

Examining the Literacy Practices of Deaf Elementary Students in their Homes

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Abstract

This study aimed to examine the literacy practices of families and their Deaf elementary children and what that support resembled in their homes. In addition, the purpose also centered on the role of ASL (American Sign Language) in literacy practices and the association between family relationships and literacy practices. By conducting this study, the researcher hopes that the literacy practices of families with their children contribute to the sufficient preparation of instructional planning for classroom teachers to help Deaf elementary students improve their literacy skills. Furthermore, the researcher hopes the study will contribute to the validity and the importance of schools actively engaging families in supporting literacy practices for Deaf students. The following research questions guided this study: 1. What are the critical literacy practices of families in their homes with their Deaf elementary children? 2. How do families view the connection between their home literacy practices and the overall acquisition of literacy for their elementary children?

Keywords: Deaf, elementary, literacy, home, family