

A PICTURE IS WORTH A THOUSAND WORDS: BUILDING LANGUAGE THROUGH EXPERIENCES



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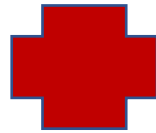
Denver, Colorado

Literacy and our kids...

- Literacy rates of adults who are deaf or hard or hearing are consistently at the fourth-grade level. About one in three deaf students who graduate from high school have reading skills between the second and fourth grade level. (Lederberg, Amy, 2012)
- Research specifies that vocabulary plays a direct role in literacy by making a critical link between a child's ability to decode words and to understand what they have read through the development of phonological awareness. (Joshi, 2005)
- Early language experiences can alter cognitive strategies and neural networks involved in proficient readers (Easterbrooks, Susan, 2012)



Brain Development & Experiences



PARENTS ARE THE CHILD'S FIRST TEACHERS OF LANGUAGE!



Katey's Testimony

- Experience books are engaging because the child is the “star”
- The child is actively involved while reading the book instead of being a passive listener
- The books are an extension of the activities and experiences the child has participated in, therefore the experience “lives on” past the day of the event
- Repeated reading of these books allows for vocabulary acquisition
- Behavior books help teach routines and positive behavior with familiar visuals to help with comprehension

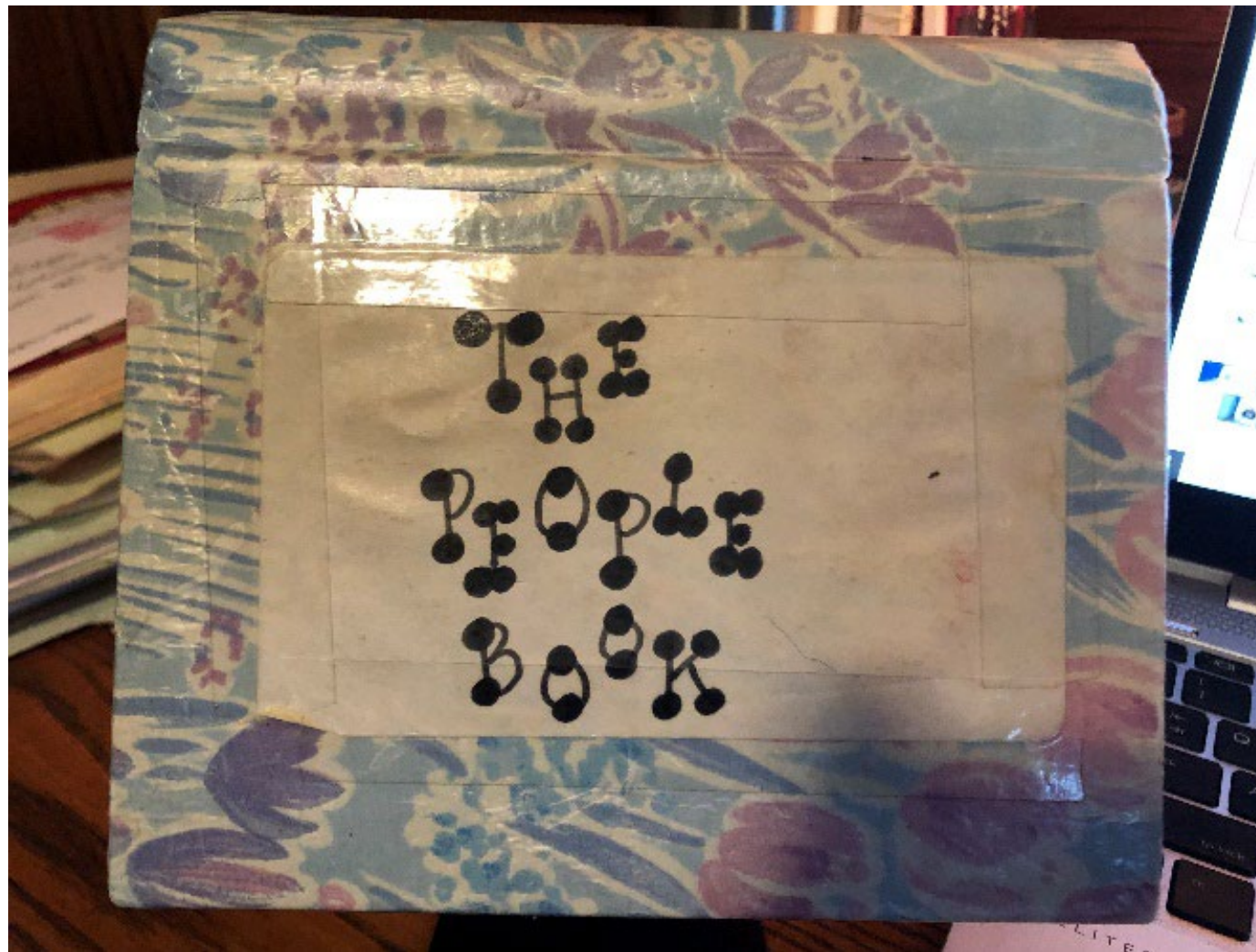
Some Listening & Spoken Language Strategies Targeted in Experience Stories

Receptive Components:	Expressive Components:
Acoustic Highlighting	Modeling
Joint Attention	Imitation
Auditory Sandwich	Wait Time
Auditory First	Acoustic Highlighting
Self-Talk	Turn-Taking
Expectant Look	Sabotage
Repetition	Open Ended Questions

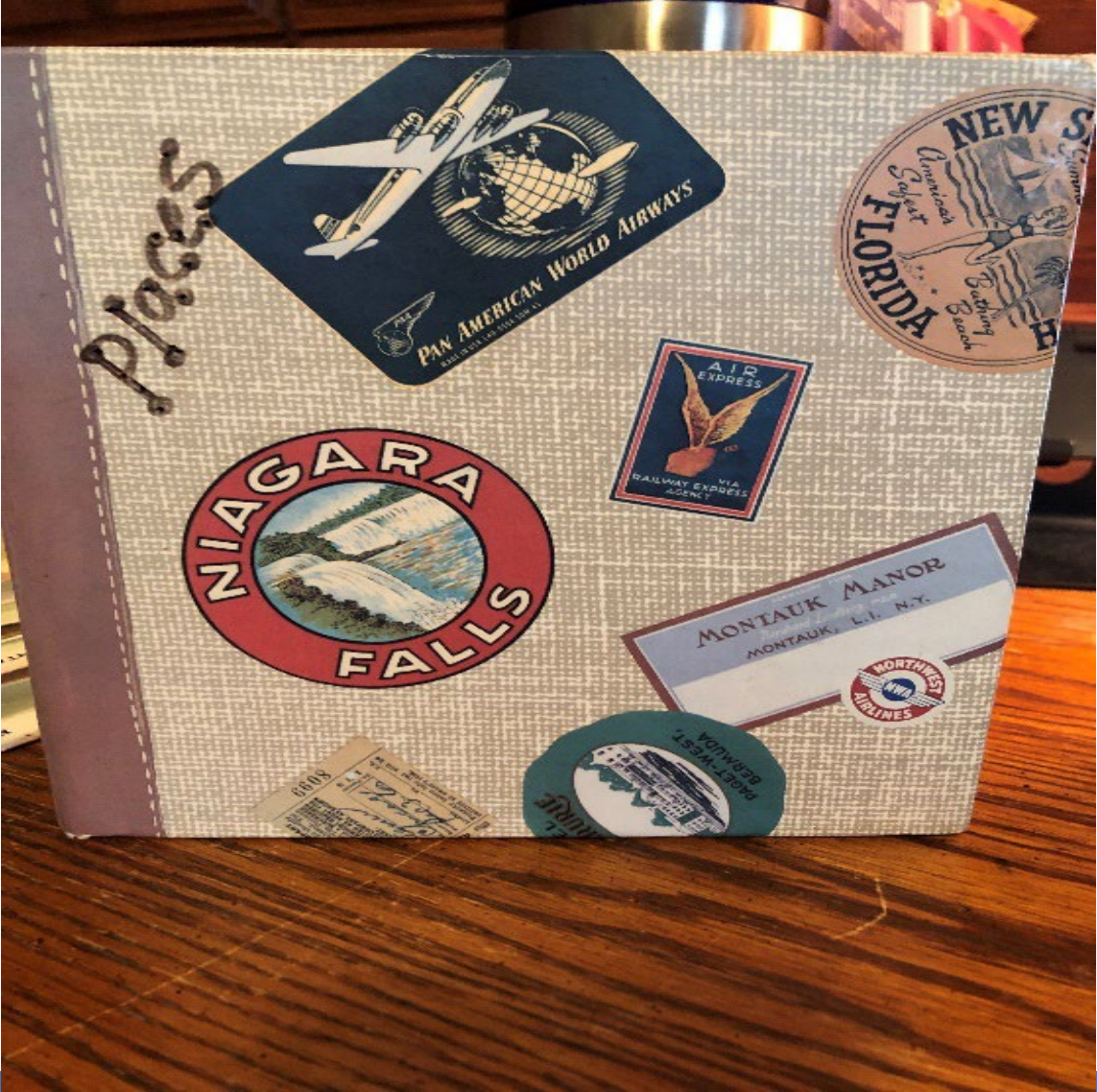
Sharing books and experiences grows vocabulary!



A People Book



A Places Book



A Food Book



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Experiences in our daily lives...

- Holidays—Easter, Halloween, Thanksgiving, Christmas...
- Trips to the zoo, farm, playground, park, pumpkin patch, apple picking, fire station...
- Birthday parties
- Vacations
- My Cochlear Implant Book (or other surgery)
- My Baptism Book
- My School Book or My Daycare Book



Kimberly's Cochlear Implant Book



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Book or Pages Dealing With Our Daily Lives

- My Toy Book
- My Animal Book
- My Vehicle Book
- My Dinosaur Book
- Our Daily Schedule
- My Hairstyles

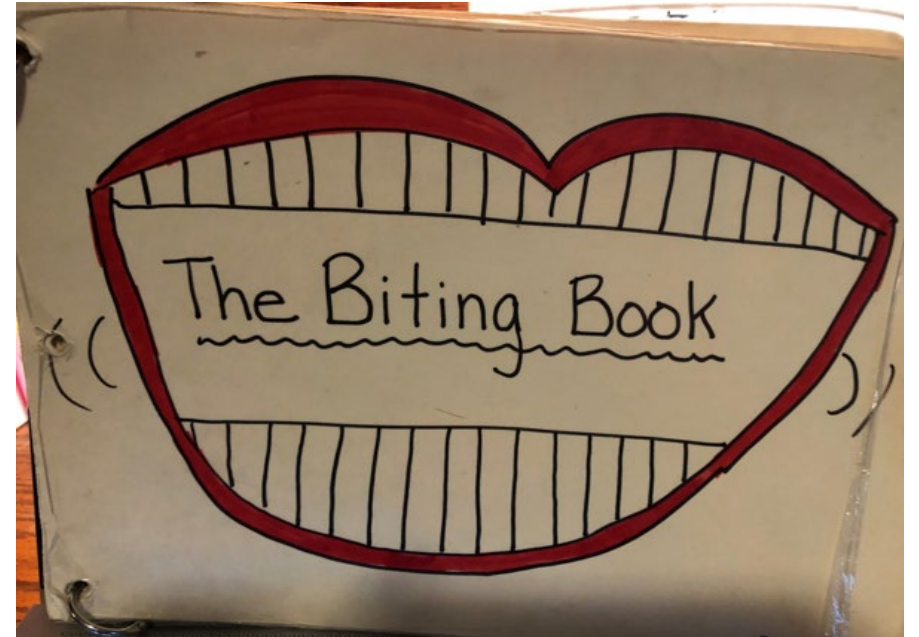


Ruthie's Hairstyles



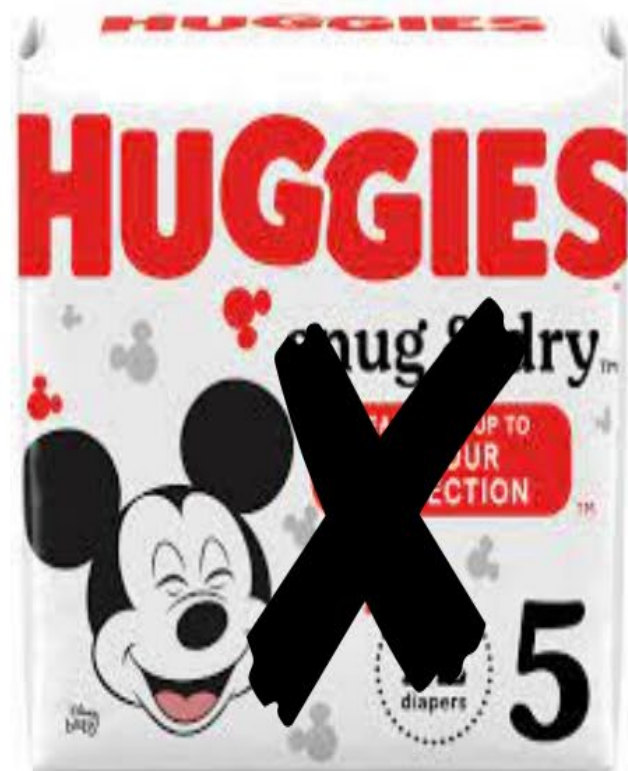
Addressing Behaviors

- My Biting Book
- Be Safe Book
- My Going to Audiology Book
- Be a Good Friend Book
- My Shopping Book
- Going to Church Book
- The Binky Fairy
- Time to Eat
- My Potty Book



We do not need diapers anymore!

Bye, bye, diapers!

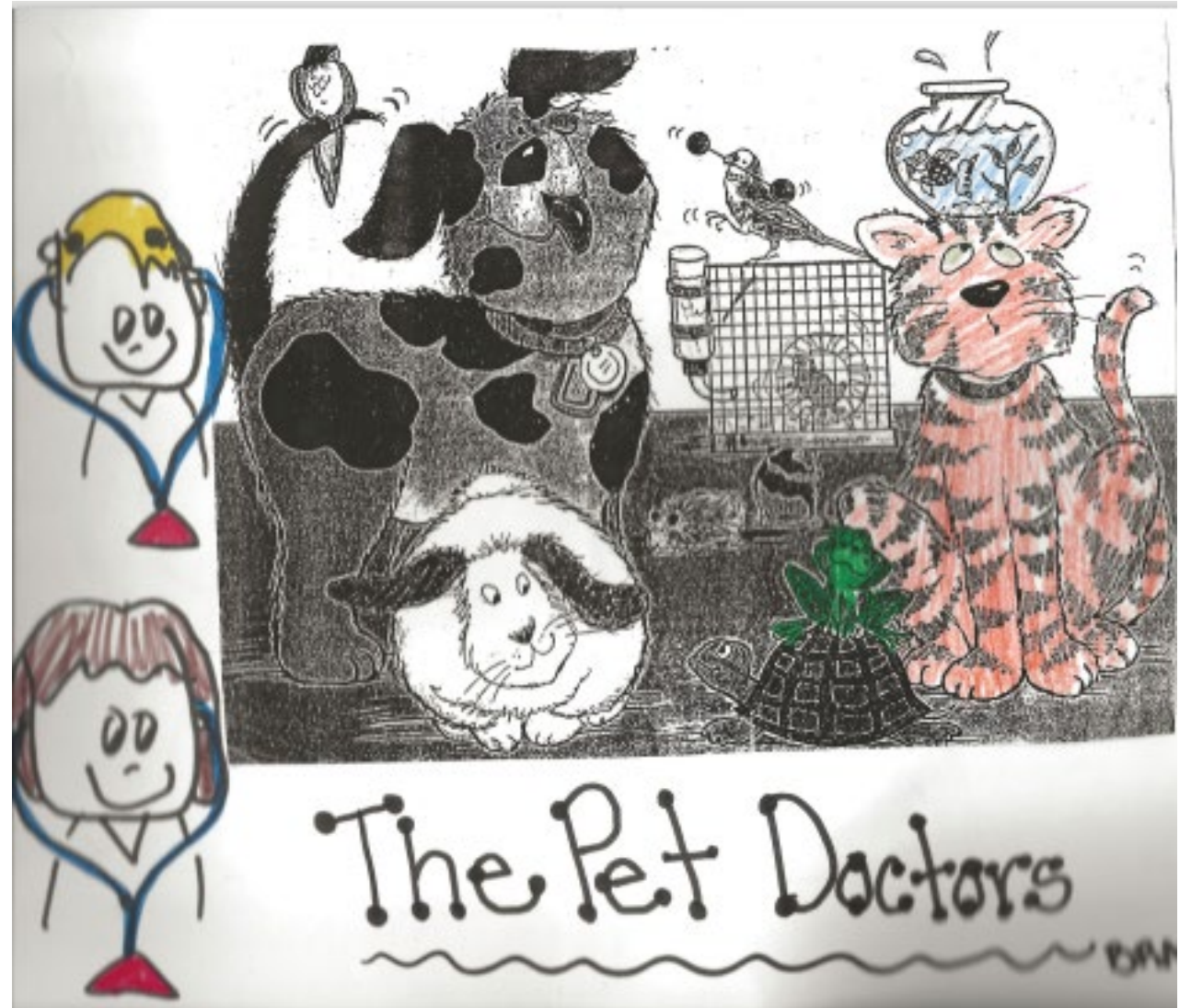


We don't climb out of our beds. That is not safe!

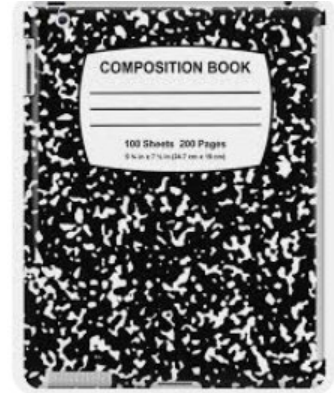


Language Experiences in Preschool

- Our Pet Store
- The Pet Doctor
- Our Farm
- A Trip to the Farm
- Looking for Snow
- Camping
- Our Restaurant
- Our Bakery
- Our Hotel
- The Olympics



Daily Diary/Journal



- With the youngest child, the parent, therapist, and/or teacher are the “caretakers” of the diary
- When the child gets older, he begins to take ownership of his own diary
- Reading comes into play/sight words
- Auditory development via question work
- Speech practice



Online options for personalized books

- Shutterfly
- Snapfish
- Vistaprint
- EZ Prints
- Printerpix
- I See Me Children's Books
- Walgreens
- CVS
- Digital books
- Chat Books (Face Book)



Age-Related Literacy Milestones

- 0-6 months—The child begins to show interest in books-cloth, plastic, or chunky books
- 6-12 months—The child will enjoy looking at pictures in books and will respond with attention, gestures, and vocalizations—the child will begin to scribble with a large marker or crayon
- 12-18 months—The child will begin to point to some familiar pictures in books and will attempt to interact with some of the pictures—the child will attempt to turn one or more pages on their own
- 18-24 months—The child will like 3-4 stories and will want them to be read and reread to them—especially predictable stories with repeated phrases—they will look at books from front to back and right side up-can turn pages one at a time and scribble freely

Continued Literacy Milestones...

- 24-30 months—The child attends to stories for longer periods of time—5-10 minutes--the child loves to scribble and draws circles, dots, and lines
- 30-36 months—The child will sit for 15 minutes or so while a story is being read—sabotage can be used, and the child may correct the reader—The child tries to “write” by drawing
- 36-42 months—The child will become more aware of environmental print and will begin to identify some signs and labels—draws circles and Xs
- 42-48 months—The child will read familiar stories back to caregivers and may even make up parts of the story--begins to draw letters and more shapes

(Ewoldt, 1990; Literacy Every Day)



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Resources



- <https://academic.oup.com/jdsde/article/25/3/334/5734969>
The Journal of Deaf Studies and Deaf Education, Volume 25, Issue 3, (July 2020).
- <https://www.nifdi.org/resources/hempenstall-blog/756-teaching-reading-to-students-who-are-deaf-and-hard-of-hearing.html> National Institute for Direct Instruction (September 6, 2019).
- Sneha V. Bharadwaj and Whitney Barlow. Reading Outcomes in Elementary School–Age Children With Hearing Loss Who Use Listening and Spoken Language: A Preliminary Report. (October 2020).

More Resources...

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- Easterbrooks, S. R., Lederberg, A. R., Antia, S., Schick, B., Kushalnagar, P., Webb, M. Y., Branum-Martin, L., & Connor, C. M. (2015). Reading among diverse deaf and hard of hearing learners: What, how, and for whom? *American Annals for the Deaf*, 159 (5), 419–432.
- Improving Deaf Preschoolers' Literacy Skills (2012)(R324E060035) Foundations for Literacy: An Intervention for Young Children Who are Deaf and Hard of Hearing
- Lederberg, Amy (2012) Special Education Research & Development Center on Reading Instruction for Deaf & Hard of Hearing Students