



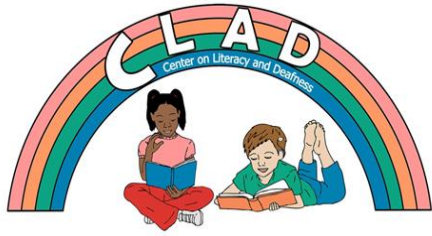
Symposium on Development of Intervention related to Language and Literacy in DHH Elementary-School Children

Vocabulary for Success

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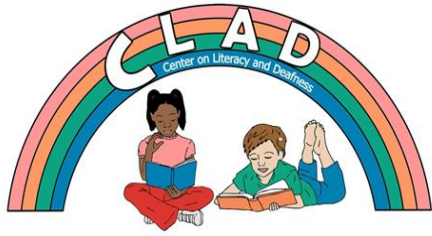
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Tucson Arizona



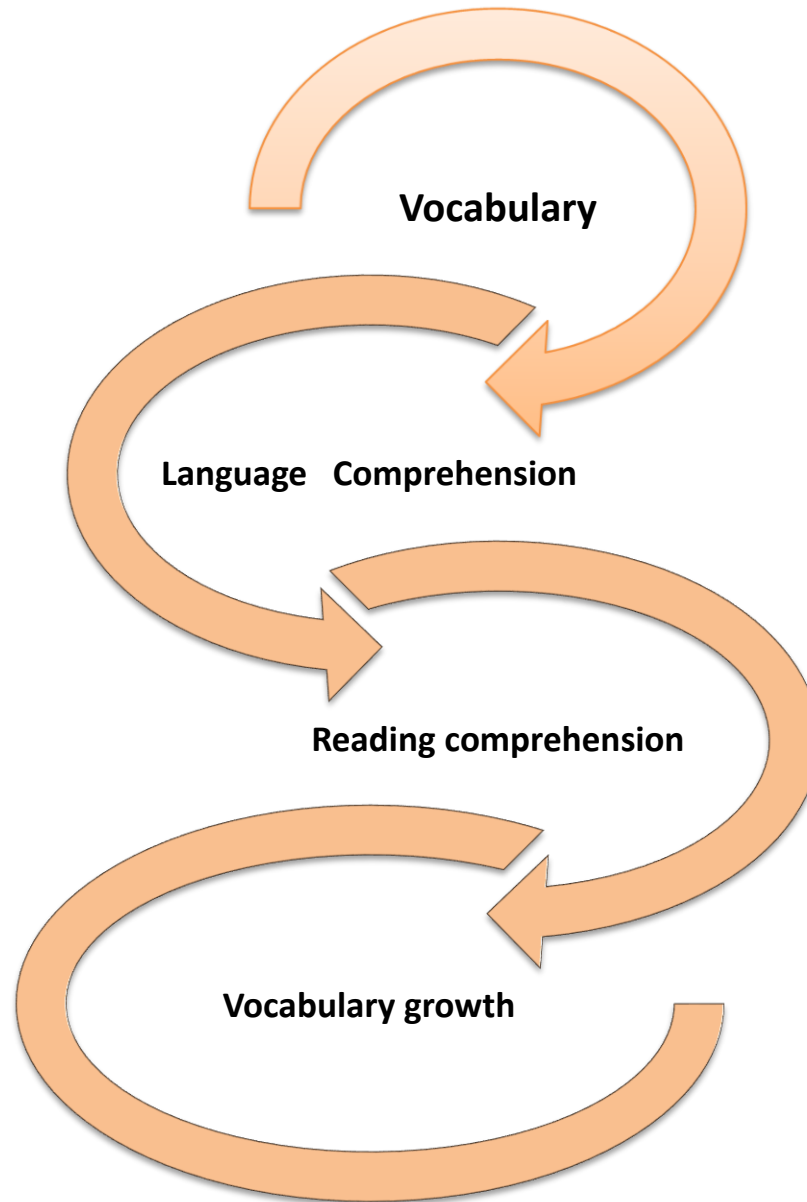
Purpose

- What are the effects of content-area vocabulary instruction on word knowledge of DHH children K-2?



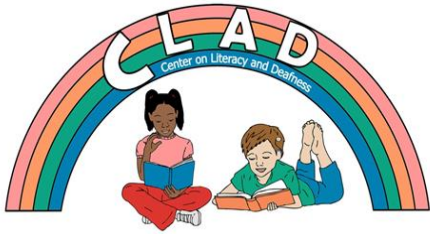
Why teach vocabulary?

- Vocabulary is a predictor of reading comprehension
- Many DHH children are delayed in vocabulary learning

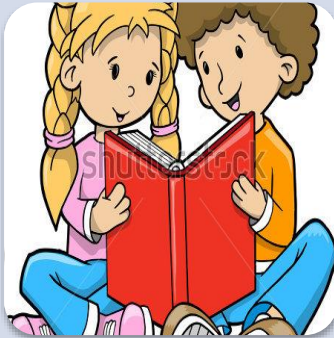


Vocabulary for Success

- ❖ Adapted an intervention called PAVed for Success
(Hamilton, & Schwanenflugel, 2013).
- ❖ Designed as a supplemental intervention for DHH children grades K-2
- ❖ Centered around a content area: Science



Four components

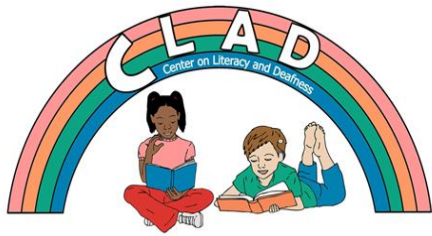


**Fast
mapping**

**Interactive
book
reading**

Conversation

**Extension
activities**



Fast mapping



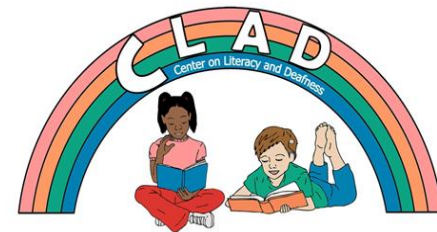
Which is the branch?

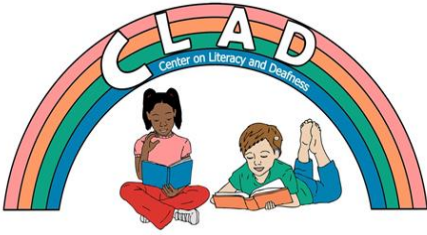
How did you know that?

You know this is a carrot and this is a spoon
so this has to be the branch

Interactive book reading

- Read each book twice
- Ask competence, abstract, and relate questions
- Draw attention to the new words

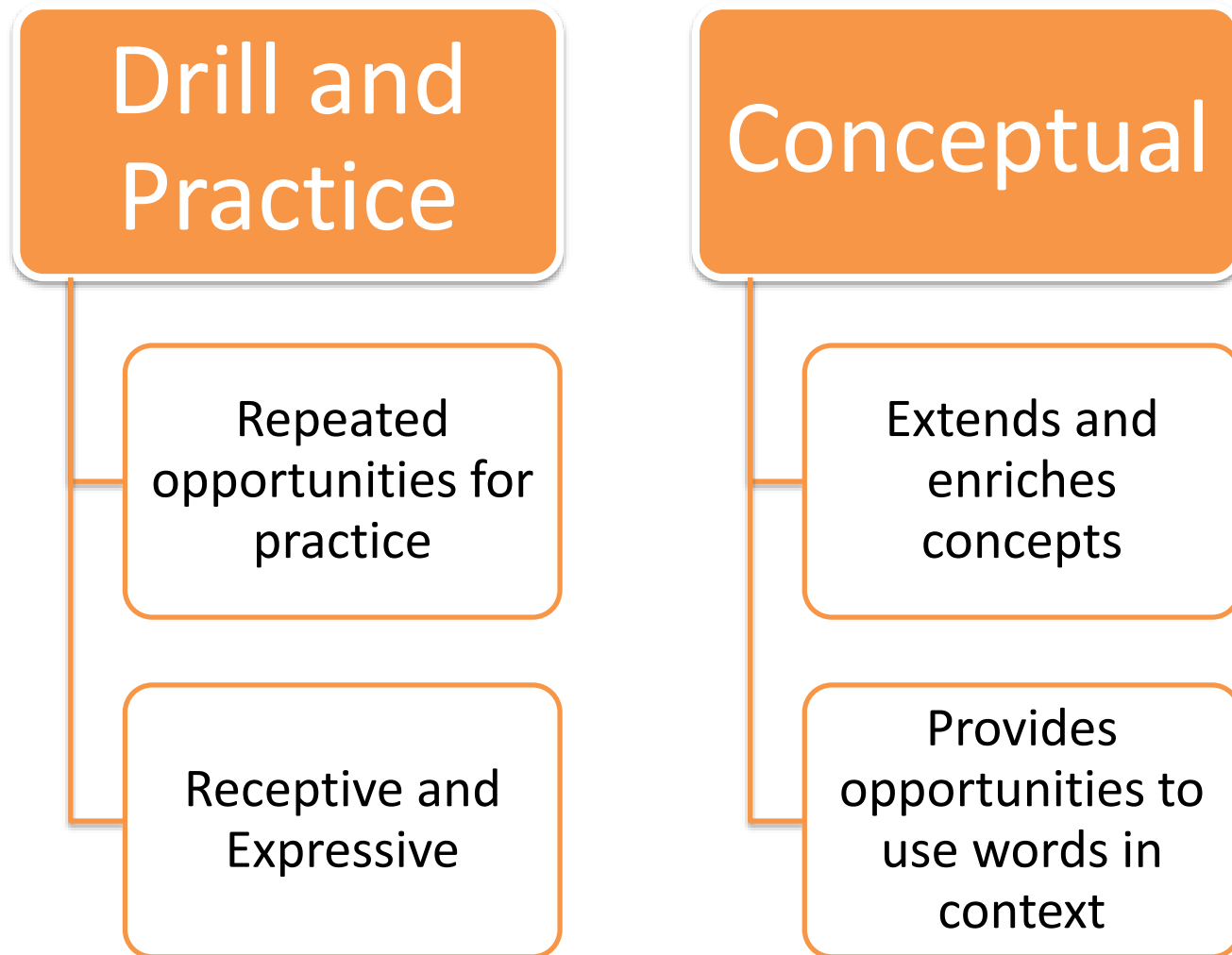




Conversation

- Provides an opportunity for student and teacher to use target words and express concepts
- Provides opportunities for teacher to model complex language
- Provides opportunities for teacher to expand student's language

Extension activities



Research

- Completed three single subject studies
 - Thirteen DHH children
 - Grades K-2
 - Range of Hearing Loss
 - Using Sign language, spoken language, or spoken and sign language
 - Will report results on one study

Participants (n=5)

Hearing Loss	Implant users = 2 HA users range = PTA 57-100 dB
Vocabulary Standard Score (EOWPVT)	Mean = 74 (Range = 56-88)
Reading Comprehension Standard Score (WJ)	Mean = 87 (Range = 79-100)
Grade	1 st graders = 2 2 nd graders = 3
Gender	Boys = 2 Girls = 3
Communication/Language	Spoken English = 4 Sign = 1

Design and Procedures

- Single Subject Multiple Baseline Design across participants
- Topic of unit was Dental Health
- Teacher/researchers met with students 20 minutes a day, three days a week for 7 sessions

Measures

- Target Words
 - In isolation
 - Elicited by picture prompt
 - Spontaneously in connected language
 - Elicited pre- and post intervention using an expository book from the unit
- Definitions
 - Scored on a 4 point scale (0-4)
 - Elicited by picture and teacher prompt “Tell me about....”

Dental Health

Sample words and pictures

B

A



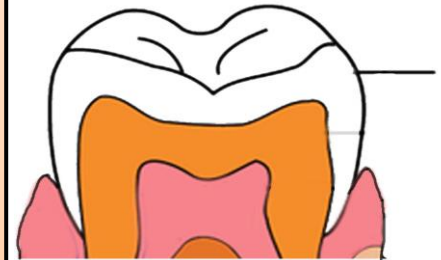
dentist

B



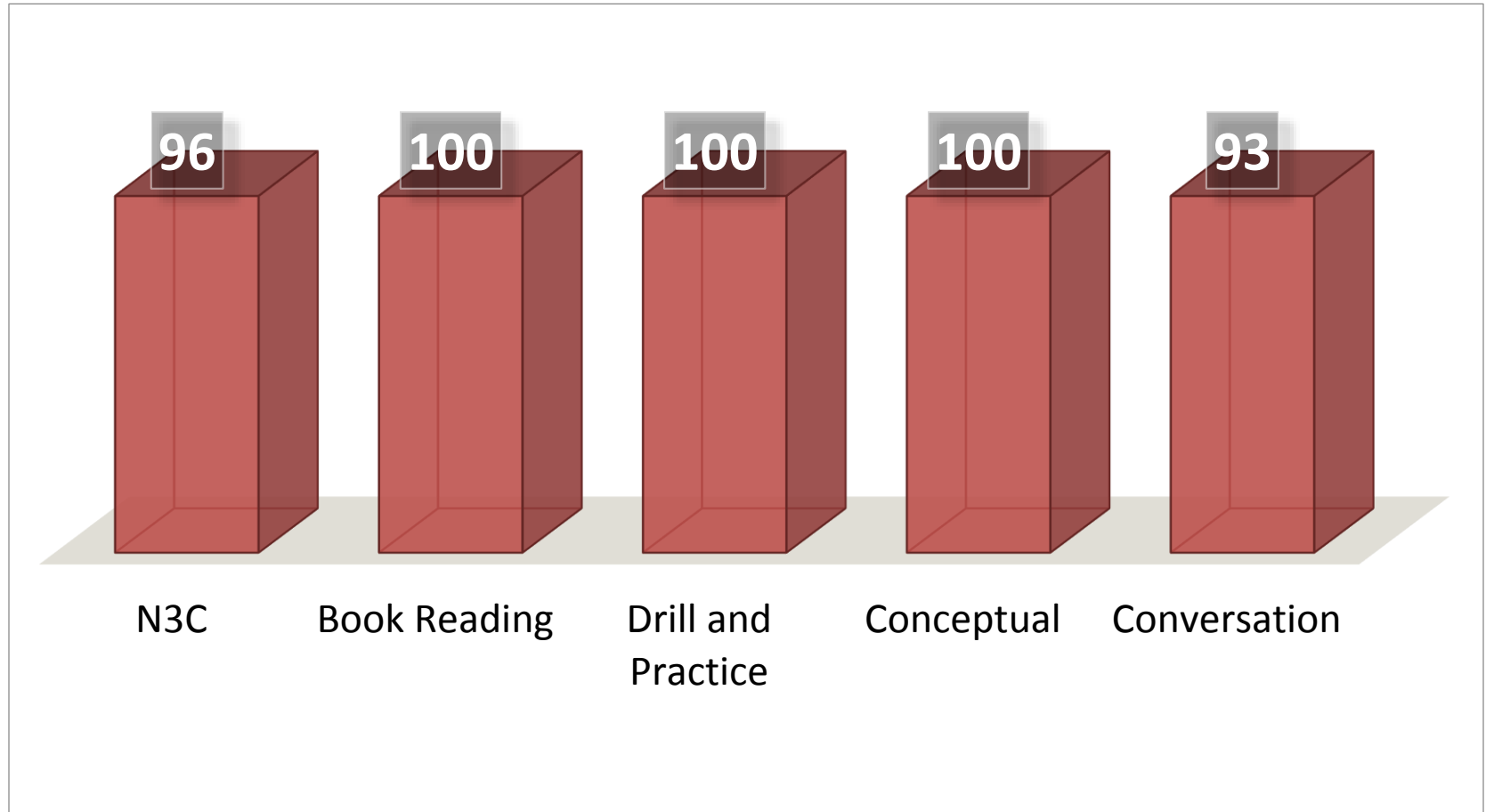
gums

C

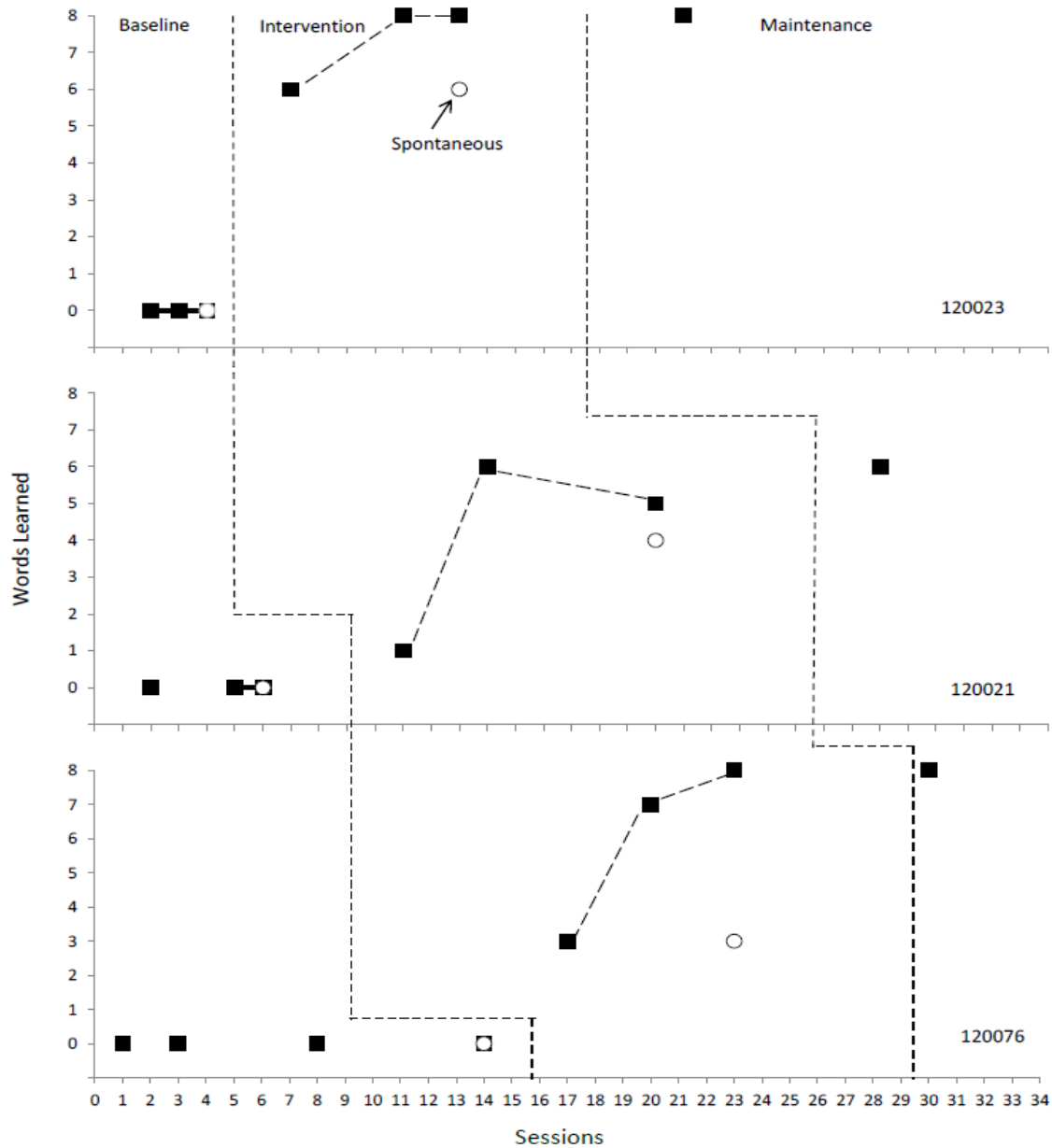


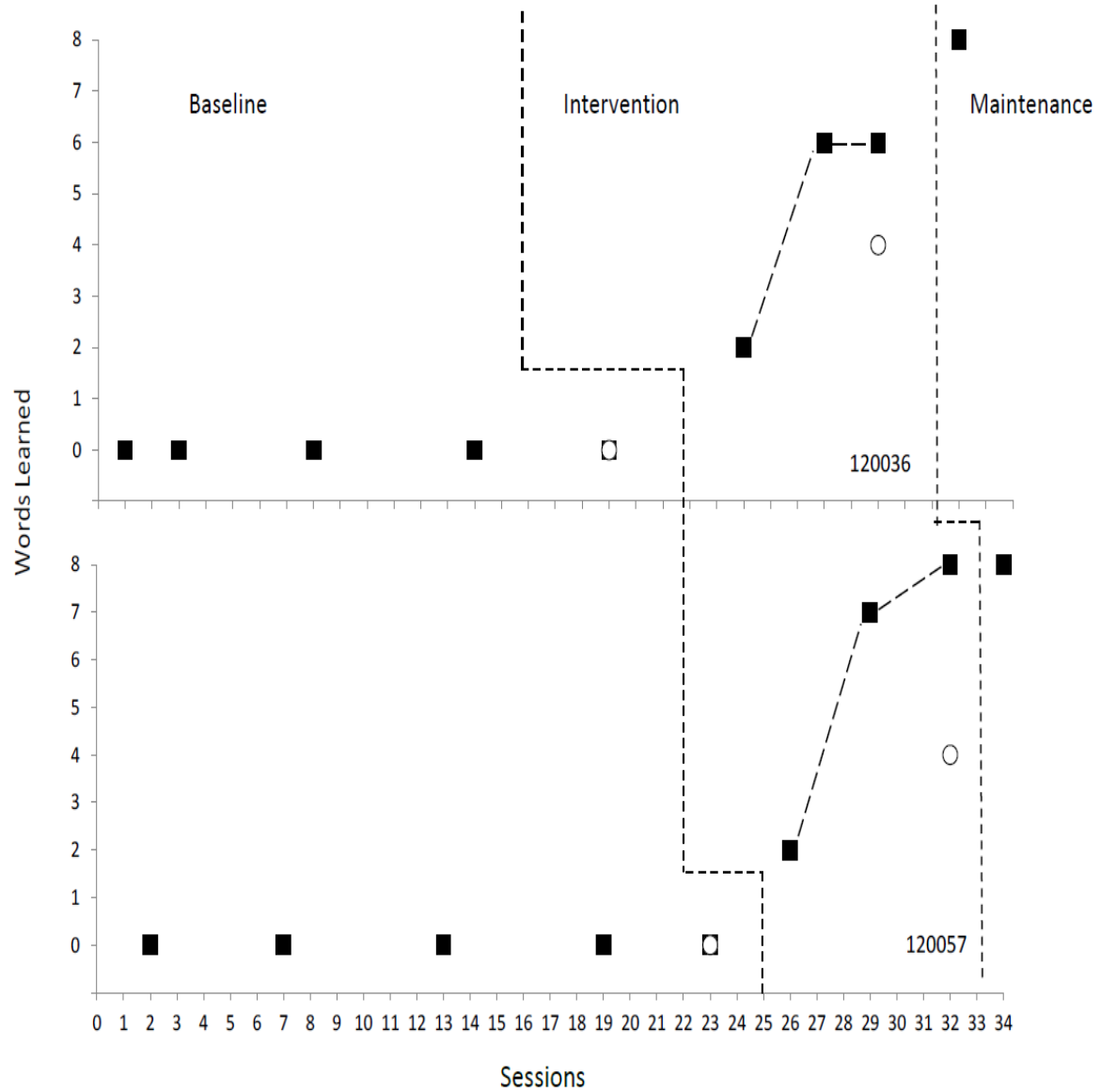
enamel

Treatment Integrity

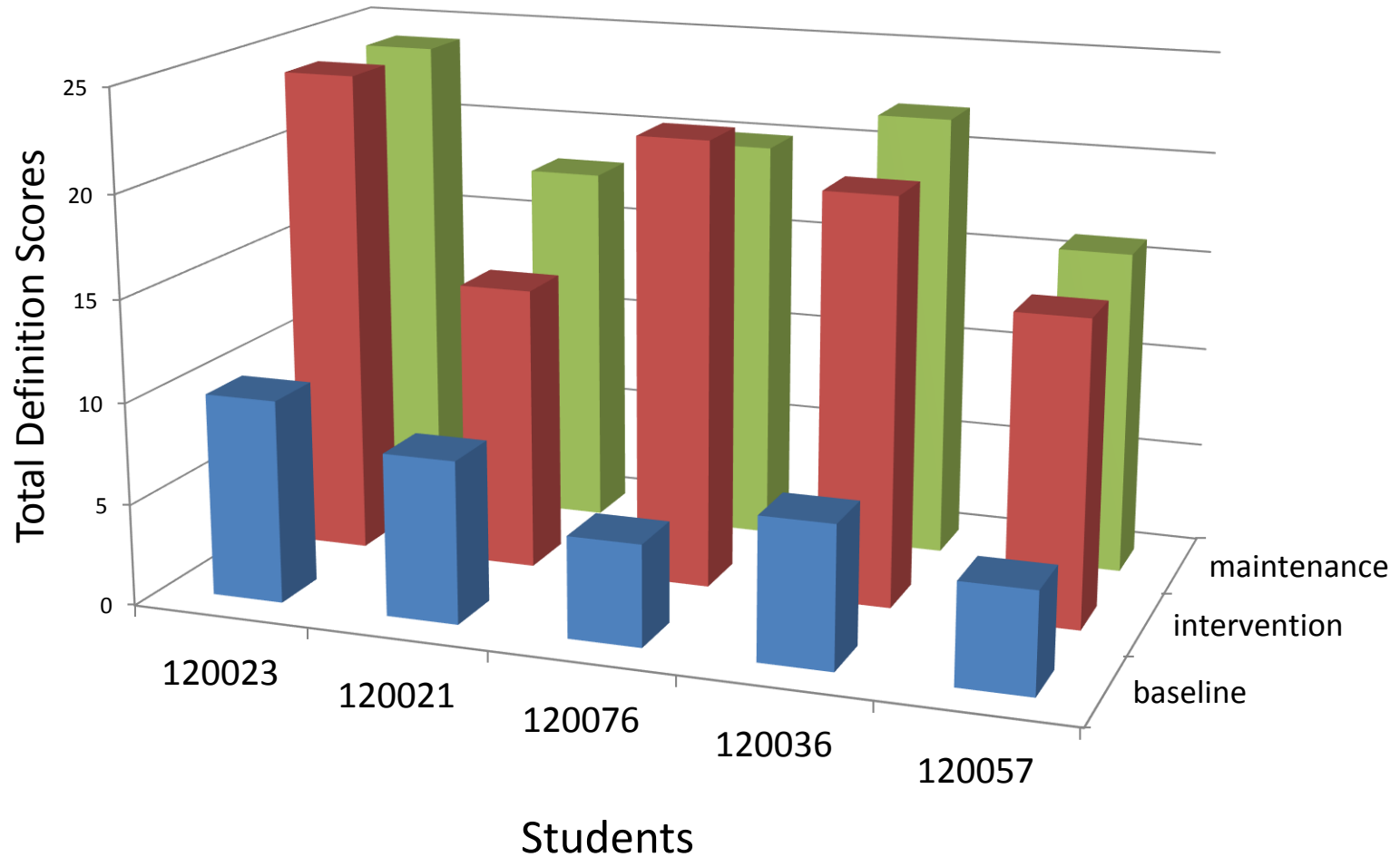


Results: Words Learned



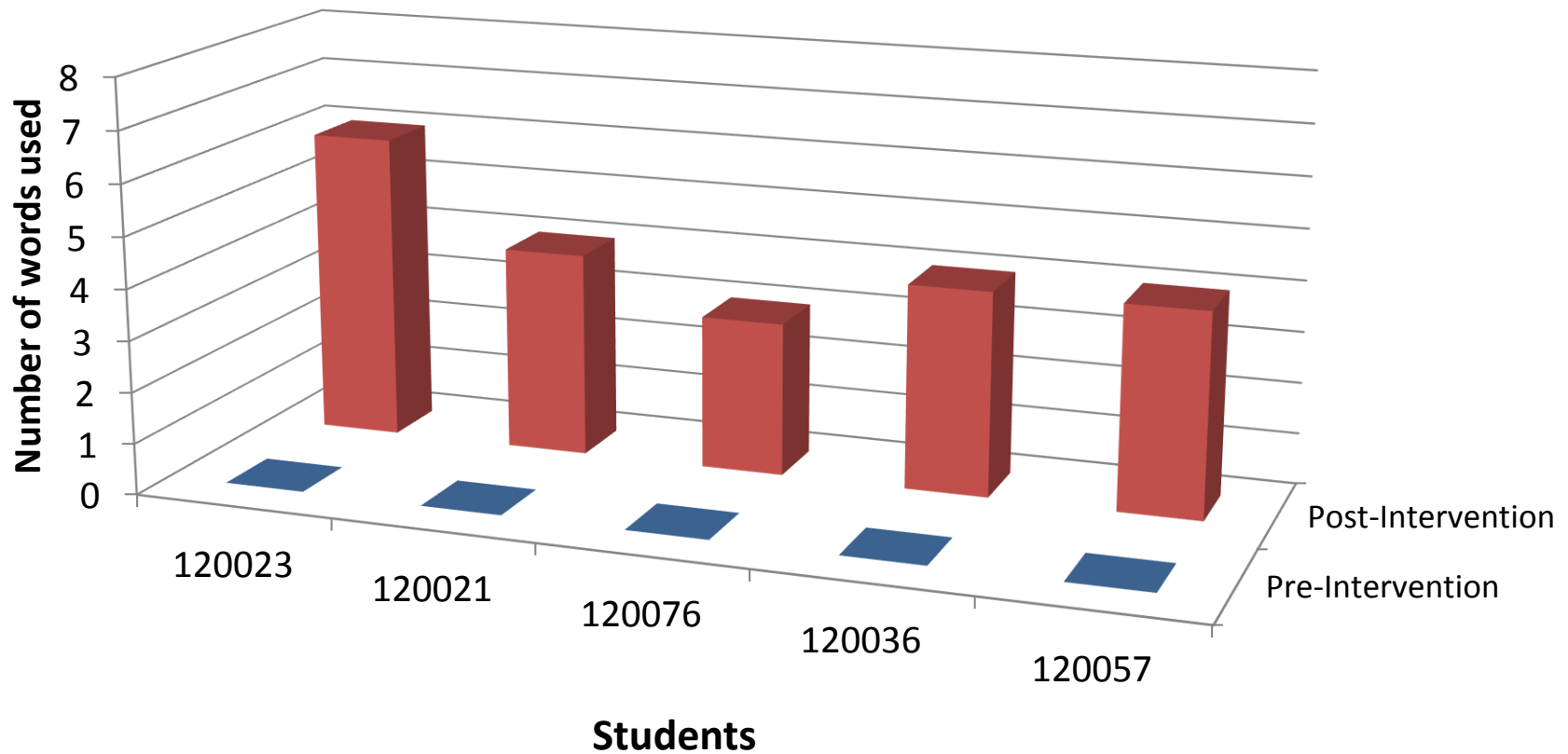


Results: Total Definition Scores* at Baseline, Intervention, and Maintenance



*max score = 24

Results: Spontaneous Word Use



*max score = 8

Conclusions

- All children were able to
 - learn target vocabulary
 - Increase their ability to provide explanations and definitions of the target vocabulary
 - Use some of the new vocabulary in spontaneous connected language
- Vocabulary for Success is a promising strategy for increasing vocabulary learning in DHH children