

The Power of “AND” in Deaf Education

LANGUAGE ACQUISITION AND LANGUAGE LEARNING

The articles below address various topics, including the role of sign language in overall language acquisition, the relationship between sign language and spoken language development, outcomes for deaf children with hearing caregivers, and the risks associated with delayed language access. These resources are intended to support informed decision making for families, educators, and professionals working with deaf and hard of hearing children and youth.

Finton, E., Hall, W. C., Berke, M., Bye, R., Ikeda, S., & Caselli, N. (2025). Age-expected language and academic outcomes for deaf children with hearing caregivers. The Journal of Special Education, 58(4), 232-243. <https://doi.org/10.1177/00224669241257699>

Hall, M. L., Hall, W. C., & Caselli, N. K. (2019). Deaf children need language, not (just) speech. First language, 39(4), 367-395. <https://doi.org/10.1177/0142723719834102>

Hall, W. C. (2017). What you don't know can hurt you: The risk of language deprivation by impairing sign language development in deaf children. Maternal and Child Health Journal, 21(5), 961-965. <https://doi.org/10.1007/s10995-017-2287-y>

Lieberman, A. M., Mitchiner, J., & Pontecorvo, E. (2024). Hearing parents learning American Sign Language with their deaf children: A mixed-methods survey. Applied Linguistics Review, 15(1), 309-333. <https://doi.org/10.1515/applirev-2021-0120>

Pontecorvo, E., Higgins, M., Mora, J., Lieberman, A. M., Pyers, J., & Caselli, N. K. (2023). Learning a sign language does not hinder acquisition of a spoken language. Journal of Speech, Language, and Hearing Research, 66(4), 1291-1308. https://doi.org/10.1044/2022_JSLHR-22-00505



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