Read Up

Reading Achievement for Children with Hearing Loss in a Listening and Spoken Language Program

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Disclosures

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- Smolen: National Leadership Consortium in Sensory Disabilities scholar
- Hartman & Wang: Teachers College, Columbia University faculty
- Dorman & Ritter: Sunshine Cottage School for Deaf Children speech-language pathologists
Children with hearing loss (HL) have historically struggled to develop English reading skills > 4th-grade level (Mitchell & Karchmer, 2012; Moeller & Tomblin, 2015)

Children whose families speak a language other than English (incl. Latinx/Spanish-speaking families) also have challenges (August & Shanahan, 2006)
Introduction

● Recent research suggests children who use listening and spoken language (LSL) can achieve age-appropriate reading skills in elementary grades, though outcomes continue to vary (Tomblin et al., 2018)

● Challenges in following this population: mainstream placements, homogeneity in self-contained elementary programs
Method

● Setting: large LSL program in Southwest
  ○ Nearly all students stay through 3rd grade (typical reading curriculum)
● Participants: $N = 60 (> 60\%$ identified as Latinx and/or spoke Spanish in home)
  ○ Pre-K through 3rd grade
● Woodcock Johnson IV Tests of Achievement:
  ○ 8 subtests in spelling, word attack, reading comprehension, fluency, vocabulary
Results

- About 80% of participants achieved age-appropriate skills (standard score > 85) in:
  - Letter-word identification
  - Spelling
  - Passage comprehension
  - Word reading
  - Reading vocabulary
Results

● More challenges noted in:
  ○ Reading rate (68% in average range)
  ○ Word-reading fluency (65%)
  ○ Oral reading (60%)
  ○ Sentence-reading fluency (42%)
Discussion

- More delays in Pre-K and K participants than older elementary - LSL program helped close gap?
- Participants with HL who use LSL had strong phonological awareness, word reading, and basic vocabulary skills
- BUT some continued to struggle with connected reading (rate and fluency)
“Fluency is the ability to read accurately, quickly, expressively, with good phrasing, AND with good comprehension.”

Dr. Tim Rasinski
Future Directions

- Effects of focused fluency instruction (e.g., choral reading, singing, repeated reading of authentic texts) or vocabulary instruction (e.g., multiple-meaning words)
- Model of factors (demographic, spoken language, phonological awareness) that influence reading development
- Longitudinal reading outcomes
Thank you!

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