Therapy Strategies for Families: Helping Your Child Learn to Listen

Carle

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Auditory Consideration

The strategies you will learn about in the next half hour are highly dependent on the child's auditory access to all the speech sounds that make up spoken language.

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Daily Listening Checks

- Dead or Dying Batteries
  - Battery tester for HA's
  - LED signal for CI's
  - Weak = Bad → Replace it
  - Zinc Air batteries require power up
    - Don't remove seal until ready to use
    - Once seal is off, place battery, holes up, on table.
    - After 60 seconds, place in HA
    - Payout is longer battery life

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Daily Listening Checks

- Listen for Yourself (microphones)
  - Stethoset for HA's, crimp tube for high power
  - Listening headset for CI's
  - Talk as you listen. Do you hear:
    - Static or "breaking up"?
    - Does your speech sound clear or distorted?

If sound quality seems to be the issue, put the device into a sealed container with a fresh desiccant for several hours. If problems remain, contact your pediatric audiologist.

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Daily Listening Checks

- Check with your Child
  - LING 6 sound test
  - ah, oo, ee, sh, s, m
  - Pediatric Listening Therapist guides you in helping your child learn to provide developmentally appropriate responses to these sounds

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Hearing Assurance Team

A team committed to aggressively pursuing then ensuring your child's consistent auditory access to all the speech sounds of your family's spoken language system.

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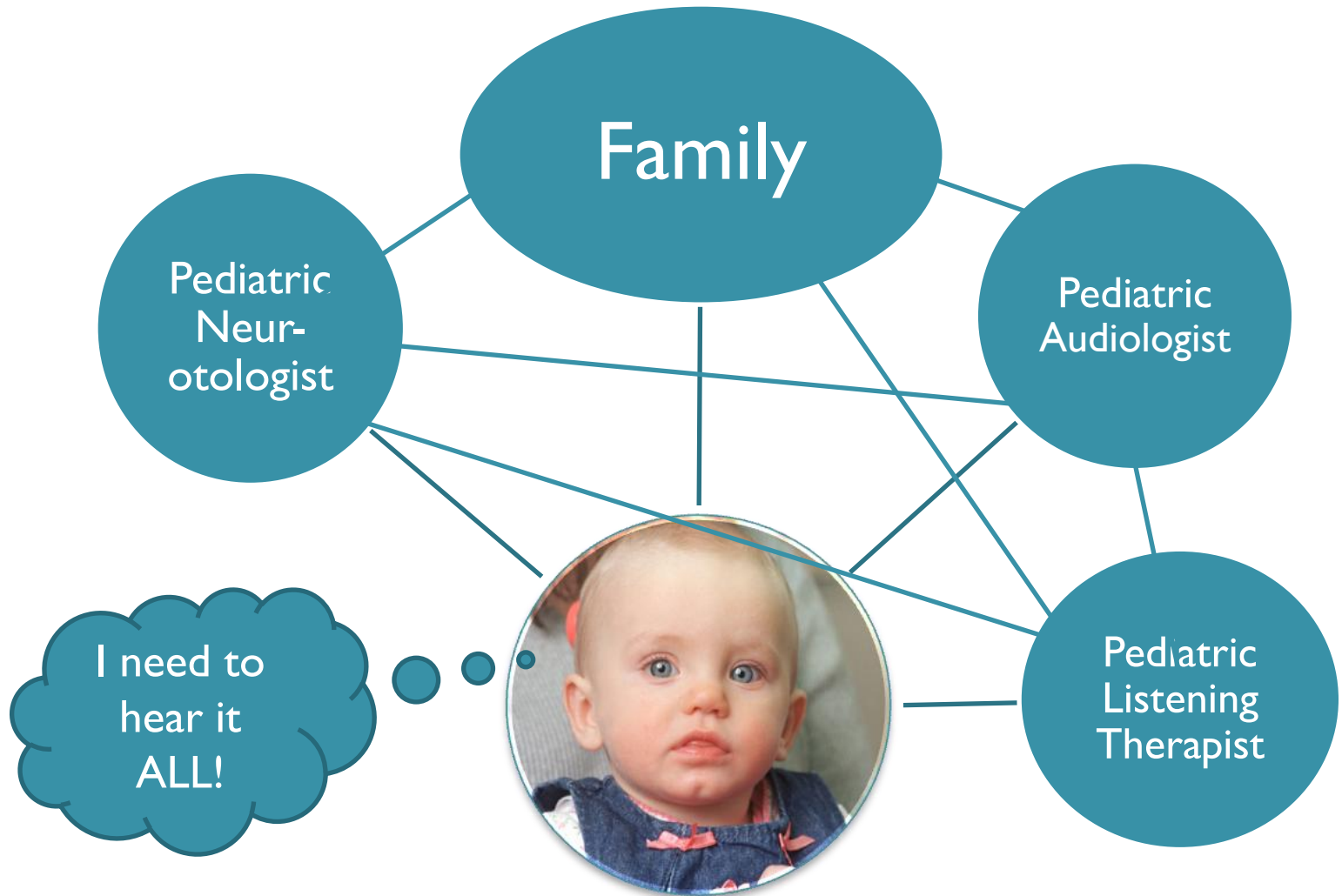
Learner Objective

- Describe 5 strategies for helping infants and toddlers with hearing loss maximize their listening skills.

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Hierarchy of Listening Skill Development

• Detection—Responds to initiation or cessation of sound.

• Discrimination—Indicates if two sounds are the same or different.

• Identification—Tells what sound was heard or repeats word that was said.

• Comprehension—Understands the meaning of what was said.

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Detection

"I hear that!"

Discrimination

"This is different than that."

Identification

"I know what that is!"

Comprehension

"I know what that means."

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Therapy Strategies

Auditory Bombardment

- Provides repeated opportunities for the child to hear the target within a small window of time.
- Allows for the child to hear the target prior to attempting to elicit it during the therapy session.
- Repeated exposure of the sound, word, or phrase occurring through audition creates an auditory impression of the target.

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Auditory Bombardment of a Targeted Word

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Auditory Bombardment of Speech Sounds

Require Imitation

- Require the child to repeat back the directions or targeted language forms to ensure that the child is processing and comprehending the information.

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Require Imitation

Closed Set of Choices

- Objects or pictures are used to limit the options and focus the child's listening
- Depending upon the child's age, cognitive and listening abilities, the set size can vary from 3 – 12 or more items

Closed Set of Choices

- Consider the child's age, interests, cognition and language abilities to choose the most appropriate level
- Real objects or toys representing objects
- Photos or realistic pictures representing objects
- Drawings or other pictures representing objects
- Widely differing vs. similar choices

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Closed Set of Choices

Use and Close Auditory-Visual-Auditory Sandwiches

- Pairing information presented auditory only with the same information presented with visual cues.

- The auditory information should be presented at the beginning and end of the sandwich.

- For example, "I have a horse," (adult holds up stuffed animal), "see me horse," (removes stuffed animal), "that's my horse."

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Use and Close Auditory-Visual-Auditory Sandwiches

Use and Close New Information - Old Information - New Information Sandwiches

- Pairing unknown/novel concepts with those which are familiar to the child.
- The new information should be presented both prior to and following the concept that is known.
- For example:
  - "That's a cow, it says moo, that's a cow."

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Use and Close New Information - Old Information - New Information Sandwiches

Confirm Comprehension by Requiring Responses

- Ensure that the child is an active participant by asking questions, taking turns taking, and giving directions for the child to follow.

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Responses …

- can be verbal or non-verbal …

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Directions …

- should be followed;

Questions …

- should be answered;

Comments …

- should be acknowledged

Confirm Comprehension by Requiring Responses

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Use "Chunking"

- When giving directions, longer language models, or lists to children, the therapist can group words into phrases or rhythms to help the child remember all of the parts.

- For example, "I wanna go…to the beach" would be easier to remember than all 6 words presented together without pausing.

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Use "Chunking"

Teaching Memory Strategies

- Keeping track of how many elements need to be remembered.

- For example, the adult can provide visual representations of the two parts of a command by holding up one finger for each part of the message, as the direction is presented.

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Teaching Memory Strategies

Model Language Slightly Above Language Level of the Child

- Stretch the child's understanding by using vocabulary and sentence patterns that are slightly more complex and longer than what the child currently uses.

- For example:
  - If a child knows the word "cold," the therapist may look for opportunities to use the words "chilly" or "freezing" to expand their communication abilities.

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Model Language Slightly Above Language Level of the Child

Use of Peer Model

- Direct the child's attention to a peer for modeling.
- This strategy is helpful in groups
  - Classroom
  - Friends
  - Family
- A child may be more motivated by peer interactions than adults.

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Use of Peer Model

Any Questions?

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