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EDU 763

ASL Exposure Checklist

This checklist is used to identify the American Sign Language exposure the family and child has on a daily basis at home, in daycare and in the community. This checklist is used to better understand family and child's opportunities for ASL development and is used to support families and professionals in figuring out how and when to incorporate ASL on a daily basis so that child's language exposure is maximized.

How to use: Prior to showing this checklist to the family, explain that the checklist they will see are used to help family and IHP ASL Consultant to figure out what is needed in order to increase ASL exposure for the child at home, in daycare and in the community. Make sure family understands that they are not being criticized, judged or scolded for any of items that will be marked as "never" or "sometimes". It is important that families feel comfortable sharing about how much of ASL exposure the child has, so that IHP ASL Consultant can provide families with appropriate resources, tools and support to help child and family acquire ASL. IHP ASL Consultants, there are some ideas on how to support families based on items from this checklist at end of this document.

How to score: Because there are three purposes for this checklist tool (figure out how much ASL exposure child has in daily life, help families understand how much ASL exposure their child is receiving, and help IHP ASL consultants plan for upcoming sessions) and because each family is different (ASL fluency, access to resources, and how long/often they receive support from IHP ASL Services) there is no scoring procedure to follow. It is also important to note that "Always" means use of fully formed ASL dialogue, which includes correct signs, sentences, and grammar use. "Sometimes" means ASL is used on some days but not on all days, *or* only parts of ASL is used (single signs only). "Never" means ASL has not been used at all.

Important note: ASL does not include use of gestures, home signs and/or other communication modes (i.e., SEE).

	Items	Never	Sometimes	Always
At Home	ASL is used during morning routine.			
	ASL is used during evening routine.			
	ASL is used during meal times with family.			
	ASL is used when child is curious, affectionate, playing, or excited.			
	ASL is used when child is frustrated, upset, hurt or sick.			
	ASL storytelling (with or without a book) is part of family's daily routine.			
	ASL is used when siblings converse and play with one and other.			
	ASL is used during family outings (i.e., family hikes, visiting a zoo, etc.)			
At Daycare	Daycare staff uses ASL during routine activities (i.e.; putting coat on, going down for nap, etc.).			
	Daycare staff uses ASL during meal times.			
	Daycare staff uses ASL during learning activities (i.e., circle time, craft time, etc.).			
	Playmates at the daycare are learning and using ASL with the child.			
	ASL is used when child is curious, being silly, playing, or excited.			
	ASL is used when child is frustrated, upset, hurt or sick.			
	ASL is used during daycare outings (i.e., long walks, visiting the fire station,			

	etc.).			
	An ASL wall and/or similar visual resource are being used at the daycare.			
In The Community	Extended family members, family friends, neighbours, at home nurse, and/or family's cultural/religious community are learning and using ASL with the child.			
	Family is going to ASL play dates, playgroups and/or PALC (Play and Learning Centre).			
	Family is going to Deaf community events (i.e., ASL Zoo Day, Mayfest, etc.).			
	Friendships with other families who have Deaf children and/or within the Deaf community are being formed.			
	Child has access to ASL during recreational and/or camp activities (staff uses ASL or an ASL/English interpreter is used)			
Resources	Family are attending ASL classes and/or receiving private ASL tutoring.			
	Family is going to workshops provided by Deaf and Hard of Hearing Professionals/Agencies.			
	Family is using ASL toys, games, books, DVDs and/or apps to learn and/or enjoy ASL.			
	Family has access to ASL videos, accounts, pages and/or groups on social media.			
	Family has seen and used IHP ASL Services website (especially the "Bring ASL Home" tab).			

For IHP ASL Consultants:

I have compiled some discussion topics, activity ideas, and resources under each of 4 categories below to support you in your work with families who might have checked some of “never” and/or “sometimes” boxes in the checklist. The primary goal of this checklist is to help families and us identify where support is needed to ensure maximum ASL exposure for the child at home, in daycare, in the community or through use of resources.

At Home

- Use one, few or all of IHP ASL Services Family Guidebook handouts to discuss the importance of increased ASL exposure at home.
- Print picture + sign handouts for each of morning/evening routine signs (i.e.; brush teeth, get dressed, etc) to give to family. Review each sign with family during session then follow up at next session to see if they have been using these signs.
- Ask family if you can have “snack time” with the child and model signs used during this time (i.e., signs for eating/drinking/food/water/manners/etc.).
- Include sibling(s) in sessions and model to parents how to encourage ASL use during conversation/playing between siblings.
- Ask family to share about their upcoming plans ahead of time so you can develop resources to support them in using ASL during these plans. For example, if family is going on a vacation to Cuba, you can teach/practice with family on signs they might use and you can develop picture + sign handouts for signs likely to be used during their trip.

At the Daycare

- Ask the daycare resource consultant or manager to request in-daycare consultation services from PDSB resources department.
- Support daycare staff in creating an ASL wall/visual wall resources.
- Develop first 100 signs pictures for teachers to use/refer to and review these signs with them regularly.
- Lead a circle time(s) with all children to explain about child using ASL to communicate, show few basic signs and to give them sign names.
- Ask daycare resource consultant and family if ASL can be included in child’s individual goal planning (different names for “IFSP” in different regions).

In the Community

- Regularly share flyers and/or other information via e-mail and during sessions to ensure families are aware of classes, workshops, and events happening around them.

- Invite extended family members (or other people close to child/family) to sessions to provide them with opportunities to learn ASL. If planned ahead, a session focusing on their shared interests or upcoming plan could be set up.
- Set up a play date between similar aged children on your caseload or host a playgroup (group sessions) to provide families with more opportunities for peer-to-peer interactions.
- Offer families to meet them at Deaf community event(s) so you can serve as their “guide” as they slowly get used to the community.
- Explain to families how an ASL/English interpreter can be booked through interpreting agencies and who pays for the interpreter (i.e., township pays for interpreting services during town funded recreational activities).

Resources

- Connect families with Family Communication Program, private ASL tutors and/or agencies providing ASL classes.
- Share suggested birthday/Christmas ASL gifts list (that includes ASL apps, books, toys, DVDs, etc) with families (if they celebrate these holidays).
- Incorporate ASL apps in sessions (i.e., SignSchool or Signed Stories) and ask families to continue to use the app over the next two weeks before next session. Review with family at next session.
- Show families the IHP ASL Services website and where to find “Bring ASL Home” tab during the session.
- Ask families for permission to add them to ASL-related groups and/or pages on Facebook (i.e., IHP ASL Services, Whyisign, etc).