

ARTICLE REFERENCE: Gale, E., & Schick, B. (2009). Symbol-infused joint attention and language use in mothers with deaf and hearing toddlers. *American Annals of the Deaf*, 153(5), 484-503.

KEYWORDS: Joint Attention

WHAT WAS STUDIED, HOW WAS IT STUDIED AND RESULTS:

- Joint Attention: Child coordinated attention between a person and an object or activity
- Symbol Infused Joint Attention: Child used or responded to symbolic words or gestures to communicate.
- Initiation: Who started interaction (mother direct, mother follow, toddler direct)
- Measured by seconds in Symbol-Infused Joint Attention, number of sustained interaction, and number of initiation type)

HOW THIS INFORMATION MAY BE USEFUL TO YOU AND YOUR CHILD:

- Provide your toddler time to explore
- Engage in a sequential joint attention pattern
- Follow the lead of your child

WHO WAS STUDIED:

- Number of children: 15 dyads (5 signing Deaf toddlers with Deaf parents, 5 signing Deaf toddlers with Hearing parents, 5 Hearing toddlers with Hearing parents)
- Age of children included – preference birth – 5 years between 23 and 26 months of age
- All Hearing Levels: Deaf toddlers 75dB and greater
- Number of participants in the study: 15

WHAT STILL REMAINS TO BE ANSWERED: Impact of parent language input

WHERE CAN I FIND MORE INFORMATION:

Gale, E., & Berke, M. (2016, October) Eyes for Early Language Learning: Promoting Visual Strategies for Deaf Children. *Raising and Educating Deaf Children: Foundations for policy, practice, and outcomes*. Retrieved from <http://www.raisingandeducatingdeafchildren.org/2016/10/06/eyes-for-early-language-learning-promoting-visual-strategies-for-deaf-children/>.

Lieberman, A. M. (2012, June). Research Brief 5: Eye Gaze and Joint Attention. *Visual Language and Visual Learning Science: An NSF Science of Learning Center*. Retrieved from <http://vl2.gallaudet.edu/research/research-briefs/english/eye-gaze-and-joint-attention/>