



# Signs of Literacy: What's Mommy got to do with it?

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# Case Study: Ann

## Deaf Child of Deaf Parents

Why study DCDP?

- ❖ Access to language; a shared visual language
- ❖ Intuitive parenting
  - *What is the process in Deaf culture?*
  - *What are the similarities and differences from what we generally know?*
  - *How can this cultural knowledge be transmitted to hearing families of deaf children?*



# Ann

- Fourth-generation Deaf child
- Older Deaf sister--Debbie
- Parents are college graduates
- Enrolled in school program by 7 months
- Parents signed with Ann from birth
- Parents are actively involved with their Deaf extended family and the deaf community
- Parents value literacy and communicate this value through their actions
- Parents want their children to be bilingual and literate



Ann: 16 weeks  
Debbie: 36 months

QuickTime™ and a DV/DVCPRO - NTSC decompressor are needed to see this picture.



# Conversational Interaction

[Hart, B. & Risley, T.R. (1999). *The Social World of Children Learning to Talk*. Baltimore, MD: Paul H. Brookes.]

## ❖ Birth-20 weeks

*Getting the Eyes in Gear* [Bailes & Erting]

## ❖ Period 1: 11-19 months

*Becoming Partners*

## ❖ Period 2: 20-28 months

*Staying and Playing*

## ❖ Period 3: 29-36 months

*Practicing*



# Scaffolding Conversational Interactions

- Modeling and demonstrating desired behaviors
- Establishing and maintaining routines
- Offering explanations
- Inviting participation and collaboration
- Verifying and clarifying understandings
- Maintaining and encouraging focus
- Stepping back



# Ann: 17 months *Becoming Partners*

QuickTime™ and a DV/DVCPRO - NTSC decompressor are needed to see this picture.



Ann: 24 months  
*Staying and Playing*

QuickTime™ and a DV/DVCPRO - NTSC decompressor are needed to see this picture.



*What letter is that?*

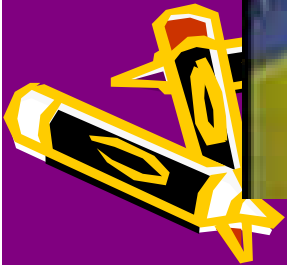


*Hey! It's the same!*

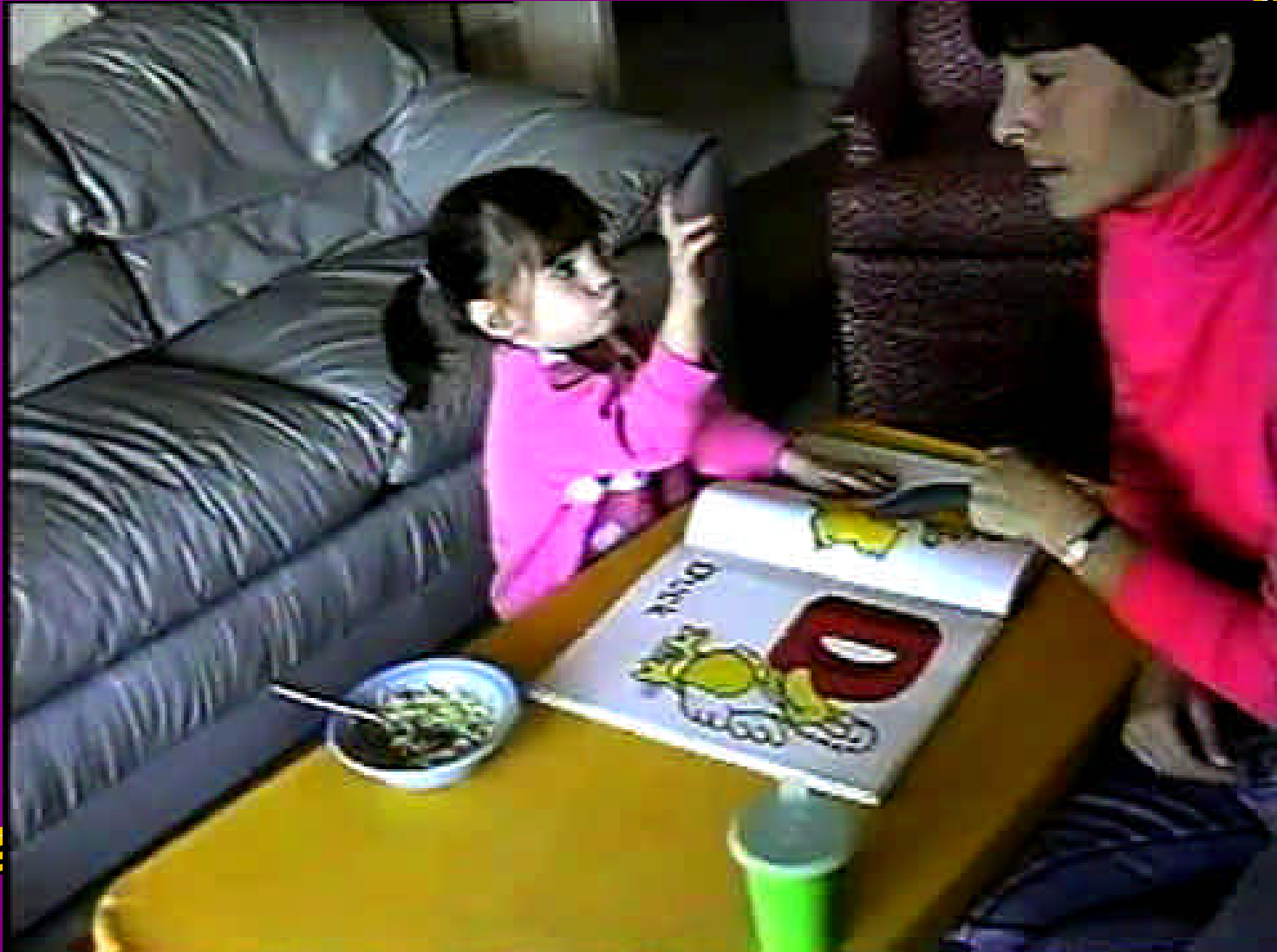




*Blue is lonesome...*



*Nana begins with N!*



*Squirrels LOVE to eat apples...*



- Scaffolded conversational interactions in ASL supported Ann's language, literacy, communicative competence, and cognitive development;
- Thus, she had a solid foundation for school.



- Learning to talk is about becoming a partner in a culture's dances. Imitation, modeling, prompting...are each a small part of learning to dance, of learning to perform socially approved steps (words) in culturally determined sequences (utterances, sentences). Practice can then make performance more perfect and fluent. The hard part is learning how to dance, how to regulate actions so that they correspond to the actions of a partner. Once children have learned how to dance, they can be freed to do what children seem to have been designed to do:

← explore and elaborate.

» Hart & Risley, 1999, p. 199.

