



TEN TEACHING TIMES WITHOUT TOYS

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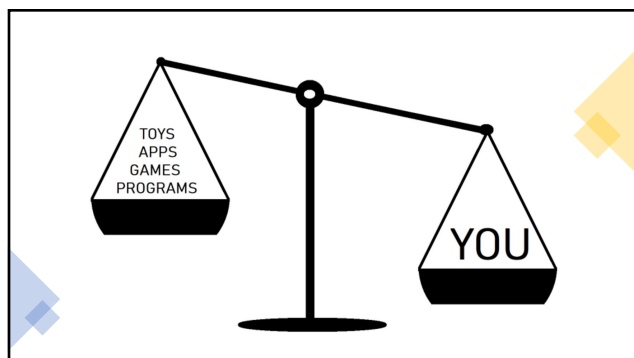
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You are the key ingredient!

“Parent engagement in *absolutely critical* to a child’s communication success. What does ‘engagement’ mean? It means talking with your child, playing with your child, and reading with your child. The word “with” describes the interactive, serve and return style that should be present in most interactions. If all parents would do this, then children, including those with hearing loss, would arrive at the first day of kindergarten ready to learn!”

~Todd Houston, PhD, CCC-SLP, LSLS Cert. AVT

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DAD'S TWO FAVORITE WORDS

- Growing up in a large family, we learned early that fun did not have to cost a lot.
- Similarly, language learning opportunities are everywhere if you're looking for them!



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PRINCIPLES OF LISTENING AND SPOKEN LANGUAGE

1. Promote early diagnosis of hearing loss in newborns, infants, toddlers, and young children, followed by immediate audiologic management and auditory-verbal therapy.
2. Recommend immediate assessment and use of appropriate, state-of-the-art hearing technology to obtain maximum benefits of auditory stimulation.
3. Guide and coach parents to help their child use hearing as the primary sensory modality in developing listening and spoken language.
4. Guide and coach parents to become the primary facilitators of their child's listening and spoken language development through active consistent participation in individualized auditory-verbal therapy.
5. Guide and coach parents to create environments that support listening for the acquisition of spoken language throughout the child's daily activities.
6. Guide and coach parents to help their child integrate listening and spoken language into all aspects of the child's life.
7. Guide and coach parents to use natural developmental patterns of audition, speech, language, cognition, and communication.
8. Guide and coach parents to help their child self-monitor spoken language through listening.
9. Administer ongoing formal and informal diagnostic assessments to develop individualized auditory-verbal treatment plans, to monitor progress and to evaluate the effectiveness of the plans for the child and family.
10. Promote education in regular schools with peers who have typical hearing and with appropriate services from early childhood onwards.

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• EXAMINE ROUTINES

• NOTICE OPPORTUNITIES

• FORM NEW HABITS



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A FEW IDEAS

1. Preparing and eating meals or snacks
2. Bathing/hygiene
3. Laundry/ getting dressed
4. Taking or sharing photos
5. Going for a walk
6. Hide-n-seek
7. Music
8. Paper and crayon
9. I Spy/What's in the bag?
10. Books/Library visit

*This is not a comprehensive list. Consider your family's routines, your child's interests and their current age/stage of development.

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EMBED LSL STRATEGIES

- Specific LSL strategies are listed, but can be applied in more scenarios than outlined here
- Focus on one or two at a time as you are practicing
- As you become accustomed to using them, expand your repertoire

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MEAL/SNACK TIME

New Listeners/Early Language

- Parallel talk and self talk
- Auditory First / Wait Time
- Expansion on whatever they say
- Auditory bombardment for target vocabulary

Next Steps

- Following recipes (sequencing)
- Locating needed items (spatial concepts)
- Setting a table (auditory recall of multiple descriptors, possession, plurals, pronouns)
- Dramatic play (restaurant/picnic scenarios)

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BATHING/HYGIENE

New Listeners/Early Language

- Vocabulary for body parts
- Repeated noun+ verb combos ("wash your ears, wash your nose")
- Contrast opposites (wet/dry, clean/dirty, hot/cold)
- Singing (create songs to build routine and narrate actions)

Next Steps

- Sequencing (first, next, last, before/after)
- Spatial concepts (back, front, bottom, top, between, in the water)
- Verbs and verb tenses (splashing, drying, rinsed, combed, brushed)
- Cause/effect concepts (we wash/brush so that...)

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CLOTHING

New Listeners/Early Language

- Single step directions with familiar vocabulary (get your pajamas)
- Auditory sandwich (say, show, say)
- Category vocab/object function (Can we wear this?)
- Where questions (Where do your sock go?)

Next Steps

- Expand vocabulary (shoe, sandal, boot, slipper, flip flop,)
- Descriptive language (colors, patterns, length, textures)
- Recall of critical element combos (get your green shirt and black pants)
- Possession (sorting the whole family's laundry into piles)

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PHOTOS

New Listeners/Early Language

- Names of family members or caregivers
- Carrier phrases (I see_____)
- Demonstrate understanding using where and who questions
- Pronouns (she is happy, he is sleeping)

Next Steps

- Create experience books
- Past and future verb tenses
- Making "How To" instructions for favorite activities
- Exploring feelings
- Ask and answer questions (Where did his hat go? What are they eating?)

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GOING FOR A WALK

New Listeners/Early Language

- Asking "What do you hear?" as you call attention to sounds
- Labeling features of environment outside your four walls (plants, animals, vehicles, weather, people)
- Relating them to Learning to Listen Sounds and songs

Next Steps

- Letter Hunt (seeking out things that begin or end with a specific letter sound)
- Following directions game (jump over the stick and go around the bench)
- Look for rhyming words

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HIDE & SEEK

New Listeners/Early Language

- Object permanence
- Where questions
- Basic prepositions (in, on, under)
- Learning own name (Tommy, where are you?)
- Auditory closure (Peek-a-...boo!)

Next Steps

- Making silly, false guesses to bombard location words ("Could it be next to/ behind/between the ____?")
- Negation ("It was NOT on top of the fridge!")
- Turn taking
- Learning rules of group play

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PAPER AND CRAYONS

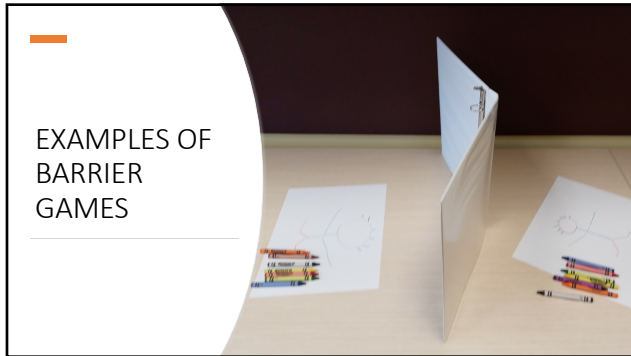
New Listeners/Early Language

- Illustrating suprasegmental features of duration, intensity and pitch
- Presence/absence of sound represented by continued or halted scribbles
- Learning colors (auditory bombardment and expansion)
- Small motor skills (copying lines and circles)

Next Steps

- Making patterns (two blue circles, one red circle, repeat)
- Barrier games for auditory recall of critical elements combos ("Make her shoes orange and his shirt green")
- Barrier games for prepositional phrases (above/below the ____)
- Demonstrate auditory identification of sound features they may not yet be able to product

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EXAMPLES OF BARRIER GAMES

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I SPY/ WHAT'S IN THE BAG?

New Listeners/Early Language	Next Steps
<ul style="list-style-type: none"> • Practice Learning to Listen Sounds • Auditory First and simple riddles • Sabotage with known items • Spatial concepts (in/out) 	<ul style="list-style-type: none"> •Categories and object function • Whole/part concepts •Descriptions of appearance and composition •Describe habitats/likely locations •Negation

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MUSIC

New Listeners/Early Language	Next Steps
<ul style="list-style-type: none"> • Presence vs absence of sound • Pair songs with Learning to Listen Sounds and associated objects • Contrast loud/soft, fast/slow • Pair songs with routines/ instructions • Imitate action paired with song • Auditory closure 	<ul style="list-style-type: none"> •Sabotage with silly lyrics •Following directions •Introduce cultural music •Compose own songs (OBC) •Explore tone and mood of music

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BOOKS/ LIBRARY VISIT

• New Listeners/Early Language

- Left/right orientation
- Learning to turn a page
- Auditory First
- Expanding on child utterances
- No bound to the text
- Comment more than you question
- Open ended questions (not test questions)

Next Steps

- New words! (use context clues to map new words to familiar ones)
- Vocabulary sandwich (old word, new word, old word again)
- Relate book to own experiences
- Story recall
- Dramatic play to reenact stories
- Fractured tales

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HAVE FUN!

“From the time you were very little, you have had people who have smiled you into smiling, talked you into talking, sung you into singing and loved you into loving.”

~Fred Rogers

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CITATIONS & IMAGE CREDITS

- Fred Rogers, Middlebury College Commencement Address, 2001
- Dr. Todd Houston, personal correspondence, 2021
- LSL Strategies as outlined at <https://www.infanthearing.org/ebook-educating-children-dhh/chapters/7%20Chapter%207%202020.pdf>
- <https://agbellacademy.org/certification/principles-of-lsl-specialists/>
- <http://clipart-library.com/>

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