



Listening and Spoken Language Early Intervention Checklist Planning Tool

Amplification / Auditory Access

Teach parents to:

- ___ Perform daily check of amplification and at each early intervention session. *Ling 6 sound test*. The child's brain is developing each day!
- ___ Strive for *full time use of amplification* as soon as possible. Access is key! (yes, even after bath time for goodnight routine)
- ___ Brain Development: not just ears.....
- ___ Use a listening cue to alert your child to listen to a new sound.
- ___ Decrease background noise in home environment. Speak closely to the child's microphone when possible.
- ___ Have frequent meetings/ communication with audiologist.
- ___ High expectations for child to listen in noise, distance, and to recorded sources
- ___ Ensure that all care providers, (grandparents, babysitters etc) feel comfortable with amplification
- ___ Encourage assertive audiological management.
- ___ Effectively explain their child's hearing loss using an audiogram
- ___ Gain an understanding of *speech acoustics* that they will fully understand their child's specific hearing loss.

Auditory Bombardment

Teach parents to:

- ___ Expect responses to environmental sounds and voices. Model



Nanette Thompson
CCC-SLP, LSLC Cert AVT
303.887.0842
nanette@listening2learn.com

- this behavior. Attach verbal meaning to these sounds. Give them words!
- _____ Bathe your child in language-Talk, Talk, Talk!
 - _____ Think out loud- explain daily procedures and provide commentary
 - _____ Use sound as first source of information.
 - _____ Bathe the child in sounds (making them predictable and repetitive at first)
 - _____ Create a listening environment in the home
 - _____ Make listening fun, enjoyable and meaningful!
 - _____ Have high expectation for child to fully engage in listening throughout the day. Embed listening into the child's daily life.
 - _____ Call an infant's name every time they enter the room
 - _____ Appreciate the power of Parent-ease
 - _____ Understand the limitation of screen time

Auditory Discrimination/ Learning to Listen: [Add here about assessing discrimination from the beginning](#)

Teach parents to:

- _____ *Make sounds sound different* in daily activities. (For example: pair a long sound- airplane with the short sound of the boat) Vary words/sounds in duration, intonation, and intensity.
- _____ Pair consistent sound with an object or action- this helps attach meaning to sounds
- _____ Give baby's favorite toys a specific sound or series of sounds to use each time they play with the item
- _____ Compile a box of "*learning to listen*" objects with toys in their home



Nanette Thompson
CCC-SLP, LSLC Cert AVT
303.887.0842
nanette@listening2learn.com

- _____ Establish objects or activities/actions that highlight each of Ling 6 sounds to incorporate into play throughout the day.
- _____ Discuss listening variables impacting difficulty of a listening target
- _____ Recognize when their child is discriminating a sound as different from another
- _____ Consistently assess and thoroughly grasp their child's responses to auditory information. Quickly note any changes in auditory functioning.

Speech Sound Production / Auditory Feedback Loop:

Teach parents to:

- _____ Engage in vocal-play turn-taking from the beginning
- _____ For every listening moment- create and expect a verbal moment
- _____ Expand child's utterances by adding one word with the expectation for them to repeat expanded phrase/new word.
- _____ Use a hand cue to signal turn-taking with voice and words
- _____ *Expect, encourage, and elicit verbal responses* within all activities
- _____ Use singing to elicit verbal responses
- _____ Use acoustic highlighting to facilitate speech production and highlight grammatical markers
- _____ Use pause time, reduce "auditory clutter- your turn etc", and add expectant look to elicit verbal responses from young child
- _____ Note any speech errors- and ask questions-are they developmental, phonological, or perception errors?

Auditory Comprehension Skills

Teach parents to:



Nanette Thompson
CCC-SLP, LSLC Cert AVT
303.887.0842
nanette@listening2learn.com

- _____ Have high expectations for understanding spoken language.
- _____ Check for understanding of auditory information and to use scaffolding to clarify through listening.
- _____ Strengthen auditory memory skills by working with:
 - Varying critical elements in a message/direction
 - Giving words in a list at times
 - Nursery rhymes and songs
- _____ Set clear targets each week for auditory comprehension. What is the child understanding through listening alone?
- _____ Talk at a level slightly above your child's current comprehension level.
- _____ Present information through audition first and provide pause time for processing before adding visual information. (even the youngest child can become an auditory learner.)
- _____ Expand vocabulary- move quickly from "moo" to "cow" to "farm animal" to "makes milk" to "calf" etc.
- _____ Provide function and characteristics of objects/animals in play
- _____ Use names of objects: puppy, dog and then Poodle and Dalmatian etc
- _____ Use parts of a whole: talk about tree and then introduce: bark, limbs, branches, root, and stump
- _____ Highlight and focus on action verbs
- _____ Have an expectation for incidental learning to occur. Teach parents to look for it and to create opportunities for their child to begin overhearing and actively listening throughout daily activities.

Strategies to Enhance Listening and Language Skills



Nanette Thompson
CCC-SLP, LSLC Cert AVT
303.887.0842
nanette@listening2learn.com

Teach parents to:

- ___ Observe their child in play, at mealtime etc. and describe their interests and focus
- ___ Join their child's play without shifting focus but still working on a current goal/objective.
- ___ Reward all communicative attempts and gently shape each by: responding, expanding, explaining
- ___ Use the *Plus 1 Rule, (Hanen)- to expand child's utterances by adding one word with the expectation for them to repeat new word. (synonym, adjective, initial or final sound, missing grammatical marker)
- ___ Provide pause time to allow for processing
- ___ Decrease use of questions and increase statements with pause time. Am I fun to talk too??
- ___ Avoid telegraphic speech. "Put on your shirt" is preferable to "Shirt on".
- ___ Have the child use new vocabulary/concepts. They need to hear themselves say it. "Use it or lose it" (Hanen)
- ___ Use synonyms and specific vocabulary when your child is familiar with a word/concept
- ___ Provide choices rather than asking a yes/no question
- ___ Ask open-ended questions when possible
- ___ Talk About the Why
- ___ Use silly sabotage to stimulate conversation. For example, putting only one shoe on, giving an empty cup to your child.
- ___ Avoid anticipating the child's needs. Let the child communicate to have needs met. The Power of pause time
- ___ Use action verbs,



Nanette Thompson
CCC-SLP, LSLC Cert AVT
303.887.0842
nanette@listening2learn.com

_____ Use Math Talk- patterns, numbers, angles, shapes in conversation

Family Centered Intervention:

_____ *Empower parents* by focusing on their strengths, interests, and following their lead.

_____ Value family input and *ask open-ended questions* to assess current needs

- Reflective Questions (Sheldon and Rush)

_____ Clearly explain the roles of parents and provider in family-centered early intervention.

_____ Explain roles and expectations of parents, child and provider within each activity as well.

_____ Teach parents about normal child development:

- Auditory skill development
- Speech development
- Language Development
- Cognitive/Play Skill Development
- Social Skill Development

_____ Teach, demonstrate, model and then **HAND** over the new strategy/activity to the parent to practice

_____ Helps parents to brainstorm ideas to incorporate new targets into daily routines with parents

_____ Leave a written note for parents to refer back to during the week/follow up mid-week with an email or text

_____ Plan next session and choose next language targets with parents

_____ Leave the parent feeling empowered each week



Nanette Thompson
CCC-SLP, LSLC Cert AVT
303.887.0842
nanette@listening2learn.com

- _____ Provide commentary of observations, actions, and thoughts throughout the session.
- _____ Include additional family members in sessions.
- _____ Guides parents to teach and inform extended family members about the child's hearing loss, amplification, and current objectives etc.
- _____ Teach parents to scaffold activities/skills/expectations up and down to ensure a child's success in each activity.
- _____ Plan sessions quarterly just to touch base and reflect with a parent
- _____ Promote resiliency in families/children
- _____ Teach parents to set firm and clear limits for acceptable behavior and to provide consistent consequences etc.

Daily Routines:

Teach parents to:

- _____ Focus on enhancing *activities that naturally occur each day*
- _____ Create an auditory cue for each routine- words, sounds etc.
- _____ Think out loud and provide commentary throughout all daily routines
- _____ Use daily routines to create opportunities for a vocal exchange in each activity.
- _____ Choose one daily routine to target every one to two weeks
- _____ Create and leave "*cheat sheets*" in key locations with reminders
- _____ Re-visit daily routines every 3-4 months. With development, the strategies and targets will change



Nanette Thompson
CCC-SLP, LSLC Cert AVT
303.887.0842
nanette@listening2learn.com

Reading and Literacy into each session: (ABC's EI Literacy)

- ___ Model use of books in each session
- ___ Guide parents to choose age appropriate books.
- ___ *Show parents that the same book can be used to target many many different objectives.*
- ___ *Create an experience book* with the family to use several times a week.
- ___ Consider having a session at your local library to help parents explore the resources it provides
- ___ Review *effective reading strategies* with families and encourage them to use literature to increase expressive language as well.
- ___ Highlight the importance of nursery rhymes and books with alliteration, and sound play. Talk about highlighting early phonological awareness.
- ___ Nursery Rhymes:

Music and Singing:

Encourage parents to:

- ___ *Embed singing* into all daily routines.
- ___ *Create a "song bag"* of objects that represent each sound. Ex: star, boat, farmer
- ___ Join a toddler music class or utilize the many online resources
- ___ Explore things around that house can make music. (kitchen items, toys etc)
- ___ Play with patterns: steady beats, increasing in speed or frequency



Nanette Thompson
CCC-SLP, LSLC Cert AVT
303.887.0842
nanette@listening2learn.com

- _____ etc.
- _____ Embed singing into book time.
- _____ Teach parent to chant songs in order to help children practice varying intonation patterns, speech sound sequencing and build vocabulary
- _____ Music Development

Establish Clear Goals and Objectives:

- _____ *Have a lesson plan-* Know your objectives and roles of parents in each activity.
- _____ Organize a *key topics list* for all families to guide intervention
- _____ Teach parents details about normal development
 - *Auditory Skill Development*
 - *Speech Development*
 - *Language Development*
 - *Play Development*
- _____ Create clearly defined objectives for the parents and child in all areas of development. Update and discuss these objectives regularly.

Connections:

- _____ Connect families to other families of children with hearing loss
- _____ Connect families to resources in the local community and on-line for reliable information
- _____ Connect families to deaf adult role models
- _____ Inform parents about additional services that may be beneficial for



Nanette Thompson
CCC-SLP, LSLC Cert AVT
303.887.0842
nanette@listening2learn.com

their child, play groups, parent workshops

_____ Connect and collaborate with other providers consistently. (attend appointments, clarify and share information and learn from other team members)