The background features a dark blue gradient with faint, light blue technical diagrams. On the left side, there is a large circular scale with numerical markings from 140 to 260 in increments of 10. Several circular diagrams with arrows and partial arcs are scattered across the background, suggesting a technical or scientific theme.

PRACTICAL INTRODUCTION TO LISTENING AND SPOKEN LANGUAGE (LSL)

HELIX CONFERENCE

NOVEMBER 2019

SESSION #2: 3:20-5:20 PM

MICHAEL BOSTON, MA, EIPA CERT



CONSTANCE MCGROGAN SLP/L LSLs CERT. AVED

ROLE CALL 😊

- TEACHERS OF THE DEAF AND HARD-OF-HEARING
- SPEECH-LANGUAGE PATHOLOGISTS
- AUDIOLOGISTS
- REGULAR TEACHERS
- SPECIAL EDUCATION TEACHERS
- PARENTS
- SUPERVISORS, PSYCHOLOGISTS, ADMINISTRATION OF SPECIAL EDUCATION
- OTHERS

DISCLAIMER

ORAL METHOD -- TODAY'S FOCUS

MANUAL METHOD

BLENDED APPROACH

****PARENTS CHOICE DRIVES THIS**

AGENDA

PART 2

AFTERNOON

- Identify and label strategies with roleplay demonstration and sabotaging to teach skills.
- Match description to auditory strategy
- Develop an age appropriate activity with and appropriate strategy for a given Case Study
- Evaluate application of strategies
- Troubleshoot and discuss atypical scenarios

Get creative!

REVIEW: AUDITORY LEARNING GUIDE (ALG)

Levels of the ALG

Sound Awareness

Speech and environmental sounds

Phoneme

Speech Babble

Discourse

Auditory processing of connected speech

Sentence

Auditory Memory

Word

Discrimination in whole words

REVIEW: AUDITORY STRATEGIES

- Handout
- Remember the principles:
 - Auditory-first
 - Management of listening environment
 - Model, teach, and encourage self-monitoring of listening behavior
 - Plan activities to maximize listening and spoken language opportunities

😊 Identify the Strategy 😊

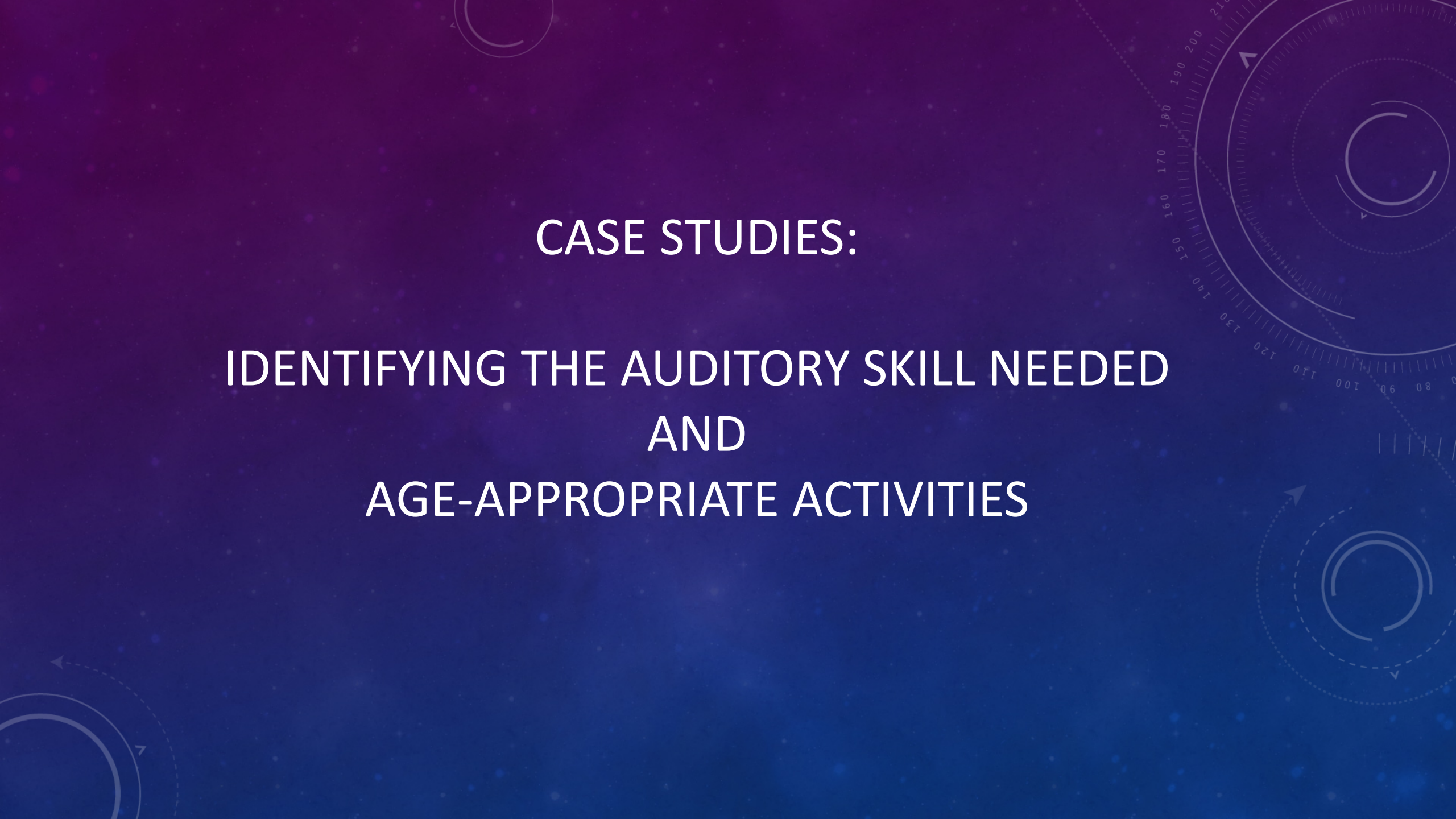
-- Establish teams and the team's reporter

1.) Observe a roleplay scenario and assess the strategy being used.

2.) Using the “Strategies” handout as a team, identify the main strategy being used.

3.) Next to each strategy on the handout is a number. The team reporter will hold-up the number of the strategy their team selects.

-- Points will be assessed for correct answers. Each team reporter will keep track of their team's points.

The background features a dark blue gradient with a subtle pattern of white stars and faint technical diagrams. On the right side, there are several circular diagrams with concentric lines and arrows, resembling a clock face or a technical gauge. The text is centered and rendered in a clean, white, sans-serif font.

CASE STUDIES:

**IDENTIFYING THE AUDITORY SKILL NEEDED
AND
AGE-APPROPRIATE ACTIVITIES**

HOW TO ASSESS CASE STUDIES

- Identify:
 - Who –
 - Age
 - Grade
 - Degree and type of hearing loss
 - Hearing age
 - Hearing technology
 - Comorbid disability(-ies)
 - Strengths
 - Interests

HOW TO ASSESS CASE STUDIES

- Identify:
 - What areas of need –
1. Audition
 - a) SA, PL, DL, SL, Word
 2. Language input and expression
 3. Vocabulary
 4. Speech/Articulation
 5. Cognitive Development (i.e.: comprehension and reasoning)
 6. Literacy (both reading and writing)
 7. Self-Advocacy
 8. Social skills and parental/home concerns

CASE STUDY #1 - PRACTICE

- Jeff is a second grade student with a mild sloping to moderately severe sensorineural (nerve-based) hearing loss in both ears. He utilizes two Behind-The-Ear hearing aids (since age 3) and a personal FM System (since age 5). Jeff currently is struggling in spelling. In conversation, he often confuses the following phonemes: s/z, f/v, ch/j, k/g, t/d, p/b. This affects his reading as well as he tends to skip pronouncing these phonemes at the beginning and end of words. He is about one year behind in expressive and receptive language testing. He's an avid outdoorsman, enjoying activities such as: fishing, hiking, and gardening. He is especially keen at recalling facts about plants and where to find them.

CASE STUDY #1 - PRACTICE

- Key details:
- Who:
 - 2nd Grade
 - Mild sloping to moderately severe sensorineural hearing loss in both ears
 - Hearing aids (since age 3) and personal FM System (since age 5)
 - Language delay (1 year)
 - Interests: the outdoors and plant life
 - Strengths: outdoor activities and recalling facts
- What areas of needs:
 - Auditory discrimination (voice/voiceless phonemes)
 - Spelling (voice/voiceless phonemes)
 - Reading fluency (voice/voiceless phonemes)

CASE STUDY #1 - PRACTICE

- Auditory Learning Guide:
 - Phoneme Level: Year 2, Step #7
 - Word Level: 2, Step 8a and 8b
- What activities might you do with Jeff?
 - Remember: Make it meaningful!
 - Age-appropriate
 - Interests considered
 - Strength-based

CASE STUDY #1 - PRACTICE

- One Possible LSL Activity at the Word Level:
 - Given minimal pair picture cards (differing in voice/voiceless phonemes at the beginning of a word), Jeff will accurately discriminate between the sounds to select the correct picture card by using a “fishing pole” (with putty on the end of a string) with 70% accuracy (baseline of 60% accuracy).
 - ** The picture cards could include words that are from the outdoors **
 - Examples: pail / sail; fish / fizz; kale / gale; peas / bees
- Strategies: acoustic highlighting and lowlighting, repetition, getting closer, use of the FM transmitter (if not used initially), context (if needed)

😊 YOUR TURN 😊

- With your team, read a case study given to you.
 - 1.) Gather the Key Facts: Who and What needs
 - 2.) Identify a pertinent area(s) on the Auditory Learning Guide
 - 3.) Design an activity that targets this skill and list applicable LSL strategies
- Use Activity #1 handout

ACTION PLAN

- Utilizing the principles learned in the case studies activity, consider a student with hearing loss on your caseload or one you know.
- If you don't have one or don't know one, find someone close to you to collaborate.
- Complete Activity #2 handout

The background features a dark blue gradient with a subtle pattern of white stars and faint technical diagrams. On the right side, there are several circular diagrams resembling gauges or dials with numerical scales (e.g., 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200, 210) and arrows. Some diagrams have dashed lines and solid lines, suggesting different states or components. The overall aesthetic is clean and professional, typical of a technical or educational presentation.

Practical Receptive and Expressive Vocabulary Development

DEVELOPMENTAL APPROACH IN VOCABULARY

- Example: Normal Expressive Vocabulary development

- 1 yr. – first word
- 18 mths – 75 words
- 2 yrs. - 300 words
- 3 yrs. - 900 words
- 4 yrs. - 1500 words
- 5. yrs. - 2500 words

If a child tests at 2 years, she is functioning with using 300 words.

She will need to learn ____ more words to gain a full year and ____ words to gain 1 and ½ years growth.

A typical 5-year-old learns 10 new words a day and use 50 new words per week.

Typically developing school-age children develop 3000 new words per year.

To go on to higher education, need to know 100,000 words! Bartel, N. (1975), Flexer, C. (1994) Sidney,D.(1997)

Need to develop a variety-**quantity** of words

◀ Need to develop a **quality** or degree of understanding of words and different meanings.

READ-A-LOUD TO YOUR CHILD DAILY THROUGHOUT THE SCHOOL YEARS.

- Read books that are both fiction and non-fiction
- Read books that are predictable and repetitious
- Introduce new words and draw attention to these words by using them repeatedly
- Point out pictures and words to focus the child's attention
- Ask questions as you are reading the book
- Provide material so that the child can scribble and draw to demonstrate comprehension of a story
- Draw attention to print in all environments

LISTENING ROOM – HEARING JOURNEY

- “Hearing Journey” by Advanced Bionics
- The Listening Room (infants, kids, adults)
- Free listening activities for all levels
- www.hearingjourney.com



Professional Resources

- AG Bell Materials
- Listen, Learn and Talk, Cochlear
- Listening for Littles, D. Sindrey
- Tools for Schools, Advanced Bionics
- Speech and the Hearing Impaired Child: Theory and Practice, Daniel Ling
- Foundations of Spoken Language for Hearing-Impaired Children, Daniel Ling
- Talk Around the Clock, K. Rossi
- Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS), E. Wilkes
- *Tools for Schools*, Advanced Bionics.
- *Hearing Journey*, D. Sindrey
- *Speech Perception Instructional Curriculum and Evaluation (SPICE)*, Central Institute for the Deaf.
- *Speech that Works*, Sunshine Cottage School for Deaf Children
- *My Baby and Me*, B. Moog
- *SKI-HI Curriculum*, S. Watkins

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