

# Literacy for Latino Deaf and Hard of Hearing English Language Learners: Building the Knowledge Base

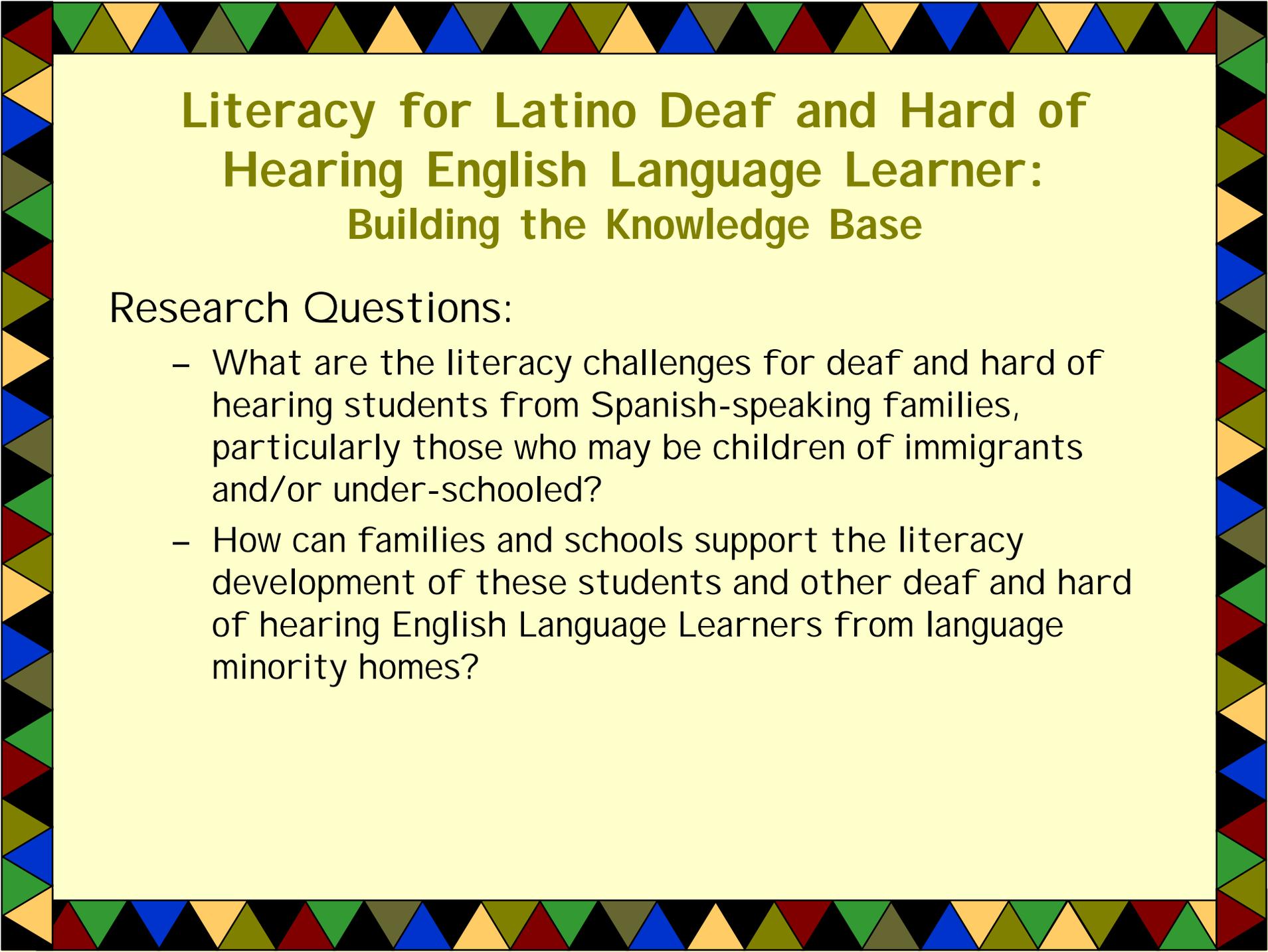


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**First Wednesdays Research Seminar Series**



## Literacy for Latino Deaf and Hard of Hearing English Language Learner: Building the Knowledge Base

### Research Questions:

- What are the literacy challenges for deaf and hard of hearing students from Spanish-speaking families, particularly those who may be children of immigrants and/or under-schooled?
- How can families and schools support the literacy development of these students and other deaf and hard of hearing English Language Learners from language minority homes?

# Research Partnerships

- **Collaboration** : Education Development Center of Newton, Mass. and Gallaudet University.
- **Funders:** U.S. Department of Education, Office of Special Education Programs (OSEP) and Office of English Language Acquisition (OELA) with NICHD as a partner.
- **Advisory Board** :Dr. Claire Ramsey, UCSD;Dr. Connie Mayer, York U., Ontario;Dr. Linda Rosa-Lugo, U of Central Florida; Dr. Leonard Baca, U of Colorado;Dr. Reginald Redding.
- **Invited Researchers** :Dr. Rachel Mayberry, McGill University; Dr. Carol Padden, UCSD; Dr. Carol Erting, Gallaudet University; Dr. Cheryl Wu, The Hearing Society for the Bay Area, San Francisco; Dr. Louise Tripoli, OSERS.

## The Need

- The 2001-2002 Annual Survey of Deaf Children and Youth indicates that nearly 48% of the school-age deaf and hard of hearing (D/hh) population are racially and culturally diverse.
- Nearly 23% of deaf and hard of hearing students are Latino.
- 10.8% of all d/hh students are from Spanish-speaking homes, and 23% of all d/hh students are from multilingual homes.

## Latino deaf students' Academic Outcomes

- Studies over a period of 20 years have found that the achievement of Latino deaf children is lower than that of their Anglo and African American deaf peers (Allen, 1986; Jensema, 1975; Kluwin, 1994).
- Latino deaf students drop out at a higher rate than African Americans; 55% of minority deaf students, and more Latino than African American deaf students, leave school with certificates rather than high school diplomas. (Hotto & Schildroth, 1995).

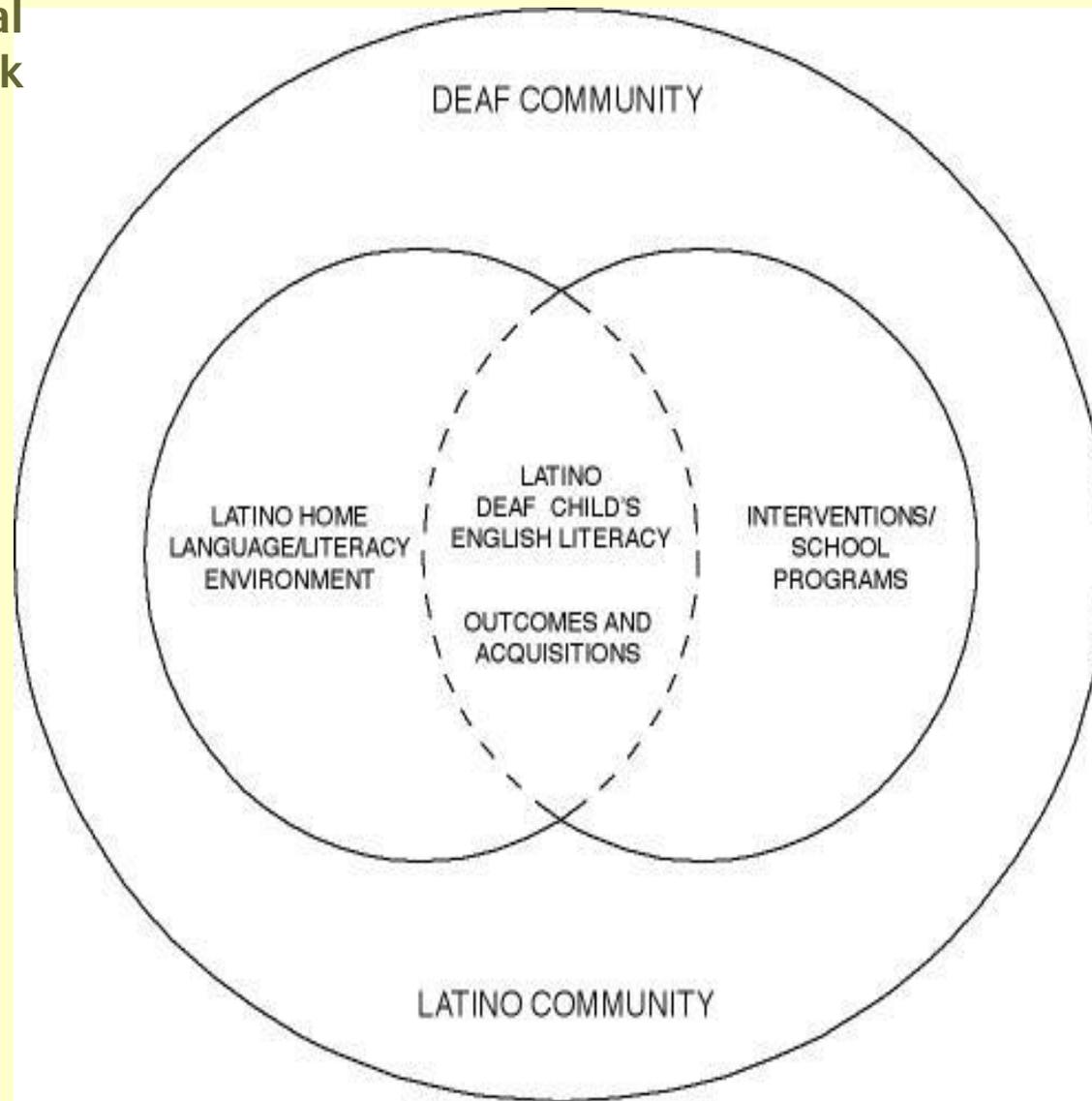
# Conceptual Framework

A socio-cultural perspective on literacy development

The language and literacy development of Latino d/hh children take place within and are highly influenced by several levels of social interaction:

- The d/hh child and his/her primary caretaker(s) and siblings
- The family and other members of the Latino culture and community
- The family and members of the deaf community
- The family and educators of the deaf
- The family and members of mainstream U.S. culture

# Conceptual framework



# Lit Review Areas

- Acquisition of English literacy by signing d/hh children
- Home language and literacy environments of Latino d/hh children
- Latino Parents' response to their child's deafness.
- Home School collaboration for Latino d/hh children and their parents
- Classroom instructional practices that support Latino d/hh students

# Criteria

## Diversity of literature

Areas of knowledge included deaf education, bilingual education, and bilingual special education.

## Methodological diversity

Studies included quantitative, qualitative, and descriptive studies.

## Issues of scientific rigor

Studies were found in peer-reviewed journals; there was evidence from multiple studies.

# Literature on Latino deaf and hard of hearing

- From 1971-2003, 118 articles, chapters, dissertations, unpublished papers, and MA theses.
- 49 empirical - 14 dissertations (8 Latino focus), and 4 MA theses.
- Excluding dissertations, theses, and duplicate publications, 33 empirical publications were found between 1971-2003.
- Of these empirical publications, only 19 focused on Latino deaf, while others included Latino and other minority deaf. Only 9 were published after 1990.

## Acquisition of English literacy by signing deaf children

- There are multiple paths to literacy for deaf readers (Padden & Ramsey, 1998).
- Early intervention with early language development makes a significant difference even for those children with limited family involvement. (Moeller, 2000).
- Young children, deaf and hearing, need opportunities for extended discourse interactions as a foundation for literacy development (Dickenson, 2001, Erting, 2003).

## Acquisition of English literacy

- Deaf learners are different from most English Language Learners
  - Most have a limited language base when they enter school
  - The “first” language of signing deaf children is unwritten.
- Home signs and gestural systems used by some deaf Latino immigrants *may* provide a foundation for the development of a more complete language system, such as ASL (Emmorey et al, 1994).

## The role of phonological awareness

- Deaf readers use multiple strategies including phonological coding, orthographic coding, and sign coding.
- It is difficult to determine whether phonological awareness is a skill that helps deaf learners read or a result of learning to read. (Musselman, 2000)
- Phonological coding for deaf learners depends much less on auditory cues, but more on visual (lipreading), speech-motor feedback, kinesthetic (mouthing).

# How do d/hh learners learn to read and write English?

- Varying views:
  - Competence in ASL appears to lead to better English reading performance (Strong & Prinz, 1997; Chamberlain, Morford & Mayberry, 2000).
  - Deaf learners need a form of manually coded English to bridge from ASL to English (Mayer & Akamatsu, 2000).
- Deaf adults use strategies that explicitly link ASL to English (e.g. sandwiching the fingerspelled word between the sign).

## Home language and literacy environments

- Studies of home language use indicate English, sign languages (ASL, MCE, foreign), home signs, and Spanish are used (Lerman, 1984, Gerner de García, 1993, 1995).
- Reigner (1995) found that Latino deaf adolescents outperformed non-Latino peers in reading achievement, with high correlation found between test performance and home literacy factors.

## Home language and literacy environments

- Informal writing in Spanish may occur between hearing parents and deaf children (Albertini & Shannon, 1996).
- Latino parents are motivated to learn how to read with their deaf children (Delk & Weidekamp, 2000).
- Latino parents benefit from sign language instruction designed to meet their needs. (Allen, 2002, Christensen, 1986).

## Latino Parents' response to their child's deafness.

- Latino parents' religious beliefs provide a positive way to interpret disability (Steinburg, et al, 2002; Skinner, et al 2001; Skinner et al,1999).
- The grief model commonly applied to parents' response to deafness may not be relevant in Mexican culture families (Allen, 2002; Ramsey & Noriega, 2000, 2001).
- Latino parents marshal a range of resources and coping strategies to help manage parenting a deaf or disabled child (Mapps & Hudson, 1997).

## Latino Parents' response to their child's deafness.

- Latino parents of children with disabilities simultaneously consult professionals, and seek support from their religious beliefs. They do not reject traditional treatments if they are harmless, but also seek educational and medical solutions for their children (Maderos, 1989; Bailey et al, 1999; Ramsey & Noriega, 2000).

## Home School collaboration

- Families new to the U.S. are more satisfied with services than families who are more aware of the range or resources available (Milian, 2001; Steinburg et al, 2002; Zetlin, et al, 1996).
- Latino parents are less likely to be fully aware of their and their disabled child's rights (Harry, 1992; Lian et al, 2001; Torres-Burgo, et al, 1999).
- Parental involvement as defined by schools often does not match Latino parents ways of supporting learning at home (Harry & Kalyunpur, 1994; Kluwin & Corbett, 1998; López,2001).

## Classroom instructional practices

- Deaf children's early literacy development follows the same path as hearing children's.
- Deaf children who are provided extensive support for literacy at home and in school develop grade level skills ( McGill-Franzen, Lanford, Gioia, and Blustein 1996; Ruiz, 1995).
- Teachers of the deaf lack strategies for fostering home-school collaboration to support literacy development (Bailes, 2001).

# Classroom instructional practices

- Deaf adults have developed deaf child-centered strategies – that can serve as models for other teachers (Ramsey, 1996; Ewoldt & Saulnier, 1995)
- Hearing teachers benefit from support to develop appropriate strategies (Gioia, 2001).
- Dialogic inquiry (collaborative dialogue):
  - Teachers do not simply deliver information, but interact with students, test their concepts, see what they do and don't already understand, and work to guide the students to understanding (Mayer, Akamatsu & Stewart, 2002)

## Classroom instructional practices that support Latino students

- Immigrant and migrant Latino deaf students may have difficulty even in deaf-centered classrooms because they do not know ASL, nor the discourse patterns of the ASL classroom (Ramsey and Padden (1998)
- In Israel, Instructional Enrichment methods (Feuerstein) which develop cognitive and meta-cognitive skills, including comparison, planning, categorization, problem analysis, have been successful with deaf Ethiopian immigrant students with no formal education (Lurie & Kozulin, 1998).

## Classroom instructional practices that support Latino students

- Spanish dominant Deaf and hard of hearing students may benefit from a trilingual approach to transition to English (Gerner de Garcia, 1995)
- Under-schooled deaf and hard of hearing immigrant students may not know any sign language, or written or spoken language. An approach that provides support for the acquisition and learning of sign language, and English, is critical (Gerner de Garcia, 1995).

# Dissemination

- Conferences: VII Congreso Latino Americano para Educación Bilingüe para Sordos, Mexico City, Nov. 2003
- National Association of Bilingual Education, Albuquerque, NM Feb. 2004
- American College Educators of the Deaf and Hard of Hearing, St. Augustine, FL Feb. 2004