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## INTRODUCTION

A strong language foundation from the start is important for all children (Lillo-Martin et al., 2021). For deaf children, a factor to building a strong language foundation is having access to a visual language as early as possible (Humphries et al., 2012). This is supported with studies that show deaf children who have access to language visually from deaf parents have positive language outcomes (Davidson et al., 2014; Hassanzadeh, 2012; Yoshinaga-Itano et al., 2017). Because hearing parents with deaf children are less likely to meet their children’s visual communication needs, they can benefit from visual communication training and support (Jamieson, 1994; Mohay, 1999; Waxman & Spencer, 1997; Willie et al., 2019; Willie et al., 2020).

## FAMILY ASL MINI-LESSONS

### DLIA VISUAL STRATEGIES TIP SHEET

#### DEAF LEADERSHIP INTERNATIONAL ALLIANCE



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

#### 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

### FAMILY ASL MINI-LESSON FORMAT

Visual strategies listed in the DLIA tip sheet are taught using the following mini-lesson format

**Connection** Family ASL Specialist introduces one visual strategy and explains why it is important

**Teach** Family ASL Specialist demonstrates and shows examples of deaf and hearing parents using the visual strategy

**Active Engagement** Family ASL Specialist encourages the caregiver to use the visual strategy throughout the week and jot down notes/questions

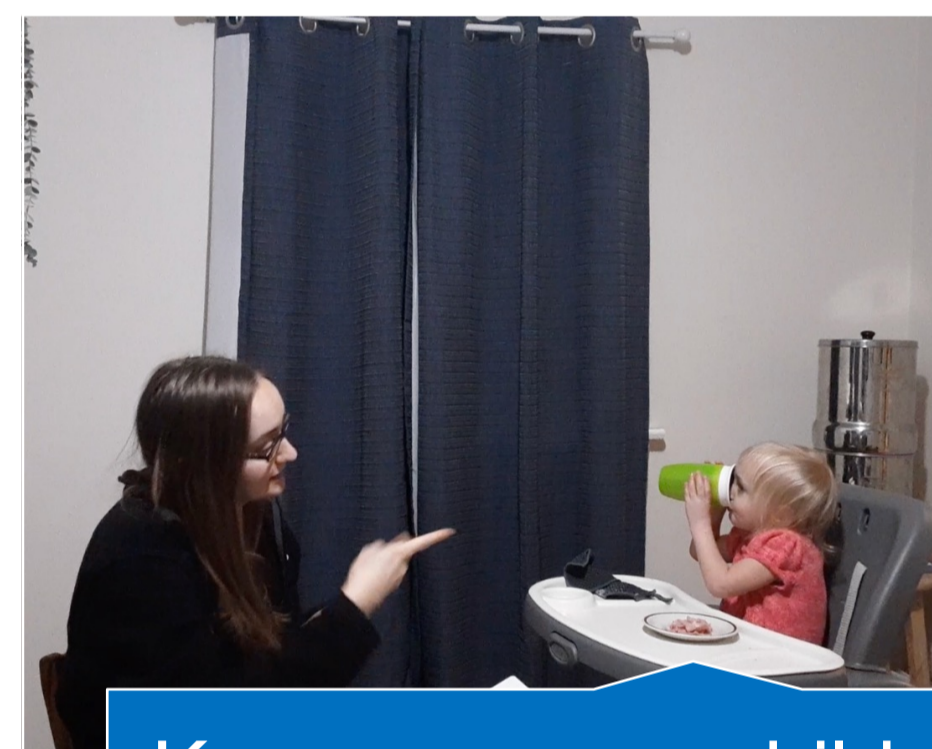
**Link** Family ASL Specialist clarifies the visual strategy teaching point

### EXAMPLES OF VISUAL STRATEGIES

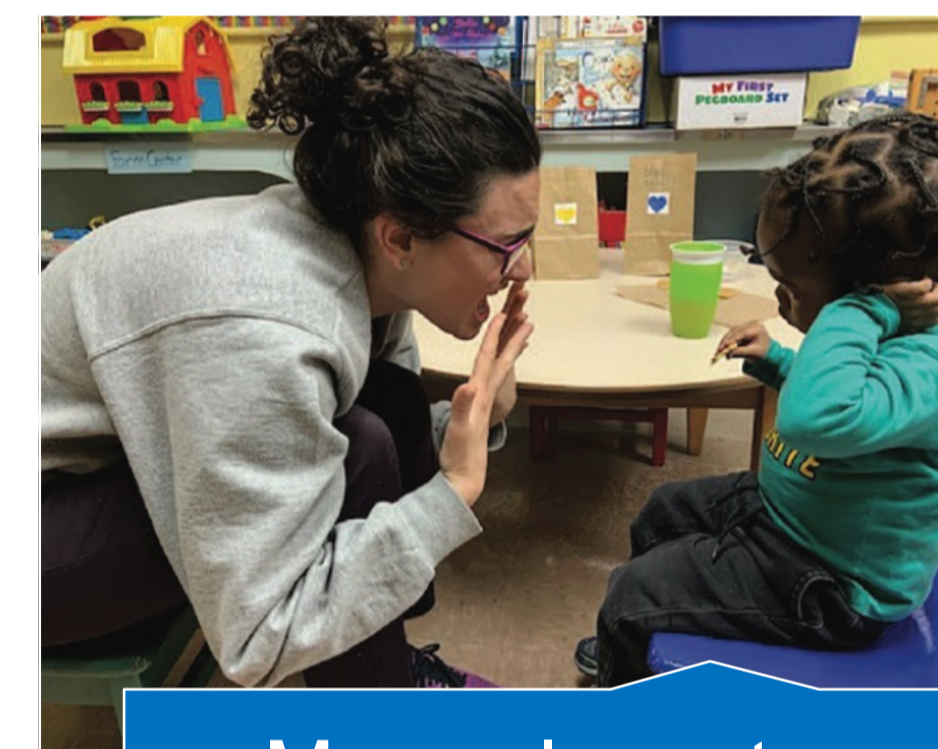
#### ATTENTION ELICIT ATTENTION WITH EYEGAZE

**WHY**

Deaf children are visual beings



Keep eyes on child to elicit attention

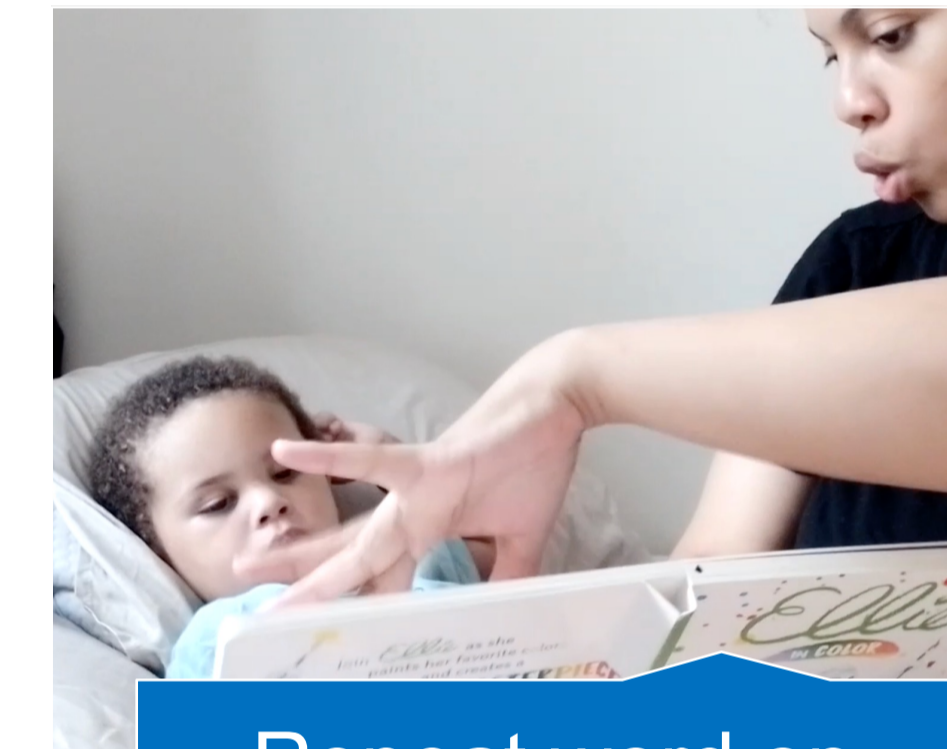


Move closer to child’s line of vision

#### PARENTESE REPEAT SAME WORDS

**WHY**

More opportunities to connect words



Repeat word on book



Repeat word to reinforce

#### JOINT ATTENTION TIME TO EXPLORE

**WHY**

Divide visual attention



Provide child time to explore



Respond when child makes eye contact

#### SHARED READING BOTH LANGUAGES VISIBLE

**WHY**

See signing and words/pictures



Sit in front of child with book visible



Hold book besides you while signing

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