

Vocabulary Development for Dual Language Learners (DLLs) with Disabilities

--- Two Research-Based Approaches



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Agenda

- Introduction
- Purpose
- General Vocabulary Support for All Young Children
- Curriculum Modifications for DLLs with Disabilities
- Individualized Bilingual Vocabulary Instruction for DLLs with Disabilities
 - ❑ Identify the child's vocabulary objectives;
 - ❑ Determine when and where to teach target vocabulary;
 - ❑ **Apply research-based, effective instructional strategies to teach target vocabulary;**
 - ❑ Monitor the child's progress and evaluate the effectiveness of instruction.



Introduction

Who are DLLs with disabilities?

❖ **Dual Language Learners (DLLs):** Children who are learning English and a home (or first) language other than English either sequentially or simultaneously.

❖ **DLLs with disabilities or considered at-risk:**

- ❑ DLLs identified with disabilities;
- ❑ DLLs considered at-risk due to developmental and/or environmental risk factors such as developmental delay in both languages, family poverty or low income;
- ❑ Do NOT include DLLs who show limited language proficiency (e.g., smaller vocabulary) only in English.



Introduction

Why DLLs with disabilities?

- ❖ Increasing numbers of DLLs, many of whom have disabilities or are considered at risk.
- ❖ DLLs account for:
 - ❑ Approximately 30% of children enrolled in Head Start programs;
 - ❑ 11% of children enrolled in district-funded preschools.

(Kena et al., 2014; National Clearinghouse for English Language Acquisition, 2011; Snyder & Dillow, 2015)



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Introduction

Why support bilingualism for DLLs with disabilities?

- ❖ DLLs have two separate language systems and the two languages influence each other;
- ❖ Bilingualism has no inherent negative consequences for children's development; it does NOT confuse children or hinder their development in English;
- ❖ DLLs with disabilities CAN learn two languages;
- ❖ Learning two languages is beneficial for DLLs with disabilities, cognitively, linguistically, and socially;
- ❖ Strong skills learned in the first/home language (L1) can facilitate development in a second language (L2).
- ❖ English-only environment and instruction can lead to loss in L1.

(Castro, 2014, 2015; Cheatham & Guan, 2015; Cheatham, Santos, & Kerkutluoglu, 2012; Feltmate & Kay-Raining Bird, 2008; Restrepo, 2003)

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Introduction

Why vocabulary development for DLLs with disabilities?

- ❖ Vocabulary skills in preschool and kindergarten are strong predictors of DLLs' early literacy and later reading achievement.
- ❖ DLLs may initially and temporarily show smaller vocabulary in both language, because of:
 - ❑ Simultaneously learning vocabulary in two languages;
 - ❑ Vocabulary skills distributed across two languages;
- ❖ DLLs with disabilities may face more challenges learning vocabulary because of disabilities.

(August, Carlo, Dressler, & Snow, 2005; Conboy & Thal, 2006)

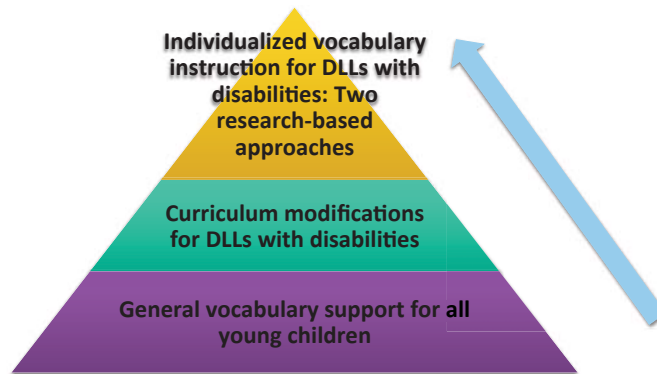
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Purpose

How can you support vocabulary development for DLLs with disabilities?

- Apply research-based strategies in inclusive preschool classrooms to facilitate bilingual vocabulary learning for DLLs with disabilities.



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General Vocabulary Support for All Young Children

- ❖ What strategies do you use in your classroom?



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General Vocabulary Support For all young children

Strategies

- Create developmentally appropriate environments with rich language and literacy learning opportunities;
- Provide intentional support for children to actively participate in adult-guided and child-guided activities during planned and natural learning opportunities.

Examples

- Ensure that learning centers are inviting and easily accessible;
- Providing a variety of interesting print, reading, and writing materials;
- Model the use of language;
- Encourage children to speak and share their stories.

(Cheatham, Jimenez-Silva, & Park, 2015; Copple & Bredekamp, 2009; Epstein, 2014)

Curriculum Modifications for DLLs with Disabilities



- ❖ Support active participation and meaningful learning in the general curriculum, esp. when learning about new concepts and materials in new environments;
- ❖ What curriculum modifications do you make for DLLs with disabilities in your classroom?



Curriculum Modifications For DLLs with Disabilities



❖ What modifications are needed?

Strategies

- Examine aspects of the learning environment, the instruction content, and the process of instruction;
- Refer to ongoing observations and progress monitoring of children's current abilities, interests, engagement, and performance.

Examples

- Adjust the learning environment by providing additional environmental support, material adaptation, or special equipment;
- Modify the instructional content by following children's interests in activities and materials and simplifying activity steps;
- Provide additional support in English and/or in the home language;

(Baca & Cervantes, 2004; Cheatham & Guan, 2015; Division for Early Childhood, 2014; Horn, Palmer, Butera, & Lieber, 2016)

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Individualized Bilingual Vocabulary Instruction for DLLs with Disabilities



- ❖ What research-based strategies can you use to support DLLs with disabilities learning bilingual vocabulary (English and the child's home language)?



Individualized Bilingual Vocabulary Instruction For DLLs with Disabilities

- ❖ Develop individualized bilingual vocabulary instructional plans for DLLs with disabilities, through collaboration with the Individualized Education Program (IEP) team.
 - ❑ Identify the child's vocabulary objectives;
 - ❑ Determine when and where to teach target vocabulary;
 - ❑ **Apply research-based, effective instructional strategies to teach target vocabulary;**
 - ❑ Monitor the child's progress and evaluate the effectiveness of instruction.



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Individualized Bilingual Vocabulary Instruction

Step 1 Identify the child's vocabulary objectives

- ❖ What target vocabulary to select?
 - ❑ Not all words require explicit instruction;
 - ❑ Target words for preschool children:
 - ✦ Tier 1 words: commonly heard and used in daily life (e.g., water, sleep, bed);
 - ✦ Tier 2 words: frequently used by most adults but unfamiliar to most young children (e.g., predict, discover, transportation);
 - ❑ For DLLs with disabilities: many Tier 1 words, especially those of high function and frequent utility and those that impact their communication skills.



* Please see the handout - Table 1 Target Vocabulary for Preschool DLLs with Disabilities for more examples of bilingual target words.

(Beck, McKeown, & Kucan, 2013; Méndez, Crais, Castro, & Kainz, 2015; Spencer, Goldstein, & Kaminski, 2012)

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Individualized Bilingual Vocabulary Instruction

Step 1 Identify the child's vocabulary objectives

- ❖ How to select target vocabulary?
 - ❑ Children's current receptive vocabulary skills and expressive vocabulary skills in the two languages;
 - ❑ Their interests in activities and materials;
 - ❑ Their communication needs across daily routines;
- ❖ Rule of thumb:
 - ❑ Select words that are not yet in children's English and/or home language vocabulary repertoires;
 - ❑ And those that can support active participation in classroom and home activities and meaningful communication with teachers, peers, and family members.
- ❖ How many words to teach at a time?
 - ❑ Current studies suggest 4-6 bilingual target words per week for DLLs with disabilities.

Individualized Bilingual Vocabulary Instruction

Step 2 Determine when and where to teach target vocabulary

- ❖ Embed individualized bilingual vocabulary instruction within and across classroom routines, activities, and environments;
- ❖ Embed explicit vocabulary instruction within and across multiple home activities;



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(DEC Recommended Practices, 2014; Horn, Palmer, Butera, & Lieber, 2016)



Individualized Bilingual Vocabulary Instruction

Step 3 Apply research-based, effective instructional strategies

- ❖ Two bilingual vocabulary instructional approaches:
 - ❑ Interactive storybook reading (e.g., shared book reading, dialogic book reading);
 - ❑ Multimodal hands-on vocabulary activities;

(Gutiérrez-Clellen, Simon-Cerejido, & Sweet, 2012; Restrepo et al., 2013; Seung, Siddidi, & Elder, 2006; Spooner, Rivera, Browder, Baker, & Salas, 2009)



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Research-based Bilingual Vocabulary Instructional Approach 1

--- Interactive Storybook Reading

- ❖ Preview the book
- ❖ Teach target words
- ❖ Review target words
- ❖ Practice throughout the day

* Please see the handout – Table 2 *Explicit Bilingual Vocabulary Instruction Through Interactive Storybook Reading* for implementation details of each step.

(Gutiérrez-Clellen, et al., 2012; McGee & Schickedanz, 2007; Restrepo et al., 2013; Simon-Cerejido & Gutiérrez-Clellen, 2014; Spencer et al., 2012)



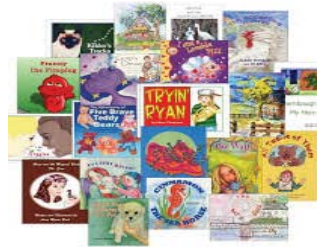
Bilingual Implementation of Interactive Storybook Reading

Selecting books:

- ❖ Books that are appealing and inviting to children;
- ❖ Books with culturally relevant content;
- ❖ Books that are age and developmentally appropriate story plot and sentence complexity;
- ❖ Books that encourage children's verbal and nonverbal participation;
- ❖ Books with good balance between text and illustrations;
- ❖ Books with repeated appearance of target words;
- ❖ Books with clear illustrations that allow for discussion on target words;

* Please see the handout – Table 3 *Spanish and English Bilingual Books for DLLs* for some examples of bilingual books.

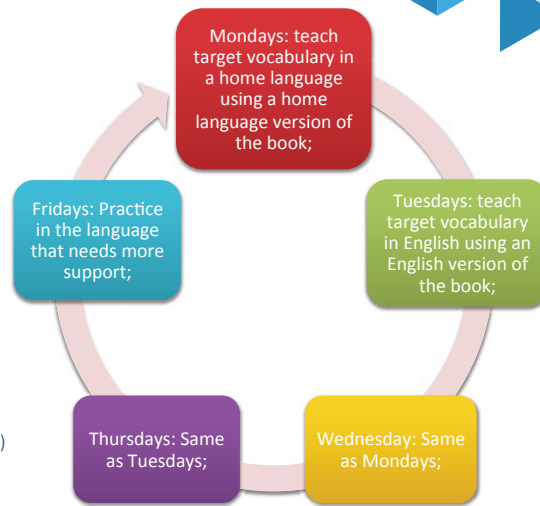
(Dennis & Horn, 2011; Justice & Kaderavek, 2002; Spencer et al., 2012)



Bilingual Implementation of Interactive Storybook Reading

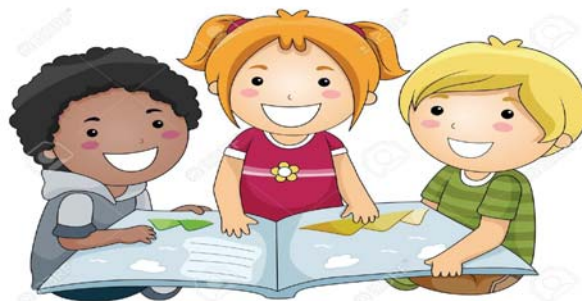
- ❖ In English and the home language separately;
- ❖ Alternate language of instruction each day;
- ❖ Same set of bilingual target words;
- ❖ Same bilingual book with a focus on 4-6 bilingual target words per book;
- ❖ Children: use the language of the day.

(Dennis & Horn, 2011; Justice & Kaderavek, 2002; Spencer et al., 2012)



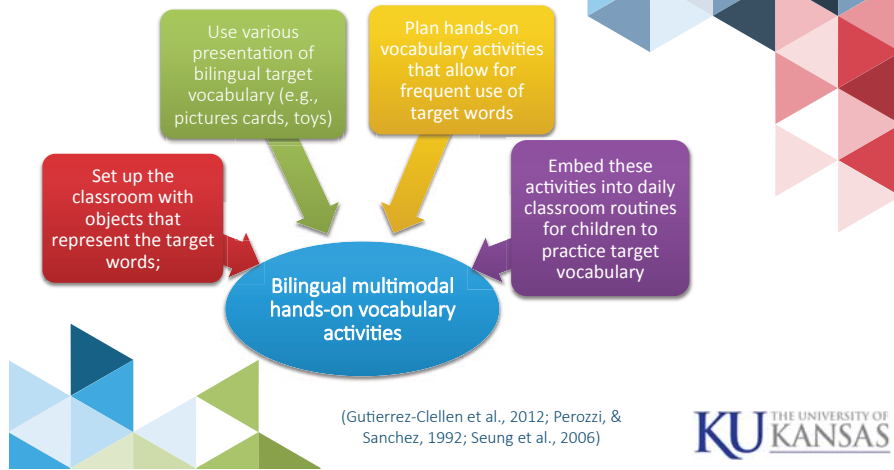
Try It Out

- Form a small group of 2-5 people;
- Discuss within your group how you might use this bilingual storybook to conduct interactive storybook reading with DLLs with disabilities;
 - What are some target words?
 - Under what routines and activities?
 - How to implement bilingually?
- Be prepared to share your small group discussion with the large group.



Research-based Bilingual Vocabulary Instructional Approach 2

--- Multimodal Hands-on Vocabulary Activities



Multimodal Hands-on Vocabulary Activities

A Scavenger Hunt Activity

Steps	Implementation Details
1. Prepare objects that represent the target words.	At the beginning of the day, the teacher places objects representing target words in the classroom and ensures that they are visible or accessible to the child.
2. Name an object for the child to find.	After signaling cleanup, the teacher names an object in the dramatic-play center.
3. Reinforce children's pronunciation and understanding of the target word.	The teacher has the child repeat the teacher's utterances or answer questions related to the target word; next, the teacher models or reinforces correct response.
4. Have the child find the object.	The teacher requests the child to find the object(s) (e.g., something golden) in the dramatic-play center in 5-10 seconds.
5. Make the activity exciting.	The teacher counts to 5 or 10, and the child looks for the object (e.g., something golden) in the classroom.
6. Trophy time or a second try?	<ul style="list-style-type: none"> If the child finds the correct object (e.g., a golden apron), the teacher gives positive feedback to reinforce target word learning. If the child cannot find the correct object, the teacher gives the child another chance. If the child still does not find the correct object, the teacher provides corrective feedback to reinforce target word learning. Next, the teacher helps the child look for the object and gives positive feedback for target-word learning.

* Please see the handout – Table 4 *Teaching Target Vocabulary Through Multimodal Hands-on Vocabulary Activities: A Scavenger Hunt Activity* for this activity.

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Bilingual Implementation of Multimodal Hands-on Vocabulary Activities

1.
 - With different teachers, e.g., English with a monolingual English teacher, Spanish with a bilingual teacher;
 - Teach bilingual professionals or volunteers to implement in the home language;
2.
 - By the same bilingual teacher but on different days of the week, e.g., Spanish on Mondays and Wednesdays, English on Tuesdays and Thursdays;
3.
 - In different settings, e.g., Spanish at home and English in the classroom;
 - Teach the child's parents or primary caregivers to implement at home.

(Cheatham & Guan, 2015; Seung et al., 2006; Spencer et al., 2012)

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Try It Out

- Form a small group of 2-5 people;
- Identify a hands-on vocabulary activity you did or plan to do in your classroom;
- In bullet points, write down on a paper 3-5 steps of this hands-on vocabulary activity;
- Discuss within your group whether and how you might conduct this hands-on vocabulary activity differently to promote bilingual vocabulary skills for DLLs with disabilities;
- Be prepared to share your small group discussion with the large group.



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Individualized Bilingual Vocabulary Instruction

Step 4 Monitor the child's progress

The IEP team:

- ❖ Collect information using or adapting the receptive and express communication domain of a curriculum-based measurement (e.g., AEPS; Carolina Infant Toddler Assessment);
 - ❑ Using culturally relevant and appropriate tasks and materials;
 - ❑ Collaborating with bilingual professionals;
 - ❑ Giving prompts in the home language;
 - ❑ Including parents in the assessment process;
- ❑ Apply team-developed measures, based on individualized assessment, observations of children's interaction with family members in familiar tasks, and family interviews about children's bilingual language uses;
- ❑ Decide how information gathered will be used to determine the effectiveness of instruction and potential need for changes in strategies or implementation process;

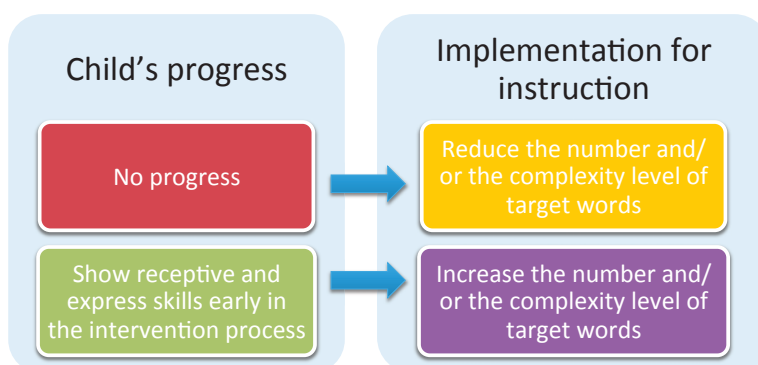
(Banerjee & Guiberson, 2012; Durán, Cheatham, & Santos, 2011; NAEYC & NAECS/SDE, 2003)

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Step 4 Monitor the Child's Progress

For Instruction Change



(Horn et al., 2016)



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Resources for Teachers

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More questions?

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