



HANDS &
VOICES™



ADVOCACY
SUPPORT &
TRAINING

Welcome to today's webinar

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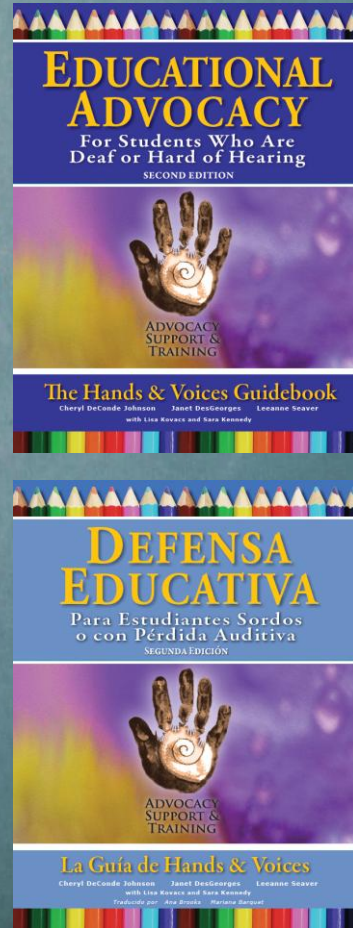
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Language Acquisition for All

March 25th, 2025

Rick Huan,
Executive Director, 5280 High School



Advocacy Support & Training Webinar Series

Language Acquisition -- Overview

- Early Identification
- Early Childhood Services
- Language Opportunities
 - ASL
 - Bilingual
 - Spoken English/Home language
 - Manually coded English
- Language Deprivation
- Technology
- LEAD-K
- Connect with the community



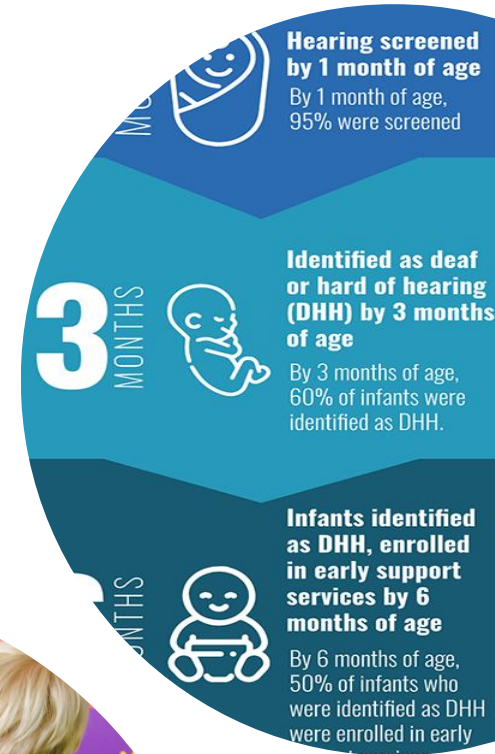
Background

- Loss to follow-up
- 90% of students in the mainstream for K-12
- Language modeling or coach (para pro, direct instruction in ASL)
- Multi-lingual – ASL – Spoken Language
- Interpreter shortage and barriers



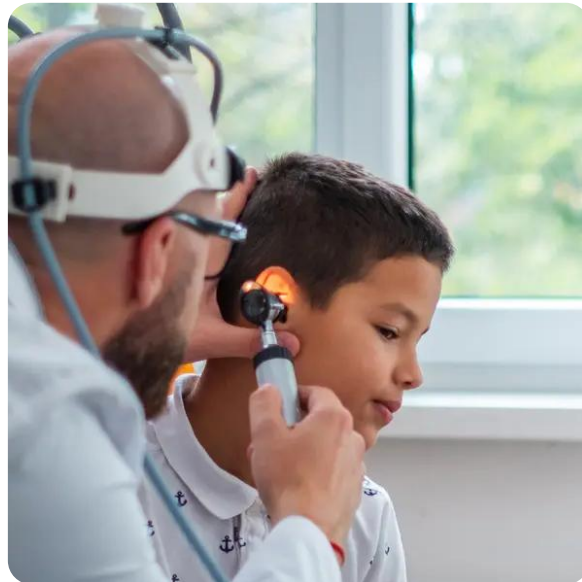
Early Identification

- Universal Newborn Hearing Screening (UNHS)
- 1-3-6 model
- Audiologists as first contacts
 - First to identify & counsel families
 - Medical vs Sociocultural model
 - Identify need & referral to other services
- Follow-Up
- Part C to B Transition (large loss to follow up space)



Medical vs Sociocultural Model

- Deafness as a *pathology*
 - Focuses on the *hearing loss*
 - A deficit that can be “fixed”
 - Uses disability terminology
 - Special education model
- Deafness as an *identity*
 - Focuses on the *person*
 - Deafness as a *difference*
 - Normal, healthy, cultural and linguistic minority
 - Deaf Gain
 - Utilizes culturally sensitive terminology



Early Childhood Services

- Timeliness
- D/HH Professionals (specialists) for Evaluation
- ComprehensiveServices – should include TOD, deaf mentors, SLP, parent guides,
- Review gains and needs every 6 months
- If you don't opt in for services check back!


Language Opportunities

- Tri-county model - gives information for bilingual, or LSL or other Cued Speech, Signing Exact English – follow the child
- Fairfax VA model - has multiple opportunities (LSL, Cued Speech, ASL program within the mainstream)

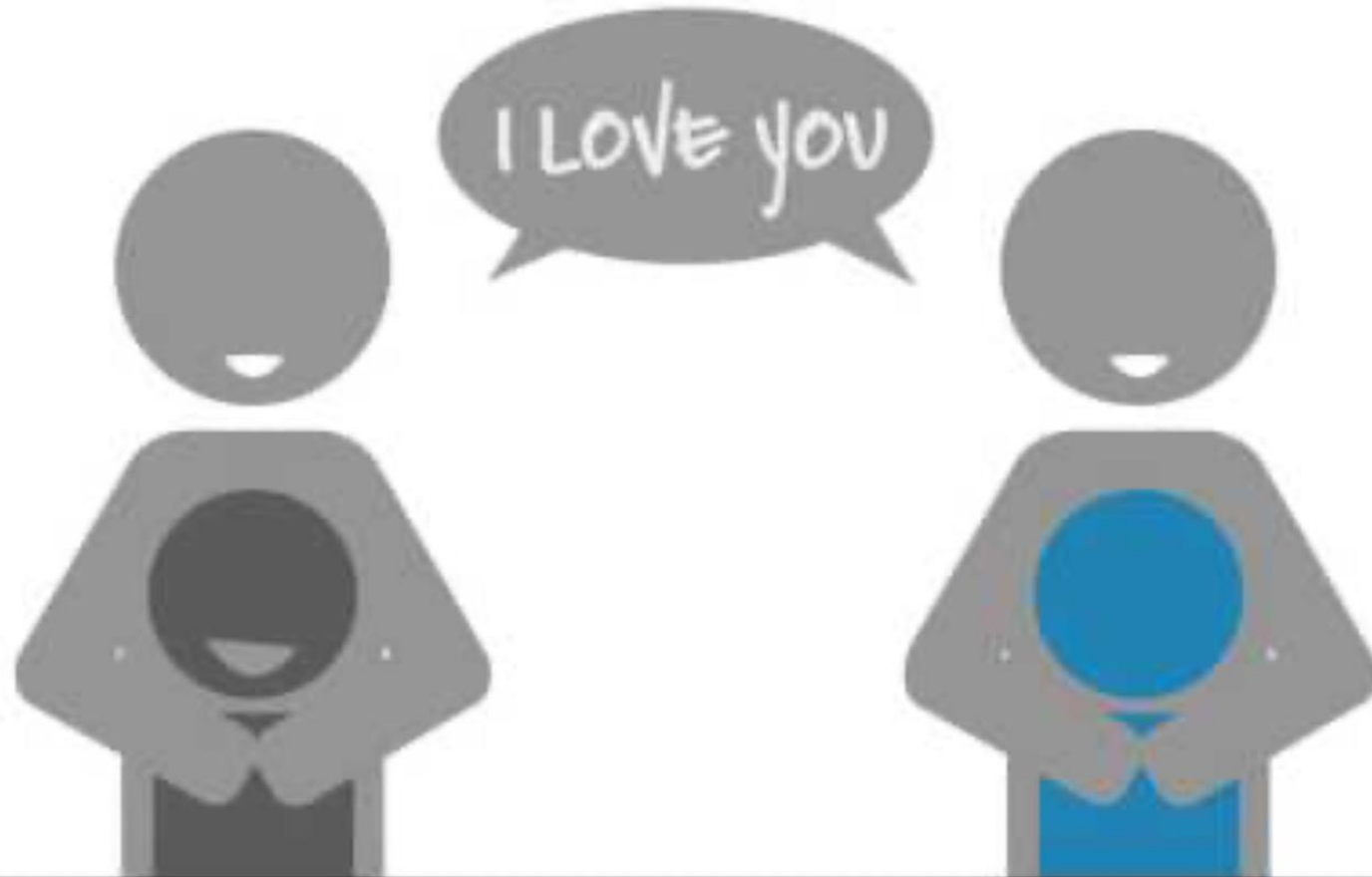


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Language Opportunities

- And...not Or : Not... *this or that*
 - ASL
 - Signing Exact English
 - Cued Speech
 - Listening and Spoken Language
 - Auditory Verbal Therapy
- 
- A series of four yellow curved dashes in the bottom right corner, arranged in a diagonal line from bottom-left to top-right.

Language Deprivation




Technology

- Hearing Aids
- Cochlear Implant is an *option*.
Don't give up on ALL communication pathways
- Other Technology (DM, remote mic, AAC, CART, etc.)
- Deaf mentor program
 - In person
 - SKI-HI or other connections
 - Online or other innovative options to meet Deaf native language users




Technology isn't always enough

Providing multiple avenues and
tools for FULL language access is
critical



VLAA LAB
Visual Language
Access & Acquisition Lab

American Academy of Pediatrics
Clinical Guidelines
as of August 28, 2023



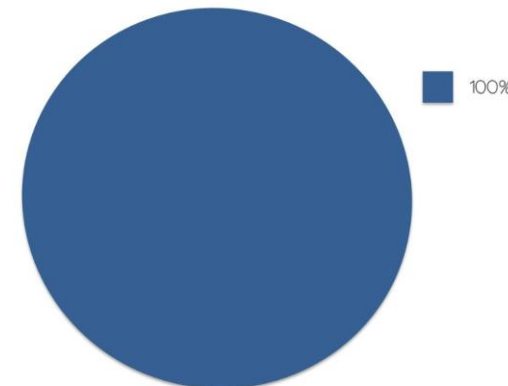
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“Practitioners and caregivers should be aware that these methods [of cochlear implants and hearing aids] may not remediate hearing enough to ensure first language acquisition... ASL may provide the necessary linguistic input to prevent the risk of **language deprivation**. Many are unaware that the historical paradigm of choosing either signed language or spoken language is a false dichotomy. Longstanding bias against ASL is well documented and has contributed to incomplete language acquisition and additional disabilities in some children who rely only on hearing aids or CIs for spoken language acquisition.”

https://www.instagram.com/reel/DFG3lCLM9nJ/?utm_source=ig_web_button_share_sheet



What percentage of language
deprivation cases are preventable?



LEAD – K and other Legislation

- Deaf child Bill of Rights
- 23 states have LEAD – K legislation (various names)
- Pathways to Literacy
- Important! – Include all community partners to design and implement
- Data
 - Student evaluation
 - Ongoing
 - Include critical information gathered from natural environments
 - Assessment to prepare for transition C to B



Important Considerations

- Key...Access to language
 - During critical brain development period
 - Every second a language moment
 - Following the child's lead
 - Eye contact and communication intent
- Transition C to B coordination birth to three DHH specialist do the district evaluation team and Parent voice so often it is all the professionals.
- Keep your voice (parent!) bring an advocate or someone who can help you unpack information – GBYS Guide, ASTra advocate or another person who can help you understand and unpack.



Community Connection

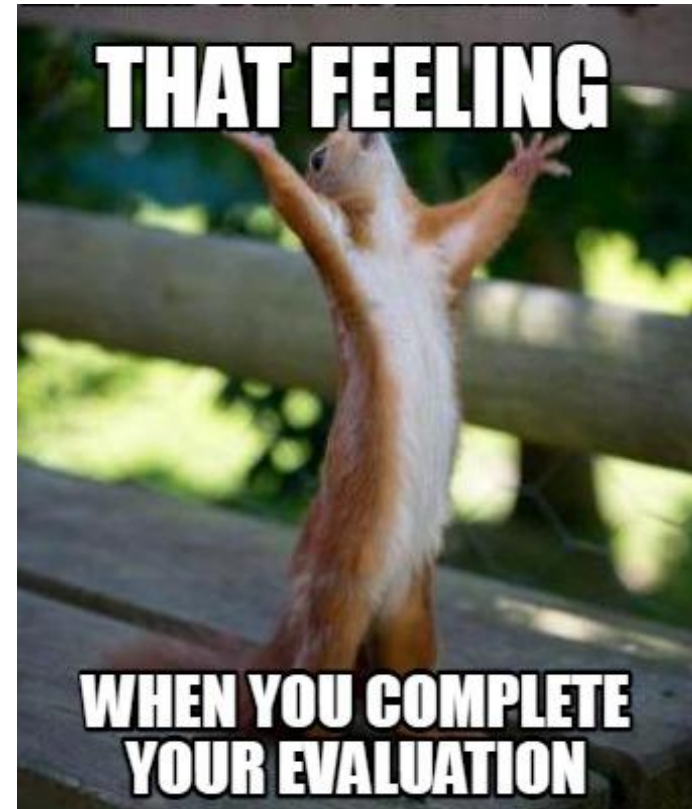
- New
 - Other Parents and families
 - Guide by Your Side
 - ASTra
 - Deaf Mentor
- Don't try to do it alone
- Build community with other families
- Stay connected with your baby





Your Turn...
Please type your
questions in the Q&A
box

Thank you!



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<https://handsandvoices.org/astra/webinars/>