Putting research findings on deaf children's literacy into practice

Saturday 14th May
10.00-3.30
Overview of reading development in deaf and hearing children
Simple model of reading

Decoding + Comprehension

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 important\(^9,\)

*but:*
- Hearing children rely solely on listening
- Deaf children additionally use speech reading\(^10,11\)

- More research on decoding than language skills

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Early predictors of reading ability (Scarborough, 1998)

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<thead>
<tr>
<th>Predictor</th>
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<td>Letter Identification</td>
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<tr>
<td>Concepts of Print</td>
<td>.25</td>
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<tr>
<td>Phonological Awareness</td>
<td>.20</td>
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<tr>
<td>Expressive Vocabulary</td>
<td>.15</td>
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<td>Sentence/Story Recall</td>
<td>.10</td>
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<td>Full-scale or Verbal IQ</td>
<td>.05</td>
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<td>Rapid Serial Naming</td>
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<td>Receptive Language</td>
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<td>Visual Memory</td>
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<td>Performance IQ</td>
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<td>Speech Production/Artic.</td>
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<td>Speech Perception</td>
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<td>Visual &amp; Motor Skills</td>
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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

Publications

