

Learning to Listen: Getting Ready to Read

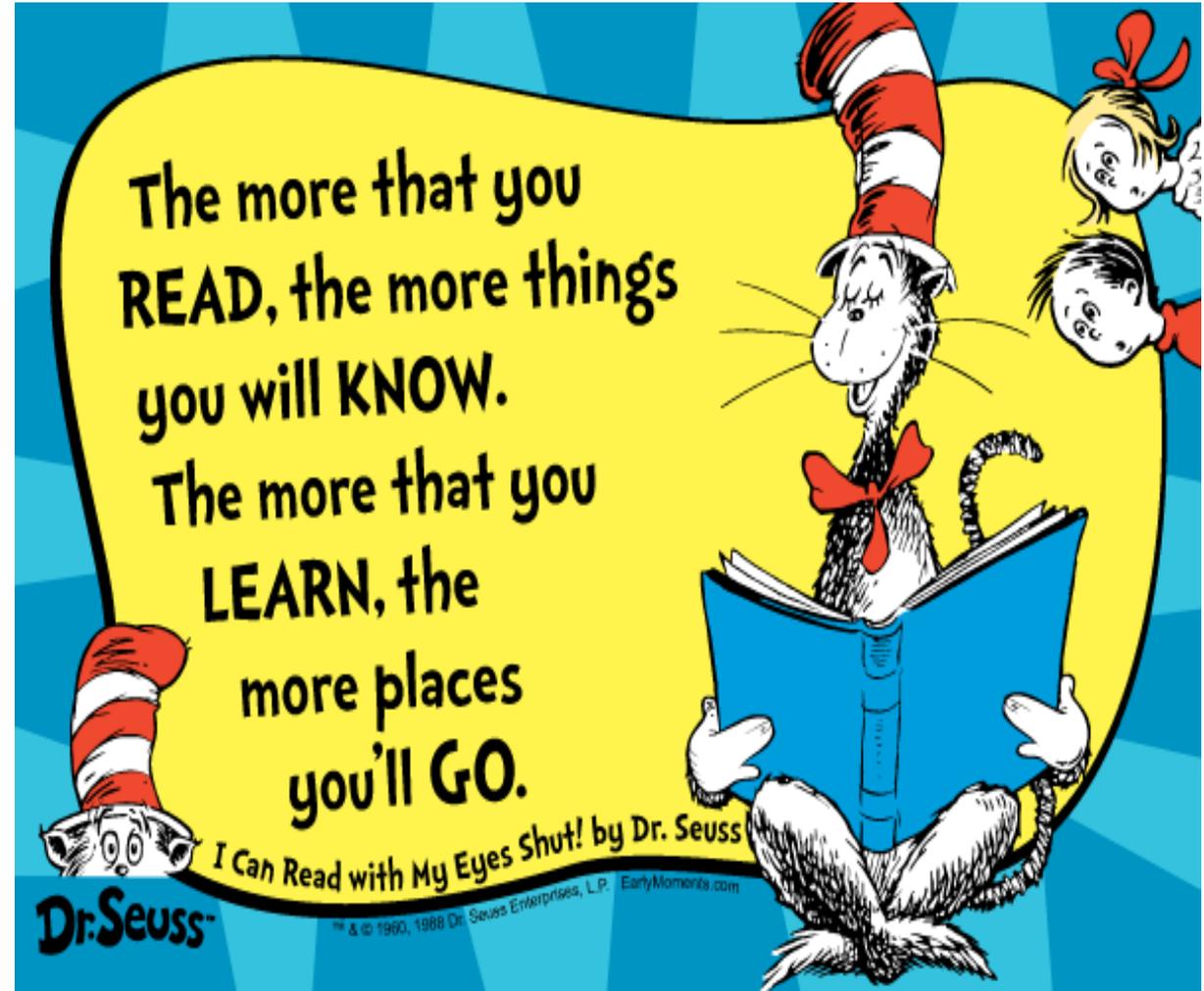
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Agenda

1. Reading outcomes for children with HL who communicate by listening and speaking
2. Describe three early literacy components; phonological awareness
3. Two “listening-to-spoken language” skills for reading readiness
4. Application: home early literacy activities



Reading outcomes

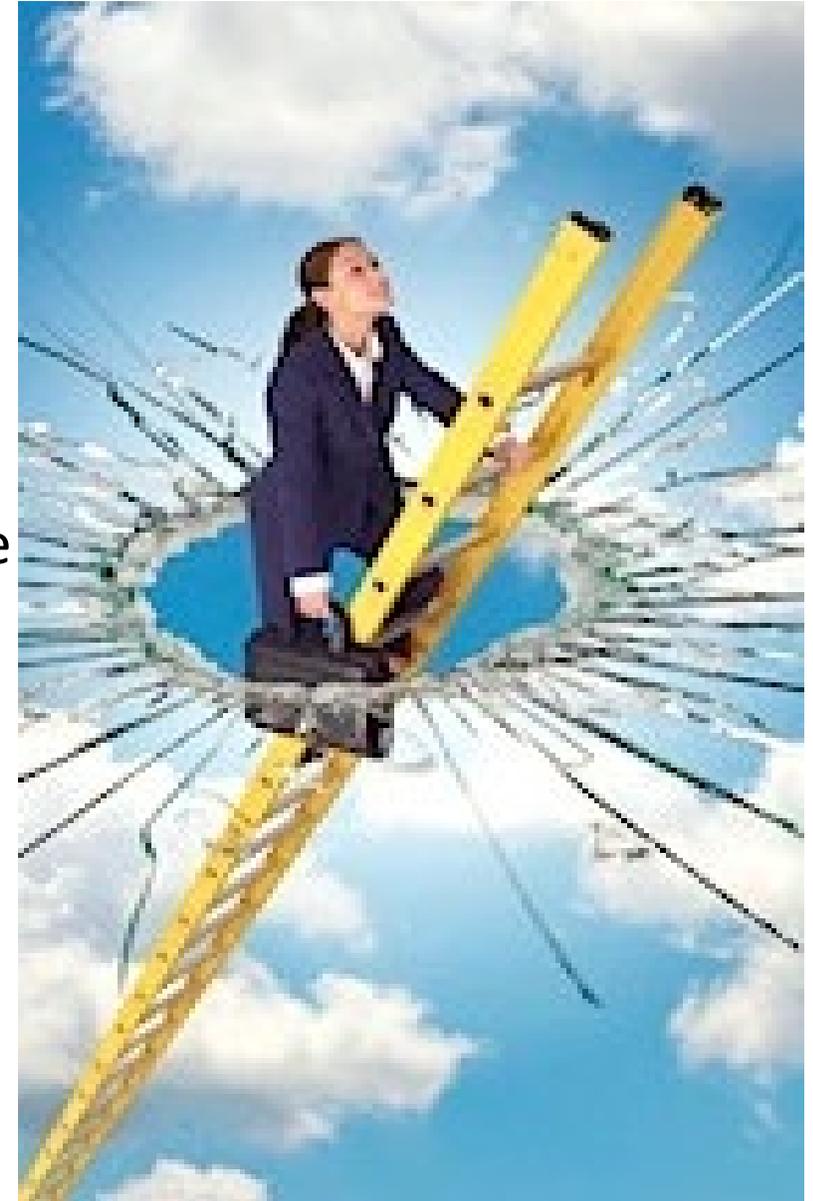
Children with mild/mod HL, hearing aids
Deaf children with cochlear implants

- upward trend
- Reading comprehension- scores in average/low average range but variable
- Gap widens over time

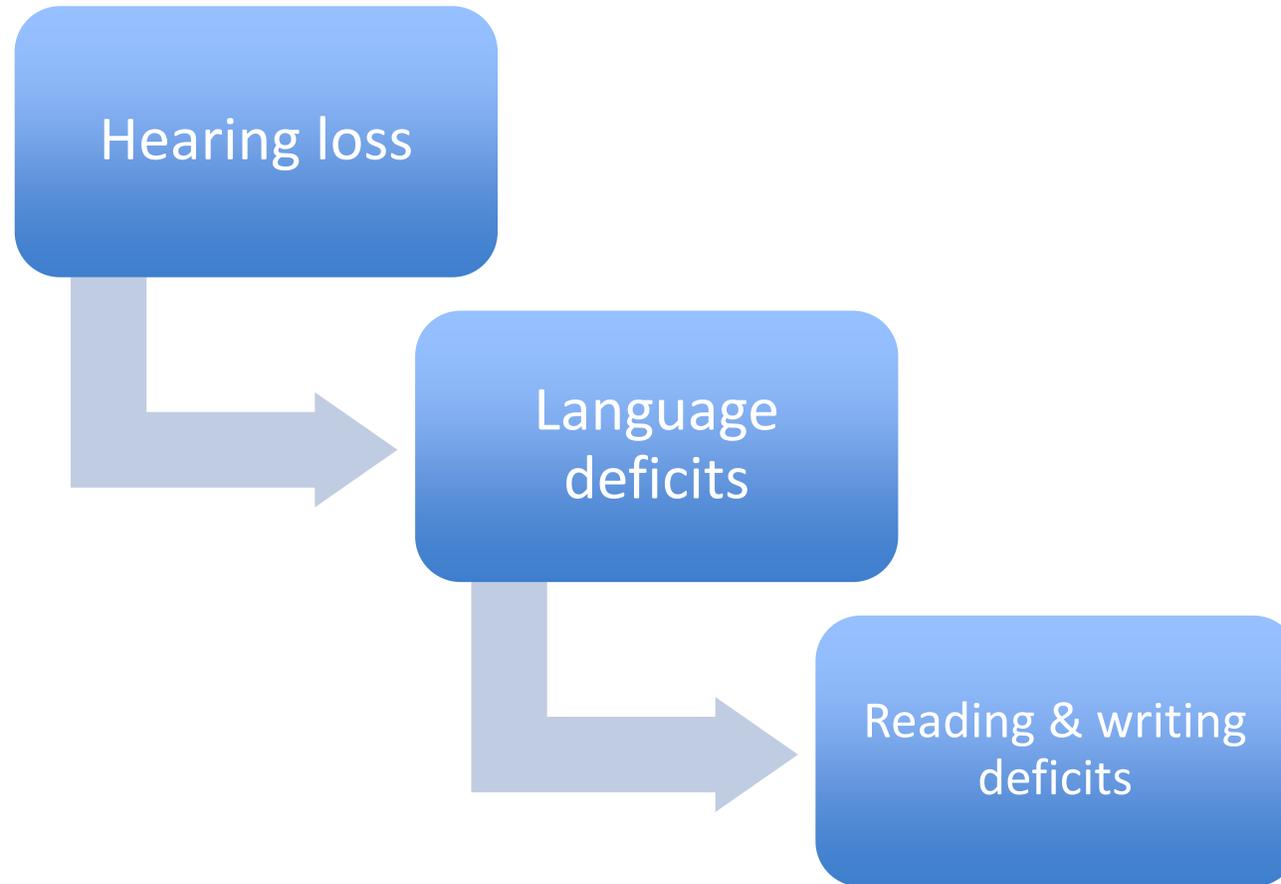
Children with severe HL, use hearing aids

- tend to struggle more

Study on 183 children with HL who use HA (Tomblin et al., 2020); review of 21 studies (1997 – 2016) on 1,000+ children who use CI (Mayer & Trezek, 2020)



Cascading Effect of HL (Lederberg et al., 2013)



Parents' Goal: Reading Readiness!

YET, often not verbalized

*As professionals, how can we help
parents prepare?*

State of Hawaii – Department of Education												
2021-2022 OFFICIAL SCHOOL CALENDAR												
- 1st Semester: July 28, 2021 - January 3, 2022; 2nd Semester: January 4, 2022 - May 30, 2022												
- 1st Semester: August 3, 2021 - December 17, 2021; 2nd Semester: January 4, 2022 - May 26, 2022												
Su M T W Th F Sa												
July 2021	18	19	20	21	22	23	24	1st SEMESTER - 89 Student Days (Ends December 17)				
	25	26	27	28	29	30	31	July 28: Teachers' First Day				
August	1	2	3	4	5	6	7	July 28-August 2: Teacher Work Days (no students)				
	8	9	10	11	12	13	14	August 3: Students' First Day				
	15	16	17	18	19	20	21	August 20: Statehood Day				
	22	23	24	25	26	27	28					
September	29	30	31	1	2	3	4					
	5	6	7	8	9	10	11	September 6: Labor Day				
	12	13	14	15	16	17	18					
	19	20	21	22	23	24	25					
October	26	27	28	29	30	1	2					
	3	4	5	6	7	8	9					
	10	11	12	13	14	15	16	October 11-15: Fall Break***				

Q1
47 days

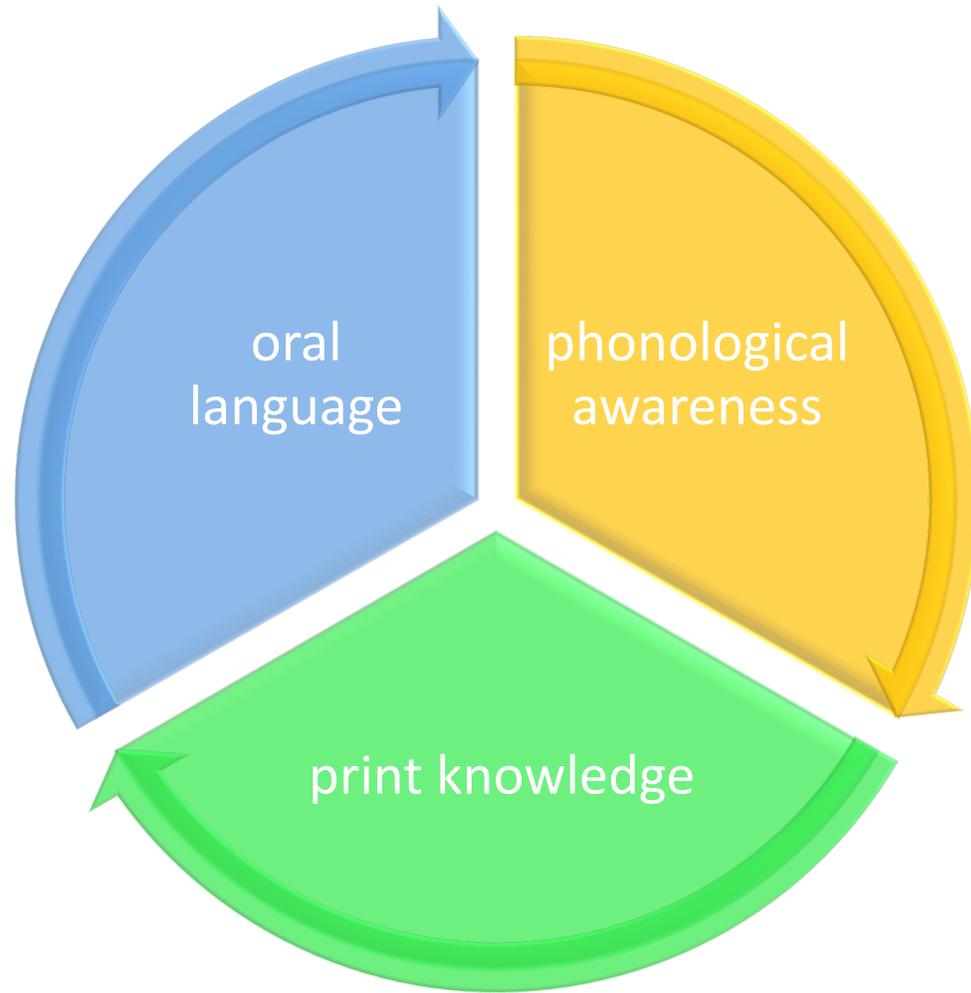
Ends
Oct. 8

Early Literacy

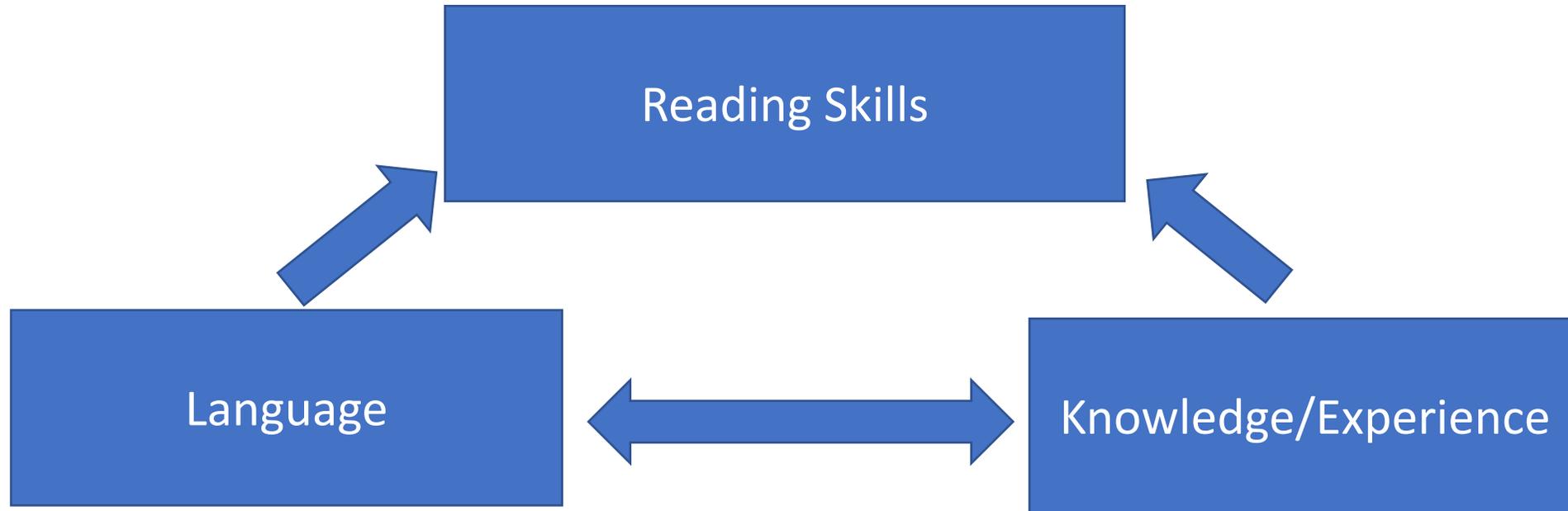
- In young children (0- 6 yr), skills related to reading and writing that begin to develop with **little or no awareness of letter-sound relationships** (Paulson & Moats, 2010)
- ***Requires direct teaching of skills- more than exposure to literacy rich environment*** (DesJardin et al., 2011)
- Synonyms: reading readiness, emergent literacy, pre-literacy



Early Literacy (Paulson & Moats, 2010)



Oral Language



- Involves listening and speaking (receptive/expressive language, vocabulary, etc.)
- Without supportive language base, reading is problematic.
- Parent's role: linguistic mediation between child and world

(Easterbrooks & Estes, 2007)

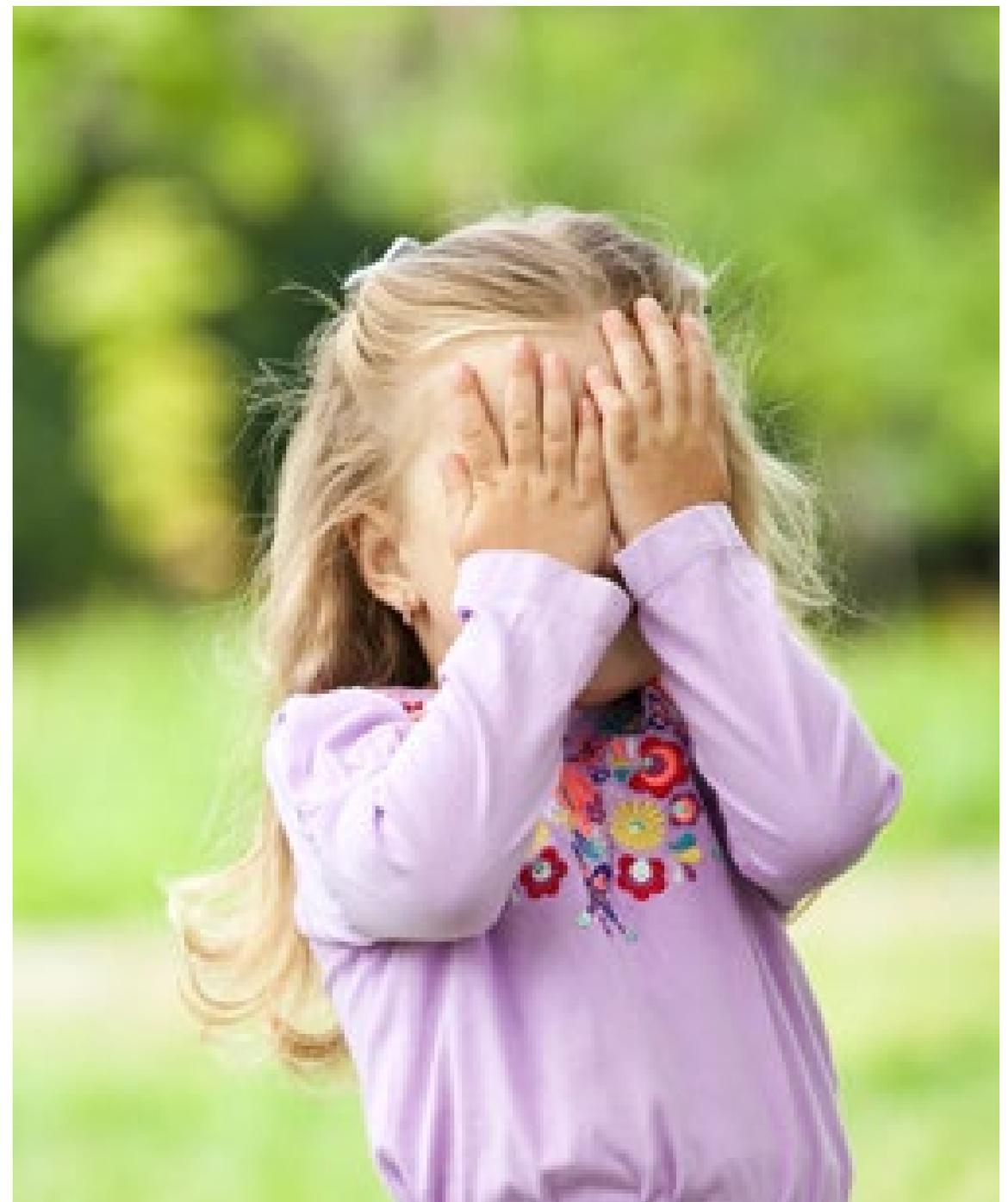
Print Knowledge

- Awareness of printed symbols, alphabet knowledge, writing/drawing behaviors
- Recognizes 'Golden arches' - printed symbols have meaning attached
- Toddler scribbles a line with 'intent' - beginnings of writing



Phonological Awareness

- The ability to listen to, think about, and “***play with***” the sounds of spoken language
- Focus is on the listening to speech sounds, *not* printed letters
- Example: rhyming
- ***Parents lack knowledge of PA***



What Do Parents Know?

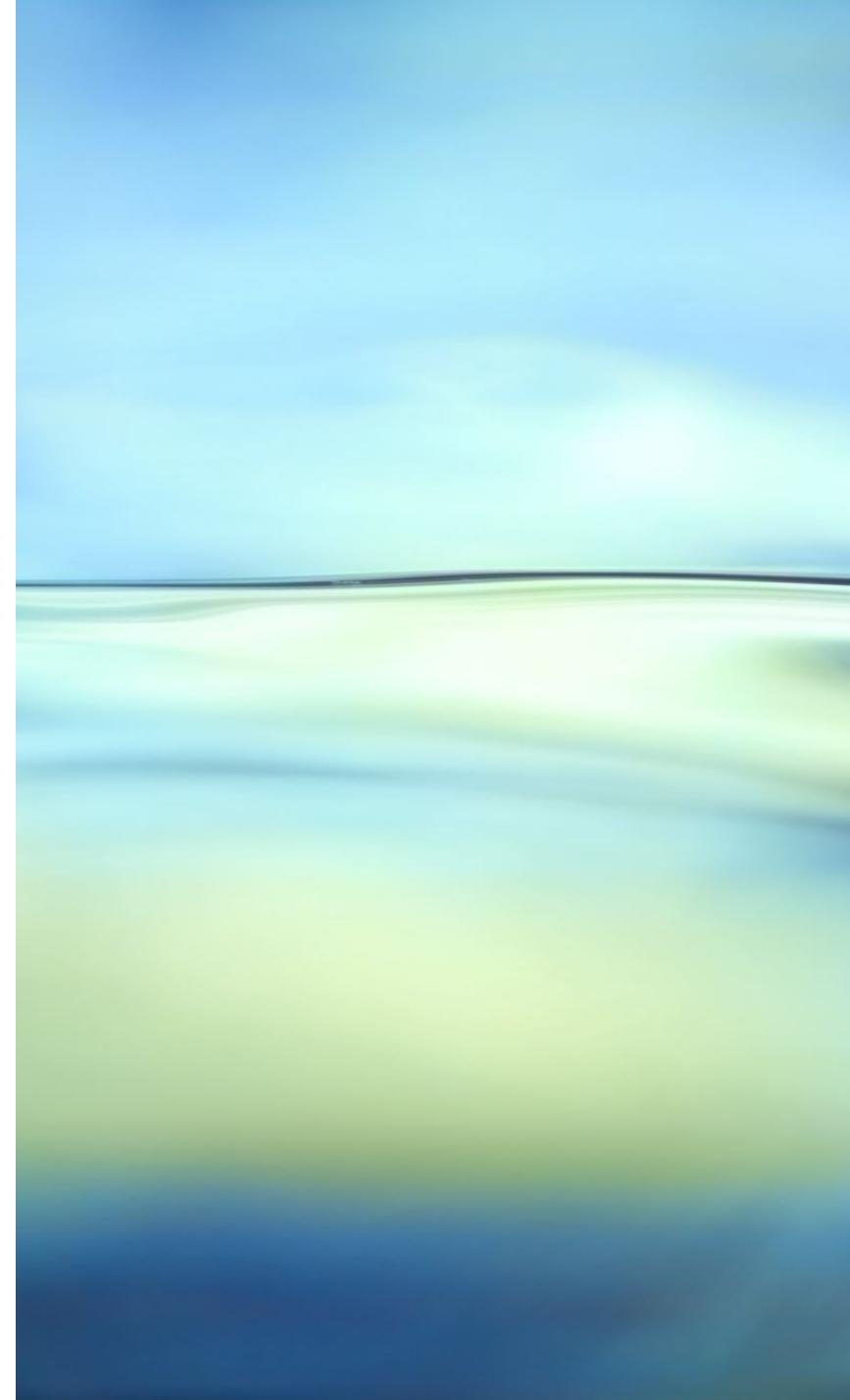
Dissertation study findings

(Wiley, 2020)

- Parents of preschoolers with HL

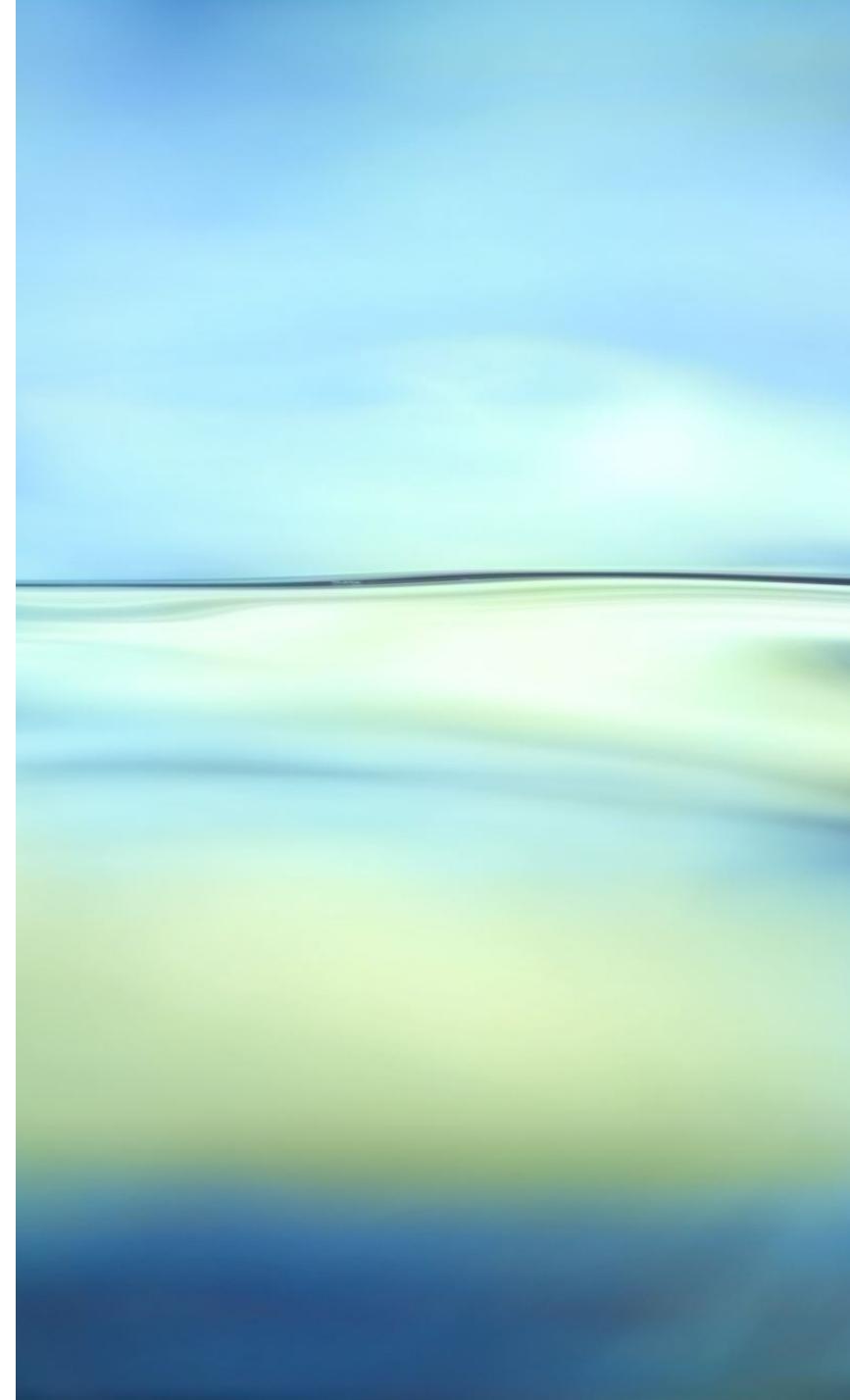
Parents had
partial
understanding of
“early literacy”

Families focused
on oral language
stimulation
activities



Parents' Understanding of "Early Literacy"

- **"Starting early"** using language stimulation strategies
- Auditory ***"access to information is early literacy"***
- Early literacy = ***"letters and sounds"***



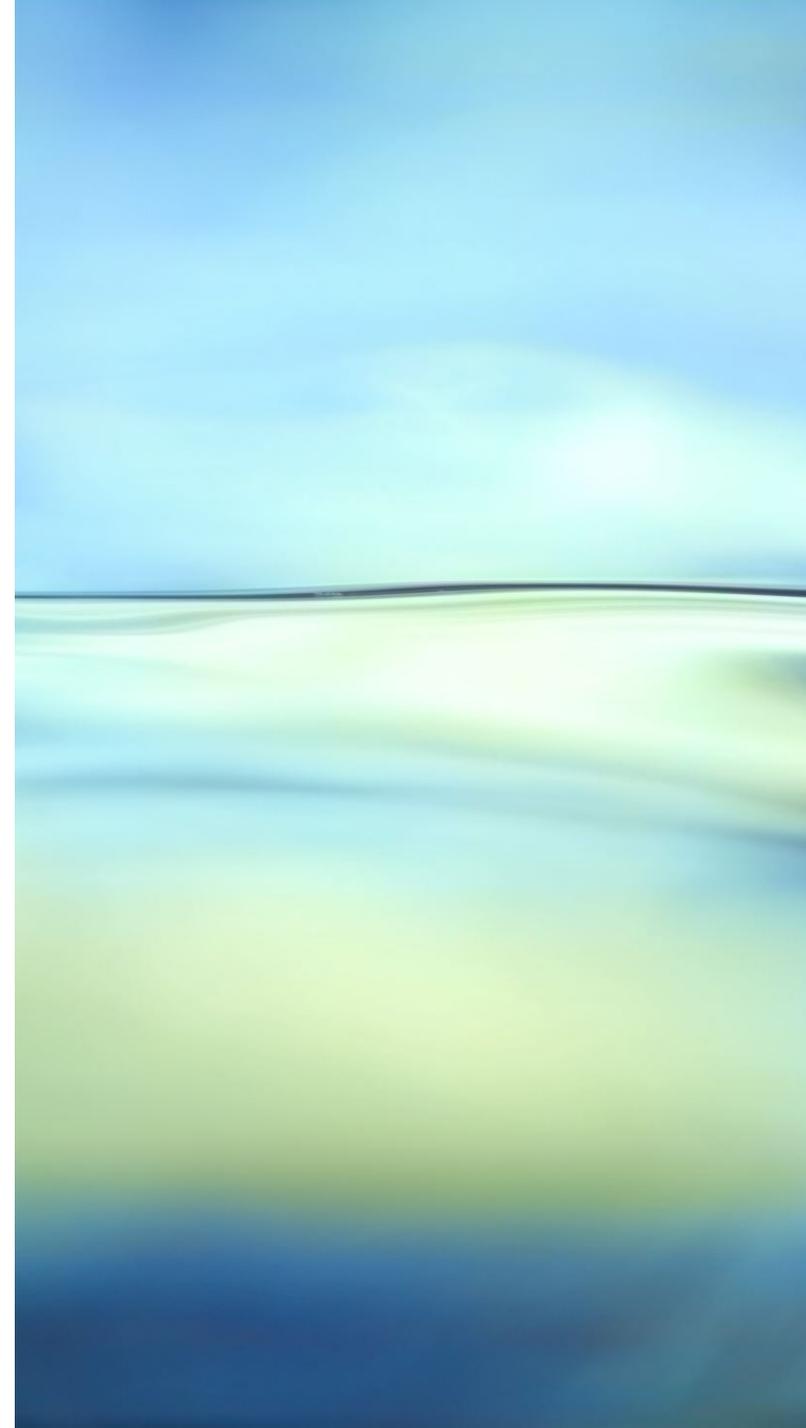
Families' Literacy Routines

Most frequent: oral language-focused activities

- Shared book reading, conversations, narrating life, singing, role-playing
- Oral language stimulation emphasized in early intervention

Less frequent: alphabet recognition/sounds; beginning writing

Absent- phonological awareness



Two Types of “Listening-to-Spoken Language” Skills

1. Listening broadly, to conversations
 - Build *general language skills*
2. Listening to the smaller parts of spoken language
 - Build *phonological awareness skills*

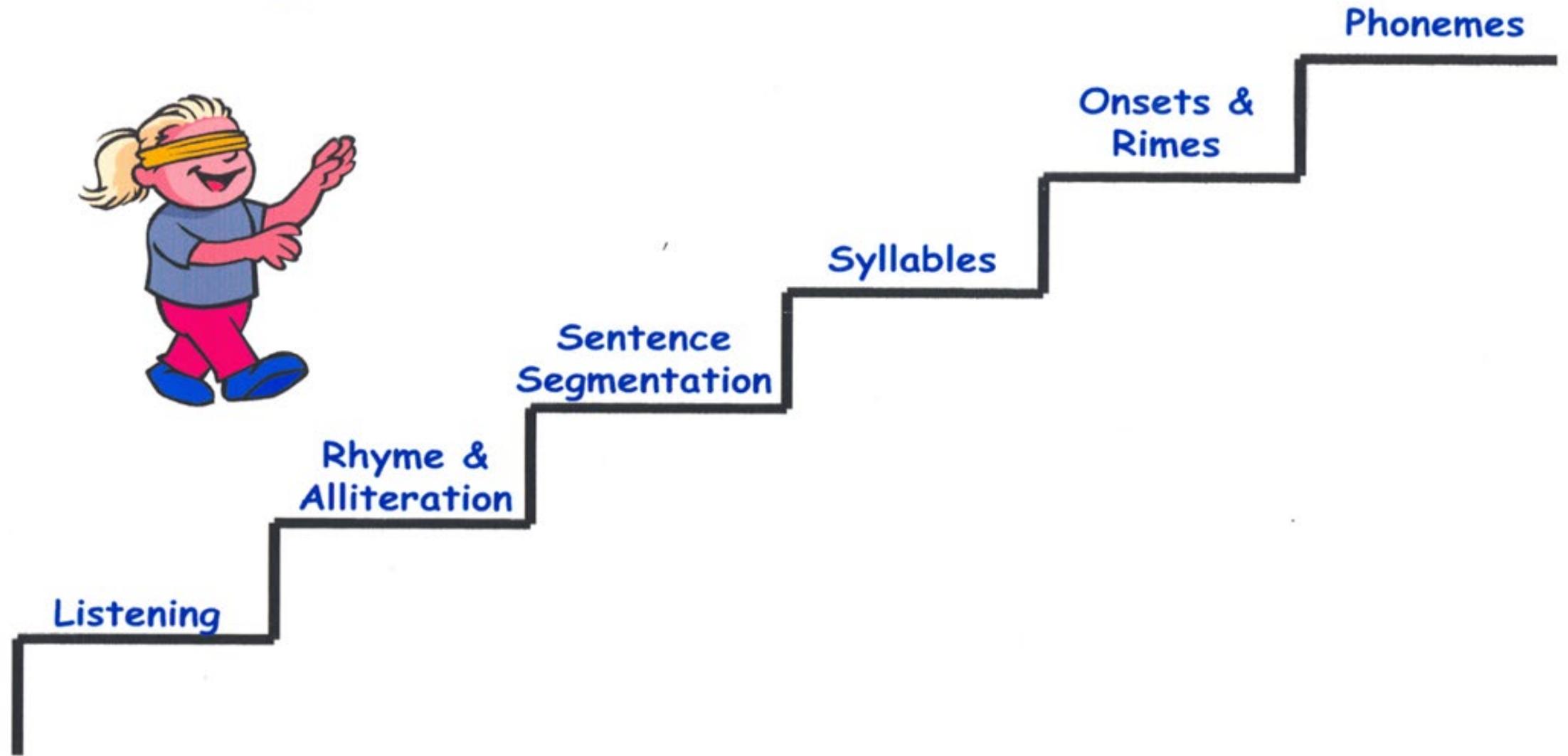


Children who have good phonological awareness (phonemic awareness) become better readers/spellers!

-National Early Literacy Panel (2008), National Reading Panel (2000)

- Do parents know the importance? Less familiar
- YET, there are kindergarten standards/expectations for phonological awareness skills
- Parents of birth to 5 yo children can help develop these skills

Phonological Awareness Continuum



For Audiologists: Phonological Awareness Skills Acquisition

Developmental Sequence

Lori Wiley, PhD, AuD and Kris English, PhD © 2012

Rhyming	(Examples: cat, bat, sat, mat)
<u>Age</u>	<u>Skill</u>
2-3 years	Participates in nursery rhymes, finger plays, jingles, songs, reading books
3-5 years	Matches words that rhyme
4-5 years	Produces words that rhyme

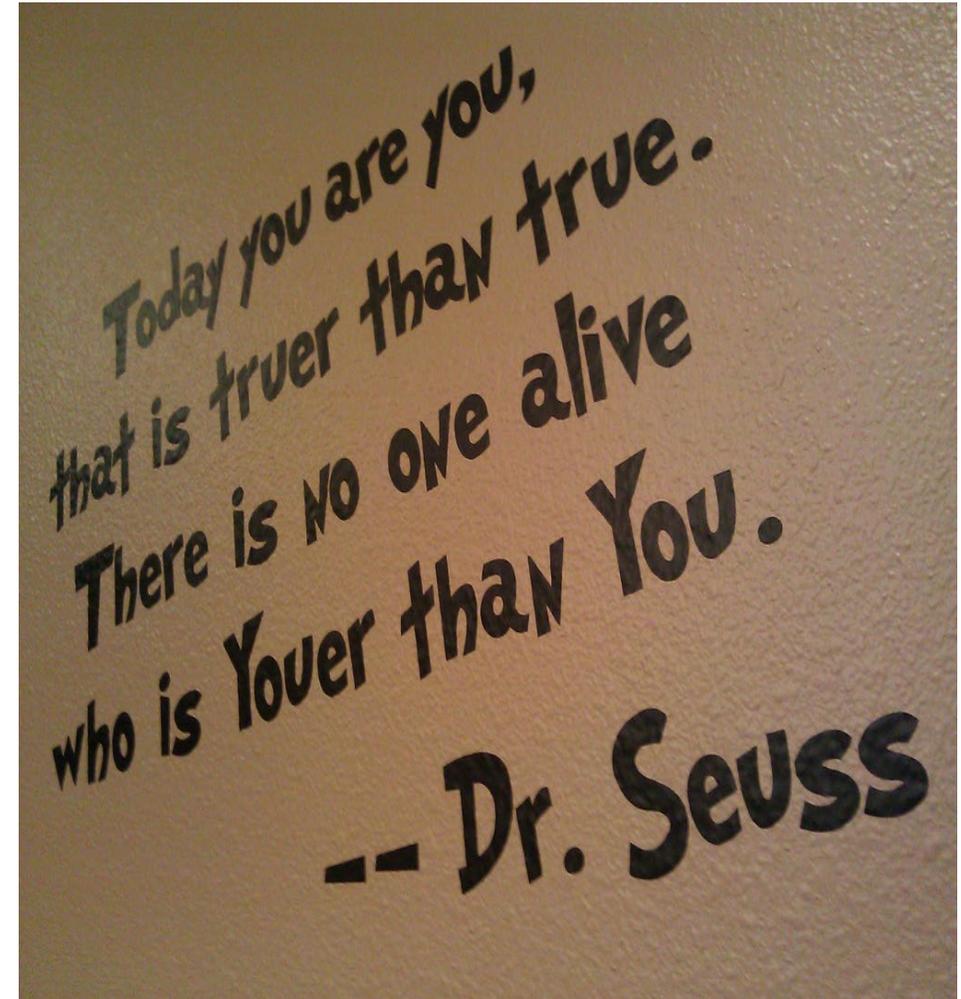
Adapted from Paulson, L.H., & Moats, L. (2010). LETRS for early childhood educators. Cambium Learning Sopris West: www.voyagersopris.com

Rhyming

Listening for “*sameness*” in the *end* of words

Hear to Read Website:

<https://wileyla.wixsite.com/heartoread>



Sample IFSP Goal for Rhyming

- Outcome
 - “As a family, we will point out words that rhyme throughout the day.”
- Strategies/Resources
 - If Sally has a hard time deciding if the words rhyme or not, instead ask, “Do they sound the same or different at the end?”
 - First, give Sally lots of practice with pairs of words that rhyme, then introduce pairs of words that do NOT rhyme.
 - Hear to Read Website: <https://wileyla.wixsite.com/heartoread>
- Criteria for Success
 - “In 1 month, we will read at least one rhyming book with Sally every day.”
 - “In 3 months, Sally will accurately answer when asked, ‘*Do these words rhyme?*’”
 - “In 6 months, Sally will identify words that rhyme on each page.”

Sample IFSP Goal for Rhyming

- Outcome
 - “As a family, we will incorporate activities that focus on rhyming into our daily routine.”
- Strategies/Resources
 - Family to get library cards
 - Hear to Read Website: <https://wileyla.wixsite.com/heartoread>
 - Go on a scavenger hunt around the house and find rhyming objects that Sally can see and touch. Examples: frog and dog/ car and star.
- Criteria for Success
 - “In 3 months, while reading or singing, Sally will independently recognize two words with ending sounds that are the same (i.e. see and me, dot and spot, bear and hair).”
 - “In 6 months, while reading or singing, parents will pause before saying the last word in the line and Sally will fill in the missing rhyming word.

Literacy Resource

<https://wileyla.wixsite.com/heartoread>

- **Shared reading- preschool rhyming books** (ex: Dr. Seuss books)
- Draw attention/listen to rhyming words
- Explain rhyming in simple words
video ex: “sound same same”
- Say rhyming words together

Introducing Rhyme through Books

Words to Describe Rhyming Words

Literacy Resource

<https://wileyla.wixsite.com/heartoread>

- **Find objects that rhyme**
Ex: car, star, jar
- Draw attention/listen to rhyming words
- Say rhyming words together

Introducing Rhyme at Any Time

Rhyming While at Play

Alliteration

Listening for “*sameness*” in the *beginning* of strings of words

Alliterative books

- Brown Bear, Brown Bear; Dr. Seuss’ ABC

Alliterative names

- Jumping Jamie, Digging David

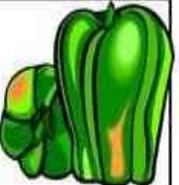
Sound baskets

- Gather objects that begin with the same sound (*baseball, button, blue bunny, banana*)

Alliteration

The use of the same beginning consonant sound in a line or verse.

Example:

Peter Piper picked a 
 peck of pickled peppers.

Sample IFSP Goal for Alliteration

- Outcome
 - “As a family, we will learn about alliteration and alliteration activities we can incorporate into our daily routine.”
- Strategies/Resources
 - Read books, recite silly poems/sayings, and sing songs with alliteration (i.e., Dr. Seuss's ABC's or Fox in Socks).
 - Incorporate questions such as, “What other words start with the sound ____?”
- Criteria for Success
 - “In 3 months, Sally will indicate if two words start with the same sound.”
 - “In 6 months, Sally will pick two pictures/items with the same beginning sound.”

Alliteration and Blending

Alliteration	(Examples: ball, bounce, bath, bug)
<u>Age</u>	<u>Skill</u>
3-5 years	Recognizes words with a common initial sound
5-7 years	Produces words with a common initial sound

Blending	
<u>Age</u>	<u>Skill</u>
3-5 years	Combines sequences of isolated <i>syllables</i> to produce words (hot-dog; air-plane)
5-7 years	Combines sequences of isolated <i>sounds</i> to produce words (d-o-g; t-r-ee)

Adapted from Paulson, L.H., & Moats, L. (2010). LETRS for early childhood educators. Cambium Learning Sopris West: www.voyagersopris.com

Phonemic Awareness

- Distinct but related to phonics
- *Ex: phonemic deletion, blending*
- Part of school language arts curriculum standards
- ***Children with strong phonemic awareness skills have better reading and spelling skills***

(National Early Literacy Panel, 2008; National Reading Panel, 2000)

Consonant phonemes, with sample words		Vowel phonemes, with sample words	
1. /b/ – bat	13. /s/ – sun	1. /a/ – ant	13. /oi/ – coin
2. /k/ – cat	14. /t/ – tap	2. /e/ – egg	14. /ar/ – farm
3. /d/ – dog	15. /v/ – van	3. /i/ – in	15. /or/ – for
4. /f/ – fan	16. /w/ – wig	4. /o/ – on	16. /ur/ – hurt
5. /g/ – go	17. /y/ – yes	5. /u/ – up	17. /air/ – fair
6. /h/ – hen	18. /z/ – zip	6. /ai/ – rain	18. /ear/ – dear
7. /j/ – jet	19. /sh/ – shop	7. /ee/ – feet	19. /ure/ ⁴ – sure
8. /l/ – leg	20. /ch/ – chip	8. /igh/ – night	20. /ə/ – corner (the 'schwa' – an unstressed vowel sound which is close to /u/)
9. /m/ – map	21. /th/ – thin	9. /oa/ – boat	
10. /n/ – net	22. /th/ – then	10. /oo/ – boot	
11. /p/ – pen	23. /ng/ – ring	11. /oo/ – look	
12. /r/ – rat	24. /zh/ ³ – vision	12. /ow/ – cow	

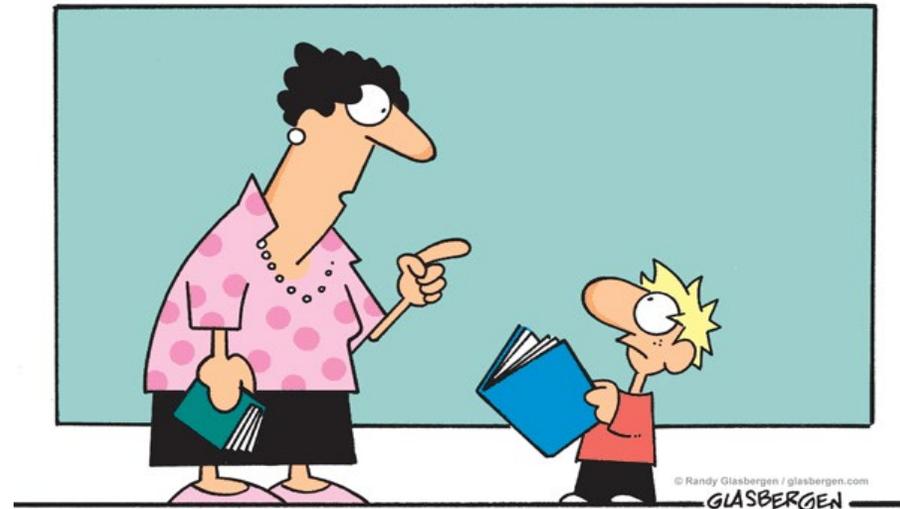
“Install” Accurate Speech Sound Representations

Child hears
speech sound
(phoneme)

Representation
of the speech
sound/phoneme
begins to form

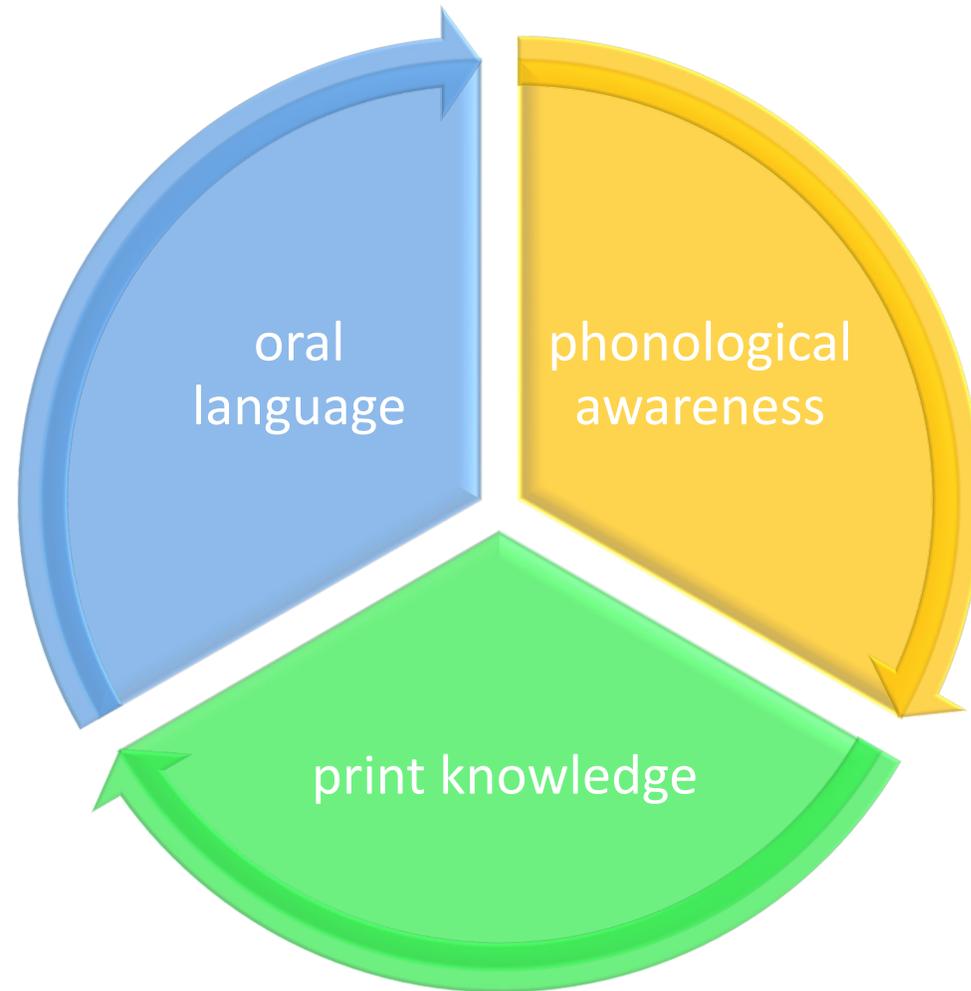
Repeated
exposure
strengthens
phonological
representation

Storage of sound
representation
(accurate or
flawed) for later
retrieval



**“It’s called ‘reading’. It’s how people
install new software into their brains”**

Early Literacy (Paulson & Moats, 2010)



Teaching Tips

- Keep it FUN!
- Praise good effort (not accuracy)
- Use silly/made-up words
- When/where? Anytime!
 - Prepare in advance- Ex: gather objects that rhyme with car, star, jar
 - OR be spontaneous



“Ooooh, Andrew likes chocolate cake... and Andrew likes bocolate cake and mocolate cake.”

Aloha and Mahalo

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