Language and Literacy Intervention Topics for Children With Hearing Loss and Deafness
SIG 9

INTRODUCTION

This activity includes two articles related to language and literacy intervention for children with hearing loss and deafness. In the first article, Stephanie Mary Raymond and Tring D. Spencer investigate the effect of narrative language intervention on the narrative retelling skills and vocabulary use of children with hearing loss. In the second article, Krystal L. Werfel and Sarah Lawrence describe specific considerations for print-referencing interventions for children with hearing loss along with a case study.

The respective authors conclude that print referencing, with specific considerations for children with hearing loss, may be an effective emergent literacy intervention to increase conceptual print knowledge for children preschool-age with hearing loss; and narrative intervention is promising for facilitating language skills improvement for children with hearing loss. Both studies require replication for their findings.

LEARNING OUTCOMES

You will be able to:

- discuss how to implement narrative language intervention to improve skills children need to be able to produce a strong narrative retell
- describe print-referencing intervention and how it may increase emergent literacy and print knowledge skills

CONTENTS

The Effect of Narrative Language Intervention on the Language Skills of Children With Hearing Loss by Stephanie M. Raymond and Trina D. Spencer

Improving Conceptual Print Knowledge: A Description of Intervention Considerations for Children With Hearing Loss by Krystal L. Werfel and Sara Lawrence

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: July 28, 2021
End date: July 28, 2026

To earn continuing education credit, you must complete the learning assessment on or before July 28, 2026.
This course is offered for 0.20 ASHA CEUs (Intermediate level, Professional area).