



# SEE IT, SIGN IT, SAY IT

A multi-disciplinary approach to  
learning language

By Educator Kim Yaeger  
& Signing Time Instructor Angie Willey



**"VISUAL LANGUAGE SUPPORTS  
HELP VISUAL LEARNERS  
COMMUNICATE FASTER.**

# OBJECTIVES

## LEARNING DIFFERENCES

Why do we need a different approach?

## SIGN LANGUAGE

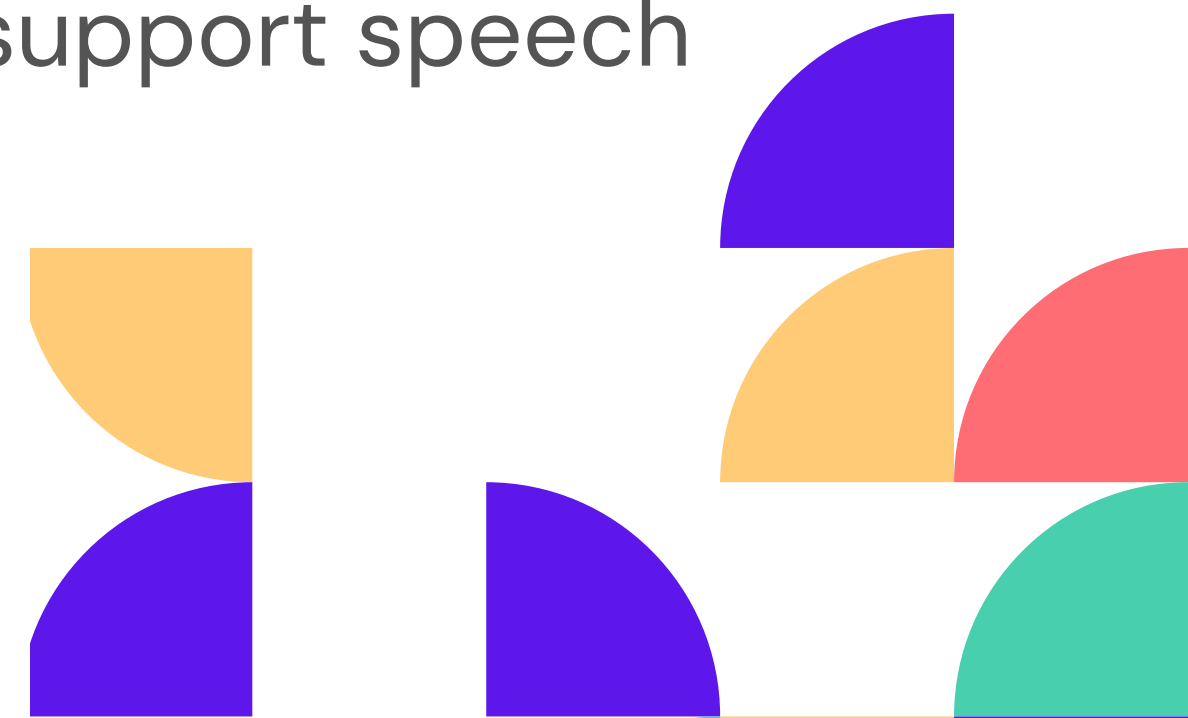
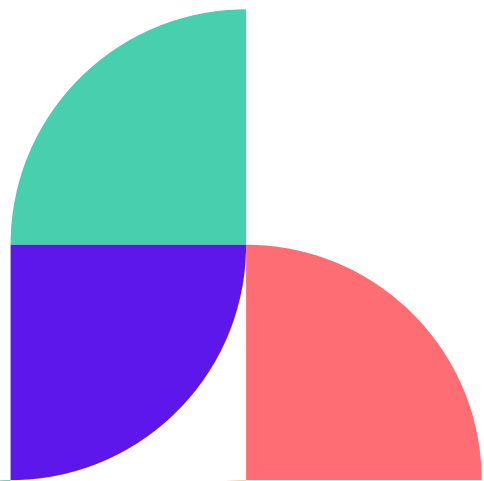
Easy ways to learn and use it

## LISTENING ACTIVITIES

How to use to support speech development

## WRITTEN WORD

How to use to support speech development



## CHILDREN WITH DOWN SYNDROME

# LEARNING DIFFERENCES

- Have strong visual processing skills
- Go through stages of language development at a slower pace
- Need direct instruction and additional practice time
- Have strong receptive skills compared to their expressive skills.



# COMPONENTS OF SPEECH

## LEARNING COMMUNICATION

Start communicating with gestures

## LEARNING VOCABULARY

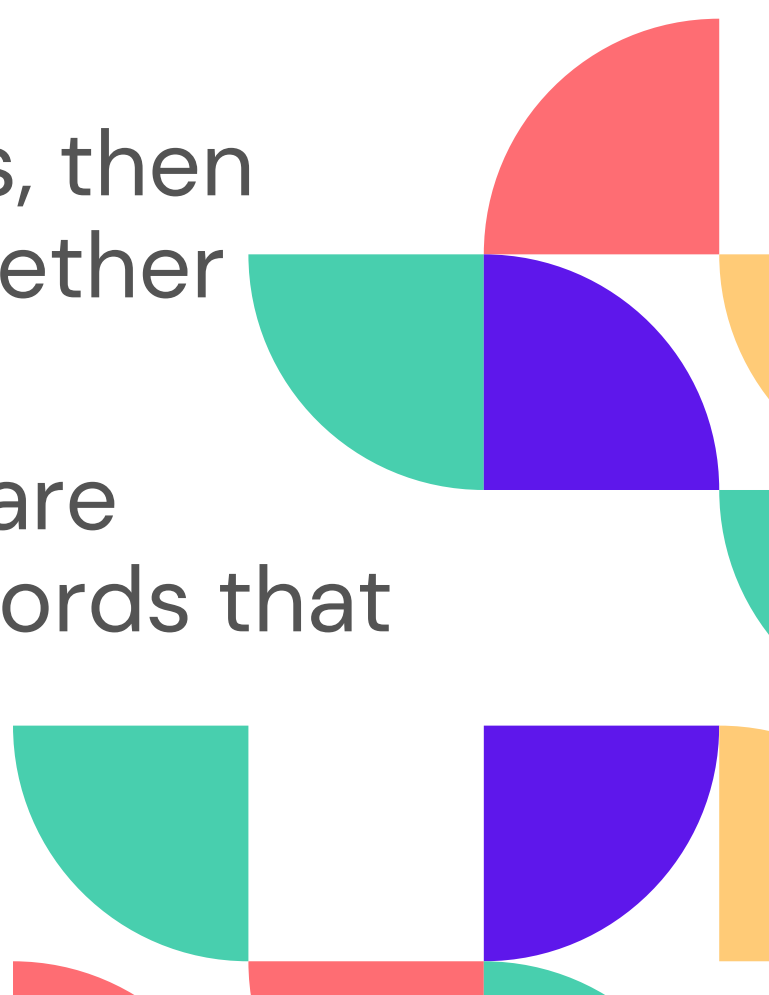
Understand and then use the words they hear daily

## LEARNING SENTENCES & GRAMMAR

Start with single words, then start putting them together

## LEARNING TO SPEAK CLEARLY

Beginning utterances are attempts to say the words that they hear.

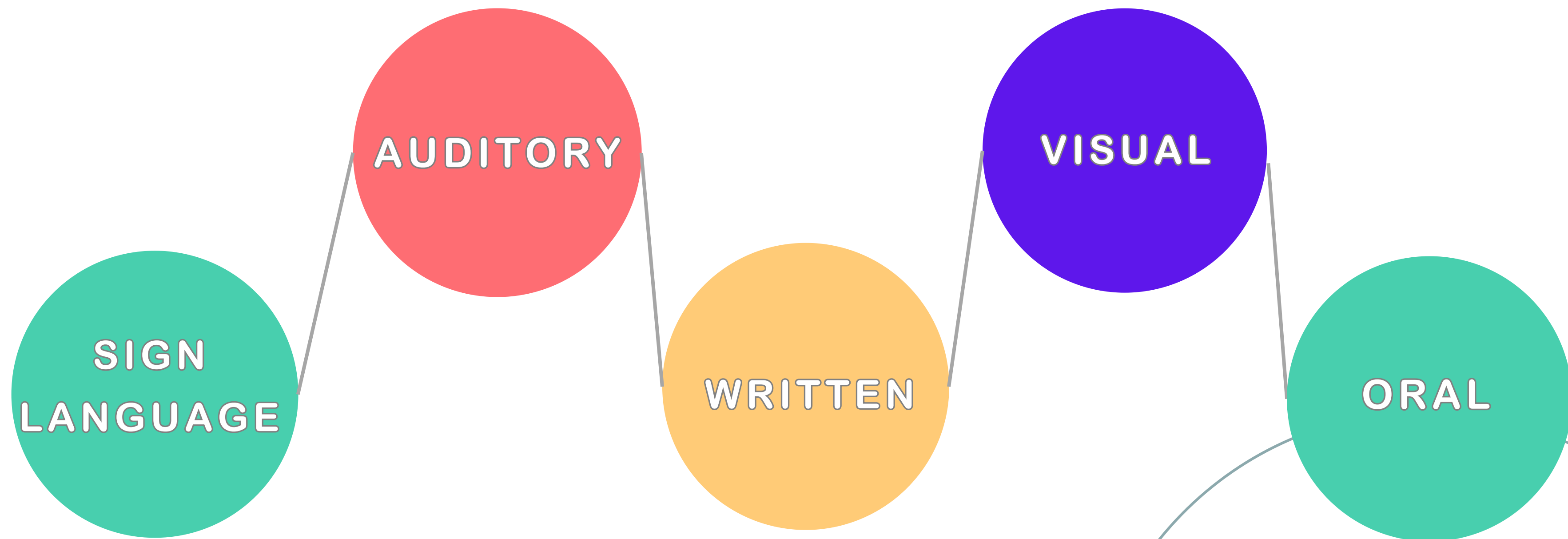




# TOTAL COMMUNICATION

One of the main factors in determining how fast children learn to talk is the quantity and quality of the language they experience. [1]

# TOTAL COMMUNICATION



# WHY TEACH SIGN LANGUAGE TO HEARING CHILDREN?

Babies have the capacity to understand spoken language

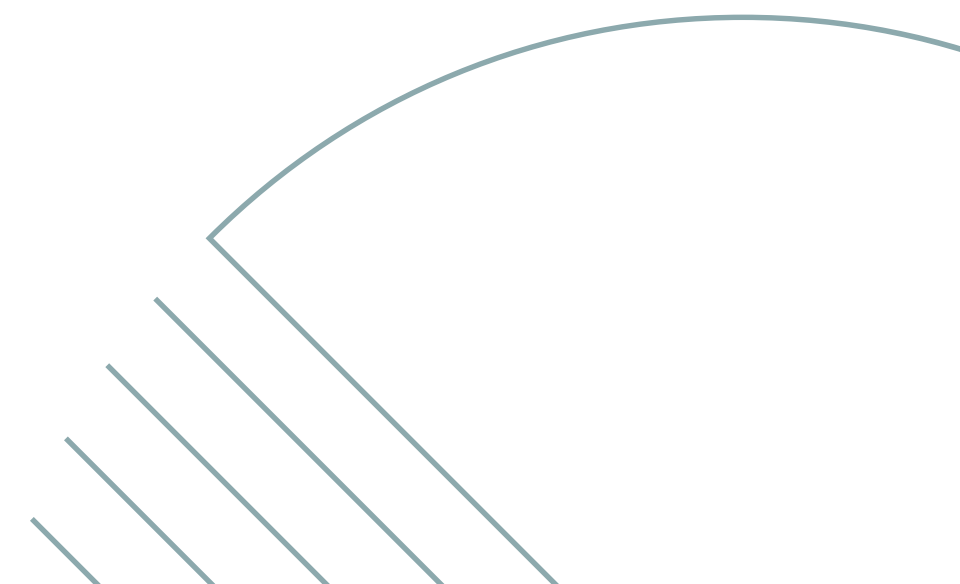
Babies naturally communicate with gestures

Speech is one of the most difficult fine motor activities for young children to learn



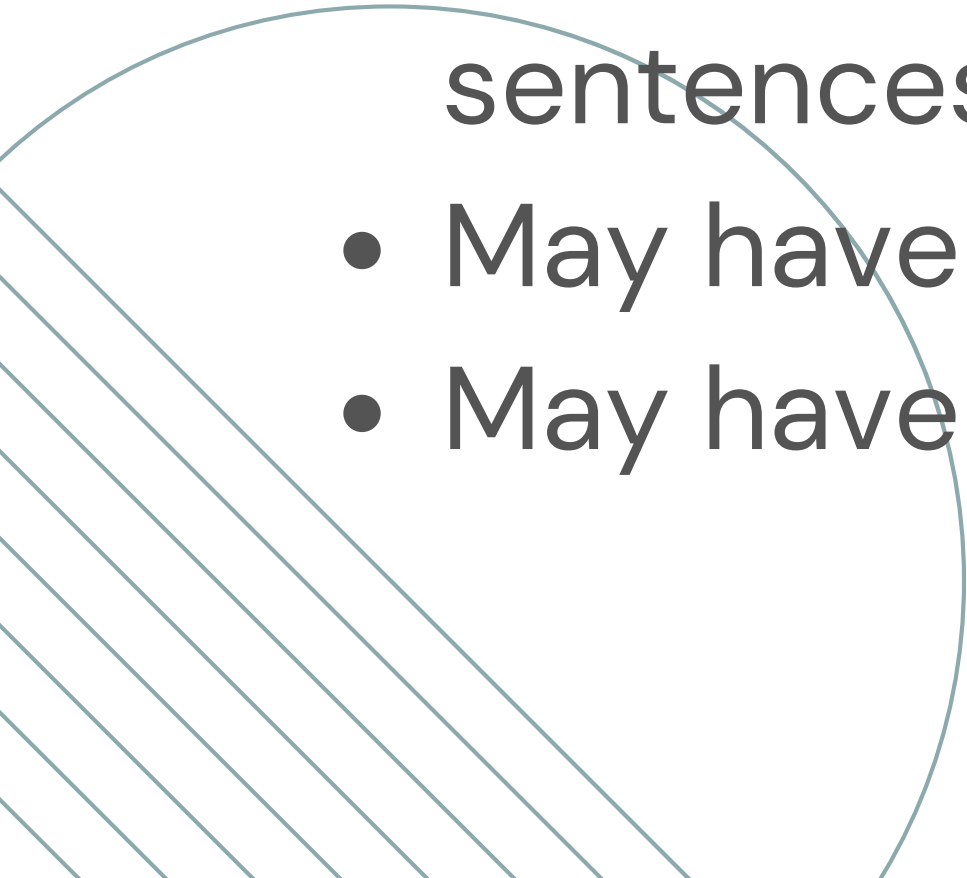
# SIGN LANGUAGE

- Can help develop working memory
- Aids in speech development
- Helps develop fine motor skills
- Helps us better measure receptive knowledge
- Is a natural language for visual learners



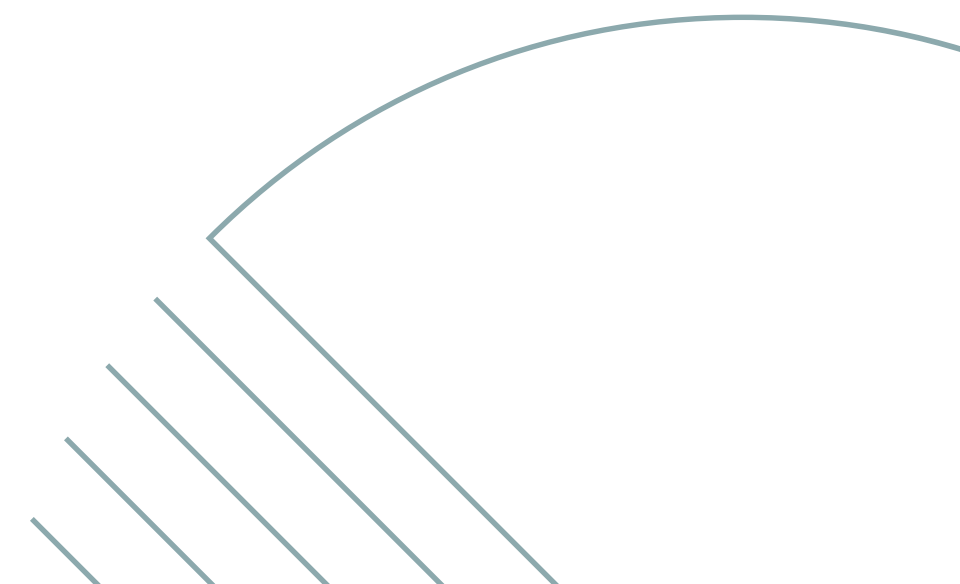
# RESEARCH

- Experience more effective communication
- Show improved confidence and self esteem
- May have fewer negative behaviors
- Speak sooner, have a larger vocabulary, and use larger sentences
- May have improved spelling
- May have higher IQ's



# THINGS TO CONSIDER WHEN TEACHING SIGN LANGUAGE

- Use expression and posture to reflect the meaning of the sign
- Use appropriate “signing space”
- Provide wait time
- Expect sign approximations
- Start with basic needs/letters
- Respect deaf culture



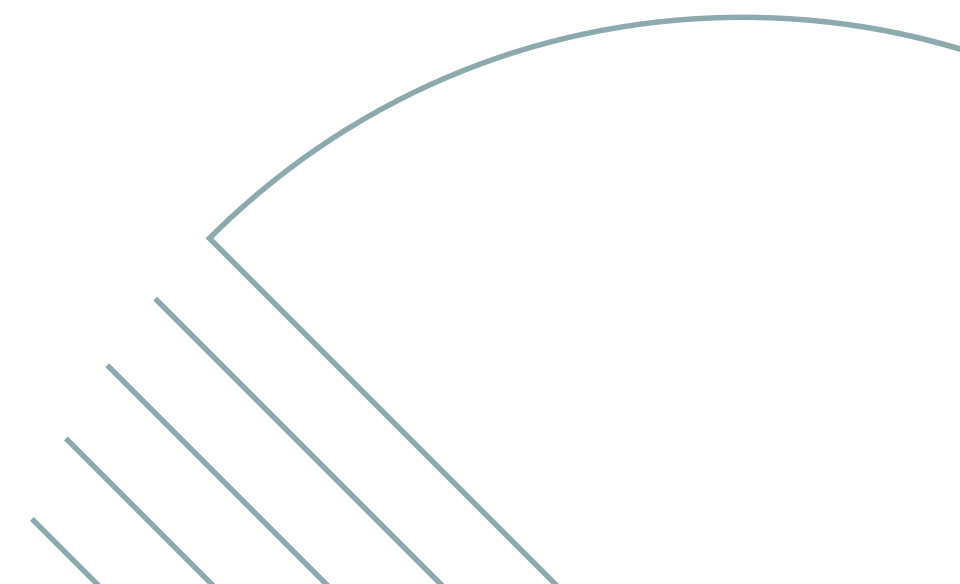
# AUDITORY

- Kids need to hear language to speak
- 10 - 90 % hearing loss at anytime
- phonological loop
- Sound discrimination



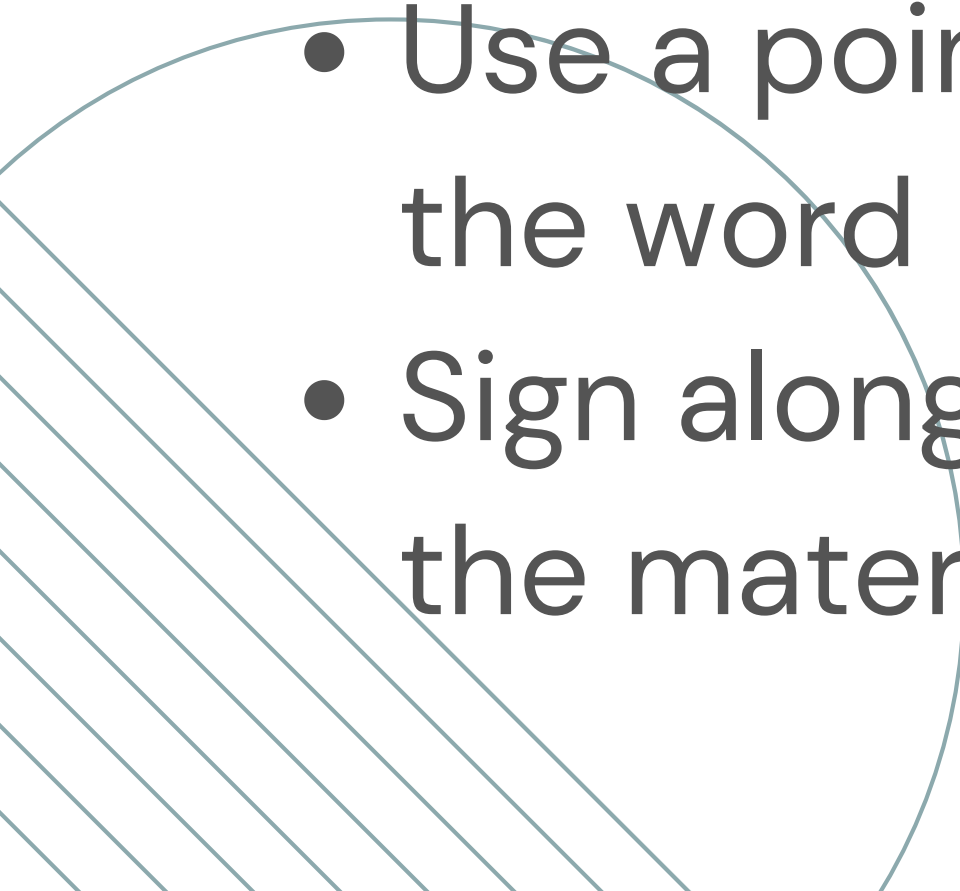
# AUDITORY SAMPLES

- listening to sounds in isolation
- Start at six months
- listening to words in isolation
- Start at 18 months
- listening to sound combinations



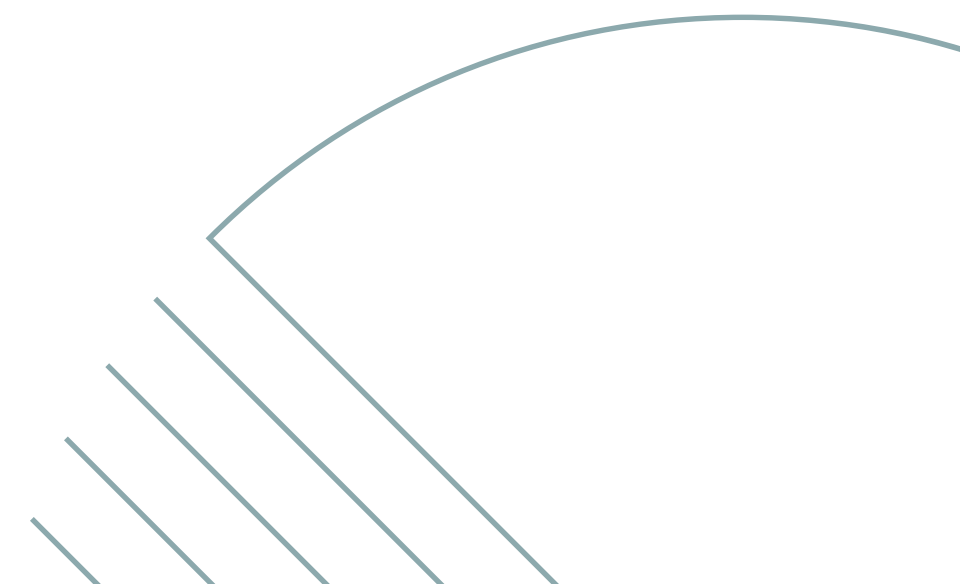
# WRITTEN WORD

- Teaching children with Down syndrome to read is the single most effective way to teach them to talk. – Sue Buckley
- Pair signs, and verbalizations with the written word whenever possible.
- Use a pointer to help emphasize the sounds within the word
- Sign along with your favorite book to help make the material more accessible



# WRITTEN WORD

- Helps with sound discrimination
- Helps with the phonological loop in working memory
- Teach children to read



# VISUAL SUPPORTS

- Videos
- Photos
- Books
- Labeling
- Sign Language
- Written Word

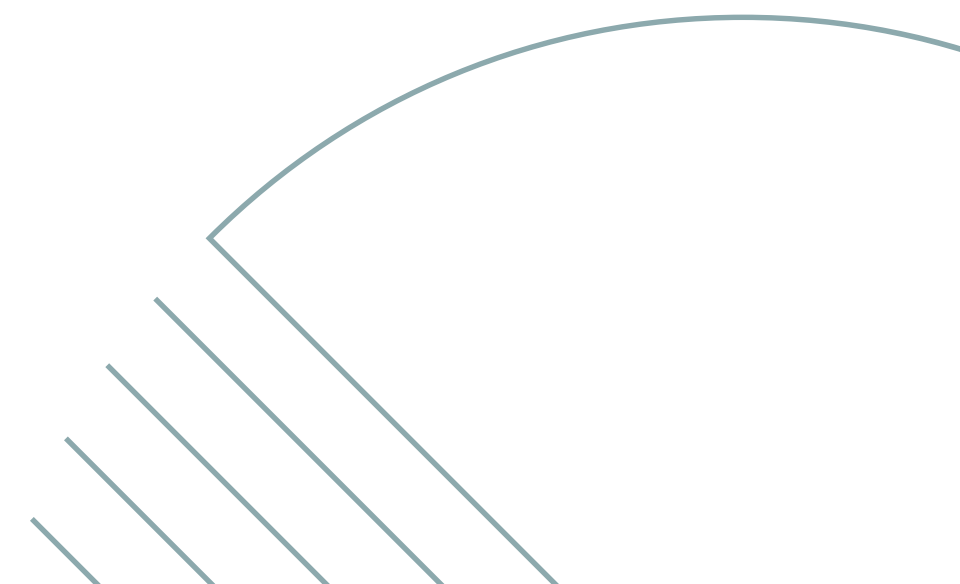




# VIDEO SUPPORTS

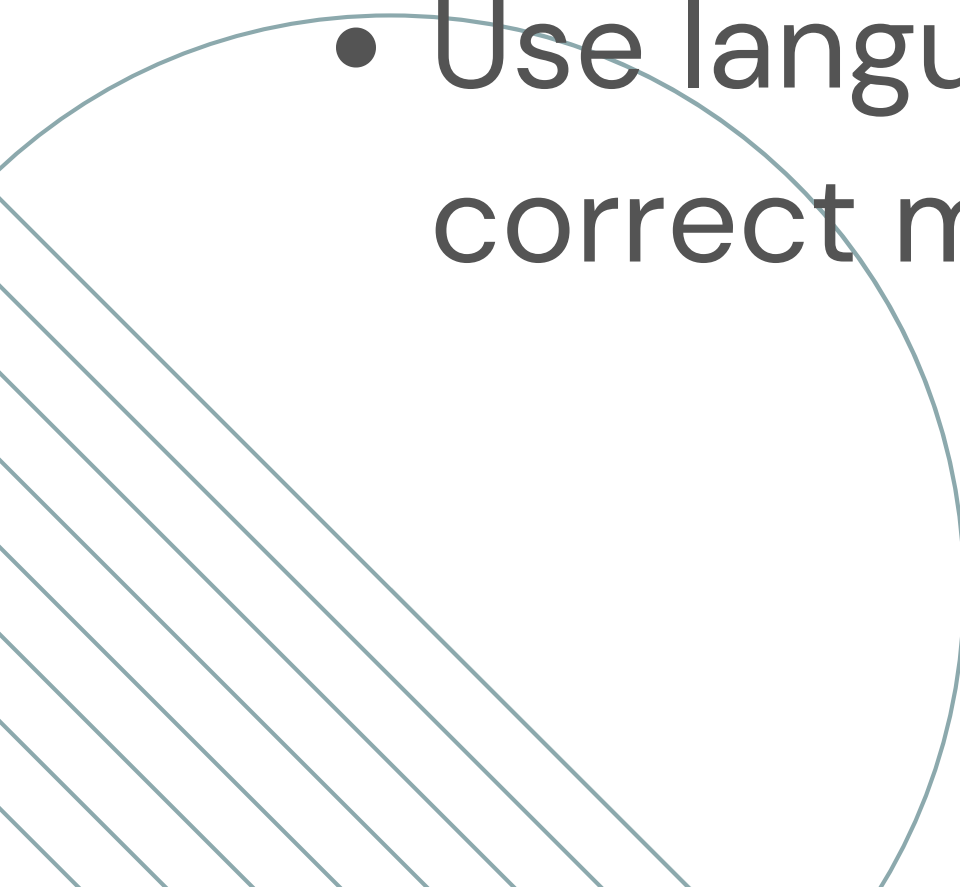
Video modeling is a very effective way for children with Down syndrome to learn new skills.

Paired with flashcards and matching cards children learn more quickly and require less repetition with an adult.



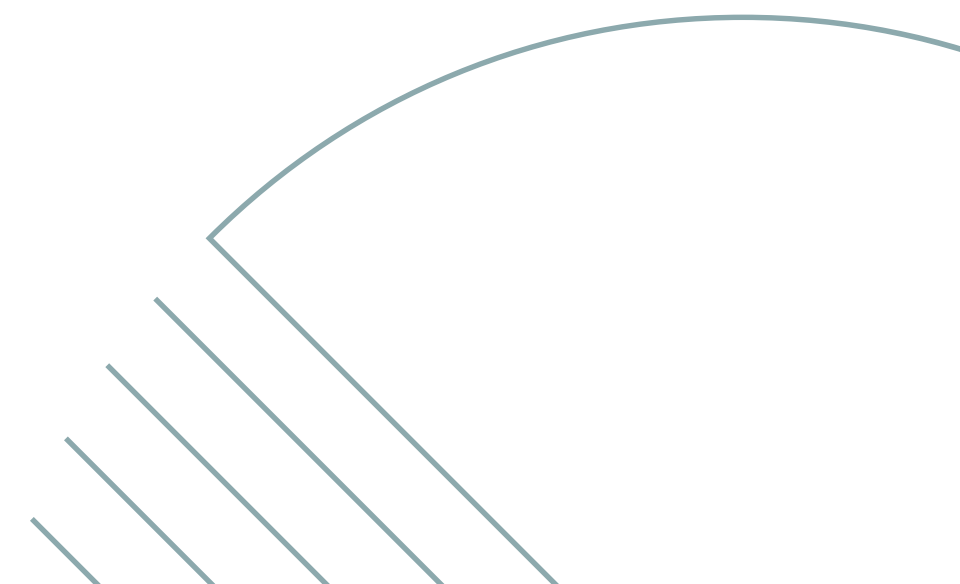
# ORAL SUPPORTS

- Model sounds in isolation. Praise the child for mouth movements.
- Use phonic cues for sounds.
- Use language cues to help the child with the correct motor plan.

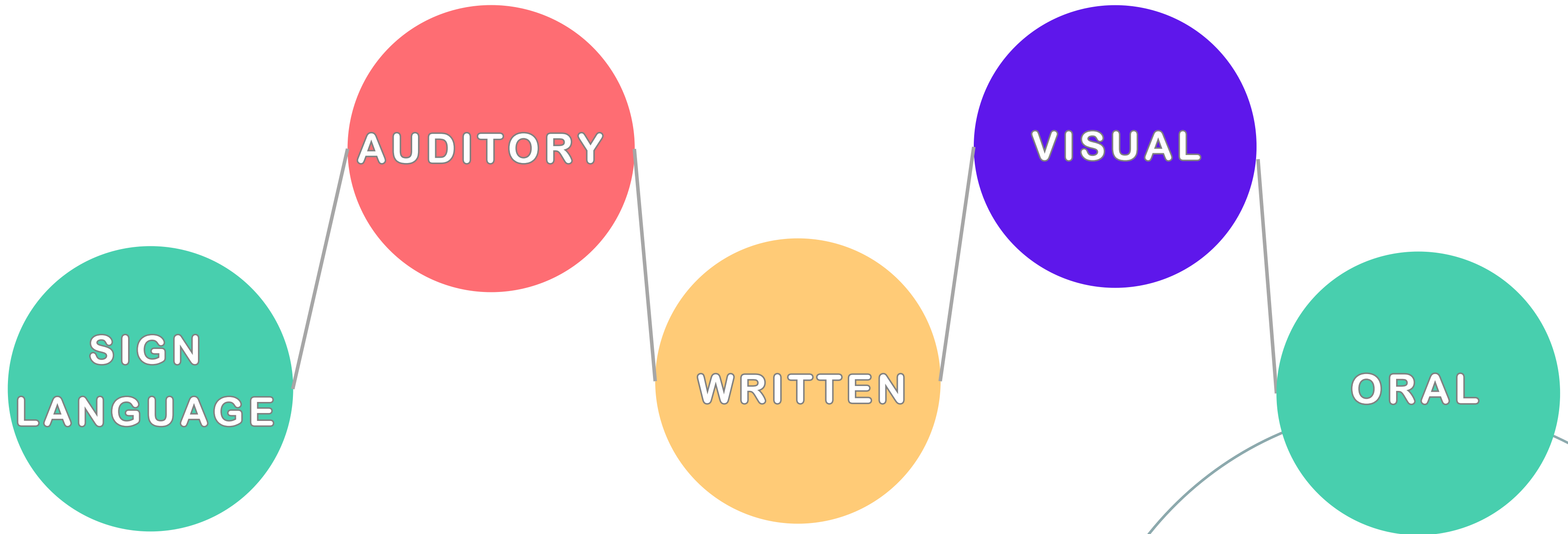


# ORAL SUPPORTS

- Isolate sounds
- Sound flashcards with a picture of the mouth.
- phonics cues

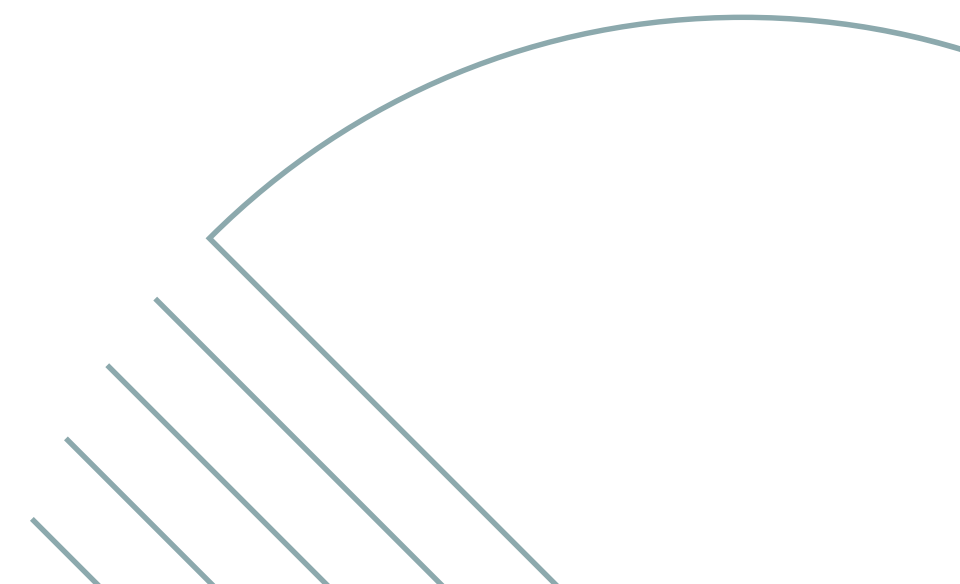


# PUTTING IT ALL TOGETHER



# HOW TO USE SEE IT, SIGN IT, SAY IT

- Watch video
- use flash cards
- use matching page

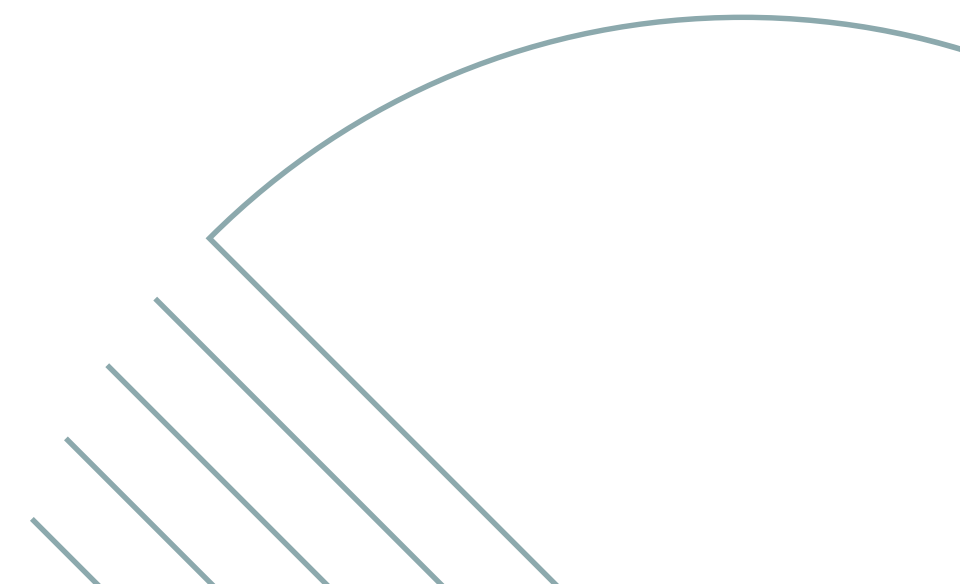


**SEE IT, SIGN IT, SAY IT IN ACTION**



# HOW TO USE SEE IT, SIGN IT, SAY IT

- Practice during learning times.
- But also incorporate learning opportunities into your daily routine.





# QUESTIONS

Thank you!





**Please feel free to  
reach out to us!**

**Kim Yaeger**

**Little Leaf Learning Center**

**[kim@littleleaf.org](mailto:kim@littleleaf.org)**

**Angie Willey**

**ABC Signing Kids**

**[abcsigningkids@gmail.com](mailto:abcsigningkids@gmail.com)**

# REFERENCES

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3. Little Leaf Learning Center
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5. "Dancing With Words, Signing for Hearing Children's Literacy" by Marilyn Daniels
6. "Early Communication Skills for Children with Down Syndrome, A Guide for Parents and Professionals" Third Edition by Libby Kumin, PH.D. CCC-SLP
7. Signing Illustrated. The complete learning guide" By Mickey Flodin



**THANK YOU**

<https://llcdownsyndromeeducation.com>