Deaf Children Can Talk: The Impact of Focused Instruction

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Characteristics of Program

• Lessons
  – Provide a lot of repetitive practice in short period of time
  – Facilitate automatic use
  – Focus on one or two targets
  – Used to stretch child to next level

• Conversational activities
  – Guide activities to elicit particular language
  – Activities can be contrived to practice specific selected language and vocabulary

• Really Talking
  – Natural occurrences – classroom activities
  – Best when children can learn in real world
Advantages of each setting

• Lessons
  – Efficient because isolate targets and provide a lot of practice in short concentrated period of time

• Conversational Activities
  – Can still be controlled by teacher to focus on language targets
  – Transition to real talking – more like real talking

• Really Talking
  – Teacher capitalizes on teachable moments
  – Focus on words/language children need to express thoughts and ideas
Learning Basketball Skills

• Lesson/Skill Drill
  – Dribbling, shooting, running, lay up shot, passing

• Conversational Activities/Scrimmage
  – Practicing specific plays as they would be in a game

• Real Talking/Real Game
  – Need to adapt and generalize skills learned in drills and scrimmages
Modeling and Imitation

• A unique technique used to accelerate the acquisition of spoken language
• The adult listens to what the child communicates, or tries to communicate, and then provides a model that correctly expresses the child’s idea
• The child imitates the model and produces an improved utterance
Toddler Program

• **Lessons** – Individual one-on-one instruction
  – Vocabulary
  – Syntax
  – Listening/Auditory Skill Development
  – Speech

• **Classroom activities**
  – Circle time
  – Choice time
  – Story time
  – Snack
  – Music and finger plays
Syntax Two-Word Combination
Listening/Auditory Skill Development
Speech

development of new sounds

in the context of vocabulary
Circle Time
Choice Time

puzzle
cognitive activity
Story time
Music and Fingerplays
Preschool Program

• **Small group activities** – lesson-like
  – Vocabulary lesson
  – Syntax lesson
  – Auditory learning and speech production
  – Conversational activities
  – Early literacy

• **Preschool activities** - larger group
  – Circle time
  – Music and movement
  – Centers
  – Snack
  – Thematic language
  – Early math
  – Recess
Vocabulary

- games
- cards
- objects
- books
Syntax

toy manipulation

game
Auditory Skill Development and Speech

- familiar vocabulary
- poems
- picture cards
- Nursery rhymes

chart story

speech book
Conversational Activity

- game
- food activity
- art activity
- book
- sequence story
- toy
Early Literacy
Circle Time
Music and Movement
Center Time

- art
- dramatic play
- sensory table
- easel
- blocks
- games and puzzles
- math and science
- Legos
- library/books
- writing table
Snack and Story Time
Thematic Language

dinosaurs
20 months old
6 months post activation
1 year later
32 months old
18 months post activation
4 years, 6 months old
Lesson – *While* and *After*
4 years, 6 months old
Conversational Activity
Study of children

- 43 children tested at 3-4 years of age after attending Moog Center Toddler Class

- 34 of these children tested at age 5 after 2 years in Moog Center Preschool Program
Tests Administered

- PPVT (ages 3 years and 5 years)
- EOWPVT (ages 3 years and five years)
- CELF-P2  Receptive (age 5 years)
- CELF P2 Expressive (age 5 years)
- WPPSI (age 5 years)
Peabody Picture Vocabulary Test
PPVT
Expressive One Word Picture Vocabulary Test - EOWPVT
crayon, pencil, strawberry

How do the words _____ and _____ go together?
Point to the turtle that is closest to a cat.
The girl has a big, spotted, black-and-white dog.
The cap is under the chair. The cap is ____ (on the chair).
CELFP2 Basic Concepts

Point to the one that is dry.
CELF P2  Expressive Recalling Sentences

• The boy fell and hurt himself.

• The big brown dog ate all of the cat’s food.
CELF-P2 Expressive Vocabulary
WPPSI III
Verbal IQ

• Information
  – What do people write with?
  – What are four seasons of the year?

• Vocabulary
  – What is a clock?
  – What does polite mean?

• Word reasoning
  – This is round and bounces.
  – This falls from the sky and gets things wet.
### Results for 3-year-olds

<table>
<thead>
<tr>
<th>TEST</th>
<th>&lt;85 SS</th>
<th>85-115 SS</th>
<th>&gt;115 SS</th>
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<tbody>
<tr>
<td>EXPRESSIVE VOCABULARY</td>
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<tr>
<td>N children</td>
<td>6</td>
<td>35</td>
<td>2</td>
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<tr>
<td>Proportion of total sample</td>
<td>14%</td>
<td>81%</td>
<td>5%</td>
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<tr>
<td>RECEPTIVE VOCABULARY</td>
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<tr>
<td>N Children</td>
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<td>34</td>
<td>1</td>
</tr>
<tr>
<td>Proportion of total sample</td>
<td>19%</td>
<td>79%</td>
<td>2%</td>
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</tbody>
</table>
## Results for 5-year-olds

<table>
<thead>
<tr>
<th></th>
<th>&lt;85 SS</th>
<th>85-115 SS</th>
<th>&gt; 115 SS</th>
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<tbody>
<tr>
<td><strong>Expressive vocabulary</strong></td>
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<td>N children</td>
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<td><strong>Receptive vocabulary</strong></td>
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<tr>
<td>N children</td>
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<td>29</td>
<td>3</td>
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<tr>
<td>Proportion of total sample</td>
<td>6%</td>
<td>85%</td>
<td>9%</td>
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<td><strong>Receptive language</strong></td>
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<tr>
<td>N children</td>
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<td>27</td>
<td>4</td>
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<tr>
<td>Proportion of total sample</td>
<td>9%</td>
<td>79%</td>
<td>12%</td>
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<td><strong>Verbal intelligence</strong></td>
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<tr>
<td>Proportion of total sample</td>
<td>20%</td>
<td>68%</td>
<td>12%</td>
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<td><strong>Expressive language</strong></td>
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<tr>
<td>N children</td>
<td>8</td>
<td>23</td>
<td>3</td>
</tr>
<tr>
<td>Proportion of total sample</td>
<td>23%</td>
<td>68%</td>
<td>9%</td>
</tr>
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</table>
Factors that contributed to these results

• Performance IQ – all children were within the average range or above
• Parents’ education – average 3 years of college
• Early intervention and early cochlear implantation
• Excellent audiology services – well-fitted devices
• Good parent support
• School program – focused instruction in centered-based toddler program from about 18 months to 3 years and preschool program until 5 years
Conclusion

• Early intervention and focused instruction accelerates learning
• Catching up in overall language is more difficult and takes longer than catching up in vocabulary
• Higher expectations could lead to more children achieving at these levels
Age – 4 years, 9 months
CI at 1 year, 7 months and 2 years, 3 months

Within the average range in vocabulary by age 3 and in language by age 4 ½