DEAF MENTOR PROGRAM

EHDI 2016 Conference Pre-session
San Diego ———- March 13, 2016

The National DMP Team

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www.skihi.org
Facebook: Ski-Hi Deaf Mentor Curriculum
To inquire further information:
To request a DMP Training:

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

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

1. **KNOWLEDGE and ANALYSIS:**
   What is the DMP (research citations, history, curriculum, training components and home visit framework)

2. **APPLICATION:**
   Simulated DM Home Visits will be performed with participants as either family members or observers

3. **SYNTHESIS and EVALUATION:**
   How can you set up a DMP in your state or region and determine it’s effectiveness
Today’s Agenda

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

- Experimental Deaf Mentor Project - 1991-1993
- Why?
- Program development and efficacy research
- Outreach began 1995
Research Study

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

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

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

Bilingual-Bicultural

English/Hearing Culture
Research Study - Assessments

- Grammatical Analysis of Elicited Language – Pre Language (GAEL-P)
- Patterned Elicited Syntax Text (PEST)
- Language Development Scale (LDS)
- Communication Data Sheet
- Deafness Perception Survey
<table>
<thead>
<tr>
<th></th>
<th>UTAH</th>
<th>TENNESSEE</th>
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</thead>
<tbody>
<tr>
<td>Word Combination</td>
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</tr>
<tr>
<td>Comprehension</td>
<td>22.2</td>
<td>15.3</td>
</tr>
<tr>
<td>(Receptive Language)</td>
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<td></td>
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<tr>
<td>Word Combination</td>
<td>19.7</td>
<td>11.7</td>
</tr>
<tr>
<td>Production</td>
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<tr>
<td>(Expressive Language)</td>
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### PEST

<table>
<thead>
<tr>
<th>Tennessee</th>
<th>Utah</th>
<th>ASL Equivalency Test</th>
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</thead>
<tbody>
<tr>
<td><strong>PRE</strong></td>
<td><strong>POST</strong></td>
<td><strong>PRE</strong></td>
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<tr>
<td>0</td>
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<td>5</td>
<td>1</td>
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</tbody>
</table>

$X = 0$  

| 1.0 | 0.1 | 3.6 | 9.6 |
## Language Development Scale

<table>
<thead>
<tr>
<th>LDS</th>
<th>Utah</th>
<th>Tennessee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expressive Language</td>
<td>Receptive Language</td>
</tr>
<tr>
<td>Average pre test scores</td>
<td>19.8 months</td>
<td>21.7 months</td>
</tr>
<tr>
<td>Average post test scores</td>
<td>39.2 months</td>
<td>40.7 months</td>
</tr>
<tr>
<td>Average pre to post test gains</td>
<td>19.4 months</td>
<td>19.0 months</td>
</tr>
<tr>
<td>(Average treatment time =17.6 months)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on pre/post gains, overall language growth/year</td>
<td>1.1 months</td>
<td></td>
</tr>
<tr>
<td>Based on pre/post gains, overall language growth/year</td>
<td>13.2 months</td>
<td></td>
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</tbody>
</table>
### Communication Data Sheet

(At Program End)

<table>
<thead>
<tr>
<th></th>
<th>Utah</th>
<th>Tennessee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child's stage of language development (12 point scale)</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Child's expressive language level:</td>
<td>Uses 3-4 word sign sequences</td>
<td>Uses 2 word sign sequences</td>
</tr>
<tr>
<td>Child’s vocabulary size:</td>
<td>1,001-2,000</td>
<td>301-500</td>
</tr>
<tr>
<td>Child understands what you are communicating. (Most to all of the time 80%)</td>
<td>84%</td>
<td>50%</td>
</tr>
<tr>
<td>You understand what your child is communicating. (Most to all of the time 80%)</td>
<td>73%</td>
<td>49%</td>
</tr>
<tr>
<td>For parents who use signs, how many signs do you know and use?</td>
<td>2,053</td>
<td>299</td>
</tr>
<tr>
<td>Mom</td>
<td>925</td>
<td>125</td>
</tr>
</tbody>
</table>
# Deafness Perception Survey

## What is Most Important to Utah and Tennessee Parents (in order of importance)

<table>
<thead>
<tr>
<th>Utah</th>
<th>Tennessee</th>
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<tbody>
<tr>
<td>1. That our family learns sign language.</td>
<td>1. That my child learns to read and write well.</td>
</tr>
<tr>
<td>2. That my child learns to read and write well.</td>
<td>2. That my child learns to speak.</td>
</tr>
<tr>
<td>3. That my child has teachers who can sign very well.</td>
<td>3. That my child goes to a public school with hearing children.</td>
</tr>
<tr>
<td>4. That my child has many Deaf friends.</td>
<td>4. That my child learns to communicate without being dependent on sign language.</td>
</tr>
</tbody>
</table>

## Least Important Thing

<table>
<thead>
<tr>
<th>Utah</th>
<th>Tennessee</th>
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</thead>
<tbody>
<tr>
<td>That my child go to a public school with hearing children.</td>
<td>That my child has teachers who are deaf.</td>
</tr>
</tbody>
</table>
Deafness Perception Survey (continued)

<table>
<thead>
<tr>
<th>Have Parents Ever Participated in “Deaf Community” Activities?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Utah</strong></td>
</tr>
<tr>
<td>Yes – 100%</td>
</tr>
<tr>
<td>No – 0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What Do Parents Want Most for the Child’s Future? (Most Prevalent Themes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Utah</strong></td>
</tr>
<tr>
<td>▪ Have self-confidence.</td>
</tr>
<tr>
<td>▪ Be happy, loved, and proud of self</td>
</tr>
<tr>
<td>▪ Want what the child wants for themselves.</td>
</tr>
</tbody>
</table>
## 10 Years and 20 Years Later Confirmation

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

Lauri, parent involved in the original Deaf Mentor Project
Benefits of Involvement of Deaf Adults

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

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

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

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

Deaf Children Need:

- Full access to language in all settings
  - A deaf child can have both ASL and English.
  - A deaf child with CI benefit with ASL.
- Strong family involvement
  - Families don’t have to choose which one.
- Language models
- Deaf Mentors: Successful role models
- High Expectations
  - Children who have exposure to two or more languages actually use knowledge from one language to build knowledge about the other language(s) - Scaffolding
- Supportive environments
“To achieve informed decision-making, families should have access to professional, educational, and consumer organizations; and they should have opportunities to interact with adults and children who are deaf and hard of hearing... Early interventionists should ensure access to peer and language models. Peer models might include families with normal hearing children as well as children or adults who are deaf and hard of hearing as appropriate to the needs of the infant with hearing loss.”
Needs Assessment: Results, Recommendations, and Next Steps
Danelle Gournaris, MA, MS, Lifetrack

Grant funded by:

Full article can be found in this website. www.Lifetrack-MN.org
Needs Assessment in Minnesota

Purpose:

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

• Main reference:

  http://pediatrics.aappublications.org/content/131/4/e1324.full?ijkey=3R4Jv9oSZOj8.&keytype=ref&siteid=aapjournals
<table>
<thead>
<tr>
<th>GOAL 3A</th>
<th>GOAL 10</th>
<th>GOAL 11</th>
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<tr>
<td>Intervention services to teach ASL will be provided by professionals who have native or fluent skills and are trained to teach parents/families and young children.</td>
<td></td>
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<tr>
<td>Individuals who are D/HH will be active participants in the development and implementation of EHDI Systems at the national, state/territory, and local levels; Their participation will be an expected and integral component of the EHDI Systems.</td>
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<tr>
<td>All children who are D/HH and their families have access to support, Mentorship, and guidance from individuals who are D/HH and represent the diversity of the EHDI population (e.g. deaf culture, hard of hearing, cochlear implant and hearing aid users, unilateral hearing loss, auditory neural hearing loss, and cultural diversity.)</td>
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Methods

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

Method Study

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

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

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

- Improved language acquisition
- Making connections in the Deaf community
- Self-esteem and positive identity for the child
- Hope for the future and overall better well-being for the parents
Barriers for families of D/HH children from participating Deaf Mentor Family Program

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

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

A good deaf mentor:
1. Flexible, good communication skills
2. Well adjusted and diverse
3. A good match for the family
4. Also skilled in visual language strategies and education.
A Deaf Mentor can make home visits effective by doing these basic principles:

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

- Respects family’s view & opinions
- Respects family values
- Is flexible
- Manages chaos with flow
- Is supportive and friendly
- Provides clear expectations; follows through with topics/lessons/goals/strategies; notes gains
- Schedule is flexible
Deaf Adult in Family Home
Initial-Basic Survey
for the EHDI 2016 Conference Pre-session

**Awareness, Perception and Needs**
February-March 2016

**Jodee Crace, M.A.**
Lead Author

**Billy Schwall, MBA, CDI**
Data Consultant

1. To determine if the families are/were aware of such services
2. To find out what kind of services families have or had
3. To discover what families liked about having services
4. To learn more about families’ needs
STATES that PARTICIPATED

Count of Participants

- IN (21)
- ME (11)
- One State (13) NH, PA, SC, AR, LA, IL, ID, IA, CO, WA, AZ, MI and Canada
- CA (7)
- Utah (4)
- 3-4 per state WI, NM, NJ, MN, MD, MO, TX

23 states
Source of Service:
46% - State Agency
33% - State Deaf School
11% - Organization
10% - Public School
How long has the family been with a provider?

- 0 to 6 months: 33%
- 6 to 12 months: 20%
- 1 to 2 years: 16%
- 2 to 3 years: 22%
- More than 3 years: 9%
Did the Family Ask for DM Service?

19 families were automatically offered DM.

36 families asked for DM.

Total: 55 families got DM.

19 families did not know DM services existed.

WISHES:

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

- confidence & support! Very open & available.
- helpful insight as a Deaf adult so I can relate to my Deaf child more (safety, academics, navigation, pride in ASL)
- making connections with others and resources
- great conversational language mentor
- gave us comfort knowing Deaf child is fine
- good bridge to deaf community and meet more families and Deaf adults

What’s Next for this Survey?

- More respondents from each established (and semi-established) programs (and compare with respondents who receive service from outskirt of programs)
- Compare respondents' experience between structured program (trainings, use of curriculum, outcome/data monitoring) and non-structured (loosely-based) systems
- Defining Service, Family and Child Outcomes (ASL, Deaf Culture, Perception, Identity and Empowered)
- Infrastructure (finance, stability, support: public)
- Public Relations (letting more systems know of this need and how to build/fund programs)
- School-Age Provision (beyond 5 years old) in schools and in homes
Deaf Mentor: Healthy Plan

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

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

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

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

- **Acknowledge** that unresolved issues may exist and how to work through them.
We Start with the Beginning:

I am..._______.
I believe and value...___________.
I can see “two sides of the coin”.
I am skilled as a relationship-based provider.

We fully agree that...

   it is crucial to develop language in the most efficient way possible, as early as possible”.

People are internally compelled to respond to situations in ways that will support or be consistent with their beliefs.
“Perspective taking” goes far beyond empathy; it involves figuring out what others think and feel.

**Forms the basis for children’s understanding of their parents, teachers, and friends intentions.** **Children who can take others’ perspectives are also much less likely to get involved in conflicts.’**

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

The Deaf Community: Everyone
# Understanding the Deaf People

<table>
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<tr>
<th>Language Rights and Empowerment to Living Independently</th>
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<tbody>
<tr>
<td>Unity and Community</td>
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<tr>
<td>Personal experiences with own families and education; not want a repeat</td>
</tr>
<tr>
<td>Deaf people is a valuable and a required component of the family’s life and the systems</td>
</tr>
<tr>
<td>Deaf people are as diverse as any hearing people</td>
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<table>
<thead>
<tr>
<th>1. Findings from research</th>
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<tbody>
<tr>
<td>2. Human rights issue</td>
</tr>
<tr>
<td>3. Know about lives of deaf people</td>
</tr>
<tr>
<td>4. Assurance and support</td>
</tr>
<tr>
<td>5. Positive view of the future</td>
</tr>
<tr>
<td>6. Confidence with decisions</td>
</tr>
<tr>
<td>7. Dismantle societal barriers</td>
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<tr>
<td>8. Promote positive view of Deaf individuals and the community</td>
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Deafhood is a process.

Before, we...

- Struggled to explain our existence (*shaming*)
- Experienced conflicting internal/external dialogue (*oppression*)
- Felt confused on becoming and maintaining "Deaf" (*labeling*)
- Got different interpretations of Deafhood (*splitting*)
- Didn’t know what being a Deaf person in a Deaf community meant (*subtraction/denial/fear*)
Maslow’s Hierarchy: How “did” we get here to the now, from how we were molded in the past?

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

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

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

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

Basic Needs (Physiological)
There has been an abundance of studies and articles on language acquisition and very limited discussion on infant mental health.

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

- Healthy self concept and then arriving to self actualization is a result of right (and respectful, engaging) language acquisition стрategies, positive and authentic development and holistic (positive whole child) experiences.
Framing our Thoughts into Action:

- Fear or Confidence
- Myth or Fact
- Inexperience or Awareness
- Cultural incompetence or Empowerment
- Disability model or Ability model

- be equally represented and respected in all levels of decision making and responsibilities
- be first respondents as service providers and educators
- equally compensated and respected for our expertise
Tips for Creating Positive Collaboration with Deaf Mentors

Trainings/Mentorship/Professional Development

Roles Must be Clear and Comfortable

Create a Safe Environment Where Communication Can be Open and Honest

Encourage Cultural and Linguistic Facilitation

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

Equality and Respect are Essential.
Our reflections and dialogues:

1. Recognition, resolution and honoring of past
2. Ability to see and learn other perception
3. Willingness to give people “time”
4. Openness and sharing; insightfulness with a caring mentor/coach
5. Increased experience and opportunities for personal growth
Deaf Mentor Program Training (3 days):
Presentations, role plays, lesson planning, dialogue and reflections.

Day One
- Expectations (of DM and of Program)
- ASL-English Collaborating Framework (linguistic, cultural, and system)
- SKI-HI DMP’s Research, History and Foundation
- DMP’s Language Scale, Communication Data and Forms (Perception)
- DMP Needs, Successes, and Components (responsibilities, expectations, and roles, including Parent Advising’s)
- Collaborative Opportunities with other EIs
- Data Reporting to SKI-HI Institute
Day Two

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

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

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>Lesson 1</td>
<td>Grammatical and Emotive Aspects of Facial Expressions</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Basic Declarative Statements I (I like/I don’t like)</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Basic Declarative Statements II (I want/I don’t want)</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Basic Declarative Statements III (Expressing needs, expressing the concept “have-to”)</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Asking Yes/No Questions</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>Changing Statements into Questions</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>Asking a Wh-Question</td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Directional Verbs (Give, Help, Show)</td>
</tr>
<tr>
<td>Lesson 9</td>
<td>Showing Courtesy (Please, Thank You, You are Welcome, Sorry, Excuse Me)</td>
</tr>
<tr>
<td>Lesson 10</td>
<td>Showing Possession and Presence of Objects with the Verb Have and Correct Usage of No</td>
</tr>
<tr>
<td>Lesson 11</td>
<td>Qualities and Attributes</td>
</tr>
<tr>
<td>Lesson 12</td>
<td>ASL Word Order: Topic-Comment Principle</td>
</tr>
<tr>
<td>Lesson 13</td>
<td>ASL Word Order: Noun-Adjective Relationship</td>
</tr>
<tr>
<td>Lesson 14</td>
<td>ASL Word Order: Three Signs or Less Principle</td>
</tr>
<tr>
<td>Lesson 15</td>
<td>ASL Word Order: Subject-Verb-Object</td>
</tr>
<tr>
<td>Lesson 16</td>
<td>Use of Space: Referring to Persons and Places</td>
</tr>
<tr>
<td>Lesson 17</td>
<td>Using Pronouns</td>
</tr>
<tr>
<td>Lesson 18</td>
<td>Possessive Pronouns</td>
</tr>
<tr>
<td>Lesson 19:</td>
<td>Facial Expression</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Lesson 20:</td>
<td>Showing Different Meanings Using Facial Expressions and Sign Exaggeration</td>
</tr>
<tr>
<td>Lesson 21:</td>
<td>Fingerspelling</td>
</tr>
<tr>
<td>Lesson 22:</td>
<td>Loan Signs</td>
</tr>
<tr>
<td>Lesson 23:</td>
<td>The Temporal Aspect of ASL: Movement of a Sign Can Show the Amount of Time Involved in an Activity</td>
</tr>
<tr>
<td>Lesson 24:</td>
<td>Adjective/Adverb Modulation in ASL: Movement of a Sign Can Show the Degree to Which an Emotion or Action is Expressed</td>
</tr>
<tr>
<td>Lesson 25:</td>
<td>Use of Classifiers</td>
</tr>
<tr>
<td>Lesson 26:</td>
<td>Pronominal Classifiers</td>
</tr>
<tr>
<td>Lesson 27:</td>
<td>The Time Line in ASL</td>
</tr>
<tr>
<td>Lesson 28:</td>
<td>ASL Word Order: Time Indicators</td>
</tr>
<tr>
<td>Lesson 29:</td>
<td>Cardinal Number System and Quantifiers</td>
</tr>
<tr>
<td>Lesson 30:</td>
<td>Ordinal Number System</td>
</tr>
<tr>
<td>Lesson 31:</td>
<td>Unique Number System</td>
</tr>
<tr>
<td>Lesson 32:</td>
<td>Plurality: How to Show More than One</td>
</tr>
<tr>
<td>Lesson 33:</td>
<td>Number Incorporation</td>
</tr>
<tr>
<td>Lesson 34:</td>
<td>Showing Past Tense in ASL</td>
</tr>
<tr>
<td>Lesson 35:</td>
<td>Future Tense in ASL</td>
</tr>
<tr>
<td>Lesson 36:</td>
<td>ASL Word Order: Time Sequence Principle</td>
</tr>
<tr>
<td>Lesson 37:</td>
<td>Using Conceptually Accurate Signs</td>
</tr>
</tbody>
</table>
Each of the ASL lessons are set up in the same way. They each have the following:

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

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

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

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

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

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

- Early Visual Communication
- Deaf Culture
- Famous Deaf People and History
- Creating Lesson Plans
- Home Visiting Practices
The Early Visual Communication Program contains 18 lessons that can be taught independently or together with an ASL lesson:

Lesson 1: Using Gestures and Signs from the Very Beginning
Lesson 2: Your Child’s Very Earliest Sign Communication
Lesson 3: Responding Effectively to Your Child’s Earliest Pre-Sign Communication
Lesson 4: Using Fingerspelling from the Very Beginning
Lesson 5: Developing New Sensitivities to Your Child’s Visual World
Lesson 6: Helping Your Child Learn Signs: Looking and Learning
Lesson 7: More Looking and Learning
Lesson 8: Using Signing that is Especially Meaningful
Lesson 9: Matching Your Signing to Your Child’s Interest
Each Early Visual Communication Program Lesson Contains:

<table>
<thead>
<tr>
<th>Discussion</th>
<th>A brief description of the concept that you are teaching the family. Each discussion will highlight at least one key point that should be emphasized and you teach the family the skill.</th>
</tr>
</thead>
<tbody>
<tr>
<td>References and Resources</td>
<td>A list of references that the lesson are based on and resources families can access to learn more about the concept in the lesson.</td>
</tr>
<tr>
<td>Suggested Activities</td>
<td>Some of the lessons also list suggested activities that can be done with families to help them learn to create a visual environment for their child.</td>
</tr>
</tbody>
</table>
There are 8 Lessons in the Deaf Culture sub-section:

Lesson 1: Being Deaf: Sharing Your Personal Experience
Lesson 2: Deaf Culture: An Introduction
Lesson 3: Deaf Culture: A Proud Heritage
Lesson 4: Deaf and Hearing Cultures: Differences and Similarities
Lesson 5: The TTY/TDD
Lesson 6: Relay Services
Lesson 7: ASL: Myths and Realities
Lesson 8: Athletic Competition and the Deaf Culture
New ASL Expressions for Family

Family: ______________________
Date: ______________________

<table>
<thead>
<tr>
<th>English Sentences</th>
<th>ASL Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>New sentences family wants to learn next week:</td>
<td></td>
</tr>
</tbody>
</table>
# Deaf Mentor Home Visit Plan

<table>
<thead>
<tr>
<th>Date:</th>
<th>Parents:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child:</td>
<td>Mentor:</td>
</tr>
</tbody>
</table>

## 1. INTERACT WITH CHILD USING ASL

<table>
<thead>
<tr>
<th>Daily Routine/Activity</th>
<th>Target ASL Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 2. HELP FAMILY LEARN ASL

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

<table>
<thead>
<tr>
<th>English</th>
<th>ASL Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Deaf Culture Lesson:
Other Information/Questions from Family:
Deaf Community Activities:
Materials (books, tapes, etc.) for Family:
Tying Everything Together: Prepare a home visit!!

TOTAL: 30 MINUTES of this scenario (each group).
1. There are 7 Scenarios. Each scenario has a family case and a Lesson assigned.
2. Each group (of 5) will receive and read a scenario.
3. Only three of the participants will conduct the role play. One will be the Deaf Mentor. One will be the parent. One will be the child. The other two will be observers.
4. The Deaf Mentor and the 2 observers will read the Lesson together and think of how the lesson will be conducted. Think of activities.
5. The Deaf Mentor will conduct a home visit session. Explain the Lesson to the parent with the child.
6. Two of the observers will take note of the experience. Strengths, needs, ideas...
7. Then all of the groups return back together and we will discuss our experiences (15 minutes).
To Succeed, Programs Will Need to Move From:

- Paternalism to Partnership
- Pathological Philosophy to Humanistic Philosophy
- Homogenized to Culturally Diverse
- Monolingualism to Bilingualism
- Simple Access to Quality Access
Working with the stakeholders

- Develop relationships with state EHDI program and other local/state early intervention agencies in the state and provide workshops/classes for their developmental specialists. Win-Win situation for both agencies.
- Collaborate with other organizations serving deaf children: Example: American Society for Deaf Children, Hands & Voices (serve on their boards, attend events)
- Connect to specific programs that serve diverse families (EX: EPICS- Educating parents of Indian children with special needs & Aprendamos)
- Attend IFSP/IEP meetings, transition meetings, and TTA (Trans disciplinary Team Approach meetings)
- Work with other Deaf Mentor programs: Find out what is working and collaborate on efforts
How to receive funding

- Some Deaf Mentor programs are considered both Part C/B agency (Statewide program: example: NMSD, ASDB, Indiana & Maine)
- MOA with the individual early intervention agencies (department of health, department of education)
- Able to bill Medicaid for our services (75%) for Part C (NMSD).
- Tobacco Taxes (First Thing First (AZ))
- AmeriCorps programs: ASL teachers- working in the schools, homes, and the community (birth- 21)
How do we know that the deaf mentors are making a difference?

- Families grow in their language skills.
- Child is developing appropriate milestones.
- Families maintain commitment to the program.
- Families not ready to leave.
- Families join in the deaf community for events.
Barriers for families of D/HH children from participating Deaf Mentor Family Program

- Lack of program awareness
- Perceived mentor bias; inadequate training; need for diverse Deaf (ethnic, other language, variation of hearing levels, communication modality)
- Perception that the specific program is for families with children who are profoundly deaf who have chosen ASL as their primary mode of communication
- Parents' perceptions, or receiving misinformation from various sources, that learning ASL may have a negative impact on their child’s spoken language development and illiteracy
- Scheduling and availability – both on the part of the families and their mentors
- Funding
- Differential learning styles
- Rural areas or lack of technology availability
What you will go home with…

- Why is the DMP the model and the answer -
  - Research and surveys have validated this.
  - Eliminate language deprivation and gap
  - Deaf Child’s identity have been documented (Alone in Mainstream - Gina Oliva/Linda Lytle and Mark Drousbaugh’s book ‘Mainstream Madness’)
  - Equivalency to deaf child’s learning access; Petitto’s Brain Study confirms
  - Deaf child and the family’s world is bigger having both languages and having both communities. Research says that bilinguacy benefits
  - DMP is the only known comprehensive family-centered program utilizing trained Deaf Adults

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