



Sign Language Acquisition and Assessment

November 19-21, 2018

Hecht Museum Auditorium

University of Haifa

Program

Day 1 - November 19

Topic: Language Acquisition

8:30-9:30	Registration
09:30	Opening
10:00-10:45	Ruth Berman Universal and particular in language development
10:45-11:30	Naama Friedmann Syntactic impairments in Deaf and Hard-of-Hearing and their relations to critical age in language acquisition
11:30-12:15	Rachel Mayberry Syntactic acquisition in late first-language learners of Sign Language
12:15-14:00	Lunch
14:00-14:20	Orit Fuks Two styles of infant-directed signing in Israeli Sign Language (ISL)
14:20-14:40	Chiara Bonsignori & Elena Tomasuolo Action depiction in Italian Sign Language: A developmental perspective
14:40-15:00	Jordina Sánchez Amat Expressing simultaneity of events in Catalan Sign Language (LSC): Indicators of discourse competence development
15:00-15:30	Coffee
15:30-16:15	Virginia Volterra & Penny Boyes Braem Reflections on 'gesture' and 'language': Looking at children and adult data
16:15-17:00	Richard Meier Lessons on child language development from the study of signed languages
	This talk will be open to the public

Day 2 – November 20

Topic: Assessment

09:00-09:45	Bencie Woll Priorities and challenges in assessing Sign Language acquisition
09:45-10:30	Adam Schembri Cross-linguistic adaptation of Sign Language assessment tools
10:30-11:00	Coffee
11:00-11:45	Ester Dromi A clinical model for the assessment of early language
11:45-12:30	Robert Hoffmeister Bridges and barriers in developing signed language assessments
12:30-14:00	Lunch
14:00-14:20	Naomi Caselli Early American Sign Language vocabulary assessment
14:20-14:40	Caroline Bogliotti Designing a sentence repetition task in French Sign Language: A new approach to assess LSF abilities
14:40-15:00	Marion Blondel & Stéphanie Caët How to assess the content and grammaticality of narratives? Methodological issues and first results on French Sign Language
15:00-17:00	Coffee POSTER SESSION
17:30	Ebisu Sign Language Theatre Laboratory It's not about Ebisu

Day 3 – November 21

Topic: Where to next?

9:00 - 9:45	Morning tour in Hecht Museum: Many cultures and languages in ancient Israel
10:00-10:20	Natalia Meir & Rama Novogrodsky Frequency and iconicity in ISL: Implications for acquisition
10:20-10:40	Doron Levy & Naama Friedmann Letter position dyslexia in fingerspelling
10:40-11:00	Moa Gärdenfors The spelling of the Deaf and Hard-of-Hearing children – A comparative study
11:00-11:30	Coffee
11:30-11:50	Philip M Prinz Assessing bilingual pragmatic/discourse competence in a natural signed language and majority written language: Evidence from deaf children acquiring American Sign Language (ASL) and English
11:50-12:10	Paul Miller The involvement of Sign Language in memorizing written words
12:10-12:55	Wendy Sandler Language Emergence and Language Acquisition
12:55-14:15	Lunch
14:15-15:00	Diane Lillo-Martin Bimodal bilingual language acquisition in the context of Cochlear Implants: Knowns and unknowns
15:00-15:15	Short break
15:15-16:15	<i>In memoriam:</i> Irit Meir
16:15	Farewell drink

Poster Presentations – November 20:

1. Assessing role-shift in LSF: A pilot

Valentina Aristodemo & Caterina Donati

2. Acquisition of location classifier constructions in Israeli Sign Language

Anne Marie Baer, Rama Novogrodsky, Ora Ohanin, Tamar Haalutzi & Irit Meir

3. Linguistic temporality in deaf children: Assessment of uses of temporal adverbials in French Sign Language

Delphine Battistelli

4. A corpus-based approach to the creation of a narrative structure assessment tool

Stéphanie Caët, Axelle Carré, Lucile Imbert, Cécile Thery & Marion Blondel

5. Tests for syntactic impairments in ISL

Neta Haluts, Lilach Pe'er Strugo & Doron Levy

6. First signs and phonological errors in a deaf child's first lexicon

Marianna Hatzopoulou & Charoula Chatzidimitriou

7. Rating production signed language assessments: Challenges and solutions

Jon Henner

8. Development of Croatian Sign Language assessment materials

Iva Hrastinski & Marina Milkovic

9. Curriculum and materials for teaching GSL as a first language to deaf pre-school and school age students

Vassilis Kourbetis & Spyridoula Karipi

- 10. Aging and spatial abilities: the age-related impact on deaf users of a Sign Language**
Stéphanie Luna, Jean-Pierre Gagné & Sven Joubert
- 11. Acquisition of Croatian Sign Language as a second language – Some issues and trends**
Marina Milkovic
- 12. The bimodal bilingual lexical development of young deaf children in Flanders**
Kimberley Mouvet & Beatrijs Wille
- 13. Italian Sign Language (LIS) acquisition: A focus on lexicon**
Morgana Proietti
- 14. Linguistic and developmental description of predicative constructions in French Sign Language (LSF): Issues relating to an LSF assessment tool**
Laetitia Puissant-Schontz
- 15. The development and evaluation of a new ASL comprehension task through literal and inferential constructs**
Patrick Rosenburg
- 16. The development of a sentence repetition task for Sign Language of the Netherlands**
Anique Schüller
- 17. Issues in the assessment of deaf/signing children with ASD**
Aaron Shield, Deborah Mood, Nicole Sality & Jonathan Henner
- 18. Sign Language disorders: A multi-method case study approach**
Jenny Singleton
- 19. Elicitation task for simultaneous encoding in signed languages**
Anita Slonimska, Asli Ozyurek & Olga Capirci
- 20. The effect of Sign Language on symbolic play and spoken language skills in deaf bilingual-bimodal toddlers**
Adi Steg-Dishon & Rama Novogrodsky
- 21. The adaptation process of the British Sign Language cognitive screening test into German Sign Language**
Lisa Stockleben

22. The inclusion of students with hearing loss in mainstream classrooms: Classroom-participation and its relationship with communication, academic and social skills

Naama Tsach

23. A comparative study of the visual communication and Sign Language Checklist (VCSL-checklist) in American Sign Language (ASL) and the adapted version in Flemish Sign Language (VGT)

Beatrijs Wille

24. Minimal pairs and phonologically related signs as phonological distractors in a comprehension task

Giorgia Zorzi, Jordina Sánchez Amat & Beatrice Giustolisi

25. Where is sign language in deaf and HoH education today?

Sara Lanesman & Ifat Ziv Ben Ze'ev