

WORKING WITH THE LSL STUDENT IN THE INCLUSIVE SETTING

Diane Heller Klein, PhD and Michael Boston, MA
HELIX Conference ~ November 13, 2018



**GOOD
MORNING!**

- Introductions
- Just the facts
 - Activity
- Teamwork
 - Activity
- BREAK
- Rethink Your Goals
 - Activity
- Action Plan
 - Activity
- Let's Chat – Q & A with an LSL Specialist – Ms. Cassandra Parker

AGENDA FOR TODAY

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We go waaaaay back - 2010



Diane Heller Klein, PhD

Michael W. Boston, MA



INTRODUCTIONS

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Who are YOU?

INTRODUCTIONS 2

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We have a lot to share today...

Michael and I will share with you

You will share with each other

And Cassie Parker from Seattle will be joining
us to share her LSL teaching
experiences and answer your
questions

LET'S SHARE

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For ANY spoken communication to develop the student MUST

- ▶ **Have quality, consistent, and reliable full time access to sound**
- ▶ **Be surrounded with quality speech models in a language rich environment**
- ▶ **Have an expectation that he or she will do his or her best (NOT PERFECTION!)**
- ▶ **Be acknowledged and reinforced for ALL communication efforts**

ALWAYS REMEMBER...

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LIFE happens!

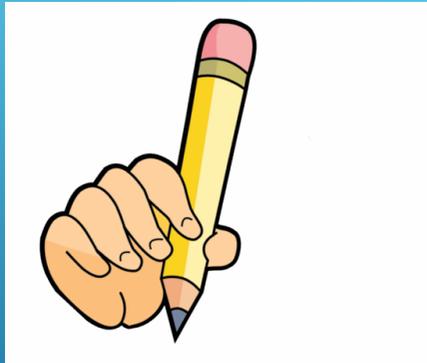
There WILL be things beyond anyone's control that CAN have an impact on the development of spoken language and we should **never** make the student feel less of a communicator because of those things, nor should we make parents feel guilty about their efforts.

This is a TEAM effort and we should all do the best we can with the benefit of the student foremost in our minds and actions.

ALSO REMEMBER THIS

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Activity #1



WHAT DO YOU RECALL?



Ten Important Facts You Need to Know When Working with Deaf and Hard of Hearing Students

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

HANDOUT

"Today, AVT is viewed as a holistic *early intervention model for studentren with hearing loss and their families* in which social interactions are essential for the development of independent cognitive and linguistic functioning. In essence, AVT is the application and management of the most current hearing technologies, in conjunction with specific strategies that foster listening and spoken conversations through artful coaching of the student's parents." (Estabrooks, Maclver-Lux, and Rhoades, 2016, p.4)

JUST THE FACTS.1

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10 Principles of Listening and Spoken Language

- ▶ Promote early diagnosis of hearing loss in newborns, infants, toddlers, and young studentren, followed by immediate audiologic management and AVT.

- ▶ Recommend immediate assessment and use of appropriate, state-of-the-art hearing technology to obtain maximum benefits of auditory stimulation.

JUST THE FACTS.2

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- ▶ Guide and coach parents to help their student use hearing as the primary sensory modality in developing listening and spoken language.
- ▶ Guide and coach parents to become the primary facilitators of their student's listening and spoken language development through active consistent participation in individualized AVT.
- ▶ Guide and coach parents to create environments that support listening for the acquisition of spoken language throughout the student's daily activities

JUST THE FACTS.3

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- ▶ Guide and coach parents to help their student integrate listening and spoken language into all aspects of the student's life.
- ▶ Guide and coach parents to use natural developmental patterns of audition, speech, language, cognition, and communication.
- ▶ Guide and coach parents to help their student self-monitor spoken language through listening.

JUST THE FACTS.4

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- ▶ Administer ongoing formal and informal diagnostic assessments to develop individualized auditory-verbal treatment plans, to monitor progress, and to evaluate the effectiveness of the plans for the student and family.
- ▶ Promote education in regular schools with peers who have typical hearing and with appropriate services from early studenthood onward.

JUST THE FACTS.5

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- ▶ You are NOT working with preschoolers and toddlers
- ▶ BUT, consider HEARING AGE for new CI users and late-identified hearing aid users too
- ▶ Will the needs be the same?
- ▶ Will the strategies be the same?

IDENTIFY YOUR NEEDS

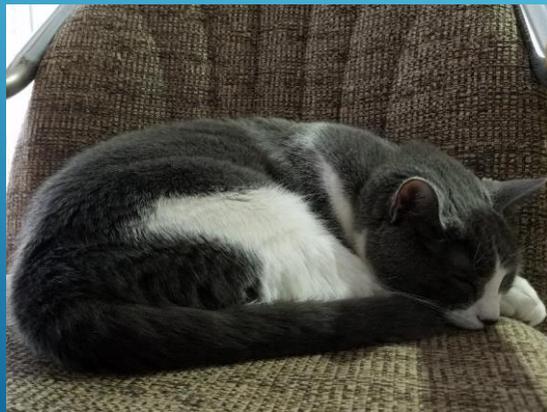
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Activity #2



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Break Time
15 minutes



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Before break- we IDENTIFIED issues of concern

Our K – 12 LSL students DO have unique needs

Now, to address these issues

It is NOT about worksheets!

WHERE WE ARE GOING

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▶ Now that you've identified specific auditory needs and academic/grade level needs, what are the common needs you've discovered?

▶ Let's share what we've gathered.

COMMON NEEDS

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- ▶ Using these common needs, we can develop LSL goals that are inclusive to the regular education environment.
- ▶ Remember: Auditory development does not happen in a bubble.
- ▶ Let's rethink our goals.

LEARNING TARGETS IN THE INCLUSIVE SETTING

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Remember S.M.A.R.T. goals? Let's talk about them:

- ▶ **Specific:** Each goal is specific to the student, specific to the skills needed (i.e.: age-appropriate and targeting content for skills-based learning). In the inclusion setting, we can marry auditory goals with academic goals.
- ▶ **Measurable:** Make this something we can easily measure or gage (and ensure you are measuring the skill that is being targeted).
- ▶ **Attainable:** Rigorous and challenging, but achievable. Use your LSL strategies and accommodations (specific to each student), and scaffold supports from presenting auditory-only first to visuals as a last resort.

INCLUSIVE LSL GOAL SETTING

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- ▶ **Results-oriented:** Make your skills-based teaching relatable. (For example, every lesson can be tied to self-advocacy in some way.)
- ▶ **Time-bound:** Decide how often you'll check-in on how your student is progressing, and include your student in celebrating the milestones. (Let them be the "Boss of their Hearing Loss!")

S.M.A.R.T

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- ▶ Using the brainpower we have in this room, let's list LSL strategies.
- ▶ As we do, begin to consider the possibilities.
- ▶ How might these strategies be used with regular class content?

TIME TO BRAINSTORM!

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Activity #3 Brainstorm and Share



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- ▶ You reviewed the broad auditory and academic needs of your student(s).
- ▶ You strung together threads of common need.
- ▶ With these common needs, you rethought developing goals that incorporate both auditory and academic needs.

PUTTING IT ALL TOGETHER

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- ▶ Lastly, you reviewed LSL teaching strategies and techniques that you can use for your goals.

- ▶ Now, let's make an action plan. How can you use these LSL strategies to meet the common needs of your students?
 - ▶ Get creative!
 - ▶ Think outside of the box!
 - ▶ Where there's a will, there's a way!

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- ▶ Take 5 minutes to write a S.M.A.R.T. goal that includes an antecedent that refers to your regular education materials and a behavior that reflects an auditory skill
 - ▶ e.g. Given science vocabulary words with 3 or more syllables, Sue will segment each word by syllable scoring an average 85% accuracy or more on unit review checks.

- ▶ List the LSL strategies you would use to meet this goal.

ACTION PLANNING- ACTIVITY #4

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- ▶ Now, take 5 minutes to discuss your ideas with a table partner. Discuss what would work, what other ideas might help, and what might need tweaked.

- ▶ Let's see what you discovered!
 - ▶ Tell us the:
 - ▶ student's name, grade, common need, and goal
 - ▶ How you planned to integrate LSL strategies to meet the common needs

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What are YOUR favorite resources?



Image credit: <https://patimes.org/wp-content/uploads/2015/04/Vaz-collaboration1.jpg>

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Hello Cassandra Parker! Currently a birth to 3 teacher with the Listen and Talk program in Seattle, Washington, Cassie graduated from the University of San Diego-John Tracy Clinic Program with a Master's in Education-Deaf and Hard of Hearing and is a certified LSL specialist who has worked with students in inclusive settings.



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The Radical Middle
<http://radicalmiddledhh.org/>

MAINTAIN THE CONVERSATION

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▶ If you have any questions, please feel free to contact us:

▶ Dr. Dee Klein – drdeeklein@yahoo.com

▶ Michael Boston – mboston@riu6.org

THANK YOU FOR
YOUR EXCELLENT WORK!

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