A View from the Finish Line:
The Impact of Early Detection and Early Identification on Literacy Outcomes

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“CHILDREN ARE MADE READERS ON THE LAPS OF THEIR PARENTS.”
- EMILIE BUCHWALD
Skills Necessary to Become a Good Reader

- Ability to decode text
  - Match sounds with letter symbols

- Ability to read fluently
  - A function of decoding accuracy, text difficulty and general language ability

- Ability to comprehend what is written
  - Retrieving known vocabulary, anticipating storyline based on familiarity with topic, handling complex grammar

McGuinness, 2004
Setting the Stage for Reading Achievement

There is much work that can be done prior to formal reading instruction that will influence later reading achievement:

- Develop a rich language base (since language competence is a good predictor of later reading achievement)
- Develop thinking skills that will be required in reading with comprehension before the introduction of print
- Build schemata through plentiful experiences
What does a “Finisher” Look Like?

- Children with hearing loss who are most likely to demonstrate grade level reading skills as they enter 4th grade do so as a result of:
  - Early identification
  - Early amplification
  - Early intervention
    - Quality birth to three services
  - Engaged parents
  - Language rich preschool experience
  - Mainstream support
James

Identification and intervention history:
- Age at identification of bilateral sensorineural hearing loss: 12 months
- Age first amplified: 14 months
- Age at initial CI stimulation: 5 years, 11 months
- Age at 2nd CI stimulation: 7 years, 5 months

- received AV therapy - age of 1 through 7 years
- received speech services starting age 1 through 8.2
- attended a public school preschool program for children with hearing loss starting at age 3; transferred to Atlanta Speech School and enrolled from ages 5.5 to 8.2
- currently attending Mount Vernon Presbyterian School in the 5th grade
A word from James...
James reading and discussing the book *Frindle* by Andrew Clements
What might James’ reading journey have looked like?

- Oral Language as a building block for literacy
  - Listening and talking as the sensory partners of reading and writing

<table>
<thead>
<tr>
<th>Receptive Language</th>
<th>Expressive Language</th>
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<tbody>
<tr>
<td>Listening</td>
<td>Talking</td>
</tr>
<tr>
<td>Reading</td>
<td>Writing</td>
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</tbody>
</table>
In the first years of life

- Parents build language
- Child has early experiences with books
George

- Watch for:
  1. parent’s use of “interesting” voice
  2. the parent-coach provides tips on book handling
  3. the transition from reading to sharing the book
Parent-Infant
### Toddlers begin to have “formal” instruction

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Home-School Connection</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Itsy Bitsy Spider</td>
<td>Black collage (spider)</td>
</tr>
<tr>
<td>4</td>
<td>Little Bo Peep</td>
<td>Pink collage (dress)</td>
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<tr>
<td>6</td>
<td>Wheels on the Bus</td>
<td>Yellow collage (bus)</td>
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<tr>
<td>13</td>
<td>Turkeys</td>
<td>Turkey craft</td>
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<tr>
<td>18</td>
<td>Snow</td>
<td>Picture of child playing in snow</td>
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<tr>
<td>20</td>
<td>Three Little Kittens</td>
<td>Mittens or gloves</td>
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<td>21</td>
<td>Goldilocks &amp; the Three Bears</td>
<td>Items that are small, medium and large</td>
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<td>22</td>
<td>Valentine’s Day</td>
<td>Collage of things you love</td>
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<tr>
<td>29</td>
<td>Caterpillars</td>
<td>Caterpillar craft</td>
</tr>
<tr>
<td>34</td>
<td>Brown Bear, Brown Bear</td>
<td>Make a new verse</td>
</tr>
</tbody>
</table>
Week 20:

Three Little Kittens
PAUL GALDONE
Toddler Classroom

- Watch for:
  - 1. tier 2 vocabulary
  - 2. multiple meaning of a known word
  - 3. connecting
Toddler class
Examples of connecting

- **Snack**
  - Kitten or mittens
  - Pie

- **Math**
  - Counting
  - Matching mittens of the same color

- **Song**
  - The Wiggles sing *Three Little Kittens*
  - [http://www.youtube.com/watch?v=1-x59pSEUs0](http://www.youtube.com/watch?v=1-x59pSEUs0)
Getting the “most” out of Three Little Kittens

- Cultural literacy/appreciation of literature
- Print awareness
- Handling books
- Story resolution
- Rhyming
- Language: vocabulary & syntax
- Role-play
- Problem solving
- Sequencing
- Story retelling
- Predicting
- Evaluating
- Connecting
Preschool

- Building on earlier gains
- Greater attention to pre-codebreaking, phonemic awareness
- Building more complex language
- Encouraging thinking skills required in later reading
  - predicting
  - inferencing
  - getting the main idea
  - connecting
Preschool

Watch for:

1. early metalinguistic ability

2. phonological awareness

3. developing thinking skills
Preschool Classroom

HE’S GOING TO CLAP IT OUT.
Kindergarten and beyond

- Depending on a child’s language and skill set, education continues either in small instruction or in a mainstream classroom.
Primary years in the mainstream

- Codebreaking...learning to read
- Continued emphasis on language and vocabulary accrual
- Vigilance and support
- Gap closers (Yoshinago-Itano et al., 2009)
“THE SKILLS THAT PRODUCE AN EXPERT READER ARE EXACTLY THE SAME SKILLS THAT MAKE AN EXPERT LISTENER”

MCGUINESS, 2004
An arbitrary “finish line”

- Children who learn to read by age 8 just get kicked up to the next level
- Reading to learn is part of the learning “marathon” that is life itself
- Every individual who touches the life of a young child with hearing loss plays a role in advancing the reading journey
Where to go for more information

- Professional learning programs
  - First Years (www.firstyears.org)
  - PPCI (www.chop.edu/ppci)
  - AV Summer Institutes (multiple locations)
Thanks for your kind attention!

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Select References


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