

**SECTION 10**

**CONNECTING AMERICAN SIGN LANGUAGE (ASL) INSTRUCTION**

**AND THE SIGN LANGUAGE PROFICIENCY INTERVIEW (SLPI)**

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<http://www.ntid.rit.edu/slpi>

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## CONNECTING ASL INSTRUCTION AND THE SLPI

Note: The *SLPI Notebook (NB)* sections (Ss) referred to in this document are included in the “SLPI Training Materials” section of <http://www.ntid.rit.edu/slpi>.

### I. GOAL

To discuss and provide examples of how you may use SLPI results to assist you in planning and providing ASL skills development options.

### II. SLPI PURPOSES, POLICIES, AND PROCEDURES

A. **PURPOSES:** To identify the sign language communication skills of people taking the SLPI and to use this information to help plan sign language skill development options for them.

B. **SIGN LANGUAGE POLICIES & PROCEDURES:** Generally include -

1. Sign Language Job Entry Level Skill Level Expectations and Standards/Goals
2. Timelines for Achieving Standards/Goals
3. Expectations for Participation in Sign Language Communication Skills Development Activities (courses, workshops, etc.)
4. Expectations for (Re)Taking the SLPI

Model and sample policy and procedure documents are included in the “Implementing and Monitoring SLPI Use” section of [www.ntid.rit.edu/slpi](http://www.ntid.rit.edu/slpi).

### III. OVERVIEW OF SLPI PROCESS - FOUR PARTS

A. Interview – See *SLPI Notebook S3A*

B. Rating – See *SLPI NB S3B*

C. Report Memo - See *SLPI NB S9B*

D. Follow-Up Meeting - See *SLPI NB S9B*

### IV. FACTORS IMPORTANT FOR ASL COMMUNICATION SKILLS AND SLPI RATINGS

A. SLPI Rating Scale - See Appendix A, page 6, and *SLPI NB* Section 7, PAPER #2, *What is the SLPI Rating Scale?*

B. Two Key Concepts

1. **Communicative Functioning** - Conversational nature of interview/how natural/shared
2. **Linguistic Form** - How close to native-like is the signing?

Also, see *SLPI NB*, S1, S3B, S5, S7 (PAPER#3: *What Does the SLPI Assess?*), and S8.

## V. CONNECTING SLPI RESULTS TO ASL INSTRUCTION

- A. Students: What do they bring to the teaching-learning situation? If they sign, why do they sign the way they do?
1. “Long term signers” vs. “Learners of sign language”
  2. Age began acquiring/learning sign language and current age
  3. Context in which sign language is learned (Classes, natural communication situations, etc.)
  4. Motivation
  5. Learner’s Background (Education, Jobs, etc.)
  6. Attitudes toward -
    - a. Deaf People - From a Medical versus Cultural Model
    - b. ASL
  7. Changing Educational Policies/Practices in Education of Deaf Students
    - a. Acceptability of communication modes
      - 1) Spoken Language
      - 2) Sign Language
      - 3) Simultaneous Communication
    - b. Acceptability of language(s)
      - 1) ASL
      - 2) English
- B. What skills do students have? What skills do they need to develop/improve?
1. SLPI Follow-Up Meetings: See *SLPI NB*, S9B
  2. Use of Interviewees' SLPI Videos
  3. See A above
- C. Considering WHO (our students) and WHAT (their skills), HOW do we teach our students?
1. What do we/teachers bring to the learning situation?: For example, Native Users of Language and Adult Language Learners as Teachers - “Team Teaching” by native language users and adult language learners can bring experiences and knowledge of both to students/language learners (see Jorden & Walton, 1987, reference, page 49).
  2. General Language Teaching Methods (pages 6-7)
 

<ol style="list-style-type: none"> <li>a. Grammar – Translation</li> <li>b. Audio-lingual (Drill, Practice Modeling)</li> <li>c. Cognitive Approach</li> </ol>	<ol style="list-style-type: none"> <li>d. Direct Methods/Immersion</li> <li>e. The Natural Approach</li> <li>f. The Notional - Functional Approach</li> </ol>
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Also, see references on, page 49.
  3. Need to consider “time” constraints and options:
    - a. Time per class
    - b. Number of classes per week
  4. Important to be creative based on your students’ backgrounds, learning

styles, etc.

- a. Commercially available curriculums only part of the answer. We should use what is commercially available and good, but we need to do so selectively (see pages 37-48, ASL and Deaf Culture Materials: Distributors, ASL Curriculums, and Technical Communication)
  - b. We can, should, need to learn from our students
  - c. Content should consider communication needs of our students (Notional-Functional Principles; see page 7, #6)
  - d. Consider developing your own videos based on what you learn from use of the SLPI; this may include videos that:
    - 1) Explaining general information about the SLPI and your use of the SLPI
    - 2) Teach and demonstrate sign language grammatical features, using examples important to your students
    - 3) Sign language vocabulary (vocabulary important to your students, meaning, acceptable initialized signs, etc.)
5. Four Strands Framework: NTID Faculty/Staff Sign Language Program (FSSLEP)
- a. Language Learning Strand composed of foundation courses appropriate for all learners in the NTID community.  
See ASL at Work 1a, b, c Conversational Practice Course (pages 13-14)
  - b. Drill/Review Strand composed of courses that focus on drill of linguistic aspects covered in the foundation courses.  
See ASL Conversational Practice Courses (pages 13-14). ASL Spatial Referencing Courses (pages 15-22), and ASL Classifier Courses (pages 23-25)
  - c. Experiential Learning Strand composed of non-classroom language teaching/learning activities. See ASL at Lunch – Conversational Practice (page 26)
  - d. Application Strand composed of courses, seminars and activities that focus on applying linguistic knowledge and skills that have been introduced in Language Learning Stand foundation courses to specific work environments such as the classroom, lab meetings, and professionpresentations.
6. Intermediate/Intermediate Plus Staff Sign Language Course, Pennsylvania School for the Deaf (PSD) (see pages 27-36)
- a. Course Overview (page 27) that -
    - 1) Connects course to a specific SLPI skill level range
    - 2) Provides overview of course content and general teaching strategies
    - 3) Encourages students to be active participants in identifying what will be taught and learned (consistent with Notional-Functional Principles)
  - b. Strategies for learning and acquiring sign language skills (page 28)
  - c. List of available sign language resource materials (print and videos) (pages 29-30)
  - d. Handouts for each class session (pages 31-37) that include -

- 1) Skills and knowledge to be taught and learned
- 2) Examples
- 3) Resources - Important for class preparation, review, and supplemental learning
- 4) Consideration for both receptive and expressive skills development

## **VI. DEVELOPING A SIGN LANGUAGE INSTRUCTIONAL PROGRAM: CONNECTING ASL INSTRUCTION TO THE SLPI**

- A. Emphasis on functional/conversational skills: SLPI emphasizes functional use of sign language skills to communicate
- B. Developing and Improving Linguistic Form Skills
  1. Vocabulary Knowledge
  2. Production
  3. Fluency - Rate and pausing
  4. Grammatical Features:
    - a. Space, eye gaze, body shifts, indexing, & sign movements to separate ideas & to identify & discuss persons, places, & objects present & not present
    - b. Listing on non-dominant hand, FINISH, and body shifts versus overuse of THEN and AND
    - c. Classifiers handshapes to show verbs (predicate phrases) and in description of shapes, sizes, etc.
    - d. Modifications of sign movement and non-manual signals to add adjectival and adverbial information
    - e. Flexibility in sign word order:
      - 1) Discourse (Overall structural organization of ASL communication)-  
Time Place Object Subject/Actor Verb/Action Reaction
      - 2) Rhetorical-question sentence structure
      - 3) Negation and affirmation of sentences
      - 4) Question forms (Yes/No, Wh-question)
      - 5) Topic/Comment structure
      - 6) If ... then conditional structure
      - 7) Object Subject Verb structure (OSV) - especially connected with use of classifiers
      - 8) Descriptors/adjectives following nouns
- C. Developing/improving narrative/discourse skills - Students need practice in responding with appropriate discourse strategies when discussing family, telling about work duties, explaining interesting experiences, discussing travel etc.
- D. Consistency between instructional program content and skills in general identified as important in SLPI evaluations
- E. Consistency between instructional program content and -
  1. Skills shown on each person's SLPI video
  2. Information shared in SLPI Follow-Up Meetings

## Appendix A

SIGN LANGUAGE PROFICIENCY INTERVIEW (SLPI) RATING SCALE<sup>a,b</sup>

<b><u>RATINGS</u></b>	<b><u>DESCRIPTORS</u></b> <sup>c</sup>
<b><u>Superior Plus</u></b>	<b><u>Able to have a fully shared and natural conversation, with in-depth elaboration for both social and work topics.</u></b> All aspects of signing are native-like.
<b><u>Superior</u></b>	<b><u>Able to have a fully shared conversation, with in-depth elaboration for both social and work topics.</u></b> Very broad sign language vocabulary, near native-like production and fluency, excellent use of sign language grammatical features, and excellent comprehension for normal signing rate.
<b><u>Advanced Plus</u></b>	<b><u>Exhibits</u></b> some superior level skills, but not <b><u>all</u></b> and not <b><u>consistently</u></b> .
<b><u>Advanced</u></b>	<b><u>Able to have a generally shared conversation with good, spontaneous elaboration for both social and work topics.</u></b> Broad sign language vocabulary knowledge and clear, accurate production of signs and fingerspelling at a normal/near-normal rate; occasional misproductions do not detract from conversational flow. Good use of many sign language grammatical features and comprehension good for normal signing rate.
<b><u>Intermediate Plus</u></b>	<b><u>Exhibits</u></b> some advanced level skills, but not <b><u>all</u></b> and not <b><u>consistently</u></b> .
<b><u>Intermediate</u></b>	<b><u>Able to discuss with some confidence routine social and work topics within a conversational format with some elaboration; generally 3-to-5 sentences.</u></b> Good knowledge and control of everyday/basic sign language vocabulary with some sign vocabulary errors. Fairly clear signing at a moderate signing rate with some sign misproductions. Fair use of some sign language grammatical features and fairly good comprehension for a moderate-to-normal signing rate; a few repetitions and rephrasing of questions may be needed.
<b><u>Survival Plus</u></b>	<b><u>Exhibits</u></b> some intermediate level skills, but not <b><u>all</u></b> and not <b><u>consistently</u></b> .
<b><u>Survival</u></b>	<b><u>Able to discuss basic social and work topics with responses generally 1-to-3 sentences in length.</u></b> Some knowledge of basic sign language vocabulary with many sign vocabulary and/or sign production errors. Slow-to-moderate signing rate. Basic use of a few sign language grammatical features. Fair comprehension for signing produced at a slow-to-moderate rate with some repetition and rephrasing.
<b><u>Novice Plus</u></b>	<b><u>Exhibits</u></b> some survival level skills, but not <b><u>all</u></b> and not <b><u>consistently</u></b> .
<b><u>Novice</u></b>	<b><u>Able to provide single sign and some short phrase/sentence responses to basic questions signed at a slow-to-moderate rate with frequent repetition and rephrasing.</u></b> Vocabulary primarily related to everyday work and/or social areas such as basic work-related signs, family members, basic objects, colors, numbers, names of weekdays, and time. Production and fluency characterized by many sign production errors and by a slow rate with frequent inappropriate pauses/hesitations.
<b><u>No Functional Skills</u></b>	<b><u>(May be) Able to provide short single sign and “primarily” fingerspelled responses to some basic questions signed at a slow rate with extensive repetition and rephrasing.</u></b>

<sup>a</sup>Adapted from US Foreign Service Institute and ACTFL LPI Rating Scales by Drs. William Newell and Frank Caccamise

<sup>b</sup>The SLPI was referred to as the Sign Communication Proficiency Interview (SCPI) from 1983 to May 2006.

<sup>c</sup>For all SLPI rating descriptors, **first statement (in bold type) always a statement of ASL communicative functioning**, with all remaining statements (regular type) descriptors of ASL form (vocabulary, production, fluency, grammar, and comprehension).

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## Appendix B

**GENERAL LANGUAGE TEACHING METHODS**

[Adapted from Albertini, Meath-Lang &amp; Caccamise (1984)]

- A. QUESTIONS TO CONSIDER IN EVALUATING THE EFFECTIVENESS OF A METHOD (RIVERS, 1968)
1. What are the objectives of the method/approach?
  2. Are the objectives appropriate for the particular situation/needs of students?
  3. Do the suggested techniques achieve the objectives economically?
  4. Do the techniques maintain learner's interest?
  5. Are the techniques reasonable for the teacher?
  6. Are the objectives and techniques appropriate to the age of the learner?
- B. INSTRUCTIONAL APPROACHES (FROM TRADITIONAL TO MOST RECENT)
1. Grammar-Translation Method (Newmark, 1948, Fleischer & Groode, 1982): This approach provides detailed explanations of the target language grammar and extensive practice in translation. In this approach, classes are taught primarily in the native language of the students. English in print/writing as well as speech would most likely be used.
    - a. Emphasis on grammar/structural rules, drills for memorization, use of native language for instruction
    - b. Goal: Reading and writing skills (Note: Fleischer & Groode (1982) discuss how this method has been used with ASL instruction.)
  - 2.. Audio-Lingual Method (Brooks, 1960; Moulton, 1961): Language learning is viewed as habit formation; therefore, oral repetition, memorization of set phrases and over-learning are encouraged. In instruction four skills are identified and sequenced: listening, speaking, reading and writing. Emphasis is placed on practicing grammatical forms and on pronunciation (trying to “sound like” or “look like” a native speaker of the language).
    - a. Emphasis on habit formation through imitation and repetition, drills with everyday phrases and sentences, and single word substitutions and additions; native and second language are compared
    - b. Goal: Listening and speaking skills, then reading and writing skills  
Note: The “Green Books” (Baker & Cokely, 1980) use this approach via substitution exercises and use of videotape dialogues used for imitation & practice.
  3. The Cognitive Approach (Kelly, 1969; Diller, 1978; Cogen & Philip, 1982): Based on an adult language learning model with an emphasis on both learning about a language and development of communication skills. Language learning is viewed as rule (not habit) formation. Both explanation of grammar in which rules are applied to several examples and inductive reasoning (“figuring it out”) from a set of language data may be used; pronunciation is deemphasized while overall “communicative competence” is emphasized.



Student error is seen as an inevitable by-product of learning and comprehension (listening and reading) is given as much time in the classroom as speaking/signing.

- a. Emphasis on rule formation, rather than habits; students encouraged to induce (“figure out”) the target language ( $L_2$ ) rules from examples, with explanation of  $L_2$  grammar via native language of students ( $L_1$ ) also used; receptive and expressive skills both emphasized.
- b. Goal: Communicative competence (more important than language form/pronunciation)

This approach combines aspects of Grammar-Translation, Audio-lingual and Direct Methods. Learning American Sign Language (Humphries & Padden, 1992) and Basic Sign Language, (Newell, et. al., 1984) use aspects of this approach combined with Direct Methods.

4. Direct Method (Sweet, 1964, Newell, et. al., 1982): Based on a child/natural language acquisition model, this approach may be viewed as a reaction to the grammar-translation approach. The native language is never used. Grammar is taught inductively and oral practice in the form of question/answer predominates as a classroom activity.
  - a. Emphasis on learner, question and answer, conversational, sequenced natural development/acquisition, use of target/second language.
  - b. Goal: Conversational skills
5. The Natural Approach (Terrell, 1986): This is an outgrowth of “Direct Methods” based primarily in the idea that language learners progress through “natural” developmental stages. These stages are: comprehension (preproduction), early production, and speech emergence. In “natural approach” classrooms students are allowed to progress through these stages at their own pace. A characteristic of this method includes an extended period where students only receive (listen) as the teacher introduces language through use. The theory is that comprehension precedes expression. This method grew out of the language acquisition model proposed by Krashen (1982).
  - a. Emphasis on extended period of comprehension practice without pressure to express language
  - b. Goal: Conversational skills
6. The Notional-Functional Syllabus (Van Ek, 1976; Munby, 1978): Instruction is based on a detailed inventory of pragmatic functions (for example, requesting services, introducing oneself, reporting information) and situations (professional, academic, social/family), and grammatical structures and vocabulary that can be used to fulfill these functions in these situations. Proponents of such a syllabus agree that their goal is communicative; however, there is no consensus regarding instructional methods. Generally, direct methods are used to introduce “new” language material but aspects of other methods are also used. (Note: The *Signing Naturally/Vista Curriculum* and *ASL at Work* curriculums are designed using a Notional-Functional approach.)

## Appendix C

**NTID Faculty/Staff Sign Language Education Program (FSSLEP)**  
**American Sign Language (ASL) at Work 1a, b, c Conversational Practice**

June Reeves  
 June 2007

Practice strategies in this appendix adapted from ASL at Work Curriculum (W. Newell, C. A. Sanders, B. R. Holcomb, S. K. Holcomb, F. Caccamise, & R. Peterson, in preparation for publication)

Use the space below each practice strategy to notate signs and grammatical aspects that you will need to use to convey the information effectively.

Authors' Note: No space included below each paragraph in order to reduce number of pages in this document.

### **ASL 1a Conversational Practice**

#### Unit 1: Introducing Ourselves

Say "Hello" to a classmate, introduce yourself and ask for his/her name. Ask for the name to be repeated. Follow up by informing classmate of your work and asking about his/her work. Reply appropriately and ask how long he/she has held that job. Reply appropriately. Express that you are pleased to meet the person and close the conversation.

#### Unit 2: Learning ASL

Get attention and ask a classmate how long he/she has been learning ASL. Ask the name of their first ASL teacher and the name of that first class. Respond appropriately. Confirm whether the teacher is deaf or hearing. Ask whether that class was easy/hard. Ask what aspect of the class was the most challenging. Ask for clarification if needed. Share the same information about yourself.

#### Unit 3: People at Work

Get attention and ask a classmate the name of the secretary in the counseling department. Ask for the name to be repeated and confirm. Ask the location of the secretary's office and request directions for getting there. Confirm directions and thank the person for their assistance. Close conversation.

Get attention and ask a classmate if he/she knows the room location of the faculty meeting with President Simone. Your classmate directs you to Room 2590. You ask to accompany him/her, but h/s responds that they have a conflict and can't attend. He/she gives directions to 2590. Confirm and thank the person for their assistance. Close conversation.

#### Unit 4: Making Appointments

Role-play:

It's Friday afternoon. Give your name to the secretary (a classmate) and express that you have an appointment with Dr. Jones at a specific time.

The secretary responds that she's in an emergency meeting and will not be available for the rest of the day.

Ask to see another counselor.

The secretary responds that no other counselor is available and asks if you could come back next

Mon. at 9am or at 11am.

You can't because you have a conflict, but you're available at 2pm. The secretary makes the appointment. You confirm the date and time and close conversation.

#### Unit 5: Work Duties

Ask a classmate to tell you about his/her job (department name, duties, responsibilities). Ask what he/she likes the most and least about the job. Ask how long the person has had that job. Share the same information about yourself. (Confirm and correct information as needed.)

#### Unit 6: Sharing Personal Information

Ask a classmate to tell you about his/her family (whether married/single, etc., partner's/spouse's name, how many children and names/ages, brothers/sisters and where they live. Share the same information about yourself in a conversational format.

#### Unit 7: Where People Live

Discuss with a classmate where you both were born and grew up. Then share where you live now and explain where that is in relation to RIT. Ask each other why you like or don't like that location.

Discuss with a classmate whether you live in a house or apartment, what it's like, and when it was built. Explain how you both get to work. Express what time you normally arrive and leave from work.

### **ASL 1b Conversational Practice**

#### Unit 8: Time and Activities

1. Ask a classmate if he/she went to the play last night at the NTID theatre. He/she responds negatively and asks the title. Give the title and say that you saw it last year in New York City. Say that the play will be repeated here during fall quarter of next year.
2. Ask a classmate about their plans for the weekend. He/she responds that they bowl with their league on Friday nights, and then sleep in on Saturdays. Say that you're going out to eat with friends on Friday night, then on to a movie at the Little Theatre. You would enjoy sleeping in on Saturdays, but with little children it's impossible because they're up early.
3. Tell a classmate you enjoy going out to eat with your husband/ wife, boyfriend/girlfriend, friend. He/she asks what kind of food you enjoy and your favorite restaurant. Respond and ask for the same information. Ask where the restaurant is located. Ask for directions to the restaurant.
4. Ask a classmate what their favorite activities are for each of the four seasons of the year. Share the same information about yourself and explain why.
5. Ask a classmate if they went on vacation last summer, and if so, where. Ask about their activities during vacation. Say that you plan to take some time off soon. Relate three things you enjoy doing on vacation.
6. Ask a classmate if he/she exercises. Say that you enjoy working out in the gym on Tuesdays and Thursdays at a particular time of the day. It's not boring. On Fridays you swim and then sit in the Jacuzzi. After that, you don't feel like going back to work because you're too relaxed.

#### Unit 9: Making Requests

1. Tell a classmate that you forgot to lock your office and left your ID and keys on top of your desk. Ask a classmate to go to your office, get the keys, and turn off the lights and lock the door.
2. Express three ways you use your ID. Ask a classmate if he/she uses their ID in any additional ways.

3. Ask a classmate if they've ever been locked out of the house. Express that it happened to you once and explain how you got in. Explain what you do now to see that it doesn't happen again.
4. Tell a classmate that the print on the projected image is not clear. Ask them to make it clear. Then ask that the lights be dimmed for better viewing.

#### Unit 10: Weather and Climate

1. Express each season of the year and explain where you would most enjoy being during that particular season and why. Ask a classmate for the same information. Tell what activities you currently do during each season.
2. Tell a classmate about the different regions of the country and the types of weather/climate related problems each has. Include problems like tornadoes, hurricanes, blizzards, earthquakes, ice storms, etc. Express which area you would prefer and why. Ask for the same information from your classmate.
3. Ask a classmate if they had difficulty driving to work this morning because of the fog. Say that foggy conditions don't bother you because you have special fog lights. Icy conditions are very dangerous though. Caution him/her to drive carefully this afternoon because the forecast is for freezing rain. You expect that schools will be closed tomorrow.
4. Ask a classmate if they plan to move south or west when they retire. Say you don't want to move to the south year round because the weather in the summer is too hot and humid. Discuss areas of the country that might be suitable for retirement and why.

#### Unit 11: Schedules and Events

1. Explain to a classmate that the 2-hour workshop scheduled for 1:00 is not cancelled, but it has been delayed one hour because the interpreter hasn't show up yet. The speaker wants the interpreter to voice for her, and then when the speaker shows a video clip, the interpreter will sign the audio portion because the clip isn't captioned.
2. Explain to a classmate that you changed your vacation plans. Originally you planned to be off the second week in July. But now you have a conflict because your daughter's baby is expected the end of the 2<sup>nd</sup> week. You will need to go to her house and take care of them for 2 weeks. So that means either putting off your vacation until the first week in Aug. or taking it early during the 1<sup>st</sup> week of July. You don't think you can be ready by July 1<sup>st</sup>.
3. Tell a classmate about your regular departmental meetings and ask for the same information from him/her. Express an opinion about the meetings related to interest, communication, efficiency, and timeliness.
4. Discuss with a classmate 3 activities that you do on a regular basis beginning and ending at a particular time of the day. Ask for the same information from your classmate. Express an opinion about each activity.

#### Unit 12: Discussing Health and Wellness

1. Tell a classmate that you are worn out from work and express why. Say that you want to go home, stretch out and relax. You're worried that you may be coming down with a cold and don't want it to become the flu or something else serious because you're not getting enough rest. The flu is going around now and you can't afford to get sick.
2. Ask a classmate for news about a colleague who has been very sick for the past 6 months. He has been going for treatments lasting for 3 hrs. each every 2 weeks for 4 months now. He seems to be tolerating the chemo treatments well, and has even started to gain weight. He looked like he was getting worse during the first part of his treatment, but now seems to be improving. Hopefully the treatments are working, and he is actually getting well.

3. Describe an episode related to yourself or someone in your family who was sick. Describe the symptoms, medication, treatment, and duration of the illness.
4. Describe the procedure for having a physical exam.
5. Describe an emergency medical situation that occurred with yourself or someone you know.

### **ASL 1c Conversational Practice**

#### Unit 13: Locating Objects at Work

Describe the arrangement of your office to your classmate. Include locations of the following items: computer, telephone, answering machine, books, files, lamp, pictures of family, videotapes, zip disk. Ask your classmate for the same information.

#### Unit 14: Hobbies and Interests

1. Express to your classmate which sports tend to be played in each season of the year. Discuss the pros and cons of watching vs. playing those sports.
2. Discuss with your classmate your high school or college days and which sports and/or other activities the two of you participated in.
3. Discuss with your classmate activities that the two of you enjoy when you have free time. Explain when you do the activity, where, and with whom.
4. With a classmate describe the types of board games and card games you both enjoy or enjoyed in the past. Discuss winning and losing.
5. Ask your classmate to describe any collections they have and explain how they came to start those collections. Are they actively engaged in shopping for those collections? Share the same information about yourself.
6. Express that you enjoy camping with friends. Say that you go camping once a month, the third week of each month during June, July, and August. Ask your classmate about his camping experiences.

#### Unit 15: Money

1. Sign denominations of US money from 1 cent to 100 dollars.
2. Sign to your classmate four addition and four subtraction problems using money. Ask your classmate to do the same.
3. Discuss household budgets with a classmate. Include money spent on clothes, rent, groceries, entertainment, insurance, transportation, etc. Also include money set aside for savings.
4. Bring fliers advertising specials and sales to class and discuss with a classmate. Express your preferences related to paying cash, using a credit card, and taking advantage of store coupons.
5. Express that you want to take a vacation the third week of August. You want to look up discount tickets for airlines on the internet. Ask a classmate if he/she can explain how to do this.
6. Express that you are broke because you just paid 150 dollars that you borrowed from your friend last month.
7. Discuss with your classmate the advantages and disadvantages of shopping at Tops vs. Wegman's related to the expense of a variety of products.

### Unit 16: Explaining Procedures

1. Explain to your classmate the procedure (using ordinal numbers: first, second, third, etc.) for adding and dropping a course. Ask your classmate to repeat back the procedure to confirm understanding.
2. Express to your classmates that you have a schedule conflict and you need to withdraw from a course scheduled at 8 a.m. Mondays, Wednesdays, and Fridays.  
Ask your classmate to tell you when the other section of the course is offered.
3. Express that you read the instructions for sending your resume on-line to a company which is accepting applications. You don't understand the instructions because they are unclear and the steps are really confusing. Ask your classmate to explain the instructions.
4. Describe the procedure you used in locating your present job. Ask your classmate to share the same information.
5. Explain that you hired a new student assistant in your department and assigned the student to the chairperson. You are concerned because you may have to now lay him off due to budget cuts. Ask your classmate to sit down with the assistant to review his/her options for possibly transferring to another department.
6. Explain to your classmate the procedures for filing a grievance.
7. Describe your experience related to being granted a leave of absence. Ask your classmate for the same information.

### **ASL 1c Narratives**

Introduce yourself to a classmate and tell about your job position, your department, who your boss is and some of your job responsibilities. Comment upon the job duties that are the most satisfying and those that you are somewhat boring/routine. Add other information about your job as appropriate.

Introduce yourself. Tell about your family and where you were born and grew up. Include names of family members, ages, marital status, jobs, and other appropriate information. Be generous with details.

## Appendix D

**NTID Faculty/Staff Sign Language Education Program (FSSLEP)  
ASL Conversational Practice Course (230-01)**

Fall 2005,  
M, T, TH 2-3:00  
LBJ-1450

June Reeves  
LBJ-3632, 475-6811  
[jbrncm@rit.edu](mailto:jbrncm@rit.edu)

This course is designed for participants who have completed ASL at Work 1a, b, and c. The purpose of this course is to review and practice basic language functions. Linguistic principles, conversational strategies and appropriate cultural protocols in conversational discourse within contexts related to work and social topics. Conversations and narratives will be practiced within small group and one-to one formats.

#### Course Goals

1. To assist in the continuing development of ASL conversational skills in small group and one-to-one formats related to work and social topics.
2. To assist in further development of skills in short narrative form that incorporate basic language functions and linguistic principles covered in the “ASL at Work” curriculum

#### Course Objectives

Students will continue to practice and expand conversational skills introduced in:

ASL at Work 1a:

- Getting attention
- Opening and closing conversations
- Establishing time and topic
- Providing listener feedback

ASL at Work 1b:

- Taking turns during a conversation
- Interrupting appropriately
- Confirming and correcting information
- Asking for clarification and repetition
- Asking for favors/assistance

ASL at Work 1c

- Expressing uncertainty
- Giving commands
- Offering assistance
- Explaining leisure activities
- Describing others
- Explaining steps, procedures, and processes
- Talking about money and shopping activities

### Course Activities

In each class session, language functions, linguistic principles conversational strategies and cultural protocol will be introduced, reviewed and practiced. Participants will regularly engage in one-to-one and small group conversations. There will be structured opportunities to apply and practice course content within these two formats. There will be regular review of course material. There will be some outside class assignments.

### Evaluations

On-going feedback will be provided throughout the course. Evaluation of participants' progress in the course as well as evaluation of instructor and course will be conducted during the 10<sup>th</sup> week of the quarter.



## Appendix E

**NTID Faculty/Staff Sign Language Education Program (FSSLEP)  
ASL Spatial Referencing Courses**

**ASL SPATIAL REFERENCING I**

0871-215

**Date of Submission:** May 1998

**Initiators/ Development Team:** J. Reeves (Team Leader), B.R. Holcomb, & D. Lepoutre

**Program:** Faculty/Staff Sign Language Education Program (FSSLEP)

**Department:** American Sign Language and Interpreting Education (ASLIE)

**Center:** Center for Arts and Science (CAS)

**Curriculum Strand:** Practice and Review

**Level of Course:** Beginning

**Prerequisite:** SCPI rating of Survival Plus or Intermediate, completion of ASL III or BSC III, or permission of instructor

**Intended Audience:** Faculty/staff who want to improve use of spatial referencing before registering for intermediate level ASL courses

**Class Hours per Week:** 2 hours/week for 10 weeks

**Extended Responsibilities:** 2 hours/week

1. Viewing of videotapes
2. Weekly individual videotaping
3. Production of final evaluation videotape
4. Completion of reading assignments

**NEEDS STATEMENT**

This course was originally developed and taught under the title ASL Use of Space in response to data in the *SLPI Content Analysis Report* (D. Gustina, R. Kelly, & M. Mitchell, June, 1994). According to this report, the most frequently recommended grammatical feature for further development on faculty/staff members' SLPI reports was use of spatial referencing for a variety of linguistic functions. ASL Use of Space was offered in the FSSLEP during 1995-97. Course evaluations conducted during that time indicated high participant satisfaction with the course content and methodology. Course participants did request that a follow-up course be developed.

In addition, the *FSSLEP Review Report of Survey Results* (J Reeves, J. Wells, J. Avery, & D. Lepoutre, January 20, 1997), Analysis of Multiple Combined Factors Section, page 6, reported the following:

Of the fourteen courses analyzed in this strand, ASL Use of Space (currently titled ASL Spatial Referencing I) was 1 of 4 courses having high scores for all three factors analyzed; i.e., interest, number of participants and satisfaction rating. The comments section of this report indicated that of the courses wanted by faculty/staff, courses focusing on skills development were perceived as most beneficial.

Ongoing need for the continuation of this course is also documented in the results of the Sign Language Skills Classroom Observation Reports (SLSCOR) conducted to date; that is, for approximately 85% of SLSCOR participants, use of spatial referencing is identified as one of their three top priorities for improvement of classroom signing.

## **COURSE DESCRIPTION**

This is the first in a sequence of courses designed to provide practice and reinforcement of ASL referencing skills introduced in the beginning series of ASL courses. Explanation and practice incorporating the signing space with indexing, eye gaze, body shifts and directional verb movement to effectively present information visually will be emphasized. ASL referencing strategies will be practiced for identifying and discussing people and events, identifying and discussing work responsibilities, introducing unfamiliar or technical vocabulary, and separating references for clarity of discussion or for contrast/comparison. Students will be responsible for practicing and videotaping themselves in preparation for classroom discussion and instructor feedback.

## **STUDENT MATERIALS**

Blank 60 “ VHS Videotape

Required Readings:

Baker, C. & Cokely, D. (1980). *American Sign Language: A Teacher's Resource Text*. Silver Spring, MD, T.J. Publishers. (Pronominalization: pages 205 - 236).

Borden, B. (1996). *The Art of Interpreting American Sign Language*. Plymouth, MI, Hayden-McNeil Publishing, Inc. (Chapter 2: ASL as a Visual Language: Reality Rules; Use of Signing Space).

## **COURSE GOALS**

To assist participants in:

1. Understanding the purpose, principles for use, and strategies for incorporating spatial references in ASL discourse.
2. Developing ability to use space and other ASL referencing techniques to communicate information effectively in ASL.
3. Developing insight into areas of strength and weakness related to use of spatial referencing and developing strategies for self-monitoring of progress towards goals.

## **STUDENT OBJECTIVES**

Participants will:

1. Identify in writing the purpose, principles for use, and linguistic techniques (indexing, eye gaze, body shift, directional verb movement, and classifiers) associated with spatial referencing in ASL
2. Identify during classroom viewing, examples of signing episodes that effectively incorporate spatial referencing and those that do not, and compare the visual effectiveness of the two ways of presenting information by responding in writing.
3. Demonstrate use of the following spatial referencing behaviors: indexing, eye gaze, body shift, and incorporation of selected verbs, when signing about people and events, job related topics, making comparisons, and discussing unfamiliar/ technical vocabulary during class practice sessions.
4. Produce a bi-weekly videotape demonstrating successful incorporation of spatial referencing behaviors (listed in #3 above) to discuss people and events and job related topics, to make comparisons, and to introduce and explain unfamiliar/ technical vocabulary.
5. Identify strengths and weaknesses of their use of spatial referencing practiced in class.

## COURSE CONTENT/ OUTLINE

1. Principles of Establishing and Using Spatial/Pronominal Reference:
  - a. Space, indexing, eye gaze, body shift.
  - b. Directional verb movement.
  - c. Use of classifiers.
2. Using Spatial/Pronominal Reference (a. and b. above) to:
  - a. Identify and discuss people and events.
  - b. Identify and discuss job related topics.
  - c. Separate, contrast and compare nouns.
  - d. Incorporate pronoun 'it' and demonstrative adjectives 'this' and 'that'.
  - e. Identify and discuss unfamiliar or technical vocabulary.
3. Verbs that change movement"
  - a. To indicate subject and object information
  - b. To indicate location

## INSTRUCTIONAL STRATEGIES

1. Class discussions
2. Instructor modeling
3. Analysis of videotapes illustrating spatial referencing
4. In class practice
5. Feedback (in writing) on participant made videotapes

## COURSE MATERIALS

### 1. Instructor Materials:

- Baker, C. & Cokely, D. (1980). *American Sign Language: A Teacher's Resource Text and Student Videotapes Units 1-18*. Silver Spring, MD., T.J. Publishers.
- Borden, Bennett. (1996). *The Art of Interpreting American Sign Language Teachers' Guide and CD-ROM*, Plymouth, MI., Hayden-McNeil Publishing, Inc.
- Cassel, J., & McCaffrey, E. (1995). *ASL Grammatical Aspects: Comparative Translations, Course 2001: Instructional Guide, CD-ROM, & Videotape*, Salem, OR. Sign Enhancers, Inc. (Module 5: Directionality & Module 6: Use of Space)
- Reeves, J. Clymer, W., & Dorn, C. (1992). *Student Sign Language Samples Videodisc*, Self Instruction Program: Grammatical Aspects: Use of Space.
- Smith, C., Lentz, E.M., Mikos, K. (1988). *Vista Signing Naturally Level I, Teachers Curriculum Guide and Student Videotext*, San Diego, CA., Dawn Sign Press.
- Videotapes produced to demonstrate ASL referencing techniques required by course assignments
- Instructor produced materials

### 2. Students' Suggested Readings:

- Valli. C. & Lucas, C., (1992). *Linguistics of American Sign Language*. Washington, D.C., Gallaudet University Press. (Morphology of Location in ASL, pp 196-218, Subject-Object Agreement, pp 230-237, Pronouns and Determiners, pp 243-255)
- Winston, E. (1991). Spatial referencing and cohesion in an American Sign Language text. *Sign Language Studies*, 73, 397-409.

## STUDENT EVALUATION

Participants will receive a written progress report at the conclusion of the course based on the following criteria:

1. Identification in writing of the purpose, principles for use, and the spatial referencing techniques used to discuss people and events and job related topics, to make comparisons, and to introduce unfamiliar vocabulary in ASL
2. Participation in classroom discussion and analysis of videotapes
3. Completion of assigned videotaping activities related to topics in #1 above.  
Bi-weekly feedback (including written feedback) provided by the instructor
4. Satisfactory completion of a final videotape (80% successful) demonstrating use of spatial referencing techniques practiced in class for discussing people, events, and job related topics, for making comparisons, and for introducing unfamiliar vocabulary

Participants' final progress report will include recommendations for appropriate continuing skill development

## COURSE AND INSTRUCTOR EVALUATION

Ongoing systematic evaluation using forms developed to assess effectiveness of the course and the instructor will occur at the conclusion of the class.

## COURSE DEVELOPMENT BIBLIOGRAPHY

- Baker, C. & Cokely, D. (1980). *American Sign Language: A Teacher's Resource Text*. Silver Spring, MD: T.J. Publishers.
- Borden, B. (1996). *The Art of Interpreting American Sign Language*, Teachers Guide, Plymouth, MI., Hayden-McNeil Publishing, Inc.
- Cassel, J., & McCaffrey, E. (1995). *ASL Grammatical Aspects: Comparative Translations, Course 2001: Instructional Guide*, Salem, OR, Sign Enhancers, Inc.
- Mackay, D. & Fulkerson, D. (1979). On the comprehension and production of pronouns. *Journal of Verbal Learning and Verbal Behavior*, 18, 666-674.
- Newell, W. & Holcomb, S.(1983). *Basic Sign Communication Teachers Curriculum Guides I – III*. Silver Spring, MD., National Association of the Deaf.
- Smith, C., Lentz, E.M., Mikos, K. (1988). *Vista Signing Naturally Level I, Teachers Curriculum*. San Diego, CA., Dawn Sign Press.
- Valli. C. & Lucas, C., (1992). *Linguistics of American Sign Language*. Washington, D.C., Gallaudet University Press. (Morphology of Location in ASL, pp 196-218, Subject-Object Agreement, pp 230-237, Pronouns and Determiners, pp 243-255).
- Winston, E. (1991). Spatial referencing and cohesion in an American Sign Language text. *Sign Language Studies*, 73, 397-409.

**ASL SPATIAL REFERENCING II**

0871-315

**Date of Submission:** May, 1998**Initiators/ Development team:** J. Reeves (Team Leader), B. R. Holcomb, & D. Lepoutre**Program:** Faculty/Staff Sign Language Education Program (FSSLEP)**Department:** American Sign Language and Interpreting Education (ASLIE)**Center:** Center for Arts and Science (CAS)**Curriculum Strand:** Practice and Review**Level of Course:** Beginning**Prerequisite:** Completion of ASL Spatial Referencing I**Intended Audience:** Faculty/staff who need to improve use of spatial referencing before registering for intermediate level ASL courses**Class Hours per Week:** 2 hours/week for 10 weeks**Extended Responsibilities:** 2 hours/week

- |   |                                      |
|---|--------------------------------------|
| 1. Viewing of videotapes                    | 2. Weekly individual videotaping     |
| 3. Production of final evaluation videotape | 4. Completion of reading assignments |

**NEEDS STATEMENT**

This course is a continuation of the ASL Spatial Referencing I course. Support for the need for a follow-up course that addresses ASL spatial referencing is discussed below.

The *SLPI Content Analysis Report* ((D. Gustina, R. Kelly, & M. Mitchell, June, 1994). identified various linguistic functions of use of space as being the grammatical feature most frequently recommended for further development on faculty/staff's SLPI reports. ASL Spatial Referencing II will focus on linguistic functions of spatial referencing that were not addressed in Spatial Referencing I.

In addition, the *FSSLEP Review Report of Survey Results* (J Reeves, J. Wells, J. Avery, & D. Lepoutre, January 20, 1997), Recommendation section, page. 22, # 3 states, "Develop offerings of effective courses at more than one skill level; i.e. provide follow-up courses that build on previously taught skills". This same Recommendation section, page 23, #2, states that the FSSLEP should be reviewed with one goal being to provide adequate instruction to address weaknesses identified in the SLPI reports. for NTID faculty/staff

The need for this course as a follow-up to Spatial Referencing I is also documented in the results of the Sign Language Skills Classroom Observation Reports (SLSCOR) conducted to date; that is, for approximately 85% of SLSCOR participants, use of spatial referencing is identified as one of their three top priorities for improvement of classroom signing.

**COURSE DESCRIPTION**

This is the second in a sequence of courses designed to provide practice and reinforcement of ASL referencing skills introduced in the beginning series of ASL courses. Explanation and practice of more extended and complex applications of information practiced in Spatial Referencing I (incorporating the signing space with indexing, eye gaze, body shifts and directional verb movement) will be emphasized. ASL referencing strategies will be practiced for listing references on the non-dominant hand and for use of the horizontal and vertical plane for 'real world' descriptions of objects, settings, and routes. Students will be responsible for practicing and individual videotaping of themselves in preparation for classroom discussion and instructor feedback.

**STUDENT MATERIALS:**

Blank 60“ VHS Videotape

Required Readings:

Valli, C. & Lucas, C., (1992). *Linguistics of American Sign Language*. Washington, DC, Gallaudet University Press. (Morphology of Location in ASL, pp 196-218, Subject-Object Agreement, pp 230-237, Pronouns and Determiners, pp 243-255).

Winston, E. (1991). Spatial referencing and cohesion in an American Sign Language text. *Sign Language Studies*, 73, 397-409.

**COURSE GOALS**

To assist participants in:

1. Developing ability to apply knowledge and skill using space and ASL referencing techniques practiced in ASL Spatial Referencing I to more extended and complex communication situations.
2. Developing insight into areas of strength and weakness related to use of spatial referencing and developing strategies for self-monitoring of progress towards goals.

**STUDENT OBJECTIVES**

Participants will:

1. Identify in writing the purpose, principles for use, and linguistic techniques (indexing, eye gaze, body shift, directional verb movement, and classifiers) associated with spatial referencing in ASL
2. Demonstrate use of the following spatial referencing behaviors: indexing, eye gaze, body shift, and incorporation of selected verbs, when signing about people and events and job related topics in extended discourse.
3. Demonstrate during classroom practice sessions, use of the spatial referencing behaviors listed in #2 above when using the non-dominant hand for listing of referents, when describing settings and tracing routes on a horizontal plane, and when describing objects and tracing routes using a vertical plane.
4. Produce a bi-weekly videotape demonstrating successful incorporation of the spatial referencing behaviors listed in #2 above for using the non-dominant hand for listing referents, for describing settings and objects, when tracing routes on a horizontal plane, and when describing objects and tracing routes using a vertical plane.
5. Identify strengths and weaknesses of their use of spatial referencing techniques practiced in class.

**COURSE CONTENT/ OUTLINE**

1. Review of Principles of Establishing and using Spatial/Pronominal Reference
2. Spatial/Pronominal Reference for Extended Discourse
3. Use of Non-Dominant hand for Listing of Referents
4. Use of Spatial/Pronominal Reference for ‘Real World’ Descriptions:
  - a. Using the horizontal plane to describe settings
  - b. Using the horizontal plane to describe/trace routes
  - c. Using the vertical plane (mapping) to describe objects
  - d. Using the vertical plane (mapping) to trace routes
5. Verbs that change movement:
  - a. To indicate subject and object information
  - b. To indicate location

## **INSTRUCTIONAL STRATEGIES**

1. Class discussions
2. Instructor modeling
3. Analysis of videotapes illustrating spatial referencing
4. In class practice
5. Feedback (in writing) on participant made videotapes

## **COURSE MATERIALS**

- Baker, C. & Cokely, D. (1980). *American Sign Language: A Teacher's Resource Text and Student Videotapes Units 1-18*. Silver Spring, MD., T.J. Publishers.
- Borden, Bennett. (1996). *The Art of Interpreting American Sign Language Teachers' Guide and CD-Rom*, Plymouth, MI., Hayden-McNeil Publishing, Inc.
- Cassel, J., & McCaffrey, E. (1995). *ASL Grammatical Aspects: Comparative Translations, Course 2001: Instructional Guide, CD-ROM, & Videotape*, Salem, OR, Sign Enhancers, Inc. (Module 5: Directionality & Module 6: Use of Space)
- Reeves, J. Clymer, W, & Dorn, C. (1992). *Student Sign Language Samples Videodisc, Self Instruction Program: Grammatical Aspects: Use of Space*.
- Smith, C., Lentz, E.M., Mikos, K. (1988). *Vista Signing Naturally Level I, Teachers Curriculum Guide and Student Videotext*. San Diego, CA, Dawn Sign Press.
- Videotapes produced to demonstrate ASL referencing techniques required by course assignments
- Instructor produced materials

## **EVALUATION**

Participants will receive a written progress report at the conclusion of the course based on the following criteria:

1. Participation in classroom discussion and practice sessions
2. Completion of assigned videotaping activities related to use of referencing techniques for extended discourse about people and work related topics, listing of referents on the non-dominant hand, and use of the horizontal and vertical planes for 'real world' descriptions of objects, settings, and routes. Bi-weekly feedback (including written feedback) provided by the instructor
3. Satisfactory completion (80% successful) of final videotape demonstrating use of spatial referencing techniques practiced in class listed in #2 above.

Participants' final progress report will include recommendations for appropriate continuing skill development

## **COURSE AND INSTRUCTOR EVALUATION**

Ongoing systematic evaluation using forms developed to assess effectiveness of the course and the instructor will occur at the conclusion of the class.

## **COURSE DEVELOPMENT BIBLIOGRAPHY**

- Baker, C. & Cokely, D. (1980). *American Sign Language: A Teacher's Resource Text*. Silver Spring, MD, T.J. Publishers.
- Borden, Bennett. (1996). *The Art of Interpreting American Sign Language Teachers' Guide*. Plymouth, MI., Hayden-McNeil Publishing, Inc.
- Cassel, J., & McCaffrey, E. (1995). *ASL Grammatical Aspects: Comparative Translations, Course 2001: Instructional Guide*, Salem, OR., Sign Enhancers, Inc.
- Mackay, D. & Fulkerson, D. (1979). On the comprehension and production of pronouns. *Journal of Verbal Learning and Verbal Behavior*, 18, 666-674.

- Newell, W., & Holcomb, S. (1983). *Basic Sign Communication Teachers Curriculum Guides I–III*, Silver Spring, MD, National Association of the Deaf.
- Smith, C., Lentz, E.M., Mikos, K. (1988). *Vista Signing Naturally Level I, Teachers Curriculum*, San Diego, CA, Dawn Sign Press.
- Valli, C. & Lucas, C., (1992). *Linguistics of American Sign Language*. Washington, D.C., Gallaudet University Press. (Morphology of Location in ASL, pp 196-218, Subject-Object Agreement, pp 230-237, Pronouns and Determiners, pp 243-255).
- Winston, E. (1991). Spatial referencing and cohesion in an American Sign Language text. *Sign Language Studies*, 73, 397-409.



## Appendix F

**NTID Faculty/Staff Sign Language Education Program (FSSLEP)  
Classifier Courses**

**ASL Classifiers I**

0871-225

**Date of Re-submission:** May 10, 2001

**Initiator and Curriculum Team:** Barbara Ray Holcomb & June Reeves

**Program:** Faculty/Staff Sign Language Education Program (FSSLEP)

**Department:** American Sign Language and Interpreting Education (ASLIE)

**Center:** Center for Arts and Science (CAS)

**Curriculum Strand:** Practice and Review

**Level of Course:** Intermediate

**Prerequisite:** Completion of ASL III or BSC III and Spatial Referencing, SLPI Rating of Survival Plus or Intermediate, or permission of instructor

**Intended audience:** Faculty/Staff who want to improve use of ASL classifiers before registering for intermediate level courses.

**Class hours per week:** 3 hours

**Extended responsibilities:** 2 hours/week

1. Viewing of videotapes
2. Regular individual videotaping
3. Production of final evaluation videotape
4. Completion of reading assignments

**NEEDS STATEMENT**

This course was developed and taught in response to data in the *SLPI Content Analysis Report* (D. Gustina, R. Kelly, & M. Mitchell, June, 1994). According to this report, the second most frequently recommended grammatical feature for further development on NTID faculty/staff members' SLPI reports was use of classifiers for a variety of linguistic functions. This course was offered in the FSSLEP during 1995-97. Course evaluations conducted during that time indicate participants' satisfaction with the course content and methodology.

In addition, the *FSSLEP Review Report of Survey Results* (J. Reeves, J. Wells, J. Avery, & D. Lepoutre, January, 20, 1997), Analysis of Multiple Combined Factors Section, page 6, reported: "Of the fourteen courses analyzed in this strand, Use of Classifiers (currently titled ASL Classifiers I) was 1 of 4 courses having high scores for all three factors analyzed; i.e., interest, number of participants, and satisfaction rating." The comments section of this report indicated that of the courses wanted by faculty/staff, courses focusing on skills development were perceived as most beneficial.

**COURSE DESCRIPTION**

Classifiers are specific handshapes used to represent and describe the physical world that combined with location and movement, form a predicate phrase. Classifiers can be divided into categories dependent on linguistic functions. This course will provide an overview of the ASL classifier system and will review and categorize classifiers taught in the beginning level ASL courses. Practice exercises will focus on the use of semantic/pronominal and quantifier classifiers to represent classes of nouns, descriptive classifiers to describe the physical world, and instrumental classifiers to show how objects are handled or manipulated. Participants will

practice choosing classifiers to convey information appropriately at the phrase, sentence, and discourse level. Students will be responsible for practicing and regular videotaping of themselves in preparation for classroom review/discussion and instructor feedback.

### **STUDENT MATERIALS**

Blank 60 minute VHS videotape

Classifiers Packet: Reeves, J. (1993).

*An overview of the American Sign Language Classifiers System*

Required Readings:

Valli, C. & Lucas, C. (1992). *Linguistics of American Sign Language*.

Washington, DC: Gallaudet University Press. (Classifier Predicates, pg. 219-227).

Baker, C. & Cokley, D. (1980). *American Sign Language: A Teacher's Resource Text*. Silver Spring, MD: T. J. Publishers. (Classifiers, pg. 287-332).

Stewart, D. (1998). *American Sign Language The Easy Way*. Barron's Educational Series, Hauppauge, NY. (Classifiers: the Paintbrush of ASL, pg. 285-306).

### **COURSE GOALS**

To assist participants in:

1. Understanding the function and purpose of ASL classifiers.
2. Identifying ASL classifiers from each of the functional categories discussed in class
3. Improving comprehension of ASL classifiers when used in extended narratives and descriptions
4. Using appropriate classifiers to narrate events, provide descriptions, and to show how objects are handled or used.
5. Developing insights into areas of strength and weakness related to use of ASL classifiers and developing strategies for self-monitoring progress towards goals.

### **STUDENT OBJECTIVES**

Participants will:

1. Explain the purpose, function, and principles for use of pronominal/semantic, descriptive, quantifier and instrumental classifiers.
2. When presented with signed stimuli, identify classifiers included in each of the above categories discussed in class.
3. Match specific ASL classifiers to their functional application and provide examples of appropriate usage.
4. When presented with signed stimuli using classifiers discussed in class, student will demonstrate comprehension by responding in writing, by following directions, or by assembling an object
5. When presented with stimuli (picture, slide, object, written directions, etc.) requiring use of pronominal, descriptive, quantifier, and/or instrumental classifiers, accurately uses appropriate classifiers in connected discourse.

### **COURSE CONTENT/OUTLINE**

A. Overview /Explanation of ASL Classifiers

1. Pronominal/Semantic Classifiers

3. Quantifier Classifiers

2. Descriptive Classifiers

4. Instrumental Classifiers

B. Principles for Using Classifiers

- C. Pronominal/Semantic Classifiers (Identification and Usage)
- D. Descriptive Classifiers (Identification and Usage)
- E. Quantifier Classifiers (Identification and Usage)
- F. Instrumental Classifiers (Identification and Usage)

### **INSTRUCTIONAL STRATEGIES**

1. Class discussions
2. Instructor modeling
3. Analysis videotapes/pictures/slides illustrating classifiers in class practice
4. Feedback (in writing) on participant made videotapes

### **COURSE MATERIALS**

1. Classifiers Packet provided by instructor: Reeves, J. (1993). An overview of the American Sign Language Classifiers System
2. Slides/Pictures/Objects for practice
3. Sentence/narrative stimuli for expressive practice of specific classifiers
4. Smith, C., Lentz, E. M. & Mikos, K. (1988). *Signing Naturally Level I and II Teachers Curriculum Guide and Student Workbook and Videotape*. Berkeley, CA: Dawn Sign Press.

### **STUDENT EVALUATION**

Participants will receive a written progress report at the conclusion of the course based on the following criteria:

1. Identification in writing of the purpose and principles for use of pronominal/semantic and descriptive classifiers
2. Participation in classroom discussion, analysis of videotapes
3. Completion of regular assigned videotaping practice activities  
(Regular feedback by the instructor)
4. Satisfactory completion of a final videotape (80%successful) demonstrating use of classifiers practiced in class for narrating events and providing descriptions

Participants' final progress report will include recommendation for appropriate continuing skill development.

### **COURSE AND INSTRUCTOR EVALUATION**

Ongoing evaluation using standard forms provided in the department for FSSLEP

### **COURSE DEVELOPMENT BIBLIOGRAPHY**

- Baker, C. & Cokley, D. (1980). *American Sign Language: A Teacher's Resource Text*. Silver Spring, MD: T. J. Publishers. (Classifiers, pg. 287-332).
- Humphries, T. & Padden, C. (1990). *Learning American Sign Language*. Englewood Cliffs, NJ: Prentice Hall.
- Newell, W. et al, (1986). *Basic Sign Communication I, II & III*. National Association of the Deaf: Silver Spring, MD.
- Smith, C., Lentz, E. M. & Mikos, K. (1988). *Signing Naturally Level I, Teachers Curriculum Guide and Student Workbook and Videotape*. Berkeley, CA: Dawn Sign Press.
- Stewart, David. (1998). *American Sign Language The Easy Way*. Barron's Educational Series, Hauppauge, NY. (Classifiers: the Paintbrush of ASL, pg. 285-306).
- Valli, C. & Lucas, C. (1992). *Linguistics of American Sign Language*. Washington, DC: Gallaudet University Press. (Classifier Predicates, pg. 219-227)

## Appendix G

**NTID Faculty/Staff Sign Language Education Program (FSSLEP)  
ASL at Lunch – Conversational Practice**

- \* Are you an NTID faculty member who has taken the SLPI and received a rating of **Intermediate/Intermediate Plus**?
- \* Are you looking for opportunities to improve your ASL conversational skills?
- \* Would you like regular practice conversing in ASL about work and social topics with skilled deaf signers?

If "YES" is your answer to all of the above, THEN PLEASE READ ON!

**Pilot Program: ASL at Lunch - Conversational Practice:**

The Department of American Sign Language and Interpreting Education (ASLIE), the Steering Committee on Communication (SCC) and the Office of the Dean are jointly sponsoring a pilot program intended to give faculty who are at the Intermediate or Intermediate Plus SLPI level an opportunity to improve their conversational use of American Sign Language.

When?	<b>11:15 - 12:45 on Wednesdays for 7 weeks</b>
Dates?	<b>March 24 through May 5</b>
Where?	<b>LBJ (room to be determined)</b>
What else?	<b>Lunch will be provided each week.</b>

Each week the same group of faculty will get together for structured opportunities to converse with skilled deaf signers (Deaf Professionals and students). Barbara Ray Holcomb from ASLIE will be coordinating the activities.

If you have an SLPI score of Intermediate or Intermediate Plus and can commit to attending all 7 lunch sessions, please send your name and your email address to

**Jennifer Gates, LBJ 3603 or email [jlgsch](mailto:jlgsch) by March 10, 1999**

The registration for this program will be limited to 12, so be sure to sign up early. While this initial pilot is being offered to faculty, NTID staff that are interested should also submit their names and will be registered if space becomes available.

If you are unable to participate in the program at this time but would like to join a future offering, let Jennifer Gates know. This is a pilot effort and if it is successful may be repeated and expanded to include more NTID faculty and staff.

## Appendix H

**PENNSYLVANIA SCHOOL FOR THE DEAF (PSD)  
SLPI INTERMEDIATE/INTERMEDIATE PLUS SIGN LANGUAGE COURSE**

DENISE BROWN AND LORE ROSENTHAL, CO-INSTRUCTORS  
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**Overview of Course Content**

The following areas seem to be the most crucial skills that separate an “Intermediate” from an “Advanced” signer on the SLPI Evaluation.

MONDAY:        Introductions  
                  USE OF SPACE\*

TUESDAY:      LISTING  
                  NUMBERS  
                  NON-MANUAL GRAMMAR/SENTENCE TYPES

WEDNESDAY:  GIVING DIRECTIONS  
                  CLASSIFIERS (Part One)

THURSDAY:    CLASSIFIERS (Part Two)  
                  PLURALIZATION  
                  STORYTELLING  
                  Evaluation of Course

\* each topic will have three parts: introduction of the concept, receptive development, and expressive practice.

We are happy to modify this list, according to class requests and feedback.

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## Strategies for Learning American Sign Language

To increase your language learning in the classroom, develop the following habits:

- 1) Follow all conversations whether they are between the teacher and class, teacher and student, or student and student.
- 2) Focus on the signer's face, not on the hands. Don't break eye contact while in a signed conversation.
- 3) Develop active listening behaviors, i.e., nodding, responding with "huh?," "wow," "really?" Your teacher may stop to repeat information because you do not nod to indicate you are following along. This is not teacher/student behavior – it is cultural. Listeners have very active roles in signed conversations.
- 4) Participate as much as possible by adding comments, agreeing or disagreeing, etc. The more you participate, the more you will retain what you learn. Don't worry about mistakes. They are part of the learning process.
- 5) Try not to worry about a sign you missed. Work on getting the gist of the conversation. If a particular sign pops up over and over, and you haven't a clue to its' meaning, then ask the teacher. Try to avoid asking your classmate for a quick English translation. You would lose out on valuable communication experiences that can strengthen your comprehension skills.
- 6) Leave English (and your voice) outside the door. Try not to translate in your head as you watch someone sign. Don't worry about memorizing, as repetition and context will help you acquire the language.
- 7) Try to maintain a signing environment during class breaks, before class begins, and whenever Deaf people are present.
- 8) Try not to miss class, especially at the beginning. Your class strives to form a language community: the cohesiveness of the group influences how rich the language exchange is in the classroom. Missing class makes it difficult to achieve this interactive environment.

## **List of Available Sign Language Resource Materials**

### Books

American Sign Language: A Comprehensive Dictionary by Martin L.A. Sternberg  
Harper and Row, 1981.

Cost: \$75.00

[in PSD Library, and in Lore's Office]

American Sign Language: A Teacher's Resource Guide on Grammar and Culture  
("The Green Book") by Charlotte Baker and Dennis Cokely. T.J. Publishers, 1980.

Cost: \$24.95

[in PSD Library, in ERC, and in Lore's Office]

A Basic Course in American Sign Language ("ABC Book") by Tom Humphries, Carol Padden, and  
Terrence J. O'Rourke. T.J. Publishers, 1980.

Cost: \$26.95 (PSD Sign Post: \$27.00)

[in PSD Library and in Lore's Office]

From Mime to Sign by Gil Eastman (with Martin Noretzky and Sharon Censoplano).  
T.J. Publishers, 1989.

Cost: \$24.95 (PSD Sign Post: \$23.00)

[in PSD Library, in ERC, and in Lore's Office]

### VISTA: American Sign Language Series, Functional Notional Approach Signing Naturally

Teacher's Guide, Level One	Cost: \$84.95
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(includes Teacher's Cumulative Review Video, Level One)	
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Student Workbook, Level One	Cost for book and video: \$36.95
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Student Videotext, Level One	(PSD Sign Post: \$30.00)
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Teacher's Guide, Level Two	Cost: \$84.95
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(includes Teacher's Cumulative Review video)	
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Student Workbook, Level Two	Cost for book and two videos: \$49.95
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Student Videotext, Level Two	(PSD Sign Post: \$50.00)
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[in ERC and Lore's Office]

Linguistics of American Sign Language by Clayton Valli and Ceil Lucas  
Gallaudet University Press, 1992.

Resource Text for ASL Users	Cost: \$60.00
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Instructor's Manual and Video Set	Cost: \$55.00
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[in ERC, Library, and Lore's Office]

<u>Videos</u>	[all tapes below can be found in the “ERC”]
VC779, VC780	Vista: Level One Teacher’s Cumulative Review [Lore’s office only] Vista: Level One Student Videotext
VC781, VC782	Vista: Level Two Teacher’s Cumulative Review [Lore’s office only] Vista: Level Two Student Videotexts
VC547	American Sign Language: Grammar & Culture
VC548	American Sign Language: Units 1 – 9
VC549	American Sign Language: Units 10 – 18
VC550	American Sign Language: Units 19 – 27
VC551	American Sign Language: “Tales from the Green Books”
VC555, VC706	ASL Numbers: Cardinal and Ordinal Systems
VC556, VC704	ASL Numbers: Incorporating Systems
VC557, VC705	ASL Numbers: Unique Systems
VC767	One, Two, Buckle My Shoe – Lesson One (Numbers)
VC768	One, Two, Buckle My Shoe – Lesson Two (Numbers)
VC769	One, Two, Buckle My Shoe – Lesson Three (Numbers)
VC649, VC700	Fingerspelling: Loan Signs
VC650, VC701	Fingerspelling: Geographic Locations
VC651, VC702	Fingerspelling: Miscellaneous Items
VC652, VC703	Fingerspelling: Proper Names
VC765	Fingerspelling: Expressive and Receptive Fluency (Groode)
VC626	From Mime to Sign: Tape #1, Chapters 1 – 5
VC627	From Mime to Sign: Tape #2, Chapters 6 – 9
VC628	From Mime to Sign: Tape #3, Chapters 10 & 11
VC639	The Face of ASL: Basic Declarative Sentences
VC640	The Face of ASL: Basic Questions
VC665	The Face of ASL: Complex Sentences
VC666	The Face of ASL: Conditionals and Relative Clauses
VC__	ASL Linguistics (Clayton Valli) [not yet catalogued]
VC783	ASL Literature Series – Collectors Edition
VC784	ASL Literature Series – Teacher Videotape
VC785	ASL Literature Series – Student Videotext



DAY ONE

## Introductions

## Ground rules and Logistics

- no voice policy (but some English will be used)
- reference books
- notes and handouts
- bibliography
- job titles
- logistics

## USE OF SPACE

## Defining “Use of Space”

## CONCEPT #1: Comparison/Contrastive Structure

**Handout:** Contrastive Structure (Vista Student Workbook, pp 22)

- a. Concrete Examples, such as comparing two rooms  
RECEPTIVE: Live modeling  
EXPRESSIVE: Comparison of two CCPS Rooms
- b. Abstract Examples, such as people or events  
RECEPTIVE: Live modeling  
EXPRESSIVE: “Pair Practice”

## CONCEPT #2: Pronouns

**Handout:** Pronominalization (Green Book, pp 225-226)

RECEPTIVE: Live modeling

EXPRESSIVE: Cartoons (set up characters only, don't narrate story)

## CONCEPT #3: Subject-Object Verb Agreement

**Handout:** Directional Verbs (Green Book, pp 253, 257, 260, 264))

- a. verb agreement
- b. sign order and “topic”
- c. body shifts (“direct address”)  
RECEPTIVE: Live modeling  
EXPRESSIVE: Cartoons

## CONCEPT #4: Locatives (Prepositions)

**Handout:** Green Book, pp 333, 334

RECEPTIVE: Live modeling

EXPRESSIVE: “Where's My Shoe?” (Vista Unit 9, Teacher's guide, p. 201)

## Denise – Summary Story

## Review definition of “Use of Space”

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## LISTING

CONCEPT: to list a group of items  
or to create a visual outline of important points

RECEPTIVE: Live Modeling

EXPRESSIVE: Round Robin Practice  
-family or friends  
-ingredients  
-hobbies  
-favorite foods, ethnic foods

## NUMBERS

CONCEPT: Incorporating Numbers  
-Cents  
-Units of Clock Time (Minutes, Hours)  
-Calendar Time (Days, Weeks, Months, Years)  
-Sports  
-“More”  
Unique Systems  
-Clock Time  
-Age Numbers  
-Dollar Amounts  
-Height  
-Weight  
-Sport Scores  
-Pronouns  
-Fractions and Decimals  
-Information Numbers (Telephone #, House No., Social Sec. #)  
**Handout:** Numbers

RECEPTIVE: Live Modeling

EXPRESSIVE: **Handout:** Practice Exercises

(For more information see videotapes in ERC, listed in Bibliography)

I will give you your medication at the following times:

7:00 AM  
9:45 AM  
4:30 PM  
11:15 PM

The dog is 3 months old  
15 months old  
3 years old  
17 years old  
5 days old  
15 weeks old

The book cost five dollars.  
Admission to the Caption Film is 6 dollars.  
The candy used to cost 46 cents, now it cost 59 cents.  
The cooking class cost 25 dollars and 50 cents.

I am 5' 11" tall.  
The tree is only approximately 2' 6" tall.

The Chicago Cubs won, 4 – 2.  
The Chicago Bears lost, 12 – 21.  
The Phillies Beat the St. Louis Cardinals, 7 – 6.  
The Chicago Bulls game ended in a Tie with Montreal.

You need  $\frac{1}{2}$  cup of flour.  
The baby must take  $\frac{3}{4}$  teaspoon of medicine.

There are 7.9 million people in the United States who are deaf.  
The stock closed with a gain of 87.1.

The TTY Phone number for PSD is 951-4703.

## NON-MANUAL GRAMMAR/SENTENCE TYPES

CONCEPT: WH questions  
Yes/No Questions  
Affirmation, Assertion  
Negation  
Declarative Sentences, Topic/Comment  
Relative Causes  
Clarification  
Conditional (If..., then...)  
Rhetorical (How?..., Why?....)

Emotive

Conversational Regulators  
**Handout:** Intro. To Conversational Regulators  
(Green Book, 2<sup>nd</sup> student book, pp. 1-6)

EXPRESSIVE: **Handout:** practice sentences

RECEPTIVE: Modeling by Denise  
(Write down what she signs; which sentence types were used?)

## WH-WORD QUESTIONS (Squinted eyes, furrowed brow, hold)

Where do you live?

Who is your wife?

When is the party?

What is the problem? (matter)

How did you come to PSD?

Why is your shirt dirty?

## YES/NO QUESTIONS (Wide eyed, eyebrows up, hold)

Are you deaf?

Is that your daughter?

Do you think it will rain today?

Are you going to the office?

Did you see Joe Fishgrund?

## RHETORICAL QUESTIONS (eyebrows up, frequently tilting of the head)

They bought new furniture, because they moved to a new house.

The dog went to the vet, because he got in to a fight with a cat.

I live in Perkasio. (In ASL – Me live where Perkasio)

I will travel all over Europe in the summer of 95. (In ASL – me travel Europe will when summer 95).

## AFFIRMATION (Nodding of head, positive expression)

I am going to the store.

I want to marry you.

I plan to drive to the train.

I plan to take ASL courses in the Fall of 94.

There will be a Deaf Awareness Week during the third week of September.

## NEGATION (Shaking of head, negative/sad expression)

I did not do my homework.

I have not eaten my lunch yet.

My wallet is gone.

My friend does not like me anymore.

## DECLARATIVE SENTENCES (Topic/Comment) (during “topic,” brows are raised, head tilted, pause) (during “comment,” head position, brows, and gaze direction are changed)

My new car has everything.

The yard sale is doing very good and many people are there.

The former President Reagan wore a hearing aid for many years.

ASL is the true language and Deaf people prefer using ASL.

CONDITIONAL (Wide eyed, eye brows up, affirmation)

If you finish your homework, you can go outside and play.

If your bus does not come, I will call your mother.

If we have a lot of snow, the school will close.

If it snows tomorrow, I will go skiing.

If it rains tomorrow, will you cancel the picnic?

EMOTIVE

I hate liver.

I do not want to go to school today.

Billy hit me in the stomach.

My favorite foods have chocolate in them.

The children in my class are so silly.

CLARIFICATION (Furrowed brow)

Please repeat.

I do not understand.

Your name is..., again please.

You went to the library and found ... what?

What did you say happened?

GIVING DIRECTIONS

- CONCEPT:
- a) To give directions to a place in the building, go from general to specific (which floor, starting point on that floor, directions from that point)
  - b) To give directions to someone already familiar with the locale, establish a common reference point, and then give directions in relation to that point.

RECEPTIVE: **Video:** Vista Student Tape, Unit 3

**Handout:** Vista Student Workbook, pp 11-12

EXPRESSIVE: **Video:** Vista Student Tape, Unit 7

**Handout:** Vista Student Workbook, pp 44-45  
"Finding Supplies in the ERC"

[During the break, go look at the ERC!!]

## Appendix I

**AMERICAN SIGN LANGUAGE (ASL) AND DEAF CULTURE MATERIALS:  
DISTRIBUTORS, ASL CURRICULUMS, AND TECHNICAL COMMUNICATION**

Frank Caccamise and William Newell  
February 2010 (18<sup>th</sup> ed.)

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<b>A. INTRODUCTION</b>	

When we first developed this information and listing of sign language and Deaf culture materials in 1982, we included a fairly exhaustive listing of materials available at that time. Since 1982, however, as knowledge about American Sign Language (ASL) and Deaf culture has grown there has been an ever-increasing number of excellent materials for students and teachers of ASL and Deaf culture. Therefore, rather than continue to provide a list of general sign language and Deaf culture materials that was becoming more and more selective, we have decided to provide readers with a list of distributors for these materials (see sub-sections B and C). We encourage our readers to contact the distributors listed in B and C below for information (catalogs etc.) about materials available from each source. Also, if readers are aware of major distributors of ASL and/or Deaf culture materials that we have not listed, we would appreciate receiving information about these distributors.

In addition to distributors of ASL and Deaf culture materials, this paper includes (1) a listing of major ASL curriculums (sub-section D), (2) some NTID produced educational products (Attachment A), and (3) information about sign language materials for technical communication (sub-section E and Attachments B and C). Again, we are most appreciative to our readers for any suggested additions to our lists.

## **B. MAJOR DISTRIBUTORS FOR AMERICAN SIGN LANGUAGE (ASL) AND DEAF CULTURE MATERIALS**

The following distributors (in alphabetical order) provide a wide variety of ASL and Deaf culture materials (books, video, etc.):

1. Assistive Communication Center, 7346 South Alton Way, Suite E, Englewood, CO 80112, 1-303-290-6227 (TTY/V), 1-888-859-8331 (V/TTY), 1-303-290-0405 (FAX)
2. Butte Publications, P.O. Box 1328, Hillsboro, OR 97123-1328, 1-888-312-8883 (TTY/V), 1-503-693-9526 (FAX), [service@buttepublications.com](mailto:service@buttepublications.com)
3. Campus Connections, Rochester Institute of Technology Bookstore (RIT), Building 15, 48 Lomb Memorial Drive, Rochester, NY 14623-5604, 1-585-475-2504 (V), x7071 (TTY), x6499 (FAX), [jerbkgr@rit.edu](mailto:jerbkgr@rit.edu)
4. Dawn Sign Press, 6130 Nancy Ridge Drive, San Diego, CA 92121-3223, 1-800-549-5350 (V/TTY), 1-619-625-2336 (FAX) [www.dawnsign.com](http://www.dawnsign.com)
5. Deaf Expo General Store, 4717 Laurel Canyon Boulevard, Suite 210, North Hollywood, CA 91607-3944, 1-818-760-3292 (TTY), 1-800-735-2922 (Voice Relay), 1-818-760-3391 (FAX)
6. Gallaudet University Press, Gallaudet University, 800 Florida Avenue NE, Washington, DC 20002; Orders: 1-800-451-9347 (V/TTY), 1-800-621-2736 (V), 1-800-621-8476 (FAX); Information: 1-202-651-5489 (FAX), 1-202-651-5488 (TTY/V): Publications include Sign Language Studies, a journal that publishes papers on signed languages, and related disciplines, including linguistics, anthropology, semiotics, & deaf studies, history, & literature.
7. Harris Communications, 15159 Technology Drive, Eden Prairie, MN 55344-2277, 1-800-825-6758 (V), x9187 (TTY), 612-906-1099 (FAX), [mail@harriscomm.com](mailto:mail@harriscomm.com); [www.harriscomm.com](http://www.harriscomm.com)
8. In Motion Press, 2625 Alcatraz Avenue, #324, Berkeley, CA 94705, 1-510-538-8315 (TTY/V), x8239 (FAX)
9. National Association of the Deaf (NAD) Bookstore, 814 Thayer Avenue, Silver Spring, MD 20910-4500, 1-301-587-6282 (V), x6283 (TTY), x4873 (FAX), [www.nad.org](http://www.nad.org)
10. Potomac Technology, 1 Church Street, Suite 101, Rockville, MD 20850, 1-800-433-2838 (V/TTY)
11. Silent Network, 6363 Sunset Boulevard, Suite 930-B, Hollywood, CA 90028, 1-213-464-SIGN (V/TTY)
12. Sign Enhancers, Inc., Dept. 97A, P.O. Box 12687, Salem, OR 97309-0687, 1-800-767-4461 (V), 1-888-283-5097 (TTY), 1-503-257-3013 (FAX), [www.SignEnhancers.com](http://www.SignEnhancers.com)



13. Sign Media, Burtonsville Commerce Center, 4020 Blackburn Lane, Burtonsville, MD 20866, 1-301-421-0268 (V), 1-301-421-4460 (TTY), 1-301-421-0270 (FAX), 1-800-475-4756 (TTY/V)
14. Silent Network, 6363 Sunset Blvd., Suite 930-B, Hollywood, CA 90028, 213-464-SIGN (V/TTY)
15. T. J. Publishers, 817 Silver Spring Avenue, #206, Silver Spring, MD 29010-4617, 1-800-999-1168 (V/TTY), 1-301-585-5930 (FAX), 301-585-4440 (V/TTY)

### C. OTHER DISTRIBUTORS

The following distributors (in alphabetical order) provide more general and/or specific information as indicated by their titles and as described. Again, interested readers are encouraged to contact each of these distributors for “additional” information.

1. American Sign Language Teachers’ Association (ASLTA), 814 Thayer Avenue, Silver Spring, MD 20910, 1-301-587-1788 (V), 587-1789 (TTY), 587-1791 (FAX)
2. American Society for Deaf Children (ASDC), 814 Thayer Avenue, Silver Spring, MD 20910, 1-301-585-5400 (V/TTY):
  - a. Parent organization that supports total communication and places emphasis on information and services for parents:
  - b. The Endeavor is a monthly newsletter mailed to all ASDC members.
3. Boys Town Press, 13603 Flanagan Boulevard, Boys Town, NE 68010, 1-800-282-6657
4. National Technical Institute for the Deaf (NTID), Marketing Communications Department, Rochester Institute of Technology (RIT), 52 Lomb Memorial Drive, Rochester, NY 14623-5604, 1-585-475-6906 (V/TTY) - See Appendix A (page 8) for materials currently available from NTID Marketing Communications Department.
5. Friends of SFPL, Video Account, c/o San Francisco Public Library, Civic Center, San Francisco, CA 94104 (American Culture: The Deaf Perspective: Videotape series that includes Deaf heritage, folklore, literature and minorities)
6. Gallaudet University, Kendall Green, 800 Florida Avenue NE, Washington, DC 20002-3695
  - a. For information related to deaf and hard-of-hearing children/young adults (ages 0-21), contact Laurent Clerc National Deaf Education Network and Clearinghouse, KDES PAS-6, 1-202-651-5340 (V/TTY), x5078 (FAX), E-mail: [Ella.Gilbert@gallaudet.edu](mailto:Ella.Gilbert@gallaudet.edu), Web page: [www.gallaudet.edu/~pcnmp.edu](http://www.gallaudet.edu/~pcnmp.edu)
  - b. For information related to adults, hearing health and adults, or Gallaudet University, contact Office of Public Relations, 202-651-5000 (V/TTY), x5054 (FAX), E-mail: [Teresa.Ezzell@gallaudet.edu](mailto:Teresa.Ezzell@gallaudet.edu), Web page: [www.gallaudet.edu](http://www.gallaudet.edu)
  - c. For Deaf-Blind Resources, ADA Training Materials, Conference Proceedings, contact Extension & Online Programs, College for Continuing Education, Gallaudet University Kellogg Conference Center, Rm. 3147, 202-651-6054 (TTY/V), x6074 (fax), <http://academic.gallaudet.edu/learnstore>, e-mail: [extension.office@gallaudet.edu](mailto:extension.office@gallaudet.edu)

7. Gospel Publishing House, 1445 Boonville Avenue, Springfield, MO 65802-1894, 1-800-641-4310
8. National Association of the Deaf Law Center (NADLC), 814 Thayer Avenue, Suite 208, Silver Spring, MD 20910, 1-301-587-7330 (TTY/V): Publications include information important for education, employment, hospitals, interpreting, judicial and law enforcement agencies, and state & local governments
9. Random House, NY, 888-591-1200, 212-572-4961 (fax), [www.randomwoods.com](http://www.randomwoods.com).
10. Postsecondary Education Programs Network (PEPNet) Resource Center, National Center on Deafness, California State University, Northridge, 18111 Nordhoff Street, Northridge, CA 91330-8267, 888-684-4695 (V/TTY, toll free), 818-677-2611 (V/TTY), 818-677-4899 (FAX), E-mail: [prc@csun.edu](mailto:prc@csun.edu); website-<http://prc.csun.edu>  
PEPNET provides information and materials to postsecondary institutions serving individuals who are Deaf and Hard of Hearing. Materials are categorized under three product codes: (1) Classroom Access, (2) Services Provision, & (3) Institutional Issues. Materials, except for videotapes, are free, with some items including a shipping & handling fee.
11. Rainbows End, 401 East 21st Street, Oakland, CA 94606, 1-415-841-0165 (V/TTY): Deaf culture (VTs); include interviews, poems, songs, and stories, interpreters (songs in signs), deaf humor, theatre of the deaf (Bernard Bragg, Robert Panara, Betti Bonni, and Paul Johnston discuss and demonstrate aspects of theatre and deaf people)
12. Registry of Interpreters for the Deaf (RID), 8630 Fenton Street, Suite 324, Silver Spring, MD 20910-3919, 1-301-608-0050 (V/TTY), x0508 (FAX)
13. Sign Language Videotapes, c/o Research and Development, Sheridan College, Trafalgar College, Oakville, Ontario, Canada L6H 2L1, 1-416-845-9430, x277: Sign Here Series IC25 videotapes that address sign language communication for everyday subjects and vocabulary (for example, pronouns, numbers, and clock time), plus two Deaf culture tapes
14. Sign on Video, 1768 Oak Crest Court, Tucker, GA 30084, 1-404-270-9387 (V/TTY): Signed Cartoons videotaped cartoon classics augmented with sign language
15. Subtle Impact Software, Inc., 7195 Sandtrap Drive, Colorado Springs, CO 80925, 1-719-382-5437, x5509 (FAX). (Have produced a CD-ROM of ASL grammar.)

#### D. (ADDITIONAL) WEBSITES

1. [www.aslaccess.org](http://www.aslaccess.org): Mission is to provide ASL resources to public libraries as a community service
2. [clerccenter.gallaudet.edu/InfoToGo/545](http://clerccenter.gallaudet.edu/InfoToGo/545)
3. [clerccenter.gallaudet.edu/InfoToGo/111](http://clerccenter.gallaudet.edu/InfoToGo/111)
4. [www.lifeprint.com](http://www.lifeprint.com)
5. [www.readysign.com](http://www.readysign.com): Sign language instructional materials for beginning signers.
6. [wally.rit.edu/depts./ref/research/deaf/bibid](http://wally.rit.edu/depts./ref/research/deaf/bibid): Bilingual-Bicultural Deaf Education Resources
7. [wally.rit.edu/pubs/guides/signdict](http://wally.rit.edu/pubs/guides/signdict): List of Sign Language Dictionaries
8. [wally.rit.edu/pubs/guides/socdeaf.html](http://wally.rit.edu/pubs/guides/socdeaf.html): Deaf Culture Resources
9. [wally.rit.edu/booksandmore/ntid](http://wally.rit.edu/booksandmore/ntid)
10. [wally.rit.edu/electronic/topic/deafstudies](http://wally.rit.edu/electronic/topic/deafstudies)

11. [www.signingbooks.org](http://www.signingbooks.org): Listing of “books” in sign language, including children’s classics, Shakespearean selections, fire safety, and parenthood planning
12. [www.signlanguage-assessment.info/eng/eng/html](http://www.signlanguage-assessment.info/eng/eng/html): Overviews of sign language assessment tools
13. [www.signs-of-development.org](http://www.signs-of-development.org): Offers on-line workshops on sign language, interpreting, Deaf culture, & related topics
14. [www.where.com](http://www.where.com): Includes introduction to the American manual alphabet and basic fingerspelling practice
15. [www.theinterpretersfriend.com](http://www.theinterpretersfriend.com)
16. [www.rit.edu/~comets/pages/cos/pictionary](http://www.rit.edu/~comets/pages/cos/pictionary)
17. [www.rit.edu/~comets/pages/lexicon](http://www.rit.edu/~comets/pages/lexicon)
18. [www.needsoutreach.org/Pages/sl.html](http://www.needsoutreach.org/Pages/sl.html)
19. [www.aasdweb.com/MySignLink](http://www.aasdweb.com/MySignLink)
20. [www.aslpro.com](http://www.aslpro.com)
21. [www.commtechlab.msu.edu/sites/aslweb](http://www.commtechlab.msu.edu/sites/aslweb)

## E. AMERICAN SIGN LANGUAGE (ASL) CURRICULUMS

1. C. Baker and D. Cokely American Sign Language (ASL) series:
  - a. Teacher’s resource text on grammar and culture
  - b. Teacher’s resource text on curriculum, methods, and evaluation
  - c. Student texts (3)
  - d. Accompanying videotapes
    - 1) ASL: Units 1-9      2) ASL: Units 10-18
    - 3) ASL: Units 19-27    4) ASL: Teacher’s resource on grammar and culture
    - 5) ASL: Teacher’s resource on curriculum, methods, & evaluation
    - 6) Tales from the Green Books
2. C. Smith, K. Mikos, & E. Lentz (1988). *Signing naturally, Vista American Sign Language Series*: Teacher’s curriculum guide, Levels 1-6. Notional-Functional Community Syllabus, print and videotape materials, for sign language instruction.
3. W. Newell, C. Sanders, B. R. Holcomb, S. Holcomb, F. Caccamise, & R. Peterson, *American Sign Language (ASL) at Work*: Focuses on developing student skills and knowledge needed to communicate with deaf co-workers, students and clients:
  - a. Student text provides overviews of instructional units, descriptions and illustrations for grammar principles, language culture and community information
  - b. Student DVD provides practice and review exercises demonstrated by deaf signers
  - c. Teacher manual includes lesson overviews with activities that provide guidance and resources to support instruction, an answer key for the student practice and review exercises DVD, and extensive cross-referencing to the student text.
  - d. CD of illustration masters designed to assist teacher in providing instruction via a Direct Experience Method

4. T. Humphries, C. Padden, & T. J. O'Rourke, *A Basic Course in American Sign Language (ASL)*:
  - a. General text by above three authors
  - b. Set of three accompanying videotapes
  - c. F. Decapite, *A Study Guide to a Basic Course in ASL*
5. T. Humphries, C. Padden, *Learning American Sign Language*. Silver Spring, MD: National Association of the Deaf. Includes both books & videotapes.
  6. *Bravo ASL! Curriculum*. Salem, OR: Sign Enhancers. (See sub-section B, page 56, #12):
    - a. Instructor's Guide
    - b. Student Workbook
    - c. Activities Video
    - d. Assessment Video
    - e. The Beginning ASL Video Course (15-video "Bravo Family" series combines language, culture, and practice, with content focusing on family interaction and activities)
7. M. P. Moeller & B. Schick (1995). *Sign With Me*. Boystown, NE: Boystown Press. (see sub-section C, page 55, #3) a two-volume sign language "Curriculum" of videotape and print materials designed for use by families.
8. C. Baker-Shenk. *A Model Curriculum for Teachers of American Sign Language and Teachers of ASL/English Interpreting*. Silver Spring, MD: Registry of Interpreters for the Deaf (see sub-section C, page 40, #12).

#### **F. SIGN LANGUAGE MATERIALS FOR TECHNICAL COMMUNICATION**

1. NTID Sign Language Materials for Technical Communication (see pages 45-46)
2. A General List of Sign Language Materials for Technical/Specialized Communication (see pages 46-48)

## Attachment 1

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF  
MARKETING COMMUNICATIONS DEPARTMENT  
EDUCATIONAL PRODUCTS  
August 2007

## Educational Interpreting

An exciting DVD educational product full of practical information on employment, evaluation, advocacy, and strategies for working with sign language interpreters in K-12 classrooms and related school settings:

1. Educational Interpreters: An Introduction
2. Working with Educational Interpreters
3. Employing Educational Interpreters
4. Evaluating Educational Interpreting Services
5. Students Working with Educational Interpreters,

The above educational product is available from the Rochester Institute of Technology Bookstore, Campus Connections, 48 Lomb Memorial Drive, Rochester, NY 14623-5604. Phone: 585-475-2504 (V) or 585-475-7071 (TTY).

## Brochures

The following brochures are available from the NTID Marketing Communications Department, 52 Lomb Memorial Drive, Rochester, NY 14623-5604, NTIDMC@rit.edu. Phone: 585-475-6906 (V/TTY).

- |   |             |
|---|-------------|
| 1. TIPS for Communicating with People with Hearing Loss | \$0.40 each |
| 2. Let's Communicate                                    | \$0.25 each |

NOTE: Shipping and handling fees apply for all products. Please send E-mail/call for details.

## Attachment 2

## NTID SIGN LANGUAGE MATERIALS FOR TECHNICAL COMMUNICATION

Frank Caccamise, Ph.D.  
fccncr@rit.edu  
August 2007

At NTID we have produced/developed (1) sign language videotapes (VTs) for 24 technical/specialized content areas, (2) books for 9 of these 24 areas, and (3) two books, now combined into one, that discuss the principles and methodology for our work. In addition, we have produced two CD-ROMS.

NTID has produced VTs for the following areas (numbers in parenthesis designate number of VTs per area):

1. Anthropology (2)
2. Business (1)
3. Career Education (2)
4. Communication: Audiology & Speech Pathology (3)
5. Computer Terminology (3)
6. Economics (2)
7. Employment (1)
8. Engineering (4)
9. English (2)
10. Fine & Applied Arts (1)
11. Human Sexuality (2)
12. Legal (4)
13. Mathematics (2)
14. Optical Finishing Technology (2)
15. Photography (1)
16. Printing (1)
17. Psychology (5)
18. Religion/Catholic (4)
19. Science/General (4)  
    Science/Biology (1)  
    Science/Physics (2)
20. Secretarial (4)
21. Social Work (2)
22. Sports/General (1)
23. Television/Media (2)
24. Theater (3)

CD-ROMS have been produced for Microsoft Office and Administrative Support Technology (AST).

For information about obtaining copies of NTID technical sign communication videotapes and CD-ROMS, contact Cheryl Mawhiney, NTID Marketing Communications Staff Assistant, 585-475-6906 (V/TTY), [camnmc@rit.edu](mailto:camnmc@rit.edu).

Currently available NTID technical sign communication books include:

Overview of the NTID project/procedures, principles and formats for sign language materials for technical communication - \$10.00

#### Single Subject Books

Communication: Audiology & Speech Pathology - \$10

English - \$6

Religion/Catholic - \$15

Theater - \$15

#### Combined Subject Books

English, Theater, Communication, Career Education - \$35

Legal & Social Work - \$25

Science & Mathematics \$25

Distributors of NTID sign language books for technical communication are as follows:

1. Campus Connections  
Rochester Institute of Technology Bookstore  
48 Lomb Memorial Dr.  
Rochester, NY 14623-5604  
585-475-2504 (V), X7071 (TTY), X6499 (FAX), [jerbkg@rit.edu](mailto:jerbkg@rit.edu)
2. Harris Communications  
15159 Technology Drive  
Eden Prairie, MN 55344-2277  
800-825-6758 (V), X9187 (TTY), X1099 (FAX)  
[mail@harriscomm.com](mailto:mail@harriscomm.com); <http://www.harriscomm.com/>
3. ADCO Hearing Products  
4242 S. Broadway\  
Englewood, CO 80113  
303-794-3928, 800-859-8331 (v/tt), 303--794-3704 (FAX)  
[sales@adcohearing.com](mailto:sales@adcohearing.com)
4. Butte Publications  
P. O. Box 1328  
Hillsboro, OR 97123-1328  
866-312-8883 (TTY/V), 503-693-9526, [service@buttepublications.com](mailto:service@buttepublications.com)

## Attachment 3

A GENERAL LIST OF SIGN LANGUAGE MATERIALS  
FOR TECHNICAL/SPECIALIZED COMMUNICATIONFrank Caccamise  
March 2004

When this list was first developed in 1975, there were relatively few sign language materials for technical/specialized communication. Since this is no longer the situation, and since materials continue to be developed, this list is now considered to be a selected list of materials. Readers, therefore, are encouraged to contact distributors of sign language materials for information about up to date listings of all sign language materials for technical/specialized communication (see sub-Sections B, C & D, pages 38-41). For additional information about sign language materials for technical/specialized communication available from the National Technical Institute for the Deaf (NTID), see Attachment 2, pages 45-46.)

Note: Materials with an asterisk are available from Rochester Institute of Technology Bookstore, Harris Communications, ADCO Hearing Products, and Butte Publications (see Attachment 2, page 46).

- Bearden, C., and Potter, J. (1973). *Manual of religious signs*. Silver Spring, MD: National Association of the Deaf (NAD).
- Bornstein, H., & Saulnier, K. (1988). *The Signed English school book*. Washington, DC: Gallaudet University Press.
- Bornstein, H., Saulnier, K., & Hamilton, L. (1980). *Signed English for the residence hall*. Washington, DC: Gallaudet University Press.
- Burch, D. (1978). *An introduction to instructional signs for preschool/primary science*. Washington, DC: Kendall Demonstration Elementary School, Gallaudet University.
- Burt, B. (Project Coordinator) (no date). *Specialized sign language terminology for academic settings: Biology*. Monmouth, OR: The Region X Interpreter Education Center of the Regional Resource Center on Deafness, Western Oregon State College. (Series of videotapes, with a supporting booklet, that include several lessons on plants and one lesson on animals.)
- Caccamise, F. (2001). *Sign language vocabulary for technical terminology: English, Theater, Communication, & Career Education*. Rochester, NY: NTID/RIT.
- \*Caccamise, D., & Lang, H. (2000). *SIGNS for Science and Mathematics: A resource book for teachers and students* (2nd ed.). Rochester, NY: National Technical Institute for the Deaf (NTID), Rochester Institute of Technology (RIT).
- \*Caccamise, F., Mitchell, M., Herald, S., Reeves, J., & Burch, D. (1998). *SIGNS for Legal and Social Work Terminology*. Rochester, NY: NTID/RIT.
- \*Caccamise, F., Newell, W., Mitchell, M., Naiman, P., Outermans, L., Gustina, D., Smith, N., Liebman Aron, B., & Oglia, D. (1993). *TECHNICAL SIGNS MANUAL 1: Project Overview* (4th edition). Rochester, NY: NTID/RIT (combined into a single publication with *TECHNICAL SIGNS MANUAL 2: Reading Technical Signs Diagrams*, in 1993).
- \*Caccamise, F., Outermans, L., Gustina, D., Mitchell, M., Meath-Lang, B., Newell, W., Liebman Aron, B., Gustina, D., Ryan, A., Sutton, V., & Oglia, D. (1997, 4th edition). *TECHNICAL SIGNS MANUAL 6: English*. Rochester, NY: NTID/RIT.
- Carmel, S. J. (1990). *International CISS ski technical signs for racers and officials*. Copenhagen, Denmark: International Committee of Sports for the Deaf (CISS).
- Cole, D. L. (1990). *Sign language and the health care professional*. Melbourne, FL: Krieger Pub. Co.
- Costello, E. (2001). *American Sign Language computer dictionary*. New York: Random House.
- Costello, E. (2000). *American Sign Language medical dictionary*. New York: Random House.
- Costello, E. (1986). *Religious signing*. New York: Bantam Books.
- Doughten, S., Menkin, M., & Rosen, L. (1978). *Signs for sexuality*. Seattle, WA: Planned Parenthood of Seattle/King County (available from NAD).
- Finn, L. (1990). *Communicating with the hearing-impaired patient*. Includes VT, reference manual, instructor's guide, and sign language guide. Purchase (\$295), rental (\$175 weekly), Visual Communication, 11746 W. 86th Terrace, Lenexa, KS 66214.
- Foret, A., & Petrowske, M. (1976). *A manual and dictionary of legal terms for interpreters for the deaf*. Detroit, MI: Wayne State University Law School (videotapes available from Gallaudet University Media Center, Washington, DC).



- Garcia, W. J. (1983). *Medical sign language*. Springfield, IL: Charles C. Thomas (available from T. J. Publishers, Silver Spring, MD).
- Hamilton, H., & Kelly-Jones, N. (1985). Six books for Sport signs: *Baseball/Softball, Basketball, Football, General Vocabulary, Track & Field, and Volleyball*. Los Alamitos, CA: Modern Signs Press.
- Hamilton, L. B., Roy, H. L., & Bornstein, H. (1979). *Signed English for the classroom*. Washington, DC: Gallaudet Press.
- Helm, P. (1986). *Street signs: A book of signs for driver education of deaf students*. Washington, DC: Gallaudet University.
- Hollis, M. A. (1981). *Signs for Catholic liturgy and education*. Silver Spring, MD: National Association of the Deaf.
- Husley, R. (1985). *Horseback riding for the hearing impaired*. Washington, DC: Gallaudet University Press.
- Jamison, S. (Ed.) (1983). *Signs for computing terminology*. Silver Spring, MD: National Association of the Deaf.
- Johnson Community College. *Algebraic Signs, Business Terms, Data Processing Signs, Electronic Signs*. Overland Park, KS: Hearing-Impaired Program, Johnson Community College.
- Kannapell, B., Hamilton, L., & Bornstein, H. (1969). *Signs for instructional purposes*. Washington, DC: Gallaudet University Press.
- Kelly-Jones, N., & Hamilton, H. (1981). *Signs everywhere*. Los Alamitos, CA: Modern Signs Press (includes signs for towns, cities, states, and provinces in the United States, Canada, and Mexico) (available from NAD).
- Lodish, S. (Director) (1988). Someone is listening. New York: United Synagogue of America (155 Fifth Avenue, New York, NY 10010, 213-533-7800, ext. 2507). (Videotaped story of a deaf Jewish teenager that includes signs for Jewish terminology/prayers and blessings; free loan with a \$10.00 charge for postage and handling.)
- Lytle, J. S., & Silver, T. R. (1978). *Technical sign language for television production*. Washington, DC: Gallaudet University.
- MacDougall, C. (1997). *Number Signs for Everyone: Numbering in American Sign Language*. San Diego, CA: Dawn Sign Express.
- Minor, S., & Kennedy, L. (1987). *Signs for Laser Electro-Optics Technology Vocabulary*. For free copy send a blank VT to Maryann Mayer, Hearing Impaired Program, 1570E, Pasadena City College, Colorado Boulevard C115, Pasadena, CA 91106.
- Mitchell, M., Jones, J., Allen, J., & Custer, D. (Eds.) (1976). *Signs for technical vocational education*. St. Paul, MN: St. Paul Technical Vocational Institute.
- \*Caccamise, F. (2004). *Catholic Religion Sign Language Vocabulary*. Rochester, NY: NTID/RIT.
- Saulnier, K. (1979). *Signed English for the classroom*. Washington, DC: Gallaudet University Press.
- Shuart, A. K. (1986). *Signs in Judaism*. Silver Spring, MD: National Association of the Deaf.
- Sneed, J. G., & Trainer, J. (no dates). *BEFORE WE GO TO CLASS: Accounting, Auto Body, Auto Services, Computers and Data Processing, Key punch Records Management, Typing*. Indianapolis, IN: Hearing Impaired Program, Indiana Vocational Technical College. (Not currently available.)
- \*Sutton, V., Caccamise, F., Mitchell, M., Newell, W., Merchant, K., Gustina, D., & Outermans, L. (1993, 3rd edition). *TECHNICAL SIGNS MANUAL 2: Reading technical sign diagrams*. Rochester, NY: NTID/RIT. (Combined into a single publication with *Technical Signs Manual 1* in 1993; see Caccamise, Newell, et al., 1993).
- Vold, F. C., Kinsella-Meier, M. A., & Hilley, M. H. (1990). *Signing with your clients* (manual for audiology and speech/language specialists). Washington, DC: Gallaudet University Press.
- Will, R. W., & Krohn, W. E. (1987). *Signs for technical terminology for thematic and topographic mapping*. Denver, CO: United States Geological Survey, U.S. Department of the Interior. (Book & Open File Reports Section, Box 25425, Denver, CO 80255, 303-236-7476.)
- Witter-Merithew, A. (no date). *Interpreting in the American Legal System*. Burtonsville, MD: Sign Media, Inc. (VTs & workbook.)
- Woodward, J. (1980). *Signs of drug use*. Silver Spring, MD: T. J. Publishers.
- Woodward, J. (1979). *Signs of sexual behavior*. Silver Spring, MD: T. J. Publishers.
- Zier, C. D. (1987). *Sign on to computers: A dictionary of computer signs*. Atlanta, GA: Atlanta Area School for the Deaf.
- \_\_\_\_\_. (No date). *100 Medical Survival Signs*. Wallet-size card, Joyce Media, 8413 Yolanda, P.O. Box 458, Northridge, CA 91328 (213-885-7171, V/TTY).
- \_\_\_\_\_. (1994). *Basic computer vocabulary, Windows and MS-DOS*. Series of computer education videotapes and workbooks available from Harris Communications, Eden Prairie, MN.
- \_\_\_\_\_. (No date). *Beginning American Sign Language Video Course: The doctor is in!* Sign Enhancers, 1320 Edgewater NW, Suite B10, Salem, OR 97304. (Videotape #12 in 15-video curriculum, shows realistic encounters with hospital personnel in an emergency situation for an injured ankle.)

- \_\_\_\_\_. (No date). *Communicating with the hearing-impaired patient: Signing for health care professionals*. VT designed to provide health care workers with basic sign language skills for communicating with deaf patients. Purchase (\$159) and rental (\$75), Films for the Humanities & Sciences, P.O. Box 2053, Princeton, NY 08543-2053 (800-257-5126).
- \_\_\_\_\_. (No date). *Countries around the world* (videotape). Burtonsville, MD: Sign Media.
- \_\_\_\_\_. (1980). *Dictionary of sign language terms for the Church of Jesus Christ of Latter-Day Saints*. Salt Lake City, UT: The Church of Jesus Christ of Latter-Day Saints.
- \_\_\_\_\_. (1985). *Family communication and sexuality signs*. Washington, DC: Gallaudet University. (2 VTs & printed script featuring family groups discussing sexuality and relationships.)
- \_\_\_\_\_. (No date). *The Gospel of Luke: An ASL translation*. Burtonsville, MD: Sign Media, Inc.
- \_\_\_\_\_. (1992). *Interpreting the Miranda Warnings* (videotape). Burtonsville, MD: Sign Media, Inc.
- \_\_\_\_\_. (No date). *Linguistic terms explained in ASL*. Burtonsville, MD: Sign Media, Inc.
- \_\_\_\_\_. (In development). *Scientific dictionary for the Deaf*. LaPlace, LA: Technology International Incorporated of Virginia. (Missy Bordelon, Director of Administration, 429 West Airline Highway, Suite S, LaPlace, LA 70068-3817, 504-652-1127.) (Software presented in compact disc format; includes definitions, sample sentences, illustrations, and video of definitions/explanations in ASL.)
- \_\_\_\_\_. (1991). *Sign Communication: A family affair*. Washington, DC: Gallaudet University Bookstore. (Part of series to assist parents plan effective family health education program.)
- \_\_\_\_\_. (1983). *Signs for genetic counseling*. Washington, DC: The National Academy of Gallaudet University.
- \_\_\_\_\_. (1991/ongoing videotape series). *Sports Sign Series: Basketball, Baseball, Volleyball, and Soccer*. Burtonsville, MD: Sign Media, Inc. (Each sport, on separate videotape, includes a brief history, rules, and vocabulary.)
- \_\_\_\_\_. (1989). *Technical science sign vocabulary*. Davis, CA: UC Davis. (VT and manual for science terms, Instructional Media, University of California, Davis, CA 95616, 916-752-6516.)
- \_\_\_\_\_. (No date). *Technical sign interview series*: Series of videotaped interviews in which deaf professionals discuss their occupations. Designed for advanced signers (no captions or voiceovers). Available from PEPNet Resource Center, National Center on Deafness, California State University, Northridge, 18111 Nordhoff Street, Northridge, CA 91330-8267.
- \_\_\_\_\_. (1992). *To your health* (videotapes designed to provide Deaf people with access to important health care information). Burtonsville, MD: Sign Media.
- \_\_\_\_\_. (No date). *Up and Running Series: Basic Computer Vocabulary, Windows, MS-DOS*. Eden Prairie, MN: Harris Communications, Inc. (Series of workbooks and videotapes designed to provide instruction on how to use various computer software programs.)
- \_\_\_\_\_. (1986). *Vital signs for banking: Auto/Home/Credit Cards, Checking/Savings/Direct Deposit, and Credit Application*. Manchester, NH: Symbolex International. (140 West Merrimack Street, Manchester, NH 03101, 603-623-5711, V/TTY.)

## Appendix N: References

Albertini, J., Meath-Lang, B., & Caccamise, F. (1984). Sign language use: Development of English and communication skills. *Audiology*, 9 (8), pp. 111-126.

Note: Full references for Brooks, 1964; Diller, 1978; Kelly, 1969; Moulton, 1961; Munby, 1978; Newmark, 1984; Rivers, 1968; Sweet, 1964; Van Ek, 1976 are cited in Albertini, et al. (1984) listed above.

Caccamise, F. Garretson, M., & Bellugi, U. (1982). Teaching American Sign Language as a second/foreign language. *Proceedings of the Third National Symposium on Sign Language Research and Teaching*. Silver Spring, MD: National Association of the Deaf.

Note: Articles on applying language teaching approaches/methods by Cogen & Philip, Fleischer & Groode, and Newell et al., are included in Caccamise, et al. (1982) cited above.

Baker, C. & Cokely, D. (1980). *American Sign Language Curriculum*. Silver Spring, MD: T. J. Publishers.

Humphries, T. & Padden, C. (1992). *Learning American Sign Language*. Englewood Cliffs, NJ: Prentice Hall.

Jorden, E.H. & Walton, A.R. (1987). Truly foreign languages: Instructional challenges. *The Annals of the American Academy*, 490, 110-124.

McKee, R.L., & McKee, D. (1992). What is so hard about learning ASL?: Students' & teachers' perceptions. *Sign Language Studies*, 75, 129-157.

Newell, W. et al. (1984). *Basic Sign Language Curriculum*. Silver Spring, MD: National Association of the Deaf.

Lentz, E., Mikos, K., & Smith C. (1988). *Signing Naturally Curriculum*. San Diego, CA: Dawn Sign Press.

Wilcox, S., & Wilcox, P. (1991). *Teaching ASL as a second language*, *ERIC Digest*, ERIC Clearinghouse on Languages and Linguistics. EDO-FL-91-0