

Deaf Education: Replace a “Special Education” perspective with an “ESOL Education” view

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SPED	ESOL
How to educate deaf students: Modify regular instruction with a focus on content areas and support broadly-defined “language”	How to educate deaf students: Focus directly on dual languages (sign + English) to promote reading & integrate content areas
Reading as one subject among many	Reading as the #1 priority within all subjects
Reading as a discrete academic skill set	Reading as a fulfilling experience which is thoroughly integrated into daily life
Reading as a measurable skill set, taught and tested by teachers, for school success	Reading for personal satisfaction & independent educational exploration
Save complex language (academic register, idioms, figurative language, multiple-meaning words, colloquial language) for later	Integrate complex language from the start
Provide language exercises & practice in school and as homework	Encourage mediated language experiences & applications within all aspects of daily life
Compartmentalize languages	Integrate languages
Sign or English as the primary language	Sign & English as primary languages
Teach parents sign as an adjunct	Teach parents sign as a top priority
Teach parents sign in the early years	Teach parents sign PreK-12
Teach parents sign for basic communication	Teach parents sign + English for education
Teach parents sign via discrete classes	Teach parents sign online asynchronously
Teach parents sign as an academic skill set	Teach parents sign integrated into daily life
Teach peers/others sign incidentally	Teach peers/others sign as a primary approach
Teach bilingual-bicultural views as philosophy	Teach bilingual-bicultural arts in daily life
Teach bilingual learning from an adult perspective, for the children’s benefit	Teach bilingual learning from children’s & young adults’ perspectives, as self-expression
Teach limited vocabulary; don’t overwhelm	Teach vocabulary as an ongoing feast
Teach vocabulary in controlled contexts	Teach vocabulary in every possible venue
Teach discrete vocabulary	Teach vocabulary-building techniques
Teach environmental print (road signs, ads, product packaging, menus, labels, captions) incidentally	Use environmental print as a primary source of educational input for direct instruction and for self-education in daily life
Connect non-conceptual, arbitrary signs to code English for reading	Avoid non-conceptual, arbitrary signs for reading; teach conceptual accuracy in sign
De-emphasize metacognition in favor of language education organized by teachers	Emphasize metacognition as an enjoyable skill for school and for daily life
Teach with SPED principles & approaches	Teach with ESOL principles & approaches
Instructors and specialists needed: SPED teachers, speech therapists, audiologists	Instructors and specialists needed: ESOL teachers, reading specialists, ASL teachers, online, family