DEAF AND HARD OF HEARING EXPANDED CORE CURRICULUM

Language Skills

click the drop down menu to the left of each goal *to view objectives or click: File >> Print to print the full document*

GOALS:

I can use semantics

Objectives:	
Categorization	**Vocabulary Expansion**
I can sort and match items	I can learn and expand early words within common themes (e.g., colours - red, blue, white, etc.)
I can list items within a category and add items to a category	I can expand themes through more descriptive words (e.g. colours - blue: turquoise, periwinkle, aqua)
I can label categories	I can review and expand knowledge of words related to class curriculum (e.g., photosynthesis, median, demographics)
I can classify by exclusion	I can use and comprehend root word meanings (e.g., ped = foot, graph = writing, man = hand etc..)

I can state what's missing in a group	I can use and understand prefixes and how they change word meaning (e.g., un - not, anti - against etc...)
I can state the function of objects (i.e. What do you do with….?)	I can use and understand suffixes and how they change word function (e.g., ing, ly, ness etc...)
Association	**Multiple Meanings/Homonyms**
I can identify what goes with _____?	I can understand / use more than one meaning for common words (e.g., roll, run, date, arm etc.)
I can name parts of a whole	**Analogies**
I can compare and contrast whether things are alike or different	I can understand the meaning of an analogy
Antonyms	I can complete / create an analogy
I can identify and produce opposites	**Figurative Language**
Synonyms	I can identify/use onomatopoeia (e.g., boom, tick tock, buzz etc.)
I can identify and produce simple synonyms (e.g. big/large)	I can identify/use similes & metaphors
I can identify and produce more and higher level synonyms (e.g. huge/enormous/mammoth, etc.)	I can identify/use phrasal verbs (e.g., dress up, call on, find out, give up etc.)
Homophones	I can understand/use literary devices (e.g., personification, alliteration, etc.)
I can learn appropriate use of words that sound the same, but are spelled differently (e.g. too, to, two, there, their, they're)	I can understand/use common colloquial/slang words and expressions (e.g., give me 5, that's sick, gonna etc.).
Concepts/Prepositions (Adjectives & Adverbs)	I can understand/use idiomatic expressions (e.g., you read my mind, raining cats and dogs etc.

I can understand/use qualitative concepts (e.g., rough, cold, soft, etc.)	**Acronyms**
I can understand/use quantitative concepts (e.g., only, some, all)	I can learn common acronyms (e.g., PIN, ASAP, IEP, IPRC etc..)
I can understand/use spatial concepts/prepositions (e.g., over, behind, middle, etc.)	I can learn acronyms related to texting/social media (e.g., LOL, TTYL, OMG etc...)
I can understand/use temporal concepts/prepositions (e.g., before, first, then, afternoon, etc.)	

I can use syntax and morphology

Objectives:	
Indefinite Modifiers	**Secondary Verbs**
I can understand/use indefinite pronouns such as it, this or that etc.	*I can* be able to use infinitive verbs (e.g., I want to play, It's hard to read, I told him to go)
I can understand/use quantitative pronouns, (e.g., no, some, more etc.)	*I can* be able to use gerunds - i.e., verbs used as nouns (e.g., Swinging is fun; I like fishing)
I can understand/use positive identifiers (e.g., something, somebody, someone, anything, anybody, anyone, everything, everybody, everyone)	**Preposition and Prepositional Phrases Using Concepts**
I can understand/use negative identifiers (e.g., nothing, nobody, none, no one)	*I can* understand/use spatial prepositions (e.g., in, on, under, above, below, behind, beside, between, against, at, etc.)

I can understand/use indefinite pronouns (e.g., one, oneself, whichever, whoever, whatever)	*I can* understand/use temporal prepositions (e.g., on + day/date, after, before, since, during, while, around, at + time, in + month/year, for + time period, by, until, etc.)
I can understand/use advanced quantitative modifiers (e.g., both, few, many, each, several, most/least, first/last, second, third etc.)	*I can* understand/use prepositions denoting movement (e.g., to, towards, into, through, around , across, out of, onto, etc.)
Personal Pronouns	*I can* understand/use prepositions denoting connection (e.g., among, except, like/unlike, with, etc.)
I can understand/use 1st and 2nd Person Singular Pronouns (e.g., ***Subjective***: I, you, ***Objective****:* me, you ***Possessive***: my, mine, yours)	**Negatives**
I can understand/use 3rd Person Singular Pronouns (e.g., ***Subjective***: he, she, ***Objective****:* him, her, ***Possessive***: her, hers, his)	*I can* understand/use no & not (e.g., It's not my dog.)
I can understand/use plural pronouns (e.g., ***First and Second Person*****:** we, us, ours, you, ***Third Person:*** they, them, their, theirs)	*I can* understand/use contracted negatives (e.g., can't, don't, didn't, doesn't, isn't, won't, wasn't, etc.)
I can understand/use reflexive pronouns (e.g., myself, yourself, him/herself, itself, themselves)	*I can* understand/use uncontracted negatives (e.g., cannot, will not, does not, etc.)
I can understand/use relative pronouns (e.g., that, who, whose, whom, etc.) used to form relative clauses (e.g., I know who came over. Find out how many were lost.)	**Questions**
Plurals	*I can* use interrogative reversals correctly (e.g., Are you ready?)
I can understand/use nouns + s	*I can* understand and form Wh- questions appropriately (e.g., Where are you going?, How many ..?)

I can understand/use nouns + es	*I can* use the auxiliary verb "do" to form questions (i.e., do-support/do-insertion) in both present and past tenses (e.g., Does your mom know?, Did the boys do their work?)
I can understand/use irregular plurals (e.g., children, sheep, men, feet etc)	**Conjunctions**
Main Verbs	*I can* understand/use coordinating conjunctions (i.e., FANBOYS: for, and, nor, but, or, yet, so) to join words or clauses
I can understand/use regular past (-ed; e.g., pointed, played etc.)	*I can* understand/use other early subordinating conjunctions (e.g., so that, because, if, if-then, either-or, neither-nor)
I can understand/use future with 'going to' and 'will'	*I can* understand/use advanced subordinating conjunctions (e.g.,before/after, till/until/unless, since, although, despite, in spite of, while)
I can understand/use irregular past verbs (e.g., drove, bent, slept etc.)	*I can* understand/use relative pronouns to form complex sentences (e.g., I don't know where to find it.)
I can understand/use simple present tense for actions which are regularly repeated or unceasing (e.g., everyday she walks, the sun rises at dawn)	**Compound and Complex Sentence Formation**
I can understands/use past progressive (was/were playing)	*I can* form compound sentences (2 main clauses) using known coordinating conjunctions (e.g., I will go later, but John will come now.)
I can use auxiliary verbs with subject/verb agreement (e.g., can/may/do/does + verb)	*I can* form complex sentences by joining a subordinate clause to a main clause using subordinating conjunctions or relative pronouns (e.g., Because it was cold, I stayed home. He went to run, although it was raining, The prize went to Bob who ran the fastest.)

I can understand/use conditional (could/should/would/might + verb)	*I can* form complex sentences by *embedding* a subordinate clause within the main clause using a subordinating conjunction or relative pronoun (i.e. who, which, where, that) (e.g., The boy, who came late, missed the party. My bike, which is very old, is broken.)
I can understand/use passive voice (e.g., The cat was chased by the dog)	
I can understand/use participles (i.e., ***Present Participles:*** have eaten, ***Past:*** had eaten, ***Future:*** will have eaten)	

I can use language for various functions

Objectives:	
Non Verbal Use	**Acquiring and Giving Information**
I can understand/use variations in tone and intonation to express meanings (e.g., sarcasm, feelings)	I can express my needs
I can understand/use stress to emphasise and express meanings (sentence level)	I can use questions for a variety of reasons (e.g., to obtain information; request)
I can understand meaning in body language & gestures	I can ask for help and/or state a problem appropriately
I can read and use facial cues appropriately	I can provide personal information (e.g., address, birthday, phone number)
I can understand and appropriately use personal space	I can understand private vs. personal vs. public information

I can engage in active listening (e.g., eye contact)	I can retell a sequence of events
Conversational Skills	I can give directions/explanations/instructions (e.g., to play a game, to go to a place, to make something)
I can introduce myself and others	I can provide reasons and/or give excuses
I can initiate a conversation appropriately	I can understand opinion vs fact and be able to state an opinion
I can maintain a conversation with turn-taking and on-topic comments	I can use language for disagreeing, agreeing or criticizing (constructive criticism), persuading
I can understand/use pausing appropriately	I can express ideas and make suggestions appropriately when part of a team
I can signal a change in topic and make transitions (e.g., that reminds me, speaking of, BTW etc.)	I can learn how to use video relay services/ phone to order, call emergency etc.
I can end a conversation appropriately	I can understand appropriate/inappropriate use of text messages
I can enter an existing conversation or interrupt appropriately using interjections,	**Social/Emotional Use of Language**
I can identify signs of communication breakdown	I can identify feelings
I can check comprehension of listener	I can explain feelings
I can repair a **Receptive Breakdown** by requesting clarification, asking for repetition, verifying partial information, etc.	I can understand/express feelings related to hearing challenges
I can repair an **Expressive Breakdown** by varying speed and volume of speech, re-phrasing, highlighting/emphasising key words or information, etc.	I can use courteous (polite) language (e.g., May I…?, Please, Thank you, You're welcome) to express empathy/sympathy appropriately be able to apologise

Creative Use of Language	I can give and receive compliments appropriately
I can role play	I can understand blaming and complaining
I can understand hints/indirect requests (e.g., I really like candy, That looks good etc.)	I can use cooperative language (e.g., encouraging, acknowledging, compromising)
I can create and tell an original story	I can identify cultural differences
I can understand lies	
I can understand and uses humour and sarcasm (oral and in writing)	
I can understand making promises	
I can bargain/negotiate	

I can use receptive language skills to communicate with others

Objectives:	
Visual Language	**Listening and Spoken Language**
I can identify number/ distribution when decoding an ASL sentence	**Detection**
I can understand negation	I can detect the presence of environmental sounds (e.g., drum, bell, airplane, bird, vacuum, music) at loud, medium and soft levels, at close range (1m), and then at greater distances (2m+)

I can detect the difference between Nouns and Verbs	I can let someone know if I have heard something non-verbally (pointing to ear, turning head, smiling, etc.)
I can identify spatial verbs (Location)	I can detect the presence of any speech sounds (by turning head, pointing to ear, dropping toy in box)
I can identify spatial verbs (Action)	I can detect vowel variety (e.g. oo, ah, ee) and “raspberries” (brr)
I can associate size and shape classifiers	I can detect consonant variety (e.g. mmmm, bu-bu-bu, wa-wa)
I can detect/ imitate handling classifiers	I can detect whispered (h-h-h) and (p-p-p)
I can identify role shifting	I can detect the Ling, Madell, Hewitt (LMH) 10-Sounds (oo, ah, ee, sh, ss, mm, nn, h-h, zz, j)
I can detect conditionals	I can detect the LMH 1-sound test at various distances
	I can demonstrate conditioned response to sound (e.g. holding object to ear, and placing it in a jar)
	I can notice acoustic feedback in hearing aid or malfunctioning hearing aid/cochlear implant
	Discrimination
	I can respond to the presence or absence (on/off) of environmental and speech sounds
	I can respond to music by dancing, singing, clapping, swaying
	I can discriminate between environmental sounds and speech
	I can respond to my name within a 1m radius

	I can discriminate among parent/ caregiver/ teacher/ sibling voices (male vs female vs child)
	I can discriminate among several environmental sounds (car, bird, voices) and noisemakers (bell, drum)
	I can discriminate among simple speech sounds accompanied by gesture (shh, bye-bye, no-no, come)
	I can associate a specific sound with an object (ex. truck), or happening (ex. doorbell rings/ open door)
	I can associate a Learning to Listen sound with a toy or object (ex. car-vroom, airplane-ahhh, duck-quack)
	I can discriminate between various suprasegmental/ segmental aspects of speech (see identification skills below; discrimination precedes identification)
	Identification: Suprasegmentals
	I can identify/ imitate phonemes based on duration (long - aeeeeee vs short/ pulsed u-u-u-u)
	I can identify/ imitate phonemes based on intensity (loud/quiet/whispered)
	I can identify/ imitate based on pitch (ex. high/mid/low and varying pitch)
	I can identify angry and sad voices (emotion in speech)
	I can identify parent/ caregiver/ sibling voice (male vs female vs child)

	I can imitate phonemes/ babble with varied prosody (rhythm and inflection)
	I can identify/imitate Learning and Listening sounds based on suprasegmentals (ahhh - plane, choo-choo - train)
	I can imitate temporal pattern of a short phrase (fast vs. slow)
	I can imitate temporal, inflection, stress and articulation of a short phrase (e.g., Come here., Don't touch it!)
	Segmentals: Phoneme Level
	I can imitate phonemes on demand (prompted or spontaneously)
	I can imitate vowel and diphthong variety (e.g., oo, ow, i-e, u)
	I can imitate alternated vowels and diphthongs (e.g., oo-ee, ah-oo, ah-e)
	I can imitate consonants varying in manner (e.g., fricatives /shhh/ vs plosives /p-p-p/)
	I can imitate consonants varying in voiced vs unvoiced cues, with same vowel (e.g., /bu-bu-bu/ vs /pu-pu-pu/, then alternating the vowel (e.g., /bo-bo/ vs /pah-pah/)
	I can imitate alternated consonants varying in place cues, first with the same vowels (e.g., /bi-di/, /ho-go/), then with varying vowels (e.g. /ma-me/ vs. /nee-no/)
	I can imitate alternating syllables with varying consonants and the same vowel (e.g., /bi-di/, /ho-go/)
	Segmentals: Word Level

	I can identify/ imitate Learning to Listen sounds varying in suprasegmentals and vowel content (e.g., airplane - ahhh, train - ooooo, fire truck - owowowow)
	I can identify 1, 2, and 3 syllable words in isolation (e.g., butterfly vs cow)
	I can identify single syllable words varying in vowel/ diphthongs and consonants (e.g., car, hat, shoe, ball)
	I can identify words with the same *initial* consonant but varied vowels and final consonants (e.g., ball, boot)
	I can identify words with the same *final* consonant, but varied vowels and initial consonants (e.g., dog, pig)
	I can identify words with the same initial and final consonants, but different vowels (e.g., bat, boat, beet)
	I can identify words with *initial* consonants differing by *manner* of production (e.g., shoe-two, fan-pan)
	I can identify words with *final* consonants differing by *manner* of production (e.g., comb-coat, wash-walk)
	I can identify short vs. long vowels in words (e.g., can - cane; hop-hope; pin-pine)
	I can identify presence/absence of final consonants in words (e.g., hoe- hope, bee-beet, see-seed)
	I can identify words with *final* consonants differing by *voicing* (e.g., bag-back, rope-robe)

	I can identify words with *initial* consonants differing by *voicing* (e.g., pig-big, D-tea)
	I can identify words with *initial* consonants differing by *place* of production (e.g., tea-key, poll-toll)
	I can identify word with *final* consonants differing by *place* of production (e.g., Pete-peak, bad-bag)
	I can identify key words at the end of a phrase, then at the beginning, and finally embedded in sentences
	I can identify important grammatical differences in sentences (e.g., in/on, a/the, he/she)
	I can identify similar phrases or sentences (e.g., a big blue truck, a little black car)
Comprehension : Sentence Level	
I can identify/imitate familiar nursery rhymes, ASL chants and songs	
I can identify/imitate stereotypical phrases or sentences (Ow! It's hot!, Oh-oh!, Stop! Come here.)	
I can answer common questions with contextual support (e.g., What's that? Where's the ball?)	
I can identify a picture that corresponds to a story phrase in a book	
I can identify an object from several related descriptors - closed/open set (e.g., It's red, round, & bounces)	
I can identify/imitate phrases based on rhythmic structure and known words (e.g., down the slide, in the car	
I can follow single directions (e.g., Get your shoes, Open the door, Put on your coat)	
I can follow 2-step directions (e.g., Get your *socks* and *shoes*)	

I can follow 3-4 step directions (e.g., Put the [*big*] *yellow triangle* in the *circle.*)
I can select 1 picture/object named from a closed set of items (e.g., Give me the cow.)
I can select 2-3 pictures/objects named from increasing set sizes (e.g., Give me the ball, spoon and cup)
I can select 4-5 pictures/objects named; first in random order, and eventually in sequence
I can identify which picture/object is missing from a choice of 3, 4, 5, and then larger sets
I can repeat phrases/sentences increasing in length (beginning with 3 words, and increasing gradually)
I can select a picture/object with the target word at the end of a phrase/sentence (e.g., Give me the *train.*)
I can select a picture/object with the target word at the beginning of a phrase/sentence (e.g., *Trucks* are loud.)
I can select a picture/object with the target word within a phrase/sentence (Pick up the *pencil* on the desk.)
I can recall 2 critical elements of a message (e.g., Put the *lid* on the *jar*)
I can recall 3 critical elements of a message (e.g., *Circle* the *big triangle*)
I can supply key words in familiar songs/nursery rhymes, ASL chants, poems and repetitive stories (i.e.: auditory closure)
I can recall 4 critical elements of a message (e.g., Put the *purple car on* the *table*)
I can follow multi-element directions (e.g., Open your book to page 5, take out a yellow highlighter, and underline the first sentence on the page.)
I can recall specific elements in a sentence by answering questions about an undisclosed but familiar topic.
I can repeat each word exactly in a predictable sentence (e.g., I'm going to the store to buy milk and bread)
I can repeat each word exactly in an unpredictable sentence (e.g., A boy fell off his bike, so I helped him clean his cuts and walk home)

Comprehension: Discourse Level
I can follow a conversation (topic disclosed/undisclosed)
I can answer questions about a short story (familiar/unfamiliar story)
I can make identification based on several related descriptors (open set riddles)
I can recall 1-2 details of an event, story or lesson
I can recall 3-5 details of an event, story or lesson
I can sequence 3 events of a short story, using pictures
I can sequence 4-5 events of a short story, using pictures
I can sequence 5-6 events of a story, using through-the-air language alone (without picture support)
I can retell a story, recalling increasing details, in sequence
I can answer questions about a story or text read orally
I can answer increasingly challenging questions about longer and more complex stories read orally
I can retell the main events of a short story, conversation or text presented through-the-air *with* picture support
I can retell the main events of a story, conversation or or text presented through-the-air *without* picture support
I can recall/describe past events with accuracy and in chronological sequence
I can answer thought-provoking questions requiring comprehension of main idea of a short conversation
I can follow a conversation and offer spontaneous and relevant remarks
I can follow a conversation and later paraphrase remarks of others

I can process information and participate in individual conversations	
	DISTANCE AND DIRECTIONAL LISTENING
	I can respond to loud sounds from all directions and increasing distances (1m - 3m)
	I can identify environmental sounds, then speech, from all directions at increasing distances (1m - 3m)
	I can identify suprasegmental features of sound (high-low, loud-quiet, fast-slow, etc.) from all directions, at increasing distances (1m - 3m)
	I can identify familiar names, words and short commands from all directions, at increasing distances
	I can identify familiar words varying in syllable length from all directions, at increasing distances
	I can identify familiar vocabulary on the basis of vowel and consonant differences (e.g., hat, ball, shoe) from all directions, at increasing differences
	I can perform auditory skills (from the above continuum) in all directions, at increasing distances (1-3m)
	LISTENING IN BACKGROUND NOISE
	I can perform skills below first with fan noise, then cafeteria noise, and finally competing speech noise)
	I can identify *own name* from increasing distances, in all directions with added noise

	I can identify/imitate familiar *words* (closed to open set) from increasing distances, in all directions, with added noise
	identify/imitate short familiar descriptive *phrases* (closed to open set) from increasing distances, in all directions with added background noise
	I can identify/imitate short familiar descriptive *sentences* (closed to open set) from increasing distances, in all directions, with added background noise
	I can follow simple 1-step commands with additional background noise
	I can follow 2-step commands with added background noise (e.g., Go outside and bring me the book.)
	I can follow multi-element directions with added background noise (e.g., Take out your spelling book, open it to page 3, and circle the first word on the page.)
	I can perform increasingly difficult listening tasks (from the above continuum), at increased distances (1-3m), adding background noise
Word Identification	
	I can identify words beginning with the same initial consonant, presented in increasing set sizes of up to 8-10 (e.g., pie, poor, picking, pineapple)
	I can identify words in sets with one invisible sound (e.g., thick vs. stick vs. lick vs. kick)

I can identify minimal pairs with visual contrasts (e.g., bat vs. fat; way vs. lay)	
I can identify familiar/common vocabulary presented in closed sets of increasing lengths (e.g., appliances, toys, colours).	
I can identify a target word embedded in phrases of increasing lengths (Note: only the target word must be identified, not the full sentence.	
I can identify a target word embedded in sentences of increasing lengths (Note: only the target word must be identified, not the full sentence).	
Phrase Identification	
I can identify words within a carrier phrase in a closed set (e.g., “Show me the… , I see the ...).	
I can identify a target word embedded in phrases of increasing lengths (Note: only the target word must be identified, not the full sentence.	
I can identify a target word embedded in phrases of increasing lengths (Note: only the target word must be identified, not the full sentence.	
I can use context to identify words which look similar (e.g., ‘This math is hard to do’ vs. ‘This path is too hard to walk on’ vs. ‘This bath is too hot’.).	
	Speechreading Comprehension
	I can speechread, then repeat, a simple sentence related to a given topic.
	I can speechread, then repeat, sentences being gradually lengthened (e.g., I see the boy, I see the big boy, I see the big boy over there. I see the big boy over there by the house, etc.).
	I can speechread, then retell short paragraphs or stories with relevant details.

	I can complete the above skills within increasingly difficult listening situations (e.g., reduced amplification, competing noise).
	I can use repair strategies to check the accuracy of my speechreading.

I can use expressive language skills to communicate with others

Objectives:	
Visual Language	**Listening and Spoken Language**
I can use spatial verbs	I can vocalize spontaneously and on demand (e.g., cooing, etc.)
I can use directional verbs	I can imitate varied duration (e.g., sustain 3 seconds on one breath and separate breaths)
I can use agreement verbs	I can imitate varied intensity (e.g., brief loud, brief quiet, whisper)
I can incorporate aspect in my ASL grammar	I can imitate varied pitch (e.g., discreet production of low, mid and high sounds; continuous through range, one breath - separate breaths)
I can incorporate manner in my ASL grammar	I can use suprasegmentals for meaning, to suit the occasion
I can use role shifting	I can repeat learning to listen sounds with variations of pitch, duration and intensity (e.g., up-up--up-wheeee)
I can use expression to indicate a question is being asked	I can use suprasegmentals in running speech accurately (i.e., duration, intensity, pitch, stress)
	I can imitate and use vowel sounds in isolation
	I can alternate vowels (e.g., oo-ah, ee-aw)

	I can imitate vowels and diphthongs with step one consonants (e.g., bah, pou, moo, wee, ho-e)
	I can imitate repeated and alternated syllables (babble) with vowels and step one consonants (e.g., bah-bah-bah, pee-pah-poo, bah-bee, pee-bou)
	I can combine and alternate increasing numbers of vowels and consonants as acquired
	I can imitate/use consonants with all known vowels, adding additional vowels as they are mastered
	I can imitate repeated and alternated syllables (e.g., ba-pa, bee-moo, ha-di)
	I can imitate/use consonants in initial, medial and final positions in words
	I can imitate/use consonants in phrases, sentences and connected speech
	I can imitate/use consonants with appropriate suprasegmentals (i.e., duration, intensity and pitch)
	I can use initial blends (taught sequentially) with all known consonants (e.g., br, bl, fr, fl, gr, gl, kl, kr, sl, spr) in syllables, words, phrases and connected speech
	I can use final blends with all known consonants (e.g., ld, mp, ft, st) in syllables, words, phrases and connected speech
	I can use all consonants and blends with appropriate suprasegmentals (i.e., stress, timing and volume)
	I can consistently use most vowels, consonants, and blends in connected speech

	I can consistently use loudness, intonation and stress to convey appropriate meaning
	I can produce multisyllabic words accurately
	I can consistently use multisyllabic words in phrases , sentences and running speech
	I can use intelligible speech to communicate effectively in conversation
	I can use communication repair strategies effectively in conversational break-downs (also see Pragmatics)
	I can consistently use most vowels, consonants, and blends in connected speech

Strategies and Assessment Suggestions:

Strategies	**Resources**	**Evidence/ Assessment**
• Core Curriculum activities • Experiential opportunities • Creating stories and sequencing events (Comic Life, Pictello) • Wordless picture books • Modeling • Vocabulary Development • Role Playing	• No Glamour Grammar • No Glamour Language • How to Use SLAM Cards: the School-age Language Assessment Measures - Speech is Beautiful • Story Marker Grammar • CORE vocabulary	• SOCIAL COMMUNICATION SKILLS – THE PRAGMATICS CHECKLIST, Karen Anderson • PRAGMATICS-CHECKLIST.pdf (successforkidswithhearingloss.com) • How to Use SLAM Cards: the School-age Language Assessment Measures - Speech is Beautiful • Expressive One-Word Picture Vocabulary Test (EOWPVT)

• Small group practice	• Picture Word Inductive Model (PWIM) • Collaboration with SLP/ school team/ POPDHH/ PRP-AO • Listening Ladder • Listening Room • SpeechTree.ca • BoomLearning.com • Jolly Phonics • Phonemic awareness activities • Sequencing activities • Story frames • Communication barrier games • Auditory Rehabilitation • Intensive Phonological Awareness Program • 1:1 support • Modeling • Direct instruction • Practice • Collaboration with SLP/ school team/ POPDHH/ PRP-AO • Barrier games • Speechreading and Communication Strategy Course (CHHA) • Mirror work • Closed set vs. Open set • Phonemic awareness/phonological awareness activities/games/stories • Articulation games/apps • Sabotage • Direct instruction on communication repair strategies	• Receptive One-Word Picture Vocabulary Test (ROWPVT) • Monitoring Indicators of Scholarly Language (MISL) • Wiig Assessment of Basic Concepts (WABC) • Clinical Evaluation of Language Fundamentals 5 (CELF 5) • Holding Stories in the Palm of your Hand • Test of Narrative Language (TNL) • Compass Test: A Placement Test for Auditory Discrimination • Functional Auditory Performance Indicators (FAPI) • Functional Listening Evaluation (FLE) • Discrimination tasks • Minimal pairs assessment • LING 6 tracking • Listening Comprehension Test 2 • Auditory Rehabilitation Assessment • Observation • An Informal Evaluation of Auditory Comprehension of Information (Karen Anderson) • Utley Speechreading Test • Word Intelligibility by Picture Identification (WIPI) • IOWA Medial Consonant Test • **Photo Articulation Test- Third Edition (PAT-3)** • **Mommy Speech Therapy, Articulation Screener, Articulation Screener – How to Determine What Sounds Your Child Needs Help With - Mommy Speech Therapy**

	• Building awareness of the relationship between learner's audiogram and speech sounds	