

# “Expanding Visual Language Opportunities in the Classroom and at Home”

Amy Crumrine, MS Ed.  
Amy Hund, BA, KQAS

# Who We Are:

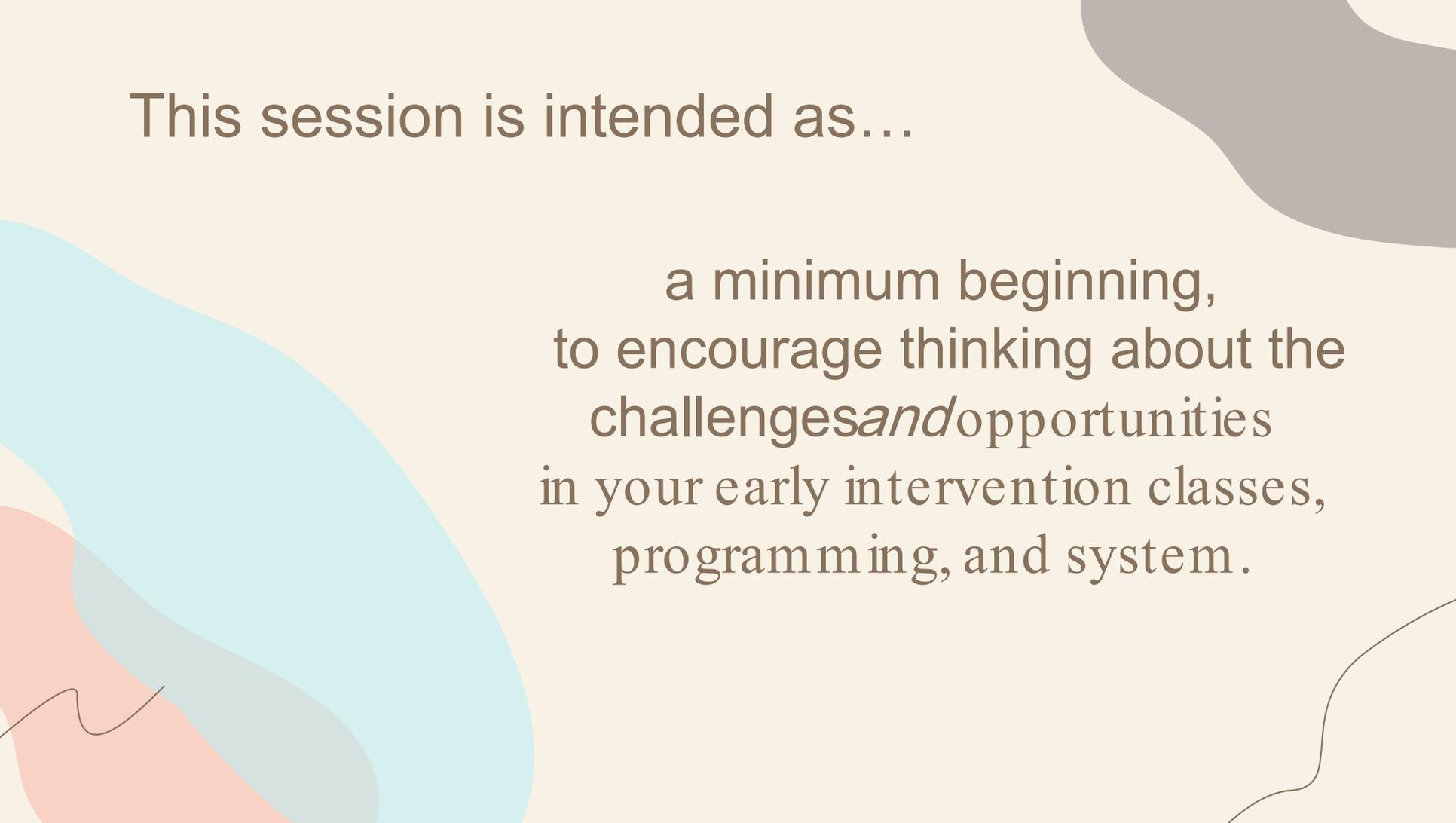
**Amy Crumrine** resides in Germantown, MD.

- Master of Deaf Education from Rochester Institute of Technology (RIT)
- Former teacher of the Deaf; current high school ASL teacher
- Co-owner of RiseHands Communications and CueOn
- Founder and president of CueSign, Inc.
- Married to high school sweetheart Roy Crumrine, with whom she parents adult children Rosemary and Paul

# Who We Are:

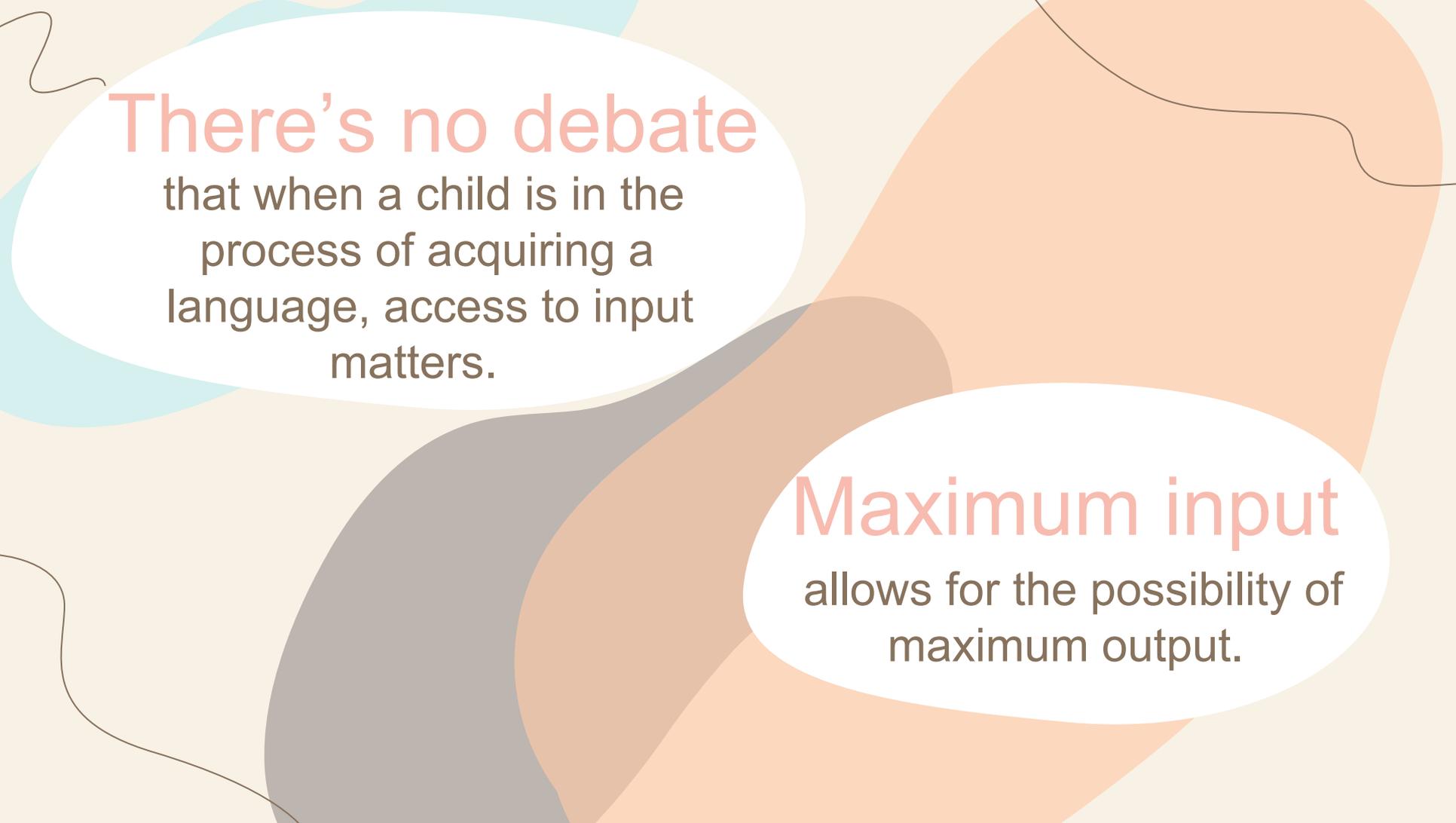
**Amy Hund** hails from Lawrence, KS.

- Bachelor of Sociology from Wichita State University
- Currently in 26th year of practice as an ASL-English interpreter; interpreter trainer; high school ASL teacher
- Handles communications/social media for CueSign, Inc.
- Volunteers at multiple multimodal family camps for Deaf or hard of hearing children
- Married to Stacy Hund



This session is intended as...

a minimum beginning,  
to encourage thinking about the  
challenges *and* opportunities  
in your early intervention classes,  
programming, and system.



**There's no debate**

that when a child is in the process of acquiring a language, access to input matters.

**Maximum input**

allows for the possibility of maximum output.

If the goal is

maximum language ~~access~~ in service of

maximum language *acquisition*,

then providing maximum access

to language input

*includes supporting maximum visual access*

not just maximum

auditory access.

## Expecting a child

to rely solely on a limited access point for language needlessly restricts input.

## You can't expect

a river of output to flow from a trickle of input.

# Take a Moment

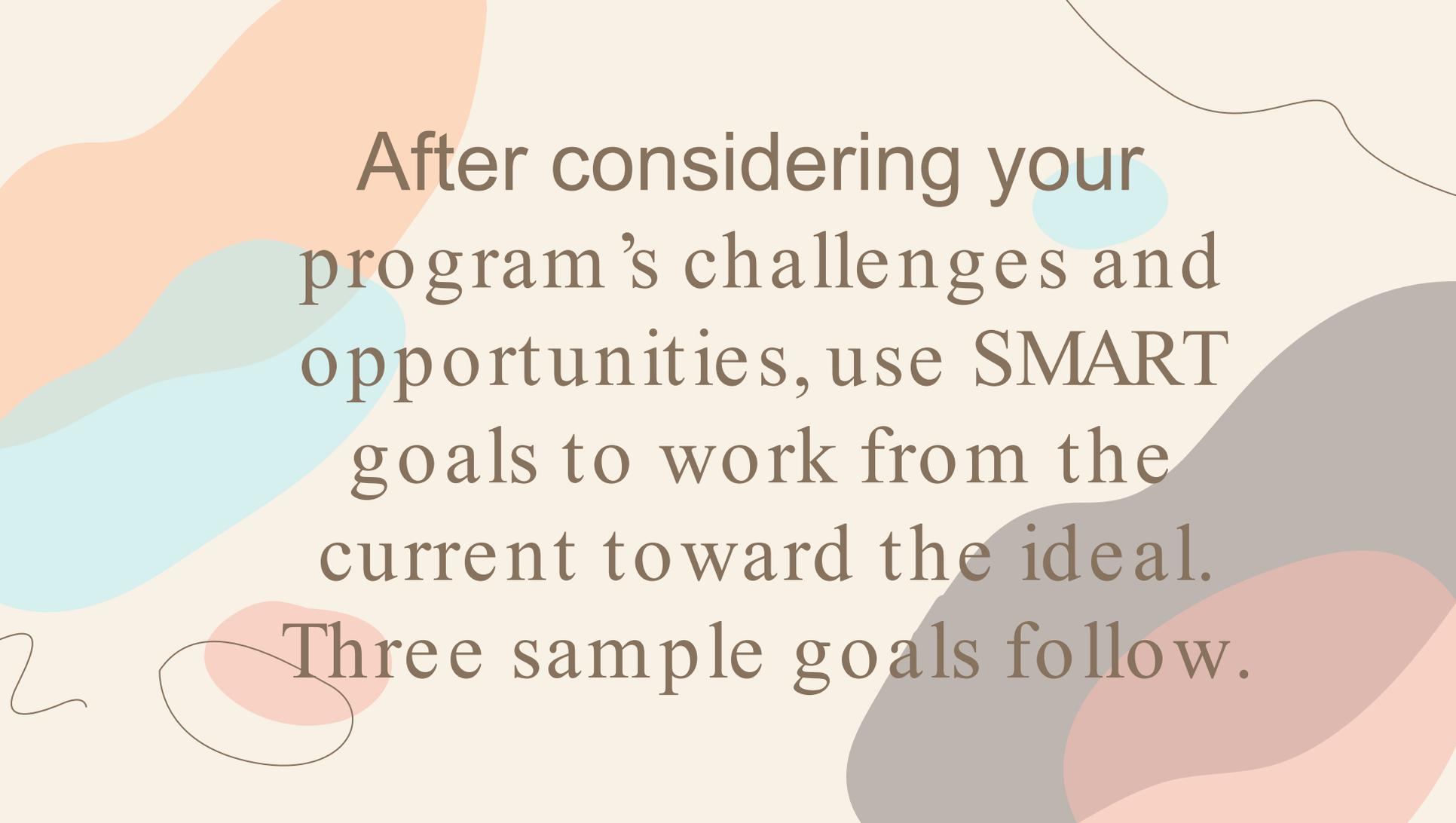
and do a mental inventory of your current EI sessions, programs, or system.

What things are already happening that support visual language access?

Where is there room for improvement?

What does improvement look like?

What steps are needed to move from current toward ideal?



After considering your program's challenges and opportunities, use SMART goals to work from the current toward the ideal. Three sample goals follow.

## **Overarching goal:**

Pair interested families with mentors in their chosen language and/or mode

## **Specific, Measurable, Achievable, Relevant, & Timely goal:**

Pair 25% of interested families with mentors in the chosen language and/or mode within the first three months of expressing interest.

## **Overarching goal:**

Increase opportunities for connecting ASL and print

## **Specific, Measurable, Achievable, Relevant, & Timely goal:**

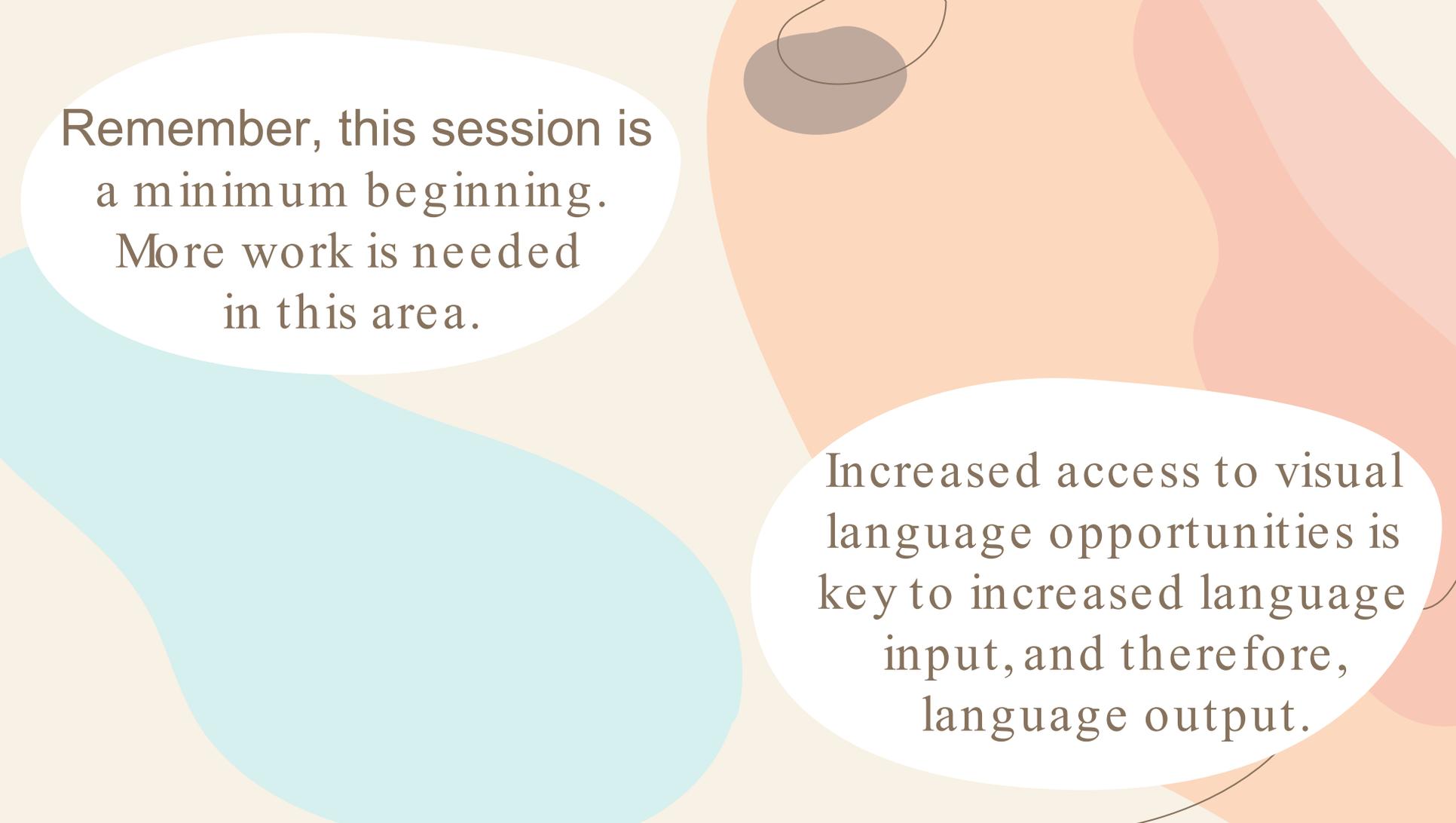
Employ sandwiching technique for targeted vocabulary at least 50% of the time by adding access to printed word along with single sign or signed sentences.

## **Overarching goal:**

Increase opportunities for visual access to traditionally spoken languages (e.g., English or Spanish).

## **Specific, Measurable, Achievable, Relevant, & Timely goal:**

Use Cued Speech 100% of the time to provide visual access to target vocabulary presented in traditionally spoken languages.



Remember, this session is  
a minimum beginning.  
More work is needed  
in this area.

Increased access to visual  
language opportunities is  
key to increased language  
input, and therefore,  
language output.



We encourage you to review your program's policies & procedures around visual language access and explore opportunities for maximizing visual input.

Thank you for  
your time and  
consideration!



To request more information, please fill  
out this brief Google Form:  
<https://forms.gle/c5GAasJ9LxPCXBAF6>