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Effects of American Sign Language on Communication for Students with Language Deficits

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EFFECTS OF AMERICAN SIGN LANGUAGE ON COMMUNICATION FOR STUDENTS WITH LANGUAGE DEFICITS

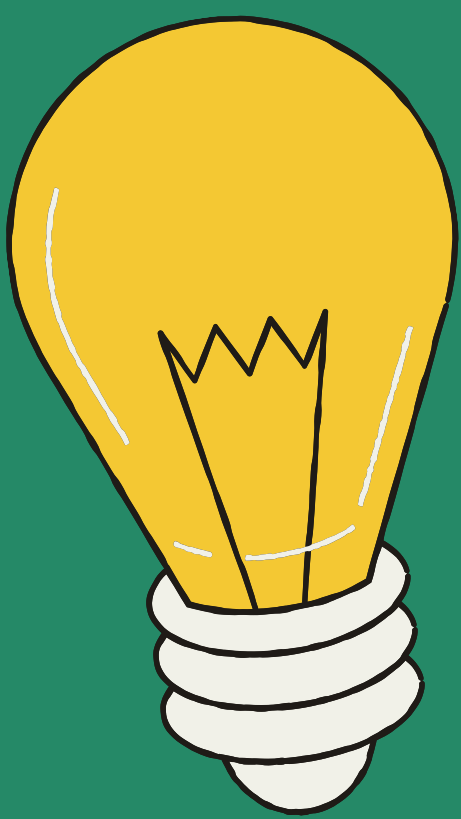
Effects of American Sign Language on Communication for Students with Language Deficits was conducted in a K-2 self-contained class at a primary school. This research was conducted in order to study the benefits of the use of American Sign Language (ASL) for students in order to communicate in the classroom setting. Ensuring that students with a language deficit have a form of communication in the classroom is key to making sure that they are getting the most out of their educational experience. Researchers have demonstrated the benefits of sign language including effective communication, speech and emotional development, lowered frustration levels, reinforcement of educational concepts, and improved word recollection. Including ASL in early childhood education, may set students up for success early in their educational years to promote success as they progress through their education. The research being conducted is through the use of ABAB design with data collection, including a pre and posttest to determine the effectiveness of the use of ASL instruction.

INTRODUCTION

Some students enter school with language deficits for various reasons. Language deficits can be due to genetic disorders, disabilities that affect language skills and hearing, or little to no language skills used at home. Communication can occur without verbal language. Some students may learn to communicate through the use of American Sign Language (ASL) in the classroom setting. ASL allows students to have a voice in the classroom in order to communicate their knowledge and skills. When students with language deficits are not offered an alternative form of communication, this can hinder their learning experience. There is value to early childhood students knowing a second language. However, many people think of a second language as a spoken language. Research suggested that sign language had many benefits for young children developing language (Daniels, 2003).

RESEARCH QUESTION

Effects of the use of ASL instruction to increase vocabulary usage to 10 vocabulary words by identifying the vocabulary word when shown the ASL sign following instruction with students in grades k-2 who have been identified with language deficits is the purpose of this study.



METHODOLOGY

- The purpose of this study was to find a way to ensure that students with a language deficit have a form of communication in the classroom as it is key to making sure that they are getting the most out of their educational experience.
- Single Subject ABAB design used with a pre and posttest to determine the effectiveness of the use of ASL instruction.
- Conducted in a K-2 Self-contained classroom with 3 participants



RESULTS/ FINDINGS



The results thus far indicate that ASL can be used as an intervention in the classroom for students with language deficits in order to increase communication as it relates to the curriculum.

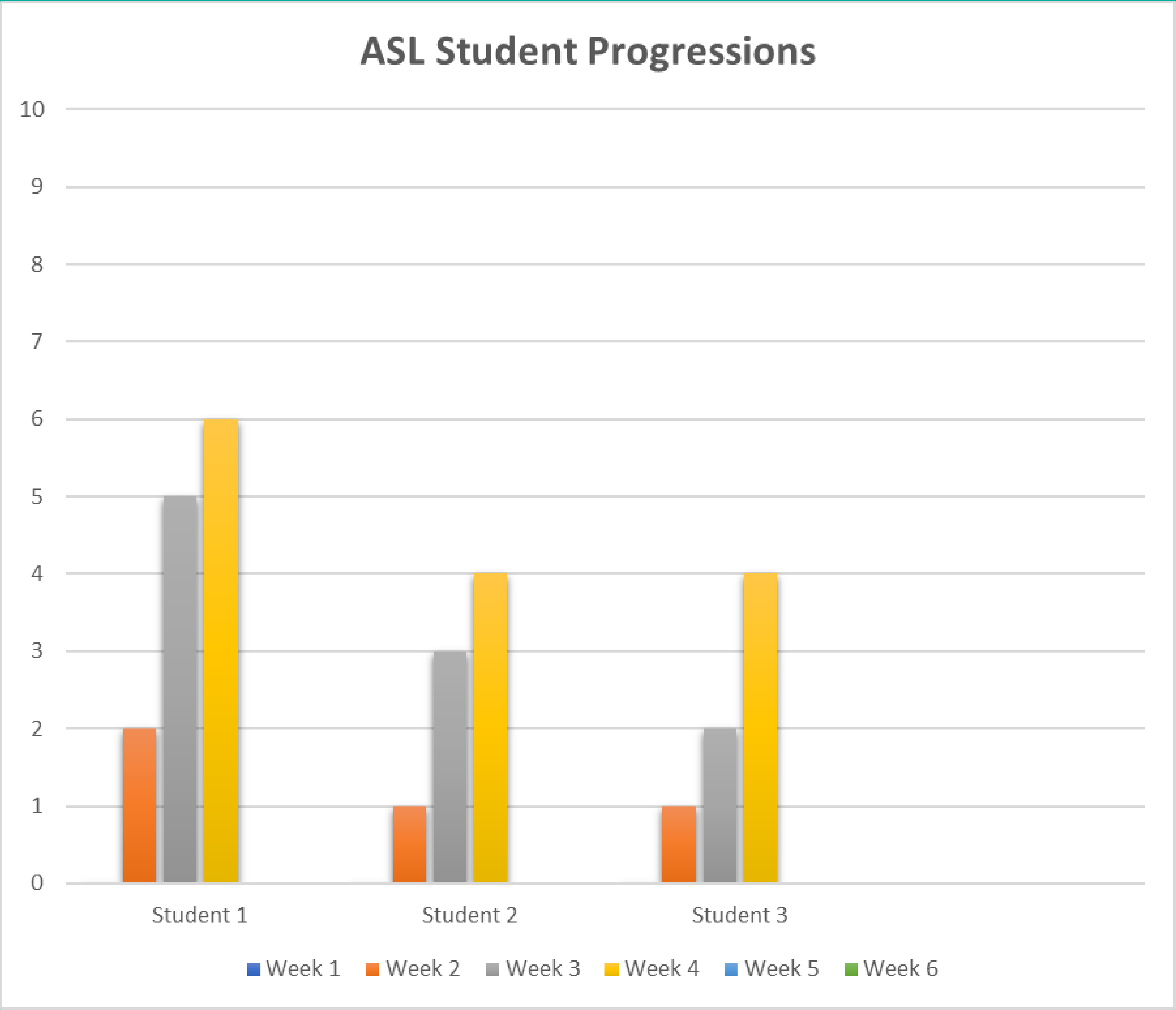
RELATED LITERATURE

Research was conducted and various articles were found using Galileo through the Georgia College and State University's website. The search terms of American Sign Language practices and language deficits were used to generate full text articles. The search was then narrowed by including only articles related to early childhood education. Some were included due to relevance to research for students in the lower elementary grades. A total of 12 articles were selected as relevant to the research topic of the implementation of ASL with children with communication deficits.

MATERIALS

- Reading Unit Book: *If I Built a School*
- ASL Cards
- ASL Mini Posters
- ASL Videos
- Data tracking sheet

ANALYSIS



CONCLUSION

This research study will continue through a six week term and will conclude May 2023.