Deaf children experience language deprivation at alarmingly high rates. One contributing factor is that most are born to non-signing hearing parents who face insurmountable barriers to learning a signed language. This Element presents a case for developing signed language curricula for hearing families with deaf children that are family-centered and focus on child-directed language. Core vocabulary, functional sentences, and facilitative language techniques centered around common daily routines allow families to apply what they learn immediately. Additionally, Deaf Community Cultural Wealth (DCCW) lessons build families’ capacity to navigate the new terrain of raising a deaf child. If early intervention programs serving the families of young deaf children incorporate this type of curriculum into their service delivery, survey data suggest that it is both effective and approachable for this target population, so the rates of language deprivation may decline.