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Putting research findings on deaf children's literacy into practice

Saturday 14th May

10.00-3.30





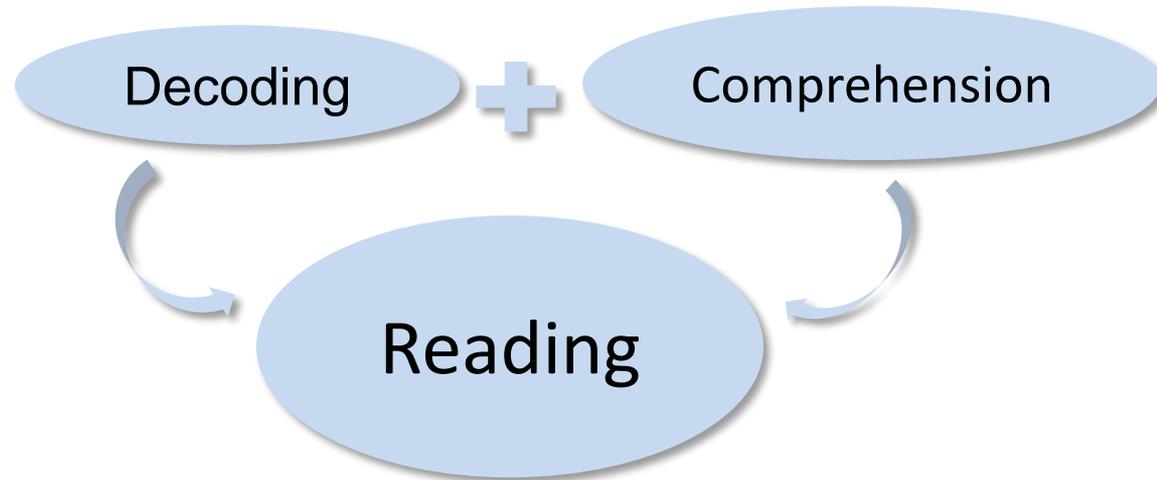
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Overview of reading development in deaf and hearing children





Simple model of reading



Gough & Tunmer 1986

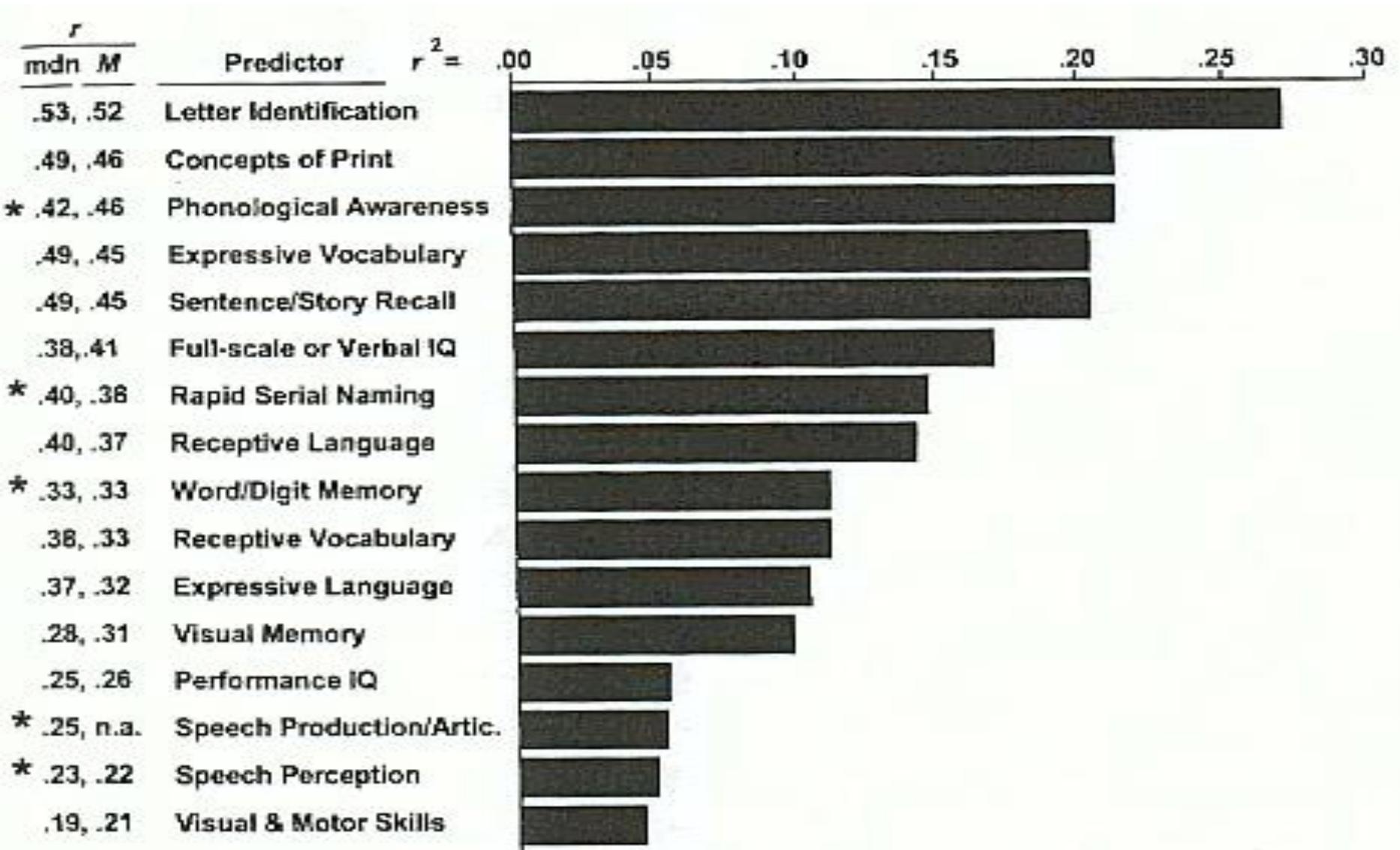


What does research tell us about reading in deaf children?

- Reading develops more slowly^{3,8}
- Reading delays increase with age^{5,6}
- Good deaf readers do exist, so poor reading is *not an inevitable outcome*^{7,8}
- Reading develops in same way as it does in hearing children - for both, phonological skills are important⁹, **but:**
 - Hearing children rely solely on listening
 - Deaf children additionally use speech reading^{10, 11}
- More research on decoding than language skills

³ Allen 1986, ⁴Conrad 1979, ⁵Wauters et al. 2006, ⁶Marschark et al. 2007, ⁷Gravenstede & Roy 2009, ⁸Kyle & Harris 2010, ⁹Mayer 2008, ¹⁰Kyle & Harris 2011 ¹¹Kyle et al 2016

Early predictors of reading ability (Scarborough, 1998)





Variables associated with good reading in hearing and deaf children

- Letter knowledge
- Concept of print
- Phonological skills
- Vocabulary
- Grammar



Important factors for deaf children's reading

- Early access to auditory information in the first 2 years of life
- Early exposure to an accessible form of language (spoken or signed)
- Speechreading
- Difficulties with incidental learning – need for increased and enhanced word learning opportunities
- Conflicting evidence about impact of type of amplification (hearing aids vs cochlear implants) - our research showed no difference



Workshop programme – morning session

10.00 Introduction

10.15 Presentations from practitioners & researchers: developing decoding skills

- Fiona Kyle: Key points from research
- Dani Sive: Teaching phonics to signing children
- Sue Brownson: Teaching phonics to oral deaf children
- Rachel Rees: Key points from research on Cued Speech
- Cate Calder: Using Cued Speech in a bilingual school setting

11.00 Small group discussion - suggested questions to stimulate discussion:

- How do you approach teaching decoding skills in your particular setting?
- Is there any particular piece of research that is having a significant impact on the way you work at the moment?
- Are there any strategies that are proving to be successful with children in your school?
- How can researchers and practitioners work together most effectively in future?

12.00 Lunch

1.00 Presentations from practitioners & researchers: developing reading comprehension, language and spelling skills



Publications

- Herman, R., Roy, P. & Kyle, F. (2014) Reading, dyslexia and oral deaf children. Research report. Available at: <http://openaccess.city.ac.uk/3225/>
- Herman, R. & Roy, P. (2015) Deafness and dyslexia. In M. Marschark & P. Spencer (eds) The Oxford Handbook of Deaf Studies: Language and Language Development. Oxford University Press.
- Kyle, F. E., Campbell, R., & MacSweeney, M. (2016). The relative contributions of speechreading and vocabulary to deaf and hearing children's reading ability. Research in Developmental Disabilities, 48,13-24. Available at: <http://openaccess.city.ac.uk/13087/>
- Kyle F.E., Cain K. (2015). A comparison of deaf and hearing children's reading comprehension profiles. Topics in Language Disorders, 35, 144–156. Available at: <http://openaccess.city.ac.uk/13088/>
- Kyle, F.E. (2015). Research Methods in Studying Reading and Literacy Development in Deaf Children Who Sign. In E. Orfanidou, B. Woll, & G. Morgan (Eds.), Research Methods in Sign Language Studies: A Practical Guide, John Wiley Available at: <http://openaccess.city.ac.uk/13089/>



Publications

- Kyle, F.E., & Harris, M. (2011). Longitudinal patterns of emerging literacy in beginning deaf and hearing readers. *Journal of Deaf Studies and Deaf Education*, 16 (3), 289 – 304. Available at <http://openaccess.city.ac.uk/3365/>
- Kyle, F. E., & Harris, M. (2010). Predictors of reading development in deaf children: a 3-year longitudinal study. *Journal of Experimental Child Psychology*, 107, 229-243. Available at <http://openaccess.city.ac.uk/3368/>
- Roy, P., Shergold, Z., Kyle, F. & Herman R. (2015) Spelling in oral deaf and hearing dyslexic children: A comparison of phonologically plausible errors. *Research in Developmental Disabilities*. Available at <http://openaccess.city.ac.uk/4986/>