

# TEACHING PHONOLOGICAL AWARENESS TO CHILDREN WITH HEARING LOSS WHO USE SPOKEN LANGUAGE:

## Six Big Ideas

### 1. BE EXPLICIT

#### CHL NEED EXPLICIT INSTRUCTION

- Ensure students have semantic knowledge of terms used in teaching (e.g., syllable, rhyme, word, same, different, beginning, end)
- Model analysis of sounds of spoken words
- Ensure maximal success in initial teaching
- Explicitly target each phoneme
- Provide feedback as child attempts independently



### 2. FOLLOW DEVELOPMENTAL PROGRESSION

#### MOVE FROM LARGER TO SMALLER CHUNKS OF WORDS

- Words within sentences
- Syllables within words
- Onset-rime within syllables
- Individual phonemes



### 3. PAY ATTENTION TO TASK DIFFICULTY

#### MOVE FROM EASY TO DIFFICULT TASKS

- Judgment
- Matching
- Oddity
- Generation



### 4. STRATEGICALLY INTRODUCE CLASSES OF SOUNDS

#### MODIFY EXISTING CURRICULA TO STRATEGICALLY TARGET SOUNDS

Children with normal hearing often are exposed to all sounds in intervention target words. For CHL, however, it is important to introduce classes of sounds strategically. Start with low frequency/high amplitude sounds that are produced toward the front of the mouth.



### 5. REPEAT, REPEAT, REPEAT

#### CHL NEED HIGHER DOSE OF INTERVENTION

It may be necessary to repeat lessons at least three times more for CHL than children with normal hearing to see the same gain in phonological awareness skills.



### 6. LINK TO LETTERS... EVENTUALLY

#### TEACH CHL TO APPLY PHONOLOGICAL AWARENESS TO LETTER KNOWLEDGE TO DECODE

Target phonological awareness and letter knowledge separately at first. Analyzing sounds is particularly difficult for CHL and we want them to learn to analyze the sounds, not the letters. Eventually combine this knowledge after children can do both independently.

