

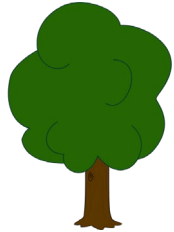
# Family ASL: Mini-Lessons on Visual Communication Strategies

Elaine Gale, PhD & Patrice Creamer, MSW  
egale@hunter.cuny.edu | pcreamer20s@huntersoe.org



EHDI | Denver, CO | March 19, 2024

# Unlocking the Curriculum



## Unlocking the Curriculum Principle

**“The acquisition of a natural sign language should begin as early as possible in order to take advantage of critical period effects”**



# 12 Ways Deaf Adults Visually Interact with Young Children

## Mini-Lessons on Visual Strategies



### Attention

Elicit attention  
with eye gaze

Use pointing  
for reference

Combine kinesthetic, tactile & vocal  
stimulation

### Parentese

Sign in slower tempo

Repeat same words

Exaggerate movements

### Joint Attention

Follow child's lead

Provide time to explore

Engage in sequential interaction

### Shared Reading

Keep both languages visible

Use attention maintenance strategies

Adjust sign placement to fit the story

# Deaf Leadership International Alliance (DLIA)



12

**WAYS DEAF ADULTS VISUALLY  
INTERACT WITH YOUNG CHILDREN**



# DLIA Webinar on Visual Strategies



**DLIA**  
Deaf Leadership International Alliance

## 2023 WEBINAR

**JUNE 15 @ 3-4 PM NEW YORK**  
**JUNE 16 @ 7AM-8 AM NEW ZEALAND**

**VISUAL STRATEGIES DEAF ADULTS USE WITH INFANTS,  
YOUNG CHILDREN AND FAMILIES**

Facilitator: Elaine Gale, Ph.D.



Richard Doku  
Ghana

Sheida Shahidi  
Iran

Janelle Smith  
United States

Cheryl Spykerman  
New Zealand

Joseph JoJo Lopez III  
United States

The webinar will be provided in American Sign Language (ASL), English Captioning, Ghanaian Sign Language (GhSL), Iranian Sign Language (ISL), Spoken English, and New Zealand Sign Language (NZSL)

Register:  
[https://us02web.zoom.us/webinar/register/WN\\_AyBTecX3Rj6vnksTZqVVqw](https://us02web.zoom.us/webinar/register/WN_AyBTecX3Rj6vnksTZqVVqw)

Supported by:  
**HUNTER**  
THE SCHOOL OF EDUCATION

# Family ASL Mini-Lessons

**Connection**

introduce

**Teach**

demonstrate

**Active  
Engagement**

apply

**Link**

clarify

**Remind**

# Family ASL Mini-Lessons



# Mini-Lesson 1: Elicit Attention with Eye Gaze



## SKI-HI

Use signing that is especially meaningful

## ASL at Home

Get close and get their attention



## Connection

introduce video

## Teach

demonstrate video

## Active Engagement

apply

## Link

clarify

Remind video



# Mini-Lesson 1: Elicit Attention with Eye Gaze

<b>What</b>	Elicit attention with eye gaze
<b>Why</b>	Because deaf children do not always have access to sound, it is important to be sensitive to their visual needs.
<b>How</b>	Move your eyes in the child's line of vision to elicit attention.
<b>Activity</b>	Pay attention to your child's visual needs related to eliciting attention with eye gaze. Share any comments or questions you may have next week.

# Mini-Lesson 1: Elicit Attention with Eye Gaze



## Mini-Lesson 5: Repeat Same Words



# Mini-Lesson 5: Repeat Same Words



**SKI-HI**

**ASL at Home**

Using Sign  
Emphasis to  
Enhance Meaning

Technique, Say it  
Over and Over Again



**Connection**

introduce  
video

**Teach**

demonstrate  
video

**Active  
Engagement**

apply

**Link**

clarify

**Remind**  
video

# Mini-Lesson 5: Repeat Same Words

<b>What</b>	Repeat same words
<b>Why</b>	Because repeating signs provides children more opportunities to connect words.
<b>How</b>	Sign HAPPY multiple times in a row.
<b>Activity</b>	Pay attention to your child's visual needs related to repeating same words in a row. Share any comments or questions you may have next week.

## Mini-Lesson 5: Repeat Same Words



## Mini-Lesson 8: Provide Time to Explore



# Mini-Lesson 8: Provide Time to Explore



**SKI-HI**

More Looking and Learning

**ASL at Home**

Technique: Watch and Respond



**Connection**

introduce

**Teach**

demonstrate  
video

**Active Engagement**

apply

**Link**

clarify

**Remind**



## Mini-Lesson 8: Provide Time to Explore

<b>What</b>	Provide time to explore
<b>Why</b>	Because children need to use their eyes for full access to language, they need to divide their visual attention among objects (books, toys. etc.) and visual language.
<b>How</b>	Allow child time to explore before initiating or continuing an interaction.
<b>Activity</b>	Pay attention to your child's visual needs related to providing your child time to explore. Share any comments or questions you may have next week.

## Mini-Lesson 8: Provide Time to Explore



## Mini-Lesson 10: Keep Both Languages Visible



# Mini-Lesson 10: Keep Both Languages Visible



**SKI-HI**

**ASL at Home**

Story sharing in ASL

Technique: Sign in Their Bubble



**Connection**

Introduce video

**Teach**

demonstrate video

**Active Engagement**

apply

**Link**

clarify

**Remind**  
video

# Mini-Lesson 10: Keep Both Languages Visible

<b>What</b>	Keep both languages visible
<b>Why</b>	Because children need to use their eyes for access to language. Keeping the English text and signer visible will help make it easier for children to access both languages.
<b>How</b>	Have the book on your stomach facing out to the child and use miniature signs on the book.
<b>Activity</b>	Pay attention to your child's visual needs related to keeping both languages visible. Share any comments or questions you may have next week.

Thank you!



FINISH



ENJOY

## Mini-Lesson 1: Elicit Attention with Eye Gaze



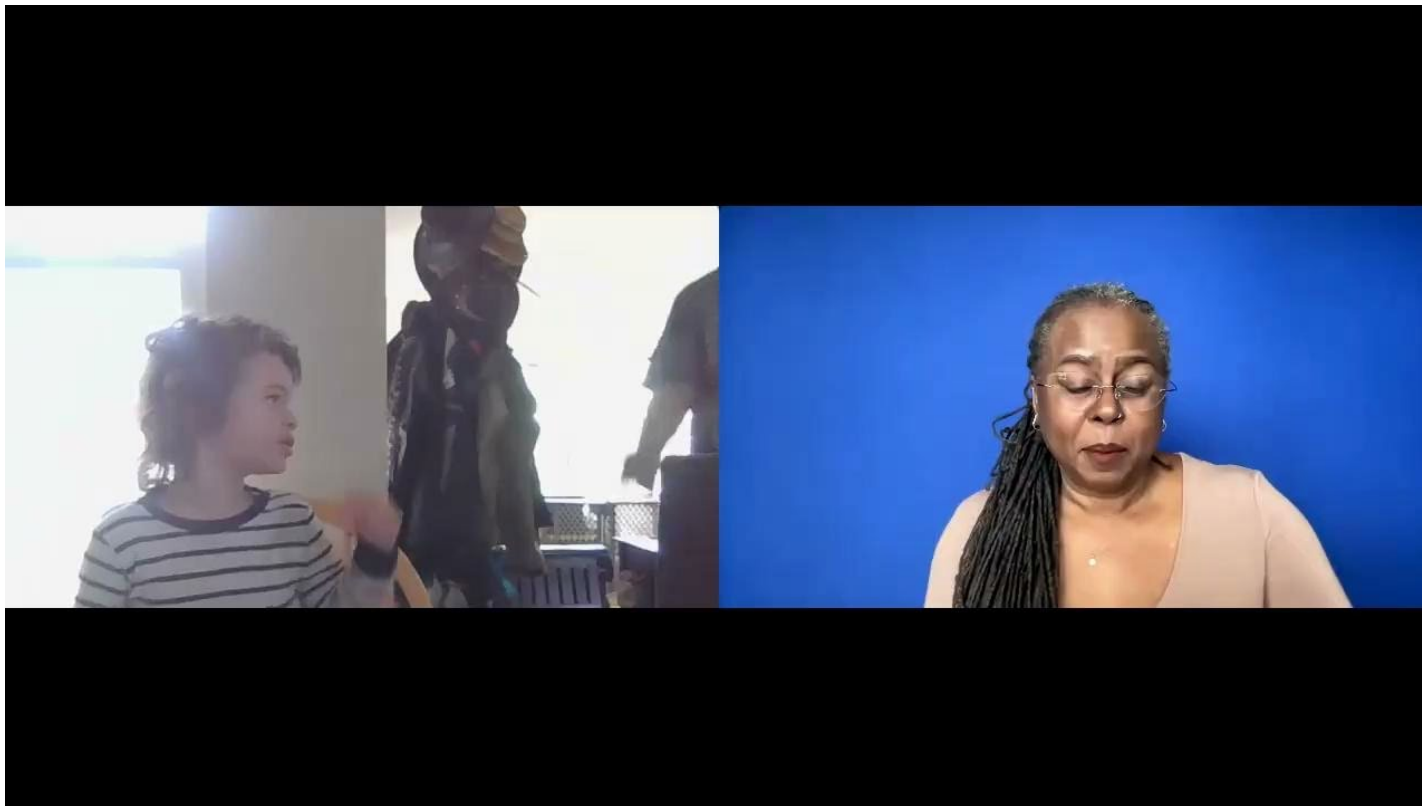


## Mini-Lesson 1: Elicit Attention with Eye Gaze





## Mini-Lesson 1: Elicit Attention with Eye Gaze



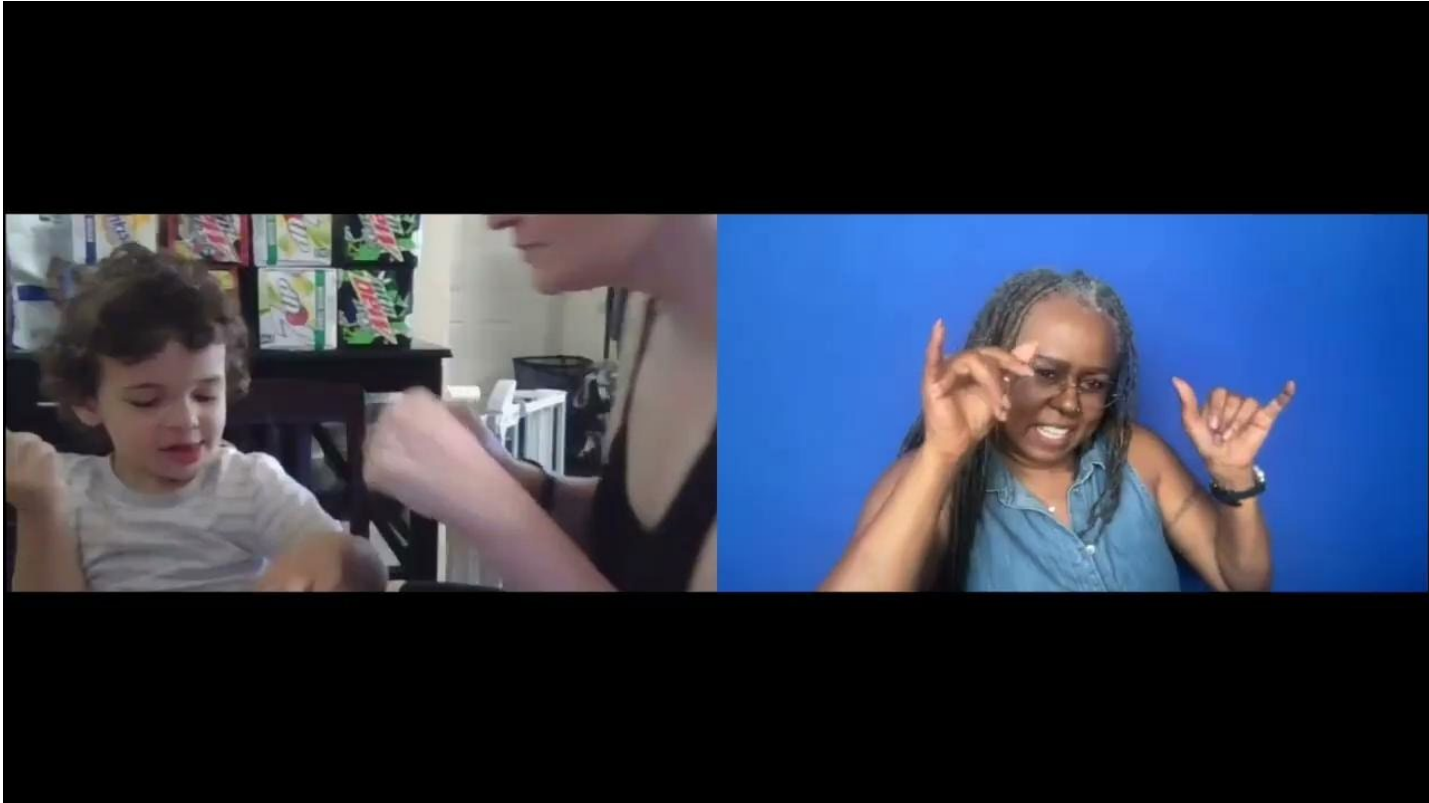
## Mini-Lesson 5: Repeat Same Words



## Mini-Lesson 5: Repeat Same Words



## Mini-Lesson 5: Repeat Same Words



## Mini-Lesson 8: Provide Time to Explore



## Mini-Lesson 10: Keep Both Languages Visible

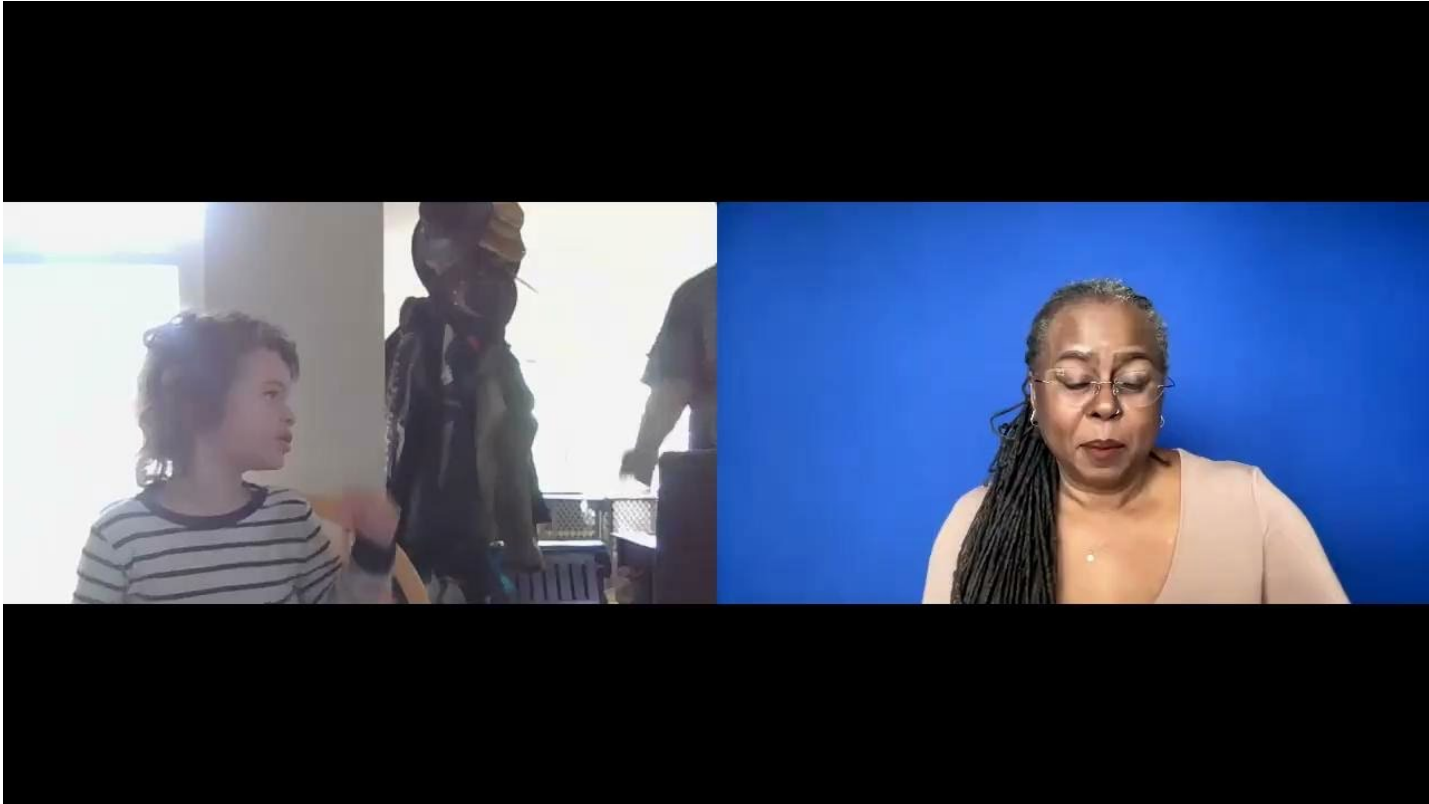




## Mini-Lesson 10: Keep Both Languages Visible



## Mini-Lesson 10: Keep Both Languages Visible







**This presentation was supported by the National Institute on Deafness and Other Communication Disorders of the National Institutes of Health under Award Number R01DC016901. The content is solely the responsibility of the presentators and does not necessarily represent the official views of the National Institutes of Health.**