

Emergent Literacy in Children with Hearing Loss

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What is Emergent Literacy?

a term that is used to explain a child's knowledge of reading and writing skills before they learn how to read and write words. It signals a belief that, in literate society, young children—even one- and two-year-olds—are in the process of becoming literate.

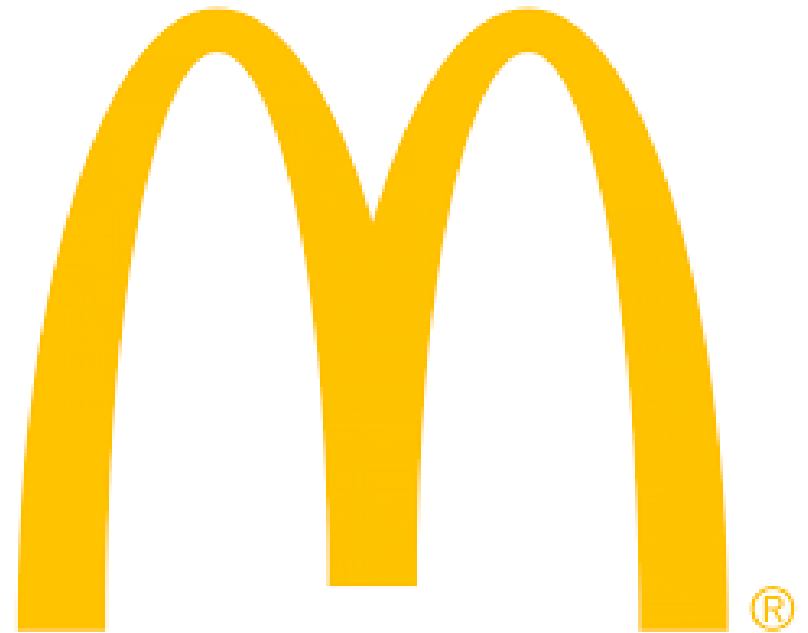


Emergent Literacy

During early speech and language development, children learn skills that are important to the development of literacy (reading and writing). This stage, known as emergent literacy, begins at birth and continues through the preschool years.

The Development of Emergent Literacy

- Children see and interact with print (e.g., books, magazines, grocery lists) in everyday situations (e.g., home, in preschool, and at daycare) well before they start elementary school
- They appreciate and enjoy print as they begin to recognize words that rhyme, scribble with crayons, point out logos and street signs, and name some letters of the alphabet.

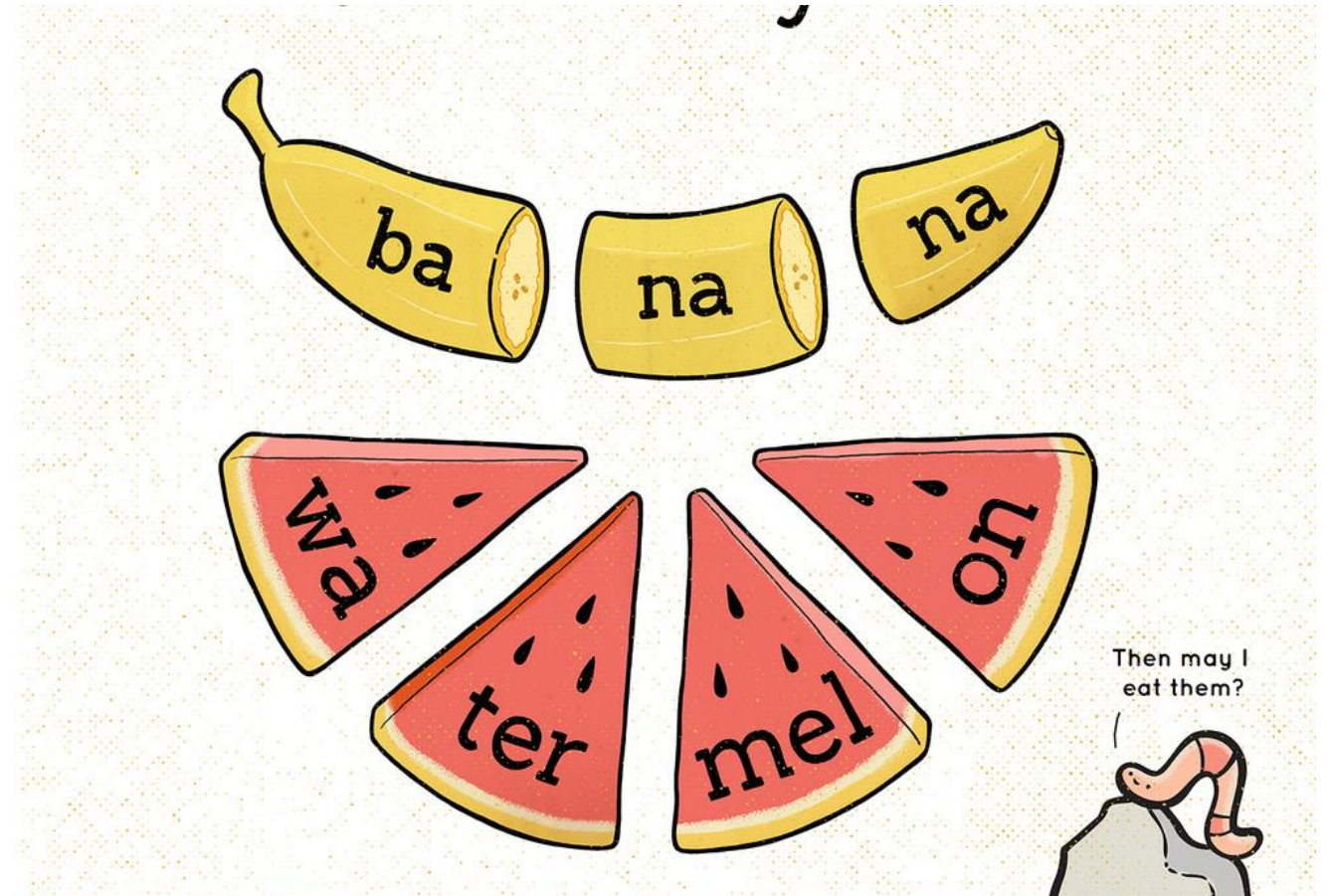


The Connection Between Spoken Language and Literacy

- Spoken language is the foundation for the development of literacy for the simple reason that one must know and be able to use the language that is to be read.
- The experiences with talking and listening gained during the preschool period prepare children to learn to read and write during the early elementary school years.

The Connection Between Spoken Language and Literacy

- One spoken language skill that is strongly connected to early reading and writing is phonological awareness-the recognition that words are made up of separate speech sounds, for example, that the word dog is composed of three sounds: d, aw, g.



The Connection Between Spoken Language and Literacy

- There are a variety of oral language activities that show children's natural development of phonological awareness, including:
 - rhyming (e.g., "cat-hat")
 - alliteration (e.g., "big bears bounce on beds"),
 - isolating sounds ("Mom, *f* is the first sound in the word fish")



The Connection Between Spoken Language and Literacy

- Children who perform well on sound awareness tasks become successful readers and writers, while children who struggle with such tasks often do not.
- The extent to which spoken language is known predicts how well one can learn to read and write

Children With Hearing Loss Are At Risk for the Acquisition of Literacy Skills

- Historically, children with typical hearing have learned to read better than children with hearing loss, and, more recently, practitioners have observed that children with hearing loss who learn to listen and use spoken language do better at reading than those who do not learn to listen and use spoken language.
- Children with hearing loss who are unaided by hearing technology for a long time do not learn to listen and do not have abundant opportunities for practicing spoken language

Therefore...

- **It is critical that**

1. the child begins to wear hearing technology as soon as possible

2. the therapist and parents intervene intentionally to help these children learn to make spoken language meaningful and use it consistently for communication

The Role of the Listening and Spoken Language Professional

- Helps children with hearing loss develop spoken language and achieve additional capabilities involved in the functions, process, and knowledge needed to become adults who listen, speak, read, write, and think at mature levels.
- Prevent problems related to the development of emergent literacy skills by working in collaboration with families, caregivers, and teachers to ensure that young children have high quality and ample opportunities to participate in emergent literacy activities both at home and in daycare and preschool environments

Early Intervention is Critical

Emergent literacy instruction is most beneficial when it begins early in the preschool period because these difficulties are persistent and often affect children's further language and literacy learning throughout the school years.

How To Develop Emergent Literacy Skills



- Talk to the child and name objects, people, and events in the everyday environment.
- Repeat the child's strings of sounds (e.g., "dadadada, bababa") and add to them.
- Talk to the child during daily routine activities such as bath or mealtime and respond to his or her questions.
- Draw the child's attention to print in everyday settings such as traffic signs, store logos, and food containers.

How to Develop Emergent Literacy Skills

- Introduce new vocabulary words during holidays and special activities such as outings to the zoo, the park, and so on.
- Engage the child in singing, rhyming games, and nursery rhymes.
- Read picture and story books that focus on sounds, rhymes, and alliteration (words that start with the same sound, as found in Dr. Seuss books).
- Reread the child's favorite book(s).
- Focus your child's attention on books by pointing to words and pictures as you read.



How To Develop Emergent Literacy Skills

- Provide a variety of materials to encourage drawing and scribbling (e.g., crayons, paper, markers, finger paints).
- Encourage your child to describe or tell a story about his/her drawing and write down the words



Initials: P.O, Age: 7 years old, Amplified: 6 mos.old, CI: @ 2 years old, AVT: 6 ½ years



Initials: K. A Z, Age: 5 years old, Amplified: 6 mos.old, CI: 2 years old, AVT: 4 ½ years





**KEEP
CALM
IT'S
ALL
DONE**

REFERENCES

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