>> My name is Genny. We are going to get started with Deaf gain visual strategies, for spoken and sign language acquisition. If anyone needs anything from me, I'll be in the back of the room, any questions.

Also we would appreciate if you gave feedback after the presentation is over, on the app or the agenda. All right.

>> Good morning. 11 on the dot. Thank you so much for coming this morning to our presentation. So start off, my name is Dr. Elan Gale. My co-presenter is amber -- Dr. Amber Martin. We both work at Hunter College in New York City.

I'm in the education department, Dr. Martin is in the psychology department. We are also a part of a grant Called Family ASL. We are one of 3PIs for that grant-funded program. The other PI is Diane Lailo Martin. Lelo Martin from the University of Connecticut.

We are co-PI assisting parents who are interested in pursuing sign language with children who are two and three, separate studies for each of those ages.

Amber has been involved in that study with us as well. Today we are excited to share the topic of Deaf gain, visual strategies for spoken and sign language acquisition.

You can see on the slide, our desired outcomes. We have 3 goals from today's session. The first goal is to identify deaf gain contributions to society at large. The second main goal is to describe why visual strategies are so important in both signed and spoken language acquisition. And then the third goal is to simply list, at least 3 visual strategies, that Deaf adults typically use, Deaf parents or teachers use for the sake of effective communication, and that you can also utilize, as well.

We'll start with our first goal. Identify at least 3 Deaf gain contributions to society, and before I go into that, I would like to give you a little pop quiz. Who is ready for that?

[Pause]

>> Which of the following is not an example of Deaf gain. Again, I emphasize, not an example of Deaf gain. Choice A is captioning.

Choice B is hearing loss.

C, is eye contact.

And D is the football huddle. What do you think?

Who thinks A?

How about B?

Any takers for C?

And D?

Okay, a few. So, the actual correct answer is hearing loss. Choice B. In fact, Deaf gain is in direct opposition to the concept of hearing loss and there's a story I'll contribute behind that. There was a Deaf man who at 7 had late onset hearing loss. And someone told him at the time, you've lost your hearing. He went on to meet a number of Deaf people, identify with Deaf culture, learned to sign and then thought back, why did the doctor tell me I had hearing loss? Why didn't he tell me that I gained my Deafness? He didn't told me I had Deaf gain, he told me I had hearing loss.

There is a book titled Deaf Gain, written by Bauman and Murry.

Murry who is with the world federation of the deaf, developed this quote. Realizing that deaf people have brought to the world unique ways of living and being as visual beings. So again, recognizing or realizing how much Deaf people have brought to society at large and their unique ways of being as visual individuals. Visually oriented beings. There's a nice video we would like to introduce, that introduces Deaf gain, particularly around the captioning.

[Pause]

[Video].

>> You're able to see closed captions were developed so that Deaf people could have access to media but also, contributes to and benefits all of society. If you go to a noisy bar and you're not able the hear what is on TV, you can still access the captions, in order to follow that programming.

Sometimes, for instance, hearing people don't understand what is being said, the accent isn't clear. This can provide clarity, when people are viewing media. They also can be helpful with reading development. In 2005, I went to a talk by Jim Tralis who authored several books, one titled Reading Aloud. Wasn't necessarily connected to the Deaf community, but it was reading in general for children. And I interviewed him and asked him what he thought about closed captioning and this is his response.

[Pause].

>> I don't think we are going to make that work. In essence what he said was children in Finland always use closed captioning, they always leave it on to access English, as they grow up they leave the closed captioning on and their kids have the highest reading scores internationally, due to captioning. The question is why other countries don't do that to increase reading scores like Finland has?

Another example of Deaf gain has to do with sports, particularly the football huddle. I have another short video that will go into a short benefit of the football huddle.

[Pause].

>> So again, a Deaf football player who was on the Gallaudet University team wanted to decide what the off independence was going to do and they created the huddle to create privacy in the visual communication and now all football teams use the huddle, whether it's a Deaf team or team.

And in baseball as well, there was a Deaf baseball player who was unable to hear what the umpire was saying, so created hand signals for strike and safe and all of baseball uses the hand signals now, too.

[Pause] this was supposed to be another slide but we are good.

Another is signing with infants, with babies. I'm sure many of you know that hearing parents with their hearing children, now want to learn sign language, it's been popularized, because it can help prior to their having the ability to speak, it reduces the frustration because they are able to move prior to being able to use the voice and there are a number of books published around baby sign language, YouTube videos, you name it. In October, a book was published by two Deaf individuals, who authored this book and illustrated the book as well. It's a great book, if you're looking for a resource about signing with babies, I would highly recommend this resource, I have forgotten the name of it. Amber?

>> The author is Cecil Burgan.

>> Authored that. And illustrator... was....

>> I'm sorry, I spelled that wrong. Yeah, Brittany. And Castil was the illustrator. Okay.

Another example of Deaf gain is when we look at Deaf adults and Deaf parents. Studies have shown that Deaf children who have cochlear implants, as well as have Deaf parents, have equal -- equivalent scores to children of Deaf adults, children with Deaf parents. Because they have a bilingual, bimodal benefit in their acquisition process.

I'm sorry, let me move to the right slide. We rearranged the slides, we were practicing.

So, this is the slide I was talking about the bilingual, bimodal language.

Another study showed that Deaf children, who has one Deaf parent, have a vocabulary development advantage, as well.

So Now Amber will go into Deaf role modeling, as well as why special strategies are important in spoken and sign language acquisition and I'll go into the actual visual strategies that Deaf parents and teachers use. Amber?

>> Thanks. I would actually like to bring up one other topic on the Deaf gain, before moving on in our slides. In particular as it relates to role models and meeting Deaf people, so that is... Deaf young people can feel confident in who they are as children. For families who get Deaf role models in their family lives, we see that a big part of that experience is presented as a gain for their children's development. They have more visual strategies in communication, and these are some strategies that Elan will talk about more as we go on.

If you're a parent of a deaf child or if you know a family with Deaf children and they haven't had the opportunity to get Deaf role models in their lives, here are resources you may want to consider. There are many more than those listed on the screen, but these are great ways to start gaining access into what it's like as a Deaf adult, so that your deaf children can grow into those ways of being.

There's a reason why we want to talk about the use of visual strategies as it pertains to language acquisition. The first thing that's important to recognize, that many parents don't recognize is that all language learning is multimodal. All children, whether hearing, Deaf, DeafBlind, all children are going to use modalities in their processing of language input. Visual modalities, auditory modalities, sensory modalities. And so these modalities are not unique to Deaf children. They are engrained in the way that humans process language in the world. Research in hearing children shows that hearing children use points and gestures, well before they speak their first word. And the use of points and gestures among hearing children, can actually predict when they will begin speaking. So that research among hearing children, talks about the gain that we can realize, when we use multimodal approaches to language exposure, and then into language acquisition.

Again, referring to how hearing children learn. When parents gesture, when they look at things, when they point to things, these are visual strategies that help to scaffold the child's language acquisition.

And it's important that adults use more than one visual strategy, during the language learning process. That helps to emphasize to the child whether their hearing or deaf, what's that they need to access so that they can benefit from the multimodality -- the multitools that are being used in the language exposure process. And there are many of them that exist. I'll turn it back over to Elan to talk about what those visual strategies are and how you can use them.

>> We'll focus now on the actual visual strategies that both Deaf parents, Deaf teachers, Deaf adults find effective so that you can utilize those strategies as well.

I'm going to give everyone a chance to utilize this QR code.

[Pause]

>> Okay. First wanted to go into DLIA, Deaf leadership international alliance. It's an organization that was born from family centered, early intervention, family center early intervention, FCEI, are professionals in early intervention who support families to go on to support their children in language acquisition. They believe that family's know their children best and families with -- with their children on a day-to-day basis and professionals are only with children for discrete periods of time, say an hour each week. So families have the strongest influence when it comes to supporting their children. They have a biannual conference in Austria, that started in 2012.

DLIA host add preconference, one day preconference, having to do with Deaf leadership in that process.

September 23 of last year was international day of sign language and DLIA released a tip sheet on that day, that focused entirely on how Deaf adults utilize visual strategies, or visual interactions with young Deaf and hard of hearing children.

They broke that up into 4 different categories, the first being attention getting, attention seeking.

The second being mother-eys or parent-eys. Child directed sign or speech. The third focusing on joint attention. And the 4th focusing on shared reading strategies. And for each category, there were a number of tips. I'll be listing at least one tip from each category for our purposes today.

The first category was gaining attention. Deaf adults, parents and teachers are extremely sensitive to children's eye gaze and their need to see information. The clip I have here is from a YouTube video. We can't actually watch it because it's not active. I'm sure many of you saw this. It was a viral YouTube video of a Deaf grandmother teaching her grandchild how to sign grandmother. You can see in this photo, even, how the baby is placed. So, the eye gaze is maintained with the grandmother and she has organic access to the language. That's an important visual strategy to make certain that Deaf children have direct eye gaze, in order to gain and maintain attention, and communication.

The second tip is called parent-eys. Deaf parents, teacher Deaf adults use exaggerated moves, facial expressions, as do hearing people who use vocal tone in an exaggerated way, to maintain children's attention.

We notice in ASL, exaggerated large sign spaces, um, this clip has a video of a boy whose toy boat broke. And he is showing the Deaf adult who is playing with him, that something happened, the boat broke, the adult is leaning in and using an exaggerated variable expression as she signs, what are we going to do about that?

The third category has to do with joint attention. When it comes to joint attention, it looks very different when we contrast how Deaf individuals do so with ASL, versus spoken language. If um, young child is playing with a ball or they are examine a ball in the spoken language, the caregiver could come behind that young child and say from behind them "You're playing with a ball" and they can have access to that auditorily as they are looking at it and make the connection. Versus with a Deaf child who needs to use their eyes for both the input of language and to explore the object itself. So they have divided visual attention, and joint attention with Deaf children looks different, as a result, and it has to happen in sequence, rather than simultaneously. So sequential joint attention is something that Deaf adults, parents and teachers use organically. They provide a lot of wait time. So if a child -- in this picture, for instance the boy is playing with a cow, and the adult is intuitively waiting to gain or regain that child's visual attention before talking about the cow. And allows the join attention to occur, prior to describing or asking anything of the boy.

4th category, in 1996 there were 15 reading tips published for Deaf children, those 15 reading principles came from Deaf parents, adults, teachers and how they read to Deaf children. One of those 15 principles was this. Adjusting sign placement to fit the story.

And this picture... you see the child having visual access to the book and to the person reading to him.

The book is about transportation and that page is about boats. So, the Deaf adult is signing "Boat" on the actual page itself, so that the child can copy along with that signing on the page. So utilizing the book as a part of the storytelling.

Those 4 categories, if you haven't go ahead and take a picture of the QR code, are not the only 4. There's a number of other strategies they describe. And along with those you'll see another tip sheet on range. Spoking language and sign language. Several different sign languages.

Iraqi sign language, international, you'll see translations of those tips as well. And I'll leave the QR code up if anyone wants to access that. That concludes our presentation. Thank you.

>> I believe we did upload our handout. And I also think the PowerPoint was uploaded, but I'll double check.

[Pause]

[ Captioner standing by ]

[ Captioner standing by ]

[ Captioner standing by ]

[ Captioner standing by - no audio ].