

# Ways to Plan and Play while Learning to Listen and Talk: Strategies and Resources



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# Objectives-

The purpose of this presentation is to share:

- A logical developmental sequence and timeline for learning to Listen and Talk (Pollack)
- Practical strategies for teaching your child to listen and learn spoken language (L. Peterson)
- Fun Ways to Plan, Fun Ways to Play (L. Peterson)
- Listening & language learning curriculum resources
- Assessment Checklists

# Developmental Findings for Children Implanted in First Three Years of Life

- ***Parents involvement*** in intervention is a key factor in child's staying on target with language, speech, and literacy development in later years (Geers, 2002)
- Children who have an individualized **Auditory Development Program component** tend to show the greatest gains in speech, language, and educational skills development over time. (Geers, 2000)
- ***Auditory-Oral Communication Programming*** resulted in higher levels of children's speech perception which has a permanent effect on speech production and speech intelligibility ( Geers, 2002)

# Logical Order of Learning to Listen and Develop Oral Language

- Basic Principles

All babies, including “deaf” babies, need a *year of listening experience* to begin filtering oral language through the background or extraneous sounds...

All children will *pass through the same stages* although some will pass through more rapidly than others.

# Stages of Auditory Development

- **Detection**

Example: “I heard that game.” Child points to ear and/or turns to sound.”

- **Discrimination**

Example: Learning to Listen Sounds: Child chooses the toy dog when you say “woof woof” from choice of a dog, a cat that says “meow,” and an airplane, that says, “ahah”

- **Identification**

Example: Child says “Da Da” when he hears Daddy’s voice in the room or says “kitty” when he hears a cat meowing outside.

- **Comprehension**

Example: Child kisses baby doll when Mom says, “Give baby kiss.”

# Stages of Early Infant Vocalizations (Oller, 1988)

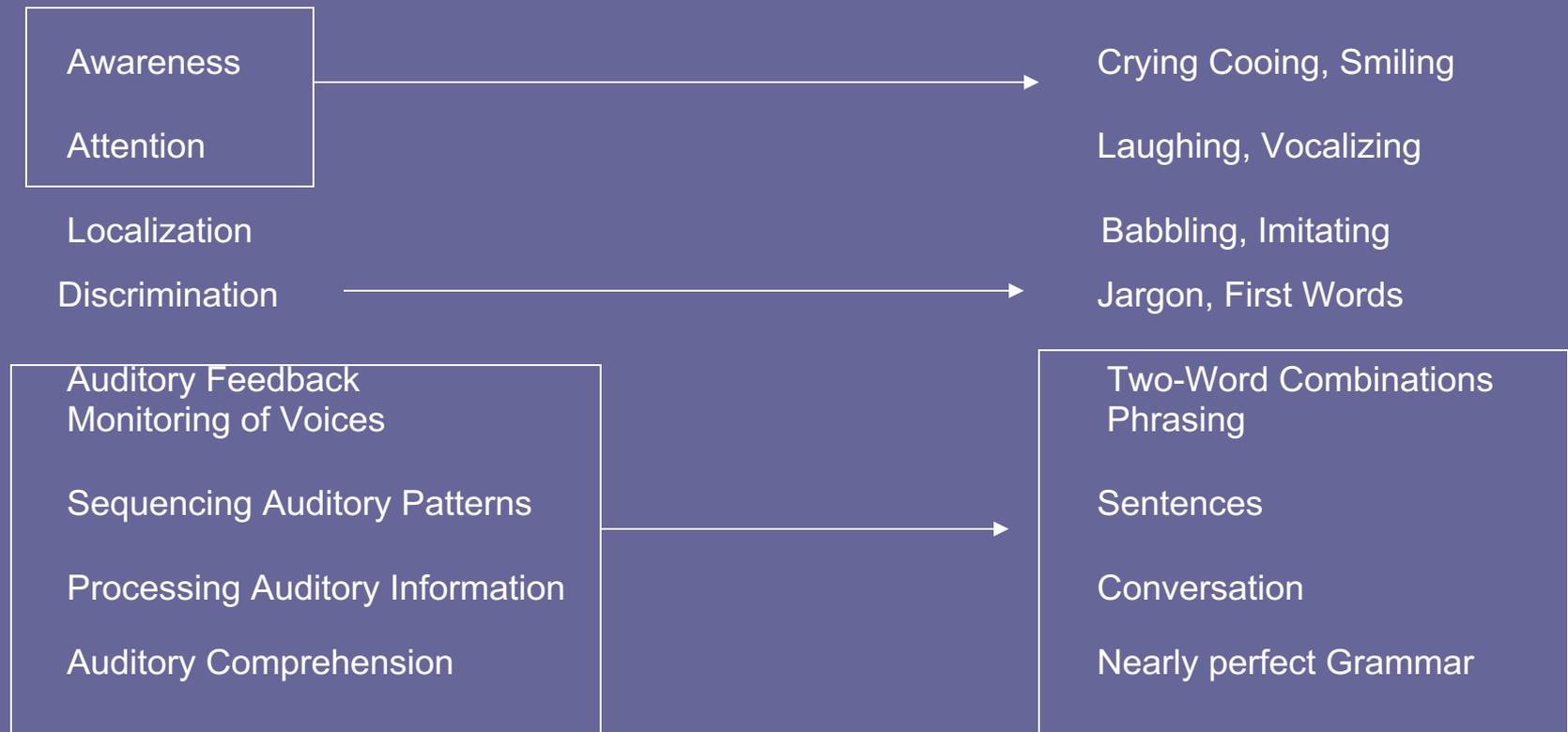
<u>AGE</u>	<u>TITLE</u>	<u>Sound Types</u>
• 1 month	Phonation	Quasi Sounds
• 2-3 mos.	Cooing	Coo
• 4-5 mos. Sounds	Expansion	Full Resonant Raspberry, Squeal Growl, Yelling , Whispering, Marginal Babbling
• 7-10 mos.	Canonical	Babbling, Reduplicated Babbling

# Stages of Listening and Talking

(Pollack, 1985; Estabrooks, 1997)

## • Listening

## Talking



# Family Decisions and Choices

## EARLY INTERVENTION

The IDEA law-Part C  
(United States)

### Birth- Three

- Visits to Audiologist
- Home Visits
- Auditory, Speech and Language Therapy
- Tests and Check Ups
- Hearing Aids, Cochlear Implants, FM Systems
- Treat other developmental issues



# Practical Strategies for Families of Young Children with Hearing Loss

(Laura N. Peterson, Ed.D, CED, CCC/SPL, 2005)

- **HEARING DEVICES-**

Be consistent in checking and troubleshooting your listening equipment (hearing aids, cochlear implants, FM systems)---- Small changes can make for large missing links in language learning

- **GOALS AND OUTCOMES**

Focus on your listening goals together with your clinician/teacher/coach so that you can be a good observer of changes— Working together motivates your provider and expedites your child's progress.

# Practical Strategies (continued)

RI AG Bell 2005 Early Intervention Series

## **GET AND KEEP BABY'S ATTENTION**

- Talk with more intonation, not less.
- Acoustic Highlighting- repetition, stress without exaggeration, slight prolongation, pausing

## **READ, SING ALONG, AND DANCE!**

- Use music and songs in every session
- Repeat familiar phrases, and patterns
- Use songs to draw attention to speech patterns and sounds

# Practical Strategies (continued)

## USE LANGUAGE STIMULATION STRATEGIES

### Examples:

- “Top Ten” - Jill Bader
- “Signature Language and Listening Behaviors for Parents - Karen Rossi
- “AAA” (Allow, Adapt, Add) - Hanen Learning Center
- “Listen Little Star” - Dimity Dornan(2003)
- **BE DEVELOPMENTALLY APPROPRIATE**
- **KEEP BEHAVIORAL EXPECTATIONS HIGH**

# Ways to Plan

- **How to Plan**

- Thematic Plans-  
Bedtime, Bathtime,  
Dressing Time, Diaper  
Time, Celebrations,  
Going Places, Meal  
Time
- Time/Schedule- quiet  
time, every day

## **What to Plan**

- Listening Plans-
- Language Plans-
- Speech Plans-



# Ways to Plan and Play

- Playing
  - Play with People
  - Play with Water
  - Play with Toys
  - Play with Music
  - Play with Art
  - Play with Books



# HOW TO PLAN and PLAY: Listen with Different Play Agents

## •Detection-Attention

**Water:** I hear the water  
[shhh]

**Toys:** I hear the boat-  
[pupupupu]

**People:** I hear Mommy  
talking [uh-oh' it's hot!]

**Art-Paper** makes noise

**Books-** I hear you say  
“duck , kwak kwak kwak.”

**Music/Instruments-** Sing  
along- I hear the music!



# How to Play (Listening)

- **Discrimination\***

**Water-** [tutu] v. [mmm]

**Toys-** “waaa” v. beepbeep

**People-** [mama] v. [Dad]

**Art-** [ blue] v. [ yellow]

**Books** – “ouch” v. [baabaa]

“upupup” v. “down”

**Music-** “in” v. “out”



- Make acoustic contrasts based on a hierarchy of Differences between sound

© Dave Sindrey: Listening Games for Littles (1997)



## LISTENING FOR LITTLES

**Use this chart with the triangle provided to select goals for listening.**

CONTENT		EXAMPLES
Final consonants different by place of production	<b>10</b>	back / bat tape / take
Initial consonants different by place of production	<b>9</b>	tea / key done / gun
Initial consonants different by voicing	<b>8</b>	two / do fan / van
Final consonants different by voicing	<b>7</b>	bat / bad back / bag
Final consonants different by manner	<b>6</b>	comb / coat bus / bun
Initial consonants different by manner	<b>5</b>	shoe / two man / pan
Same initial consonants different vowels	<b>4</b>	ball boot / boat bee
same syllable # with different consonant & vowel information	<b>3</b>	shoe, cup, nose, hat
Words with different syllable #	<b>2</b>	crocodile apple cup
Different by suprasegmentals duration, intensity, pitch	<b>1</b>	(slide) up, up, <sup>up</sup> , weeeee (airplane) ahhhhhhhhhhh STOP!

# Listening Level: Identification

- **Water -** Listen! What is that I hear? It's a boat!
- **Toys -** Something is talking? Is that the Daddy?  
No, it's a .... (Wait for response) ....!
- **People-** Susie said something. Did you hear her?  
She said.. (Pause for response).
- **Art -** Please give me a (item: brush, paint, paper)
- **Books-** Find the (object). Show me (action)? Etc.
- **Music-** Old MacDonald had a...( )

Art

Music

Books

Toys

People

Water

# How to Play

## Auditory Comprehension\* (Estabrooks, 1996)

- **Simple Phrases-** “Come here, Mama, “Ooooooh, POP!”
- **Common Directions-** “Close the door!”
- **Basic Sentence Patterns-** “Sh, baby’s sleeping!”
- **Sentences with Preps-** “Look under the table!” “It’s in the bag!”
- **Sentences with Pronouns-** “A block for YOU!” “One for me!” “I can get it.”
- **Conjunctions and Negatives-** “It goes round and around,” “not a car” “not mine”
- **Simple Questions-** “Where’s his Mommy?”
- **Variety of Nouns, Adjectives, and Adverbs**

\*Dave Sindrey Materials!!

# Video Clips

- Use **good vocal intonation**, “**acoustically highlight**” (pauses, repetition, prolonging speech naturally)
- **Pitch changes** may indicate statement or query.
- **Duration cues** help to discriminate “short” v. “long” vowels.

# Video Clips- Coming!

- Sing along or learn the words to **nursery rhymes**. These **rhythm patterns** of language, are usually repetitive, and provide a natural language flow
- Develop and use **familiar, helpful, and repeated phrases** throughout the day
- **Attend, focus on, and vocalize** what your child is hearing, thinking, saying, doing!

# Curriculums for Infants and Toddlers: Listening, Language, and Speech

- Listen Little Star- Dornan, 2003
- Listening Games for Littles (Second Ed.)  
Sindrey (1997)
- Hickory, Dickory Talk- (Johnson and  
Heinze, 1990)
- Parent-Infant Communication (Infant  
Hearing Resource, 3<sup>rd</sup> ed, 1985)
- Learn to Talk Around the Clock (Rossi,  
2003)

# Listening, Speech, and Language Checklists for Infants and Toddlers

- Pre-Verbal Communication Development
- Hearing/Listening/Comprehending Stages
- Expressive Language Development
- Speech Development and Intelligibility
- Conversational (Pragmatic Development)

# INFANT-TODDLER DEVELOPMENTAL CHECKLISTS AND INFORMAL ASSESSEMENTS EMPHASIS ON STAGES OF LISTENING, SPEECH, AND LANGUAGE

## RESOURCE:

1. **Listen, Learn and Talk**- 3 Video with Manual
2. **Integrated Scales of Development**- integrates Several infant-toddler developmental checklists, In areas of listening, speech, receptive, expressive language, social, cognitive development
3. **Listen Little Star**- (2003) Dimity Dorman, Cert-AVT  
<https://books.apple.com/us/book/listen-little-star-program-guide/id530329346>  
<https://successforkidswithhearingloss.com/product/listen-little-star-a-guide-for-families-of-infants-with-hearing-loss-2/>
4. **Listening Games for Littles** (1997, Second Ed.)  
David Sindry Ages 1-5
5. **Ski-HI Curriculum (2004)**  
(Birth to Three)  
Logan, Utah
6. **It Takes Two to Talk** (3rd rev., 1992)  
Manolson ... and  
**Learning Language and Loving It**  
Elaine Weitzman
7. **Rosetti- Infant-Toddler Language Scales**  
Louis Rosetti, Ph.D
8. **MacArthur Communicative Development Inventories**  
Fenson, L, Dale, P, Reznick, J, Thal, D, Bates, E, Hartung, J, Pethick, S, and Reilly, J (1993) Ages: Infants & Pre-school children (8 - 30 months) and Extended inventory (30-36 months)

## AGENCY/PUBLISHER/CONTACT:

1. Cochlear Americas Corporation  
[www.cochlear.com](http://www.cochlear.com)
2. Listen Little Star:  
Activity Book and Lesson Record
3. Auditory-Verbal Learning
4. Wordplay Publications  
[www.wordplay.ca](http://www.wordplay.ca)
5. Hope, Inc. On-Line Store  
[www.hopepubl.com](http://www.hopepubl.com)
6. Hanen Center Publications Ayola  
252 Bloor Street West, Suite 3-390  
Toronto, Ontario CANADA  
(416) 921- 1073  
[www.hanen.org](http://www.hanen.org)
7. Super Duper Publications  
3100 4th Ave. East Moline, Ill 61244  
[superduperinc.com](http://superduperinc.com)
8. **Brooks Publishing Company**  
[brookspublishing.com](http://brookspublishing.com)

# Parental Imperatives, Decisions and Choices

- Intervention should begin soon after diagnosis and fitting of equipment: ***Age of intervention affects outcome!***
- The primary care provider (physician) or audiologist is required by law to present information on all options: ***Request information on all options***
- Parents are partners in care and should be informed about assistive listening devices: ***Get knowledgeable pediatric health care professionals***
- Early Intervention Service (IDEA Part C)- and ***specialty support services*** (e.g. Speech, Sign, Oral Language, Auditory Learning)- ***It's your choice!***