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Lesson 1 – Overview of Child Development

Introduction

Infants during the first months of life begin to acquire the communicative skills that underlie language. This phenomenal yet basically universal human achievement poses some of the most challenging theoretical and practical questions of our time. Children in every part of the world, if exposed to models of language, acquire the major components of their native language by the time they are three or four years old. By the time they are of school age and begin the formal study of grammar, they can vary their speech to suit the social communicative nature of the situation.

Learning a language is no easy task. Think back to your high school or college days. Were you required to take a foreign language, perhaps French, Spanish, or German? How did you do? At this time, you probably recall a few words or phrases such as que′ pasa′ or bon′jour. It is difficult to learn a new language with it's own syntax and grammar!

Babies come into this world with no prior knowledge of any language yet they acquire their own language within a few short years on the basis of very little or no formal teaching. The acquisition of language may be the greatest intellectual feat a person can ever perform! Yet for infants not exposed to intact linguistic models, the acquisition of language has unique challenges.

As an educational interpreter it is critical to understand the typical growth and developmental patterns of children. This understanding provides the foundation for your work with students who are deaf and hard of hearing, whose development is more varied.

This lesson begins your journey to understanding by introducing you to the three domains of child development and to how infants' brains are "wired" after birth.

Overall Plan

You will begin this lesson by taking a test, but don't worry, it doesn't cound toward your grade – it is just designed as a "pre-assessment" to see what you know (or can guess) about child and language development. Then, you will post your introduction where you can share any experience you have in child and language development and ask any burning questions you may have. Then, view the PowerPoint presentation and websites about child development and the wiring of the brain. This will prepare you for reading the articles which were special features in Time and Newsweek.

Lesson Map

Activity 1.1 – WebCT "Quiz"

Take the pre-assessment quiz in WebCT

Purpose

The purpose of this assignment is to give you a preview of some of the things that you will be learning in this class and see what you may already know about child and language development.

This activity will also give you experience doing quizzes in WebCT and will display your grade upon completion. But, don't worry, for this quiz, you will receive participation points for completing the quiz, but your quiz grade does not impact your final grade in the course.

What to Look For

You can find the quiz in the Quizzes/Surveys area of the course.

Instructional Insights

As you progress through EICP, quizzes like this will be used a variety of ways:

- Pre-assessment
  A pre-assessment quiz helps you understand what you already know about a topic and what areas you need to concentrate on. It also lets the facilitators know the level of knowledge that you have upon entering a course. A pre-assessment quiz can also serve as a review of learning in a prior class that may be critical to your understanding of the current course.

- Self-assessment
  A self-assessment quiz helps you assess your own learning and lets you know if you need to review specific topics.

- Formal Assessment
  At some point in EICP, quizzes may be used as formal assessment methods. Yes, that does mean as tests that count for grades!

Activity 1.2 – Introductions in WebCT

Post an introduction to WebCT discussion group for your section.

Purpose

The purpose of this assignment is to make sure that you are up and running in this course and to share your background in child and language development with your section.

What to Look For

Post your introduction in the Activity 1.2 discussion group.

Include the following information:

- Who are you? (Name, where from)

- Where do you work as an Educational Interpreter?

- How long have you been doing it?

- What formal education do you have in Child and Language Development?

- Do you have any "burning questions" about child and language development? Somethiing that you have been curious about or something that you really want to learn from this class? Please describe.

Activity 1.3 – PowerPoint Introduction

View the PowerPoint presentation on child development

Investigate these websites on "wiring the brain"
http://www.fcs.uga.edu/pubs/PDF/FACS03-1.pdfhttp://www.mesaunitedway.org/readytolearnl.html

Purpose

The purpose of this activity is to:

- provide an introduction to the course
- describe the domains of child development
- provide a preview of brain "wiring"

What to Look For

Look for the following key points:

- What are the 3 domains of child development?
- Which domain deals with the development of language?
- When is a baby's brain wired?
- What are "windows of time" and why are they important?

Activity 1.4 – Reading #1

Reading #1 includes 4 articles from *Newsweek* and one article from *Time*:

Newsweek:
"Turning on the Motor" pp. 26-27
"How to Build a Baby's Brain" pp. 28-32
"Cultivating the Mind" pp. 38-39
"A Bundle of Emotion" pp. 78-79

Time **(Feb. 3, 1997):**
"Fertile Minds" pp. 48-56

Purpose

These readings emphasize the "wiring of the brain" as it relates to language, movement, vision and feelings. When you see how important a child's early experiences are to "wiring the brain", you will understanding the critical need for early intervention.

What to Look For

Notice that the articles deal with the different domains of child development and how the brain is wired.

In the articles "Turning on the Motor", "Cultivating the Mind", and "A Bundle of Emotion" look for these points:

- How a baby develops in all 3 domains (psychmotor, cognitive, and psychosocial).
- The "window of opportunity" for different areas of development.

In "How to Build a Baby's Brain", look for:

- How the baby's brain is "wired" after birth by early experiences.
- How a baby's brain is specifically "wired" for language
- The affects of trauma on early development

In "Fertile Minds", look for:

- How and when synapses are "pruned".
- The implications this article has for early education.
- How brains are wired in each of the domains of development.

Activity 1.5 – Arrange Observations

Arrange to observe and infant and a toddler for Assignment 3

Purpose

The purpose of this activity is to give you a head start for Assignment 3 by arranging to observe an infant and toddler.

The observations are scheduled in Lesson 4, after you have a foundation in language terminology, theories and stages of development, so that you will have a better understanding of what you are seeing (and hearing) in the observation.

What to Look For

For Assignment 3 you will need to observe an infant under the age of one and a toddler (2-3 year old).

Your infant observation should be planned for approximatlye 20 - 30 minutes and should include types of intentional communication (including motor development as it relates to communication) used by the infant and expressive language of the caregiver.

The toddler observation should be planned for approximately 30-45 minutes. This can take place in a number of settings: in the home, at a daycare facility, nursery, a mother's day out program, early childhood program, etc. Choose a time when the child is most active – not nap time.

So for now, here is what you need to do:

- Look ahead at Lesson 4 and Assignment 3 so that you have an understanding of what needs to be done.
- Locate an infant under the age of one and explain the assignment to the caregiver.
- Locate a toddler (age 2-3) and explain the assignment to the caregiver.
- Although not required, you may want to ask the caregiver if you can audiotape/videotape the visit. This observation will be used in later assignments. Good note taking and/or audio taping will be indispensable.

Lesson Summary

Conclusion

This lesson has introduced you to the three domains of child development and the way in which a baby's brain is wired after birth.

Babies are like machines…wired to learn! Born with rudimentary sensory skills, to see, hear, smell, and respond to touch; their learning has only just begun. Electrical connections (synapses) in the brain are forming faster than you can imagine. An environment rich with experiences serves as a catalyst for development. Although you continue to learn throughout your life, at no time is learning more opportune than in the first years of a child's life. You can't take early education for granted, particularly for children born with special needs.

As an educational interpreter, it is important to have an understanding of child and language development. Having completed the readings and activities in Lesson 1, you may feel as if you need to take Biology 101 again! It is readily apparent how crucial the first few years are in the life of a child.

Early intervention is indeed a necessity. You know that babies are born with the ability to see, hear, smell, and respond to touch; however, these senses are not fully developed at birth. The explosion of activity in the brain takes place within a few short months of a child's life. The rate of overall development (e.g., language, cognition, motor, self-help skills, etc.) in the first three years of a child's life is mind-boggling.

However, by the time a child is age 10, or earlier, the brain has eliminated connections/synapses that are seldom used. What does that mean for us? You need to "strike while the iron is hot!"

You should have arranged (or at leasted started to think about arranging) your infant and toddler observations which will occur in Lesson 4. Get started now, so that you will be ready when the time comes!

Key Points

The points to remember are:

- Babies learn at a rate of a thousand fold compared to that of adults.

- Early intervention is a necessity, especially for children with special needs (more on this in Lesson 5).

- Parents are the brain's first and most important teachers. By the time a normally developing child has reached the age of three to four, he will have acquired the major components of language.

- Language development is dependent upon an environment rich with experience.

What Next?

Remember, this course will answer 3 major questions:

- What is child development?

- What is language?

- How do children acquire language?

You now have a foundation in child development, so the next lesson will begin to answer the second question by introducing you concepts and terminology that are essential in the understanding of language.

Lesson 2 – Introduction to Language and Linguistics

Introduction

This lesson is designed to answer the question "What is Language?" Depending upon your background, you may already know the answer to this, or think that you know the answer. However, to fully understand the readings and concepts presented later in this course, you will need to have a specific understanding of "language" and "linguistics" terminology.

What are the major components of language? Take a minute…think about it. The answer is phonology, semantics, syntax, and pragmatics. You may also have heard the components described as use (pragmatics), meaning (semantics), and form (syntax and grammar).

If these terms are all new to you, don't worry about it! You will delve into language in much more detail in EDI 121: Language and Signed Systems. But for now, this lesson will provide you with the basic understanding and terminology that you need to complete EDI 111 and EDI 112.

Overall Plan

You will start by reading the first chapter in your textbook, B*orn to Talk*. This will give you some background on the characteristics of language. Then, you will view a PowerPoint presentation and explore some websites that contain the definition of terms. Don't forget, the glossary is also available for you to use throughout the course.

Finally, you will start your double entry journal and post your entry in the discussion group.

Lesson Map

EDI 111 – Child and Language Development

Activity 2.1 – Textbook, pp. 1-14

Born to Talk, **Chapter 1, "A Connection of Brains"**

Purpose

This reading provides an introduction to your textbook and the unique characteristics of human speech.

What to Look For

Look for the following information as you read.

- Definitions for communication, language, speech:

  - Communication -

  - Language:

  - Speech:

- The 13 unique characteristics of human speech:
  1. Vocal-auditory channel
  2. Broadcast transmission and directional reception
  3. Rapid fading
  4. Interchangeability
  5. Total feedback
  6. Specialization
  7. Semanticity
  8. Arbitrariness
  9. Discreteness
  10. Displacement
  11. Productivity
  12. Duality of patterning
  13. Traditional transmission

  Although some of the above refer specifically to speech, many apply for language in general.

- The Speech Chain
  Can you relate this back to the models of communication or the user friendly model of interpreting from EDI 101?

Activity 2.2 – Linguistics Terminology

View this introduction to linguistics

Explore these websites with definitions:

http://www.geocities.com/CollegePark/3920/

http://www.kidsource.com/ASHA/child_language.html

Purpose

The purpose of this activity is to introduce you to some important concepts and terminology relating to language and linguistics.

Professionally, it is important to incorporate this terminology into your discussions and work.

What to look for

After you have completed your readings make sure you are familiar with and comfortable using the following terminology. This terminology may be of assistance while completing upcoming assignments. If you are not able to define the following terms, double-check their meanings from your readings.

- Language

- Linguistics

- Phonology (phoneme)

- Morpheme (morphology)

- Semantics

- Syntax

- Pragmatics

See if you can answer these questions:

- How do the building blocks of spoken language relate to the linguistics terms Can you fill in the blanks?

  _____ are the smallest part of a language, much like sounds in English.

  _____ are the smallest meaningful parts of a language, like words or syllables in English.

  _____ refers to the rules for putting words together to create meaning.

  _____ refers to a conversation or dialog.

  _____ refers to how a language is used to accomplish an objective.

- Think about your own children or children you know. Can you see the pattern for how their language progresses from sounds to words to conversation. Try to describe this using linguistics terms.

Instructional Insights

You may have already noticed that some of these linguistics terms appeared in the articles in Lesson1. Although they are not terms that everyone would understand, they are critical for understanding language and language development.

Phonology, syntax, semantics, and pragmatics, are all terms you should be familiar with, having completed the assigned activities.

To date, these terms have only applied to spoken language. How do you apply these same components to a "manual" language?

These topics will be addressed in EDI 121 and 122. Can you make any connections now? The following explanations will give you a little "preview":

Phonology is the study of the sound system and its accompanying rules. For example, the word "cat" is composed of three sounds 'k æ t'. In sign language phonology refers to how signs are constructed or organized (Valli & Lucas, 1995). "ASL signs have five basic parts: handshape, movement, location, orientation, and nonmanual signs (facial expression)" (Valli & Lucas, 1995, p. 18). Therefore, if you look at the sign CAT your description might be: using a 'f' handshape (palm orientation facing forward) touch cheek lightly (location), move out from the cheek (movement). Facial expression would depend on the

context in which the word/sign is used. You have to take into consideration the essential parts needed to formulate a sign or say a word.

Syntax refers to how you arrange words to successfully communicate. In English, if you say "I happy I" – you would probably be understood, but others would be a bit worried about your English language skills. Making the same statement "I HAPPY I" to an ASL user – the meaning would be easily understood, having used the appropriate syntax.

Semantics involves the actual study of the meaning of language. "Meaning can occur at several levels: word, phrase, sentence, or beyond the sentence (Paul & Quigley, 1994, p. 12). Meaning is typically determined by a community of users. Growing up in the south, a person would find the term "bubbler" – in other words, a water fountain – unfamiliar. However, living in Wisconsin, a person would hear it repeatedly. It would be understood and incorporated into the vocabulary of the community of users there. Similar experiences happen with manual language. For example, in North Carolina the sign TRUCK is signed exactly like the sign for HAY/GRASS used in the state of Kansas. In North Carolina you could use the sign TRUCK and it would be understood that you were talking about a vehicle. However, in Kansas the sign would be interpreted to mean HAY/GRASS!

Pragmatics refers to how you use language. You must have a grasp of the other major components of language to successfully use a language to communicate. In addition, you must consider the relationship between the speaker and the listener. Suppose while speaking to a fellow cat lover, you said "Cat your," would you be understood? Probably not. Did you take into consideration the listener and the elements of English? No! However if you ask/sign the same question CAT YOUR to a native ASL user, using the appropriate facial expression, would you be understood? Yes!

It is essential that in whatever language you use, that you consider the listener. You also have to take into account the elements of language: syntax, semantics, phonology, and pragmatics.

Activity 2.3 – WebCT Discussion

Post your double entry journal item for this lesson

Purpose

The purpose of this activity is to provide you with the opportunity to share your double entry journal item with your section and to learn from the postings of your classmates.

What to Look For

Double entry journal is an active reading technique that can help you gain meaning and focus on complex or technical readings.

As you are reading look for a quote (phrase, sentence, paragraph) that has particular meaning for you. It may be a "sound byte" that really makes the message in the reading make sense, or a quote that makes you think and challenges you. Write this quote in your journal.

Next to the quote or below it (the format is up to you), write a one paragraph explanation of why you chose this particular quote. Did it summarize the information in the reading in a way that was meaningful to you? Did it apply directly to you at work? Is it something that you think will be important for you in the future? Did it contradict your current beliefs and make you consider alternatives? Did it explain something that had been troubling you or giving you difficulty? Be specific with examples and comments that show thought.

In the discussion group, be sure to include this information:

- The citation for the reading for your quote.
- The quote itself.
- Your one paragraph reflection on the quote.

(Note: although you are only being asked to post one entry for each lesson in this course, this double entry journal technique may be something you want to do on an ongoing basis. Feel free to create your own journal that contains all your readings and comments. Think about what an incredible record of your learning this would be!)

Lesson Summary

Conclusion

Syntax, semantics, phonology, and pragmatics, are all equally important for discourse. For communication to be successful, you must consider how words/signs are put together, be it sounds in combination or the correct hand movement and palm orientation. In addition, take into account the appropriate syntax and the meaning attached to the words you use. Finally, how do you use the language? Pragmatic skills allow you to incorporate all you know regarding the elements of language to communicate both as a speaker and a listener.

Key Points

The key points to remember are:
- Language is a system of arbitrary codes that we learn to use to communicate.
- Linguistics is the study of language.
- Syntax, semantics, phonology, and pragmatics are major components of language that works together to promote discourse. Phonology is the study of the sound system and it's accompanying rules.
- Morphology refers to how words are structured and the study of morphemes – the smallest meaningful unit of speech.
- Semantics involves the study of the meaning of language.
- Syntax refers to word order, how you arrange words.
- Pragmatics refers to how you use language.

What Next?

In Lesson 3 you will begin to answer the question "How do children acquire language" by exploring three approaches: behavioral, linguistic, and interactionist. In addition, information on two important theorists (Piaget and Vygotsky) will be discussed. Here are some things you will be looking at:

Major components of each language approach.

Nature vs. Nurture! How the debate differs today than in years past.

Existing theories of cognitive development.

Lesson 3 – Language Acquisition Theories

Introduction

Bloom (1983) describes the process of language acquisition as seemingly "magical". How do you explain this "magic"? Of course, there is no one definitive answer. In the following lesson you will learn about the existing theories of language development: behaviorist, linguistic, and interactionist approaches.

Overall Plan

Begin by viewing the PowerPoint introduction to the theories, then completing all the readings. Following your readings, consider what you think to be the most legitimate approach to the question of how you acquire language. Could you defend your answer?

Lesson Map

Activity 3.1 – PowerPoint Introduction

View this introduction to the theories

Purpose

The purpose of this presentation is to provide an introduction to the theories that you will be exploring in this lesson.

What to Look For

- The theories of language development
- The stages of language acquisition
- Cognitive development

Activity 3.2 – Textbook, pp. 14-46

Born to Talk, **Chapter 2, "Language Acquisition: A Theoretical Journey", pp. 14-46**

Purpose

Chapter 2 traces the development of language acquisition theories and the "nature vs. nuture" argument, giving you a basic overview of how you acquire language; be it behavioral (Skinner, Pavlov), linguistic (Chomsky), or an interactionist approach (Piaget). As with any hypothesis, there are always those who believe to the contrary.

What to Look For

- Several theories are introduced, but they can all be categorized into 3 categories. As theories are described, they may be referred to with different terminology. Here are the categories you should use and the different names for the theories in each category:

  Nature – also known as nativist or linguistic approach.
  Nurture – also known as empiricist or behavioral approach
  Interactionist – refers to several different theories and theorists including cognitive approach (Piaget, Vgotsky), information processing, child talk.

- Major components of each language approach

- Theory/theories you feel best describe how you learn a language

- Nativism vs. Empiricism (nature vs. nurture) – Why do you see these approaches argued less extensively today?

Instructional Insights

There are many terms and concepts introduced in this chapter, and it may seem overwhelming at first. The objective of this activity is not to make you an "expert" on language acquisition theories, but instead to give you an appreciation of some of the ideas, research and key players or theorists. You will be surprised how often these people and theories are mentioned in articles about language development!

In order to make sense of some of this information, Assignment 2 asks you to fill in a chart that summarizes some of the key points of the different theorists and relates the theories to your work as an interpreter. Your textbook contains an example of such a chart on page 45. This may give you a starting point.

The websites you explore in the next activity were designed for the general public, so they will also provide some insight and help you to understand the theories in simple terms.

Activity 3.3 – Textbook, Web Activity

Born to Talk, **Chapter 3, "Cognitive Development: Building a Foundation for Language", pp. 52-59 (Piaget), pp. 84 (bottom) – 91, Table 3-4 on p. 92 (Vgotsky)**

Review these websites on two other important theorists of the Interactionist Approach:

http://www.funderstanding.com/piaget.cfm

http://www.funderstanding.com/vygotsky.cfm

Purpose

The purpose of this activity is to introduce you to 2 important "Interactionist" theorists: Piaget and Vgotsky.

What to look for

Piaget and Vgotsky are important theorists who are discussed in Chapter 3 of *Born to Talk*. You can read the entire chapter if you are interested, but focus on the pages described in this activity:

Piaget (pp. 52-59)

- The four stages of cognitive development
- Assimilation
- Accommodation

Vgotsky (pp. 84 bottom – 91 and table 3-4 on top of page 92)

- The Zone of Proximal Development

Think about this as you read:

"Does thought shape language, or does language shape thought?"

Activity 3.4 – Theories Review

Read "Instructional Insights" below

Purpose

The purpose of this activity is to review and process the information you have read in this lesson prior to completing Assignment 2.

What to Look For

You have now had an opportunity to read and consider three theoretical approaches to language acquisition – behavioral, linguistic, and interactionist. Have you decided which of the three you are most inclined to believe? Let's review them again. Remember to consider the contrary evidence cited by Gleason.

Behavioral Approach

Behaviorists view language development as a skill to be learned, no different from any human behaviors (Hulit,Howard, 2002). While it is a given that you possess certain physiological structures (tongue, larynx, lip, etc.) that allow us to speak, behaviorists assume you learn language like any other task. The environment (i.e., caregivers) provide opportunities for the child, a passive learner, to learn language via imitation, reinforcement, and successive approximations of adult performance. "The child is viewed as an empty vessel to be filled by the experiences provided by the important people in his life" (Hulit, Howard, p. 21). Training, not maturation is largely responsible for language development.

Linguistic Approach (Nativist)

Proponents of a linguistic approach argue that language is innate. That is, you are born with the biological ability to learn language. Chomsky suggests you all have an inner mechanism – LAD (Language Acquisition Device) that assists us in processing language and learning the rules governing speech and language production. This would explain why similar patterns of language development occur across languages and cultures. In addition, Chomsky does not consider the environment to be a source of "shaping" a child's language but rather activating this innate ability (Paul & Quigley, 1994).

What to Look For (continued)

Interactionist Approach (Constructivism)

The interactionist theory is considered to be a moderate compromise between behavioral and linguistic approaches (Hulit & Howard, 2002, p. 36). It is "assumed that many factors (e.g., social, linguistic, maturational/biological, cognitive, etc.) affect the course of development, and that these factors are mutually dependent upon, interact with, and modify one another" (Gleason, 1997, p. 279).

There are three basic types of interactive approaches:

- developmental cognitive theory (Jean Piaget);

- information processing cognitive models; and

- social interaction (Lev Vygotsky).

1) Piaget, a Swiss psychologist, proposed that, a child develops language as a result of interacting within his or her environment as they mature cognitively. Piaget's cognitive development theory includes four stages (i.e., sensorimotor, preoperational, concrete, and abstract).

2) The information processing approach (IPA) is relatively new (1970s). It is similar to Piaget's theory of information processing in that both view the child as an active learner; however, differences do exist. The IPA does not include stages of development as does Piaget. Secondly this approach focuses on thought processes (i.e., perception, attention, memory, planning strategies, categorization of information, etc.). Three IPA models are highlighted in Hulit and Howard (2002):

> competition model: emphasizes the structure and function of learning language (p. 33);
>
> serial processing: information is processed sequentially;
>
> parallel processing: multiple operations take place simultaneously (p. 34).

3) Lev Vygotsky, a social interactionist, considers language to be a process. Language is internalized as a result of individual interaction with a particular environment (Paul, 1998). It is maintained and supported by the community. You develop what Vygotsky calls "internal speech." Vygotsky is also known for his Zone of Proximal Development – developmental differences between what the child can do acting alone and what he/she can

What to Look For (continued)

do with adult support (Paul & Quigley). As a child begins to process information and learn strategies, adult support fades and those differences because less pronounced.

(As a bit of an aside, there is currently a Vygotskian approach used by interpreter educators. You will see articles and hear discussions among interpreter educators about using the Zone of Proximal Development (ZPD) to support individuals in their growth as an interpreter. This has application for YOU!)

Consider these differing theoretical approaches to language development as you complete Assignment 2 and move to Lesson 3 – Major Components of Language. While you theorize, debate, and take issue with learning language, a child simply uses what he has at his disposal to communicate.

Activity 3.5 – WebCT Discussion

Post your double entry journal item for this lesson

Purpose

The purpose of this activity is to provide you with the opportunity to share your double entry journal item with your section and to learn from the postings of your classmates.

What to Look For

In the discussion group, be sure to include this information:

- The citation for the reading for your quote.
- The quote itself.
- Your one paragraph reflection on the quote.

Lesson 3 Summary

Conclusion

There are three primary theories of language development: behavioral, linguistic, and interactionist. Consider your readings as well as those in Lesson 1. What might your answer be if asked which approach you identify with in theory? It would seem you could take components from each approach. Yes, language is a skill to be learned. Yes, you do come to the process with some rudimentary skills. Yes, a language rich environment is essential. Perhaps the interactionist does just that, taking elements from each approach. It would seem that language development is dependent upon your social, linguistic biological/ maturational, and cognitive behaviors and influences (Gleason, 1997).

Key Points

The points to remember are:

- There are three major theoretical approaches in language acquisition.
- 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.

What's Next?

In Lesson 4 you will begin to study the stages that children go through as they acquire language in a natural setting. You will observe an infant and toddler for Assignment 4 and reflect on what you observe. You'll be surprised how communicative a child can be even without spoken language!

Lesson 4 – Language Acquisition in Young Children

Introduction

Now that you have a foundation in language terminology and theory, it is time to look closer at the stages of language development in infants and toddlers. Your textbook provides an in-depth look at two periods: Infant (birth to two years) and Toddler.

Overall Plan

This is an intense lesson, so review the roadmap carefully and plan ahead. You will have to set aside time for the reading (each of the chapters is between 45 and 50 pages long). In addition, the CD that accompanies your textbook has samples of children at different stages, to help you identify and recognize the different stages of development when you do your observations. You can plan to do the reading and listening at the same time, or read first, then go back and listen to the CD.

Three weeks has been allowed for this lesson, so you should be able to finish it if you plan ahead!

Lesson Map

Activity 4.1 – Web Resources

Stages of Language Development

http://www.smallfolk.com/gosh/stagesofdevelopment.asp

http://www.asha.org/speech/development/child_hear_talk.cfm

Purpose

These two sites provide concise charts on stages of language development that will be helpful in your infant observation.
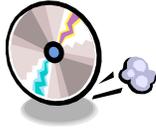
What to Look For

Print out one (or both) of the charts and use it as a guideline for Assignment 3.

Activity 4.2 – Textbook, pp. 103-148

Born to Talk, **Chapter 4, "Communication Development from Birth to Two Years", pp. 103-148**

Listen to accompanying CD per directions in this Chapter

Purpose

The purpose of this assignment is to introduce you to the stages of language acquisition in infants. You will use this information to help you describe the infant that you observe.

What to Look For

Look for the following key points as you read this chapter:

- The receptive behavior of an infant.

- The expressive behavior of an infant.

- The 6 perceptual abilities in infants that aid language development:

    o The ability to attend to speech (determine dirction sound is coming from, discern pitch and loudness, respond to different sounds).

    o The ability to discriminate speech sounds.

    o The ability to remember a sequence of speech sounds in the correct order.

    o The ability to discriminate between sequences of speech sounds (parts of words and words).

    o The ability to compare a sequence of sounds to a model stored in memory (recognize words).

    o The ability to make discriminations among intonational patterns (how something is said, the inflections, tone).

- The role of "baby talk" or "motherese" in the development of language.

- The stages of speech production in infants (see table on page 118).

- The three stages of "prelinguistic communication" when infants can use communication to get things done.
- The stages defined by MLU (mean length of utterance), see table on page 122 and subsequent text.
    - Early stage 1 – 12-22 months
    - Late stage 1 – 22-26 months

Instructional Insights

If you do not have much background in language this chapter may have elements that are difficult. There is a lot of linguistics terminology used as the various phases or characteristics of a baby's language are described.

It has been a long time since those High School English classes for everyone, so please, do not be discouraged or get nervous over this. You do not need to become an "expert" in language in order to understand what this chapter is saying or to recognize the various characteristics of an infant's communication.

Most of you know a lot about the English language because it is your native language, you may have just forgotten some of these terms and parts of grammar. You do not have to "memorize" all of these terms, but you should try to understand and be able to use the most important terms as you write your assignments. Remember the glossary has definitions for all the terms as a reminder as you are reading. All of the new terms in this chapter are defined when they are used..

Activity 4.3 – Infant Observation

Infant Observation

Purpose

To observe an infant under the age of one. Observation should include types of intentional communication (including motor development as it relates to communication) used by the infant and expressive language of the caregiver.

* Please note: This observation will be used as a basis for later assignments in this course as well as subsequent EICP courses. It is important to take good notes that can be retrieved for other uses/purposes during this observation.

What to Look For

- Observe the baby interacting with their caregiver (30-45 minutes).

- Look ahead at the requirements for assignment 4 to identify exactly what you will be asked to report in the assignment.

- Outline what you will be looking for in your observation (considering what you have read and learned about child and language development as you prepare for this assignment).

  Charts at the two websites provided in Activity 4.1 provide an interesting way to look at the developmental stages. You might use these, along with key points from the textbook to identify what you want to look for.

- Note the type/s of intentional communication (e.g., eye contact, eye gaze, gestures, vocalizations, etc.) you saw based on your readings.

- Note any evidence of pragmatics or the use of communication by the infant to get things done (Figure 4-1 in text on page 119).

- Note the types of communication the caregiver is using to illicit responses and communicate with the infant.

- Note any instances of joint focus of attention or joint reference from the table on the bottom of page 111 in your textbook.

- Note the use of repetition and/or complexity/simplicity of the language used by the caregiver (baby talk or motherese).

- Be sure to note the following information on the baby (e.g., age, sex, etc.), caregiver, (e.g., mother, father), the setting (play, bath time, etc.), and examples of specific intentional communication observed.

- It is important to note both expressive and receptive communication. The expressive communication used by the infant is as critical to note as the receptive communication the infant is receiving from the caregiver (i.e. the caregiver's expressive communication).

- Observe the motor development of the infant as it relates to communication.

- Remember, you are a guest, a very grateful guest! Be sure to thank the caregiver, assuring them that the baby's name, nor theirs will be included in the report.

- Be sure to use your section's discussion group in the WebCT if you have difficulties or comments.

Activity 4.4 – Textbook, pp. 157-207

Born to Talk, Chapter 5, "Language Development Through the Preschool Years", pp. 157-207
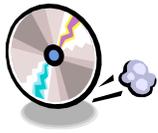
Listen to accompanying CD per directions in this Chapter

Purpose

The purpose of this activity is to continue studying language acquisition by looking at toddlers and preschool children.

What to Look For

Let your own interest and judgement guide you in the reading of this chapter. If you are interested in this topic, read the entire chapter and listen to the accompanying CD.

Otherwise, focus your attention on the stages of development up to and including the toddler that you are going to observe to give you some insight into what you may see as you do your observation.

The table in the chapter introduction on page 158 provides an excellent summary of the different stages.

Then, look for the following specifics:

Stage 2 (summary in Table 5-3 on page 174)

- Use the table on the top of page 160 to identify the use of various grammatical morphemes by the child.
- Look for the use of pronouns and auxiliary verbs.
- Look for phrases or clauses that make the sentences more complex..
- Identify situations where the child used a negative.
- Identify situations where the child asked a question.
- Identify if the child makes demands.

Stage 3 (summary in Table 5-4 on page 178)

- Look for how the child's sentences become more complex or more grammatical including:

    - Use of this, that, these, those.

    - Use of verbs like can, do, will.

    - More correct positioning of the "no" in negative sentences.

    - More correct formation of questions.

Stage 4 (summary in Table 5-5 on page 186)

- Look for more complex sentence structures that include prepositional phrases, clauses and embedded phrases.

- Look for more sophisticated and grammatically correct use of negatives and questions.

Activity 4.5 – Toddler Observation

Toddler Observation

Purpose

To observe a toddler (a 2-3 year old). Observation should include motor and language development of toddler and expressive language of the caregiver.

* Please note: This observation will be used as a basis for later assignments as well as subsequent EICP courses. It is important to take good notes during this observation.

What to Look For

- Observe a 2-3 year old normally developing child for approximately 30-45 minutes. This can take place in a number of settings: in the home, at a daycare facility, nursery, a mother's day out program, early childhood program, etc. Choose a time when the child is most active – not nap time.

- Although not required, you may want to ask the caregiver if you can audiotape/videotape the visit. This observation will be used in later assignments. Good notes and/or an audiotape will be indispensable.

- Observe the toddler interacting with their caregiver (30-45 minutes).

- Note the speech/language and motor activity as it relates to communication used by the child. For example, do you notice sounds or words that prove difficult (i.e., "du" for shoe; "tat" for cat), do they seem to limit the sounds or words they produce, how efficiently do they communicate? Do they use negatives or ask questions?

- Note the types of communication the caregiver is using to illicit responses and communicate with the toddler.

- Note the use of repetition and/or complexity/simplicity of the language used by the caregiver.

What to Look For (continued)

- Try to identify the stage the child is in based on the summary on page 158 and take notes on specific examples of word use, grammar, pragmatics to support the stage.

- Be sure to note the following information on the toddler (e.g., age, sex, etc.), caregiver, (e.g., mother, father), the setting (play, bath time, etc).

- Be sure to use your section's discussion group in the WebCT if you have difficulties or comments

Instructional Insights

The key to success in this activity and the subsequent assignment is to collect all the information you need in order to identify and support the child's stage of development. This means that you need to be able to give specific examples, not just talk in generalities.

For example, if you say the the child is Stage 2 with an MLU of 2 – 2.5 morphemes, give several examples of what the child said tosupport this.

This is why video or audiotaping the observation may be really helpful to you.

Lesson 4 Summary

Conclusion

This lessson was designed to give you an appreciation for and understanding of normal language acquisition in young children. The textbook gave you some different ways to look at this acquisition and to analyze and discuss a child's stage of language development.

Key Points

The key points to remember are:

- Babies progress from reflexive cries to more intentional communication that includes babbling and gestures.
- Very young infants respond to sounds and to the human voice.
- The characteristics of baby talk (or motherese) include a higher pitch, repetition, more rhythm, variation in loudness, reference to objects, more pauses and slower pace than normal speech which help a baby discriminate between different sounds and gain the infant's attention.
- Tracking morphemes and MLU (mean length of utterance) is one way to identify the child's stage of language development.
- As the child progresses through the stages of language development, she begins to put together simple phrases, sentences and more complex sentences and understand and use negatives and questions.
- The language of linguistics – morphemes, phonemes, grammar, syntax, pragmatics, the parts of speech – is used in describing the language development process.

What Next?

In Lesson 5 you'll get a preview of your next class, EDI 112: Language and Learning, where you turn your attention from typical language acquisition to atypical language acquisition and some of the challenges facing deaf children and their parents.

Lesson 5 – Early Development in Deaf Children

Introduction

So far, EDI 111 has concentrated on the acquisition of language in hearing children. Consider however, how different this experience is for children who are deaf or hard of hearing!

In Lesson 1, you learned about typical child development and how a brain is wired after birth. Some of that wiring relates to the "sounds" of the child's native language. But what if, the child cannot hear those sounds. How does language get "wired" in that case. How do those deaf children acquire language?

This lesson provides a brief introduction to development in deaf children and your next course, EDI 112, will explore that issue in detail.

Overall Plan

Your first reading "A Deaf Child in the Family" from *Raising and Educating a Deaf Child* provdes some insights into what a family faces when they learn they have a child with a hearing impairment. This is followed by a look at several websites, designed for parents that emphasize the importance of early detection and the communication choices that need to be made. Finally, the article on "Visual/Gestural Communication" ….

Lesson Map

Activity 5.1 – Textbook 2, Chapter 1

***Raising and Educating a Deaf Child*, Chapter 1, "A Deaf Child in the Family"**

Purpose

The book *Raising and Educating a Deaf Child* is described as "a comprehensive guide to the choices, controversies, and decisions faced by parents and educators. This reading is the first chapter from the book which provides an introduction to the book and to some of the challenges of having "a Deaf child in the family". You will read another chapter from this book in your next course EDI 112.

What to Look For

Some of this information may be a review for you, but it is always good to remember the basics, so look for these points"

- The difference between the use of the word Deaf and deaf.
- Hearing loss, hearing impairment and the ADA.
- 90% of deaf children are born into hearing families.
- The impact of a late discovery of a hearing loss.
- The importance of early language development
- The importance of early acceptance at home to the child's emotional development.

Activity 5.2 – Web Exploration

The Importance of Early Detection

http://www.beginningssvcs.com/early_intervention/early_intervention.htm

http://www.nidcd.nih.gov/health/pubs_hb/silence.htm

Purpose

The purpose of this activity is to review several web sites that discuss the importance of early detection of hearing loss.

What to Look For

- The first site re-emphasize how critical early detection is because of the impact on language development.

- The second site presents a checklist that parents might use to detect a hearing loss in a baby.

  Notice how this checklist reflects exactly what you learned about "normal" child development.

Activity 5.3 – Web Exploration

Communication Decisions

http://www.beginningssvcs.com/communication_options/communication_options.htm

Purpose

Put yourself in this place for a minute. You have just had a baby and discover that the child has a significant hearing loss.

As a hearing parent, what would you do? Where would you turn for help? How would you plan to communicate with your child?

You may not have thought much about this before, but when a deaf child is born to hearing parents, many choices need to be made. And, one of these choices is the communication or language that will be used.

This website provides a resource for parents who may have a deaf child. It provides an objective view of several different communication systems.

What to Look For

At the website, pull down the menu on "Communication Options" to view a page on each of the languages.

You are familiar with these languages/communication methods from your experience as an interpreter and from reading in EDI 101. But, on these pages, notice that each communication method is described according to "expressive" and "receptive" language. Notice that for ASL users, written English is described as a "second language" – this is where you will start up in EDI 112.

The "Reference Chart" in the Communication Options menu is a great summary of the different alternatives.

Activity 5.4 – Reading #2

"Visual Gestural Communication: Enhancing Early Communication and Literacy in Young Deaf and Hard of Hearing Children", pp. 3-12

Purpose

Carver and Kemp (1995) provide an overview of the importance of the social environment of children who are deaf. An ill-equipped social environment is largely to blame for difficulty in mastering language and literacy (Vygotsky). Visual learning experiences seem to accelerate the acquisition of language. Visual gestural communication (VGC) is a series of non-verbal cues, which transcend formal sign language or spoken language (Carver and Kemp, 1994). VGC is seen as a facilitator of language acquisition. Literacy and VGC draw from similar strengths: vision and manipulation (Carver & Kemp).

What to Look For

- Social learning theories: Brunner, Roter and Hochreich

    How important is the social environment to the cognitive and language development of the deaf child?

- The importance of vision in language acquisition

    Use of gestural communication enhances language acquisition in BOTH hearing and deaf children.

- Toddler Talk

    An infant's visual and muscular coordination develop before the vocal cords, making visual communication possible at an early age.

- Pragmatics – the missing link

    Visual communication begins the learning of pragmatics at a very early age.

- Literacy

    How/why does VGC enhance the acquisition of literacy?

Insights

Two things should become apparent when you read this article:

1. The vocabulary of child development and linguistics is used throughout. This is why it is so important for you to assimilate this vocabulary and make it your own.

2. The theorists from lesson 3 are also discussed and referred to. Another reason why it is important for you to understand the basics of each theory.

Many aspects of this course may have been difficult for you: new concepts, new vocabulary, but these are all important building blocks for your education as a professional educational interpreter.

From a content or message standpoint, the article provides:

- Perspective on what it must be like to be a deaf child in a hearing world.
- The importance of the mother-child relationship and other aspects in the social environment in the acquisition of language.
- The importance of a deaf child developing some sort of language in the crucial period (sometimes called the "critical period".

Also think about the message of this article in relationship to the prior web sites you visited about "language choices".

Is this article presenting VGC as another "choice" for early communication? Or is the point that "communication" is the key, no matter what form it is in?

Activity 5.5 – WebCT Discussion

Post your double entry journal item for this lesson.

Purpose

The purpose of this activity is to provide you with the opportunity to share your double entry journal item with your section and to learn from the postings of your classmates.

What to Look For

In the discussion group, be sure to include this information:

- The citation for the reading for your quote.
- The quote itself.
- Your one paragraph reflection on the quote.

Post your entry in the discussion for this activity. Read and respond to your peers' entries – it will serve as a great review of the readings and may provide some new insight.

Activity 5.6 – Resource Review

Review resources and pick your "favorite" (used in EDI 112)

Purpose

The purpose of this activity is to serve as a reminder about the resource packet you developed in EDI 113.

What to Look For

For every course you take, you should think about which resources will be most useful to you on the job and add those to your resource packet. In this course, there were many resources that might be helpful for you, teachers at your school or parents.

As you proceed in EICP, each set of two courses will have an activity or assignment that requires you to add something to your resource packet. The last assignment in EDI 112 (your next course) will ask you to do this – so, you can save yourself some time by picking out a resource from this course now!

Lesson 5 Summary

Conclusion

This lesson has introduced you to some of the challenges facing parents and children who are deaf and has emphasized how important early detection of a hearing loss is to the child's language development.

Key Points

The points to remember are:

- 90% of deaf children are born into hearing families and are thus deprived of access to a first language

- Because the first year of life is critical to language develement, the impact of a late discovery of a hearing loss can impact a child's language development which has implications when a child starts school.

- The hearing parents of a deaf child face many challenges and have to choose a language for their child.

- The importance of the mother-child relationship and other aspects in the social environment in the acquisition of language.

- The importance of a deaf child developing some sort of language in the crucial period (sometimes called the "critical period".

Glossary

A-Language	A person's native or first language.
ASL	American Sign Language
Accessibility	A term that in the context of the ADA (Americans with Disabilitites Act) guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications. Various guidelines define how to make these services "accessible" to persons with disabilities.
Affect	Refers to the emotions of the speaker.
Allomorph	Any one of the possible phonetic forms of a morpheme. For example, the phonetic (s) of cats (k ts), (z) of pigs (p gz), and (z) horses (hôr s z) are allomorphs of the English plural morpheme.
B-Language	A person's second language
Babbling	Repeated sounds that include consonant and vowels done by infants (mamama, bababa).
Behaviorism	Theories that focus on the observable and measurable aspects of language development. Most behaviorist theories focus on Stimulus – Response situations.
Bound morpheme	A sound that must be attached to a free morpheme to be meaningful, like "un" or "ing" or "ed". These can be **inflectional** (added to the front of words) or prefixes or **derivational** (added to the end of words) or suffixes.
Chomsky	A nativist who supported the linguistic approach to language development. Chomsky suggested that humans have an inner mechanism (LAD) which enables them to learn language.
Cognition	The dictionary definition of cognition is "the mental process or faculty of knowing, including aspects such as awareness, perception, reasoning, language, memory and judgment."
Communication	The act of communicating; transmission which includes the exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior.

Discourse	Verbal exchange; conversation The following useful definition is taken from O'Sullivan, Tim, Hartley, John, et al. (1994). *Key Concepts in Communication and Cultural Studies.* London: Routledge: 93-94. Discourse (adjective = discursive). A term now quite widely used in a number of different disciplines and schools of thought, often with different purposes. Most uncontroversially, it is used in linguistics to refer to verbal utterances of greater magnitude than the sentence. *Discourse analysis* is concerned not only with complex utterances by one speaker, but more frequently with the turn-taking interaction between two or more, and with the linguistic rules and conventions that are taken to be in play and governing such discourses in their given context
Echoloalia	A form of babbling that occurs around 8-12 months in which an infant "parrots" or imitates sounds, syllables or words.
Expressive language	Speaking, writing or signing
Free morpheme	A sound that can stand alone and be meaningful.
Illocutionary stage	From 8-12 months when an infant begins to use sounds and gestures to communicate intentionally.
Intentional communications	The use of sounds or gestures for a purpose.
IPA	Information Processing Approach to language development which focuses on the thought processes required during language acquisition. This patterns what happens in the human brain after what happens in a computer.
L1	Primary language
L2	Secondary language
LAD	Language acquisition device. A theory proposed by Chomsky that the LAD is a physiological part of the brain that is a specialized language processor and enables children to acquire language.
Language	Language refers to "a form of communication in which we learn to use complex rules to form and manipulate symbols (words or gestures) that are to generate an endless number of meaningful sentences" (Plotnik, 1999).
Linguistics	The core of linguistics is defined by the investigation of syntax (sentence structure), semantics (meaning), morphology (word structure), phonology (sound

	structure) & phonetics (speech sounds and their production).
Locutionary stage	When a child produces the first meaningful words.
MLU	Mean length of utterance – a way to measure language development by averaging the morphemes produced in several utterances.
Metalinguistic awareness	Metalinguistic awareness is the process of thinking about and reflecting on the nature and functions of language
Modality	A particular sense, as in auditory or visual
Morpheme	The smallest unit of meaning in a language. Words can consist of one or more morpheme.
Nature/Nuture	Two opposing theories for human development. Nature indicates that people are born with innate capabilities and tendencies. And nuture prescribes that learning is a result of the surroundings or environment.
Overextension	As it refers to a child's language use, this means the use of some principle of language in cases where it does not apply. For example, the child understands that a plural is formed by adding "s", so uses it all the time – mans instead of men. Or "ed" is added to all verbs to form the past tense.
Perlocutionary stage	Early infancy which starts with only reflexive cries and progresses to some purposeful communication.
Phoneme	The smallest distinctive elements of a language.
Phonology	Phonology deals with the *function* of sounds within a language.
Piaget	Piaget was a Swiss psychologist who developed a theory about child development.. The theory is based on the idea that the developing child builds cognitive structures--in other words, mental "maps," schemes, or networked concepts for understanding and responding to physical experiences within his or her environment. (Funderstanding)
Pragmatics	The system of rules that dictates the way language is used to accomplish social ends. The general study of how context affects the user's interpretation of language.
Pragmatic skills	Turn-taking, initiating communication
Prosodic	The patterns of stress and intonation in a language
Protodeclaritive gesture	Indicates a statement – point out objects or events.
Protoimperative gesture	Gestures used to control or manipulate the behavior of others (ask for something).

Prototype	A model or standard used to understand a concept. Development of these prototypes help a child understand and use language.
Protoword	Invented word that may occur during the transition from pre-speech to speech
Receptive language	Understanding what is said, written or signed
Reflexive sounds	Unlearned or natural sounds made by a baby including cries, coos, burps, sneezes.
Skinner	A behavioral psychologist who researched conditioning in humans.
Semantics	The study of the meaning system of a language.
Semantic networks	Connections between words and concepts. For example, pain and pane are linked as are oak, spruce and birch. The "links" can be based on different relationships and concepts.
Scaffold	A supportive linguistic/communicative context supplied by care givers to young children.
Syntax	The rules by which sentences are made.
Underextension	Use of a word too narrowly. For example, the word "cookie" is used to refer to chocolate chip cookie, but not any other kind of cookie.
Vygotsky	A "social interactionist" who believed that language is a process that is developed as a result of interaction with the environment.
Zone of Proximal Development	Vygotsky (1978) maintained the child follows the adult's example and gradually develops the ability to do certain tasks without help or assistance. He called the difference between what a child can do with help and what he or she can do without guidance the "zone of proximal development" (ZPD).

Resources

Lesson 1 - Child Development

Child development/ brain wiring	http://www.fcs.uga.edu/pubs/PDF/FACS03-1.pdf
Site with chart of development in 3 domains	http://www.healthyplace.com/Communities/parenting/ cdi/child_development/normal_development.htm
Summary of domains at different ages	http://childstudy.net/ages-and-stages.html
Resource site on speech and lang. development	http://www.asha.org/public/speech/development/
Article on nature/nurture and brain development	http://muextension.missouri.edu/xplor/hesguide/ humanrel/gh6115.htm
Site for parents on lang and learning in deaf babies	http://www.babyhearing.org/LanguageLearning/index.asp

Lesson 2 - What is language?

Activity 2.2	
Very simple intro to language	http://www.kidsource.com/ASHA/child_language.html
What is linguistics	http://www.geocities.com/CollegePark/3920/
Additional Resources	
Is language unique to humans	http://greatapes.freehosting.net/
9 ideas about language	http://plaza.ufl.edu/shyeon/0110.html
Pragmatics	http://members.tripod.com/Caroline_Bowen/devel1.htm

Phonology	http://www.uni-kassel.de/fb8/misc/lfb/html/text/8.html
Discourse	http://diskurs.humfak.auc.dk/english/discourse.htm
Huge glossary of linguistics terms	http://www.sil.org/linguistics/ GlossaryOfLinguisticTerms/Index.htm

Lesson 3 – Language Acquisition Theories

Activity 3.3	
Piaget	http://www.funderstanding.com/piaget.cfm
Vygotsky	http://www.funderstanding.com/vygotsky.cfm
Other Resources	
Introduction to theories	http://www.maxpages.com/thena/ladiscussion
Behaviorism	http://www.funderstanding.com/behaviorism.cfm http://www.learner.org/discoveringpsychology/08/e08glossary.html
Chomsky	Interview with Chomsky: http://web.mit.edu/newsoffice/tt/1992/apr01/25937.html
Erickson (not included in course, but interesting)	http://www.cdipage.com/erickson.shtml http://childstudy.net/erk.html
Piaget	http://www.ship.edu/~cgboeree/piaget.html http://chiron.valdosta.edu/whuitt/col/cogsys/piaget.html
PBS bio of Piaget	http://www.pbs.org/wgbh/aso/databank/entries/dh23pi.html
4 stages	http://honolulu.hawaii.edu/intranet/committees/FacDevCom/ guidebk/teachtip/piaget.htm
Tutorial	http://facultyweb.cortland.edu/~ANDERSMD/PIAGET/PIAGET.HTML
Vgotsky	http://www.funderstanding.com/vygotsky.cfm http://www.sk.com.br/sk-vygot.html

Lesson 4 - Stages of Language Acquisition

	Activity 4.1
Charts of stages	http://www.asha.org/public/speech/development/child_hear_talk.htm
Stages of Development	http://members.tripod.com/Caroline_Bowen/devel2.htm

Lesson 5 - Early Development in Deaf Children

	Activity 5.2
Early detection	http://www.beginningssvcs.com/early_intervention/early_intervention.htm http://www.nidcd.nih.gov/health/hearing/silence.asp
Hearing loss fact sheet	http://www.hearingloss.org/html/hearing_loss_fact_sheets.html

	Activity 5.3
Communication Decisions	http://www.beginningssvcs.com/communication_options/communication_options.htm

	Other Resources
Article about different languages	http://pages.slc.edu/~ebj/IM_97/Lecture15/L15.html
Early intervention	http://clerccenter2.gallaudet.edu/KidsWorldDeafNet/e-docs/EI/index.html
Scientific article about the "critical period" for acquiring Sign Language	http://unisci.com/stories/20021/0104026.htm

General Resources

How to cite resources	http://www.newark.ohio-state.edu/~osuwrite/mla.htm