



HOPE Cochlear™
(Re)habilitation Resources

Keep it Fresh: Ideas for Language Development
Ashley S. Garber, M.S. CCC-SLP, LSLS Cert. AVT
Listening and Language Connections, Ann Arbor MI

Hear now. And always. Cochlear™

Introduction

Cochlear America's Commitment
to Educational Outreach

HOPE Cochlear™
(Re)habilitation Resources

Hear now. And always. Cochlear™

Our Presenter

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

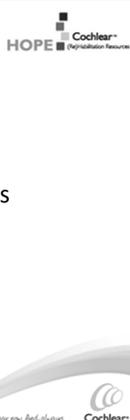


- Private practitioner specializing in auditory verbal therapy and consultation services
- Over fifteen years of experience working in a variety of settings with children and adults with hearing loss who use cochlear implants

Hear now. And always. Cochlear™

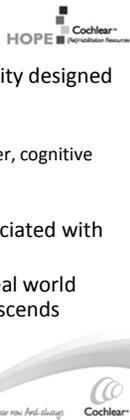
Agenda

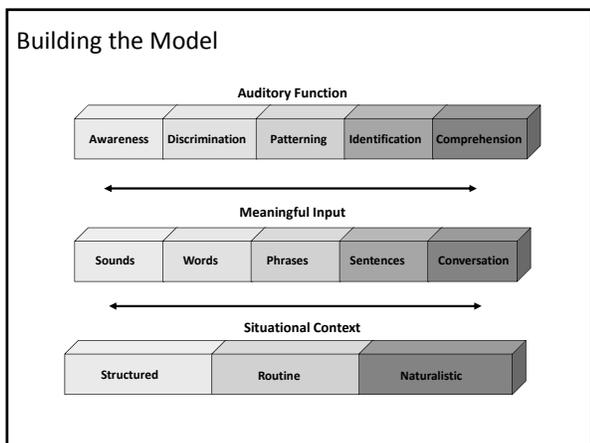
- Introduction
- Reviewing the Auditory Hierarchy
- Therapy Plans for Expanded Contexts
- Creative Ideas – goal by goal
- Idea Share and Questions



Situational Contexts

- Structured Listening Tasks – specific activity designed to practice auditory skills
 - closed set tasks – all choices are available
 - bridge set – topics or categories create a larger, cognitive set
 - open set – possibilities for stimuli are endless
- Routine Activities – recurring events associated with predictable language
- Naturalistic Exchanges – goal oriented, real world conversations where ability to listen transcends environment or activity





Therapy Plans for Expanded Contexts

HOPE  **Cochlear™**
(Re)habilitation Resources

Hear now. And always. 

Keeping it Real

HOPE  **Cochlear™**
(Re)habilitation Resources

- For all targets, generalization is the ultimate goal
- Therefore planning/facilitating activities that provide the most naturalistic experience will give the best overall outcomes
 - Individual therapy is an ideal place to work on structured tasks
 - Classrooms are ripe with routines: a perfect next step following success at the structured level
 - Both offer opportunities for naturalistic exchanges; creativity is often the key

Hear now. And always. 

Keep it Fresh: *Thematic Planning*

HOPE  **Cochlear™**
(Re)habilitation Resources

- Using a thematic strand throughout a session or lesson allows a teacher or therapist to unify different types of activities with common vocabulary
 - this can help provide that right balance between routine and novelty described by Nevins (2006)
- Theme units allow for
 - Continuous focus on specific vocabulary and concepts throughout a week or over a period of lessons
 - Interchange of materials from one activity to the next

Nevins, M.E. (2006). BEST Practices for Spoken Language Development. Presentation for 2006 MI AGBell Conference, Ann Arbor, MI.

Hear now. And always. 

Ideas



- Seasons/Holidays
- Body Parts
- Clothing
- Farm, Transportation, Animals
- Sports
- Events
 - The Olympics
 - The election
 - School events



Hear now. And always. Cochlear

Creative Framework



- Providing a conversational framework for an activity gives it context and insures that the game “makes sense” to the child and creates opportunities for action and communication
- Within this framework, targets for receptive and expressive development are easily integrated
- Keep in mind the following questions:
 - *Why* would the child want to play with these toys?
 - *How* will the child be allowed to play with these toys?



Hear now. And always. Cochlear

- Does not have to be complex (Sabotage is a creative framework)
 - Completing a Puzzle
 - “oh no, would you look at that! Someone knocked this over – will you help me fix it? I’ll pick up the pieces, but you tell me where they go”
 - Following Directions
 - “Look Jenny, I have this baby to play with, but she has no clothes on” “Let’s put on the pink pants and red shoes”



Hear now. And always. Cochlear

An Example

HOPE Cochlear
Hear now. And always.

- Language Target: spontaneous use of aux. + -ing verb form
- Chosen activity: Play mat and transportation toys
 - Will the child automatically tell you what the various vehicles are doing? Why?
- Creative Framework: Traffic Jam
 - “Oh My! Somebody played a trick! They put all of the cars and trucks in the wrong places...let’s see what is happening. Look, the airplane is floating in the river!”

Hear now. And always. Cochlear

Video

Another Layer:
Schemata

HOPE Cochlear
Hear now. And always.

- A literacy concept
- the reader's "concepts, beliefs, expectations, processes — virtually everything from past experiences that are used in making sense of reading. In reading, schemata are used to make sense of text; the printed word evokes the reader's experiences, as well as past and potential relationships" (p. 20)

McNeil, J.D. (1992). *Reading Comprehension: New Directions for Classroom Practice* (3rd. ed.) Los Angeles: U. of California

Hear now. And always. Cochlear

Schemata

HOPE Cochlear
Hypothetical Resource

- World knowledge: The essence or whole of an experience or situation
 - People and objects present
 - Communication patterns (expressions and vocabulary used, tone of voice, manners)
 - Expectations for behavior
- For example:
 - “Let’s go shopping!”
 - “Let’s stop by that yard sale”

Hear now. And always. Cochlear

Regarding Language

HOPE Cochlear
Hypothetical Resource

- Particular situations/experiences call for particular language structures
 - therefore by identifying these “schemata”, you now have “go to” activities for those patterns
- And, not by accident, pragmatic language becomes an integral part of each activity
 - Culture dictates use of particular greetings, manners, etc. in each particular situation

Hear now. And always. Cochlear

To Plan...

HOPE Cochlear
Hypothetical Resource

- Beginning with the target, think of what life situation often *requires* use of that structure (obligatory context) or at least offers natural opportunities for its use
- Approach these as pretend play activities with or without props to address your discrete language targets within a natural context

Hear now. And always. Cochlear

For Example



- Sports Play-by-Play or Newscaster
 - Action words
 - Present tense verbs;
 - “He lines up, he shoots, he scores!”
 - Main ideas
- What about that Traffic Jam?
 - Maybe a local TV crew comes to report on the strange things happening on the highway
 - “This just in...the boats are now blocking the highway!”



Activities – Goal by Goal*

As per CASLLS, 5th edition, 2011



Wilkes, E. (2011) Cottage Acquisition Scales for Listening, Language & Speech. 5th Ed. Sunshine Cottage School for Deaf Children: San Antonio, TX.



Uses Possessive Pronouns



- Prepositions and Pronouns, 24 – 30 months - “my” “your”
- What situations call for use of these pronouns?
 - Sorting clothes – laundry, packing for a trip
 - Dividing treats, toys, etc.
 - Arranging items
 - For two people, who are present
 - By contrast, 3rd person pronouns (42-48 months) can be used with subjects/persons *not* present (that’s his shirt)



Idea

HOPE Cochlear
Hypothetical Resource

- Setting up a Tea Party
- Props – dishes, snack items one each for the group
- Script:
 - Txpist – “This is my cup. This is your cup. This is your cup.”
 - Mom – “Here is my spoon, Here is your spoon. Here is your spoon”
 - Child – “my plate, your plate, your plate”

Hear now And always Cochlear

Uses “what NP doing?”

HOPE Cochlear
Hypothetical Resource

- Questions, 24- 30 months
- Consider this structure
 - Child must be curious to ask questions
 - On the telephone – “What Mommy doing?”
 - From outside the bathroom “what you doing in there?”
 - In structured play, the subject needs to be hidden
 - You need different subjects or different actions in order to practice this structure repeatedly
 - “What mommy doing? What mommy doing *now*?”

Hear now And always Cochlear

Ideas

HOPE Cochlear
Hypothetical Resource

- Arrange different toys in different scenarios to be discovered (through questioning) each session
 - “Let’s see ... what is Elephant doing today?” ... Oh no! He is sitting on my computer!”
- Telephone talk
 - “What’s so funny? What’s mommy doing now?”
- View master
 - “What’s Nemo doing now?”
- Binoculars – tiny pictures posted on the ceiling
 - “What is Mickey *doing* up there? I’ll look. Do you want to know about any of the other characters?”

Hear now And always Cochlear

Uses Present Progressive 

- Tense and Negation, 36 – 42 months, is/are/am + verb + ing
- What situations most naturally call for this structure?
 - Describing current actions, particularly when the listener can't see what is happening
 - Describing pictures, photos of past events
 - "Look at this one – Here, you are riding the merry go 'round with Poppy"
 - Peeking in Viewmaster, a child is more likely to say "Dora is carrying Backpack" than "Dora carried Backpack"

Hear now. And always. 

Idea 

- Television Reporter
- Auditory Goal: listens to short story and identifies a picture
- Props: microphone, TV cut-out, picture cards etc.
- Therapist's turn:
 - "This just in: A bear is running wild on the mountain"
 - "He is eating everybody's food!"
 - "He is wiping his paws on a napkin"
 - "Finally! He is leaving. Back to you Frank"
- Child's turn repeats the model with a new story

Hear now. And always. 

Uses Direct Object + relative 

- Nouns, Noun Modifiers & Relative Clauses, 4-4 ½ years
- Example "I like the ball that's red and white striped"
- When would we use this structure
 - To describe
 - To specify

Hear now. And always. 

Idea



- “Scene of the Crime”
- Auditory Goal – identifying something based on a series of descriptors
- Props: *Guess Who* character pieces, police badge or hat, paper money to hide
- One player is an officer, one player – the witness - hides the money under the character who has “stolen it”
- Witness: “Officer, help!” “Someone stole my money” “It was someone who has a mustache” “It was a man who has brown eyes” “It was a man who wore a hat”



Video

Uses “because” in clauses



- Coordination, Nominals & Adverbials, 4 – 4 ½ years
- How do we use this?
 - To make a connection between two ideas
 - Combining two self generated ideas (“I’m going to the store because I need milk”)
 - As a starter, responding to a question (“Why are you going to the store?” ... “because I need milk”)
 - Requires a thinking activity to develop the concept fully



Idea



HOPE Cochlear
Hear now. And always.

- Make your own Memory Game
- Props: A set of cards without matches, laid out as in typical memory game
- Players determine if 2 cards can “go together” based on particular characteristics, and give their reason
- E.g. “I got a moon and a cookie. I think they go together because they are both round”



Hear now. And always. Cochlear

Video

Uses “(not) as ___ as”



HOPE Cochlear
Hear now. And always.

- Nouns, Noun Modifiers & Relative Clauses, 6-8 years
- What does this structure do for us?
 - Describes by comparing
 - two things
 - one thing to a group
 - Leads us to figurative language (“as cool as a cucumber”)
- Requires facility with adjectives



Hear now. And always. Cochlear

Idea



- Fashion/Interior Design Team
- Props: magazines, craft supplies, nothing?
- Design a dress or a costume or a house with features combined from those in magazine pictures
 - “Let’s make the skirt as long as this one ... but as ruffley as the black one”
 - “Will you draw a deck that is a low as that wooden one?”
 - Each designer presents his/her design to the team, telling what features they used.



Summary



- True conversational competence requires a generalization of auditory and language skills from the structured environment to natural settings
- With purposeful and creative planning, teachers and therapists can facilitate that transition within the classroom and therapy settings through the use of naturalistic games and activities



Questions and Ideas



Upcoming Online Sessions



Next Up:

Thursday, November 29, 3:00 pm ET

The Deaf Plus Child: Cochlear Implant Candidacy and Outcomes for Children with Multiple Disabilities (Professionals, Parents)

Nancy M. Young, MD and Beth Tournis, Au.D., Children's Memorial Hospital, Chicago

Wednesday, December 5, 3:00 pm ET

Cochlear Implants in Children with Vision Loss and Other Disabilities: National Study Outcomes (Professionals, Parents)

Susan M. Bashinski, Ph.D., East Carolina University and Charlotte Collins Ruder, M.S., CCC-SLP/A, Cincinnati Children's Hospital Medical Center



Contact Cochlear Americas



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

© Cochlear Limited 2012. All rights reserved. Hear Now And Always and other trademarks and registered trademarks are the property of Cochlear Limited. Hear now And always Cochlear
