



L2L COACHING MODEL LISTENING2LEARN

Provider Checklist for Early Intervention:
Listening and Spoken Language

Abstract

This document is offered as a tool for Providers to review their caseloads, to determine the degree to which certain skills are demonstrated, and to assess the use of daily strategies for the child and parent.

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INTRODUCTION

This tool is designed for Early Intervention Professionals working with families who have children with hearing loss. With this assessment, Providers are asked to examine their knowledge and skill level coaching parents to be their child's first and most effective language teachers/partners.

This tool can be used to consider your whole caseload in general or to take a more in depth look at a specific family's needs and skills and your ability to use the information you have to coach parents effectively.

As you work through this tool, you are encouraged to challenge yourself by reflecting on the following questions: How am I performing in each area? What teaching strategies am I using now? How often do I use them? How successful am I? Where are my teaching challenges? What are my teaching strengths? How can I increase my own skills and abilities? How can I best help the families I work with to achieve independence as their child's language development champions?

DEMOGRAPHICS OF CASELOAD

Please provide some demographic information on your caseload.

How many cases do you have with the following circumstances?	#	Additional Notes
Additional disabilities (list type of disability in Notes)		
Low socio-economic issues		
Cultural diversity, excluding deaf culture		
Deaf culture		
ASL as the home language		
Spoken language is other than English in the home (list home language in Notes)		

ASSESSMENT HIERARCHY

The Assessment Hierarchy defines expected Provider knowledge and actions at each level.

For each question in this document, you will use the Assessment Hierarchy to indicate your skill level. You are asked to consider your degree of knowledge in each area, your ability and consistency in modelling and embedding the skill with your families, and your awareness of the families' willingness, capacity, and discipline to tangibly act on these skills in the child's daily life.

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child's needs and what's expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent's ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child's daily routines.	Parent

AMPLIFICATION/AUDITORY ACCESS (QUESTIONS 1 – 4)

CHILD’S AMPLIFICATION DEVICE(S)

1.A. What percentage of children on your caseload are wearing amplification 9 hours/day or more? (Circle one)

10%	25%	50%	75%	90%
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1.B. For reinforcing with the parent/child regarding wearing amplification 9 hours/day or more, to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child’s needs and what’s expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent’s ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child’s daily routines.	Parent

1.C. Provider/Parent uses the following strategies to offer rationale and encouragement to keep child wearing aids.

Instructions: Mark each cell under Provider and Parent to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- ⊖ Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Provider	Strategies	Parent
	Uses a variety of handouts to explain the importance of full-time use of amplification: brain development	N/A
	Educates parent about their child’s degree of hearing loss and the impact of amplification	N/A

	Uses hearing loss simulations to clearly demonstrate the effects of amplification	
	Uses statistical information to explain the implications of wearing amplification only 3 hours per day	N/A
	Teaches parents to use data logs as tools/Uses data logs as tool	
	Advocates for consistent follow-up with the audiologist	
	Is knowledgeable about various retention devices and encourages parents to try using them/Parents do use them. (snug-fit, huggies, pilot caps, Hearing Henry, Etsy)	
	Connects parent to another parent who also struggled but has successfully overcome this challenge . Connects with parents given the opportunity.	
	Helps parents examine their daily routines for a family-centered time/place to put hearing aids on and manage the equipment.	N/A
	Adds fun to daily routine while putting on hearing aids (for example, child is rewarded with sticker, fruit snack, fun song)	
	<i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i>	

DAILY LISTENING CHECKS AND KNOWLEDGE TO TROUBLESHOOT

2.A. What percentage of parents on your caseload conduct daily listening checks and demonstrate the knowledge of steps to troubleshoot issues? (Circle one)

10%	25%	50%	75%	90%
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2.B. For performing listening checks and demonstrating knowledge to troubleshoot issues, to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child’s needs and what’s expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent’s ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child’s daily routines.	Parent

2.C. Provider/Parent uses the following strategies to conduct listening checks and troubleshoot issues.

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- ⊖ Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Provider	Strategies	Parent
	Has a box/bag with the necessary items to conduct a listening check. Helps families create a listening tool box.	
	Creates checklist of the necessary items depending on the child’s device: stethoscope, blower, batteries, battery life tool, oto-ease, cables, coils, etc.	

	Examines daily routines for an appropriate place in the home for hearing aid/amplification management specific to each family.	
	Examines cords/tubing for cracks or fraying (teaches parents)	
	Has knowledge and ability to change microphone covers	
	Troubleshoots cables, cords, and tubing (teaches parents)	
	Explores online resources for additional information (i.e. YouTube, Brand Apps, etc.)	
	<i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i>	

UNDERSTANDING CHILD’S HEARING LOSS

3.A. What percentage of parents on your caseload have a thorough understanding of their child’s hearing loss and can explain it to other people. (Circle one)

10%	25%	50%	75%	90%
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3.B. For understanding the child’s hearing loss and cultivating the ability to explain it in different situations, to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child’s needs and what’s expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent’s ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child’s daily routines.	Parent

3.C. Provider/Parent uses the following strategies to boost understanding of child’s hearing loss.

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- ⊖ Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Provider	Strategies	Parent
	Plots child’s audiogram onto an “everyday sounds audiogram”	
	Keeps clear records of aided vs. unaided testing	
	Utilizes handouts describing child’s type of hearing loss	
	Utilizes handouts about parts of the ear and the auditory system to the brain	

	Understands the effect of noise and distance on their child's hearing.	
	Has basic understanding of speech acoustics and (using a variety of handouts) can explain it and apply it to the child's hearing loss	
	<i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i>	

LISTENING ENVIRONMENT

4.A What percentage of parents on your caseload understand the importance of an acoustically sound listening environment and advocate across settings for an optimal listening environment? (Circle one)

10%	25%	50%	75%	90%
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4.B. For understanding the importance of an acoustically sound listening environment, to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child’s needs and what’s expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent’s ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child’s daily routines.	Parent

4.C. Provider/Parent uses the following strategies to create a sound listening environment.

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- ⊖ Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Provider	Strategies	Parent
	Decreases background noise in the home	
	Works to be close to child when speaking and closer to better ear if appropriate. (distance from speaker)	
	Speaks at appropriate volume for the environment	

	(loudness level of the message)	
	Uses acoustic highlighting effectively to highlight grammatical markers or expand vocabulary	
	Makes acoustical modifications to environment to decrease overall noise levels	
	Uses a LENA device, when available, to measure and provide feedback on the listening environment in the home	
	Advocates for and uses an FM system with child to improve the signal to noise ratio	
	<i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i>	

AUDITORY BOMBARDMENT

5.A. What percentage of parents on your caseload create and embed listening opportunities into all aspects of the child’s daily life? (Circle one)

10%	25%	50%	75%	90%
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5.B. For creating and embedding listening opportunities into all aspects of the child’s daily life, to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child’s needs and what’s expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent’s ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child’s daily routines.	Parent

5.C. Provider/Parent uses the following strategies to create and embed listening opportunities.

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- - Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Provider	Strategies	Parent
	Calls infant’s name each time they walk into a room	
	Expects responses to environmental sounds and voices	
	Bathes the child in listening and spoken language opportunities	
	Thinks out loud throughout the day	

	Explains daily procedures and talk about the reasoning	
	Uses sound as first source of information	
	Uses Parentese, makes speech sounds interesting and easy to hear for infants	
	Creates a listening environment in the home	
	Uses LENA to assess number of adult words spoken and interactions in the home	
	Teaches/ discusses the stages of auditory skill development with parent	N/A
	Calls child's attention to sounds and identifies each new sound	
	Describes procedures, actions, and thoughts. Provides commentary	
	Reads books to child every day	
	Develops a listening cue	
	Uses acoustic highlighting to emphasize certain sounds	
	Reinforces all responses to sound	
	Presents sounds at varying loudness levels throughout the day – even a whisper	
	Positions child/speaker in optimal placement for listening. Sits next to child to strengthen listening skills.	
	<i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i>	

AUDITORY DISCRIMINATION

6.A.1. What percentage of children on your caseload can discriminate all Ling sounds plus /p/, /t/, /k/, /b/, /d/, /g/ /f/, /h/ (Circle one)

10%	25%	50%	75%	90%
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6.A.2. What percentage of parents on your caseload can assess the child’s discrimination skills, determine when there is a change in discrimination, and notify provider of the change? (perform the Ling sound test?) (Circle one)

10%	25%	50%	75%	90%
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6.B. For the parents’ ability to perform the Ling sound test to assess the child’s discrimination skills, determine when there is a change in discrimination, and notify provider of the change, to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child’s needs and what’s expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent’s ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child’s daily routines.	Parent

6.C. Provider/Parent uses the following strategies to strengthen and assess the child’s auditory discrimination skills (at appropriate developmental period for the child).

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- ⊖ Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Provider	Strategies	Parent
	Performs Ling sound test	
	Comfortably elicits a verbal response from child	
	Understand the difference between detection and discrimination	
	Keeps a listening journal of observation of child’s discrimination skills	
	Highlights different sounds in play using learning to listen sounds	
	Pairs consistent sounds with objects, actions, or routines	
	Compiles an L2L box of toys	
	Establishes age appropriate activities to highlight the Ling 6 sounds	
	Uses books to highlight sound play and strengthen discrimination	
	Uses a hand cue to elicit a verbal response	
	Chooses optimal placement for child/parent in listening activities	
	Acoustically highlights specific sounds if necessary	
	Understands how to scaffold a sound/auditory skill in presentation to make it easier to hear	
	Uses a “listen” cue consistently	
	Has thorough understanding of normal speech development patterns and can apply to child’s production	
	Can analyze a child’s speech production using speech acoustics and child’s latest audiogram to determine if a discrimination error may be occurring	
	<p><i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i></p>	

AUDITORY FEEDBACK LOOP, AUDITORY SELF-MONITORING

7.A. What percentage of parents on your caseload expect, encourage, and elicit verbal responses from the child in most daily activities? (Circle one)

10%	25%	50%	75%	90%
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7.B. For the parents' actions to expect, encourage, and elicit verbal responses from the child in most daily activities, to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child's needs and what's expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent's ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child's daily routines.	Parent

7.C. Provider/Parent uses the following strategies to expect, encourage, and elicit verbal responses from the child.

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- ⊖ Minus sign indicates that the Provider or Parent doesn't use this strategy and/or needs more info.

Provider	Strategies	Parent
	Effectively uses a hand cue to elicit a verbal response	
	Uses Plus 1 Rule to expand child's utterances	
	Uses acoustic highlighting to emphasize key sounds for imitation	

	Uses singing to elicit a verbal response	
	Encourages child to use new vocabulary and concepts (use it or lose it)	
	Provides choices	
	Rewards all communication attempts and shapes them	
	Avoids anticipating child's needs	
	Uses silly sabotage to create verbal opportunities	
	Uses children's literature and book sharing	
	Uses pause time effectively to elicit a verbal response	
	Asks open-ended questions	
	Follows the child's interests	
	Teaches parent stages of speech development	N/A
	Uses an "expectant" look effectively	
	Creates and embeds a verbal component in all daily activities	
	Expects a verbal response in most communicative interactions	
	<i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i>	

AUDITORY COMPREHENSION SKILLS

8.A. What percentage of parents on your caseload are aware of the child’s auditory comprehension level and use effective strategies to increase auditory comprehension skills across settings? (Circle one)

10%	25%	50%	75%	90%
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8.B. For the parents’ awareness of the child’s auditory comprehension level and ability to use effective strategies to increase auditory comprehension skills, to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child’s needs and what’s expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent’s ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child’s daily routines.	Parent

8.C. Provider/Parent uses the following strategies to check child’s auditory comprehension level and increase auditory comprehension skills in different settings.

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- ⊖ Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Provider	Strategies	Parent
	Performs frequent checks for understanding of content and directions	
	Uses audition as first source of information	
	Speaks at a level slightly above the child’s current comprehension level	

	Provides function and characteristics of familiar objects and animals	
	Highlights action verbs in daily activities and books	
	Uses acoustic highlighting to input new vocabulary	
	Provides pause time to allow child to process information and demonstrate comprehension	
	Encourages child to use new vocabulary and concepts (use it or lose it)	
	Provides choices	
	Talks about the "Why". Gives rationale for directions and daily activities. For example, "we need to wear shoes outside because they keep our feet safe."	
	Thinks out loud as they move through the day, planning, organizing and making decisions.	
	Interprets what child says and expands	
	Very responsive to child. Spends time reflecting, responding, and nurturing	
	Provides commentary on child and parent actions	
	Expands, extends, and scaffolds information	
	Teaches parent stages of language development	N/A
	Uses pause time to observe child and give her time to act or seek clarification	
	Highlights early time concepts daily: later, never, yesterday, today, always	
	<i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i>	

VOCABULARY

9.A. What percentage of parents in your caseload use effective strategies to expand their child’s receptive and expressive vocabulary skills? (Circle one)

10%	25%	50%	75%	90%
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9.B. For the parents’ ability to use effective strategies to expand the child’s receptive and expressive vocabulary, to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child’s needs and what’s expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent’s ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child’s daily routines.	Parent

9.C. Provider/Parent uses the following strategies to expand the child’s receptive and expressive vocabulary skills.

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- - Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Provider	Strategies	Parent
	Discusses parts of a whole- limbs, branches, leaves, roots etc.	
	Uses specific names of items (e.g. Dalmatian for dog)	
	Uses words to target Theory of Mind: (wonder, think, remember, imagine, guess)	

	Has set expectations for incidental learning to occur	
	Uses synonyms	
	Takes advantages of unexpected or unusual occurrences to teach new vocabulary	
	Asks open-ended questions	
	Uses math talk- describes shapes, patterns, counts,	
	Discusses categories and collective nouns	
	Talks about what goes together and what doesn't belong	
	Highlights action verbs in daily activities and books	
	Uses acoustic highlighting to input new vocabulary	
	Provides pause time for processing	
	Encourages child to use new vocabulary and concepts (use it or lose it)	
	Provides choices of new objects using labels or characteristics	
	Interprets what child says and expands	
	Creates opportunities for child to use new vocabulary	
	Provides commentary on child and parent actions	
	Expands, extends, and scaffolds information	
	Highlights spatial concepts in daily activities (under, next to, behind, etc.)	
	Highlights descriptive concepts in daily activities (wet, dirty, cold, loud, etc.)	
	<i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i>	

EXPRESSIVE LANGUAGE

10.A. What percentage of parents on your caseload effectively use strategies to expand child’s expressive language skills? (Circle one)

10%	25%	50%	75%	90%
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10.B. For the parents’ ability to effectively use strategies to expand child’s expressive language skills to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child’s needs and what’s expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent’s ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child’s daily routines.	Parent

10.C. Provider/Parent uses the following strategies effectively use strategies to expand child’s expressive language skills.

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- ⊖ Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Provider	Strategies	Parent
	Highlights verb tenses throughout daily routines and in book sharing	
	Uses acoustic highlighting to emphasize grammatical markers and word endings.	

	Uses a hand-cue or expectant look to encourage child to imitate an expanded utterance to highlight use of pronoun, plural and possessive endings, and other grammatical markers.	
	Creates opportunities for child to use new grammatical markers (use it or lose it) For example: targets possessives while helping with laundry or setting table	
	Asks open-ended questions to encourage child to use a variety of sentences structures to answer a question.	
	Uses photos and/or experience book with child to highlight past tense verbs/actions and provide opportunities for use	
	Provides commentary on child and parent actions	
	Talks about the future and makes predictions to increase exposure and use of future tense verb forms	
	Expands, extends, and scaffolds information	
	Facilitates use of spatial concepts in play, book sharing, and daily activities (under, next to, behind, etc.)	
	Promotes use of description concepts in daily activities (wet, dirty, cold, loud, etc.)	
	Uses silly sabotage and other strategies to create opportunities for child to ask questions	
	Avoids anticipation of child's needs and allows pause time for child to make requests	
	<i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i>	

FAMILY-CENTERED EARLY INTERVENTION

11.A.1. For what percentage of your cases are you identifying the family’s strengths and building effective plans together on their current objectives? (Circle one)

10%	25%	50%	75%	90%
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11.A.2. What percentage of parents in your caseload effectively guide planning/direction/focus of the session? (Circle one)

10%	25%	50%	75%	90%
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11.B. For identifying a family’s strengths and creating family-centered plans, to what degree are you guiding parents regarding their role and empowering them to plan learning sessions? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child’s needs and what’s expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent’s ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child’s daily routines.	Parent

11.C. Provider/Parent uses the following strategies to empower the parent to plan/direct/focus sessions.

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- ⊖ Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Provider	Strategies	Parent
	Works to identify and focus on family strengths	N/A
	Clearly explain the role of parents in activities	N/A
	Seeks input, plans next session with the family	N/A
	Asks open-ended questions to family at each session – to gain information/insights to strengthen relationship with family	N/A
	Leaves a written note for the family	N/A
	Follows up mid-week with families to offer reminders, support, and encouragement	N/A
	Includes extended family members in sessions	
	Plans sessions every quarter to listen to the family reflect on current feelings and needs	N/A
	Identifies family stressors and is sensitive to difficult periods, etc.	N/A
	Closely observes the family/child interactions	
	Role plays to discover what it would be like to be a mother/father to that child or a child to that mother/father	N/A
	Observes parent responsiveness	N/A
	Observes child responsiveness	
	Praises family strengths and actions throughout each session	N/A
	Plans session to maximize parent strengths	N/A
	Identifies and highlights positive aspects of home environment	N/A
	Builds from parent’s current knowledge base by relating new information to familiar experiences and interests	
	Gives feedback and direction free of judgment	
	Celebrates progress and successes with family	
	<i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i>	

PLAY

12.A. What percentage of parents on your caseload effectively utilize play to maximize child’s listening and language development? (Circle one)

10%	25%	50%	75%	90%
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12.B. For the parents’ ability to effectively utilize play to maximize child’s listening and language development to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child’s needs and what’s expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent’s ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child’s daily routines.	Parent

12.C. Provider/Parent uses the following strategies to plan and engage in appropriate play activities to develop and expand child’s language skills.

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- ⊖ Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Provider	Strategies	Parent
	Understands and explains the stages of play development	
	Effectively joins child play after observing and noting their interests	
	Creates turn-taking opportunities in play	

	Elicits verbal responses in play	
	Increases auditory comprehension skills in play	
	Uses a variety of language patterns in play	
	Engages in pretend play and role-play when age appropriate	
	Describes their child's interests and focus	
	Highlights social interactive "people" games such as "peek-a-boo" and "pat-a-cake" and chase/tickly games with young children	
	Encourages young children to explore objects and toys	
	Provides commentary of their play describing their actions and thoughts	
	Maximizes play with water, balls, containers, play food, cars, animals, puzzles, etc.	
	Expands child's utterances during play	
	Expands child's vocabulary in play bathing them in new words and having them use the new words	
	Minimizes questions during play and uses statement and comments to keep the conversation going in play	
	Asks open-ended questions in play	
	<i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i>	

DAILY ROUTINES

13.A. What percentage of parents in your caseload use at least 4 natural daily routines to maximize language development? (Circle one)

10%	25%	50%	75%	90%
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13.B. For the parents’ ability to incorporate 4 natural daily routines to maximize language development, to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child’s needs and what’s expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent’s ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child’s daily routines.	Parent

13.C. Provider/Parent uses the following strategies to incorporate 4 natural daily routines to maximize language development.

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- ⊖ Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Provider	Strategies	Parent
	Creates an auditory cue for each daily routine (words and sounds)	
	Thinks out loud, providing commentary throughout daily routines	
	Creates opportunities and has clear expectations for child’s use of expressive language in all daily routines	

	Creates “cheat sheets” to leave in key places around the home with reminders of language and vocabulary expansion	
	Embeds singing into daily routines	
	Places books around the house to embed into daily routines	
	Asks open-ended questions	
	Creates vocal/conversational turn-taking opportunities	
	Uses sound as first source of information	
	Points out new sounds and vocabulary throughout daily routines and identifies/defines them	
	Uses silly sabotage to create opportunities for language expansion in daily routines	
	Expands child’s language consistently in daily routines by adding a new word/synonym or grammatical marker for child to repeat	
	<i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i>	

LITERACY

14.A. What percentage of parents on your caseload use books to increase the child’s listening and language skills? (Circle one)

10%	25%	50%	75%	90%
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14.B. For the parents’ ability to use books to increase the child’s listening and language skills, to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child’s needs and what’s expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent’s ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child’s daily routines.	Parent

14.C. Provider/Parent uses the following strategies to use books to increase the child’s listening and language skills.

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- ⊖ Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Provider	Strategies	Parent
	Reads aloud to the child every day. Embeds reading into daily routines.	
	Keeps children’s books all around the house.	
	Makes connections from a book to their child’s life/experiences.	

	Describes pictures and action on each page instead of only reading reading the book at times	
	Sings songs while reading books	
	Gathers objects to pair with a book to increase child's attention to book	
	Uses books to increase parent-child interactions, taking turns describing actions for vocal play	
	Asks child open-ended questions and makes predictions while reading books	
	Retells a book and asks why questions following a book	
	Reads nursery rhymes weekly with their child	
	Highlights phonologic awareness. Identifies the rhyme and alliteration of a book. Models blending and segmenting words and sentences.	
	Uses books to increase Theory of Mind, talking about what the characters are feeling and thinking	
	Attends story time at local library	
	Uses audible books with child	
	Makes experience book with child	
	Identifies the author and illustrator each time read book	
	Highlights phonemic awareness- Identifies: letters, sounds, words, sentences to child	
	Reads both fiction and non-fiction books to child to highlight various sentence patterns	
	<i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i>	

SINGING AND MUSIC

15.A. What percentage of parents on your caseload use singing and music to increase the child’s listening and language skills? (Circle one)

10%	25%	50%	75%	90%
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15.B. For the parents’ ability to use singing and music to increase child’s listening and language skills, to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child’s needs and what’s expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent’s ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child’s daily routines.	Parent

15.C. Provider/Parent uses the following strategies to use singing and music to increase child’s listening and language skills.

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- ⊖ Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Provider	Strategies	Parent
	Embeds singing into a child’s daily routines	
	Focuses on pitch and rhythmic changes while rocking or dancing with child	
	Makes up songs to accompany daily routines	

	Creates a song bag of objects that represent a favorite song – boat, star, farmer, etc.	
	Sings familiar songs fast and then really slow	
	Explores things around the house that make music	
	Embeds singing into book time	
	Uses verse repetition/chanting to teach words to songs	
	Plays with music patterns	
	Listens for words in recorded music	
	Uses singing for vocal play, repetition and turn-taking	
	Uses early finger-plays and actions to accompany music and singing	
	Uses songs to stretch vocabulary – nursery rhymes, songs in different languages	
	Embeds singing and nursery rhymes into playtime	
	Listens for the presence or absence of music and plays a “Freeze Dance”	
	Uses singing to practice speech sound sequencing	
	<i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i>	

CONNECTIONS AND RESOURCES

16.A. What percentage of parents in your caseload feel supported with connections and access to resources in the community? (Circle one)

10%	25%	50%	75%	90%
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16.B. For the parents' awareness of, access to, and ability to connect with community resources, to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child's needs and what's expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent's ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child's daily routines.	Parent

16.C. Provider/Parent uses the following strategies to boost parents' awareness of, access to, and ability to connect with community resources.

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- ⊖ Minus sign indicates that the Provider or Parent doesn't use this strategy and/or needs more info.

Provider	Strategies	Parent
	Shares knowledge of community connections/resources	
	Facilitates/makes connections with other parents/families of children with hearing loss	
	Engages in play groups with other families/children with hearing loss	

	Meets a deaf adult role model	
	Utilizes online resources for additional learning/connections	
	List resources available to you in your area (both in person and online):	

PROVIDER ACTION PLAN

Based on the outcome of this assessment, what's your Action Plan for boosting your practice in each area?

No	Assessment Area	Provider Action Plan to Empower Parents/Families to Independence
1	<u>Amplification</u> Child wearing device(s)	
2	<u>Amplification</u> Parent doing listening checks	
3	<u>Amplification</u> Parent understands child's hearing loss	
4	<u>Amplification</u> Parent creates optimal listening environment	
5	<u>Auditory Bombardment</u> Parent creates listing opportunities	
6	<u>Auditory Discrimination</u> Parent knows what the child can hear	
7	<u>Auditory Feedback Loop</u> Parent elicits responses from child	
8	<u>Auditory Comprehension</u> Parent checks child's grasp of concepts through listening	
9	<u>Vocabulary</u> Parent expands child's receptive and expressive vocabulary skills	
10	<u>Expressive Language</u> Parent teaches semantics, syntax, and pragmatics	

11	<u>Family-Centered EI</u> Family-individualized plans	
12	<u>Play</u> Parent engages in play for listening and learning	
13	<u>Daily Routines</u> Parent uses daily routines for language development	
14	<u>Literacy</u> Parent uses books for listening and learning	
15	<u>Singing and Music</u> Parent uses singing/music for listening and learning	
16	<u>Connections & Resources</u> Parent seeks and engages community resources	

CHALLENGES

For the following complicating factors, how many of your cases encounter these challenges?

What is your Action Plan for addressing these challenges with your families?

Please note if you would like additional information/training/resources, etc. on best practices for helping families with these factors.

Challenge	# of Cases	Provider Action Plan to Empower Parents/Families to Independence
Socio-Economic		
Linguistic factors (multiple languages in the home) <ul style="list-style-type: none"> - Visual language - Other spoken languages 		
Grief (denial, anger, depression, etc.)		
Religion/beliefs (non cultural-linguistic)		
Unable to prioritize or establish daily routine		
Other?		

CONCLUSION

Congratulations on completing this Assessment! You have invested in a beneficial evaluation of your current knowledge, skill set, and practice. So, now what?

Print out your Action Plan (pages 35 & 36). Review it with a trusted colleague or mentor and devise a plan to enact new strategies, regularly discuss results, and increase your accountability. It takes time, commitment and focus to make change happen in our daily practice. You have taken the first step!

Think about your families you work with each week. Choose one or two to start adding new strategies.

I recommend adding a line for your professional development objective in each session. This will keep you accountable and enable you to reflect on your progress after each session.

Keep track of your progress. What works? What doesn't? Keep troubleshooting, brainstorming, and learning with/from colleagues. Learn from reflection and observation and make adjustments when necessary.

Most of all celebrate successes! Always remember, it is an honor and a privilege to work closely with families.

Good luck and enjoy the journey!

Nan

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