

# EXPLICIT CONTEXTUALIZED VOCABULARY INTERVENTION FOR DHH

Jennifer Catalano  
Flagler College  
Center on Literacy and Deafness  
TALive!  
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**Center on Literacy and Deafness**

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<http://clad.education.gsu.edu/>

# A LITTLE BIT ABOUT ME



**Dr. Jennifer Catalano**  
**Director of Master's in Education of the DHH Program**  
**[jcatalano@flagler.edu](mailto:jcatalano@flagler.edu)**  
**(904) 819-6297 voice**  
**(904) 438-3431 VP**

# SHAMELESS PLUG



## Graduate Programs

- Master of Arts – Education of the Deaf and Hard of Hearing
  - 30 credit hours
  - Online courses\*
  - Scholarships available
  - Individual professional development
- Endorsements
  - Teaching ASL in the Public Schools (18 credits)
  - Teaching Children with Severe and Profound Disabilities (12 credits)

\* Summer residency - 3-week practicum



# WHAT WILL YOU LEARN?

- **Vocabulary Instruction**
  - Importance of vocabulary learning
  - Connections between vocabulary and literacy
  - Components of good vocabulary instruction
- **ECV-DHH**
  - Components of instruction
  - Overview of the intervention implementation steps

# WHY VOCABULARY?



**Share why you think learning vocabulary is important.**

# Why Vocabulary?

- **The Matthew Effect**
- **Language Flexibility**
- **Higher Order Thinking**
- **Reading Comprehension**

# The Simple View of Reading

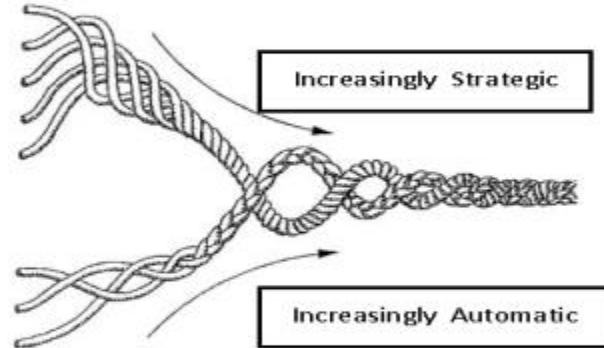
## Reading Rope

### Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

### Word Recognition

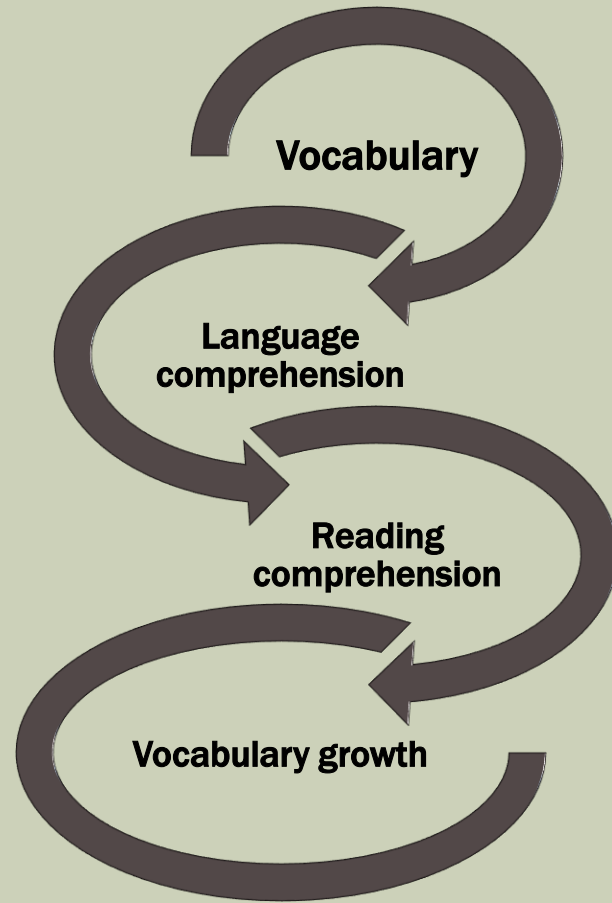
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition.



**Skilled Reading:**  
Fluent execution and  
coordination of word  
recognition and text  
comprehension.

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Scarborough (2001)



# WHY ARE DHH CHILDREN AT RISK?



Share why you think DHH children are at risk for learning age-appropriate vocabulary.

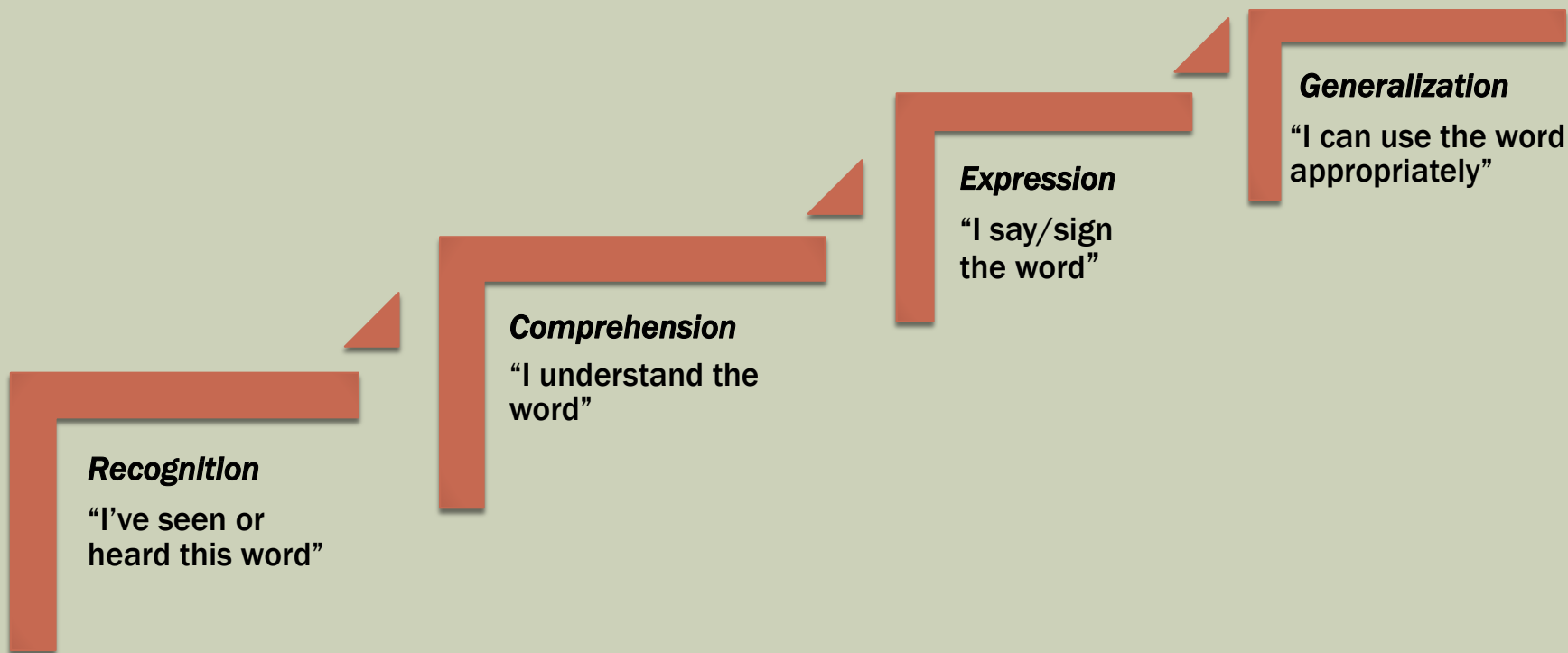
## **Vocabulary Delays in DHH Children**

- **Limited ability to access vocabulary incidentally**
- **Impoverished vocabulary environment**
- **Adults are new learners of ASL**
- **Adults who engage in “linguistic overprotection”**


# VOCABULARY INSTRUCTION 101

- What does it mean to know a word?
- What words should be taught?
- What are components of good vocabulary instruction?

# WHAT DOES IT MEAN TO KNOW A WORD?



# HAVING A DEEPER UNDERSTANDING

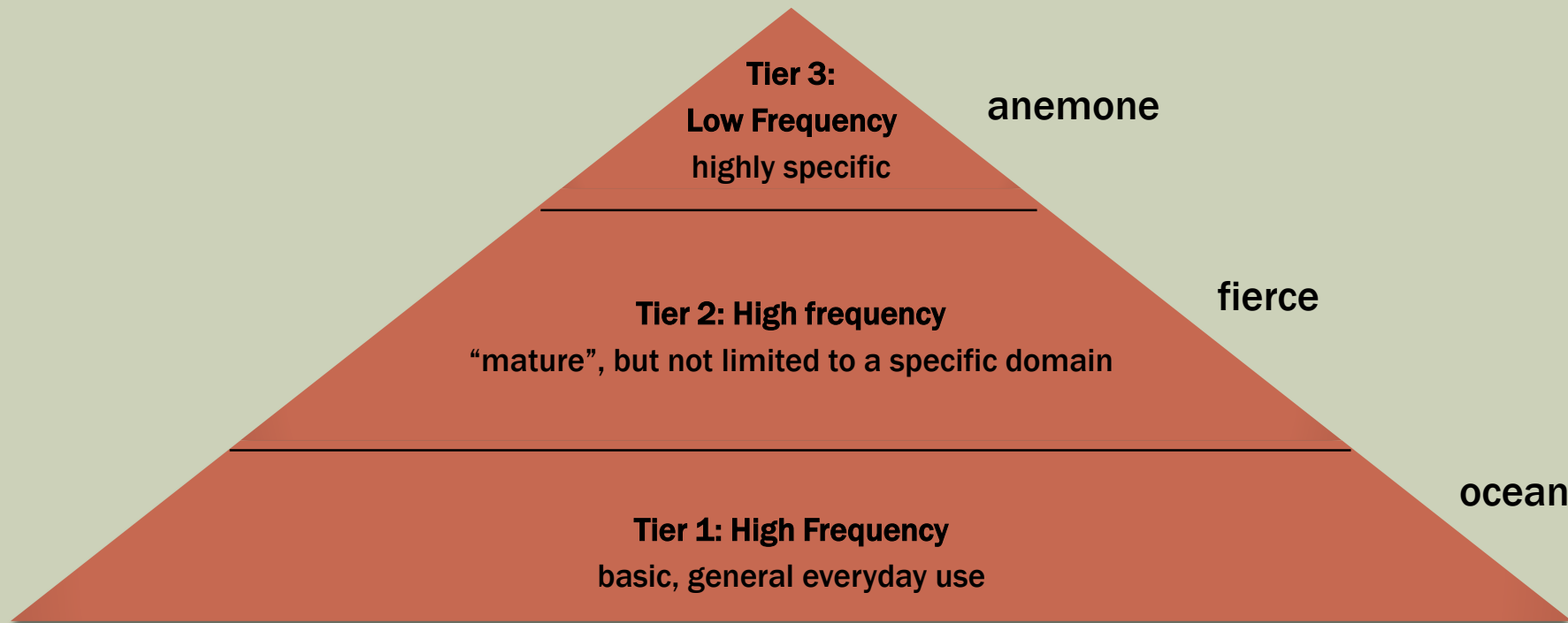


**Narrow  
knowledge in  
one context  
only**

**Rich de-  
contextualized  
knowledge**

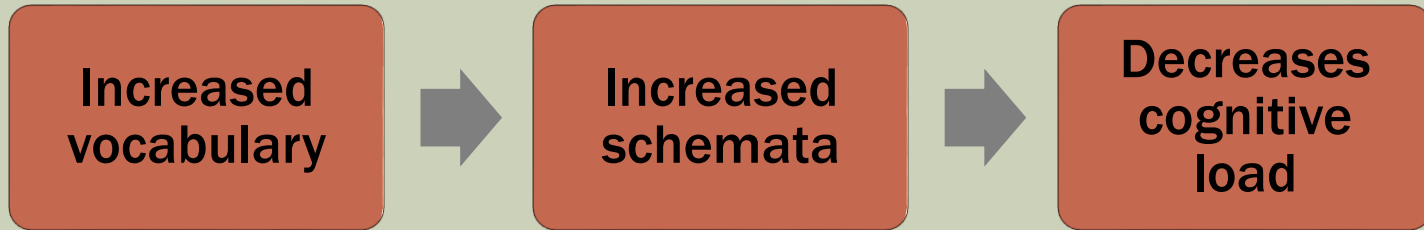
**Multiple  
meanings**

# WHAT WORDS SHOULD BE TAUGHT?



(Beck & McKeown, 2007)

# HOW DOES THIS HELP STUDENTS READ?



(McVee, Dunsmore, & Gavelek, 2005; Sweller, 1994)

# AN EXAMPLE

The Bonferroni multiple-comparison procedure has a number of variations. Although these are mentioned here in the context of the analysis of variance, they can be applied equally well whenever we have multiple hypotheses tests for which we wish to control the family-wise error rate. These procedures have the advantage of setting a limit on the *FW* error rate at  $\alpha$  against any set of possible null-hypothesis, as does the Tukey HSD, ..... while at the same time being less conservative than Tukey's test *when our interest is in a specific subset of contrasts*. In general, however, Bonferroni procedures would not be used as a substitute when making all pairwise comparisons among a set of means, though the multistage procedures, which change the critical value as null hypotheses are rejected, can be used for that purpose (Howell, 2013, p. 386)

# WHAT ARE COMPONENTS OF GOOD VOCABULARY INSTRUCTION?

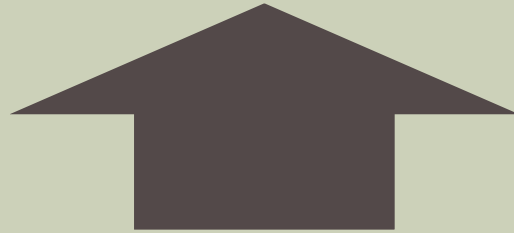


- How do *you* teach vocabulary to DHH children?
- What strategies do you think are most effective?

# COMPONENTS OF GOOD VOCABULARY INSTRUCTION

- Connects to a theme
- Includes choosing appropriate words
- Provides child-friendly definitions
- Provides multiple exposures and gets students to use the words
- Balances explicit and implicit instruction

**Explicit  
Instruction**



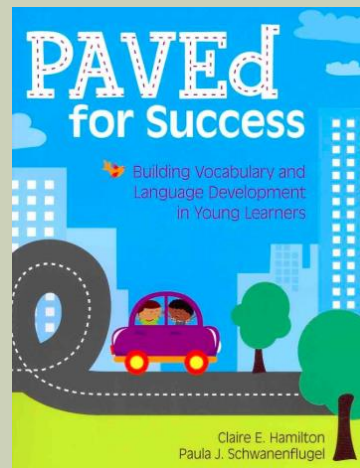
**Implicit  
Instruction**

- Intentional and planned
- Focus is on new words
- Metacognitive skills
- Repetition

- Contextualized
- Focus is on word meanings
- Learned unconsciously through interactions

# ECV-DHH


- Adapted from PAVEd for Success (Hamilton & Schwanenflugel, 2013).
- Designed as a supplemental intervention for DHH children grades K-2 ( $\approx 20$  mins/day)
- Centered around a content area:
  - Science
  - Social Studies
- Formerly known as V4S
- Research supports intervention



# ECV-DHH WEBSITE

<http://clad-vocab.coe.arizona.edu/>

THE UNIVERSITY OF ARIZONA

 College of Education

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## Home

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## Explicit Contextualized Vocabulary Instruction

*Explicit Contextualized Vocabulary Instruction - DHH (ECV-DHH) is an approach to content area vocabulary instruction for use with young Deaf and Hard of Hearing (DHH) students. The explicit and contextualized instructional strategies expose students to new words and gives students practice in using the words expressively. The website will help professionals better understand the purpose of each component of instruction, the steps needed to implement the components, and suggestions for planning their own units of instruction using ECV-DHH.*

# FOUR COMPONENTS



**Fast  
Mapping**



**Interactive  
Book  
Reading**

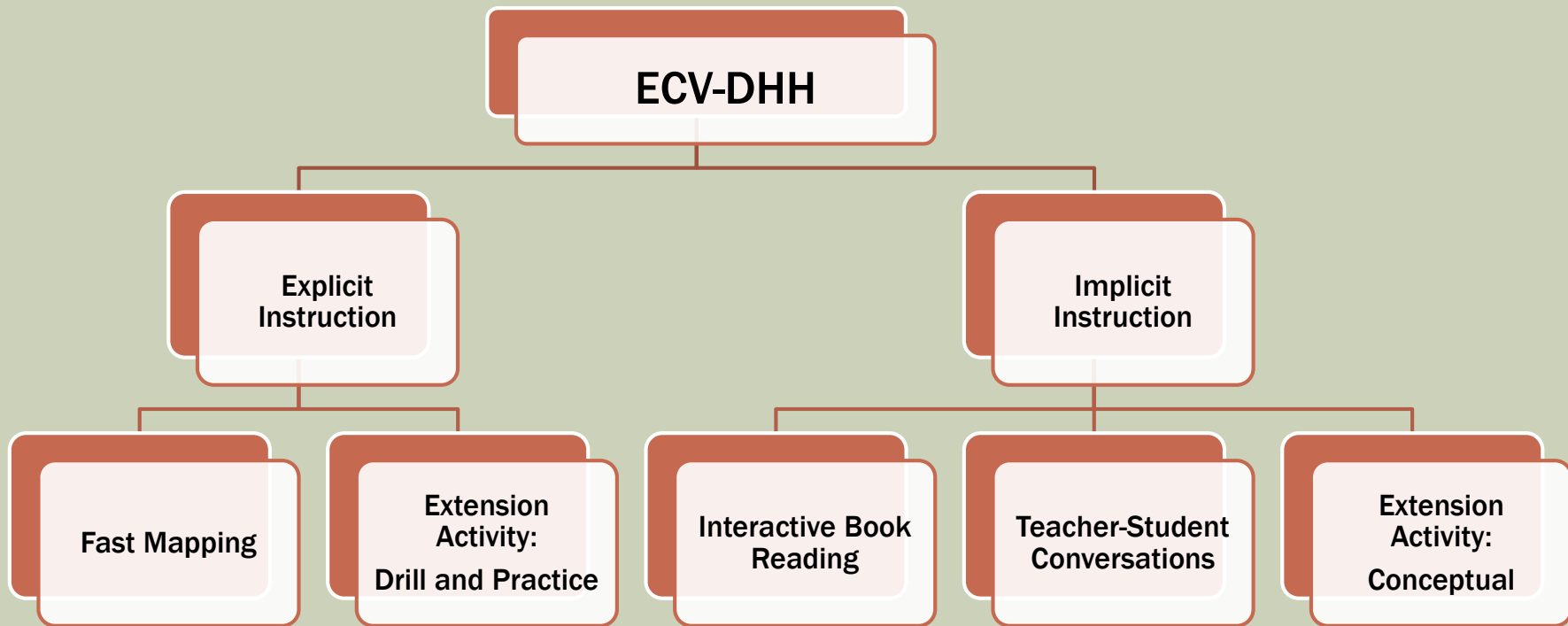


**Conversation**



**Extension  
Activities**

# BALANCED VOCABULARY INSTRUCTION



# PRIOR TO INSTRUCTION

- Choose 5-8 target words
  - Tier 1, 2, and 3 words
  - Combination of nouns, verbs, and adjectives
  - Decide on the signs for the words
  - Decide which words should be fingerspelled
  - Choose a child-friendly definition for each word
- Screen student to make sure the words are unknown

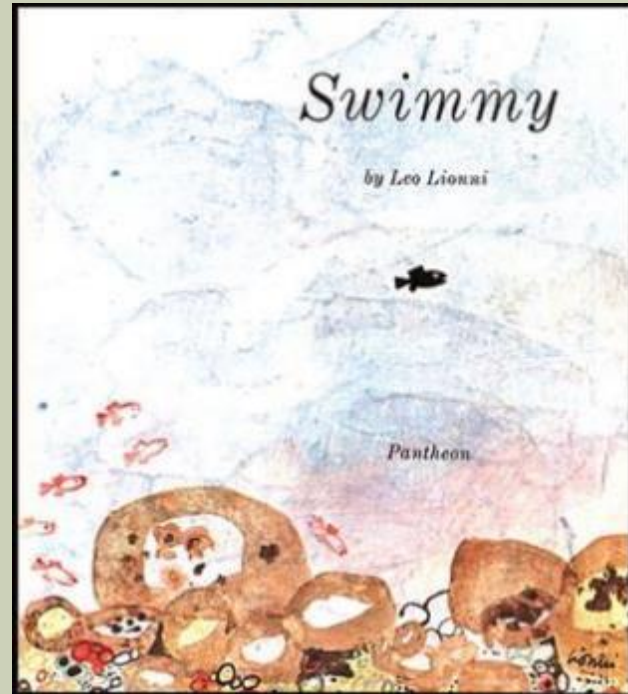
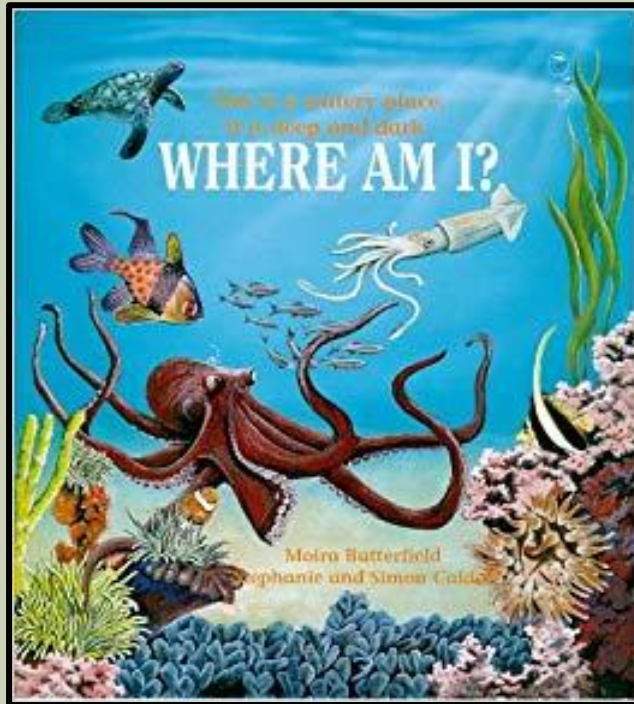


ASL



Spoken Language

# EXAMPLE: OCEAN UNIT



# OCEAN: WORDS AND DEFINITIONS

Target Words	Definitions Can you guess the tier?	Tier
Ocean	A large body of salt water that covers most of the Earth	1
Urchin	A sea animal with sharp spikes on its body	3
Dim	Dark or unclear	2
Fierce	Mean, angry, or very strong	2
Coral	Bones left by a sea animal	3

# FAST MAPPING

- Fast-mapping is the term used to describe the speed and ease with which young children learn new words (Carey, 1978).
- Helps students attach meaning to a new word when it is presented within a set along with words that they already know.



ASL



Spoken Language

Urchin



A sea animal with sharp spikes on its body

Which is the urchin?

Ball



How did you know that?

Banana






You know this is a ball and this is a banana, so this has to be the urchin

# INTERACTIVE BOOK READING

- Introduce each book with a bookwalk
- Read each book twice
- Ask 3 questions per reading (competence, abstract, relate)
- Include target words in the question or potentially in the answer
- Write questions on sticky notes
- Draw attention to the new words
- Display the target words during book reading

# QUESTIONS DURING BOOK READING

Type of question	Description	Ocean Examples
Competence 	Answers found in the book	Where do all of these animals live?
Abstract 	Inferences need to be made	Looks like those fish are hiding in some coral. Why do you think they are hiding there?
Relate 	Relate to own experience	Those little fish made one big fish to hide. Tell me about a time you played a game where you hide.

# CONVERSATION

- Provides opportunities for:
  - student and teacher to use target words and express concepts
  - teacher to model complex language
  - teacher to expand student's language

# CONVERSATION PROMPTS

- Prompt should elicit the use of target words
- Start with an open-ended question or a “tell me” statement.  
For example:
  - *In the book, how could Swimmy make friends with an urchin without getting poked?*
  - *I went to the beach last weekend and swam in the ocean. Tell me about a time you went to the ocean.*
- It is helpful to provide a prop such as: an object, picture, video, or book.

# CONVERSATION STRATEGIES

Contributions

Open-ended questions

“Tell-me”  
statements

Acknowledgements

Vocabulary  
recasts

Follow student’s lead

Linguistic  
expansions

# PRODUCTIVE CONVERSATIONAL MOVES

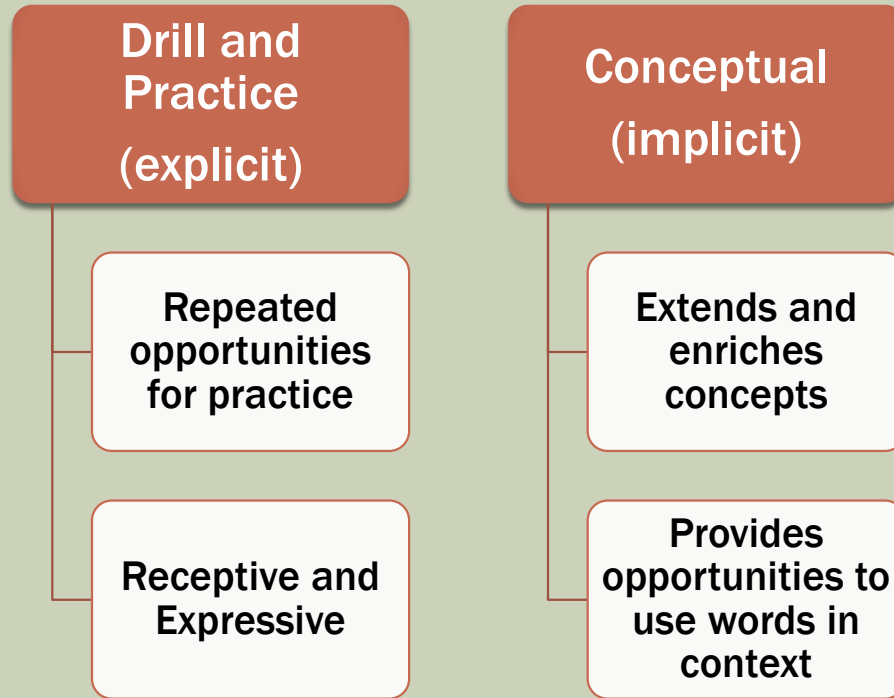
Adult Conversation Move	Example
Open ended question	Why do you think the urchins have spikes?
“Tell me” statements	Tell me about a time you went to the ocean.
Acknowledgement	You are right!
Contribution	I saw an urchin at the aquarium too.
Expansions and recasts	Student: Me no like urchins. Teacher: You don't like urchins because the spikes can poke you.

# CONVERSATION IS CHALLENGING!

- Break down the content; the student may not understand what you are asking.
- Give an example.
- Expand student sentences as a model and have the student repeat back from your model.
- Keep student on topic by letting him speak and then bring him/her back.



# EXTENSION ACTIVITIES



# DRILL AND PRACTICE EXAMPLES

- Memory
- Bingo
- Go Fish
- Slap Jack
- Headbands



# CONCEPTUAL ACTIVITY EXAMPLES

- Arts and Crafts
- Role Playing
- Experiments

**Science Experiment:  
tasting salt water**



**Arts & Crafts:  
salt water paintings**



# OVERVIEW OF UNIT

<b>DAY 1</b>	<b>DAY 2</b>
<ul style="list-style-type: none"><li>• Screen for target and known words</li><li>• Select target words</li></ul>	<ul style="list-style-type: none"><li>• Fast mapping activity</li><li>• Bookwalk: Expository Book</li></ul>
<b>DAY 3</b>	<b>DAY 4</b>
<ul style="list-style-type: none"><li>• IBR 1: Expository book (first reading)</li><li>• Conversation 1</li></ul>	<ul style="list-style-type: none"><li>• Drill and Practice 1</li><li>• Bookwalk: Narrative Book</li></ul>
<b>DAY 5</b>	<b>DAY 6</b>
<ul style="list-style-type: none"><li>• IBR 2: Narrative book (first reading)</li><li>• Conversation 2</li></ul>	<ul style="list-style-type: none"><li>• Conceptual Activity 1 with Conversation</li></ul>
<b>DAY 7</b>	<b>DAY 8</b>
<ul style="list-style-type: none"><li>• IBR 3: Expository book (second reading)</li><li>• Drill and Practice 2</li></ul>	<ul style="list-style-type: none"><li>• IBR 4: Narrative book (second reading)</li><li>• Conversation 3</li></ul>
<b>DAY 9</b>	<b>DAY 10</b>
<ul style="list-style-type: none"><li>• Conceptual Activity 2 with Conversation</li></ul>	<ul style="list-style-type: none"><li>• Post-intervention Assessment</li></ul>

# IMPLEMENTING A VOCABULARY UNIT

## Use a Sample Unit

### Sample Units

ECV Unit: Arctic

ECV Unit: Bats

ECV Unit: Bees

ECV Unit: Chameleons

ECV Unit: Dental Health

ECV Unit: Digestive System

ECV Unit: Dogs

ECV Unit: Dolphins

ECV Unit: Firefighters

ECV Unit: Gardening

ECV Unit: Moon

ECV Unit: Ocean

ECV Unit: Trains

## Develop Your Own Unit

### UNIT PREPARATION CHECKLIST

<input checked="" type="checkbox"/>	To Do	Notes
<input type="checkbox"/>	Choose a unit theme.	
<input type="checkbox"/>	Choose 2 unit related books; at least 1 expository.	
<input type="checkbox"/>	Choose about 12-15 potential target words from the books. Choose words at Levels 1, 2, and 3.	
<input type="checkbox"/>	Create a kid-friendly definition for each word.	
<input type="checkbox"/>	Find pictures for each word.	
<input type="checkbox"/>	Create picture cards for each word.	
<input type="checkbox"/>	Screen student on selected words.	
<input type="checkbox"/>	Create a target word list of 5-10 words that the student did not know during the screening.	
<input type="checkbox"/>	Create 6 questions for each book: <ul style="list-style-type: none"><li>• Two competence</li><li>• Two abstract</li><li>• Two relate</li></ul>	
<input type="checkbox"/>	Create 3 unit-related conversation prompts: <ul style="list-style-type: none"><li>• Gather props and materials to support conversation as needed.</li></ul>	
<input type="checkbox"/>	Choose 2 drill and practice extension activities: <ul style="list-style-type: none"><li>• Prepare materials as necessary.</li></ul>	
<input type="checkbox"/>	Choose 2 conceptual extension activities: <ul style="list-style-type: none"><li>• Prepare materials as necessary.</li></ul>	

## UNIT 12: Ocean at a glance

### WORDS

LEVEL 1	LEVEL 2	LEVEL 3
dive claw ocean pebbles sea shell	dim fierce flock school	anemone coral eel seaweed snail squid urchin

### SUGGESTED BOOKS

Expository	Narrative
<i>Where Am I? Oceans</i> by Moira Butterfield	<i>Swimmy</i> by Leo Lionni <i>A House for Hermit Crab</i> by Eric Carle

### DRILL AND PRACTICE

- ❖ Slap Jack
- ❖ Go Fish

### CONCEPTUAL ACTIVITIES

- ❖ What does the ocean taste like?
- ❖ Painting with salt paint
- ❖ Decorate hermit crab shells

### COMMON CORE STANDARDS FOR SCIENCE

K	Strand 4 Life Sciences, Concept 3 Organisms and Environments: PO 1. Identify some plants and animals that exist in the local environment.
1	Strand 4 Life Sciences, Concept 3 Organisms and Environments: PO 1. Identify some plants and animals that exist in the local environment.
2	Strand 4 Life Sciences, Concept 1 Characteristics of Organisms: PO 1. Identify animal structures that serve different functions (e.g., sensory, defense, locomotion)

## SAMPLE UNIT

# PLANNING A VOCABULARY UNIT

1. Choose a theme
2. Choose two related books (at least one should be expository)
3. Select target words from the books
4. Create a child-friendly definition for each word
5. Create word picture cards
6. Make known word cards for Fast Mapping (one time)
7. Create CAR questions for each book reading
8. Develop 3 conversational prompts, 2 drill and practice activities, and 2 conceptual activities
9. Create scripts for conversations and conceptual activities

# RESOURCES

- Child-friendly definitions:

<http://www.learnersdictionary.com/>

<http://www.yourdictionary.com/>

- Science-related signs:

<https://wiki.rit.edu/display/sciencelexicon/Science+Signs+Lexicon>

# TAKE-AWAY MESSAGES

- Vocabulary can be *caught*, but it should also be *taught*, especially to DHH children.
- Successful vocabulary teaching for young DHH children involves purposeful planning.

# ECV-DHH IN YOUR CLASSROOM



- How might you use the components of ECV-DHH with your students?

# WANT TO LEARN MORE?

- **WHAT:** NE FL ToDHH Roundtable & Explicit Contextualized Vocabulary Instruction for DHH
- **WHEN:** Friday, December 6<sup>th</sup> from 8-4
- **WHERE:** Flagler College
- **HOW:** [Register online](#)





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