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Brain Tasks; Parameter 2: Listening, Speaking, and Language Skills; Parameter 3: External Factors; Parameter 4: Child Actions
Interventions for Toddlers Applying the Model with Toddlers; Parameter 1: Brain Tasks; Parameter 2: Listening, Speaking, and Language Skills; Parameter 3: External Factors; Parameter 4: Child Actions; If a Child is Not Making Measurable Progress; The Need for Flexible Models; Summary; Chapter 3 - Interventions for Preschoolers; Collaborating with Service Providers; What You Need to know about a Child's Hearing Loss; Type of Hearing Loss; Degree of Hearing Loss; Laterality of the Loss; Stability of the Loss; Cause of the Loss; Age of Acquisition of the Loss
What You Need to know about Previous Intervention Age of Intervention and Age at which Child Received Listening Technology; Auditory, Speech, and Language Objectives Mastered During Preschool Years; What You Need to know about Listening Technology; Type of Technology Used; What You Need to know about a Child with No Prior Services; Planning and Implementing Instruction and Interventions; Auditory Language Lessons; Auditory Language Experiences; Mode of Presentation; Nonauditory Cues; Obscuring Your Lips; Premises That Drive Auditory Learning; Factors to Consider When Planning Lessons Chronological Age-Developmental Age/Interests; Variety of Contexts and Activities; Challenging Yet Successful; Comprehensible Input; Communicative Intent; Techniques to use When Conducting a Lesson; Wait for a Response; Acoustic Highlighting; Whispering; Singing; Building Bridges; Self-Correction Techniques; The "Sandwich" Interaction; Making Progress; Interventions for Preschoolers; Applying the Model with Preschoolers; Parameter 1: Brain Tasks; Parameter 2: Listening and Speaking Skills; Parameter 3: External Factors; Parameter 4: Child Actions; Summary
Chapter 4 - Interventions for Children in the Primary Grades

Sommario/riassunto

Based on the authors' model of auditory, speech, and language development, the book provides educators with effective techniques and strategies for working with children in the primary grades.
