

Langlois, J. A. (1982). *A comparison of the Learning and Retention of one-handed and two-handed manual signs*. Unpublished master's thesis, Purdue University, West Lafayette. Macalyne Fristoe (Advisor): 38 pages of text, 38 references, 4 appendices, 10 tables, and 3 figures.

Twenty normal children between five and six years of age were individually trained to produce two groups of ten signs, half of each group being made with one hand, the other half being symmetrical and made with two hands. post testing was carried out both one day and seven days after criterion had been reached on training for each group of ten signs.

No significant difference was found in ease of learning or one-day retention for one-handed vs. two-handed signs. Signs made with two hands were more likely to be produced accurately (by strict, but not by lenient, scoring criteria) after a seven-day interval than signs made with one hand. In addition, when variation occurred in the number of hands used in production of a sign after seven days, such variation more often involved changes from a one-handed to a two-handed form than from a two-handed to a one-handed form.

Based on these findings, it was concluded that there is no evidence to suggest that the number of hands used in making signs is an important factor in sign learning in children at this developmental level. Over the retention interval, when changes occurred in the number of hands used to make signs, there was a greater tendency to change from a one-handed to a two-handed form than from a two-handed to a one-handed form. In light of this, there seems to be some advantage in selecting the two-handed version for training where such a choice is available. Also, it is recommended that any spontaneous variation from one-handed to two-handed versions that occur in children's sign productions be accepted if the addition of a second hand does not affect the meaning of that sign.