



Listen Up for Literacy!

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

Today's Objectives



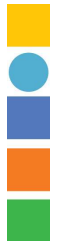
- Literacy and the brain
- Ideas to use in the home
- LSL strategies that foster literacy development

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



Literacy and The Brain

What is the connection?



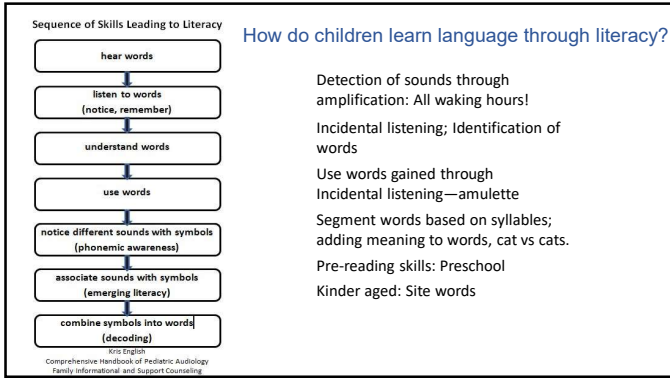

- As you read with your child with hearing loss, his/her brain is being actively stimulated and developing as he/she hears and learns new sounds, sentence structures, and vocabulary



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)

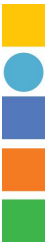



Vocabulary skills are strong predictors of reading success

- 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