1. **Dual Language Learning for Children with Hearing Loss**
   Intervention

2. **Purpose**
   To share a variety of successful interventions for bilingual children and families
   To acknowledge the challenges and rewards in working with this population
   To stress the importance of "mother tongue" and subsequent transition to majority language

3. **Learning Objectives**
   - Understand the importance of supporting the home language
   - Identify resources that can facilitate effective bilingual intervention
   - Understand current intervention models and their outcomes

4. **Who are we talking about?**
   **Linguistically Diverse Populations**
   - Simultaneous bilinguals
   - Sequential bilinguals
   - Fluency in one language with significant exposure to another
   - Use of more than one dialect
   - Limited English Proficient

5. **Historical Perspective**
   Children with HL loss exhibit deficits/delays in mastering one spoken language
   For this reason, clinicians have been reluctant to recommend bilingual language environments for such children
   In U.S., parents of children with HL or other challenges often have been discouraged from using a language other than English in the home.

6. **Manuel**

7. **Why Support the Home Language for Children with HI?**
   Demographic-Social-Ethical....Possible?

8. **Parent-Child Bond!**
   Why Support Bilingualism?

9. **Why Support the Home Language?**
   Maternal Well Being

10. **Mothers’ Quotes**

    "If I were not to speak to my child in my native tongue, then she would lose a piece of me....."

    "When I spoke English to my child, I didn’t feel I was connecting to her....it did not feel home to me..."

    "English is not my heart language...""
INTERVENTION CONSIDERATIONS

Service Provision Decisions

One Language
Or
Two?
Environments
and
Outcomes

“Immersion is Key...in BOTH languages”
Ellen Rhoades, Ed.S., LSLS, Cert. AVT
November 28, 2007

“Auditory-Based Therapy when the Home Language is not English”

Bilingual Children

- Simultaneous
  Two or more languages
  before 2 or 3
- Sequential
  Another language
  After 3

Monolingual Other Language

Bilingual

Designing Intervention

Language of Intervention Decisions

 Intervention Models

Sequential Bilingual Process

Designing Bilingual Language Intervention

Focus on structures that are similar between languages

Facilitating Intervention Plans

Second Language Acquisition Strategies
(Roseberry-McKibbin, 2001)
Dual Language Learning Strategies
MAKE IT COMPREHENSIBLE!

Strategies for Speech & Language Learning
• Modeling (Say then show)
• Imitation (also used to improve LSL), Cloze Procedure
• Pausing/expectant look (listening and talking are required to participate)
  ACCEPT RESPONSES AND SHAPE
  using successive approximations
• Explicit Instruction, OWLS
• Expand, Extend, Recast
• Choral Speaking / “Say it with me”
• Repetition, ask yes/no questions
• Word Walls
• Total Physical Response

Video Tape Examples
Service Models
Service Continuum Models

Bilingual Support Model
Preproduction Phase

Coordinate Service Model

Jacqueline
• Monolingual Spanish-speaking- only home and neighborhood – ind. Tx in Spanish
• Auditory-oral preschool for English Immersion
• Bilateral – sev-profound HI, corrected to mild with CI.
• Bimodal- CI + HA
• Implant activated at 19 months
• Appropriate intervention started at 40 months
• Sporadic attendance in school and therapy

• Demonstrating Coordinated and Integrated Models
• Final slide - Conversational Language Activity – Target “ya” in Spanish then “already” in English. Both in SVO Sentences.
• Final Video is taken at 4 years of intervention

Coordinated Service Model
1 yr after baseline

Early Production Phase

Speech Emergence Phase
Integrated Model
Year 3 or 4
Intermediate Fluency Phase

Combination Model
Advanced Fluency Phase

Facilitating Beginner Sequential Bilingualism:
What it may look like

No Bilingual Staff?
No Problem!

There are ways to COMPENSATE!

McConkey Robbins (2007) Loud & Clear! Issue 1
Adv. Bionics Corp.
Douglas, 2011 HearSAY Issue 7 MED-EL

Ways to Compensate for Staff Shortages

Tag Team Approach

- Clinician demonstrates in English and interacts in English with the child.
- The parent follows suit in the home language and interacts with the child in the home language.
- Clinician Observes and Provides Positive Feedback

Coaching Techniques

- Strong voice
- Eye contact
- Slower Rate
- Call child’s name
- Keep at ear level
- Quiet environment
- Acoustic highlighting
- Cues for comprehension
- Model given
- EQUIPMENT PRACTICE!
- Give more written notes/info
- Clinician model in English
- Parent re-do in 2nd lang
- Clinician feedback
- Lots of compliments
- Parent tries again
• Simple homework
• Eng. Vocab for parents
• John Tracy Clinic
• Every voice important- relatives attend sessions
• Lots of Music used

41 Facilitating Intervention Plans
Slow and Steady Wins ……
• Work on fewer skills with more intensity
• Reinforce parent role as primary language teacher
• Validate use of family’s cultural language/traditions

42 Facilitating Intervention Plans
Slow and Steady Wins the Race!
• Praise, praise, praise
• Support parent as being welcomed and encouraged to participate in school and with teachers
• Model a more effective strategy rather than critiquing parent – may be threatening
• Invite family to bring in toys, items, books, food and music that represent their culture and language

43 Tag Team Approach Video Example

44 Tag Team Approach Video Example

45 Parent Centered Integrated Model
Douglas, 2011
• Therapist and parent mutually plan a home language and majority language approach with the family.
• Therapist conducts sessions with the family in the majority language with a focus on listening and speaking strategies (much like beginning sequential learning, or i.e. resource Talk around the Clock)
• Therapist inventories words the child learns in the home language and "integrates” them into therapy sessions for transfer to the majority language.

46 Parent-Centered
Integrated Model
Douglas, 2011

47 Use of Interpreters
Make your

48 COMPARATIVE OUTCOMES
Simultaneous Bilingualism

52 THE EFFECTS OF DUAL LANGUAGE SUPPORT
Bunta & Douglas, In Press

53 Research Questions
1. How do the language scores of bilingual and monolingual English-speaking children with
hearing loss compare?
2. How does treatment in both languages affect language proficiency in bilingual children with hearing loss?

Method

Participants
• bilingual children with cochlear implants and HAs with bilingual therapy support (n = 20)
• monolingual children with cochlear implants and HAs with therapy (n = 20)
• bilingual with no treatment (n = 7)
• age range (about 3 to 8)
• the Center for Hearing and Speech in Houston
• no other issues (other than hearing loss)

Materials and Procedure
• retrospective study
• chart reviews
  – hearing
  – language measures (e.g., PLS-4)
• compare performance of bilingual children with dual language support to monolingual peers
• compare time it takes to reach language threshold with and without bilingual support

Results

Research Question 1
1. How do the language scores of bilingual and monolingual English-speaking children with hearing loss compare?
2. How does treatment in both languages affect language proficiency in bilingual children with hearing loss?

Bilingual children with HL not different from monolingual English-speaking peers ($F(1, 32) = 0.002$ at $p = 0.966$ with a non-measurable effect size of $\eta^2 = 0.000$)

Research Question 2
1. How do the language scores of bilingual and monolingual English-speaking children with cochlear implants compare?
2. How does treatment in both languages affect language proficiency in bilingual children with hearing loss?

Bilingual children with HL with and without bilingual therapy differed from each other in English language skills ($F(1, 25) = 12.20$ at $p = 0.002$ with a very large effect size of $\eta^2 = 0.328$)

DOES MATERNAL EDUCATION HAVE A SIGNIFICANT EFFECT ON THE CHILDREN'S LANGUAGE AGE?

One other question explored:

Not Supported

Discussion and Conclusions
• with both languages supported, bilinguals’ language skills can be commensurate with monolinguals’
• without working on both languages, bilingual children get behind
• bilingualism is not detrimental to language development in children with loss
• supporting both languages has beneficial results

Dual Language Program Outcomes
Subtractive vs. Additive

Sequential Bilingual Educational Outcomes

**Sequential Educational Outcomes**
*(Collier & Thomas, 2004; Garcia & Jensen, 2006)*

**Case Examples**

**Conclusions**

- With good speech perception, and EARLY intervention (immersion) in both spoken languages, these young children tend to make monthly gains (some much faster) relatively equal in both languages. Other factors govern the pace of improvement...but they still improve in both languages.

- The children demonstrate the same bilingual phenomenon as reported in normal hearing developing bilinguals.

**Conclusions**

- Bilingualism with hearing impaired children is a team effort; at the same time, it is no less difficult than helping a hearing impaired child acquire one language.

- The achievement of bilingualism with hearing impaired children is not necessarily related to parent education level.

**Conclusions**

- Bilingualism takes more than a parent’s desire. It is their actual pursuit and active implementation of the help provided (strategies and processes) that make it happen.

- With normal cognition and no other disabilities, duration of deafness, inconsistent use and/or inappropriate amplification seem to be the largest contributing factor (s) to a child’s reduced facility for learning any spoken language in a timely manner.

**Conclusions**

- Providing individual services in the minority language while immersing the child in a majority language center based program does not impair the child’s ability to learn the majority language.

- Oral deaf preschool teachers play a critical role in the majority-language immersion process for severe-profoundly deaf children who come from a mono-lingual, minority-language speaking home.

**Questions?**

**Additional References**


### Additional References


• Rhoades, EA. *Working with multicultural and multilingual families of young children.* In: J Madell & C. Flexer (Eds.), *Pediatric Audiology: Diagnosis, Technology and Management.* NY: Thieme.


• [www.bilingualfamilynewsletter.com](http://www.bilingualfamilynewsletter.com) (cost to subscribe)