

RESEARCHING SHARED ATTENTION THROUGH DEAF EYES



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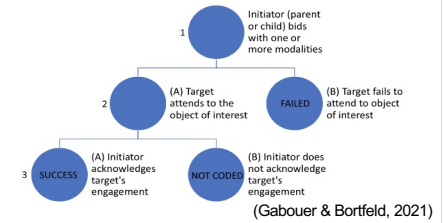
Early Hearing Detection & Intervention (EHDI) | March 17-19, 2024 | Denver, CO

Introduction

Studying joint attention through deaf eyes offers important insights into language learning in deaf children. Researchers investigating joint attention with deaf infants and toddlers need to consider how joint attention may look different in children who engage in both language and objects in the same modality. In this presentation we describe the coding procedures proposed by Gabouer & Bortfeld (2021) and share preliminary results of a study on shared attention between deaf toddlers and their hearing parents who are learning to sign. We investigated the duration of shared attention and its relation to language learning with a 10-minute joint play language samples of deaf toddlers with their parents. These preliminary results offer strategies that families and professionals can use to support language learning through shared visual attention.

Coding Procedure by Gabouer & Bortfeld (2021)

- Initiator Bid**
 - Non-initiator must respond to bid within 5 seconds
- Target Response**
 - Pair must engage at least 3 seconds
- Initiator Verification**
 - Initiator must acknowledge response within 5 seconds

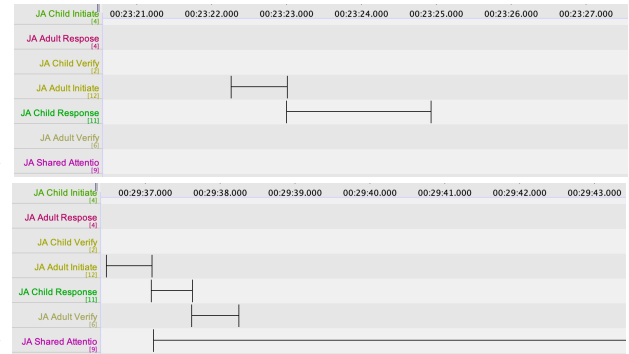


Family ASL Procedures and ELAN Examples

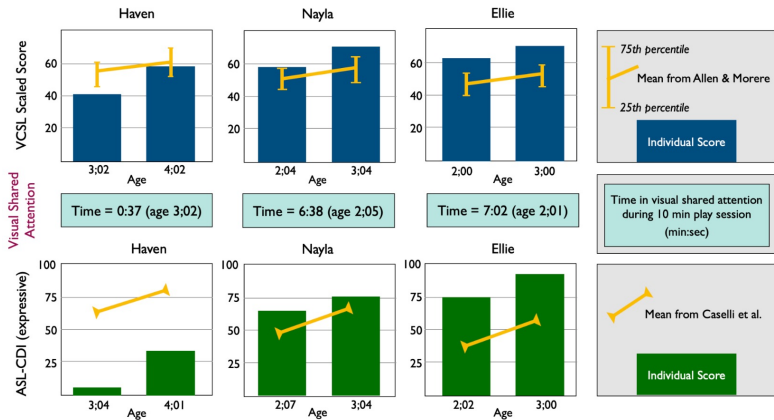
What	10-minute spontaneous language sample within the first 3 weeks of the study
Who	Parent and child
Modality	Visual modality coded only; no spoken language coded

Visual shared attention unsuccessful without verification

Visual shared attention successful with verification and at least 3 second duration



Preliminary Results



Discussion/Conclusion

Preliminary results show that our adaptation of the shared attention coding procedures for deaf children is effective at capturing the relationship between visual shared attention and deaf children's language development. Using these procedures, we found a positive trend between time spent in visual shared attention and children's visual communication, sign language and vocabulary growth. Visual shared attention strategies can be incorporated by families and professionals to benefit deaf children's language learning. For more information see "Family ASL: Mini-Lessons on Visual Communication Strategies" Tuesday 3/19 10:10 - 10:35 in Capitol 3 and <https://dliacconnect.huntersoe.org/dlia-visual-strategies>



12 WAYS DEAF ADULTS VISUALLY INTERACT WITH YOUNG CHILDREN



References

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Gabouer, A., & Bortfeld, H. (2021). Revisiting how we operationalize joint attention. *Infant Behavior and Development*, 63, 101566. <https://doi.org/10.1016/j.infbeh.2021.101566>

Acknowledgements

A special thank you to the families for taking time to respond to the survey and to Shane Blau (UCorn) for data support. Supported by the National Institute on Deafness and Other Communication Disorders of the National Institutes of Health under Award Number R01DC016801. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health.