



POPDHH Presents:

**Lunch and Learn Thursdays -
E-learning Webinars for TDHHs**

Visual Language

A presentation by John Warren, POPDHH ASL Specialist

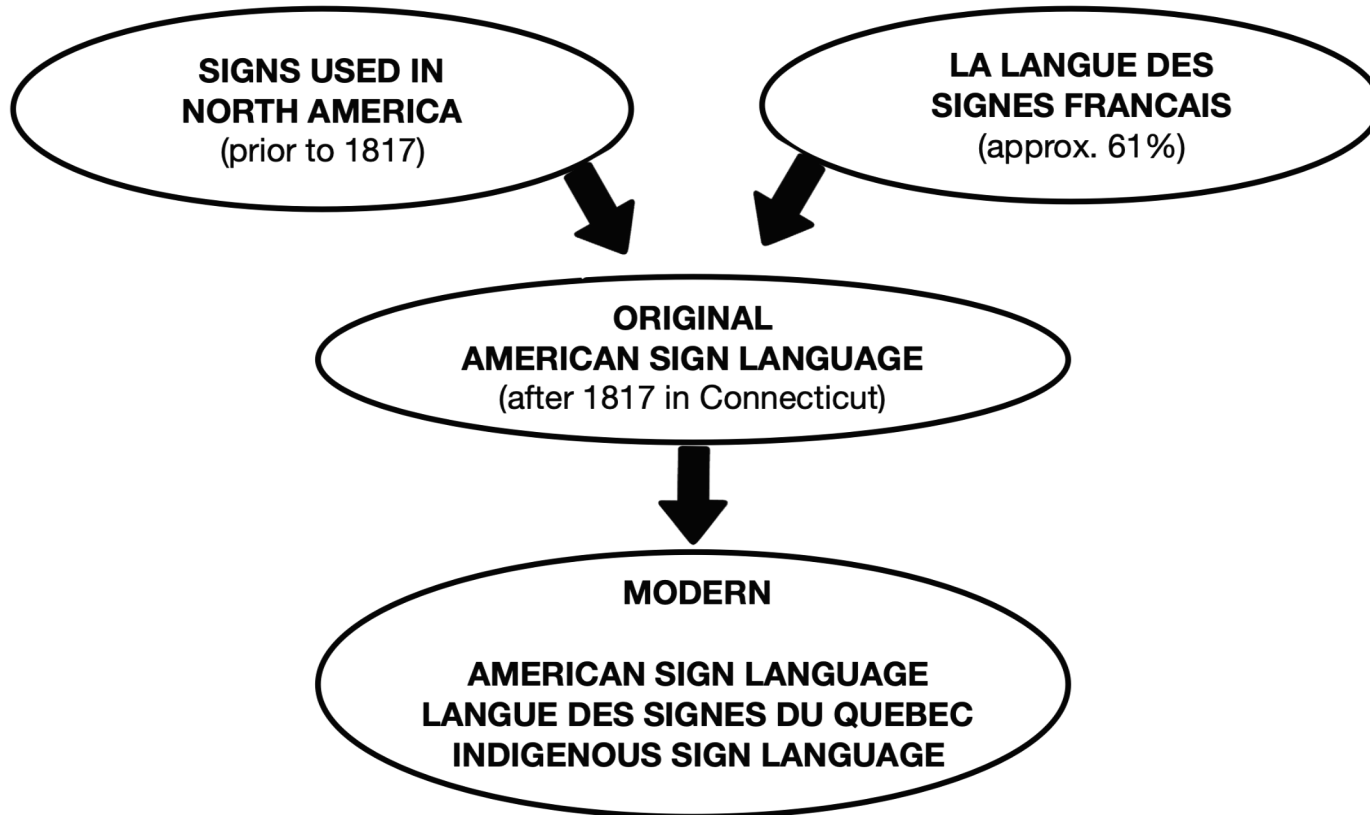
February 4th, 2021

History of Sign Languages - Evolution

Indigenous Sign Language

Maritime Sign Language

Martha's Vineyard Sign Language



What is Deaf Culture?

Deaf Culture (core of the apple) is described as:

- Social beliefs
- Behaviours
- Art
- Literacy traditions
- History
- Values
- Shared institutions



The list above was created by Deaf people who use sign languages as their main means of communication.

Members of the Deaf community tend to view deafness as a difference in human experience rather than a disability or disease. Many members take pride in their Deaf identity. Deaf people, in the sense of a community or culture, can then be seen as a minority group all over the world.

Carol Padden and Tom Humphries, in *Deaf in America: Voices from a Culture* (1998)

Name Signs in the Deaf Community

One aspect of Deaf culture is the use of unique, personal "name signs" as a way to identify someone without fully spelling out their name using ASL. These names often reflect the person's character and are usually devised by someone within the Deaf Community.

The Deaf community has its own naming system within their native ASL language, and it's quite a gift to receive a name sign. Even more special is that your name sign is only used by **deaf people**—it should not be used on official documents or by people who hear.

If you have a name sign, you have been welcomed into the Deaf community. So accept your ASL name and enjoy this lovely honor.

Do's & Don'ts – Getting Attention

DO: Sign Language depends on vision. To begin a conversation you must first make eye contact with the student you want to sign to. If this student is not looking at you, you can try waving to catch his/her eye.

DON'T: When you wave in this way, don't wave in the student's face or use huge waving gestures if you are close by. A small flapping movement of the hand is usually enough.

DO: If waving fails and if you are near enough, tap the student's shoulder.

DON'T: When touching a student to get attention don't tap too lightly, just once, or too often. Two or three firm but not heavy taps should be enough. Do not pull the student's chin and jaw, use a fist/punch, kick, or throw things to get attention.

What are the four core values of deaf culture?

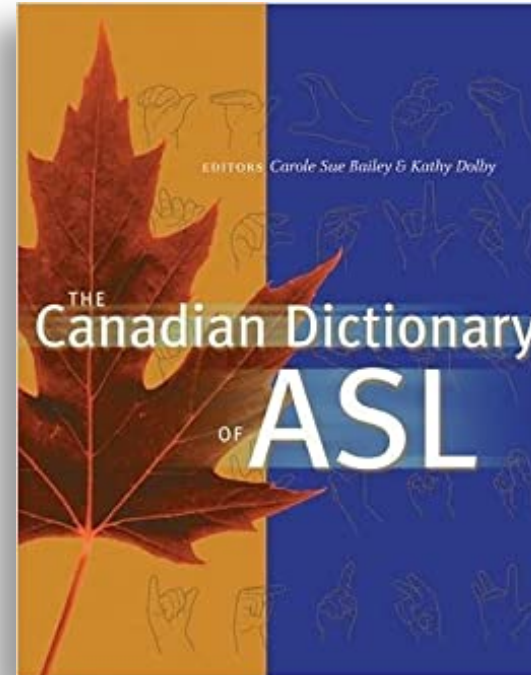
- * Identity formation
- * Self-determination
- * Information sharing
- * Full access to communication

What are the main values of deaf people?

- * Eye contact
- * Attention (tapping, waving, flashing)
- * Facial Expressions (Grammatical and emotion)
- * Leave-taking

Semantics of ASL for TAKE, RUN, DRAW, & PUT.

Semantics is defined as the **study of meanings expressed by the elements of a language or a combination of the elements**. A concept expressed in an ASL sign often cannot be conveyed by a single all-purpose English word. Likewise, English words and phrases may have variations in meaning, which require translations using different ASL signs.



TAKE

TAKE: [or take away] v. to gain possession.

If you leave your coat here someone might take it.

TAKE: v. to work at or study.

She plans to take a course in auto mechanics when she gets her new car.

TAKE: v. to require or be necessary.

It will take a lot of time to get it done.

TAKE: v. to accept.

If he takes the job, he will do it well.

RUN

RUN: v. to move on foot at a rapid pace.
The sprinter will run the 100-meter dash.

RUN: v. to govern; administer; have control of.
He will run the meeting efficiently.

RUN: v. to discharge fluid.
Certain allergens cause his eyes and nose to run.

RUN: v to flow or drip.
The broken pipe caused the water to run through the ceiling.

DRAW

DRAW: v. to sketch with pencil, pen, charcoal, etc.
I will draw a picture of you.

DRAW: v. to attract.
His lecture is sure to draw a large crowd.

DRAW: n. a raffle; lottery.
Have you entered the draw for the grand prize?

DRAW: n. a game or contest that ends in a tie.
The game ended in a draw.

PUT

PUT: v. to cause something to be in a specific position or place.

Please put the meal on the table.

PUT DOWN: v. to write down.

I must remember to put down his phone number so I can contact him later.

PUT (an animal) DOWN: v. to put an animal to death because of old age, illness, or suffering.

We had to put down our dog because he was suffering from a terminal illness.

PUT (SOMEONE) DOWN: v. to make cruel, crushing remarks to someone as a form of rejection or humiliation.

His older brother put him down so often that he lost all his self-confidence.

Linguistic Overprotection

- Deaf children are often delayed in language development
- Tend to show greater impulsivity and poor self-regulation
- Impoverished vocabulary of emotion language
- Parenting Styles (low expectations - not enough language)
- Little opportunities to learn consequences
- Limits children's opportunity to learn about social and emotional states and characteristics

Excerpt from Calderon, Greenberg 2011

~~SCARED~~

TERRIFIED

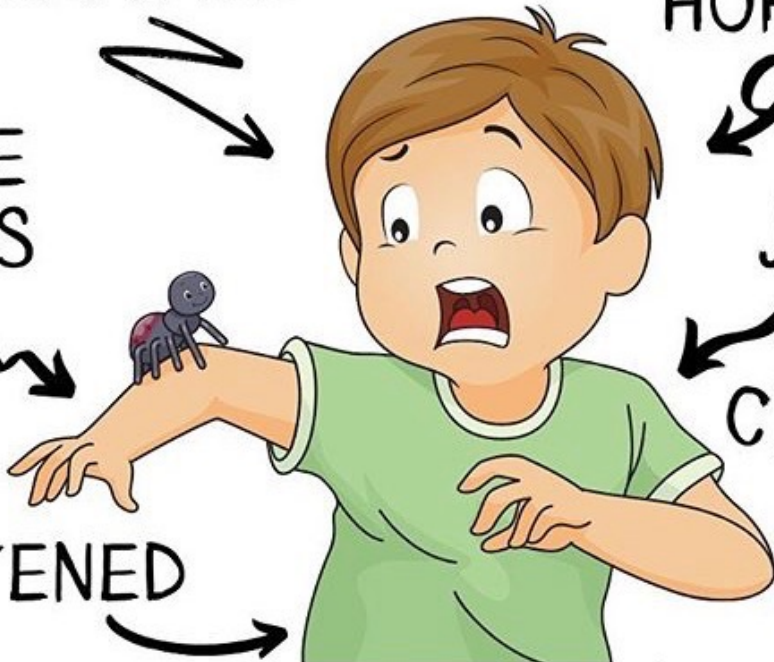
HORRIFIED

HEEBIE
JEEBIES

JUMPY

CREEPED
OUT

FRIGHTENED



@ a d v e n t u r e s i n d e a f e d

~~“little green tree”~~

broccoli



Words that can be used in association with broccoli:

vegetable, fresh, raw, frozen, steamed, baked, blanched,
cheesy, cheddar, soup, casserole, etc.

@ a d v e n t u r e s i n d e a f e d



Milk

~~Strawberry~~
Pink
Milk



~~Chocolate~~
Brown
Milk



Other words to
describe milk:
organic, whole, 2%
skim, fat free, etc.

@ a d v e n t u r e s i n d e a f e d

French Language

Elle a parlé au directeur de la banque hier soir.

Mon professeur de français est un homme très drôle.

Je vais lire un bon livre après le travail.

La petite fille a demandé un chat à son père.

/38 = %

My French teacher is a very funny man.

I am going to read a good book after work.

The little girl asked her father for a cat.

EDUCATION REQUIREMENTS:

Qualification of an ASL/English Interpreter & the Role of a Signing Educational Assistant.

An **ASL/English interpreter** becomes proficient over time. Interpreter education requirements include **ASL Deaf Studies at Vancouver Community College** and **ASL/English Interpreting Program at Douglas College**, and earning a credential from the **Canadian Association of Sign Language Interpreters** and meeting stringent national standards that ensure quality and verify skills. Immersing yourself in Deaf culture, you will take classes such as, linguistics of American Sign Language, theory of interpretation, interpreting in advanced settings, and ASL literature. Upon graduation, you can apply for the Canadian Evaluation System. CASLI offers a Professional Conduct Review Process to maintain quality and accountability to the field of interpreting.

A **Signing Educational Assistant** becomes proficient over time. The program for Educational Assistant is available at the department of **ASL and Deaf Studies, Vancouver Community College** and **Douglas College**. Part of EAs' training will be practical that involve working with DHH adults and students. Upon successful completion of the program, graduates will be able to communicate proficiently in ASL and English in various contexts and employment settings. They will learn how to apply the principles of the bilingual-bicultural approach in their work with students.

For more information, please google:

[ASL and Deaf Studies, Vancouver Community College](#)

[Sign Language Interpretation Program, Douglas College](#)





for your
participation!

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