and English).
3. Deaf readers **are not constrained by the text.**
4. Deaf **readers re-read stories on a storytelling to story reading continuum.**
5. Deaf readers **follow the child's lead.**
6. Deaf readers **make what is implied explicit.**
7. Deaf readers adjust sign placement to fit the story.
8. Deaf readers adjust signing style to fit the story.
9. Deaf readers **connect concepts in the story to the real world.**
10. Deaf readers **use attention maintenance strategies.**
11. Deaf readers **use eye gaze to elicit participation.**
12. Deaf readers **engage in role play to extend concepts.**
13. Deaf readers use ASL variations to sign repetitive English phrases.
14. Deaf readers **provide a positive and reinforcing environment.**
15. Deaf readers **expect the child to become literate.**

- **# 3 – Deaf Readers are not constrained by the text.**
  - Often embellishes the story!
    - Plays with signs.
- Adds a little explanation here or a little “tease” there.  
Brings the story to life!



## **#5 – Deaf Readers follows the child's lead.**

The storyteller is typically very tuned-in to the child...lets the child's interest and desire to participate guide the pacing.

Provides lots of time for the child to look at the pictures.

Does a lot of conversing with the child about the pictures and the story.

Finally...

"There are many little ways to  
enlarge your child's world. Love of  
books is the best of all."

— Jacqueline Kennedy



*Let us bring the resources from Gallaudet to you!*

CONTACT ME AT:

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*Director*

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at John A. Logan College  
700 Logan College Road  
Carterville, IL 62918

[shericook@jalc.edu](mailto:shericook@jalc.edu)

518-565-0054 (VP)

# Resources

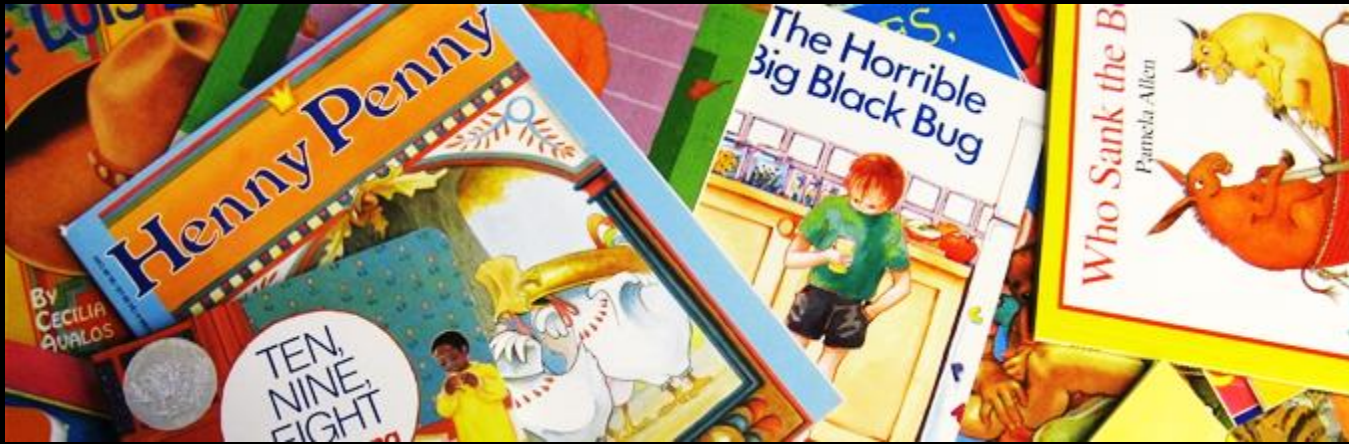
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<http://www.gallaudet.edu/clerc-center.html>





- *Clerc Center's Info to Go* has information and resources related to literacy for students who are deaf or hard of hearing.
- <https://www.gallaudet.edu/clerc-center/info-to-go/literacy.html>



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# Online Learning

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## **MODULES: "Setting Language in Motion: Family Supports and Early Intervention for Babies Who are Deaf or Hard of Hearing"**

- There are seven modules, each ranging from 12 to 20 minutes.
- You can view all the modules in their entirety or search a module by the topics covered.
- We encourage you to watch all seven modules and then review the related materials as this will provide you with a comprehensive, holistic approach to working with a child who is early identified as deaf or hard of hearing.

# Setting Language in Motion Modules:

- Overview
- Module 1 - Early Identification
- Module 2 - The Ear and Testing
- Module 3 - Hearing Aids
- Module 4 - Language Learning through Sign
- Module 5 - Cochlear Implants
- Module 6 - Communication & Language in the Home
- Module 7 - Family Supports



# Setting Language in Motion Modules:

## Module 6 - Promoting Communication in the Home

Let's watch this video...



# **Early Intervention Network: Supporting Linguistic Competence for Children Who are Deaf or Hard of Hearing**

This on-line network shares five evidence-based factors and supporting program components shown to be essential for the development of linguistic competence in children who are deaf or hard of hearing. Various programs implementing these factors from throughout the country are highlighted.

# Literacy: It all Connects



- A free, self-paced, on-line course that provides an overview of the components of a comprehensive and balanced literacy program for deaf and hard of hearing students from preschool through high school.
- This research-based training reflects effective teaching practices in schools around the country and highlights a literacy program based on nine strategies for encouraging the development of reading and writing skills

# The Shared Reading Project (SRP)

- The Shared Reading Project (SRP) was developed by the Clerc Center to provide tutoring and support to parents and caregivers who do not know how to effectively share books with their young deaf and hard of hearing child. When parents effectively share books, there is greater likelihood of an improvement in the reading ability of their deaf and hard of hearing child and it contributes to higher reading ability in school.
- <http://www3.gallaudet.edu/clerc-center/our-resources/shared-reading-project.html>



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# Webcasts

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This webcast provides an evidence-based rationale for supporting language acquisition in both American Sign Language (ASL) and spoken English for young children who are deaf or hard of hearing.

Experienced professionals in deaf education discuss the important ingredients essential to learning language as well as common misconceptions that tend to drive language and communication practices.

Designed for professionals involved in early intervention, this webcast highlights how evidence points to use of an ASL and spoken English bilingual approach (sometimes referred to as a bimodal bilingual approach) as beneficial for young children who are deaf or hard of hearing.

Accompanying the webcast is a comprehensive reference list to support the information shared.



# LANGUAGE LEARNING

THROUGH  
THE

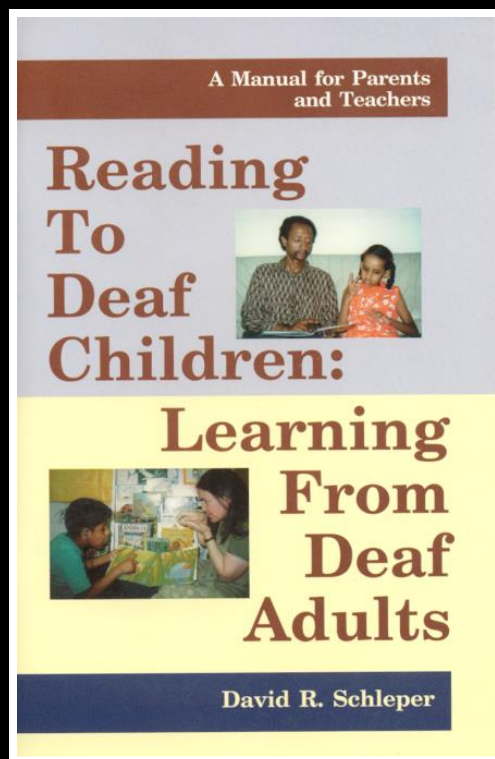
# EYE AND EAR

- **Cochlear Implant Education Center (CIEC),**  
Laurent Clerc National Deaf Education Center
- Debra Nussbaum  
Manager, Projects-Language Development and  
Communication  
Laurent Clerc National Deaf Education Center

<https://www.gallaudet.edu/clerc-center/our-resources/cochlear-implant-education-center.html>

# Reading tips from Deaf adults

<http://clerccenter2.gallaudet.edu/products/?id=175>





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## 15 Principles for Reading to Deaf Children

<https://www.gallaudet.edu/clerc-center/info-to-go/literacy/literacy-it-all-connects/reading-to-students.html>



## Kendall Conversational Proficiency Level (P-Level)

Observe and engage with the student in several conversational situations over a reasonable time and determine the student's conversational proficiency level.

Check the chart below for summaries of each P- Levels.

Indicate the proficiency level (P-Level) for each language being rated.

P-Level	0+	1	1+	2	2+	3	3+	4	4+	5	5+	6	6+	7
ASL														
Spoken														
English														

[https://texasdeafed.org/uploads/files/general-files/Clerc\\_Center\\_Student\\_Language\\_and\\_Communication\\_Profile\\_Summary.pdf](https://texasdeafed.org/uploads/files/general-files/Clerc_Center_Student_Language_and_Communication_Profile_Summary.pdf)

# Clerc Center Student Language and Communication Profile



<https://www.gallaudet.edu/clerc-center/our-resources/cochlear-implant-education-center/navigating-a-forest-of-information/language.html>

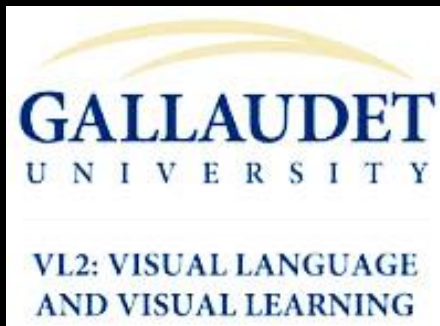


# Research Briefs

- The VL2 center publishes research briefs as a resource for educators and parents. The goal is to inform the education community of research findings, to summarize relevant scholarship, and, in the form of practice guides, to present recommendations that educators and parents can use when addressing the multifaceted challenges of educating deaf and hard of hearing children



<http://vl2.gallaudet.edu/research/research-briefs/>



## VL2 STORYBOOK APPS

This is a bilingual  
interactive  
storybook app



<http://vl2storybookapps.com/>

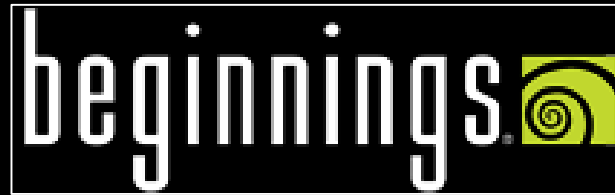
<http://deafchildren.org/>



ASDC is comprised of a board of parents of deaf children as well as deaf adults and they have compiled for parents the ASDC Information book.



# **BEGINNINGS for Parents of Children Who are Deaf or Hard of Hearing, Inc.**



BEGINNINGS for Parents of Children who are Deaf or Hard of Hearing is a non-profit that helps parents and families understand hearing loss, and the diverse needs of children who are deaf or hard of hearing. Our impartial support helps families make informed decisions and empowers them to advocate for their child's needs.

<http://ncbegin.org/>

**\* Listening (Auditory Skills) Development**

**\*Language Development Products**

**\*Speech Perception & Learning**



**Supporting Success**  
for Children with Hearing Loss

<http://successforkidswithhearingloss.com/>



<http://www.aslinside.com>

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<http://www.asltales.net/>



# ASL Storytelling

Provided by the Educational Resource Center on Deafness

<http://aslstorytelling.org/>

Click on “Students” and  
find “ASL Storytelling.”



EDUCATIONAL  
RESOURCE CENTER  
ON DEAFNESS

# 1001 STORIES IN ASL

<http://1001booksinasl.blogspot.com/>

## Translations

- WORD - Text only signed word for word.
- LITERAL - Text only translated into ASL.
- FREE - Text and Images translated into ASL.
- GESTURE - Text and Images into visual gestures/mime.



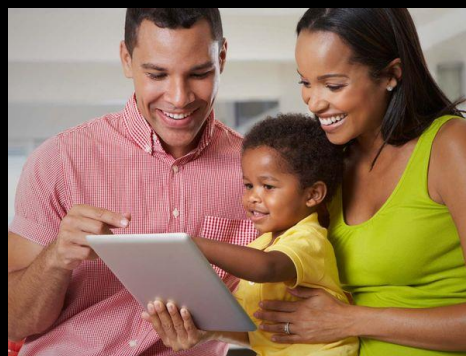


<http://aslized.org/>



<http://aslhub.com/>  
"Tru-ASL"/

# **Apps for Kids (and Adults) with Hearing Loss by Tina Childress**

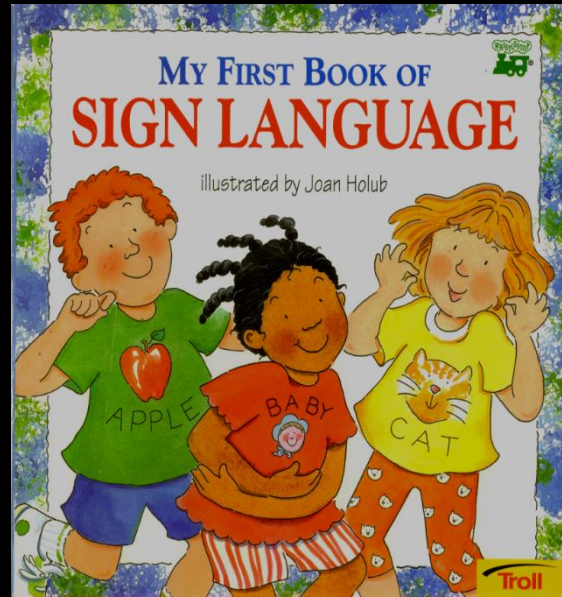
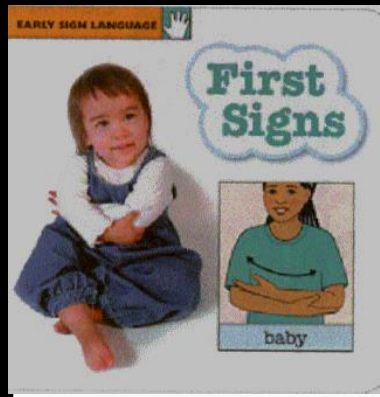


<https://tinachildress.wordpress.com/2011/12/21/apps-for-kids-with-hearing-loss/>

# Selecting books for young children



# Books with sign language



<http://www.harriscomm.com/books-multimedia/children.html>

# [www.readingfoundation.org/parents.jsp](http://www.readingfoundation.org/parents.jsp)

## Parents

- This section suggests age appropriate activities and books for your baby, toddler and preschool child. It also summarizes how your school age child learns to read. And you'll find suggestions of books to enjoy with your child during the early years of elementary school.





# Recommended Reading List

- **Books by Age**
- Infants & toddlers
- Preschool
- Grades K-3
- Grades 4 and above



<http://www.readtomeintl.org/>

# *The 6 Early Literacy Skills in Books for Babies, Toddlers, and Preschoolers*

- Melissa Depper | Youth Services Librarian | Arapahoe Library District | updated 2013

<http://melissa.depperfamily.net/docs/6SkillsPictureBookChart.pdf>

*Let us bring the resources from Gallaudet to you!*

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**[shericook@jalc.edu](mailto:shericook@jalc.edu)**

**518-565-0054 (VP)**

# References:

- **Early Beginnings: Early Literacy Knowledge and Instruction.** *A guide for early childhood administrators and professional development providers by the National Institute for Literacy*

<http://lincs.ed.gov/publications/pdf/NELPEarlyBeginnings09.pdf>

- ***Students Who are Deaf and Hard of hearing and Use Sign Language: Considerations and Strategies for Developing Spoken Language and Literacy Skills*** by Debra Nussbaum, M.A., CCC-A, Bettie Waddy-Smith, M.S., Speech Pathology, and Jane Doyle, M.S., CCC-SLP

<https://www.gallaudet.edu/Documents/Clerc/s-0032-1326912-Nussbaum.pdf>

- ***Phonological Awareness: Explicit Instruction for Young Deaf and Hard-of-Hearing Children*** by Elizabeth M. Miller, Amy R. Lederberg and Susan R. Easterbrooks, J. Deaf Stud. Deaf Educ. (2013) 18 (2): 206-227

<http://jdsde.oxfordjournals.org/content/18/2/206.full>