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
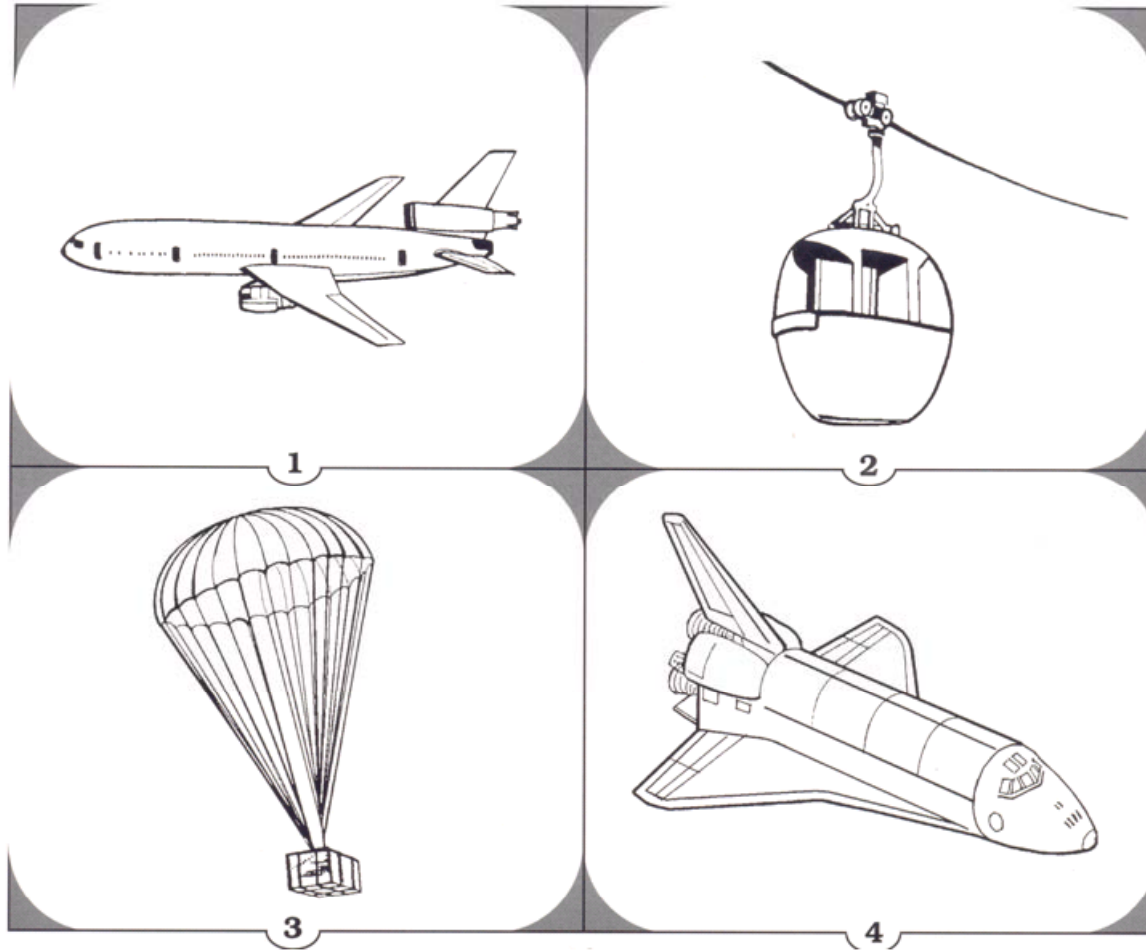
Tests Administered

- PPVT (ages 3 years and 5 years)
- EOWPVT (ages 3 years and five years)
- CELF-P2 Receptive (age 5 years)
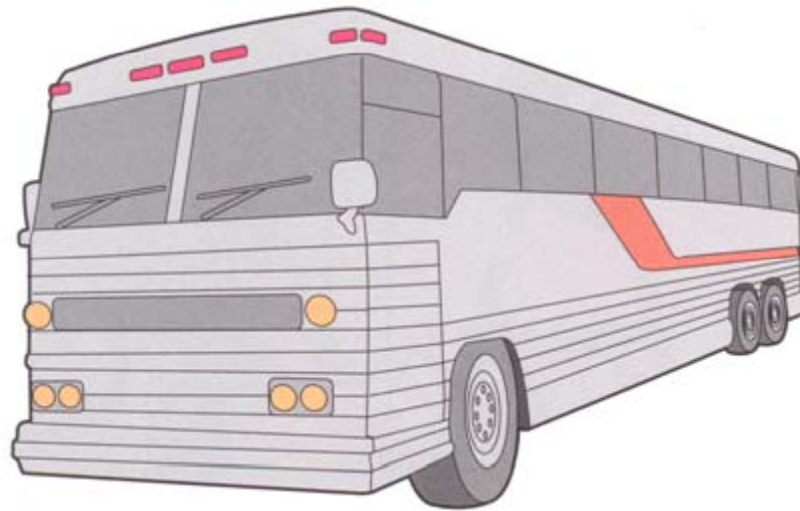- CELF P2 Expressive (age 5 years)
- WPPSI (age 5 years)

Peabody Picture Vocabulary Test
PPVT
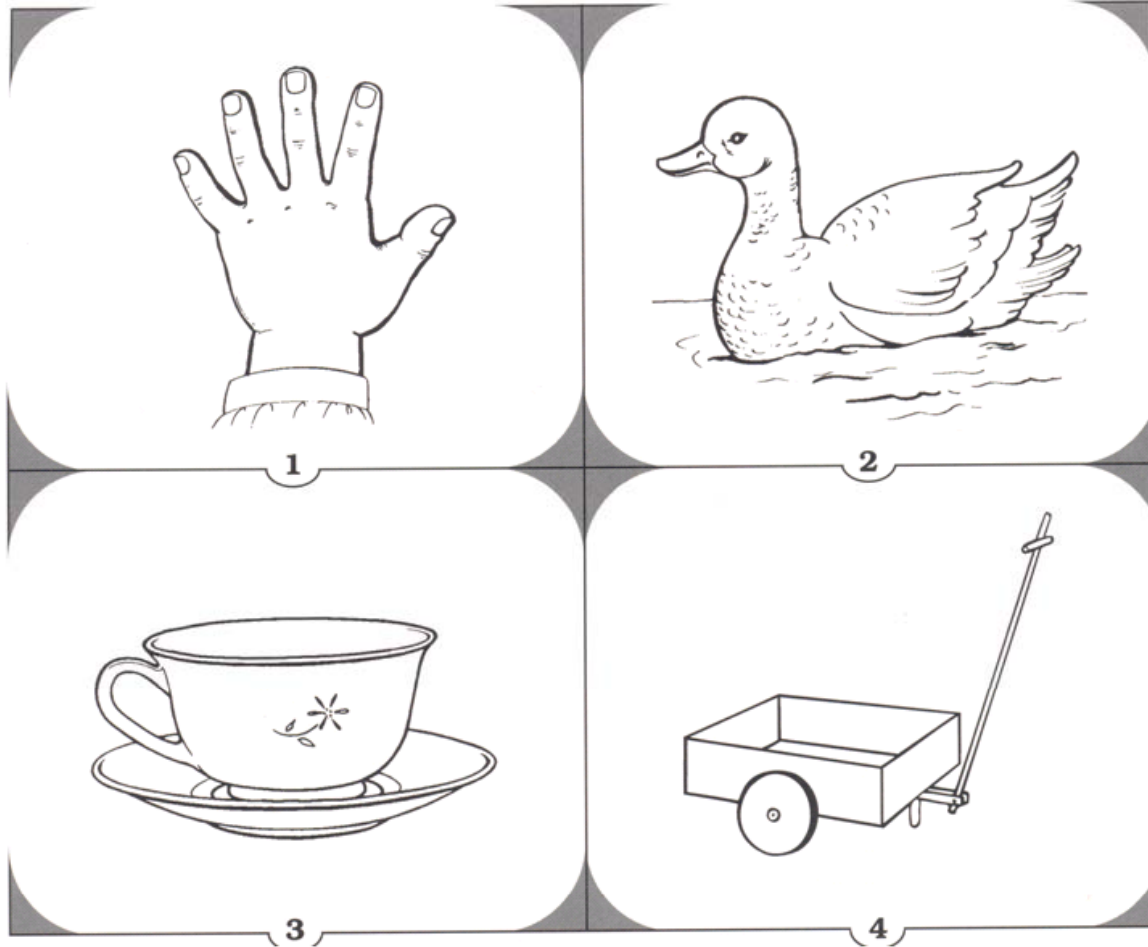
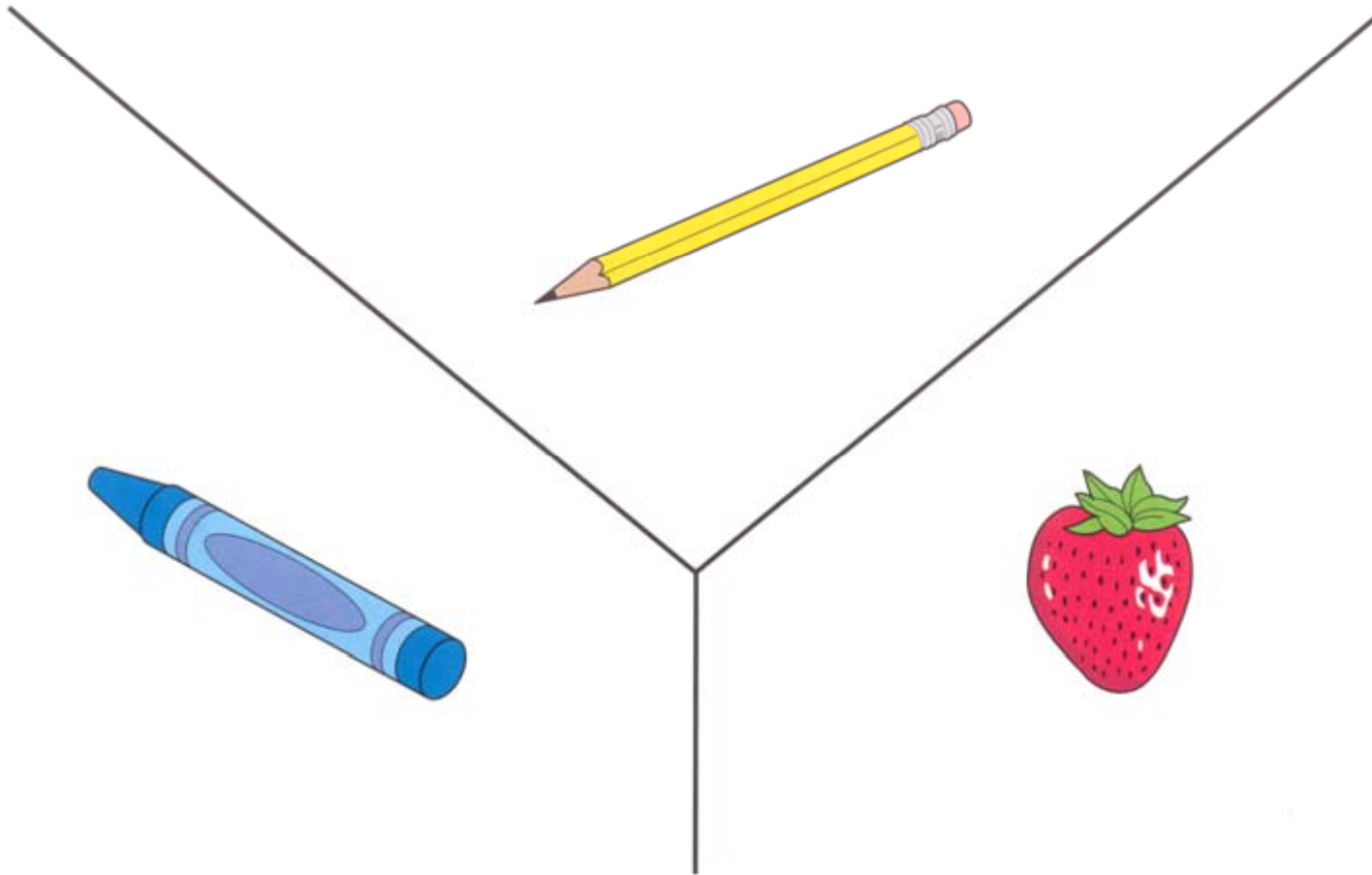# Peabody Picture Vocabulary Test
PPVT

Expressive One Word Picture Vocabulary Test - EOWPVT

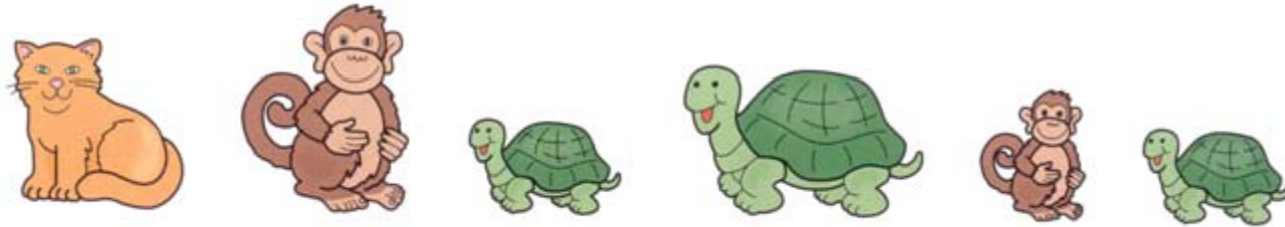# Expressive One Word Picture Vocabulary Test - EOWPVT

CELF-P 2 Receptive
Word Classes

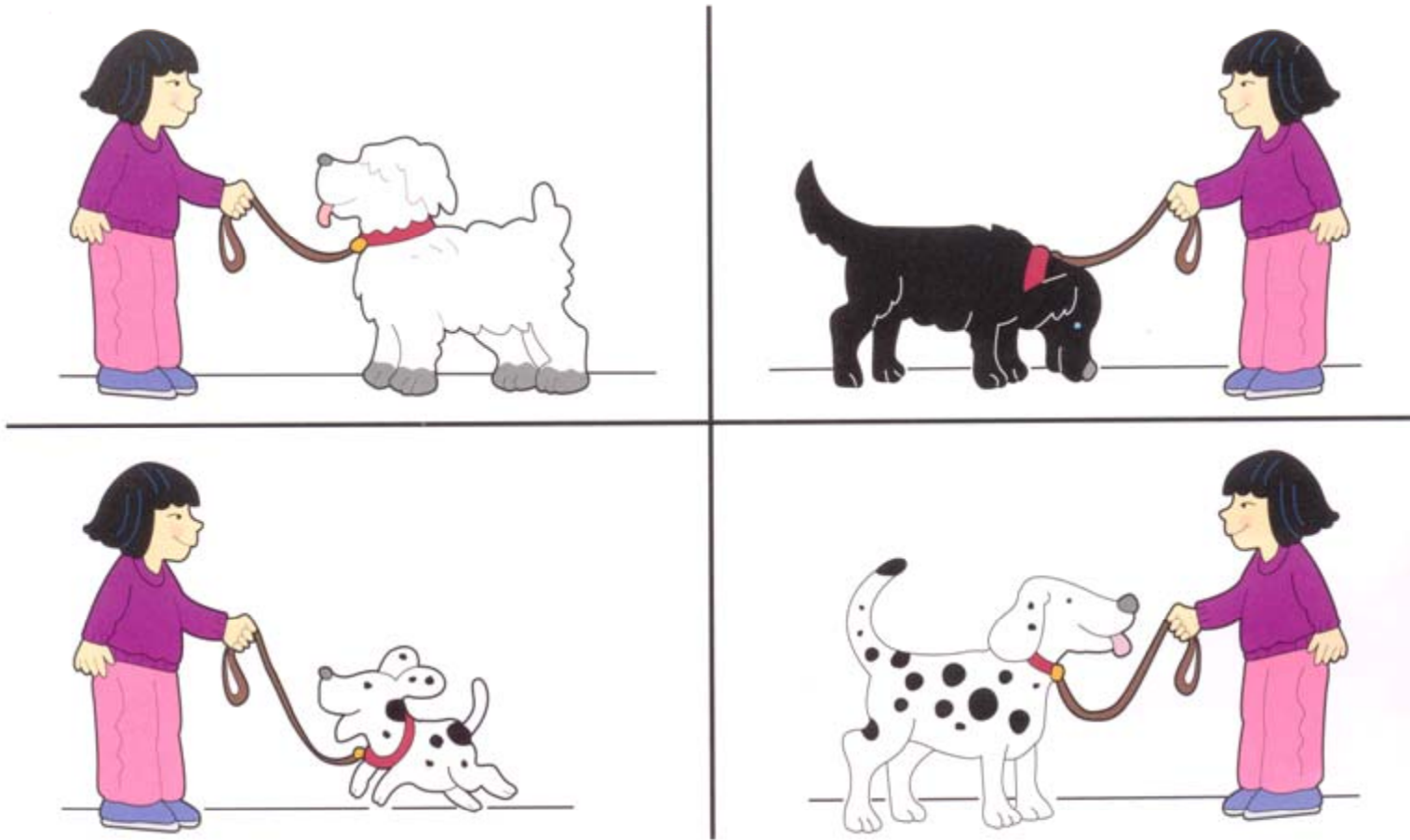crayon, pencil, strawberry
How do the words _____ and _____ go together?

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
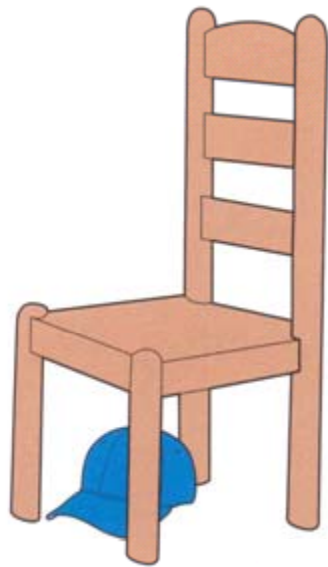
The cap is under the chair. The cap is ___. (on the chair)

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

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

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 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