



Auditory Verbal Therapy and Consultation Services

Teaching Spoken Language

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Guide to Teaching Spoken Language Using a LSL Approach

- Evaluate the child's present language level
- Determine the next appropriate target, considering:
 - Skills that have not been demonstrated
 - Are these “next step” goals or “remedial”?
 - Skills that have emerged but require mastery
 - Skills that have been mastered in specific contexts but require generalization
- Compare acoustic characteristics of the target with child's auditory potential
- Decide on method of teaching
- Evaluate progress at each teaching session

Teaching/Learning Hierarchy

- Input
- Comprehension
- Imitation
- Spontaneous Use
 - In certain contexts
 - Across contexts

Strategies for Eliciting *New Targets*

- Auditory Bombardment
 - Acoustic Highlighting
 - Modeling
 - Parentese
-
- What method of teaching might we be describing?

Strategies for Developing Consistency of *Emerging Targets*

- Prompting
- Imitation
- Delayed Imitation
- Spaced Practice
- Acoustic Highlighting

- An associated method of teaching?

Prompting Strategies

- Set up a situation in a way that creates a reason for the child to communicate
 - sabotage, turn taking, obligatory context
- Stop talking! Provide frequent pauses in your input and wait for the child to respond or continue
- Use auditory closure
 - begin a sentence and WAIT for the child to continue
- Expectant look
- Lean forward, cup your ear and WAIT

Imitation Strategies

- Model the target and then WAIT
- Direct the child to tell something to another person using the target language
- Use turn taking so that you or the parent is repeatedly modeling the target
- Give the child a choice of two words/phrases with the target language being the last choice
- Use handcue on yourself and then the child
- Last resort: “Can you say....?”

Delayed Imitation Strategies

- Ask another person a question and then immediately ask the child the same question
- Direct the child to tell something to another person (e.g. “Tell Mommy ‘Here’s one for you’”) and then direct him or her to tell 2 or 3 others

Tips for Lesson Planning

Determine present level of function

- Decide on next targets
 - New skills or establishing consistency?
 - Remedial or developmental?
 - Receptive or expressive?
- Will you work on this through...
 - Informal learning?
 - Embellished informal teaching?
 - Semi-formal or formal teaching?

- What strategies will you use to achieve your goal?
 - What strategies can you effectively share with parents?
- What materials will you use to make it fun and maintain interest?
- How will you evaluate progress?
 - How will you change directions if the target is too hard or too easy, etc?

Agenda

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

Challenges: Maximizing Auditory Learning in the Classroom

From Working Teachers ...

- “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*



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 will gain focus on
 - 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)



“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



Areas of Focus (Estes, 2010)

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

Classroom Content + LSL Strategies =
Optimizing Effectiveness



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 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 child’s 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 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
- May not be 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 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, these skills and strategies are best solidified through a mentoring process
 - Look for evidence of these strategies in your placements
- 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

