



# Listen Up for Literacy!

Renee Polanco Lucero, Ph.D., LSLS Cert. AVEd  
Utah State University

## Today's Objectives



- Literacy and the brain
- Ideas to use in the home
- LSL strategies that foster literacy development

Reading is a fundamental skill that underlies success in ALL academic areas



## Literacy and The Brain

What is the connection?



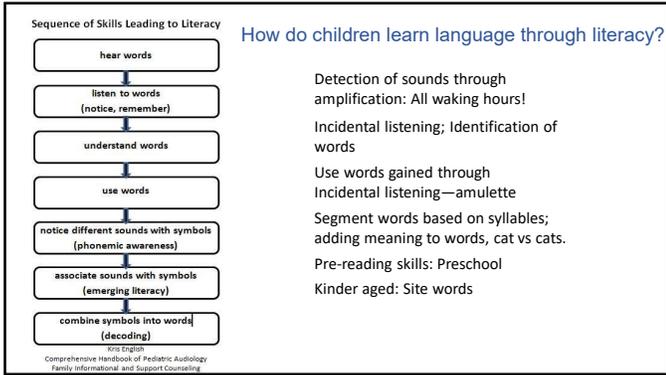
- As you read with your child with hearing loss, his/her brain is being actively stimulated and developing as he/she hears and learns new sounds, sentence structures, and vocabulary



**What do literacy and listening have to do with each other?**

*"Hearing" (auditory brain development) is the most effective modality for the teaching of spoken language (speech), literacy, and other cognitive skills.*

*Carol Flexer, in Robertson, L. (2009)*



### Vocabulary skills are strong predictors of reading success

- Through shared literacy games and reading activities, children listen to and learn new words, which help them make connections to the world
- If you don't hear it(words/language), you won't use it (words/language)

## Ideas for Home

*What kind of things can I do to help my child develop a love for reading?*

### Reading at Home

- Surround your child with reading materials (in the living room, bedroom, the car, etc.)
- Set a regular reading time for you and your child on a daily basis
- Establish a Family Reading Time
- Encourage a variety of reading activities
  - Books
  - Movie time listing
  - Grocery list
  - Road signs
  - Baking/cooking directions
- Take trips to your local library
- Show enthusiasm!

### Tips for Reading Aloud

- Start early!
- Start with short periods of reading
- Sit so that child can hear you and see the book
- Talk about print concepts
- Let your child turn the page
- Increase expectations over time

• From *Small Talk* (2016)

## Implementing LSL Strategies

*How can we use literacy activities to accommodate for children with hearing loss?*

### ACOUSTIC HIGHLIGHTING

- REPETITION give your child multiple and varied exposures to seeing and hearing vocabulary/language through books and/or listening
- EMPHASIS ON TARGET WORD: Can be practiced during natural routines & book reading:
  - "Look, she is ON the slide; He is IN the house."

### AUDITORY FIRST

Auditory Sandwich

- Talk about what is happening before showing/pointing
- Providing auditory information before visual information helps children build listening comprehension skills

### Auditory Closure

- Encourage your child to fill in the missing words in a familiar phrase
- Helps children learn to use context clues to fill in the blanks
- Useful with books that use repetition
  - The Very Hungry Caterpillar
  - Three Little Pigs
  - Wheels on the Bus

### WAIT TIME

- Intentional pause
- Use when asking questions
- Make sure to give your child time to process question before repeating or giving answer
- encourages your child to broaden their language and literacy skills

### SABOTAGE

- Deliberate creation of a silly or unexpected situation or outcome
- Encourages communication
- Use in a fun, engaging way so that is not frustrating

### BE A RADIO COMMENTATOR

- narrate about what is going on in the environment, your day, etc.
- Hearing stories influences children's literacy and ability to decode and understand experiences that are read

PROVIDE  
CONTEXT

- Draw on personal experiences for your child to have a context for what they are about to read or hear about
- Accessing children's prior knowledge, helps them understand and better process the new details which they are about to hear



Thank you!

[renee.lucero@usu.edu](mailto:renee.lucero@usu.edu)