

# Deaf Children Can Talk: The Impact of Focused Instruction

Jean Sachar Moog, MS-CED, LSLS Cert. AVEd  
Betsy Moog Brooks, MS-CED, LSLS Cert. AVEd  
The Moog Center for Deaf Education  
St. Louis, MO

[www.moogcenter.org](http://www.moogcenter.org)



# 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



# Vocabulary



# 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



# Snack



# 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

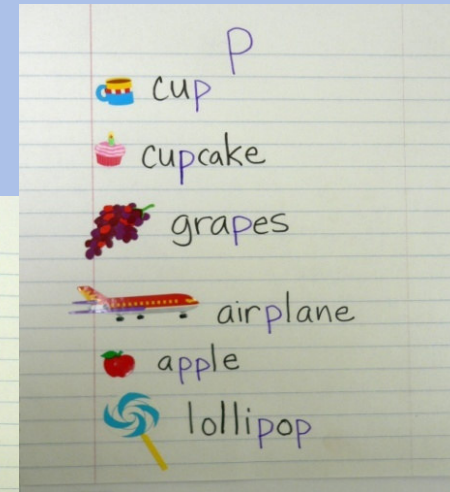
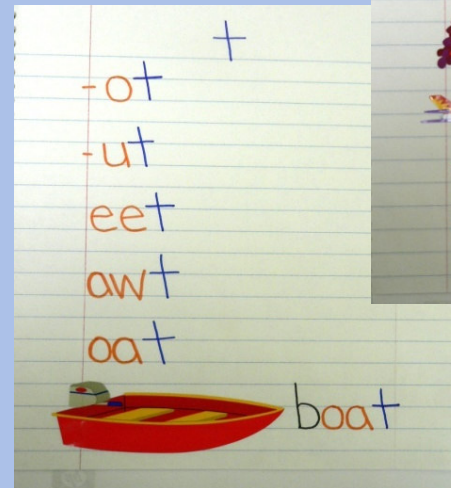


# Auditory Skill Development and Speech



chart story

- familiar vocabulary
- poems
- picture cards
- Nursery rhymes



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

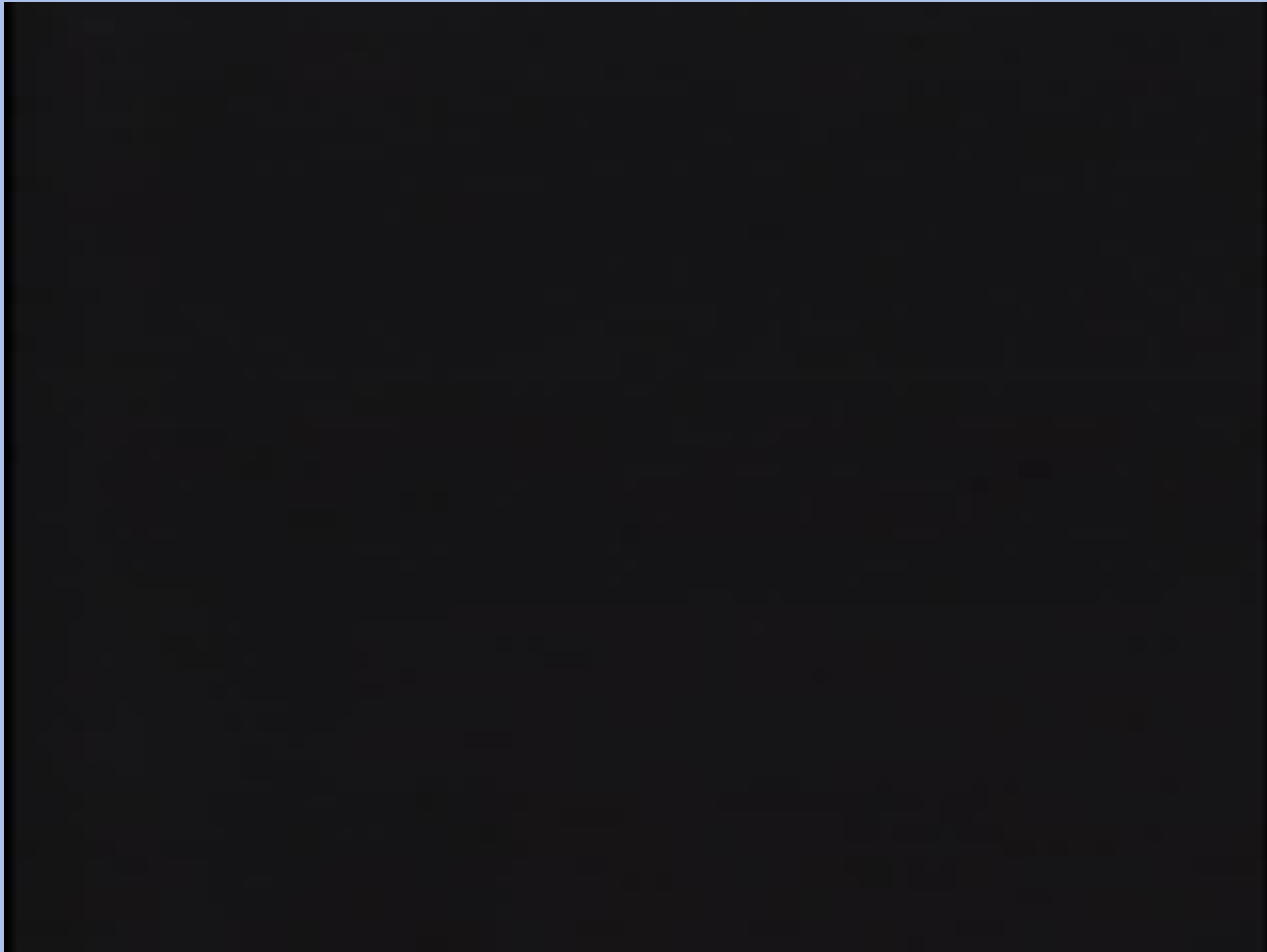


# Thematic Language



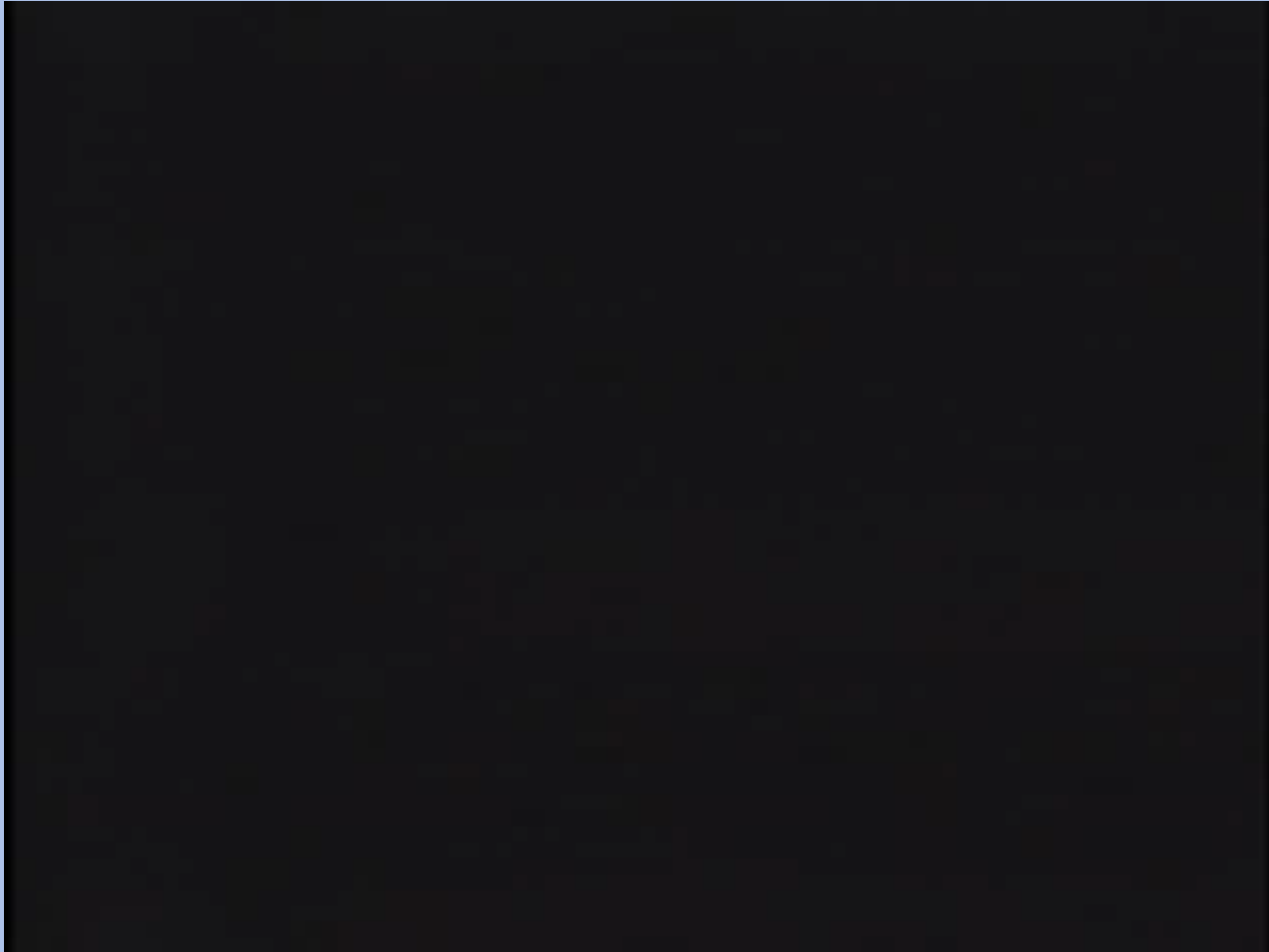
dinosaurs





20 months old  
6 months post activation





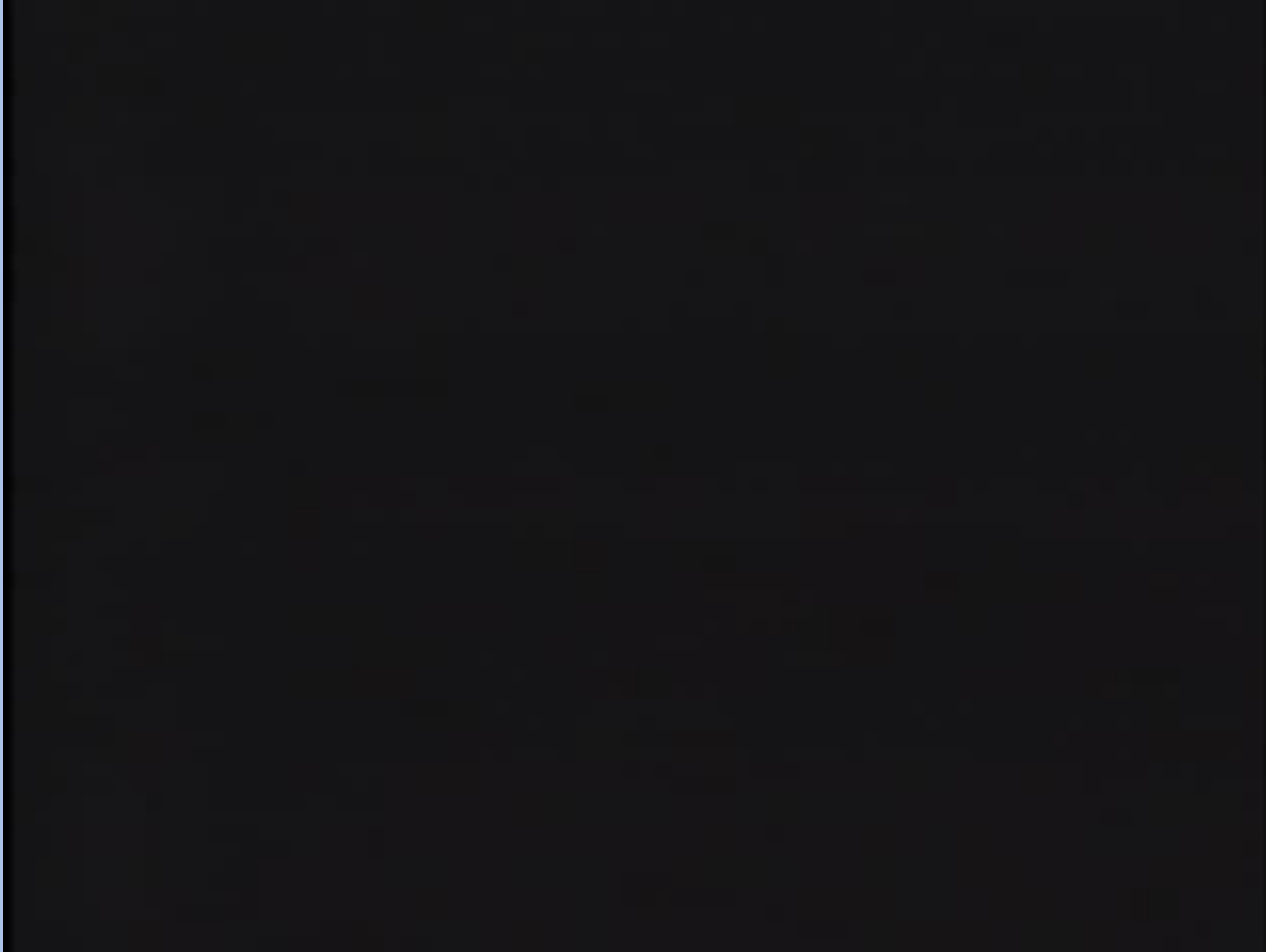
1 year later  
32 months old  
18 months post activation





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



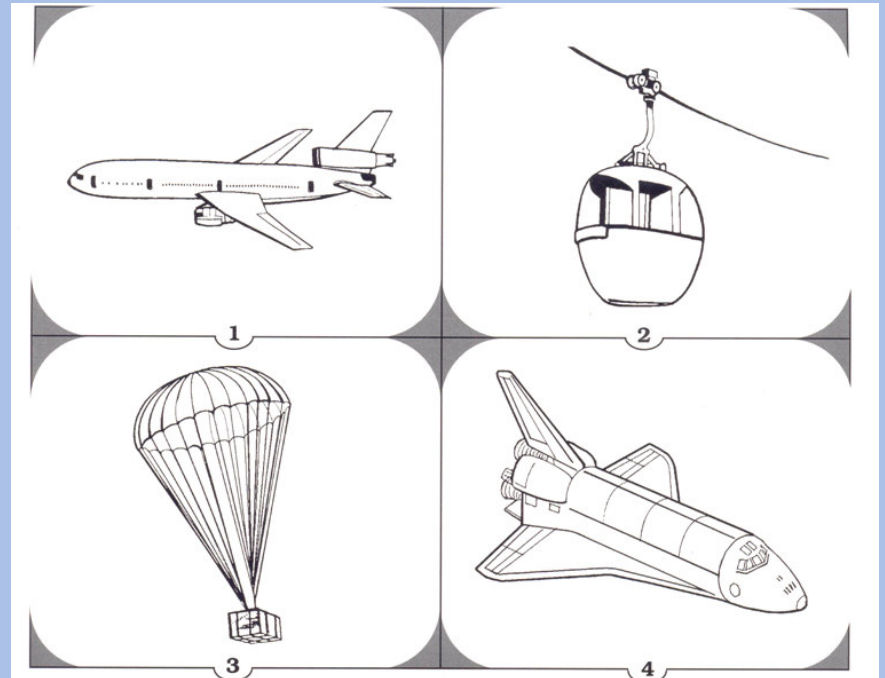
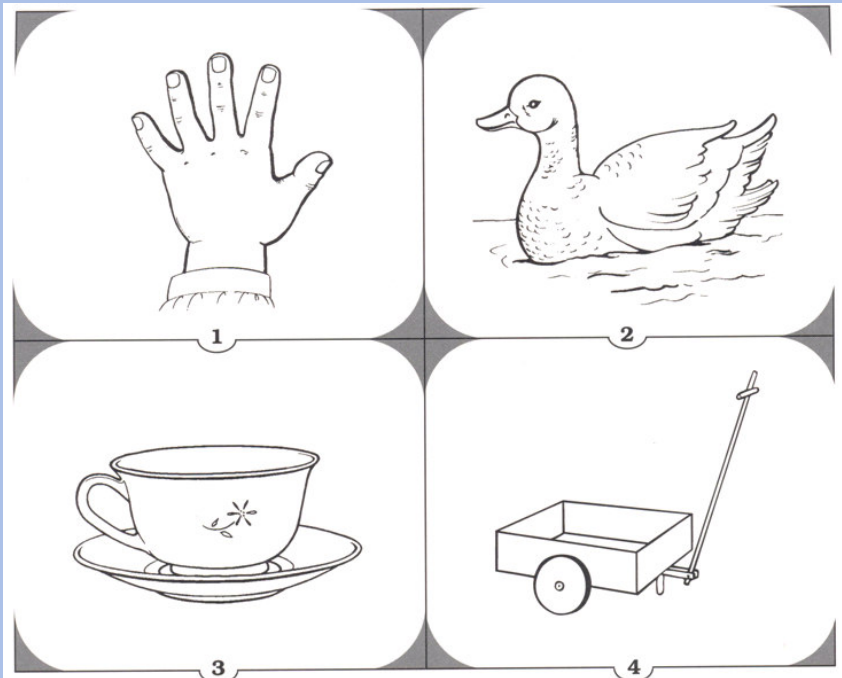
# Tests Administered

- 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)





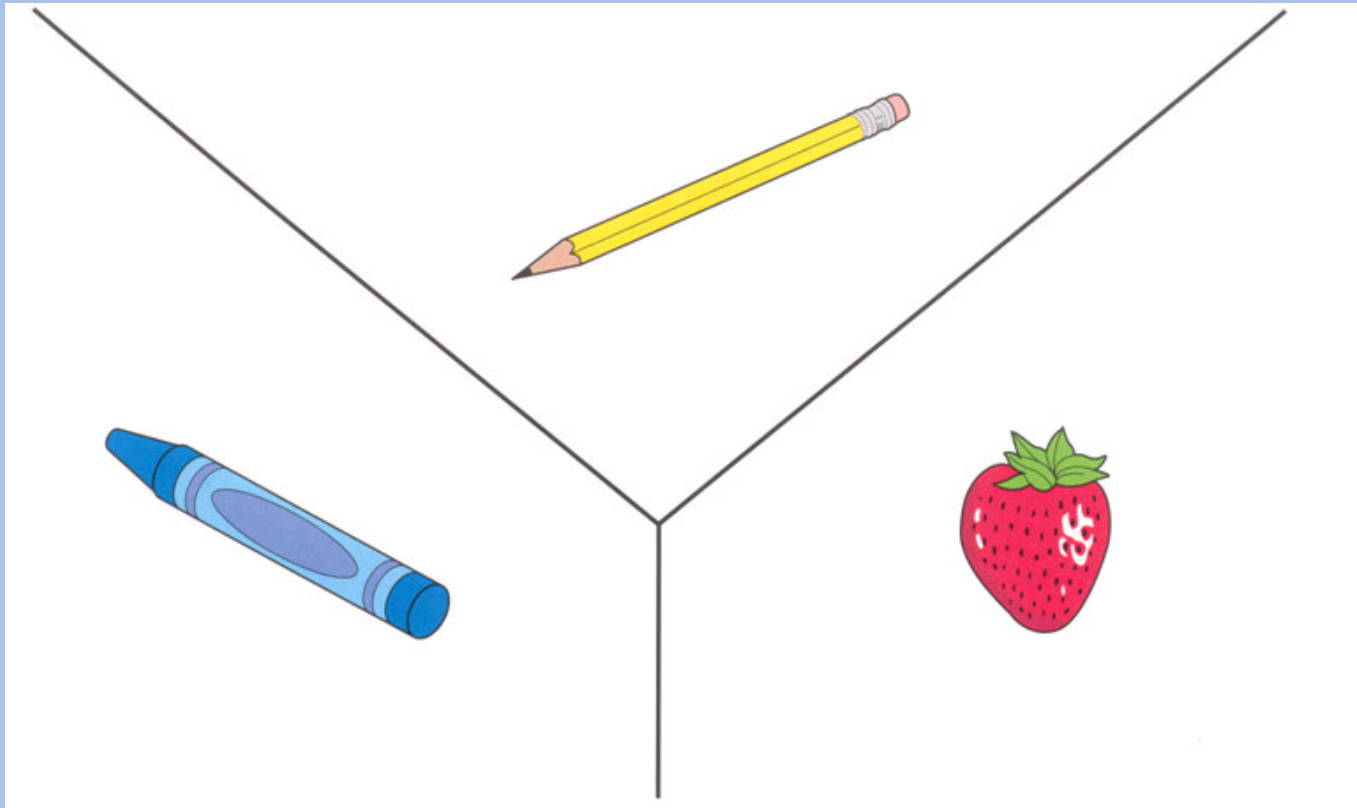
# Peabody Picture Vocabulary Test PPVT



# Expressive One Word Picture Vocabulary Test - EOWPVT



# CELF-P 2 Receptive Word Classes

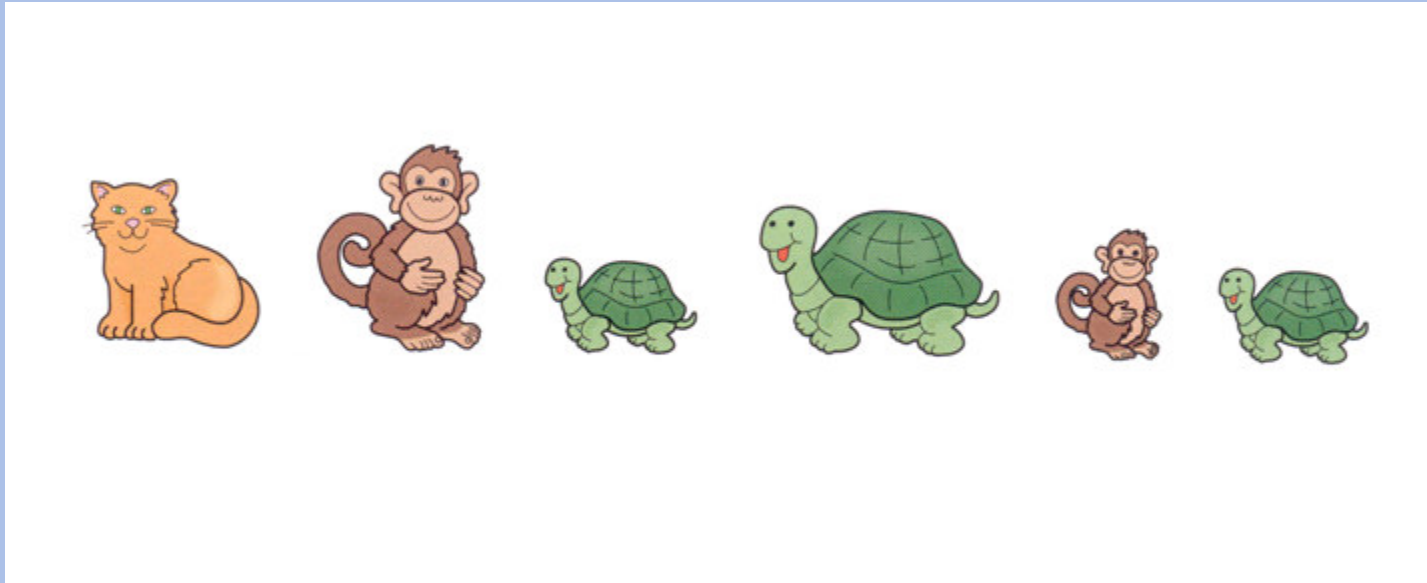


crayon, pencil, strawberry

How do the words \_\_\_\_\_ and \_\_\_\_\_ go together?



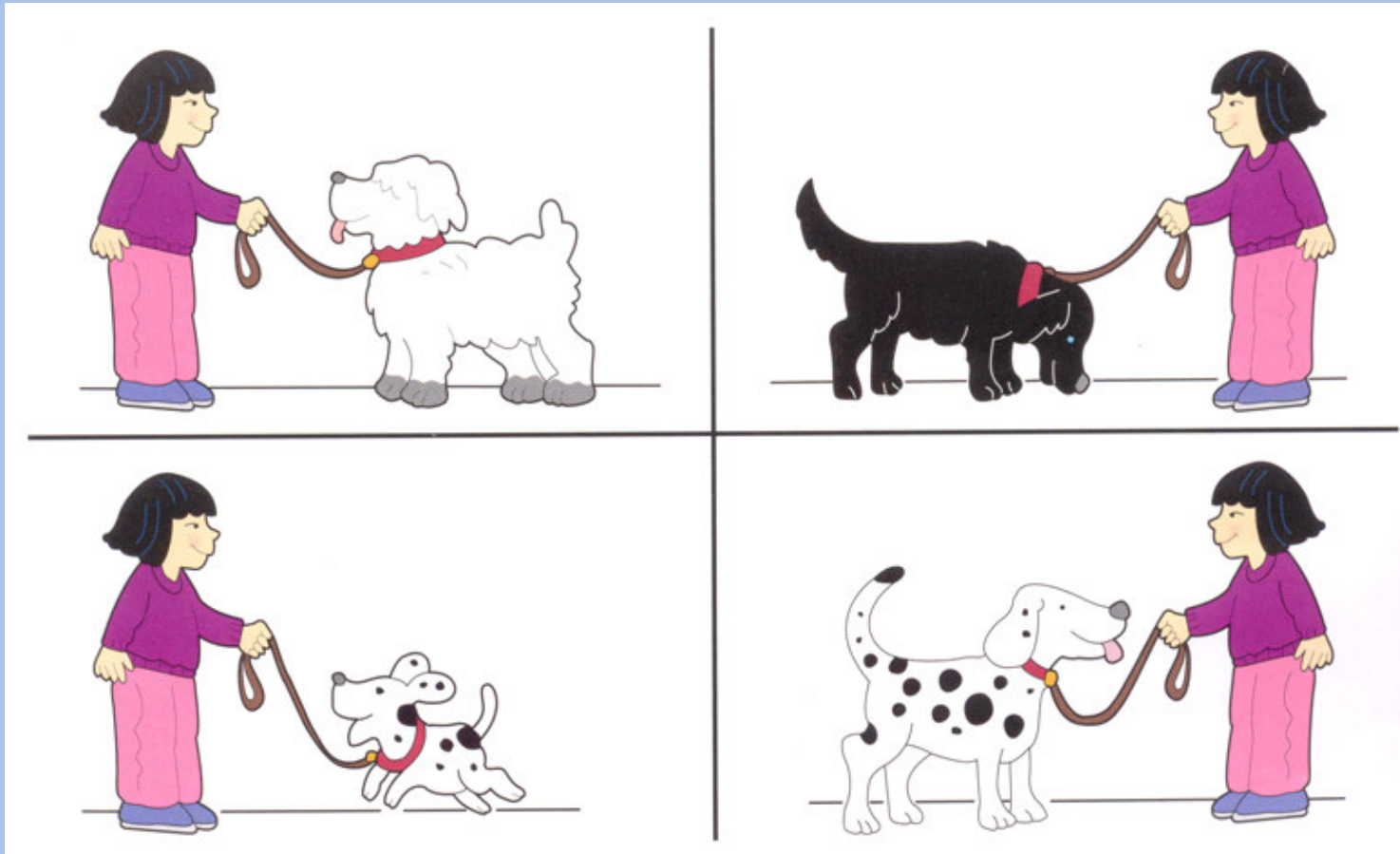
# CELF-P2 Receptive Concepts & Directions



Point to the turtle that is closest to a cat.



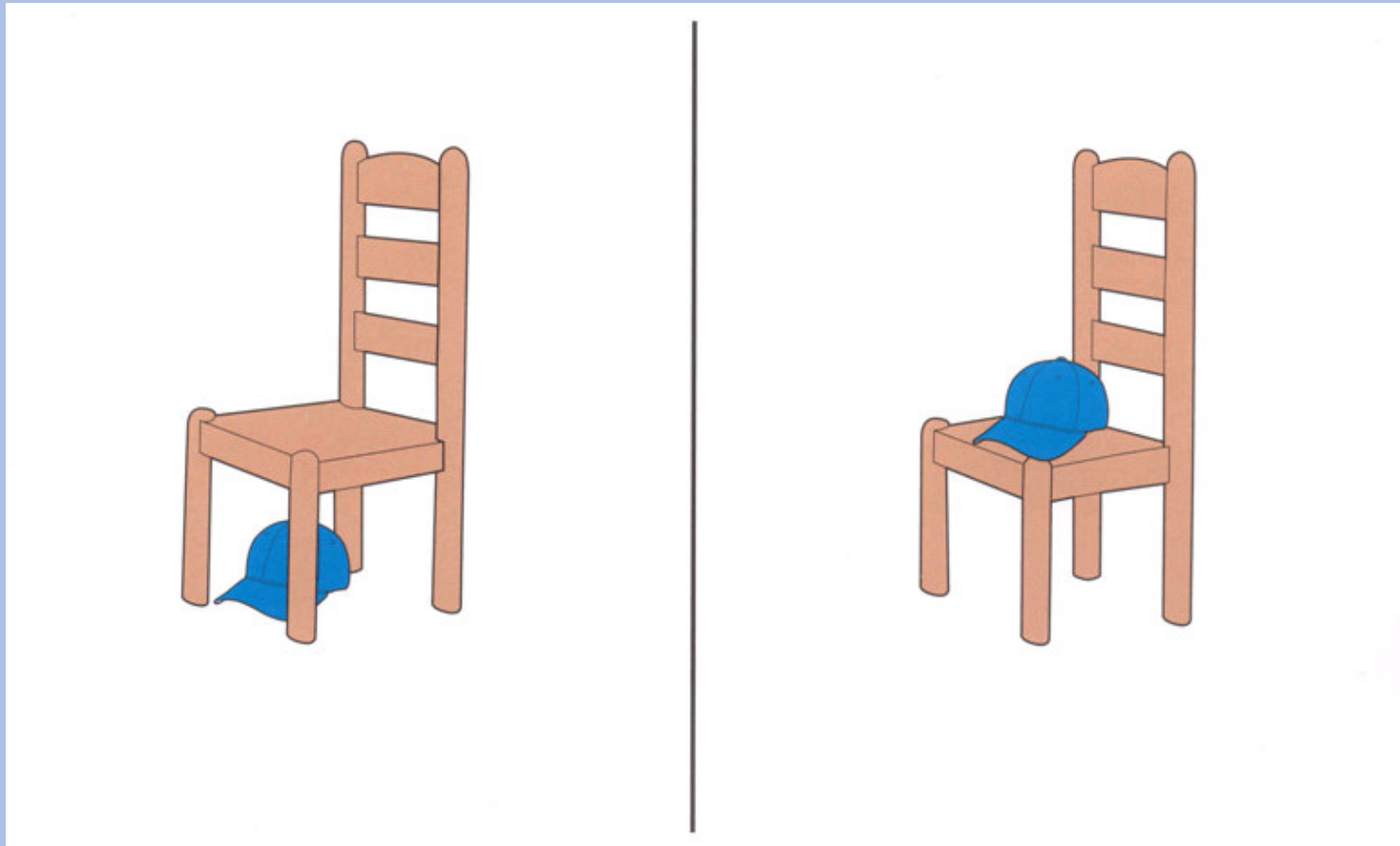
# CELF-P2 Receptive Sentence Structure



Point to *The girl has a big, spotted, black-and-white dog.*



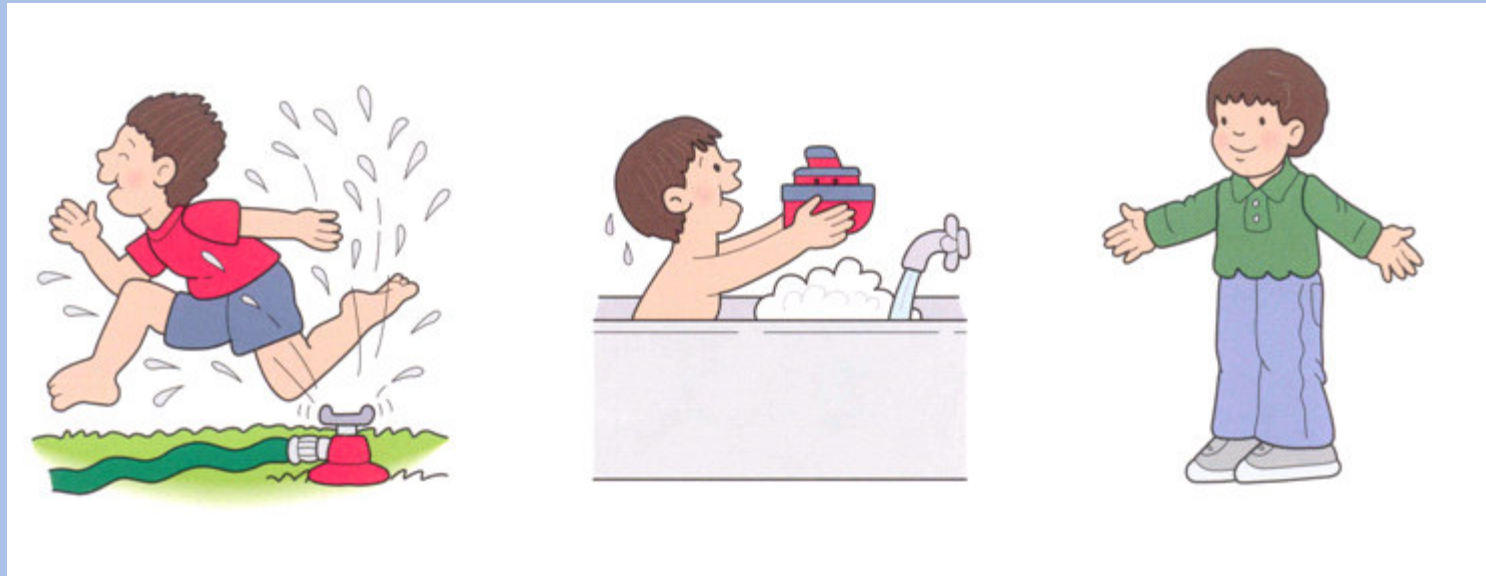
# CELF-P2 Expressive Word Structure



The cap is under the chair. The cap is \_\_\_\_\_. (on the chair).



# CELF-P2 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

TEST	<85 SS	85-115 SS	>115 SS
EXPRESSIVE VOCABULARY			
N children	6	35	2
Proportion of total sample	14%	81%	5%
RECEPTIVE VOCABULARY			
N Children	8	34	1
Proportion of total sample	19%	79%	2%

# Results for 5-year-olds

	<85 SS	85-115 SS	> 115 SS
Expressive vocabulary			
N children	1	28	5
Proportion of total sample	3%	82%	15%
Receptive vocabulary			
N children	2	29	3
Proportion of total sample	6%	85%	9%
Receptive language			
N children	3	27	4
Proportion of total sample	9%	79%	12%
Verbal intelligence			
N children	7	23	4
Proportion of total sample	20%	68%	12%
Expressive language			
N children	8	23	3
Proportion of total sample	23%	68%	9%

# Factors that contributed to these results

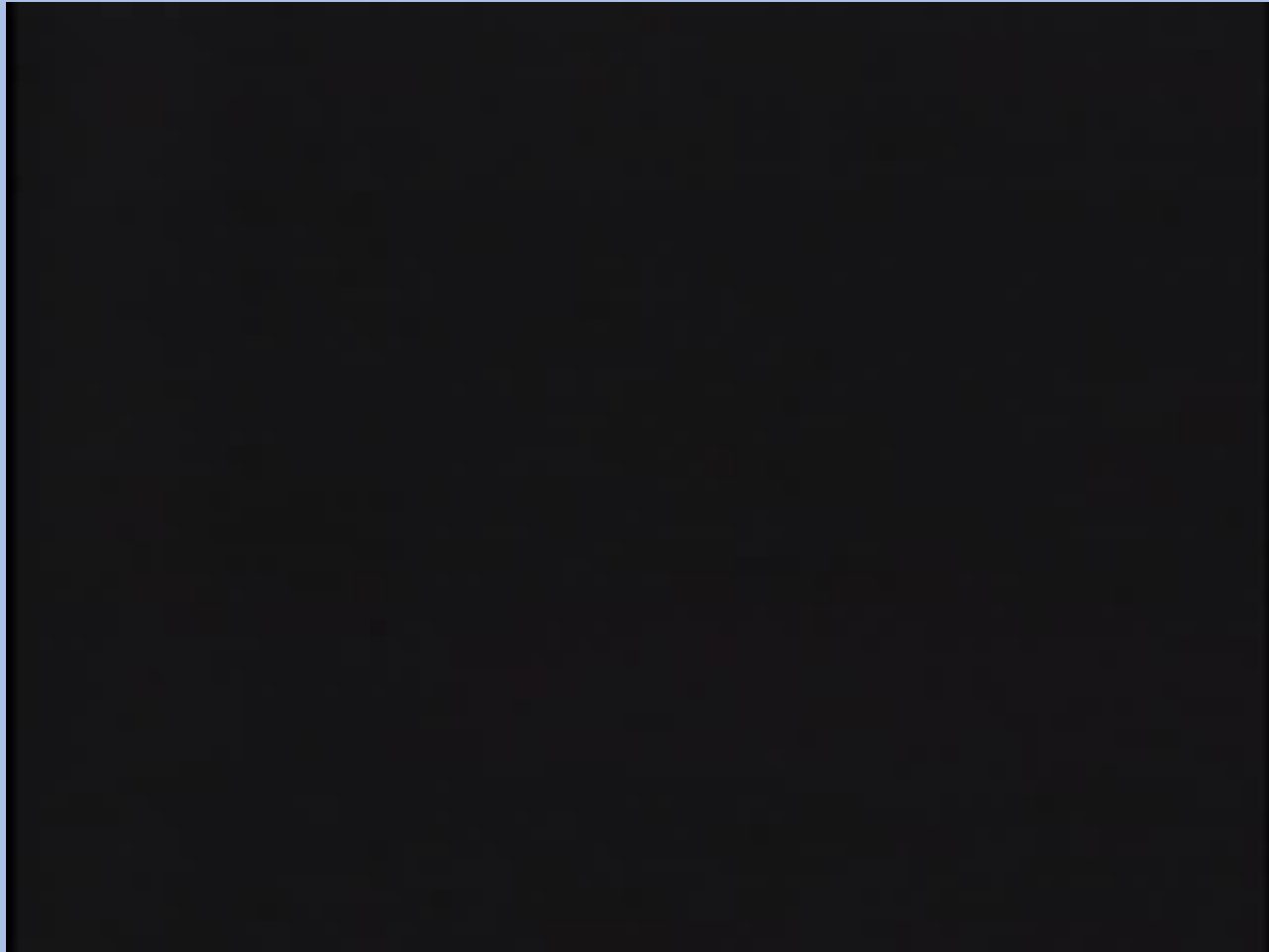
- Performance IQ – all children were within the average range or above
- Parents' education – average 3 years of college
- Early intervention and early cochlear implantation
- Excellent audiology services – well-fitted devices
- Good parent support
- School program – focused instruction in centered-based 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

