**Literacy with Students who are Deaf or Hard of Hearing**

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March 1, 2016

Participants will:

1) Identify **elements of successful early to middle level literacy programs** for students who are deaf or hard of hearing.

2) Describe ways of **adapting existing curricula** for the needs of students who are deaf or hard of hearing.

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**Reading is...**

Reading = **understanding**, comprehending text.

Reading ≠ pronouncing words on the page

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**Continuum of Programming**

- needs minor accommodations to access regular curriculum
- needs major adaptations to access regular curriculum
- can fully access regular curriculum
- needs completely modified program

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**Mild to moderate**

- Speech fragments
- Unstressed words + syllables
- Distinctions between similar sounds + words

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**Moderate to Severe**

- Aware of speech
- Misses parts of words
- Age of amplification
Building on a Solid Foundation

Reading + Writing Success

Reading requires language proficiency

Without a strong language foundation
- Learning English
- Learning literacy

Literacy Program Components

ASL Students

- Students whose primary language is American Sign Language will learn English as a second language through literacy
- Different process than learning English through speech
- Different process than learning to read by connecting speech sounds to print
Context is key

Meaningful Context is Key

Work to create interconnected map of language and knowledge
Show relevance and relatedness of ideas

Isolated skill drills can lead to inaccessible islands of knowledge
Lack of access to incidental learning can lead to holes in language and knowledge base

Considerations For Students Who are D/HH

• Review books from read aloud
• Re-read language experience books or class books from guided writing
  • Revisit familiar books
  • May spend part of this time with intervention

Considerations For Students Who are D/HH

• Book preview builds schema and context

Read Aloud or Partner Reading

• Exposure to complexity
• Model fluency and expression
  • Point to clarifying pictures
• Maximize auditory access
  • Use HAT
  • Facing
  • Away from competing noise
• Maximize visual access
  • Avoid split visual attention
  • Child sees reader’s (or interpreter’s) face AND pictures simultaneously

Considerations For Students Who are D/HH

• Begin from meaningful context (experience or book) then move into specific language components
• Multisensory approach

Guided Reading and Writing

• Student writes sentences from book but with her own substitutions.
• Magnetic letters for words from book

Considerations For Students Who are D/HH

For a student with greater language needs:
Cut up sentences and student arranges them
feel . I happy ➔ I feel happy.

Cut up key words, arrange those
e l e f ➔ feel
Considerations For Students Who are D/HH

- Make sure student remains actively engaged with the process
- Word wall, word bank or personal dictionary
- Early or reluctant writers can dictate stories some of the time
- Directly instruct them on the holes and misunderstanding

Language Experience Stories

I tried on the fire fighter suit.

I put on the boots and pants.
I put on the coat.
I put on the helmet.

The Word Work Puzzle

- Morphological
- Visual
- Etymological
- Phonemic/Phonological
- Orthographic

Word work that includes:

- Orthographic
- Visual

Word work that includes:

- Orthographic
- Exits
- Shape
- Look
Word work that includes:

- Morphological

  - Prefix: un ("not")
  - Suffix: -ous ("full of")
  - Root: bird ("feathered animal")
  - Stem: sci ("know")
  - More than one: s ("more than one")

Word work that includes:

- Morphological

  -Prefix: un ("not")
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Word work that includes:

- Etymological

  - Old Norse: From the Danes & Vikings
  - Greek: Modern French, Norman French, Latin
  - World languages (especially north countries of the old British Empire)
  - The ingredients of English

The Phonics Dilemma

- Many ways to spell /sh/
  - shoe, vacation, conscious, initial, special, mansion, passion, chef, quiche, sugar, issue

The Phonics Dilemma

- High Frequency loss:
  - I *ledge allegian*e *o *e *lag o* *e Uni*ed **a*e* o*
  - Ameri*a and *o *e re*ubli* *or whi*th i* **and*, one na*ion, under God, indivi*ble, wi* liber*y and ju**ei*e *or all.

- Low Frequency loss:
  - I g** ***e *t* th* fla* of th* U*ite* States of A*rica ** to the rep**lic for which it st**es, o*fe *atic*, u**er *o*, i*visi*e, with li*ert* **ustice for *ll.

The Phonics Dilemma

- English

  - Sounds
  - Meaning
  - History

The Phonics Dilemma

- Morphophonemic Language

  - Phonemic/Phonological

  - Phonemic/Phonological
Considerations For Students Who are D/HH

• Phonological knowledge
  (to extent distinguishable and beneficial)
• Visual and Tactile supports
• Pair with print

Word Work Summary
• Stress morphological (meaning) components
• Emphasize visual components + patterns
• Raise awareness of the origins + relatedness of words
• Find images to illustrate words and concepts

• Figurative language work
  • Idioms
  • Similes
  • Metaphors

Considerations For Students Who are D/HH

Tools: MVL
Manipulative Visual Language
Also called Gmmr
-identify, label, and work with parts of language
(noun, verb, adjective...)

Clarify verb tenses
were learning are learning will be learning

Tools: Fairview
Bridge between written English + ASL
• Teaches flexibility in language
• Concept is useful for non-signing students too

Considerations for Older Students

• Prepare for independent reading of a novel
  by watching the movie or reading together
• Use graphic organizers and scaffolding
  as you read and write
  • Work through figurative language

Multiple meanings
Considerations for Older Students

Functional
Survival Literacy
Social

In Summary

- Design program for student’s individual strengths, learning style, language + knowledge needs, experiences
- Well rounded, context-embedded, language-rich, integrated
- Use every interaction and literary experience as an opportunity to expand and deepen student’s language base and fund of knowledge

Resources

- Phonemic Awareness: http://reading.oregon.edu/resources/bibr_pa_concepts.pdf
- For more information on Word Work / Study (vs traditional spelling programs) see: http://www.readingrockets.org/article/80/http://www.allaboutlearningpress.com/all-about-spelling

What’s next?

This was a brief overview of a vast topic!
What topics related to literacy would you like us to dig deeper into and produce webinars about in the future?

Resources

- Adoniou, Misty “What should teachers know about spelling?” Literacy 2013
- Book: Rescuing Spelling by Melvin Ramsden Southgate Publishers 1993
- Lucy Calkins’ writing program: http://www.heinemann.com/unitsofstudy/writing
- Manipulative Visual Language* by Rob Gilles and Jimmy Challis Gore now called Grmmr
- Karen Anderson’s website Success for Kids with Hearing Loss
- Fairview Learning - reading program supplement http://www.fairviewlearning.com
- Perspectives in Deaf Education – “Literacy - It all connects” https://www.gallaudet.edu/clerc-center/info-to-go/literacy/literacy-it-all-connects.html

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