

Auditory-Verbal Practice

Nevitte Morris, MSP, CCC-SLP,
Cert. AVT

Most Hearing Impaired Students will either wear:

- Hearing aids
 - Cochlear Implants
 - BAHAs
 - FM systems
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Modes of Communication

- Auditory-Verbal
 - Auditory-Oral
 - Cued Speech
 - Total Communication
 - Manual Communication
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Auditory-Verbal Therapy

- Expectation that young children with hearing loss can use technologically assisted hearing to learn to listen, to process verbal language and to speak. The goal is that children with hearing loss can grow up in regular learning and listening environments that enable them to become independent, participating, and contributing citizens in mainstream society. Adapted from Auditory-Verbal International, (1991).
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Introduction to AVT

- ❑ The ultimate goal of Auditory-Verbal Therapy is for the hearing-impaired individual to acquire conversational competence!
 - ❑ No one system designed to develop communicative competence and educational achievement can meet the individual needs of all children who are deaf and hard of hearing.
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Checking function of HA

- Take hearing Aids (HA) off and cup HA. If you get feedback batteries are working. If you do not get any feedback: check battery door to see if closed, clogging in tubing, or any cracks in HA. Most likely just need a new battery. Ask parents if they have a listening stethoscope to check microphone clarity.
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Checking Function of CI

- ❑ Does the CI have lights that stay on when working or do the lights come on only when not working. CI's can be programmed to do either depending on parental preference.
 - ❑ If the parent has a wand or device to check function of headpiece use this.
 - ❑ Is the CI turned on, look at the processor.
 - ❑ Administer the Ling 6 Sounds.
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What happens when these high tech ears stops working?

- ❑ Back up batteries-brought by the parents at the beginning of the school year (backpack, teacher's desk).
What techniques are working for you?
Who is responsible? Problem solving CI?
 - ❑ Contact information for parents, audiologist, and cochlear implant team.
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Better Ear

- ❑ Present auditory information to the side of the child that hears the best.
 - ❑ If binaural hearing is the same then present on either side.
 - ❑ This also applies when going to restaurants, in groups, and classroom placement.
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Principles of Auditory-Verbal Practice

- To use developmental patterns of listening, language, speech, and cognition to stimulate natural communication.
 - Begins with detection and moves through discrimination and identification to comprehension of conversations and advanced academic and literacy skills.
 - The art of auditory-verbal development is in the creativeness of the carry-over activities.
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Each Auditory Verbal Session should include:

- Audition activities
- Language activities
- Cognition activities
- Speech activities

Note 1 activity could cover goals in more than 1 area.

Auditory Skills Hierarchy

- Detection/Awareness** - The ability to respond to the presence or absence of sound.
 - Discrimination**- The ability to perceive similarities and differences among two or more speech stimuli.
 - Identification/Recognition**- The ability to reproduce speech stimuli through naming, repeating, writing, or identifying a picture of what was heard.
 - Comprehension**- The ability to understand speech demonstrated by following a direction, answering a question, participating in a conversation, or paraphrasing what was heard.
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Cue the Child to Listen

- ❑ Point to ear – “I heard that!
 - ❑ Say, “Listen!” to direct the child’s focus to audition.
 - ❑ Enhance listening by placing source close to the ear.
 - ❑ Direct child’s attention to auditory information before presenting toy.
 - ❑ Pause to give the child time to process.
 - ❑ Give an expectant look.
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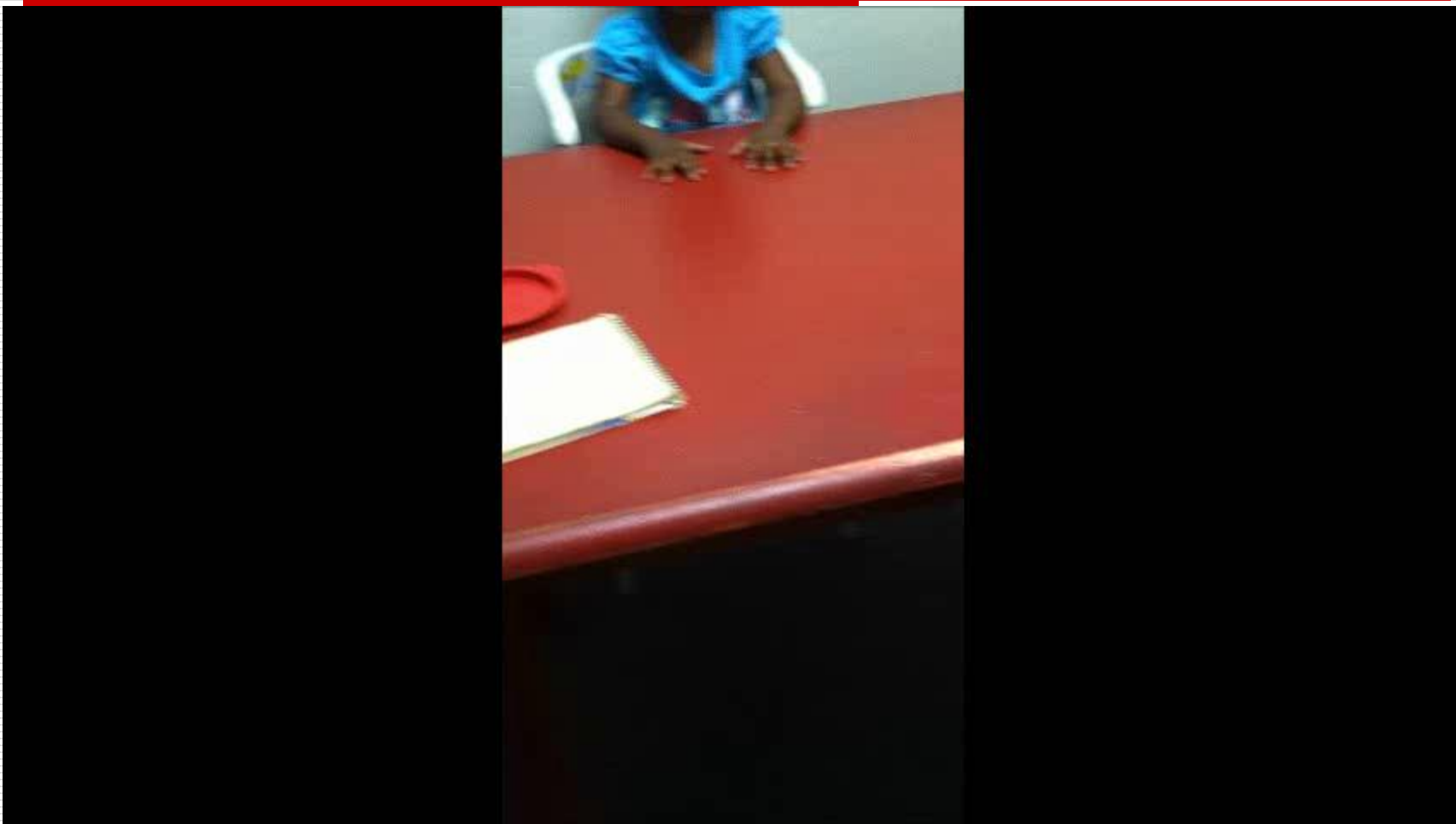
Audition Activity Examples

- Detection: turning to musical toys, noise makers, learning to listen sounds, name, and Ling sounds. After they turn point to your ear and say, "I hear it." Make sure presenter of sounds is not in peripheral vision of child. As child is reliable with turning assess: distance, both sides, CI's independently
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Audition Examples:

- ❑ Refer to Beth Walker's Auditory Learning Guide for hierarchy of Auditory skills.
 - ❑ Recalling learning to listen sound objects
 - ❑ Listening to songs and doing hand motions that go along with song when you hear the song
 - ❑ Following 1 step directions (moving up as mastered)
 - ❑ Recalling information embedded in a message
 - ❑ Using the Telephone
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Video



Modification of Acoustic Information to Highlight Particular Features of Spoken Language

- Use knowledge of normal development
 - Use knowledge of child's detection thresholds w/ current technology to determine which features should be made salient & when
 - Techniques
 - Acoustic Highlighting
 - Reduction of vowel salience
 - Whispering
 - Move closer and soften voice
 - Use "parentese"
 - Minimize background noise
 - Identify and use best hearing side
 - Use grammatically correct phrases
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Auditory-Visual-Auditory Presentation

- Always present speech/language through hearing first.
 - If the child has difficulty, then and only then, present a tactile, kinesthetic, or visual cue to re-emphasize and confirm the target.
 - Put it immediately back into audition to confirm the auditory target response.
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Repetition and Redundancy

- ❑ Practice does not necessarily make perfect but it does make permanent.
 - ❑ Provide pre-teaching, guided practice, independent practice and re-teaching.
 - ❑ Make sure new information is presented carefully, correctly and repeatedly to foster mastery.
 - ❑ Ensure periodic practice and application opportunities for mastered concepts and skills.
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Model Targeted Behaviors for Child

- ❑ Do an activity or the first turn at an activity with the parent, sibling, or peer facilitator.
 - ❑ Then do it with the child who has the hearing loss.
 - ❑ Overtly recognize and call attention to communication breakdowns and model appropriate strategies for repair.
 - ❑ Acknowledge and appropriately manage environmental distracters.
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Assess Auditory Skills by Integrating Directions into Natural Routines and Experiences

- ❑ Do not rely on only structured tasks to assess progress.
 - ❑ Informal assessment can easily be accomplished through play in a more natural format.
 - ❑ Example- While playing with toy vehicles – “Let’s take the one that goes “ahhh””.
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Critical Elements

□ One Critical Element

- Where's the ball?

□ Two Critical Elements

- Get the cow and the sheep.
 - Give me the clown and the girl.
 - Hide the boy and the girl.
 - Find the chair and the table.
 - Put away the rabbit and the car.
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Activities to do at Home

□ Two Critical Elements

- Buying Groceries: Get cookies and cereal.
 - Helping Cook: Wash the spoon.
 - Photo Album/Experience Book: Jamie is playing.
 - Cleaning Up: Put your shoes in the closet.
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Activities to do Throughout the Day

□. Two Critical Elements

- Lining up: John jump to the door.
 - Going to centers: Crawl to the kitchen.
 - Cleaning up: Put away the car and the bus.
 - Put your math book in your desk.
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Activities to do Throughout the Day

□ Three Critical Elements

- Lining up: Joshua and Suzy run to the door.
 - Going to centers: Go to the blocks not the kitchen.
 - Cleaning up: Put the bus on the shelf.
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Listening Games

- Simon says, Ms. Amy says:
 - “Touch your nose”, jump 2 times.”
 - “Clap your hands twice and say your name.”
 - “Walk to me and give me a hug.”
 - Barrier Games-magnetic boards, drawing
 - Are these things alike or different?
 - -ship-boat, pretty-ugly, laugh-cry
 - Are they living or non-living? Pencil, tree...
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Encourage Child to “Listen the First Time”

- ❑ Ask the child “What did you hear?”
 - ❑ Provide appropriate wait time for child’s response to account for processing time
 - ❑ Avoid immediate repetition of entire stimulus
 - ❑ Listen to the child’s feedback and supply only the missing information before restating entire stimulus.
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Language Activities

- ❑ Imitating Learning to Listen sounds.
 - ❑ Putting words together and expanding MLU, “more juice, I hear a train.” Giving Choices of target activities. Using magnetic picture boards-giving directions, games “my turn”, “I found/see/want/hear/got ____.”
 - ❑ VOCABULARY always expanding
 - ❑ Developmentally appropriate toys/tasks to keep interest
 - ❑ Carryover with theme in school/holiday to help with repetition.
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What to look for with Speech and Language.

- ❑ Identify minor differences of pronouns. Do they understand he/she? Can they auditorily discriminate between he/she?
 - ❑ Verb Tenses. The regular past tense is harder to hear and produce than the irregular. Walk/walked, run/ran
 - ❑ Plurals and Possessives are especially difficult for children with high frequency hearing loss.
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Speech and Language

- Articles of speech, don't carry a lot of meaning, shorter in duration, high frequency sounds, and often how parents sound when using baby talk.
 - With older children- change up your language. either/or, not the, prepositions, descriptors, and idioms.
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Questions

- What's that?
 - What do you do with it?
 - What's missing?
 - What happened?
 - Where's the dog?
 - Who is missing?
 - When is your birthday?
 - How many cookies?
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Activities

- Tell me which word doesn't belong with the others?
 - -cake, bread, hat, cheese
 - Auditory Processing Books-
 - In row 1, draw an X through the letter A.
 - Books and questions, increasing the length of the passage. Why?'s
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Factors Affecting Success in an Auditory-Verbal Approach

- Age of diagnosis
 - Etiology of Hearing Loss
 - Degree of Loss
 - Effectiveness of Amplification
 - Effectiveness of Audiological Management
 - Child's Hearing Potential
 - Child's Health
 - Family's Emotional State
 - Level of Family Participation
 - Therapist's Skills
 - Parent/Caregiver's Skills
 - Child's Learning Style
 - Child's Intelligence
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Progress

- Average 1 year language growth with 1 year cochlear implant. Hearing Aids with all speech sounds within the speech frequency range.
 - When these milestones are not being reached what can we do?
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