Literacy and Numeracy for Learning and Life

Supporting the Special Schools
Literacy and Numeracy for Learning and Life

Supporting the Special Schools

Literacy Session 2
Deaf and Hard of Hearing

Literacy and Numeracy for Learning and Life
Communication and Language Seminar Outline

1. Overview
2. Challenges
3. Assessment
4. Strategies / Interventions

Special Education Support Service
Link Teacher

Leading Literacy Core Team

Support & CPD

Assessment

Literacy

SSE

Collaboration

Resource Building

Raising Awareness & Understanding

Communication

Teaching

Learning

Handout - Reflection
Literacy

Hand Signs

Participation

Communicative intent

Reading

Oral Language

Gestures

Non-verbal

Digital media

Functional literacy

Sensory Experiences

Assistive Technology

Speech

Expression

Engagement

Symbolic Understanding

Pictures

Laith
Literacy and Numeracy for Learning for Life

Definition of Literacy

Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media.

*Literacy & Numeracy for Learning and Life 2011, p.*
Skill in oral language a developmental pre-cursor to reading acquisition

Planned language learning experiences can enrich vocabulary
Language and Literacy
Rationale and Framework


Special Education Support Service
The Cognitive Foundations of Learning to Read: A Framework

1. big picture understanding

2. good assessment

3. focused and purposeful interventions

Handout 2: Framework
What do we mean when we talk about communication and language?

How do we communicate?

What does communication look like in your school?
Session 2
Individualised Needs of Deaf Students

Language Acquisition and Development
Communication Approach
Assistive Technology/Audiology
Social and Emotional Development

Behaviour, Motivation and Self Esteem
Language and Communication

The greatest challenges faced by deaf individuals are related to the issues of language acquisition and the development of a communication system. (Quigley and Paul, 1984).
Language and Communication

The problem of profound deafness in early childhood is not merely one of *not hearing*, BUT one of impaired communication and language development, with a further impact on cognitive development, and on later educational attainments and employment opportunities.

Archbold, 2010
The classic study of Conrad (1979) showed that half of the deaf children leaving school at 16 had speech difficult to understand, and had a median reading age of 9 years and there is little evidence to show that reading levels of deaf children have moved on since then.

Marcshark & Harris, 1996; Musselman 2000 cited in Deaf Education: Changed by Cochlear Implantation? Archbold, 2010
It would be nice if there were a single, *correct* approach to educating deaf children, one for which we could describe a “theory of instruction.” Unfortunately, this is not the case.

Marcshark, Lang & Albertini, 2006
Individualised Needs of Deaf Students

Language Acquisition and Development

Communication Approach

Assistive Technology/Audiology

Social and Emotional Development

Behaviour, Motivation and Self Esteem
How do children develop language and literacy?

To acquire language a learner must have:

1. Exposure in quality and quantity
2. To an accessible language
3. While engaged in meaningful activity
4. With others who are already capable users of language

Connie Mayer 1996
Phonological Difficulties

Phonological difficulties due to their hearing loss. Technological developments will see better access to speech sounds.
Morphological Deficits

may not use appropriate inflectional endings in their speech (e.g., “He walk” or “Mommy coat”) – possibly due to hearing loss
lack irregular past tense or irregular plurals (e.g., drove for drove or mans for men).
Syntactic Deficits

Lack the length or syntactic complexity (e.g., “Where Daddy go?”)

Problems comprehending sentences that express relationship between direct or indirect objects

Problems with grammar
Semantic Deficits

Limited vocabulary especially in adjectives, adverbs, prepositions, or pronouns

Longer response time in selecting vocabulary words

Fail to perceive subtle changes in word meaning: incomplete understanding and misinterpretations

Figurative language problems
Pragmatic Deficits

Problems understanding indirect requests (e.g., may say yes when asked “Must you play the piano?”)

May enter conversations in a socially unacceptable fashion or fail to take turns talking

Difficulty staying on topic
The Cognitive Components

[Diagram showing components of reading comprehension, including language comprehension, decoding, linguistic knowledge, background knowledge, phonology, syntax, semantics, decipher knowledge, lexical knowledge, knowledge of phoneme awareness, alphabetic principle, letter knowledge, concepts about print.]
Developing Literacy

Deaf children are unlikely to come to reading with knowledge of the language, and of the text represented on the page and are likely to have delayed grammar and vocabulary levels. In addition, reading at higher levels involves world knowledge in addition to linguistic knowledge, an area in which profoundly deaf children traditionally have had difficulty, unable to overhear conversational comments, television and radio news for example.

Archbold, 2010
To catch a ball

The catch on the door

Catch

To catch a train

The catch of the day

To catch a cold
To catch his eye!
Writing has also been a challenge, with deaf children and adults displaying deviant forms of language in writing, unable to represent spoken language in its written form.


In general, it has been concluded that sentence structure and vocabulary are stereotypical and include many grammatical errors.
Workshop 1

Working in pairs, read and discuss the two samples of written work.

Distinguish between the written work of a pupil with a hearing loss and a pupil with dyslexia.
Language Development

Language development approaches for deaf and hard of hearing students must include a combination of approaches. Innovative ideas for the creation of a language environment for deaf children need to be considered.
Strategies to develop Language and Literacy Skills

1. Use a language experience approach
2. Pre-teach new vocabulary
3. Teach new vocabulary in real life context
4. Use of personal dictionaries and
5. Keep a record of new and emerging vocabulary
6. Display a language board including a word or phrase of the week
An “essential ingredient of normal development is exposure to a variety of experiences. It is through active exploration of the environment and experience with people, things and language that children acquire knowledge”

Marcshark, Lang & Albertini, 2002
1. Language Experienced Approach

A language experience approach is used in St. Mary’s School for Deaf Girls, Cabra, Dublin 7.
http://www.stmarysdeafgirls.ie/

Strategies
Story Retell
Visual / Picture retell
Digital Language Experience Approach
# Story Retell

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story:</td>
<td>Number of Times Read:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Story</th>
<th>Pupil’s Retelling</th>
<th>Prompts</th>
</tr>
</thead>
</table>
| **Beginning** | | **What happened in the beginning?**  
**Where did the story happen?**  
**Who were the main characters?**  
**What was the problem?** |
| **Middle** | | **What happened next?**  
**What did ------ do?**  
**Why?** |
| **End** | | **How was the problem solved?**  
**How did the story end?** |
Visual / Picture Retell

Materials Required: Blank cards, crayons, any picture book

Concepts Taught: sequencing, predicting, retelling, writing

- The pupil lays out 8 blank cards and number the cards 1 to 8.

- On first card, the pupil prints the name of the story and their own name.

- The pupil draws some pictures of what they think the story might be about.

- The teacher reads the story stopping every so often to let the pupil draw / write sentences about the story on each card.

- The teacher makes sure to finish the story at card 8. Ask the student to retell the story based on pictures.
Digital Language Experience Approach (DLEA)

- DLEA introduces the digital camera to capture the experiences
- Images downloaded into PowerPoint to make digital books
- These can be put into school’s intranet for all classes to read
LEA / DLEA

Literacy Skills being Developed

✓ Reading and writing are connected
✓ ‘Concepts of print’
✓ Reading is a meaning-making process
✓ Letter/sound relationships (phonics)
✓ Vocabulary development
✓ English grammatical structures and word order
✓ Using context (visual images) to predict words/word meanings
✓ Oral language development
✓ And more!!!!
2. Pre teach new Vocabulary

**Volume** - What does this mean?

- A *volume* of books
- **Volume** of a Sphere
- The *volume* control on the remote control
3. Teach new vocabulary in real life context

**Word** Consistent

**Meaning**
Always the same behaviour or attitudes

**Sentence**
John is consistent when he comes to class each day with a smile
4. Personal Dictionary

**Word** sphere

**Meaning**
Three dimensional object that is perfectly round e.g. a ball

**Sentence**
A globe is a sphere with the map of the world on it.

**Spelling Tip**
We are ‘here’ in the ‘sphere’
5. Keep a record of vocabulary

Handout 4
Vocabulary Record Sheet

Name: ___________________________________  Class: _______

N = New Word  R = Word reinforcement  E = Emerging  A = Acquired

<table>
<thead>
<tr>
<th>Date</th>
<th>N / R</th>
<th>Vocabulary</th>
<th>E</th>
<th>A</th>
<th>Phrases</th>
<th>E</th>
<th>A</th>
<th>Developmental Steps</th>
<th>E</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.4.12</td>
<td>N</td>
<td>Consistent</td>
<td>✓</td>
<td>✓</td>
<td>Injuries consistent with falling</td>
<td>✓</td>
<td></td>
<td>Steady, Reliable, Dependable … consistency</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>18.4.12</td>
<td>R</td>
<td>To earn</td>
<td>✓</td>
<td></td>
<td>A penny saved is a penny earned</td>
<td>✓</td>
<td></td>
<td>Gain, Obtain Earn money Earn praise</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
6. Language Display Board
LITERACY AND NUMERACY
FOR LEARNING AND LIFE

The National Strategy to Improve Literacy and Numeracy among
Children and Young People 2011-2020

DEPARTMENT OF EDUCATION AND SKILLS
Individualised Needs of Deaf Students

Language Acquisition and Development

Communication Approach

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Behaviour, Motivation and Self Esteem
Communication
Communication Approaches

The debate over the best way to teach a child with a hearing loss has raged since the 1500s.


One thing we do know is that no single method of communication is going to be appropriate for all deaf children. The goal therefore must be to identify hearing losses as early as possible and begin interventions that match the strength and needs of each child and each child’s family.

Marschark & Spencer, 2003
Communication Approaches

There are many different communication terms and communication approaches for the deaf.

For the purpose of this presentation, five terms and their specific approaches are discussed:

- Sign Language
- Bilingualism
- Total Communication
- Oralism/ Natural Auralism

These provide a fairly comprehensive overview of communication as it relates to deafness.
Communication in action
Clear Communication

There are five ways that you can enable a deaf child to understand, these are to

1. Repeat
2. Re-phrase
3. Explain
4. Simplify
5. Clarity

(NDCS page 52)
Positive learning and social environment

Deafness might affect the child’s opportunity to
Communicate effectively with others
Initiate conversations
Use appropriate language when interacting with different people
Be fully included in large groups
Express their feelings and emotions
Develop confidence and a positive self-esteem
Learn appropriate social behaviours incidentally

Teachers have a very important role to play in all of the above in helping deaf children to interact with their peers and to develop social skills
Self-Advocacy

Encourage students with hearing loss to identify their own strengths and needs.
Students who can ask for assistance when necessary and proactively seek reasonable accommodations will serve themselves well in school and their future.
Teachers need to be sensitive to a student’s level of comfort with regard to self-advocacy and may need to give some children phrases or strategies to use during stressful times. Some of these include:

“Please repeat the last part of the directions.”
“There’s a lot of noise in the hallway, could you please close the door?”
“I missed what Sam just said. Could you repeat it?”
‘If we truly want deaf students to succeed, we must confront environmental and methodological barriers to education and to appropriate educational assessment. *If there is a problem, it is much more likely to be found in the way we teach and what we expect from deaf students than in the students themselves*’

*Marschark, Lang & Albertini, 2002*
Stop and Think..

Leading Literacy Core Team
Support & CPD
Raising Awareness & Understanding
Collaboration
Resource Building
SSE
Communication
Assessment
Literacy
Handout - Reflection
The link teacher for literacy is a facilitator of change for improvement.

A number of key components inform the planning, teaching and assessment of literacy in the context of your school.