

# Communication Options for Deaf and Hard of Hearing Children

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# Objectives

1. Participants will learn of different communication options
2. Participants will be able to give a basic explanation of communication options

# Why do we need to present different options?

Joint Committee on Infant Hearing document from 2019:  
As part of their EHDI 1-3-6 goals:

“ 6. Early intervention services should be offered through an approach that reflects the family’s preferences and goals for their child, and should begin as soon as possible after diagnosis but no later than six months of age and require a signed Part C of IDEA (Individuals with Disabilities Education Act, 2004) Individualized Family Service Plan”

“9. Families should have access to information about all resources and programs for intervention, and support and counseling regarding the child’s educational and communication/language needs “

# Why do we need to present different options?

Virginia Code states:

"A. In developing an individualized education program (IEP) for a child identified as deaf or hard-of-hearing, in addition to any other requirements established by the Board of Education, each local school division may ensure that IEP teams consider the child's specific communication needs and address those needs as appropriate in the child's IEP. In considering the child's needs, the IEP team may expressly consider the following:

1. The child's individual communication mode or language;..."

"D. For the purposes of this section, "communication mode or language mode" means one or more of the following systems or methods of communication applicable to children identified as deaf or hard-of-hearing: (i) American Sign Language; (ii) English-based manual or sign systems; (iii) oral, aural, speech-based training; (iv) spoken and written English, including speech reading, lip reading, or cued speech; and (v) communication with assistive technology devices to facilitate language and learning."

# What is a communication modality?

Definition of Communication from Merriam Webster Dictionary:

1. a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior
2. information communicated : information transmitted or conveyed

Definition of modality from Merriam Webster Dictionary:

1. one of the main avenues of sensation (such as vision)

# What are the different modalities?

<https://ncbegin.org/who-we-serve/parentsfamilies/communicating-with-your-child/language-and-communication-chart.html>

BEGINNINGS encourages parents to visit parents, talk with professionals and other parents in order to determine which modality is compatible with the family and the child's needs. It is the family's choice.

	<b>American Sign Language VISUAL APPROACH</b>	<b>Auditory-Verbal AUDITORY APPROACH</b>	<b>Coad Speech COMBINED APPROACH</b>	<b>Auditory-Oral COMBINED APPROACH</b>	<b>Simultaneous Communication COMBINED APPROACH</b>
<b>Definition</b>	A bilingual approach which includes the development of both ASL and English. ASL is a natural, visual/manual language totally accessible to children who are deaf, that has its own grammar and linguistic principles. The acquisition of English is addressed through the use of teaching strategies for English as a Second Language.	An approach emphasizing spoken language development through listening. Child develops spoken language through one-on-one therapy and use of residual hearing with minimal amplification. Strives to make the most of a child's ability to learn through listening; therefore, the child does not rely on visual cues.	An auditory-visual communication approach combining a system of hand cues with the natural mouth movements of speech, specifying each sound (phoneme) of spoken language clearly. A hand shape (consonant groups) at a location (vowel groups) cues a syllable. This integration provides clear access to all the phonemes (sounds) as parents see, babble and talk.	An approach that teaches a child to use his/her remaining hearing through amplification and the use of speechreading/natural gestures/visual cues to aid the child's understanding of language. The use of any form of sign language communication is not encouraged.	An educational philosophy that uses spoken language and sign language simultaneously. Uses an English-based sign language system which can include speech, speechreading, finger spelling, natural gestures and the use of residual hearing.
<b>Primary Goals</b>	To acquire an age-appropriate internal language as a basis for learning a second language and opportunities for academic achievement. To develop a positive self-image and cultural identity providing access to the Deaf community. To provide a basis for learning written and, when possible, spoken English. Has a second language.	To develop spoken language through listening by following the stages and sequence of typical development. To develop the skills necessary for successful mainstreaming in school and integration into the hearing community. To promote a positive self-image through natural family and social interactions using spoken language.	To provide clear communication in the spoken language of the home. To develop the phonemic language base to achieve full literacy in conversation, reading and writing. To support speechreading, speech and auditory skill development.	To develop spoken language through listening and visual cues. To develop the spoken language and communication skills necessary for school success and integration into the hearing community.	To provide a bridge to the development of spoken language in the very young child. To provide communication between the child and his/her family, teachers and peers using sign language. To support integration into both the hearing and the Deaf communities.
<b>Language Development (Receptive)</b>	The child develops early language concepts as well as higher order cognitive skills by utilizing the visual nature of ASL.	The child develops understanding of spoken language through early and consistent intervention that emphasizes learning through listening in a developmentally appropriate sequence. Optimal listening opportunities require the use of appropriate hearing technology.	The child absorbs language through early, consistent, clear communication using Coad Speech, speechreading and hearing. Gaining hearing, auditory awareness, discrimination and understanding.	The child develops internal language through early, consistent listening experiences and developmentally appropriate therapy, which includes speechreading and the use of hearing technology.	The child develops language through speechreading, listening and exposure to a combination of speech and sign-based systems in English order.
<b>Expressive Language</b>	ASL fluency and written English. Ability to code switch from ASL to English (signed, spoken or written as needed).	Spoken and written English.	Coad, spoken and written English or other languages (SO-coad languages).	Spoken and written English.	Spoken English using sign language in English word order, and written English.
<b>Hearing</b>	Encourages individual decision about amplification. Amplification may provide access to spoken language and allow the child more opportunity to become bilingual.	Early, consistent and appropriate use of hearing technology (hearing aids, cochlear implant(s), FM system) is critical to this approach. Requires ongoing auditory management.	Early, consistent and appropriate use of hearing technology (hearing aids, cochlear implant(s), FM system) is important with this approach. Requires ongoing auditory management.	Early, consistent and appropriate use of hearing technology (hearing aids, cochlear implant(s), FM system) is important with this approach. Requires ongoing auditory management.	Consistent and appropriate use of hearing technology (hearing aids, cochlear implant(s), FM system) is strongly encouraged.
<b>Family/Primary Caregiver Responsibilities &amp; Guidance</b>	Parents are committed to learning and using ASL consistently. Families introduce therapy in the home. Families provide opportunities for interaction with the Deaf community to help ensure a future independent and fulfilled Deaf citizen. ASL is learned through classes, media, websites, and interaction with members of the Deaf community.	Parents are expected to actively participate as part in sessions with therapist(s) in order to learn strategies and techniques that promote the auditory learning of goals. Families need to carry over the child's daily routines and play activities. Parents learn to create an optimal "listening" learning environment. Parents must also provide a language-rich environment, to make learning through listening a meaningful part of all experiences.	Parents are expected to learn to speak one-on-one at all times in order for child to absorb the phonemes critical to language and reading readiness. Families need to provide consistent use of cues and speech during daily routines and play activities. The system is taught in less than 20 hours through multi-media, classes, and Family One Camps. Consistent daily use and practice leads to conversational ease within a year.	Families are expected to provide appropriate support, goals, strategies and techniques from the child's classroom setting and/or individual therapy sessions into daily routines and play activities. Parents need to work with the child's teacher(s) and/or therapist(s) to learn strategies for developing listening, speechreading and speaking skills in an oral hearing environment.	Families are expected to learn and consistently use the chosen English-based sign language system. Parents need to work with the child's teacher(s) and/or therapist(s) to learn strategies that promote language expansion.

# Auditory Oral/Verbal

**Auditory Verbal:** An approach emphasizing spoken language development through listening. Child develops spoken language through one on one therapy and use of residual hearing with optimal amplification. Strives to make the most of a child's ability to learn through listening; therefore, the child does not rely on visual cues.

**Auditory Oral:** An approach that teaches a child to use his/her remaining hearing through amplification and the use of speechreading/natural gestures/visual cues to aid the child's understanding of language. The use of any form of sign language communication is not encouraged.

# Auditory Verbal Example





# Auditory Oral Example



# Simultaneous Communication

An educational philosophy that uses spoken language and sign language simultaneously. Uses an English-based sign language system which can include speech, speechreading, fingerspelling, natural gestures and the use of residual hearing.

Examples of English based sign language systems:

1. Manually Coded English (MCE)
2. Conceptually Accurate Signed English (CASE)
3. Signing Exact English (SEE)
4. Pidgin Signed English (PSE)

# Simultaneous Communication Example



# American Sign Language

American Sign Language is a bilingual approach which includes the development of both ASL and English. ASL is a natural, visual/manual language totally accessible to children who are deaf, that has its own grammar and linguistic principles. The acquisition of English is addressed through the use of teaching strategies for English as a Second Language.

# American Sign Language Example



# Cued Speech

An auditory-visual communication approach combining a system of hand cues with the natural mouth movements of speech, specifying each sound (phoneme) of spoken language. A hand shape (consonant groups) at a location (vowel groups) cues a syllable. This integration provides clear access to all the phonemes (sounds) as parents coo, babble, and talk.

# Cued Speech examples



# English Based Manual or Sign systems

English Based Sign Systems are using vocabulary borrowed from ASL with the grammatical and syntactical features of English.

- Manually Coded English
- Signed English
- Seeing Essential English
- Signing Exact English





# Total Communication

The theory or practice of incorporating all means of communication, including speech, speechreading, auditory training, sign language, and writing, in the education of children who are deaf or hard of hearing.

This may also include using picture systems, or adaptive alternative communication.

# Which modality is the best fit?

Considerations:

1. What is the family's goal?
  - a. Hearing loss and amplification benefit
  - b. Language access
  - c. Culture
  - d. Commitment
2. What resources are available?
3. Child's development

# Resources

Hands and Voices - unbiased/neutral organization that is a family to family network

<https://handsandvoices.org/>

# Resources

## Communication Modalities:

<https://ncbegin.org/reference-chart/>

<https://www.cdc.gov/ncbddd/hearingloss/parentsguide/building/index.html>

## Auditory Oral/Verbal - Spoken Language

<https://www.agbell.org/>

<https://www.jtc.org/ideas-advice/video-tips/>

<https://youtu.be/07MWc4L3hzc>

<https://youtu.be/ViQpt1VMg7c>

# Resources

## Cued Speech

<https://cuedspeech.org/>

## American Sign Language

<https://www.nad.org/>

<https://deafchildren.org/>

<https://youtu.be/WF2Mxka3XQ4>

## Simultaneous Communication:

<https://youtu.be/bLrKShRIgGU>

## Manually Coded English systems:

[The S.E.E. Center at ESC Region 13 | ESC Region 13 \(esc13.net\)](#)

# Contact Information

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