that among the small number of deaf individuals in the population who
use a population of orally oriented English students. The findings
Landmark research on deaf readers was carried out by Conrad (1979).

process
visual or orthographic awareness into effective and efficient reading
orthographic awareness can be done phonologically and
phonetically. The child's awareness of phonemes and syllables and the knowledge to
produce and recognize words in print are being made of
in which the child analyzes words in print as being made up of
words in print. He portrayed phonological awareness as a prereading

pre-Henry (1969) argued that phonological is involved in beginning reading and
perceptual model of the developing ability to recognize the important role of phonological coding in the develop-
these readers. The development of reading and the development of reading and

Since 1970, reading research with deaf children has been occupied with

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Link: The Development

Search for the Missing

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2. Transitions to Stated Reading

Phonological Coding in Reading

childen, phonological coding (phonic associations), the processes involved in phonological coding, and how these processes are developed and refined through reading experience. This section will focus on the development of phonological coding in children, the role of the brain in phonological coding, and the neural mechanisms involved in reading.

The Development of Phonological Coding in Children

Phonological coding is a critical component of reading development in children. It involves the ability to encode and store the auditory features of words, such as their sounds, into the brain's memory. This process is necessary for reading because it allows children to recognize and read new words that they have not encountered before. Phonological coding is also important for decoding words when reading aloud, as it helps children to break down words into their constituent sounds and blend them together to form words.

The role of phonological coding in reading is well-known and has been studied extensively. Research has shown that children who develop strong phonological coding abilities tend to have better reading skills and are more likely to become successful readers. In contrast, children who struggle with phonological coding may have difficulty reading, especially when they encounter new words or when they are required to read aloud.

Researchers have identified several factors that influence the development of phonological coding in children, including the age at which children begin reading, the quality of early reading instruction, and the child's exposure to reading through books and technology. Children who begin reading at an early age are more likely to develop strong phonological coding abilities than those who start reading later. Similarly, children who receive high-quality reading instruction are more likely to develop strong phonological coding abilities than those who receive lower-quality instruction.

The neural mechanisms involved in phonological coding have also been studied extensively. Research has shown that the brain's auditory cortex and the prefrontal cortex are particularly active when children engage in phonological coding. These brain regions are responsible for processing auditory information and for the executive functions that are necessary for reading, such as working memory and attention.

In conclusion, phonological coding is a critical component of reading development in children. It is essential for reading skills, and its development is influenced by a variety of factors, including age at which children begin reading, the quality of early reading instruction, and the child's exposure to reading through books and technology. Understanding the neural mechanisms involved in phonological coding is also important for developing effective reading interventions and for improving reading skills in children who struggle with reading.


2. TRANSITIONS TO STUDED READING

We propose that the search for phonological mediation and reading skill in signing deaf children

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PHONOLOGICAL INFORMATION WHEN TEACHING STUDED READING

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specifically, suggests who used this code to teach lower case letters in licten
The research on child development in early childhood has shown that providing children with opportunities to engage in meaningful, age-appropriate activities can significantly impact their development. This is supported by the findings of the National Longitudinal Survey of Young Children (NLSCY), which found that children who participate in high-quality early childhood programs have better outcomes in literacy, language, and social-emotional skills. These findings are consistent with previous research that has demonstrated the importance of early intervention in areas such as reading and language development.

However, despite the evidence supporting the benefits of early childhood programs, there is a growing concern about the accessibility and affordability of these programs for all children. Many families face financial barriers to accessing high-quality early childhood education, which can limit their ability to provide their children with the best possible start in life.

As a result, there is a need for policymakers and educators to work together to address these challenges and ensure that all children have access to the early childhood programs they need. This includes providing funding for programs, improving teacher training and qualifications, and increasing family support services. By taking these steps, we can help ensure that all children have the opportunity to reach their full potential and succeed in school and in life.
23. TRANSITIONS TO STATED READING

The transition from the present to the past is a different one: 1st-person narration in the present tense

The narrative continues with a different perspective on the events that unfold.
REFERENCES

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CONDUCING REMARKS

The process of developing and using a new task to study the development of language in children is a complex one. It involves a number of steps, including the identification of relevant tasks, the selection of appropriate methods for assessing language development, and the development of reliable and valid measures. The process is also influenced by a number of factors, such as the age of the children being studied, the language and cultural background of the children, and the specific research questions being addressed.

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