

Children with Hearing Loss and Dual-Language Learning

Michael Douglas, MA, CCC-SLP, LSLS Cert. AVT



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Disclosures

Michael Douglas is a lecturer on this topic for MED-EL, who pays the Mama Lere Hearing School for his time on those lectures. He is the author of Dual-Language Learning for Children with Hearing Loss.

Course Learning Outcomes

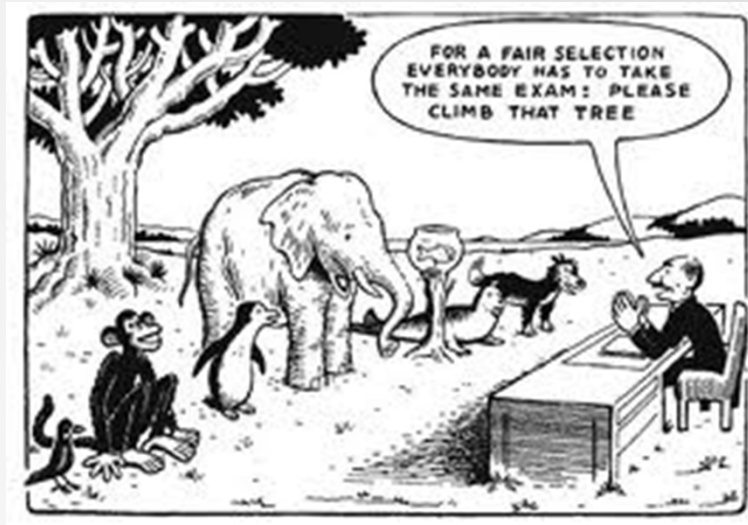
- After this course learners will be able to describe the difference between a simultaneous language learner and sequential language learner.
- After this course learners will be able to describe a continuum of intervention services that meets the needs of developing language in children who are bilingual or who come from families that do not speak the majority language.
- After this course learners will be able to identify three informal assessment procedures that may be used to obtain information about a child's language(s).
- After this course learners will be able to list at least three recommended educational environment strategies used with children who have hearing loss.

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Children with Hearing Loss and Dual-Language Learning



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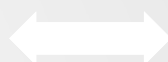


Start with Fair Assessment

Bilingual

Expect Lower Standard Scores in Each Language
With Some Bilinguals!!

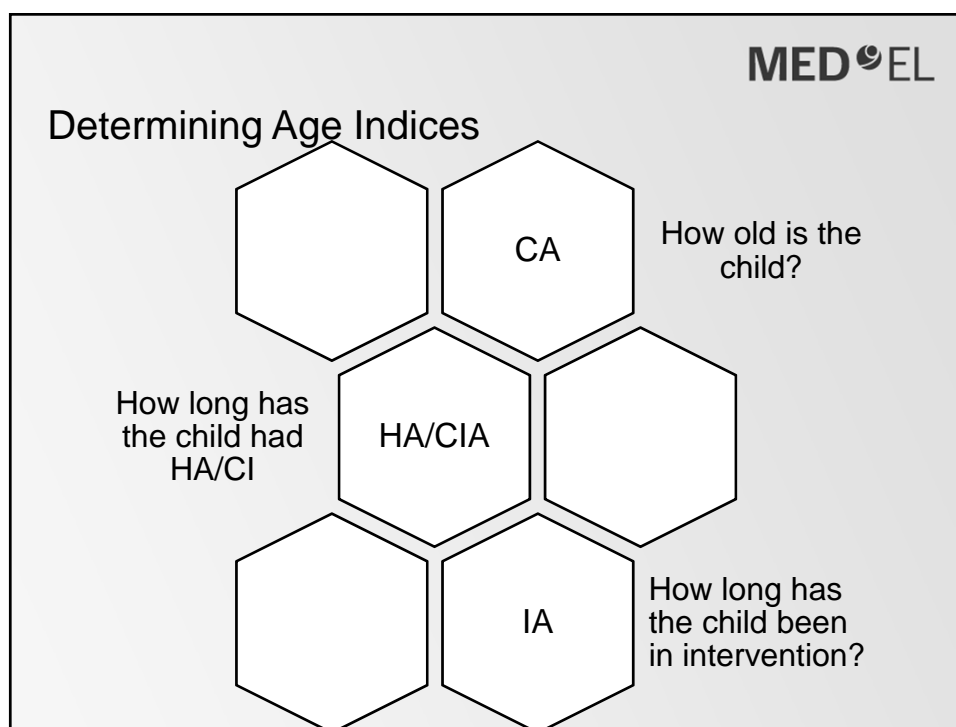
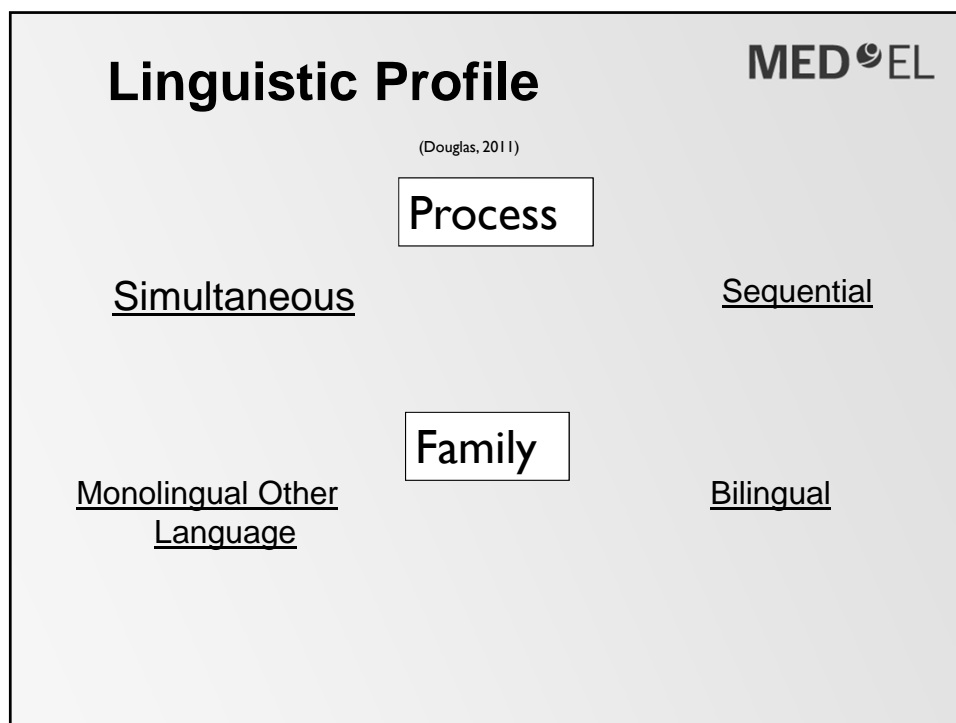
L1



L2

Assessment Procedures





Assessment Selection

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Assessment Selection Determine Language of Assessment



Formal Assessment

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Proficiency Levels

- BICS: Basic Interpersonal Communication System
- CALP: Cognitive Academic Language Proficiency

Informal Assessment

Speech and Language Sampling



Structured Observation/Probes

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Narrative Assessment

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Dynamic Assessment

What is Dynamic Assessment?



Test



Teach



Retest

Identifying Language Impairment:
Assessment Tasks Sensitive to Language
Impairment

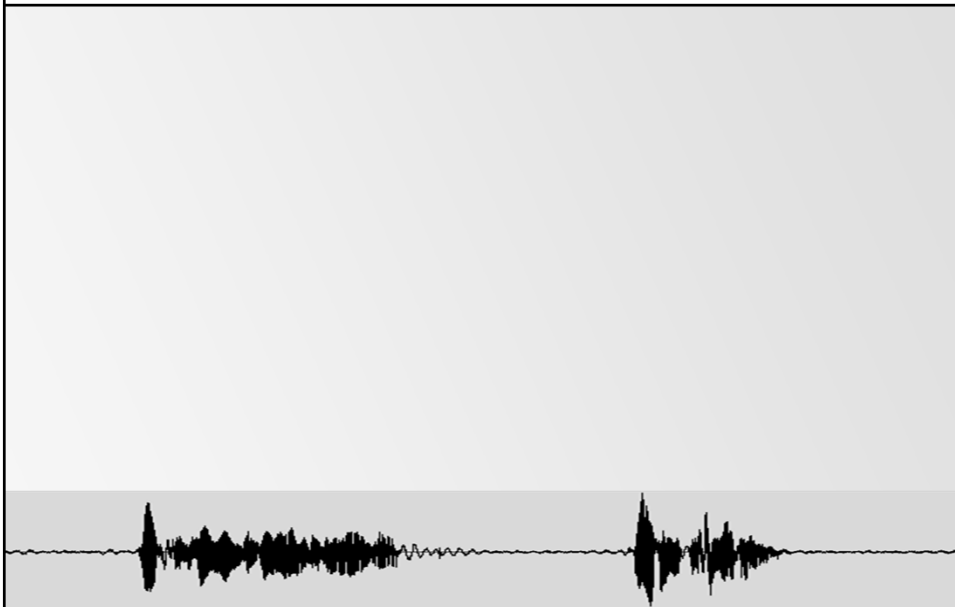
- Non-word repetition performance
- Sentence repetition tasks

Identifying Language Impairment: Assessment Tasks Sensitive to Language Impairment

- Dynamic Assessment
 - Test – Teach - Retest

- Spontaneous Language Samples
 - Looking for
 1. poor comprehension,
 2. low TTR and MSL,
 3. agrammatic language

Articulation Assessment



Articulation Assessment EL

- Formal and informal
- Complete assessment in both languages
- Consider each phonological system

 EL

Informal Articulation Assessment (Taelman, Durieux, & Gillis, 2010)

1. Phonological Mean Length of Utterance
(PMLU)
2. Proportion of Whole-Word Proximity
(PWP)

PMLU

- Choose 25 age-appropriate words. Assign one point for each consonant and vowel in the word.
- Each correctly produced consonant is assigned an additional point.

PMLU

Ex. The child's production of /pun/
for
"spoon"
is 5 points out of 7 possible
points

PWP

- The ratio between the PMLU for the target words in the sample and the child's PMLU for the same sample.
- Calculate the PMLU for each word in the list. Obtain a total.
- Ex. PMLU for “spoon” is 7. A child's response of /pun/ is 5. The PWP is (5:7) or .71

PWP

PMLU for “spoon” is 7.
A child's PMLU response of /pun/ is
5.

The PWP is (5:7) or .71

m.douglas@vanderbilt.edu

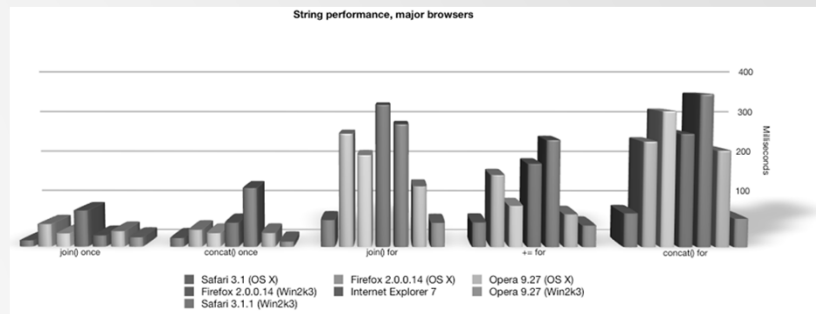
Assessment Administration

Assessment Administration

1. Bilingual Therapist
2. Ancillary Examiner
3. Interpreter

Test Result Analysis

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Interpretation Considerations

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- Law
- Integration of Certain Issues
- Potential to Benefit from Services
- Determining Progress/Amount of Services

IDEA 2004

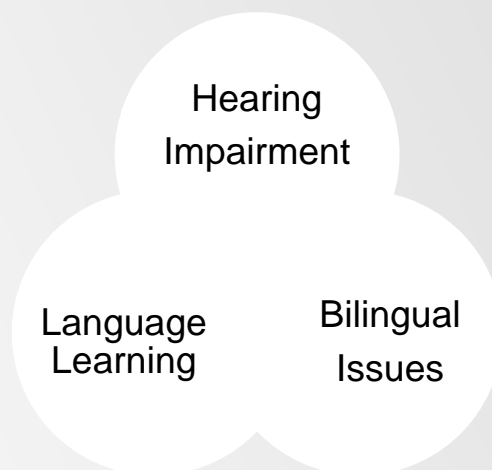
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Distinction between impairment and difference

- Diagnosis of an impairment cannot be made due to Limited English Proficiency
- Diagnosis of an impairment cannot be made based on a single measure
- Diagnosis requires a variety of assessment tools and strategies

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Integrating Certain Issues



e.g. Vocabulary Assessment

Spanish

- Elephante
- leche

English

- Elephant
- cup

Concept
Score?

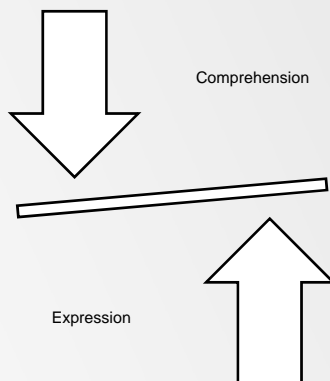
- 4?
- 3?

Number of Spanish Words

Number of English words?

e.g. Language assessment

**Comprehension vs.
Expression**



Tense Markers

Easier to hear:
regular or irregular verbs?

English
Spanish

Easier to hear?
Singular or Plurals

May hear one language and respond in the other

e.g. Bilingual Issues

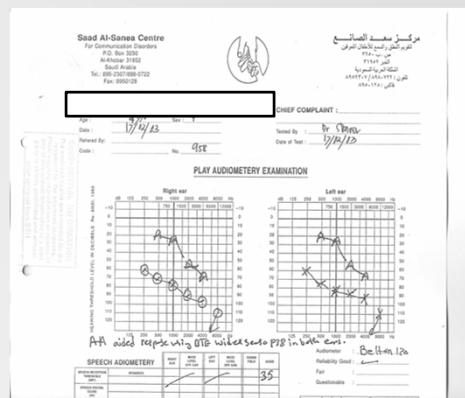


Tun/sun

Walk/walked

(rolled R) run/run

Uh uh/banana/platana



Potential to Benefit Factors

Progress Quote

“It doesn’t matter where you come from, all that matters is where you are heading”

quoteswell.com

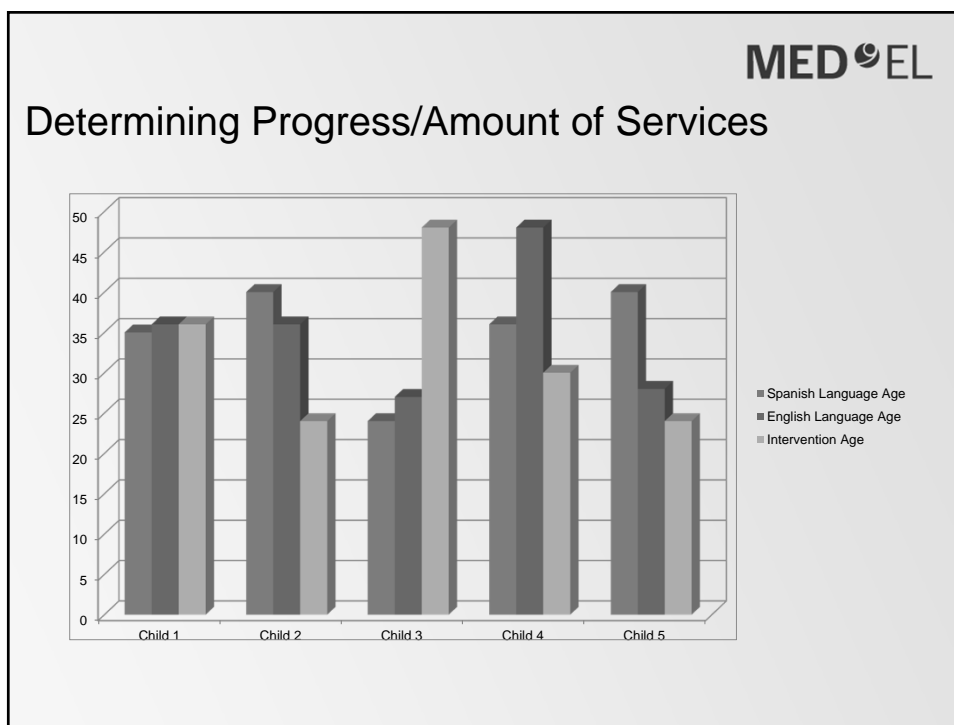


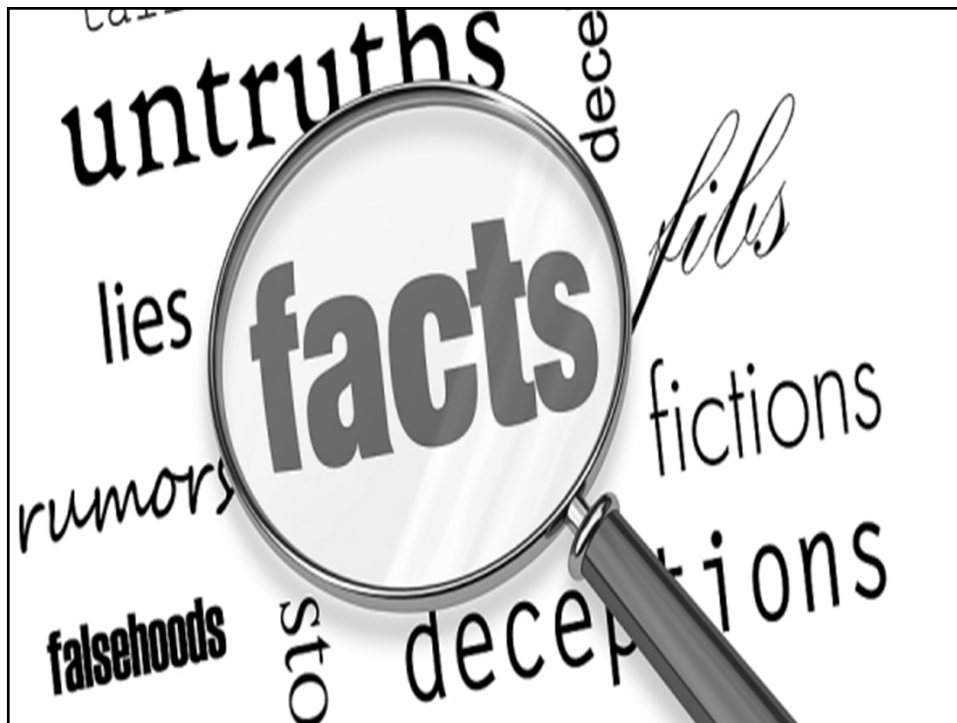
Developmental Synchrony

**Steady rates compared to children
with typical hearing: similar rates as simultaneous bilingual children**
(Dorman et al., 2007, Douglas, 2011)

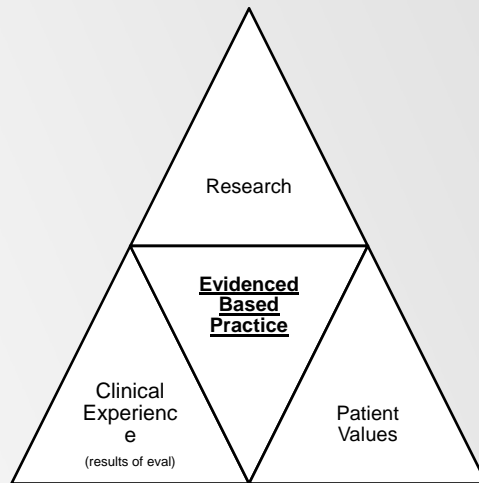


Ability to close the gap after a period of 4 years (Rhoades & Chisolm, 2000)

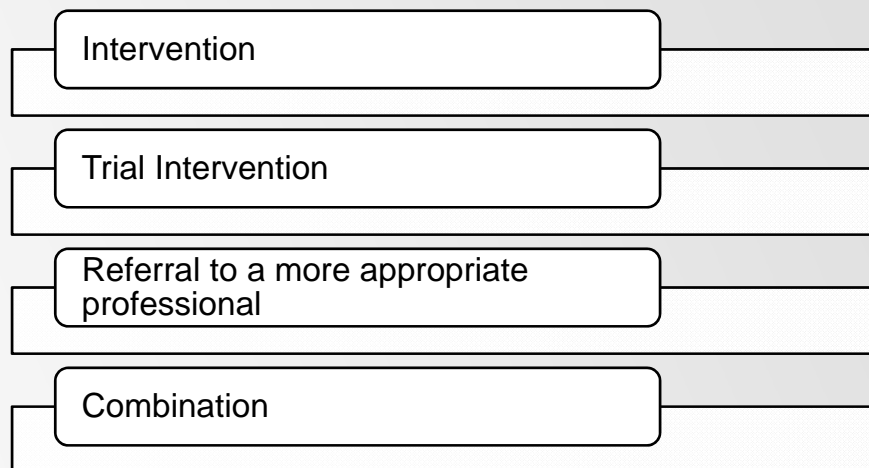




Recommendation Development



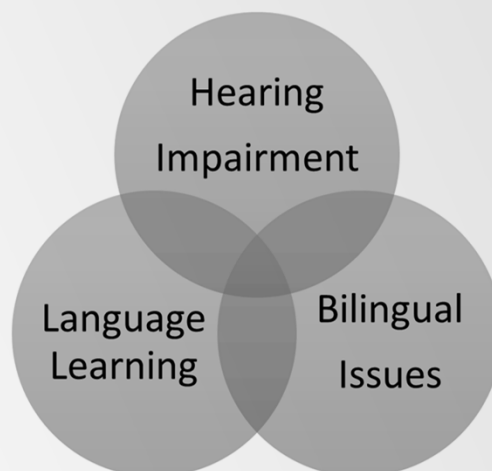
Recommendation Development



Summary

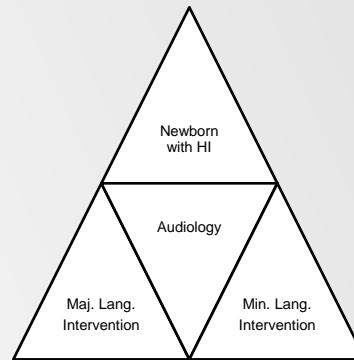


Summary



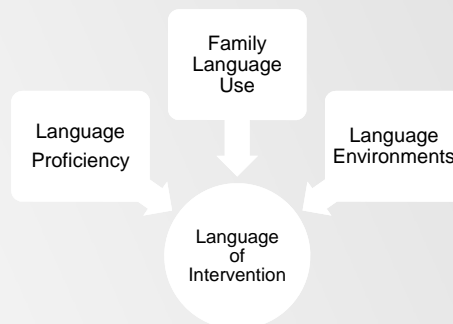
Designing Intervention

(Moog & Stein, 2008)



(Genesee, 2008)

Language of Intervention Decisions



Gonzalez et al, 2008

Language of Intervention Decisions

(Gonzalez et al; 2005; Kohnert & Derr, 2004)

Clear Family Language Proficiency	No Clear Proficiency	Bilingual Proficiency
Proficient Language	Home Language	Both Languages

Intervention Models

(Gonzalez et al, 2005; Douglas, 2011)



Bilingual
Support Model



Coordinated
Service Model



Integrated
Bilingual model



Combination

These may operate on a continuum

Kohnert & Derr, 2004

Designing Bilingual Language Intervention

Bilingual Model

- Focus on structures that are similar between languages

Spanish	English
<u>NOUN + NOUN</u>	<u>NOUN + NOUN</u>
Papa Oso	Papa Bear
<u>SVPP</u>	<u>SVPP</u>
El gato esta dormiendo en la mesa	The cat is sleeping on the table

Cross Linguistic Model

- Explicitly focus on differences between languages

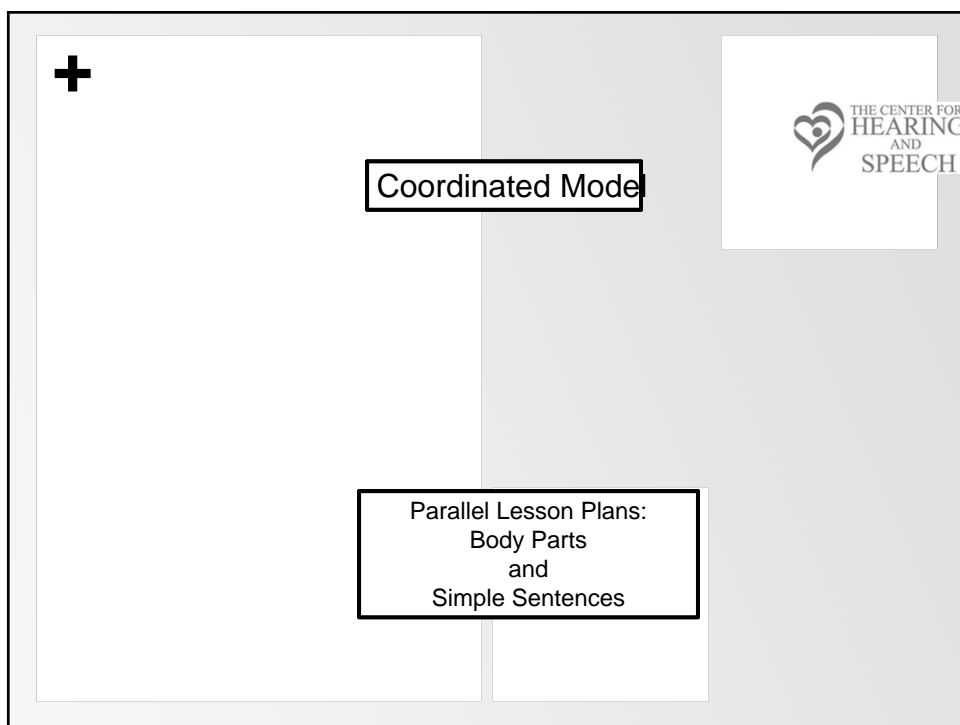
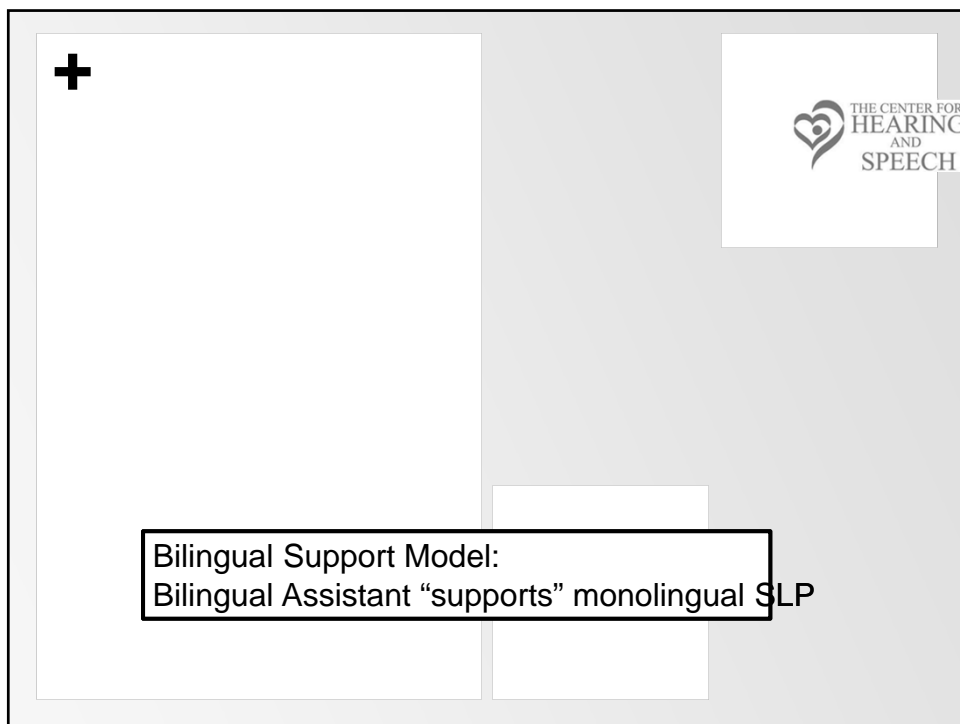
<u>NOUN + ADJECTIVE</u>	<u>ADJECTIVE + NOUN</u>
Carro azul	Blue car
<u>REFLEXIVE PRONOUNS</u>	<u>REFLEXIVE PRONOUNS</u>
Ella se la comio	She ate it herself

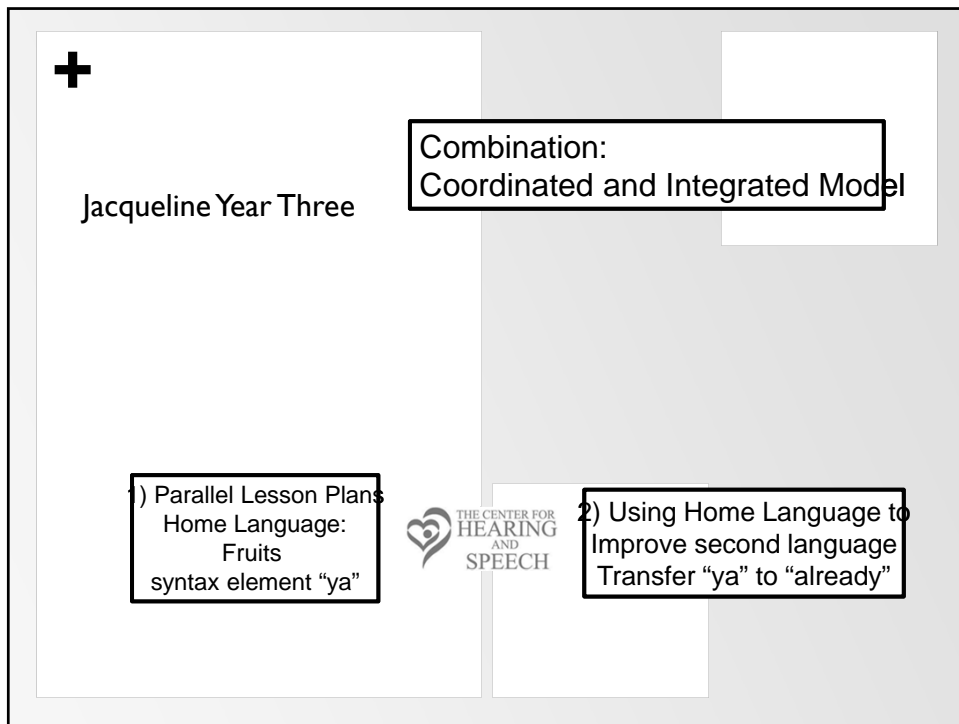


Video Tape Examples


Continuum of Services








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Take Home Points



- When designing intervention provide instruction in the languages the child will need to be successful in his/her life.
- If a child is to be considered a candidate for bilingualism, intervention can be designed to foster gains in both languages through a continuum of services
- Oral Deaf Educators play a critical role in developing the spoken English skills of children who come from homes that do not speak English

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Thank You!

m.douglas@vanderbilt.edu

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