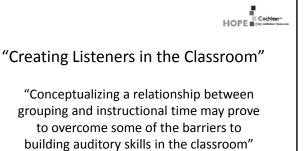






- "Planning purposeful language ahead of time is difficult"
- "My kids have different auditory skill levels"
- "How do I balance content goals with language skill"
 - "choose targets when vocabulary needs are overwhelming"
- "There's so much to cover, how do I fit it in?"





Nevins and Garber, HOPE archived sessions



For Example ...



- Make small instructional groups based on auditory ability for at least part of the day; maximize the opportunity to individualize instruction for the children remaining in the classroom while others are out for speech or OT
- Scrutinize the schedule of each instructional day to find previously under-utilized time (e.g.15 minutes between gym and lunch; time between art and dismissal) Design some purposeful listening activity to take place in that time
- Use classroom content as the vehicle for auditory work

Nevins and Garber, "Creating Listeners in the Classroom", HOPE archived sessions







In this age of improved access to sound, the classroom is the optimum venue for differentiating auditory learning approaches from auditory "training" via a focus on a connection between listening, language, and cognition





- As teachers of deaf children, you bring to the table knowledge of
 - best practices in education
 - particular emphasis on teaching children with reduced auditory access
- The "Listening and Spoken Language Specialist" designation is conferred on those who have extended that knowledge base to include
 - "a focus on education, guidance, advocacy, family support, and the rigorous application of techniques, strategies, and procedures that promote optimal acquisition of spoken language through listening by ... children who are deaf or hard of hearing " (emphasis mine, www.agbellacademy.org)

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"Skills of Highly Qualified LSLS in Educational Settings"



- In 2010, Ellen Estes laid out an "organizational schema" and description of the host of strategies required of an effective Listening and Spoken Language professional
- She noted that, beyond the knowledge that forms a basis for LSL practice, it is the development of these skills that create the means for effectively supporting children with hearing loss in educational settings

Volta Review, Volume 110, Number 2, pp 169-178.

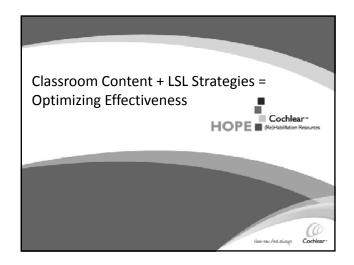


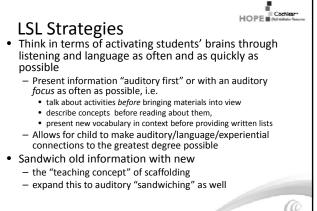
Areas of Focus (Estes, 2010)

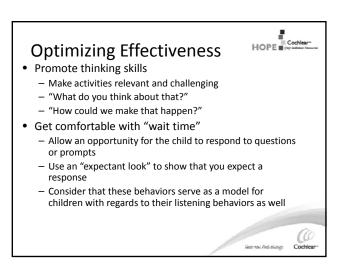


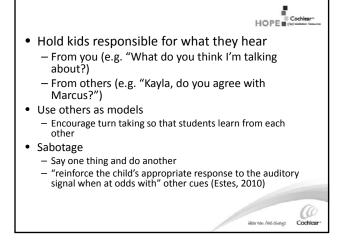
- Optimizing the effectiveness of each interaction
- · Organizing the setting
- Maximizing listening and spoken language access







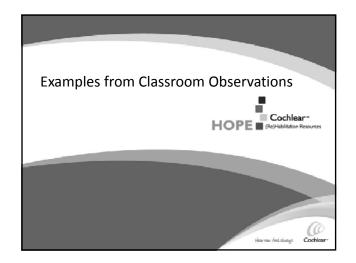




When Preparing, Plan for:



- Purposeful language
- Strategies that will facilitate goal acquisition
- Thinking turns
- Different skill levels
- For most experienced teachers, this is likely not a matter of changing lesson plans, but searching for new places in existing plan in which to add emphasis on listening and language



Finger Painting



- Classroom grouping of children with hearing loss aged 3-5, limited language skills (late identification, recent implants, etc.)
- Core concepts:
 - mixing colors makes another color
 - Red, white, pink, paint
 - Print, messy, wash it, valentine, heart



Enhanced ...



- Planned auditory first targets
 - Calling children's names to offer materials
- Potential LSL opportunities
 - Describing activity before any materials are presented
 - Telling children that pink paint is needed and then realizing that no pink is available; therefore it has to be mixed
 - Thinking through the problem of which colors might make pink



Possible Script



- "It's time to paint! Let's get our smocks"... <go to cabinet to get paint smocks and paper>
- "Yep, it's time to paint. Here's your smock ... Juan. Here's your smock ... Bella."
- "I want to use pink paint today." <get out box of paint bottles> ... uhoh, there's no pink!"
- Maybe we can mix red ... <get out red> and white ... <get out white>
- "Here's some red <drip paint on table> and here's some white. Let's mix it!" ... <hold up finger ... start to mix>
- "Hooray, now it's pink!"



Writing Personal Narratives



- Mixed age DHH classroom at approximately 3rd grade level
- Core concepts
 - Writing about self
 - Paragraph structure
 - Review of common text/punctuation requirements





- Materials/Environment
 - Teacher at front of table with chart paper
 - Models writing her own narrative before students tackle their own
 - Students have reference card for specific objectives of narrative writing (topic sentence etc.)



Enhanced...



- Describe task before presenting any materials
- Use of meta-language as part of teacher modeled paragraph (e.g. "I want to write about the time I went fishing, so I need to make sure I start with that and then write about the exciting things that happened")
- Speaking each phrase/sentence before writing rather than speak/write word by word
- Ask for students to comment on each other's thoughts/contributions as a means of checking in on their comprehension/attention to discourse



Math: Tangrams



- Mixed age classroom of children with hearing loss at approximate 3rd grade level
- Core concepts
 - shapes can be manipulated to fit together into larger shapes
- Language overlay
 - Content vocabulary
 - Shape names
 - Directional terms and adjectives



Yellow Flag Language



- "Let me show you"
- "You could turn this big triangle this way"
- "Put that one over there"
- "One of these"



Enhanced



- Have child verbally describe (plan) how they will approach task and then poll group "what do you think?" and then try the plan
- This is very definitely a thinking activity, so look for opportunities to add "thinking" vocabulary
 - e.g. "plan", "evaluate", "decide"
- When working as a group, there are always opportunities for "social" language overlay
 - e.g. "Success!" "You hit a roadblock," "You nailed it!," "confusing"



Self-mentoring



- As noted by Estes, the skills and strategies discussed today are best solidified through a mentoring process
- Outside of that kind of relationship
 - Video tape and review your own teaching sessions
 - Arrange for "observation swaps" as part of internal PD offerings

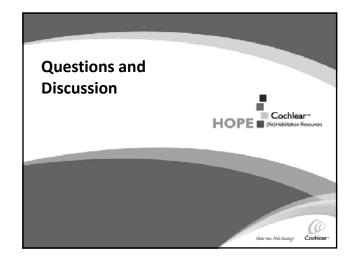


In Summary



- To optimize the effectiveness of each teaching moment
 - Embrace auditory learning as the juncture between listening, language and cognition
 - Follow a comprehensive model for auditory skill development
 - Create an environment that values and expects listening and speaking
 - Build auditory skills in the context of speech, language and content development





HOPE (representation features

New Parent Resource

- Practical, applied guidance on specific topics
- Most recent HOPE booklet: Fun and Games
 - Choosing Games and Toys
 - Fun Finds: Resources at Your Fingertips
 - Optimizing Participation in Summer or After School Activities
 - Maximizing Auditory Skills in Outdoor Play
- <u>www.cochlearamericas.com/hope</u> in the Parent section



Next Up: Thursday, March 31, 3:00 pm ET HOPE Notes: Music Rehabilitation for Cochlear Implant Users (Professionals, Adults, Teens, Parents) Donna Sorkin M.A. and Laura Blair, Au.D., CCC-A, Cochlear Americas Wednesday April 6, 3 pm ET Aural Rehabilitation in Bilateral Cochlear Implantation of Adults (Adults, Professionals) Linda Daniel, MS Com. Dis., MA, CCC-A, FAAA, LSLS Cert. AVT, HEAR In Dallas

Hear now And always

Early Intervention Workshops 2011



- Facilitating Spoken Language Development for Young Children with Hearing Loss
- One Day Introductory Seminar for Early Intervention and Educational Professionals
- One Site Left: Fairfax, VA (May 18)
- For more information, go to www.regonline.com/hopeworkshops
- Or call Sarah Gard at 303.524.6848, sgard@cochlear.com



Children with Cochlear Implants: HOPE Cookies the Words and the Music



- One day introductory level workshops on reading, vocabulary and music
- Two sites: Oakland (CA) on May 3 and Dallas (TX) on May 13
- For more information, go to www.regonline.com/hopeworkshops
- Or call Sarah Gard at 303.524.6848, sgard@cochlear.com

Contact Cochlear Americas



- For questions about this seminar, contact agarber@cochlear.com
- For inquiries and comments regarding HOPE programming, please contact: dsorkin@cochlear.com
- For a Certificate of Participation, please send your completed Feedback Form to: hopefeedback@cochlear.com

