Strategies for the Continuous Integration of Listening, Speech, and Language Facilitation Throughout the Day
Dr. Barbara Luetke (north Seattle)

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Northwest School for Deaf and Hard of Hearing Children
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Housekeeping

My Background:

- University professor for 27 years: trained over 350 TODs and 5 doctoral students – now professors in Deaf Education.
- International & national consultant.
- Researcher: over 75+ nationally-refereed, empirical publications.

Author of 7 Books and 100 Journal Articles
DEAF STUDENTS CAN BE GREAT READERS

- Teachers of the Deaf KNOW how to teach listening, speech, English, and reading vocabulary, and reading comprehension to children with a hearing loss;
- There is no reason for a child not to speak, acquire language, and read well.

Parent of Two Deaf Girls

Parent of 4 daughters, the youngest two of whom are deaf.
- S.E.E. serves as their primary language.

One Mother’s Story

- Girls were adopted at 2 and 4 years of age;
- Grew up using simultaneous speech and Signing Grammatically-Correct English (SEE);
- Had professionals like you working with them.
Now the girls are 26 & 28 Years Old

Just got first real job!

Currently: Outreach & Literacy Coordinator

Direct teaching experiences with speech, listening, English language and literacy;

Tutored listening, speech, vocabulary, and grammar daily;

Taught Signing Exact English (SEE);

Serve as a Consultant;
Serve on state committees;

Conduct and publish

LISTENING, SPEAKING, AND SIGNING S.E.E.

Dr. Barbara Luetke
NORTHWEST SCHOOL FOR DEAF AND HARD OF HEARING CHILDREN (SHORELINE, WA)

b.luetke@northwestschool.com
Journal Articles: NWSFHIC


Will My Child Ever Graduate College, Get a Job, and Live Away From Home? (Summer, 2012). Hands and Voices Communicator (national circulation).

Come and Visit Us!

- Tours for professionals and parents;
- District Support Team;
- Speaker for your SLP meetings.

Speech Not Great at 4 Years Old, But Speech & English Are Developing

a...on...the.../ed/...and...was...
Same Child at 27 Years Old
(Educated, Employed, Independent)

How Does This Happen?
• Vigilant audiological management;
• Assessment and facilitation of listening, speech, English, and literacy level;
• Use of assessment data to plan lessons;
• Use of assessment to make corrections;
• Daily tutoring for each child;
• Grammatically accurate signing

Strategy Rationale
• Equipment allows most children to hear some human speech;
• Speech is how the majority of people communicate;
• Standard, grammatically correct English is needed for college and employment.
• Children learn what we teach;
• To develop speech, language, and literacy HABITS, adults need to have consistent expectations and techniques.
WHAT IS SEE?

SEE: Grammatically-Accurate English via Sign

• Signing Exact English;
• Grammatically-Correct English;
• Signed Standard English;
• Signed Complete English.

• ALWAYS PAIRED WITH SPEECH

S.E.E. Supports What Kids Hear Say, and Read

• Esther Zawolkow (CODA)
• Gerilee Gustason (deaf)

Get the APP, too
Basic SEE Rules

- One root word, one sign;
- 2 out of 3 rule (run);
- Different signs for bound morphemes;
- Signs match speech (e.g., Raining cats and
  - Fingerspelling of words for which there are not signs;
- New signs are continually invented and recorded;
- FB: SEE Users of TEXAS

What Is English in Deaf Education?

Standard English; Ungrammatical English:
Signed English;
"sometimes we use S.E.E";
Pidgin Signed English (PSE);
Conceptually Accurate Signed English (CASE);
Total Communication; Simultaneous
S.E.E. Assists Children to Unlock Unknown Words in Print

• SIMILAR WORDS can be difficult to hear, say, and read;
  – Declarative sentence;
  – Declare
  – Declaring
  – Declared
  – Declaration of Independence

S.E.E. Is A Bridge between what a child partially hears…

…and what he/she says and expresses in English

Why is SEE “a Natural?”

• Sign does not hinder speech development;
• SEE supports exactly what the children are hearing, trying to say, and reading.
• You already know the grammar of SEE.
S.E.E. Can Support the Development of Listening, Speech

What Did You Just See?
• TOD
• Speech expectations;
• Listening expectations;
• Grammatically-correct English expectations;
• Small class sizes

The Rationale/Relationship Between Facilitating the Development of Listening, Speech, English and Reading
Children Who Are D/HH 
Don't Get To Read Something Different

- When children read aloud, they say and sign every word and every word part using SEE.

SEE supports reading aloud and reading for comprehension.

Why DO so many plateau in the English language and reading skills?

1st Grade: 9-12 prefixes or suffixes/important word parts:

The elephants were huddled together.

“Sometimes,” whispered his mother, as she was carrying him home.

Tense Markers Processed Incompletely By Children with CIs

These morphemes have significant impact on children’s comprehension and production of grammatical sentences, which affects their academic outcomes.

- After 3 years of CI use, 42% of the children with CIs did not produce the grammatical forms [morphemes] that were expected in typical [hearing] children.

Ramirez Inscoe et al. (2009)
3rd Grade: 33 prefixes or suffixes

4th: Even though neither the humidifier nor the heater was turned on when she arrived, Bolivia could still feel the dampness and smell the earthy odor in the air.

“Wonderful”, said Mr. Peters enthusiastically.

Tell a new partner how old a hearing child is when they use these kinds of morphemes (little parts of words)

Children Who are D/HH Often Start to Fall Behind

Archbold, Harris, et al. (2008) found:

• Children were reading 8 months above chronological age in K-1st grades...

• Two years later (in 2-3rd grade): They were reading below grade-level.

• Similar results in research by 1) Marschark, 2) Spencer, as well as 3) Moog.
5th Grade: **44 Prefixes or Suffixes**

5th: When he arrived in France, he was rumpled, crumpled, and weak—not the stylish, famous-looking figure the French had expected.

A Scottish visitor pointed out the danger of leaving important state papers scattered so carelessly over his desk.

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**Notice:**

Student must read (and understand) more prefixes and suffixes with every grade.

Affixes change the meaning of similar vocabulary words (like, unlike, liked, likeness, liking, likes, etc.).

English grammar is more complex as the grade level increases (complex sentences replace simple sentences).

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Only About Half Read on Grade Level

- Even with infant screening and CIs
  - “Only about half” of a large nationwide sample of children who were D/HH...
  - achieved age-appropriate speech, English, & reading by 3rd grade.

(2012 research by Dr. Marc Marschark; as well as Traxler, 2000; Spencer, Tomblin & Gantz; 1997).
HOW DOES SEE WORK to Build a Language (of listening, speech, and grammar) Base?

3 Year Old Giovanni - Preschool

S.E.E. Can Support the Development of Listening, Speech
Giovanni Reading – 1st Grade

Giovanni 2nd Grade (+Friends)

SPEECH + LISTENING + ENGLISH = READING COMPREHENSION
Empirical Evidence

THE BLACK HOLE
– Developing “nicely” in the 0-3 program;
– Placed in the district special education preschool or kindergarten; no teacher of the deaf.
– Begin to fail in 1st grade;
– Missing many English and reading skills by 2nd grade; self-esteem is suffering.

Archbold, Harris, et al. (2008)

• Children in a study by were reading 8 mos. above chronological age in K-1st grades...
• But two years later (in 2-3rd grade) they were reading below grade-level.
C.I.s Have Not Stopped the Plateau

Marschark, Rhoten, and Fabich (2007) reviewed research regarding the effects of cochlear implants. Approximately 50% of deaf 18-year-olds read 4th grade or below (Trexler, 2000).

46% of children between 4th-12th grades read below the 4th grade level.

There’s More To The Puzzle

- 26 subjects
- 8 & 9 yr. olds compared to themselves in H.S.
- "average of almost two years behind grade level" (p. 271).
- Early gains as young CI users often dissipate at higher grade levels.
- (Geers, 2005; Ibertsson, Vass, Arnason Sahlen & Lyxell, 2008; Johnson & Goswami, 2005).

Findings echo the typically reported 4th grade average reading ability of deaf children (Marschark et al., 2007; Trexler, 2000).

4TH GRADE ABILITY PREDICTS HIGH SCHOOL READING ABILITY


Only half read on grade level in 4th grade and continued to do so (or lower) in high school.
Guo, Ling-Yu; Spencer & Tomblin (2013)

Acquisition of Tense Marking in English-Speaking Children with Cochlear Implants: A Longitudinal Study. JDSDE

Use of bound morphemes by young children with hearing loss was inconsistent/undeveloped.

Morphemes Are

- “Relatively shorter duration (they are brief);
- Weak in energy;
- “Acoustically insalient;”
- Require multiple mental operations.

- Can I go bathroom;
- The other night it was thunder;
- I hear thunder it was loud;
- I ate slab rib;
- I drink soda.

Research Verifies that Graduates of a strict S.E.E. Program Users Go To College, Earn Degrees, Get Jobs, and Live On Their Own!


Cute Doesn’t Get You Into College!

Grammatically-Accurate English does!

Nielsen, Stryker, Luetke & McLean

Research at NWSDHH, a S.E.E. school:
– using standardized tests of English and reading normed on hearing students;
– **Demonstrated NO plateau**;
– **Students progressed in both English and reading comprehension.**
-- Cl use was not correlated with
**Morphemes (important word parts)**

- Morphemes are the smallest units of meaning in language;
- Key elements in reading;
- Essential when a child takes a complex word apart to make sense of it;
- Child needs to uncover the relationship between this word and others;
- MA = awareness of morphemes and how they can be added and deleted to words.

- Derivational = words formed from the base word—dark, darkness, darken.
- Inflectional = parts added to the verb—s, ing, ed.

**Nagy et al. (2003)** and 4-5 other research teams have shown importance of MA in 2-8th grade reading.

**Anglin (1993)**

Middle-grade students learn an average of 8-10 multi-morphemic words per DAY; thousands in a year.

**Morphemes Aid Creation of New, Unknown Words**

*If you retweet it and you have “0” followers, was it retweeted?*
Conceptually Based Vocabulary Intervention:
Second Grader’s Development of Vocabulary Words

- Lisa Demling (AAD)
- Students who were D/HH learned 12 new vocabulary words each week;
- “Successfully improved” students comprehension of vocabulary.

Raise The Bar
A focus on combining and recombining morphemes (important little parts) will help children with hearing loss mirror their hearing peers.

Research Has Shown:
- Beginning in Kindergarten, a focus on MA has a vocabulary and reading “pay off.”
- Which are similar words?
  - Run tree, running?
  - Can you tell me a word that is similar to run?
**S.E.E.** was designed to highlight the parts of words that are hard to hear.

SEE Center
Modern Sign Press
Northwest School for D/HH Children
FB: Signing Exact English

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**English in, English out!**

- If a child is not understanding
- --speaking
- age-appropriate spoken language...
- Support listening and speaking with English (grammatically-accurate) sign.

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**Use SEE Sign To Supported Listening**

- Practice using speech & listening throughout the day;
- Facilitate the development of authentic English;
- Meaningful “*in the moment*” communication practice assists students in progressing;
- Make correct speech a habit.
Aids to Integration

Listening Challenges

Challenges to ORAL ONLY Comprehension & Academic Language

- Class sizes are large and noisy.
- Instructional English language is about unknown concepts that are being learned.
- Interactions with young peers can be quiet, quick, and filled with slang expressions.
General Education Classes

- Often there are few pictures or graphs to assist the student in understanding school language;
- Comprehension checks don’t often occur (and it’s largely a receptive experience for the student);
- Parents & GET might be more focused on speech and not LANGUAGE development.

The Fudge Sundae

- The fudge is that yummy speech!
- The ice cream is BASIC, routine, English communication about familiar topics;
- The bowl is Academic English Language/School Language about unfamiliar, abstract ideas—necessary for college and employment interviews.
- Children who are D/HH are capable.

Listening Strategies

- Most children can hear some human speech and are hearing grammatically-correct English;
- They can’t hear every word or important parts of words.
- They need the best equipment and the best listening environment.
- Assessment is key.
- Professionals can use strategies to develop listening.
8th Graders: Head Down Listening

What Did You Just See?

- TOD
- Speech expectations;
- Listening expectations;
- Grammatically-correct English expectations;
- Small class sizes

Like A Math Problem
The Order Need Not Be Specific

SPEAKING + LISTENING + ENGLISH
= READING COMPREHENSION

Research Reports...

Moores and Sweet (1990)
[more than 20 years ago]

- Studied English grammar, communicative fluency (speech, hearing acuity) and reading achievement:
  - congenitally deaf students;
  - ages 16 to 18 years;
  - One group (n=65) was deaf children of deaf parents;
  - Other group (n=65) had hearing parents.

Found English grammar highly predictive of reading achievement in BOTH GROUPS of DOD and DOH.

ASL proficiency was not well correlated with reading (.06 for deaf children of deaf parents and .04 for deaf students of hearing parents).
Listening Strategies
to Support Language and Literacy Development

Small class sizes; Teachers of the deaf

Acoustically-treated rooms

First Steps to Integrating Listening

Devices On
Puffy Paint Aids

Now even Barbie can wear an assistive listening device!

Build a Bear

Suggestions for Getting Equipment ON

- Engage the child in play;
- Speak in a soothing voice;
- Take a break if it isn’t going well;
- Be persistent;
- Reward good behavior!

www.HearingHearing.com
Help to Keep Them ON

- Toupee Tape
- Fishing line and safety pins; dental floss

Don’t Lose Them: Clips

- These colorful clips can be used to secure the hearing aid to the child’s clothing.

Help the Child to Leave Them Alone

Make it difficult to pull at the aids or CI.
The Basics

• Ways to keep them on;
• Ways to keep them in place;
• Ways to keep them dry;
• Ways to keep them safe;
  – Tapes, clips, decorations, etc.

More Basics

• Knowing “aided” compared to “unaided” info;
• On-line resources;
• Making them clean and comfortable;
• Teaching children to clean and care for equipment;
• Assessing whether they are working.

Luckner, et. al (2012)
Potential Consequences of Hearing Loss

Currently, approximately 87% of students who are D/HH spend at least part of each day in a general education classroom.

• English Language, Vocabulary, Literacy Delays
• Gaps in Background and Domain Knowledge
• Inadequate Knowledge and Use of Learning Strategies
• Social Skills Deficits
• Reliance on Assistive Technology without a TOD
• Who is responsible?
Systematic listening checks; Reported data.

Ling Six Sound Test
[Information on Internet about how to administer.]

Ling on the Internet
- Advanced Bionics
- Cochlear Corporation — Ling Six Sound Test
- Equal Voice for Deaf Children
- MedEl
- Ask at Seattle Children's

Quick and Easy Listening Check
Get the Information You Need

- Ask the audiologist for both unaided and aided information.
- It's extremely important to know what the child hears under different conditions.

Assess Ever-Changing Listening Level

- **Sound Awareness** - the most basic listening skill - knowing when sound is present and when it is not
- **Sound Discrimination** - discriminating between different sounds - go from large differences to smaller ones
- **Identification** - able to label or identify sounds - attaching meaning to sound
- **Comprehension** - understands meaning of spoken utterances - requires vocabulary and grammar

Sequenced Listening Curriculum

- **DASL II** (Developmental Approach to Successful Listening.),
- A sequence of listening skills.
Sequenced Listening Skills

Building Skills for Success!

• Informal assessment;
• Realistic assessment.
• Karen Anderson.

Detection

• A CHILD CAN HEAR:
  • The fire alarm; a car horn;
  • Various sounds you create in association with recess, snack time, time to go home, etc.
Make Listening Fun!

Create Reasons to Listen
- Making a game of listening;
- Phonics, grammar, and spelling times are a “natural” for listening work.

Discrimination
- Short compared to long;
- Loud compared to soft;
- High - low pitch;
- Word – phrase/sentence;
- One syllable compared to 3 syllable.

If this is where the child is at, plan activities for practice at the discrimination level.
Identification

- Where is the _____?
  - Closed set of 2-8 choices;
  - Child points or picks up and repeats the word.
  - Open set (“Show me _____” and name an object in the room.

Contrast Similar Words

- “Are you saying XXX or YYY?”
- “Are you reading XXX or YYY?”

Ask the Child to Listen for A Sound They Have Mis-Pronounced

- Ask the child to listen for a sound, word or word part what they have mispronounced while reading;
- Have them read it again correctly.
- Build good habits.
Comprehension-Routine

• What’s your name?
• How old are you?
• Are you a boy or a girl?
• Show me your nose?
• What number comes after 2?
• What is your sister’s name?

8th Grade Math:
What strategies does the teacher use?

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<thead>
<tr>
<th>LANGUAGE</th>
<th>SPEECH</th>
<th>LISTENING</th>
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TOD and 8th Grade Math
Which Listening Strategies Did You See?

Listening Strategies
1. Listen for “the” – using the speech/listening hoop.
2. Verbal highlighting w/ speech hoop: May I have THE squirrel?
3. Request to speech target “Listen... ok...”
4. Speech hoop with prompt to listen to a target sound: “Listen for the /g/ sound.”
5. Repeats listening of final –g in “egg”.
6. Auditory Sandwich for a familiar direction. Touch the –s (auditory) Touch the –s (auditory & sign) Touch the –s (auditory only).
7. Using speech/listening hoop while counting syllables via sign.

Comprehension-CALP
- Ask a question about someone or something that is not present and can’t be seen—and requires higher level thinking skills.
- EX. 3 year old: “What is round and you can throw it and catch it? [PLS]
- EX 4th grader: “How is a city different from a state?”
The Fudge Sundae

- The fudge is that yummy speech!
- The ice cream is BASIC, routine, communication about familiar topics;
- The bowl is Academic Language/School Language about unfamiliar, abstract ideas—necessary for college and employment interviews.
- Children who are D/HH are VERY capable of developing and using School Level, Grammatically-

Team Together; Share Info

Parents, teachers of the deaf, SLPs, Audiologists, CI team members, private tutors, etc. email and meet about listening objectives.

Observation and Report

- Parents and Professionals need to observe the real listening demands on each child and discuss whether the student is able to listen & comprehend to the extent required.

IF NOT, CHANGE THE SITUATION.
Best Chance of Being Heard

- Work in a quiet area;
- No visual distractions;
- Kneel or sit in front of child; booster seats;
- Keep your hands down from your face;
- Position speaker/s toward the child with a hearing loss.
- Require the child to look at you and attend.
- 1 – 1 or small group.
- TOD; SLP.

Use an FM System

- Personal radio station;
- Request the school district to purchase a personal FM system for each student/ use a sound field system;
- Pass around the hand-held microphone.
- Position speaker/s toward the child with a hearing loss.

Synching FM Channel at School Event
Require Students to WATCH

Listening Strategies
Lean closer to microphone; Say overtly how important it is to listen. Give a verbal prompt: “Listen.”

Natural Ways to Disallow Speechreading
Create an Environment

“Close Your Eyes”...
During a Reading Lesson”

Heads Down: 8th Graders:
SPEECH
Adding Context for Listening

Demonstrates comprehension by responding appropriately in a general education classroom of 25-35 students.

Lean closer to microphone; Say overtly how important it is to listen. Give a verbal prompt: “Listen.”

Lean closer and simplify the vocabulary/grammar; Lean closer and show a picture or...

Praise, Reinforce in Familiar Routines

• Listening without speechreading to routine/familiar language;
• Praising and reinforcing emerging listening skills.

If A Student Can’t Listen (only) to Comprehend…

• Adults need to ADD CONTEXT...
• NWS uses numerous strategies to support listening development.
Support Listening with Text

Task Analyzing Skills

What is a “Speech Hoop?”

- An embroidery hoop;
- Covered with speaker fabric;
  - Or holiday or themed cloth;
- Used to cover the mouth and cheek area of the speaker to prevent speechreading cues.
One Child Needs to Speechread

Adding Context for Listening

Check comprehension continuously.

Demonstrates comprehension by responding appropriately in a general education classroom of 25-35 students.

Hear an airplane overhead and respond.

Listening During a Phonics Lesson

• Watch this next clip on your own and ID listening strategies in the following clip of a TOD and Kindergardeners.
Directly Teach Phonics (Kindergarten)

Tell Your Neighbor: Listening Strategy You Saw

Focus on Listening

1. Look down/turn your back on purpose
2. Say something
3. Look up and repeat it with speechreading allowed
4. Say and sign it again if necessary
Auditory Sandwich

- Use the “auditory sandwich” 3 steps:
  - (1) first present the auditory signal 1-3 times;
  - (2) Repeat the message giving visual access to the same information.
  - (3) Repeats the spoken signal, auditory-only.

• E.g., signs, finger spelling, print, pictures, or speech-reading, whichever means that is most comfortable for both adult and student.

Use a Listening Signal

Listen…Confirm
Listen for Routine Phrases

Which Listening Strategies Did You See?

Adding Context for Listening

(Listen) Confirm with speechreading, and/or signing. Foreshadow with speechreading and/or signing... (then "listen.")
Foreshadowing and then “Listen…”

Lanessa in Math doing Foreshadowing

“What Did I Say Wrong?”
Violating Routines

Say the wrong thing during any typical routine in a reading lesson and reward the student who catches and corrects you.

Build LISTENING Into Routines

Build Listening Into Routines
Technology Aids Listening

- iPhones and iPad apps;
- Devices that allow children to practice listening;
- Many pre-teens and teens are motivated to listen ... to music.

Apps for iPads, etc.

- An Auditory Rehabilitation App for the iPad and iPhone
- The Cochlear™ HOPE Words app was created as a tool for improving listening and spoken skills of children with hearing loss.
- Contact “Hands & Voices.”

Make Listening FUN!

...and valued.
Listening Summary

- Assessment is key;
- It is possible to improve listening skills;
- Grade level academic progress should not be sacrificed when a child cannot comprehend classroom instruction or peers;
- Use strategies to support listening!

Stretch Break
Integrating Speech Strategies

Hair Back, Moustache

- Wear lipstick;
- Tie your hair back;
- Avoid swinging hair styles;
- Shave moustaches and beards away from lips.

Good Son-In-Law; Little or No Facial Hair
Just Because YOU
Undertstand What You Are
Saying

Knoors and Marschark (2012)
– Deaf children” need
to have “the best
possible proficiency in
reading and writing”
(p. 2);
– Sign-supported-
speech can provide a
fluent language
model… [It] can
provide a manual
“back up code” for
spoken language
processing (p. 5).

Model Clear Speech
• Model clear and
distinct speech, even if it means
slowing your pace;
• Overtly correct your own
speech.
Which Strategies Do You Hear?

Phonics Again—Which Speech Strategies Do YOU Hear?

TELL YOUR NEIGHBOR: Which SPEECH Strategies Did YOU See?
Know Your Targets

Speech Tracking System

Voice “ON”
Long and Short
Sound/Reinforcement

“Oh, Are You Saying…”

• Actively listen to what the child is saying and create situations for dialogue.

Hannie by Butte
Publishers

• Siblings need to be consider thoughtfully;
• Have many positive and challenging experiences as brothers and sisters;
• Date-night with sibs.
Ling Drills

Eye Contact

Establish eye-contact and ask for the child to attend (with your eyes or words).

Require Them To Watch
Appropriate Facial Expression

• Use appropriate facial expression & gestures.

Give Speech Purpose

Give Speech Purpose

Give Speech Purpose
Expect & Reinforce “Good” Speech

—“What?” “I can't hear you…”
—“Voice, please;”
—“Better /k/ sound -- good job!”
—“Oh, I heard you say ‘plan’r’ and then planner!”

Expect & Reinforce Good Speech

Reinforce Good Speech
Be Truthful

Be truthful when not understanding

"I don't understand that."

"Try again, please."

"You can't say 'the a,' "

Visual Cue for Syllables

Write with dash-es or slashes.

Blending & Segmenting

- Use objects or marks on the board to get the student to use the right number of syllables;
- Paper clips can be “blended” and “segmented!”
Syllable Work - Using Rhyme

Which Speech Strategies Do You Hear?
Did You Hear…

• Clear, articulate speech;
• Repeating what you think the student wants to say;
• The “again” strategy (“Tell me that sentence.”)
• “I want to hear the /s/ on dollars…”
• “Yup, that is excellent” (reinforcing).

More of Alison & Giovanni—
This time, SPEECH Strategies

• What speech strategies do you hear?
• Fine to take some notes.

Layers of Listening, Speech & Language
SPEECH Strategies Used
1. “You say ‘OK’ ” (Direct instruction).
2. Specific reinforcement of speech target ‘Better /k/ sound! Good job!’
3. Speech on article ‘an’ in context.
4. Specific reinforcement of target speech sound: “Good /–s/ sound!”
5. Practicing final /-g/ in egg. Asks student to say target word Tell me “egg.”

SPEECH Strategies, continued
6. Direct instruction on place of production “You are saying a ‘d’ sound. I want it in the back.”
7. Physical prompt for place of production... touches back of jaw. Student touches same place as practices sound.
8. Practice of “s” in seeds. Reinforced approximation: “You are trying the /s/! Very good!”
9. Physical speech prompt: drawing the sssss from his mouth.
10. Breaking word up into familiar parts for speech.

English Strategies
1. Responds to child led topic;
2. Models correct grammar of the sentence
3. “Again Technique” to practice the target
4. Verbal highlighting with signs & speech: “You may have the squirrel AFTER...”
5. Uses the beginning of a sign to cue the word child might omit.
6. Communication repair: “You say OK...”
English Strategies, continued

1. **Modeling** grammatically, authentic English in speech and sign;
2. **Targeting** article *an* in context
4. “Again technique” for practice.
5. **Highlighting** syllables.

All that in 4 MINUTES!

- Teachers of the Deaf are taught how to **layer listening, speech, and language strategies** into academic lessons.
- Listening is not a pullout activity.
- Speech work is *not*
  - Only with the SLP;
  - Or only in a particular room.

Speech Strategies **Match**

1. Build basic language with the correct speech and signing for routinized, contextualized phrases that are used daily;
2. Use direct instruction;
3. Use a physical prompt.
   Break a word into familiar parts.

   A. “Remember when we signed CAT + A + PILL + R?”
   B. “Tell me, ‘egg.’”
   C. Teachers touches the back of her jaw. Student touches the same place while producing the sound.
   D. “I like how you said, ‘May I go to the bathroom, please.’”
Speech Strategies MATCH:

1. Remind students to rehearse or get ready.
2. Give “wait time” for students to think about how to produce a sound;
3. Remind students of their targets.
4. Ask for typical duration.

A. (teacher is waiting while the child is thinking)
B. “Get your mouth ready to make the /o/…”
C. “Let’s all say it together faster.”
D. “Can I hear a good /k/ sound?”

Expectations, “Again,” Reinforcement

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Fourth Grade Reading:
Listening, Speech, MA

Which Strategies Did You Hear?

Strategies You Might Have Seen

<table>
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<tr>
<th>LANGUAGE</th>
<th>SPEECH</th>
<th>LISTENING</th>
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</table>
| 1. Language correction: say that Again?  
2. Morphological analysis:  
• Another word similar to spiny.  
• Clapping for syllables | 1. With hoop “decompose” speech correction  
2. Syllable counting for correct pronunciation  
3. Speech prompt  
4. Clapping for syllables  
5. Writing pronunciation on board: /li – zurd/ | 1. Speech hoop for closed set of vocabulary  
2. Speech hoop for modeling final /z/ in decompose  
3. Name recognition  
4. Following familiar directions  
5. Reinforcing request for changing battery  
6. Reading directions from a closed set supported by print.  
7. Auditory only for routine language. |
MA, Reading Vocabulary

HERE’S A BRIDGE TO FIRST GRADE C-V-C BLENDING

Left hand fingerspells above
“right palm in 3 hand”
/m/ /a/ /t/

(Remember RIGHT to LEFT progression.)

S.E.E. Bridge to CVC Blending
Development of PA

- Oral and signing deaf children have been found to utilize PA to recognize/decode words;
- Neither sign or F.S. hinder PA development (Harris & Beech, 1998).

They Learn What We Teach

They Learn What We Teach

They Learn What We Teach
Teach Phonics Directly

- Use Visual Phonics or Cued Speech
- Check YouTube;
- NWSDHH uses the Slingerland Method.

Visual Phonics

Direct Phonics Instruction (Long /o/)

Text Supported Speech

Support speech work with text.

Transcription Systems
Now FOCUS on Speech…

- Get ready to tell your neighbor THREE speech strategies that you see/hear.

TOD and 8th Grade Math

Which SPEECH Strategies Did You See?
Strategies

• Clear and distinct speech model;
• MA clarification;
• “Big voice, please” request;
• Text support (“It’s right up here on the board.”);
• Honesty: “I did not understand that.”

What bridging strategies does the teacher use?

<table>
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<tr>
<th>LANGUAGE</th>
<th>SPEECH</th>
<th>LISTENING</th>
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<tbody>
<tr>
<td></td>
<td>Prompting for speech</td>
<td>Routine language w/o signs</td>
</tr>
<tr>
<td></td>
<td>Set expectation for good communic.</td>
<td>Differentiated needs: tried “auditory only,” when not understood, added speechreading</td>
</tr>
<tr>
<td></td>
<td>Speech volume Request</td>
<td>Differentiated needs: 1 student aural only; 1 student aural + speechreading</td>
</tr>
<tr>
<td></td>
<td>Reinforce speech “I could hear you…”</td>
<td>Specific reinforce. “Good – a’s give yourself an initial. Prompt for pronunciation.</td>
</tr>
<tr>
<td>Root word practice.</td>
<td></td>
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<tr>
<td>Derivation practice</td>
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<tr>
<td>Related vocab to familiar info.</td>
<td></td>
<td></td>
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<tr>
<td>Modeled &amp; required complete language.</td>
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</table>

Stretch Break
Incorporating English Grammar

Remember The Importance of English Grammar

Shift in Focus

• When children are 0-3, the focus and concern by is EQUIPMENT and SPEECH development;
• By 4 years old, it needs to be on SPEECH, ENGLISH LANGUAGE, and
  Remember the fudge sundae.
KEY ENGLISH STRATEGIES

1. Rationale, research; believe in the outcome;
2. Sign English grammar correctly; continuously improve yourself;
3. Supervision.

Dominant Language in the United States

- English is the primary language in the U.S.
  - Television (with captions)
  - Education
  - Employment
  - Shopping!

Need A Rationale?

- Read/Use the FORWARD by B. Luetke-Stahlman in the S.E.E. Dictionary.
Instruction Should Not Be Grammatically Inaccurate…

- **Incomplete sentence fragments**

  The boys' names were unknown to the police.
  BOY NAME NOT KNOW POLICE.

  If you sign like this, your students will speak and write like this.
  Reading ability will be diminished.

Why Would You Model Incorrect English Grammar?

- Where is the research to support modeling or accepting an adult or student's use of grammatically-incorrect English?
- Why would you model or accept incorrect grammar in Deaf Education but not in General Education?
- This is one of the biggest contemporary issues you need to decide.

Deaf Education Is Not…
Student Exposed to PSE

- I saw light seven time and it rain hard.
- I not like hard rain.
- You careful because storm.
- Baby love sleep?

Where is the Research?

- Where is the research that supports signing in grammatically-incorrect English?
  - Signed English?
  - PSE?
  - CASE?

Conceptually-Accurate

- English is conceptually-accurate English;
- Mixing ASL with English is not English OR ASL;
- Mixing Spanish with English is not English OR Spanish.
- To read ENGLISH, you need ENGLISH.
Knowing Your Nose Doesn't Run

- Mary Pat knew at 3 years old that her nose didn't run ("Your nose is running...")
- Hearing toddlers and preschoolers learn figurative English;
- Hannah (5 years) in the S.E.E. forward: "Eyes peeled", "slide down the table."
- Children with hearing loss have the same bell-curve of IQ as their hearing.

When A Student Graduates H.S.

- When a student grows up and graduates H.S., he or she can make lots of choices about life;
- If a child with hearing loss doesn’t want to speak or read, he/she can stop talking & reading.
  - But if you want to have understandable speech, you can’t develop it at 18 years old.
  - Same with grammatically-correct English.

Speed is not PROFICIENCY

- Which is more important if the goal is age-appropriate English?
  - Signing speed?
  - Grammatical accuracy?
  - Correct
Know The Research

- Get your information from research-based source;
- Everyone is entitled to their opinion but their opinion is just that, and opinion;
- You are the person responsible for raising or teaching the children in your care—those children deserve to have the skills developed that they will need in life: speech, English, reading.

Consider the Source & Know The Research

Did Columbus Discover America?

- You live here…do you know if Columbus discovered America?
- Do you know who did discover America?
- Deaf Adults are entitled to their opinions but they might not know the S.E.E. research as well as you do;
- They certainly have not lived your life and had your experiences. They are not going to be responsible to see your child learns to read.
We Respect & Value ASL

Marcy and Heather Whitestone, Miss America

• ASL taught by a Deaf Adult at NWSDHH to 7-8 graders;
• Travel to hear famous Deaf Adults speak in our area;
• Display and discuss Deaf artists.

Research Has Demonstrated:

• S.E.E. functions as a language; it is the home language or many families in this country.
• ASL is not the first language of all deaf children;
• Share S.E.E. family stories in the Communicator, on FB, on YouTube, etc.
  – [FB: SEE Users of Texas, Signing Exact English]

Research Has Demonstrated:

• Adults can improve in their ability to sign S.E.E.;
• Teachers who set sign goals and who are provided monthly feedback exhibit the most accurate S.E.E. use;
• SEE using children can develop listening, speech, language, and literacy via S.E.E.
S.E.E. Adults ARE the Deaf Community

• MP was the 8th implanted child—she is 27 now;
• MP is married to a Deaf man;
• Marcy attends Starbucks Deaf Coffee and Deaf Bible Study regularly to socialize;
• They both have lots of deaf friends and do lots of things in the Deaf Community;
• Are they not members of the Deaf Community?

Invited Speaker to Deaf Culture Courses

• Marcy is an invited speaker 2-3 times a semester to the various Deaf Culture courses at UNT and TWU in Denton, TX.
• She is a member of the Deaf Community.

Bilingual Models

• English at school and home, ASL in the Deaf Community;
• English for education, ASL for socialization with Deaf friends;
• NWSFHIC hires a deaf adult to teach ASL to 7-8th graders.
• Mary Pat and Marcy learned ASL at Aspen Camp for the Deaf when they were about 10-12 years old.
Does Sign Interfere With Speech?

Does writing interfere with speaking...NO, and either does sign;

“There is no published evidence that sign interferes with spoken language” (p. 4)
Knoors and Marschark (2012)

SPEECH AND SIGN PERCEPTION IN D/HH CHILDREN WITH COCHLEAR IMPLANTS
Giezen, Marcel (2011)

Signing and non-signing (Spoken English only) children had equal phonological skills.

Giezen, Marcel (2011) continued

Speech and Sign Supported Speech (S.E.E.) can compliment each other.

– No negative effects of bimodal (speech + sign) on
  • Spoken word recognition
  • General learning
  • Positive effect for Phonological Awareness.
Giezen, Marcel (2011), continued

- Signed input should not be withheld from children with CIs;
- Especially because sign stimulates early social and cognitive development.

Third Research Article From NWSDHH S.E.E PROGRAM

- Reading Comprehension When Students Are Surrounded By Salience of English Morphemes;
- Research team: Dr. Diane Nielsen, Dr. Deb Stryker, B. Luetke, and almost Dr. Meigan McLean.

- Measured with standardized tests:
  - English language (CELF) skills correlated to Gates-McGinitie reading skills;
  - In contrast to past research, S.E.E. students did not plateau at the fourth grade reading levels.
Results, Continued

- 85% read 4th grade or higher;
- 59% of the S.E.E.-using students were reading within or above their grade level (compared to Geers et al. 2007 finding 50%; Archbold et al, 2008 finding 46%).

Findings (2013), continued

- No gap as students matured: reading improved as students reached 8th grade.
- Use of a CI as a single variable did not result in age-appropriate reading.
- S.E.E. gave students access to English as well as reading vocabulary and reading comprehension.

NWSDHH Students

- 8-9 Spanish-speaking families;
  - Children who speak Spanish at home;
- 5-6 adopted children who missed 0-3 programming;
- 8-9 Single-parent families.
- Children with additional challenges.
2. Sign S.E.E. CORRECTLY
• Be a life-long learner;
• Look up signs you don’t know;
• Send home “sign print;”
• Request/Attend S.E.E. classes and workshops.

S.E.E. Classes & Skillshops

Skillshops. A S.E.E. Skillshop is an immersion event where national trainers give classes to beginning, intermediate, and advanced signers. Alisa George teaches the S.E.E. classes in the Seattle area
Alisa.George@seattlechildrens.org.

GET THE S.E.E. App!

S.E.E. Skillshop
(Request one from the S.E.E. Center)

Weekend Immersion
S.E.E. Resources

- The S.E.E. Center at seecenter.org has many resources to support learning S.E.E. as well as children’s books with S.E.E. print, CDs, etc. The S.E.E. dictionary is now an APP. Go to www.signingexactenglish.com.
- Modern Sign Press is the company that publishes S.E.E. dictionaries.

S.E.E. Spanish Resources

And now there is an APP!

Look Up Signs

- S.E.E. dictionaries in each class;
- S.E.E. personal dictionaries;
- Sign supported print stories for children;
- Reference other S.E.E. sign books (Affix book);
- Have a system (committee?) for needed signs;
- Keep track of invented signs.
Facebook

• Signing Exact English
• Texas Users of S.E.E.
• Parents of C.I. Kids who Sign

• Examples on YouTube and TeacherTube ("Luetke/Deaf")

Schools That Use S.E.E.

Northwest School for Deaf and Hard of Hearing Children, 15303 Westminster Way N.; Shoreline, WA, 98133; 206-364-4605. NWSFHIC is a school of about 45 students, preschool to 8th grade, where administrators, teachers of the deaf, and assistant teachers are committed to speech, listening, and S.E.E. sign, and age-appropriate language and literacy development. Children are served both at the school as well as in a mainstream school nearby.

www.northwestschool.org

You Matter: STAND UP FOR ENGLISH!

• We know how to teach children with hearing loss to listen, speak, and use grammatically-correct English.
3. Regular Supervision Matters

- Mayer and Lowenbraun (1990)
  - Documented that English grammar can be represented on the hands;
  - Feedback and coaching can improve one’s ability to accurately sign English.
  - Teachers who set sign goals and who were provided with monthly feedback exhibited the most accurate SEE use.

WA Center for Deafness and Hearing Loss

- S.E.E. Consultant
- Contact Carol Carothers and ask for S.E.E. resources;
- Annual S.E.E. Informational Workshop

Personal Supervision

- Set personal S.E.E. goals;
- Post examples on YouTube and Facebook;
- Ask for outside S.E.E. evaluation;
- Videotape yourself;
- Discuss problems and solutions – Mouth starts before hands
Language Strategies

• Request strong hands (“No fish hands here, please.”)
• Model clear and distinct grammatically correct and authentic English (e.g., figurative English).

• Slow down to be fluent;
• Build basic, everyday language that is grammatically correct and spoken to the best of the child’s ability.

Developmental Language Curriculum
Assessed English Skills
• Both receptive and expressive
• Normed-referenced
• Cognitive-Academic (English) Language (CALP)
• CELF-4

Your Records of Spontaneous Grammatically-Corrent English
• Get a photo of language tracking

Turn To A New Partner
• Do you know a toddler or preschooler with hearing loss who does not demonstrate age-appropriate 2-3 year old vocabulary and grammar behaviors?
• Do team members/parents realize their language is not age-appropriate?
• What is being suggested to assist the child.
BICS and CALP English

• Basic Interpersonal Communication Skill (BICS)
  – 3 years to 4 years is a period of huge linguistic growth;
  – Both receptive and expressive English needs to be assessed and facilitated to be age-appropriate;
  – Why isn’t the Peabody Picture Vocabulary Test isn’t an appropriate test as the “assessment battery?”
  – Report hearing norms.
Expect What You’d Accept From A Hearing Child

- Meaningful “in the moment” communication practice makes sense to students;
- Correct grammatical errors when they occur;
- **Use the “again” strategy.**

- Request strong hands (“No fish hands here, please.”)
- Model clear and distinct grammatically-correct and authentic English (e.g., figurative English).

• Teach turn-taking to get a conversation going.
• Reinforce and praise (record) correct grammar.
Information About Play From Boys Town Nat’l Research Hospital

- Play IS learning
- Play is a part of everything your baby does
- Everything can be a toy
- Your baby already gets something special from play

Planning play - add richness and variety.

- Helps the baby feel secure
- Helps the baby learn
- Have fun with your baby and you will figure it out. Revisit this portion of the site soon.

Getting Started

Respond to Your Baby’s Communication

Language Facilitation Strategies


Language Facilitation Strategies

Self Talk
- Adult talks about what they are doing in an attempt to use vocabulary and grammar that is one level above where child is function;

Parallel Talk
- Adults talks about what the child is doing;

Inform Talk
- Adult informs child what others have said because they were not able to hear or see it clearly enough to understand and turn-take.

Luetke-Stahlman texts: 1989 ad 1999
Physically Assist/Require to Sign

- Be truthful ("I don’t understand what you are saying.") and help the child to say and sign what they need/want ("Oh, you are getting a cold... tell me... 'I'm getting a cold.' ").
- Target grammatical features in lessons;
- Request typical language ("Most people say I’m hungry, not I am hungry. Can you try that?")

- Offer a sentence starter ("You could start, ‘I think…’ ")
- Use figurative English and explain it as needed.
• Contrast similar signs;
• Model looking up signs when you are not sure how they are formed;
• Directly teach affixes; emphasize affixes.

Contact Me:
• Barbara Luetke
• b.luetke@northwestschool.com

Consulting in your program.