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(Re)habilitation Resources

**LSLS Strategies in the Classroom**

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Listening and Language Connections, LLC

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**Introduction**


Cochlear America's Commitment  
to Educational Outreach

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**Our Presenter**

Ashley S. Garber, MS CCC-SLP, LSLS Cert. AVT



–Private practitioner specializing in auditory verbal therapy and aural habilitation services

–Fifteen years of experience with children and adults with hearing-impairment and cochlear implants in a variety of settings

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**Agenda**

- Identifying Classroom Issues
- Defining LSL strategies
- Infusing Auditory Opportunities into the Classroom
- Discussion and Questions

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## Challenges: Maximizing Auditory Learning in the Classroom



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## Overheard ...

- “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?”



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## “Creating Listeners in the Classroom”

“Conceptualizing a relationship between grouping and instructional time may prove to overcome some of the barriers to building auditory skills in the classroom”

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



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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

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- 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](http://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.

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Areas of Focus (Estes, 2010)

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

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Classroom Content + LSL Strategies =  
Optimizing Effectiveness

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### LSL Strategies

- Think in terms of activating students' brains through listening and language as often and as quickly as possible
  - Present information “auditory first” or with an auditory *focus* as often as possible, i.e.
    - talk about activities *before* bringing materials into view
    - describe concepts *before* reading about them,
    - present new vocabulary in context before providing written lists
  - Allows for child to make auditory/language/experiential connections to the greatest degree possible
- Sandwich old information with new
  - the “teaching concept” of scaffolding
  - expand this to auditory “sandwiching” as well

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### Optimizing Effectiveness

- Promote thinking skills
  - Make activities relevant and challenging
  - “What do you think about that?”
  - “How could we make that happen?”
- Get comfortable with “wait time”
  - Allow an opportunity for the child to respond to questions or prompts
  - Use an “expectant look” to show that you expect a response
  - Consider that these behaviors serve as a model for children with regards to their listening behaviors as well

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- Hold kids responsible for what they hear
  - From you (e.g. “What do you think I’m talking about?”)
  - From others (e.g. “Kayla, do you agree with Marcus?”)
- Use others as models
  - Encourage turn taking so that students learn from each other
- Sabotage
  - Say one thing and do another
  - “reinforce the child’s appropriate response to the auditory signal when at odds with” other cues (Estes, 2010)

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## 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



## Examples from Classroom Observations



## 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 3<sup>rd</sup> grade level
- Core concepts
  - shapes can be manipulated to fit together into larger shapes
- Language overlay
  - Content vocabulary
    - Shape names
    - Directional terms and adjectives

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## Yellow Flag Language



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

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## 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”

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## 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

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## 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



## Questions and Discussion



## 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*
- [www.cochlearamericas.com/hope](http://www.cochlearamericas.com/hope) in the Parent section



## Upcoming Online Sessions



### 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, LSLC Cert. AVT, HEAR in Dallas





## 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](http://www.regonline.com/hopeworkshops)
- Or call Sarah Gard at 303.524.6848, [sgard@cochlear.com](mailto:sgard@cochlear.com)



## Children with Cochlear Implants: 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](http://www.regonline.com/hopeworkshops)
- Or call Sarah Gard at 303.524.6848, [sgard@cochlear.com](mailto:sgard@cochlear.com)



## Contact Cochlear Americas



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

