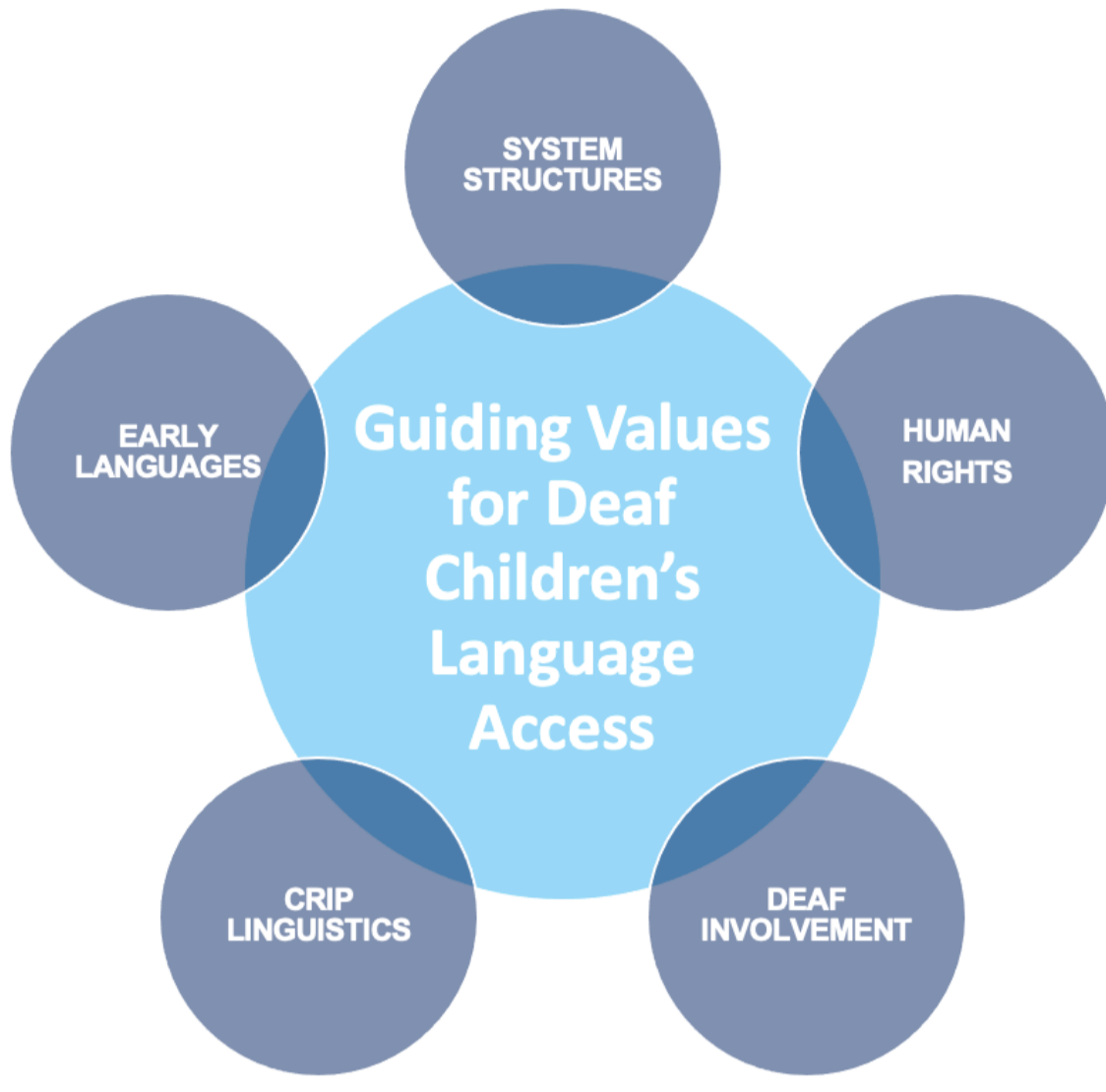


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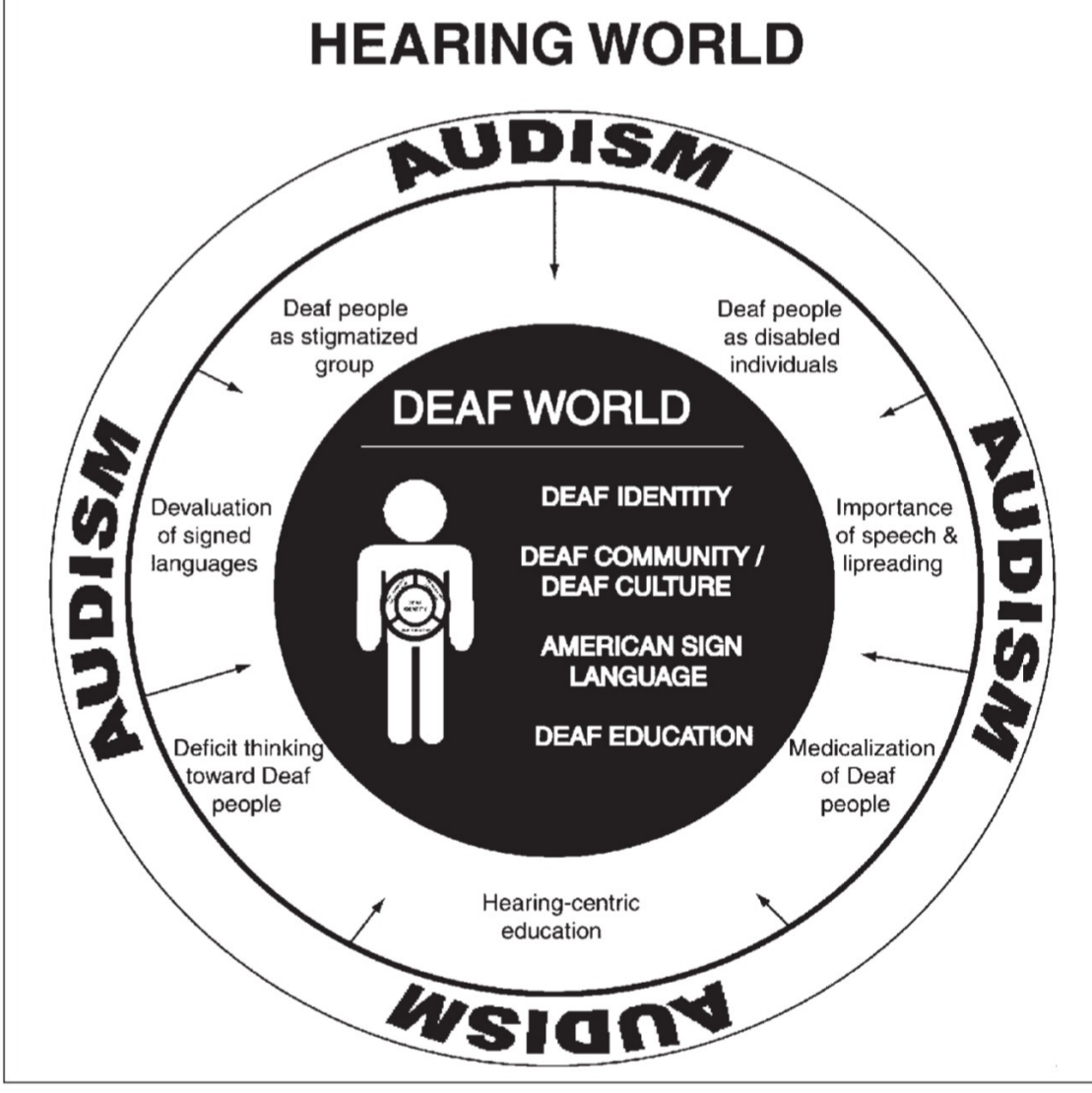
INTRODUCTION

We propose these five guiding values for early language access as guidelines for the design and practice of early intervention and education of deaf and hard of hearing infants and children. Applying these guiding values will facilitate language-rich environments and reduce the harms associated with language deprivation experienced by many deaf and hard of hearing children. These guiding values are distinct yet interconnected and are applicable for professionals and families alike.



SYSTEM STRUCTURES

“Deaf identity, Deaf community/Deaf Culture, ASL, and Deafcentric education must be respected and affirmed.”
(Gertz, 2008)

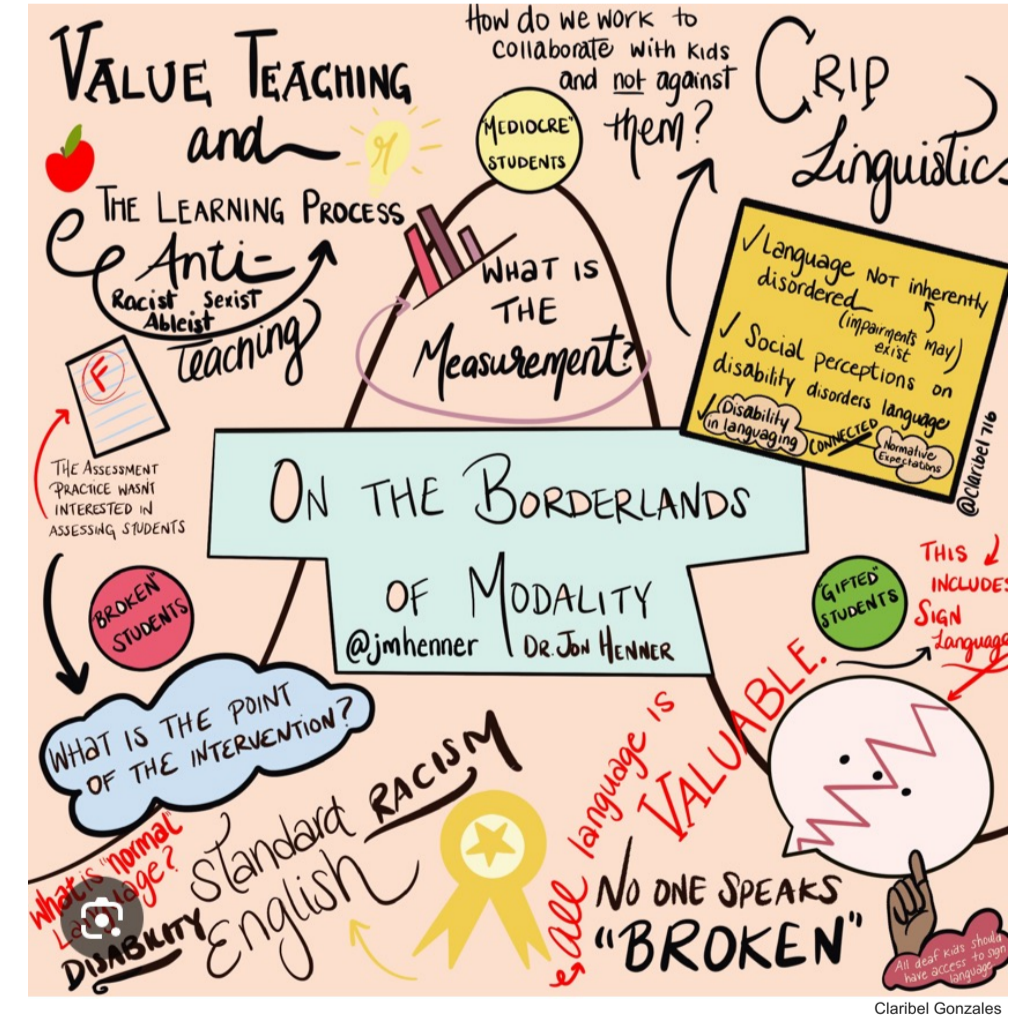


Recommendations
Examine the embedded nature of multiple systems (social, economic, racial, institutional) affecting children's development (Bronfenbrenner, 2005).

Identify how local policies affect early language access to ensure equal importance on both ASL and English.

CRIP LINGUISTICS

“Crip Linguistics embraces linguistic variation while rejecting normative expectations of language use by adopting an activist stance rooted in critical disability politics.” (Henner & Robinson, 2023)



How you language is beautiful. Don't let anyone tell you your languaging is wrong. Your languaging is the story of your life.
—Dr. Jon Henner

Recommendations
Value the multilingual multimodal nature of languaging of deaf and hard of hearing children and their families.
Advocate for disabled ways of being in developing language.

HUMAN RIGHTS

“Human rights agreements such as the United Nations (UN) Convention on the Rights of Persons with Disabilities (CRPD) and the Sustainable Development Goals of the 2030 Agenda are important and powerful tools that can be used to advocate rights of the Deaf Community.” (World Federation of the Deaf, 2016)



Recommendations
Implement human rights agreements in your advocacy work for deaf and hard of hearing children's early and ongoing language access.
Read, sign, and apply the Declaration on the Rights of Deaf Children (WFD, 2023).

EARLY LANGUAGES

“Language deprivation is preventable!” (Rems-Smario & Kordus, 2019)



Recommendations
Schedule SB 210 Development Milestones to track deaf children's language growth between birth and five years of age (CDE, 2023).
Meet 1-3-6-9 Goals (perform hearing screening by 1 month, follow up with hearing evaluation by 3 months, start early intervention by 6 months, and introduce families to deaf adults by 9 months).

DEAF INVOLVEMENT

“Deaf adults are valuable collaborators in early intervention because they share personal experiences, teach visual strategies, and show possibilities.”
(Gale, 2021)



Recommendations
Incorporate Deaf Community Cultural Wealth (DCCW) in early intervention practice to support young deaf and hard of hearing children and their families' linguistic capital (Zarchy & Geer, 2023).
Promote Deaf Gain (DLIA, 2023) in early intervention practice such as visual strategies used by deaf people (DLIA, 2022).

GUIDING VALUES

HANDOUT



Recommendations
Build these guiding values into your practice.
Share the guiding values with colleagues.

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