

NCHAM  
Building Your Child's Vocabulary  
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>> OPERATOR: Audio recording for this meeting has begun.

>> NICOLE JACOBSON: Hello, everyone, welcome to today's Hear to Learn webinar brought to you by the Department of Communication Disorders and Deaf Education at the Utah State University. This webinar is being recorded. Please note that handouts for this presentation can be found for download in the bottom left corner of your screen.

Today's presentation is entitled "Building Your Child's Vocabulary". Which will be presented by Sharon Fairbourn.

Sharon is a speech-language pathologist and listening and spoken language specialist at Utah State University she serves families enrolled in the early intervention program at Sound Beginnings. Please hold your questions and comments until the end of the presentation. At that time I will open a text field for you to submit any questions or comments you may have for our presentation. And now I would like to welcome Sharon Fairbourn to today's webinar.

>> SHARON FAIRBOURN: Hi, everyone, thank you for taking the time out of your day to join me and today I get to talk about one of my favorite topics and that is "Building Your Child's Vocabulary".

As a caregiver or professional working with a child with hearing loss, one of our main concerns is their vocabulary.

We want our kids to be able to enter school with a vocabulary equal to their typical hearing peers. We know from recent research that this is possible. Today we are going

to cover the importance of incidental learning in your child's vocabulary development as well as the role technology plays in this.

We are also going to talk about how talking and reading will help build your child's vocabulary. And we will cover LSL strategies that we can use to help build vocabulary.

So let's start out by talking about what we know.

We know that 80% of our vocabulary is learned through incidental learning or overhearing.

We know that the more words kids hear, the more words they learn.

We know that children need 20,000 hours of listening to be ready to learn to read.

And we know that children who enter school with a higher number of vocabulary words, typically learn new vocabulary quicker.

We also know that a child with typical hearing needs to hear a word 15 to 16 times in meaningful contexts before they learn that new word. And we also know that a child with hearing loss may require up to 3 times more exposures or more repetitions of a word.

So as educators, professionals and parents and families of children with hearing loss, we are all familiar with one or more of these facts and phrases.

So I want you to just take a second and think, what goes through your mind when you think about these facts?

Do you feel overwhelmed? Hopeful?

Discouraged?

When I look at these statistics, I feel hopeful. Hopeful because they tell me what a child needs and what I can do. And as a result, I know what I need to do to help any child build their vocabulary. Including a child with hearing loss.

I hope that through my presentation today to motivate you and bring you hope. I want you to leave inspired to help children with hearing loss build their vocabulary and be ready to enter school and ready to learn to read. So let's consider these facts and consider what we can do.

So if we know kids need 20,000 hours of listening, they need multiple word repetitions in meaningful contexts and the more words they know, the easier it is to learn vocabulary, the next question that might come to your mind is, what can we do about it?

So today, we're going to talk about five things that we can do to help our kids get that 20,000 hours of listening. To help our kids be able to hear those words multiple times in meaningful contexts.

And the five things we are going to talk about are right there on our slide. We're going to talk about wearing and managing your child's hearing technology. We're going to talk about the importance of using an FM system or a remote microphone system.

We're going to talk about the importance of talking to your child, reading to your child. And the role that those LSL strategies play.

So let's start out by talking a little bit about incidental learning again.

So we know that 80% of our vocabulary is learned through incidental learning. So incidental learning is unplanned. So it's not direct instruction.

And it's the ability of a child to be able to overhear and to listen to what is going on around them.

So take just a second and let's think about what keeps a child with hearing loss from overhearing.

So just a few of the things that I thought of are no technology or non-functioning technology.

Background noise.

The inability to hear speech in noise. Or the inability to hear soft speech. Or the inability to hear from a distance.

So the good news is that we with the technology that we have today and with the resources that we have today, we know how to combat all of these barriers.

Jane Madell said in order to make use of incidental learning, children need to hear speech from a distance. They need to be able to hear soft speech. And they need to be able to hear it clearly.

So in order to do that, we need to make sure that kids have access to technology. And we need to follow that 1-3-6 rule. And I might even suggest more of a 1-3-3 rule. Where we make sure that kids with hearing loss are screened by one month of age. Where they are diagnosed within three months of age and fit with technology and receiving those early intervention technologies by three months of age and at the latest six months of age and we need to make sure they are wearing their hearing technology all waking hours of the day if you think about a typical child -- not a typical child, a child with typical hearing, they have access to sound 24/7.

And we need to give our kids with hearing loss that same advantage so that they can take advantage of that incidental learning.

And after they are fit with technology, it's also important that we manage their hearing technology. It doesn't do any good for a child to be in class -- in a classroom or even in a family situation if their batteries are dead.

And they are not hearing what's going on around them.

And part of managing that technology is working with our child's audiologist. And we need to make sure that their cochlear implants or their hearing aids are programmed to be able to hear speech in noise. So that they can pick up on soft speech.

And that they can hear speech at a distance.

There are other things we can do like manage the environment. Reduce the background noise in the classroom and in our home. And these sort of things will help those kids making sure they are taking care of that incidental learning or their ability to learn -- sorry; that ability to learn 80% of their vocabulary by overhearing and listening to those around them.

Let's talk a little bit about hearing more words and learning more words.

So Hart and Risley did a study where they looked at different children from a variety

of socioeconomic backgrounds. And most of you are probably familiar with this study. And in their book "Meaningful Differences", they noted that children from all groups began developing vocabulary at the exact same time. However, children who are exposed to more words and heard more words developed more vocabulary words.

So we're going to talk a little bit about how we can help our kids hear more words.

And the three things we're going to kind of look at today are an FM system. Talking to our child. We always need to be talking to our children.

And reading to them.

So let's start out with talking about FM systems or remote microphones.

So -- I practiced this word. So let me try that again. Benitez-Barrera et al. completed a study where they measured the number of words a child was able to hear with a remote microphone as well as the number of words a child was able to hear without a remote microphone.

So during this study, they had data from 9 different families. And over 2 different weekends.

So one weekend data from two recorders, one worn by the child and one worn by the caregiver was analyzed without the use of a remote microphone.

And then the next weekend, data from the two recorders, one worn by the child and one worn by the caregiver was analyzed with the use of a remote microphone system.

And they used a system called Lena (phonetic) and they compared the data from the two weekends.

And what they found is with an FM system or -- they used a remote microphone system in the study so with a remote microphone or FM system, a child could potentially hear 5,280 more words per day. So that's a lot of words. That a child with hearing loss is given access to through that use of that remote microphone system.

So by using these FM systems and these remote microphone systems, children with hearing loss will hear more words. And they will learn more words. FM systems and remote microphone systems may be even more important given the current COVID situation.

Masks can muffle sound. However, by using an FM system this can help combat some of that problem because an FM system is going to take that speech signal and send it directly to the hearing aid and it will bypass some of those barriers that sound has travel like distance and the things that make it harder for our kids to pick up on speech.

So let's talk about talking.

So we know that a child's brain requires 20,000 hours of listening before it's ready to learn to read.

So Dr. Suskind wrote the book "Thirty million Words: Building a Child's Brain." And in this book she spends most of her time explaining the importance of parent talk and she gives parents Three T's to help them build their child's vocabulary. Tune in. Talk more. And take turns. Tune in is where we pay attention to what your child or baby is

focused on. We talk about it even when the child is too young to understand what we might be saying. Dr. Suskind tells parents to use child-directed speech. You may recognize this as one of our listening and spoken language strategies. And in her book she refers to a study that children who heard more child-directed speech versus adult directed speech knew twice as many words at the age of 2.

So again, that's a significant difference in the number of words that a child is hearing or paying attention to.

And the second thing she talks about is talk more.

And this refers to more than just the number of words we use. But also the type of words. Be specific and use a variety of words. We can also use LSL strategies to help us do this. We can narrate what is happening. Give things a name. Use parallel talk and self talk and expand and extend our child's utterances.

If you are not familiar with these LSL strategies, and I guess even if you are, we are going to talk more about them later in this presentation.

And the third thing she talks about is take turns. And this is where we give the child a chance to talk. This may start out as just vocalizations. But it will move to words. And then to sentences. And we need to respond to their utterances and their words.

So the third thing we're going to talk about is reading.

And I would like to read a quote from Jim Trelease.

He is the author of "The Read-Aloud Handbook." And he made the following observation.

As lumber is the primary support for building a house, words are the primary structure for learning. There are really only two efficient ways to get words into a person's brain: Either by seeing them or by hearing them.

Since it will be years before an infant uses his or her eyes for actual reading, the best source for vocabulary and brain building becomes the ear. What we send into the ear becomes the foundation for the child's Brain House.

Those meaningful sounds in the ear now will help the child make sense of the words coming in through the eye later when they are learning to read.

We read to children for the same reasons we talk with children. To reassure, to entertain, to bond, to inform or explain. To arouse curiosity and to inspire. But in reading aloud, we also: Build vocabulary.

Condition the child's brain to associate reading with pleasure.

Create background knowledge.

Provide a reading role model.

And plant the desire to read.

So I love that quote. I think it says more than I could say.

Reading does so much for our children's vocabulary. It teaches them to love to read. It creates that background knowledge.

There's -- I could like spend a whole 25 minutes just talking about reading. But we don't have that much time today. But we need to read. And we need to be reading to

our children.

In an article recently released by Ohio State University, they estimated that kids whose parents read them one book a day will hear approximately 290,000 more words by the time they are five than those who are not read to.

If a child was read five books a day, they would hear approximately 1,483,300 words by the time they entered kindergarten.

This is based on reading board books up until they are three years of age. And picture books the following two years.

This does not include other words that might be used by the parents as they talked about the pictures and interacted with the child.

Remember, the more words a child hears, the more they learn. Therefore, when reading to our children, we are increasing the number of words they will hear and learn. We are also helping our child get closer to that 20,000 hours of listening required to be ready to learn to read and we are building a foundation for children to learn to love to read. This is important because when a child reaches about 4th grade, they will start to learn most of their new vocabulary words from reading, rather than from listening.

So let's talk a little bit about repetition.

We know that children need repetition to master new vocabulary words. They need to hear words over and over in meaningful contexts. And this helps build their vocabulary.

And we also know that kids with hearing loss need to hear words three times more than kids without hearing loss to typically learn or master a new word.

And this is where those LSL strategies come in.

And we can use these LSL strategies to help kids hear more words more often.

And today we're going to touch on three different LSL strategies.

The first one we're going to talk about is auditory bombardment. And I'm going to add in a little bit of information on acoustic highlighting because I think those two go so well together.

We're going to talk about narrating things so we're going to talk about self talk and parallel talk. And we're going to talk about expansion and extension.

So let's start out with auditory bombardment. So the purpose of auditory bombardment is it gives the child multiple opportunities to hear a target word or sound in meaningful ways.

And this is where we use a word over and over again in meaningful contexts. So it's not just going around and saying a word like ball, ball, ball. Or oh cow, cow, cow.

It's using that word in meaningful contexts.

So if we're going on a walk, and we see a dog or we hear a dog barking we might want to say, oh, what did you hear? Did you hear that dog? The dog was barking. Let's go see if we can find the dog. Look, there's the dog. Oh, the dog is brown. And we're using that word over and over and that's going to help that child hear that word over and over. And get in all of these repetitions that they need in order to be able to

master that word.

And another strategy that goes along well with that auditory bombardment is we can highlight that word that we're trying to help our child learn.

And there's different ways that you can highlight a word. But basically what you're doing when you highlight a word is you are drawing attention to that word or sound.

So you might pause before the -- you say the word you are targeting.

You might say the word with more emphasis or a singsong voice. Or you might whisper the word.

So let's say you want the child to learn the word outside. You might say, oh, it's time to go outside. Or let's go outside.

So you're kind of bringing or highlighting that word a little bit. So that child will pay a little bit more attention to that word. And that strategy works really well with that auditory bombardment.

Let's talk about narrating or self talk and parallel talk.

And the purpose of these two strategies is by using these two strategies, we are providing the child with a variety of words and abundance of language. So self talk is when you talk about what you are doing, what you are seeing, what you are hearing, and what you are feeling. And I love in here where it says feeling. It's not just what you can see. It's not just what you're doing. But it's also what you are feeling. And that gives our child access to a greater variety of vocabulary.

So they are not just learning nouns. They are learning emotions. They are learning action words. When you talk about what you're doing.

And then parallel talk is the same -- almost the same thing. Except you talk about what the child is -- what the child is doing, seeing, hearing and feeling.

And a good tip that -- a good tip in using this strategy is to pretend. Pretend that you're a narrator or a commentator. And you are just giving a play-by-play of everything that's happening or going on around you.

And the next LSL strategy that I want to touch on today is expansion and extension. And the purpose of this LSL strategy is that it provides a language model and it introduces new vocabulary words. So with expansion, you are taking the phrase or the word that the child says, and you're going to repeat that word. And complete it. By turning it into a grammatically correct sentence.

So if a child were to say, dog, run. You might say, yes, the dog is running.

Or if the child says pig. You might say oh, it's a pink pig. So you're saying what the child is saying. And you're expanding on it.

Extension is where you take the phrase or the word the child says. And you repeat it. And you complete it. And you add more. So actually my example of saying it's a pink pig is more of an extension example. So if the child were to say, dog run again, you might say, the dog is running fast. Or yes, the dog is running. He is going fast. So you're taking what the child says. You're completing it. And you're adding more words and more information.

This is also a great way to get -- give that child access to more vocabulary.

So in conclusion I just want to tell you a little story. I think we need to remember that there is no limit for our kids with hearing loss. They can learn hard words. And so don't just stop with shoe. Teach them sandal. Don't just stop with dinosaur. Teach them pterodactyl. Don't stop with tired. Teach them exhausted. And the other day I was running a parent session over Zoom and we were talking about this principle of expansion and extension and teaching more specific vocabulary. And this little 19-month-old boy brought his pajamas to his mom and there were all of these dinosaurs on it and he knew the word dinosaur and his mom was like, oh, yeah, there's those dinosaurs. Look at those dinosaurs I see a pterodactyl and stegosaurus look at the pterodactyl it has wings and by the end of that little three-minute interaction this 19-month-old boy was using the word pterodactyl. So I think the most important thing if you take away nothing else from this presentation that our kids with hearing loss can do hard things. And they can learn -- they can enter school with a vocabulary equal to their peers.

And I hope I have given you some tips or even just maybe inspiring words that you can take back and use in your practice. Or with your children.

So thank you for taking the time to come to my presentation. I know all of you are super busy. And hopefully something I said was helpful.

And we'll go ahead and turn the time over for questions.

>> NICOLE JACOBSON: Thank you, Sharon. For your presentation.

Thank you, Sharon, for your presentation.

At this time we are open for questions.

Please type your questions in the Q&A pod. That I will open up for you.

And Sharon will respond.

After this webinar, if you still have any follow-up questions or comments, please email me at [Nicole.Jacobson@usu.edu](mailto:Nicole.Jacobson@usu.edu) has noticed in the left side pod.

We will wait just a moment to see if some of you are typing questions or comments in we have Michelle Conrad that says, will this PowerPoint be available to the audience? It is available right now. I don't know if you're looking at a screen or a mobile device. If you're on a computer, at the bottom left part of your screen, you should be able to click download for those files there. If you select it and push download, you should be able to.

And let's see we have Heather Gould says do you have a resource or suggestions on how to keep hearing aids or cochlear implants on a child? Heather, I'm going to answer that really quick. Claire Ennis gave an excellent presentation on that in a webinar I'll also let Sharon answer this too but just know there is a Hear to Learn webinar on that that you can look at on our Hear to Learn website. There's an archive page of the webinars. And you can access that whole PowerPoint.

But Sharon, would you like to comment on that.

>> SHARON FAIRBOURN: Yeah, I would just add, first of all, I would definitely take



a look at the webinar from Claire.

And second, the first thing I would do is make sure that those hearing aids and cochlear implants are programmed correctly. Because if they are too loud, the child isn't going to want them on. And if they are too soft and he's not getting any benefit from them, then he's not going to want to wear them either.

So after you -- the first step is making sure that those are programmed correctly. That they are working correctly. And then I would refer again to that webinar because that will give you lots of ideas on motivating to keep those hearing aids and cochlear implants on the child.

>> NICOLE JACOBSON: Charisa is wondering she sees this working with little ones. Does it work the same with older kids?

>> SHARON FAIRBOURN: Yes, it does. And I think one of the things from this research when I was research for this topic is a lot of the -- researching for this topic is a lot of the research comes out and says, yes, if you get those implants on the kids and you do it when they are young, then it is easier for them.

But all the research also has the caveat that doesn't mean -- it's never too late to try and to keep going. And that's where those LSL strategies come in.

So if we have a child who was implanted later or received their technology later, then we can use that auditory bombardment because we're going to help them hear more words faster and quicker. And reading to kids and talking to kids, those kids need the same things, even though they are older. We just might have to adapt a little bit how we do it. We probably don't want to use a baby voice when we're talking to them. And we probably want to pick books that are at their age level, even though maybe their language isn't quite at their age level yet.

Does that answer your question?

>> NICOLE JACOBSON: There is another question, Sharon from Jessica, what is a good way to motivate parents to turn off the TV and tune in to their child?

>> SHARON FAIRBOURN: Oh, that's a good question.  
(Chuckles).

>> SHARON FAIRBOURN: That's a good question.

I like to share the research with them. And I like to do it in a positive way. I mean, if you go to a parent and them, do you know what I just read, that if you read to your child five books a day, they are going to hear over a million more words than if they are not read to each day and if five books a day seems overwhelming then maybe share the statistic did you know if we read just one book to our child each day, their hearing I think it was 290,000 more words than if we didn't read to them. By the time they enter school.

So I think sometimes sharing that research with them in a positive way is motivating enough.

Lots of times -- you don't ever want to overwhelm a parent. And you want to meet them where they are at. But sharing that information with them, to me that's motivating.

And to most parents that I work with, that's motivating.

>> NICOLE JACOBSON: We would like to thank our captioner, our I.T. support, all who participated online today and remind you that a video recording of today's presentation will be available on our website [heartolearn.org](http://heartolearn.org). You can -- I opened up the pod you can click to give us feedback and for you to be able to receive a certificate for attendance. We again want to thank you for your participation in today's webinar and hope to see you back for the next one. Thank you for joining us.