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| 1. Record Nr. | UNINA9910823162003321 |
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| Titolo | Helping deaf and hard of hearing students to use spoken language : a guide for educators and families // Susan R. Easterbrooks, Ellen L. Estes ; foreword by Mary Ellen Nevins ; cover designer, Michael Dubowe |
| Pubbl/distr/stampa | Thousand Oaks, California : , : Corwin Press, , 2007 ©2007 |
| ISBN | 1-4522-9338-4 1-4522-9690-1 |
| Descrizione fisica | 1 online resource (225 p.) |
| Disciplina | 371.91/24622 |
| Soggetti | Deaf children - Language Hearing impaired children - Language Deaf children - Education Hearing impaired children - Education |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | Cover; Contents; Foreword; Preface; Acknowledgments; About the Authors; Part I - The Art of Intervention; Chapter 1 - Listening and Spoken Language Interventions: A Model and Activities for Helping Children; Listening Challenges That Children Must Overcome; Awareness of the Whole Child; Model of Auditory, Speech, and Language Development; Parameter 1: Brain Tasks; Detection; Discrimination; Identification; Comprehension; Parameter 2: Listening and Speaking Skills; Suprasegmentals; Vowels and Consonants; Connected Speech; Speech Perception Categories; Parameter 3: External Factors Stimulus ArrayLinguistic Complexity; Contextual Cues; Background Noise; Parameter 4: Child Actions; Summary; Chapter 2 - Early Detection and Intervention for Infants and Toddlers; Early Detection and Intervention; Necessary Services for Infants, Toddlers, and their Families; How Listening Develops in Infants and Toddlers; How Infants Develop Spoken Language; How Toddlers Develop Spoken Language; Interventions for Babies; Applying the Model with Babies; Parameter 1: |

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.
