

ARTICLE REFERENCE: Watkins, S., Pittman, P., & Walden, B. (1998). The deaf mentor experimental project for young children who are deaf and their families. *American Annals of the Deaf*, 143(1), 29-34.

KEYWORDS: Deaf Mentor, Bi-Bi home Intervention, Language

WHAT WAS STUDIED, HOW WAS IT STUDIED AND RESULTS:

What: Do children who receive early bi-bi home intervention (ASL/Deaf culture and English/hearing culture) perform better on measures of communication and language than matched children who get SKI-HI programming only? **How:** Grammatical Analysis of Elicited language: Pre-Sentence Level, Patterned Elicitation Syntax Test, SKI-HI Language Development Scale,

What: How does communication between children and family members who receive deaf mentor treatment differ from the communication between children and families who do not receive deaf mentor treatment?

How: Communication Data Sheet

What: How do perceptions and attitudes concerning deafness and the child who is deaf differ between parents who receive deaf mentor treatment and those who do not? **How:** The Deafness Perception Survey

HOW THIS INFORMATION MAY BE USEFUL TO YOU AND YOUR CHILD: Look into deaf mentoring options for language gains and higher measure of communication, language, and English syntax

WHO WAS STUDIED:

- Number of children: 18 children in the Utah Deaf Mentor Program and 18 children in the Tennessee Infant Program Services (TIPS)
- Age of children included – preference birth – 5 years: Average age at project start: 27.2 months (Utah) and 28.6 months (TIPS)
- All Hearing Levels: Average hearing level was 94.4dB (Utah) and 84.9 dB (TIPS)
- Number of participants in the study: 36
- Area Studied: Language, social-emotional

WHAT STILL REMAINS TO BE ANSWERED: It is not known if and to what degree increases in sign use by Utah parents contributed directly to the children's performance on the English-based tests.

WHERE CAN I FIND MORE INFORMATION:

Abrams, S., & Gallegos, R. (2011). Deaf Role Models Making a Critical Difference in New Mexico. *Odyssey: New Directions in Deaf Education*, 12, 24-27.

Crace, J. S., Ronco, J., & Hossler, T. (2013). For Parents and Children Access is Key--To Curriculum, to Services, and to Each Other. *Odyssey: New Directions in Deaf Education*, 14, 66-69.