VOCABULARY INTERVENTIONS FOR DHH STUDENTS

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WHAT WILL YOU LEARN?

- Importance of vocabulary learning
- Connections between vocabulary and literacy
- Components of good vocabulary teaching
- Two effective vocabulary intervention programs that can be used at home
THE SIMPLE VIEW OF READING

Language Comprehension + Printed Word Recognition = Reading for meaning
Reading Rope

Language Comprehension
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition.

Skilled Reading: Fluent execution and coordination of word recognition and text comprehension.

Increasingly Strategic

Increasingly Automatic

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Scarborough (2001)
Why Vocabulary?

- Language Flexibility
- Higher Order Thinking
- Reading Comprehension
- The Matthew Effect
- DHH Children
What does it mean to know a word?
What are components of good vocabulary instruction?
What words should be taught?
WHAT DOES IT MEAN TO KNOW A WORD?

**Recognition**
“I’ve seen or heard this word”

**Comprehension**
“I understand the word”

**Expression**
“I say /sign the word”

**Generalization**
“I can use the word appropriately”
COMPONENTS OF GOOD VOCABULARY INSTRUCTION

- Choose appropriate words
- Connect to a theme
- Provide child-friendly definitions
- Provide repetition
- Get students to use new words during interactions with adults
Supplemental Interventions designed for hearing children that have been adapted for PreK-2\textsuperscript{nd} grade DHH children:

- Vocabulary 4 Success (V4S)
- Interactive Storybook Reading (ISR)
VOCABULARY FOR SUCCESS

- Fast Mapping
- Interactive Book Reading
- Conversation
- Extension Activities
PLANNING A VOCABULARY UNIT

- Choose a theme
- Choose two related books: at least one should be expository
- Select target words from the books
- Create a child-friendly definition for each word
- Create word picture cards
SELECTING TARGET WORDS AND DEFINITIONS

- Choose a combination of nouns, verbs, adjectives
- Decide on the signs for the words
- Decide which words should be fingerspelled
- Develop child friendly definitions
- Check to make sure the words are unknown.
- Choose words from various levels of difficulty.
WHAT WORDS SHOULD BE TAUGHT?

Tier 3: Low frequency; highly specific

Tier 2: High frequency; not limited to a specific subject

Tier 1: High frequency; basic
<table>
<thead>
<tr>
<th>Target Words</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anemone</td>
<td>A sea animal that looks like a flower</td>
</tr>
<tr>
<td>Dim</td>
<td>Dark or unclear</td>
</tr>
<tr>
<td>Fierce</td>
<td>Mean or angry</td>
</tr>
<tr>
<td>Pebbles</td>
<td>Small, smooth rocks</td>
</tr>
<tr>
<td>Urchin</td>
<td>A sea animal with sharp spikes on its body</td>
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</tbody>
</table>
Fast-mapping is the term used to describe the speed and ease with which young children learn new words (Carey, 1978).

The fast mapping strategy

- helps students attach meaning to a new (novel) word when it is presented within a set along with words that they already know.
Which is the urchin?

How did you know that?

You know this is a ball and this is a banana, so this has to be the urchin.
INTERACTIVE BOOK READING

- Read each book twice
- Ask competence, abstract, and relate questions
- Draw attention to the new words
### QUESTIONS DURING BOOK READING

<table>
<thead>
<tr>
<th>Type of question</th>
<th>Description</th>
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<tbody>
<tr>
<td>Competence</td>
<td>Information from the book</td>
</tr>
<tr>
<td>Abstract</td>
<td>Inferences need to be made</td>
</tr>
<tr>
<td>Relate</td>
<td>Relate to own experience</td>
</tr>
</tbody>
</table>
Competence Question: “Where do all of these animals live?”

Abstract Question: “Looks like those fish are hiding in some coral. Why do you think they are hiding there?”

Relate Question: “Those little fish made one big fish to hide. Tell me about a game where you hide.”
CONVERSATION

- Provides an opportunity for the child and the adult to use target words and express concepts
- Provides opportunities for the adult to model complex language
- Provides opportunities for the adult to expand child’s language
Start the conversation with an open-ended question or a “Tell me” statement.

- “In this book, Swimmy had to make new friends. Tell me about a time you had to make new friends.”
- How could Swimmy make friends with an urchin without getting poked?
CONVERSATIONS

Contributions

Open-ended questions

Acknowledgements

Vocabulary recasts

“Tell-me” statements

Follow child’s lead

Linguistic expansion
Drill and Practice

Repeated opportunities for practice

Receptive and Expressive

Conceptual

Extends and enriches concepts

Provides opportunities to use words in context
DRILL AND PRACTICE EXAMPLES

- Memory
- Bingo
- Go Fish
- Headbands
- Slap Jack
CONCEPTUAL ACTIVITY EXAMPLES

- Arts and Crafts
- Role Playing
- Experiments
- Language Experiences
Science Experiment: tasting salt water

Arts & Crafts: salt water paintings
INTERACTIVE STORYBOOK READING (ISR)

- Storybook Reading
- Vocabulary Knowledge
- Dialogic Reading

ISR
Encouraging child participation.

Giving the child feedback.

Adapting the style continually to match child’s linguistic growth

(Whitehurst et al., 1988)
COMMUNICATION MODE NEED NOT APPLY

Interactive Storybook Reading
Teacher implemented
20 minutes, 4 days a week, 3 weeks
Ask scripted questions
Complete PEER sequence

Response to the prompt in sign: “What is this?” or “What is he/she doing?” and pointing at the picture.
Response in sign, speech or both.
PLANNING FOR A BOOK

- Choose age appropriate children's books or curriculum
- Choose targeted vocabulary
- Use the pictures in the text to talk about the targeted vocabulary words
- Exposure to targeted vocabulary at least five times
- Use the CROWD question prompts and the Peer sequence
  - (Whitehurst, Epstein, et al., 1994)
ISR MATERIALS/EXAMPLES
ISR DIALOGIC READING STRATEGIES

PEER
- Prompt
- Evaluation
- Expansion
- Repetition

CROWD
- Completion
- Recall
- Open-Ended
- Wh-questions
- Distancing

Whitehurst & Lonigan, 1998
CROWD QUESTION EXAMPLES

Completion- The caterpillar eats ________.

Recall- What was the first food the caterpillar ate?

Open –ended question – Tell me about this picture.

Wh- question- What fruit is this?

Distancing question- We hunted for caterpillars yesterday. What color caterpillars did we see?
ISR PROCESS

PEER

Evaluate
Expand
Repeat

Use CROWD Questions to Prompt

CROWD

Completion
Recall questions
Open-ended questions
Wh-questions
Distancing questions

Whitehurst & Lonigan, 1998
ISR Dialogic Reading in Action:
The Humpty Dumpty Routine

AG Bell Dialogic Reading
STRATEGIES AT HOME!

- Vocabulary Development
  - Self Talk
  - Parallel Talk
  - Highlighting
  - Meta-cognition
  - Repetition
  - Experience books
  - Narrating
  - Games
  - Routines
Strategies can be used with all children regardless of communication mode.

Strategies can be used in a variety of settings.

Vocabulary can be caught, but it should also be taught, especially to children who are DHH.
• Vocabulary teaching takes planning.

• Successful vocabulary teaching for young DHH children involves
  ▪ Selecting appropriate target words
  ▪ Developing child-friendly definitions
  ▪ Engaging in
    ▪ Direct, explicit, and intentional instruction
    ▪ Interactive book reading with books that include target words
    ▪ Activities that allow children to use the target words (e.g., conversation)

WEB RESOURCES

- Child friendly definitions
  - http://www.learnersdictionary.com/
  - http://www.yourdictionary.com/

- Science signs
  - www.rit.edu/ntid/sciencesigns/
REFERENCES


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