

Maximize Language Acquisition with ASL Rhymes, Rhythm and Repetition

About Love and Language 501c3

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5 R's of Early Education by the AAP



Rhyme, play
and cuddle
with your child
every day

Develop **Routines**,
particularly around
meals, sleep, and
family fun



Reward your child
with praise for
successes to build
self-esteem

Read together
every day with
your child



"Whether the modality is spoken or signed, the **brain responds the same way** in its search for **phonological patterning.**"

Research by Neuroscientist Laura-Ann Petitto



"Whether the modality is spoken or signed, the **brain responds the same way** in its search for **phonological patterning.**"

Research by Neuro
Laura-Ann Petitto



What precedes language and literacy skills?





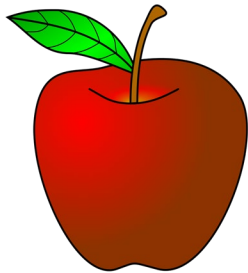
“Phonological play
(rhymes) are inherently
language specific.

Deaf children cannot
fully access/benefit
from spoken rhymes.”

Dr. Leala Holcomb

Example of How Phonology is Language Specific

A



B

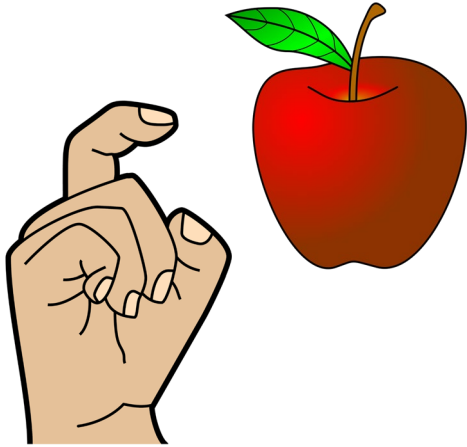


C

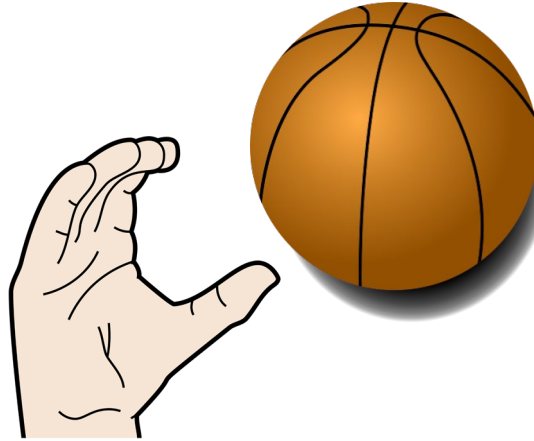


Example of How Phonology is Language Specific

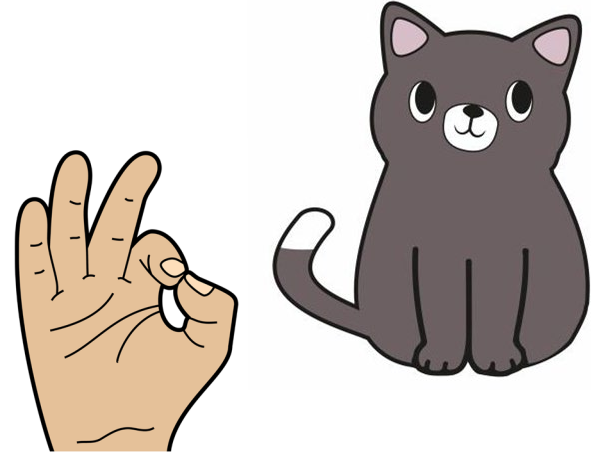
A



B



C



**How do you
Rhyme
In
Sign
language?**

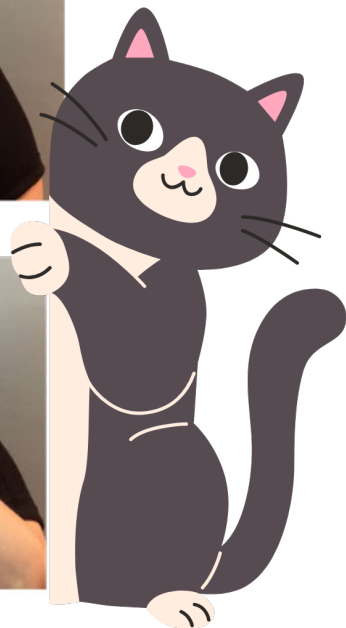
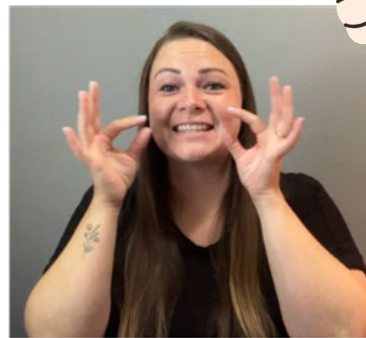
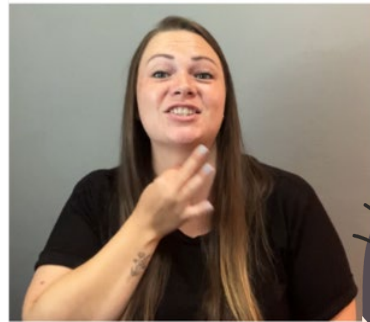
Rhymes are a Repetitive Pattern

In English,
a rhyme is a
repetitive pattern of
sound.



In ASL,
a rhyme is a
repetitive pattern of
a **sign parameter**.





“Rhymes and rhythm that is centered on Deaf
ways of learning are necessary.”

Dr. Lelea Holcomb

Tips &
Tricks

Sign Parameters

Repetition of a Sign Parameter

The **parameters** of a sign are:

Handshape

palm orientation

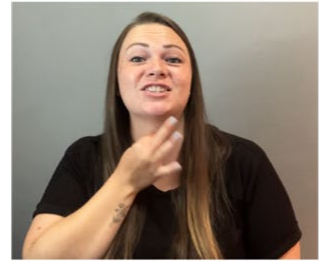
Movement

Location

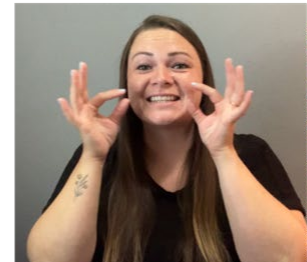
expression/non-manual signals.



NINE



CURIOUS



KITTENS

Importance of Deaf-Centered/ Visual Resources

A a



Ape



B b



Blue



C c



Cookie



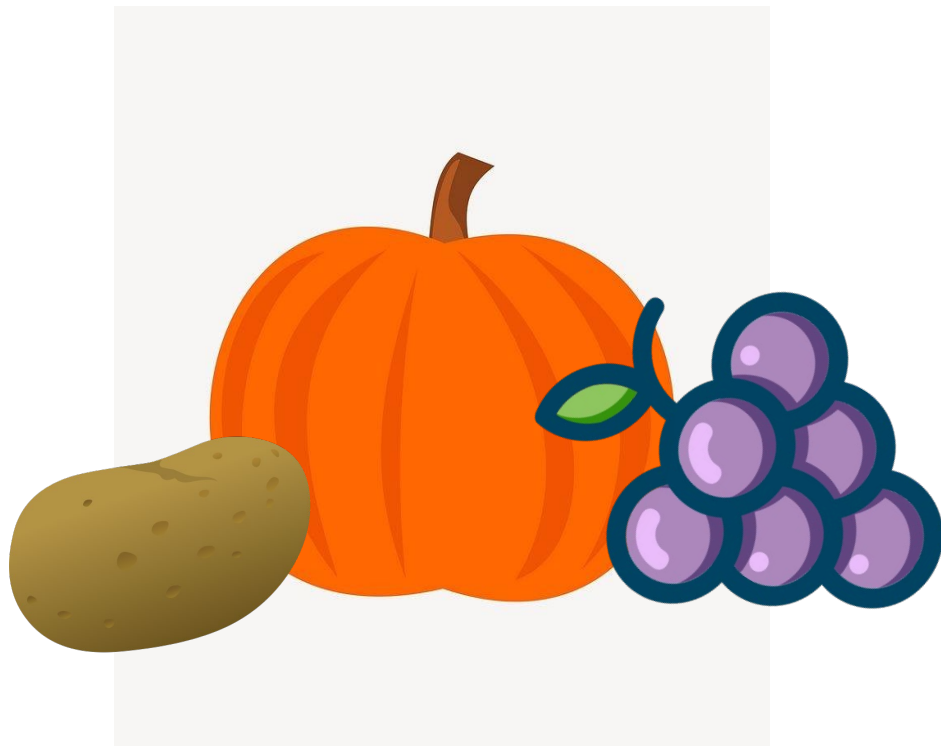
Hands Up- Activity

1 one



mouse

Your turn to
play with ASL
signs and
rhymes!



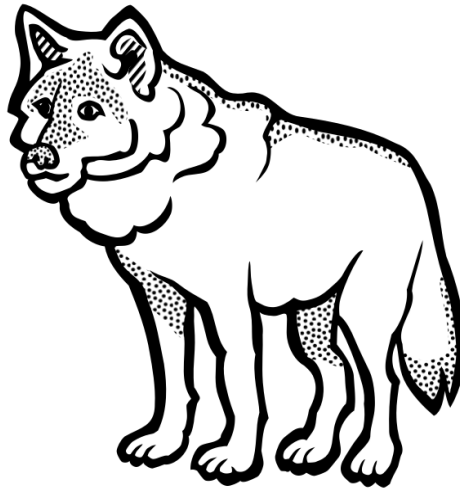
Your turn to
play with ASL
signs and
rhymes!

WHITE

jellyfish



wolf



Your turn to
play with ASL
signs and
rhymes!

CASE STUDY:

Example: ECE California School for the Deaf Youtube

School School

Finish Finish

Yay! Yay!

Bye! Bye!

Example: ECE California School for the Deaf Youtube

School School

Finish Finish

Yay! Yay!

Bye! Bye!



ASL is CONCEPT based

School
Academy
Academic

Finished
Over
Through
Done

Applause
Yay
Hooray
Yippee

Goodbye
Farewell
Good day
So long

ASL is NOT BAD ENGLISH

School School

Finish Finish

Yay! Yay!

Bye! Bye!



School, school

Is through, is through

Yay! Hooray!

Farewell, Adieu!

ASL is CONCEPT based.

**At times you can rhyme in BOTH
languages!**

5 R's of Early Education by the AAP

Develop a strong and nurturing **RELATIONSHIP** with your child as the foundation for their healthy development:



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ASL Rhymes Resources

“Family Songs”



Play
with
handshapes!



Bath Time Example: Rocky Mountain School for the Deaf Youtube

Bath , Bath
Ready?
Ready?

Fill the tub (with
water)
Fill the tub

Bath, Bath
scrub,
scrub
Wash, wash (hair)

Bath, Bath
Sparkly,
sparkly
Clean,
clean

Bath, Bath
Finish,
finish



Power of Book Sharing

“It really does have a **very important role to play in building brain networks**..... As every parent who has read a bedtime story knows, this (**brain building**) is all happening in the context of **face-time**, of **skin-to-skin contact**, of the hard-to-quantify but essential **mix of security and comfort and ritual**. It’s what makes toddlers demand the same story over and over again that allows **snuggling bonding moments**.”

Dr. Hutton, a clinical research fellow
at Cincinnati Children’s Hospital Medical Center





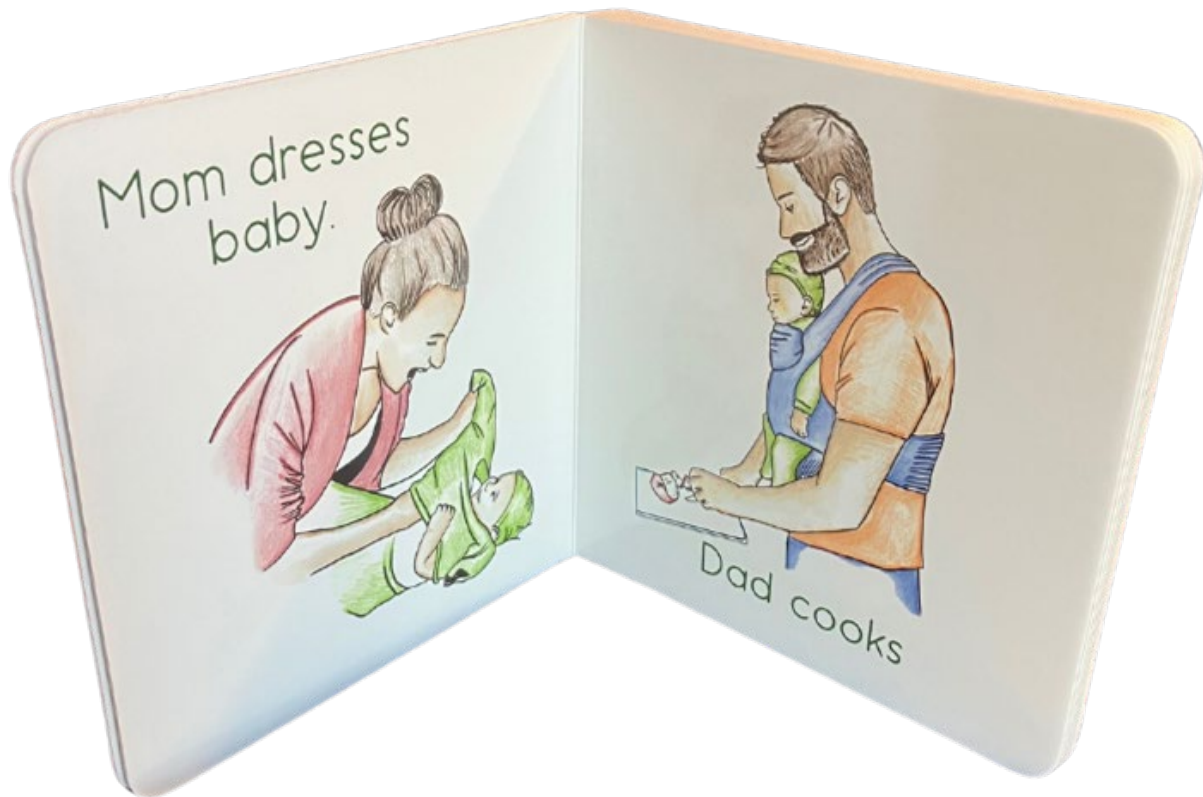
“Book sharing is a **poignant time**. Short of breastfeeding, I can’t think of anything else in the first couple years of life that is as special as book sharing.”

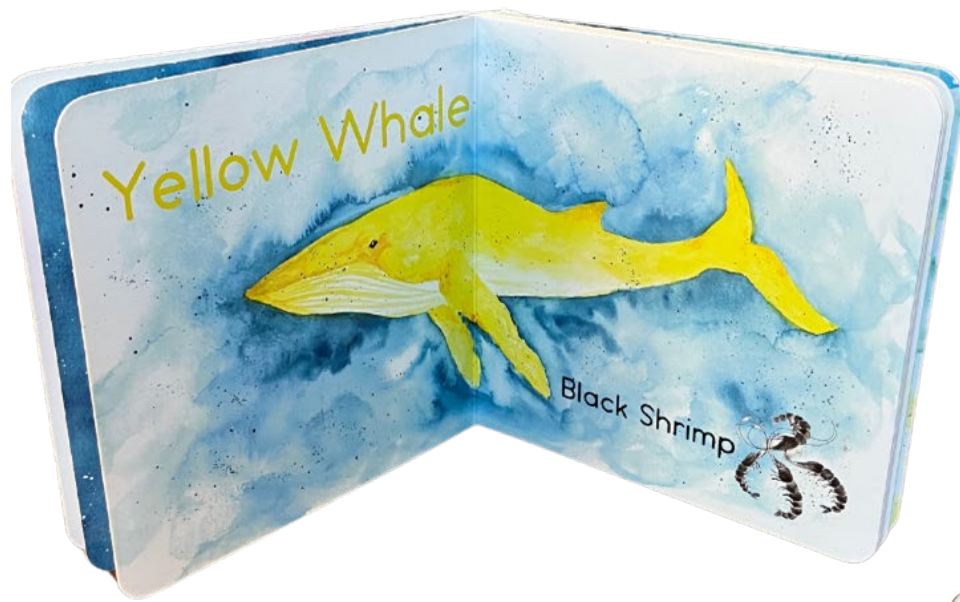
Barry Zuckerman

Boston University’s chair of Pediatrics



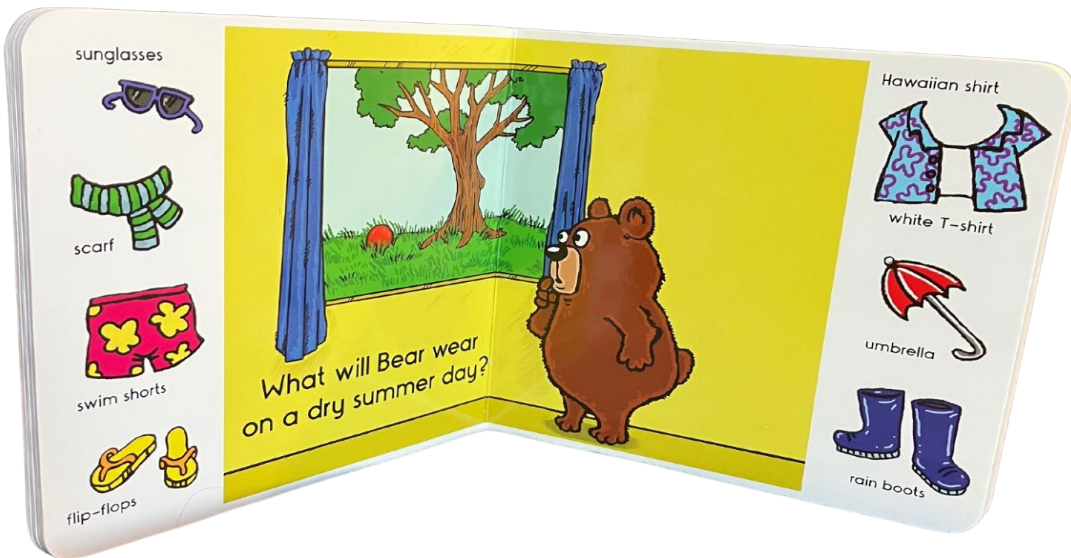
Story modifying ONE Handshape!
Is simple to sign and RHYMES when signed in ASL!



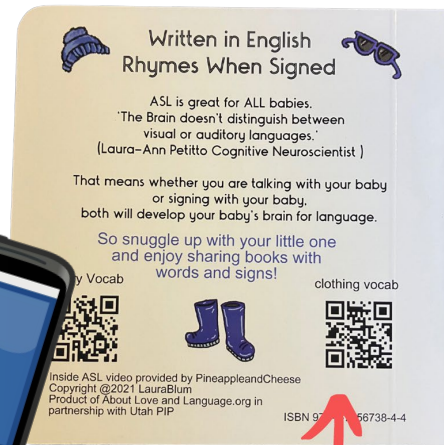




Themes are FUN & Functional



QR
codes

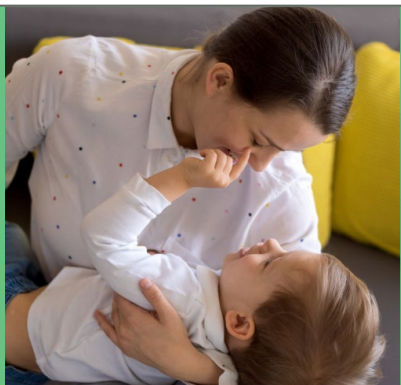


Helping children be school ready!

Scan QR code,
learn signs as
needed!

5 R's of Early Education by the AAP

RESOURCE MATCH UP



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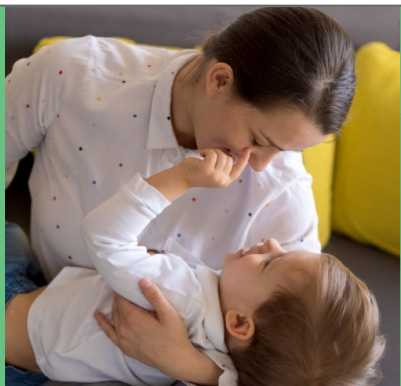


5 R's of Early Education by the AAP



hands land

Family Songs



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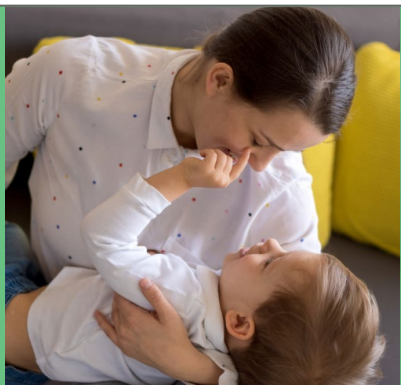


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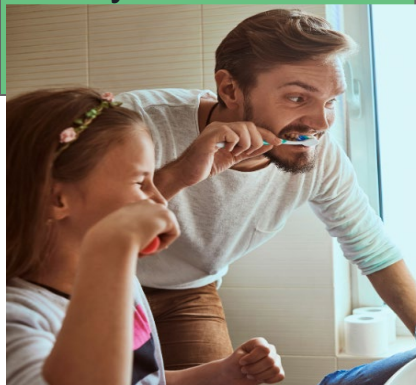


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“the crucial link for **early reading success** is not between print and sound, but between **print** and the abstract level of language organization that we call **phonology - signed or spoken...**”

Dr. Laura-Ann Petitto



The Research: Bilingual Deaf Students' Phonological Awareness in ASL and Reading Skills in English by Dr. McQuarrie and Marilyn Abbot discovered...

“Having a strong phonological foundation in *any language* may be more important than the modality itself.”




ASL Stories with Handshape Rhyme: An Exploratory Intervention to Support English Vocabulary with Signing Deaf ReadersBy

Merrilee R Gietz University of Houston,
Jean F Andrews Lamar University
and M Diane clark Lamar University



Key Findings:

- **ASL Handshape Rhyme:**
Students learned the most new English words from stories with ASL handshape rhymes.
- **English Word Families:** There was no significant improvement in vocabulary from stories with rhyming English words.



These findings suggest that ASL rhyme, rhythm, and phonological awareness may have a **bigger role in language and literacy development than previously realized.**

Research

[2] Russell, E. (n.d.). Human Language Acquisition: More Than the Ability to Speak; Interview with Laura-Ann Petitto. www.Dartmouth.edu. Retrieved from <https://cpb-us-e1.wpmucdn.com/sites.dartmouth.edu/dist/0/2024/files/2008/04/petitto.pdf>

[3] Holcomb L, Wolbers K. Effects of ASL Rhyme and Rhythm on Deaf Children's Engagement Behavior and Accuracy in Recitation: Evidence from a Single Case Design. *Children (Basel)*. 2020 Nov 26;7(12):256. doi: 10.3390/children7120256. PMID: 33255943; PMCID: PMC7761000.

[4] Holcomb, Leala (2023) "ASL Rhyme, Rhythm, and Phonological Awareness for Deaf Children," *Perspectives on Early Childhood Psychology and Education*: Vol. 5: Iss. 2, Article 3.

[5] Holcomb L, McMillan, J. (2020, April). Language Play Through ASL Rhymes and Rhythms: Resources for Children (Age 0-5) and Their Families. Retrieved from <https://youtu.be/GRhTCoCe2vg>

[6] GIETZ, Merrilee R.; ANDREWS, Jean F.; CLARK, M Diane. ASL Stories with Handshape Rhyme: An Exploratory Intervention to Support English Vocabulary with Signing Deaf Readers. *Archives of Psychology*, [S.l.], v. 4, n. 2, may 2020. ISSN 2573-7902. Available at: <https://www.archivesofpsychology.org/index.php/aop/article/view/139>. Date accessed: 06 aug. 2024.

[7] Petitto L. Visual sign phonology: insights into human reading and language from a natural soundless phonology. *WIREs Cogn Sci* 2016. doi: 10.1002/wcs.1404