

LISTENING MEANS THE TECHNOLOGY MUST BE WORKING THE BEST IT CAN BE

Learning language incidentally by listening in their environment

Incidental language learning occurs when your child learns words simply from exposure to them within their environment. You no longer 'teach' them every word.

Children start learning language incidentally once they have established simple sentences. You will realize that you did not know they knew that word, or you didn't teach them that word.

Being able to learn language incidentally, by picking it up through focused exposure within their environment, is a crucial step for your child. There is an explosion in vocabulary learning which occurs between the ages of 5 and 11. Incidental language learning is the only way they are going to keep up or close the gap on their peers.

To learn language incidentally they need to have focused exposure to the vocabulary within an environment they find easy to listen in.

A lot of the strategies within the LEAPing On with Language Framework are helping you, as parents, expose your child to language in a focused and intensive way so that they can learn it incidentally. For your efforts to be successful, their listening environment should be as easy as possible to hear in and their technology must be working as well as it possibly can be.



ONLINE VIDEOS 

Adapt your home environment to make listening as easy as it can be.

› REF: 2.3 Adapt your home environment to make listening as easy as it can be

Creating your child's listening environment

The better the listening environment, the easier it is for your child to hear and join in with conversations.

How acoustically friendly is our home?

HELPING MY CHILD TAKE RESPONSIBILITY FOR THEIR MODERN HEARING TECHNOLOGY

- Is my child learning to check and manage the technology themselves?
- Am I reviewing my child's checks and their technology several times a week?

STILL ANSWERING THE ROUTINE QUESTIONS

- With my child at school, am I still answering the old questions?
- Is my child's hearing technology being checked daily – by them, by school, by me?
- Are school staff skilled in troubleshooting?
- Is there a named member of staff to support technology if something goes wrong at school?
- What are the acoustics like at school in the hall and the classrooms? What has been done for these?



- What other environments is my child in? How are they managing listening in these?
- What other environments is my child needing to listen in as their world gets bigger and they join in with more activities and after school clubs?

Remember:

A parent's comment:

"We take it in turns – we make sure the washing machine's off – we've moved our dinner table into softer furnishings – we put a cloth on the table, curtains up – it just gives them that chance to catch up."

LISTENING AT HOME

- Has background noise crept into our home now the children are older?
- Where does my child sit when we are having a family conversation? Think about lighting, and turning to lip read.
- How far away are they from the others speaking?
- Where are we when most conversations happen naturally?
- Do we shut the door when the television is on or music is playing, so that the sound is more contained in one room?
- Do we walk to rooms to ask someone something rather than shout questions and answers between each other?

LISTENING OUTSIDE SCHOOL



A peer will fill in misheard remarks, explain games and provide friendship links. It might be a regular person at that activity or they might be specifically nominated each week. Encourage their role to be tangible and respected.

Identify if the venue is difficult for your child to hear in – use the classroom checklists.

Use of radio aid outside school: arrange with school to borrow the radio aid for specific activities. Your child can take it home with them and bring it back the next day. You may need to add it to your home insurance in the same way as your child's modern hearing technology is covered.

TRAVELLING ON LONG JOURNEYS IN THE CAR OR ON THE TRAIN

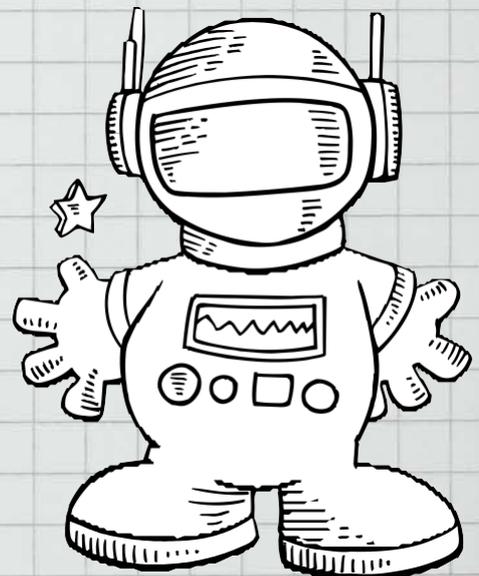
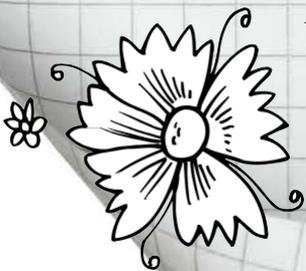
You may be able to borrow a radio aid over the holiday period. Pass the microphone around the family in the car as they speak so that your child can hear above the engine noise. If your child has a cochlear implant, it often has a lapel mic included in its accessories box. Have a look at what you were given. You can pass this between you in the car.

WALKING ON A WINDY DAY

Putting a hood up or hat on may muffle the sound as it covers up the microphone. Be aware that it is a problem and can be very tiring for your child to listen within this environment. Help by speaking louder, make sure your child can lip read you and reduce the distance between you as you walk.

COCHLEAR TECHNOLOGY: FREEDOM

If your child has a Nucleus cochlear implant, try using your 'noise' setting. N6 – Try using your 'wind' setting. Chat with your audiologist to see how much 'wind' setting time you are in during the day. Keep a diary to note how you feel about this setting.



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LISTEN WITH YOUR CHILD



Strategies which help you remember language

ACTIVITIES TO DEVELOP YOUR MEMORY SKILLS

Talk with your child about the different memory strategies which will be effective in helping them remember different types of information.

ACTIVITY: Naming

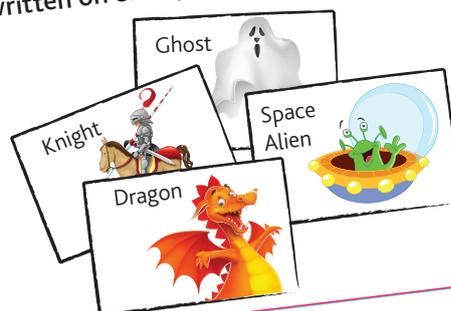
- Name the words to be remembered.
- Start with 3 then build up systematically to 4, 5, 6 words to be included in the activity.
- Initially use a memory aid to help your child remember while they become familiar with the game e.g. pictures, objects, written words.
- Remember to use a variety of words: names – actions – descriptions.

ACTIVITY: Word Stories

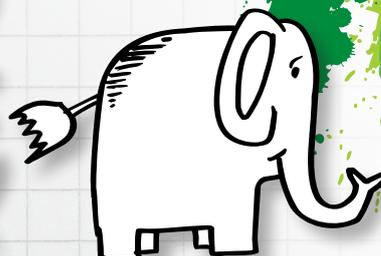
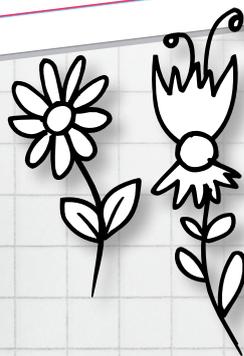
In the appendix there are pictures provided of 3-6 items to remember:

- Look at 3-6 cards depending upon your child's memory level.
- Your child and you name each word to be remembered.
- Turn the cards face down.
- Create a story using the words on the cards.
- Can you both remember what you need to include?
- To make it harder, arrange the cards into a sequence to be used during the story.

Equipment: Use picture sheets provided with words written on each picture



NOTE: Picture sheets available in the Resources Section item# 1D.

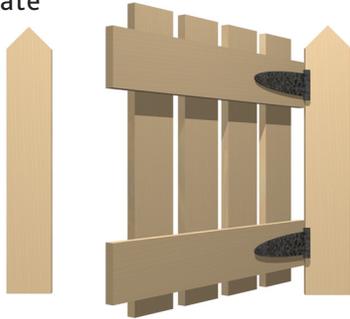


> LISTEN – 1D



ACTIVITY: Word Stories

Open Gate



Boys Running



Fairy Flying



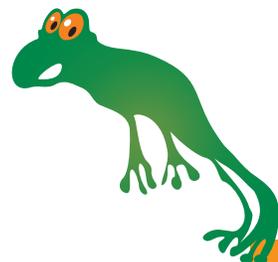
Knight on Horse



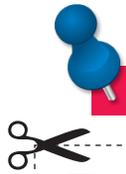
Treasure Sack



Water Bucket and Hose



> LISTEN – 1D



ACTIVITY: Word Stories

Treasure



Castle



Wand



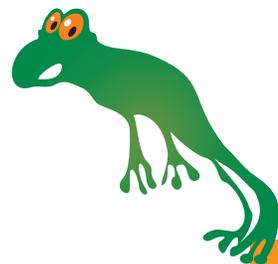
Picnic



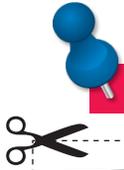
Apple Tree



Falling off a Bike



> LISTEN – 1D



ACTIVITY: Word Stories

Ball



Tent



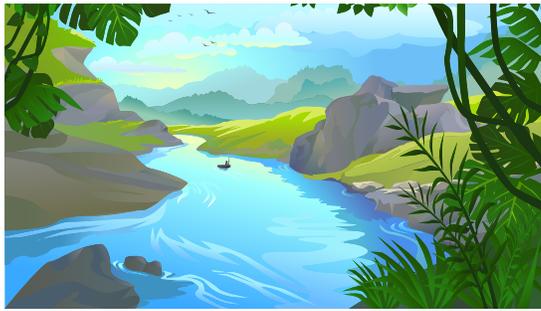
Alien



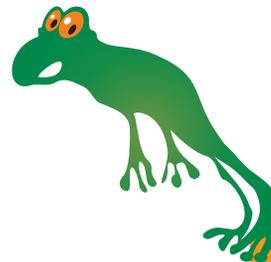
Ambulance



River



Dragon



> LISTEN – 1D



ACTIVITY: Word Stories



Kids Playing



Party



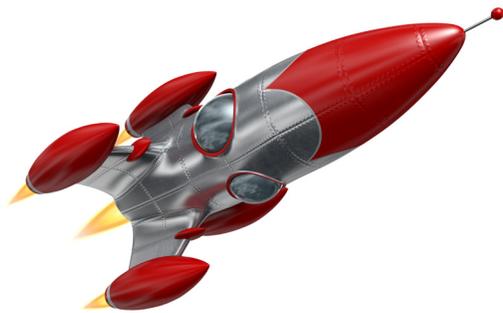
Pirate



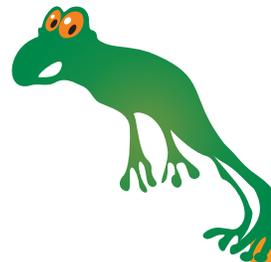
Key



Rocket



Star



> LISTEN – 1D



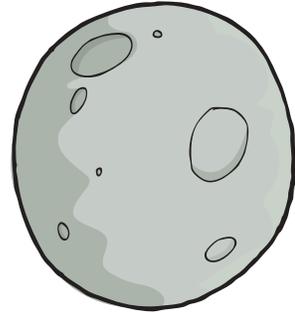
ACTIVITY: Word Stories



Taxi



Moon



Dog



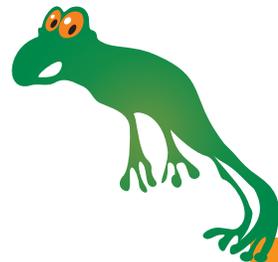
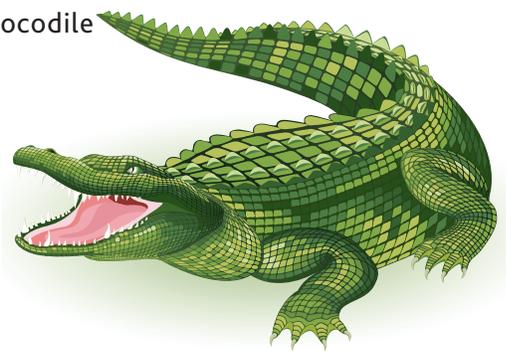
Rope



Village



Crocodile



> LISTEN – 1D



ACTIVITY: Word Stories



Chocolate Cake



Pirate Ship



Girl



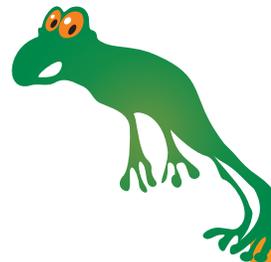
Ghost



Witch



Sheep



> LISTEN – 1D



ACTIVITY: Word Stories



Frog



Princess Trapped



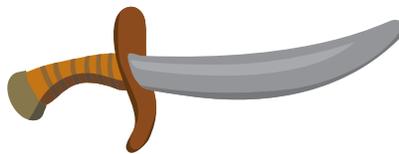
Row Boat



Map



Sword



Apple

