

A Resource Guide for Parents of Infants and Toddlers Who Are Deaf or Hard of Hearing



INTRODUCTION TO THE PARENT RESOURCE GUIDE

A MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

At the California Department of Education, we believe it is important to address the needs of the “whole student” – the cognitive, physical, social, emotional and cultural aspects of each child’s growth and development. Students learn best when they are healthy, safe, engaged, supported, and challenged. The “whole child” approach to education encompasses methods, strategies, and services that enable schools to support this comprehensive approach to learning and development.

To effectively address the needs of the whole child, schools should collaborate with families, caretakers, and community agencies to deliver integrated services that promote improved access to health and learning supports, high expectations, and a positive school climate – all of which are necessary for students to thrive in the twenty-first century.

The “whole child” approach is so important in the education of children who are Deaf or Hard of Hearing. The goal of the California Newborn Hearing Screening Program is to identify infants who are Deaf or Hard of Hearing, and ensure they are enrolled in appropriate Early Start programs by six months of age. When these children are identified very young, their parents, with the support of Early Start professionals, can provide them with a language rich environment that can help them thrive and learn at the same rate as hearing children.

The purpose of the Parent Resource Guide, written by parents for parents, is to provide you with an introduction to the benefits of both signed and spoken language, as well as to the various communication tools and educational approaches available to assist you in helping your child learn. Your Early Start teachers will provide you with more information, answer your questions, and support you in the process of making informed decisions about raising your child.

You will know that what you are doing is working if your child is developing skills at the same rate as hearing children. With the help of your Early Start teacher, it will be important to assess your child’s development on an on-going basis, to ensure your child is learning.

Congratulations on the birth of your beautiful child. Please use the Parent Resource Guide to get you started on the exciting journey of raising a child who is Deaf or Hard of Hearing.

Tom Torlakson
State Superintendent of Public Instruction
2013

A MESSAGE FROM THE CALIFORNIA PARENT RESOURCE GUIDE COMMITTEE

In 2011, a panel of parents convened at the California Department of Education (CDE) to create a document for parents of children who are Deaf or Hard of Hearing, that contains evidence-based and balanced information. It is our intent that this information will help you understand the services provided through an Individualized Family Service Plan (IFSP) focusing on your child's language development. Children who are Deaf or Hard of Hearing have a right to early language development programs, regardless of their hearing levels, with the ultimate goal of achieving skills needed to enter kindergarten ready to learn.

When you make informed decisions regarding your child's education, it is important to know your rights as an IFSP team member within Early Start (ages birth-three), and later, as an Individualized Educational Program (IEP) team member (ages 3-22). It is also important to consider all language opportunities and communication tools that are fully accessible and available to your child.

You are encouraged to see your baby as a whole child by seeing beyond his or her hearing level and to focus on kindergarten readiness. The Parent Resource Guide Committee has developed a resource guide that includes resources from national, state, and local organizations, camps, and Deaf agencies, which explain all of the opportunities available to your child. The CDE seeks to empower you to take steps in preparing for your child's education by using this resource guide. To view the complete Parent Resource Guide, go to www.cde.ca.gov/sp/ss.

The following parents of children who are Deaf or Hard of Hearing gave generously of their time, talents, and labor to make this Parent Resource Guide possible:

Diane Black, Bakersfield
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How to Use this Parent Resource Guide

You can click on a link and find several specific questions throughout this resource guide. Some of these questions may not be included in each content area. We encourage you to read each content area in your own time, to learn about what you can do to prepare your Deaf or Hard of Hearing child for kindergarten.

- What is this?
- Why is this important to know?
- Something to think about
- Things to watch for
- Things you can do

When you see print in blue or purple, that is a hyperlink to allow you to jump from section to section, for specific examples and resources with a click of your computer's mouse.

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MY BABY IS DEAF OR HARD OF HEARING – WHO CAN HELP?

ACCEPTANCE TO CELEBRATION

Parent Contributors: Tony Ronco and Darla Schwehr

WHAT IS THIS?

Many parents have gone through a grieving process after learning their baby has been identified as Deaf or Hard of Hearing. Grieving process? Grieving for whom? That is a good question. Most commonly, it is grieving for dreams that you had for your baby - dreams born from your expectations of what your baby would be like, what your baby would become, and your experiences of parenthood. This is very normal. There is hope and celebration, but you will probably need to go through a coping process first.

WHY THIS HAPPENS

The birth of a baby is a wonderful reason for celebration. Between 90-95 percent of babies who have been identified as Deaf or Hard of Hearing are born to hearing parents. Usually, those parents are not expecting their baby to be Deaf or Hard of Hearing. Some parents may be unsure of what to do and what to expect for the future.

THINGS TO WATCH FOR

Shock and Denial	Anger	Depression and Detachment	Bargaining	Start of Acceptance
“They must be wrong.” Feelings of: Fear Confusion Avoidance	“It’s not fair.” Feelings of: Frustration Irritation Anxiety	Feelings of: Being overwhelmed Helplessness Lack of energy	“I’ll do anything if only my child...” Struggling for a solution Struggling to find meaning Reaching out to others Desiring to tell one’s story	“OK, let’s get some help and try to move forward.” Exploring possibilities Putting a new plan in place

Please be aware that the stages of the coping process presented here are not “one size fits all.” Some parents will transition through it faster than others, some will cycle back to earlier stages, and some may not even go through the steps in the same order as the

diagram. As your child grows you may even experience the different stages again. The goal is to not get stuck in any one area, but to strive for adjusting and celebrating what a wonder your child really is. A few paragraphs in a resource guide cannot coach you through that, but we can tell you what to look for, and we can coach you to start your journey.

THINGS YOU CAN DO

The Coping Process

So, what do you need to know or look for in getting through the coping process? You need to know that you are not alone. Other parents, like the members of this Parent Resource Guide committee, have gone through the same thing. There is an enormous amount of information and a great deal of support out there for you. The graph on page eight of this guide shows you some of the places where you can find information and support. This Parent Resource Guide will help you get started and sort things out.

Coping Tips

- Meet other parents in your area or online. You are not alone. There are many parents who have gone through the same experiences that you are going through. Family Resource Centers, Parent Training and Information Centers, the California Schools for the Deaf, local public school programs, private schools, non-profit organizations, and Deaf agencies are great resources.
- Ask lots of questions of parents who have been through the process or have a child who is Deaf or Hard of Hearing, of audiologists, doctors and teachers, and of Deaf adults in the community. The more you know, the more confident you will feel about your child's future.
- Meet Deaf or Hard of Hearing role models for your child.
- Learn about opportunities in your community that can benefit you and your child.
- You will receive a lot of suggestions from family, friends, and different professionals. Weigh each suggestion carefully. Will it work for your child and your family?
- Keep focused on moving forward in your journey.
- Remember, your child is a child first! Play, laugh, and have fun together.

Remember...no decision needs to be forever. Evaluate your child's progress, and the skills you are learning to help your child communicate his or her thoughts, needs, and feelings. Stick with what is working for your child and change what is

not. The goal is to help your child develop language (whether spoken or signed or both) and continue to develop in all skill areas.

This resource guide is designed to help you. In its pages, you will find suggestions for the support, contact information, and resources you will need on your journey. Again, we want to emphasize that you are not alone.

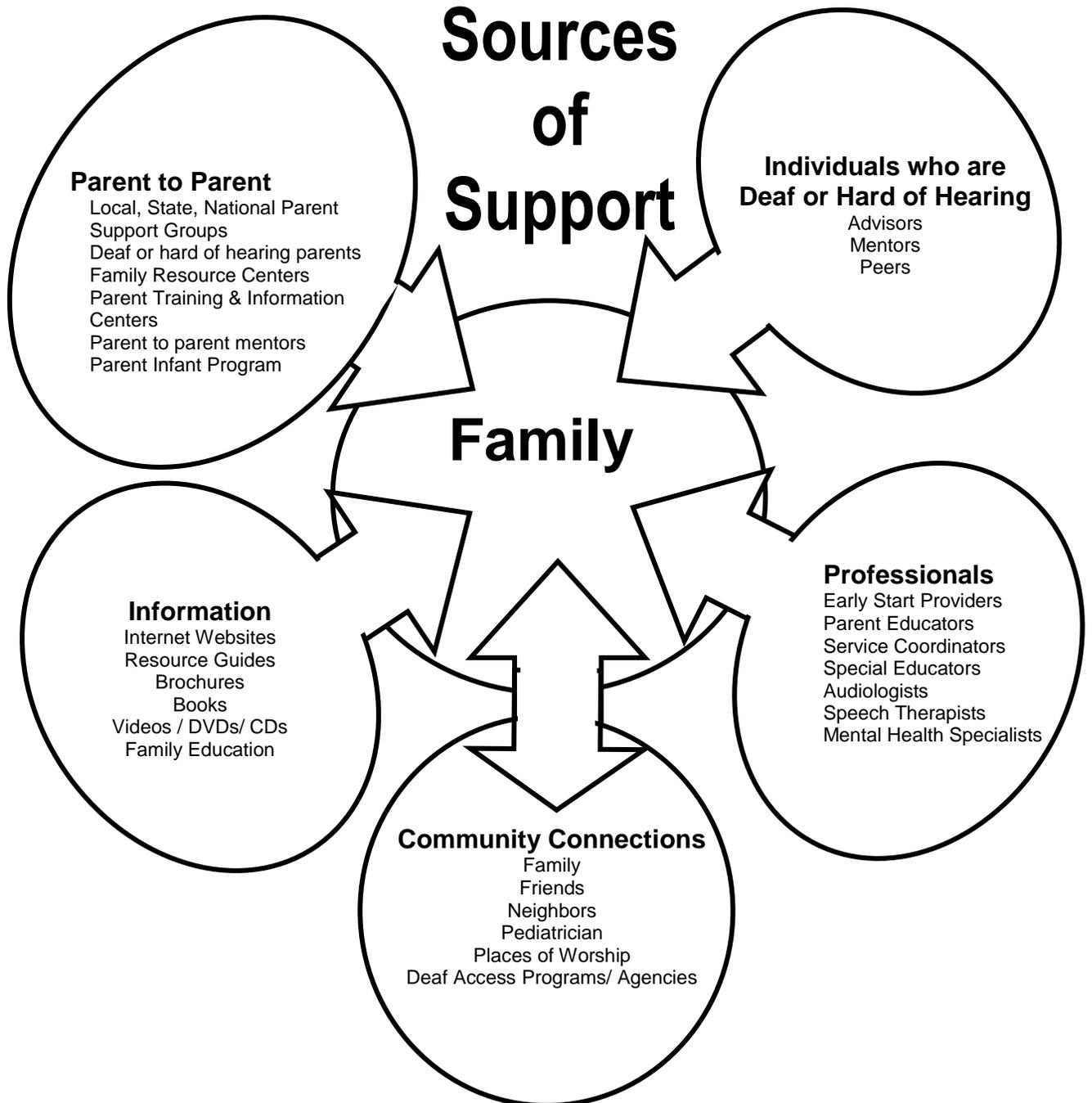


Diagram adapted from North Carolina BEGINNINGS (Joni Alberg)

Acceptance

Your journey begins when you accept the need to have a plan on what to do and gain experience doing it. You will see your baby for the whole child that he or she is. You will marvel at his or her abilities. You will move forward. You will also start seeing possibilities rather than the limitations.

Can you backtrack within the coping process? Yes, and that is normal, but you will begin to more quickly recognize and cope with the different stages of grief.

Again, no decision needs to be forever. Evaluate progress. Trust what is working for your child and change what is not. The goal is to have the best language acquisition and developmental outcomes possible.

Celebration

Now, the birth of your baby is a wonderful reason to celebrate! Start your journey and find your direction. You will realize that the dreams you had for your baby are still possible. And you will have the beautiful gift of watching and helping your baby grow and develop into a happy adult.

You get to this point step by step. There is no fast or magic way to attaining a sense of celebration. We encourage you to travel on this journey for the benefit of your baby and yourself.



“Love and value the wonder that is your baby. The days will not all be easy. The nights will not all be perfect. You can learn the right questions to ask, figure out with wisdom the answers, and make informed decisions that best support your beautiful child. “

Sandy Harvey, Parent of a Deaf son

A NOTE TO DEAF PARENTS

Acceptance to Celebration may have different meaning for you as Deaf parents. Some of you may be comfortable in joy and celebration in knowing that your child is Deaf like you. However, some of you may not want your child to be Deaf, because you do not want your child to have the same experience you had growing up as a Deaf child. Keep in mind that today is a different time than your time. Deaf people have a positive image of themselves and times are changing for you and your child as Deaf individuals.

Communicating with Your Deaf Infant

Rosemary Garrity and Robert Anthony, Western Pennsylvania School for the Deaf

Communicating with your child is the foundation of thinking.

It is never too early to communicate with your child, especially if he is Deaf or Hard of Hearing. Very young infants may not be able to use words, but they can communicate. Babies communicate when they cry, babble, kick, wiggle, and smile.

Wait for your child to pay attention to you before you try to communicate with him.

It can be very hard to wait. But, when you do wait, you can get good results. An effective communicator is patient. Your baby's attention cannot be forced but it can be won!

Keep eye contact.

Always respond when you get your child's eye contact. Smile. Talk. Sign.

Use facial expressions to communicate.

Use your face as an extra voice. Facial expressions show love, concern, surprise, and excitement. Try tasting foods. Make faces. Frown if a food tastes bitter. Smile if you like the food. Interesting facial expressions will help keep Baby's attention. Look in the mirror together and make faces.

Take turns with your child.

Let your child take the time he needs to babble. When Baby makes sounds, wait your turn. Then, imitate his sounds.

Be observant.

Look for Baby's response and build on it.

Follow your child's lead.

You don't have to *teach* language. Just talk to your baby about his immediate interests.

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

If Baby is on the floor, get on the floor with him. If Baby is in his carriage, bend over and look into the carriage.

Having fun together is a wonderful way to share effective communication.

Play games with expressive body and facial expressions, like Pat-a-Cake, Peek-a-Boo, and So-o Big. Baby may not understand all your words, but he will understand your smiles, laughs, and playfulness.

Playing with toys provides an opportunity to expand vocabulary.

Give Baby words for different concepts like big and small. If your infant is looking at a crib toy, say and sign, "Look at the bird. The bird is yellow." Sign and say things again and again and again. Repetition is very important.

Make a scrap book of your baby's favorite people and things.

Talk and sign about the pictures that interest your infant. Be expressive. Keep eye contact. Then, pause long enough for your child to take a turn responding. Wait your turn to talk and sign.

Any place can be a place for effective communication.

Talk and sign in the bedroom, in the car, at the supermarket, at the doctor's office, and in the yard. Most of all, have fun with books! Your baby's first experiences with books, pictures, and printed words will influence his reading development later on.

UNDERSTANDING YOUR CHILD'S HEARING

Parent Contributors: Terrylene Sacchetti and Jaclyn Vincent

*Special Thanks to Dr. Gloria Nathanson, Au.D.
and Kimberly Jensen, Graphic Artist*

This information on hearing is important for understanding your child's level of **audibility**. Audibility means what sounds are capable of being heard. The primary goal of amplification (hearing aids and cochlear implants) is to increase audibility for the child.

Types of Hearing Loss:

Sensorineural

- The cause of the hearing loss is located in the inner ear.
- This is frequently a permanent type.
- The hearing levels can remain stable, fluctuate, or progress over time.
- Regular monitoring of hearing levels should be done.

Conductive

- The hearing loss is caused by obstruction in the outer or middle ear.
- A common example is fluid or infection in the middle ear.
- Almost all children will experience temporary hearing loss related to ear infection between birth and 11 years of age.
- Most of the time, the cause of conductive hearing loss is temporary (transient) and the hearing loss will resolve, either by itself or with medical treatment.
- Some causes of conductive hearing loss are more permanent, due to unique physical structure. One example is called atresia. This means that the ear canal is not developed completely. For some babies, this means that their ear canal is extremely narrow, or they have no ear canal at all. For other babies the middle part of their ear (behind the ear drum) might also not be completely developed.

Mixed

- The hearing loss is both conductive and sensorineural.

Auditory Neuropathy/Dysynchrony

- This is an auditory disorder that disrupts the transmission of sound from the inner ear, so that the sound reaching the brain is disorganized. People with Auditory Neuropathy can often hear sounds, but cannot comprehend what they hear. Hearing level ranges from normal to severe. Auditory Neuropathy sometimes improves over time. Treatment also varies.

Bilateral

- There is a hearing loss in both ears.

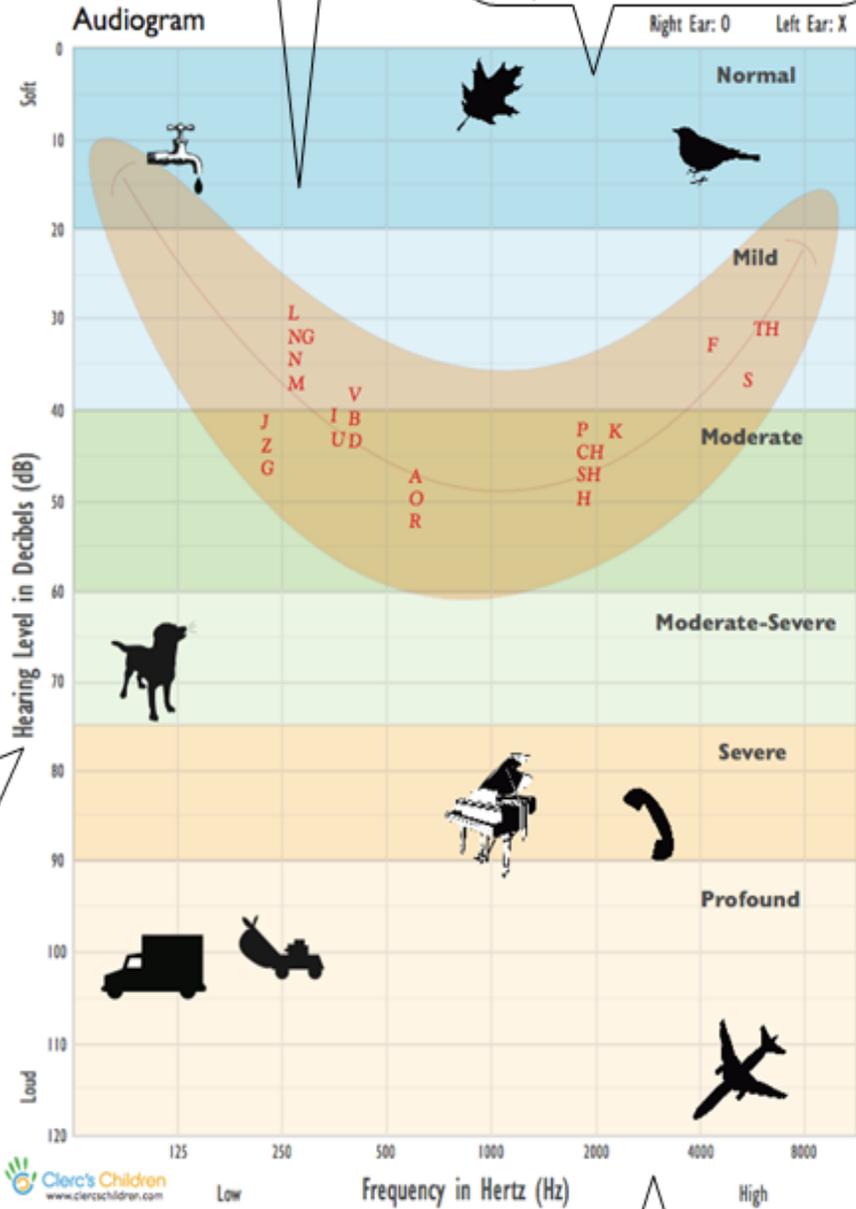
Unilateral

- There is a hearing loss in only one ear.
- Children with unilateral hearing loss are still at risk for delays in speech and language development, academic skill development, and social interactions.

You probably have an audiogram result for your child. So, what does it mean?

The images of environmental sounds on the graph and the speech banana gives you an idea of what your child may hear.

The symbol O, sometimes marked with red, represents the right ear and X, sometimes marked with blue, is the left ear.



The numbers on the side of the graph show the decibels (dB), or volume range. The higher the number, the louder it is. The top represents very quiet sounds and as the loudness increases, it moves down the graph. Furthermore, zero decibels is not silence but rather the general baseline of sounds where average young, hearing adults can hear.

The Pure Tone Test tests how much hearing the child has. The numbers on the top of the audiogram graph, from left to right, represent frequencies or hertz (Hz), also known as pitch. The higher the number, the higher the pitch. Low pitches are sounds that you can "feel" such as bass, drums, or engines. High pitches are sounds like birds or whistles.

SOMETHING TO THINK ABOUT

An audiogram is only a rough approximation of what a child can hear in a quiet sound booth in a perfect listening condition. Home and playground environments are sometimes far from ideal listening environments. They may be noisy, have multiple talkers from many directions, and there may be hard surfaces and a lot of reverberation (echo).

Hearing Support

In this hearing support section, you will learn about three types of amplification. Your audiologist will explain much more about what amplification would be appropriate for your child's hearing levels, listening abilities, and communication needs.

What Is a Hearing Aid?

A hearing aid is a device for the ear that makes sounds louder. The goal is to provide the ability to hear speech and environmental sounds if possible.

Who Decides Which Hearing Aid Is Best?

You and your child's audiologist should come to a careful decision regarding amplification, after consideration of your child's individual needs, including the characteristics of the hearing loss, available technology, and financial resources. The audiologist will perform tests with the hearing aids on your child to further confirm the fitting benefit.

What Styles of Hearing Aids Are Available for Children?

Hearing aid styles differ by how they are worn on the ear.

BEHIND-THE-EAR (BTE): Hearing aids are positioned behind the ear and coupled to the ear with a custom fitted earmold. Behind-the-Ear (BTE) hearing aids are utilized for infants and young children due to the following features:

- BTE earmolds are made from soft materials, which are more comfortable and less easily broken, for physically active children.
- Earmolds can be replaced as the child's ears grow. It is not necessary to recase or replace the hearing aid itself.
- BTE hearing aids are often more reliable and less easily damaged.
- BTE hearing aids are easily connected to a FM system or assistive listening device.

- BTE hearing aids and earmolds are available in colors and with accessories designed specifically for children.

IN-THE-EAR (ITE): Other completely in-the-ear hearing aid styles may be available to older children and adults.

How Does a Hearing Aid Work?

Sounds are picked up by a microphone and carried to a digital signal processor (amplifier) where they are made louder and shaped to match the hearing loss characteristics, such as frequency (pitch) and intensity (loudness). The sound is then sent through the receiver and delivered by the earmold into the ear.

Digital Signal Processing: Modern hearing aids use digital circuitry. These circuits use an internal microprocessor to convert the sound to numbers according to a mathematical formula called an algorithm. The algorithm is sensitive to changes in speech and environmental noises. Hearing aids are able to have several programs for different listening environments. They are able to switch automatically to accommodate for changes in background noise, making soft sounds more accessible and loud sounds more comfortable.

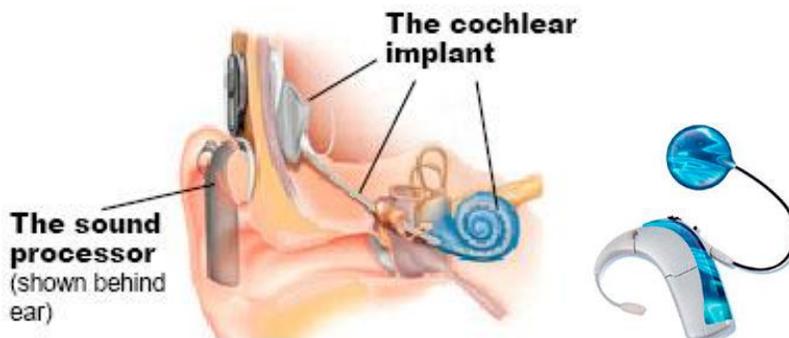
What Other Types Of Hearing Aids Might Be Necessary?

Bone Anchored Hearing Aids: Some children with conductive hearing loss, or malformed or missing outer ears, may benefit from a bone anchored hearing aid (BAHA). The BAHA is available in a soft band or headband for younger children.

SOMETHING TO THINK ABOUT

For a child listening through a hearing aid, there may be some situations where he or she can function fine with listening alone. But there may easily be situations where a child with a lot of usable hearing cannot hear well enough to function adequately. Visual “noises,” such as a cluttered environment, or movement of something like drumming of a pen, can be visually distracting.

What Is a Cochlear Implant?



The cochlear implant is an electronic device surgically implanted in the cochlea of the inner ear. The cochlear implant's electronic array transmits auditory information from the cochlea via the auditory nerve to the brain, bypassing the inner ear. By completely bypassing the damaged part of the cochlea, the cochlear implant uses its own electrical signals to stimulate the auditory nerve, allowing the person to perceive sounds. The wearer requires training, called auditory habilitation or rehabilitation, to attach meaning to sounds. Despite progress in technology, it is important to note that cochlear implants are not a "cure" for any type of hearing status, and like any surgical procedure, cochlear implant surgery has risks.

THINGS TO WATCH FOR

All assistive devices have limitations. Hearing aids, cochlear implants, FM systems, sound field systems, and telephone amplification cannot cure any type of hearing status.

Some of the distractions that can affect how well a child with a hearing loss can function are shown in the chart below:

AUDITORY LISTENING ENVIRONMENTS		VISUAL LISTENING ENVIRONMENTS	
More Difficult Auditory Listening	Ideal Auditory Listening	More Difficult Visual Listening	Ideal Visual Listening
Noisy Large group of people Group discussion Hard surfaces Poor acoustics	Quiet One person talking One-on-one conversation Carpet Good acoustics	Clutter Movement Blank walls Auditory exposure only	Visual clarity Stillness Pictures Print

Research studies suggest that all babies benefit from using visual information, like gestures and baby signs, while listening to information. For babies who are Deaf or Hard of Hearing, amplification is additional support to provide language access.

SOME COMMON MISCONCEPTIONS

Parent Contributor: Terrylene Sacchetti

“To debate over which is ‘right’ or ‘best’ is an argument lost before it begins.”

Lawrence Siegel, Esquire

One of the purposes of this resource guide is to gently remind parents not to be misled by misinformation that is out there. It is to remind parents to focus on how well their child is doing in accessing and learning language, signed or spoken, or both.

Misconception: Speech is special and better than sign language.

Fact: When the brain is processing language, it seeks highly specific patterns from the input that is found in all natural human languages, whether they are spoken or signed. It is the patterns in language that are “special,” not the modality. The brain treats sign language and spoken language equally, and is most concerned about whether the input has the specific patterns unique to the structure of human languages.

"The Human Brain does not discriminate. People do."

Dr. Laura Ann Petitto
Cognitive and Developmental Neuroscientist

Misconception: We were told if we sign to our granddaughter, she will never learn spoken language.

Fact: This is simply untrue. Many people who are Deaf speak and sign fluently. Consider the following comments from Marc Marschark:

“This is one of the most common dilemmas facing parents (and grandparents) of deaf children – and perhaps the one for which they are most frequently given advice driven by philosophy rather than evidence. Simply put, there is no evidence that learning to sign interferes with learning to speak. In fact, the research points to early sign language either supporting spoken language or having no effect, while it generally leads to better social-emotional functioning and early academic achievement. That said, all of this is much more complex than such a simple answer implies. Let me suggest an excellent video on the topic available in English and Spanish (captioned in both). [“Through Your Child’s Eyes”](#) is objective and informative...and should answer many of your questions. Importantly, though, there is no need for an ‘either/or’ decision. Providing your granddaughter with access to and support for both sign language and spoken language offers more opportunities for learning. And, no, the two will not interfere with each other any more than two languages do for bilingual children around the world. In fact, hearing

children raised in bilingual environments show cognitive advantages as early as seven months of age (even before they are using those languages), although parallel research has not been done with Deaf children.”

Marc Marschark
Raising and Educating A Deaf Child,
Also Through Your Child’s Eyes: American Sign Language

Misconception: Exposing cochlear implanted children to sign language could hinder speech development.

Fact: This is not true. Consider these comments from the *Journal of Deaf Studies and Deaf Education*:

“The research is very clear that sign language does not hinder speech development in children with cochlear implants...in fact it may facilitate it. Research from the Nottingham Cochlear Implant Centre has shown that three years after cochlear implantation, deaf children’s spoken language skills are independent of whether they started out signing or utilizing spoken language only. With regard to language after receiving an implant, research has shown that parents and children move toward spoken language after implantation, at least to the extent that it works for the child. When it doesn’t, parents and children (appropriately) move toward sign language. There are a couple of older studies, which indicated that deaf children with cochlear implants who were in ‘oral’ settings had better spoken language than others in total communication settings. However, those studies were done back when the children who received implants were the ones who already were showing particular facility for spoken language, and there is no recent evidence to support that view. In general, sign language can be acquired earlier than spoken language, and may provide a “framework” for early spoken language development. Future research will have to answer that question but, in the meantime, there is no evidence that sign language in any way has negative effects for children or young adults with cochlear implants. With regard to academic achievement, see Marschark, M., Rhoten, C., Fabich, M. (2007).”

Effects of cochlear implants on children’s reading and academic achievement.
Journal of Deaf Studies and Deaf Education, 12, 269-282

Misconception: A deaf child can learn sign language at any time.

Fact: Early access to sign language results in the greatest benefits.

“...waiting until they fail to achieve language & communication skills in spoken language before providing access to such alternative communication will create a delay in access to language and learning that will squander the benefits offered by newborn hearing screening and early identification of their hearing loss.”

Greg Leigh
Deaf Cognition, “Changing Parameters of Deafness”

QUESTIONS PARENTS OFTEN ASK

Parent Contributors: Apryl Chauhan, Cora Shahid, and Terrylene Sacchetti

Your Journey Begins

When your child is first identified as Deaf or Hard of Hearing, you may feel a variety of emotions. Some parents are frightened, sad, and even angry, while other parents may immediately embrace their child's uniqueness and feel a sense of joy. Every family's journey raising a Deaf or Hard of Hearing child is different. However, we all have questions about where to begin.

- How will my child learn a language?
- Does my child have other special needs?
- Will my child ever get married?
- What did I do to cause this?
- Does this mean my baby will never talk?
- Will my child have to go to a special school?
- Do I have to learn sign language?
- My child has unilateral hearing loss. Does my child really need support?
- Which educational program is best for my child?
- We have other children. How will they communicate with their Deaf sibling?
- Will my child outgrow this?
- If we have more children, will they be Deaf too?
- My child has a mild hearing loss. Does my child need hearing aids?

Take the time to think about what it means to have a Deaf or Hard of Hearing child. Put your questions, thoughts, and ideas down on paper. There are many resources available to answer your questions, such as other parents of Deaf and Hard of Hearing children, Deaf or Hard of Hearing adults, your Early Start teacher, and your audiologist, as well as the internet. Try sharing your thoughts with many different people, from different backgrounds, to gain a well-rounded wealth of knowledge. However, always keep in mind some people will share their opinions, while others may have research and facts.

Only YOU know what's best for your child.

Often, we find that parents are so overwhelmed with information they forget to ask even the most basic questions, but by asking questions and seeking answers you will gain a

sense of control and empowerment.

Questions you may want to ask your audiologist:

- What kind of sounds can my child hear?
- How can I support my child's speech as well as signing skills?
- How often should we test our child's hearing?
- What's the difference between a cochlear implant and hearing aids?
- How do we know the hearing aids are working?
- What can I do at home to help my child listen and speak?
- How do I read an audiogram?
- Where can I learn more about cochlear implants?
- How do I keep my child from pulling the hearing aids out?
- When do you consider getting a cochlear implant?
- Who should get a cochlear implant?
- What are the benefits and risks of getting a cochlear implant?

Questions you may want to ask other parents of Deaf and Hard of Hearing children:

- How do I find other Deaf friends for my child?
- How did you learn to communicate with your child?
- How did you learn sign language?
- When did you stop crying?
- Where did you find support?
- How did you explain that your child is Deaf or Hard of Hearing to your family?
- What do you do when someone stares at your child's hearing aids?
- How do you explain about the cochlear implant to other people?
- When did you tell your child he is Deaf?
- Can our child play sports?
- How do you read a bedtime story?
- What do I tell people when they ask me why my child's ears look different?
- How did you come to accept that your child is Deaf?

Questions you may want to ask your Early Start teacher:

- How will you help us learn sign language?
- How can you help us learn to communicate with our child?
- How can I meet other parents like me?
- What happens when my child turns three?
- Where can I find funding for hearing aids?
- What services do you provide?
- How should our family participate in Early Start?
- What are our options for schools?
- What does “mainstream” mean?
- Explain what bilingual/bimodal education means.
- Explain what auditory/oral education means.
- Explain what Total Communication means.
- How are these educational philosophies different from each other?
- Can our babysitter participate in our Early Start program?

Questions you may want to ask Deaf or Hard of Hearing adults:

- What was it like when you were growing up?
- Are you happy with the choices your parents made for you?
- What is it like using a cochlear implant?
- Did you enjoy being in a mainstream program?
- Why did you choose ASL?
- Why did you choose spoken language?
- What is it like being a student at a school for the Deaf?
- What is Deaf Culture?
- How do you communicate with your hearing family?
- What’s the difference between ASL and English?
- How did you learn to read?
- How did you learn to write?
- How did you learn to sign?

- How did you learn to talk?

Remember that being Deaf or Hard of Hearing is different for every individual. Some Deaf people enjoy listening and speaking like their hearing peers, while others choose ASL and Deaf Culture as their way of life. As a parent, you can support your child's happiness and success by being well informed, exploring ALL opportunities, and making connections.

LANGUAGE OPPORTUNITIES AND COMMUNICATION TOOLS

EARLY LANGUAGE ACQUISITION AND THE BRAIN

Parent Contributors: Terrylene Sacchetti and Jaclyn Vincent

How do babies learn language?

Language acquisition refers to the learning of words and signs, and how to use those words and signs in sentences. Children are born with the natural ability to develop and learn language. All children, hearing, Hard of Hearing, or Deaf, need to learn language.

Children's brains naturally access language, and then use language to communicate needs to you. Language provides children with a platform to communicate what they think, feel, and want. This natural development of language skills is necessary for children to become ready for kindergarten.

Babies begin by babbling and "mabbling" (babbling with their hands). As babbling and mabbling skills grow, babies learn language through speaking and signing. They develop a vocabulary, or a "word bank." Later, they begin to put words or signs together in phrases, and then into sentences. A word bank is necessary for children to become ready to learn to read and write.

It has become popular for many parents of hearing babies to use both sign language and spoken language, until their baby's verbal skills can catch up with their "baby sign" skills.

It is also important to provide Deaf and Hard of Hearing children with fully accessible and natural language.

It is never too early to start "teaching" language.

WHY IS THIS IMPORTANT TO KNOW?

Cognition (brain development) and language development go hand in hand. Cognitive development refers to how a person perceives, thinks, and gains understanding of his or her world. Among the areas of cognitive development are information processing, intelligence, reasoning, language development, and memory.

As soon as they are born, all infants, including Deaf babies, begin learning to use their senses to explore the world around them. Research has suggested that Deaf and Hard of Hearing children's cognitive abilities are formed by their visual experiences (Bellugi, O'Grady, Lillo-Martin, O'Grady Hynes, van Hoek, & Corina, 1994).

Doctors and scientists have found that different parts of the brain are in charge of different things. Look at this picture of the brain for an easy way to understand. The outside layer of the **cerebrum** has special areas, which receive messages about sight,

touch, hearing, and taste. Other areas control movement, speech, signing, learning, intelligence, and personality

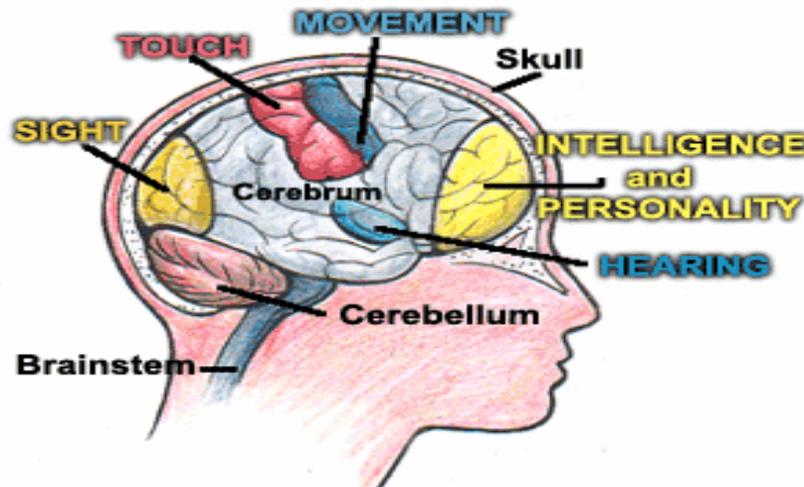


Diagram retrieved from testing4kids.com)

SOMETHING TO THINK ABOUT

Deaf and Hard of Hearing children who are identified and begin to receive appropriate Early Start services prior to six months of age have significantly better receptive language, expressive language, personal-social skills, receptive vocabulary, expressive vocabulary and speech production than children who are identified after six months of age. (Yoshinaga-Itano & Apuzzo, 1995)

THINGS TO WATCH FOR

Your baby is ready to absorb information and to learn. As long as there is access to language, there is no reason for your baby to develop language at a slower rate than a hearing baby with similar abilities.

The chart below, obtained from the Maryland School for the Deaf, Family Education and Early Childhood Department (2010), shows examples of personal, social, and cognitive development your child will go through.

	<p style="text-align: center;">Personal and Social Development</p>	<p style="text-align: center;">Cognitive Development</p>
<p style="text-align: center;">Birth to 8 months</p>	<p>Expresses comfort and discomfort, enjoyment and unhappiness in his/her environment</p> <p>Relates to familiar adults by smiling or showing preference for their caregiver or parent</p> <p>Shows an awareness of other children</p> <p>Calms himself/herself</p>	<p>Explores cause and effect</p> <p>Shows an awareness of happenings in his or her surroundings</p> <p>Remembers what has happened recently</p> <p>Causes things to happen</p>
<p style="text-align: center;">9-18 months</p>	<p>Starts to show more independence</p> <p>Relates to familiar adults and to other children</p> <p>Shows an awareness of likes and dislikes</p> <p>Gains self-regulation</p> <p>Begins to show some defiant behavior</p>	<p>Explores objects in various ways, such as banging, throwing, pushing, pulling and dropping</p> <p>Remembers what has happened recently and finds hidden objects</p> <p>Uses his/her senses to investigate the world around him/her</p> <p>Uses objects and toys more purposefully</p>

	<p style="text-align: center;">Personal and Social Development</p>	<p style="text-align: center;">Cognitive Development</p>
<p style="text-align: center;">Toddlers 18-36 months</p>	<p>Shows more awareness of himself/herself and his/her abilities</p> <p>Asks for help if needed in verbal and nonverbal ways</p> <p>Shows more self-regulation</p> <p>Continues to show caution around unfamiliar adults</p> <p>Uses coping skills with tasks, and interactions with peers and adults</p> <p>Shows feelings through talking and pretend play</p> <p>Plays alongside other children</p> <p>Shows a greater awareness of other children's feelings Imitates and attempts to please familiar adults</p>	<p>Begins to explore concepts of size and position</p> <p>Expects things to happen as a result of his/her actions</p> <p>Explores and solves problems</p> <p>Improves memory for details</p> <p>Seeks information through observation, exploration, and descriptive details</p> <p>Shows interest in quantities and number relationships</p> <p>Uses mathematical thinking to solve real world problems</p> <p>Shows interest in concepts such as matching and sorting according to a single criteria</p> <p>Explores new ways to do things, showing more independence in problem solving</p> <p>Language and Early Literacy:</p> <p>Demonstrates vocabulary and comprehension by listening with interest and displaying understanding</p> <p>Explores drawing, painting, and writing as a way of communicating</p> <p>Begins to be able to follow simple directions and requests</p>

THINGS YOU CAN DO

Here are some things families can do to promote their Deaf or Hard of Hearing child's language growth:

- **Participate in family activities:** Encourage all family members to participate in activities to lure your children to participate in conversations. Children can be the center of the activities and the center of attention.
- **Lead children to focus:** Deaf babies develop eye-bonding skills at an early age, because of the visual information provided by their parents. Use eye movements, mouth movements, and hand movements to lead your children to look at a specific place. Young children quickly learn to follow their parents' guidance on where to look.
- **Show interest:** Exaggerate your facial reactions to show your children you are interested in their attempts to communicate. Examples include exaggerated head nods and shakes, eyes-widening to show surprise, and mouth-dropping to show awe. Also, use various inflectional patterns. Be musical. Use a variety of tones and verbal expressions to match your facial expressions.
- **Interact and discuss:** Comment about what your child is doing. Follow up with questions that require thinking skills and expand the topic. Example questions might include, "What do you think is going to happen next?" or "Why do you think he did that?" Ask questions that invite interaction, and promote getting children to think and express themselves.
- **Reinforce:** When deaf children attempt to communicate, affirm what they are saying, and ask more questions to create discussion about their ideas.
- **Repeat:** Repeat information to emphasize development of the word bank.
- **Encourage children to answer back:** After giving information, purposefully demand your children's attention and ask the children to answer back.

For more information specific to this topic, please see the following articles:

Petitto, L.A., & Marentette, P. (1991). Babbling in the manual mode: Evidence for the ontogeny of language. *Science*, 251, 1483-1496.

Bellugi, U., L. O'Grady, D. Lillo-Martin, M. O'Grady Hynes, K. van Hoek, and D. Corina. (1994) Enhancement of spatial cognition in deaf children. In *From gesture to language in hearing and deaf children*, ed. B. Bolterra and C.J. Erting, 278-98. New York: Springer-Verlag, 1990. Reprint, Washington D.C.: Gallaudet University Press.

Apuzzo, M. L., & Yoshinaga-Itano, C. (1995). Early identification of infants with significant hearing loss and the Minnesota Child Development Inventory. *Seminars in Hearing, 16*, 124–137.

Yoshinaga-Itano, C. (2001) From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. Proceedings from the International Congress of the Deaf. *Deaf Studies and Deaf Education*.

LANGUAGE MILESTONES

Parent Contributors: Tony Ronco, Terrylene Sacchetti, and Jaclyn Vincent

Milestones of Language Development

Listed below are the average ages of some important language and comprehension milestones.

	ASL STAGES OF DEVELOPMENT	ENGLISH STAGES OF DEVELOPMENT
2 – 6 Months	<p>Pays attention to faces Follows things with eyes Is fascinated by his or her own hands Copies movements and facial expressions Babbles with his or her hands</p>	<p>Startles to loud sounds Smiles when spoken to Responds to pleasure with 'cooing' noises Notices and pays attention to sounds and music Shifts eyes in direction of sounds Makes babbling noises that resemble speech</p>
6 – 12 Months	<p>First hand shapes emerge; "5" and "S" First signs may emerge – "Mommy," "Daddy," "More," "Milk," "Bath," "Bed." Mimics signs and facial expressions Points to people, objects and places but not at self</p>	<p>Recognizes basic familiar words such as <i>cup</i> or <i>ball</i> Imitates different speech sounds Produces first words such as <i>bye-bye</i> or <i>mama</i></p>
12 – 24 Months	<p>Uses at least 10 signs Begins to use points as pronouns Acquires new signs but does not mark with inflections Responds to signed requests Points to things or pictures when named Knows names of familiar people Follows simple instructions Repeats signs seen in conversation Understands and carries out complex commands and requests Shows interest in "how" and "why"</p>	<p>Listens to simple stories Identifies pictures by name when directed (<i>point to the cow</i>, e.g.) Speaks two-word sentences such as <i>more juice</i> or <i>where daddy?</i></p>

	ASL STAGES OF DEVELOPMENT	ENGLISH STAGES OF DEVELOPMENT
2 – 3 Years	Uses directional verbs – “Give Me” Expresses possessives – “My shoe” Uses action and object forms – “Drink water” Signs to self Signs throughout the day Sign order used to show semantic relations Begins to use classifiers to represent objects Demonstrates negation with headshake or sign “No” Begins to use possessive (your, mine) and plural (“Us-Two,” “You-Three”) pronouns Refers to things around them during conversations and storytelling; may copy the actions and facial expressions of others in a story	Understands differences in meaning for basic words (<i>up-down</i> or <i>in-out</i>) Produces three-word sentences Can name most objects Understands simple questions
	Source: American Society for Deaf Children	Source: American Speech-Hearing-Language Association

WHY IS THIS IMPORTANT TO KNOW?

Your goal is to provide your child with a language-rich environment. Your Early Start teacher will help you learn the skills you need to provide this environment for your child.

When you provide your child with language, and if you engage your child in language activities, your child will most likely be meeting these milestones.

Your Early Start teacher should be evaluating your child’s language development at least every six months.

If your child is not meeting the language milestones in either column, you might want to consider multiple opportunities to develop your child's language skills. Remember, no decision needs to be forever. Evaluate progress. Stick with what is working for your child and change what is not. The goal is to have the best language acquisition and developmental outcomes possible.

For more ideas, look up the [Incidental Learning](#) section of this Parent Resource Guide.

THINGS YOU CAN DO

- Reinforce your babies' communication attempts by looking at them, signing and speaking to them, fingerspelling, and imitating their hand movements and vocalizations.
- Repeat their laughter and facial expressions.
- Teach your babies to imitate actions and play games, such as peekaboo, clapping, blowing kisses, pat a cake, itsy bitsy spider, and waving bye-bye. These games teach turn taking that is needed for conversation. Sign and speak as you do these things.
- Sign and talk while you are doing everyday things, such as dressing, bathing, and feeding (e.g., "Mommy is washing Sam's hair"; "Sam is eating carrots"; "Oh, these carrots are good!").
- Sign and talk about where you are going, what you will do once you get there, and who and what you'll see (e.g., "Sam is going to Grandma's house. Grandma has a dog. Sam will pet the dog.").
- Sign and talk about colors (e.g., "Sam's hat is red").
- Practice counting. Count toes and fingers. Count steps as you go up and down them.
- Teach animal sounds (e.g., "A cow says 'moo'"). Fingerspell "M-O-O" as you imitate the action of a cow "mooing." Do likewise for other animals and their sounds.
- Consult with your child's Early Start teacher to request language role models in your child's IFSP. For resources in finding language models, you can also talk to agencies who work with people who are Deaf in your area.

SOMETHING TO THINK ABOUT

In order to acquire language, all children require language models. There are many people who can provide language modeling for a child.

Families and children who are learning ASL may receive support in language modeling from ASL specialists, Early Start teachers with ASL proficiency, parent mentors, and members of the Deaf Community.

Parents of children who communicate orally need support from service providers in how to become effective facilitators of their child's listening and spoken language

development.

Early Start service providers should work with parents to develop goals, objectives, and strategies for achieving the natural development of all aspects of signed and spoken language.

In Early Start, your family should receive services from a teacher of the Deaf and a speech and language specialist who are trained to support language development in young children who are Deaf or Hard of Hearing, and who know how to work with infants and families. These Early Start service providers support the development of language for children who are Deaf or Hard of Hearing (and the parents) in a natural way.

See [What is Early Start?](#) in this Parent Resource Guide.

LANGUAGE OPPORTUNITIES

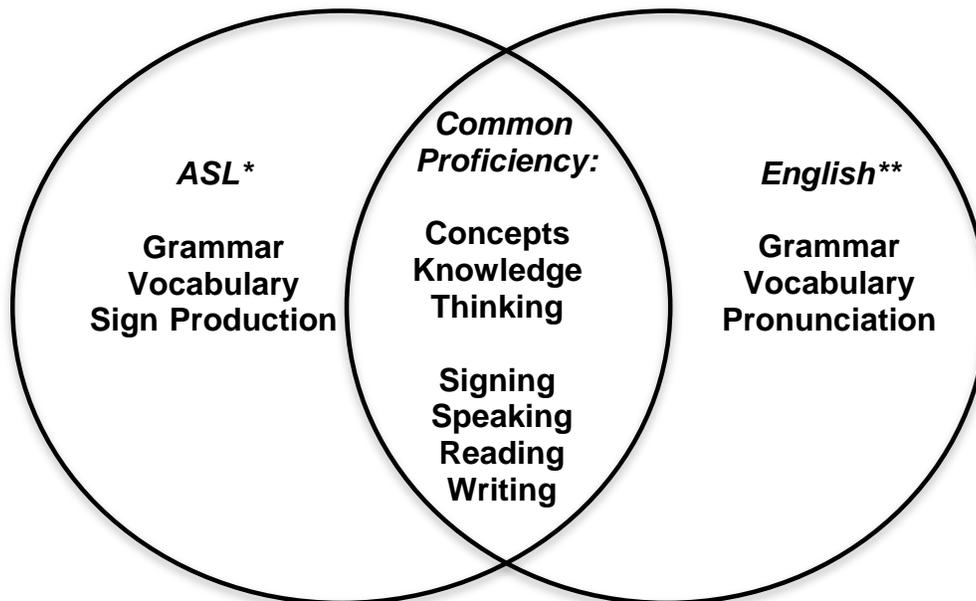
Parent Contributors: Terrylene Sacchetti and Jaclyn Vincent

All children are born ready to learn language. This is true for hearing children and for Deaf and Hard of Hearing children. Families can use American Sign Language (ASL) or spoken language, or both.

With the advent of Universal Newborn Hearing Screening and advances in cochlear implants and hearing-aid technology, children who are born Deaf or Hard of Hearing have improved opportunities for acquiring listening skills and spoken language. At the same time, CDE recognizes research evidence that sign language supports and enhances the development of both spoken language and cognitive skills for all children, including those who are Deaf or Hard of Hearing and whether they use assistive technology or not.

Tom Torlakson
State Superintendent of Public Instruction

This diagram shows how ASL and English interact with each other.



* ASL or other signed language, e.g. Mexican Sign Language

** English or other spoken language, e.g. Spanish

A child needs to have full access to language in order to develop a solid foundation in ASL, English, or both. Some families use American Sign Language. Other families use spoken language. Many families use both. Some families use Signing Exact English

(SEE) to provide a visual representation of English, or Cued Speech, to supplement spoken English. Some families talk and sign or cue at the same time. This is called Simultaneous Communication, or Sim-Com. For all families, the goal is for your child to develop age-appropriate language skills in order to be ready for kindergarten. The California Department of Education (CDE) encourages families to learn all they can to support their child’s language success.

What is American Sign Language?

A researcher named William Stokoe identified ASL as a true language. Like English, ASL has its own vocabulary and grammar.

American Sign Language (ASL) is a visual language. Information is produced not in sounds, but with the shape, location, and movement of the hands, along with body movement and facial expressions. American Sign Language (ASL) is the natural language used among Deaf and hearing members of the American Deaf Community.

Example:

<p>The sign for MOMMY</p>	
<p>Handshape</p>	
<p>Location</p>	
<p>Movement</p>	

Origins of American Sign Language:

American Sign Language (ASL) developed over time from French Sign Language (LSF), which was the language of a large community of Deaf people living in Paris. This language was passed down from Deaf person to Deaf person in Paris, and may be the oldest sign language of Europe.

In 1815, Dr. Mason Cogswell, of Hartford, Connecticut, asked a local minister named Thomas Hopkins Gallaudet to go to Europe to investigate methods of teaching his Deaf daughter, Alice Cogswell. Gallaudet went to the Royal Institution of the Deaf in Paris, which used LSF. Gallaudet persuaded a Deaf man named Laurent Clerc to return with him to Connecticut and become America's first Deaf teacher for Deaf students. Gallaudet and Clerc opened the American School for the Deaf in April 1817.

At the same time, there was a high incidence of hereditary deafness amongst the residents of Martha's Vineyard, Massachusetts. Almost all the people there, both Deaf and hearing, knew the local sign language, called Martha's Vineyard Sign Language (MVSL). Nearly everyone was bilingual and being Deaf was not a concern. Sometimes, hearing residents talked to each other in sign language even without Deaf people present.

When the first school for the Deaf was founded in Hartford, Connecticut, many Deaf children from Martha's Vineyard attended this school. Their language was intermingled with LSF, home signs, and Native American sign languages.

In the early 1900s, the president of the National Association of the Deaf (NAD), George Veditz, decided to film various Deaf people signing stories and giving speeches, in order to preserve sign language. This made it possible to standardize the sign language used by Deaf people in the United States. In 1960, William Stokoe, with two Deaf researchers, Dorothy Casterline and Carl Croneberg, named this sign language American Sign Language (ASL). They published *A Dictionary of American Sign Language on Linguistic Principles* in 1965.

WHY IS THIS IMPORTANT TO KNOW?

No matter what your child's hearing level is, providing access to language opportunities allows your child to become kindergarten-ready. The critical "window of time" for a child to learn language is between the ages of birth to three. This is a short period of time when the brain is most flexible and can absorb information easily.

Babies begin to communicate before the end of their first year, when they first realize they can make a vocalization or gesture. After that milestone, most children experience language growth at an amazing pace. Early vocabulary skills (otherwise known as a word bank) have a strong relationship to later reading skills.

THINGS YOU CAN DO

Strategies for Facilitating ASL

- Try to sign as much as possible around your child, even when you are not talking to him or her directly. Hearing children learn much of their language from “overhearing” communication all around them. Deaf children need to “oversee” language, too.
- Even when you do not know a sign, gestures are a good substitute until you learn the correct sign.
- When your child is looking at books or actively involved in play, introduce the signs for what he or she is doing.
- Do not continuously interrupt a child’s natural play or involvement with looking at a book to sign to him or her. Usually, you will want to wait until your child shifts his or her visual attention to you to demonstrate the signs. However, your child may be able to watch your signs using peripheral vision. Follow your intuition when engaged in shared reading with your child.
- Remember that it is necessary to repeat a sign many times and in many situations before a child may begin to understand that a sign represents a specific object or action.
- Do not expect all of your child’s signs to look just like the ones you are using. Each child’s motor development is different. Just like there is “baby talk,” there are also “baby signs.”
- Provide opportunities for finger play games with your child (e.g., eensy weensy spider, waving your fingers in fun patterns for the child to see). When you feel your child is ready, encourage him or her to imitate your movements.
- Play facial expression and body language games with your child (e.g., imitate *happy, sad, surprised*) to promote his or her awareness that visual communication is available on the face and body as well as on the hands.
- When you are signing, use a natural rate of presentation—not too fast and not too slow.

Strategies for Facilitating Spoken Language

- If a child has a hearing aid or a cochlear implant, try to encourage its use as much as possible.

- Remember that a child’s current level of auditory functioning, as well as the need to adjust other communication variables in the natural environment, make spoken language accessible. Modifying the content of a message (e.g., the number of objects to choose from, the number of details in a message) and/or presentation of information (e.g., highlighting a key word, repeating a word or sentence) is often necessary.
- Change voice intonation to represent different characters in a story (e.g., use a low, loud voice for father bear in *The Three Bears*) or add sound effects from stories. Even if a child does not understand the words, he or she may gain information and enjoyment from these features.
- During natural play and reading, provide your child with the spoken word for objects (e.g., ball, book, car) and functional words (e.g., stop, more, bye-bye). Even if the child cannot hear the words, he or she can begin to make associations that language appears on the lips.
- If your child is working on correctly producing specific speech sounds, do not interrupt natural communication to work on training these sounds or correcting the child.
- When you are talking to your child, present speech at a natural level—not too loud and not too quiet, not too fast and not too slow. Do not exaggerate mouth movements.

Bridging ASL and Spoken Language

Two strategies to bridge ASL and spoken language are sandwiching and chaining.

- **Sandwiching:** Saying it-signing it-saying it, or signing it-saying it-signing it.
(e.g., Say “apple.” Sign “apple.” Say “apple.”)
- **Chaining:** Signing it, fingerspelling it, using picture support, and saying it.
(e.g., Sign “cow.” Fingerspell “c-o-w.” Show a picture of a cow. Say “cow.”)

COMMUNICATION TOOLS

While you are providing your child with access to language, either in ASL or spoken language, or both, you may want to consider these communication tools to boost your child's access to information.

There are four kinds of Communication Tools: Visual Representations of English, Visual Supplements to Spoken Language, Auditory Access Technology, and Visual Access Technology.

Visual Representations of English	Visual Supplements to Spoken Language	Auditory Access Technology	Visual Access Technology
Signing Exact English (SEE)	Cued Speech Conceptually Accurate Signed English (CASE) Simultaneous Communication (Sim-Com) or Sign Supported Speech	Cochlear Implants Digital Hearing Aids Bone Anchored Hearing Aids (BAHAs) FM Systems Sound Field Systems Telephone Amplifiers	Alerting Devices -flashing alarm clocks -baby crying signals -doorbell lights -smoke detector lights Closed Captioning on TV Videophones Face Time

Visual Representations of English

Signing Exact English: Signing Exact English (SEE) is a sign system that represents literal English. To make visible everything that is not heard, SEE supplements what a child can get from hearing and speechreading. Since American Sign Language (ASL) has different vocabulary, idioms and syntax from English, SEE modifies and supplements the vocabulary of ASL so children can see clearly what is said in English. (www.seecenter.org)

Visual Supplements to Spoken English

Cued Speech: Cued Speech is a mode of communication based on the phonemes (sounds) and properties of traditionally spoken languages. Cueing allows users who are Deaf or Hard of Hearing or who have language/communication disorders to access the basic, fundamental properties of spoken languages through the use of vision. (www.cuedspeech.org)

Conceptually Accurate Signed English: Conceptually Accurate Signed English (CASE) uses the grammatical structure of English, but uses the conceptually accurate signs of American Sign Language.

Simultaneous Communication or Signed Supported Speech: Simultaneous Communication (Sim-Com) or Sign Supported Speech (SSS) is the use of parts of ASL or SEE signs while speaking English at the same time.

Auditory Access Technology

Cochlear Implant: An electronic device implanted surgically into the cochlea to provide sensation of sounds for those with severe to profound hearing levels.

Digital Hearing Aid: An electronic device that amplifies and manipulates sounds delivered to the ear.

Bone Anchored Hearing Aid): Some children with conductive hearing loss, or malformed or missing outer ears (Microtia/Atresia) may benefit from a bone anchored hearing aid (BAHA). The BAHA is available in a soft band or headband for younger children.

FM System: A hearing assistive device that reduces the problem of background noise interference and distance from the speaker. It transmits the speaker's voice via a frequency-modulated signal to an electronic receiver worn by the listener. The receiver may be in a hearing aid, earphones or ear buds, or a loudspeaker.

Sound Field System: Hearing assistance technology that disperses the speaker's voice to the audience, usually a classroom. The system includes a microphone worn by the speaker and strategically placed speakers. These systems are beneficial to all listeners.

Telephone Amplifier: This type of assistive listening device makes the telephone signal louder and may be used with or without a hearing aid.

For more information, see [Hearing Support](#).

Visual Access Technology

Alerting Devices: Light flashing and vibration technology used to alert people to a broad range of sounds, including (but not limited to) machine sounds, timers, a telephone or video phone ringing, doorbell, baby crying, and emergency signals.

Closed Captions (CC): Allow Deaf or Hard of Hearing persons to have access to television programming by reading text of what is being said on the television screen. All televisions have accessibility to CC. Closed Captions can be turned on or off.

Face Time Application Feature: Allows a person to make video calls from an iPhone to someone else's iPhone, iPad2, iPod touch, or Mac over Wi-Fi.

Video Phone (VP): A telephone with a video screen that is capable of video and audio transmissions for communication between people in real-time. Video phones are useful to the Deaf and Hard of Hearing, who use them with sign language, and also with video relay services to communicate with hearing persons.

WHY IS THIS IMPORTANT TO KNOW?

Clinical and educational professionals have different ideas on how to teach your child. They are there to support you, but you as a parent can decide on which tool is right for your child.

SOMETHING TO THINK ABOUT

How do you know what is right for your child? By watching your child and following his or her lead. See [Learning and Communication Styles](#) for a guide on what to observe.

STEPS TOWARDS KINDERGARTEN-READINESS

WHAT IS EARLY START?

Early Start is California's name for programs that provide services to infants and toddlers (birth to three) with disabilities, and their families.

Your audiologist will refer you and your baby to your local Early Start program. Then, the Early Start staff will contact your family and make an appointment to meet with your family. A teacher of Deaf and Hard of Hearing students or a speech/language pathologist will be part of the team that meets with your family. The Early Start teacher must be specially trained and qualified to work with young children who are Deaf and Hard of Hearing.

The Early Start program has 45 calendar days after your baby has been referred to develop an Individualized Family Service Plan (IFSP), based on your family's concerns, priorities, and resources. Your family will be assigned an Early Start teacher, who will meet with you in your home, usually every week.

Your Early Start teacher will explain more about all of the **language opportunities**, **communication tools**, and **educational approaches** that are available for your family. Your Early Start teacher will help you explore those opportunities, and support you in making the decisions that are right for your child and your family.

Your Early Start Service Coordinator is responsible for ensuring that your family gets the services you need to support your baby's language growth. You and your family will receive the services you need to help your baby develop listening and speaking skills, or sign language skills, or both.

Services provided by the Early Start program include the following:

- Service coordination by a coordinator who is knowledgeable of the unique needs of infants and toddlers who are Deaf or Hard of Hearing and their families
- Appropriate assessment of:
 - Communication development
 - Cognitive development
 - Physical development, including vision and hearing
 - Social/emotional development
 - Adaptive development
 - Family concerns, priorities, and resources
- Development of an Individualized Family Service Plan (IFSP) (See page 46.)

- Observations of the child and assistance in the development of parent-child interaction
- Modeling and demonstration of ways to use tasks and routine interactions to create optimal spoken and signed language experiences
- Information and education for the family regarding language opportunities and communication tools, educational philosophies, and other related issues
- Opportunities for families to research and explore both signed and spoken languages, communication tools, and educational philosophies
- Assistance to parents in becoming self-sufficient and strong advocates for their child who is Deaf or Hard of Hearing
- Emotional support throughout the process of understanding and coping with the ongoing needs of a child who is Deaf or Hard of Hearing
- Direct services to the child, as outlined in the IFSP
- Transition services for the parent and child to preschool and other services, beginning at two years and six months of age

WHAT IS AN INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)?

Parent Contributors: Kat Lowrance and Terrylene Sacchetti

Source: Individuals with Disabilities Education Improvement Act, Part C Regulations, 2012

The Individualized Family Service Plan (IFSP) is a written record of the services that the local educational agency (LEA) or the regional center are required to provide to meet your child's Early Start needs. Your child's IFSP will be developed by a team of people that includes, at least, a service coordinator, a service provider, and you. Parents may invite any other person to the IFSP team meeting, including other family members, friends, or other professionals who know your child.

Components of the IFSP Document

The Code of Federal Regulations and the California Code of Regulations, Title 17, identify what is included in the IFSP. The IFSP must include information in the following categories:

- **Levels of development** in cognitive, physical (including vision and hearing), communication, social or emotional, and adaptive areas
- **Family information**, including concerns, priorities, and resources
- **IFSP outcomes** expected for the child and family (when services for the family are related to meeting the special developmental needs of the child). Outcomes should include the criteria, procedures, and timelines used to determine the degree of progress made and whether revisions are necessary.
- **Types of services:** 1) required Early Start services, including the frequency, intensity, and method of delivery, 2) other public services, and 3) non-required services. The following required services must be considered by the IFSP team, and must be provided by the Early Start program if the IFSP team determines your child needs them:
 1. Assistive technology device and services
 2. Audiology services
 3. Family training, counseling, and home visits
 4. Health services
 5. Medical services (for evaluation purposes)

6. Nursing services
7. Occupational therapy
8. Physical therapy
9. Psychological services
10. Service coordination services
11. Sign language and cued language services (including teaching sign language, cued language, or auditory/oral language)
12. Social work
13. Special instruction (by a credentialed teacher of Deaf and Hard of Hearing children)
14. Speech-language pathology services
15. Transportation and related costs
16. Vision services

- **Location of the services provided**, including a statement about whether they are provided in the natural environment, including the home and other community settings in which children without disabilities participate, and justification if they are not provided in a natural environment. In determining what is an appropriate environment for an infant or toddler who is Deaf or Hard of Hearing, the IFSP team should consider these special factors:
 1. The child's language and communication needs
 2. Opportunities for direct communication with peers and professional personnel in the child's language and communication mode
 3. Opportunities for direct instruction in the child's language and communication mode
- **Initiation and duration of services:** Children who are Deaf or Hard of Hearing are entitled to access to information, language, and communication. The IFSP team should ensure that services provided to your child and your family are provided by credentialed teachers of the Deaf and Hard of Hearing. They will provide you with comprehensive and non-judgmental information about all of the language opportunities, communication tools, and educational approaches available to you, support you in the informed decisions you make about raising

your child, and coach you in the skills you need in order to provide your child with a language-rich home environment.

Remember, your child's language development is crucial. Be sure your child's language growth is being assessed at least every six months. If your child is not making age-appropriate language growth, be sure to discuss this with your Early Start team to determine what changes need to be made to the IFSP.

THINGS YOU CAN DO

Parent Contributor: Terrylene Sacchetti

Levels of Development

Specific information about your child's present levels of development in all areas must be included on the IFSP form. This information is gathered by a team, which includes the family, during the evaluation and assessment of the child. The team must use multiple measures to gather information on these developmental areas, and then determine measurable outcomes for each area. Your input into these outcomes is very important. For each of the areas below, a few examples of outcomes are provided. There are many more possible outcomes you and your Early Start team might feel are appropriate for your child.

Cognitive Development Outcomes

This section describes how children use their thinking and put it into action. Example outcomes include the following:

- Locate an object or person that disappears
- Use simple actions with toys (banging, shaking)
- Activate cause and effect toys
- Imitate actions
- Imitate sounds or words
- Solve simple problems

Physical Development Outcomes (including vision and hearing)

This section describes how your child will develop the use of large and small muscles. Example outcomes include the following:

Gross Motor Outcomes

- Roll from stomach to back and from back to stomach
- Get into a sitting position and sit independently
- Creep on hands and knees with tummy off the floor
- Walk independently

Fine Motor Outcomes

- Release objects into containers
- Stack same size objects
- Assemble toys or objects that require putting pieces together
- Fit shapes into a shape sorter or puzzle
- Turn paper pages of books one at a time

Communication Development Outcomes

This section describes how you want to address your child's hearing status and educational plan. Family and child outcomes might include the following:

- Understand the audiogram
- Identify hearing support. (See: [Hearing Support](#))
- Establish reasonable listening goals according to child's ability

This section also describes how you will address your child's communication needs and learning style, and how to encourage your child's expressive and receptive language skills.

For **accountability**, language benchmarks need to be monitored very closely to ensure that your child gains one-year's skills within one year's time. Children with age-appropriate language skills enter pre-school or kindergarten ready to learn.

See [Language Milestones](#) for ASL and Spoken Language Stages.

Some examples of outcomes for receptive and expressive language include the following:

Receptive Communication Outcomes

- Follow a person's pointing gesture
- Identify familiar objects or people
- Identify pictures in familiar books
- Follow one-step directions
- Follow a person's gaze to establish joint attention
- Listen and pay attention to a simple story

Expressive Communication Outcomes

- Vocalize and sign different consonant-vowel combinations

- Use gestures to communicate
- Use word approximations
- Ask for help

Social–emotional Development Outcomes

This section includes outcomes to establish and develop your child’s social skills. Some possible outcomes include the following:

- Participate in “nursery games” with an adult
- Initiate and maintain social play with adults
- Initiate and maintain communication (using sounds or words) with adults
- Initiate and maintain interactions with another child
- Participate in familiar routines

Adaptive Development Outcomes

This section is where your child’s self-care skills are discussed. Example outcomes might include the following:

- Bite and chew soft and crisp foods
- Bite and chew hard foods
- Drink from a cup or glass
- Suck liquids through a straw
- Eat with a fork and spoon
- Undress independently
- Unfasten fasteners on clothes

NOTE TO PARENTS WHOSE HOME LANGUAGE IS NOT ENGLISH

Your child must be assessed in his or her home language, whether that is American Sign Language or a spoken language other than English.

WHAT IF MY BABY HAS OTHER CHALLENGES?

Parent Contributors: Kat Lowrance and Darla Schwehr

When babies are born with challenges it is hard to decide what area of development to focus on. When we look at life and how children learn we know that communication is such an important part of life. Be sure to talk with professionals you have learned to trust and talk with as many other parents as you can find!

The Early Start system in California can be confusing to parents of infants who have other challenges. That is because services for infants and toddlers who have other challenges are provided by two different agencies, regional centers and local educational agencies.

- Regional centers specialize in serving people with developmental disabilities. Regional centers are funded by the Department of Developmental Services.
- Local educational agencies (school districts or county offices of education) have specialists that have knowledge about low incidence disabilities (Deaf or Hard of Hearing, Blind or Visually Impaired, Orthopedically Impaired, or Deaf-Blind). Local educational agencies (LEAs) are funded by the California Department of Education (CDE).

For children who are born Deaf or Hard of Hearing, the most significant predictors of success are age of identification and parental involvement. Identification of infants who are Deaf or Hard of Hearing by six months of age, followed by appropriate Early Start, is the most effective strategy for the development of language in infants and toddlers who are Deaf or Hard of Hearing. Children identified by six months of age, who receive appropriate services, develop language skills matching their hearing peers.

This is true for all Deaf and Hard of Hearing children, including those who have other challenges. (C. Yoshinaga-Itano, 2001)

“It takes a village” is a true saying here. Sometimes Early Start services are provided by the regional center, sometimes by the local educational agency, and sometimes, by both the regional center and the LEA.

Check the resource section of this Parent Resource Guide to find more information about children who have other challenges.

PREPARING FOR TRANSITION TO PRESCHOOL

Parent Contributor: Kat Lowrance

Preparing for Transition from Early Start to an Individualized Education Program (IEP)

Celebrate Change

Your child's third birthday is six months away, and you have been told that your family will be doing "transition planning" soon, because the Early Start program ends at age three. This means your child may be moving from an Individualized Family Service Plan (IFSP) to an Individualized Education Program (IEP). If your IEP team determines your child does not qualify for special education services, there can be a discussion regarding community-based services that may be available to you and your child, and the possibility of continued help through a Section 504 plan. Understandably, you are anxious, but want to prepare your child and your family ahead of time. After all, transition planning can bring great rewards for you, your child, and the professionals that work with you. Your child can learn to adjust to new people, programs, or settings; and professionals can gain insight into your child and the materials, equipment, and techniques that will help your child most. You can learn new skills and strategies that may help with future transitions.

Moving From "Family Focus" to a "Child Focus"

Under the Individuals with Disabilities Education Improvement Act (IDEA), all children who qualify may receive special education services. Part C of the IDEA covers children up to age three. Part C focuses on helping the family meet the developmental needs of their child, such as learning to sit up, walk, or talk. In California, these services are called "Early Start." Typically provided in natural environments, such as the child's home or child-care setting, these services and outcomes for the child and family are defined in an IFSP.

At age three, supports and services change as eligible children move from Part C to Part B of IDEA. The IFSP is replaced by an IEP. This important document contains goals and objectives to address the child's unique needs as he or she learns the skills needed to prepare for kindergarten.

In addition, services and supports change as your child moves from Part C to Part B. Members of the team who helped you develop the outcomes specified in the IFSP may be different from those who will help to develop your child's IEP. Instead of working with a service coordinator, you will work with an IEP case manager.

Knowing What to Expect at a Transition Meeting

You and the team will address a variety of topics, such as goals, timelines, and team members' responsibilities, your concerns, the need for any further evaluations to determine eligibility for Part B preschool services, and your due process legal rights related to special education for your child. In addition, you may want to discuss:

- Differences between Early Start and special education preschool services
- Places where your child may receive preschool special education services
- Issues such as student-to-adult ratio, length of day, and family involvement
- How special education services will be provided in your child's preferred language in the preschool program you select
- Ways to help professionals understand the unique strengths and needs of your child
- Transportation to the new program
- Strategies to make the process a positive one for your child

Many decisions are made during the transition meetings. Feel free to ask questions then or anytime during the year. You might, for example, want to know:

- When will my child make the transition to a new program?
- Who will arrange for me to visit the proposed program?
- Who is my contact person if I have other questions?

If the team determines that your child does not qualify for special education services, the team members can provide you with information regarding other community-based services that may be available for you and your child.

THINGS YOU CAN DO

Preparing Your Family and Child

Making transition decisions with your team is just the first step. The next step is to prepare your family and child for the new teachers, children, schedules, routines, classroom activities, and expectations.

To help make the transition easier, try these tips:

- Plan ahead. Allow enough time to make decisions.

- Talk with other families about what the process was like for them.
- Learn how to advocate for your child.
- Make sure your child's medical, educational, and assessment records are up to date.

Be sure to include your child in the preparations. Knowing what to expect can help any child feel more confident going into a new situation.

You might want to do the following:

- Talk to your child about going to a new program and visit that setting.
- Read books about going to preschool.
- Provide opportunities for your child to play with other children.
- Encourage your child to communicate with others and ask for help when needed.

Recommendations from the California Department of Education's *Best Practices for Early Start for Deaf and Hard of Hearing Infants and Toddlers*

1. Determination of eligibility for Part B IDEA services for a child who is Deaf or Hard of Hearing does not require the demonstration of a discrepancy between ability and educational performance. This means your child does not have to be functioning below his or her age level in order to qualify for special education services. The IEP team can determine that your child needs to continue to receive special education services so that he or she does not fall behind.
2. Any child who is Deaf or Hard of Hearing should continue to be monitored by a speech/language pathologist or teacher of Deaf and Hard of Hearing children, or both, to ensure that the child continues to meet developmental milestones in all areas, including speech and language.
3. Preschool staff should receive in-service from the teacher of Deaf and Hard of Hearing children or speech/language pathologist, or both, on strategies to support and enhance the listening environment.
4. At the time of transition to preschool, the IEP team should include a credentialed teacher of the Deaf and Hard of Hearing, and the IEP team should determine eligibility for preschool services based on the identified and essential language and communication needs of the child who is Deaf or Hard of Hearing, in order to prevent the hearing loss from adversely affecting educational performance. The closing IFSP team meeting is best held in conjunction with the initial IEP team meeting.

5. The IEP team should determine eligibility and services based on the identified and established needs of the child, including the need for access to full communication, in order to prevent the hearing loss from adversely affecting educational performance.
6. At the time of transition to Part B preschool services, the essential communication needs of the child should be considered and provided for in the IEP, regardless of the presence of other challenges, and regardless of the IEP team's determination of "primary" disability.

DEAF CHILDREN'S BILL OF RIGHTS

In September of 1994, Assembly Bill 1836, "The Deaf Children's Bill of Rights" was signed into law by then-Governor Pete Wilson. The bill was authored by Assemblywoman Delaine Eastin, who later served as the State Superintendent of Public Instruction (1995-2003). This historic legislation acknowledges the essential need for children who are Deaf or Hard of Hearing to be educated in an environment that respects and uses their preferred mode of communication. AB 1836 was encoded as *Education Code 56000.5*

Deaf Children's Bill of Rights, California Education Code § 56000.5

1. Deafness involves the most basic of human needs--the ability to communicate with other human beings. Many hard-of-hearing and deaf children use an appropriate communication mode, sign language, which may be their primary language, while others express and receive language orally and aurally, with or without visual signs or cues. Still others, typically young hard-of-hearing and deaf children, lack any significant language skills. It is essential for the well-being and growth of hard-of-hearing and deaf children that educational programs recognize the unique nature of deafness and ensure that all hard-of-hearing and deaf children have appropriate, ongoing, and fully accessible educational opportunities.
2. It is essential that hard-of-hearing and deaf children, like all children, have an education in which their unique communication mode is respected, utilized, and developed to an appropriate level of proficiency.
3. It is essential that hard-of-hearing and deaf children have an education in which special education teachers, psychologists, speech therapists, assessors, administrators, and other special education personnel understand the unique nature of deafness and are specifically trained to work with hard-of-hearing and deaf pupils. It is essential that hard-of-hearing and deaf children have an education in which their special education teachers are proficient in the primary language mode of those children.
4. It is essential that hard-of-hearing and deaf children, like all children, have an education with a sufficient number of language mode peers with whom they can communicate directly and who are of the same, or approximately the same, age and ability level.
5. It is essential that hard-of-hearing and deaf children have an education in which their parents and, where appropriate, hard-of-hearing and deaf people are involved in determining the extent, content, and purpose of programs.
6. Hard-of-hearing and deaf children would benefit from an education in which they are exposed to hard-of-hearing and deaf role models.

7. It is essential that hard-of-hearing and deaf children, like all children, have programs in which they have direct and appropriate access to all components of the educational process, including, but not limited to, recess, lunch, and extracurricular social and athletic activities.

8. It is essential that hard-of-hearing and deaf children, like all children, have programs in which their unique vocational needs are provided for, including appropriate research, curricula, programs, staff, and outreach.

9. Each hard-of-hearing and deaf child should have a determination of the least restrictive educational environment that takes into consideration these legislative findings and declarations.

10. Given their unique communication needs, hard-of-hearing and deaf children would benefit from the development and implementation of regional programs for children with low-incidence disabilities.

EDUCATIONAL APPROACHES IN DEAF EDUCATION

There are three different approaches to how children who are Deaf or hard of hearing should be taught. They are: 1) American Sign Language (ASL)/English Bilingual, 2) Listening and Spoken Language, and 3) Total Communication. Remember, no matter which educational approach your child's program uses, parental involvement is the key to your child's success! The goal is for your child to be socially confident and capable of being a full participant in contemporary society.

1. American Sign Language/English Bilingual Approach

The ASL/English Bilingual approach uses both English and American Sign Language through the ready use of children's eyes and hands. There are many ways to address bilingual education in a program serving Deaf and Hard of Hearing children. The Clerc Center (at Gallaudet University) has developed FAQs related to bilingual education in programs for young Deaf children. For more information about the ASL/English Bilingual approach, see the following web site:

<http://www.gallaudet.edu/documents/clerc/20091216-0002.pdf>

2. Listening and Spoken Language Approach (Oral Deaf Education)

The Listening and Spoken Language approach teaches infants and young children to use hearing and speech to develop spoken language for communication and learning. Children typically attend a pre-school or early elementary program taught by teachers and therapists with Listening and Spoken Language and child development training and experience. Signs are not used in this approach; however, natural gestures that are used in typical conversation are included. The goal is for children to enter the mainstream after they have time to strengthen their language, social, and cognitive development in a Listening and Spoken Language program. For more information about the Listening and Spoken Language Philosophy, see the following web site:

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

3. Total Communication Approach

Total Communication (TC) includes the use of all modes of communication at the same time (i.e., speech, Signing Exact English, auditory training, speech reading, lip reading, and fingerspelling). The child is provided information in both auditory and visual formats. This allows the child to use the information that best suits his or her needs. For more information about Total Communication, see the following web site:

http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/

PARENTAL INVOLVEMENT

Parent Contributor: Jaclyn Vincent

Research suggests that success in language development among Deaf and Hard of Hearing children relies on the following:

- Age of identification (and the start of appropriate Early Start services)
- Parental involvement

Creating language-rich opportunities and environments in your home provides your child information that he or she will need to know before getting to kindergarten (for example, colors, numbers, shapes, alphabet, and more). Encourage and involve your child in daily activities through conversation, playing, and reading.

WHY THIS IS IMPORTANT TO KNOW?

Children who enter school with age appropriate language skills are ready to learn and are most likely to do well in school. That is the reason for your ultimate goal of having your child become kindergarten ready.

Features of language-rich environments include the following:

Children are read to daily.

Reading one chapter of a short chapter book to children supports comprehension while introducing new vocabulary and a variety of sentence structures.

Pretend play and pretend talk are encouraged.

Opening the frame of reference into the world of pretend gives additional opportunity for new vocabulary and predicting skills.

Children's opinions are valued.

Once a child states an opinion or hypothesis, the child is asked to support the result by reviewing the thought process out loud with peers. Extend the thinking!

Children are valued as people with interesting experiences.

Children should have opportunities at lunch, play time, and group time to talk about areas of interest.

Words are introduced.

Word walls can be tools for recording words and their meanings as new words are introduced.

THINGS YOU CAN DO

Build your child's word bank.

Label laminated cards that have pictures and words of real life "stuff" accessible at all times. You can pull out a picture at any time and show your child how to sign and say the word. You may want to categorize the cards in groups: locations, family members, food groups, clothing, and routines (brushing teeth, going to bed).

Make experience books. Draw or take pictures of different activities that your family did that day. Write words to match the pictures. Create books and use the books to build your child's vocabulary skills.

Include your child in rich social experiences.

Your child will feel valued as a family member when you include him in all of your family activities, including the following:

- **Conversation at the dinner table:** Have your child involved in the conversation. Be patient, as it is ok to repeat-repeat-repeat. Make sure your child can understand dinner table conversations. Fill in the gaps.
- **Family events:** Value your child's presence by arranging one-on-one time with family members at events.
- **Talk with your child:** During your daily routines, explain to your child what you are doing all the time.
- **Playing games:** Include your child in playing games with family members.

Read with your child.

To build your child's reading foundations, introduce books at early age (during infancy) as part of experiencing play. Read to your baby or toddler every day.

THE SHARED READING PROJECT

The Shared Reading Project (SRP) is designed to teach parents and caregivers how to read English in print to their child using ASL, and to use reading strategies to make book sharing most effective. Books are available for parents and caregivers to borrow.

Adults serve as models for children who are learning sign language, by showing how to connect events within a story, how to talk about and react to what is read, how to construct meaning by using all the information available, and how to translate print into signed storytelling.

Reading to children using a sign communication system is characterized by the following:

- Signing directly on the book
- Frequently referencing words or pictures to signs by pointing-signing-pointing
- Using fingerspelling to draw attention to the words printed
- Liberally using animated signing
- Using strategies to maintain child attention, including pointing to objects in the book, following the child's lead, animated facial expressions and signing, tapping on shoulder or lap
- Changing facial tone, signing space, and body posture to support story characters
- Using non-verbal questioning techniques(e.g.,raised or lowered eyebrows)
- Ensuring that children relate personal experiences to the story

INCIDENTAL LEARNING

Parent Contributors: Michelle Bronson and Darla Schwehr

Children are born wired to learn. They learn from what they see, hear, smell, taste, and feel. By interacting with the environment and people around them, babies learn specific things, such as how others respond to certain actions, behaviors, emotions, or words. This is incidental learning.

Children begin incidental learning at birth through interactions with mother and others. As children grow, and just by being around other people, they absorb important information about socializing, what behaviors are appropriate and inappropriate, and the meaning of body language, voice tones of others, and facial expressions.

Here are two examples:

1. A two-year-old sees his sister get a shot from the doctor. He sees that she begins to cry. In his mind, he now understands that shot = hurt. Now his mother says it is his turn to get a shot. He immediately begins to cry and says no. He has learned from watching and listening that he does not want to experience the same thing his sister did.
2. A young girl observes that her mommy praises her brother for holding his fork the correct way at the dinner table. The little girl changes the way she grips her fork, so that her mommy will praise her, too.

Other children who see or overhear other people talking would learn that certain behaviors are acceptable or not acceptable and that certain consequences would follow. Children who are Deaf or Hard of Hearing may miss out on these opportunities to indirectly learn what happens if they do the same thing.

THINGS YOU CAN DO

Tips on Helping your Child Learn:

1. Take your child on a nature walk and identify different things the two of you see, smell, taste, touch, and hear. If your child has some hearing, the two of you can compare the different sounds you hear. You can label the sounds your child is hearing so your child can associate specific sounds to their causes. For example, the child may hear birds, but may not recognize the twittering or chirping sounds. In addition, describe the coolness of the air, the rough texture of wood bark, the crunch of leaves underneath your feet, how bees pollinate flowers, and the sounds of the dog barking nearby. Name the different dogs, animals, and birds you see during your walk. Describe different facial expressions on passerby faces and guess the emotions they may be feeling inside. Name the streets as you cross them, explain how to read signal lights, follow road safety, and what to

say if you bump into a person while walking. These are just some examples of how to converse with your child while teaching important living and social skills.

2. Plan for learning time. If you are making dinner, give your child kitchen tools to play with and name these items.
3. Read to your child. Reading exposes your child to feelings, expressions, and situations.
4. Play games, such as facial expression or emotion games. These games can be found at most teaching stores or online.
5. Create a picture ring. Take pictures of your child's world, family, teachers, favorite toys or familiar places, such as the grocery store or daycare. Include pictures showing emotions. Laminate the pictures, and place the pictures on the ring for your child.
6. Include your child in planning your daily schedule. By letting the child know what is happening, such as a doctor's appointment that day or meeting up with family or friends for lunch, your child can be part of the planning process.
7. Communicate with your child. When the child is very young, signing is a great way to include him and other siblings in conversations. Sign language exposure can be a critical first step to communication, and the key to development of reading and spoken language skills. (Glairon, 2003)

For more information about this topic, see:

Glairon, Susan.(2003) First Words: Sign Language Lets Babies 'Speak' Their Minds. The Boulder Daily Camera. Boulder, CO.

LEARNING AND COMMUNICATION STYLES

Parent Contributor: Terrylene Sacchetti

WHAT IS THIS?

There are three basic types of learning styles for all children. They are visual, auditory, and tactual-kinesthetic (touch). To learn, we depend on our senses to process the information around us. Most people tend to use one of their senses more than the others. Most children under age eight are more tactual-kinesthetic, but also use vision and audition.

A learning style is not to be confused with the communication needs of children who are Deaf or Hard of Hearing, which are also explained below. Communication styles include auditory, auditory/visual, auditory = visual, visual/auditory, and visual. These communication styles are defined below.

LEARNING STYLES

Auditory Learner (AL): Your child learns by hearing and listening.

Visual Learner (VL): Your child learns by seeing and looking.

Tactual-Kinesthetic Learner (TKL): Your child learns by touching and doing.

COMMUNICATION STYLES

Auditory: Your child can understand and participate using listening and speech alone.

Auditory/Visual: Your child can understand mostly through listening supplemented with some visual information.

Auditory=Visual: Your child can understand and participate through a balanced combination of using listening and seeing, speaking and signing. .

Visual/Auditory: Your child can understand and participate mostly through visual information, but can comprehend some auditory information.

Visual: Your child can understand and participate using eyes (viewing) and signing alone.

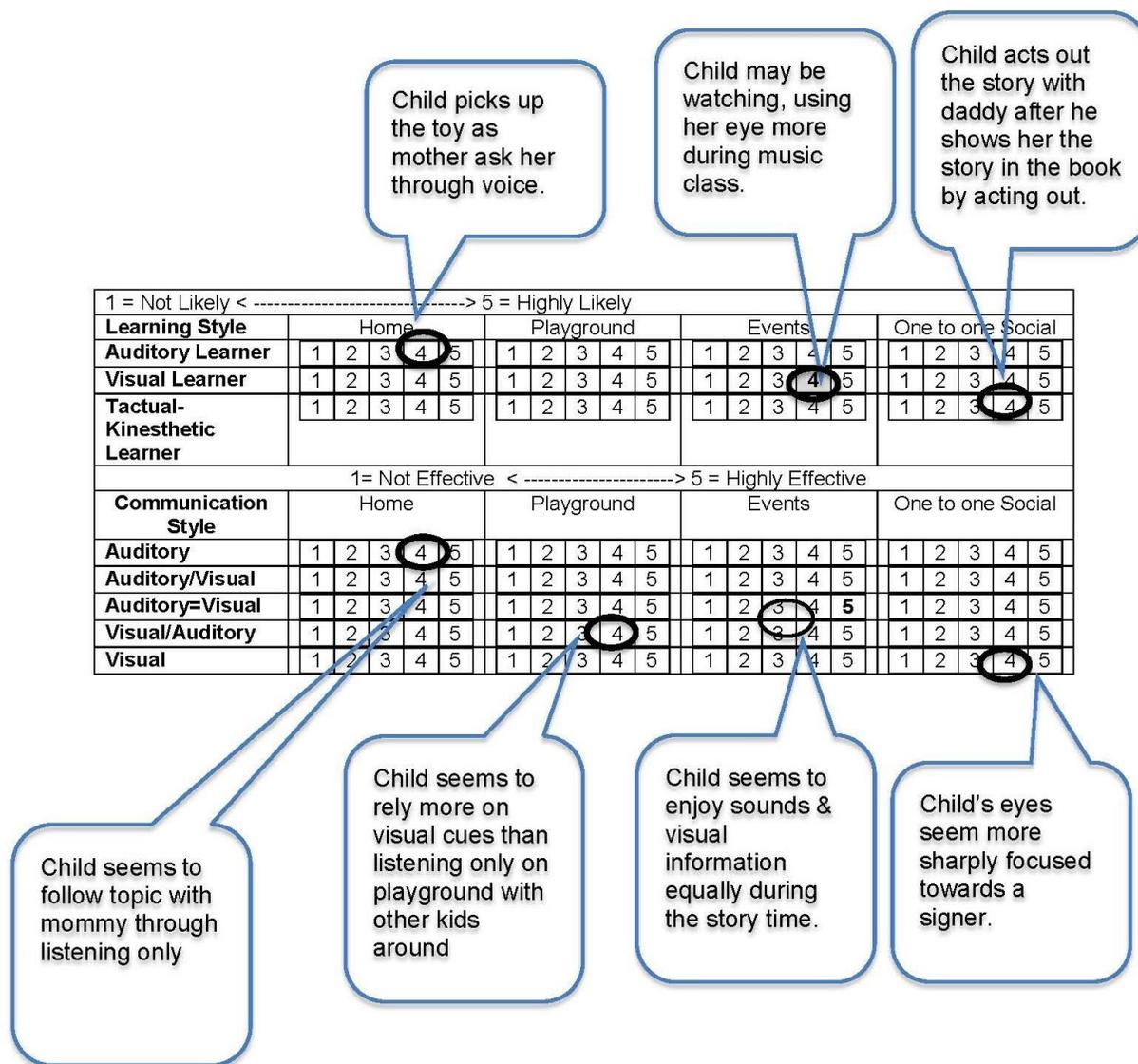
WHY THIS IS IMPORTANT TO KNOW

By watching your child and knowing what to look for, you will learn a lot about what your child needs. You can discuss your discoveries and how they will help your child with your Early Start teacher. Using the chart below, you and your Early Start teacher can

make sure the services in your child's Individualized Family Service Plan (IFSP) best match your child's learning style and communication style.

THINGS TO WATCH FOR

The chart below can be used by parents to measure their child's learning style and communication needs. This example chart is provided to help you understand how to use the chart. Each of the bubbles demonstrates how the same child may use different learning and communication strategies to access information and to learn in different situations. A blank chart for your own use is on the next page.



1 = Not Likely < -----> 5 = Highly Likely																				
Learning Style	Home					Playground					Events					One to one Social				
Auditory Learner	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Visual Learner	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Tactual-Kinesthetic Learner	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1= Not Effective < -----> 5 = Highly Effective																				
Communication Style	Home					Playground					Events					One to one Social				
Auditory	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Auditory/Visual	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Auditory=Visual	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Visual/Auditory	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Visual	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

With your Early Start teacher, you may use this blank chart to determine your own child's learning and communication styles.

The Learning and Communication Chart is inspired by this site:
<http://classroominterpreting.org/Students/Hearing.asp>

CONNECTIONS AND COMMUNITY INVOLVEMENT

Parent Contributor: Michelle Bronson

Importance of Community Involvement

You have just discovered your child is Deaf or Hard of Hearing.

Now what?

Who do you turn to?

Who do you talk with?

Who understands and can give you positive feedback, tips, and suggestions?

Individuals who are Deaf and Hard of Hearing themselves, parents of children who are Deaf or Hard of Hearing, and people experienced in the field of Deaf education have knowledge and experience, and they are often wonderful resources. Who best to guide and support than those who are living it themselves?

WHY IS THIS IMPORTANT TO KNOW?

Many parents feel isolated and overwhelmed when they discover that their child is Deaf or Hard of Hearing. They have many questions, but may not know where to find the answers. You may be feeling the same as you read this resource guide, and we want to encourage you to seek out people within the Deaf and Hard of Hearing Community. They are your resources and can be your best allies!

The list of people who can help includes, but is not limited to, individuals from within the Deaf and Hard of Hearing Community, who can be your guides, advocates, and role models. They can also refer you to local community activities designed for you and your Deaf or Hard of Hearing child

Experienced Parents of Deaf and Hard of Hearing Children

If you need a shoulder to cry on or someone who can share practical parenting techniques, seek out parents of older children who are Deaf or Hard of Hearing. They can share what worked and what did not work when it came to raising their children. For example, they can give you ideas on what to do if your child is angry and shuts her eyes while you are talking to her. They can also share how they balanced time between their hearing and Deaf or Hard of Hearing children and how they raised them similarly or differently.

Deaf and Hard of Hearing Role Models

If you are unsure of the abilities of Deaf and Hard of Hearing children and adults, meet these individuals at local Deaf agencies, Deaf and Hard of Hearing educational programs, and events geared to the Deaf and Hard of Hearing. By interacting with

people who are Deaf and Hard of Hearing, you will be exposed to the wide variety of experiences, challenges, and successes they face in their daily lives. You will see that their lives are just like yours, except that they have different hearing levels and use their eyes as a way of “hearing” the world around them. You will also see how they adapt to life circumstances without hearing and how they communicate with the world at large, even without speaking. If they are adults, you will see that they, too, drive, marry, attend college, have children, hold down jobs, buy property, pay bills, and deal with normal everyday stuff. If these individuals are children or teenagers, you will see that they play or worry about the same things as their hearing peers—their favorite games, hobbies, sports, and school activities. However, one extra thing they do deal with is developing a sense of self, which may incorporate an identity as Deaf and Hard of Hearing persons. That is often something about which many hearing parents may feel uncertain because they may not be familiar with Deaf Culture or the Deaf Community. Being involved with the Deaf Community is one way to support your Deaf or Hard of Hearing child and surround him or her with positive Deaf role models. These individuals may also be able to communicate with your child in American Sign Language (ASL) if you also use this same visual language in your home. For many families of children who are Deaf or Hard of Hearing, the Deaf Community becomes an extended family.

By finding others who are Deaf or Hard of Hearing, and learning about community organizations serving the Deaf and Hard of Hearing, parents build support systems with people who know and understand what they are going through. They share your joys and frustrations, and can give you encouragement and advice as you face challenges. You are not alone. You are part of a caring community.

Deaf Agencies or Services for Families with Children Who Are Deaf or Hard of Hearing

Community benefit organizations, including Deaf agencies, provide a variety of services, programs, and events for families with children who are Deaf or Hard of Hearing. Service providers are knowledgeable of different hearing levels, and many provide services in ASL in order to communicate with those who are Deaf or Hard of Hearing. They teach communication and literacy skills through specially designed programs that include ASL Story Time, the Shared Reading Project (teaching parents how to read and sign popular stories to their Deaf or Hard of Hearing children with the use of ASL videos), ASL classes, and ASL-based parenting skills training classes.

Many Deaf agencies also host Deaf festivals, kid-friendly ASL events, captioned movies and ASL films, and Deaf-history related events, such as Martha’s Vineyard (an island in early American history where everyone, hearing and Deaf, signed). These events provide families with opportunities to interact with other families, Deaf and Hard of Hearing adults, and professionals who work with adults or children who are Deaf or Hard of Hearing.

In addition, many parents need advocacy services for their Individualized Family Service Plan (IFSP) or Individualized Educational Program (IEP) meetings, and an

advocate from a community benefit organization, such as your local Deaf agency can be requested to support and guide you through this process. An experienced person for these types of meetings is important because he can ensure that you have a clear understanding of the goals outlined for you and your child and that you articulate what YOU believe your child needs. It is very easy for parents to feel intimidated and unsure of themselves during these meetings and simply follow what the IFSP or IEP team recommends. The goals may not align with what is best for your child, so it is very important that you are in charge of these meetings. Having a community advocate there with you can keep you focused and confident in yourself.

CULTURAL DIVERSITY

Parent Contributors: Angelica Gonzalez Alvarez, Apryl Chauhan, and Cora Shahid

Your children will carry your family's traditions, and at the same time, be meeting other children like themselves who may be Deaf or Hard of Hearing. From this sense of belonging, your children may develop their own sense of identity and multi-cultural values. With your support and encouragement, your child may also develop multi-language skills.

The United States of America is known as the great melting pot, where people from different countries have come to make their homes and raise their families. It is important that parents take the time to teach their children about other cultures as well as their own culture.

What is culture? Culture is a full range of learned human behavior patterns, which include knowledge, belief, values, art, actions, attitudes, morals, customs, and any other capability or habit acquired by a person as a member of society. All cultures have many universal traits, but different cultures have developed their own specific ways of carrying out or expressing them. For example, Deaf Culture holds a collective group of visual and bilingual people who have shared beliefs and values, language, art, heritage, attitudes, actions, and morals.

Culture is important because it is what makes a society unique. It is what ties a community together and it also lays a foundation for moral values.

It is important that your child learn about your family's culture and about Deaf Culture. Talk about culture with your child through hands-on experiences. Children need to touch, feel, and see, so they are able to gain a better understanding of their culture. Be creative and have fun as you teach your child about culture, the world around us, and life.

THINGS YOU CAN DO

There are many ways to teach your children about culture.

- Look in the local papers, and research online for cultural events and festivals in your community. This is a great way for children to learn about dances, music, food, celebrations and traditions.
- Take a trip to the library or the bookstore, read books to your children on culture, language, and holiday celebrations. Look through cookbooks and books that show traditional clothing and customs.

- Expose your children to different cultures by eating at a variety of restaurants. Take your children to a deli for a corned beef sandwich or a Thai restaurant for noodles. Restaurants are often decorated to fit the culture they represent and play authentic music. They offer an abundance of learning possibilities, such as how to eat with chopsticks.
- Have a special night once a week where you and your children plan and prepare traditional meals from your culture.
- Teach your children your native language.
- Visit elders in your community. Have them share their history and traditions with your children.
- Invite family and friends to a potluck, and ask them to bring a dish from their culture. Play your cultural music at home.
- Cheer for a sports team from your country.
- Look at a map together. Show your children how your family immigrated to the U.S.A.
- Talk to your children about history and your family's story. Explain to your children that they are part of a bigger picture, more than their immediate family.

SOCIALIZATION FOR CHILDREN WHO ARE DEAF AND HARD OF HEARING

Parent Contributors: Kat Lowrance, Eileen Sorriano, Apryl Chauhan, Michelle Bronson, and Erin Lambert

Approximately 90-95% of Deaf and Hard of Hearing children are born into hearing families. For many parents the only people they have ever met with differences in hearing levels are elderly people, not babies. If parents do not have knowledge about differences in hearing levels, the news may cause stress and will certainly bring many changes in their lives and their families.

Communication is necessary for socialization, and differences in hearing levels can affect a child's ability to communicate, so it is a natural concern for many parents. You might worry that your child will have difficulties in social settings. It is normal to worry about how your child will develop relationships with family members. Will my child be able to participate in social activities? Will my child have friends? Will my child play sports? These are real concerns, since your child is likely to be the only one in the neighborhood who is Deaf or Hard of Hearing.

Fortunately, parents can find helpful information from a wide variety of sources. In this resource guide, there are many resources to help you find answers to your questions. Access to the internet has also opened up our world to so much information. However, it can become overwhelming and confusing at times. It is then we remember to take a break and seek out people in our communities to talk with.

WHY THIS IS IMPORTANT TO KNOW

Talking with your Early Start team, health professionals, and others you refer to for information may also lead to other resources, such as other families who have children with different hearing levels and role models who are Deaf or Hard of Hearing. When your family is ready, meeting other families with children who are Deaf or Hard of Hearing and meeting adults who are Deaf or Hard of Hearing can relieve some of your anxieties and can help you feel less alone. Paul Ogden, author of *The Silent Garden*, writes, "When you do feel ready, here are some people to seek out:

- Other parents of Deaf or Hard of Hearing children--parents who will have experiences to recount and resources to tell you about, as well as warnings of what or whom to avoid.
- Deaf adults--people who can help you understand the realities of deafness and the way it shapes the perspectives of Deaf people. Meeting Deaf adults will acquaint you with the world and culture of Deaf people, and it will bring role models into your child's world, a factor whose importance, right from the start, cannot be overstated" (Ogden, P., 1996)

SOMETHING TO THINK ABOUT

Parents faced with finding a childcare or preschool setting for their Deaf or Hard of Hearing child may wonder if access to language will affect the quality of care and the development of the child's relationship with teachers and peers. Caregivers do not necessarily need to have previous experiences with a Deaf or Hard of Hearing child in order to provide a nurturing and positive environment, but it is important to find a childcare setting that is open to and enthusiastic about welcoming your child with a different hearing level. When deciding on a childcare setting, there are some important questions to consider that will have a direct impact on your child's social interactions, including the following:

- Will the caregivers recognize the need to both accommodate my child's communication needs as well as foster an environment where my child is included and accepted by other children?
- What are the acoustics like in the setting? Are the floors carpeted? How many children are in one space at a time?
- If my child uses amplification (hearing aids, cochlear implant, FM-system), is the caregiver comfortable with and willing to learn about the technology?
- Will the caregivers be committed to helping ensure that my child is using the amplification consistently according to my directions?
- If my child uses sign language (either exclusively or in combination with other communication methods), is the caregiver willing to learn sign language and, if applicable, teach it to other children in the childcare setting?

THINGS TO WATCH FOR

There will be times where other children ask your child questions that may be, at first, uncomfortable. One common question is "What's in his ears?" It is so important for parents to demonstrate a positive attitude about their child's hearing levels. As the parents become more accepting of the child's hearing levels, children will feel more at ease with dealing with answering questions about hearing differences. Answering children's questions with a simple, matter-of-fact attitude is a way to help them understand hearing differences. The answer to "What's that in his ears?" could be as simple as "Those are his hearing aids. They help him hear." If children want or need more information, they will ask. Too much information for young children is confusing, so keep answers brief and simple. Your attitude towards hearing levels is what is most important because your answers reflect your views. As your child grows, he or she will begin to answer these questions independently. Remember, you are your child's most important role model. You can build your child's self-confidence and self-esteem by showing others how supportive you are of your child's hearing levels.

THINGS YOU CAN DO

Promoting Positive Social Development in the Early Years

When your child has play dates, it is important to model to other children how to communicate with your child. If your child uses sign language, interact with the children while signing so they can learn some basic signs. Baby Sign classes are very popular these days so you might ask your Early Start teachers if they know of any classes in town. That would be one way to meet other moms whose babies are also learning sign language. You could contact your local Early Start Family Resource Center (FRC) and see if they might know of a Baby Sign class in your community. You can show children that you tap your child's shoulder to get his attention, you make sure your child is looking at you when you speak or sign, and you use gestures and lively facial expressions to help your child understand feelings. It is also important to let your child have time to interact on her own. Just like any parent of children without hearing differences, you want to allow for the children to try resolving issues on their own. Your role is to facilitate problem solving when it looks like the frustration level is increasing. You can provide the children with ideas and then let them choose. The more they become skilled in interacting with others, the more confident they become to assert themselves the next time.

Another resource for families with children who are Deaf or Hard of Hearing is the Deaf Community. Meeting adults who are Deaf or Hard of Hearing is so important on so many levels. Every Early Start program needs to assist the parents in their programs to meet adults who are Deaf or Hard of Hearing. Parents are grateful to learn how the difference in hearing levels does not mean that their children are destined to a life of hardship. For many parents, their child is the first Deaf person they have ever met. Adults who are Deaf or Hard of Hearing can offer the children something hearing parents cannot. They can share experiences as a person who is Deaf, often in their own language, which is American Sign Language (Chute & Nevins, 2002). These individuals can suggest to hearing parents ideas on how to increase communication, interact with other children, and expand their language opportunities. Professionals who are Deaf or Hard of Hearing are role models for our children and can provide valuable support for hearing parents on the journey.

For more information about this topic, see the following:

Chute, P. & M.E. Nevin. (2009). Serving students with hearing loss in the schools. The ASHA Leader.

APPENDIX – RESOURCE GUIDE

This list of resource links is intended to be helpful and pass on information that may be of interest to families of children who are Deaf or Hard of Hearing. Links included on this list do not represent an endorsement by the California Department of Education.

• <u>ACCESS TECHNOLOGY</u>	Pg. 75
• <u>ADVOCACY AND INFORMATION ABOUT LAWS</u>	Pg. 77
• <u>AMERICAN SIGN LANGUAGE, DEAF CULTURE, AND DEAF STUDIES</u>	Pg. 78
• <u>BOOKS</u>	Pg. 83
• <u>BOOKS FOR CHILDREN</u>	Pg. 89
• <u>CAMPS</u>	Pg. 91
• <u>DEAF EVENTS</u>	Pg. 92
• <u>WHAT IF MY CHILD HAS OTHER CHALLENGES?</u>	Pg. 92
• <u>FAMILY RESOURCES AND SUPPORT</u>	Pg. 95
• <u>FUNDING SOURCES</u>	Pg. 105
• <u>SCHOOLS</u>	Pg. 107
• <u>STATE RESOURCES</u>	Pg. 108
• <u>VIDEO RESOURCES</u>	Pg. 109

ACCESS TECHNOLOGY

Harris Communications

<http://www.harriscomm.com/>

Harris Communications is a nationwide retailer of assistive products for Deaf and Hard of Hearing people.

VIDEO RELAY SERVICE PROVIDERS

California’s Deaf and Disabled Telecommunications Program

<http://ddtp.cpuc.ca.gov/HomePage.aspx>

The Deaf and Disabled Telecommunications Program (DDTP) is a public program mandated by the California State Legislature and administered by the California Public Utilities Commission (CPUC). The mission of the program is to provide access to basic telephone service for Californians who have difficulty using the telephone.

Convo

<http://www.convorelay.com/>

Convo is a Deaf-owned and developed Video Relay Service (VRS) technology for allows telephone access for ASL users.

Purple

<http://www.purple.us>.

Purple is dedicated to developing fast, easy, and convenient communication solutions and services for Deaf and Hard of Hearing individuals and businesses.

Sorenson Communications

<http://www.sorenson.com>

Sorenson Communications is committed to providing the highest quality communication products and services to all Deaf and Hard of Hearing individuals.

ZVRS

<http://www.zvrs.com/>

ZVRS knows that people have different needs, so ZVRS offers people different videophone hardware options to choose from.

AUDITORY ACCESS TECHNOLOGY

Advanced Bionics

www.advancedbionics.com

Advanced Bionics is a global leader in developing the most advanced cochlear implant systems in the world.

Cochlear Corporation

www.cochlear.com

Cochlear Corporation offers implantable devices for Baha and cochlear implant users.

Med-EI

www.medel.com

Med-EI has a strong tradition of advancing the technological and scientific foundations in the field of hearing implants.

Oticon

<http://www.oticonusa.com/Oticon/Home.html>

Oticon is the oldest hearing aid manufacturer in the world. People First is the Oticon slogan.

Pediatric Hearing Aid Loaner Bank

http://www.medicinenet.com/newborn_infant_hearing_screening/article.htm

This web site explains what the newborn infant hearing screening is, why it is important, and what types of tests are performed.

Phonak

<http://www.phonak.com/us/b2c/en/home.html>

Phonak is the innovative force in hearing acoustics. With creative solutions, Phonak strives to overcome technological limitations, so that all people are able to hear, understand, and fully enjoy life's rich landscapes of sound.

Starkey

<http://www.starkey.com/>

Starkey is much more than the hearing aids they produce. Starkey is an experience that promises more communication, more participation, and more opportunities to do what one loves to do.

Swallowed a hearing aid battery?

National Capital Poison Center

<http://www.poison.org/battery/index.asp>

The National Capital Poison Center in Washington, D.C., operates a 24/7 hotline for battery ingestion cases (202-625-3333).

Ultratec

<http://www.weitbrectcom.com>

Children can benefit from the exceptional Widex sound from day one. Ultratec offers solutions for babies, infants, and older children.

ADVOCACY AND INFORMATION ABOUT LAWS

Americans with Disabilities Act (ADA)

http://www.gallaudet.edu/Clerc_Center/Information_and_Resources/Info_to_Go/Laws/ADA.html

This web site explains how the ADA protects the rights of individuals with disabilities against discrimination on the basis of their disability.

California Law

<http://www.leginfo.ca.gov/calaw.html>

This site is useful for searching for laws related to educating children who are Deaf or Hard of Hearing.

Disability Rights CA

<http://www.disabilityrightscalifornia.org/index.htm>

How 504 Applies to Deaf and Hard of Hearing Students

[http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/educate_children_\(3_to_21\)/504_plan.html](http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/educate_children_(3_to_21)/504_plan.html)

Section 504 prohibits discrimination on the basis of disability by public and private entities that receive Federal financial assistance. Public schools must comply with Section 504 mandates.

Individuals with Disabilities Education Act (IDEA)

<http://idea.ed.gov>

This web site was created to provide a “one-stop shop” for resources related to Parts C and B of the IDEA.

IDEA and Deaf/Hard of Hearing Children

http://www.gallaudet.edu/Clerc_Center/Information_and_Resources/Info_to_Go/Laws/NCLB_and_IDEA.html

This web site describes the significant impact of the No Child Left Behind (NCLB) Act and the IDEA on the education of Deaf and Hard of Hearing children.

Joint Committee on Infant Hearing

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

The mission of the Joint Committee on Infant Hearing is to address issues that important to the early identification, intervention, and follow-up care of infants and young children who are Deaf or Hard of Hearing.

Pop Up IEP

http://www.handsandvoices.org/articles/education/popup/pop_index.html

This web site helps parents prepare and advocate for their child during the Individualized Educational Program (IEP) process.

Rehabilitation Act of 1973

http://www.gallaudet.edu/Clerc_Center/Information_and_Resources/Info_to_Go/Laws/Rehabilitation_Act_of_1973.htm

This web site explains how the Rehabilitation Act supports and promotes the rights of individuals with disabilities.

Wrights Law

<http://www.wrightslaw.com/>

This web site gives you accurate, reliable information about special education law, education law, and advocacy for children with disabilities.

AMERICAN SIGN LANGUAGE, DEAF CULTURE, AND DEAF STUDIES

Academic Signs

<http://www.needsoutreach.org/Pages/sl.html>

These online video clips contain vocabulary that is going to be presented in specific academic classes in elementary school through high school.

American Sign Language

<http://www.lifeprint.com/>

Here you will find information and resources to help you improve your signing.

ASL Access

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

ASL Access gives you access to ASL stories and ASL lessons for all ages and stages, and more.

ASL Films

www.aslfilms.com

ASL Films is an independent, Deaf-owned and operated production company for all feature film media.

ASL Inside

www.aslinside.com

ASL Inside produces and distributes engaging ASL materials that make learning fun and easy. ASL Inside has produced 22 DVD products in six years and is currently producing additional children's stories.

ASL Rose

www.aslrose.com

ASL Rose produces, provides, and publishes ASL-English bilingual and bicultural educational materials and ASL-Deaf Studies teacher education workshops.

ASL Shakespeare Project

<http://www.aslshakespeare.com/>

This web site discusses a translation project that "brings Shakespeare into contact with this language (English) and vice versa, so that both will be illuminated." The project emphasizes the importance of both English and ASL and the connection between the two.

ASLized

<http://aslized.org/>

ASLized fosters the integration of American Sign Language (ASL) educational research into visual media and literacy. The main objective is to produce teaching and learning materials in ASL, focusing on preserving culture and history, and promoting a better understanding of the complex structure and use of sign languages.

Avatar ASL

<http://www.vcom3d.com/signsmith.php>

SigningAvatar characters are animated computerized characters that sign! Take your content and curriculum to a new level by adding sign language.

Babies and Sign Language

<http://www.babies-and-sign-language.com>

This web site provides information on the benefits of using sign language with babies.

Baby Signs

<https://www.babysigns.com/>

The Baby Signs program for hearing babies has been bringing powerful, research-proven benefits to babies and their families around the world for over 25 years.

BuyASL.com

<http://www.buyasl.com/>

This is an internet store for any individual, school, corporation, or business interested in buying books, DVDs, videos, and games specialized in ASL.

CAL Resource Guides Online

<http://www.cal.org/resources/archive/rgos/asl.html>

The purpose of the resource guide is to provide resources and information on ASL to those who are interested in learning ASL, would like to learn more about the language, or are already involved in ASL education, either as a teacher or a student.

Chuck Baird Foundation

www.chuckbairdfoundation.org

The mission of the Chuck Baird Foundation (CBF) is to promote and empower emerging Deaf visual artists, by featuring in the CBF Art Magazine. Their high quality work deserves to be recognized and appreciated by the Deaf and Hard of Hearing Community at large, as they make a first bold step in their careers as artists.

DawnSignPress

<http://www.dawnsign.com/>

DawnSignPress creates, develops, and publishes quality ASL and Deaf Culture related DVDs and books. DawnSignPress' products for families entertain and educate, from baby board books to helpful resources for parents.

Deaf Culture Centre

<http://www.deafculturecentre.ca>

The Deaf Culture Centre is a public forum located in the heart of Old Town Toronto, a project of the Canadian Cultural Society of the Deaf, that features a museum, art gallery, gift shop, research and archives, state-of-the-art visually rich technology highlighting Deaf historical artifacts, literature, sports, ASL/LSQ interactive web site/television, and multimedia production studio.

Deaf Culture Online

<http://www.deaf-culture-online.com/>

This web site is designed to bring you as many perspectives on the Deaf and Hard of Hearing experience as possible. The primary focus of this web site is to promote awareness of Deaf Culture.

Deafhood Foundation

<http://deafhoodfoundation.org/Deafhood/Deafhood.html>

The Deafhood Foundation is dedicated to achieving economic and social justice for all Deaf people.

Deaf Studies Digital Journal: Gallaudet University

<http://dsdj.gallaudet.edu>

This web site, founded by a team at Gallaudet University, shares the importance of promoting and educating ASL, to ensure the preservation of Deaf Culture and sign languages.

Deaf TV

<http://deaftv.com>

The mission of Deaf TV is to showcase sign language culture in mainstream media outlets.

Deaf West Theatre

www.deafwest.org

Deaf West Theatre seeks to directly improve and enrich the cultural lives of the Deaf and Hard of Hearing individuals who live in the Los Angeles area, by providing exposure West Theatre serves as an institution for the discovery and exploration of artists' identities and stature, and creates shares, and preserves a legacy of Deaf Culture through the medium of Sign Language Theatre.

De'VIA

www.deafart.com

This is an archival web site resource for anyone interested in Deaf Art, particularly in the category defined by Deaf View/Image Art (De'VIA).

DPAN

<http://www.d-pan.org>

D-PAN is dedicated to promoting professional development and access to the entertainment, visual, and media arts fields for individuals who are Deaf or Hard of Hearing.

Handspeak

<http://www.handspeak.com/>

This is an ASL dictionary that can help you follow a child's language development and acquisition of language.

Ideafnews.com

<http://ideafnews.com>

ideafnews.com provides live and pre-recorded video news via the internet, specifically oriented to the interests and education of Deaf and Hard of Hearing people. Ideafnews believes in the universal value of education and will provide relevant news to its viewers.

Les Deux 2

<http://www.lesdeux2.com/>

Les Deux 2 imagines a world that captures the essence of literary works to enlighten and empower Deaf individuals and communities. The company focuses on sharing literature that is told in ASL and English, promoting bilingualism and exchange of culture.

National Theater for the Deaf

<http://www.ntd.org/index.html>

By entertaining, enlightening, and educating its audiences, the National Theater for the Deaf changes lives through the arts.

Quest Visual Theatre

www.questvisualtheatre.org

Quest Visual Theatre is a group of artists, educators, and dedicated volunteers representing a diverse ethnic, cultural, and artistic panorama who are committed to creating, producing, presenting, and supporting theatre that emanates from a visual base and features casts and production staffs that are inclusive.

Rochester Institute of Technology's Deaf-Related Links

<http://library.rit.edu/guides/deaf-studies/internet-resources/deaf-studies-internet-resources.html>

This is a huge list of Deaf-related links.

Say It In Sign

<http://sayitinsign.com>

The mission of this business is to provide a better and more tangible medium for reading ASL. The goal is to create ASL greeting cards, educational flash cards, children's books, games, and posters, all using lenticular graphics.

Sign-A-Lot

<http://www.signalot.com/>

American Sign Language vocabulary is presented in a unique, creative, and entertaining way that inspires children to interact with DVDs, stimulating intellectual development, while making learning fun.

Sign Design

<http://pbskids.org/arthur/print/signdesign/>

This is a fun web site for children to use with their parents. Sign language is used by many people who are Deaf or Hard of Hearing. This web site will show you how to sign your name, how to ask questions, and more.

Signing Online

<http://www.signingonline.com/>

Signing Online offers web-based courses, designed to effectively teach you ASL at your own pace from anywhere in the world.

Signing Savvy

<http://www.signingsavvy.com/>

Signing Savvy is a sign language dictionary containing several thousand high-resolution videos of ASL signs, fingerspelled words, and other common signs used within the United States and Canada.

Signed Stories

www.signedstories.com

Parents and children can view plenty of great books to see in sign language and subtitles. Hearing families and friends can listen to the stories, too.

Signing Time

<http://www.signingtime.com/>

Signing Time is a labor of love, born out of the desire of one mother to create a community that could communicate with her Deaf daughter.

Through Your Child's Eyes: American Sign Language

<http://www.cde.ca.gov/sp/ss/dh/>

This video was developed by the California Department of Education and California State University, Northridge, to show parents the benefits of using American Sign Language.

Why Sign?

www.whysign.com

Megan Matovich explains how her mother made a significant impact on her life, because she encouraged early language acquisition in both ASL and English. In this web site, Megan takes you on her journey with her mother, from babyhood to adulthood. Megan explores the benefits of sign language, backed with scientific research.

BOOKS

Adams, P. (2009). *American Sign Language: Vocabulary, Grammar, Etiquette*. New York City, NY: Metro Books.

This book has five components including letters, numbers, common words, phrases, and classifiers.

Anderson, W., Chitwood, S., & Hayden, D. (1996). *Negotiating the Special Education Maze: A Guide for Parents and Teachers*. (3rd Edition). Bethesda, MD: Woodbine House.

This book offers a step-by-step guide for parents and educators who need to advocate for their child's educational program.

Benedict, B., et.al. (2011). *Chapter 11: Deaf Community Support for Families: Best of Partnerships* (pp. 11-1-11-8). NCHAM ebook.

“Deaf professionals and deaf community organizations should be integral parts of Early Hearing Detection and Intervention (EHDI) systems...Deaf and hard of hearing adults can offer ideas and strategies to assist families in communicating and functioning smoothly and reducing frustration and stress.”

Breindel, T. (2008). *ASL Babies*. San Diego, CA: DawnSignPress.

American Sign Language Series of board books with signs for common words used in everyday communication with babies and toddlers. Organized around topics like food and clothing, each book contains 14 signs. They are particularly effective and fun, and encourage family bonding through reading and signing at an early age.

Briant, M. (2009). *Baby Sign Language Basics: Early Communication for Hearing Babies and Toddlers*. Carlsbad, CA: Hay House, Inc.

Teaching hearing babies sign language for early communication has become very popular. Parents are taught a set of signs to use to communicate with their babies or toddlers.

Carroll, C. & Mather, M. (1997). *Movers and Shakers: Deaf People Who Changed the World Storybook*. San Diego, CA: DawnSignPress.

A history buff or not, this book chronicles the indomitable human spirit, the lives of both famous and unsung Deaf heroes and remarkable achievers – some culturally Deaf, some not – who changed the society around them and the world we live in today. The book includes references on Deaf Culture and history, fingerspelling, gestures, and sign language, Deaf publications, and English as a second language.

Cartwright, B.E., & Suellen, B.J. (2002). *Fingerspelling in American Sign Language*. Alexandria, VA: RID Press.

The goal of this book is to provide intermediate signers a better understanding of the normal flow of fingerspelling as a whole. This book includes warm up and developmental exercises in each unit. Illustrations are not included, making it more suitable for intermediate ASL users.

Chambers, D.P. (1998). *Communication in Sign: Creative Ways to Learn American Sign Language*. New York, NY: Fireside.

A nationally certified ASL interpreter wrote this book for parents, professionals, family members, and friends who are learning ASL. There are nine chapters that give details about emotions, natural gestures, Deaf Culture, meetings and greetings, home, workplace, and school.

Cole, E. & Flexer, C. (2007). *Children with Hearing Loss Developing Listening and Talking Birth to Six*. San Diego, CA: Plural Publishing.

Written by Drs. Cole and Flexer in response to the crucial need for a comprehensive text dedicated to the thorough training of professionals working with babies and young children who are Deaf or Hard of Hearing; focuses on developing listening and talking skills from birth to six years old; and provides a framework for parents of young Deaf or Hard of Hearing children to promote spoken language development through listening.

Costello, Elaine (2008) *Random House Webster's Pocket American Sign Language Dictionary*. New York, NY: Random House, Inc.

Over 1,000 signs, clearly described and illustrated, in an affordable, use anywhere pocket dictionary

Dicker, E.B. & Greene, L. (1990). *Sign Me Fine: Experiencing American Sign Language*. Washington, D.C.: Kendall Green Publications. This book includes a detailed explanation about ASL, four parameters, vocabulary, sentence structure, dialogues, games, and a brief explanation about the Deaf World.

Fant, L. (1994). *The American Sign Language Phrase Book*. Chicago, IL: McGraw-Hill Companies.

The ASL Phrase Book provides 368 pages filled with everyday phrases and sayings used by people in the Deaf Community. A synopsis of ASL structure is given, so readers can internalize ASL grammar.

Fletcher, L. (1988). *Ben's Story. A Deaf Child's Right to Sign*. Washington, D.C.: Gallaudet University Press.

A British couple describes their struggle to provide their son with sign language instruction.

Garretson, M.D. (Ed.). (1990). *Eyes, Hands, Voices: Communication Issues Among Deaf People*. Silver Spring, MD: National Association of the Deaf.

(1991). *Perspectives on Deafness*

(1992). *Viewpoints on Deafness*

(1993). *Deafness: 1993-2013*

(1994). *Deafness: Life & Culture I*

(1995). *Deafness: Life & Culture II*

(1996). *Deafness: Historical Perspectives*

(1997). *Who Speaks for the Deaf Community?*

Each of these Deaf American monographs presents articles by Deaf, Hard of Hearing, and hearing individuals on issues of concern to families and friends of people who are Deaf or Hard of Hearing, and to those who may work or interact with them.

Grayson, G. (2003). *Talking With Your Hands Listening With Your Eyes: A Complete Photographic Guide to American Sign Language*. Garden City Park, NY: Square One Publishers.

This book provides parents with easy ASL phrases, an introduction of ASL handshapes, signing area, and signing etiquette.

Heflin, S. (2004) *American Sign Language for Families*. Bakersfield, CA: Color of Language.

Using practical lessons, this easy to follow guide will take you through the steps to learning everyday conversational ASL. This book can be used in conjunction with *The Family Sign Language Series* DVD set to make a powerful learning experience. Also available in Spanish.

Kitterman, J. & Collins, S. (1984). *A Word in the Hand: An Introduction to Sign Language*. Eugene, OR: Garlic Press.

This book has fifteen chapters, each focusing on categories of everyday signs, including colors, school, home, food, animals, and clothes.

Ladd, P. (2003). *Understanding Deaf Culture: In Search of Deafhood*. Buffalo, NY: Multilingual Matters LTD.

Deaf Cultures have an important contribution to academic disciplines and human lives in general. The book aims to assess the concepts of culture, on their own terms and in their many forms, and to apply these to Deaf communities. The author introduced a new concept of "Deafhood," a process by which every Deaf child, family, and adult implicitly explains their existence in the world to themselves and each other.

Lane, H. (1992). *The Mask of Benevolence: Disabling the Deaf Community*. San Diego, CA: DawnSignPress.

This book sheds light on the mistreatment of the Deaf community by a hearing establishment that resists understanding and awareness. Critically acclaimed as a breakthrough when it was first published in 1992, this new edition includes information on the science and ethics of childhood cochlear implants. An indictment of the ways in which experts in the scientific, medical, and educational establishment purport to serve the Deaf, this book describes how they, in fact, do them great harm.

Lane, H., Hoffmeister, R., & Bahan, B. (1996). *Journey into the Deaf World*. San Diego, CA: DawnSignPress.

The authors explore and explain the nature and meaning of the Deaf World, covering topics, such as Deaf Culture, the benefits of signed language and Deaf Culture for children, how Deaf children are educated, the nature of ASL, the role of technology in Deaf people's lives, and what Deaf societies in other countries can teach us.

Lane, S., Bell, S., & Parson-Tylka, T. (1999) *My Turn to Learn*. British Columbia, Canada: BC Family Hearing Resource Society

This is a resource guide designed to gear parents to help communicate and develop good self-esteem in their Deaf and Hard of Hearing children. The resource guide is available in multiple languages.

Lewis, K.B., & Henderson, R. (2001). *Sign Language Made Simple*. New York, NY: Broadway Books.

This book contains general information about conversing in ASL. Over 1,000 basic ASL signs are arranged in alphabetical order.

Luetke-Stahlman, B. (1996). *One Mother's Story – Raising Deaf Children: An Educator Becomes a Parent*. Los Alamitos, CA: Modern Signs Press, Inc.

The mother of four daughters, two of whom are Deaf, tells the story of raising Mary Pat and Marcy in a family environment where audition, speech, language, and socialization skills are developed and Deaf Culture respected. The author tells how her whole family has been enriched by the opportunity. Dr. Luetke-Stahlman, former Director of Deaf Education at the University of Kansas, tells of her struggles and joys in this parenting role.

Luterman, D. & Ross, M. (1991). *When Your Child is Deaf: A Guide for Parents*. Baltimore, MD: York Press, Inc.

This book addresses the emotional and educational processes a hearing parent goes through in coming to terms with having a Deaf child.

Luterman, D. with Kurtzer-White, E. & Seewald, R.C. (1999). *The Young Deaf Child*. Baltimore, MD: York Press, Inc.

Beginning with a historical overview of methodology in education children who are Deaf, the author focuses on the importance of early detection and intervention strategies, considers various program approaches, stressing strong family involvement with parents as collaborators with professionals, and the choice and use of appropriate assistive hearing technology.

MacDougall, C. (1998). *Numbering in American Sign Language: Number Signs for Everyone*. San Diego, CA: DawnSignPress.

Take the mystery out of number signs and boost your counting power in ASL. In the *Number Signs for Everyone* video, Deaf presenter Cinnie MacDougall demonstrates the different rules and handshapes for clearly, accurately communicating numbers.

Marschark, M. (1997). *Raising and Educating a Deaf Child: A Comprehensive Guide to the Choices, Controversies, and Decisions Faced by Parents and Educators*. New York and Oxford, England: Oxford University Press.

The author presents findings from various research studies on the cognitive, linguistic, and social development of Deaf children in everyday language for parents, teachers, and other professionals who work with Deaf children. He emphasizes the need for early and consistent exposure to language, and flexibility in learning strategies.

Matthews, T. (1995). *Signsation! Games for Teaching Sign Language*. Oceanside, CA: Academic Communication Associates.

This book provides ideas for games to help parents, siblings, and Deaf children learn ASL.

Medwid, D. & Chapman-Weston, D. (1995). *Kid-Friendly Parenting with Deaf and Hard of Hearing Children: A Treasury of Fun Activities Toward Better Behavior*. Washington, D.C.: Gallaudet University Press.

This step-by-step guide presents hundreds of ideas and activities for use with Deaf and Hard of Hearing children ages 3 to 12. In addition to succinct descriptions of parenting techniques, each chapter includes a commentary from Deaf and hearing experts on the topic highlighted. Information is provided about special resources and support services.

Morgan-Candlish, P.A. (1996). *Not Deaf Enough: Raising a Child Who is Hard of Hearing with Hugs, Humor and Imagination*. Washington, D.C.: Alexander Graham Bell Association.

A mother's story from diagnosis through success, this book offers an overview of this under-diagnosed, under-served population.

Ogden, P.W. (1996). *The Silent Garden: Raising Your Deaf Child*. New York, NY: St. Martin's Press.

The Silent Garden provides parents of deaf children with crucial information on the greater possibilities afforded their children today. Deaf since birth, Paul Ogden, a professor of Deaf Studies, offers parents a firm foundation for making the difficult decisions necessary to start their child on the road to realizing his or her full potential. Case studies and interviews with parents of Deaf children help to reassure parents that they can prepare their child for a full, productive life.

Schwartz, S., & Heller, J.E. (1996). *The New Language of Toys: Teaching Communication Skills to Children with Special Needs*. Bethesda, MD: Woodbine House.

This book provides ideas to parents and professionals about how to use everyday toys to stimulate and promote language development in children with additional needs.

Shroyer, E., & Shroyer, S. (1984) *Signs Across America*. Washington, D.C.: Gallaudet College Press.

The purpose of this book is to help new signers learn about regional ASL signs in different states.

Smith, R.C. (1996). *A Case About Amy*. Philadelphia, PA: Temple University Press

This book is the recounting of a couple's fight for services for their Deaf child, Amy.

Smith, T.B. (2002). *Guidelines: Practical Tips for Working and Socializing with Deaf-Blind People*. Burtonsville, MD: Sign Media, Inc.

This book provides guidelines and knowledge about how to work with Deaf-Blind people. It explains mannerisms, guiding, communication, tactile communication, tactile sign language, and how to deal with physical environments.

Snider, B. (Ed.). (1995). *Inclusion?: Defining Quality Education for Deaf and Hard of Hearing Students. Proceedings of the Conference, October 26-28, 1994*. Washington, D.C.: Gallaudet University, College for Continuing Education.

The proceedings cover educational, legal, psychosocial, and social implications of inclusion for students who are Deaf.

Tennant, R.A., & Brown, G.M. (1998). *The American Sign Language Handshape Dictionary*. Washington, D.C.: Gallaudet University Press.

This dictionary is organized by ASL handshapes instead of by English letters.

Tucker, B.P. (1997). *I.D.E.A. Advocacy for Children who are Deaf or Hard of Hearing: A Question and Answer Book for Professionals and Parents*. San Diego, CA: Singular Publishing Group.

This book provides information about the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) which affect children who are Deaf or Hard of Hearing. The author presents guidelines on how parents can obtain the necessary educational services appropriate for their children.

Valente, J.M. (2011). *d/Deaf and d/Dumb: A Portrait of a Deaf Kid as a Young Superhero*. New York, NY: Peter Lang.

Author Joseph Valente says, “*d/Deaf and d/Dumb* chronicles my dumb, Deaf kid origins on Bayport, Long Island, to my life now as a young superhero writer. Portraying the conflicting cultural worlds of hearing and Deaf, it describes my life in an in-between underworld, my identity as it alternates between being oppressed and empowered. These feelings are inescapably and forever the reality of those who live on the margins of our larger society.”

Zurer, B. (2008). *Raising a Bilingual Child: A Step-By-Step Guide for Parents*. New York, NY: Random House.

This book provides scientific arguments for raising a child bilingually and gives practical steps parents can take to integrate two or more languages into a child’s daily routine. It also contains first-hand accounts from parents and dispels myths about bilingualism.

BOOKS FOR CHILDREN

Aiello, P. & Hood, J. (2008). *ASL Tales: Rapunzel*. Calgary, Alberta: ASL Tales, Canada

This book is written in English and it also includes a DVD with the story narrated in ASL. The DVD has page numbers to help readers keep track with the story. The combination of ASL and English can help children build their literacy skills.

Caisley, R. (1994). *The Quiet World*. Santa Rosa, CA: School Group

When David learns that his younger brother is Deaf, he plugs his ears with cotton, dons earphones, and goes to the park. He spends his time experiencing an afternoon through his other senses and then returns home to tell his mother what a quiet world is like.

Clemente, G. (1996). *Cosmo Gets an Ear*. Los Alamitos, CA: Modern Signs Press

This humorous tale of Cosmo’s adjustment to his first hearing aid is told by his sister through text and playful illustrations. After his diagnosis, Cosmo and his best friend, Gilbert, search for his “lost” hearing. Many puns and silly jokes enliven the text. (Grades 1-6)

Gray, D. & Lewis, G. (1995). *Heather Whitestone/Today's Heroes Series*. New York, NY: Zonderman, Division of Harper Collins.

This book profiles Heather Whitestone, who in 1995, became the first Deaf woman to be chosen Miss America. (Grades 3-7)

Jacobowitz, L. & Smith, A.K. (2005). *Have You Ever Seen--? An American Sign Language Handshape DVD/Book*. Frederick, MD: ASL Rose

The first in a series of books, this is a whimsical children's book providing animated illustrations of 44 commonly used ASL handshapes in a collage-like fashion. The colorful illustrations also incorporate information about the Deaf Community and its culture and language. The accompanying DVD includes an ASL version of the book, signed by native ASL users.

Leutke-Stahlman, B. (1996). *Hannie*. Hillsboro, OR: Butte Publications.

This year-in-the-life tale of friendship, loyalty, and growing up introduces Hannah and her two Deaf sisters. (Grades 6-8)

Millman, I. (1998). *Moses Goes to a Concert*. New York, NY: Frances Foster Books/Farrar, Straus, Giroux

A group of Deaf children attend a concert, holding ballons in their laps to feel the vibrations. The percussionist in the orchestra is also Deaf, and after the concert she tells them her story, in ASL, and allows them to try out all her instruments. Cartoon illustrations of sign language augment the printed text. (Grades PS-2)

Okimoto, J.D. (1993). *A Place for Grace*. Seattle, WA: Sasquatch Books

Grace is a stray dog who wants to be a service dog for people who are Blind. Instead, a Deaf man chooses Grace to be his "hearing dog" and Grace starts the rigorous training program. Despite some challenges, Grace passes her test and becomes an official hearing dog with a special knack. (Grades 2-4)

Rodriguez, A. & Starr, J. (2008). *ASL Tales: The Princess and the Pea*. Calgary, Alberta: ASL Tales Canada.

This book is written in English and it also includes a DVD with the story narrated in ASL. The DVD has page numbers to help readers keep track with the story. The combination of ASL and English can help children build their literacy skills.

Walker, L.A. (1985). *Amy, the Story of a Deaf Child*. New York, NY: Lodestar Books, E.P. Dutton.

The introduction and conclusion of this book discuss the Supreme Court case sparked when Amy's parents request a full-time sign language interpreter in the school Amy attends with hearing classmates. Amy narrates the main text of this book, telling about her family, her hearing and Deaf friends, how she communicates with her teachers without an interpreter, her school, and anecdotes about her life. Non-fiction. (Grades 4-6)

Whitestone, H. (1997). *Listening with My Heart*. New York, NY: Doubleday and Company

This autobiography traces Heather Whitestone's life and her reign as Miss America.

[CAMPS](#)

Camp Grizzly

<http://www.norcalcenter.org/campgrizzly>

Camp Grizzly accepts children between ages 7 and 15 who are Deaf or Hard of Hearing, or hearing with Deaf parents or siblings. Camp Grizzly offers a wide range of activities, such as archery, water activities, campfires, arts and crafts, nature studies, and much more.

Camp Hapitok

<http://www.camphapitok.org/index.html>

Camp Hapitok is a four week residential summer camp offered to those students in San Luis Obispo County that are referred by their school speech/language pathologist.

Camp Mark Seven (CM7)

<http://campmark7.org/>

A lakefront recreational, educational, and leadership camp in the Adirondack Mountains of New York, that offers diverse summer programs for Deaf, Hard of Hearing, and hearing individuals of all ages.

Deaf Camp at Camp Pacifica

<http://www.camppacifica.com/>

The programs at Camp Pacifica have been developed to provide a unique environment where special children have opportunities to grow and understand themselves and others.

KODAWest

<http://www.kodawest.com>

KODAWest is a one-week camp for children of Deaf parents. Activities include organized aquatics programs, such as snorkeling among kelp forest, kayaking, and oceanography, island ecology, hiking, astronomy, movies on the beach, nightly campfires, arts and crafts, sports, talent shows, and many KODA related activities!

Lions Wilderness Camp for Deaf Children

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

This a camp experience sponsored by Lions Clubs of California, where a Deaf child aged 7 to 15 can learn outdoor skills and enjoy the wonder and beauty of nature to the fullest extent.

Summer Camps for Deaf and Hard of Hearing Children and Teens

http://www.gallaudet.edu/clerc_center/Information_and_Resources/Info_To_Go/Resources/Summer_Camps_for_Deaf_and_Hard_of_Hearing_Children.html

YMCA Deaf and Hard of Hearing Family Camp

<http://www.dhhfamilycamp.org>

The YMCA Deaf and Hard of Hearing Family Camp has been making a difference in the lives of children and families. Each year the camp is held over Memorial Day weekend at a YMCA facility in Julian.

DEAF EVENTS

California School for the Deaf, Fremont: Community Events

<http://www.csd.f.k12.ca.us/outreach/events.php>

The general community in Northern California is an important part of Outreach programs. Keep checking this web site for opportunities for your family to attend events such as Deaf films, live performances, open house, workshops, and lectures.

California School for the Deaf, Riverside: Community Events

<http://csdr-cde.ca.gov/outreach>

Parents of Deaf and Hard of Hearing children in the Southern California/Riverside community can find community events on this web site page.

Deaf Coffee California

<http://events.deafcoffee.com/category/california>

Deaf Chat Coffee is for enjoyable, family-oriented, smoking-free fun! It is close to your home at many of our sites. There is no charge for admission.

Deaf Night Out (DNO)

<http://www.deafnightout.com/>

DNO is a nationwide organization that plans events and gatherings for the Deaf and Signing communities. Deaf adults, interpreters, parents, signing students, and the merely curious are welcome.

OhSoEz

<http://www.ohsoez.com/>

This is a one-stop resource to find information about Deaf events, Deaf churches and temples, and Deaf news.

WHAT IF MY CHILD HAS OTHER CHALLENGES?

Atresia/Microtia

<http://health.groups.yahoo.com/AtresiaMicrotia/>

This community is intended as a forum for people with, and parents of children with Aural Atresia or Microtia.

Atresia/Microtia: Ear Community

<http://earcommunity.com/>

Ear Community is a warm and supportive community for individuals and families who have varying degrees of hearing levels, Microtia, Atresia, Hemifacial Microsomia, Treacher Collins, or Goldenhar Syndrome. You will learn more about parent advocacy, self-advocacy, and patient advocacy.

Auditory Neuropathy

<http://auditoryneuropathy.tripod.com/ANindex.html>

This is a resource Web site for parents of children identified with Auditory Neuropathy.

CHARGE Syndrome

http://www.familyvillage.wisc.edu/lib_chgs.htm

The mission of the CHARGE Syndrome Foundation is to provide support to individuals with CHARGE syndrome and their families; to gather, develop, maintain, and distribute information about CHARGE syndrome; and to promote awareness and research regarding its identification, cause and management.

Children's Craniofacial Association (CCA)

<http://www.ccskids.com/>

The CCA addresses the medical, financial, psychosocial, emotional, and educational concerns relating to craniofacial conditions. The CCA's mission is to empower and give hope to individuals and families affected by facial differences.

Cerebral Palsy: Deaf and Cerebral Palsy

<http://www.originsofcerebralpalsy.com/04-care/08-hearing.html>

Cerebral Palsy: Kids with Cerebral Palsy

<http://www.signsofcerebralpalsy.org/kids-with-cerebral-palsy.html>

Deaf and Autism

www.raisingdeafkids.org/special/autism

Deaf-Blind Babies

www.nationaldb.org

Deaf-Blind Information

<http://www.deafblind.com>

The aim of this page is to try and gather as much information on the subject of being Deaf-Blind that can be found on the internet.

Deaf-Blind: DVD on Support Service Providers for Deaf-Blind Individuals

http://www.ellexpress.citymax.com/support_service_providers_for_deafblind.html

Deaf-Blind: Helen Keller National Center

<http://www.HKNC.org>

Deaf-Blind: Literacy for All Children Blog

<http://literacy.nationaldb.org>

Deaf Children with Disabilities

[http://www.gallaudet.edu/clerc_center/information_and_resources.info_to_go/educate_children_\(3_to_21\)/students_with_disabilities.html](http://www.gallaudet.edu/clerc_center/information_and_resources.info_to_go/educate_children_(3_to_21)/students_with_disabilities.html)

This Web site provides successful strategies for Deaf children with disabilities that are future-oriented. The goal is to prepare students to function as independently as possible once they leave school.

Deaf and Down Syndrome

www.down-syndrome.org/updates/222

<http://www.downsyndrome.ie/index.php/hearing-problems/hearing-problems-in-down-syndrome>

Educational Needs of Deaf Children with Autism

www.mugsy.org/connor113.htm

Friendly Faces

<http://www.faces-cranio.org/>

This Web site will be helpful to those caring for a child with a facial difference, or to anyone seeking to learn more about various types of craniofacial conditions. The site facilitates parent-to-parent networking and support, and spreads understanding and acceptance of individuals with facial differences.

Goldenhar Syndrome

<http://www.faces-cranio.org/>

The National Craniofacial Association is a non-profit organization serving children and adults throughout the United States with severe craniofacial deformities resulting from birth defects, injuries, or diseases.

National Center for Learning Disabilities

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

The mission of the National Center for Learning Disabilities is to ensure success for all individuals with learning disabilities in school, at work, and in life.

Otitis Media (Ear Infection)

<http://www.nidcd.nih.gov/health/hearing/pages/earinfections.aspx>

An ear infection is an inflammation of the middle ear, usually caused by bacteria, that occurs when fluid builds up behind the eardrum.

National Institute on Deafness and Other Communication Disorders (NIDCD)

<http://www.nidcd.nih.gov/Pages/default.aspx>

The NIDCD is part of the National Institute of Health (NIH). The goal of the NIH is to acquire new knowledge to help prevent, detect, diagnose, and treat disease and disability.

Special Needs

<http://www.specialneeds.com/>

This is an essential resource for parenting your child.

FAMILY RESOURCES AND SUPPORT

Alexander Graham Bell Association

www.agbell.org

For over a century AG Bell has been a source comfort, information and resources for families facing the challenges of raising a child who is Deaf or Hard of Hearing.

Alliance for Language and Literacy for Deaf Children (ALL)

<http://allfordeafchildren.com/>

For deaf children to acquire literacy, ALL supports the use of American Sign Language (ASL) to allow Deaf children to become well-educated, independent, and productive citizens.

American Academy of Audiology

<http://www.audiology.org/Pages/default.aspx>

The American Academy of Audiology (AAA) promotes quality hearing and balance care by advancing the profession of audiology through leadership.

American Speech-Language-Hearing Association

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

The American Speech-Language-Hearing Association (ASHA) works to make effective communication, a human right, accessible and achievable for all, by empowering and hearing scientists.

American Society for Deaf Children (ASDC)

<http://www.deafchildren.org>

ASDC supports and educates families of children who are Deaf or Hard of Hearing, and advocates for high quality programs and services.

ASL and Cochlear Implant Community

www.aslci.blogspot.com

ASLCI connects people to a place where they can share stories, ask questions, and learn more about different issues related with the Cochlear Implant, Sign Language, and the Deaf Community.

Baby Sound Check

<http://babysoundcheck.com/>

Baby Sound Check (BSC) screening can be conducted at any age, including the newborn period. The protocol for BSC requires otoacoustic emissions and tympanometry screening at Well Child Check intervals for children aged birth to three years, but these tests can also be used with older children, as needed.

Best Practices for Early Start for Infants and Toddlers Who Are Deaf or Hard of Hearing

http://www.dds.ca.gov/EarlyStart/docs/BestPractices_ESInfantToddlersDeaf.pdf

This document was developed by the California Department of Education's Deaf and Hard of Hearing Early Start Workgroup

California Association of the Deaf

<http://www.cad1906.org/>

This organization preserves, protects, and promotes civil, human, and linguistic rights of Deaf people in California.

California Chapter Alexander Graham Bell Association

<http://www.calif-agbell.org/>

The purpose of the California Chapter of the Alexander Graham Bell Association is to support the mission of the National Association by advocating independence through listening and talking.

California Educators of the Deaf and Hard of Hearing (CAL-ED)

<http://www.cal-ed.org>

CAL-ED is an organization that supports quality education for students who are Deaf or Hard of Hearing, by providing a network of support and information for teachers, other professionals, and parents of students who are Deaf or Hard of Hearing.

California Latino Council of the Deaf and Hard of Hearing, Inc.

<http://www.deafvision.net/clc/>

This organization's mission is to promote leadership, advocacy, and education, and to address the needs of the Latino Deaf and Hard of Hearing Community.

California Newborn Hearing Screening Program – Parent Resources

www.dhs.ca.gov/pcfh/cms/nhsp/parentresources.htm

The California Department of Health Care Services (DHCS) Newborn Hearing Screening Program (NHSP) Web site provides resources to parents to help them find appropriate services for their infants and toddlers who are Deaf or Hard of Hearing

California Stakeholders for ASL & English (CaSAE)

<http://yestoasl.com/>

CaSAE is a coalition of parents of Deaf children, Deaf Community activists, educators, language specialists, and professionals who promote that ASL and written English is one of the ways to educate Deaf children.

Captioned Media Program

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

This free library loan program benefits students who are Blind, Visually Impaired, Deaf, Hard of Hearing, or Deaf-Blind. Qualified applicants include K-12 school personnel serving these students, their families, and others whose use of the media benefits at least one such student.

Center on Deafness, Inland Empire (CODIE)

<http://codie.org/>

CODIE is a non-profit community based service agency whose mission is to enable Deaf, Hard of Hearing, and deafened adults to live independent, productive lives, with full access to the services and opportunities available to people who hear.

Children of Deaf Adults (CODA) International, Inc.

www.coda-international.org

CODA is an organization established for the purpose of promoting family awareness and individual growth in hearing children of Deaf parents. This purpose is accomplished through providing educational opportunities, promoting self-help, organizing advocacy efforts, and acting as a resource for the membership and various communities.

Children with Cochlear Implants Who Sign: Guidelines for Transitioning to Oral Education or a Mainstream Setting (Children's Hospital Boston)

<http://www.childrenshospital.org/clinicalservices/Site2143/Documents/Transition%20Guidelines%202010Final.pdf>

These guidelines are intended to facilitate discussion and decisions by families and professionals regarding appropriate educational setting for children with cochlear implants.

Classroom Interpreting

<http://www.classroominterpreting.com/Parents/index.asp>

This site is designed to help educational teams in K-12 settings support Deaf and Hard of Hearing students who use educational interpreters to access education and social interaction. Other service providers, such as speech pathologists, social workers, and Deaf educators, may find useful information on this site.

Clerc's Children

<http://clercschildren.com/>

Clerc's Children provides an innovative early intervention service targeting Deaf and Hard of Hearing infants and toddlers, ages birth to five, and their parents. Clerc's Children is a web-based dual language curriculum filled with auditory and visual stimulation, which play an important role in developing age appropriate reading, writing, and communication skills.

Community Parent Resource Centers (CPRC)

<http://www.parentcenternetwork.org/parentcenters.html>

CPRCs are Individuals with Disability Act funded parent centers that provide outreach, training, and information to underserved populations throughout the country. There are five CPRCs in California. This Web site can help you find a CPRC near you.

Deaf and Hard of Hearing Service Center (Central California)

www.dhhsc.org

The mission of the Deaf and Hard of Hearing Service Center (DHHSC) is to advocate, seek equality, and promote self-determination through empowerment for those who seek assistance, and to enhance the awareness and understanding of Deaf Culture and the unique communication needs of the Deaf and Hard of Hearing Individuals.

Deaf AZTLAN

<http://www.deafvision.net/aztlan/411/index.html>

Deaf AZTLAN is a Deaf Latino network that provides information about ASL/Spanish/English interpreters, Deaf Latino owned businesses, and resources.

Deaf Bilingual Coalition (DBC)

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

The Deaf Bilingual Coalition (DBC) promotes the basic human right of all Deaf infants and young children to have access to language and cognitive development through ASL.

Deaf Community Services of San Diego (DCS)

<http://www.deafcommunityservices.org>

The mission of DCS is to enrich the lives of people by providing services, education, and advocacy that promote independence, opportunity, accessibility, and diversity.

Deaf Counseling, Advocacy, and Referral Agency (DCARA)

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

DCARA's mission is to promote self-determination, independence, and celebration of American Sign Language among a diverse Deaf Community, regardless of their communication background, through its services and programs.

Deaf Education and Families (D.E.A.F.) Project

<http://www.csun.edu/deafproject/deafaboutus.html>

The D.E.A.F. Project consists of faculty and staff associated with the Family Focus Resource and Empowerment Center at California State University, Northridge, as well as faculty in the Deaf Education Program in the Department of Special Education. The D.E.A.F. Project consults with faculty in the Deaf Studies Department and the National Center on Deafness.

Deaf Planet

<http://www.deafplanet.com>

This is a fun web site for children to use with their parents.

Deaf Scientist Corner

<http://www.twu.edu/dsc/>

This web site is devoted to biographies of famous Deaf scientists

Directory of National Organizations of and for Deaf and Hard of Hearing People

http://www.gallaudet.edu/clerc/center/information_and_resources/info_to_go/resources/directory_of_national_organizations_of_and_for_deaf_and_hard_of_hearing_people.html

This is a directory of national and nonprofit organizations that provide information on Deaf and Hard of Hearing people and specific professional or consumer areas of interest.

Family Empowerment Centers (FEC)

www.cafec.org

The FECs are Individuals with Disabilities Act (IDEA) funded parent centers that serve families in California who have children with disabilities ages 3-22. There are 14 FECs in California. They offer families support, training, and education about Individualized Educational Programs (IEPs) and other education related topics. You can go to the Web site to find the FEC near you.

Family Resource Center Network of California (FRC)

www.frcnca.org

Early Start funds the FRCs to provide parent-to-parent support for families of children with disabilities birth to three. You can go to the Web site to find the FRC near you.

Fun Brain

<http://www.funbrain.com/signs/index.html>

This is a kid's web site that teaches you how to sign the ABCs and how to use your hands to communicate.

Gallaudet's Laurent Clerc Center

http://www.gallaudet.edu/clerc_center.html

The Laurent Clerc National Deaf Education Center at Gallaudet University provides information, training, and technical assistance for parents and professionals to meet the needs of children who are Deaf or Hard of Hearing.

Greater Los Angeles Council on Deafness (GLAD)

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

GLAD's general purposes and powers are directed around the promotion of the social, recreational, cultural, educational, and vocational well-being of its Deaf and Hard of Hearing constituents.

Greater Los Angeles Council on Deafness - Bakersfield

<http://www.gladinc.org/events/b-glad>

Handbook on Transition from Early Childhood Special Education Programs

<http://www.cde.ca.gov/sp/se/fp/documents/ectransitn.pdf#search=IFSP%20deaf&view+FitH&pagemode=none>

This handbook addresses the legal requirements and preferred practices when young children with disabilities transition from Early Start to preschool.

Hands and Voices

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

Hands and Voices is a parent driven, non-profit organization dedicated to providing unbiased support to families with children who are Deaf or Hard of Hearing. Hands and Voices provides support activities and information concerning Deaf and Hard of Hearing issues to parents and professionals that may include outreach events, educational seminars, advocacy, lobbying efforts, parent to parent networking, and a newsletter. Hands and Voices strives to connect families with resources and information to make informed decisions.

KODAWest

<http://www.kodawest.org>

KODA stands for Kids of Deaf Adults. KODAWest is a non-profit organization that serves hearing children of Deaf parents. KODAWest brings KODAs together in supportive environments, such as camps and cultural enrichment programs. With this unique fellowship, these children gain confidence and wisdom which helps them develop a better understanding of, and ability to embrace their two worlds, the hearing and the Deaf. KODAWest provides resources and support workshops for Deaf parents who face common issues while raising their KODAs.

Learning-Styles-Online.com

<http://www.learning-styles-online.com>

Learning-styles-online.com provides free information and tools to help you understand and use learning styles effectively.

MUMS National Parent to Parent Support

<http://www.netnet.net/mums/>

MUMS is an organization for parents or care providers of a child with any disability, rare or not so rare disorder, chromosomal abnormality, or health condition.

My Baby's Hearing

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

This is a Web site developed by Boys Town National Research Hospital with support from the National Institute on Deafness and Other Communication Disorders (NIDCD). It provides parents with information on a variety of topics, including hearing evaluations, language opportunities, and early intervention services for infants and toddlers who are Deaf or Hard of Hearing.

National Association of the Deaf (NAD)

<http://www.nad.org>

The National Association of the Deaf (NAD) is the nation's premier civil rights organization of, by, and for Deaf and Hard of Hearing individuals in the United States of America.

National Association of the Deaf (NAD) Youth Leadership Programs

<http://www.nad.org/youth>

The NAD Youth Leadership Programs prepare young Deaf and Hard of Hearing Americans to become future leaders and advocates by increasing their self-confidence, sense of community, and thirst for knowledge. These programs include the Junior NAD chapter network and biennial conferences, the annual NAD Youth Leadership Camp (YLC), the biennial Miss Deaf America Ambassador (MDAA) competition and ambassadorship program, and the biennial College bowl competition.

National Cued Speech Association

<http://www.cuedspeech.org>

The National Cued Speech Association (NCSA) supports effective communication, language development, and literacy, through the use of Cued Speech.

National Deaf Education Project (NDEP)

<http://www.ndepnow.org/index.htm>

The National Deaf Education Project (NDEP) was established to articulate and work toward the development of a quality communication and language-driven educational delivery system for students who are Deaf or Hard of Hearing.

National Dissemination Center for Children with Disabilities

<http://nichcy.org>

This web site will help you connect with the disability agencies and organizations in your state. The web site provides easy to read articles and publications, with information on the Individuals with Disabilities Education Act (IDEA).

National Early Childhood Technical Assistance Center (NECTAC)

www.nectac.org/topics/families/stateifsp.asp

This web site has samples of Individualized Family Service Plans (IFSP) from different states. Select "California."

National Institute on Deafness and Other Communication Disorders (NIDCD)

<http://www.nidcd.nih.gov/Pages/default.aspx>

The NIDCD is part of the National Institute of Health (NIH). The goal of the NIH is to acquire new knowledge to help prevent, detect, diagnose, and treat disease and disability.

Newborn Screening

http://www.medicinenet.com/newborn_infant_hearing_screening/article.htm

This site explains what the newborn infant hearing is, why it is important, and what types of tests are performed.

Nolo-The Complete IEP Guide

<http://www.nolo.com/products/the-complete-iep-guide-IEP.html>

This web site describes how to advocate for your child with special needs.

NorCal Center on Deafness

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

NorCal empowers Deaf and Hard of Hearing individuals to live independently and productively within the greater society. NorCal educates family members, service providers, employers, and the general public of the unique communication needs, abilities, and accomplishments of Deaf and Hard of Hearing children and adults.

Odyssey: New Directions in Deaf Education

http://www.gallaudet.edu/clerc_center/information_and_resources/products_and_publications/odyssey.html

Odyssey is a magazine that features articles about issues important to the families of Deaf and Hard of Hearing children and the professionals who work with them. Each issue centers on a specific theme. Subscription is free.

Online Communities of Parents of Children with Cochlear Implants

<http://www.cicircle.org>

www.aslci.blogspot.com

www.hearingexchange.com

www.listen-up.org/ci/ci-support.htm

All manufacturers have their own consumer and parent online support communities.

Oral Deaf Education

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

Oral Deaf Education is a web site that provides information about a collaborative, family-centered educational approach that develops a child's speech and listening skills.

Orange County Deaf Equal Access Foundation (OCDEAF)

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

The mission of OCDEAF is to ensure equal access of the Deaf and Hard of Hearing community to the same opportunities afforded their hearing counterparts.

Parent Links

www.myparentlinks.com

This program is for families with Deaf and Hard of Hearing children. Parent Links mentors are all parents of children who are Deaf or Hard of Hearing. Parent Links offers support, information and resources, and connections to other families.

Parent Training and Information (PTI) Centers

www.parentcenternetwork.org

PTIs are Individuals with Disabilities Education Act (IDEA) funded parent centers across the country. There are five PTIs in California. You can find the PTI in your area on this Web site.

Programs for Deaf and Hard of Hearing Students: Guidelines for Quality Standards

<http://www.cde.ca.gov/sp/ss/dh/documents/proguidlns.pdf>

Published by the California Department of Education (CDE), this document contains recommended guidelines for parents, teachers, administrators, governing boards, other interagency personnel, and interested community representatives to use in identifying, assessing, planning, and providing appropriate educational services to all children who are Deaf or Hard of Hearing.

Raising Deaf Kids

<http://www.raisingdeafkids.org>

This Web site has information ranging from how to read an audiogram to how to obtain services.

Self-Help for Hard of Hearing People, Inc.

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

Also known as the Hearing Loss Association of America (HLAA), this organization provides adults and children with tools for self-help, sensitizes the general population about the special needs of people who are Deaf or Hard of Hearing, and promotes understanding of the nature, causes, and complications of hearing levels.

Shared Reading Project

http://www.gallaudet.edu/Clerc_Center/Information_and_Resources/Info_to_Go/Language_and_Literacy/Literacy_at_the_Clerc_Center/Welcome_to_Shared_Reading_Project.html

The Shared Reading Project (SRP), sponsored by Gallaudet University, offers hearing parents of Deaf children an opportunity to learn how to read to their child using ASL and how to use strategies to make book sharing most effective. Deaf children benefit from this program, because they are exposed to ASL at an early age. They also interact with Deaf tutors and learn ASL from their parents.

Signing Exact English

<http://www.handsandvoices.org/comcon/articles.see.htm>

This is a Hands and Voices article about Signing Exact English.

Signing Exact English (SEE) Center

<http://www.seecenter.org>

The Signing Exact English (SEE) Center for the Advancement of Deaf Children was established in 1984 as a nonprofit organization to work with parents and educators of children who are Deaf or Hard of Hearing, promoting the use of SEE signs.

Texas Math Sign Language Dictionary

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

This video includes more than 500 math related vocabulary words for five different grade level intervals spanning K-12. The dictionaries are presented in English and Spanish text with ASL and Signing Exact English options for each word. Many math words have more than one sign (especially for ASL), depending on the context.

The Color of Language

<http://www.coloroflanguage.com/>

In creating educational materials, The Color of Language seeks to introduce families to a fun, effective, clear, and complete language system that will reduce frustration, establish effective discipline, enable meaningful bonding relationships, and promote healthy self-esteem.

Thriving With Your Deaf Child

<http://csdeagles.com/outreach/calnews/2011-12/deaf-baby.pdf>

This is a parent-friendly document created by the California School for the Deaf, Fremont. It offers parents information about the importance for Deaf babies to have an early foundation in ASL, so they may experience healthy development in cognitive, social, and academic skills.

Visual Language and Visual Learning (VL2)

<http://vl2.gallaudet.edu>

Visual Language and Visual Learning, one of six Science of Learning Centers funded by the National Science Foundation, focuses on gaining a greater understanding of the biological, cognitive, linguistic, sociocultural, and educational situations that influence the acquisition of language and knowledge through the visual modality.

We Hear You Foundation, Fresno

<http://www.wehearyoufoundation.org>

We Hear You™ is a non-profit foundation located in Fresno, dedicated to supporting families, children, and educators who are committed to teaching Deaf and Hard of Hearing children how to listen and speak.

What is Signing Exact English?

b.luetke@northwestschool.com

Contact Barbara Luetke, Outreach and Literacy Coordinator at the Northwest School for Hearing Impaired Children for more information regarding the history and research of Signing Exact English.

FUNDING SOURCES

Audient Alliance

www.audientalliance.org

An affiliate of the Northwest Lions Foundation for Sight and Hearing
EPIC Hearing Healthcare

Web site: <http://www.audientalliance.org>.

Better Hearing Institute

<http://betterhearing.org/publications/eGuides/index.cfm>

Financial Assistance Guide

Children of the Silent World

<http://www.metroevents.com/silent/>

The Children of the Silent World assists low-income children with purchasing hearing aids.

Disabled Children's Relief Fund

<http://www.dcrf.com/>

The Disabled Children's Relief Fund provides assistance to families of children with disabilities, with preference for children with physical disabilities and little or no health insurance.

Easter Seals

<http://www.easter-seals.org>

Easter Seals has over 400 local service centers with varying services. Some assist low-income children with hearing aids and other rehabilitative devices.

Foundation for Sight and Sound

<http://www.foundationforsightandsound.org/projects.html>

The Foundation for Sight and Sound has partnered with EarQ to provide hearing aids to individuals with limited financial resources.

Hear Now

<http://starkeyhearingfoundation.org/hear-now.php>

Hear Now provides recycled and used hearing aids to low-income persons.

HearingHealth4U

<http://www.hearinghealth4u.com>

Helping low income people break the barrier of the high cost of hearing aids, by providing quality new and used hearing aids at a very affordable price. Financial assistance available.

HelpKidsHear.org

<http://www.helpkidshear.org/index.html>

HelpKidsHear.org was founded by parents of Hard of Hearing kids and is dedicated to helping parents find the information and resources they need in dealing with a Deaf or Hard of Hearing child.

Hike Fund, Inc.

<http://www.thehikefund.org>

Hike Fund, Inc. provides low-income children from birth up to the age of twenty years with hearing aids and assistive devices. (Supported by Job's Daughters International) c/o Hike board Executive Secretary

**Hope for Hearing Foundation and Hearing Aid Bank (at John Tracy
Clini**

<http://www.jtc.org/>
Hope for Hearing Foundation and Hearing Aid Bank offers hope, guidance, and encouragement to families of infants and preschool children who are Deaf or Hard of Hearing by providing free, parent-centered services worldwide.

Lions Club International

http://www.lionsclubs.org/EN/content/programs_hear.html

Lions Club International assists low-income individuals with purchasing hearing aids.

Optimist International Let Them Hear Program

<http://www.optimist.org/default.cfm?content=/districtdirectory.cfm>

Optimist International provides aids and services to youth who are Deaf or Hard of Hearing.

Oral Deaf Education

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

The Oral Deaf Education web site provides information about listening and spoken language approaches for children who are Deaf or Hard of Hearing, and provides a listing of private, non-profit oral schools for children who are Deaf.

Pediatric Hearing Aid Loaner Bank

http://www.hearingreview.com/insider/2007-06-14_02.asp

The Loaner Bank provides hearing instruments for a three month period to children under the age of three, while arrangements for third-party reimbursement are secured or while cochlear implant evaluation is underway.

Sertoma

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

Sertoma assists low-income individuals with purchasing hearing aids.

Starkey Hearing Foundation

<http://www.sotheworldmayhear.org>

The Starkey Hearing Foundation provides assistance for low-income individuals permanently residing in the U.S. with no other resources to acquire hearing aids.

Travelers Protective Association Scholarship Trust for the Deaf and Near Deaf

<http://www.tpahq.org> (click on “Scholarship Trust” link under “Community”)

This trust provides assistance for mechanical devices, medical care, and specialized education or treatment, to U.S. citizens who demonstrate financial need. Grants may be used to purchase hearing aids, assistive listening equipment, or help with the cost of a cochlear implant.

SCHOOLS

CALIFORNIA SCHOOLS FOR THE DEAF

California School for the Deaf, Fremont

<http://www.csdf.k12.ca.us>

The mission of the California School for the Deaf, Fremont, is to provide comprehensive educational programs which create a strong foundation for future learning among graduates in an accessible learning environment that recognizes Deaf students and adults as culturally and linguistically distinct.

California School for the Deaf, Riverside

<http://www.csdrcde.ca.gov>

The California School for the Deaf, Riverside, offers comprehensive educational and extra-curricular programs that prepare students to achieve their full academic, social, and career potential.

PRIVATE AND NONPUBLIC SCHOOLS

Center for Early Intervention on Deafness (CEID) – Berkeley

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

The Center for Early Intervention on Deafness (CEID) is an inclusive program that provides a wide range of exemplary services and supports for families to maximize the communication potential of children, from birth through age five, who are Deaf or Hard of Hearing, or who have severe speech and language delays.

Children’s Choice for Hearing and Talking (CCHAT) – Sacramento

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

The CCHAT Center in Sacramento is a school devoted to teaching Deaf and Hard of Hearing children to listen and develop spoken language.

Echo Center- Culver City

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

The Echo Center is dedicated to developing listening, speech, and language skills.

Jean Weingarten Peninsula Oral School for the Deaf – Redwood City

<http://www.deafkids.org/site/>

The Jean Weingarten Peninsula Oral School for the Deaf (JWOPSD) in Redwood City is a not-for-profit, state accredited nonpublic school teaching Deaf children to listen, think, and talk, through intensive speech/language therapy and the development of listening skills.

John Tracy Clinic – Los Angeles County

<http://www.jtc.org>

The John Tracy Clinic (JTC) provides worldwide, parent-centered services to young children who are Deaf or Hard of Hearing, offering families hope, guidance, and encouragement.

San Francisco Auditory Oral School

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

The focus of this educational program is to develop spoken language and strong listening skills for children who are Deaf or Hard of Hearing, to enable them to learn in a mainstream educational setting with their hearing peers.

PUBLIC SCHOOL EARLY START PROGRAMS

California Special Education Local Plan Areas (SELPA)

<http://www.cde.ca.gov/sp/se/as/caselpas.asp>

This web site defines what a Special Education Local Plan Area (SELPA) is, explains the legal background, and gives a list of SELPAs throughout California.

Public School Directory

<http://www.cde.ca.gov/re/sd/>

Your local public school district is your first resource for your child's education. Public schools provide special education and related services for students with disabilities through the IFSP and IEP processes.

STATE RESOURCES

California Deaf-Blind Services (CDBS)

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

California Deaf-Blind Services (CDBS) serves individuals who have hearing and vision problems, with or without additional disabilities.

California Department of Education

<http://www.cde.ca.gov>

The California Department of Education (CDE) serves our state by innovating and collaborating with educators, schools, parents, and community partners.

California Department of Education – Special Education

<http://www.cde.ca.gov/sp/se>

The CDE Special Education Division provides information and resources to serve the unique needs of persons with disabilities, so that each person can meet or exceed high standards of achievement in academic and nonacademic skills.

California Department of Education – State Special Schools and Services Deaf and Hard of Hearing Unit

<http://www.cde.ca.gov/sp/ss/dh/>

The CDE Deaf and Hard of Hearing Unit provides technical assistance to parents and to local educational agency (LEA) operated programs serving Deaf and Hard of Hearing pupils.

California Newborn Hearing Screening Program

<http://www.dhcs.ca.gov/services/nhsp/Pages/deafult.aspx>

The Department of Health Care Services (DHCS), Children’s Medical services (CMS), has implemented a statewide, comprehensive Newborn Hearing Screening Program (NHSP). The NHSP helps identify infants who are Deaf or Hard of Hearing, and guides families to appropriate services.

Deaf Access Programs

<http://www.cdss.ca.gov/cdssweb/PG116.htm>

The Deaf Access Program (DAP) was created in 1980 to ensure that California’s public programs are adapted to meet the communication needs of Deaf and Hard of Hearing children, adults, and families, so they may receive the public benefits and services to which they are entitled and achieve economic independence to fully participate in mainstream society.

Department of Developmental Services

<http://www.dds.ca.gov>

The California Department of Developmental Services (DDS) provides services and supports to individuals with developmental disabilities.

VIDEO RESOURCES

Bahan, B. and Jarashow, B. (2010). *A to Z: ABC Stories in ASL*. DawnSignPress.

Six gifted performers use imagination and skill to create a visual feast. At once delightful, humorous, inspiring, and truly amazing, this collection of ABC stories is sure to entertain.

Bruce, T. (2005). *ASL Role Shifting: “He said, she said...”*. Harris Communications.

This DVD focuses on ASL storytelling techniques for developing a story’s characters, using role shift, eye gaze, and spatial referencing, identifying speakers, shifting between speakers, matching speaker’s affect, and understanding the difference between storytelling and discourse. (Not voiced)

Cagle, K. (Producer). (2002). *1,000 ASL Faces: Lago Vista, Signs of Development*.

The purpose of this DVD is to show non-manual markers, totaling 1,000 ASL facial expressions. Keith Cagle defines what non-manual signals in ASL are, their functions, and ASL mouthing.

***DeafPlanet.Com, Seasons 1 & 2*. (2003). Marblemedia Interactive, Inc.**

In both ASL and English, *deafplanet.com* follows the adventures of Max, Kendra, and WILMA the Robot on Deaf Planet. The series offers education, culture, adventure, and fun to children of all ages.

Gallimore, R. (2008). *The Rosa Lee Show: 2004-2008*. United States: Pelican Ave Inc.

This DVD is a one-woman show of ASL stories, music, and poetry. Rosa Lee is known for giving live shows to thousands of Deaf and hearing viewers across the country.

Holcomb, T. & Mindess, A. (2008). *A Sign of Respect: Strategies for Effective Deaf/Hearing Interactions*. San Francisco, CA: Treehouse Video.

This DVD provides a variety of lessons that allow viewers to learn about scenarios of cultural norms in the Deaf Community. Student workbook is included.

Scholastic Storybook Treasures (Sign Language DVDs). (2010). Harris Communications.

This DVD set features nine beloved children’s stories brought to life with voice, sign language and beautiful music scores. Great for all kids. Stories include A Pocket for Corduroy, Goodnight Moon, Five Little Monkeys Jumping on the Bed, There’s Something in My Attic, Little Quack, A Creature was Stirring, Gladys Goes Out to Lunch, Blue Burt and Wiggles, and Big Al.

Jacobowitz, L. & Smith, A.K. (2005). *Have You Ever Seen? An American Sign Language Handshape DVD/Book*. ASL Rose.

This is a whimsical children’s book providing animated illustrations of 44 commonly used ASL handshapes in a collage-like fashion. The colorful illustrations also incorporate information about the Deaf community and its culture and language. The accompanying DVD includes an ASL version of the book, signed by native ASL users.

Keast, M. (2006). *Teaching Signs for Baby Minds: Signs for Intelligence*. Harris Communications.

This is a series of three DVDs, including Everyday Signs, Concepts and Combinations, and Dictionary and Alphabet.

Kraft, B. (1997). *Tomorrow Dad Will Still Be Deaf and Other Stories*. Dawn Pictures.

Bonnie Kraft provides wise and witty accounts of a quiet father, a mischievous mother, and the mentors she found in Deaf clubs. She signs her true stories with humor, covering serious issues.

LaGreca, J. (Director). Coleman, R. (Narrator). (2004). *Signing Time: My Favorite Things*. Two Little Hands Productions.

This DVD, created and narrated by Rachel Coleman, covers topics such as colors of the rainbow, fruits, and vegetables.

Lentz, E. (2006). *The Treasure: Poems by Ella Mae Lentz*. In Motion Press.

In this DVD, this native-daughter of the Deaf Community gives passionate expression to personal and social observations in exquisite American Sign Language.

Moeller, M. & Schick, B. (Producers). (1994). *Sign With Me*. Butte Publications.

This series offers parents and caregivers the skills they need to effectively communicate with Deaf infants and toddlers. *Sign With Me* is ideal for parents and caregivers of infants and children up to 3 years of age. Best of all, the DVD format allows parents to learn at their own pace and on their own time schedule.

Poor, G. (2008). *American Sign Language Video Dictionary and Inflection Guide*. Rochester, NY: NTID.

This video contains 2,700 ASL signs and English equivalents. There are 650 sentences showing how sign change to show different meanings.

Random House Home Video. (1987). *Sign-Me-a-Story*. New York, NY; Random House, Inc.

Sign-Me-a-Story stars Linda Bove, a well-known Deaf actress from Sesame Street. She introduces basic signs before she narrates two well-known stories, Little Red Riding Hood, and Goldilocks and the Three Bears.

Schick, B. & Moeller, M.P. (1990) *Read With Me*. Butte Publications.

This series of 11 videos shows parents how to use signs to make books and stories come alive for their children. Skilled signers use signs, facial expression and body language to express ideas in interesting ways. Using popular children's books, they show how to make the language of the story clear and exciting and how to share the book in a way that the child will want to watch!

Stratly, A. (1998). *Pursuit of ASL: Interesting Facts Using Classifiers*. Canada: Interpreting Consolidated.

This video has sequential stories about a variety of classifiers that are used within particular contexts and topics.

Through Deaf Eyes. (2007). Public Broadcasting Service.

This DVD documentary explores nearly 200 years of Deaf life in America. Interviews include community leaders, historians, and Americans who are Deaf with diverse views on language use, technology, and identity.

Valli, C. (1995). *ASL Poetry: Selected Works of Clayton Valli*. San Diego, CA. Dawn Pictures

Through this instructive and entertaining DVD, novice signers, advanced students, interpreters, and ASL and Deaf studies teachers will discover the marvelous versatility of ASL poetry, which highlights the work of pioneering ASL poet Clayton Valli.

Wood, M. (2008) *Legend of the Mountain Man*. ASL Film Productions.

The *Legend of the Mountain Man* is a family-friendly story, told in ASL that will be enjoyed by viewers of all ages.