

Study Guide

EDI 111

Child and Language Development

Educational Interpreting Certificate Program

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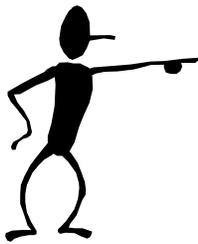
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EDI 111: Child and Language Development

This course focuses on various theories of child development and the acquisition of a first language (for children who are able to hear and children who are deaf). It provides the learner with the opportunity to form an overall understanding of how children and youths grow and develop, and the integral role that language plays in that development.

Where Does This Course Fit In?



EDI 111 – Child and Language Development

This course is the first of two courses focusing on the development and language acquisition of infants and toddlers. The course begins with an introduction to language and linguistics and addresses the theories of how children grow, develop and acquire their first language

EDI 112 – Language and Learning

This course delves further into language acquisition and cognition, starting with the concept that deaf children are bilingual and proceeding to the acquisition of American Sign Language as a first language. As well, attention will be given to the types of discourse commonly used in the classroom and the implications that discourse has for both the student who is deaf or hard of hearing and the educational interpreter.

Table of Content

Course Overview.....	1
Purpose.....	1
Impact.....	1
Objectives by Lesson.....	2
Portfolio Perspective.....	3
Portfolio Products.....	3
Portfolio Considerations.....	3
Materials Checklist.....	4
Course Preview.....	5
Course Roadmap.....	7
Assignments.....	10
Assignment Overview.....	10
Course Summary.....	12
Conclusion.....	12
Key Points.....	12
What's Next.....	13

Course Overview

Purpose

Understanding the typical growth and development patterns of children and youths provides the foundation for working with children whose development is more variable. This course will provide an overview of child growth and development focusing on the impact of heredity in combination with the environment, and the contributing factor of culture.

A corresponding and critical factor in child development is the acquisition of language. This is an especially significant component when working with children who are deaf. Dr. Kretschmer, a leading researcher in the area of language development and children who are deaf, has explained that the primary goal of education must be to foster the development of age appropriate language skills for children with hearing loss (1991). This course will, therefore, explore the necessary components for the development of language and will explore the common theories of how language is acquired.

Impact

This course provides the learner with an overall understanding of how children and youths grow and develop, and the integral role of language in that development. This course provides the foundation for the next EICP class, EDI 112: Language Learning in Deaf Children.

Objectives by Lesson

By the end of this course, you will be able to:

Lesson 1 – Introduction to Child Development

- Describe the domains and major stages of child development.

Lesson 2 – Introduction to Language and Linguistics

- Use linguistic terminology to describe the components of language.

Lesson 3 – Language Acquisition Theories

- Understand the existing theories of language development.

Lesson 4 – Stages of Language Acquisition

- Recognize and discuss the stages of normal language acquisition in hearing children.
- Recognize and discuss the differences/similarities in the communication of infants and toddlers.

Lesson 5 – Early Development in Deaf Children

- Understand the language development challenges facing deaf children and their families.
- Describe the communication choices facing deaf families.

Portfolio Perspective

EDI 111: Child and Language Development provides the foundation for entry-level mastery of the third and fourth Core Competencies.

- #3 Demonstrate an understanding of the language development of deaf children as part of their educational experience.
- #4 Demonstrate an understanding of the factors that may have an impact upon a deaf student's educational experience.

Course readings, activities, and assignments will foster your understanding and learning regarding the natural process by which most children acquire language and how the process may vary for children whose development occurs via a different process or whose development is impacted due to hearing loss or the inability to hear.

Portfolio Products

EDI 111: Child and Language Development provides the foundation for the entry-level mastery of the third and fourth Core Competency. Assignment 4, the analysis of infant and toddler communication, provides an integral component for both competencies.

Portfolio Considerations

EDI 111: Child and Language Development provides an overall understanding of how children and youths grow and develop, and the integral role that language plays in that development. Consider the importance of understanding typical language development of children before studying and working with a student who may have atypical language development. It is also important to keep in mind that variation of language development exists in all populations.

Assignment 4 will engage you in creating an analysis of communication between children and their caretakers. Begin thinking about what you might anticipate in the way communication occurs between adults and children or between deaf adults and deaf children. You can refer back to this list when you complete each assignment and see how effective you were in predicting behaviors.

Materials Checklist

You will be using a variety of media for this course. You should have received the following instructional materials for this course.

1. The Study Guide containing:
 - Course Overview, Roadmap, Assignments, Lessons and Activities
 - Appendices
One set of appendices is included under a separate tab at the end of your notebook.
 - Appendix A: Meet your instructional team and the students in your section
 - Appendix B: Information on the technology used in the course
 - Readings
 - Reading #1: “Turning on the Motor” “The Brain”, “Cultivating the Mind”, “A Bundle of Emotions” from *Newsweek*, Spring/Summer 1997.

”Fertile Minds”, *Time*, February 3, 1997.
 - Reading #2: “Visual Gestural Communication: Enhancing Early Communication and Literacy in Young Deaf and Hard of Hearing Children”. E. Carver and Kemp (July 1995). Deaf Children’s Society of British Columbia, Vancouver, Canada.
2. Textbook(s) (Bound texts used in the course).
 - *Born to Talk*, Hult, Lloyd M. & Howard, Merle R. – 3rd edition (2002), Allyn and Bacon Publishers.
 - *Raising and Educating a Deaf Child*. Marc Marschark (1997), Oxford University Press, Inc.

Course Preview

Lesson 1 –Introduction to Child Development

Lesson 1 provides a brief introduction to the aspects and stages of child development, with attention paid to brain development. Babies learn at a rate of a thousand fold compared to that of adults, therefore, early identification and intervention for children with special needs is essential. Parents are the child's first and most important teachers. By the time a normally developing child has reached the age of three to four, they have acquired the major components of language.

Lesson 2 – Introduction to Language and Linguistics

This lesson provides your first introduction to a definition of language and the components and terminology of language, so that you will be able to understand and discuss many of the readings and concepts in this course. You will learn much more about language in EDI 121: Language and Signed Systems.

Lesson 3 – Language Acquisition Theories

In this lesson you will learn about existing theories of language development. Three major theoretical approaches in language acquisition are presented. You will learn that language and thought are interrelated. Behaviorists believe language is a skill to be learned by training a child. Linguistic followers assume language to be innate. Interactionists support the notion that many factors effect language development. An understanding of these theories will help you understand instructional approaches that are used for engaging children in language development.

Lesson 4 – Stages of Language Acquisition

Children may acquire language at different times, but they all proceed through very similar stages or steps. This lesson traces the steps of “normal/typical language acquisition” from birth through pre-school. The textbook provides an in-depth look at how language acquisition occurs and the CD provides samples of children at different stages in the language acquisition process. This information will help you recognize and discuss the communication patterns of the infant and toddler you observe for Assignment 4.

Course Preview (continued)

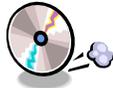
Lesson 5 – Early Development in Deaf Children

In Lesson 1, you looked at the various aspects of child development and the stages of development in hearing children. In this lesson, you will look at how this development is different for deaf children and the challenges that hearing loss presents for both the child and the family.

Course Roadmap

Use this as your “map” while traveling on your distance learning journey. All the information you need to complete the course is here in one location. Use the last column to check off each item as you complete it.

Items with an icon in the Points column indicate activities/assignments for which you will be graded.



New icon: Your textbook has an audio CD to accompany it. The CD icon indicates activities where you will need access to a CD player.

Points	Dates	Activities	Done!
 PP	On-going	Assignment 1 Participate in various activities marked with the following symbol:  PP (stands for Participation Points)	<input type="checkbox"/>

Lesson 1 - Course Introduction and Overview of Child Development

 PP	1 day	1.1 Pre-assessment (quiz in WebCT, no grade) – (2 points if you complete it).	<input type="checkbox"/>
 PP	1 day	1.2 Introductions in WebCT Post your introduction and any “burning questions” you have about child development and language.	<input type="checkbox"/>
	1 day	1.3 PowerPoint introduction to EDI 111 and Child Development	<input type="checkbox"/>
	2 days	1.4 Child Development: Wiring the brain Reading #1: Newsweek, Time articles	<input type="checkbox"/>
	ASAP	1.5 Arrange infant and toddler observations for Assignment 4	<input type="checkbox"/>

Lesson 2 - Introduction to Language and Linguistics

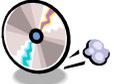
	3 days	2.1 Textbook, <i>Born to Talk</i> , Chapter 1, “A Connection of Brains”, p 1-14.	<input type="checkbox"/>
	1 day	2.2 Linguistics terminology: PowerPoint presentation and websites. http://www.geocities.com/CollegePark/3920/ http://www.kidsource.com/ASHA/child_language.html	<input type="checkbox"/>

Points	Dates	Activities	Done!
 PP	2 days	2.3 Post one “double entry journal” item, from Lesson 1 or Lesson 2 readings.	<input type="checkbox"/>

Lesson 3 - Language Acquisition Theories

	4 days	3.1 PowerPoint introduction to Theories	<input type="checkbox"/>
	↓	3.2 Textbook, <i>Born to Talk</i> , Chapter 2, “Language Acquisition: A Theoretical Journey”, pp. 14 – 46	<input type="checkbox"/>
	2 days	3.3 Textbook, <i>Born to Talk</i> , Chapter 3, pp. 52-59, 84-91, Table on page 92. Websites on theories: http://www.funderstanding.com/piaget.cfm http://www.funderstanding.com/vygotsky.cfm	<input type="checkbox"/>
	↓	3.4 Theories Review – Read Instructional Insights	<input type="checkbox"/>
 PP	2 days	3.5 Post your double entry journal for this lesson	<input type="checkbox"/>
	4 days	Assignment 2 Chart of theories	<input type="checkbox"/>

Lesson 4 - Language Acquisition in Young Children

	1 day	4.1 Stages of Language Development http://www.smallfolk.com/gosh/stagesofdevelopment.asp http://www.asha.org/speech/development/child_hear_talk.cfm	<input type="checkbox"/>
 	1 week	4.2 Textbook, <i>Born to Talk</i> , Chapter 4, “Communication Development from Birth to Two Years”, pp. 103-148 Listen to accompanying CD	<input type="checkbox"/>
	↓	4.3 Infant observation	<input type="checkbox"/>
 PP	1 day	4.4 Post a comment on your infant observation with a specific reference to the reading materials.	<input type="checkbox"/>

Points	Dates	Activities	Done!
	1 week	4.5 Textbook, <i>Born to Talk</i> , Chapter 5, “Language Development Through the PreSchool Years”, pp 157-207 Listen to accompanying CD	<input type="checkbox"/>
	↓	4.6 Toddler Observation	<input type="checkbox"/>
	1 day	Assignment 3 – Videoconference	<input type="checkbox"/>
	1 week	Assignment 4 due	<input type="checkbox"/>

Lesson 5 – Early Development in Deaf Children

	3 days	5.1 Textbook: <i>Raising and Educating a Deaf Child</i> , Chapter 1 “A Deaf Child in the Family”.	<input type="checkbox"/>
	↓	5.2 The Importance of Early Detection http://www.shhh.org/journal/newborn.cfm http://www.beginningsvcs.com/early_intervention/early_intervention.htm http://www.nidcd.nih.gov/health/pubs_hb/silence.htm	<input type="checkbox"/>
	↓	5.3 Communication Decisions http://www.beginningsvcs.com/communication_options/communication_options.htm	<input type="checkbox"/>
	3 days	5.4 Reading #2 “Visual/Gestural Communication”	<input type="checkbox"/>
	1 day	5.5 Review resources and pick your “favorite” (used in EDI 112).	<input type="checkbox"/>
	1 day	5.5 Post your double entry journal for this lesson.	<input type="checkbox"/>
	Last Day!	Congratulations!	

Assignments

Assignment Overview

	Description	Points	Due Dates
Assignment 1	<p>Participation and Double entry journal During this course you will have several activities that count for participation points:</p> <p>Activity 1.1 – 2 points Pre-assessment. You will receive a grade for your own information, but if you complete the quiz, you will receive 2 points.</p> <p>Activity 1.2 – 2 points (required) Introduction. Check in and ask any “burning questions” you have about child development and language development.</p> <p>Activities 2.3, 3.5 and 4.4, 5.5 – 4 points each Double Entry Journal. In these activities you are asked to create a “double entry” journal. This is a technique that helps you focus and construct your own meaning from readings. The first column in the journal contains a quote from the reading, the second column contains a paragraph describing why this quote has particular meaning for you. Post your journal entry to the discussion group for these activities to receive participation points.</p>	20	Ongoing
Assignment 2	<p>Chart organizing the theories Develop a memory chart for you to summarize the key information from the language acquisition theories.</p> <p>You will be given a chart format to help you organize the information on theories. For this assignment, you will complete the chart.</p>	20	Date
Assignment 3	<p>Videoconference Agenda to be announced!</p>	10	Date

Assignment Overview (continued)

	Description	Points	Due Dates
Assignment 4	Infant/Toddler Observation Write a 1500-2000 word paper on your observations of the infant, toddler and their respective caregivers which includes:	50	Date
Part 1	Setting and Background Describe the setting and relationship of the child and caregiver.	5	
Part 2	Developmental Stages Comment about the development of the child as it relates to the 3 domains: Psychomotor, Cognitive, Psychosocial development, giving specific examples. (5 points each child)	10	
Part 3	Stage of Language Development Identify the child's stage of development as described in the textbook and developmental charts, giving specific examples to support your conclusion.	20	
Part 4	Compare/Contrast Identify similarities and differences between the communication of the infant and toddler.	5	
Part 4	Mechanics The report is submitted correctly, organized, contains no grammar or spelling errors, uses professional vocabulary and cites references.	10	



Important:

Be sure you follow the guidelines in your Student Handbook throughout the course for each assignment.

- Guidelines For Use Of Technology
- Guidelines For WebCT Discussions
- Guidelines For Written Assignments

Course Summary

Conclusion

This course has provided you with an introduction to child development in both hearing and deaf children, linguistics terminology and the stages of language acquisition. Many of these topics related to language and learning will be explored in more depth and from varying points of view in future courses. So, in some ways EDI 111 is the tip of the iceberg for many of your future courses and learning.

EDI 111 has also given you your first experience observing real life situations and relating them to your coursework, a technique that will be used in several future courses.

Finally, it has provided a foundation in the terminology of language and an awareness of the complexities of language acquisition that will help you become a more effective educational interpreter.

Key Points

The key points to remember are:

- A child's early experiences affect the language development of a child. Hence, early intervention is key to successful language development. This is supported by several facts/concepts, including:
 - A baby's brain is "wired" after birth with connections that enhance language acquisition.
 - The child's environment and experiences are critical to language development.
- Theories of language development are based on research and observation and help enhance the understanding of language and how it is acquired.
 - Theories range from nature (language is innate) to nurture (language is learned) and combinations.
 - Key theories include:
 - Behaviorism (Skinner)
 - The linguistic or nativist approach (Chomsky)
 - The interactionist approach (Piaget and Vgotsky)

Key Points (continued)

- Children go through similar stages as they acquire language.
 - There are many variations on the stages, but all are similar.
- A deaf child in the family presents challenges and choices for both the child and the parents.
 - Deaf children of deaf parents show similar stages of development of language, with Sign Language as their first language (more on this in EDI 112).
 - Deaf children of hearing parents face different challenges since they do not have access to their primary language from birth.
 - The hearing parents must often make choice of a primary language for deaf children.

What's Next

The next course, EDI 112: Language and Learning, continues with the study of language acquisition and language learning as children go to school. You will explore in more depth the language acquisition of deaf children and different levels of language proficiency in both deaf and hearing children.

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