

63<sup>RD</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

# Believing In Achieving

SHERATON FOUR SEASONS | KOURY CONVENTION CENTER | GREENSBORO, NC



## Embedding Listening, Language, Speech & Cognition into Daily Routines

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Who Are Deaf or Hard of Hearing  
Office of Early Learning/Department of Public Instruction





# Learner Objectives

- Participants will:
  - Understand the shift in service delivery from a teacher/therapist directed to a routines based model
  - Apply knowledge of typical listening, speech, language, and cognition development by using a variety of tools (informal assessments, curriculum, etc.)



# Learner Objectives

- Participants will:
  - Analyze video samples demonstrating routines based coaching
  - Evaluate the effectiveness of creating an environment where the EI provider is the coach and the parents are their child's first and best teacher



# The What, Why, Where & How

- What is Routines Based Intervention?
- What are routines and why are they important?
- What is natural environment?
- What research supports this method?
- Why the shift?
- Why the struggle?
- Where do we start?
- How do we accomplish this?
  - What does it look like with our children, with our goals?



# **The What...**



# Routines Based Intervention is...

A systematic approach to **embed intervention** consistently by all family members and service providers throughout the day rather than in **individual, isolated therapy sessions.**

*Autism Connect, Autism research, education, and advocacy,*  
[http://www.autismconnectmd.org/education/methods/family\\_guided.html](http://www.autismconnectmd.org/education/methods/family_guided.html)



# What is Routines Based Intervention

A proven model for family-centered intervention in natural environments, routines based intervention is the approach thousands of professionals trust to improve the lives of young children and families they serve

*Routines-based Early Intervention: Supporting Young Children and Their Families, R. McWilliam, PhD (Author)*



## Routines Based Intervention is...

- When the family guides the selection of appropriate targets and contexts for intervention.
  - Routines selected for intervention are predictable and positive for both the child and care provider to enhance the ease of use and the potential for positive outcomes.



## Routines Based Intervention will help...

- Address the families' individual needs and help children participate in daily routines.
  - Opens up communication about what they are able “realistically” able to do on a daily basis
  - Helps families establish routines that line up their goals with our goals (What it Takes)
  - It is our job to adjust our goals to best address their needs



## Routines Based Intervention will help...

- Professionals in Part C programs reach their key goals during visits to homes and child care settings such as how to:
  - Fully understand the family environment.
  - Get to know the family by creating a helpful visual depiction of their relationships, supports, and resources.
  - Conduct assessment that's truly family-centered.
  - Uncover the whole families functional needs through an in-depth yet unintimidating interview about daily routines and activities.

*Routines-based Early Intervention: Supporting Young Children and Their Families* [R. McWilliam Ph.D.](#) (Author)



## Routines Based Intervention will help...

- Write high-quality IFSPs and IEPs.
- Develop clear, specific, measurable goals that directly address the families priorities and help children develop skills relevant to everyday life.
- Provide coordinated, streamlined services.
- Empower families to continue intervention between visits.
- Coach families on weaving intervention into daily routines, so children have the best chance to learn and retain new skills.

*Routines-based Early Intervention: Supporting Young Children and Their Families* [R. McWilliam Ph.D.](#) (Author)



# What are Routines?

Routines are functional events of daily living that offer **opportunities to teach and practice meaningful skills** in settings and situations as they are needed.

*Autism Connect, Autism research, education, and advocacy,*  
[http://www.autismconnectmd.org/education/methods/family\\_guided.html](http://www.autismconnectmd.org/education/methods/family_guided.html)



# Routines...

**By definition**, occur on a regular basis and are **repeated frequently**, offering **multiple opportunities** for teaching and learning.

*Autism Connect, Autism research, education, and advocacy,*

[http://www.autismconnectmd.org/education/methods/family\\_guided.html](http://www.autismconnectmd.org/education/methods/family_guided.html)



**Why are routines important?**



# Importance of Routines

- “Daily routines are meaningful contexts for young children to learn new skills because they are predictable, functional, and occur numerous times throughout the day.”
- “Interventions can be integrated into play, care-giving, and other activity-based routines as appropriate for the setting and individual child needs.”

(Woods, Kashinath, & Goldstein, 2004)



## Using Routines-Based Interventions in Early Childhood Special Education

Table 1. Jung's ROUTINE Concepts and Criteria for Early Intervention Strategies (2007)

Concept	Criterion
Routines based	Intervention strategies fit normally into routines without taking time and attention away from following them.
Outcome related	It is easy to identify the connection between the intervention strategy being used and the developmental outcome it is targeting.
Understandable	Intervention strategies are written in ways so that all team members understand what to do without knowing professional jargon.
Transdisciplinary	Strategies combine several discipline-specific interventions into a single activity that fits into routines and meets goals.
Implemented by family and caregivers	Intervention strategies are designed to be carried out by families, teachers, and aides in daily activities and routines.
Nonjudgmental	Intervention strategies emphasize shared roles and responsibilities of team members without compliance being an issue.
Evidence based	Intervention strategies use approaches most appropriate and proven effective in supporting targeted developmental outcomes.



# What is a Natural Environment?

Public Law 105-17 (IDEA, Amendments of 1997 under Part C) affects how early intervention services are provided to families of young children with special needs.

Individuals with Disabilities Education Act Amendments of 1997. Part C-Infants and Toddlers with Disabilities, Pub. L.105-17,20.1400 et seq., Sec 632 & 635.

*Taken from SKI-HI Curriculum Vol. 1 "Natural Environments and Routines"*



# What is a Natural Environment?

This law defines early intervention services as *“developmental services that to the maximum extent appropriate are provided in natural environments including the home and community settings in which children without disabilities participate.”*

Individuals with Disabilities Education Act Amendments of 1997. Part C-Infants and Toddlers with Disabilities, Pub. L.105-17,20.1400 et seq., Sec 632 & 635.

*Taken from SKI-HI Curriculum Vol. 1 “Natural Environments and Routines”*



# Natural Environments are..

- Not just a “place” but activities, opportunities, and events in the child’s life
- Not just “places” but the many different kinds of learning activities happening in **different places.**

Individuals with Disabilities Education Act Amendments of 1997. Part C-Infants and Toddlers with Disabilities, Pub. L.105-17,20.1400 et seq., Sec 632 & 635.

*Taken from SKI-HI Curriculum Vol. 1 “Natural Environments and Routines”*



**The research says ...**



# Research supporting Routines Based Interventions

Vygotsky, in his book Play And It's Role in The Mental Development of The Child

“Routines that occur within **natural environments** for young children provide the most **effective framework** to support and sustain early intervention activities.

When a child is familiar with routines, the **intervention specialist can focus on scaffolding new and more complex learning based on those experiences.**”

From Using Routines-Based Interventions in Early Childhood Special Education Danielle Jennings, Mary Frances Hanline, and Juliann Woods *Dimensions of Early Childhood* Vol 40, No 2, 2012 (*Play and its role in the mental development of the child*. Paper retrieved from <http://www.marxists.org/archie/vygotsky/work/1933/play.htm>Vygotsky, 1933).



## Research supporting Routines Based Interventions

“When care providers use daily routines as the context for a child’s developmental interventions, they can integrate them into natural activities without disrupting the flow of what children are doing and learning.”

Using Routines-Based Interventions in Early Childhood Special Education Danielle Jennings, Mary Frances Hanline, and Juliann Woods *Dimensions of Early Childhood* Vol 40, No 2, 2012 (Csikszentmihalyi, M. (1996). *Creativity: Flow and the psychology of discovery and invention*. New York: Harper Perennial)



## Research supporting Routines Based Interventions

“When developmental interventions are embedded in children’s regular routines and activities, skills learned are functional and meaningful for children and their caregivers.”

(Kashinath, Woods, & Goldstein, 2006)



# **Why the shift?**



## How is it shifting?

- From
  - Teacher driven, one-on-one with child with (possible) parent participation
  
- To
  - Parent guided, teacher supported, with child participation

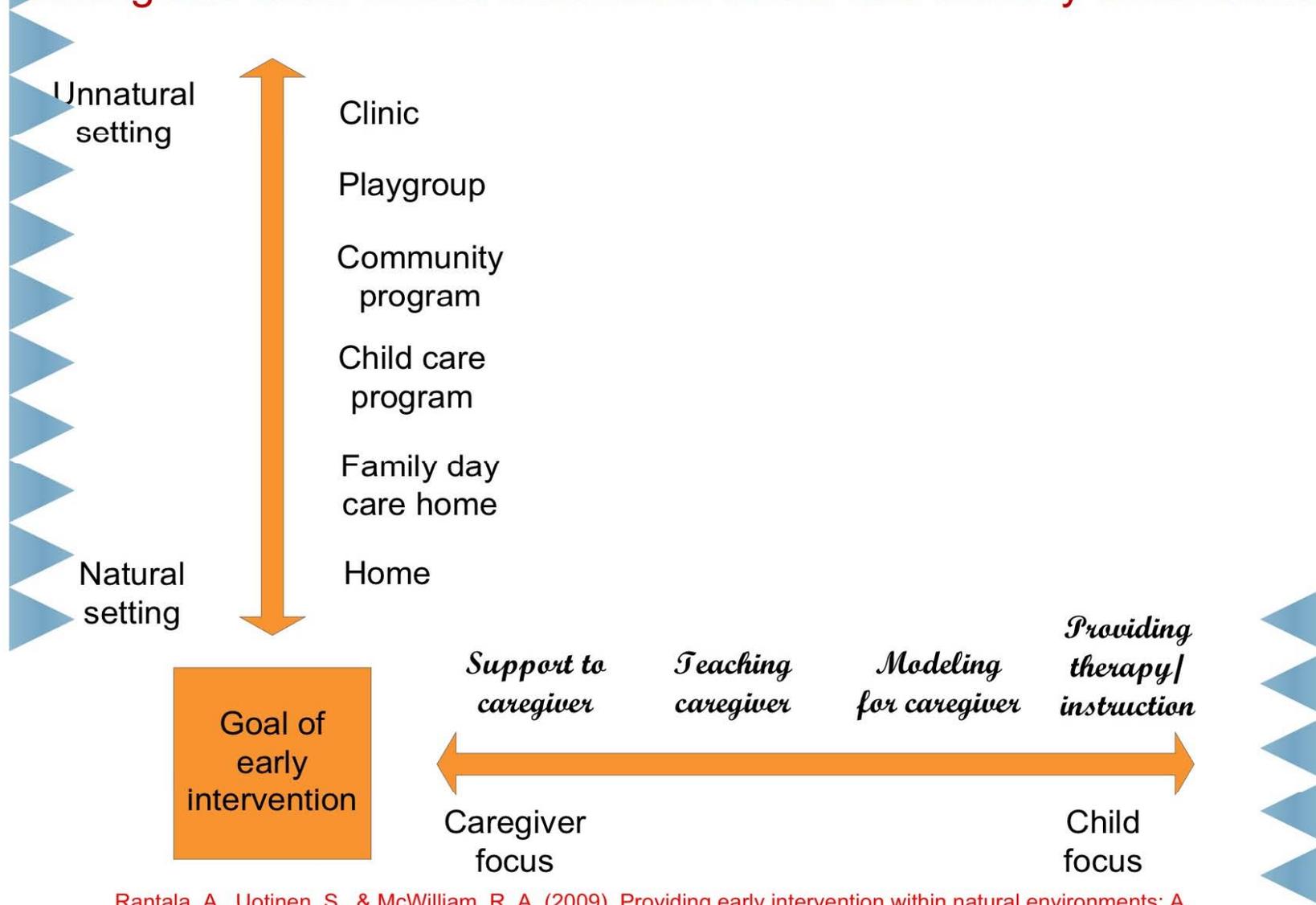


# Challenges

- Figuring out each parents' learning style
- Coaching them on how to use the strategies in their routines
- Convincing them that they ARE in fact their child's best teacher



## Setting and adult versus child focus as service delivery dimensions



Rantala, A., Uotinen, S., & McWilliam, R. A. (2009). Providing early intervention within natural environments: A cross-cultural comparison. *Infants & Young Children*, 22, 119-131.



## STEP 7

### The “Coaching” technique.

The “Coaching” model of early intervention is a natural approach to early intervention and is best understood when contrasted with the traditional “Direct Therapy” model of instruction.

#### Coaching

The interaction between the parent and child is nurtured by the professional.

The professional observes and supports the interaction.

The parent implements the program for his/her child and the professional coaches the parent, making suggestions.

#### Direct Therapy

The interaction is between the child and the professional.

If present, the parent is in the role of an observer.

The professional implements the program to increase the child’s language.

What does this look like in practice when working on *modeling language*?

#### Coaching

“You do such a great job of recognizing Johnny’s signals and knowing what they mean. Now we want to take that a step further. I’m going to help you practice giving him the words for what he would say if he could talk. That’s called ‘modeling’ language.”

#### Direct Therapy

“Whenever Johnny attempts to ask for something or tell me something, I’m going to model that language for him. That’s what I want you to do throughout the day.”

What does this look like in practice when working on *comprehension checks*?

#### Coaching

“You said that you think your child understands, ‘ball,’ ‘car’ and ‘baby.’ Let’s put those toys and a couple of others around the room and see if he looks toward the named toy when we ask, ‘Where’s the baby?’”

#### Direct Therapy

“Here is a list of words that I have charted that your child knows. He knows ten more words than he knew the last time I charted them. Here’s a list of some more you can work on.”

How are these examples different?

#### Coaching

Family centered  
Focus on the parent skill  
Parent gets hands-on practice in real-life situations  
The *parent* is key to implementation  
The *professional* is in the wings

#### Direct Therapy

Child centered  
Focus on the child skill  
Parent is given instructions  
The *professional* is key to implementation  
The *parent* is in the wings

The traditional “Direct Therapy” model can be an effective one for an older child. However, for the infant and toddler at home with the parents, the “Coaching” model has great benefits. Through coaching, parents learn information and skills to make informed decisions for their child and family. The parent-child interaction becomes enriched and enhanced. Parents become more confident and competent in raising their child. The child’s language and auditory skills grow and mature as the parents and child bond and build memories that will last a lifetime.

\*Taken from Learn to Talk Around the Clock



## Coaching Model VS Clinical Therapy Model

- How can we do our jobs effectively as professionals and accomplish our goals? We must..
  - Apply and adjust what we know about “what it takes” and teach the parent how to do it on their own.
  - Shift our thinking (and theirs!)
    - Our job as the “**therapist**” to our job as the “**coach**”
    - The parents’ job as the “**observer**” to their job as their child’s first and most influential “**teacher**”



**One model...**



# Routines Based Intervention

## FGRBI Model

The family-guided routines intervention model (FGRBI) integrates published literature on embedded interventions with the day-to-day challenges of implementing interventions that meet the spirit of natural environments legislation.

(Published Literature-Bricker & Woods Cripe, 1992; Bruder, 1998; Dunst, Bruder, Trivette, Raab, & MacLean, 2001; Hanft & Pilkington, 2000; McWilliam, 1996; 2001; Woods, Kashinath & Goldstein, 2004)



## FGRBI model

- Follows the following processes to get started
  1. Introducing Natural Environments & Welcoming the Family
  2. Routines based Assessment in Natural Environments
  3. Linking Assessment to Intervention
  4. Involving Caregivers in Teaching and Learning
  5. Monitoring Progress



## **FGRBI model**

**Introducing Natural Environments &  
Welcoming the Family**



# FGRBI model

Routines based assessment in  
natural environments



# FGRBI model

Linking Assessment  
to  
Intervention



# FGRBI model

Involving Caregivers in  
Teaching  
and  
Learning

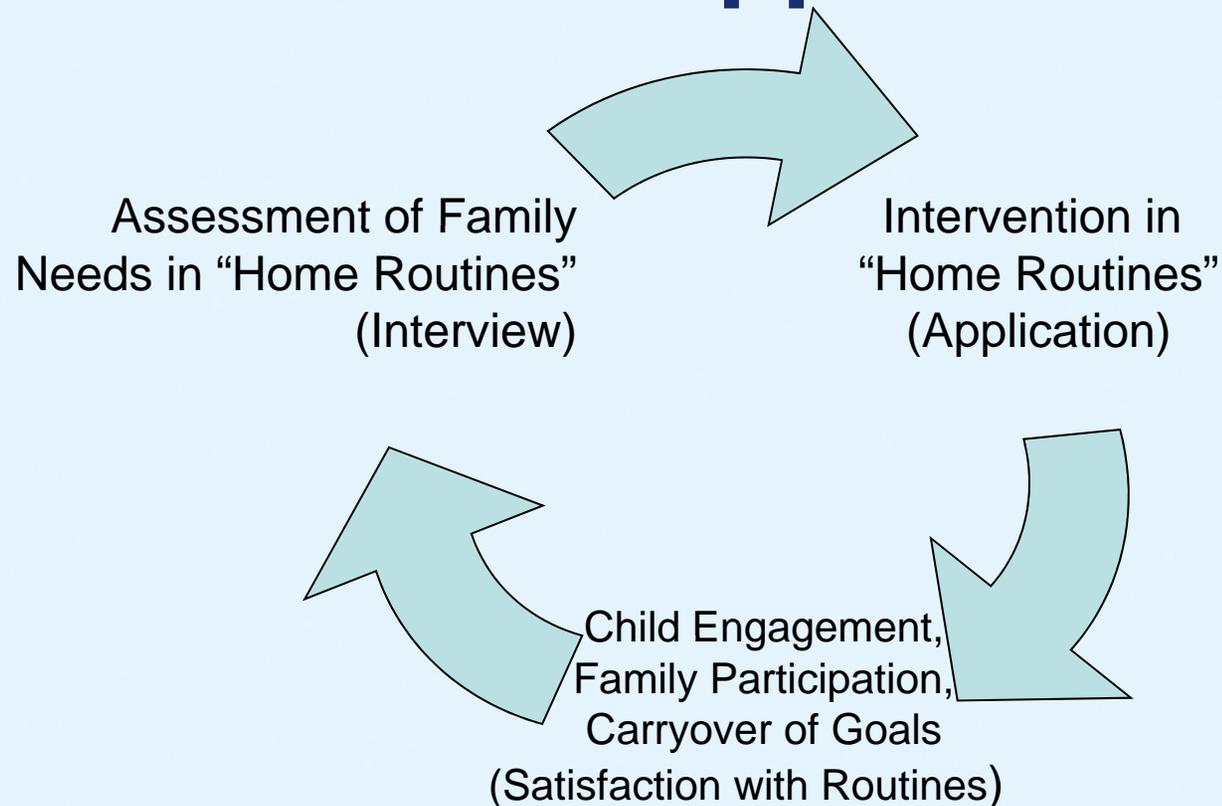


# FGRBI model

## Monitoring Progress



# Logical Model for Routines Based Approach



Adapted from chart-McWilliam, R. *Early Intervention in Natural Environments*, Siskin Children's Institute. Siskin Center for Child and Family Research, 2010



**Why the struggle?**



## For Parents...

- Many parents like the professional to come in and do the “work”
- Comfort/Uncomfort level of doing the activities in front of the “expert”
- Lack of structure
- Lack of materials
- Lack of routines in their day



## For Professionals...

- Loss of control
- Loss of structure during visits
- Difficult to implement with some families
- Less training in how to work with parents versus with the children
- Loss of “expertise” status



## The struggle for professionals...

“Evidence-based family-centered early intervention and special education services can challenge auditory-verbal (AV) practitioners to rethink how they serve families and their children with hearing loss.”

Rhodes, E and Duncan, J (Eds) (2010) *Auditory-Verbal Practice Toward a Family-Centered Approach*, Springfield, IL: Charles C. Thomas Publisher, LTD, 167.



## The struggle for professionals...

“In auditory-verbal practice today, the child-centered approach of previous years has given way to more family-focused work”

Estabrooks, W (Ed) (2006) *Auditory Verbal Therapy and Practice*, Washington, DC: Alexander Graham Bell Association, 89.



# Some Auditory-Verbal Strategies

- Acoustic highlighting
- Auditory closure
- Using a singsong voice
- Establishing attention through speech
- Developing both eye and ear contact
- Encouraging one person at a time to speak
- Captivating the child's attention through sound
- Modeling the correct use of linguistic patterns



# Some Auditory Verbal Strategies

- Using a natural speaking model
- Pausing
- Waiting
- Repeating
- Labeling by category
- Moving closer to the child

Estabrooks, W (Ed) (2006) *Auditory Verbal Therapy and Practice*, Washington, DC:  
Alexander Graham Bell Association, 15-16.



**Where do we start?**



## **Where do we start?**

- First- we have to convince ourselves as teachers the value of delivering services in this manner



## Where do we start?

- Focus on what the **child** does daily..
  - Bathing
  - Eating
  - Naptime
  - Dressing
  - Grooming
  - Taking a walk
  - Diapering
  - Going to childcare
  - Reading books
  - Playtime
  - Bedtime



## Where do we start

- Focus on what the **parents** and **family** members do daily..
  - Preparing Meals/Mealtime
  - Shopping/Running Errands
  - Household Chores
  - Going to appointments
  - Watching TV
  - Yard Work/ Gardening



## Where do we start

- Focus on what the **parents** and **family** do daily..
  - Getting ready for bed
  - Religious services
  - Visiting family and friends
  - Reading
  - Sports/recreation events
  - Eating out



## **Where do we start?**

- Introduction conversation with parents



## Where do we start?

- Brainstorm with parent about realistic routines in their home



## Where do we start?

- Perform the routines with the family as they naturally occur (diaper change, putting in hearing aids, playing with blocks, and reading books)



## Where do we start?

- “Sell” the idea to the parents!
  - Some parents...
    - are already doing it and don’t know it
    - will need more coaching until it becomes “natural”
  - will need more convincing and several reminders



**Routines are everywhere...**



# Abbie

- CA- 2:4
- HL- Bilateral, Sensorineural, Profound
- HA-1:3
- Device-Bilateral Cochlear Implant, Cochlear Nucleus 5
- Video 1: Playing with Play-Doh
- Video 2: Nursery Rhyme Sequence Story
- Play Routines
- Pre-academic Routines



## CE

- CA-2:10
- HL-L: Mild sloping to Severe, R: Severe rising to Moderate
- HA-2:4
- Device: Bilateral Phonak BTE
- Severe brain bleed at birth, underdeveloped cerebellum, vision loss
- Video 1: Hearing Aid Routine
- Video 2: Mealtime, making choices
- Caregiver Routine



# Cooper

- CA- 2:2
- HL- Bilateral, Conductive, Mild to moderate
- HA- 4 months
- Device- BAHA (Bone Anchor Hearing Aid)
- Down Syndrome
- Video 1- Reading aloud with Mom
- Video 2- Singing “Itsy Bitsy Spider” with Mom
- Pre-academic routines



## KS

- CA- 1:5
- HL- Bilateral Mild to Moderate
- HA- 1:1
- Device- Bilateral Hearing aids, Oticon Safari BTE
- Video 1: Helping Mom with the dishes
- Video 2: Getting something to drink
- Community and Family Routines
- Caregiver Routines



# Resources

- **Learn to Talk Around the Clock**, *A Professional's Early Intervention Toolbox*, Karen Rossi, 2003
- **My Baby and Me**, *The Moog Center For Deaf Education*, 2002
- **SKI-HI Curriculum**, *Family Centered Programming for Infants and Young Children with Hearing Loss*, Vol I: Natural Environment and Routines. 2004
- **Cottage Acquisition Scales for Listening, Language, and Speech**, CASLLS
- **Auditory Learning Guide**, ALG
- **Infant/Toddler Speech Inventory**
- **MacArthur Bates Communicative Development Inventory**
- **Bloom and Lahey**
- **Power words**
- **Lexicon I**
- **Family Guided Routines Based Intervention Categories**
- **NC Early Intervention website** <http://eiexcellence.org/>



# References

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Csikszentmihalyi, M. (1996). *Creativity: Flow and the psychology of discovery and invention*. New York: Harper Perennial

Cheslock, M. A. and Kahn, S. J. (2001, September 20). Supporting Families and Caregivers in Everyday Routines. *The ASHA Leader*.

Estabrooks, W (Ed) (2006) *Auditory Verbal Therapy and Practice*, Washington, DC: Alexander Graham Bell Association, 89.

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Kashinath, S., Woods, J.W., & Goldstein, H.(2006). Enhancing generalized teaching strategy use in daily routines by parents of children with autism. *Journal of Speech, Language, and Hearing Research*, 49, 466-485

*Play and its role in the mental development of the child*. Paper retrieved from <http://www.marxists.org/archie/vygotsky/work/1933/play.htm> Vygotsky, 1933).

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Rhodes, E and Duncan, J (Eds) (2010) *Auditory-Verbal Practice Toward a Family-Centered Approach*, Springfield, IL: Charles C. Thomas Publisher, LTD,167.

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*Dimensions of Early Childhood* Vol 40, No 2, 2012

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## ESLLC - COMMUNITY AND FAMILY ROUTINES

CHRONOLOGICAL AGE	LISTENING (Auditory Learning Guide)	SPEECH	LANGUAGE	COGNITION (HELP)
0-12 Months	<u>Sound Awareness</u> -pointing out sounds in environment <u>Sentence Level</u> -Common phrases <u>Word Level</u> -Learning to Listen Sounds outside	-Suprasegmentals -Vowel/consonant variety with Learning to Listen sounds	-Input of Power Words -CASLLS Pre-Verbal Level	-Listening to speech without being distracted by other sources -Finding hidden objects -Looking at pictures/objects when named
12-24 Months	<u>Sound Awareness</u> - Pointing out sounds that are occurring during routine (outdoor noises, vacuum cleaner, dishwasher, clothes washer or dryer timers, etc.) <u>Phoneme Level</u> - Imitating alternated vowels/diphthongs, imitating consonants varying in manner and imitating consonants differing in voiced vs. unvoiced cues (Speech Babble) <u>Discourse Level</u> - Answering common questions with abundant contextual support <u>Sentence Level</u> - Recalling two critical elements (important details in a message); recalling three critical elements <u>Word Level</u> - Identifying Learning to Listen sounds/objects	-Vowel of the week -Infant Toddler Speech Inventory (based on Ling Phonetic/Phonologic) -Suprasegmentals (duration, intensity and pitch)	-Lexicon I -MacArthur Bates Communicative Development Inventory -CASLLS Pre-Sentence Level -Bloom and Lahey Phases 1 and 2	-Points to several clothing items on request -Sorts objects -Explores cabinets and drawers -Understands personal pronouns, some action verbs/adjectives
24-36 Months	<u>Phoneme Level</u> - Alternating consonants varying in place cues; alternating syllables with varying consonants and same vowel.(Speech Babble) <u>Discourse Level</u> - Answering common questions with abundant contextual support; identify an object from several related descriptors; follow a conversation with the topic disclosed <u>Sentence Level</u> - Recalling four critical elements; follow open set directions and instructions (disclosed)	-Infant Toddler Speech Inventory (based on Ling Phonetic/Phonologic)	-MacArthur Bates Communicative Development Inventory -CASLLS Simple Sentence Level -Bloom and Lahey Phases 3 and 4	-Identifies rooms in house -Identifies clothing items for different occasions -Knows more body parts -Identifies objects with their use -Identifies body parts with their function

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Early Intervention Program for Children Who Are Deaf or Hard of Hearing, OEL, DPI (2013)



## ESLLC- CAREGIVER ROUTINES

CHRONOLOGICAL AGE	LISTENING (Auditory Learning Guide)	SPEECH	LANGUAGE	COGNITION (HELP)
0-12 Months	<u>Sound Awareness</u> -pointing out sounds in environment <u>Sentence Level</u> -Common phrases (including (where's __)) <u>Word Level</u> -Learning to Listen Sounds	-Suprasegmentals with "parentese"	-Input of Power Words -Input of household items such as fan, light, door, phone, etc. -CASLLS Pre-Verbal Level	-Cause and Effect -Looking at objects when named
12-24 Months	<u>Sound Awareness</u> - Pointing out sounds that are occurring during routine (bath/sink water running, kitchen timer, etc.) <u>Phoneme Level</u> - Imitating alternated vowels/diphthongs, imitating consonants varying in manner and imitating consonants differing in voiced vs. unvoiced cues (Speech Babble) <u>Discourse Level</u> - Answering common questions with abundant contextual support <u>Sentence Level</u> - Recalling two critical elements (important details in a message); recalling three critical elements <u>Word Level</u> - I identifying L to L sounds/objects	-Vowel of the week -Infant Toddler Speech Inventory (based on Ling Phonetic/Phonologic)	-Lexicon I -MacArthur Bates Communicative Development Inventory -CASLLS Pre-Sentence Level -Bloom and Lahey Phases 1 and 2	-Points to several clothing items on request -Sorts objects -I identifies six body parts -Brings objects from another room on request
24-36 Months	<u>Phoneme Level</u> - Alternating consonants varying in place cues; alternating syllables with varying consonants and same vowel.(Speech Babble) <u>Discourse Level</u> - Answering common questions with abundant contextual support; identify an object from several related descriptors; follow a conversation with the topic disclosed <u>Sentence Level</u> - Recalling four critical elements; follow open set directions and instructions (disclosed)	-Infant Toddler Speech Inventory (based on Ling Phonetic/Phonologic)	-MacArthur Bates Communicative Development Inventory -CASLLS Simple Sentence Level -Bloom and Lahey Phases 3 and 4	-I identifies rooms in house -I identifies clothing items for different occasions -Knows more body parts -I identifies objects with their use -I identifies body parts with their function

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## ESLLC – PLAY ROUTINES

CHRONOLOGICAL AGE	LISTENING (Auditory Learning Guide)	SPEECH	LANGUAGE	COGNITION (HELP)
0-12 Months	<u>Sound Awareness</u> -Noise making toys <u>Phoneme Level</u> -Imitating vowel/consonant variety <u>Sentence Level</u> -Common phrases (including (where's ___)) <u>Word Level</u> -Learning to Listen Sounds	-Suprasegmentals (duration, intensity and pitch) -Vowel/Consonant variety with Learning to Listen Sounds	-Input of Power Words -Intro to MacArthur Bates Communicative Development Inventory -Input of names of toys/Learning to Listen sound objects -Joint Attention -CASLLS Pre-Verbal Level	-Cause and Effect -Searching for partially hidden objects -Playing with blocks -Ring on peg toys -Working for toys out of reach -Looking for family members when named
12-24 Months	<u>Sound Awareness</u> - Performing a conditioned response (dropping a block into a bucket, etc.) when alerting to the Ling Sounds <u>Phoneme Level</u> - Imitating alternated vowels/diphthongs, imitating consonants varying in manner and imitating consonants differing in voiced vs. unvoiced cues (Speech Babble) <u>Discourse Level</u> - Answering common questions with abundant contextual support <u>Sentence Level</u> - Recalling two critical elements (important details in a message); recalling three critical elements <u>Word Level</u> - Identifying L to L sounds/objects	-Vowel of the week -Infant Toddler Speech ---Inventory (based on Ling Phonetic/Phonologic) -Suprasegmentals (duration, intensity and pitch)	-Lexicon I -MacArthur Bates Communicative Development Inventory -CASLLS Pre-Sentence Level -Bloom and Lahey Phases 1 and 2	-Uses playdough and paints -Matches sounds to animals -Sorts objects -Assembles four nesting blocks -Pulls string vertically to get toy -Stacks rings -Enjoys messy activities -Hands toy back to adult
24-36 Months	<u>Phoneme Level</u> - Alternating consonants varying in place cues; alternating syllables with varying consonants and same vowel.(Speech Babble) <u>Discourse Level</u> - Answering common questions with abundant contextual support; identify an object from several related descriptors; follow a conversation with the topic disclosed <u>Sentence Level</u> - Recalling four critical elements; follow open set directions and instructions (disclosed)	-Infant Toddler Speech /Phonologic) Inventory (based on Ling Phonetic	-MacArthur Bates Communicative Development Inventory -CASLLS Simple Sentence Level -Bloom and Lahey Phases 3 and 4	-Plays with water and sand -Understands concept of one -Engages in simple make-believe activities -Obeyes two part commands -Completes three-four piece puzzle -Plays house

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# Believing In Achieving



Developed for FIRST YEARS (http://firstyears.org) - Listening Spoken Language Development Intervention  
© Beth Miller, 2009

## Auditory Learning Guide

SOUND AWARENESS (Hear and Discriminate Sounds)	PHONEME LEVEL** (Speech Segments)	DISCOURSE LEVEL (Audition Processing of Connected Speech)	SENTENCE LEVEL	WORD LEVEL
Step 1 - Detect* the presence of any speech syllable.	Step 1 - Imitate physical actions (before speech imitations).	Step 1a - Imitate motions of nursery rhymes/songs with accompanying vocalization.	Step 1 - Identify familiar stereotypical phrases or sentences.	Step 1a - Identify and imitate approximations of "Learning To Listen" sounds varying in suprasegmentals and vowel content, e.g. [a-e-a]/airplane, [u-i-u]/train, [o] [o] pig in isolation, at the end, and then in the middle of a sentence.
Step 2 - Detect* vowel variety, [u] [x] [i] and nasals [m-n-l]	Step 2 - Imitate any phoneme that child produces spontaneously when given hand cues for other cues.	Step 1b - Identify nursery rhymes or songs.	Step 2 - Recall two critical elements in a message.	Step 1b - Identify one, two, and three syllable words in isolation, e.g., cat vs. chicken vs. kangaroo.
Step 3 - Detect* consonant variety, e.g., [m-n-r-l], [b <sup>h</sup> ] [b <sup>l</sup> ] [b <sup>g</sup> ] and [w] [sw]	Step 3 - Imitate varying suprasegmental qualities in phonemes (vary intensity, duration, and pitch) aaaa (long) vs [aa aa] (pulsed); [ss-ss] loud/soft/whispered; [ss] high/low pitch.	Step 2 - Answer common questions with abundant contextual support, e.g., "What's that?", "Where's mama?", "What is _____ doing?"	Step 3 - Recall three critical elements in a message.	Step 2 - Identify words having the same number of syllables but different vowels/diphthongs and consonants, e.g., horse vs. cow vs. sheep.
Step 4 - Detect* the presence of environmental sounds at loud, medium, and soft levels at close range, at a distance of 5-12 ft. and at a distance of greater than 12 ft.	Step 4 - Imitate vowel and diphthong variety, e.g., [u], [ee], [au], [i], etc.	Step 3 - Identify a picture that corresponds to a story phrase in a three or four scene-story.	Step 4 - Complete known linguistic messages from a closed set (ex: nursery rhymes, songs, familiar stories).	Step 3a - Identify words in which the initial consonants are the same but the vowels and final consonants are different, e.g., ball vs. bike.
Step 5 - Detect* whispered [hwe] [hwe] and [p] [p] [p]	Step 5 - Imitate alternated vowels and diphthongs, e.g., [e-u] [e-i] [e-l]	Step 4 - Identify an object from several related descriptors (closed set).	Step 5 - Answer common questions about a disclosed and familiar topic: a) without pictorial cues b) over the telephone c) on audio/video.	Step 3b - Identify words in which the final consonants are the same but the vowels and initial consonants are different, e.g., food vs. cat!
Step 6 - Detect* the sounds of the Six Sound Test.	Step 6 - Imitate consonants varying in manner (fricatives, nasals, and plosives). Use phonemes previously produced, e.g., /h/ vs. /m-n-p/ vs. /b/.	Step 5 - Follow a conversation with the topic disclosed.	Step 6 - Recall four or more critical elements in a message to follow multiple element directions.	Step 4 - Identify words in which the initial and final consonants are identical but the vowels/diphthongs are different, e.g., book vs. back.
Step 7 - Detect* the sounds of the Six Sound Test at various distances.	Step 7 - Imitate consonants differing in voiced vs. unvoiced cues, e.g., [p <sup>h</sup> ] [b <sup>h</sup> ] vs. [p] [b] and then with vowel variety, [obob]	Step 6a - Answer questions about a story with the topic disclosed.	Step 7 - Complete known linguistic messages (open set).	Step 6a - Identify words in which the vowels & final consonants are identical but the initial consonants differ by three features - manner, place of articulation, and voicing, e.g., mouse vs. house.
Step 8 - Locate the direction of sound if amplified bilaterally.	Step 8 - Alternate consonants varying in place cues, first with varying vowels, e.g., /ma-ma/ /ho-no/, /go-go/ bi-bi/, etc.	Step 6b - Answer questions about a story with the topic disclosed, story is teacher-recorded.	Step 8 - Follow open set directions and instructions (disclosed).	Step 6b - Identify words in which the vowels & initial consonants are identical but the final consonants differ by three features - manner, place of articulation, and voicing.
	Step 9 - Alternate syllables with varying consonants and same vowel, e.g., [bi], [di], [ho] [po]	Step 7 - Recall details of a story (topic disclosed).	Step 9 - Recall specific elements in a sentence by answering questions about an undisclosed but familiar topic.	Step 6 - Identify words in which the vowels and the final/initial consonants are identical but the initial/final consonants differ by two features: (a) manner and place (voicing in common), meat vs. goat; (b) manner and voicing (place in common), boat vs. coat.
		Step 8 - Sequence the events of a story (topic disclosed).	Step 10 - Repeat each word in a sentence exactly. a.) predictable sentences "I'm going to the grocery store to buy cereal and milk." b.) less predictable sentences "A woman hit me as I hid her in plain view."	Step 7a - Identify words in which the vowels and final consonants are identical but the initial consonants differ by only one feature - manner of articulation, e.g., ball vs. mail.
		Step 9 - Retell a story with the topic disclosed, recalling all the details in sequence.	Step 11 - Recall specific elements in a sentence by answering questions on an undisclosed topic.	Step 7b - Identify words in which the vowels and initial consonants are identical but the final consonants differ by only one feature - manner of articulation, e.g., about vs. goat.
		Step 10 - Make identification based on several related descriptors (open set).	Step 12 - Follow a conversation of an undisclosed topic.	Step 8a - Identify words in which the vowels and final consonants are identical but the initial consonants differ by only one feature - voicing, e.g., coat vs. goat.
		Step 11 - Follow a conversation of an undisclosed topic.	Step 13 - Process information in noise and at various distances.	Step 8b - Identify words in which the vowels and initial consonants are identical but the final consonants differ by only one feature - voicing, e.g., hat vs. back.
		Step 12 - Retell a story about an undisclosed topic, recalling as many details as possible.	Step 14 - Process group conversations.	Step 9a - Identify words in which the vowels and final consonants are identical but the initial consonants differ by only one feature - place of articulation, e.g., bush vs. gun.
		Step 13 - Process information in noise and at various distances.		Step 9b - Identify words in which the vowels and initial consonants are identical but the final consonants differ by only one feature - place of articulation, e.g., sheep vs. sheet.
		Step 14 - Process group conversations.		

The color code in the chart designates auditory behaviors to be mastered by the end of the specified year, given optimally fitted hearing devices.

YEAR 1
YEAR 2
YEAR 3
YEAR 4

This guide is intended to aid professionals in the beginning stages of learning an auditory-based approach. As professionals acquire more experience in auditory teaching, children should progress more rapidly.

The information on this chart was adapted from Judy Simer's article in the *Voice Review* (1993) (\*\* items), from the Auditory Skills Program, New South Wales Department of School Education, from the *Foreword Auditory Skills Curriculum* (1978, North Hollywood, CA), and from teacher input.

**Notes:**  
\* A detection response could include turning head, pointing to ear, clapping, dropping a toy in a container, etc.

**Reference:**  
Simer, J.J. (1993). Auditory-verbal intervention: Infants and toddlers. *Voice Review* 95(3): 217-229.

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# Believing In Achieving



## Embedding Listening, Speech Listening and Cognition into Daily Routines

Play Routines		Caregiver Routines	
Listening (Auditory Learning Guide)	Speech	Listening (Auditory Learning Guide)	Speech
Language	Cognition (HELP)	Language	Cognition (HELP)
Pre-Academic Routines		Community and Family Routines	
Listening (Auditory Learning Guide)	Speech	Listening (Auditory Learning Guide)	Speech
Language	Cognition (HELP)	Language	Cognition (HELP)

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# Believing In Achieving



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Listening (Auditory Learning Guide)	Speech	Listening (Auditory Learning Guide)	Speech
Language	Cognition (HELP)	Language	Cognition (HELP)

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## ESLLC - PRE-ACADEMIC ROUTINES

CHRONOLOGICAL AGE	LISTENING (Auditory Learning Guide)	SPEECH	LANGUAGE	COGNITION (HELP)
0-12 Months	<u>Sound Awareness</u> -Musical toys <u>Phoneme Level/Discourse Level</u> -Imitating motions /Identifying nursery rhymes/songs <u>Sentence Level</u> -Common phrases <u>Word Level</u> -Learning to Listen Sounds	-Suprasegmentals (duration, intensity and pitch) -Vowel/Consonant variety with Learning to Listen Sounds	-Input of Power Words -Joint Attention -Input of Family members' names -CASLLS Pre-Verbal Level	-Looking for family members when named -Looks at pictures when named
12-24 Months	<u>Sound Awareness</u> - Pointing out sounds that are occurring during routine <u>Phoneme Level</u> - Imitating alternated vowels/diphthongs, imitating consonants varying in manner and imitating consonants differing in voiced vs. unvoiced cues (Speech Babble) <u>Discourse Level</u> - Answering common questions with abundant contextual support; identifying a picture that corresponds to a story phrase in three or four scene-story <u>Sentence Level</u> - Recalling two critical elements (important details in a message); recalling three critical elements <u>Word Level</u> - Identifying Learning to Listen sounds/objects	-Vowel of the week -Infant Toddler Speech Inventory (based on Ling Phonetic/Phonologic) -Suprasegmentals (duration, intensity and pitch)	-Lexicon I -MacArthur Bates Communicative Development Inventory -CASLLS Pre-Sentence Level -Bloom and Lahey Phases 1 and 2	-Identifies six body parts -Brings objects from another room on request -Rights familiar picture Enjoys nursery rhymes, nonsense rhymes, finger plays, poetry -Matches objects to picture -Recognizes self in photograph -Recognizes and points to four animal pictures -Turns pages one at a time -Points to five-seven pictures of familiar objects/people
24-36 Months	<u>Phoneme Level</u> - Alternating consonants varying in place cues; alternating syllables with varying consonants and same vowel.(Speech Babble) <u>Discourse Level</u> - Answering common questions with abundant contextual support; identify an object from several related descriptors; follow a conversation with the topic disclosed <u>Sentence Level</u> - Recalling four critical elements; follow open set directions and instructions (disclosed)	-Infant Toddler Speech /Phonologic) Inventory (based on Ling Phonetic	-MacArthur Bates Communicative Development Inventory -CASLLS Simple Sentence Level -Bloom and Lahey Phases 3 and 4	-Matches similar pictures of objects -Enjoys being read to and looks at books independently -Points to six body parts on picture of a doll -Understands all common verbs, most common adjectives, some prepositions

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# Believing In Achieving



Natural Environments and Routines: Topic 3, Activity Sheet/Handout 2

## At A Glance

Child Outcomes (Child skills being worked on)	Daily Activities and Routines:	Specific Strategies (Family Skills) To Use:			

# Believing In Achieving



Natural Environments and Routines: Topic 3, Visual 2

## At A Glance

Daily Activities and Routines:					
Child Outcomes (Child skills being worked on)	Greetings	Snacktime	Diaper Change	Play	Departures
	Specific Strategies (Family Skills) To Use:				
Using gestures	Wave "Hi"	Point Show food items	Point Show clean wipes, fresh diapers, etc.	Point Show toys	Wave "Bye-Bye"
Using both hands	Wave "Hi" with both hands	Use both hands on cup	Offer a toy for child to hold with both hands	Play Peek-a-Boo, Pat-a-Cake	Wave "Bye-Bye" with both hands



## STEP 7

### The “Coaching” technique.

The “Coaching” model of early intervention is a natural approach to early intervention and is best understood when contrasted with the traditional “Direct Therapy” model of instruction.

#### Coaching

The interaction between the parent and child is nurtured by the professional.

The professional observes and supports the interaction.

The parent implements the program for his/her child and the professional coaches the parent, making suggestions.

#### Direct Therapy

The interaction is between the child and the professional.

If present, the parent is in the role of an observer.

The professional implements the program to increase the child’s language.

What does this look like in practice when working on *modeling language*?

#### Coaching

“You do such a great job of recognizing Johnny’s signals and knowing what they mean. Now we want to take that a step further. I’m going to help you practice giving him the words for what he would say if he could talk. That’s called ‘modeling’ language.”

#### Direct Therapy

“Whenever Johnny attempts to ask for something or tell me something, I’m going to model that language for him. That’s what I want you to do throughout the day.”

What does this look like in practice when working on *comprehension checks*?

#### Coaching

“You said that you think your child understands, ‘ball,’ ‘car’ and ‘baby.’ Let’s put those toys and a couple of others around the room and see if he looks toward the named toy when we ask, ‘Where’s the baby?’ ”

#### Direct Therapy

“Here is a list of words that I have charted that your child knows. He knows ten more words than he knew the last time I charted them. Here’s a list of some more you can work on.”

How are these examples different?

#### Coaching

Family centered  
Focus on the parent skill  
Parent gets hands-on practice in real-life situations  
The *parent* is key to implementation  
The *professional* is in the wings

#### Direct Therapy

Child centered  
Focus on the child skill  
Parent is given instructions  
The *professional* is key to implementation  
The *parent* is in the wings

The traditional “Direct Therapy” model can be an effective one for an older child. However, for the infant and toddler at home with the parents, the “Coaching” model has great benefits. Through coaching, parents learn information and skills to make informed decisions for their child and family. The parent-child interaction becomes enriched and enhanced. Parents become more confident and competent in raising their child. The child’s language and auditory skills grow and mature as the parents and child bond and build memories that will last a lifetime.