

“ASL Rhymes Was A Bridge We Didn’t
Know Our HOH Child Needed”

Maximize Language Acquisition with ASL Rhymes 2.0

About Love and Language 501c3

Founder Laura B Blum

NIC ASL Interpreter

Degree in Family Science: Emphasis Early Childhood

Education Brigham Young University

Disclosures:

Founder of About Love and Language 501c3
Author of Simple to Sign Books

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Member of RID Registry of Interpreters for the Deaf

Degree in Family Science Brigham Young University
Emphasis Early Childhood Education



Goal & Learning Outcomes

- ★ Participants will be able to identify at least two benefits of rhymes.
- ★ Participants will be able to identify an ASL rhyme in American Sign Language
- ★ Participants will be able to apply 3 ASL Rhyme features to modify storybooks that rhyme like Dr. Seuss Rhymes.

Mainstream Education



Classroom
Interpreting and
Visual Information
Processing in
Mainstream
Education for Deaf
Students



Hearing
students who
typically score
60-70%

Increase
scores
80-90%

“Nevertheless, the findings also revealed a robust advantage in learning in favor of hearing students.”



“ My daughter is HOH. **Introducing ASL rhymes was a bridge we didn’t know she needed until it was presented to her.** The ability to connect handshapes with words has opened her access to language and truly aided her in her bilingual journey. Colorful Ocean truly changed my daughter’s ability to learn and access language.”

Tabitha H,

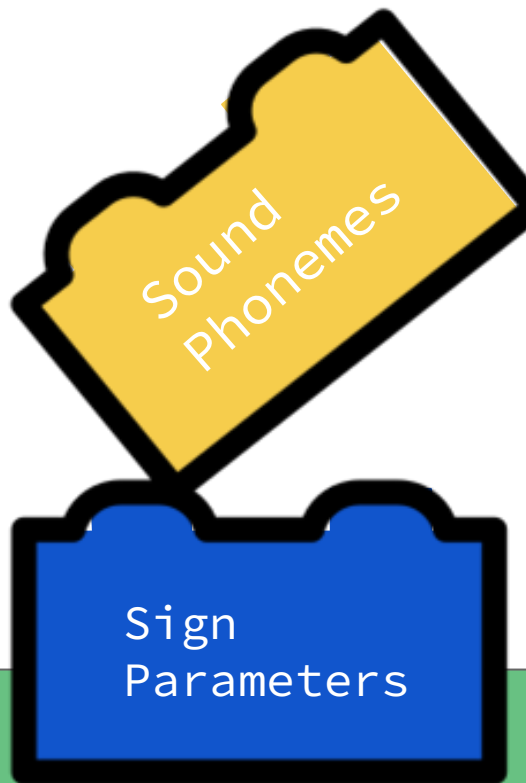
"Whether the modality is spoken or signed, the **brain responds the same way** in its search for phonological patterning."

Research by **Laura-Ann Petitto**



What precedes language and literacy skills?

Phonological Patterns!



Why are Rhymes Important?



Memorization

Concentration

Spatial intelligence and thinking skills

Fun Factor = Repetition

Motor Skills

Phonetic Awareness

“Mary had a little lamb, whose fleece was white as snow...”

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

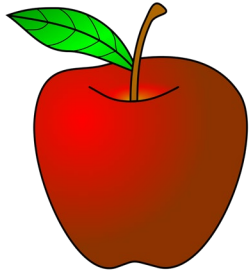
Dr. Leala Holcomb



“Phonological play (rhymes) are inherently language specific.”

Example of How Phonology is Language Specific

A



B

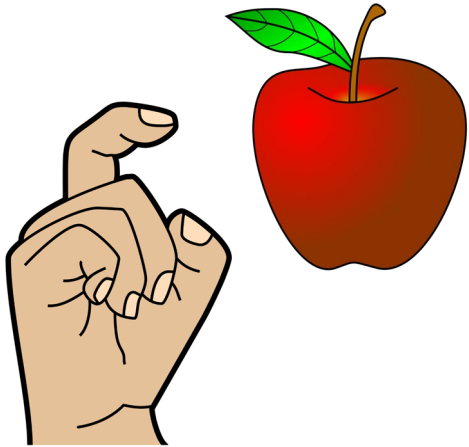


C

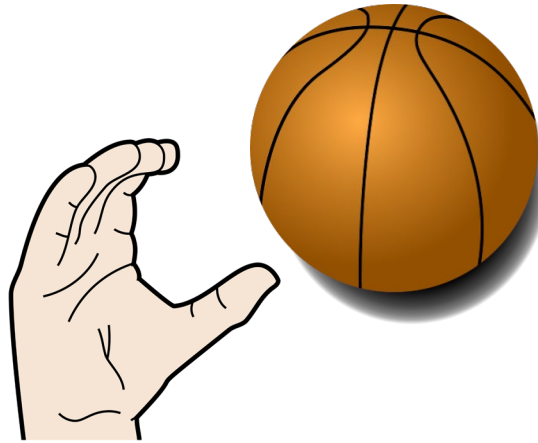


Example of How Phonology is Language Specific

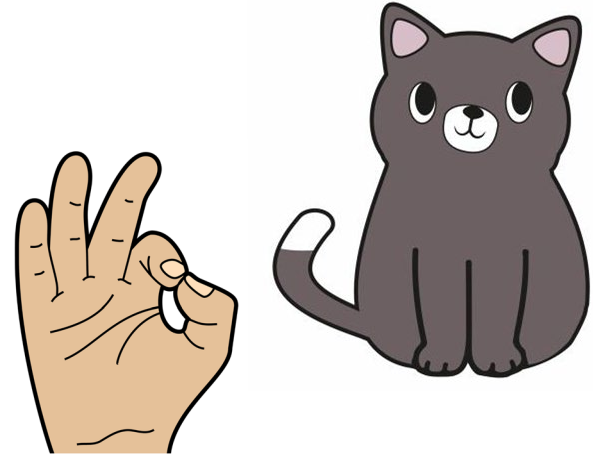
A

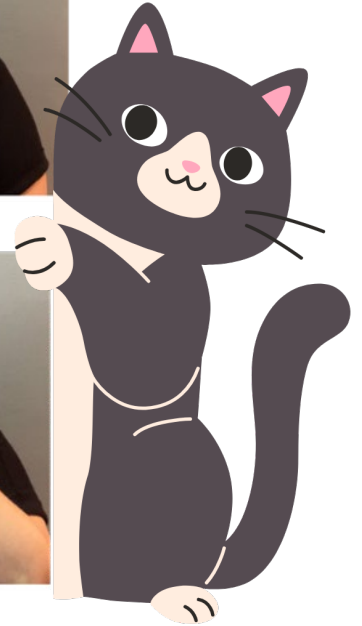
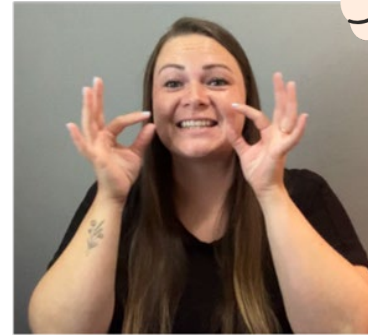
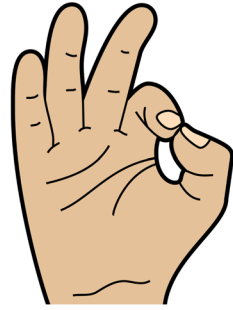


B



C





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

Dr. Lelea Holcomb

Importance of Deaf-Centered/ Visual Resources

A a



Ape



B b



Blue



C c



Cookie



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

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

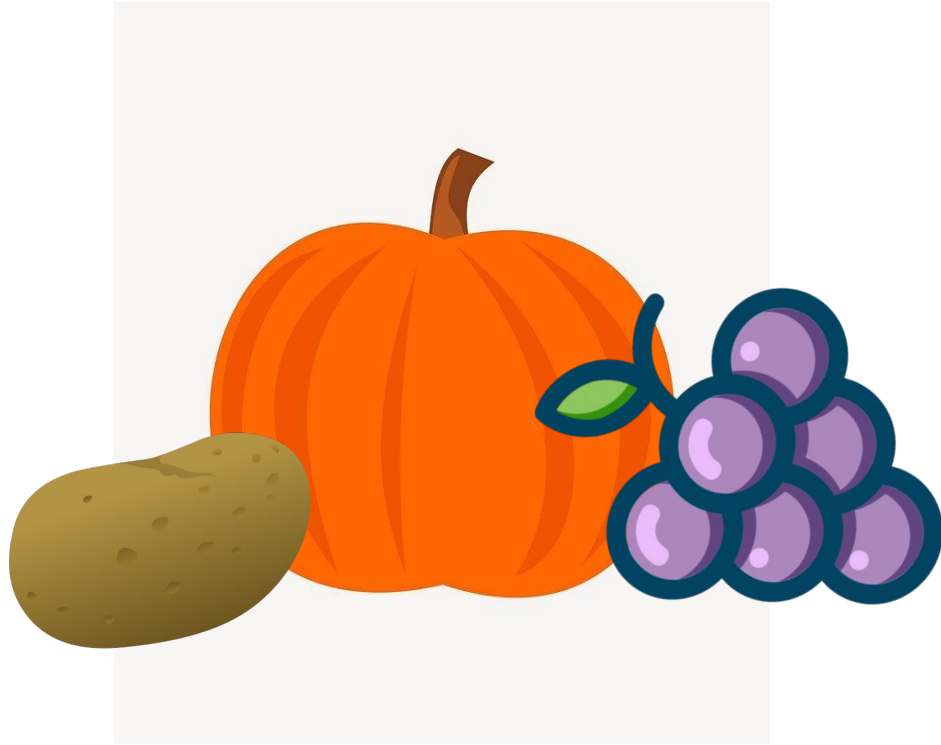
1 one



mouse

Your turn to play
with ASL signs
and rhymes!

Handshape
palm orientation
Movement
Location
expression/non-manual
signals.



Your turn to play with ASL signs and rhymes!

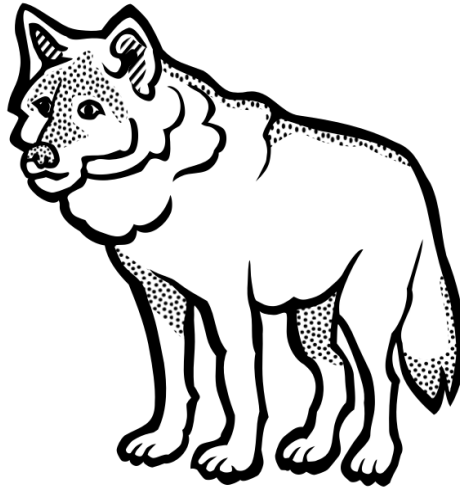
Handshape
palm orientation
Movement
Location
expression/non-manual
signals.

WHITE

jellyfish



wolf



Your turn to play
with ASL signs
and rhymes!

Handshape
palm orientation
Movement
Location
expression/non-manual
signals.

Can you identify the ASL Rhyme?

Gorilla Game



Green Gorilla



**Just because something is
signed does not mean it is
linguistically equal.**

Rhymes/Language Patterns are
often lost in translation

**How can we
Equal the
Playing Field?**



Tip 1: Use resources that Rhyme in ASL.

“Simple to Sign Books align with decades of evidence on how to support language and literary development.”

**Dr. Erin Campbell,
Boston University**

PhD, Cognition & Cognitive Neuroscience, Duke University
MA, Psychology & Neuroscience, Duke University
BA, Speech Language Pathology & Audiology; Deaf Studies; Disability Studies, Towson University

Example: ECE California School for the Deaf Youtube

School School

Finish Finish

Yay! Yay!

Bye! Bye!

ONE HANDSHAPE
RHYME/POEM

Tip 2:
USE RHYTHM

Example: ECE California School for the Deaf Youtube

School School

Finish Finish

Yay! Yay!

Bye! Bye!

**USE
RHYTHM**



1-5 Handshape Rhyme

Tip 3
Modify
Hand
shapes



Tip 4:

**Give PREP TIME to
translate.**

Tips to Translating English Rhymes



Hey diddle diddle,
The Cat and the fiddle,

Tips for translating ASL Rhymes

School School

Finish Finish

Yay! Yay!

Bye! Bye!



School, school

Is through, is through

Yay! Hooray!

Farewell, Adieu!

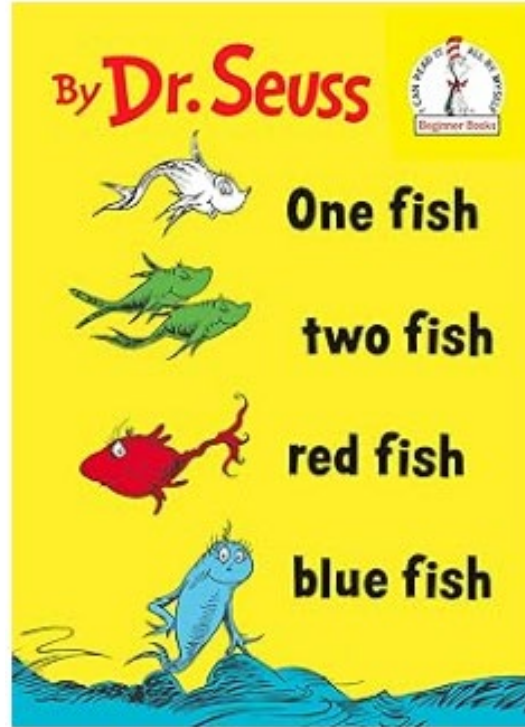
ASL is CONCEPT based.

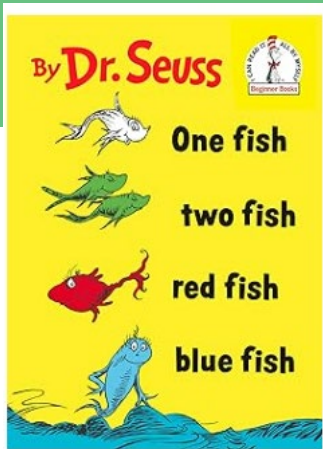
At times..... you can rhyme in BOTH languages!

1. Repeat sign
parameters

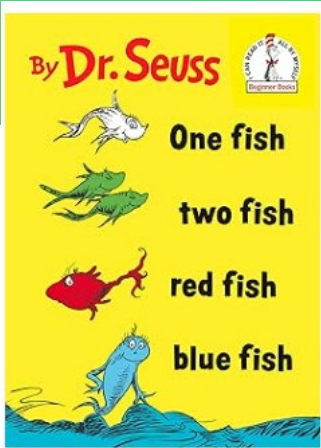
1. Visual Rhythm

1. Modify handshapes

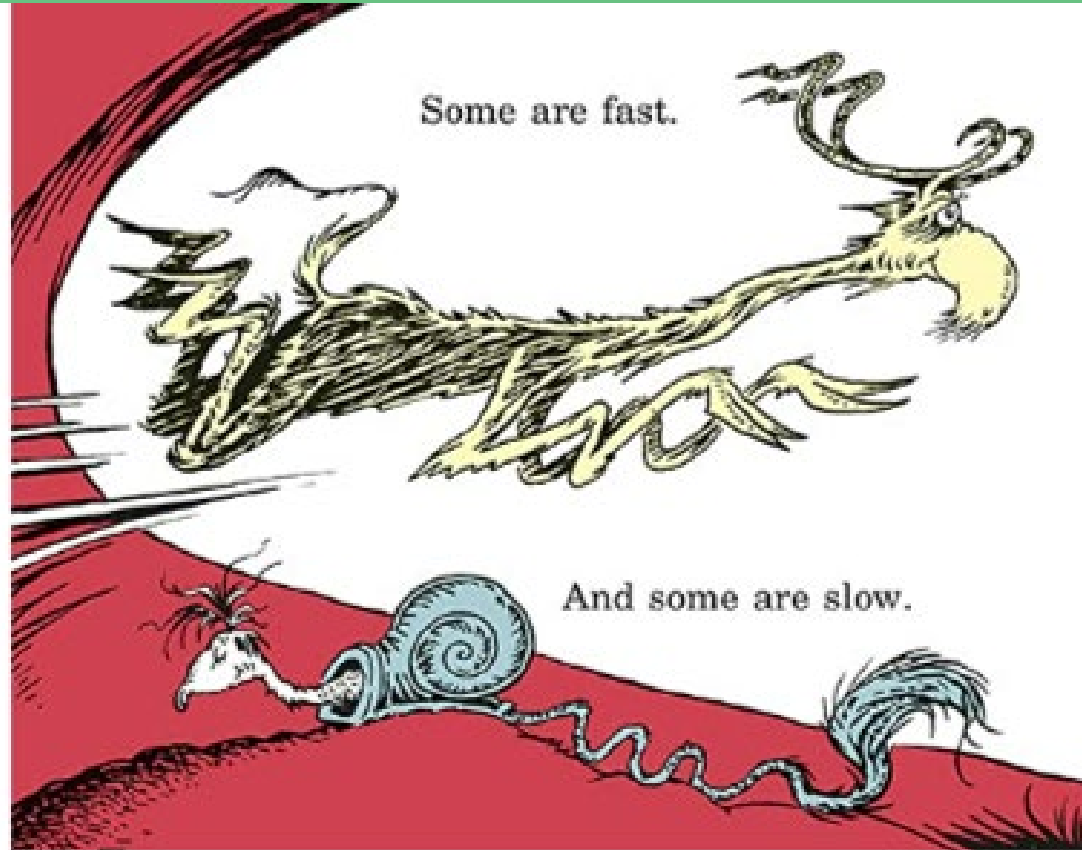


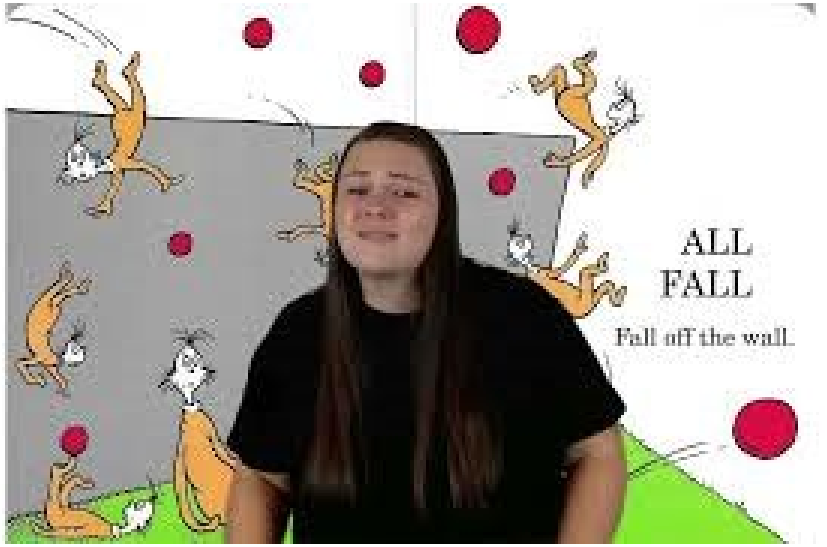
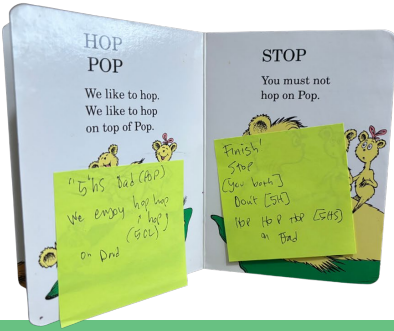
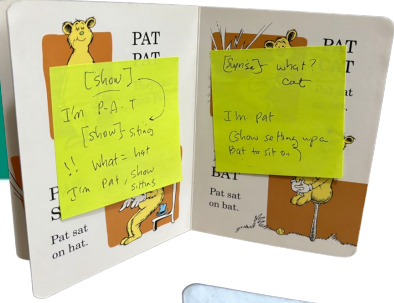
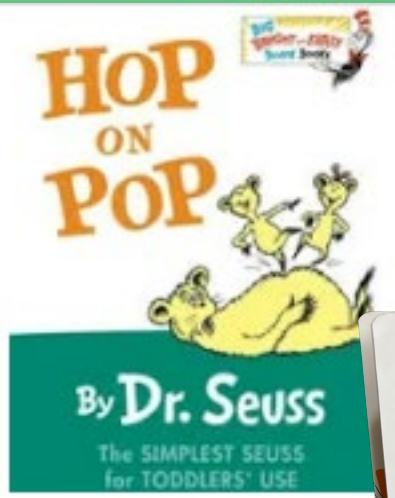


1. Repeat
sign parameters
1. Visual Rhythm
1. Modify
handshapes



1. Repeat sign parameters
1. Visual Rhythm
1. Modify handshapes





Allow TIME to translate



ALL FALL

Fall off the wall.



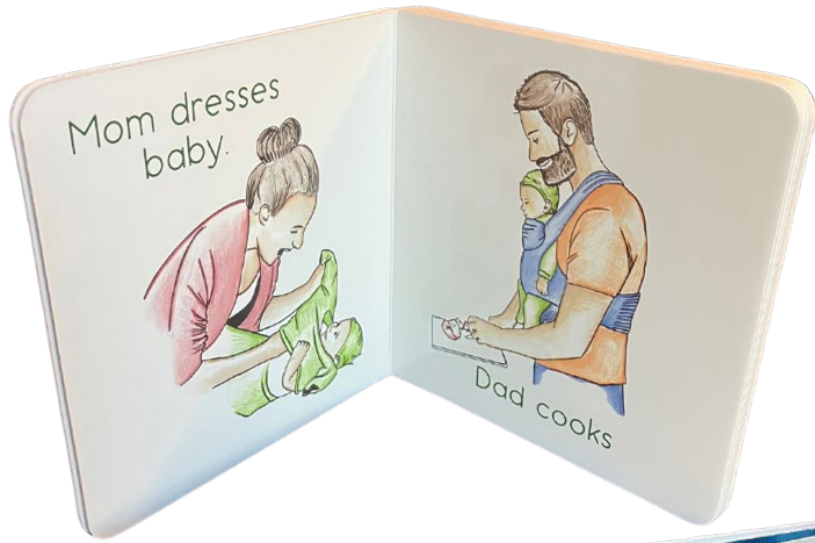
ALL FALL

Fall off the wall.

Applications For your Families your classes?

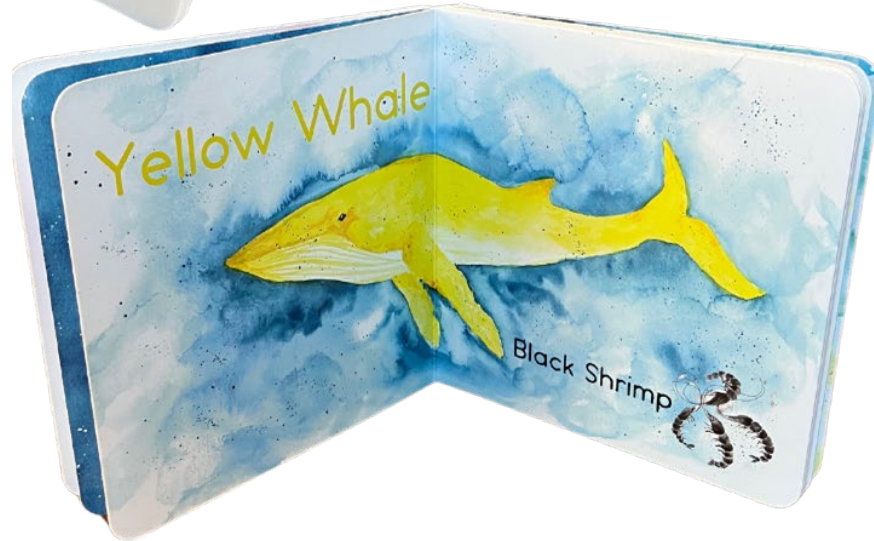


Leave the House Rhyme

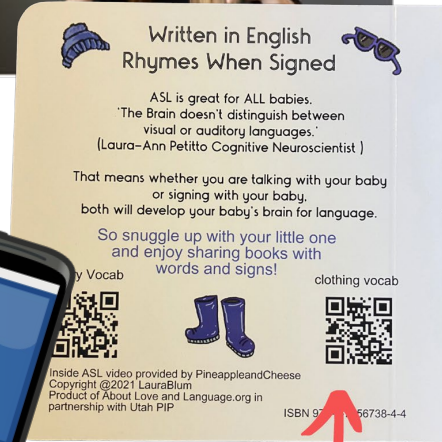
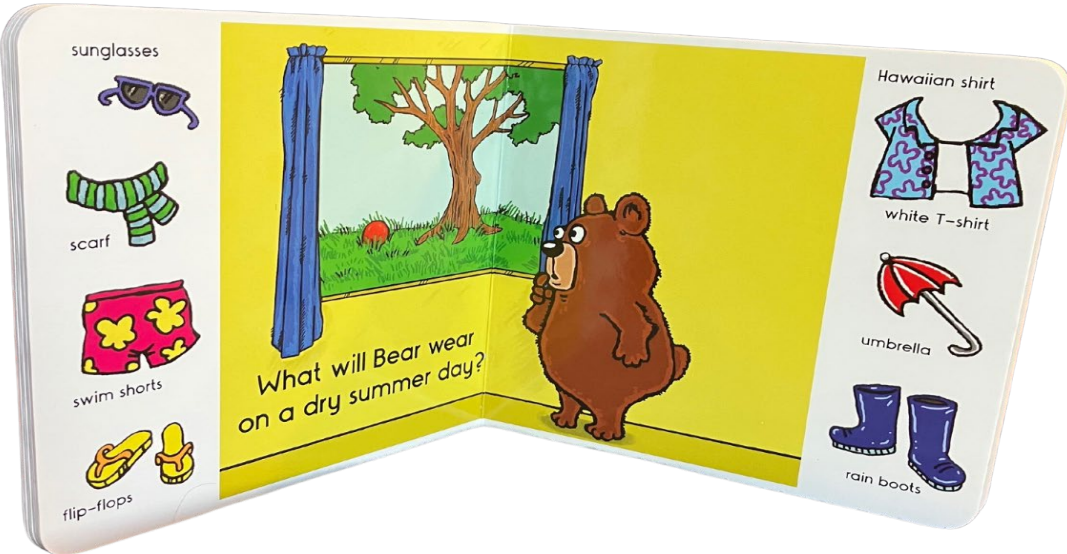


Story using
ONE
handshape!

High Interest
with limited text



Intentional in Design



Scan QR code,
learn signs as
needed!

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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>

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[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.

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[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.I.], 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

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Miller, J., Seeley, A., Miolo, G., Rosin, M., & Murray-Branch, J., (1991) Vocabulary acquisition in young children with Down syndrome: Speech and Sign. Abstract presented at 9th World Congress International Association for the Scientific Study of Mental Deficiency, Queensland, Australia.