



Many DHH children are achieving language milestones later than their peers with typical hearing.

This guide aims to describe ways to teach missing milestones for ASL and spoken English.

Read below for a list of common missing milestones in DHH children and refer to page 2 for helpful teaching strategies for ASL and spoken English.

## What's Missing?

### Early Communicators

**ASL**

**Both**

**English**



- Using descriptive classifiers CL:F (e.g., tube, polka dots)
- Approximations of Lexicalized Signs (e.g., BUS, ICE)

- Asking basic "where" and "what" questions

- Uses agent + action and action + object utterances
- Expresses feelings: mad, happy, sad, scared



### Later Communicators

**ASL**

**Both**

**English**

- Occasionally using mouth morphemes
- Asking for help using 2+ words
- Using descriptive classifiers occasionally

- Regularly requesting clarification
- Telling own age

- Asking What + subject + verb? questions
- Asking Where + subject + verb? questions
- Using subject + copula + complement

### Filling the Gaps



#### Self Talk & Parallel Talk

Use parallel talk by narrating what you and the child are doing.<sup>1</sup>

When working on questions, try:

1. Asking the question
2. Pausing briefly
3. Answering the question

This strategy helps keep natural play from turning into a quiz show!

#### Focused Stimulation

Provide multiple exposures of the skill you're targeting.

Use this for teaching new words, grammatical elements, stories, gestures, sounds, and other language skills.<sup>2</sup>

The dog **is** barking.

He **is** running.

The ball **is** rolling.

#### Highlighting

How to highlight target words:<sup>3</sup>

-For ASL, add facial expressions and change the size, range, and timing of words.

-For spoken English, say a word louder, longer, in a sing-song voice, or in a whisper.



#### Recasting

**Repeat** the child's utterance and **add** to it. If the child made an error, simply **model it correctly**.<sup>4</sup>

**Example:**

- **Child:** Tower falled.
- **Adult:** Yes, **the** tower **fell**. Let's build it again!



<sup>1</sup>Robertson, S. and Weismer, S. E. (1999). Effects of treatment on linguistic and social skills in toddlers with delayed language development. *Journal of Speech, Language, and Hearing Research*, 42(5), 1234-1248.

<sup>2</sup>Fey, M. E., Cleave, P. L., Long, S. H., & Hughes, D. (1993). Two approaches to the facilitation of grammar in children with language impairment. *Journal of Speech, Language, and Hearing Research*, 36(1), 141-157.

<sup>3</sup>Martin-Prudent, A., Lartz, M., Borders, C., & Meehan, T. (2016). Early Intervention Practices for Children With Hearing Loss: Impact of Professional Development. *Communication Disorders Quarterly*, 38(1), 13-23

<sup>4</sup>Cleave, P. L., Becker, S. D., Curran, M., Horne, A. O. V., & Fey, M. E. (2015). The efficacy of recasts in language intervention: a systematic review and meta-analysis. *American Journal of Speech-Language Pathology*, 24(2), 237-255