



# A View from the Finish Line: The Impact of Early Detection and Early Identification on Literacy Outcomes

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**“CHILDREN ARE MADE  
READERS ON THE LAPS OF  
THEIR PARENTS.”**

**- EMILIE BUCHWALD**

# Skills Necessary to Become a Good Reader

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- Ability to decode text
  - Match sounds with letter symbols
- Ability to read fluently
  - A function of decoding accuracy, text difficulty and general language ability
- Ability to *comprehend* what is written
  - Retrieving known vocabulary, anticipating storyline based on familiarity with topic, handling complex grammar

McGuinness, 2004

# Setting the Stage for Reading Achievement

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- There is much work that can be done prior to formal reading instruction that will influence later reading achievement
  - Develop a rich language base (since language competence is a good predictor of later reading achievement)
  - Develop thinking skills that will be required in reading with comprehension before the introduction of print
  - Build schemata through plentiful experiences



# What does a “Finisher” Look Like?

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- Children with hearing loss who are most likely to demonstrate grade level reading skills as they enter 4<sup>th</sup> grade do so as a result of:
  - Early identification
  - Early amplification
  - Early intervention
    - Quality birth to three services
  - Engaged parents
  - Language rich preschool experience
  - Mainstream support

# James

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- Identification and intervention history:
  - Age at identification of bilateral sensorineural hearing loss: 12 months
  - Age first amplified: 14 months
  - Age at initial CI stimulation: 5 years, 11 months
  - Age at 2nd CI stimulation: 7 years, 5 months
- received AV therapy - age of 1 through 7 years
- received speech services starting age 1 through 8.2
- attended a public school preschool program for children with hearing loss starting at age 3; transferred to Atlanta Speech School and enrolled from ages 5.5 to 8.2
- currently attending Mount Vernon Presbyterian School in the 5<sup>th</sup> grade

# A word from James...

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# James reading and discussing the book Frindle by Andrew Clements

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- IT WAS A BEAUTIFUL  
SEPTEMBER AFTERNOON



# What might James' reading journey have looked like?

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- Oral Language as a building block for literacy
  - Listening and talking as the sensory partners of reading and writing

<b>Receptive Language</b>	<b>Expressive Language</b>
Listening	Talking
Reading	Writing



# In the first years of life

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- Parents build language
- Child has early experiences with books

# George

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- Watch for:
  - 1. parent's use of "interesting" voice
  - 2. the parent-coach provides tips on book handling
  - 3. the transition from reading to sharing the book

# Parent-Infant

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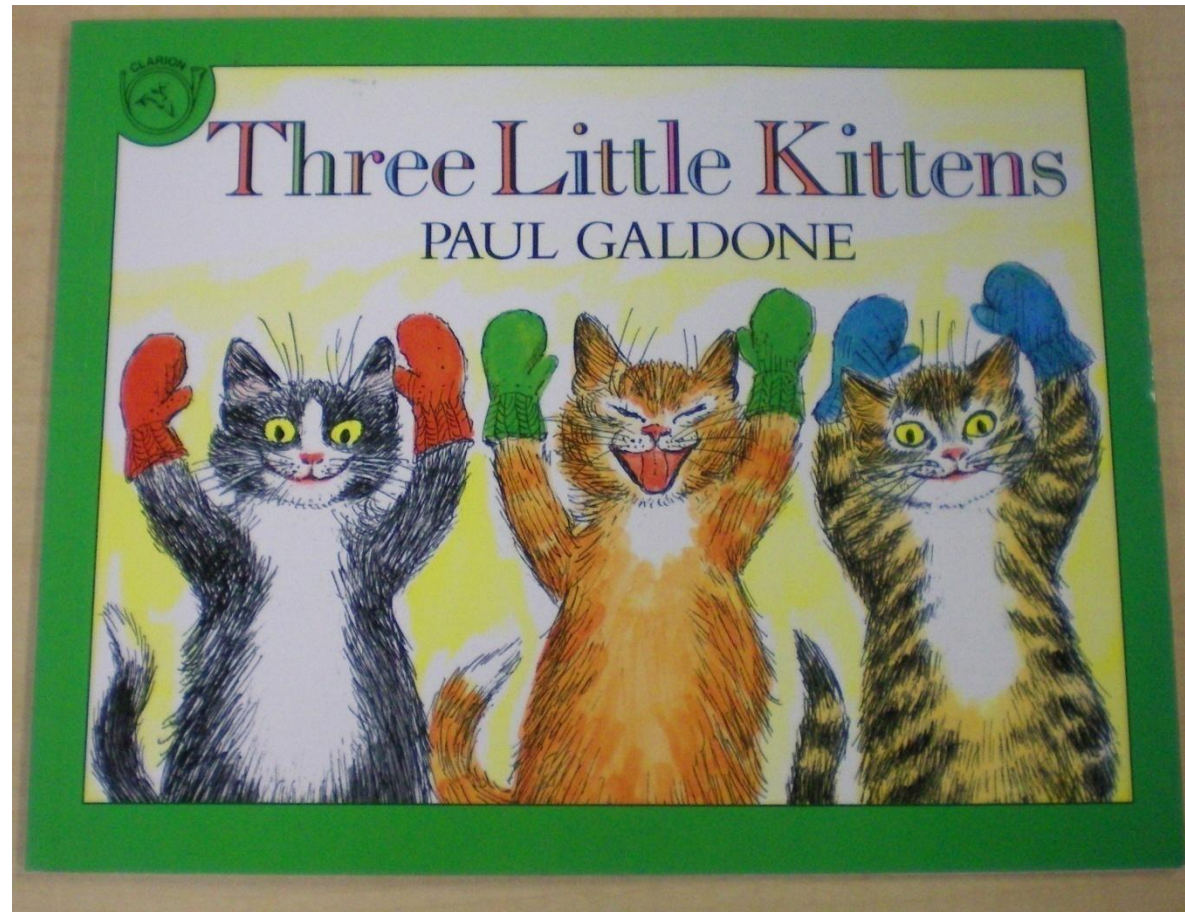
# Toddlers begin to have “formal” instruction

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Week	Theme	Home-School Connection
1	Itsy Bitsy Spider	Black collage (spider)
4	Little Bo Peep	Pink collage (dress)
6	Wheels on the Bus	Yellow collage (bus)
13	Turkeys	Turkey craft
18	Snow	Picture of child playing in snow
20	Three Little Kittens	Mittens or gloves
21	Goldilocks & the Three Bears	Items that are small, medium and large
22	Valentine’s Day	Collage of things you love
29	Caterpillars	Caterpillar craft
34	Brown Bear, Brown Bear	Make a new verse

# Week 20:

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# Toddler Classroom

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- Watch for:
  - 1. tier 2 vocabulary
  - 2. multiple meaning of a known word
  - 3. connecting





# Toddler class

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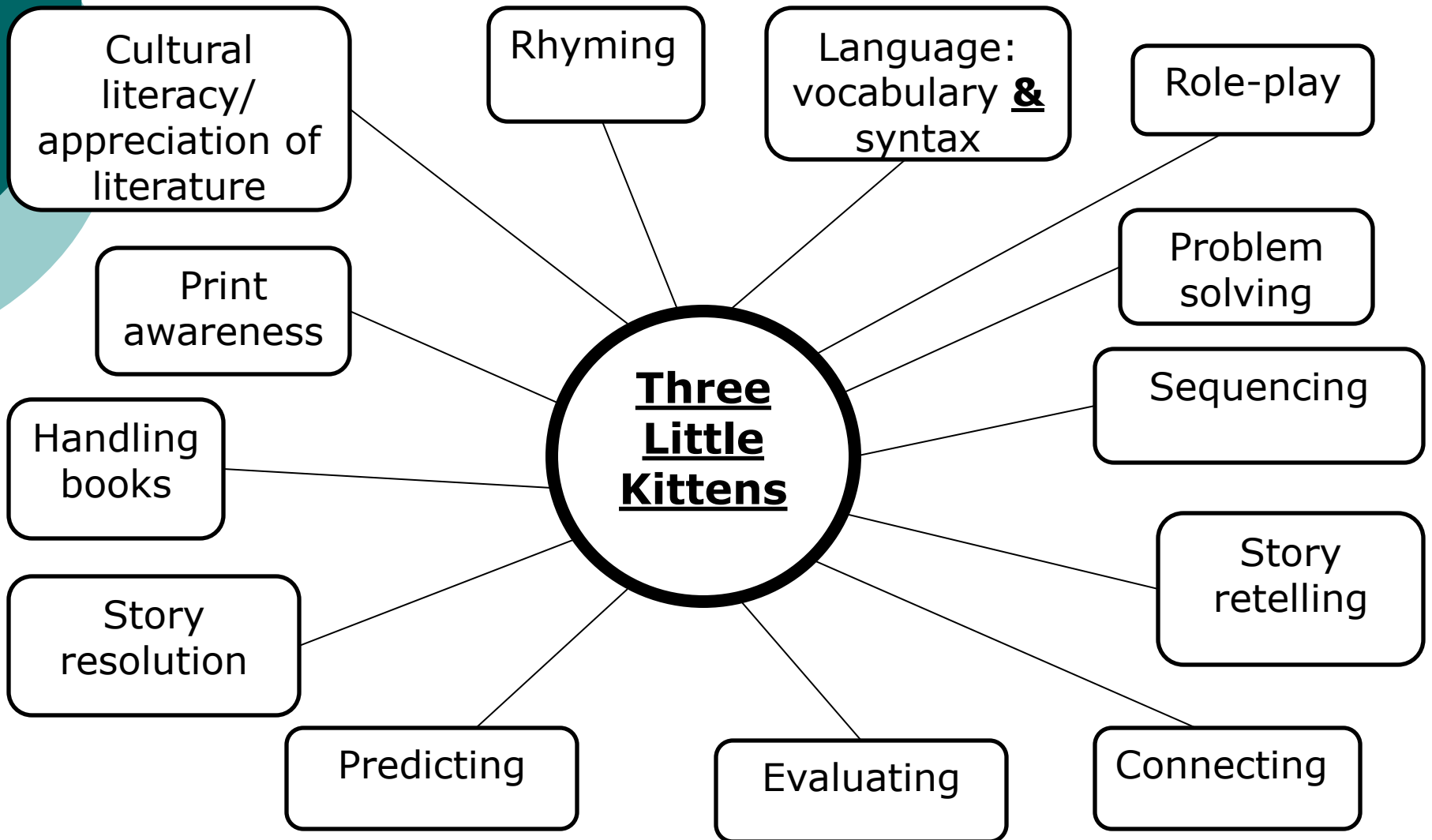


# Examples of connecting

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- Snack
  - Kitten or mittens
  - Pie
- Math
  - Counting
  - Matching mittens of the same color
- Song
  - The Wiggles sing Three Little Kittens
  - <http://www.youtube.com/watch?v=1-x59pSEUs0>

# Getting the “most” out of Three Little Kittens





# Preschool

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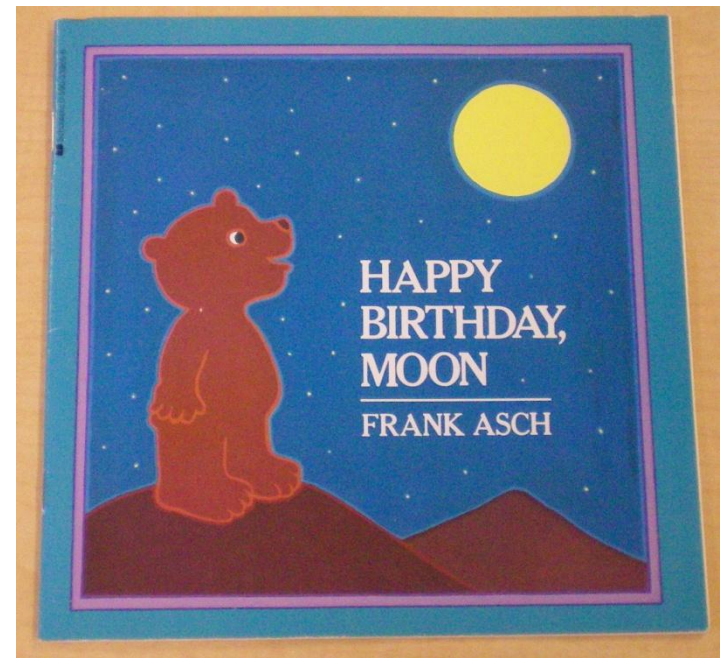
- Building on earlier gains
- Greater attention to pre-codebreaking, phonemic awareness
- Building more complex language
- Encouraging thinking skills required in later reading
  - predicting
  - inferencing
  - getting the main idea
  - connecting

# Preschool

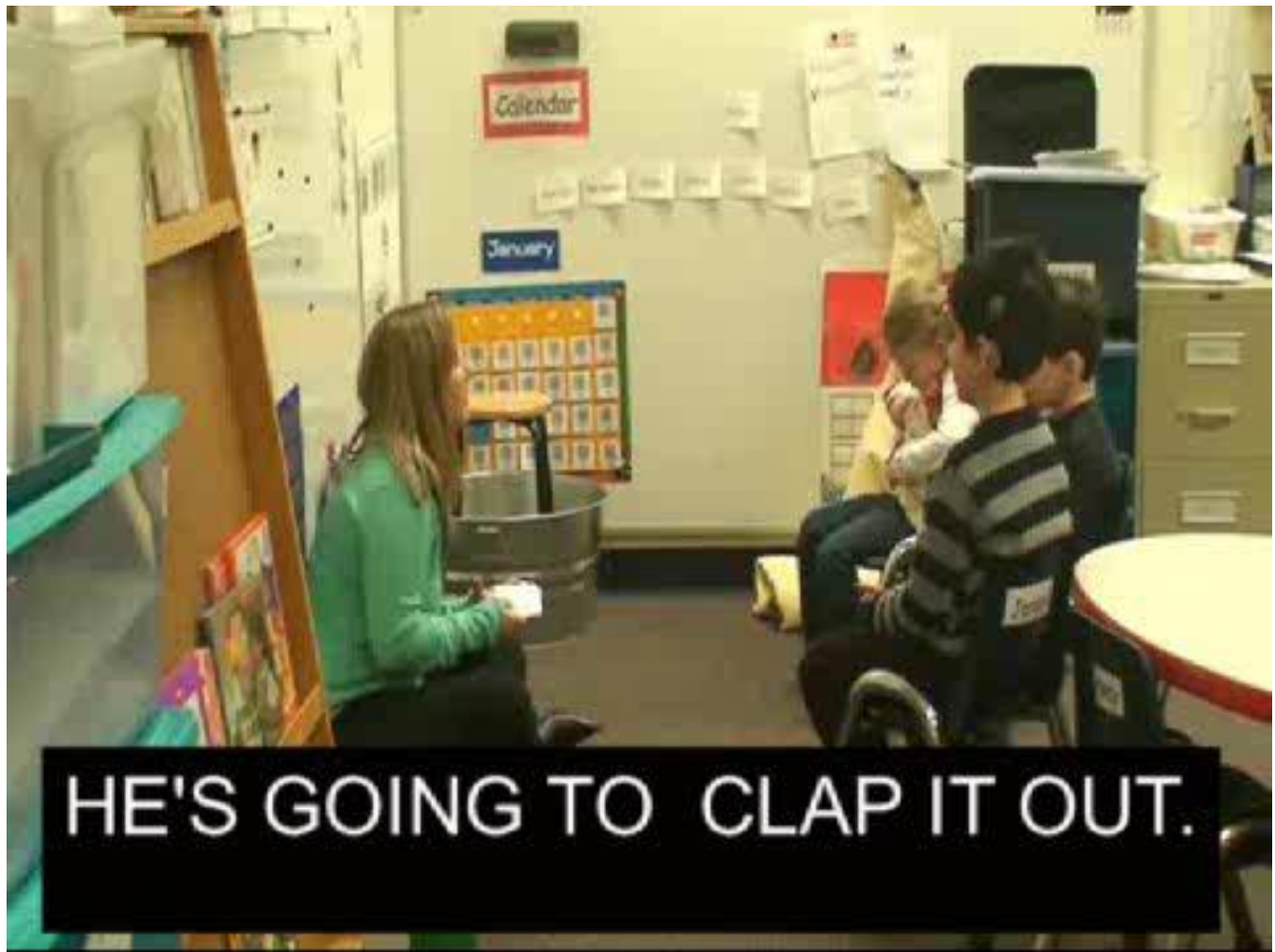
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Watch for:

- 1. early metalinguistic ability
- 2. phonological awareness
- 3. developing thinking skills



# Preschool Classroom





# Kindergarten and beyond

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- Depending on a child's language and skill set, education continues either in small instruction or in a mainstream classroom



# Primary years in the mainstream

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- Codebreaking...learning to read
- Continued emphasis on language and vocabulary accrual
- Vigilance and support
- Gap closers (Yoshinago-Itano et al., 2009)



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**“THE SKILLS THAT PRODUCE  
AN EXPERT READER ARE  
EXACTLY THE SAME SKILLS  
THAT MAKE AN EXPERT  
LISTENER”**

**MCGUINESS, 2004**





## An arbitrary “finish line”

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- Children who learn to read by age 8 just get kicked up to the next level
- Reading to learn is part of the learning “marathon” that is life itself
- Every individual who touches the life of a young child with hearing loss plays a role in advancing the reading journey

# Where to go for more information

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- Professional learning programs
  - First Years ([www.firstyears.org](http://www.firstyears.org))
  - PPCI ([www.chop.edu/ppci](http://www.chop.edu/ppci))
  - AV Summer Institutes (multiple locations)



Thanks for your kind attention!

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- McGuinness, D. *Growing a Reader from Birth*. (2004). New York: WW Norton.
- Yoshinaga-Itano, C, Sedey, A. &. Baca, R. (2009). Longitudinal outcomes from birth to seven years. Paper presented at the XII Symposium on Cochlear Implants in Children, Seattle, June, 2009
- Thanks to the children and teachers of Atlanta Speech School for their assistance in providing video footage.