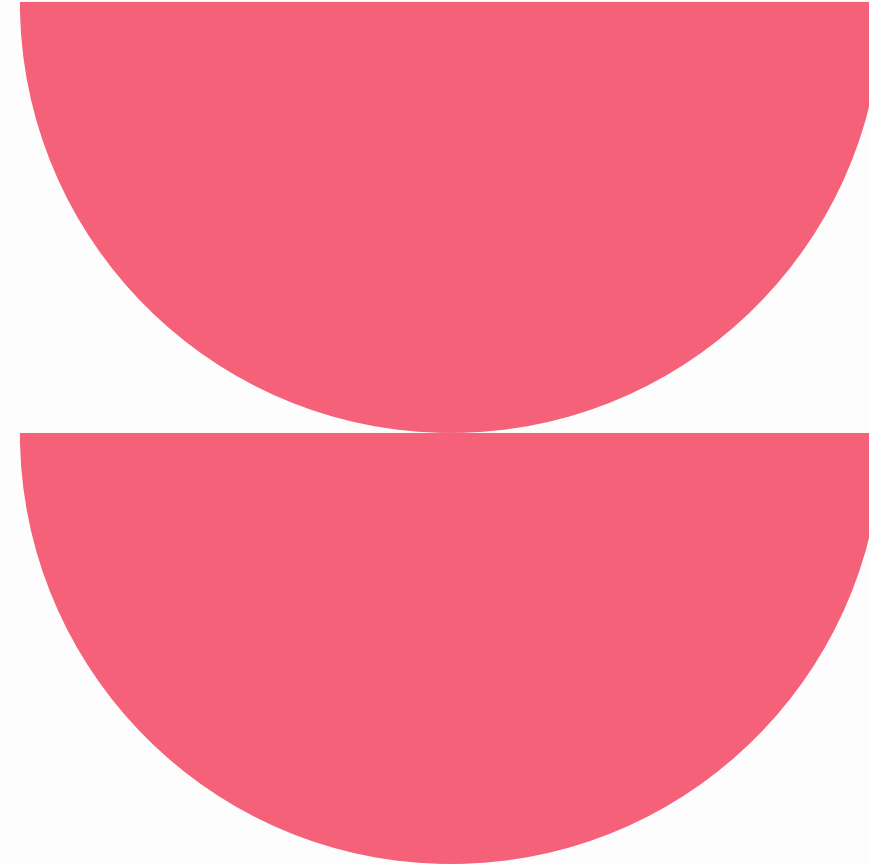
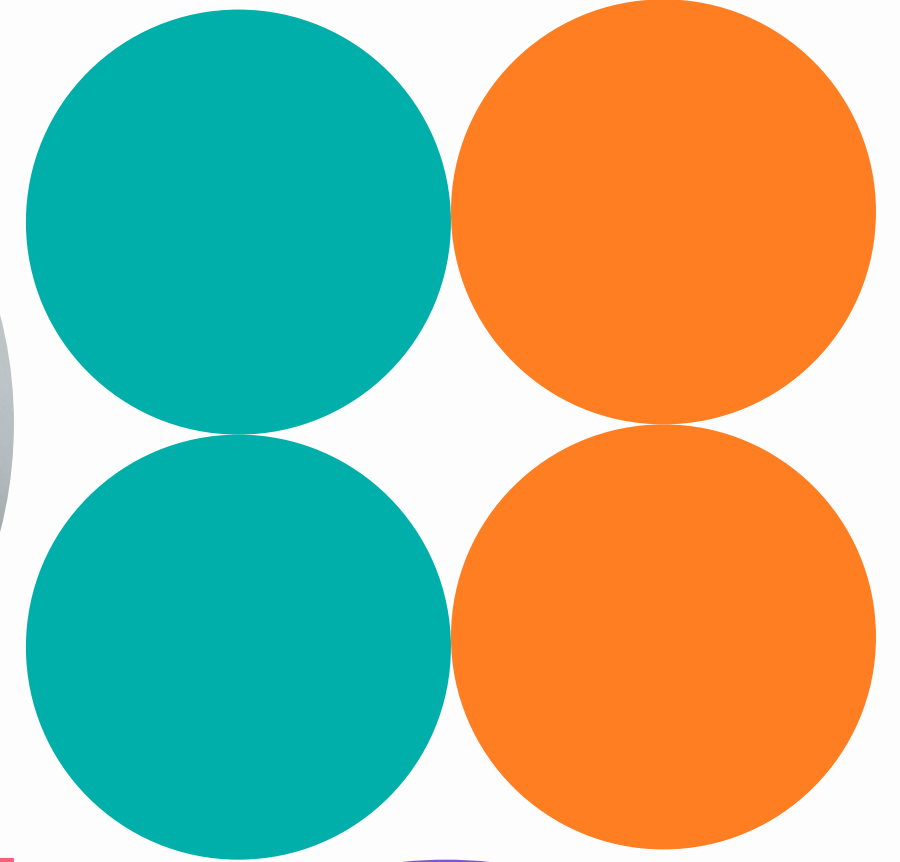


Unlocking the Foundations of Reading for Learners Who are Deaf or Hard of Hearing



Module 3:

Special Considerations for Reading Achievement

Language Consideration

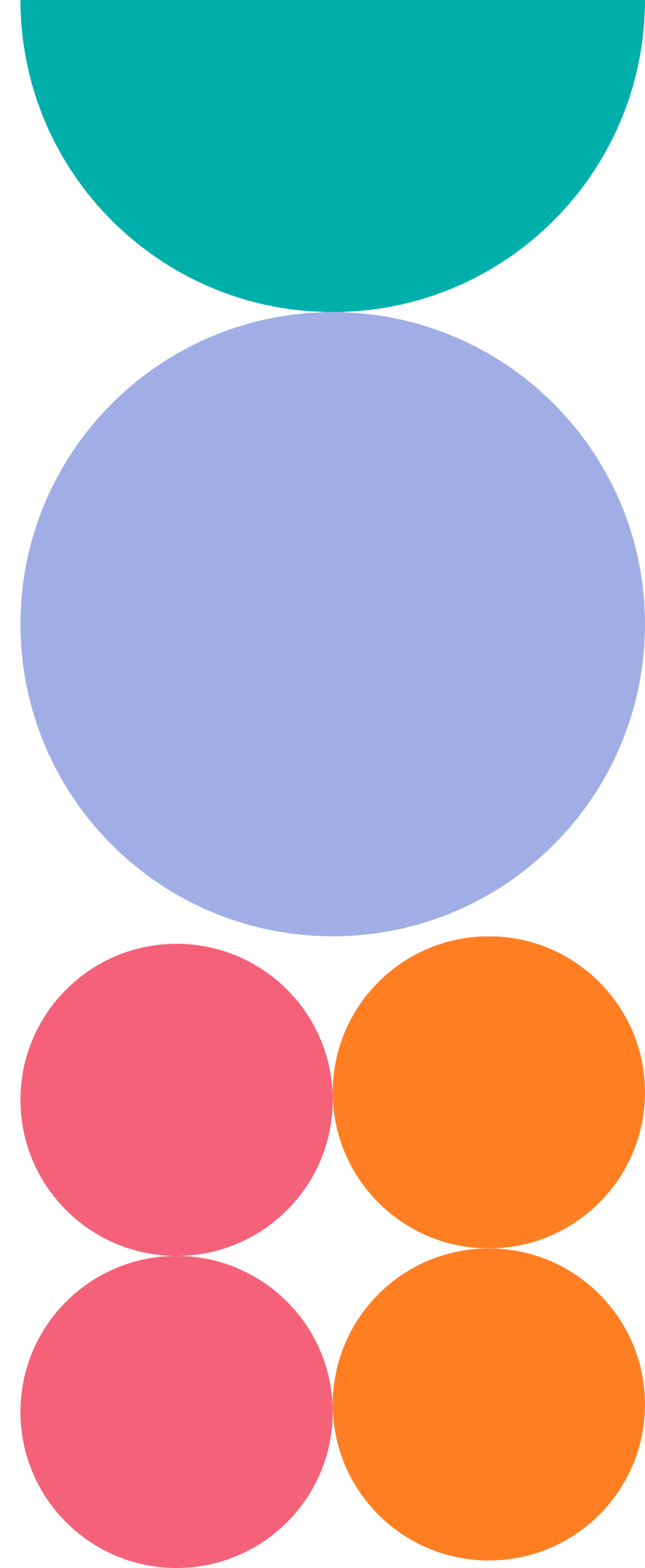
Person first language:

- Person who is deaf
- Person with autism

Identity first language:

- Deaf person
- Autistic person

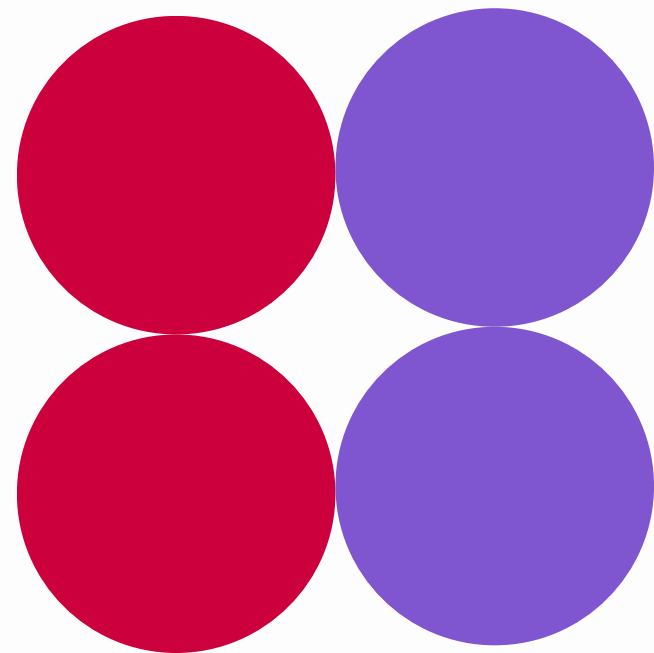
Personal preference of the person being referenced should be the driver of which to use.





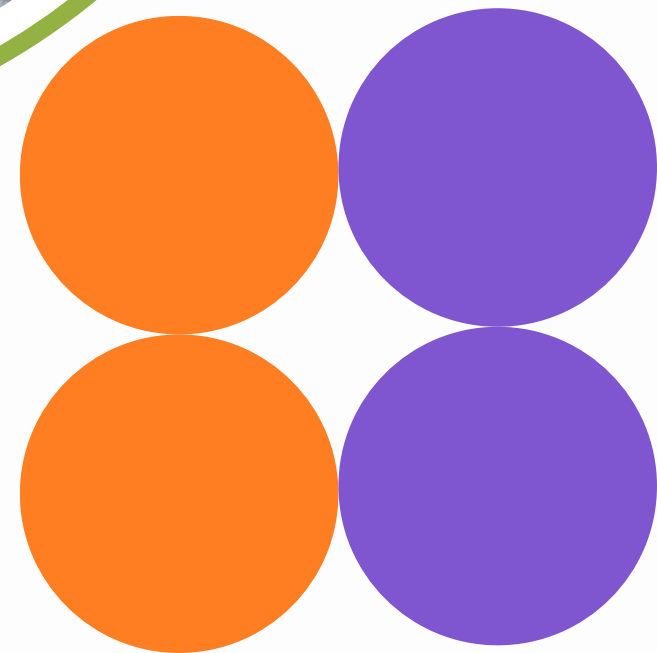
Learning Objectives

- Identify three factors that can impact literacy achievement for learners who are deaf or hard of hearing.
- Explain the long-term impact of language deprivation on literacy development.
- Name two ways in which educators can intervene and decrease the lasting impacts of barriers faced by DHH readers.



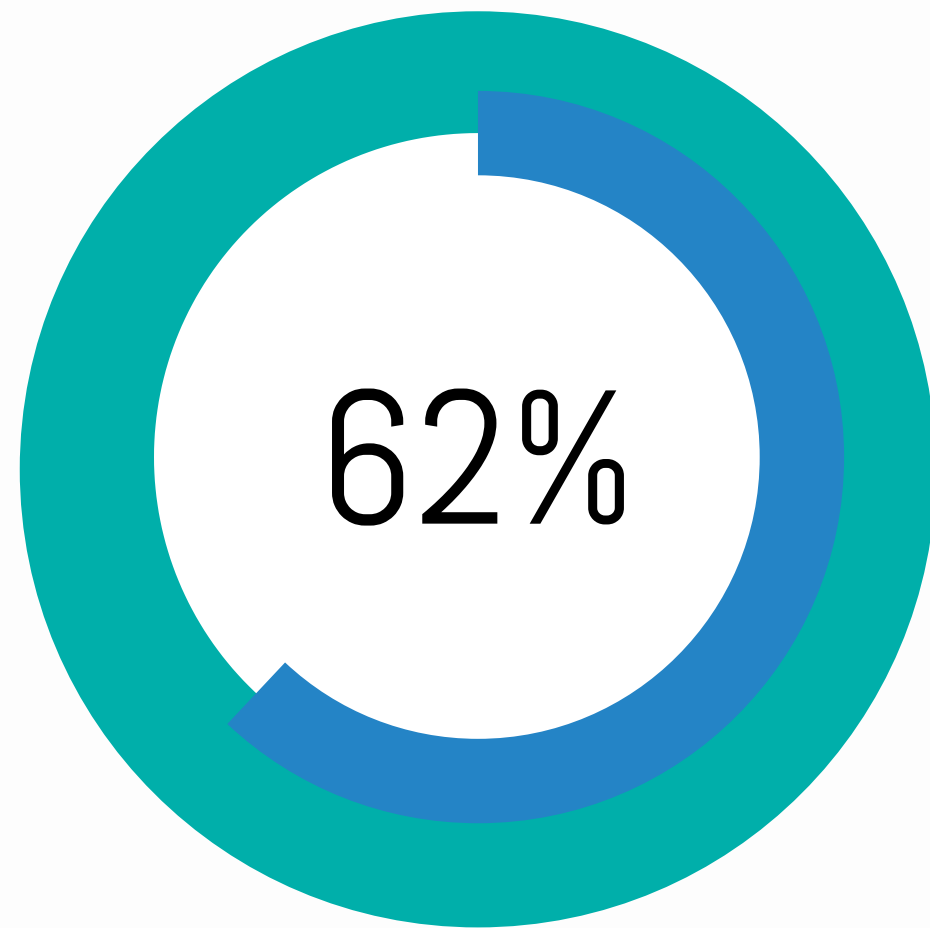
Early Intervention Services

- Home visits
- Family training
- Counseling
- Audiological interventions
- Special instruction
- Therapy
- Connections to supports, resources and knowledge

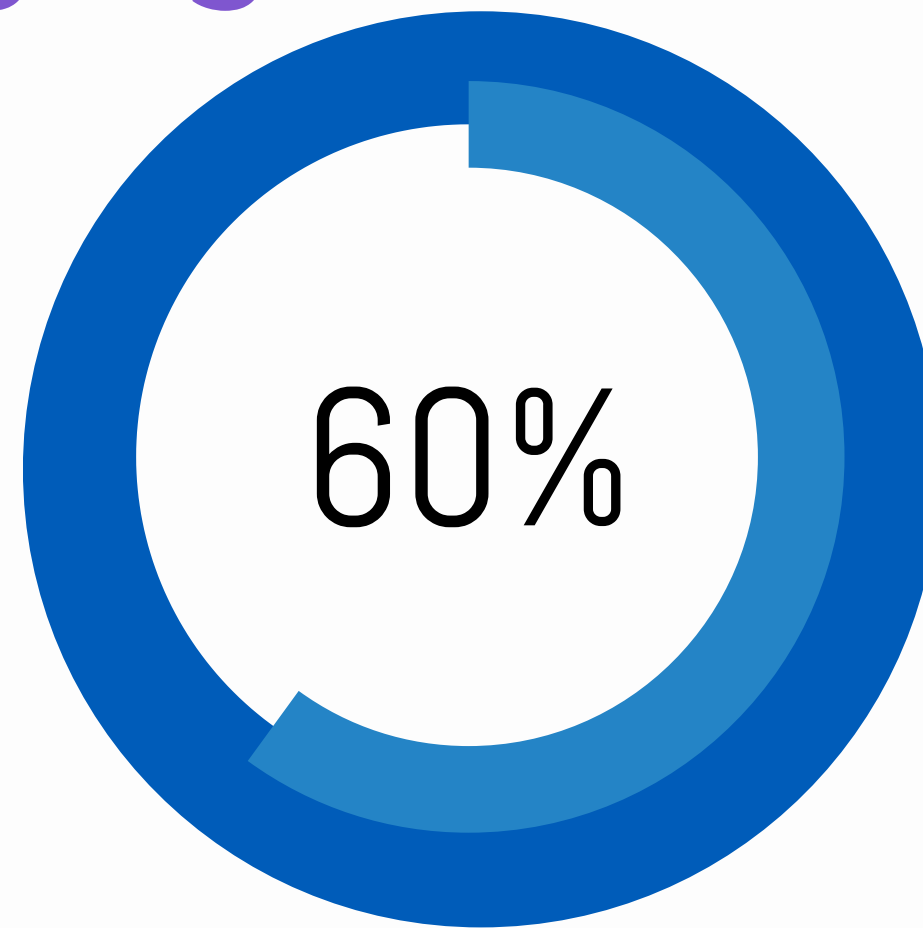


Ohio Kindergarten Readiness Data

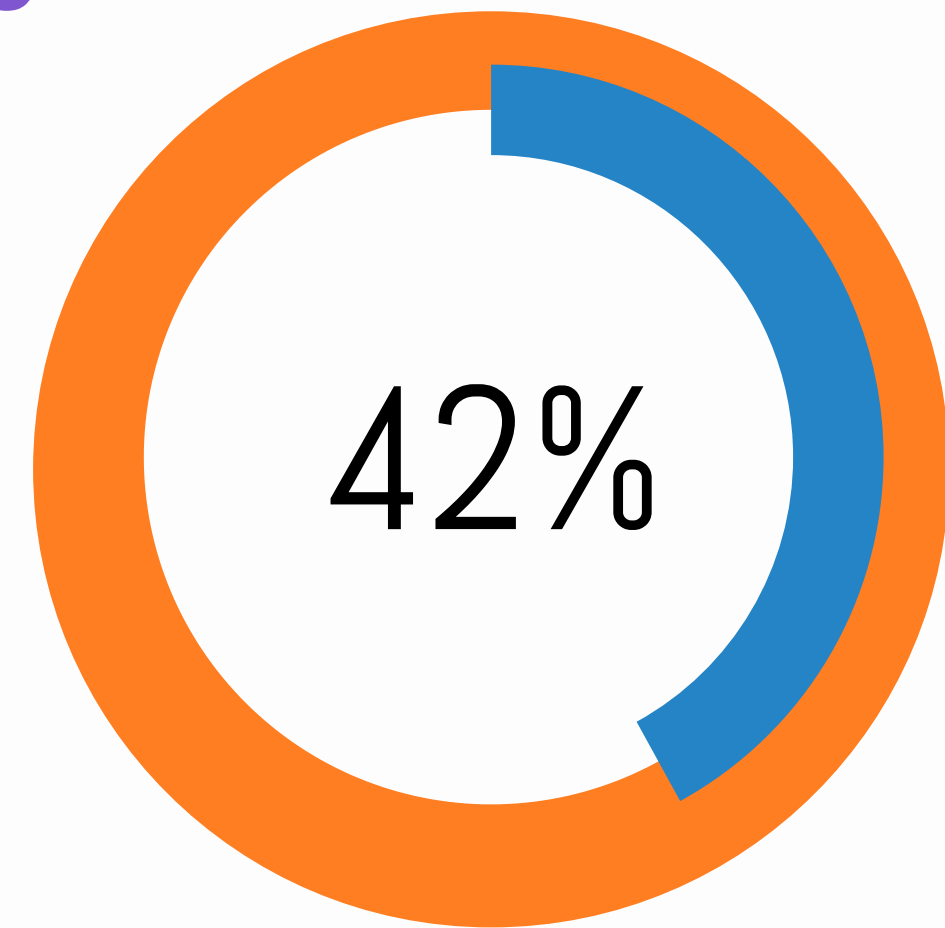
Language and Literacy



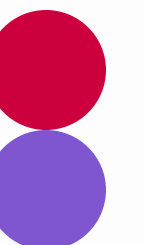
**of all Ohio students
tested on-track**



**of DHH learners
enrolled in EI prior
to 6 months of age
tested on-track**



**of DHH learners
enrolled in EI after
the 6 month mark
tested on-track**



(Meinzen-Derr & Wiley, 2020)



**The limits of my language
mean the limits of my
world.**

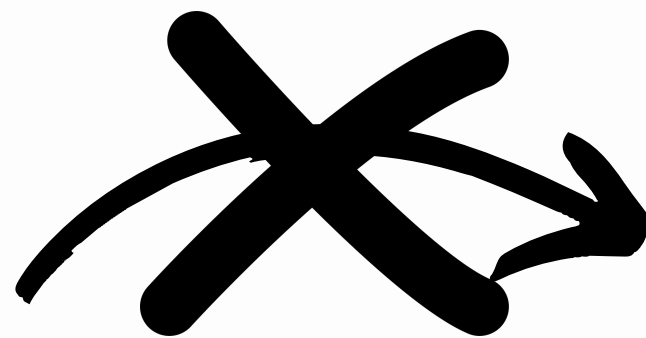
-Philosopher Ludwig Wittgenstein





Impact on Executive Function Skills

Auditory Deprivation



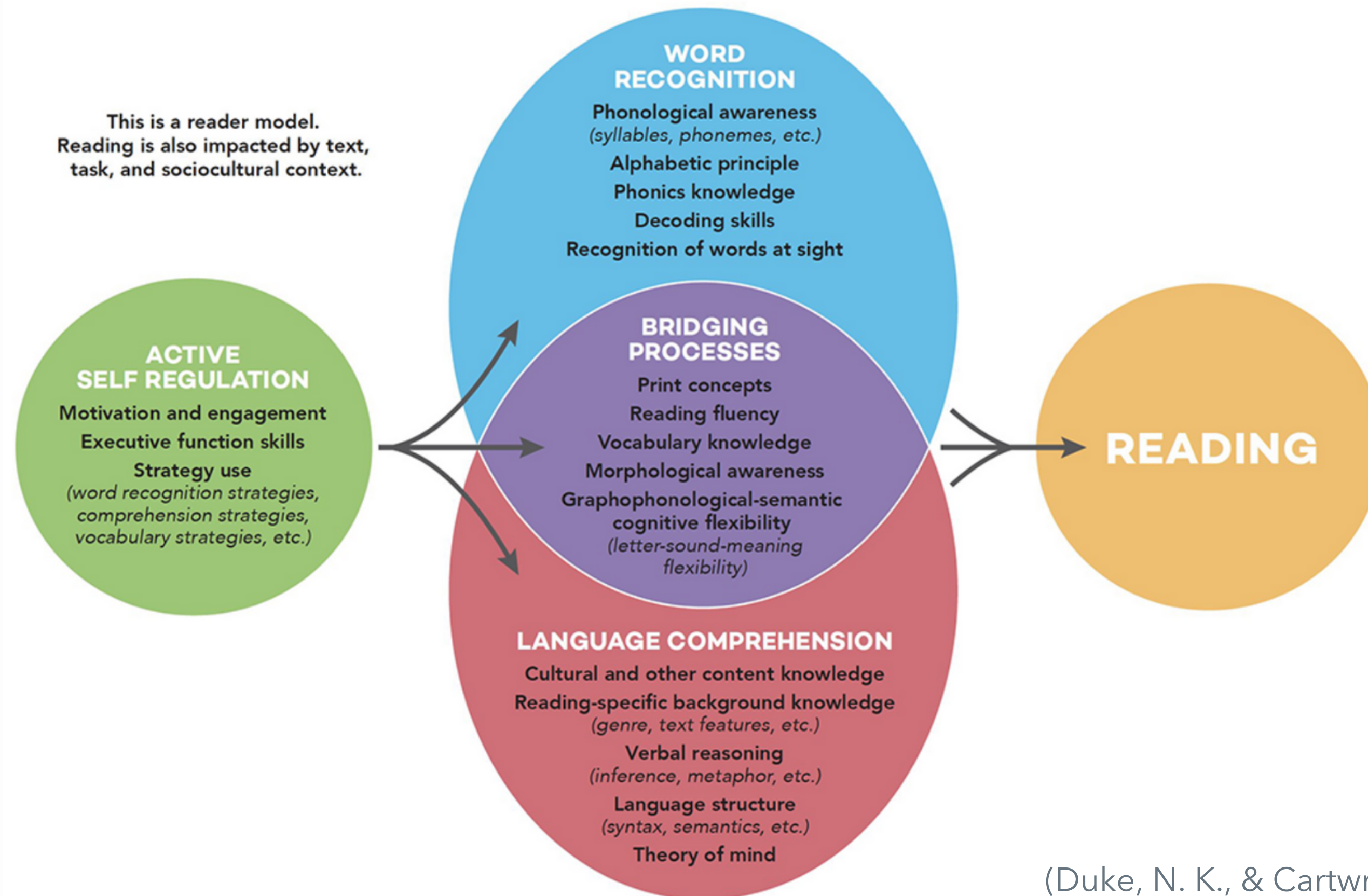
Impacts EF Skill Development

Language Deprivation



Impacts EF Skill Development

Active View of Reading



(Duke, N. K., & Cartwright, K. B., 2021)

Executive Functioning Skills



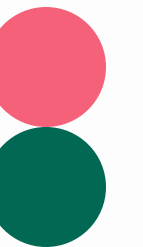
Cognitive Flexibility



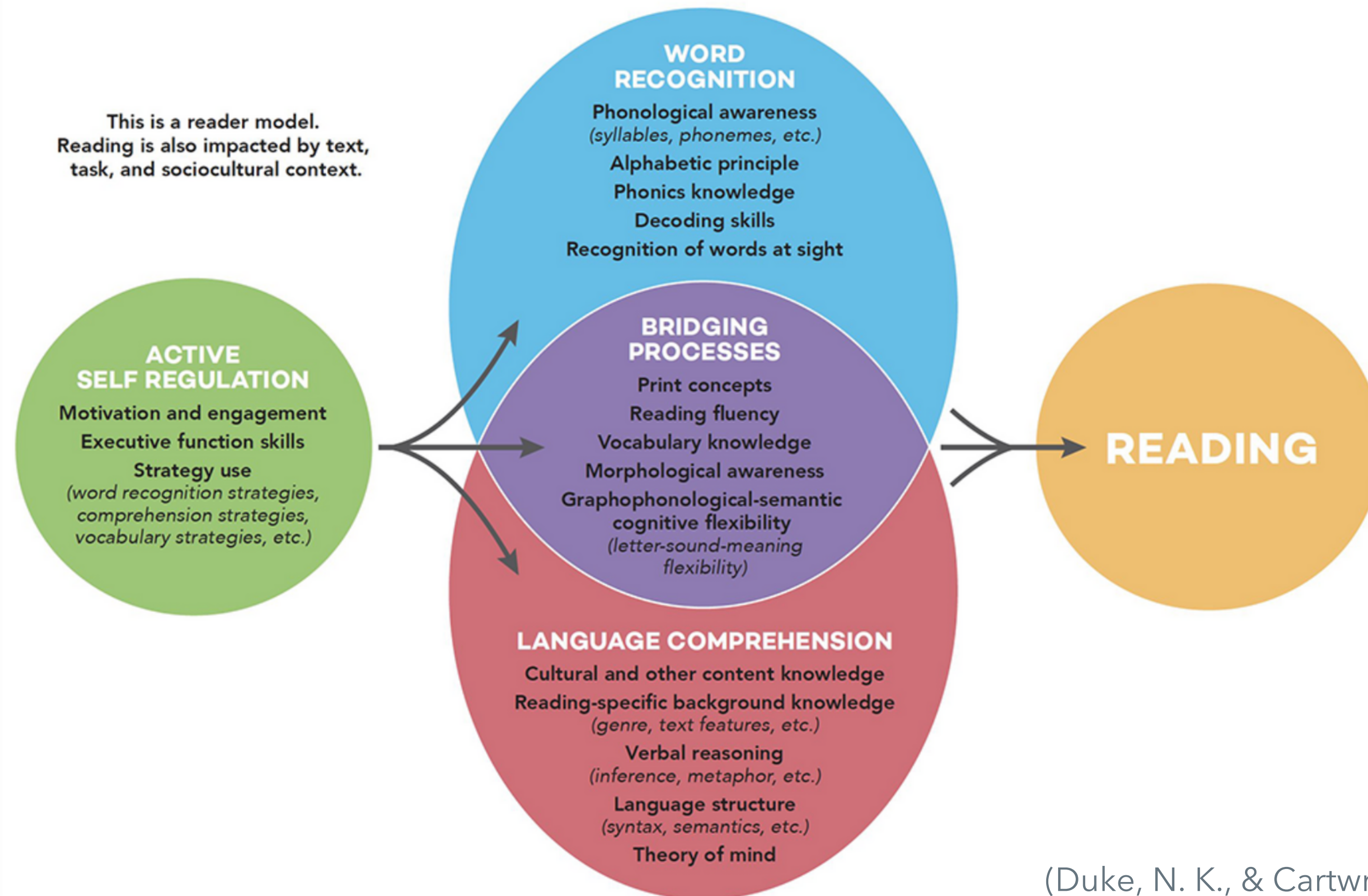
Working Memory




Inhibitory Control




Active View of Reading



(Duke, N. K., & Cartwright, K. B., 2021)



Skilled readers are highly active, strategic, and engaged, deploying executive skills to manage the reading process.



(Duke, N. K., & Cartwright, K. B., 2021)

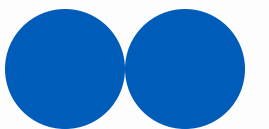


The Active View of Reading

with Dr. Kelly Cartwright



AMERICAN READING COMPANY



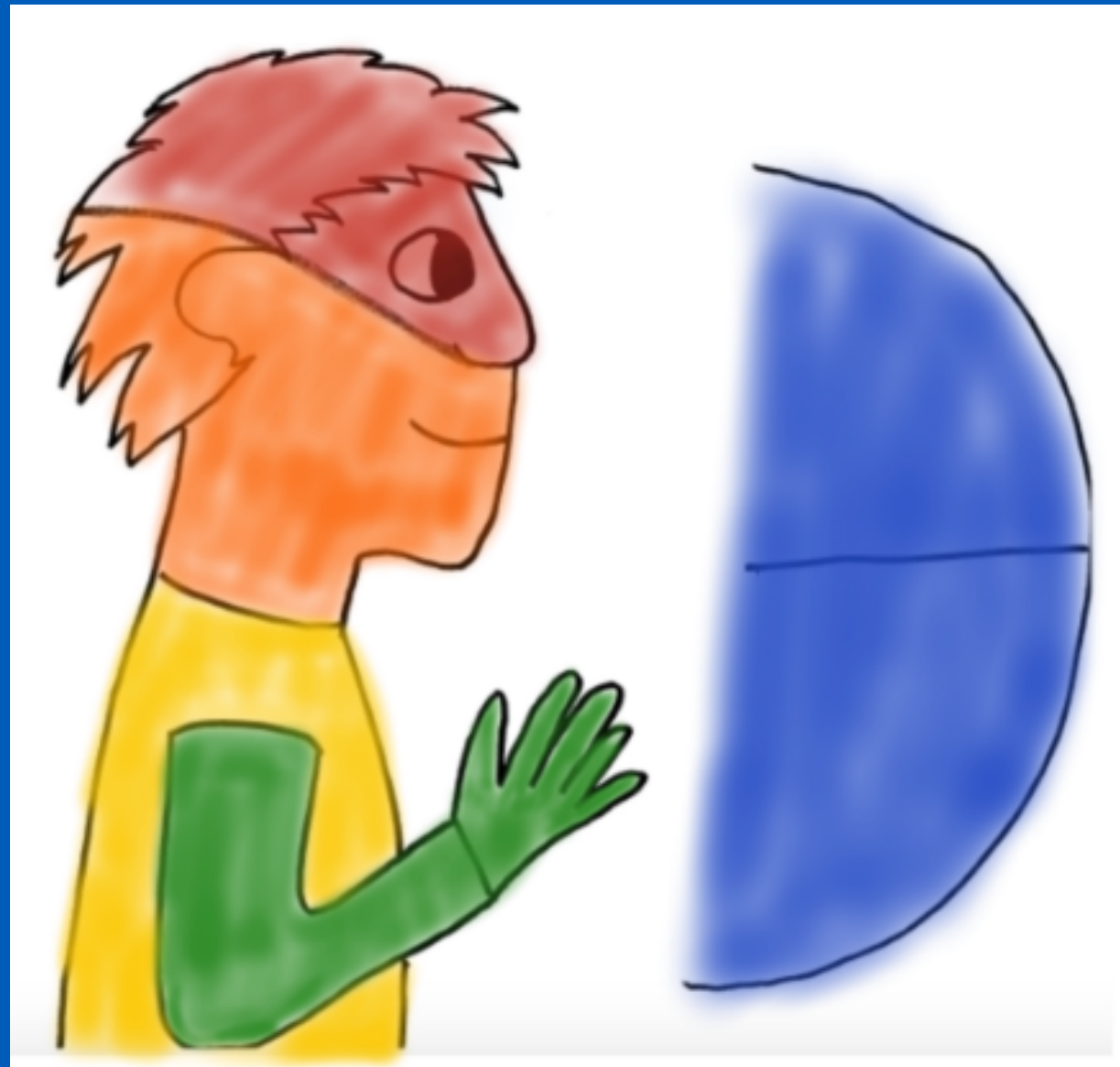
Students with Reading Comprehension Difficulties: Identification and Supports

with Dr. Kelly Cartwright



Explicit Instruction in American Sign Language

ASL Locations





ASL Handshapes






Supporting Cognitive Flexibility

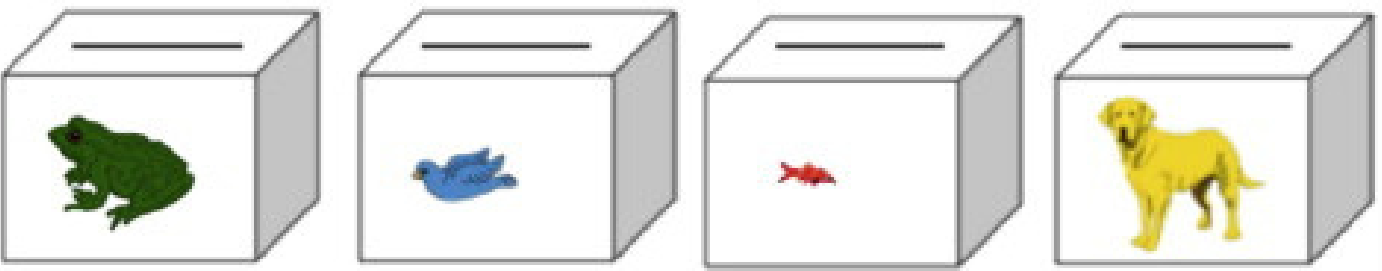
Graphophonological-Semantic Cognitive Flexibility Assessment

<p>peach</p> 	<p>cake</p> 
<p>pen</p> 	<p>couch</p> 

Cards to be sorted:



Target Boxes:



(distracter box)

SHAPE GAME:

- "All birds go here"
- "All fish go here"
- "All dogs go here"

COLOR GAME:

- "All blue things go here"
- "All red things go here"
- "All yellow things go here"

SIZE GAME:

- "All middle-sized things go here"
- "All small things go here"
- "All big things go here"

(Deák GO, Wiseheart M., 2015)



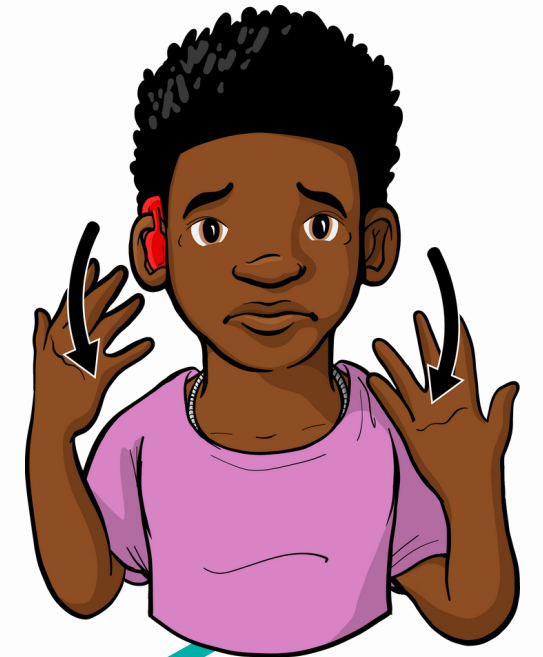
Supporting Inhibition



good

thank you

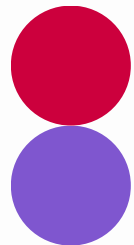
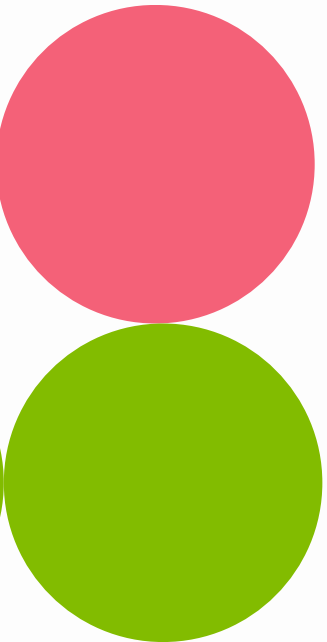
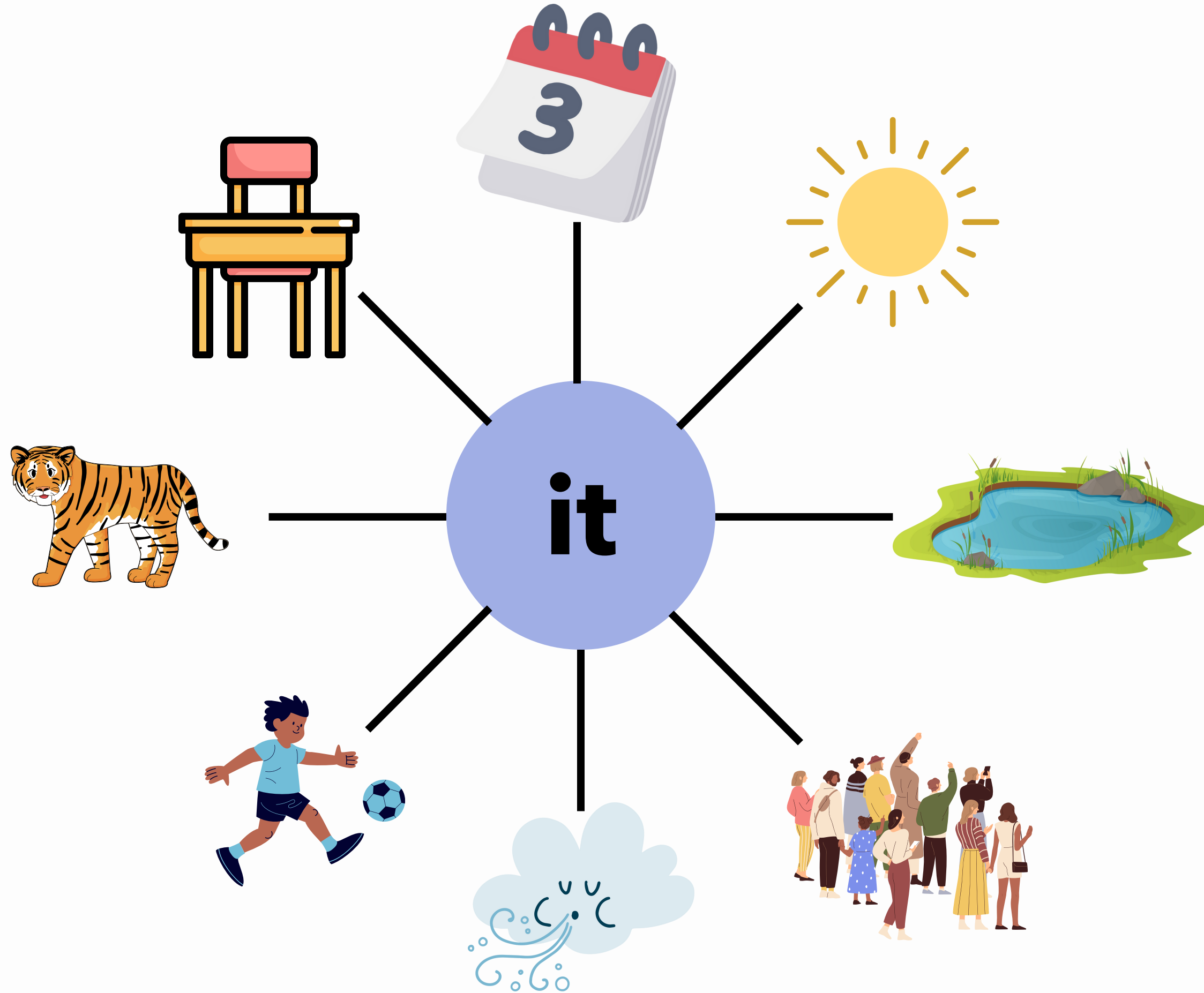
**One sign,
multiple meanings**



down

**One word,
multiple meanings/signs**

Supporting Working Memory

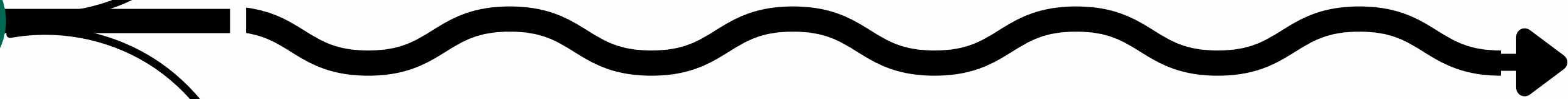


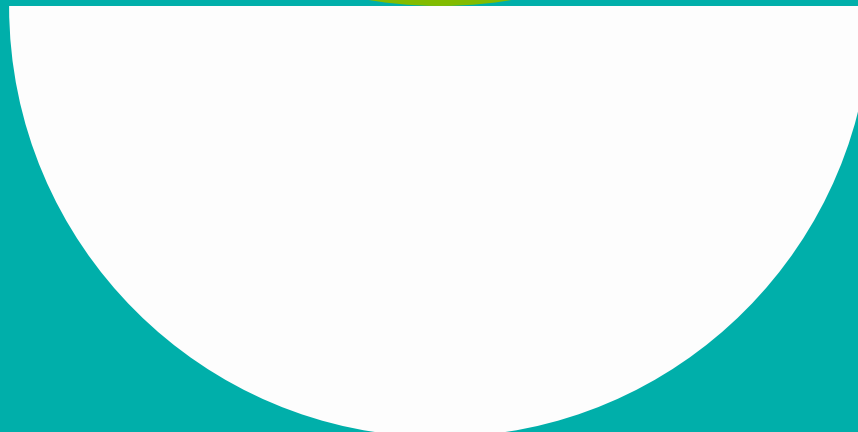
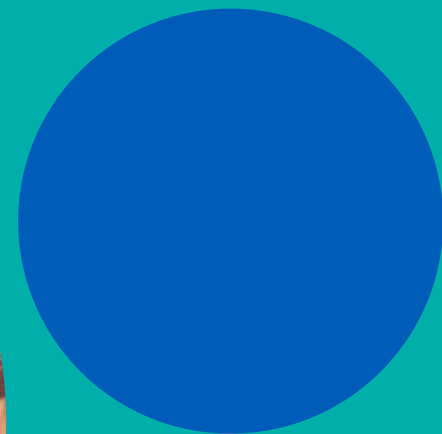
Language and Literacy Pathway for DHH Learners

Word recognition
instruction and/or
intervention

Executive Function
Skills instruction
and/or intervention

Language
instruction and/or
intervention





Disability Representation in Children's Literature

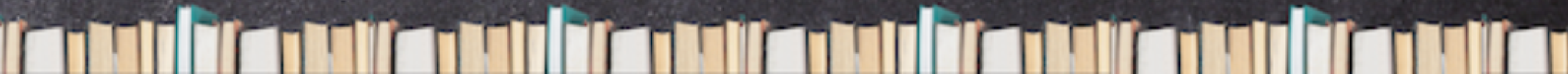


3.4%

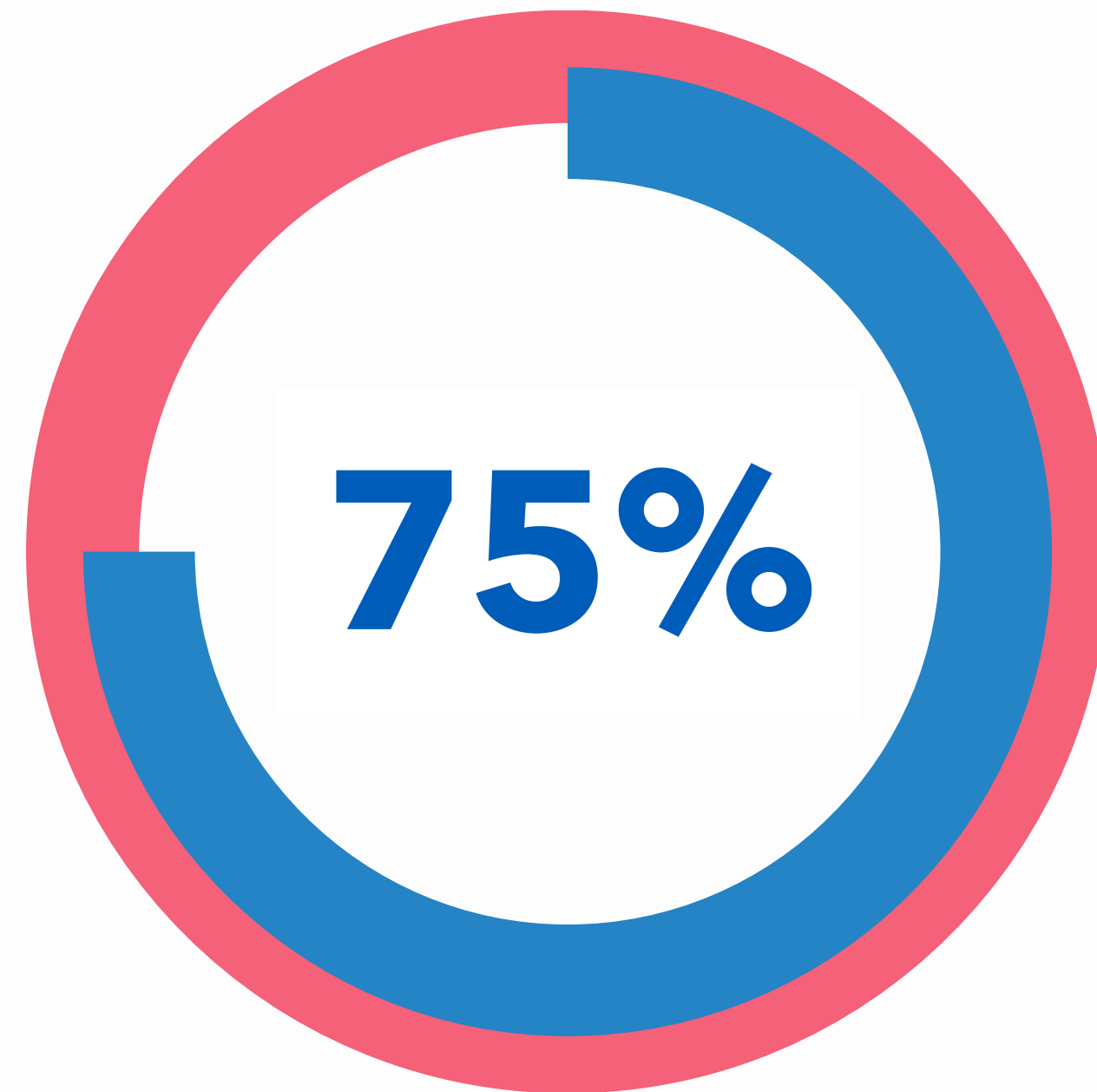
(Cooperative Children's Book Center, 2019)



Booklist Featuring Deaf and Hard of Hearing Characters and Topics



Percentage of Student Outcomes for Learners who are DHH Explained by Quality of Instruction



(C. Rivera, 2023)

Deaf and Hard of Hearing Children in General Education Settings

85%



High Expectations

**Career
Technical
Education**

**2-Year
Programs**

**4-Year
Programs**

Postsecondary enrollment expectations held by deaf youth and their parents significantly predicted actual enrollment for all three types of postsecondary education institutions.

(Johnson, P., 2022)

“

When we approach the meeting in a strengths-based model and presume competence in our learner, building on their strengths to address their needs, we can shift the thinking around what the future of our students can look like for the adults that care for them.





Learning Check



- Identify three factors that can impact literacy achievement for learners who are deaf or hard of hearing



- Explain the long-term impact of language deprivation on literacy development.



- Name two ways in which educators can intervene and decrease the lasting impacts of barriers faced by DHH readers

