SonaSteps

Sign & Connect

The SonaSteps family practice book
Illustrated ASL • Learning and worksheets together

RESEARCH-REBUILT EDITION



Learn a form. Make meaning together. Leave room for a response.

AMERICAN SIGN LANGUAGE · ENGLISH · EDITION 5

PUBLICATION

About this edition

Sign & Connect · The SonaSteps family practice book Form-correction print edition 5.0 · October 2026

This edition organizes learning around communication goals: shared attention, choices, repair, reference, relationships, needs, description, change, care, and endings. Its instructional prose, scenarios, activities, discussion answers, and chapter sequence have been newly written for this research-rebuilt edition.

Evidence and original practice are kept separate. Numbered research notes summarize directly inspected public journal material or authors' public abstracts. The family activities are SonaSteps editorial designs, not copies of research instruments and not validated interventions. Public language-reference entries support selected ASL form descriptions; they do not provide scientific approval of the new artwork.

The existing SonaSteps mascot and family artwork is reused as brand illustration. All forty lexical sign records have new seven-parameter notes and rebuilt spatial studies. The 26 alphabet drawings were also rebuilt after comparison with the public handshape photographs and notes; J and Z have numbered movement studies. This is editorial source comparison, not independent linguistic approval. The sign studies and alphabet are original SonaSteps editorial artwork informed by public ASL references. None is a source-paper figure, textbook photograph, or copied publisher page. The illustrations have not received independent fluent-ASL review. This book must not be advertised as linguistically certified or as a complete ASL course.

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All exercises and writing spaces are printed in this volume. No video assignment, QR lesson, account, or separate workbook is required. Bibliographic references are for transparency, not steps needed to finish an activity.

For adults supporting family communication. This is not medical advice, an assessment of a child, or a fluency credential. Adapt activities for the person's age, access, comfort, and care needs. Keep food, safety, comfort, and care unconditional.

A NOTE TO FAMILIES

There is room for your part

You are allowed to be a learner and a responsive family member at the same time.

This book gives you a place to study a small set of signs, think about what an exchange needs, and write down what you tried. The goal is not to turn every family moment into instruction. It is to make more of those moments available for a person to join, change, or end.

The chapters are organized by communication purpose rather than by a fixed daily timetable. A choice can happen during a game, an outing, or a meal. A repair can happen with any topic. Return to a chapter because it helps with the exchange in front of you, not because a calendar says it is time.



This edition teaches selected American Sign Language forms with English explanations. ASL is a natural language whose grammar is not supplied by English word order. Its vocabulary is not a universal sign set for all countries. [G1]

The illustrations provide a starting study of handshape, place, and motion. They cannot display every timing or grammatical detail of a moving conversation. Read the scope note, use the printed details carefully, and carry specific questions into your continuing learning. No page completion can certify a child's language or your own fluency.



Sona's reminder

Try one useful exchange. Notice what the other person contributes. Change your own next move.

This book belongs to

One kind of exchange I want to make easier

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GETTING STARTED

Choose your way through

Read one chapter from start to finish, or choose the communication problem that matters today. The chapter numbers help you find material; they are not an age schedule.

Prepare

Read the goal and family situation. Choose an adult practice moment when attention is free.

Study

Use the illustrated forms and their written details. Compare a form with another before trying to remember both.

Explore

Read the contextual examples. Separate the sign's meaning from information supplied by the surrounding situation.

Try and record

Use the chapter activity, complete the printed questions, and record an adult action you can describe.

Questions ask about material already on the page: form differences, context, or an adult's response. Some answers name a sign; others explain a choice. The answer section includes reasoning and accepts several sensible responses where appropriate.

A drawing-recognition question is not the same as understanding fluent signing. An English answer is not evidence of expressive signing accuracy. Use the exercises as study, not as an assessment of another person.

> **Keep the child out of the testing role**
>
> The adult can complete every written exercise without making the child imitate, maintain eye contact, or demonstrate a skill. Practice with a willing adult when you need uninterrupted time to compare forms.



Sona's reminder

Your notes can say "I moved my chair" or "I left a clearer pause." They do not need to say "the child passed."

ILLUSTRATION GUIDE

Read the illustrated studies

Each form study now separates handshape, orientation, location, contact, movement, timing, and face/body. The numbered positions are selected phases, not equal-length frames. Depth projections preserve the front view's left/right and show distance from the signer.



Example study: AGAIN. The dominant bent hand moves toward the open nondominant palm. The printed positions are selected points in one movement—not two separate words. [L-AGAIN]

Follow the information

Numbers identify the order of pictured positions. Arrows indicate a path or repeated motion. The form notes identify a selected meaning and an important contrast. A still image does not show continuous timing.

Use the signer's viewpoint

The figure is facing the reader. Do not confuse the reader's left with the model's left. Dominant means the hand doing the leading work; nondominant means the supporting hand. Keep a comfortable, consistent choice.

The face belongs in the message

Hand position alone does not specify every grammatical meaning. WHERE includes a questioning expression; other questions need their own established expressions. A smile, an arrow, or a printed question mark is not a substitute for that language information. [G1, L-WHERE]

Sona's mascot gestures are encouragement and decoration, not ASL models. The human study figure is used for the sign references. None of the illustrations is independently language-approved.

READING RESEARCH CAREFULLY

Evidence is not a guarantee

This book uses public research to inform its questions, not to borrow another curriculum's chapter plan. Its own exercises remain editorial practice activities.

A research note tells you what kind of evidence is being discussed. An observational association does not show that an activity caused a change. A controlled experiment answers a narrower question than all of family life. A review maps a body of work; it does not promise a service will suit an individual.

When a study's participants used a different communication approach, that difference is kept visible. The communication-coaching trial cited here included sign-supported speech rather than natural ASL. It should not be read as a validation study of this book. [R6]

The bibliography distinguishes full public manuscripts from sources for which only an abstract or institutional summary could be inspected. References provide a route to the research record; no outside reading is necessary to complete the printed exercises.

> **Three distinct kinds of material**
>
> Research notes: concise findings and limitations from named studies. Sign references: public language descriptions used for selected forms. SonaSteps practice: newly authored situations, questions, and writing tools. None of these categories automatically verifies the other two.

Public access also does not make an article or illustration ownerless. This edition paraphrases findings, cites their sources, and does not reproduce journal figures, assessment instruments, or textbook pages. Artwork is from the SonaSteps asset set; its provenance is recorded separately for the publisher.



Sona's reminder

Ask what a study actually tested—and what this page is inviting you to try. Those are different questions.

EDITION 5 / WHAT CHANGED

Read the correction, not just the label

All 40 lexical entries were reviewed as separate form records. The 44 chapter study placements and contextual thumbnails now share those corrected records. Seven explicit parameters replace the earlier hand/location/movement-only summaries.

> **Orientation is now represented in the geometry**
>
> The old schematic implementation did not apply its hand-facing setting. New meshes distinguish palm, back and edge, with a depth projection where forward/backward travel or contact is difficult to see from the front.

Examples of substantive changes: LIKE uses thumb and middle finger, not an index pinch. WATER identifies the index-side contact of the W hand. TIRED describes an orientation change rather than a long chest slide. SLEEP ends in gathered fingertips, not a clenched fist. BOOK, FRIEND, SHOES and BIRD include their selected repetition or contact phases.

Source descriptions and selected source images were inspected. This does not establish that every new mesh, facial expression, or connected use is linguistically correct. No independent fluent-ASL approval is claimed.

> **Alphabet scope**
>
> All 26 alphabet studies were rebuilt after comparison with the public reference photographs and notes. Static letters include a second camera view. J and Z have numbered movement phases. These 26 entries are additional to the 40 lexical forms; none has independent fluent-ASL approval.

The ten communication goals, sixty written questions, answer guidance, chapter journals, and eight reusable family pages remain in this book. No video assignment, QR lesson, login, or separate workbook is required.

I · BUILD THE EXCHANGE / CHAPTER 01

Find a shared beginning

Your purpose
Arrange an exchange that both people can enter, pause, and leave.



Before choosing a word, choose a workable moment. A person may be ready to communicate while holding a toy, standing by a window, or waiting for a visitor. Your first job is not to collect their attention at any cost. It is to make an invitation available and notice whether it is welcome.

For this chapter, set out one object that already interests your child. Sit or stand where your face and hands are easy to see. Leave the object where the child can return to it. The arrangement should allow a glance toward you and a glance back, rather than making the child choose between the person and the activity.

The four sign studies offer different possibilities: directing attention, pausing, returning to an action, and naming play. Learn them as distinct meanings. A pause is not an ending; a request to repeat is not a demand to begin something new.

A moment to consider

A caregiver places a small spinning top on a clear mat. The child watches it stop, then glances toward the caregiver. Instead of restarting it immediately, the caregiver leaves a short opening. The child nudges the top forward. There is already a message to respond to, even though no word has been requested.

Research connection

A study of four signing mother–child pairs described meaningful shifts between the adult and an object. Later work with 54 pairs examined how caregivers coordinated naming with shared attention. Neither study prescribed continuous eye contact. [R2, R3]

CHAPTER 01 / MAKE SENSE OF THE EXCHANGE

An invitation is different from a demand

Plan for two centers of attention: the person and the shared object. Avoid placing yourself behind a bright window or hiding your hands behind a large toy. Test the arrangement from the child's position. A comfortable angle may work better than sitting directly opposite each other.

Start with what is already happening. A child rotating a lid may be inviting you to notice the movement, not asking you to remove it. Observe first. Offer an understandable action or a short signed contribution when it can be received. Then leave the next turn open.

A look away is not automatically a refusal, a mistake, or a behavior to correct. The person may be inspecting the object, resting, or preparing a contribution. Look for the whole pattern. Do not hold someone's chin or hands to obtain the response you planned.

For an adult practice partner, agree on a simple signal for stopping the exercise. Put your hands down when the other person needs a break. Return to the printed form when uncertain, rather than increasing speed to hide the uncertainty.

Distinguish choosing to wait from the ASL sign WAIT. Waiting quietly is a caregiver action; producing the pictured sign communicates a meaning. The same distinction applies to looking at someone versus using LOOK AT. You do not have to sign every action you perform.



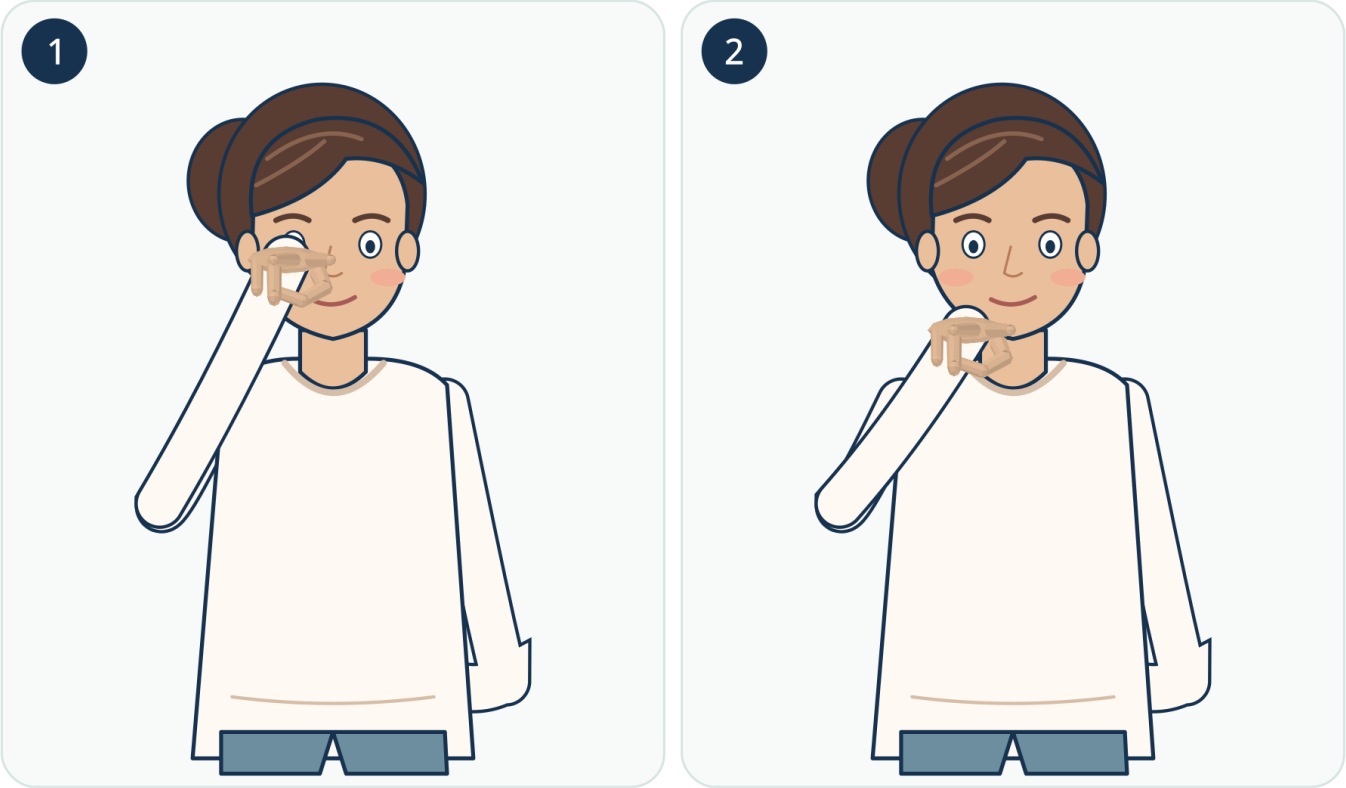
Sona's reminder

Give the conversation a place to start. You do not need to make it last.

CHAPTER 01 / ILLUSTRATED FORM

LOOK AT

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Move the V from the eye region toward the referent. Looking to a different person or object changes the direction. One directed movement in this citation study; do not add a repeated side-to-side search movement.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-LOOK]. Editorial study; independent fluent-ASL review pending.

CHAPTER 01 / SEVEN FORM PARAMETERS

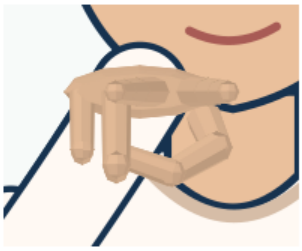
LOOK AT · the details

Handshape	Dominant index and middle fingers extend in a V; ring and little fingers fold under the thumb.
Orientation	The V represents the direction of looking; direct the fingertips toward the selected target.
Location	Begin near the eyes, without covering them, and move into the space toward the target.
Contact	No contact with the eyeballs or with the other hand.
Movement	Move the V from the eye region toward the referent. Looking to a different person or object changes the direction.
Timing	One directed movement in this citation study; do not add a repeated side-to-side search movement.
Face / body	Gaze follows the relevant direction. This lexical study does not supply the grammar of every question.

1

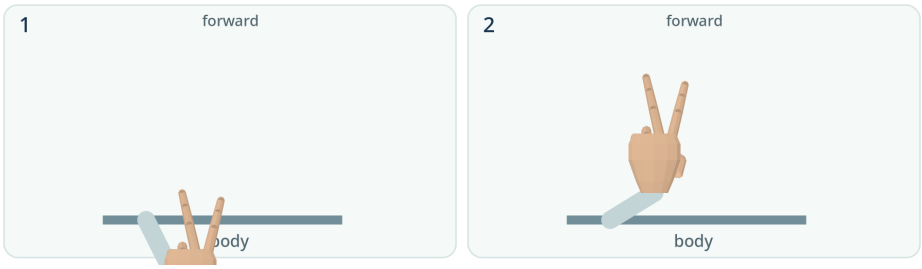


2



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



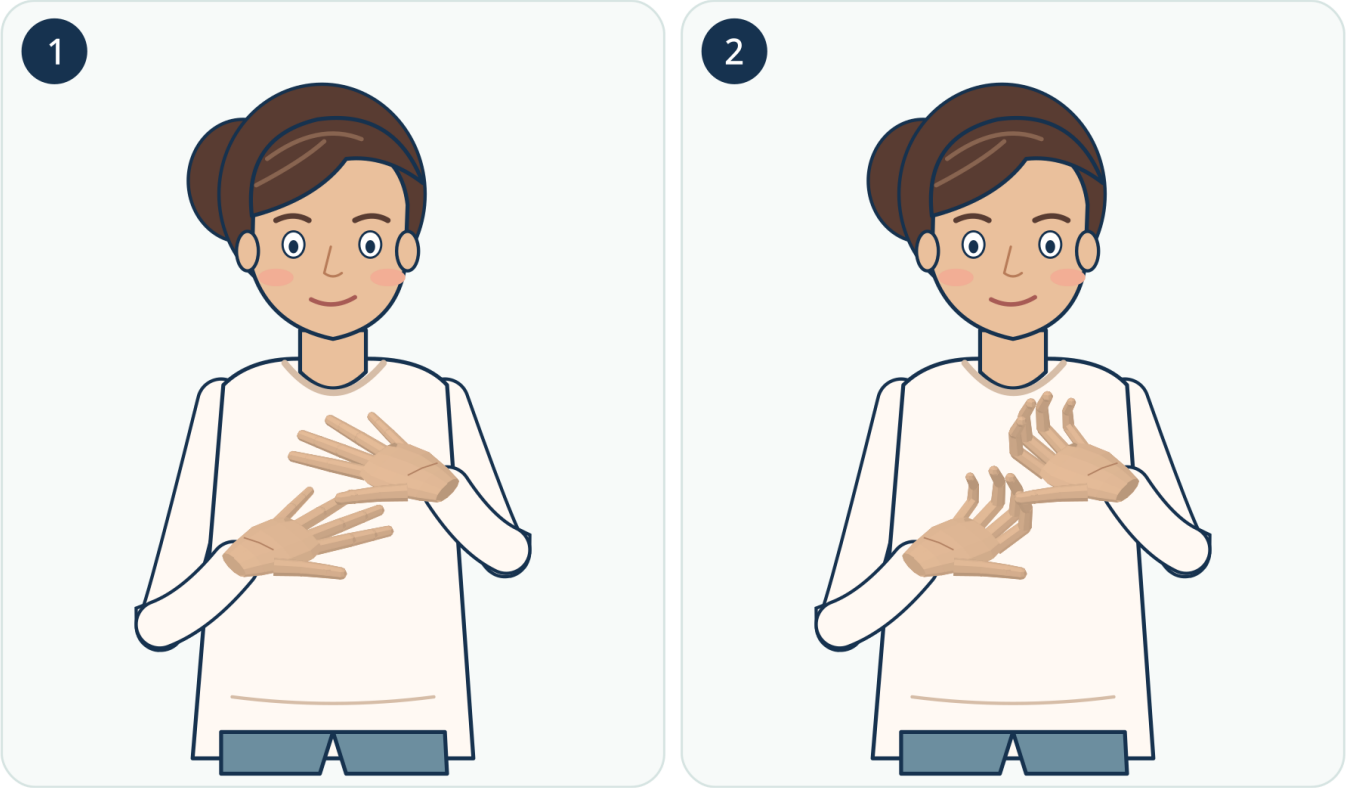
Separate LOOK AT from LOOK AROUND; preserve eye origin and target-dependent depth.

Language reference: [L-LOOK]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 01 / ILLUSTRATED FORM

WAIT

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Wiggle the fingers while the hands stay in roughly the same place. Repeated finger movement, not a large repeated travel of the arms.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-WAIT]. Editorial study; independent fluent-ASL review pending.

CHAPTER 01 / SEVEN FORM PARAMETERS

WAIT · the details

Handshape	Both hands are open with fingers spread and gently curved.
Orientation	Palms face upward, with an outward component rather than toward the chest.
Location	Hands remain in front of the torso.
Contact	Hands do not touch one another or the body.
Movement	Wiggle the fingers while the hands stay in roughly the same place.
Timing	Repeated finger movement, not a large repeated travel of the arms.
Face / body	Neutral citation expression; context may add urgency, but a stern face is not a required lexical feature.

1



2



Same-view hand detail. Numbers match the previous page.

Finger motion is distinguished from a whole-hand wave.

Language reference: [L-WAIT]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 01 / ILLUSTRATED FORM

AGAIN / REPEAT

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Arc the dominant bent hand toward the other palm. Its starting palm can face upward or obliquely inward in the cited variant. One arc ending in contact; a reset for another practice repetition is not a second word.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-AGAIN]. Editorial study; independent fluent-ASL review pending.

CHAPTER 01 / SEVEN FORM PARAMETERS

AGAIN / REPEAT · the details

Handshape	Dominant fingers form a bent hand; the supporting hand is open and flat.
Orientation	Supporting palm faces up or obliquely toward the dominant hand. The dominant hand changes orientation along its arc.
Location	The hands meet in front of the lower chest.
Contact	Dominant fingertips finish against the supporting palm, not against its back.
Movement	Arc the dominant bent hand toward the other palm. Its starting palm can face upward or obliquely inward in the cited variant.
Timing	One arc ending in contact; a reset for another practice repetition is not a second word.
Face / body	Neutral citation expression. A request for repetition may have additional contextual expression.

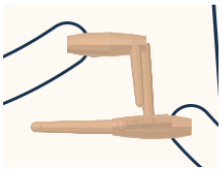
1



2

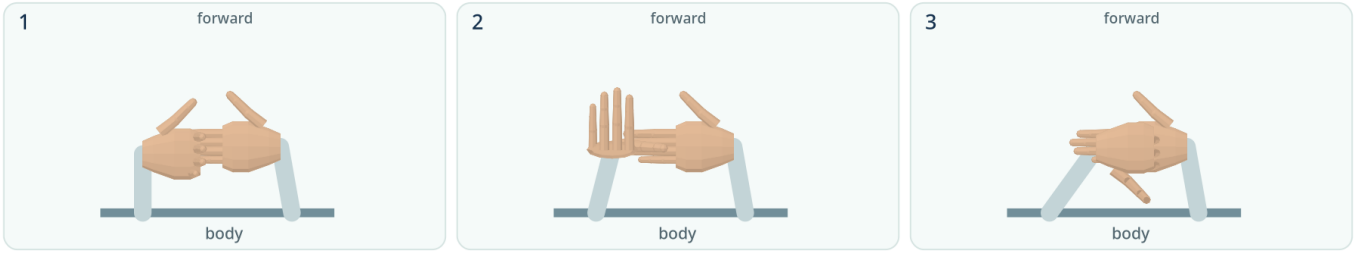


3



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



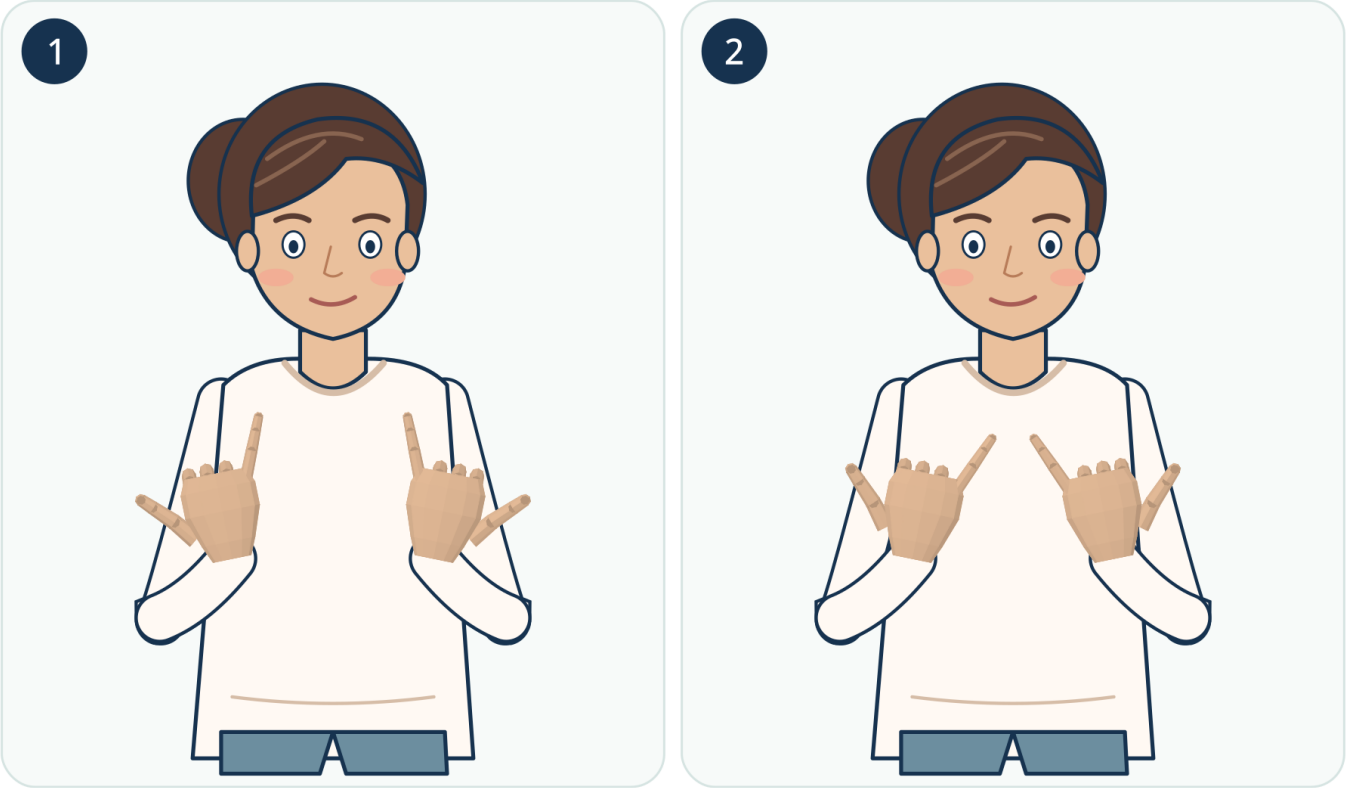
Preserve the palm target and rotation through the arc rather than translating one frozen hand.

Language reference: [L-AGAIN]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 01 / ILLUSTRATED FORM

PLAY

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Shake or pivot both Y hands at the wrists. Do not change the Y into an open-five hand. A short repeated wrist movement in the leisure/play sense.

Continue to the next page for exact orientation, contact, and enlarged details.

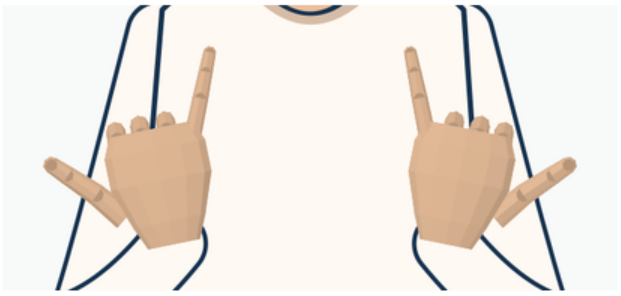
Language reference: [L-PLAY]. Editorial study; independent fluent-ASL review pending.

CHAPTER 01 / SEVEN FORM PARAMETERS

PLAY · the details

Handshape	Both hands use Y configurations: thumbs and little fingers extend; the other three fingers fold.
Orientation	Palms are oblique to one another and upward in front of the torso.
Location	Both hands remain in neutral signing space, below the shoulders.
Contact	No body or hand-to-hand contact.
Movement	Shake or pivot both Y hands at the wrists. Do not change the Y into an open-five hand.
Timing	A short repeated wrist movement in the leisure/play sense.
Face / body	An optional pleasant expression is contextual, not a mandatory grammatical marker.

1



2



Same-view hand detail. Numbers match the previous page.

Specify wrist motion and the leisure sense, not a theatrical play.

Language reference: [L-PLAY]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 01 / MEANING IN CONTEXT

A sign is part of an exchange

Each thumbnail shows one selected phase only. Return to the full study for movement, contact and timing. These contextual examples are not transcriptions of complete signed sentences.

1. AGAIN / REPEAT



Situation. The top has stopped and both people know which action is being discussed.

Meaning here. The pictured form can request repetition of that known action.

Do not add. It does not name the top or explain every detail of the game.

2. PLAY



Situation. A familiar toy is available and the people are discussing the activity.

Meaning here. The form names playing in this context.

Do not add. It is not a universal translation of every English use of play, such as a stage play.

A useful distinction

The scene can identify a person or object that the single sign does not name. Keep the language form, the surrounding situation, and your interpretation separate.

CHAPTER 01 / FAMILY WORKSHOP

Change the view, not the child

1. Place an ordinary object on a surface where it can be seen without reaching across the other person.
2. Offer one short invitation from a comfortable position. Notice whether the person can see its beginning.
3. Move yourself or the object once if the arrangement is awkward. Do not reposition the child's face.
4. End after one useful exchange. Record the arrangement that made participation easier.

Too much to watch

A toy has lights and moving parts. Your partner keeps watching it while you sign.

One workable response: Pause the toy if that is acceptable, or wait for a natural opening. Reduce competing demands before adding more language.

A different invitation

You plan to use PLAY, but your child brings a cup instead.

One workable response: Treat the cup as a new topic. A successful exchange does not require completing your original activity.

This activity is an original SonaSteps practice design. It is not a standardized intervention or a child-development assessment.

CHAPTER 01 / PRINTED PRACTICE

Check the distinction

Use the chapter's pictures and explanations. You may look back as often as needed. Answer guidance is in the back of this book.

1. Which sign uses Y-shaped hands for the idea of playing?

2. Which illustrated form brings a bent hand to the other palm?

3. Why does the context matter when someone signs AGAIN?

4. A child watches an object instead of you. What can you change first?

5. Does a glance away always mean the exchange has failed?

6. What would you record instead of counting seconds of eye contact?

Answer guidance: Chapter 01. These questions check the printed material, not fluent signing or a child's ability.

CHAPTER 01 / YOUR RECORD

Keep what you can describe

Record the adult's actions and the actual exchange. Leave out details that do not need to be shared.

Sketch where you, the other person, and the shared object were.

What made the beginning of the message available?

What did the other person contribute without being asked to copy?

One arrangement I will repeat or change:



Sona's reminder

Give the conversation a place to start. You do not need to make it last.

I · BUILD THE EXCHANGE / CHAPTER 02

Keep a choice genuinely open

Your purpose
Recognize a preference, a continuation, and an ending as different messages.



A choice is only useful when the available responses can change what happens. Asking someone to choose and then ignoring the answer teaches a different lesson from the one you intended. Begin with a small decision you can honor: another turn, a pause, a preferred material, or the end of an optional activity.

This chapter separates four meanings that are easily blurred by an enthusiastic adult. MORE asks for an additional amount. FINISH can mark that something is done. LIKE expresses enjoyment or affinity. STOP concerns stopping. Their forms and their consequences are not interchangeable.

Use these meanings across settings, not just during food or play. A partner may like an activity and still be finished with it. They may ask for more of one item without requesting that every part of the activity continue.

A moment to consider

Two adults are arranging fabric pieces for a collage. One pushes a rough piece aside and chooses a smooth one. The other accepts the choice without asking for a better reason. Later, the partner enjoys the picture but puts the materials away. Liking the result and ending the activity are both possible.

Research connection

A randomized trial found benefits from a coached parent communication intervention. Its signing subgroup used sign-supported speech, not natural ASL. It supports careful study of responsive interaction, not a claim that this chapter is a proven treatment. [R6]

CHAPTER 02 / MAKE SENSE OF THE EXCHANGE

Honor the meaning before polishing the form

Prepare two options you can actually provide. Do not offer a break as a choice when the break will be refused. For necessary care or a safety decision, explain what must happen and offer a genuine choice within it when possible.

Look for preferences expressed through any available means. A person may point, move an object, sign, speak, or withdraw. You can acknowledge the message while continuing to learn more precise ASL. Requiring the correct sign before acknowledging a need confuses communication with a test.

Keep your interpretation tentative. A person moving a cup away might be finished, might dislike its location, or might want room for another object. Check the context instead of assigning a feeling. An ordinary gesture is informative, but it is not automatically the ASL sign in your lesson.

An adult partner can practice the contrast by setting a purpose before signing. For example, decide whether the message asks for another item or ends the whole activity. The receiver explains the meaning they understood. A disagreement is useful information about context or form, not a reason to repeat more forcefully.

Never make food, drinking water, comfort, or necessary assistance a prize for producing vocabulary. Use optional games for practice. Basic needs continue to be met while everyone is learning.



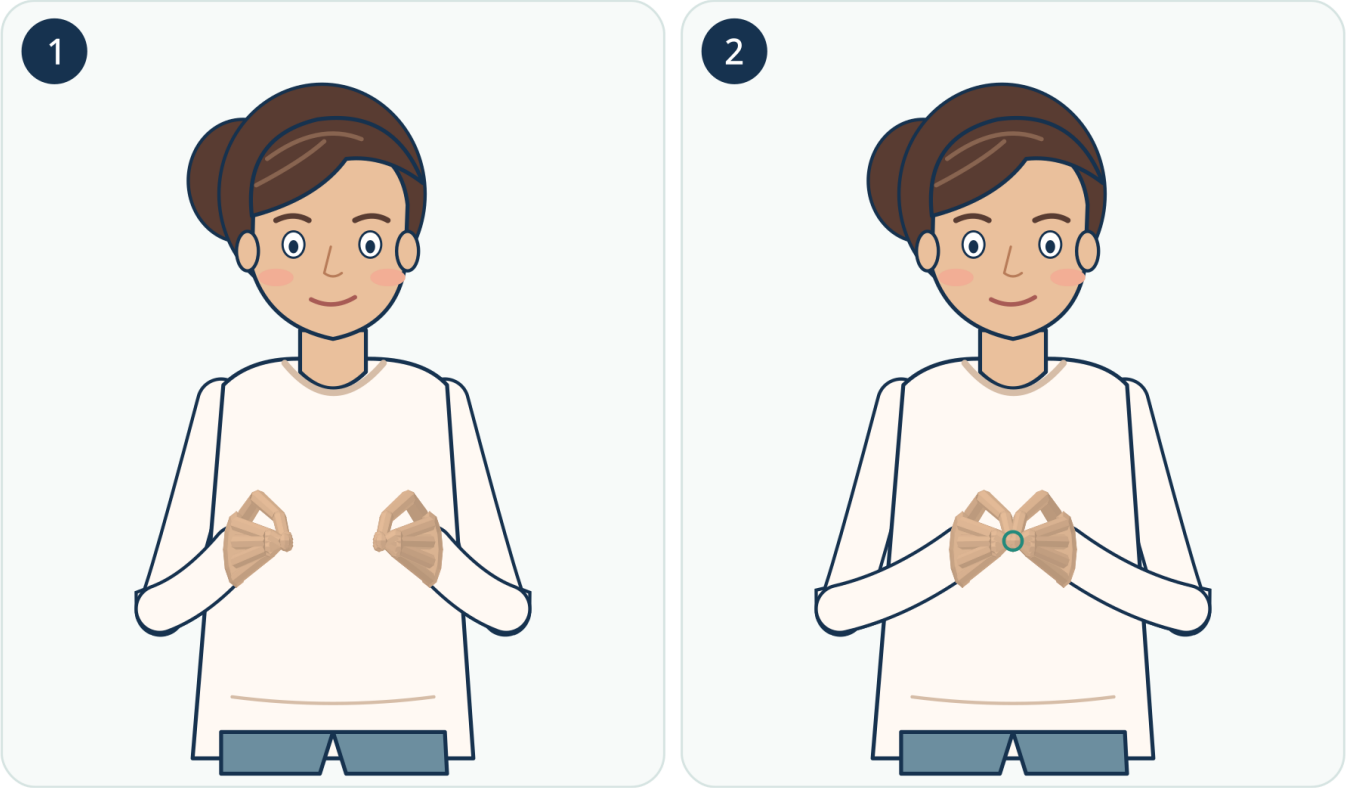
Sona's reminder

A useful choice has room for a different answer than the one you expected.

CHAPTER 02 / ILLUSTRATED FORM

MORE

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Bring the two gathered hands together. Brief repeated contacts are common in the citation form; the study shows separation and contact, not a mandatory fixed metronome.

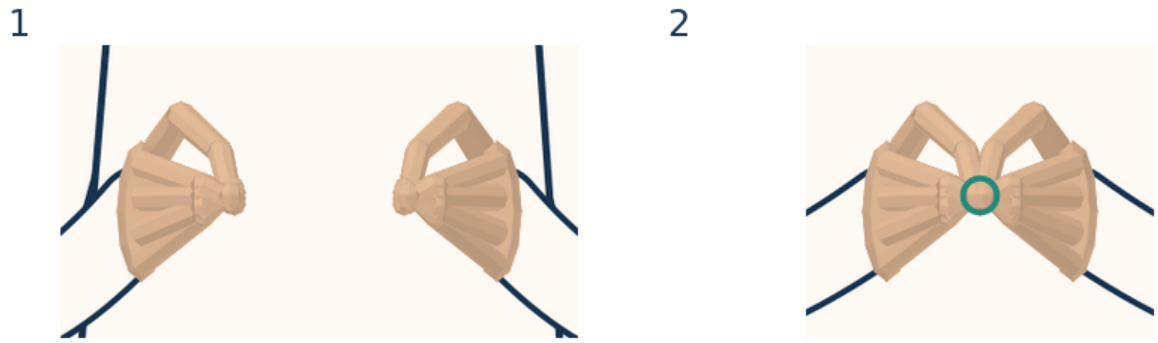
Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-MORE]. Editorial study; independent fluent-ASL review pending.

CHAPTER 02 / SEVEN FORM PARAMETERS

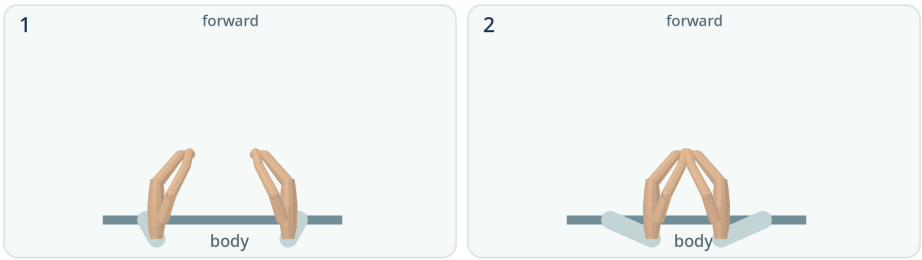
MORE · the details

Handshape	Both hands gather the four fingertips toward the thumb into flattened-O shapes.
Orientation	The gathered fingertips face each other.
Location	In front of the torso at a comfortable height.
Contact	The gathered fingertip areas meet; this is not a palm clap.
Movement	Bring the two gathered hands together.
Timing	Brief repeated contacts are common in the citation form; the study shows separation and contact, not a mandatory fixed metronome.
Face / body	Neutral citation expression; a request or question needs its own context.



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



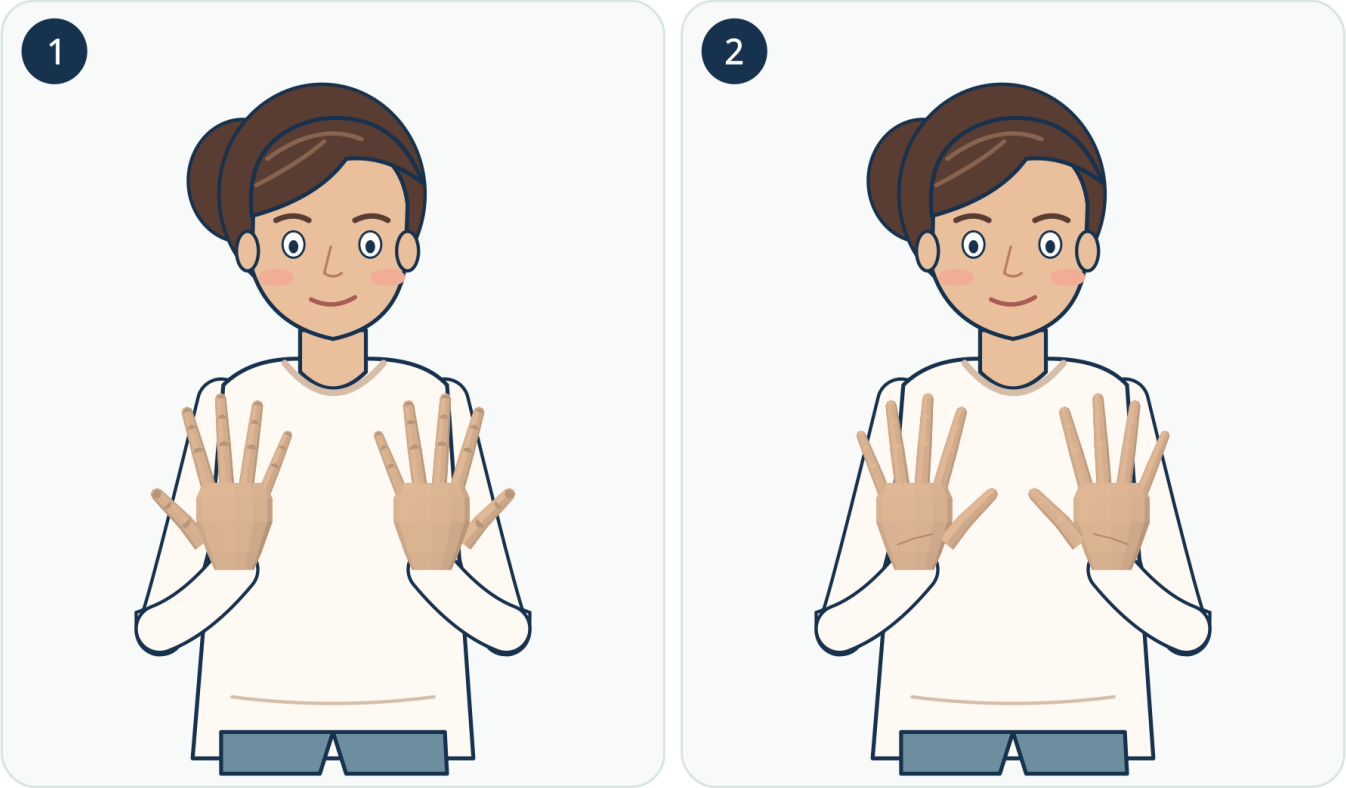
Use gathered fingertips and a genuine meeting point.

Language reference: [L-MORE]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 02 / ILLUSTRATED FORM

FINISH / ALL DONE

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Turn the hands outward by changing their orientation; do not replace the turn with a large downward arm slide. A quick outward turn; repetition varies with context. Do not imply that every use must be repeated twice.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-FINISH]. Editorial study; independent fluent-ASL review pending.

CHAPTER 02 / SEVEN FORM PARAMETERS

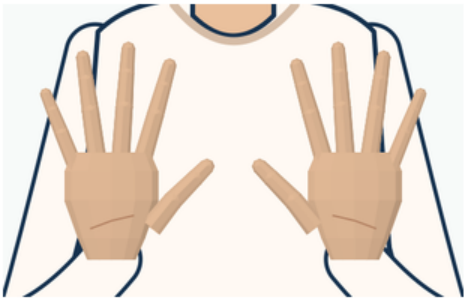
FINISH / ALL DONE • the details

Handshape	Both hands are open with fingers spread.
Orientation	Begin palms toward the signer; rotate the wrists until the palms face away. Fingers remain generally upward.
Location	Hands are in front of the torso.
Contact	No hand-to-hand contact and no strike against the body.
Movement	Turn the hands outward by changing their orientation; do not replace the turn with a large downward arm slide.
Timing	A quick outward turn; repetition varies with context. Do not imply that every use must be repeated twice.
Face / body	Expression and posture can mark being done, but do not force an emotional interpretation.

1



2



Same-view hand detail. Numbers match the previous page.

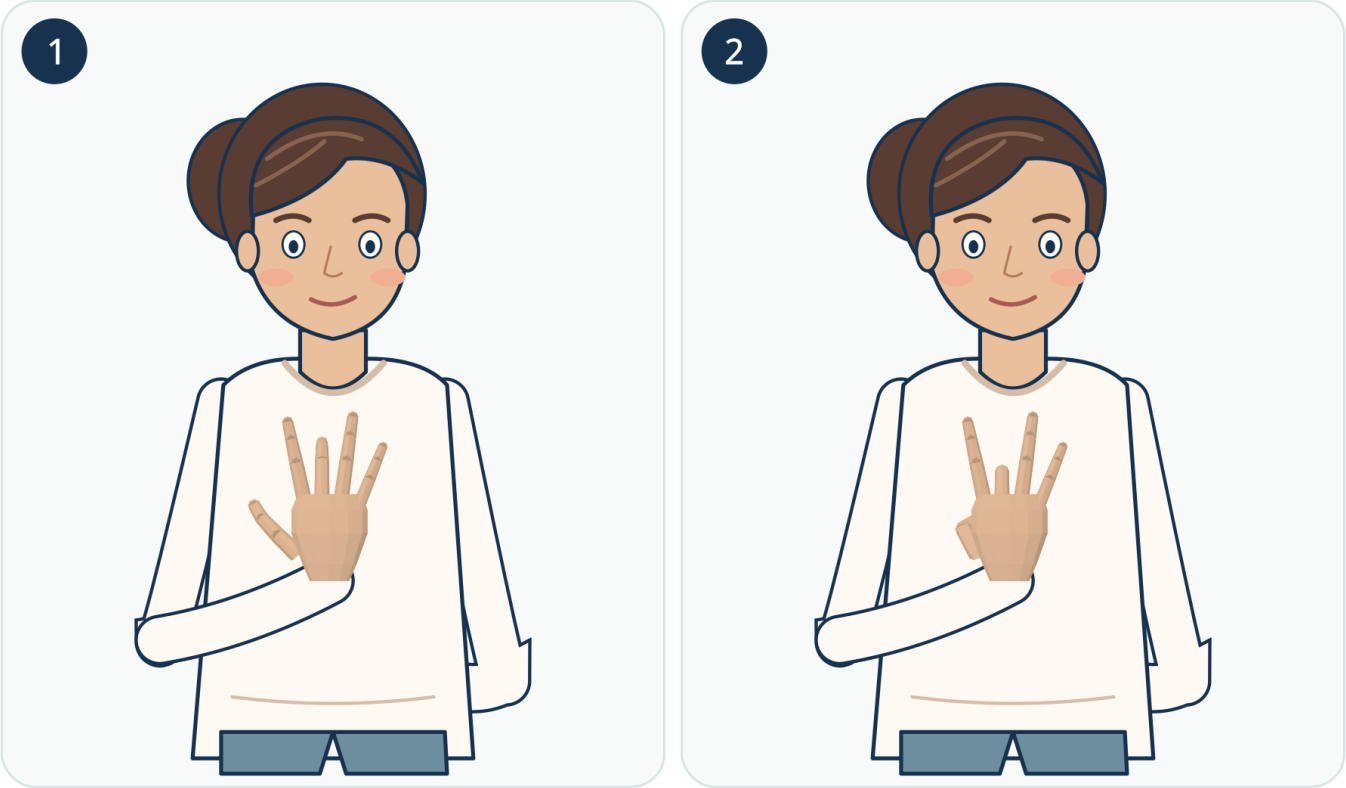
The drawing now distinguishes initial and final palm surfaces.

Language reference: [L-FINISH]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 02 / ILLUSTRATED FORM

LIKE

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Move away from the chest while bringing thumb and middle fingertip together. One outward gathering movement.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-LIKE]. Editorial study; independent fluent-ASL review pending.

CHAPTER 02 / SEVEN FORM PARAMETERS

LIKE · the details

Handshape	Dominant thumb and middle finger begin separated; index, ring and little fingers remain extended.
Orientation	Palm faces toward the chest initially.
Location	Thumb and middle-finger area begin near the chest.
Contact	Light chest contact is possible in the selected form; contact is not a forceful pinch of the skin.
Movement	Move away from the chest while bringing thumb and middle fingertip together.
Timing	One outward gathering movement.
Face / body	Neutral or appropriate preference expression; this is LIKE, not the separate negative form.

1

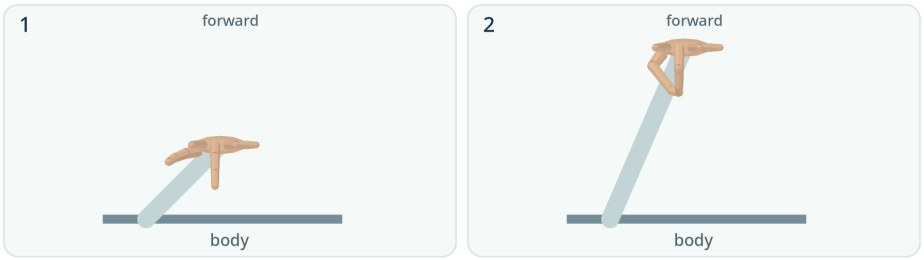


2



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



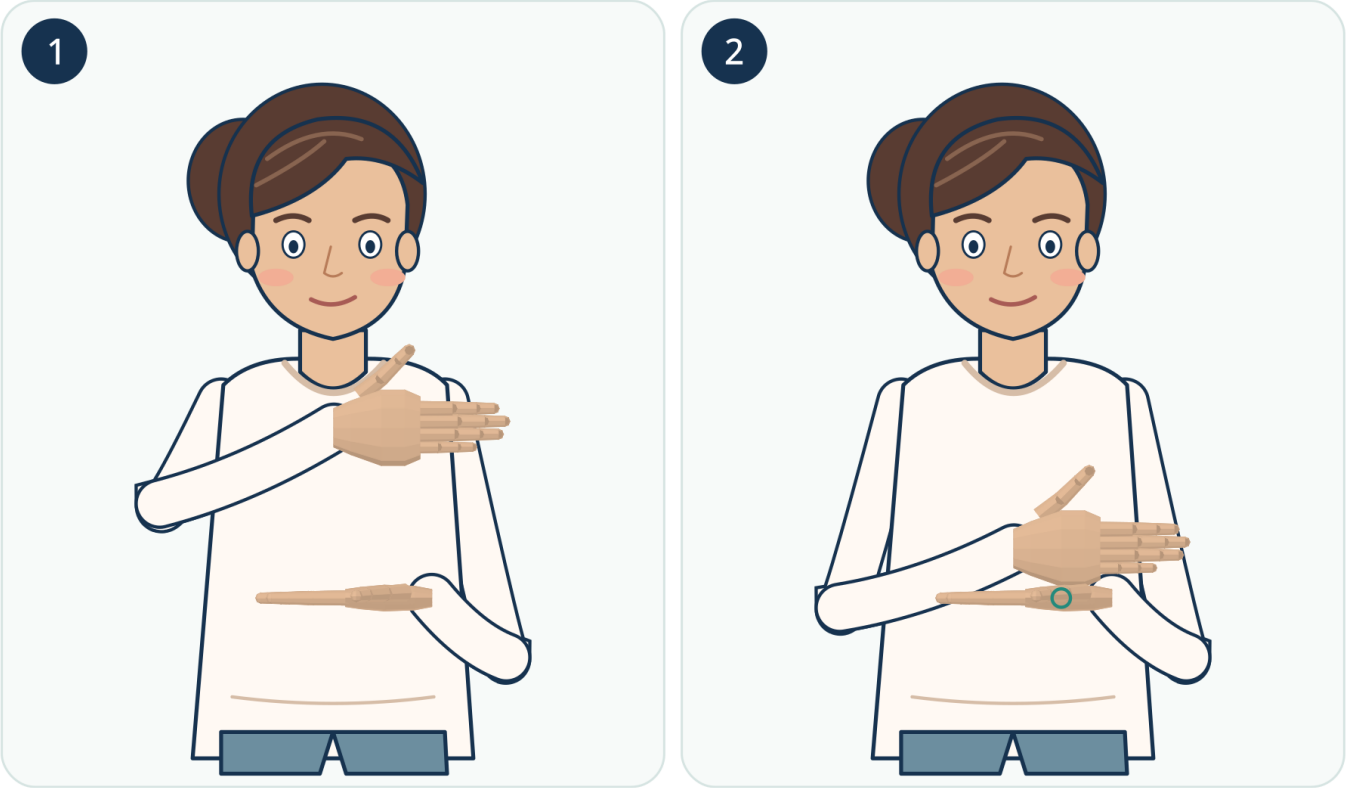
The contacting finger is the middle finger, not the index finger.

Language reference: [L-LIKE]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 02 / ILLUSTRATED FORM

STOP

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Lower the dominant hand in a controlled chopping movement to the palm. One clear contact in this citation study. Do not strike hard.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-STOP]. Editorial study; independent fluent-ASL review pending.

CHAPTER 02 / SEVEN FORM PARAMETERS

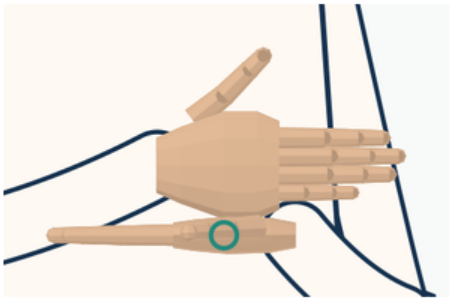
STOP · the details

Handshape	Supporting hand is flat. Dominant hand is flat with fingers together.
Orientation	Supporting palm faces up. Dominant hand is held approximately perpendicular to it.
Location	In front of the torso.
Contact	The little-finger edge of the dominant hand meets the supporting palm.
Movement	Lower the dominant hand in a controlled chopping movement to the palm.
Timing	One clear contact in this citation study. Do not strike hard.
Face / body	Urgency may affect expression in use; a forceful face is not required for every citation.

1

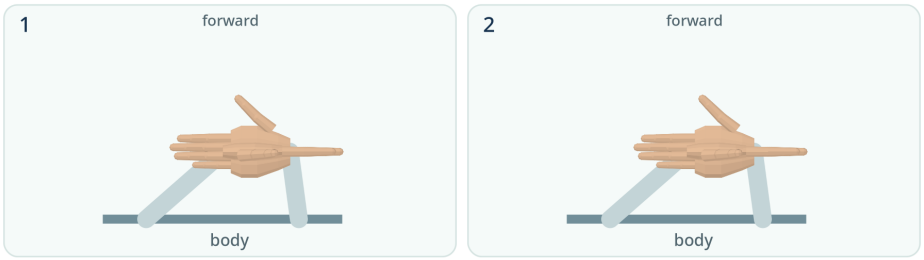


2



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



Use an edge-to-palm contact, not palm-to-palm clapping.

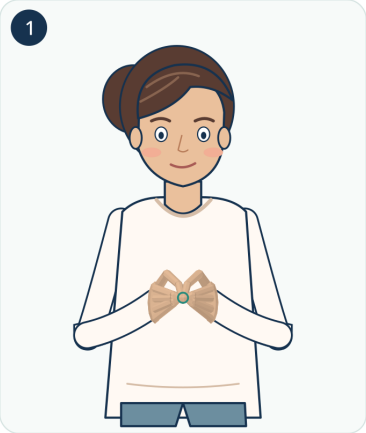
Language reference: [L-STOP]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 02 / MEANING IN CONTEXT

A sign is part of an exchange

Each thumbnail shows one selected phase only. Return to the full study for movement, contact and timing. These contextual examples are not transcriptions of complete signed sentences.

1. MORE



Situation. One round of an agreed stacking game has ended.

Meaning here. The form can ask for an additional amount or continuation in the established context.

Do not add. The setting must make clear what more refers to.

2. FINISH / ALL DONE



Situation. A partner sets aside the activity after completing a turn.

Meaning here. The form can mark being done.

Do not add. It is not an instruction to keep working until a task is finished.

A useful distinction

The scene can identify a person or object that the single sign does not name. Keep the language form, the surrounding situation, and your interpretation separate.

CHAPTER 02 / FAMILY WORKSHOP

Two options and an honest ending

1. Choose two acceptable materials or two optional activities.
2. Present both without making one appear to be the correct answer.
3. Acknowledge the person's selection and let it change the activity.
4. Leave an available way to pause or end. Record whether you honored it.

Liked it, then stopped

Your partner smiled during a game, then indicates they are finished.

One workable response: Accept the ending. Enjoyment does not create an obligation to continue.

No clear preference

Neither object receives a response.

One workable response: Reduce the pressure, offer more time, or put the options away. No selection is not permission to keep testing.

This activity is an original SonaSteps practice design. It is not a standardized intervention or a child-development assessment.

CHAPTER 02 / PRINTED PRACTICE

Check the distinction

Use the chapter's pictures and explanations. You may look back as often as needed. Answer guidance is in the back of this book.

1. Which sign brings two flattened-O hands together?

2. Which form begins with open palms toward the signer and rotates outward?

3. Can a person like something and also be finished with it?

4. Does FINISH mean "keep working until this is complete" in the use shown?

5. What makes a choice genuine?

6. What should happen to essential care when a child does not sign?

Answer guidance: Chapter 02. These questions check the printed material, not fluent signing or a child's ability.

CHAPTER 02 / YOUR RECORD

Keep what you can describe

Record the adult's actions and the actual exchange. Leave out details that do not need to be shared.

The decision I could genuinely share:

The response I noticed, without interpreting it as a test result:

What changed because of that response?

An ending or pause I respected:



Sona's reminder

A useful choice has room for a different answer than the one you expected.

I · BUILD THE EXCHANGE / CHAPTER 03

Make room for another attempt

Your purpose
Repair a misunderstanding without blaming the person or taking over the task.



A conversation can recover after a missed meaning. The repair might involve a different viewing position, a clearer object reference, another attempt at the same sign, or a request for assistance. The aim is not to hide uncertainty. It is to make uncertainty workable.

HELP, CHANGE, PUT, and BOX create a small problem-solving set. Use them to discuss assistance, a different plan, placing something, or a container. Do not treat the four labels as a ready-made sentence. Each study shows a form; the surrounding explanation supplies a situation in which that form is useful.

Practice with an adult before introducing a new sign during a demanding family moment. Decide together what the problem is and what would count as help. A person can accept help with one step while wanting to finish the rest independently.

A moment to consider

A caregiver and child are sorting large picture cards. The child places a card beside the container rather than inside it. The caregiver starts to correct the action, then notices that the child has made a separate pile of favorites. The problem was not disobedience; the two people had different plans.

Research connection

An observational study found that parent ASL proficiency related to vocabulary differently across child ages. Continuing adult learning matters, but the study does not identify a universal fluency threshold for starting family communication. [R5]

CHAPTER 03 / MAKE SENSE OF THE EXCHANGE

Find out what needs repair

Separate an unclear message from an unwanted task. A partner may understand and decline. They may also misunderstand the object, the action, or who is expected to act. Ask yourself which of these is uncertain before repeating the entire message.

Make the topic concrete. Put the relevant object in view, indicate it in an ordinary shared way, and leave time to establish that both people are discussing the same thing. A new object should not silently replace the old topic.

When practicing HELP, attend to both hands and the direction. The general lifting form introduces the vocabulary. Person-directed uses can carry information about who helps whom. Do not assume that a neutral dictionary-style drawing automatically translates every English help sentence.

For PUT, define the destination in the shared situation. The ordinary meaning of placing an object is different from putting up with a problem or putting on clothing. Written English reuses the same word; ASL need not reuse one form for all those meanings.

Use a repair record with three entries: the intended meaning, the meaning received, and what changed on the next attempt. This keeps the focus on communication. It is more informative than marking a person as bad at signing.



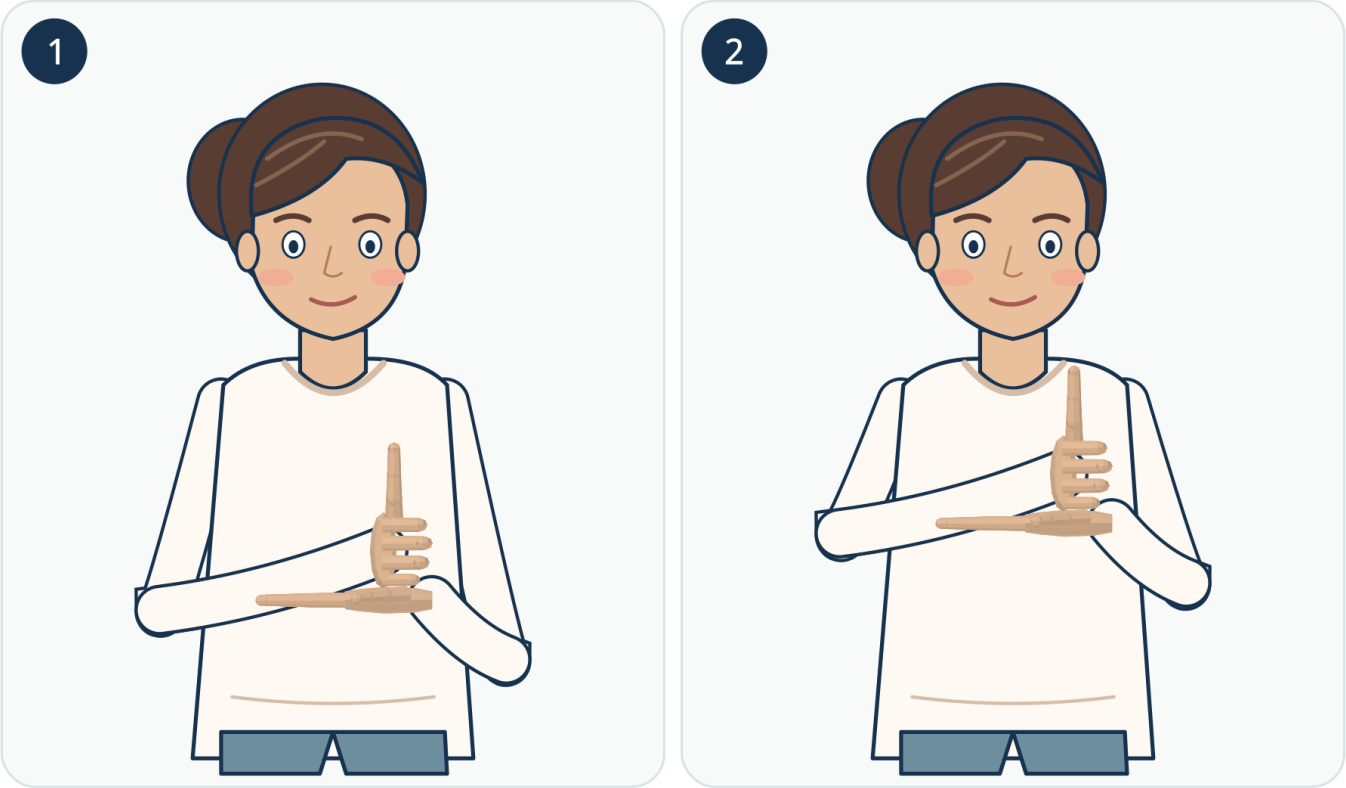
Sona's reminder

An honest "that was unclear" is a better starting point than a confident guess.

CHAPTER 03 / ILLUSTRATED FORM

HELP

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Raise the joined configuration. Direction toward or away from a referent distinguishes helping relationships in context. One coordinated motion; do not separate the supporting hand midway.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-HELP]. Editorial study; independent fluent-ASL review pending.

CHAPTER 03 / SEVEN FORM PARAMETERS

HELP · the details

Handshape	Dominant hand is a loose fist with thumb up; supporting hand is open.
Orientation	The supporting palm faces upward beneath the dominant fist.
Location	In front of the torso; direction can extend toward a person.
Contact	The supporting palm remains under the dominant fist as the hands move together.
Movement	Raise the joined configuration. Direction toward or away from a referent distinguishes helping relationships in context.
Timing	One coordinated motion; do not separate the supporting hand midway.
Face / body	Look toward the person or reference when relevant. A neutral lexical diagram alone is not a complete HELP ME or HELP YOU sentence.

1

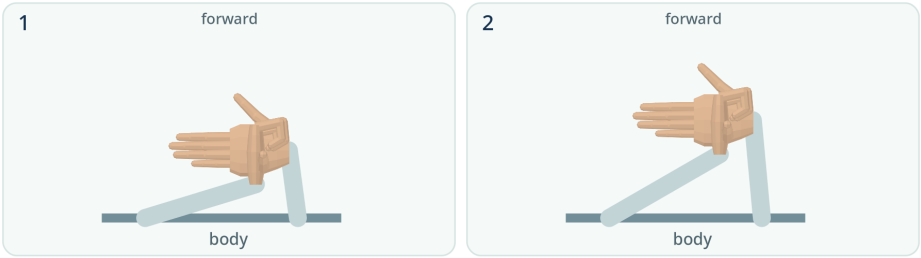


2



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



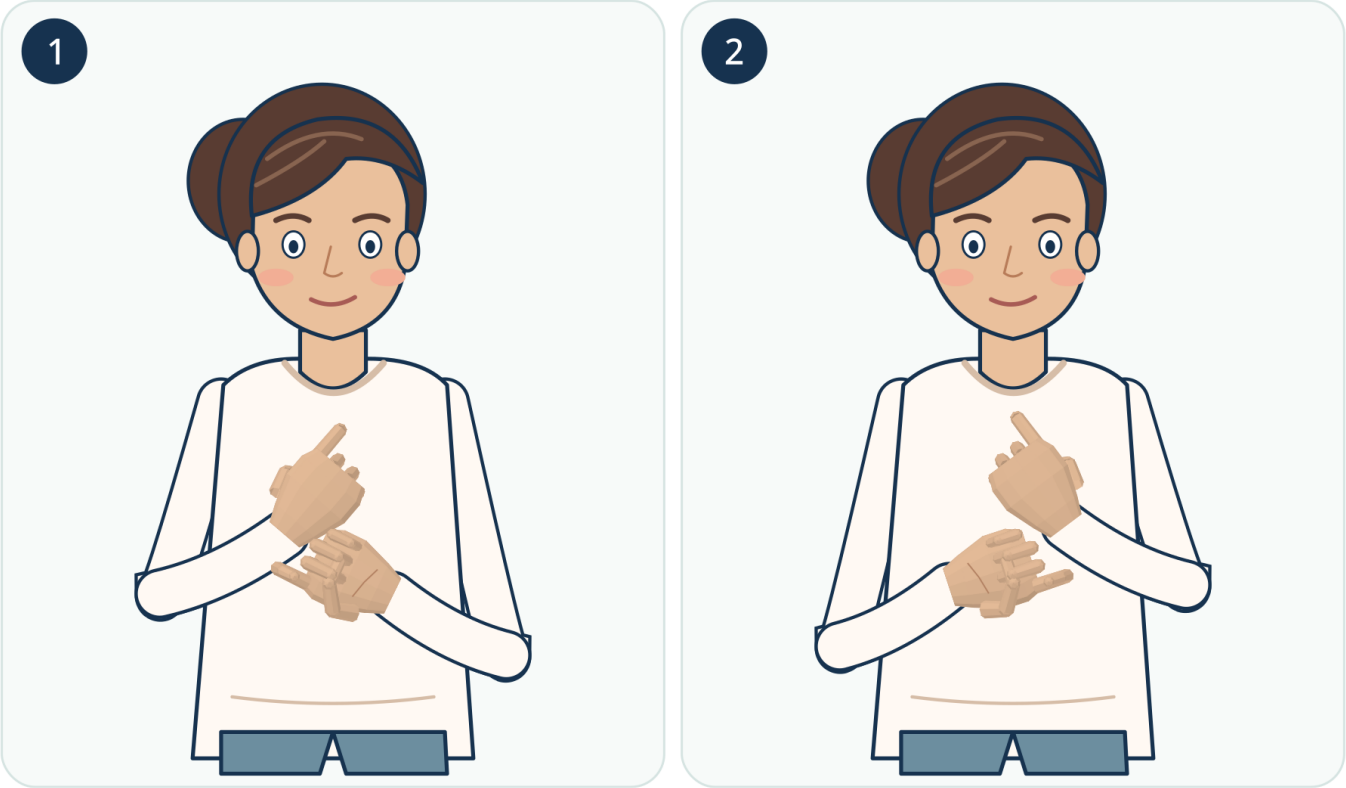
Preserve support contact and show directional depth separately.

Language reference: [L-HELP]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 03 / ILLUSTRATED FORM

CHANGE / EXCHANGE

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Rotate the two bent-index hands so their relationship changes. One change of position in the selected CHANGE form; a repeated exchanging cycle can express a related but distinct use.

Continue to the next page for exact orientation, contact, and enlarged details.

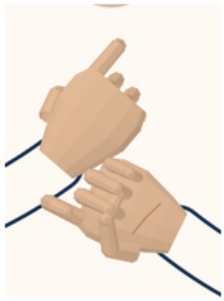
Language reference: [L-CHANGE]. Editorial study; independent fluent-ASL review pending.

CHAPTER 03 / SEVEN FORM PARAMETERS

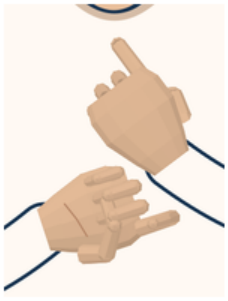
CHANGE / EXCHANGE • the details

Handshape	Both hands use bent index fingers, with the remaining fingers folded.
Orientation	The hands begin with crossed or linked bent-index configurations and turn to exchange their relative positions.
Location	In front of the torso.
Contact	The paired configuration stays close through the turn; do not replace it with FRIEND's index hooking sequence.
Movement	Rotate the two bent-index hands so their relationship changes.
Timing	One change of position in the selected CHANGE form; a repeated exchanging cycle can express a related but distinct use.
Face / body	Neutral citation expression.

1

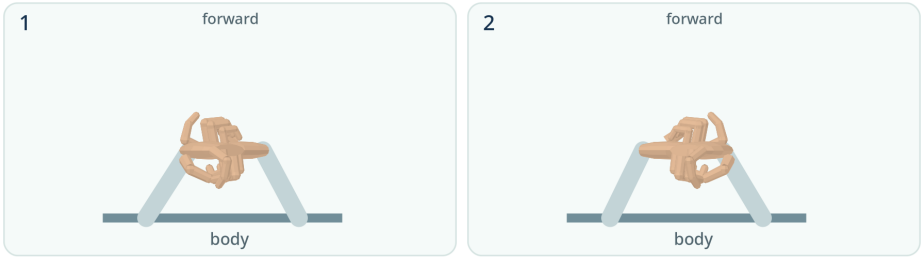


2



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



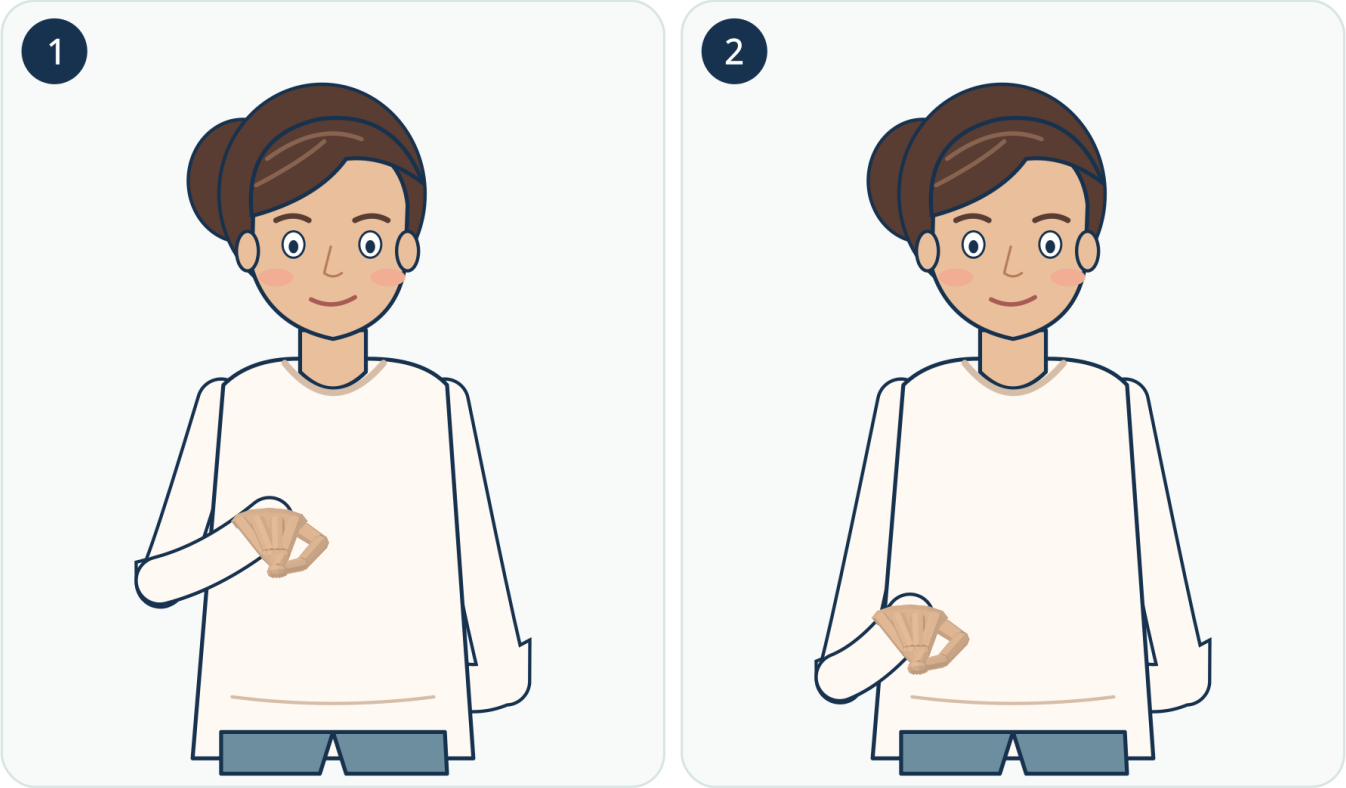
Separate the selected CHANGE movement from an automatic repeated EXCHANGE cycle.

Language reference: [L-CHANGE]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 03 / ILLUSTRATED FORM

PUT / PLACE

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Move the gathered hand to the destination. Do not automatically release into a spread hand at the end. One placement movement; repetition would add information rather than merely complete the sign.

Continue to the next page for exact orientation, contact, and enlarged details.

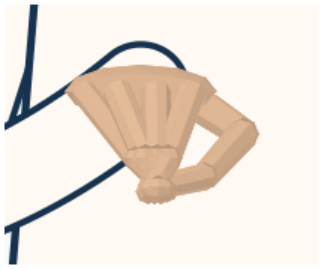
Language reference: [L-PUT]. Editorial study; independent fluent-ASL review pending.

CHAPTER 03 / SEVEN FORM PARAMETERS

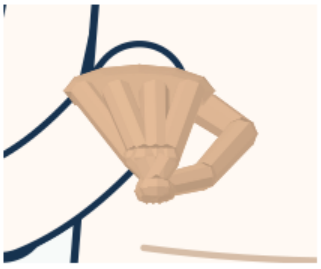
PUT / PLACE · the details

Handshape	Gather the fingers and thumb in a flattened-O shape; one or both hands may be used according to what is placed.
Orientation	Orientation and travel depend on the selected destination; the study uses a forward/down placement.
Location	Begin near the torso and move toward a clear place in signing space.
Contact	No supporting-palm contact is built into this lexical example.
Movement	Move the gathered hand to the destination. Do not automatically release into a spread hand at the end.
Timing	One placement movement; repetition would add information rather than merely complete the sign.
Face / body	Gaze can identify the destination.

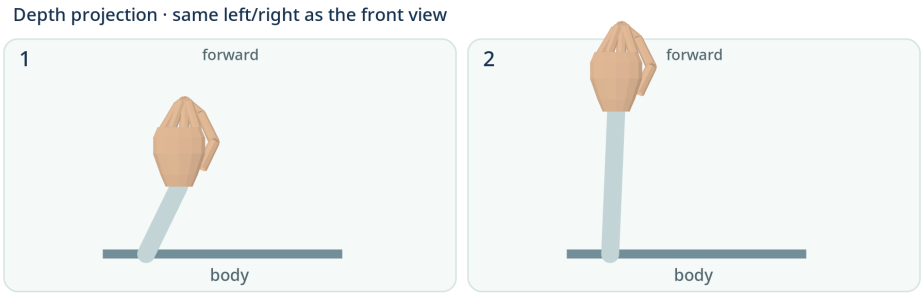
1



2



Same-view hand detail. Numbers match the previous page.



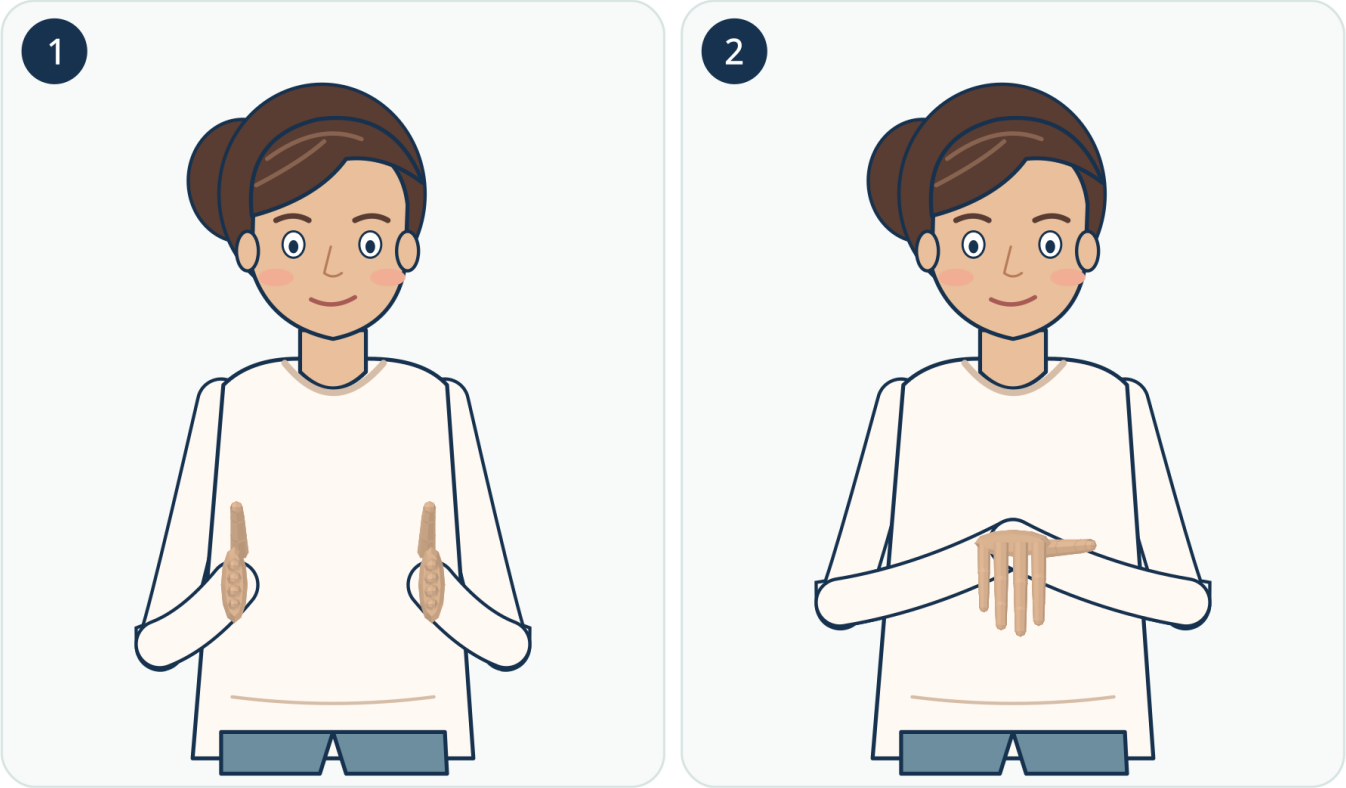
Retain the gathered shape and destination-dependent direction.

Language reference: [L-PUT]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 03 / ILLUSTRATED FORM

BOX

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Outline two opposite sides, then the other two surfaces. The source permits different orders; this book consistently selects sides first. Two successive spatial arrangements, not four unrelated signs.

Continue to the next page for exact orientation, contact, and enlarged details.

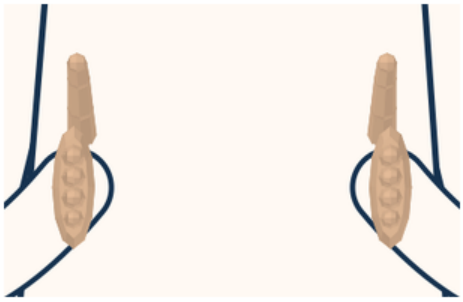
Language reference: [L-BOX]. Editorial study; independent fluent-ASL review pending.

CHAPTER 03 / SEVEN FORM PARAMETERS

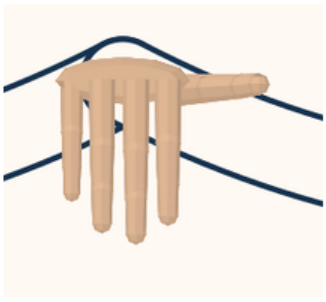
BOX · the details

Handshape	Use two flat hands for the sides; bend the fingers at their base for the front/back surfaces.
Orientation	The first pair of palms faces inward toward the box. The next pair represents front and back planes.
Location	In front of the torso; front/back hands differ in depth, not only left/right position.
Contact	No actual box or hand-to-hand impact is required.
Movement	Outline two opposite sides, then the other two surfaces. The source permits different orders; this book consistently selects sides first.
Timing	Two successive spatial arrangements, not four unrelated signs.
Face / body	Neutral citation expression.

1

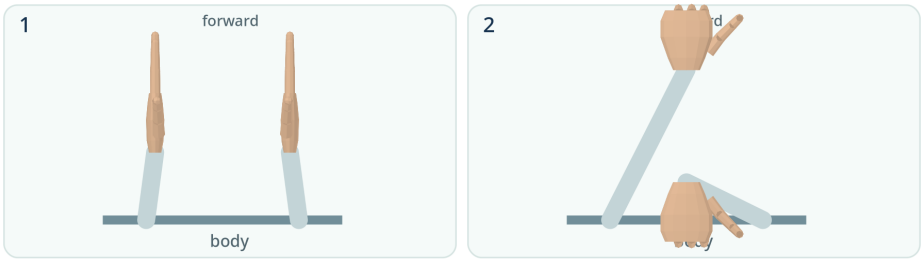


2



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



Front/back depth and flat-versus-bent hands are now specified separately.

Language reference: [L-BOX]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 03 / MEANING IN CONTEXT

A sign is part of an exchange

Each thumbnail shows one selected phase only. Return to the full study for movement, contact and timing. These contextual examples are not transcriptions of complete signed sentences.

1. HELP



Situation. An adult partner has identified a fastening they cannot manage alone.

Meaning here. The general form introduces assistance as the relevant meaning.

Do not add. A specific giver and receiver require appropriate direction and context; this study is not every directional version.

2. CHANGE / EXCHANGE



Situation. Two people have agreed that the current arrangement is not working.

Meaning here. The selected form refers to becoming different or changing.

Do not add. It does not mean coins or small change.

A useful distinction

The scene can identify a person or object that the single sign does not name. Keep the language form, the surrounding situation, and your interpretation separate.

CHAPTER 03 / FAMILY WORKSHOP

Locate the mismatch

1. Agree with an adult partner on an ordinary sorting or placing task.
2. Let the partner explain the plan they understood before you correct an action.
3. Change only the unclear part: the item, destination, person, or timing.
4. Record the repair that helped. Stop if the practice becomes tiring or frustrating.

Unwanted help

A partner understands your offer but wants to complete the task alone.

One workable response: Respect the decision. The task is not to secure acceptance of your help.

Unclear destination

You indicate putting something away, but two containers are visible.

One workable response: Establish which container is meant. More repetitions of an unclear reference may not solve the problem.

This activity is an original SonaSteps practice design. It is not a standardized intervention or a child-development assessment.

CHAPTER 03 / PRINTED PRACTICE

Check the distinction

Use the chapter's pictures and explanations. You may look back as often as needed. Answer guidance is in the back of this book.

1. In the HELP study, what supports the upper closed hand?

2. Does CHANGE in this chapter mean a collection of coins?

3. Why is a neutral HELP drawing insufficient for every person-directed meaning?

4. Why should a destination be clear when practicing PUT?

5. What is the difference between misunderstanding and declining?

6. Name the three entries in the repair record.

Answer guidance: Chapter 03. These questions check the printed material, not fluent signing or a child's ability.

CHAPTER 03 / YOUR RECORD

Keep what you can describe

Record the adult's actions and the actual exchange. Leave out details that do not need to be shared.

What I intended to communicate:

What the other person appeared to understand:

Which part needed clarification: person, item, action, place, or timing?

What I changed—and whether it helped:



Sona's reminder

An honest "that was unclear" is a better starting point than a confident guess.

II · MAKE MEANING TOGETHER / CHAPTER 04

Give a shared topic a clear shape

Your purpose
Connect a sign to the particular object or idea being discussed.



Naming is most useful when both people know what the name belongs to. A page may contain a cat, a dog, a colored shape, and a tiny window. The person beside you may be interested in a detail you have not noticed. Let their contribution help identify the topic.

This chapter combines object labels with attention and a location question. It deliberately moves between a picture, a real object, and a shared search. The goal is not to race through a list of nouns. It is to keep the link between a form and its meaning clear.

Use an ordinary book you are allowed to read or a picture you draw yourself. No page from another publisher is required for the exercises. If you use private photographs, keep them private and use only pictures whose subjects have agreed to that use.

A moment to consider

A child points to a small dog drawn on the back of a handmade card. The caregiver assumes the child is asking for the blue card on the table. After moving the cards apart, both can see the dog. The caregiver responds to the animal rather than insisting on the original color question.

Research connection

Two ASL word-learning experiments found that children could link novel signs with objects when referential cues came before or after the labels. This does not prescribe a fixed home-teaching sequence. The practical question here is whether the referent is clear. [R4]

CHAPTER 04 / MAKE SENSE OF THE EXCHANGE

The label is not the whole conversation

Begin by identifying the object or picture you both mean. A point, an agreed location, or a shared action can establish the topic. It is not necessary to quiz the child about every item on a page before you can enjoy the page together.

Leave room to inspect the object. When both the language and the object need vision, simultaneous presentation is not always useful. Pause the page turn or the object movement so that the person has an opportunity to connect what they see.

The sign COLOR concerns color as a topic; it does not identify blue, yellow, or every other hue. Likewise, BOOK names a book but does not mean the whole written story has been translated. Keep the label and the larger task distinct.

A question should have a reason. WHERE can ask about a location when the object or person has already been established. Do not turn a genuine question into a hidden test whose answer you reject when it is expressed differently from your expectation.

Printed recognition tasks are adult study tools. They let you compare the forms on these pages. They do not measure whether a child can understand continuous ASL conversation or whether a family has completed language learning.



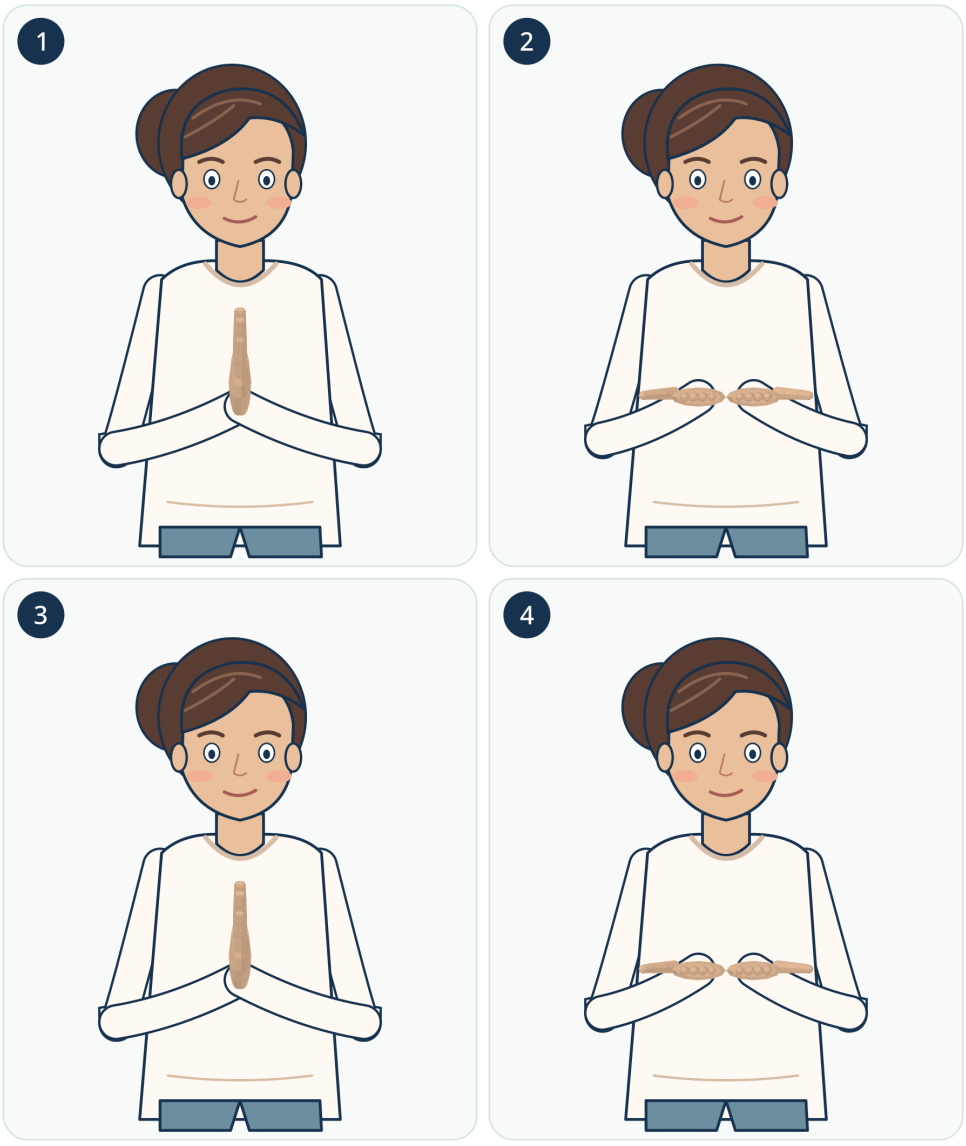
Sona's reminder

Follow the topic you actually share, not the page order you planned.

CHAPTER 04 / ILLUSTRATED FORM

BOOK

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Open the two hands about the shared edge, reset and open again. The selected noun BOOK uses a small double opening. A single opening can emphasize OPEN BOOK; reversing the motion can express closing it.

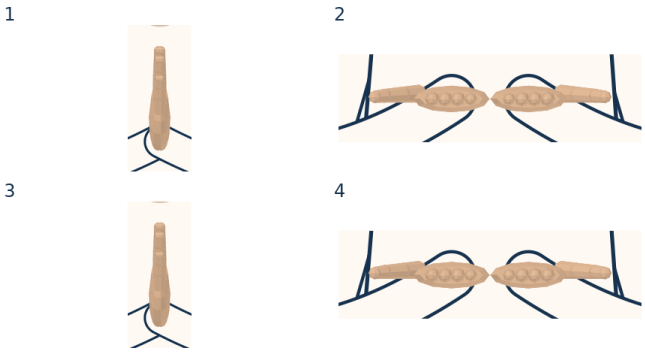
Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-BOOK]. Editorial study; independent fluent-ASL review pending.

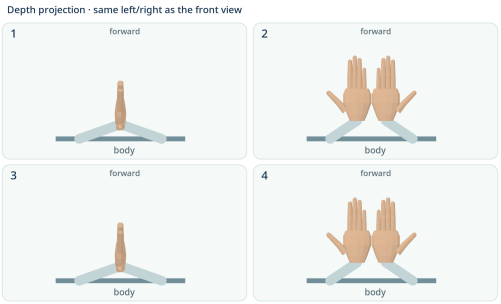
CHAPTER 04 / SEVEN FORM PARAMETERS

BOOK · the details

Handshape	Both hands are flat with fingers together.
Orientation	Begin with palms facing each other; rotate to show the palms upward as a book opens.
Location	In front of the torso.
Contact	The little-finger-side edges remain near each other as the hinge.
Movement	Open the two hands about the shared edge, reset and open again.
Timing	The selected noun BOOK uses a small double opening. A single opening can emphasize OPEN BOOK; reversing the motion can express closing it.
Face / body	Neutral citation expression.



Same-view hand detail. Numbers match the previous page.



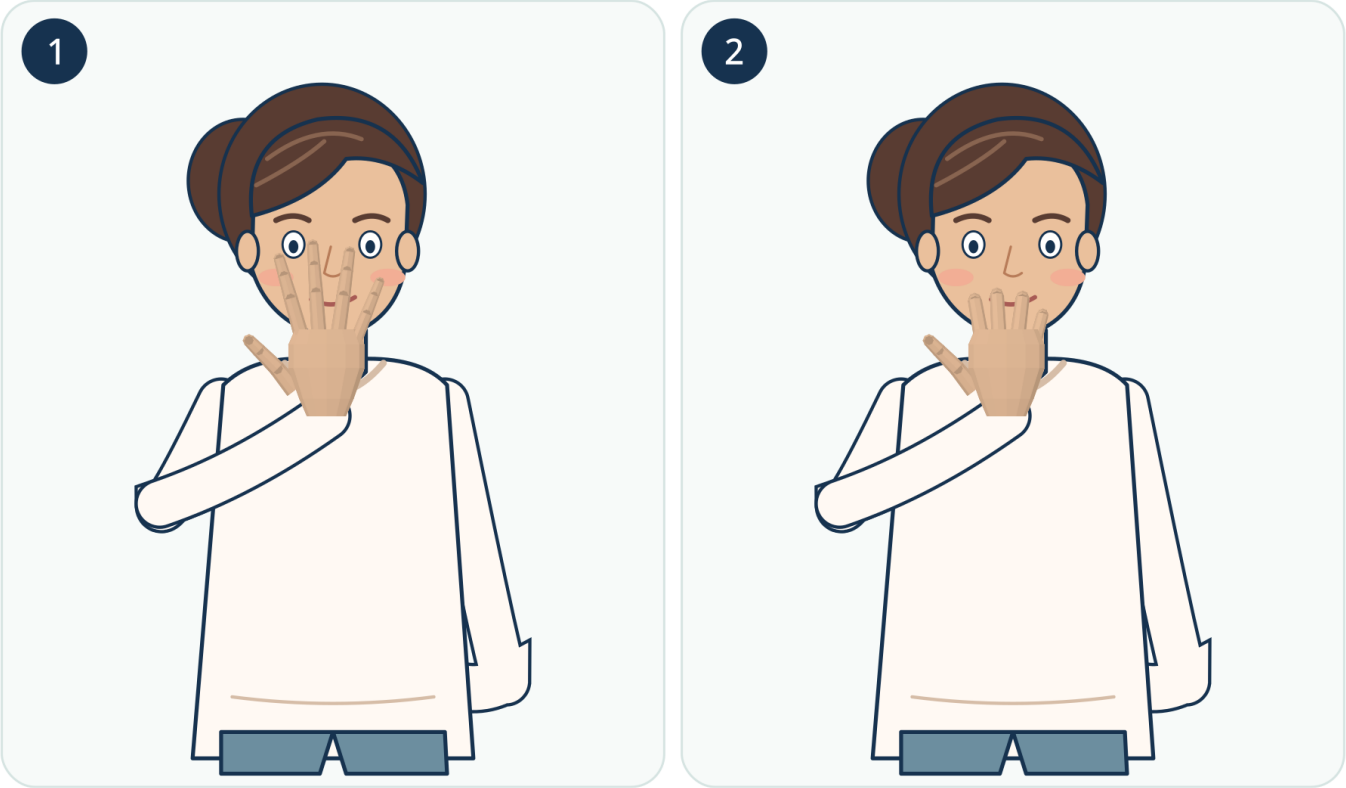
Add the noun's repeated opening and preserve the hinge rather than crossing the wrists.

Language reference: [L-BOOK]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 04 / ILLUSTRATED FORM

COLOR

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Flutter the fingers while the hand remains near the chin. Short repeated finger movement, not a whole-arm wave.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-COLOR]. Editorial study; independent fluent-ASL review pending.

CHAPTER 04 / SEVEN FORM PARAMETERS

COLOR • the details

Handshape	Dominant hand is open, with the fingers spread.
Orientation	Palm faces toward the signer.
Location	Fingers are in front of the chin/lower face.
Contact	Chin contact is optional in the source description; avoid striking the face.
Movement	Flutter the fingers while the hand remains near the chin.
Timing	Short repeated finger movement, not a whole-arm wave.
Face / body	Neutral for the word alone; a question about color requires its own question expression.

1



2



Same-view hand detail. Numbers match the previous page.

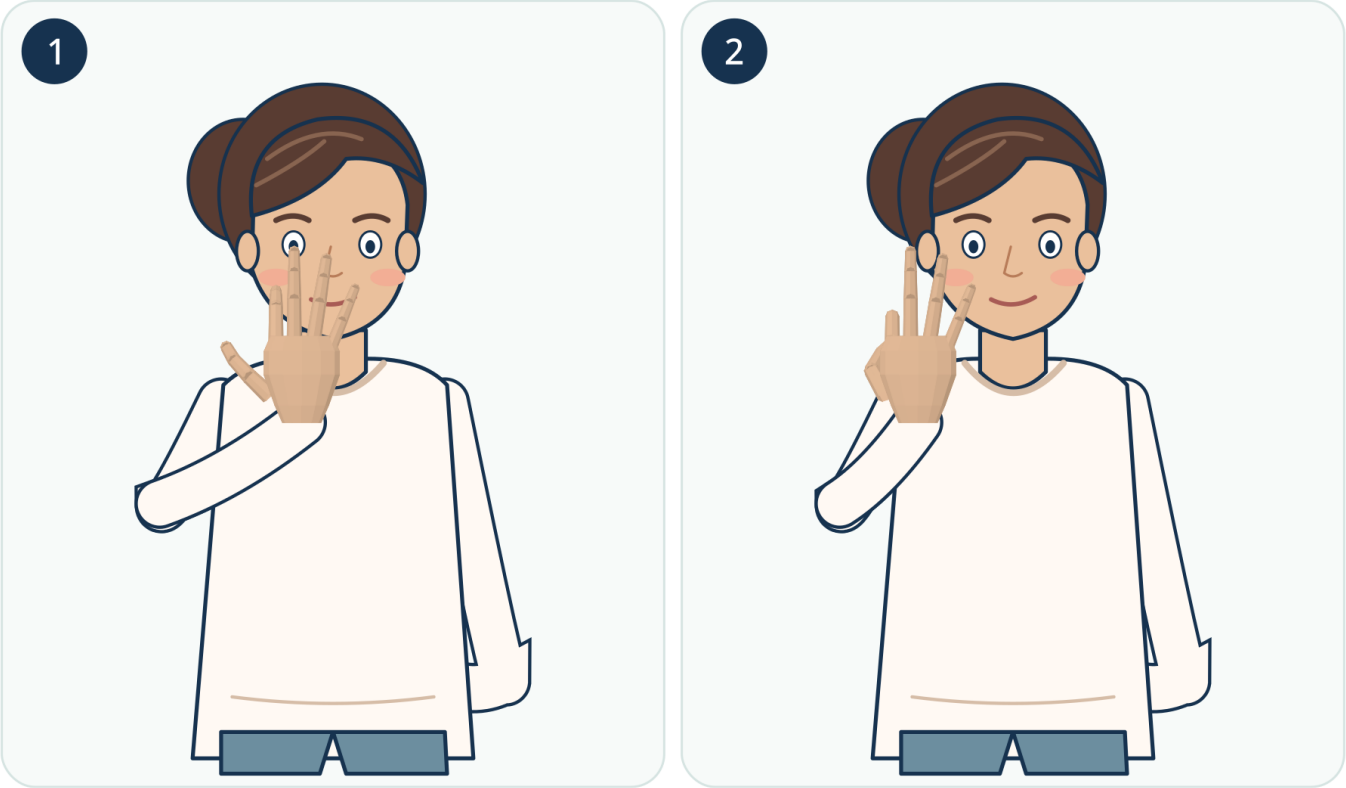
Separate finger flutter from lateral travel and optional contact from a required tap.

Language reference: [L-COLOR]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 04 / ILLUSTRATED FORM

CAT

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Move outward while closing thumb and index toward each other. One short whisker-like closing stroke in the selected one-handed form.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-CAT]. Editorial study; independent fluent-ASL review pending.

CHAPTER 04 / SEVEN FORM PARAMETERS

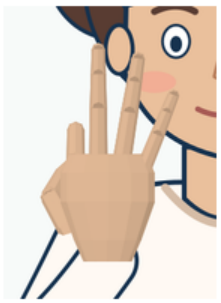
CAT • the details

Handshape	Thumb and index form an open F configuration; middle, ring and little fingers remain extended.
Orientation	Palm is oblique to the cheek, allowing the thumb-index pair to trace outward.
Location	Start near the side of the nose/upper lip, where whiskers would be.
Contact	Start close to the face; do not pinch the skin.
Movement	Move outward while closing thumb and index toward each other.
Timing	One short whisker-like closing stroke in the selected one-handed form.
Face / body	Neutral citation expression.

1



2



Same-view hand detail. Numbers match the previous page.

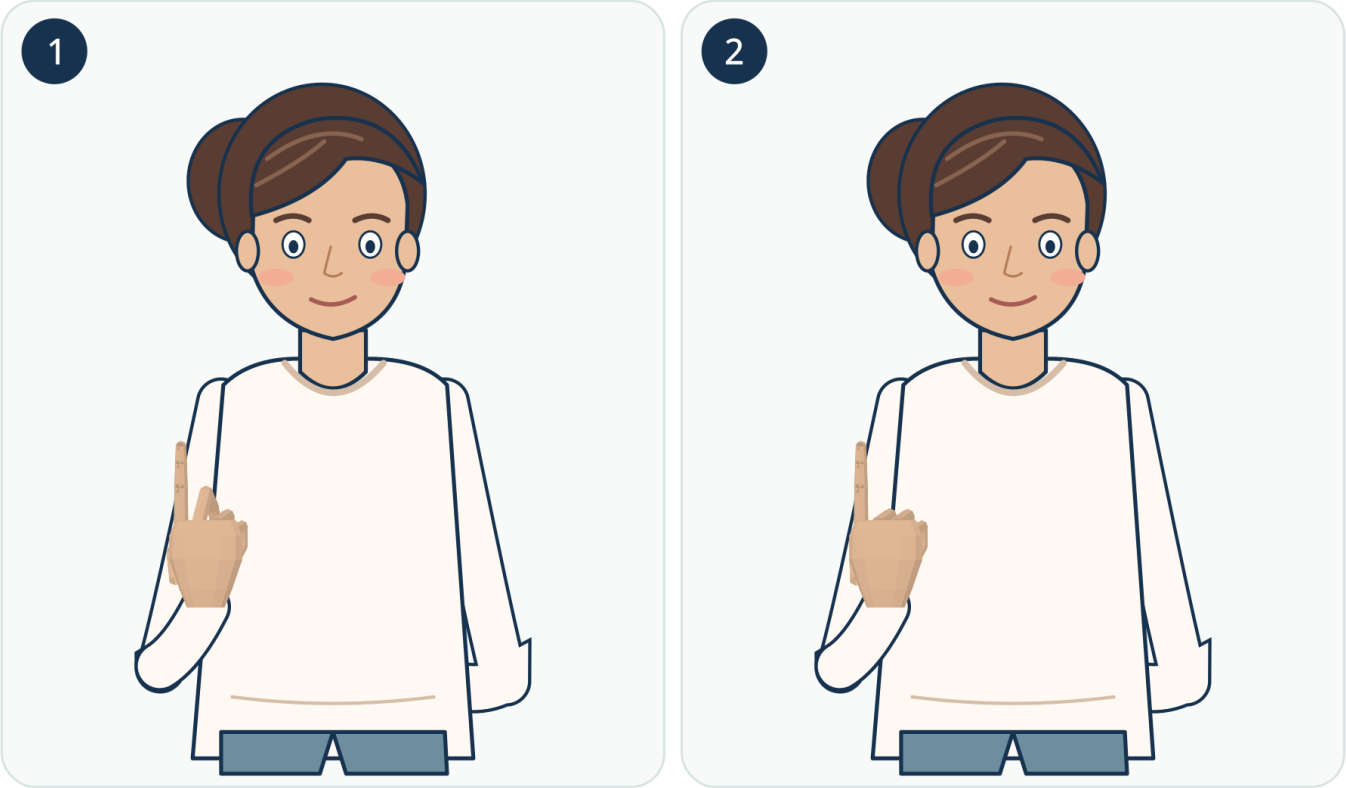
Keep the other three fingers extended; this is not BIRD's folded-finger beak.

Language reference: [L-CAT]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 04 / ILLUSTRATED FORM

DOG

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Make the finger-snap movement. Do not substitute a repeated index-to-thumb pinch. A brief snap; the thigh-pat variant is not silently added to this selected form.

Continue to the next page for exact orientation, contact, and enlarged details.

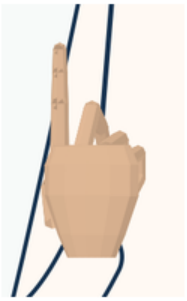
Language reference: [L-DOG]. Editorial study; independent fluent-ASL review pending.

CHAPTER 04 / SEVEN FORM PARAMETERS

DOG · the details

Handshape	The dominant middle finger starts against the thumb in a snapping configuration; the index may be extended.
Orientation	Hand is in a comfortable palm-oblique orientation beside the torso.
Location	At the side of the torso in the selected snapping variant.
Contact	Middle fingertip contacts the thumb before the snap, then moves toward the palm.
Movement	Make the finger-snap movement. Do not substitute a repeated index-to-thumb pinch.
Timing	A brief snap; the thigh-pat variant is not silently added to this selected form.
Face / body	Neutral citation expression.

1



2



Same-view hand detail. Numbers match the previous page.

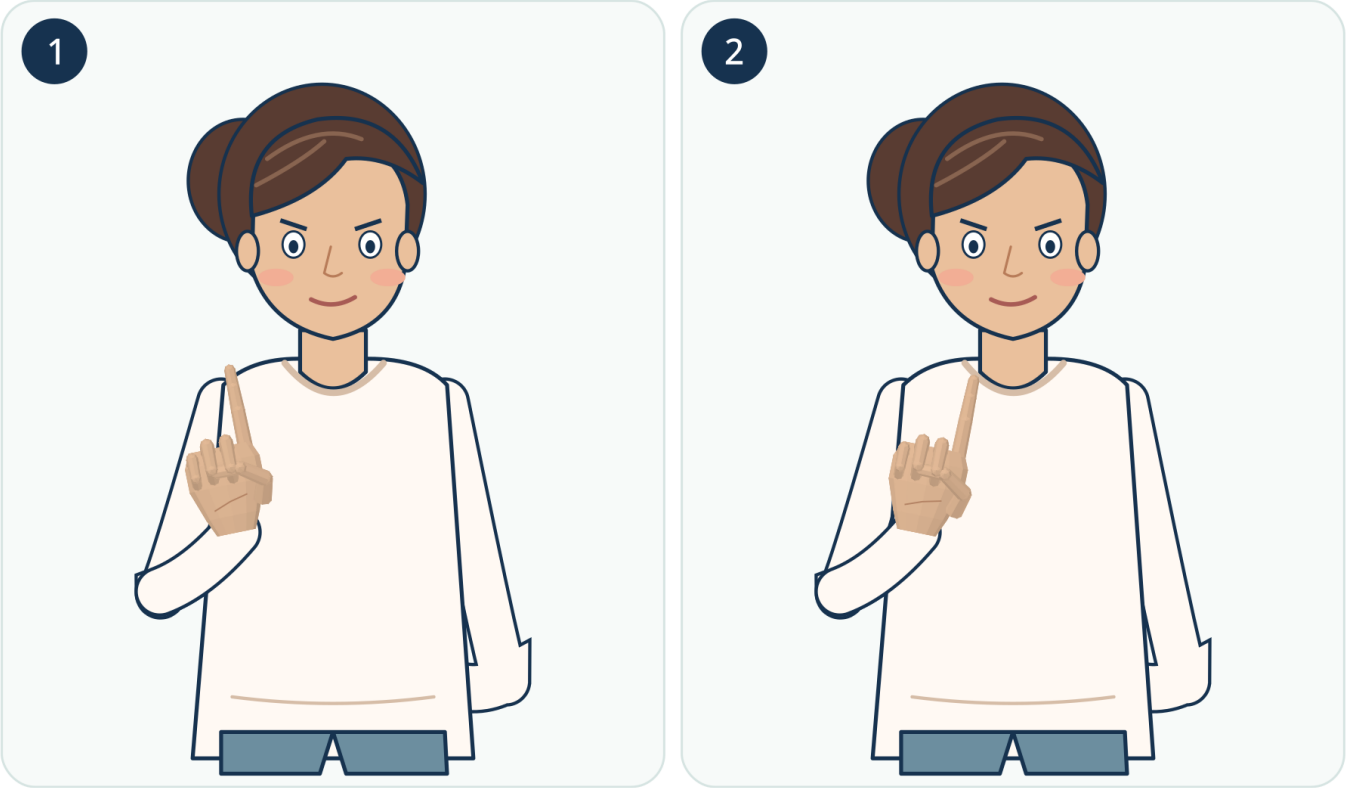
Restore middle-finger snapping and keep variants separate.

Language reference: [L-DOG]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 04 / ILLUSTRATED FORM

WHERE?

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Move the index hand side to side from the wrist/forearm. Keep the index itself extended. A short side-to-side movement, not bending and straightening the index.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-WHERE]. Editorial study; independent fluent-ASL review pending.

CHAPTER 04 / SEVEN FORM PARAMETERS

WHERE? · the details

Handshape	Dominant index extends; remaining fingers fold, with the thumb relaxed over them.
Orientation	Palm faces outward or obliquely forward while the index points up.
Location	In front of the upper torso.
Contact	No body contact.
Movement	Move the index hand side to side from the wrist/forearm. Keep the index itself extended.
Timing	A short side-to-side movement, not bending and straightening the index.
Face / body	Furrow the brows for a direct information-seeking WHERE question; keep that expression with the question.

1



2



Same-view hand detail. Numbers match the previous page.

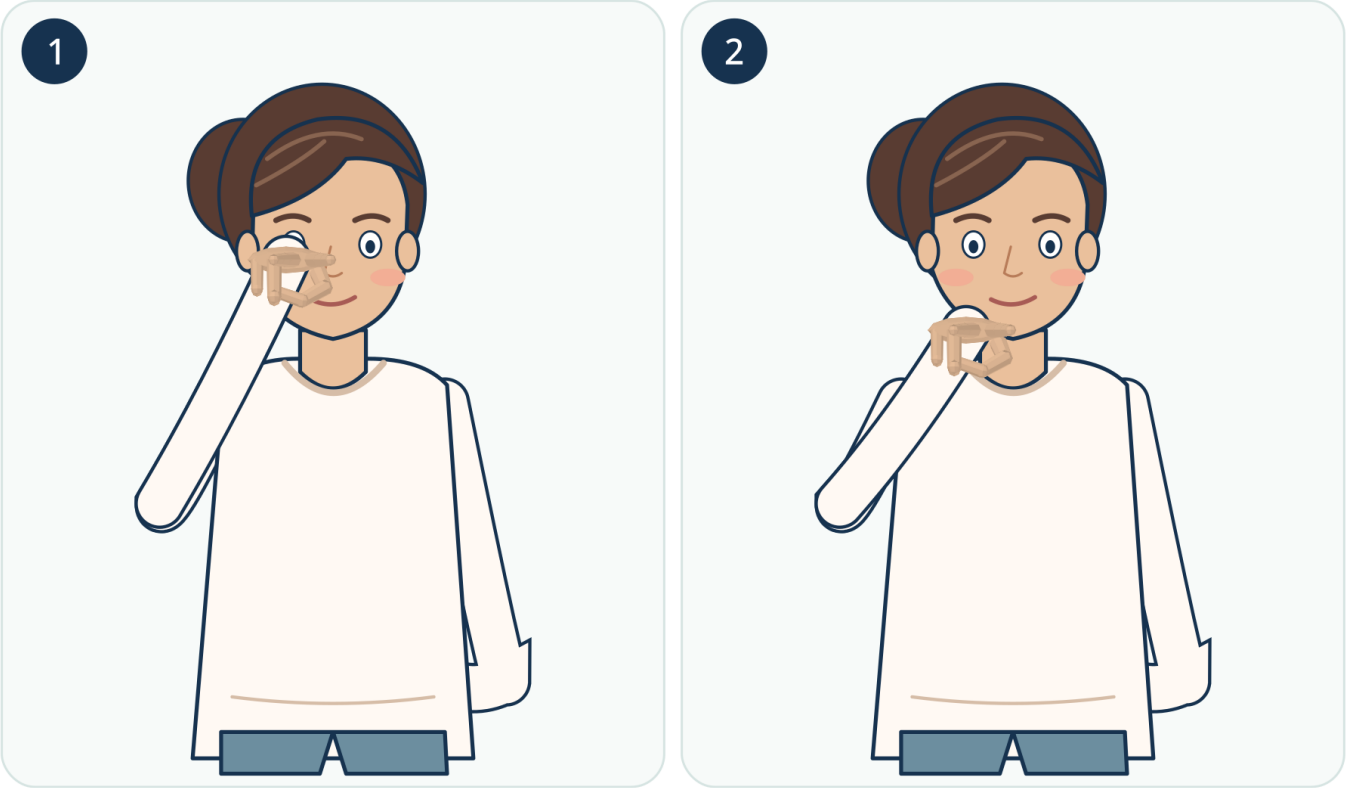
Distinguish a moving straight index from a curling finger and include the question face.

Language reference: [L-WHERE]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 04 / ILLUSTRATED FORM

LOOK AT

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Move the V from the eye region toward the referent. Looking to a different person or object changes the direction. One directed movement in this citation study; do not add a repeated side-to-side search movement.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-LOOK]. Editorial study; independent fluent-ASL review pending.

CHAPTER 04 / SEVEN FORM PARAMETERS

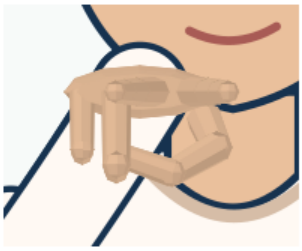
LOOK AT · the details

Handshape	Dominant index and middle fingers extend in a V; ring and little fingers fold under the thumb.
Orientation	The V represents the direction of looking; direct the fingertips toward the selected target.
Location	Begin near the eyes, without covering them, and move into the space toward the target.
Contact	No contact with the eyeballs or with the other hand.
Movement	Move the V from the eye region toward the referent. Looking to a different person or object changes the direction.
Timing	One directed movement in this citation study; do not add a repeated side-to-side search movement.
Face / body	Gaze follows the relevant direction. This lexical study does not supply the grammar of every question.

1

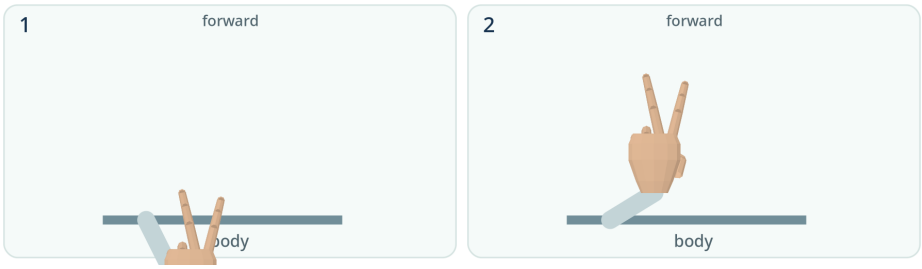


2



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



Separate LOOK AT from LOOK AROUND; preserve eye origin and target-dependent depth.

Language reference: [L-LOOK]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 04 / MEANING IN CONTEXT

A sign is part of an exchange

Each thumbnail shows one selected phase only. Return to the full study for movement, contact and timing. These contextual examples are not transcriptions of complete signed sentences.

1. CAT

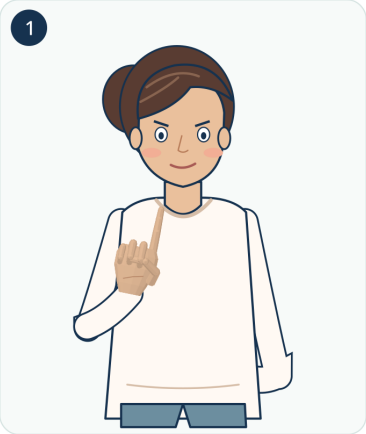


Situation. A drawn cat is the agreed topic on a homemade card.

Meaning here. The selected form labels a cat in that context.

Do not add. It does not by itself say what the cat did or how many cats are present.

2. WHERE?



Situation. Two adults have established that they are looking for the missing book.

Meaning here. The location-question form asks where the established referent is.

Do not add. The face and context matter; the moving index is not merely a decorative pointing gesture.

A useful distinction

The scene can identify a person or object that the single sign does not name. Keep the language form, the surrounding situation, and your interpretation separate.

CHAPTER 04 / FAMILY WORKSHOP

One topic, three ways to notice it

1. Draw one simple object or animal on a card. Keep the drawing in view.
2. Use the printed sign study that matches the topic. Pause so your partner can look between the drawing and you.
3. Move the card to a different visible place. Clarify whether you are naming it or asking about its location.
4. Record what made the reference clear, rather than counting how many labels you produced.

The small detail wins

Your child notices a tiny mark instead of the main picture.

One workable response: Acknowledge that topic. You can return to the larger picture later.

The question is ambiguous

You sign WHERE while several items have just moved.

One workable response: Re-establish the item you mean. The question needs a shared referent.

This activity is an original SonaSteps practice design. It is not a standardized intervention or a child-development assessment.

CHAPTER 04 / PRINTED PRACTICE

Check the distinction

Use the chapter's pictures and explanations. You may look back as often as needed. Answer guidance is in the back of this book.

1. Which sign study closes an open F hand near the side of the nose as it moves outward?

2. Which study uses a relatively straight index with a side-to-side hand movement?

3. Does COLOR supply the name of every individual color?

4. Why might you pause before turning a page?

5. What should happen when the child selects a different detail?

6. What does a correct printed recognition answer establish?

Answer guidance: Chapter 04. These questions check the printed material, not fluent signing or a child's ability.

CHAPTER 04 / YOUR RECORD

Keep what you can describe

Record the adult's actions and the actual exchange. Leave out details that do not need to be shared.

The exact topic we shared:

How we established what the sign referred to:

A detail I initially missed:

One change to the page, object, or timing:



Sona's reminder

Follow the topic you actually share, not the page order you planned.

II · MAKE MEANING TOGETHER / CHAPTER 05

People belong before labels

Your purpose
Use family vocabulary without making assumptions about identity or relationships.



A family vocabulary page cannot describe every household. Some children live with one parent, several caregivers, relatives, foster families, or chosen family. The words people use for themselves matter more than making every home fit a worksheet.

The four forms in this chapter are selected examples, not a required list of people in a child's life. Learn MOTHER and FATHER as particular relationship terms. FAMILY and FRIEND let the conversation reach beyond a single household arrangement.

Names, relationships, and roles should be established with the person rather than inferred from appearance. A photograph does not tell you someone's preferred label. Leave space in your notes for the names and relationships your family actually uses.

A moment to consider

A caregiver prepares a small people page. One space is for an aunt, another for a neighbor who often joins activities, and another is left blank for someone the child chooses. The page is useful because it reflects real connections, not because it contains a standard family tree.

Research connection

A scoping review of 65 papers found varied systems of support and important gaps in the quality of evidence. That is a reason to ask concrete questions about available help, not to promise that any single service fits every family. [R7]

CHAPTER 05 / MAKE SENSE OF THE EXCHANGE

Build a usable circle of communication

List people who already spend time with the child. Beside each name, write one situation in which communication matters: arrival, a shared meal, a game, a school handoff, or a phone conversation. The task is to identify useful exchanges, not rank affection.

Invite adults to learn one relevant contribution and the access arrangements that go with it. Knowing a label without knowing how to make it visible may leave the exchange unchanged. Describe what works for this person rather than giving everyone the same script.

Introduce Deaf perspectives through real relationships and educational opportunities chosen with care. Ask who is leading the activity, which language is used, how participants can engage, and whether the setting fits your family. A directory listing is not an endorsement or a guarantee of current access.

Do not invent a sign name to complete a worksheet. The manual-alphabet section supports study of written names, but names and naming practices are personal and community-specific. Use the form the person chooses and seek guidance when you are uncertain. [L-ALPHABET]

Give the child room to describe their own connections over time. No activity in this book requires a hug, a kiss, a public photograph, or a declaration of a particular identity. Participation can include pointing to someone, choosing a picture, or deciding not to continue.



Sona's reminder

A useful people page reflects your family. It does not define it for you.

CHAPTER 05 / ILLUSTRATED FORM

MOTHER / MOM

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Bring the thumb to the chin. The source allows contact or small taps; finger-wiggling is a variant rather than a requirement. This book selects a light placement/contact without adding a mandatory repeated shake.

Continue to the next page for exact orientation, contact, and enlarged details.

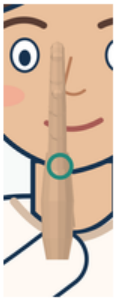
Language reference: [L-MOTHER]. Editorial study; independent fluent-ASL review pending.

CHAPTER 05 / SEVEN FORM PARAMETERS

MOTHER / MOM • the details

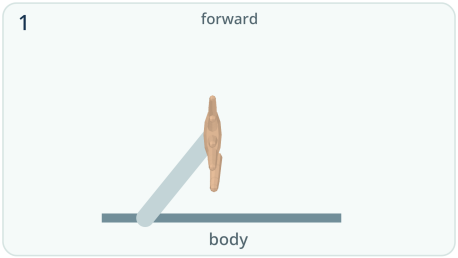
Handshape	Dominant hand is an open-five hand.
Orientation	Palm is obliquely sideways; thumb is directed toward the chin.
Location	At the chin.
Contact	Thumb touches or approaches the chin; fingers remain spread.
Movement	Bring the thumb to the chin. The source allows contact or small taps; finger-wiggling is a variant rather than a requirement.
Timing	This book selects a light placement/contact without adding a mandatory repeated shake.
Face / body	Neutral citation expression.

1



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



Specify thumb contact and avoid importing FATHER's forehead location.

Language reference: [L-MOTHER]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 05 / ILLUSTRATED FORM

FATHER / DAD

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Bring the thumb to the forehead. Contact/tap and finger-wiggling variants should not be merged into a compulsory sequence. This book selects a light placement/contact.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-FATHER]. Editorial study; independent fluent-ASL review pending.

CHAPTER 05 / SEVEN FORM PARAMETERS

FATHER / DAD • the details

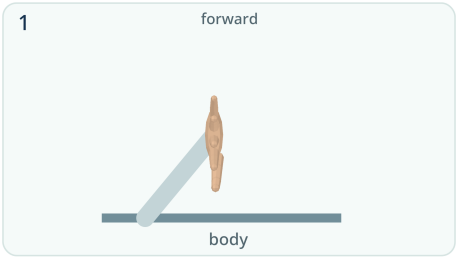
Handshape	Dominant hand is an open-five hand.
Orientation	Palm is obliquely sideways; thumb is directed toward the forehead.
Location	At the forehead.
Contact	Thumb touches or approaches the forehead; fingers remain spread.
Movement	Bring the thumb to the forehead. Contact/tap and finger-wiggling variants should not be merged into a compulsory sequence.
Timing	This book selects a light placement/contact.
Face / body	Neutral citation expression.

1



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



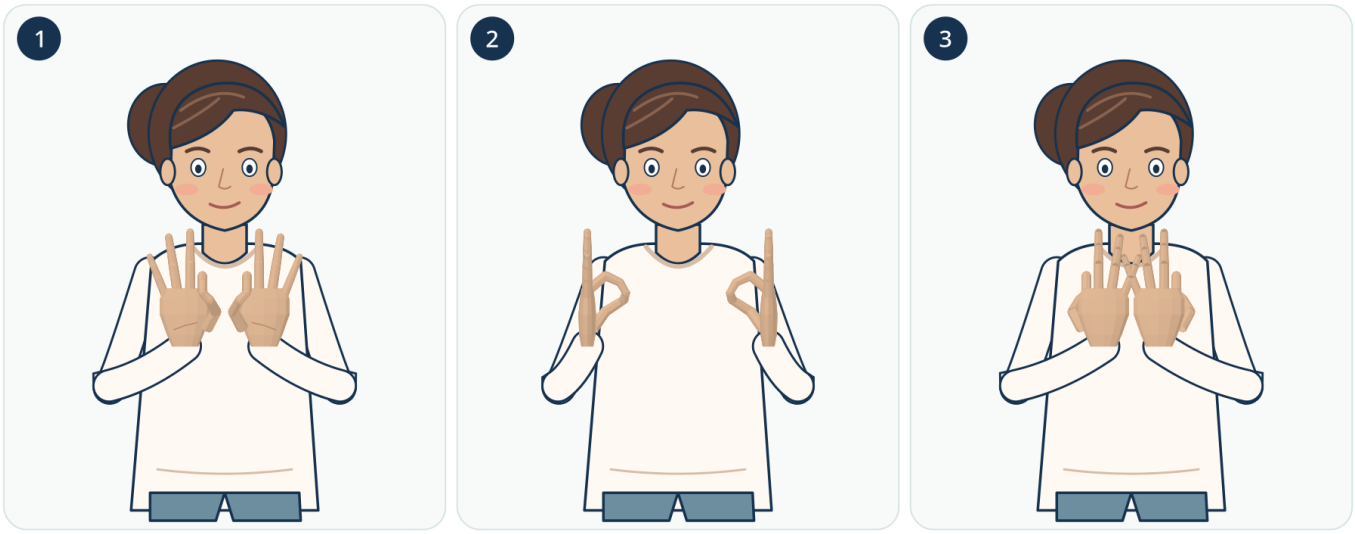
Use the DAD/FATHER source and keep variant timing optional.

Language reference: [L-FATHER]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 05 / ILLUSTRATED FORM

FAMILY

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Move the two F hands outward and around to outline a group in a horizontal plane. One enclosing movement. The circle's depth matters; a simple vertical circle changes the study.

Continue to the next page for exact orientation, contact, and enlarged details.

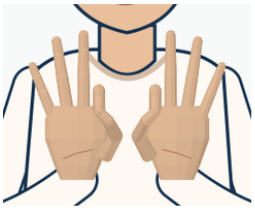
Language reference: [L-FAMILY]. Editorial study; independent fluent-ASL review pending.

CHAPTER 05 / SEVEN FORM PARAMETERS

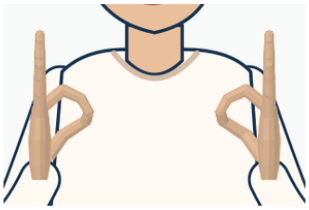
FAMILY · the details

Handshape	Both hands form F configurations: thumb and index meet while the other three fingers extend.
Orientation	Palms initially face outward/obliquely forward; their orientation changes around a horizontal enclosure.
Location	In front of the torso.
Contact	Hands begin near each other and end near each other at the opposite part of the circle; do not clap.
Movement	Move the two F hands outward and around to outline a group in a horizontal plane.
Timing	One enclosing movement. The circle's depth matters; a simple vertical circle changes the study.
Face / body	Neutral citation expression.

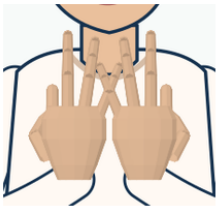
1



2

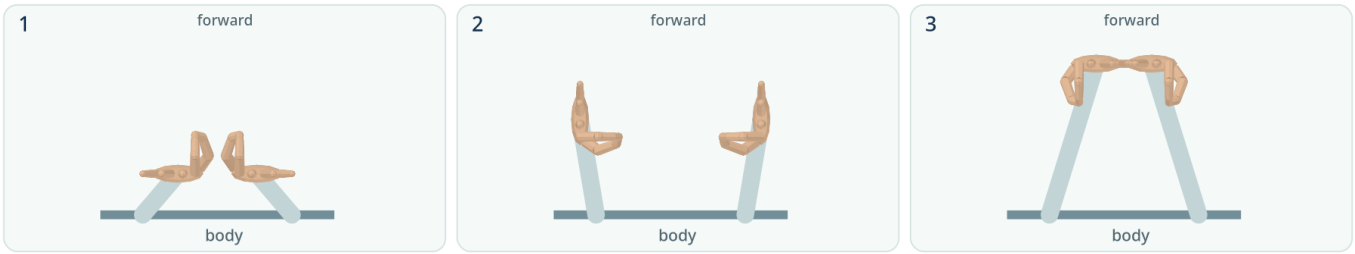


3



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



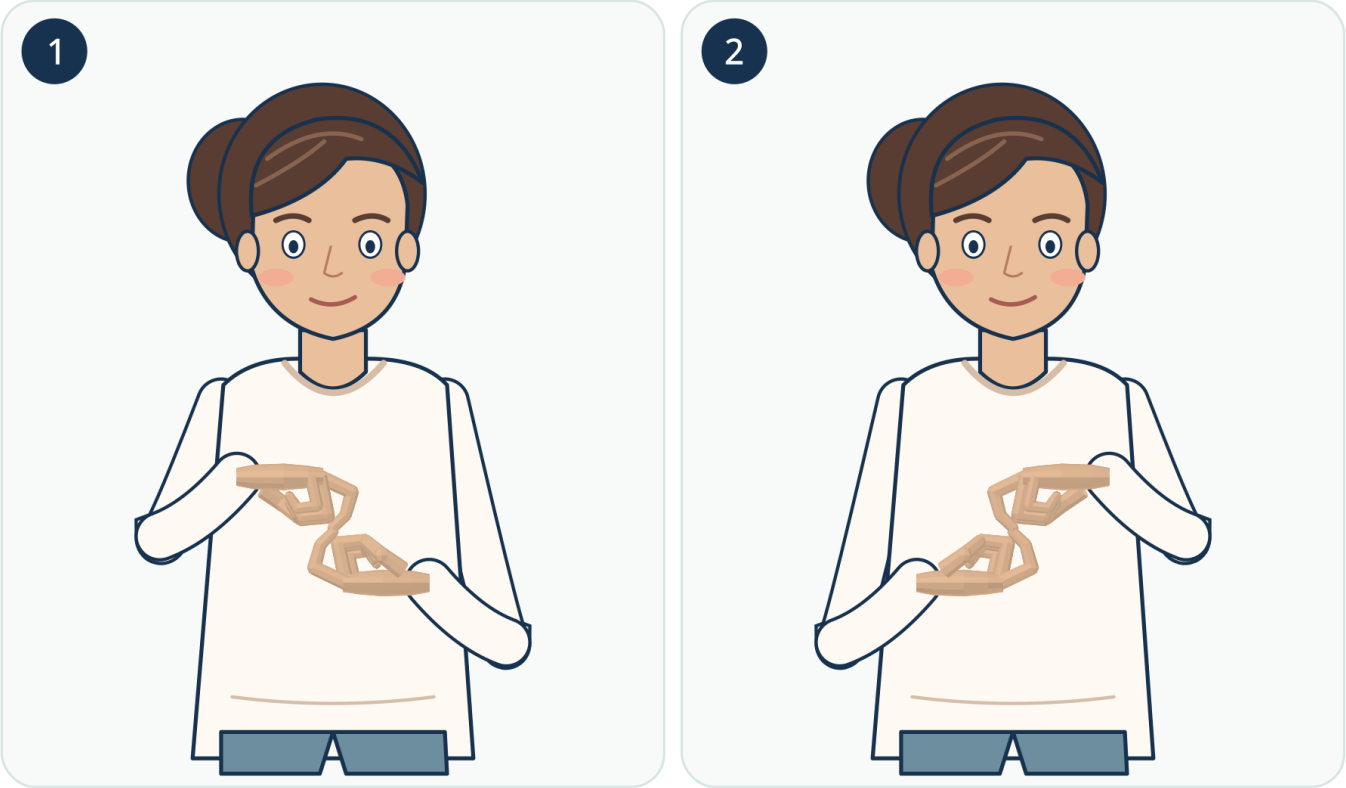
Keep F configurations and a horizontal enclosing path.

Language reference: [L-FAMILY]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 05 / ILLUSTRATED FORM

FRIEND

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Hook the indices, release enough to switch their relative order, and hook again. Two contacts in the selected citation form, with the upper/lower relationship exchanged.

Continue to the next page for exact orientation, contact, and enlarged details.

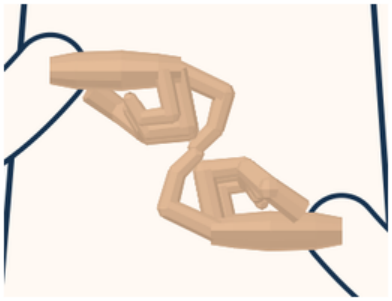
Language reference: [L-FRIEND]. Editorial study; independent fluent-ASL review pending.

CHAPTER 05 / SEVEN FORM PARAMETERS

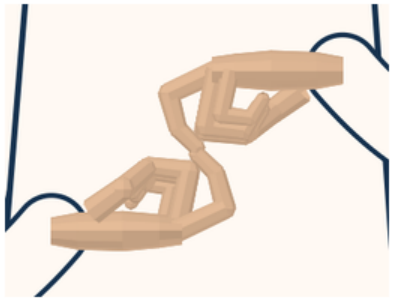
FRIEND · the details

Handshape	Both index fingers are bent like hooks; other fingers fold.
Orientation	The hands face each other enough for the hooked indices to interlock.
Location	In front of the torso.
Contact	The hooked indices meet, then exchange which hand is above.
Movement	Hook the indices, release enough to switch their relative order, and hook again.
Timing	Two contacts in the selected citation form, with the upper/lower relationship exchanged.
Face / body	Neutral citation expression.

1

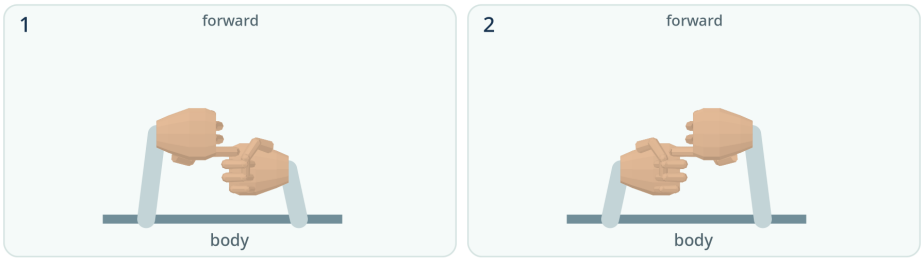


2



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



Do not replace index hooks with an all-finger clasp or one unchanged contact.

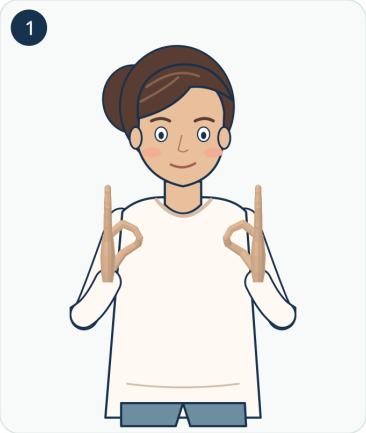
Language reference: [L-FRIEND]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 05 / MEANING IN CONTEXT

A sign is part of an exchange

Each thumbnail shows one selected phase only. Return to the full study for movement, contact and timing. These contextual examples are not transcriptions of complete signed sentences.

1. FAMILY



Situation. An adult is discussing their family as a group.

Meaning here. The F-hand circle identifies family in this context.

Do not add. It does not prescribe who must be included in a family.

2. FRIEND



Situation. The people have established which familiar person is being discussed.

Meaning here. The linked-index form names friendship.

Do not add. The form does not identify a particular person without context.

A useful distinction

The scene can identify a person or object that the single sign does not name. Keep the language form, the surrounding situation, and your interpretation separate.

CHAPTER 05 / FAMILY WORKSHOP

One person, one accessible exchange

1. Choose a willing adult who spends time with your family.
2. Select one real exchange that person would like to share, such as arriving or asking about a game.
3. Write the person's chosen name and one practical access adjustment.
4. Arrange a small opportunity to practice. Keep identifying details off public pages.

An assumed label

A visitor calls a caregiver "mom" without asking.

One workable response: Use the caregiver's preferred relationship term or name instead of relying on appearance.

A missing connection

You want to meet other signing families but do not know where to begin.

One workable response: Write one specific question for a local family-support contact; verify language, access, cost, and current availability.

This activity is an original SonaSteps practice design. It is not a standardized intervention or a child-development assessment.

CHAPTER 05 / PRINTED PRACTICE

Check the distinction

Use the chapter's pictures and explanations. You may look back as often as needed. Answer guidance is in the back of this book.

1. Where is the thumb placed in the selected MOTHER form?

2. Where is it placed in the selected FATHER form?

3. Which two handshapes form the selected FAMILY study?

4. Does this chapter require every household to include a mother and father?

5. What should you do when you do not know someone's preferred relationship label?

6. Should you invent a sign name to fill a worksheet?

Answer guidance: Chapter 05. These questions check the printed material, not fluent signing or a child's ability.

CHAPTER 05 / YOUR RECORD

Keep what you can describe

Record the adult's actions and the actual exchange. Leave out details that do not need to be shared.

A person my child wants to communicate with:

The name or relationship term that person chooses:

A real exchange we can make more accessible:

A practical question for a local educator or community contact:



Sona's reminder

A useful people page reflects your family. It does not define it for you.

Make everyday needs easier to express

Your purpose
Separate noticing a possible need from deciding you know what someone feels.



Needs often arrive while everyone is busy. A person may be uncomfortable, thirsty, ready for food, or ready to rest before there is time for a planned lesson. The goal is to make relevant language available without delaying care.

This chapter studies EAT / FOOD, DRINK, WATER, and TIRED. Use the forms in their stated senses. WATER names the substance; DRINK concerns drinking; EAT and FOOD share a basic form with differences in use. None of these labels allows you to diagnose why a child is upset.

Keep the practice separate from deciding what food, fluids, sleep, or health care a child needs. Follow the family's appropriate care guidance. This book supplies a small language-learning context, not dietary, sleep, or medical instructions.

A moment to consider

During a quiet craft activity, the child leaves the table and brings a water bottle. The caregiver acknowledges the bottle and offers the appropriate drink without demanding a sign first. Later, when the moment is relaxed, the caregiver returns to the WATER study for their own learning.

Research connection

A cross-sectional study linked early ASL exposure with age-expected vocabulary in a group of children with hearing parents. It does not establish that a few need-related signs provide sufficient language, or guarantee a particular outcome. [R1]

CHAPTER 06 / MAKE SENSE OF THE EXCHANGE

Notice, offer, and remain open to correction

Describe only what you can actually observe. A child rubbing their eyes may be tired, irritated, or interested in an unusual sensation. Offer a possible meaning without treating the first interpretation as certain. The person's next response should be allowed to change your understanding.

Prepare your own vocabulary during a calm period. A book can be opened when you have free hands and attention. During active care, use what is already familiar and keep the person safe. Do not continue a practice task simply because its worksheet is unfinished.

Keep communication available across the whole day. A drink request is one useful message, but family language also includes curiosity, humor, disagreement, stories, and explanations. Avoid reducing someone's language experience to requesting basic items.

Look at the difference between a label and an action. WATER can identify what is being offered. DRINK can concern the activity. An English phrase containing both words is not automatically translated by placing two drawings next to each other. The printed examples here use one established form in a clear context.

When the message is missed, check access as well as vocabulary. A form produced behind a cup or while the child is facing away may not have been available. Multiple cues are not automatically clear cues; choose an arrangement that fits the person. [R8]



Sona's reminder

Meet the need. Keep learning. Do not turn the first into a reward for the second.

CHAPTER 06 / ILLUSTRATED FORM

EAT / FOOD

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Bring the gathered hand to the mouth. The shape does not open into a cup. Short contacts/repetition occur in the citation form; this book shows the approach and contact without assigning an exact duration.

Continue to the next page for exact orientation, contact, and enlarged details.

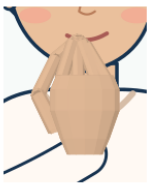
Language reference: [L-EAT]. Editorial study; independent fluent-ASL review pending.

CHAPTER 06 / SEVEN FORM PARAMETERS

EAT / FOOD · the details

Handshape	Gather the four fingertips toward the thumb in a flattened-O shape.
Orientation	The gathered tips face the mouth.
Location	At the closed mouth.
Contact	Fingertips approach or lightly touch the lip area, not the nose or chin.
Movement	Bring the gathered hand to the mouth. The shape does not open into a cup.
Timing	Short contacts/repetition occur in the citation form; this book shows the approach and contact without assigning an exact duration.
Face / body	Keep the mouth comfortably closed for this citation model.

1



2

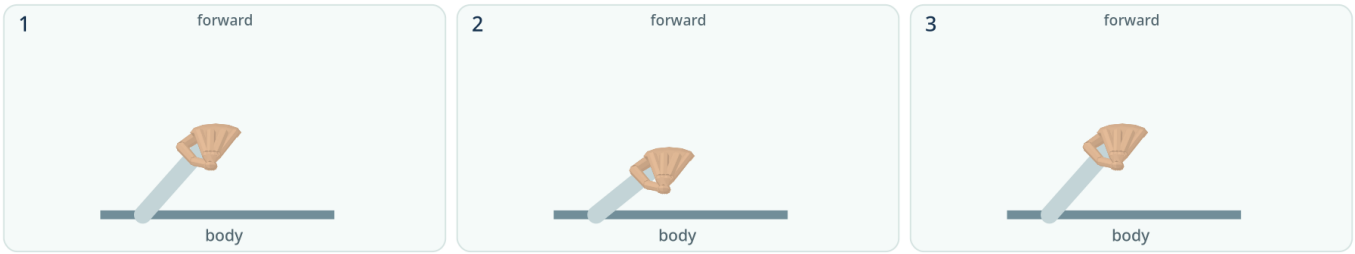


3



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



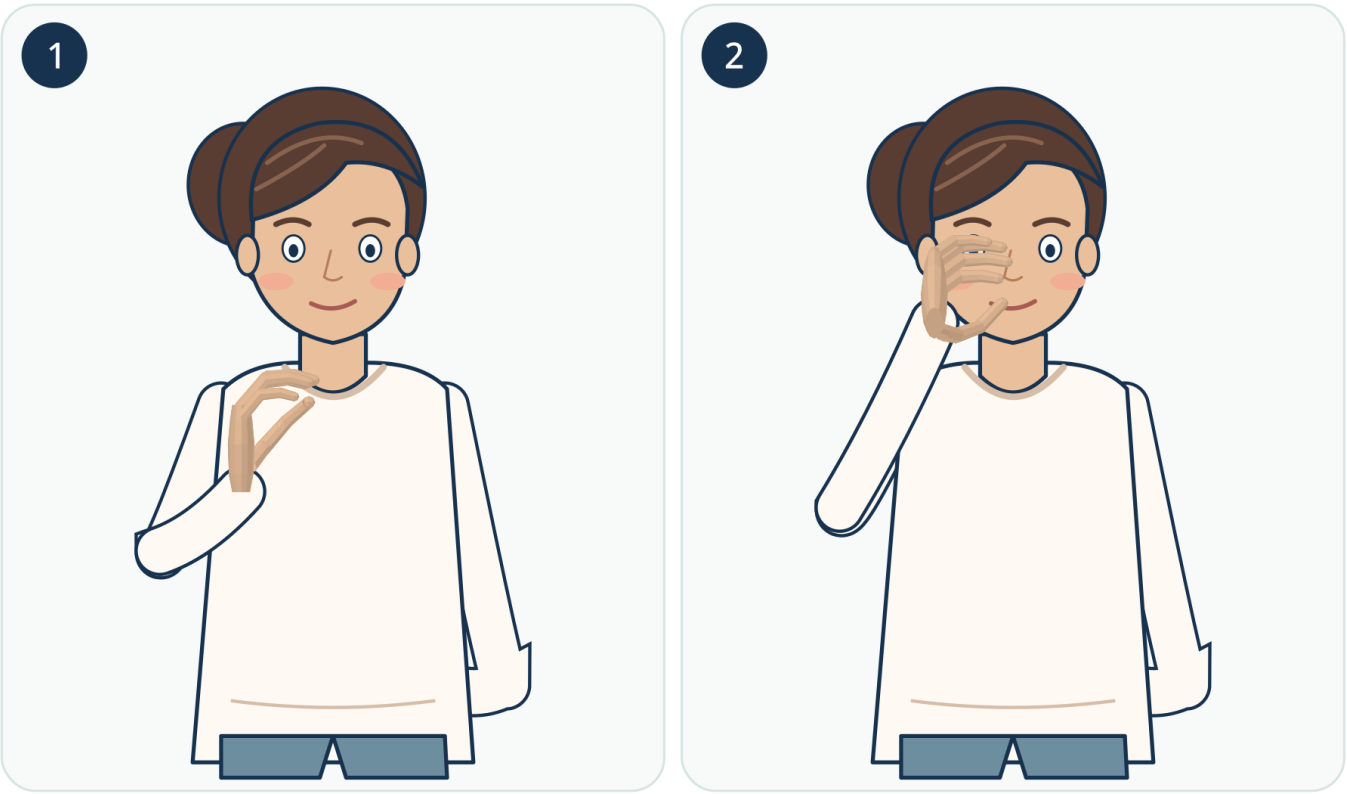
Make the fingertip target explicit and distinguish eating from drinking.

Language reference: [L-EAT]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 06 / ILLUSTRATED FORM

DRINK

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Lift and tip the C hand toward the mouth. One drinking action in the plain DRINK sense, not the separate alcohol-specific forms.

Continue to the next page for exact orientation, contact, and enlarged details.

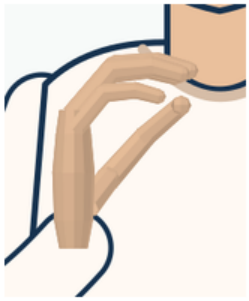
Language reference: [L-DRINK]. Editorial study; independent fluent-ASL review pending.

CHAPTER 06 / SEVEN FORM PARAMETERS

DRINK · the details

Handshape	Dominant hand forms a C as if holding a cup.
Orientation	The opening of the C faces toward the mouth; the wrist changes angle as the imagined cup tips.
Location	In front of and at the mouth.
Contact	The thumb-side area approaches the mouth; no actual cup is needed.
Movement	Lift and tip the C hand toward the mouth.
Timing	One drinking action in the plain DRINK sense, not the separate alcohol-specific forms.
Face / body	A natural drinking-like mouth posture is enough; do not infer a particular beverage.

1

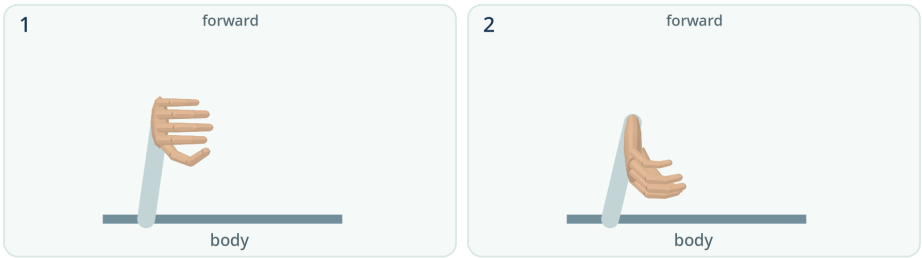


2



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



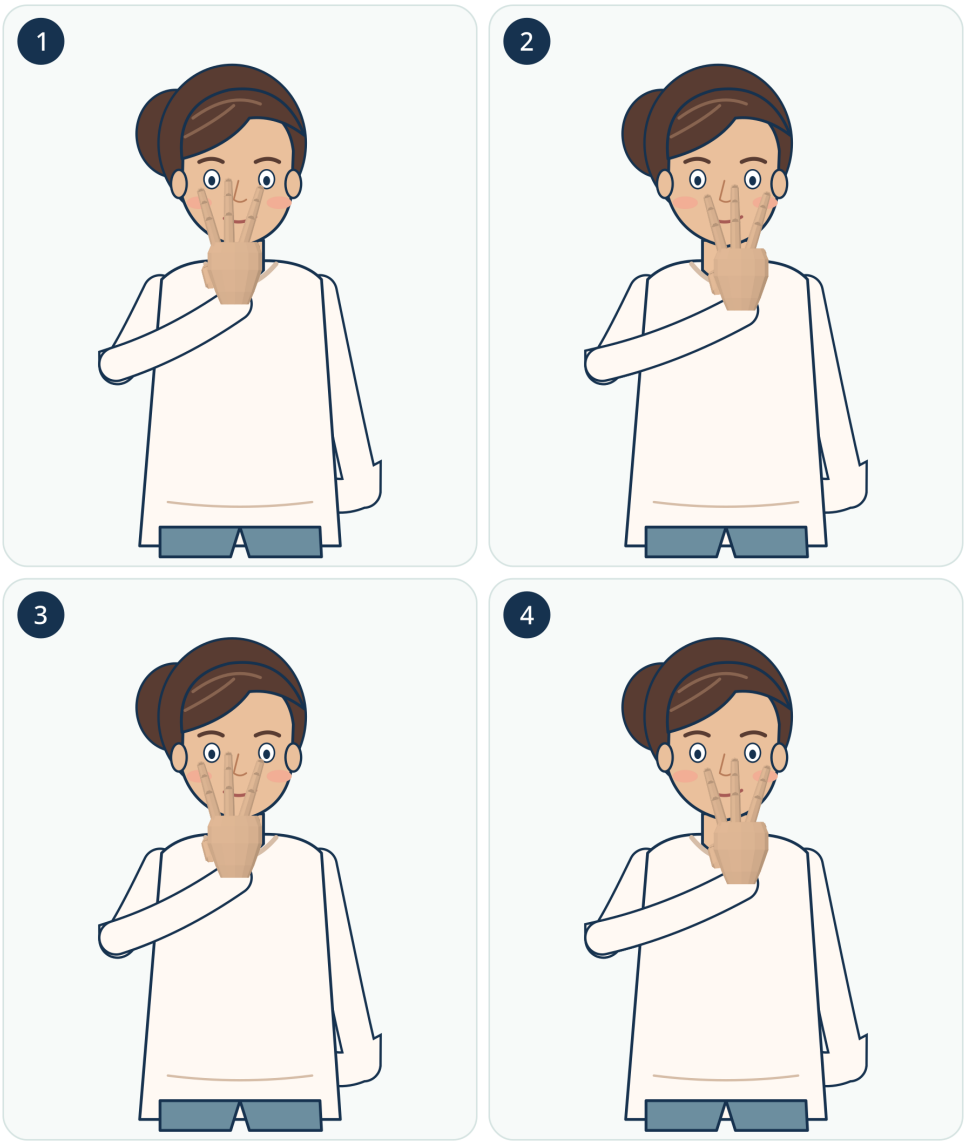
Preserve the C configuration and tipping orientation.

Language reference: [L-DRINK]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 06 / ILLUSTRATED FORM

WATER

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Move the W hand in a small tapping action at the mouth. Two light taps in the selected citation form.

Continue to the next page for exact orientation, contact, and enlarged details.

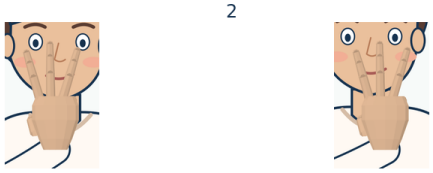
Language reference: [L-WATER]. Editorial study; independent fluent-ASL review pending.

CHAPTER 06 / SEVEN FORM PARAMETERS

WATER • the details

Handshape	Dominant index, middle and ring fingers extend in a W; thumb holds the little finger down.
Orientation	Palm is obliquely sideways so the index side can reach the mouth.
Location	At the mouth.
Contact	The side of the index-finger area taps the lip region; not all three fingertips.
Movement	Move the W hand in a small tapping action at the mouth.
Timing	Two light taps in the selected citation form.
Face / body	Neutral citation expression.

1 2



3 4



Same-view hand detail. Numbers match the previous page.

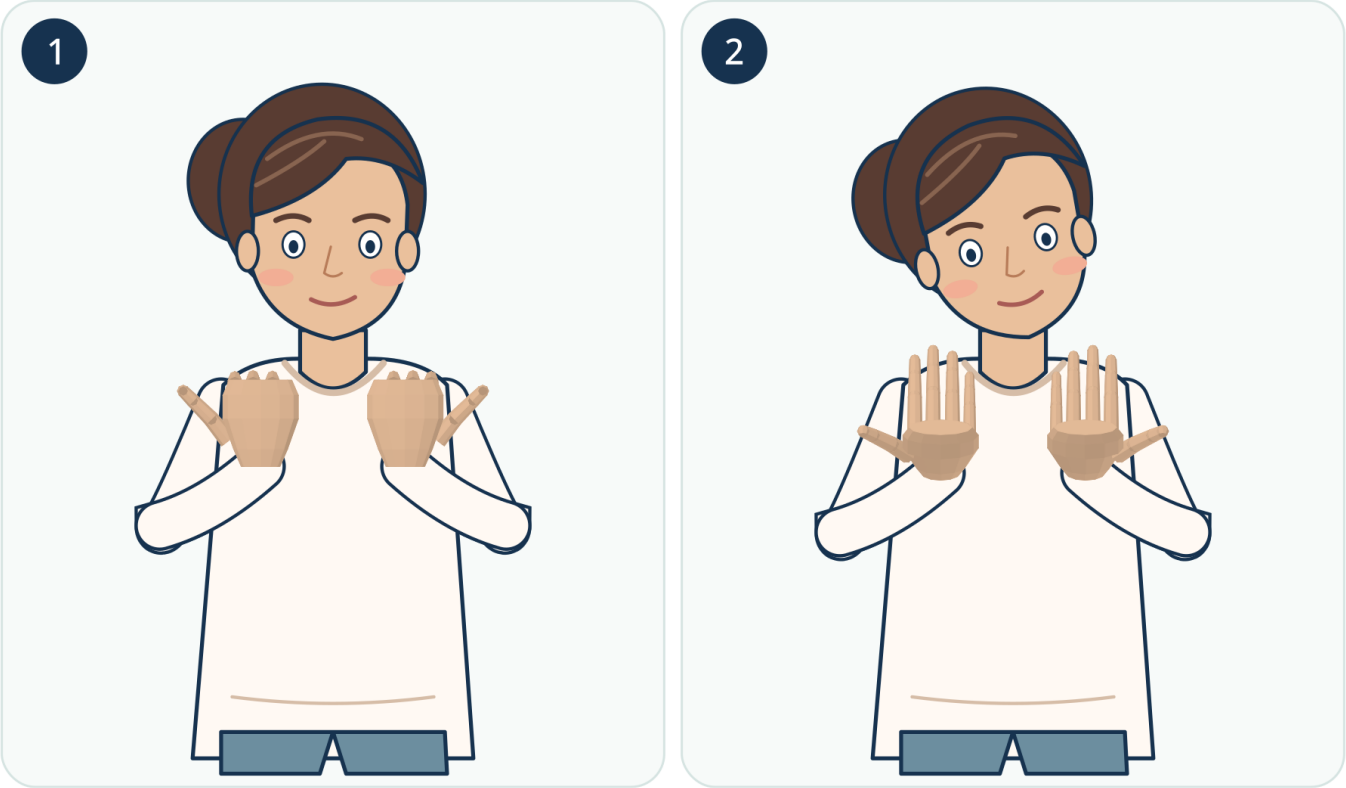
Specify index-side contact, W shape and repeated taps.

Language reference: [L-WATER]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 06 / ILLUSTRATED FORM

TIRED

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Change hand orientation with a short drooping/rotating movement and a slight bodily slump. One short coordinated change, not a long downward slide.

Continue to the next page for exact orientation, contact, and enlarged details.

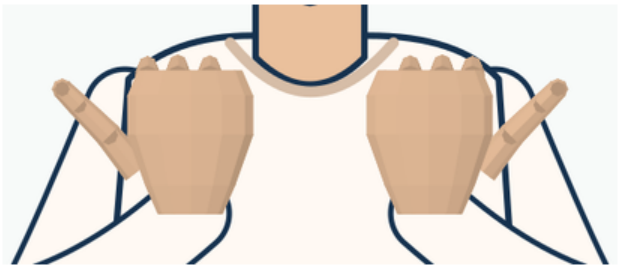
Language reference: [L-TIRED]. Editorial study; independent fluent-ASL review pending.

CHAPTER 06 / SEVEN FORM PARAMETERS

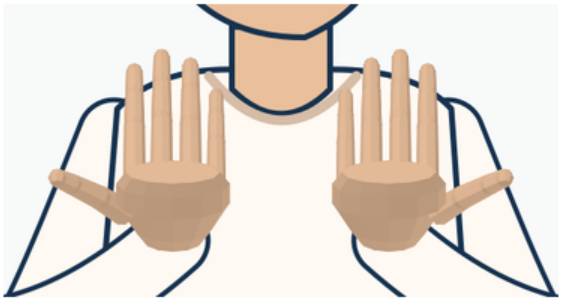
TIRED · the details

Handshape	Both hands are loosely bent, as in the starting configuration of HAVE.
Orientation	Begin fingertips toward the upper chest; rotate the hands downward as the posture relaxes.
Location	At the upper chest.
Contact	The starting fingertips are near or lightly at the chest; they do not drag a long trail down the shirt.
Movement	Change hand orientation with a short drooping/rotating movement and a slight bodily slump.
Timing	One short coordinated change, not a long downward slide.
Face / body	A relaxed, tired-looking posture is part of the selected demonstration, not a diagnosis of its cause.

1

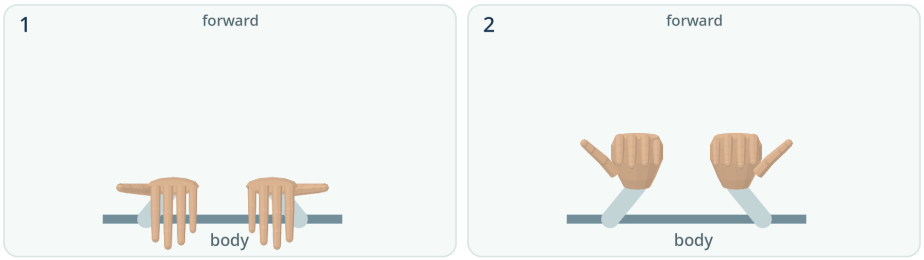


2



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



Correct the illustration to rotate rather than translate down the torso.

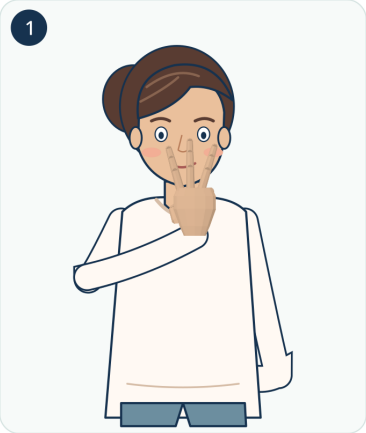
Language reference: [L-TIRED]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 06 / MEANING IN CONTEXT

A sign is part of an exchange

Each thumbnail shows one selected phase only. Return to the full study for movement, contact and timing. These contextual examples are not transcriptions of complete signed sentences.

1. WATER

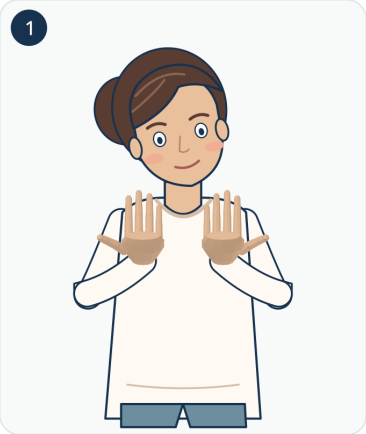


Situation. Two adults are discussing the drink already present in a clear glass.

Meaning here. The W-hand form identifies water.

Do not add. It does not by itself express a medical need or an amount to consume.

2. TIRED



Situation. An adult describes their own state during a relaxed conversation.

Meaning here. The selected form expresses tiredness.

Do not add. Using it about another person remains an interpretation, not a diagnosis.

A useful distinction

The scene can identify a person or object that the single sign does not name. Keep the language form, the surrounding situation, and your interpretation separate.

CHAPTER 06 / FAMILY WORKSHOP

Prepare before the need arises

1. Choose one calm adult study period and review two need-related forms.
2. Compare their handshape, location, and movement using the printed studies.
3. Write one everyday situation in which each meaning would be useful.
4. During real care, meet the need first and record your own learning afterward.

An uncertain expression

You think the child is tired, but they select a different activity.

One workable response: Allow the response to revise your interpretation. Do not insist that your first label is correct.

The bottle becomes a test

An adult waits for a perfect WATER sign before offering a drink.

One workable response: Remove the performance condition. Acknowledge the existing request and provide appropriate care.

This activity is an original SonaSteps practice design. It is not a standardized intervention or a child-development assessment.

CHAPTER 06 / PRINTED PRACTICE

Check the distinction

Use the chapter's pictures and explanations. You may look back as often as needed. Answer guidance is in the back of this book.

1. Which study uses a W hand near the mouth?

2. Which study uses a curved C hand moving toward the mouth?

3. Does a tired-looking expression prove the person is tired?

4. Why are two English word labels not automatically a full ASL translation?

5. What takes priority over completing a practice worksheet?

6. Why should a family's language use extend beyond requests?

Answer guidance: Chapter 06. These questions check the printed material, not fluent signing or a child's ability.

CHAPTER 06 / YOUR RECORD

Keep what you can describe

Record the adult's actions and the actual exchange. Leave out details that do not need to be shared.

A meaning that would have been useful today:

What I observed, separate from my interpretation:

How the other person clarified or changed the meaning:

What I will study later, away from active care:



Sona's reminder

Meet the need. Keep learning. Do not turn the first into a reward for the second.

II · MAKE MEANING TOGETHER / CHAPTER 07

Add information without taking over

Your purpose
Stay with a shared topic while adding one useful contribution.



A conversation grows when one person's contribution gives the other something useful to respond to. More language is not always the same as more connection. A long explanation can crowd out the turn that would have made the exchange meaningful.

Use this chapter to distinguish an object or creature from an action. READ and MAKE describe selected actions. BIRD and FISH identify selected animal meanings. They can support many topics without becoming a complete story by themselves.

The new practice is an information-sharing task. Instead of requesting an imitation, choose something your partner does not yet know: which object you noticed, what part interested you, or which action you want to return to. Keep the message within language you can produce with care.

A moment to consider

A child draws an unusual creature with a long tail. The caregiver prepares to name every part, then stops. The child adds a line and points to it. They spend the next moment discussing that feature. The drawing does not need to become a correct picture of an animal for the exchange to be worth sharing.

Research connection

Public studies on ASL interaction and parent proficiency point to the importance of attention and continuing language learning. They do not specify a one-detail rule or test the activity below; that is a SonaSteps practice choice. [R3, R5]

CHAPTER 07 / MAKE SENSE OF THE EXCHANGE

Keep the other person's topic in the room

First identify what the other person has contributed. A mark on paper may concern a texture, an action, a creature, or an invitation to join. Avoid replacing their topic with the word you happened to practice that morning.

Add only information that fits the shared context. You might identify a bird already visible, comment on making something, or return to reading. If your contribution requires unfamiliar grammar, keep it as a learning question for later instead of improvising a supposed translation.

Make a distinction between naming FISH and depicting everything a particular fish does. The selected FISH form includes characteristic movement, but it is not a general license to invent grammar for swimming, hiding, or turning. The book's exercises stay within the forms and contexts shown.

When an adult partner describes the meaning they received, listen before correcting. They may have noticed a real ambiguity. Returning to the intended topic is more useful than defending an unclear performance.

A shared activity does not need a completed product. You may stop with a half-built object or an unfinished page. For this practice, success means you left space for another contribution and learned something about how your message was understood.



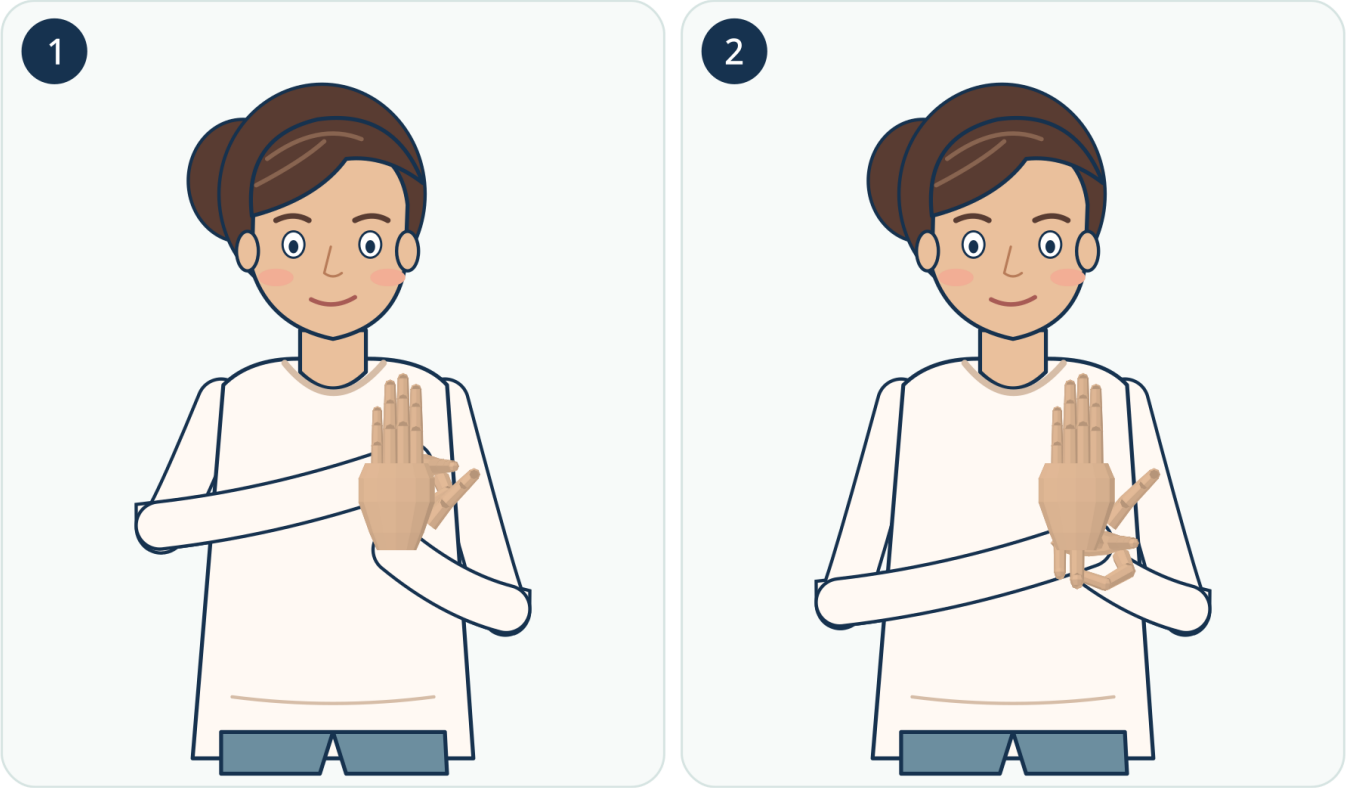
Sona's reminder

Add something useful, then leave space for what comes back.

CHAPTER 07 / ILLUSTRATED FORM

READ

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Move the V down along the imagined lines of the page. One stroke can be READ; repeated strokes can emphasize READING. Do not prescribe a single count for both meanings.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-READ]. Editorial study; independent fluent-ASL review pending.

CHAPTER 07 / SEVEN FORM PARAMETERS

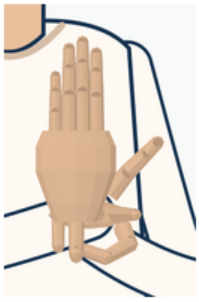
READ · the details

Handshape	Dominant index and middle fingers form a V; supporting hand is flat like a page.
Orientation	The supporting palm faces toward the signer. The V fingertips point toward that palm.
Location	In front of the chest.
Contact	The V represents eyes directed at a page; it need not scrape the supporting palm.
Movement	Move the V down along the imagined lines of the page.
Timing	One stroke can be READ; repeated strokes can emphasize READING. Do not prescribe a single count for both meanings.
Face / body	Gaze toward the represented page.

1

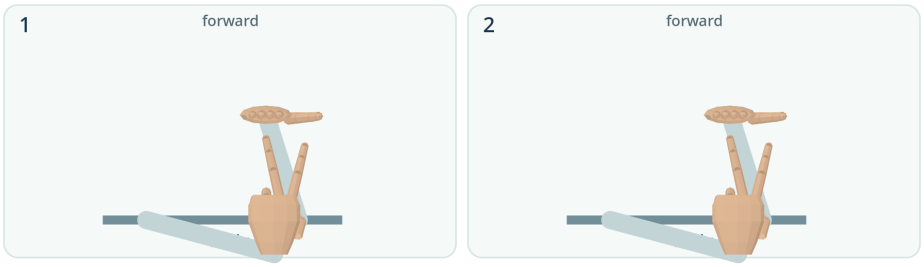


2



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



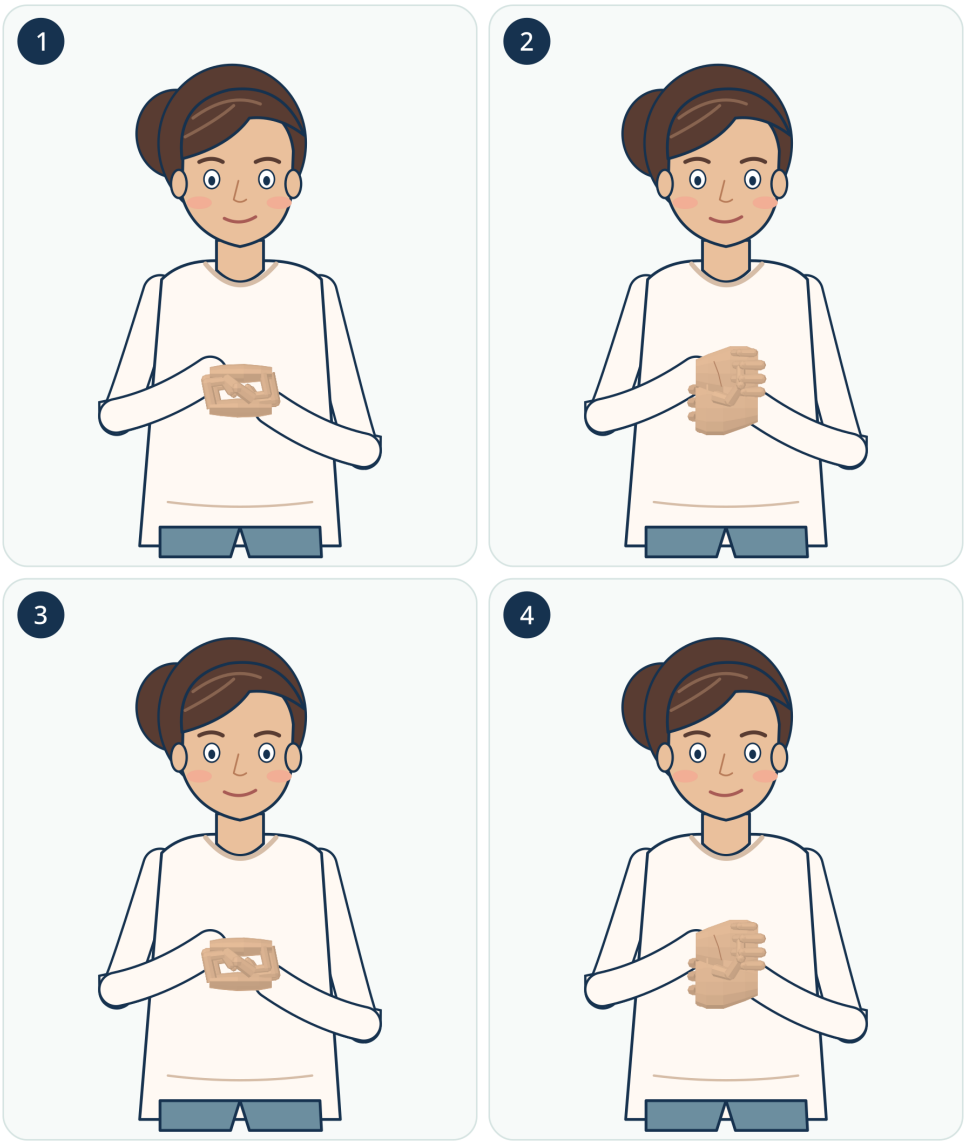
Make the page plane and direction of the V visible.

Language reference: [L-READ]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 07 / ILLUSTRATED FORM

MAKE / CREATE

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Twist both fists, then twist again; do not rotate only the upper hand as in the contrasting COFFEE pattern. Two short twists in the selected citation form.

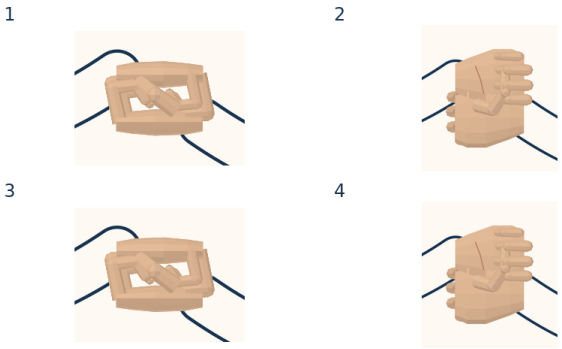
Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-MAKE]. Editorial study; independent fluent-ASL review pending.

CHAPTER 07 / SEVEN FORM PARAMETERS

MAKE / CREATE • the details

Handshape	Both hands are closed fists.
Orientation	The fists are stacked one above the other and turn together.
Location	In front of the torso.
Contact	Keep the stacked configuration in contact or close contact through the twists.
Movement	Twist both fists, then twist again; do not rotate only the upper hand as in the contrasting COFFEE pattern.
Timing	Two short twists in the selected citation form.
Face / body	Neutral citation expression.



Same-view hand detail. Numbers match the previous page.

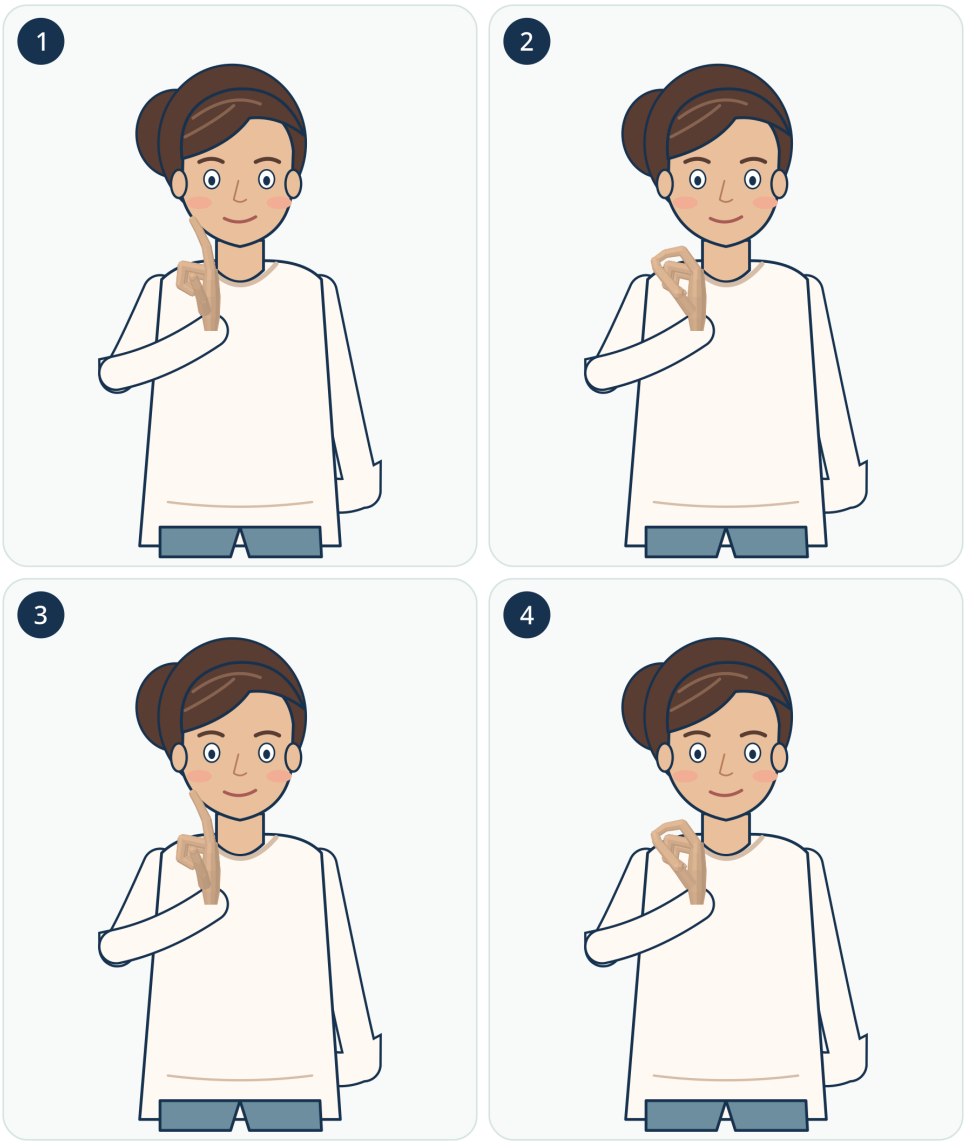
Both hands move; the lower fist is not a stationary support.

Language reference: [L-MAKE]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 07 / ILLUSTRATED FORM

BIRD

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Open and close the thumb-index beak. Two small closures in the selected citation form.

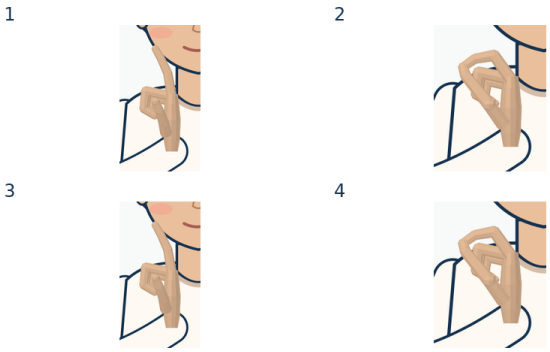
Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-BIRD]. Editorial study; independent fluent-ASL review pending.

CHAPTER 07 / SEVEN FORM PARAMETERS

BIRD • the details

Handshape	Dominant thumb and index form a beak; middle, ring and little fingers fold.
Orientation	Hand is sideways beside the mouth so the thumb-index beak projects outward.
Location	At the side of the mouth.
Contact	Thumb and index meet each other; no impact on the lips is required.
Movement	Open and close the thumb-index beak.
Timing	Two small closures in the selected citation form.
Face / body	Neutral citation expression.



Same-view hand detail. Numbers match the previous page.

Fold the other three fingers and distinguish this beak from CAT's F configuration.

Language reference: [L-BIRD]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 07 / ILLUSTRATED FORM

FISH

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Move the hand forward while it sways side to side like a fish. One continuous forward wave, not an isolated sideways wave with no travel.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-FISH]. Editorial study; independent fluent-ASL review pending.

CHAPTER 07 / SEVEN FORM PARAMETERS

FISH · the details

Handshape	Dominant hand is flat, fingers together, thumb relaxed.
Orientation	Hand stands vertically on its little-finger edge, with palm facing sideways.
Location	In front of the torso.
Contact	No body contact; the optional second-hand variant is not added here.
Movement	Move the hand forward while it sways side to side like a fish.
Timing	One continuous forward wave, not an isolated sideways wave with no travel.
Face / body	Neutral citation expression.

1



2

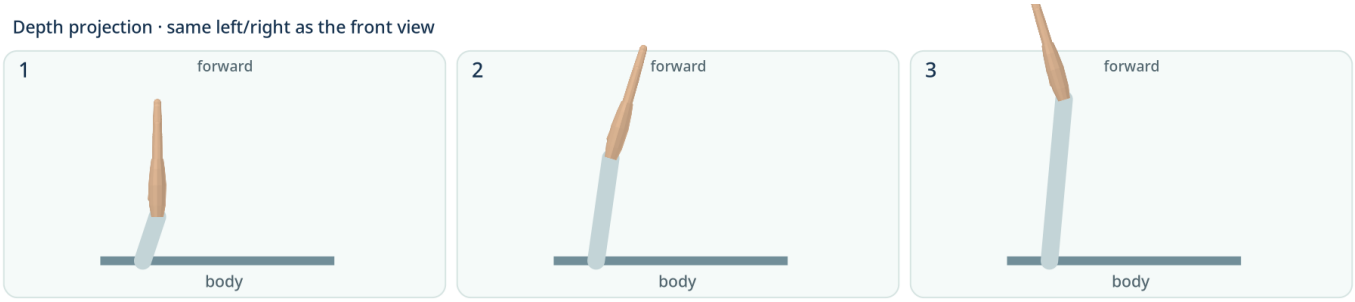


3



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



Combine forward depth with lateral oscillation.

Language reference: [L-FISH]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 07 / MEANING IN CONTEXT

A sign is part of an exchange

Each thumbnail shows one selected phase only. Return to the full study for movement, contact and timing. These contextual examples are not transcriptions of complete signed sentences.

1. READ

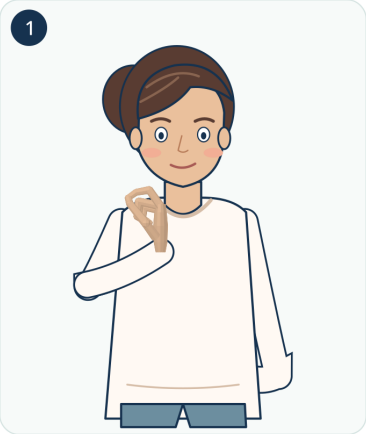


Situation. Two adults have already chosen a book as their topic.

Meaning here. The moving V-hand against a flat hand introduces reading.

Do not add. It does not translate the words printed on that book's page.

2. BIRD



Situation. A bird outside the window is visible to both participants.

Meaning here. The beak-like form identifies a bird in this context.

Do not add. It does not by itself describe the bird's color, destination, or action.

A useful distinction

The scene can identify a person or object that the single sign does not name. Keep the language form, the surrounding situation, and your interpretation separate.

CHAPTER 07 / FAMILY WORKSHOP

Share one piece of information

1. Choose a drawing, object, or view that both adults can inspect.
2. Decide privately which one feature or action you want to discuss.
3. Use a form studied here with enough shared context for the partner to identify the topic.
4. Ask what meaning arrived. Record an ambiguity and a clearer next attempt.

A new topic interrupts

The child points away from your drawing toward the window.

One workable response: Acknowledge the possible new topic before continuing the original one.

More than you can sign

You want to explain a long event but only know a label.

One workable response: Do not claim the label translates the event. Preserve the intended meaning as a question for further learning.

This activity is an original SonaSteps practice design. It is not a standardized intervention or a child-development assessment.

CHAPTER 07 / PRINTED PRACTICE

Check the distinction

Use the chapter's pictures and explanations. You may look back as often as needed. Answer guidance is in the back of this book.

1. Which form uses a V hand moving over the other flat hand?

2. Which form opens and closes the index and thumb beside the mouth?

3. Does BIRD alone specify a bird's color or destination?

4. What should you identify before adding information?

5. What can you do with a message beyond your current signing knowledge?

6. Must the drawing or activity be finished for this practice to be useful?

Answer guidance: Chapter 07. These questions check the printed material, not fluent signing or a child's ability.

CHAPTER 07 / YOUR RECORD

Keep what you can describe

Record the adult's actions and the actual exchange. Leave out details that do not need to be shared.

The other person's topic, in my own words:

The one contribution I added:

What meaning my partner reported receiving:

A larger message I want to learn accurately:



Sona's reminder

Add something useful, then leave space for what comes back.

Let the plan change visibly

Your purpose
Make preparation and changes understandable without making every transition a test.



Plans give people a way to understand what is happening next. Plans also change. The useful skill is not making a day identical every time; it is making relevant information available when something changes.

GO, WAIT, and clothing words offer a practical study set for preparation. The chapter combines them with a paper plan that can be moved or edited. The picture plan is an ordinary visual support, not an ASL translation.

Choose a low-pressure situation, such as preparing for a short indoor activity or organizing clothing ahead of time. Avoid practicing in traffic, while driving, or while supervising a task that needs your full attention.

A moment to consider

The family expected to leave after putting on shoes. A repair at the entrance delays departure. The caregiver points out the changed part of the paper plan rather than repeatedly indicating GO. The child is allowed to be disappointed while still receiving a clear explanation of the next step.

Research connection

A coached communication trial demonstrates why adult strategy learning deserves attention, but it did not test this paper planning board or a no-screen ASL curriculum. The change-planning exercise is original SonaSteps practice. [R6]

CHAPTER 08 / MAKE SENSE OF THE EXCHANGE

Explain what stays and what changes

Start with two real events. Draw or write them on separate pieces of paper. State which is happening now and which comes later using language you already know. The cards support reference; their order alone is not a signed sentence.

Keep the plan short enough to understand. A list of ten steps may be useful to an adult organizer but distracting to a child who only needs the next relevant change. Select the amount of information for the person and situation.

Offer control where control is possible. Choosing between two suitable shirts is different from deciding whether a necessary appointment happens. Explain the boundary without presenting a false choice.

When the plan changes, show the change rather than pretending the original promise was never made. Move the card, cross out an item, or replace it with a new one. Allow a response. Disappointment does not mean the explanation failed.

Separate the sign GO from a safety instruction that depends on an immediate response. The book is not a safety-training system. Keep real-world safeguards in place even when a child recognizes a printed sign.



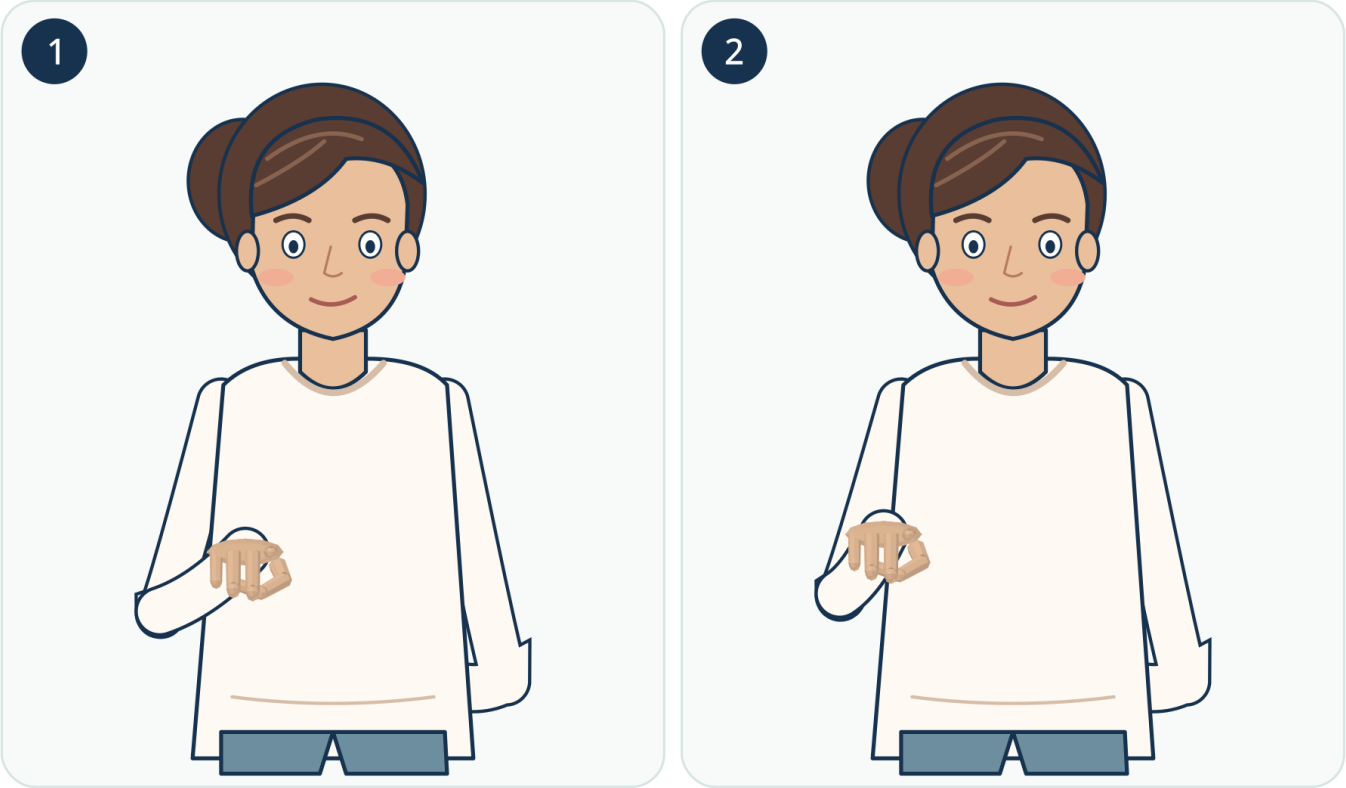
Sona's reminder

A predictable plan can still change. Make the change part of the conversation.

CHAPTER 08 / ILLUSTRATED FORM

GO TO

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Move the index hand quickly toward the destination. One movement for the selected GO form. A repeated movement can produce the related ATTEND use; do not teach repetition as compulsory GO timing.

Continue to the next page for exact orientation, contact, and enlarged details.

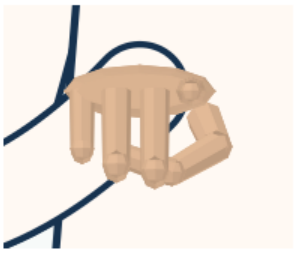
Language reference: [L-GO]. Editorial study; independent fluent-ASL review pending.

CHAPTER 08 / SEVEN FORM PARAMETERS

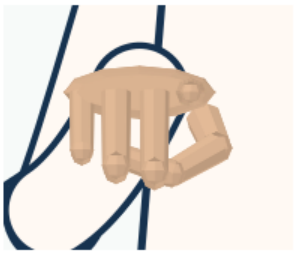
GO TO · the details

Handshape	Dominant index extends; the two-handed variant may use both indices.
Orientation	Fingertip points toward the intended destination.
Location	From a comfortable position near the torso toward a clear referent or place.
Contact	No required contact.
Movement	Move the index hand quickly toward the destination.
Timing	One movement for the selected GO form. A repeated movement can produce the related ATTEND use; do not teach repetition as compulsory GO timing.
Face / body	Gaze may support the destination.

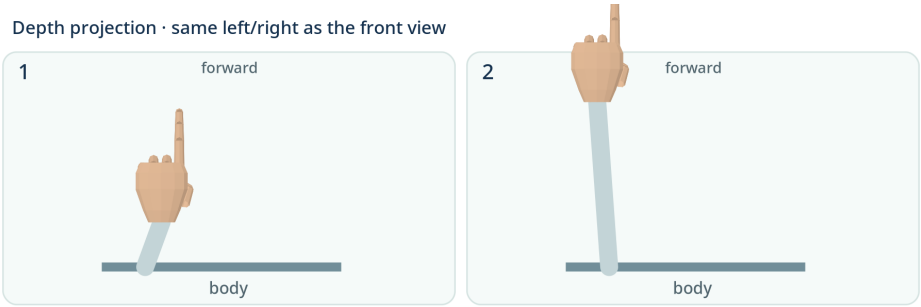
1



2



Same-view hand detail. Numbers match the previous page.



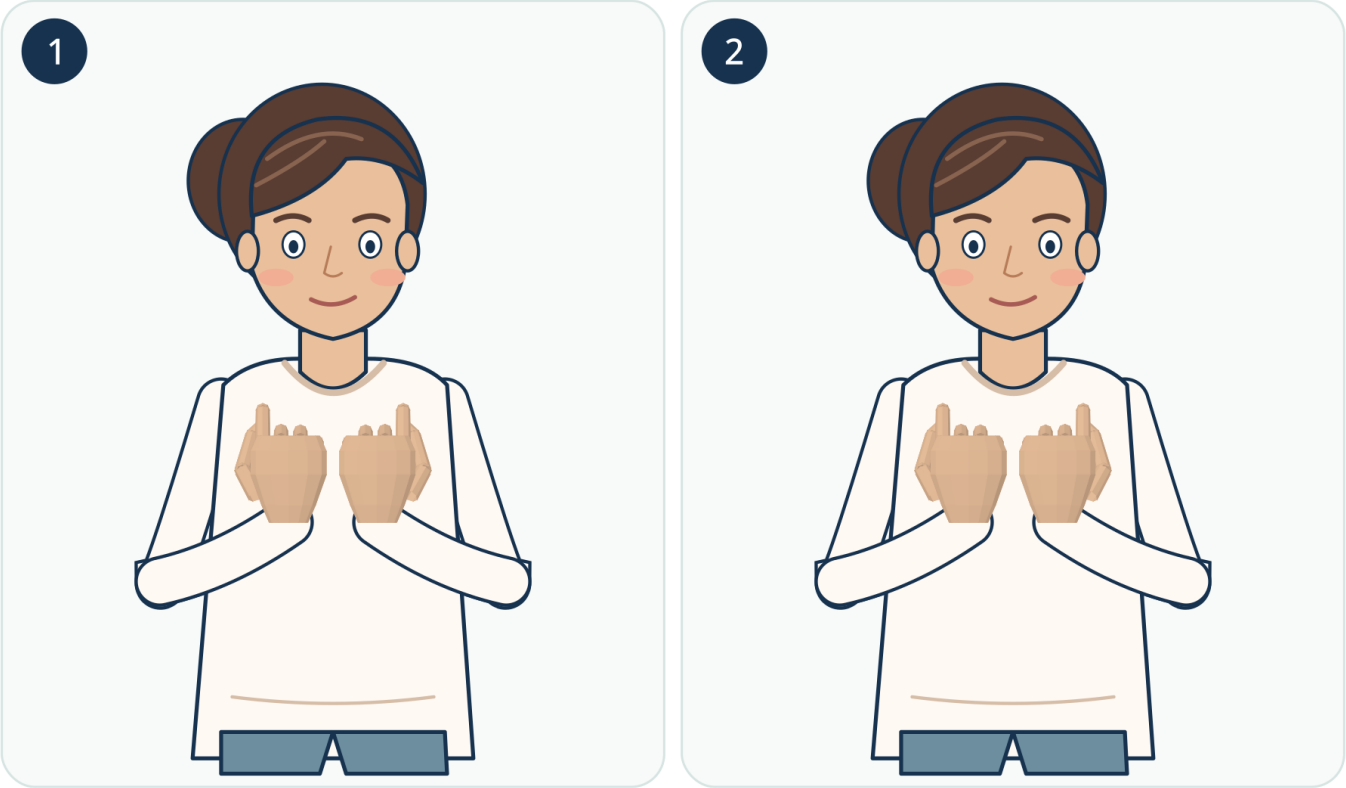
Restore a single directional movement rather than automatic repetition.

Language reference: [L-GO]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 08 / ILLUSTRATED FORM

SHIRT

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Tug the fabric a little forward. Small repeated tugs in the selected citation form.

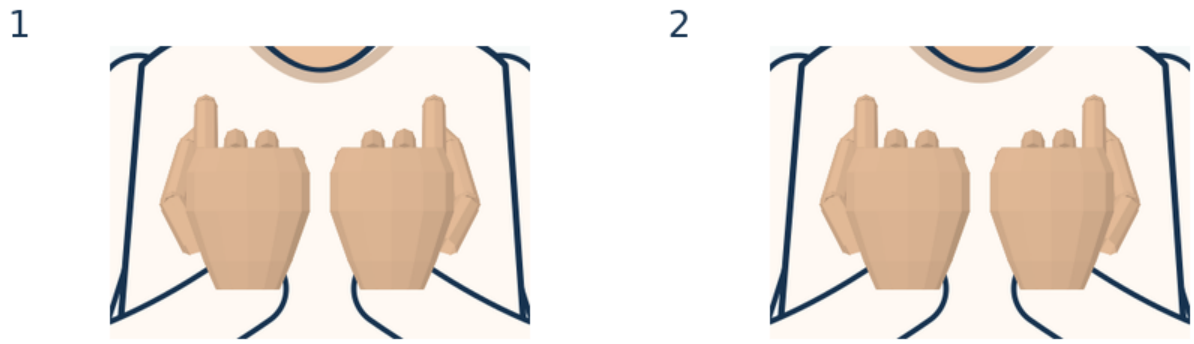
Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-SHIRT]. Editorial study; independent fluent-ASL review pending.

CHAPTER 08 / SEVEN FORM PARAMETERS

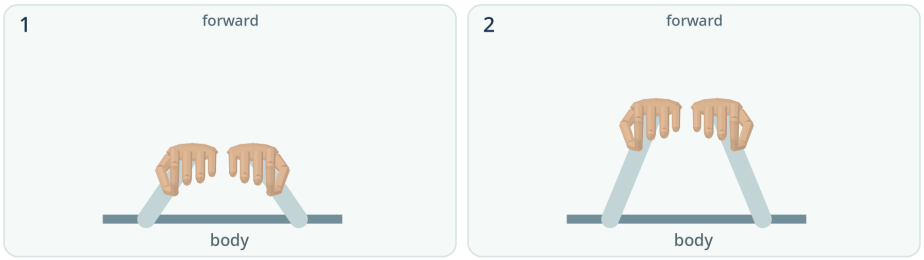
SHIRT · the details

Handshape	Thumb and index pinch a small area of fabric at the upper chest; other fingers remain relaxed.
Orientation	Palms face inward toward the shirt.
Location	Upper chest on both sides in the selected two-handed variant.
Contact	Thumb and index grasp the shirt lightly, not the skin.
Movement	Tug the fabric a little forward.
Timing	Small repeated tugs in the selected citation form.
Face / body	Neutral citation expression.



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



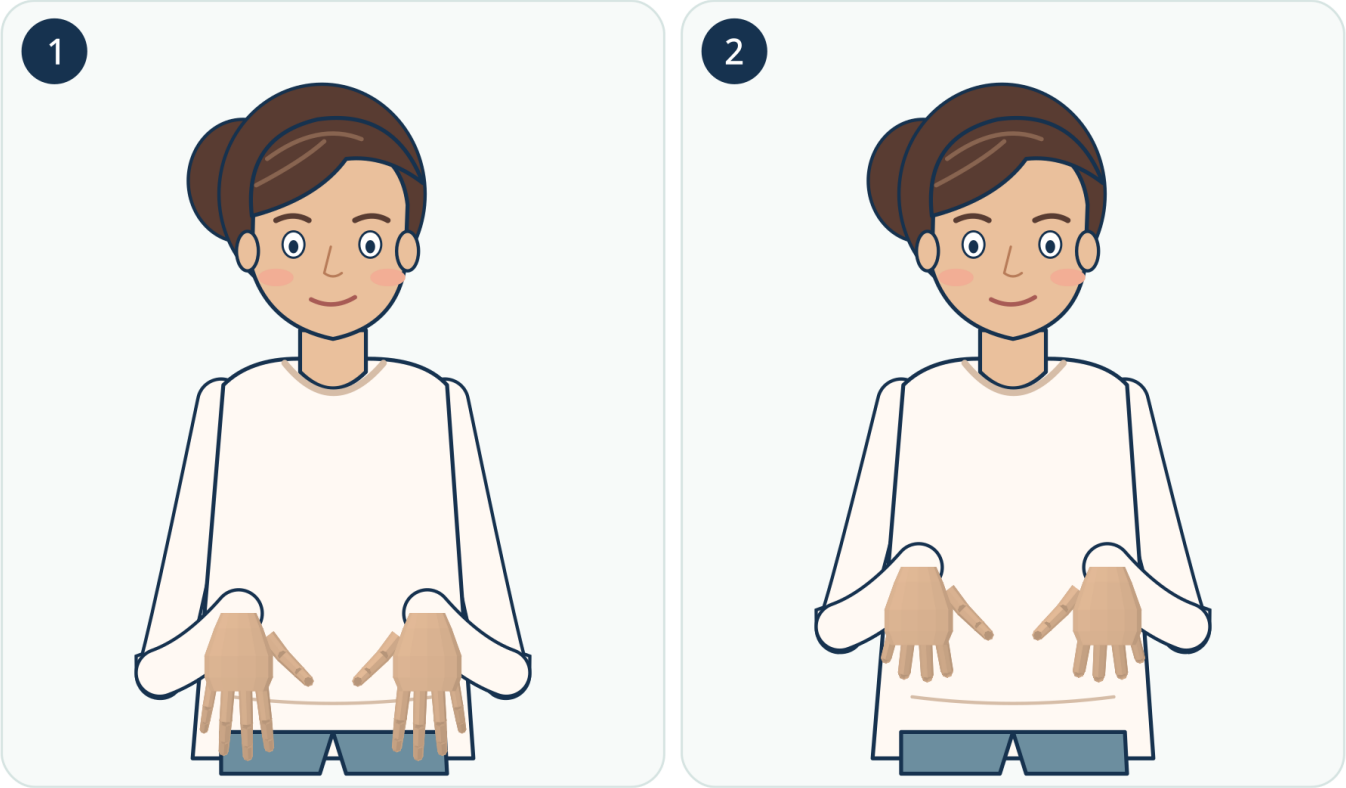
Use actual fabric pinches and forward depth; retain the two-handed SHIRT variant.

Language reference: [L-SHIRT]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 08 / ILLUSTRATED FORM

PANTS

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Move upward while the fingers curl, then reset for the repeat. A small double pulling-up movement in the selected form.

Continue to the next page for exact orientation, contact, and enlarged details.

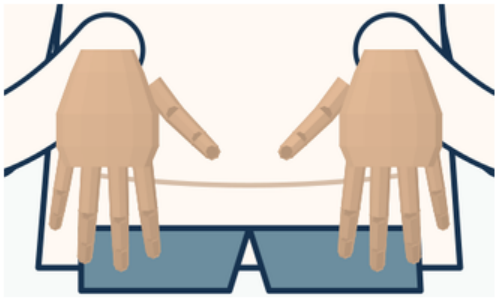
Language reference: [L-PANTS]. Editorial study; independent fluent-ASL review pending.

CHAPTER 08 / SEVEN FORM PARAMETERS

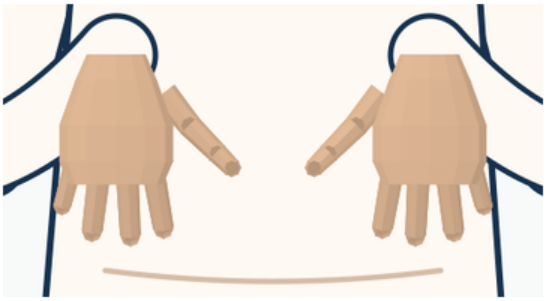
PANTS · the details

Handshape	Both hands begin open/relaxed, then curl as if grasping and pulling up trousers.
Orientation	Palms face inward toward the hips.
Location	Begin just below the waist, on the two sides of the hips.
Contact	Hands may mime the waistband; do not require forceful pulling on clothing.
Movement	Move upward while the fingers curl, then reset for the repeat.
Timing	A small double pulling-up movement in the selected form.
Face / body	Neutral citation expression.

1



2



Same-view hand detail. Numbers match the previous page.

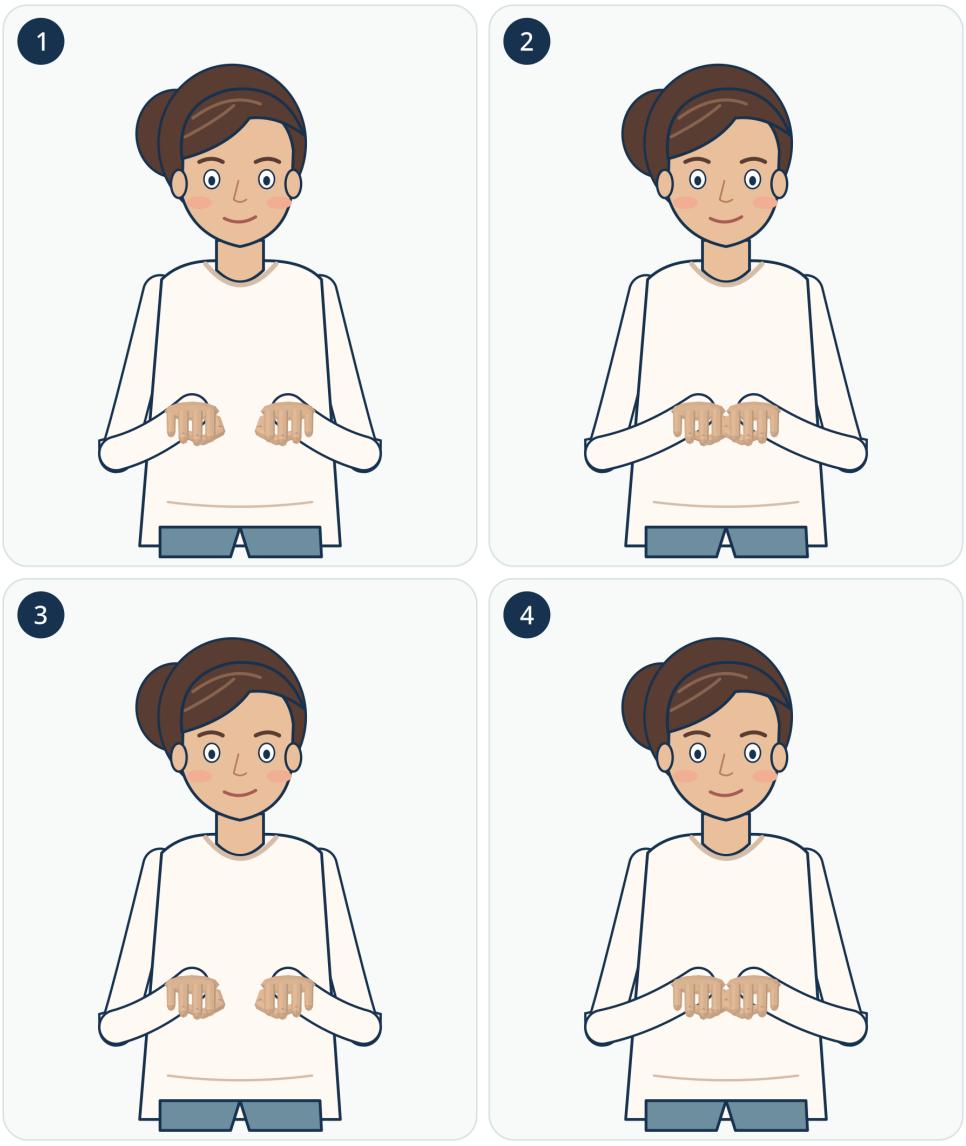
Show both the upward path and the open-to-curled change.

Language reference: [L-PANTS]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 08 / ILLUSTRATED FORM

SHOES

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Bring the fists together in two small controlled contacts. Two contacts in the selected citation form.

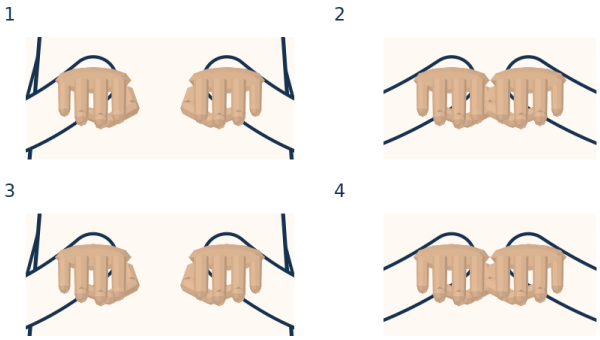
Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-SHOES]. Editorial study; independent fluent-ASL review pending.

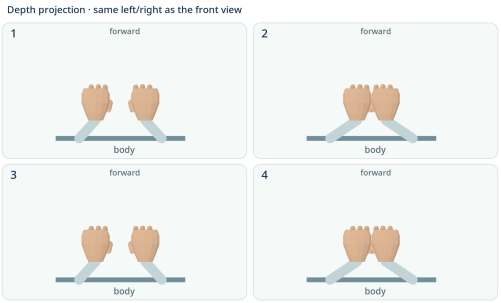
CHAPTER 08 / SEVEN FORM PARAMETERS

SHOES · the details

Handshape	Both hands are closed fists.
Orientation	Fists face downward/obliquely inward with their sides directed toward each other.
Location	In front of the torso, below chest height.
Contact	The sides of the fists meet.
Movement	Bring the fists together in two small controlled contacts.
Timing	Two contacts in the selected citation form.
Face / body	Neutral citation expression.



Same-view hand detail. Numbers match the previous page.



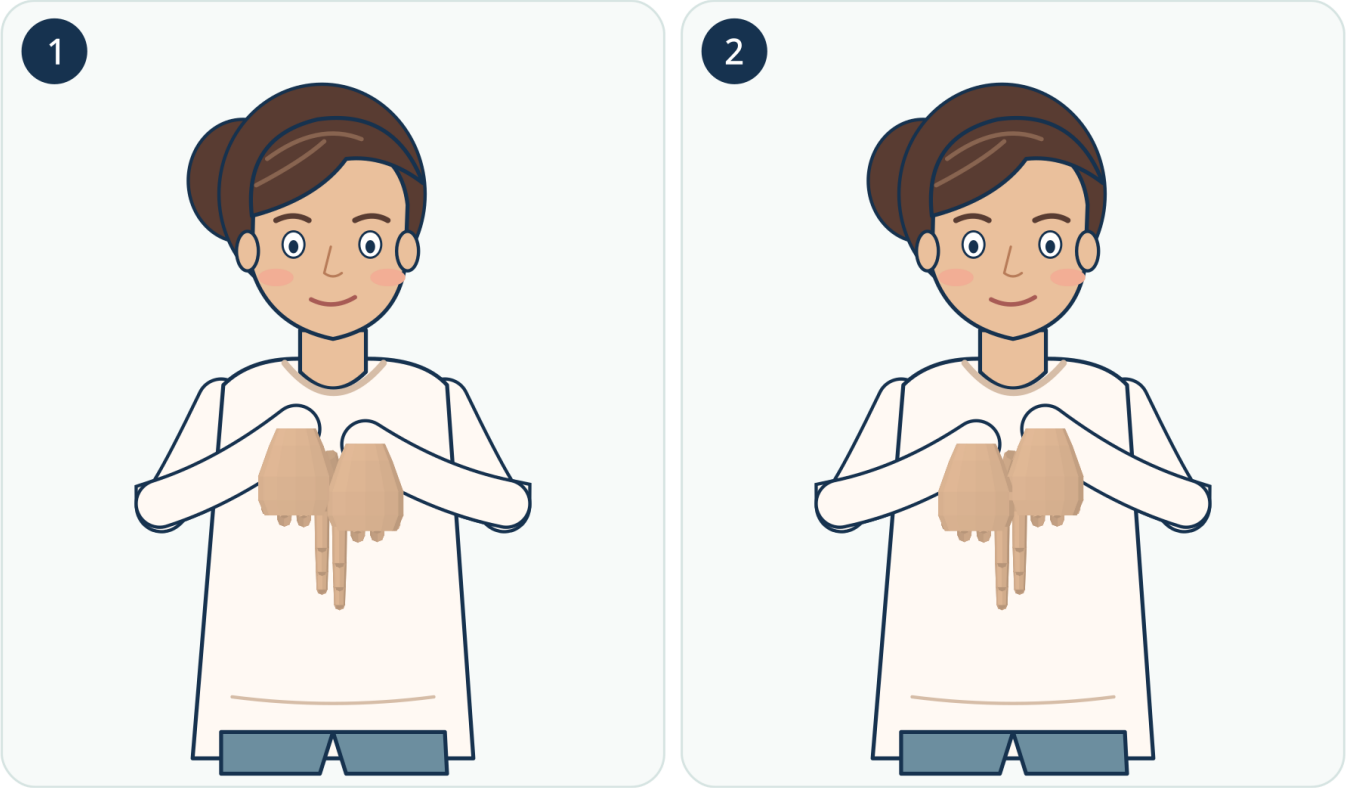
Keep closed fists and paired contacts; no open palms.

Language reference: [L-SHOES]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 08 / ILLUSTRATED FORM

SOCKS

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Rub the two downward indices against one another with a short alternating movement. A few small rubbing strokes, not a single tap.

Continue to the next page for exact orientation, contact, and enlarged details.

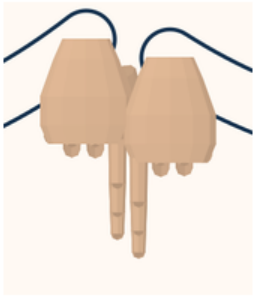
Language reference: [L-SOCKS]. Editorial study; independent fluent-ASL review pending.

CHAPTER 08 / SEVEN FORM PARAMETERS

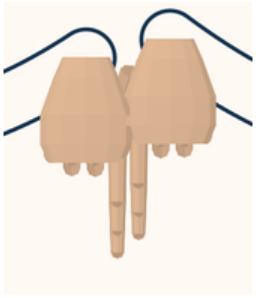
SOCKS · the details

Handshape	Both index fingers extend; remaining fingers fold.
Orientation	Indices point downward.
Location	In front of the lower torso.
Contact	The sides of the index fingers rub together.
Movement	Rub the two downward indices against one another with a short alternating movement.
Timing	A few small rubbing strokes, not a single tap.
Face / body	Neutral citation expression.

1



2



Same-view hand detail. Numbers match the previous page.

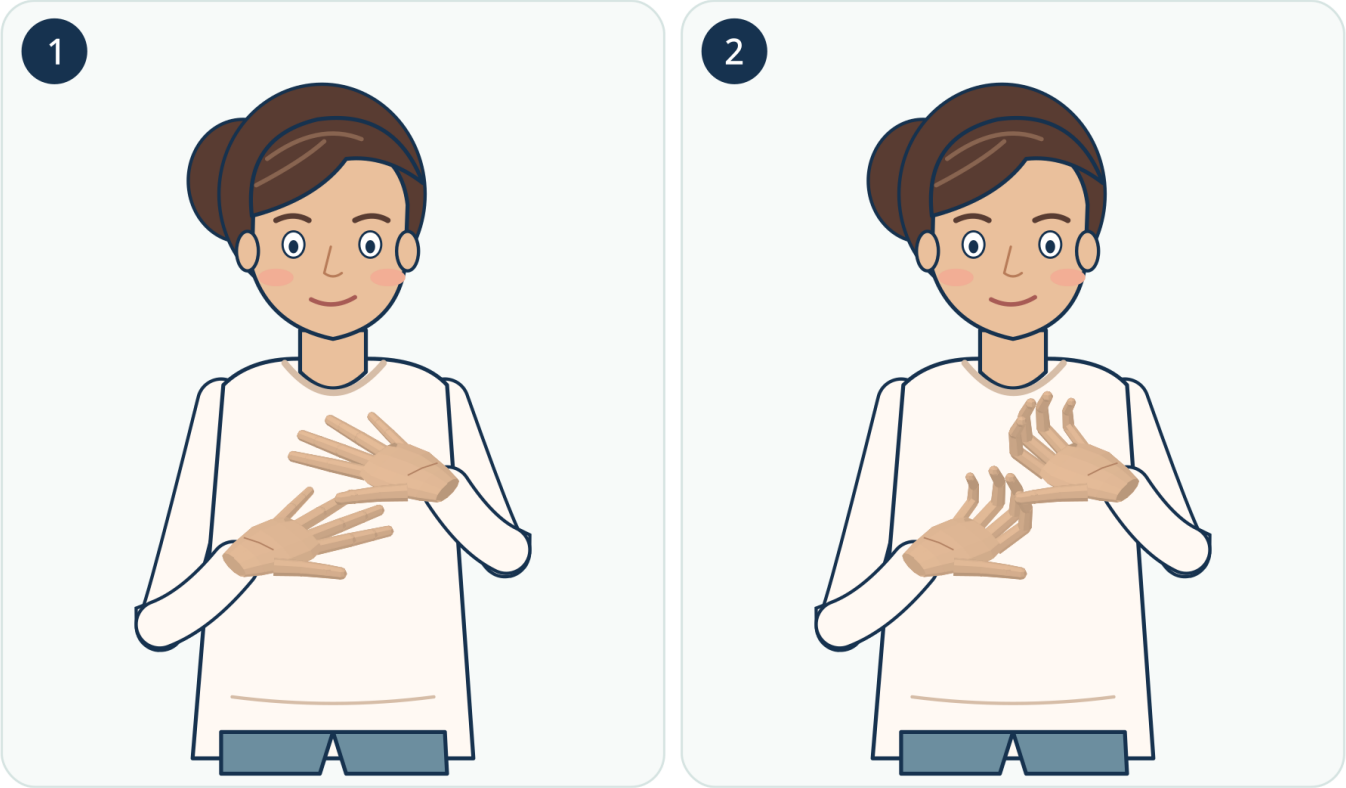
Preserve downward orientation and continuous rubbing contact.

Language reference: [L-SOCKS]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 08 / ILLUSTRATED FORM

WAIT

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Wiggle the fingers while the hands stay in roughly the same place. Repeated finger movement, not a large repeated travel of the arms.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-WAIT]. Editorial study; independent fluent-ASL review pending.

CHAPTER 08 / SEVEN FORM PARAMETERS

WAIT · the details

Handshape	Both hands are open with fingers spread and gently curved.
Orientation	Palms face upward, with an outward component rather than toward the chest.
Location	Hands remain in front of the torso.
Contact	Hands do not touch one another or the body.
Movement	Wiggle the fingers while the hands stay in roughly the same place.
Timing	Repeated finger movement, not a large repeated travel of the arms.
Face / body	Neutral citation expression; context may add urgency, but a stern face is not a required lexical feature.

1



2



Same-view hand detail. Numbers match the previous page.

Finger motion is distinguished from a whole-hand wave.

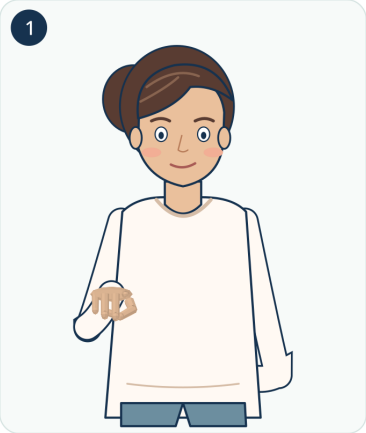
Language reference: [L-WAIT]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 08 / MEANING IN CONTEXT

A sign is part of an exchange

Each thumbnail shows one selected phase only. Return to the full study for movement, contact and timing. These contextual examples are not transcriptions of complete signed sentences.

1. GO TO



Situation. The destination has already been agreed and the people are ready to move.

Meaning here. The selected form expresses going in that context.

Do not add. It does not identify an unstated destination or guarantee safe behavior.

2. WAIT



Situation. A partner asks for a pause before the agreed next step.

Meaning here. The finger movement expresses waiting.

Do not add. The drawing does not specify how long the pause will last.

A useful distinction

The scene can identify a person or object that the single sign does not name. Keep the language form, the surrounding situation, and your interpretation separate.

CHAPTER 08 / FAMILY WORKSHOP

Edit a two-step plan

1. Draw two simple events on separate cards using your own pictures or words.
2. Arrange them for one low-pressure activity.
3. Change one event and make the revision visible.
4. Record what explanation helped and which part still needed clarification.

A false choice

An adult asks which coat the child wants but will only accept one.

One workable response: Offer only choices that are genuinely available, or explain the requirement honestly.

The delay is unexplained

Everyone stops preparing, but the child sees no reason.

One workable response: Make the relevant change visible and describe it with accessible language rather than expecting the child to infer it.

This activity is an original SonaSteps practice design. It is not a standardized intervention or a child-development assessment.

CHAPTER 08 / PRINTED PRACTICE

Check the distinction

Use the chapter's pictures and explanations. You may look back as often as needed. Answer guidance is in the back of this book.

1. Which study brings closed hands gently together twice?

2. Which study rubs downward-pointing index fingers together?

3. Is a two-card paper plan itself an ASL sentence?

4. Does GO alone specify every destination?

5. What should you do when a plan changes?

6. What is an example of a genuine choice within a necessary task?

Answer guidance: Chapter 08. These questions check the printed material, not fluent signing or a child's ability.

CHAPTER 08 / YOUR RECORD

Keep what you can describe

Record the adult's actions and the actual exchange. Leave out details that do not need to be shared.

The original two-step plan:

The part that changed:

How I made the change available to the other person:

What choice remained genuinely available?



Sona's reminder

A predictable plan can still change. Make the change part of the conversation.

Keep dignity inside care

Your purpose
Make care understandable while protecting comfort, privacy, and participation.

Care is not a break from communication, but it should not become an examination. A child may need support with washing, changing clothing, or other daily care while the adult is still learning to sign. Safety and comfort come first.



The selected forms cover bathing, a clean state, dryness, and a diaper. Choose the meanings that fit the person's actual life. A family whose child does not use diapers can study that form without making it a required routine.

Use neutral descriptions. Words about a task or condition should not become judgments about the person. An accident, a spill, or a need for help does not reduce anyone's dignity.

A moment to consider

Before a care task, the caregiver sets out the materials and offers a familiar explanation. Midway through, the child turns away from an uncomfortable sensation. The caregiver adjusts what can safely be adjusted and acknowledges the response. The care is not withheld until the child produces an answer.

Research connection

Research on communication modality shows that adults can alter how they communicate without automatically achieving clear shared attention. This chapter applies an access-first question to care; its specific dignity and safety rules are editorial guidance, not a tested intervention. [R8]

CHAPTER 09 / MAKE SENSE OF THE EXCHANGE

Prepare language outside the demanding moment

Study a new form while your hands and attention are free. During washing or another attention-critical task, do not divide supervision with a book. Place the printed page somewhere you can return to afterward.

Before beginning, make a brief explanation available in the person's accessible communication. Use a familiar object or sequence to support understanding when helpful. An explanation should accompany care, not replace the care itself.

Notice refusals and discomfort. Some necessary tasks cannot be omitted, but there may be a different position, pace, material, or helper that makes the experience more comfortable. Work with the relevant care team for individual needs. Do not force the child's hands into a sign.

The selected CLEAN form describes a state in context; repeated movement may be associated with cleaning. Do not blur a description of the result with a demand to perform an action. DRY is also a specific lexical study, not a full demonstration of drying every body part.

Keep private notes private. You can record what helped the interaction without recording intimate details or sharing a photograph. A useful reflection can be as simple as "I explained the next step before moving the towel."



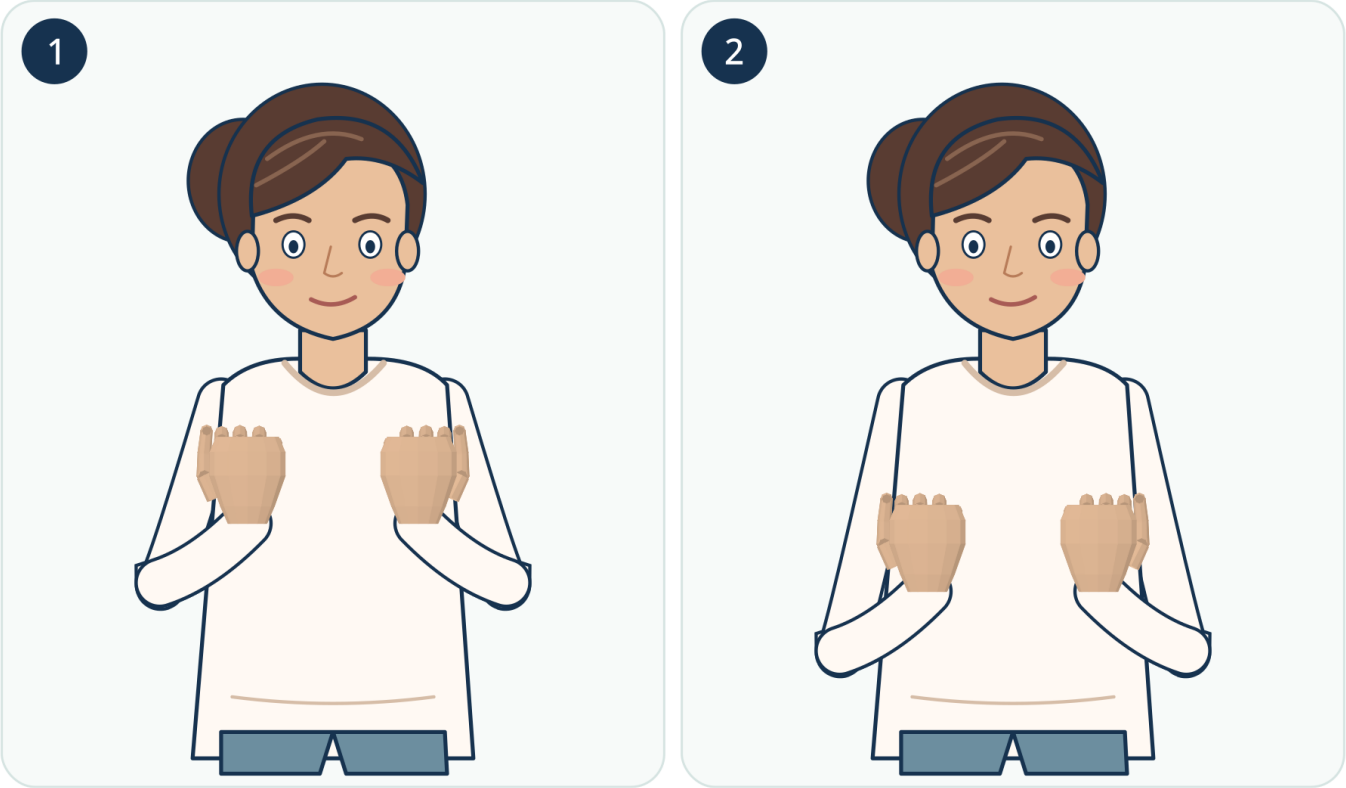
Sona's reminder

Care continues while language grows. The person is never the practice equipment.

CHAPTER 09 / ILLUSTRATED FORM

BATH / BATHE

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Move the fists up and down as a washing motion. Repeated short vertical strokes in the selected BATH/ BATHE form.

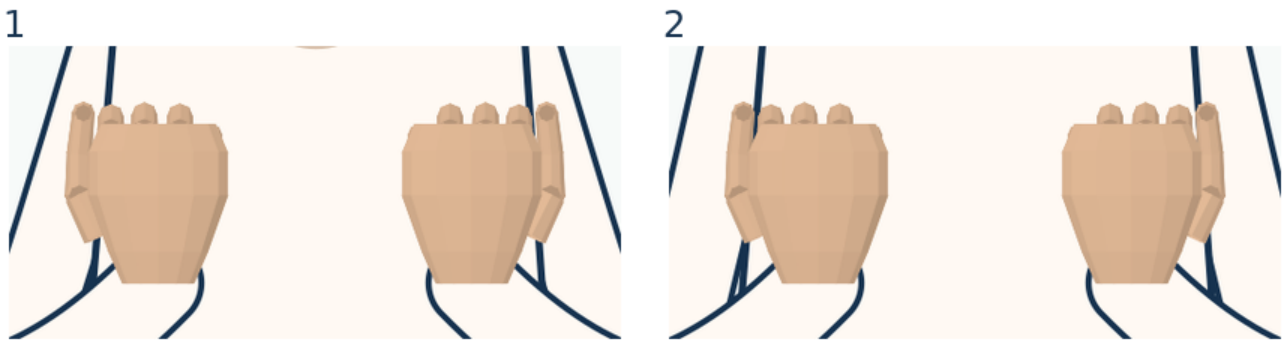
Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-BATH]. Editorial study; independent fluent-ASL review pending.

CHAPTER 09 / SEVEN FORM PARAMETERS

BATH / BATHE • the details

Handshape	Both hands form A-like loose fists with thumbs alongside.
Orientation	Palms face inward toward the torso.
Location	At the two sides of the upper chest.
Contact	Fists are near or lightly against the chest.
Movement	Move the fists up and down as a washing motion.
Timing	Repeated short vertical strokes in the selected BATH/BATHE form.
Face / body	Neutral citation expression.



Same-view hand detail. Numbers match the previous page.

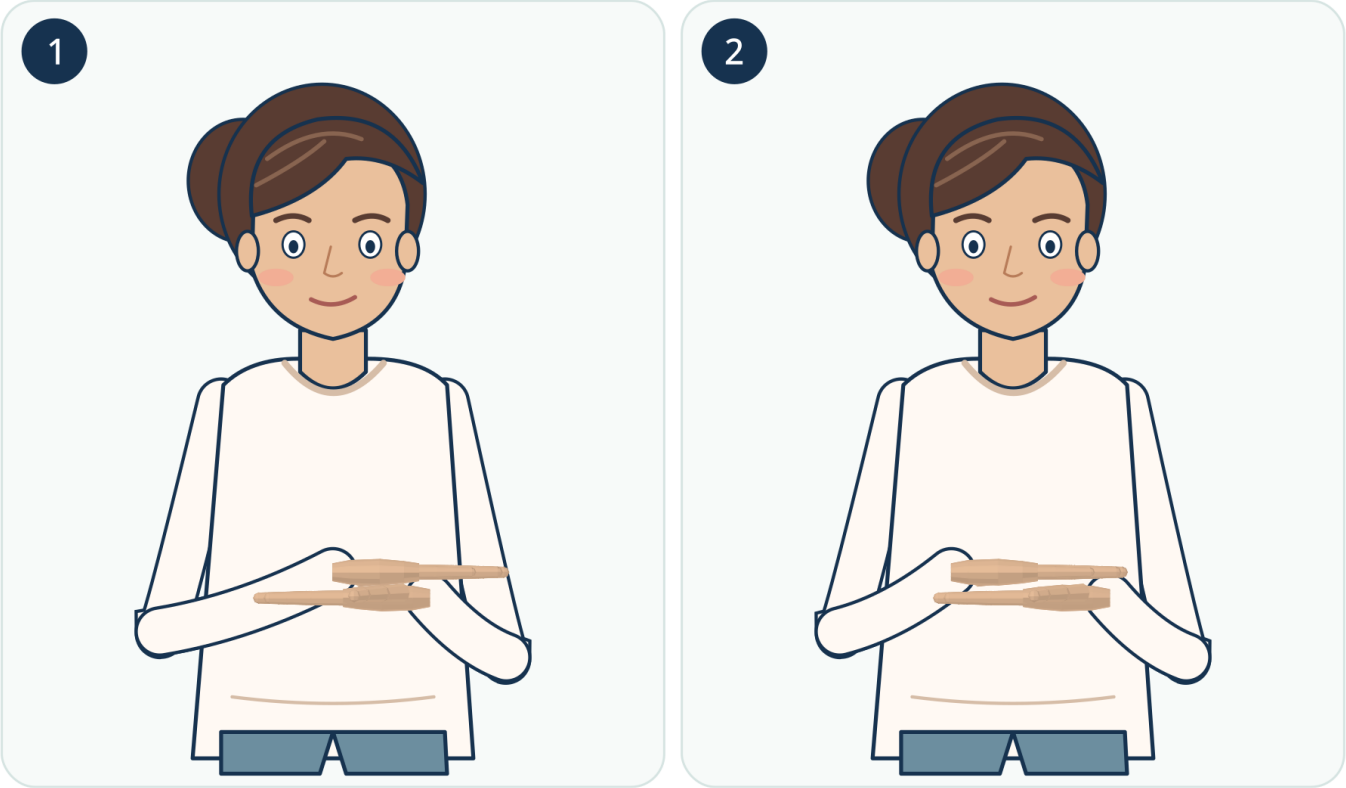
Keep the A handshape and body-relative path rather than generic open-palm wiping.

Language reference: [L-BATH]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 09 / ILLUSTRATED FORM

CLEAN

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Slide the dominant flat hand across the other palm toward its fingers. One stroke for the selected state CLEAN/NICE. Repeated strokes can express cleaning/clean-up; do not merge that aspect distinction into one compulsory count.

Continue to the next page for exact orientation, contact, and enlarged details.

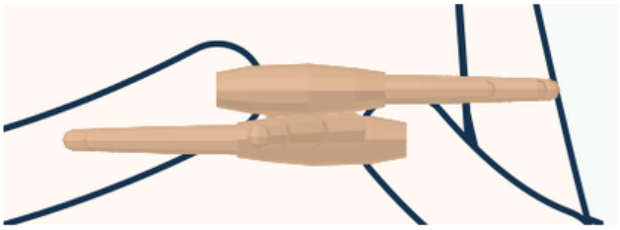
Language reference: [L-CLEAN]. Editorial study; independent fluent-ASL review pending.

CHAPTER 09 / SEVEN FORM PARAMETERS

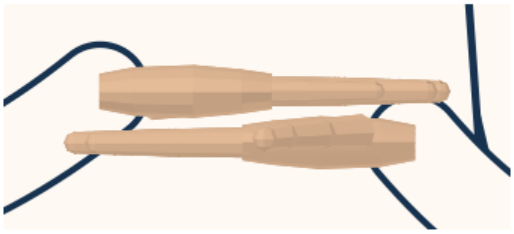
CLEAN · the details

Handshape	Both hands are flat.
Orientation	Supporting palm faces up; dominant palm faces down.
Location	In front of the torso.
Contact	Dominant palm/finger surface brushes across the supporting palm.
Movement	Slide the dominant flat hand across the other palm toward its fingers.
Timing	One stroke for the selected state CLEAN/NICE. Repeated strokes can express cleaning/clean-up; do not merge that aspect distinction into one compulsory count.
Face / body	Neutral citation expression.

1

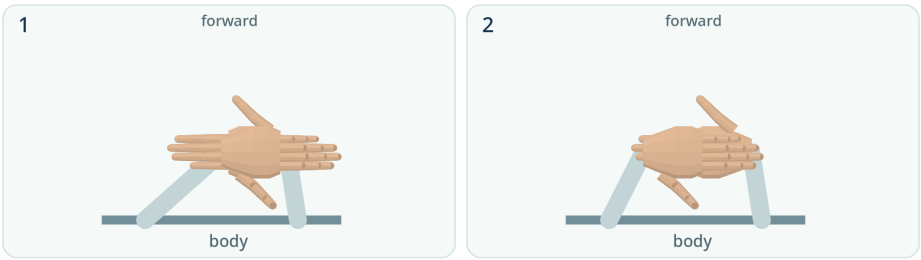


2



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



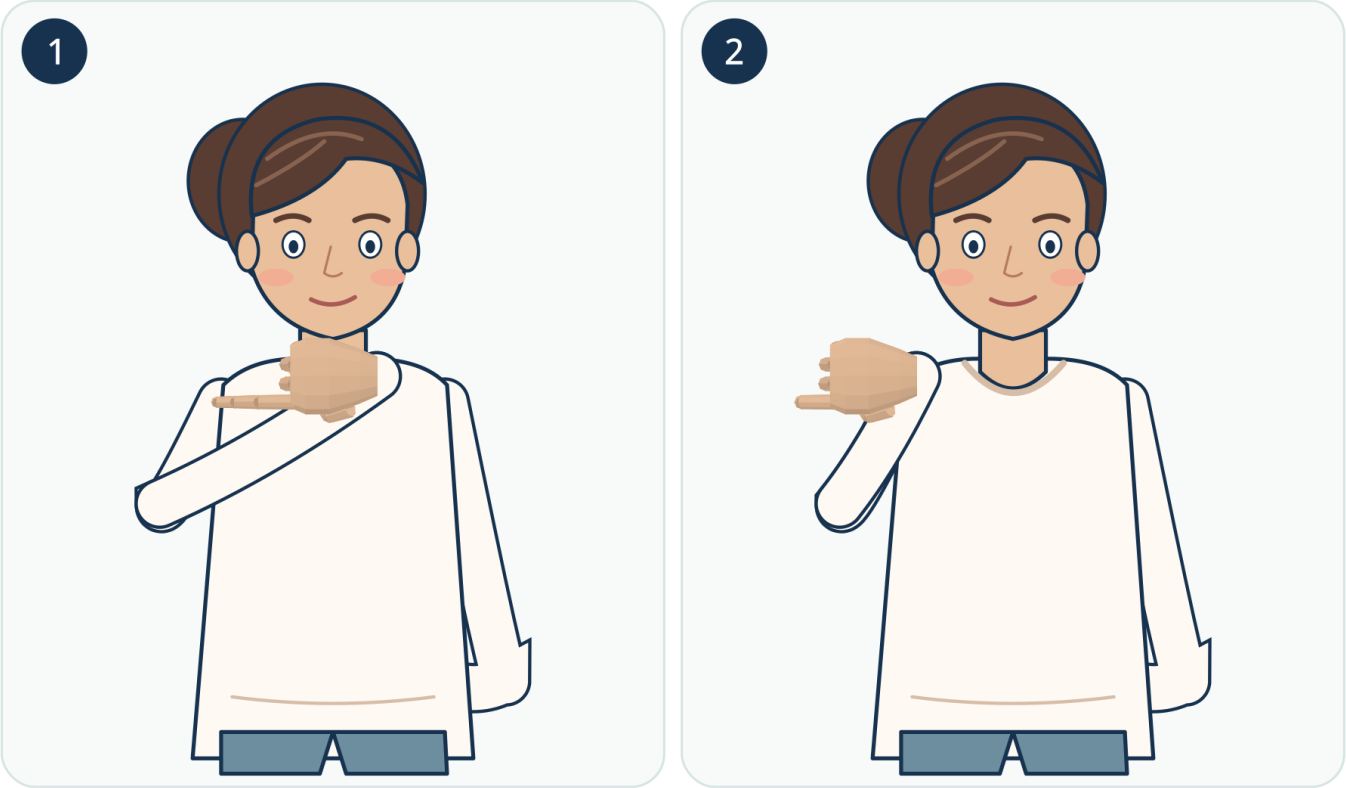
Preserve the palm-to-palm brushing direction and distinguish one versus repeated strokes.

Language reference: [L-CLEAN]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 09 / ILLUSTRATED FORM

DRY

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



For a right-dominant signer, move from the signer's left toward the signer's right while bending the index. Reverse for a left-dominant rendition. One lateral closing stroke.

Continue to the next page for exact orientation, contact, and enlarged details.

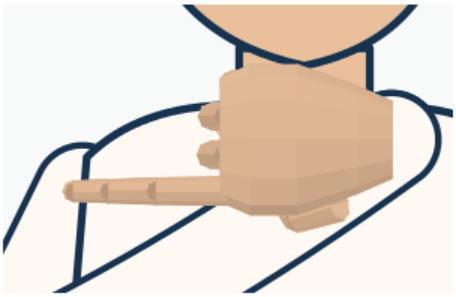
Language reference: [L-DRY]. Editorial study; independent fluent-ASL review pending.

CHAPTER 09 / SEVEN FORM PARAMETERS

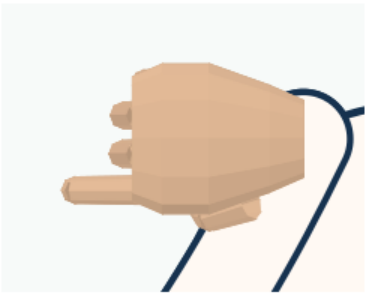
DRY · the details

Handshape	Dominant index starts extended and bends into an X as it travels; other fingers fold.
Orientation	Palm is obliquely inward toward the face.
Location	Just in front of the mouth.
Contact	Do not scrape or touch the mouth.
Movement	For a right-dominant signer, move from the signer's left toward the signer's right while bending the index. Reverse for a left-dominant rendition.
Timing	One lateral closing stroke.
Face / body	Neutral citation expression.

1



2



Same-view hand detail. Numbers match the previous page.

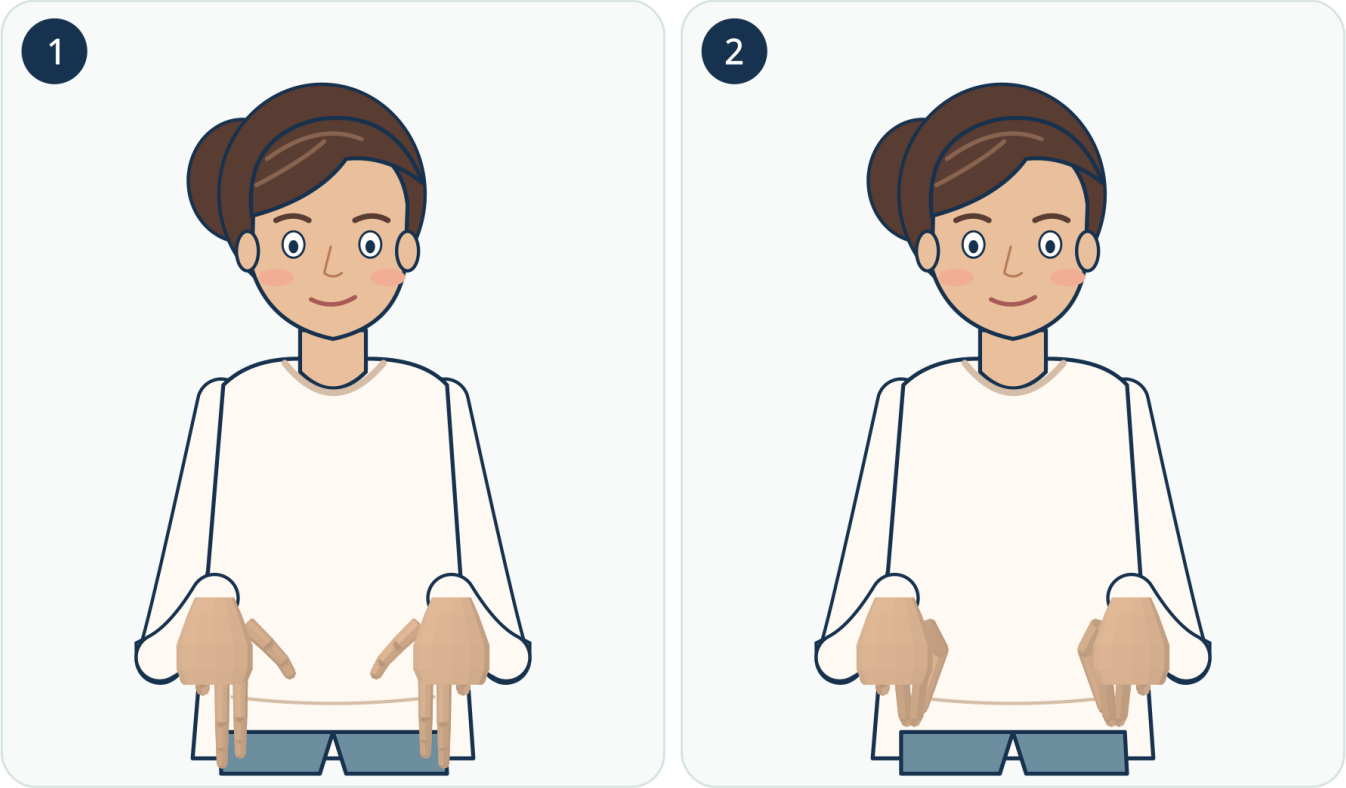
Explicitly remove mouth contact and tie direction to the signer, not the reader.

Language reference: [L-DRY]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 09 / ILLUSTRATED FORM

DIAPER

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Close the thumb-index-middle configuration as if fastening the two sides. Small repeated pinches in the selected modified-three variant. The thumb-index-only baby-O variant is separate, not an extra phase.

Continue to the next page for exact orientation, contact, and enlarged details.

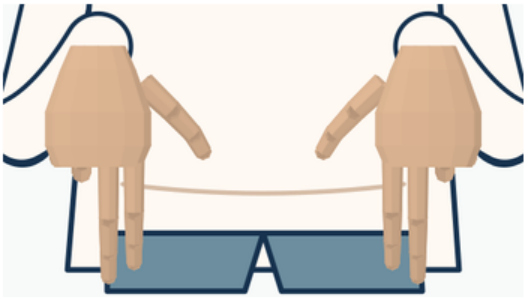
Language reference: [L-DIAPER]. Editorial study; independent fluent-ASL review pending.

CHAPTER 09 / SEVEN FORM PARAMETERS

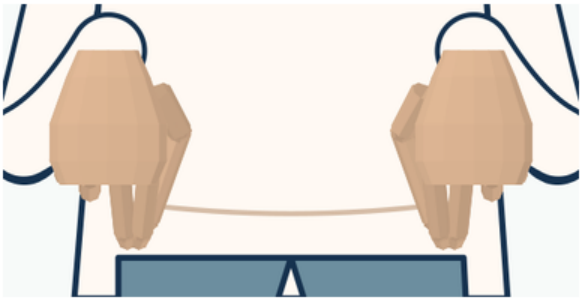
DIAPER · the details

Handshape	Both hands use thumb, index and middle fingers in a pinching configuration; ring and little fingers fold.
Orientation	Hands are at the two hip/waist sides, palms generally inward.
Location	At the positions where diaper fasteners would be.
Contact	Thumb meets index and middle fingertips on each hand; no contact with a child is involved.
Movement	Close the thumb-index-middle configuration as if fastening the two sides.
Timing	Small repeated pinches in the selected modified-three variant. The thumb-index-only baby-O variant is separate, not an extra phase.
Face / body	Neutral citation expression.

1



2



Same-view hand detail. Numbers match the previous page.

Choose one documented configuration and keep the alternative separate.

Language reference: [L-DIAPER]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 09 / MEANING IN CONTEXT

A sign is part of an exchange

Each thumbnail shows one selected phase only. Return to the full study for movement, contact and timing. These contextual examples are not transcriptions of complete signed sentences.

1. CLEAN



Situation. An adult is describing an item after the care task.

Meaning here. The selected form identifies its clean state.

Do not add. It is not a statement that a person is good or bad.

2. DIAPER



Situation. The item has been placed in view before a relevant care task.

Meaning here. The two-handed form identifies a diaper.

Do not add. It is a vocabulary item, not a requirement that all learners use the same care routine.

A useful distinction

The scene can identify a person or object that the single sign does not name. Keep the language form, the surrounding situation, and your interpretation separate.

CHAPTER 09 / FAMILY WORKSHOP

Write a care-access note

1. Choose one care task and record only the information needed to support communication.
2. Describe how you will explain its beginning and one change.
3. Identify an available way to indicate discomfort or request a pause.
4. Afterward, note one helpful adjustment without turning the child's response into a score.

The word becomes a judgment

A caregiver describes an accident as evidence that the child is naughty.

One workable response: Separate the care event from the person's worth. Use neutral language about what needs to happen.

The page competes with safety

An adult tries to study a new sign while supervising water.

One workable response: Put the study aside and maintain supervision. Return to language learning when attention is free.

This activity is an original SonaSteps practice design. It is not a standardized intervention or a child-development assessment.

CHAPTER 09 / PRINTED PRACTICE

Check the distinction

Use the chapter's pictures and explanations. You may look back as often as needed. Answer guidance is in the back of this book.

1. Which study uses closed A hands moving along the upper chest?

2. Which study begins with an index that bends as the hand moves in front of the lower face?

3. Why should new forms be studied outside demanding care?

4. Does learning DIAPER mean every family must practice diaper changing?

5. What should a care note record instead of a judgment of the child?

6. Can food, care, or comfort be withheld until a sign is produced?

Answer guidance: Chapter 09. These questions check the printed material, not fluent signing or a child's ability.

CHAPTER 09 / YOUR RECORD

Keep what you can describe

Record the adult's actions and the actual exchange. Leave out details that do not need to be shared.

The care task, without unnecessary private detail:

What the person needed to understand:

How discomfort or a pause could be communicated:

One adjustment that protected dignity or access:



Sona's reminder

Care continues while language grows. The person is never the practice equipment.

End well—and know where to return

Your purpose
Make an ending clear, revisit useful learning, and plan the adult's next step.



A useful ending does more than stop an activity. It tells the other person that their contribution was noticed and that there may be a way to return. You can end a game, close a book, or prepare for rest without turning the last moment into a final test.

BED and SLEEP introduce two related but distinct meanings. AGAIN and FINISH return from earlier chapters. Seeing familiar forms in a different context is deliberate: the meaning should travel beyond the first exercise in which you encountered it.

At the end of this book, measure what you can honestly describe. You have studied selected forms and tried ways of arranging family exchanges. A completed workbook does not establish conversational fluency, nor does it assess a child's development.

A moment to consider

A caregiver and child finish looking at a page they both enjoyed. The caregiver acknowledges the end and places a small paper marker where they stopped. The child is not required to repeat a sign before closing the book. The marker preserves a place to return without demanding another turn now.

Research connection

Research on parent learning and family support encourages attention to continued opportunities, not a final workbook score. The studies do not make completion of a particular book a measure of fluency or developmental progress. [R5, R7]

CHAPTER 10 / MAKE SENSE OF THE EXCHANGE

Review the adult's choices, not the child's worth

Look back at the earliest journal entry and choose one practical change you made. Perhaps your hands were easier to see, your questions became more genuine, or you stopped requiring an imitation. Describe the change and a situation in which it mattered.

Keep a small set of forms you want to revisit. Sort them by the problem you noticed: handshape, location, direction, movement, facial information, or uncertainty about meaning. This is a useful study plan, not a list of personal failings.

Use the printed answer guidance to check the numbered exercises. When your response differs, look for the distinction the question was meant to test. For open scenarios, several thoughtful answers can fit. The key explains the reasoning, not a single acceptable family style.

Plan beyond the page without making an outside resource necessary to finish it. Continued ASL learning can include appropriate instruction and relationships with fluent users. Ask for guidance on the exact forms or messages that remain uncertain, rather than claiming a source citation has approved your signing.

Choose a next step that you can name clearly: learn a message for a particular event, ask a question about a form, or make a familiar exchange more accessible to another caregiver. One concrete next action is more useful than a promise to master everything.



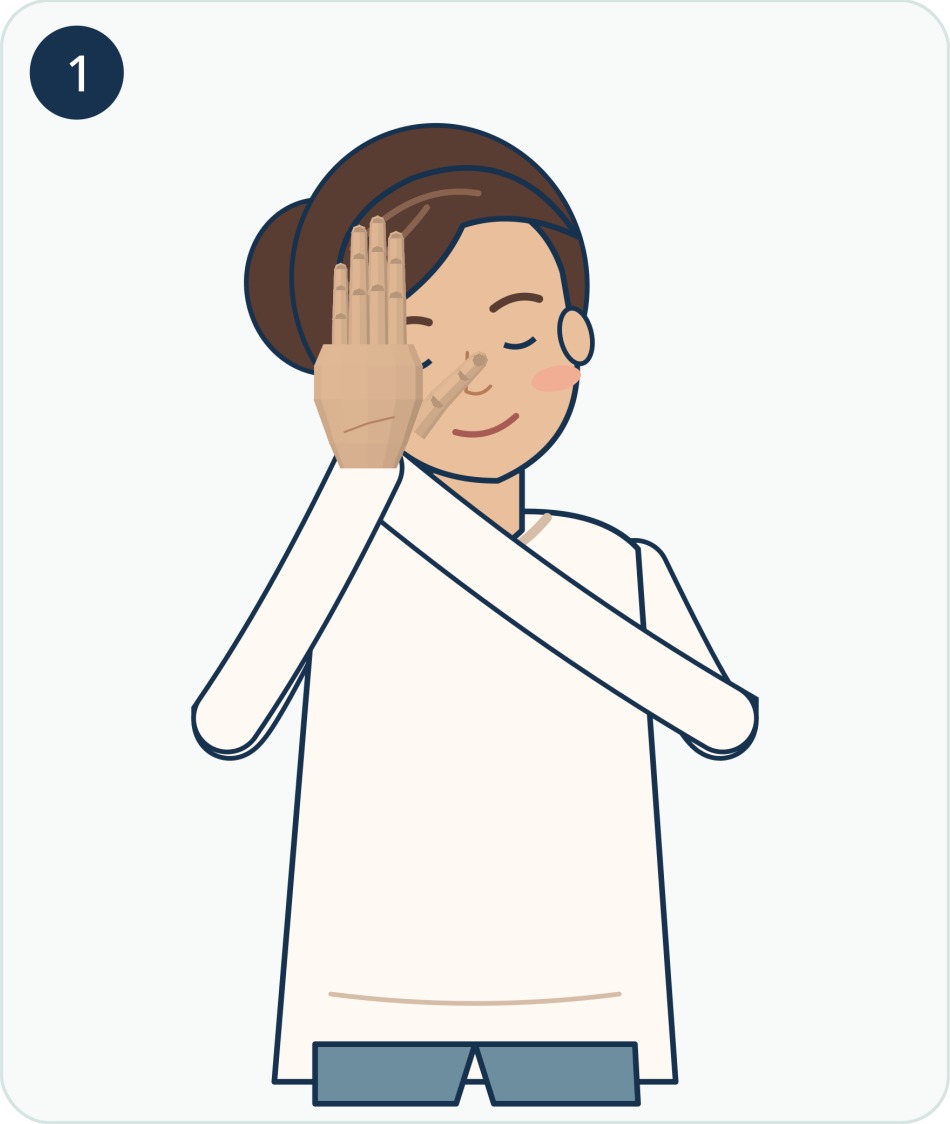
Sona's reminder

Keep the useful exchange. Keep the question. Leave the score behind.

CHAPTER 10 / ILLUSTRATED FORM

BED

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Place the hands beside the head and incline the head toward them. A held placement, not repeated flapping.

Continue to the next page for exact orientation, contact, and enlarged details.

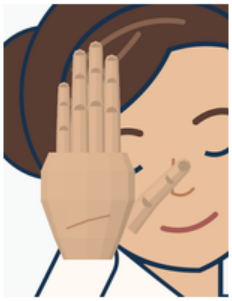
Language reference: [L-BED]. Editorial study; independent fluent-ASL review pending.

CHAPTER 10 / SEVEN FORM PARAMETERS

BED · the details

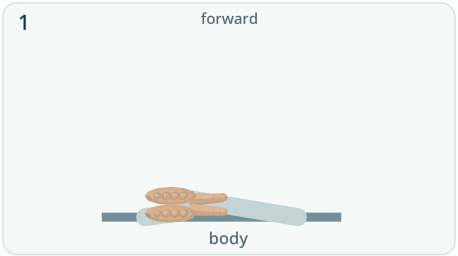
Handshape	One flat hand, or two flat hands together; this book selects joined palms.
Orientation	Joined palms are beside the head, angled like a pillow.
Location	At one side of the head.
Contact	Palms meet each other; the head rests or leans toward the hands.
Movement	Place the hands beside the head and incline the head toward them.
Timing	A held placement, not repeated flapping.
Face / body	A head inclination represents resting. This is BED, not the separate hand-gathering SLEEP sign.

1



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



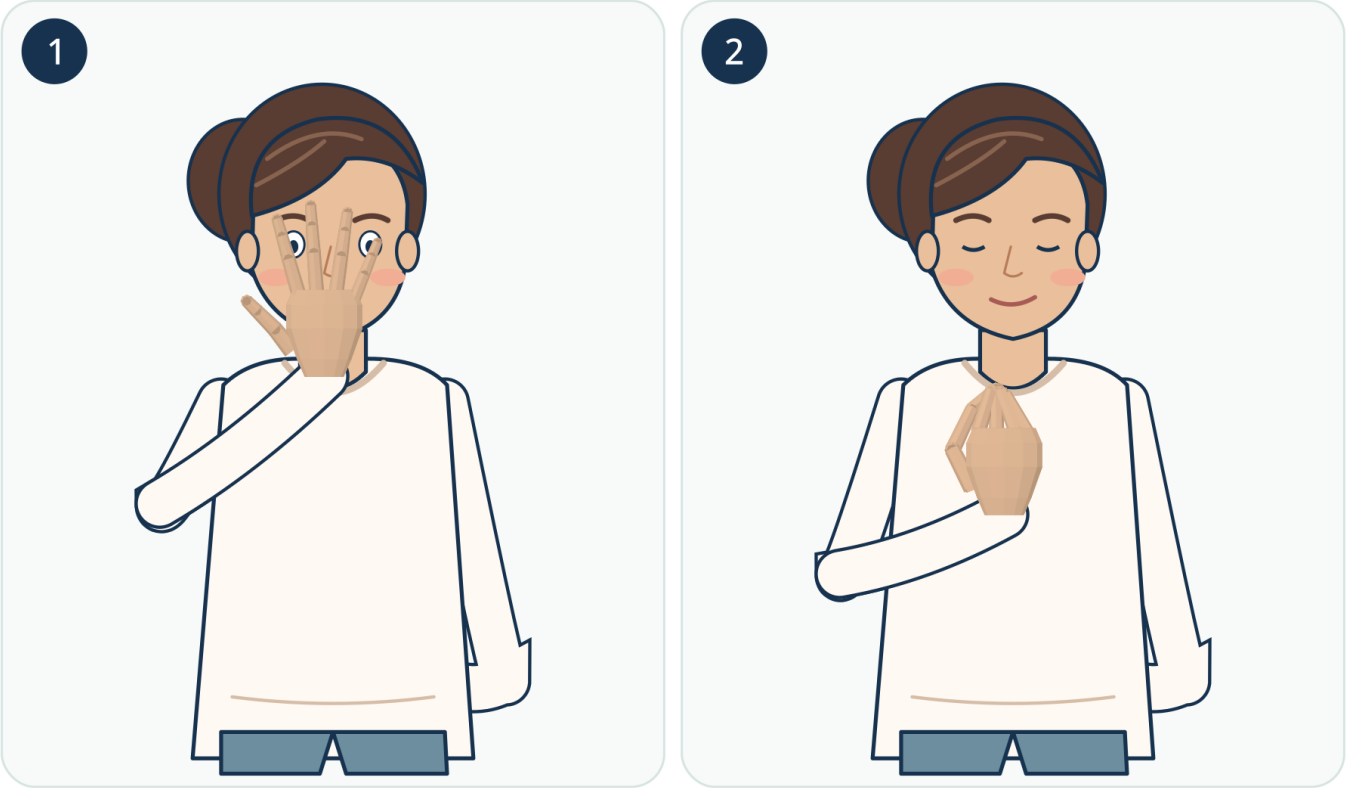
Keep the head-and-pillow relation and distinguish BED from SLEEP.

Language reference: [L-BED]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 10 / ILLUSTRATED FORM

SLEEP

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Lower the open hand while gathering its fingers; finish in a flat-O-like gathered shape, not a clenched S fist. One coordinated lowering and gathering action.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-SLEEP]. Editorial study; independent fluent-ASL review pending.

CHAPTER 10 / SEVEN FORM PARAMETERS

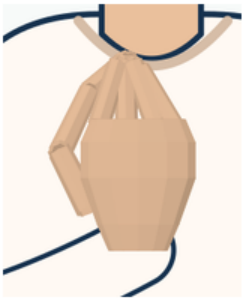
SLEEP • the details

Handshape	Dominant hand begins open, fingers spread, and ends with fingertips gathered toward the thumb.
Orientation	Palm faces inward toward the face throughout the selected lowering/gathering action.
Location	Begin in front of the upper face and finish lower in front of the chin region.
Contact	No strike against the face and no required contact with the chin.
Movement	Lower the open hand while gathering its fingers; finish in a flat-O-like gathered shape, not a clenched S fist.
Timing	One coordinated lowering and gathering action.
Face / body	Eyes close as the hand lowers in the selected demonstration.

1



2



Same-view hand detail. Numbers match the previous page.

Correct the final handshape, coordinate eye closure, and remove a false chin contact.

Language reference: [L-SLEEP]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 10 / ILLUSTRATED FORM

AGAIN / REPEAT

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Arc the dominant bent hand toward the other palm. Its starting palm can face upward or obliquely inward in the cited variant. One arc ending in contact; a reset for another practice repetition is not a second word.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-AGAIN]. Editorial study; independent fluent-ASL review pending.

CHAPTER 10 / SEVEN FORM PARAMETERS

AGAIN / REPEAT · the details

Handshape	Dominant fingers form a bent hand; the supporting hand is open and flat.
Orientation	Supporting palm faces up or obliquely toward the dominant hand. The dominant hand changes orientation along its arc.
Location	The hands meet in front of the lower chest.
Contact	Dominant fingertips finish against the supporting palm, not against its back.
Movement	Arc the dominant bent hand toward the other palm. Its starting palm can face upward or obliquely inward in the cited variant.
Timing	One arc ending in contact; a reset for another practice repetition is not a second word.
Face / body	Neutral citation expression. A request for repetition may have additional contextual expression.

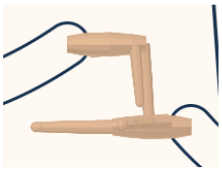
1



2

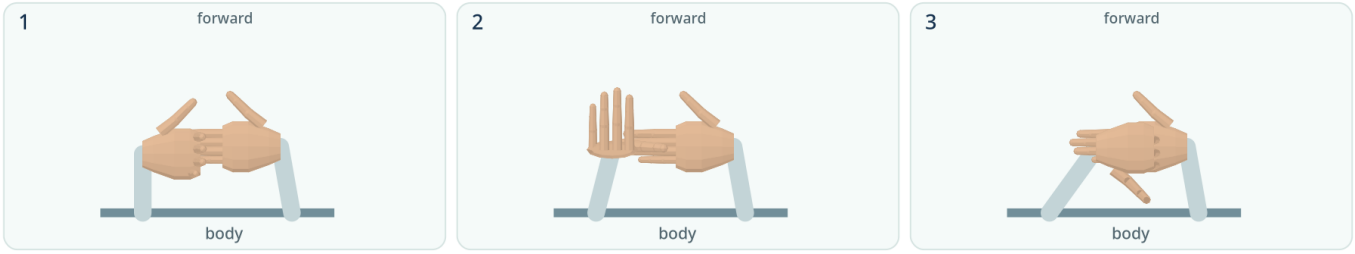


3



Same-view hand detail. Numbers match the previous page.

Depth projection · same left/right as the front view



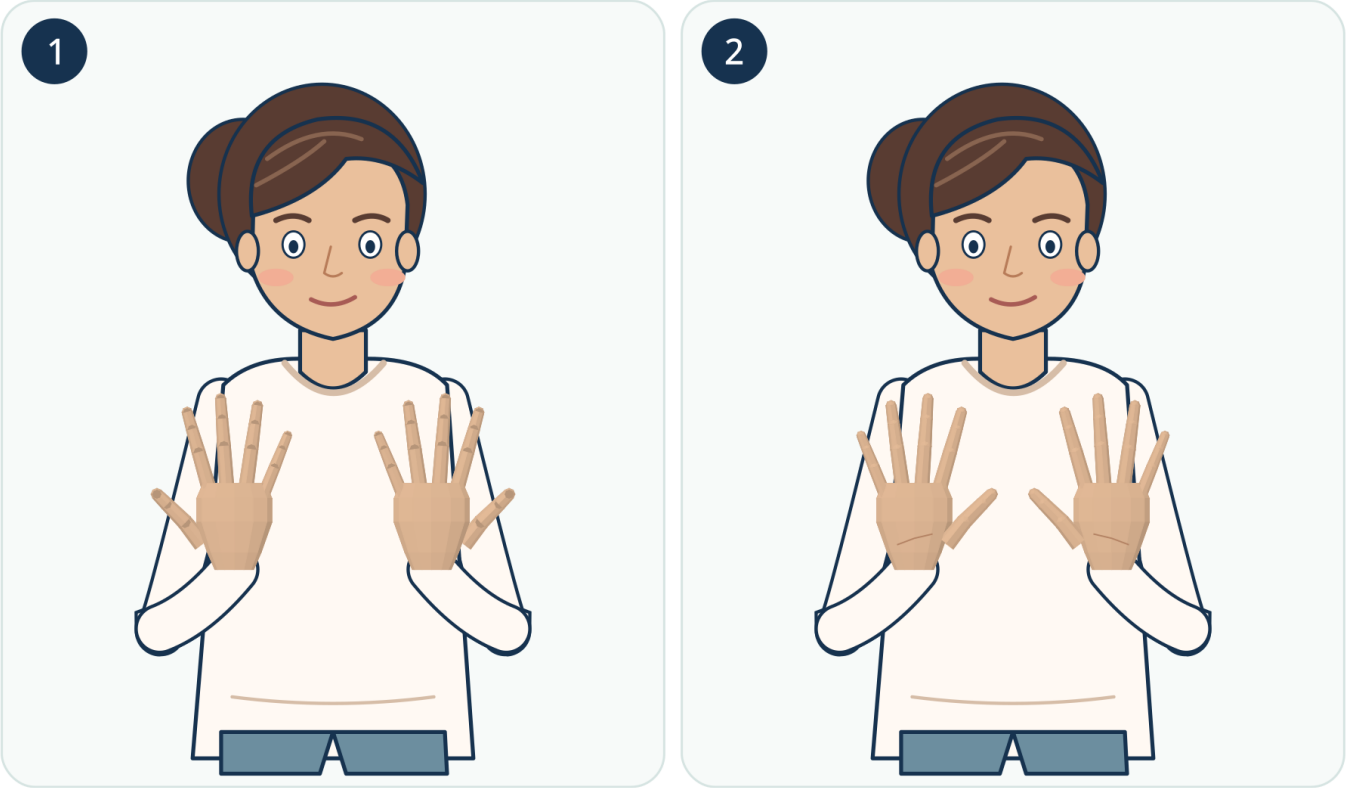
Preserve the palm target and rotation through the arc rather than translating one frozen hand.

Language reference: [L-AGAIN]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 10 / ILLUSTRATED FORM

FINISH / ALL DONE

Read the numbered phases together with the movement and timing. Positions are not equal-duration frames.



Turn the hands outward by changing their orientation; do not replace the turn with a large downward arm slide. A quick outward turn; repetition varies with context. Do not imply that every use must be repeated twice.

Continue to the next page for exact orientation, contact, and enlarged details.

Language reference: [L-FINISH]. Editorial study; independent fluent-ASL review pending.

CHAPTER 10 / SEVEN FORM PARAMETERS

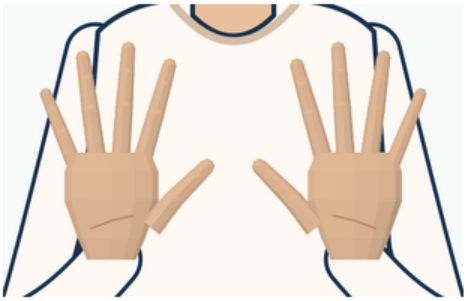
FINISH / ALL DONE • the details

Handshape	Both hands are open with fingers spread.
Orientation	Begin palms toward the signer; rotate the wrists until the palms face away. Fingers remain generally upward.
Location	Hands are in front of the torso.
Contact	No hand-to-hand contact and no strike against the body.
Movement	Turn the hands outward by changing their orientation; do not replace the turn with a large downward arm slide.
Timing	A quick outward turn; repetition varies with context. Do not imply that every use must be repeated twice.
Face / body	Expression and posture can mark being done, but do not force an emotional interpretation.

1



2



Same-view hand detail. Numbers match the previous page.

The drawing now distinguishes initial and final palm surfaces.

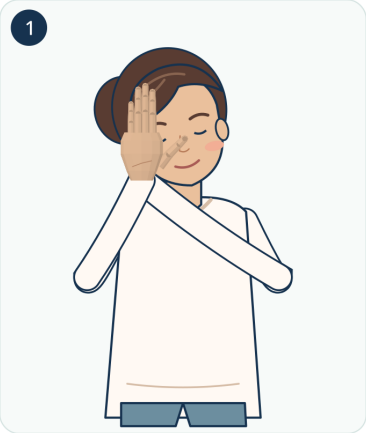
Language reference: [L-FINISH]. Source-informed editorial drawing, not independently fluent-ASL approved.

CHAPTER 10 / MEANING IN CONTEXT

A sign is part of an exchange

Each thumbnail shows one selected phase only. Return to the full study for movement, contact and timing. These contextual examples are not transcriptions of complete signed sentences.

1. BED

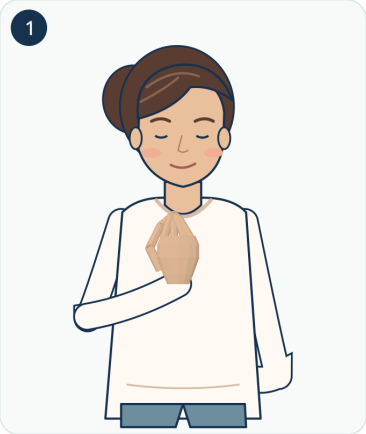


Situation. The furniture used for sleeping is the established topic.

Meaning here. The flat-hand study identifies a bed in this context.

Do not add. It does not cover other English senses such as a garden bed.

2. SLEEP



Situation. An adult is discussing sleeping.

Meaning here. The moving open hand closes toward a flattened-O form.

Do not add. The illustration is not individualized sleep advice or a command that guarantees sleep.

A useful distinction

The scene can identify a person or object that the single sign does not name. Keep the language form, the surrounding situation, and your interpretation separate.

CHAPTER 10 / FAMILY WORKSHOP

A return plan, not a final exam

1. Choose one form from this chapter and one from an earlier chapter.
2. Review their printed details and describe a different context in which each could be useful.
3. Complete the adult-learning review at the end of this chapter.
4. Name one next learning action and one family exchange worth keeping.

The book is completed

An adult says the child must now be fluent because all pages are filled.

One workable response: Separate completion from proficiency. The pages document selected practice, not a validated language assessment.

The next goal is too large

Your plan says only “get good at ASL.”

One workable response: Replace it with one specific message, question, or access adjustment you can work on next.

This activity is an original SonaSteps practice design. It is not a standardized intervention or a child-development assessment.

CHAPTER 10 / PRINTED PRACTICE

Check the distinction

Use the chapter's pictures and explanations. You may look back as often as needed. Answer guidance is in the back of this book.

1. Which form places a flat hand by a tilted head?

2. Which form moves an open hand down in front of the face while the fingers gather toward the thumb?

3. Does BED in this chapter mean a flower bed?

4. What does finishing this workbook establish?

5. Name a useful category for reviewing a difficult sign.

6. Give an example of a specific next learning action.

Answer guidance: Chapter 10. These questions check the printed material, not fluent signing or a child's ability.

CHAPTER 10 / YOUR RECORD

Keep what you can describe

Record the adult's actions and the actual exchange. Leave out details that do not need to be shared.

An adult action that changed since the first chapter:

A form or meaning I want to revisit, and why:

A family exchange we want to keep:

My next specific learning action:



Sona's reminder

Keep the useful exchange. Keep the question. Leave the score behind.

REFERENCE / THE MANUAL ALPHABET

Letters have form and movement

Fingerspelling represents written words with an alphabet of hand forms. It is one part of ASL, not a substitute for learning the language's vocabulary and grammar. [G1, L-ALPHABET]

The next pages show the letters in alphabetical order for easy lookup. Use the picture, concise form note, and movement arrow together. J and Z include movement; a single frozen handshape is not the complete letter.

In the drawings, the hand is viewed by someone facing the signer. Work from a consistent dominant hand and comfortable position. The labels describe a selected citation form; everyday fingerspelling can show variation.

A family name offers a meaningful reason to practice. Use the spelling the person uses. A picture can help identify the person, but it does not establish a name sign. Do not invent a personal name sign from a characteristic or English translation. [L-ALPHABET]

> **Keep the task small**
>
> Select a name already written on paper. Find each letter in this section, study the pictured forms, and write which transition you want to revisit. This paper task does not establish how a fluent signer would produce every connected name.



Sona's reminder

A name belongs to a person. Ask how they want it represented.

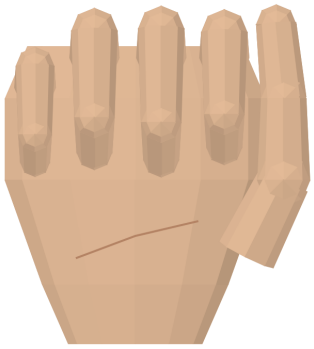
A name I would like to study

MANUAL ALPHABET / SELECTED CITATION FORMS

A–B

A

Front / principal view



Oblique detail — camera rotated

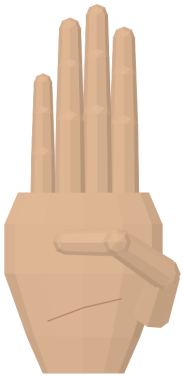


Close four fingers; keep the thumb beside the fist.

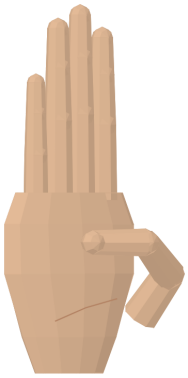
Thumb alongside, not across.

B

Front / principal view



Oblique detail — camera rotated



Hold four fingers together upright; fold the thumb across the palm.

A flat, joined-finger hand.

Front and oblique views show the same hand configuration from different viewing angles, not two successive actions. Numbered J/Z panels are movement phases. [L-ALPHABET]

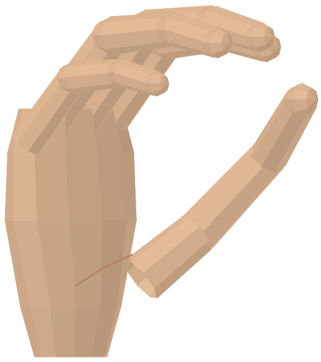
Original SonaSteps schematic studies; independent fluent-ASL review pending.

MANUAL ALPHABET / SELECTED CITATION FORMS

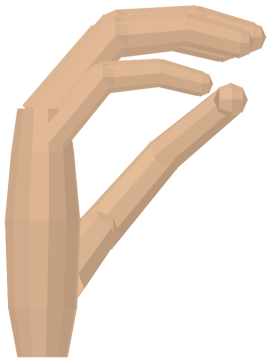
C–D

C

Front / principal view



Oblique detail — camera rotated



Curve fingers and thumb with an open gap.

View the rounded opening.

D

Front / principal view



Oblique detail — camera rotated



Raise the index; meet the other fingertips with the thumb.

Index stays separate.

Front and oblique views show the same hand configuration from different viewing angles, not two successive actions. Numbered J/Z panels are movement phases. [L-ALPHABET]

Original SonaSteps schematic studies; independent fluent-ASL review pending.

MANUAL ALPHABET / SELECTED CITATION FORMS

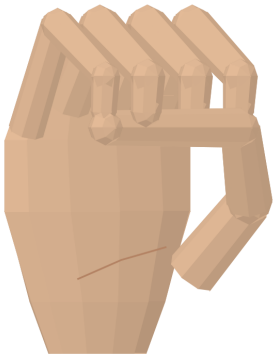
E–F

E

Front / principal view



Oblique detail — camera rotated



Bend fingertips inward toward the thumb across the lower palm.

Compact, without squeezing.

F

Front / principal view



Oblique detail — camera rotated



Join index and thumb tips; raise the other three fingers.

Keep the small circle.

Front and oblique views show the same hand configuration from different viewing angles, not two successive actions. Numbered J/Z panels are movement phases. [L-ALPHABET]

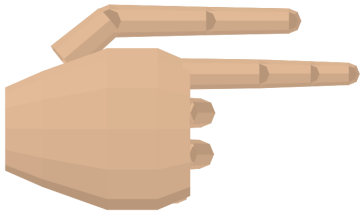
Original SonaSteps schematic studies; independent fluent-ASL review pending.

MANUAL ALPHABET / SELECTED CITATION FORMS

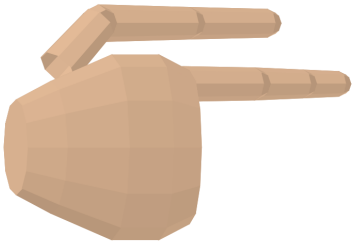
G–H

G

Front / principal view



Oblique detail — camera rotated

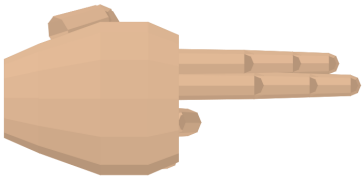


Extend index and thumb parallel, sideways; fold the others.

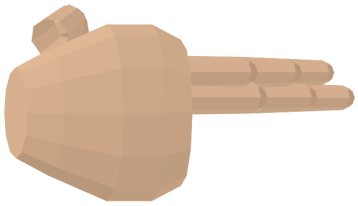
Sideways orientation.

H

Front / principal view



Oblique detail — camera rotated



Extend index and middle together, sideways; fold the rest.

Two horizontal fingers.

Front and oblique views show the same hand configuration from different viewing angles, not two successive actions. Numbered J/Z panels are movement phases. [L-ALPHABET]

Original SonaSteps schematic studies; independent fluent-ASL review pending.

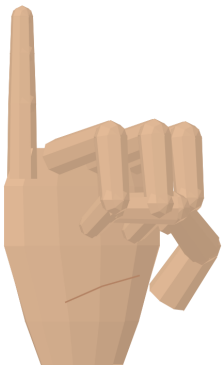
MANUAL ALPHABET / SELECTED CITATION FORMS

I

Front / principal view



Oblique detail — camera rotated



Raise the little finger; fold the others under the thumb.

Little finger upright.

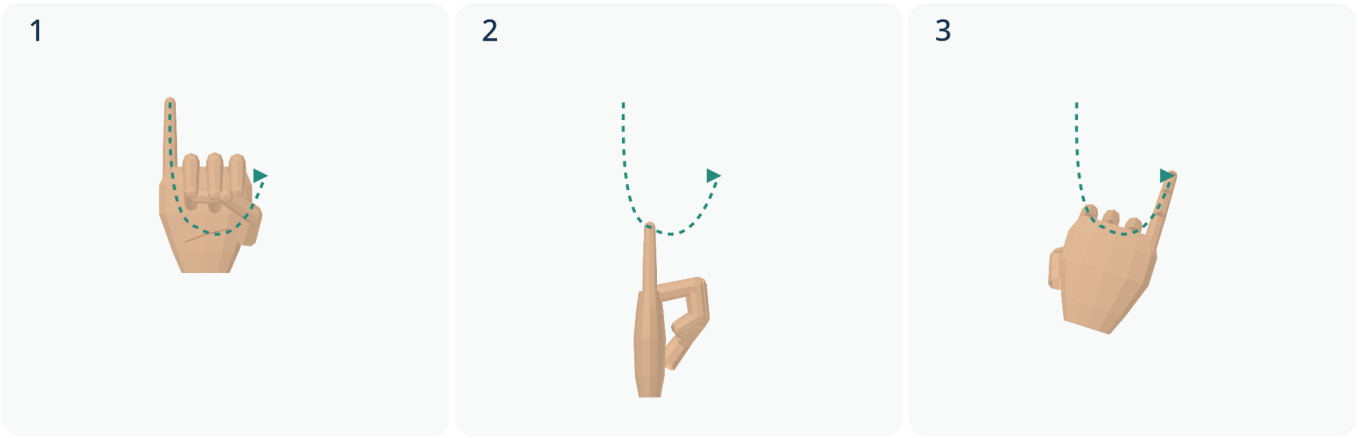
Front and oblique views show the same hand configuration from different viewing angles, not two successive actions. Numbered J/Z panels are movement phases. [L-ALPHABET]

Original SonaSteps schematic studies; independent fluent-ASL review pending.

MANUAL ALPHABET / SELECTED CITATION FORMS

J

J



Start with I; trace a J with the little-finger side of the moving hand.

Movement is required.

Front and oblique views show the same hand configuration from different viewing angles, not two successive actions. Numbered J/Z panels are movement phases. [L-ALPHABET]

Original SonaSteps schematic studies; independent fluent-ASL review pending.

Trace from the signer's viewpoint

The facing viewer sees the path reversed on the page. Keep the handshape while the whole hand moves; J also changes wrist orientation. The panels are landmarks, not separate letters.

A movement detail I want to revisit

MANUAL ALPHABET / SELECTED CITATION FORMS

K–L

K

Front / principal view



Oblique detail — camera rotated



Raise index and angled middle; place the thumb against the middle finger's base.

Other fingers fold.

L

Front / principal view



Oblique detail — camera rotated



Extend index upward and thumb sideways.

Two digits form a corner.

Front and oblique views show the same hand configuration from different viewing angles, not two successive actions. Numbered J/Z panels are movement phases. [L-ALPHABET]

Original SonaSteps schematic studies; independent fluent-ASL review pending.

MANUAL ALPHABET / SELECTED CITATION FORMS

M–N

M

Front / principal view



Oblique detail — camera rotated



Fold three fingers over the thumb.

Thumb under three.

N

Front / principal view



Oblique detail — camera rotated



Fold index and middle over the thumb.

Thumb under two.

Front and oblique views show the same hand configuration from different viewing angles, not two successive actions. Numbered J/Z panels are movement phases. [L-ALPHABET]

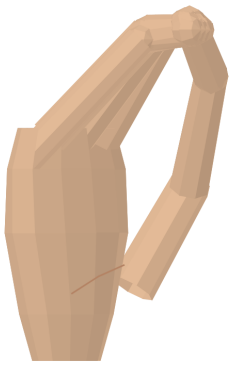
Original SonaSteps schematic studies; independent fluent-ASL review pending.

MANUAL ALPHABET / SELECTED CITATION FORMS

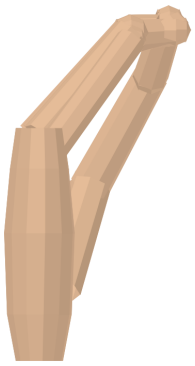
O–P

O

Front / principal view



Oblique detail — camera rotated

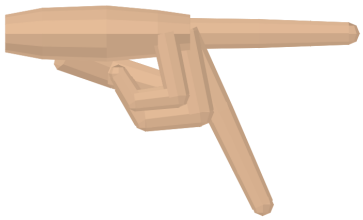


Curve all fingertips to meet the thumb tip.

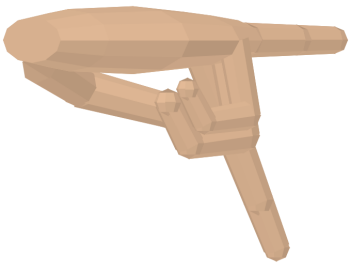
Rounded, not flattened.

P

Front / principal view



Oblique detail — camera rotated



Turn a K hand downward.

Middle finger points down.

Front and oblique views show the same hand configuration from different viewing angles, not two successive actions. Numbered J/Z panels are movement phases. [L-ALPHABET]

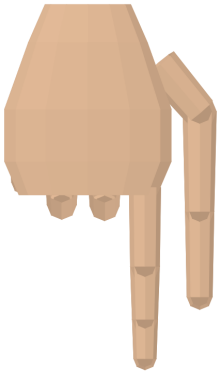
Original SonaSteps schematic studies; independent fluent-ASL review pending.

MANUAL ALPHABET / SELECTED CITATION FORMS

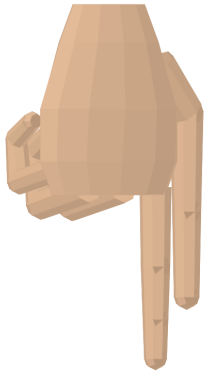
Q–R

Q

Front / principal view



Oblique detail — camera rotated



Turn a G hand downward.

Index and thumb point down.

R

Front / principal view



Oblique detail — camera rotated



Cross the extended index and middle fingers.

Other fingers fold.

Front and oblique views show the same hand configuration from different viewing angles, not two successive actions. Numbered J/Z panels are movement phases. [L-ALPHABET]

Original SonaSteps schematic studies; independent fluent-ASL review pending.

MANUAL ALPHABET / SELECTED CITATION FORMS

S–T

S

Front / principal view



Oblique detail — camera rotated



Close the fist with the thumb across its front.

Compare A's side thumb.

T

Front / principal view



Oblique detail — camera rotated



Place the thumb tip between the folded index and middle fingers.

Thumb under one finger.

Front and oblique views show the same hand configuration from different viewing angles, not two successive actions. Numbered J/Z panels are movement phases. [L-ALPHABET]

Original SonaSteps schematic studies; independent fluent-ASL review pending.

MANUAL ALPHABET / SELECTED CITATION FORMS

U–V

U

Front / principal view



Oblique detail — camera rotated



Raise index and middle together.

No gap between them.

V

Front / principal view



Oblique detail — camera rotated



Raise index and middle with a gap.

Compare U's joined pair.

Front and oblique views show the same hand configuration from different viewing angles, not two successive actions. Numbered J/Z panels are movement phases. [L-ALPHABET]

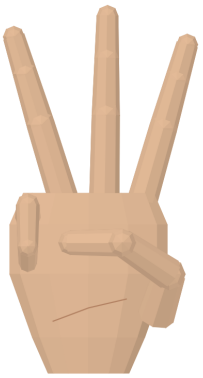
Original SonaSteps schematic studies; independent fluent-ASL review pending.

MANUAL ALPHABET / SELECTED CITATION FORMS

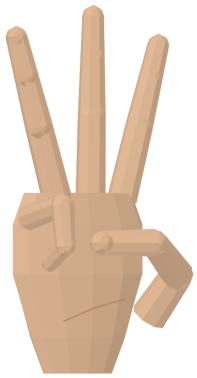
W–X

W

Front / principal view



Oblique detail — camera rotated



Raise index, middle and ring; fold the little finger under the thumb.

Three fingers extend.

X

Front / principal view



Oblique detail — camera rotated



Bend the extended index into a hook; fold the others.

One hooked finger.

Front and oblique views show the same hand configuration from different viewing angles, not two successive actions. Numbered J/Z panels are movement phases. [L-ALPHABET]

Original SonaSteps schematic studies; independent fluent-ASL review pending.

MANUAL ALPHABET / SELECTED CITATION FORMS

Y

Y

Front / principal view



Oblique detail — camera rotated



Extend thumb and little finger; fold the three middle fingers.

Two ends extend.

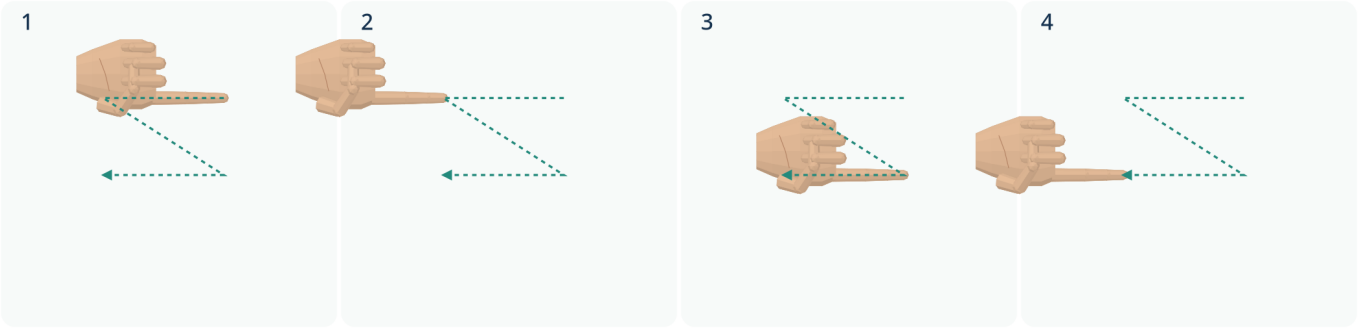
Front and oblique views show the same hand configuration from different viewing angles, not two successive actions. Numbered J/Z panels are movement phases. [L-ALPHABET]

Original SonaSteps schematic studies; independent fluent-ASL review pending.

MANUAL ALPHABET / SELECTED CITATION FORMS

Z

z



With an extended index, trace a small Z from your own viewpoint.

Three strokes; the hand moves.

Front and oblique views show the same hand configuration from different viewing angles, not two successive actions. Numbered J/Z panels are movement phases. [L-ALPHABET]

Original SonaSteps schematic studies; independent fluent-ASL review pending.

Trace from the signer's viewpoint

The facing viewer sees the path reversed on the page. Keep the handshape while the whole hand moves; J also changes wrist orientation. The panels are landmarks, not separate letters.

A movement detail I want to revisit

REFERENCE / PRACTICE ON PAPER

Use a name in context

Choose a name you have permission to use. The task is to study its written spelling and selected letter forms—not to assign a name sign.

The person's chosen written name

Letters in that name, in order

A pair of forms that look similar to me

A movement or orientation detail I noticed

Two contrast checks

Compare A and S: where is the thumb? Compare U and V: what happens between the extended fingers? Answers: A has its thumb alongside; S crosses the thumb in front. U keeps the two fingers together; V separates them.

These answers are available in the letter descriptions. They check recognition of printed distinctions, not fluid fingerspelling.

ANSWER GUIDANCE

Check meaning, not performance

Use these responses to revisit the printed distinctions. A correct written answer does not prove signing accuracy, and an unfinished page does not measure a child's learning.

For form questions, compare the handshape, place, and movement notes. For family scenarios, read the reason behind the response. Your wording can differ while preserving the same useful distinction.

Some questions invite more than one sensible answer. The guidance provides an example rather than a required family script. There is no score sheet, pass threshold, or developmental interpretation.

When the picture is unclear

Do not build confidence by guessing. Mark the precise part that is ambiguous. The sign art remains editorial, and independent language review is still required for publication as verified instruction.

A distinction I want to revisit



Sona's reminder

Corrections can improve the material and your learning. They are information, not failure.

ANSWERS / CHAPTER 01

Find a shared beginning

1. **Which sign uses Y-shaped hands for the idea of playing?**
   PLAY. This is the leisure/playtime sense, not a theatrical performance.
2. **Which illustrated form brings a bent hand to the other palm?**
   AGAIN. The arc and contact distinguish it from WAIT.
3. **Why does the context matter when someone signs AGAIN?**
   It identifies what should happen again; the sign alone does not name the object or action.
4. **A child watches an object instead of you. What can you change first?**
   Change your position, the amount of competing activity, or the timing of the message; do not force the child's gaze.
5. **Does a glance away always mean the exchange has failed?**
   No. It can be part of attending to the shared object or taking a break.
6. **What would you record instead of counting seconds of eye contact?**
   A description of access and participation, such as where you sat and what contribution you noticed.

Return to Chapter 01 printed practice.

My correction or a question to keep

ANSWERS / CHAPTER 02

Keep a choice genuinely open

1. **Which sign brings two flattened-O hands together?**
   MORE.
2. **Which form begins with open palms toward the signer and rotates outward?**
   FINISH / ALL DONE.
3. **Can a person like something and also be finished with it?**
   Yes. Preference and readiness to continue are different meanings.
4. **Does FINISH mean “keep working until this is complete” in the use shown?**
   No. The example marks completion or being done.
5. **What makes a choice genuine?**
   Both options are available and the person’s response can change what happens.
6. **What should happen to essential care when a child does not sign?**
   Care still happens. It must not be conditional on performing a sign.

Return to Chapter 02 printed practice.

My correction or a question to keep

ANSWERS / CHAPTER 03

Make room for another attempt

1. **In the HELP study, what supports the upper closed hand?**
   The open palm of the other hand.
2. **Does CHANGE in this chapter mean a collection of coins?**
   No. It concerns something becoming different.
3. **Why is a neutral HELP drawing insufficient for every person-directed meaning?**
   Direction and reference can identify the helper and recipient.
4. **Why should a destination be clear when practicing PUT?**
   The receiver needs to know where the object is meant to go.
5. **What is the difference between misunderstanding and declining?**
   A person can understand the message and still not want the offered action.
6. **Name the three entries in the repair record.**
   Intended meaning, received meaning, and the adjustment tried next.

Return to Chapter 03 printed practice.

My correction or a question to keep

ANSWERS / CHAPTER 04

Give a shared topic a clear shape

1. **Which sign study closes an open F hand near the side of the nose as it moves outward?**
   CAT.
2. **Which study uses a relatively straight index with a side-to-side hand movement?**
   WHERE.
3. **Does COLOR supply the name of every individual color?**
   No. It names color as a concept or topic.
4. **Why might you pause before turning a page?**
   To leave an opportunity to connect the picture and the signed message.
5. **What should happen when the child selects a different detail?**
   Acknowledge the detail and consider making it the shared topic.
6. **What does a correct printed recognition answer establish?**
   Recognition of the particular printed study, not overall ASL fluency or a child-development milestone.

Return to Chapter 04 printed practice.

My correction or a question to keep

ANSWERS / CHAPTER 05

People belong before labels

1. **Where is the thumb placed in the selected MOTHER form?**
   At the chin.
2. **Where is it placed in the selected FATHER form?**
   At or near the forehead.
3. **Which two handshapes form the selected FAMILY study?**
   Two F handshapes.
4. **Does this chapter require every household to include a mother and father?**
   No. The vocabulary is a set of selected forms, not a model of every household.
5. **What should you do when you do not know someone's preferred relationship label?**
   Ask or use their chosen name; do not infer the relationship from appearance.
6. **Should you invent a sign name to fill a worksheet?**
   No. Use a chosen written or learned name form and seek appropriate guidance.

Return to Chapter 05 printed practice.

My correction or a question to keep

ANSWERS / CHAPTER 06

Make everyday needs easier to express

1. **Which study uses a W hand near the mouth?**
   WATER.
2. **Which study uses a curved C hand moving toward the mouth?**
   DRINK.
3. **Does a tired-looking expression prove the person is tired?**
   No. It is an observation that may have several explanations.
4. **Why are two English word labels not automatically a full ASL translation?**
   ASL has its own grammar, reference, movement, and facial information.
5. **What takes priority over completing a practice worksheet?**
   Safety, access, and appropriate care.
6. **Why should a family's language use extend beyond requests?**
   People also need to share ideas, feelings, stories, information, and disagreement.

Return to Chapter 06 printed practice.

My correction or a question to keep

ANSWERS / CHAPTER 07

Add information without taking over

1. **Which form uses a V hand moving over the other flat hand?**
   READ.
2. **Which form opens and closes the index and thumb beside the mouth?**
   BIRD.
3. **Does BIRD alone specify a bird's color or destination?**
   No. Those details require additional language and context.
4. **What should you identify before adding information?**
   The other person's actual topic or contribution.
5. **What can you do with a message beyond your current signing knowledge?**
   Write its intended meaning as a learning question rather than inventing a translation.
6. **Must the drawing or activity be finished for this practice to be useful?**
   No. The exchange and what you learn from it are the focus.

Return to Chapter 07 printed practice.

My correction or a question to keep

ANSWERS / CHAPTER 08

Let the plan change visibly

1. **Which study brings closed hands gently together twice?**
   SHOES.
2. **Which study rubs downward-pointing index fingers together?**
   SOCKS.
3. **Is a two-card paper plan itself an ASL sentence?**
   No. It is a visual support for events and reference.
4. **Does GO alone specify every destination?**
   No. The destination must be established in context or additional language.
5. **What should you do when a plan changes?**
   Make the change visible and explain the relevant part; allow a response.
6. **What is an example of a genuine choice within a necessary task?**
   Choosing between two suitable items when either can actually be used; other reasonable examples are possible.

Return to Chapter 08 printed practice.

My correction or a question to keep

ANSWERS / CHAPTER 09

Keep dignity inside care

1. **Which study uses closed A hands moving along the upper chest?**
   BATH / BATHE.
2. **Which study begins with an index that bends as the hand moves in front of the lower face?**
   DRY.
3. **Why should new forms be studied outside demanding care?**
   So attention remains available for supervision, safety, and the person's immediate needs.
4. **Does learning DIAPER mean every family must practice diaper changing?**
   No. Use care contexts that fit the individual.
5. **What should a care note record instead of a judgment of the child?**
   The access arrangement, explanation, response, or adjustment that helped.
6. **Can food, care, or comfort be withheld until a sign is produced?**
   No. They are not rewards for language performance.

Return to Chapter 09 printed practice.

My correction or a question to keep

ANSWERS / CHAPTER 10

End well—and know where to return

1. **Which form places a flat hand by a tilted head?**
   BED, in the sleeping-furniture sense shown.
2. **Which form moves an open hand down in front of the face while the fingers gather toward the thumb?**
   SLEEP.
3. **Does BED in this chapter mean a flower bed?**
   No. The study concerns furniture used for sleeping.
4. **What does finishing this workbook establish?**
   That the learner completed the selected printed work; it does not certify fluency or a child's development.
5. **Name a useful category for reviewing a difficult sign.**
   Handshape, location, direction/orientation, movement, facial information, or meaning.
6. **Give an example of a specific next learning action.**
   For example, ask about one uncertain form or learn a particular message for an upcoming interaction; other concrete answers fit.

Return to Chapter 10 printed practice.

My correction or a question to keep

REUSABLE FAMILY PAGE 1 OF 8

Shared-view map

Sketch the person, the shared object, and where the adult will be. This records access, not a demand for fixed eye contact.

What might obstruct the view?

What can move without interrupting the activity?

How will the other person show they want a pause?

SonaSteps original worksheet · You may print this page again under the use notice at the front.

A real-choice agreement

Write only options you can actually honor. Include a way to decline or change the selection.

Available option A:

Available option B:

A way to say neither, stop, or change:

What I will do when the choice differs from my preference:

SonaSteps original worksheet · You may print this page again under the use notice at the front.

A repair receipt

Separate your first interpretation from what the other person actually clarified.

What I first thought the message meant:

What made me uncertain:

The part I checked or changed:

What became clearer—and what remains uncertain:

SonaSteps original worksheet · You may print this page again under the use notice at the front.

Meaning, context, and assumption

One form does not contain everything you know about the scene. Sort those pieces before making a claim.

Selected form and page:

Information supplied by the situation:

Meaning supported by the printed form note:

Something I must not assume from the picture alone:

SonaSteps original worksheet · You may print this page again under the use notice at the front.

A people-and-access note

Use chosen names and only the information needed for a helpful exchange. Keep the note private.

Person and chosen name or relationship term:

The communication arrangement we agreed on:

What this person can help us learn or access:

One question we still need to ask:

SonaSteps original worksheet · You may print this page again under the use notice at the front.

A communication handoff

Share practical access information with another willing caregiver. Do not turn preferences into demands on the child.

What helps a message be available:

A familiar way to indicate a pause or ending:

A useful sign or meaning we have studied:

What the next caregiver should ask rather than assume:

SonaSteps original worksheet · You may print this page again under the use notice at the front.

When the plan changes

An original paper planning aid. It is not a prediction of compliance or a language assessment.

What we expected:

What has changed:

What is still available:

How we will make the change understandable:

SonaSteps original worksheet · You may print this page again under the use notice at the front.

An adult-learning record

Describe a change you made and an observation you can support. Leave developmental scores out.

The adult action I tried:

What I directly observed:

My interpretation—kept separate from the observation:

One adjustment or specific learning question for next time:

SonaSteps original worksheet · You may print this page again under the use notice at the front.

QUICK REFERENCE

Illustrated sign index

This index covers the forty selected forms in this edition. A sign may return in another chapter; the page listed is its first full study.

AGAIN / REPEAT 16
BATH / BATHE 132
BED 146
BIRD 104
BOOK 54
BOX 46
CAT 58
CHANGE / EXCHANGE 42
CLEAN 134
COLOR 56
DIAPER 138
DOG 60
DRINK 88
DRY 136
EAT / FOOD 86
FAMILY 76
FATHER / DAD 74
FINISH / ALL DONE 28
FISH 106
FRIEND 78
GO TO 114
HELP 40
LIKE 30
LOOK AT 12
MAKE / CREATE 102
MORE 26
MOTHER / MOM 72
PANTS 118
PLAY 18
PUT / PLACE 44
READ 100
SHIRT 116
SHOES 120
SLEEP 148
SOCKS 122
STOP 32
TIRED 92
WAIT 14
WATER 90
WHERE? 62

Words are not universal translations

The printed English labels identify selected meanings. They are not a promise that every English sense has the pictured form, nor that these forms belong to another signed language.

PUBLIC RESEARCH / DIRECT REFERENCES

Read the evidence in context

The sources below are journal studies, a research review, and a government overview—not source textbooks. Summaries are newly written. No paper's figures, test items, or prose are reproduced. Checked October 24, 2026.

[R1] Deaf Children of Hearing Parents Have Age-Level Vocabulary Growth When Exposed to American Sign Language by 6 Months of Age

Caselli, N., Pyers, J., & Lieberman, A. M. (2021). The Journal of Pediatrics, 232, 229–236.

Cross-sectional study. The study compared vocabulary in 78 deaf or hard-of-hearing children with hearing parents with a reference sample of 104 children with deaf signing parents. Early ASL exposure was associated with age-expected vocabulary. This is evidence about language exposure and vocabulary, not a test of a printable curriculum.

Limit: Group findings do not predict an individual child's outcome or establish that a particular sign list is sufficient.

Public PubMed abstract inspected; linked full manuscript was not accessible in this pass.

DOI: 10.1016/j.jpeds.2021.01.029 · https://pubmed.ncbi.nlm.nih.gov/33482219/

[R2] Learning to Look for Language: Development of Joint Attention in Young Deaf Children

Lieberman, A. M., Hatrak, M., & Mayberry, R. I. (2014). Language Learning and Development, 10(1), 19–35.

Naturalistic observational study. Four young deaf children interacting with their deaf mothers shifted their attention between people and objects in meaningful ways. The observations help explain why seeing an object and seeing a signed message need not happen at exactly the same instant.

Limit: This small sample is not an age-based checklist and does not justify forcing eye contact or prescribing one attention pattern.

Public author manuscript inspected.

DOI: 10.1080/15475441.2012.760381 · https://pmc.ncbi.nlm.nih.gov/articles/PMC3865891/

Research notes, continued

[R3] Caregivers Use Joint Attention to Support Sign Language Acquisition in Deaf Children

Sander, J., Rowland, C. F., & Lieberman, A. M. (2025). Developmental Science, 28, e70034.

Naturalistic study of 54 caregiver–child dyads. In ASL play interactions, caregivers coordinated attention around object naming using more than gaze alone. Characteristics of shared-attention episodes were associated with expressive vocabulary, and naming timing varied with familiarity.

Limit: Associations and observed adaptations do not validate the specific games, pacing rules, or illustrations in this book.

Authors' institutional publication record and abstract inspected.

DOI: 10.1111/desc.70034 · https://www.mpi.nl/publications/item3653462/caregivers-use-joint-attention-support-sign-language-acquisition-deaf

[R4] Flexible fast-mapping: Deaf children dynamically allocate visual attention to learn novel words in American Sign Language

Lieberman, A. M., Fitch, A., & Borovsky, A. (2022). Developmental Science, 25(3), e13166.

Two eye-tracking experiments. Two experiments, with 30 and 32 deaf children learning ASL, examined novel sign–object learning. Children showed learning with referential cues placed before or after a label. Attention allocation was related to performance.

Limit: A controlled novel-word task is not the same as home interaction, sustained language acquisition, or clinical assessment.

Public author manuscript inspected.

DOI: 10.1111/desc.13166 · https://pmc.ncbi.nlm.nih.gov/articles/PMC8818049/

Research notes, continued

[R5] Parent American Sign Language skills correlate with child–but not toddler–ASL vocabulary size

Berger, L., Pyers, J., Lieberman, A., & Caselli, N. (2024). Language Acquisition, 31(2), 85–99; first published online 2023.

Observational study of 44 children and their hearing parents. Parent ASL proficiency was related to children's vocabulary differently at different ages: the relationship was evident among older children, not the infants and toddlers in this sample. Some learning parents supported age-expected vocabularies without native-level proficiency.

Limit: The findings neither establish a minimum parent score nor mean that continuing language learning is unnecessary.

Public author manuscript inspected.

DOI: 10.1080/10489223.2023.2178312 · https://pmc.ncbi.nlm.nih.gov/articles/PMC10950064/

[R6] Early Communication Intervention for Deaf/Hard of Hearing Toddlers: A Randomized Clinical Trial

Jones, M. K., Zanzinger, K., Grauzer, J., Sudec, L., Kaat, A. J., & Roberts, M. Y. (2025). Pediatrics, 155(6), e2024066847.

Randomized clinical trial of 96 parent–child dyads. Weekly parent coaching over six months improved parent strategy use and some child communication outcomes compared with the control condition. Families had spoken-language exposure; the signing subgroup used sign-supported speech.

Limit: The authors explicitly distinguish that exposure from natural ASL. The trial does not establish the effectiveness of this ASL workbook, its drawings, or self-study without coaching.

Public author manuscript, abstract and limitations inspected.

DOI: 10.1542/peds.2024-066847 · https://pmc.ncbi.nlm.nih.gov/articles/PMC12278989/

Research notes, continued

[R7] Systems that support hearing families with deaf children: A scoping review

Terry, J., & Rance, J. (2023). PLOS ONE, 18(11), e0288771.

Scoping review; not a single intervention trial. The review included 65 papers about systems supporting hearing families with deaf children. It identified varied supports and limitations in the quality of available evidence.

Limit: A map of services is not proof that every service works, that all families have equal access, or that a particular program is currently available.

Open-access article inspected; CC BY notice present.

DOI: 10.1371/journal.pone.0288771 · https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0288771

[R8] Modality use in joint attention between hearing parents and deaf children

Depowski, N., Abaya, H., Oghalai, J., & Bortfeld, H. (2015). Frontiers in Psychology, 6, 1556.

Observational comparison of parent–child interaction. The study examined communication modalities in shared attention. Hearing parents of deaf children used multiple modalities more often than comparison parents, while the groups still differed in time spent in joint attention.

Limit: Adding more cues does not by itself prove that a message is accessible or that the child understood it.

Open-access article inspected; CC BY notice present.

DOI: 10.3389/fpsyg.2015.01556 · https://pmc.ncbi.nlm.nih.gov/articles/PMC4600903/

Research notes, continued

[G1] American Sign Language

National Institute on Deafness and Other Communication Disorders (2021). Public information page.

Government educational information, not an intervention study. ASL is a natural language with grammar distinct from English. Hands, face and body contribute to communication. Sign languages are not universal.

Limit: This overview does not authenticate a particular new illustration or translation.

Public page inspected.

https://www.nidcd.nih.gov/health/american-sign-language

PUBLIC LANGUAGE REFERENCES

Where the selected forms were checked

William G. Vicars, ASL University / Lifeprint. The individual public entries below were used for form facts and sense distinctions, not as a curriculum template. No source photographs, charts, page designs, or recording frames are included. A citation is not approval of a new drawing.

[L-AGAIN] AGAIN / REPEAT
https://www.lifeprint.com/asl101/pages-signs/a/again.htm

[L-BATH] BATH / BATHE
https://www.lifeprint.com/asl101/pages-signs/b/bath.htm

[L-BED] BED
https://www.lifeprint.com/asl101/pages-signs/b/bed.htm

[L-BIRD] BIRD
https://www.lifeprint.com/asl101/pages-signs/b/bird.htm

[L-BOOK] BOOK
https://www.lifeprint.com/asl101/pages-signs/b/book.htm

[L-BOX] BOX
https://www.lifeprint.com/asl101/pages-signs/b/box.htm

[L-CAT] CAT
https://www.lifeprint.com/asl101/pages-signs/c/cat.htm

[L-CHANGE] CHANGE / EXCHANGE
https://www.lifeprint.com/asl101/pages-signs/c/change.htm

[L-CLEAN] CLEAN
https://www.lifeprint.com/asl101/pages-signs/c/clean.htm

[L-COLOR] COLOR
https://www.lifeprint.com/asl101/pages-signs/c/color.htm

[L-DIAPER] DIAPER
https://www.lifeprint.com/asl101/pages-signs/d/diaper.htm

[L-DOG] DOG
https://www.lifeprint.com/asl101/pages-signs/d/dog.htm

[L-DRINK] DRINK
https://www.lifeprint.com/asl101/pages-signs/d/drink.htm

[L-DRY] DRY
https://www.lifeprint.com/asl101/pages-signs/d/dry.htm

[L-EAT] EAT / FOOD
https://www.lifeprint.com/asl101/pages-signs/e/eat.htm

[L-FAMILY] FAMILY
https://www.lifeprint.com/asl101/pages-signs/f/family.htm

[L-FATHER] FATHER / DAD
https://www.lifeprint.com/asl101/pages-signs/d/dad.htm

[L-FINISH] FINISH / ALL DONE
https://www.lifeprint.com/asl101/pages-signs/f/finish.htm

[L-FISH] FISH
https://www.lifeprint.com/asl101/pages-signs/f/fish.htm

[L-FRIEND] FRIEND
https://www.lifeprint.com/asl101/pages-signs/f/friend.htm

PUBLIC LANGUAGE REFERENCES

Where the selected forms were checked

William G. Vicars, ASL University / Lifeprint. The individual public entries below were used for form facts and sense distinctions, not as a curriculum template. No source photographs, charts, page designs, or recording frames are included. A citation is not approval of a new drawing.

[L-GO] GO TO
https://www.lifeprint.com/asl101/pages-signs/g/go.htm

[L-HELP] HELP
https://www.lifeprint.com/asl101/pages-signs/h/help.htm

[L-LIKE] LIKE
https://www.lifeprint.com/asl101/pages-signs/l/like.htm

[L-LOOK] LOOK AT
https://www.lifeprint.com/asl101/pages-signs/l/look-at.htm

[L-MAKE] MAKE / CREATE
https://www.lifeprint.com/asl101/pages-signs/m/make.htm

[L-MORE] MORE
https://www.lifeprint.com/asl101/pages-signs/m/more.htm

[L-MOTHER] MOTHER / MOM
https://www.lifeprint.com/asl101/pages-signs/m/mom.htm

[L-PANTS] PANTS
https://www.lifeprint.com/asl101/pages-signs/p/pants.htm

[L-PLAY] PLAY
https://www.lifeprint.com/asl101/pages-signs/p/play.htm

[L-PUT] PUT / PLACE
https://www.lifeprint.com/asl101/pages-signs/p/put.htm

[L-READ] READ
https://www.lifeprint.com/asl101/pages-signs/r/read.htm

[L-SHIRT] SHIRT
https://www.lifeprint.com/asl101/pages-signs/s/shirt.htm

[L-SHOES] SHOES
https://www.lifeprint.com/asl101/pages-signs/s/shoes.htm

[L-SLEEP] SLEEP
https://www.lifeprint.com/asl101/pages-signs/s/sleep.htm

[L-SOCKS] SOCKS
https://www.lifeprint.com/asl101/pages-signs/s/socks.htm

[L-STOP] STOP
https://www.lifeprint.com/asl101/pages-signs/s/stop.htm

[L-TIRED] TIRED
https://www.lifeprint.com/asl101/pages-signs/t/tired.htm

[L-WAIT] WAIT
https://www.lifeprint.com/asl101/pages-signs/w/wait.htm

[L-WATER] WATER
https://www.lifeprint.com/asl101/pages-signs/w/water.htm

[L-WHERE] WHERE?
https://www.lifeprint.com/asl101/pages-signs/w/where.htm

[L-ALPHABET] Manual alphabet references

Vicars, ASL University: Fingerspelling & Numbers: Introduction; ASL Handshapes. Selected letter facts are paraphrased and drawn in SonaSteps' own illustration system.

lifeprint.com/asl101/fingerspelling/fingerspelling.htm lifeprint.com/asl101/pages-layout/handshapes.htm lifeprint.com/asl101/fingerspelling/images/signlanguageabc.jpg

Lexical reference comparisons and alphabet source-image comparison completed October 25, 2026. Artwork remains pending independent fluent-ASL review.

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You do not have to turn these pages into a perfect performance. Keep practicing the forms carefully, name what is still uncertain, and make space for the person in front of you to contribute.

SonaSteps

One book. Learning and practice together.