



LINKING LISTENING, LANGUAGE, AND LITERACY FOR LIFE

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Teacher of DHH Students
Listening and Spoken Language Specialist

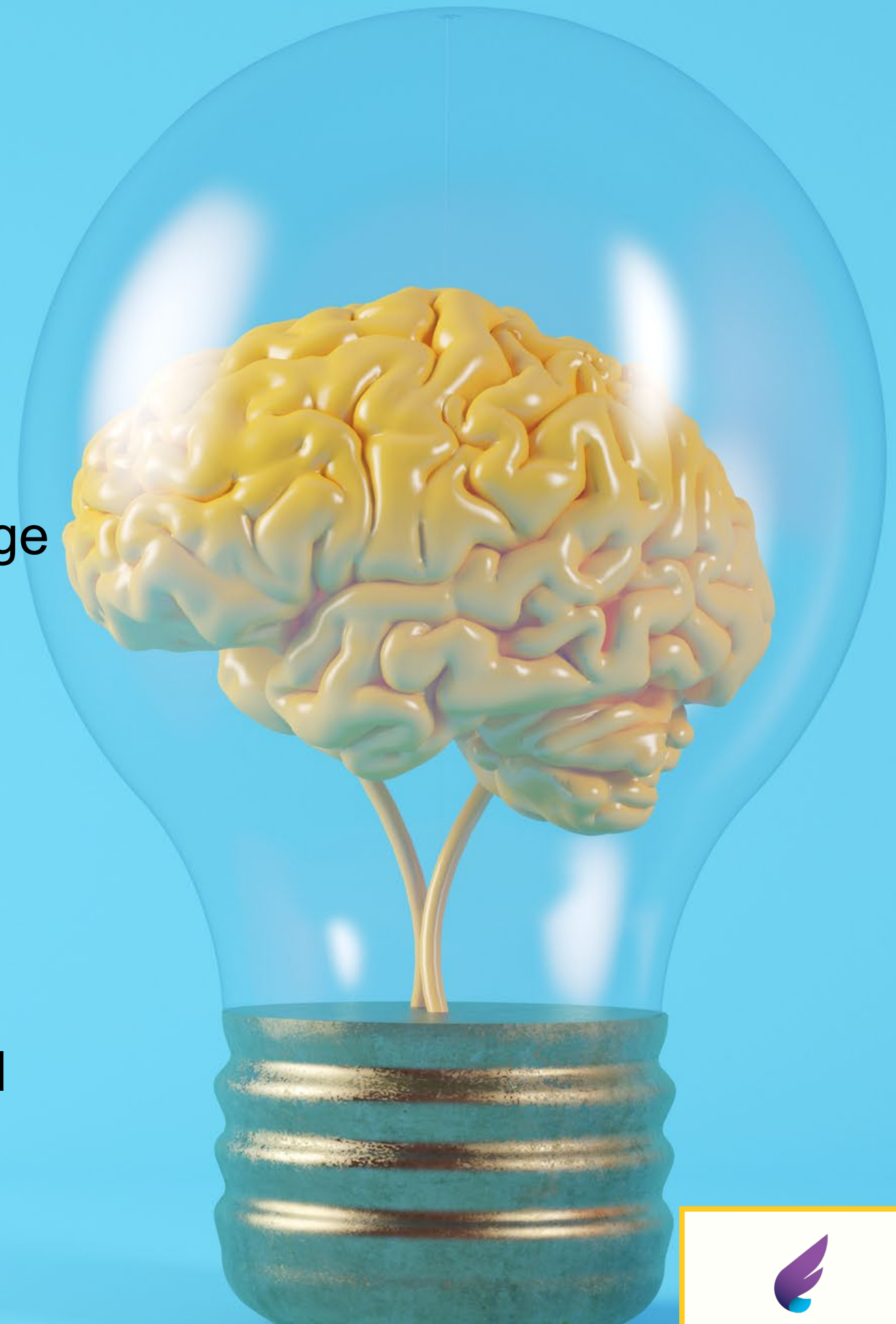
Assistant Professor, Fontbonne University
Director, Listening Together

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MOTIVATION / BIAS

- Taught for many years in LSL early childhood setting and consulted for K-12 children in general education
- Worked with a neurodivergent learner – 8-year-old language and literacy level, in a 13-year-old body, with considerable auditory and language deprivation in the first five years
- Currently working with families in India whose desired outcomes are bilingualism and biliteracy
- Currently working with my 36 -year old sister doing post-CI therapy by embedding targets in her caregiving routines for her 18-month-old hearing son



WHAT IS HAPPENING RIGHT NOW

Reading proficiency seems to be a challenge for all children -

There are multiple impacting factors, including

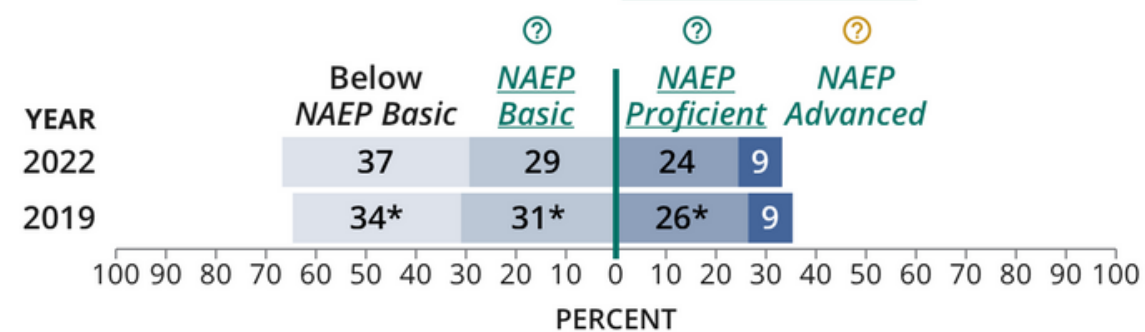
- Language proficiency
- Home literacy environment
- Explicit instruction using a structured literacy approach

Thirty-seven percent of fourth-graders performed below *NAEP Basic* in reading; larger percentage compared to 2019

FIGURE | Trend in fourth-grade NAEP reading achievement-level results

DISPLAY AS GRAPH TABLE

BASELINE NAEP BASIC NAEP PROFICIENT Hide achievement-level breakdown



* Significantly different ($p < .05$) from 2022.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution.




Children who are Deaf or Hard of Hearing

For decades, literacy has been a challenge, many DHH children are not reading past the 4th grade level (Qi & Mitchell, 2012)

RECENT RESEARCH ON LANGUAGE & LITERACY OUTCOMES

- DHH children can develop age-appropriate vocabulary (Anita et al., 2020, Rudge et al., 2022)
- Development of complex syntax is challenging, and often DHH children are not at the same level as hearing children (Antia et al., 2020, Werfel et al., 2021)
- Suprasegmental perception impacts reading outcomes (Grantham et al, 2022)
- DHH children who received listening and spoken language intervention from a young age can develop age-appropriate reading skills (Mayer et al., 2021; Smolen et al., 2020)



Families want their children to be
LITERATE - competent readers
and writers, irrespective of their
communication modality and
language(s) used.

IN OUR SHORT TIME TOGETHER TODAY -



HEAD -

- Identify components necessary for skilled reading
- Examine the impact of hearing loss
- Describe the interdependence between language and literacy skills



HEART -

- Feel curious
- Feel comfortable



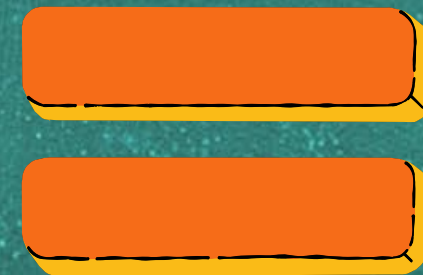
HANDS

- Learn more, explore the links, come and talk with me
- Identify three opportunities to strengthen foundations for literacy through early intervention

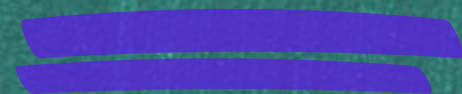
Simple View of Reading

(Gough & Tunmer, 1986)

Reading Comprehension



Decoding  Language Comprehension



Can you read and understand?

마이샤는 그녀의 절친과 주로
만나는 곳, 바닷가 그 자리에
앉아서 외쳤어요.

"우칠리! 거기 있어?"

마이샤는 몇 시간씩 앉아서
우칠리가 물 위로 날아오르는 것
을 볼 수 있었지요. 우칠리는
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Decoding



Language
Comprehension

Can you read and understand?

Maisha va a su lugar de reunión habitual en la playa y llama.

“Uchli, ¿estás aquí?”

Ella puede sentarse aquí por horas viendo a Uchli volar dentro y fuera del agua. Uchli es un pez volador al que le encanta mostrar sus trucos.

Can you read and understand?

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Decoding



Language
Comprehension

Can you read and understand?

Maisha goes to their usual meeting place on the beach and calls out.

“Uchli, are you here?”

She can sit here for hours watching Uchli fly in and out the water. Uchli is a flying fish who loves to show off his tricks.

Can you read and understand?

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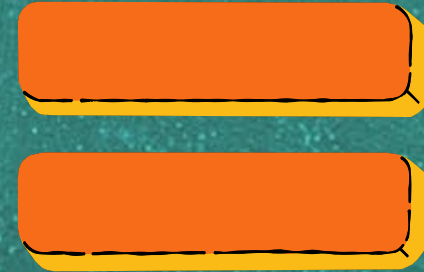
Decoding



Language
Comprehension

Simple View of Reading

Reading Comprehension



Decoding  Language Comprehension



SCARBOROUGH'S READING ROPE

Decoding

Phonological Awareness

Sight Recognition

Word
Recognition

Skilled Reading

Vocabulary Knowledge

Background Knowledge

Language Structures

Literacy Knowledge

Verbal Reasoning

Language
Comprehension

WORD RECOGNITION



Phonological Awareness (you should be able to do this with your eyes closed)

- Tell me which ones rhyme?
- What is the last sound in _____?
- Say _____, take away _____, what word do you have?
- Can you tell me 5 words that begin with the sound _____?

- What do you need to hear (audition)?
- What do you need to say (speech)?
- What do you need to know (language & cognition)?

WORD RECOGNITION



Decoding (need your eyes open)

- What sound does this letter make?
- Can you sound out this word?

Sight Recognition (need your eyes open)

- Do you know this (high frequency) word?

- What do you need to hear (audition)?
- What do you need to say (speech)?
- What do you need to know (language & cognition)?

LANGUAGE COMPREHENSION

Vocabulary Knowledge (word knowledge)

- Have you encountered this word?
- Do you have the lexical-semantic map to learn more words?
- Can you “discover” words like “hotdogular”

Background Knowledge (world knowledge)

- What is your mental schema?
- Can you incorporate or imagine what you are encountering in your schema?
- What is your exposure to the world and all the things?

Vocabulary Knowledge
Background Knowledge
Language Structures
Literacy Knowledge
Verbal Reasoning



- What do you need to hear (audition)?
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LANGUAGE COMPREHENSION

Language Structures

- Understanding of causality, conditionality, sequences, ambiguity
- (conceptual knowledge for complex language)

Literacy Knowledge

- Print awareness
- Literary genres

Verbal Reasoning

- Using language for thinking

Vocabulary Knowledge
Background Knowledge
Language Structures
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Verbal Reasoning

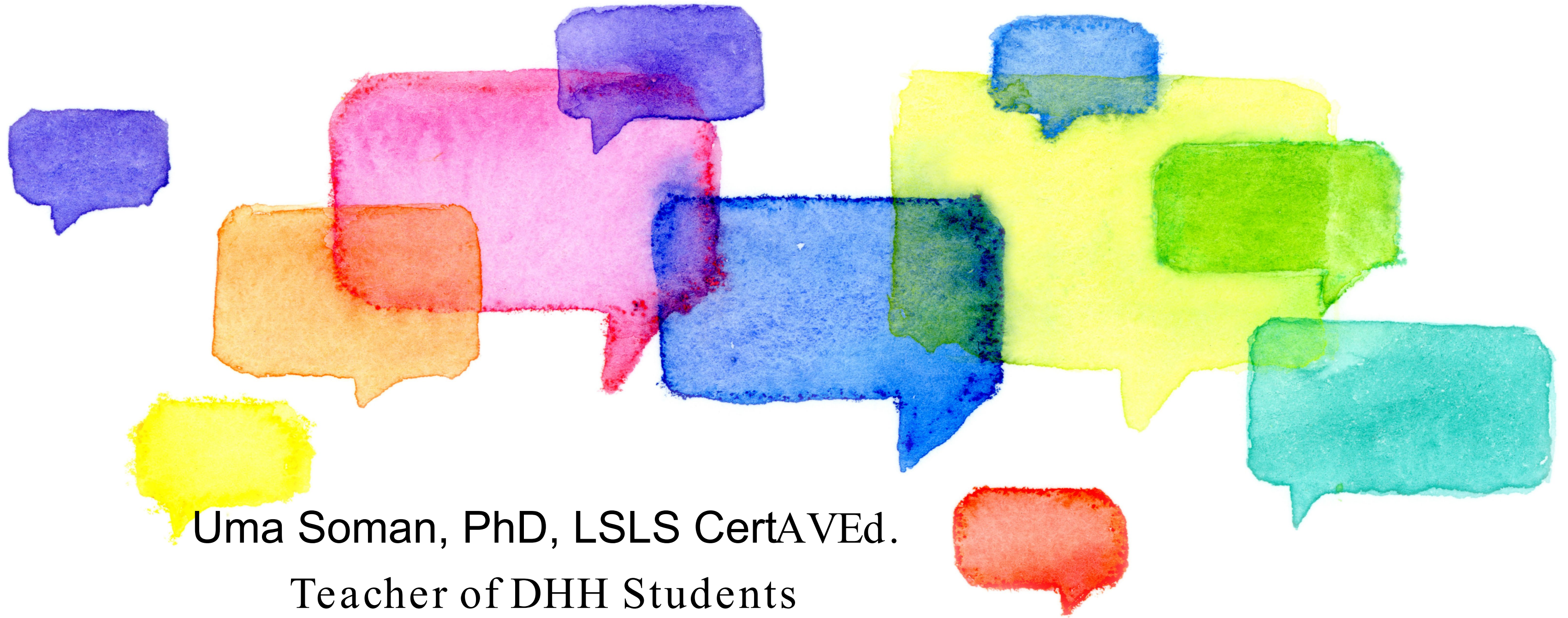


- What do you need to hear (audition)?
- What do you need to say (speech)?
- What do you need to know (language & cognition)?

What does this mean for 0-3 year old and their families?

NEXT STEP
LOADING ...





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	Spoken Language		Written Language	
	Listening	Speaking	Reading	Writing
Phonology	ability to identify and distinguish phonemes while listening (i.e., phonological awareness)	appropriate use of phonological patterns while speaking	understanding of letter-sound associations while reading (i.e., phonics)	accurate spelling of words while writing
Morphology	understanding morphemes when listening	using morphemes correctly when speaking	understanding grammar while reading	appropriate use of grammar when writing
Syntax	understanding sentence structure elements when listening	using correct sentence structure elements when speaking	understanding sentence structure while reading	using correct sentence structure when writing
Semantics	listening vocabulary	speaking vocabulary	reading vocabulary	writing vocabulary
Pragmatics	understanding of the social aspects of spoken language	social use of spoken language	understanding point-of-view, needs of the audience, etc.	conveying point-of-view, intended message, etc