



# **Developing Vocabulary to Accelerate Acquisition of Spoken Language and/or Sign Language**

Presented by:

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# Learner Objectives

At the end of this session, participants will be able to:

- ❁ list vocabulary words appropriate for teaching to very young children who are deaf or hard of hearing, using either spoken language or sign language.
- ❁ describe strategies for encouraging parents of children who are deaf or hard of hearing to include vocabulary development in their daily routines and activities, whether using spoken language or sign language.
- ❁ state the rationale for providing instruction related to the acquisition of single-word vocabulary for very young children who are deaf or hard-of-hearing.



# Rationale

- 🍇 To have words to express one's thoughts and ideas
- 🍇 To have the words to put together to make sentences and express complex thoughts
- 🍇 To be able to read and comprehend written material
- 🍇 To have the vocabulary to understand when others speak/communicate
- 🍇 To have the words to follow directions
- 🍇 To have the words to participate in life, for all academic and social situations



The reason many children with hearing loss are behind in reading is because they don't have the vocabulary to comprehend the material.



# Research: Children with Hearing

- 🍇 Vocabulary development has an impact of reading comprehension and academic success (Chall, Jacobs, & Baldwin 1990)
- 🍇 There is a need/benefit to purposefully teach vocabulary to young children (Biemiller & Slonim 2001)
- 🍇 The number of words a child hears in one day appears to play a big role in language development (Hart & Risely 1995; Leffel & Suskind 2013)



# Research:

## Children who are Deaf or Hard of Hearing

- Indicates the effectiveness of explicit vocabulary instruction for children with hearing loss (Lund & Schuele, 2014; Lund, Douglas, & Schuele, 2015)



# Three Tiers of Vocabulary

 Tier 1: Basic Vocabulary  
– Commonly appear in spoken language

 Tier 2: High Frequency/  
Multiple Meaning Vocabulary  
– Important for reading comprehension

 Tier 3: Low Frequency,  
Context Specific Vocabulary  
– Build knowledge and conceptual understanding  
within academic domains

– *man, scientist, paleontologist*



# Sources for Vocabulary: Professionals

 Commercially Prepared Word Sets

 Apps

 Images from the internet

 Teacher-/Therapist-made



# Sources for Vocabulary: for Parents

-  Words to meet the child's wants and needs
-  Words found in the home or other places the child frequently visits or spends time
-  Words in the child's daily routine
-  Names of family members, pets, and familiar people



To meet the child's wants and needs



# Words found in the home



# Words in the child's daily routine



# Names of family members and pets



# Sources for Vocabulary

## Category Words and Sub-Category Words

- Furniture: indoor furniture, outdoor furniture, bedroom furniture, living room furniture
- Clothing: summer clothes, winter clothes
- Animals: jungle animals, zoo animals, farm animals, desert animals, ocean animals, woodland animals
- Food: breakfast foods, dinner foods, desserts, fruits, vegetables
- Transportation: aircraft, watercraft, vehicles



# Sources for Vocabulary

 Rooms in the house

 Items in each room

– Kitchen

- Large/small appliances
- Items in the junk drawer
- Items in the pantry

– Bathroom

- Items in the drawers
- Items under the sink



# Sources for Vocabulary

## Food

- Found at the Grocery Store
- Common Foods the Child Eats
- Specific Labels Within a Category
  - Cookies
    - Oreo, Vanilla Wafer, Chocolate Chip
  - Crackers
    - Wheat Thin, Triscuit, Cheez-It
  - Chips
    - Potato Chip, Dorito, Cheeto



# Sources for Vocabulary

## Clothing Words

- Names of all Clothing
- Specific Labels Within a Category
- Shirt
  - T-shirt
  - Long-sleeved, Short-sleeved, Sleeveless
  - Turtleneck
  - Crewneck, V-neck, Collared Shirt,
  - Button-down
  - Blouse



# Strategies for Incorporating Vocabulary Practice: at Home

-  Establish Routines
-  Play Vocabulary Games
-  During Meals
-  Reading Books
-  In the Car



# Strategies for Incorporating Vocabulary Practice: at Home

-  Make a list of words each week
-  Put the list on the refrigerator, on the mirror in your bathroom, in your car, in the child's bag
-  Write down words that come up multiple time throughout the day



# Moog Center for Deaf Education Vocabulary Lists

 First 100 *plus* Vocabulary Words

 Next 150 Vocabulary Words

 The Following 300 Vocabulary Words  
– Developed to provide additional guidance  
for selecting words to teach



# Contact Information

 sign-up to receive the vocabulary lists

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