



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

Presented by:
Betsy Moog Brooks, EdD, CED, LSLS Cert. AVEd

THE MOOG CENTER FOR DEAF EDUCATION
ST. LOUIS, MO

Learner Objectives

Participants will be able to:

-  give examples of the First 100, Next 150, and Following 300 vocabulary words appropriate for teaching to young children who are deaf or hard of hearing.
-  state the rationale for providing instruction related to the acquisition of single-word vocabulary.
-  describe at least two strategies for enhancing vocabulary development across a variety of environments.



Agenda

- 🍇 Rationale
- 🍇 Research
- 🍇 Vocabulary Instruction at the Moog Center
- 🍇 Three Tiers of Vocabulary
- 🍇 Sources for Vocabulary
- 🍇 General Vocabulary vs Academic Vocabulary
- 🍇 Strategies for Incorporating Vocabulary Practice



Rationale

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



The reason many children
who are deaf or hard of hearing
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 on reading comprehension and academic success (Chall, Jacobs, & Baldwin, 1990)
- 🌱 There is a need/benefit to purposefully teaching vocabulary to young children (Biemiller & Slonim, 2001)
- 🌱 Indicates the effectiveness of explicit instruction for children who are deaf or hard of hearing (Lund & Schuele, 2014; Lund, Douglas, & Schuele, 2015)
- 🌱 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 with Hearing Loss

- 🌱 The lexicon size predicts later linguistic, reading, and academic outcomes (Suggate, Schaughency, Mcanally, & Reese, 2018)
- 🌱 Children who are DHH have smaller vocabularies and widening achievement gaps in comparison with their peers with typical hearing (Davidson et al., 2021; Yoshinaga-Itano, et al., 2017)
- 🌱 Delayed access to quality auditory input and intervention negatively affects speech perception skills and vocabulary development (Tomblin et al., 2018)



Vocabulary Instruction at the Moog Center

- 🌱 Time is spent everyday, for all children, on Single-Word Vocabulary Instruction
- 🌱 Receptive and Expressive Practice
- 🌱 Word Lists from the Moog Center
- 🌱 Words from Academic Subjects



Data from the Moog Center

-  More than 80% of children under 3, who received at least one year of instruction, attained receptive and expressive vocabulary within the average range at age 3.
-  Data on the same children at age 5 indicated that greater than 90% of these children acquired vocabulary within the average range by age 5.
-  97% of these children had receptive language skills within the average range.



Three Tiers of Vocabulary

 Tier 1: Basic Vocabulary

 Tier 2: High Frequency/
Multiple Meaning Vocabulary

 Tier 3: Low Frequency,
Context Specific Vocabulary

–man, scientist, paleontologist



Sources for Vocabulary

Commercially Prepared Word Sets

– Super Duper

- Webber Vocabulary Cards
- Vocab-U-Themes
- Around the House Word Retrieval

– Apps

- By Alligator Apps
 - My First Words
 - My First 1000 Words
 - Bitsboard



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 Student 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



General Vocabulary vs Academic Vocabulary

General Vocabulary

- Functional words
- Common words
- Everyday words
- Words for having one's wants and needs met
- Words for expressing one's thoughts and ideas
- Vocabulary that is important to daily functioning
- Words that come up during daily activities and events



General Vocabulary vs Academic Vocabulary

Academic Vocabulary

- Related to specific subject matter
- May not be used in any other situation except during coursework
- Needs to be learned in the context of the subject matter
- Vocabulary is important to moving forward/being successful in academics



Strategies for Incorporating Vocabulary Practice: at Home

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



Summary

- 🍇 Direct and intentional single-word vocabulary instruction can enhance one's vocabulary
- 🍇 Vocabulary can be introduced and practiced within a variety of routine activities at home
- 🍇 Vocabulary can be introduced and practiced in a variety of ways at school



References

- 📖 Biemiller, A., & Slonim, N. (2001). Estimating root word vocabulary growth in normative and advantaged populations: Evidence for a common sequence of vocabulary acquisition. *Journal of Educational Psychology*, 93(3), 498–520.
- 📖 Chall, J. S., Jacobs, V. A., & Baldwin, L. E. (1990). *The reading crisis: Why poor children fall behind*. Harvard University Press.
- 📖 Davidson, L. S., Geers, A. E., & Nicholas, J. G. (2014). The effects of audibility and novel word learning ability on vocabulary level in children with cochlear implants. *Cochlear Implants International*, 15(4), 221-221.doi:10.1179/1754762813y.0000000051
- 📖 Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Brookes.
- 📖 Leffel, K. & Suskind, D. (2013). Parent-directed approaches to enrich the early language environments of children living in poverty. *Seminars in Speech and Language*, 43(4), 267-278.



References

-  Lund, E., & Schuele, C.M. (2-14). Effects of a word-learning training on children with cochlear implants. *Journal of Deaf Studies and Deaf Education*, *19*(1), 68-84.
-  Suggate, S., Schaughency, E., Mcanally, H., & Reese, E. (2018). From infancy to adolescence: The longitudinal links between vocabulary, early literacy skills, oral narrative, and reading comprehension. *Cognitive Development*, *47*, 82–95. doi: 10.1016/j.cogdev.2018.04.005
-  Tomblin, J. B., Oleson, J., Ambrose, S. E., Walker, E. A., & Moeller, M. P. (2018). Early literacy predictors and second-grade outcomes in children who are hard of hearing. *Child Development*, 1–19. doi: 10.1111/cdev.13158
-  Yoshinaga-Itano, C., Sedey, A. L., Wiggin, M., & Chung, W. (2017). Early hearing detection and vocabulary of children with hearing loss. *Pediatrics*, *140*(2). doi: 10.1542/peds. 2016-2964



Resources and Contact Information

- 🌿 Moog Center Word Lists
 - www.moogcenter.org/resources
- 🌿 Activity of the Month
- 🌿 Language Calendar
 - www.moogcenter.org
 - Home page and Resources
- 🌿 Facebook: The Moog Center for Deaf Education
- 🌿 Twitter: #moogcenter
- 🌿 Instagram: @moogcenter
- 🌿 email: bbrooks@moogcenter.org



Questions and Comments

