

VOCABULARY LEARNING IN PRESCHOOL CHILDREN WITH HEARING LOSS

WHAT DO WE KNOW ABOUT KIDS WITH HEARING LOSS?



Learning vocabulary is more difficult than for peers with normal hearing



They experience sound for a shorter amount of time than peers with normal hearing



Hearing loss makes it more difficult to learn new words just by hearing adults use those words out in the world

Only 10 studies between 1990 and 2016 evaluated the best way to teach vocabulary to children with hearing loss..



...but many of these studies also have contradictory information about the best strategy for vocabulary learning

VOCABULARY TEACHING STRATEGIES

EXPLICIT INSTRUCTION

- Direct instruction that uses contextual information and multiple exposures to teach words for a specific purpose
- Most useful in studies of children with normal hearing for children with low vocabulary skills

INCIDENTAL LEARNING

- When adults try to use lots more words around a child to expose the child to more language
- This is sometimes called "narrating the environment," and something adults are encouraged to do even if the child isn't focused on the thing the adult is talking about

FOLLOW-IN

- Adult labels what the child is looking at
- Studied in normal hearing children and other disabilities but not hearing loss

WHICH IS BEST??

Children consistently showed a higher performance with the direct instruction condition compared to any other treatment



THIS MEANS THAT THE WAY IN WHICH WE TEACH VOCABULARY MATTERS!

Participants learned 174 more words in the direct teaching method compared to follow-in labeling



Participants learned 5.02 more words in the direct teaching method compared to incidental exposure

STUDY INFORMATION

Lund, E., & Douglas, W. M. (2016). Teaching Vocabulary to Preschool Children With Hearing Loss. *Exceptional Children*, 83(1), 26-41. doi:10.1177/0014402916651848