

READ UP:

EARLY FLUENCY AND LITERACY DEVELOPMENT FOR CHILDREN LEARNING LISTENING AND SPOKEN LANGUAGE

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INTRODUCTION

Historically, children with hearing loss (HL) have graduated schools for the deaf with a fourth-grade reading level (Moeller & Tomblin, 2015). Recent research suggests children who use listening and spoken language (LSL) can achieve age-appropriate reading skills in elementary grades, though outcomes continue to vary (Geers et al., 2017; Pimperton et al., 2016; Tomblin et al., 2018). Today, many children with HL who use LSL graduate from specialized early intervention and preschool programs by kindergarten, remaining in specialized settings only if they require intensive academic support (Bradham et al., 2018). These LSL “graduates” spread out to attend their local mainstream programs, making data collection difficult.

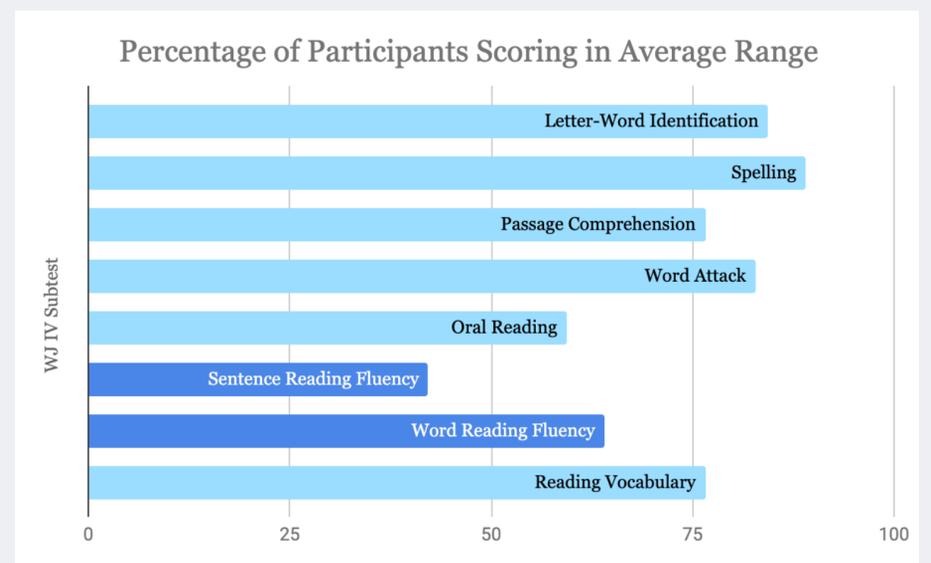
METHOD

Setting: large LSL program in Southwest. Nearly all students stay through 3rd grade (typical reading curriculum).

Participants: $N = 64$ children with HL in pre-k through 3rd grade (> 60% identified as Hispanic/Latinx and/or spoke Spanish in home).

Measures: Woodcock Johnson IV Tests of Achievement - 8 subtests in spelling, word attack, reading comprehension, fluency, vocabulary.

RESULTS



All mean subtest standard scores were within the average range ($SS > 85$), with comparatively lower scores in word- and sentence-reading fluency.

EARLY FLUENCY

Fluency development begins in early childhood, long before formal reading instruction!

Early intervention and preschool programs can target fluency with:

- singing
- nursery rhymes
- call-and-response
- poetry
- choral reading
- echo reading

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