Deaf Children Can Talk: The Impact of Focused Instruction

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Characteristics of programs

• Lessons
• Conversational activities
• Really talking
Contexts/Settings for Learning
A Continuum

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

• Conversational activities
  – Guided 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 lots 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

• 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

Modeling

• Teacher’s model based on what the child means and what the child actually says
• Model based on selected targets for language and other spoken language skills
• Model helps child express idea in more complete language and with improved speech by:
  – Filing in missing words
  – Providing corrected syntax or vocabulary
  – Expanding the child’s utterance
  – Helping child improve speech production
Modeling and Imitation

Imitated production

• Imitated production just as important as teacher’s modeling

• Why?
  – Provides child opportunity for “coached” practice
  – Helps child understand targeted elements
  – Provides feedback for teacher
  – Develops auditory memory
Modeling and Imitation
Here’s how it works

• Child says something
• Teacher listens for
  – What the child means
  – What the child says
• Teacher indicates she understands
• Teacher selects aspect(s) for improvement
• Teacher provides a model focusing on improving some aspect
• Child imitates
• Teacher provides another model if necessary
Description of Toddler Program

• Lessons – Individual one-on-one instruction
  – Vocabulary
  – Syntax
  – Listening
  – Speech

• Classroom activities
  – Circle time
  – Choice time
  – Story time
  – Snack
  – Music and finger plays
Preschool Program

- Small group activities
  - 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
Video – Jazmine

Longitudinal segments

- 20 months – 6 months post cochlear implant
- 1 year later – 2 years, 8 months
- 4 years, 6 months
Video - Jazmine
From lesson to conversational activity

• Colorforms - *while* and *after*
• Blueberry muffins – *while*
Study of children

- 43 children tested at 3-4 years of age after attending Moog Center Toddler Class
- 37 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
Peabody Picture Vocabulary Test

PPVT
Expressive One Word Picture Vocabulary Test - EOWPVT
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.
Point to *The girl has a big, spotted, black-and-white dog*
The cap is under the chair. The cap is ___. (on the chair)
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
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<th>85-115</th>
<th>&gt;85</th>
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## Results for 5-year olds

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<td>Proportion of total sample</td>
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Factors that contributed to this result

• Performance IQ – all children were within the average range or above
• Parents education – average 3 years of college
• Average income –
• Early intervention and early cochlear implantation
• Good parent support
• Excellent audiology services
• School program – focused instruction in centered based toddler program from about 18 months and preschool program until 5 years old
Video of Jay

• Age – 4 years, months
• CI at age xx months
• Within the average range in vocabulary by age 3 and in language by age 4 ½ years