

### Agenda



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



Challenges: Maximizing Auditory Learning in the Classroom

HOPE Cochlear

Replacitation Resources

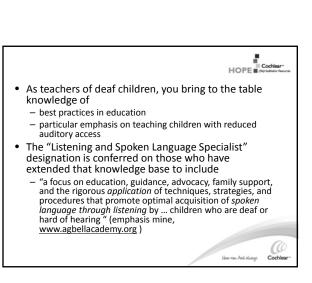
### Overheard ...



- "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?"



■ Codhear HOPE ■ Codhear Republic Search	
"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    Hear now And distanges	
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	



"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.

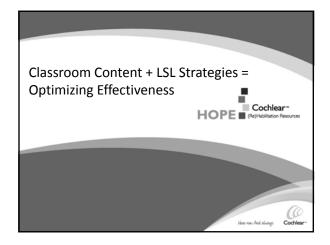


### Areas of Focus (Estes, 2010)



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







- 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



# **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





- 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
- 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



Hear now And always

# **Examples from Classroom Observations** Cochlear<sup>∞</sup>

### **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
- "Hooray, now it's pink!"





- 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



# 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



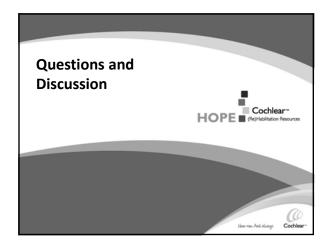
### In Summary

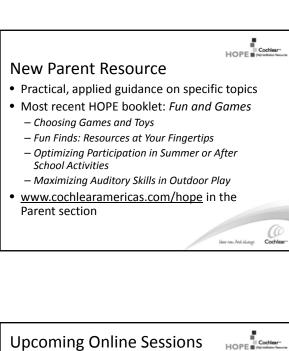


- To optimize the effectiveness of each teaching moment
  - Embrace auditory learning as the juncture between listening, language and cognition
  - Follow a comprehensive model for auditory skill development
  - Create an environment that values and expects listening and speaking
  - Build auditory skills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









<b>6</b>	- HOLF WAR
Next Up:	
Thursday, March 31, 3:00 pm ET	
HOPE Notes: Music Rehabilitation for Cochlear Impla Adults, Teens, Parents)	ant Users (Professionals,
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 Professionals)	on of Adults (Adults,
Linda Daniel, MS Com. Dis., MA, CCC-A, FAAA, LSI	LS Cert. AVT, HEAR In Dallas
	Hear now And, always Cochlear
	Hear has Proc. aways Cochsear-

# 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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