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(Re)habilitation Resources


LSLS Strategies in the Classroom


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Here now And always 

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







Challenges: Maximizing Auditory Learning in the Classroom

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?”








“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





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)

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“Skills of Highly Qualified LSLs in Educational Settings”

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- 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)


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- *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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Use new Aud. devices 

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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Use new Aud. devices 

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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Use new Aud. devices 




- 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)





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

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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

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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!**"

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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



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 in the Parent section



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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



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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



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