Chapter 11
Instructional Planning: Evidence-Based Assessment & Intervention

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Children with hearing loss receive many assessments beginning early in life. The first assessment—an audiological evaluation—typically occurs soon after birth as a result of universal newborn hearing screening. Please see the *Pediatric Audiology* chapter to learn more about ear anatomy, physiology, and the components of the audiological evaluation. Other assessments throughout early education and beyond include:

Photo courtesy of Sound Beginnings/Utah State University

- Evaluation of listening skills development (auditory perception)
- Speech production
- Language comprehension (receptive language) and expression (expressive language)
- Academics

As 25-40% of children with hearing loss also have additional disabilities (Dettman et al., 2004), other evaluations may include:

- Assessments of cognitive functioning
- Fine/gross motor skills
- Attention
- Developmental delays
- Vision

It is important to understand the various types of assessments available and how to make appropriate assessment selections and intervention decisions. This chapter will describe:

- Assessment types, including criterion-based, norm-referenced, and language sampling.
- Considerations in developing language targets and language scripts.

- Components of weekly and daily lesson plans.
- Curriculum selections and common components of the preschool day.

Assessments

When evaluating a child, measurement type must be considered.

Criterion-Based Assessments

Measure performance based upon a set of standards similar to a test given in a classroom environment. Results reflect individual performance relative to the criteria being measured. Sources for test items may be related to academic subject content, specific skills, or criteria established by typical developmental milestones. For example, a test item may ask a child to identify the main idea of a brief story after presentation. These sources should reflect validity—the notion that test questions or responses accurately measure each criterion. As criterion-based assessments are based upon individual performance, it's plausible that each person taking the test could achieve a passing or even a high score. Results can be used as an ongoing assessment of skill attainment (formative evaluation) or at the end of a unit to determine an end score (summative evaluation).

Norm-Referenced Assessments

Measure individual performance on an evaluation relative to a peer group (i.e., the language performance of a 4-year-old compared to other 4-year-olds participating in the same evaluation). Norm-referenced assessments are ***standardized***—meaning that controls regarding test administration, chronological ages of participants, dates of testing, and other factors are established in order to provide uniformity. ***Reliability***—related to consistent overall assessment results over time—is also considered with validity. When describing results of a norm-referenced test, a bell curve is used.

The bell curve—more formally known as ***normal distribution***—is a graph that represents a distribution of test scores relative to a group. The center of the graph contains scores in the average range, which represents the performance of the majority of test participants. Standard scores are used to describe average performance within a range of 85 (low average) to 115 (high average). A standard score of 100 represents the average—or mean—of all standard scores. Scores below 85 are described as standard deviations with ranges including 85-70, 70-55, and <55. Typically a child must score 2 standard deviations below (<70) to qualify for special education services. Conversely, scores above 115 are also described as standard deviations with ranges including 115-130, 130-145, and >145. Typically a child who scores 2 deviations above (>130) is considered gifted.

The bell curve—more formally known as *normal distribution*—is a graph that represents a distribution of test scores relative to a group.

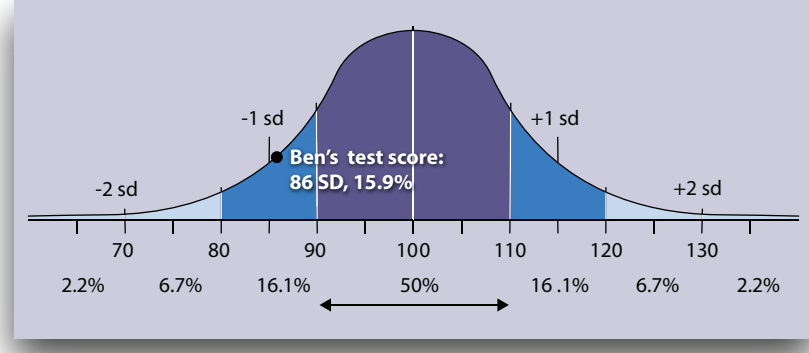
Percentile ranks are also typically reflected on a bell curve. This ranking provides additional information regarding individual test performance relative to a group. For example, a standard score of 105 relates to a percentile rank of 63. If 100 individuals took this same test, we would assume (based upon a percentile rank of 63) that 37 individuals would achieve a higher score.

Consider the following scenario:

Ben and his family have participated in a listening and spoken language (LSL) program since infancy. He has a profound hearing loss and has bilateral cochlear implants. His language was evaluated using a norm-referenced test, and he received a standard score of 86 for language.

The information on the bell curve in *Figure 1* reflects his current overall score on a norm-referenced evaluation.

Figure 1
Bell Curve for Ben



1	How would you describe Ben's current language functioning in terms of the bell curve and percentile?
2	Ben received a similar score last year on the same assessment. What does this say about his language growth?
3	Do you think that Ben would receive services in a public school program? Why or why not?
4	What rationale could be used to support the provision of services?

Ben is currently functioning in the low-average range. When considering performance relative to his peers, a percentile rank would be used. In this example, Ben is at the 16th percentile—meaning that if 100 peers participated in the evaluation, 84 would score higher than him.

Ben's similar score from a previous year indicates that he has made a year's language growth in a year's time. Keep in mind that his peers without a hearing loss also continued language growth during the year. As they made a year's growth, Ben had to make similar strides to maintain his score. In order for Ben to move into average or above-average performance, he would need to make more than a year's growth. Current testing places Ben within the low-average range of the bell curve. Typically school districts stipulate that a child must score 2 deviations below average to qualify for special education services. Rationale to support continuation of services may include a listing and discussion of services previously provided with the argument that all were necessary to reach this level of performance. This may, however, be difficult to advocate as services are often provided for remediation rather than maintenance.

Language Samples

Norm-referenced evaluations provide clinicians and teachers a comparison of individual differences relative to a group of peers. Because not all areas of language can be assessed in one test administration, results reflect general assumptions regarding language performance. These assumptions may point to a general area of weakness rather than a particular language target. In addition, norm-referenced evaluations often incorporate imitative or highly structured responses that may not reflect production in an unstructured (spontaneous) environment. ***Language sampling*** allows professionals to gain specific insights regarding a child's natural language production. For example, is a child able to use "is" in a structured activity, but fails to do so during unprompted conversation? Ideally, language sampling occurs within the context of spontaneous language used throughout a child's day and is recorded by both parents and professionals.

Practitioners may also elicit a spontaneous language sample from a young child. There are several methods that can be employed:

Play-Based

Use familiar or novel toys in a free-play activity.

Conversation

Engage in dialogue within a familiar or novel (open set) context.

Narrative

Ask for details regarding a life event or a story (literature or sequence cards).

Expository

Provide a description or delineate the sequence of a process. Can you tell me how to make a peanut butter sandwich (Westervield & Claessen, 2014)?

In each activity, the teacher seeks to continue spontaneous language by asking open-ended questions, encouraging play, seeking clarification, and providing relative comments. Samples can be taped and later analyzed to determine both language strengths and deficits.

When analyzing a language sample, three aspects of language known as ***form***, ***content***, and ***use*** are considered (see *Table 1*).

***Language sampling* allows professionals to gain specific insights regarding a child's natural language production.**

Table 1
Three Aspects of Language

Form

Refers to ***syntax***, ***morphology***, and ***phonology***.

There are many resources available to assist with analyzation of language samples and selection language targets. Here are a few:

Cottage Acquisition Scales for Listening, Language, & Speech	Teacher Assessment of Spoken Language	Mean Length of Utterance
Provides a tracking system of language development based upon typical development from preverbal to complex production. Also included are listening, cognition, pragmatics, and speech (Wilkes, 1999).	Evaluates sentence structure development (Moog & Biedenstein, 2010).	Evaluates language complexity by counting phonemes from a language sample consisting of 50-100 utterances. The total number of morphemes is then divided by the total number of utterances—resulting in a mean length of utterance (MLU). MLU is correlated to language complexity levels (Brown, 1973).

Syntax

Also known as grammar, syntax includes items, such as nouns, verbs, adjectives, adverbs, infinitives, etc.

Morphology

The smallest grammatical units of language are called ***morphemes*** and are identified as indivisible units. For example, the word ***boy***, the prefix ***pre-***, the suffix ***-ment***, and the tense marker ***-ed*** cannot be divided without creating meaningless units.

Phonology

Refers to the individual sounds of speech and the rules associated with placement in words (English has 43!).

Table 1 (continued)

Content

Also known as semantics, content is the meaning of language. A child's conceptual framework—or world knowledge—is impacted by attainment of vocabulary. Three levels—or tiers—are often used to describe amount or breadth of vocabulary known by a child.

Tier 1	Tier 2	Tier 3
Consists of basic words, typically without multiple meanings, which appear in a child's vocabulary without direct instruction, such as book, run, and boy.	Vocabulary is described as the language of literature, adult conversation, and learning in schools. Words such as fortunate, obvious, and verify are included in this level.	Consists of low-frequency vocabulary used in specific content areas, such as isotope, otolaryngology, and integer (Beck & McKeown, 1985).

In addition to word knowledge, children also learn word characteristics, such as:

Phonemic	Syntactic
Morphemic	Semantic
Graphemic (letter or letters that represent a sound in a word)	
Collocational (words that often appear together, such as "take a risk")	
Phraseological (idioms) properties	

Type Token Ratio (Templin, 1957) can be used to evaluate vocabulary diversity within a spontaneous language sample. To calculate, words from utterances are placed under the following headings:

Nouns	Pronouns
Verbs	Conjunctions
Adjectives	Negatives/Affirmatives
Adverbs	Articles
Prepositions	Wh-words

Each word is counted once to gain a total of different words used. The total number of words, which includes each instance of a word being used, is determined next. Type Token Ratio is calculated by dividing the total number of different words by the total number of words used. Ratios can then be compared to norms associated with same-age peers.

Table 1 (continued)

Use
Refers to pragmatic aspects of language or the way language is used. A child's ability to successfully participate socially in conversation relies on a knowledge of discourse initiation, the back and forth aspects of conversation, and dialogue completion. To initiate a conversation, rules related to selecting the appropriate type of language to be used with a conversational partner (i.e., speaking to a peer versus an adult) must be followed. Conversation is maintained when a speaker is able to use language for a variety of intents, such as a greeting, asking permission, demanding, etc. Effective use of both verbal and nonverbal cues assists with changing a topic or the ending of a conversation. When evaluating pragmatic aspects of a language sample, both contingent responses and conversational turns should be considered. A contingent response follows the conversation topic, such as being asked, "How are you feeling today?" and responding, "I'm feeling much better." Conversational turns relate to the number of exchanges occurring within a dialogue that assist in continuing discourse. Limits in form and content may cause deficits in contingent responses and conversational turns. These limits should be assessed before consideration of pragmatic remediation.

Language Targets

Results of standardized testing and language sampling assist with choosing language targets when working with children who have hearing loss. *Table 2* briefly describes each step.

Teachers of children with hearing loss create language educational settings in which individual and common language targets have been identified, are used and elicited throughout daily learning activities, and can be easily identified by anyone observing.

Table 2
Steps to Choosing Language Targets

Step	Description
Assess & Sample	***Assess:*** Standardized testing. ***Sample:*** Language sampling.
Analyze	• What are the general strengths and weaknesses as determined by the evaluation? • What does the language sample reflect specifically in form, content, and use?
Target	What language targets are needed to develop?
Model/Conversation	Targets are used by the teacher to build receptive comprehension.
Production	Language targets are elicited via structured activities with the goal of spontaneous usage in daily life.

Consider the following scenario:

After an analysis of standardized testing and a language sample, Beth has chosen the following language targets to use in a prekindergarten language activity:

Take two conversational turns.
Uses color/size adjective.
Uses subject pronouns you, I, it.
Uses adverbs of place (on top of, under).

Beth has created two language activities for use in a current thematic unit about different forms of transportation. Review *Table 3*, and then answer the following questions:

1	How do the two language activities differ?
2	What is the purpose of a language script?
3	How do comments (*"I wonder where the airplane will go."*) and questions (*"What do think he will do?"*) encourage conversational turns? What other learning do these promote?

The first language activity involves the creation of an airplane as a means of discussing this form of transportation. At the end of the experience, children have used language to provide activity instructions (imperatives), descriptions of airplanes, and the sequence of events related to making an airplane. This type of language activity is ***process*** focused. Process language activities often have a tangible ending product—as in the peanut butter sandwich language sampling example previously mentioned. These activities develop sequencing abilities needed to relay narratives and comprehend literature.

In the second example, an imaginary trip to an airport is used. The activity begins by building a conceptual framework by reading a book about airports. Children are then encouraged to "visit" an airport and discuss what they see (perhaps a pair of pretend binoculars are used at the pretend airport). This type of language activity is ***conversation*** focused. Conversational language activities are play-based and encourage discourse with both adults and peers.

The sample scripts noted in each activity ensure that language targets are both modeled and elicited by a practitioner. Modeling involves the use of a target repeatedly to build receptive comprehension. Elicitation is the process of creating conversational interactions that necessitate the use of a desired target. Techniques, such as wait-time, expansion, recasting, building from the known, and auditory sandwich, are used (see the *Listening & Spoken Language Strategies* chapter).

Open-ended conversational questions require a response that the child must generate from his/her conceptual framework. This type of question encourages higher-level thinking skills that involve multiple solutions to address a given question. Conversational turns are facilitated as additional information is sought, clarified, or enhanced through play.

Now that you have your assessment data, the identified language targets and scripts, and you have explored a few possible activities, you are ready to jump into the classroom with all the great ideas you have in mind. Right? Actually, no!

Lesson Plans

Now that you have your assessment data, the identified language targets and scripts, and you have explored a few possible activities, you are ready to jump into the classroom with all the great ideas you have in mind. Right?

Actually, no! Consider a construction worker with all the best tools and a truck filled with supplies—yet no blueprints or building plans. You probably wouldn't want this person building your house.

Likewise, it is essential to have a purposeful and well-constructed weekly and daily lesson plan to optimize each child's growth opportunities throughout the day and across the curriculum.

Table 3
Language Activities

Activity 1

Students will make an airplane.

Objectives	Language Script Sample
1 Students will use appropriate language to provide instructions, describe airplanes, and sequence actions while making an airplane.	What are you going to make? *(Airplane . . . I'll make an airplane, too!)*
2 Students will identify an airplane as a means of transportation.	Do you want a big box or a small box? *(Children will ask each other.)*
	Let's put the wings on top (of the box).
	The black wheels go under (the airplane).
	I have a big/small airplane.

Materials

- Box
- Construction paper
- Brads
- Glue
- Scissors

Activity 2

Students will take a pretend trip to the airport.

Objectives	Language Script Sample
1 Students will identify an airplane as a means of transportation.	Let's go the airport!
	I see a big/little airplane (over there).
2 Students will use appropriate language to describe airplanes and make predictions.	I see wheels under the airplane.
	Do you see some suitcases? I wonder where the airplane will go.
	I see a man on top (of the airplane). What do you think he will do?

Materials

- *The Airport* (Goldsmith, 2015) to introduce.
- Large pictures of airplanes as if looking through an airport window.

It is common when new teachers think about developing lesson plans to envision a time-consuming process. Although initially it may seem daunting, with practice it can soon become an efficient and essential component of your classroom preparation. Ultimately it will save time, help keep you organized, and most importantly will facilitate your ability to be very child-centered and purposeful in your educational implementation.

There is more than one right way to construct your lesson plans, and you can customize your lesson plan template to meet your needs. However, for many teachers, utilizing both a ***weekly schedule*** as well as ***daily lesson plans*** provides an effective combination to ensure purposeful, goal-oriented preparation (see *Table 4*).

Curriculum

As you approach your lesson plan development, you will need to consider if you will use ***theme-based instruction***, a ***criterion-based commercial curriculum***, or a combination of both.

Components of the Preschool Day

Table 5 lists descriptions of typical components of the preschool day, including learning goals commonly associated with each segment. Consider how your lesson plans will reflect the learning priorities for each segment, including how you will differentiate your instruction to meet the individual needs of each child.

REMEMBER: Each component of the day should emphasize listening priorities by utilizing effective LSL teaching strategies. Please see the Listening and Spoken Language Strategies chapter for a comprehensive description of strategies, techniques, and practical application for creating a rich auditory learning environment and promoting LSL development in children with hearing loss. The Listening & Spoken Language Preschool Programs chapter provides additional content describing early childhood deaf education.

Theme-Based Instruction

Your teaching objectives and child learning goals are connected to a topic or theme. Most themes extend over a 1- to 2-week period, although sometimes themes might be used over a longer period of time. When utilized effectively, theme-based instruction can promote learning experiences that are not necessarily divisible into isolated subject matter areas but rather as integrated and connected experiences throughout the school day.

When selecting a theme, the topic must be worthy of study and implemented such that it promotes growth across skill content areas. The theme-based activities should be relevant to the child's world outside the classroom with opportunities for meaningful application of skills learned. Theme-based instruction can be done poorly if it contains no real content or is selected just because it is a cute idea. For example, "apples and pumpkins" could be a fun theme during October, but you must be specific and goal oriented in identifying how this theme will promote the specific language, literacy, or academic goals for the children. If the theme does not consider prior knowledge of the children with targeted educational goals, or if activities are not individualized, critical learning is compromised—and children with language delays cannot afford an ineffective teacher. Be careful of determining the entire year's themes before the needs of the children are known. Even if general themes are known, instruction must be goal oriented and individualized utilizing developmentally appropriate practices.

Criterion-Based Commercial Curriculum

Commercially available criterion-based curricula typically outline subject matter content areas into distinct academic or topical segments—with most including intervention suggestions and lesson plan outlines. These curriculum programs can be effective in providing intervention guidance with prepared or accessible accompanying materials across language or academic subjects. However, keep in mind that these curricula often do not include adaptations for children with special needs, and/or the suggested adaptations are not optimal for the children in your class. It is essential for teachers of children with hearing loss to understand how to effectively adapt the curricula to meet the learning objectives for each child.

Furthermore, prior to adopting a commercial curriculum, teachers should evaluate the research evidence that documents the validity of the product. The What Works Clearinghouse, supported by the Institute of Education Sciences (2017), is an excellent resource to assure you are implementing programs backed by research evidence.

Table 4
Weekly Schedules & Daily Lesson Plans

Weekly Schedules

Most teachers use a weekly schedule along with daily lesson plans. The weekly schedule provides an "at-a-glance" look at the organization of the week, including the topical or thematic focus. The weekly schedule can aid in remembering and organizing around special events and ensuring a well-rounded plan to include each essential language and academic priority.

Daily Lesson Plans

The daily lesson plan provides the details of the weekly schedule and should contain some essential elements, including the following:

The Lesson or Topic Segment

This section describes the segment focus, such as *"Journal Sharing," "Morning Circle,"* or *"Language Arts,"* and the anticipated start and end time for the activity.

Learning Goals & Objectives

Sometimes students can get so caught up in planning fun activities they may tend to forget that identifying the learning objectives or the teaching goals of the activity is the most important part. In fact, for many new teachers, understanding the difference between activities and goals will take guidance and practice.

The selection of goals for each segment should be purposeful and data-driven. Segment goals can be identified from an ongoing curriculum-based assessment tool, standardized assessments, ongoing language samples, the Individualized Education Program (IEP) documents for each child, aligned with an objective from state or national core competencies or a combination.

Activity 1. Create an Experience Book

For example, is the statement, *"The children will create an experience book about school,"* a goal or an activity? If you answered this statement is an activity, you are correct. The statement provides no specificity as to the targeted learning goals. What do you want them to know about school? Do you have language targets? Vocabulary targets? Auditory perception targets? Social skills targets?

There are many different objectives that could be an appropriate focus, but they must be specified.

Possible Objectives	
1	The students will identify 4 out of 6 locations in the school building after creating an experience book about school.
2	While looking at the experience book about school, the students will correctly name pictured teachers and students 80% of the time.

Table 4
(continued)

Learning Goals & Objectives (continued)

Activity 2. Create a Mother's Day Gift

Imagine how enjoyable it would be for preschool children to paint a small vase and then plant flower seeds in preparation for Mother's Day. It is easy to determine this is an activity not a learning objective. But what if throughout the activity the teacher makes a purposeful effort to talk about what the children are doing and to highlight springtime and Mother's Day vocabulary. Does this now constitute an appropriate learning objective? Hopefully you still responded, "No."

Imagine the rich language opportunities that could have been utilized in such an activity. For example:

- Sequencing (prepare vase, add dirt, place seeds, then water).
- Auditory memory objectives.
- Specific action verbs (pour, dig, mix, stir).
- Science foundations.
- Social skills.
- Numerous syntactic or semantic language targets specific to each child.

Possible Objectives	
1	The students will correctly sequence the steps in making the Mother's Day gift with no more than one error.
2	The students will use the correct past tense of at least four verbs while describing the making of the Mother's Day gift.

Lesson Activities & Materials

In this section, you will describe the activities and materials that will help achieve the learning goals and objectives. Step-by-step procedures and inclusion of expected language for directions, questions, and responses will ensure an effective lesson. Children learn best through fun, engaging, and age-appropriate activities. Maximizing the learning and goal-oriented opportunities for each segment requires advanced planning to identify how the same activity can be adapted—or differentiated—to be individually appropriate for each child. Materials should be identified and gathered ahead of time, so that everything is readily available before the start of each day. Imagine the disruption if the teacher had to search for needed materials halfway into an activity.

Evaluation & Data Collection Procedures

An effective teacher is one who consistently approaches each segment of the school day with a diagnostic eye to each child's performance and progress. Such a teacher is ready to make immediate adjustments to lesson goals or child expectations to meet their individual needs. Although data collection is an important component of effective teaching practices, there is also the risk of wasting time with unproductive data collection activities. For example, a teacher might diligently collect vocabulary data on each child in the class to document their expressive and receptive understanding of the targeted words for each weekly unit—only to place these records into a file cabinet. Although this teacher could describe to the principal or parents that she collects vocabulary data, it is not of value if the findings fail to inform the next weeks' planning or drive the specific learning goals for each child.

Generalization & Home Carryover Activities

When developing lesson plans, consider the activities or supports that parents could implement at home or other contexts outside of school. It is important for children to generalize skills they have learned across environments.

Table 5
Descriptions of Typical Components of the Preschool Day

Circle Time

When children first arrive at school, predictability in starting their day can be an important reassurance to them. The morning welcome routine is common among most preschool classrooms and often consists of:

- A welcome song.
- Discussion of who is present and why a classmate might be absent.
- A calendar activity to identify and reinforce days of the week.
- A discussion of the weather that morning and what the children are wearing.

It is also a time for direct instruction in teaching targets consistent with the weekly schedule and daily lesson plans, particularly since children are most alert and ready to learn at the beginning of the school day.

Examples of goals. Children should . . .
Learn names of classmates.
Discuss and acknowledge feelings and emotions.
Learn that others have feelings different from one's own.
Accept responsibilities for classroom jobs.
Meet objectives in calendar academics, for example: • Days of the week, names of months. • Counting, one-to-one correspondence. • Patterns and sequences (example AABA).
Participate appropriately in learning activities.
Practice social skills, turn-taking.
Develop friendships.
Meet objectives in cognition and critical thinking. For example: • Logic and problem solving. • Visual and auditory memory. • Descriptive language to ask and answer questions.

Journal Sharing

Journaling can be a valuable opportunity to connect home and school activities and provide students authentic opportunities to engage with their peers to describe an activity or event that happened outside of school. Children can learn social interactions, such as maintaining eye contact, delivering a message, and answering questions. They can learn to formulate and pose questions to other based on information they hear.

Examples of goals. Children should . . .
Use language to describe real-life experiences.
Recall and describe previous events.
Understand time concepts—yesterday, today, tomorrow.
Answer simple questions, recall details.
Increase use of descriptive or complex language.
Practice repairing communication breakdown.
Learn that pictures can convey meaning.
Practice writing symbols and words.
Pose questions to peers.
Express thoughts, likes, and dislikes.
Speak in front of peers and use social language.
Maintain eye contact during interactions.
Increase number of conversational turns.
Begin to understand cause and effect.

Table 5
(continued)

Centers

Many teachers incorporate "centers" into their daily schedule. Typically centers involve less-direct instruction and provide children with natural opportunities to practice spontaneous language and guided social interactions. Activities should be well planned to promote goal-oriented language, literacy, cognitive, and academic objectives as described in the weekly and daily lesson plans. Centers activities can increase generalization of language and academic targets, along with meaningful social skills objectives. Teachers should have a strong understanding of early childhood development and recognize age-appropriate play behaviors and social interactions.

Examples of goals. Children should . . .
Engage in activities to reinforce and generalize language, vocabulary, and academic targets.
Participate in activities that are differentiated to meet the individual needs of each child.
Learn cooperative and age-appropriate play behaviors.
Practice social skills (e.g., conversational turn-taking, eye contact, changing speech depending on listener).
Learn to be a leader and follower with opportunities to win and lose, negotiate conflicts.
Follow directions.
Engage in age-appropriate pretend play that has a story or logical sequence.
Have opportunities to explore and create, use their imagination, predict "what would happen if . . ."
Expand generalization of language skills, such as proper use of pronouns, verbs and verb tense, attributes, grammar and sentence structure, spatial concepts.

Snack—or More Appropriately Named "Language with Food"

Everyone knows what snack time is, but we prefer that you consider it "language with food." Whether a simple snack of fish crackers and water or a more elaborate array of preschool delicacies, there are plenty of opportunities to reinforce language and listening. Avoid the tendency to use the same ritual each snack:

Teacher: "What do you need?"
Child: "A plate, please."

Teacher: "What do you need?"
Child: "A cup, please."

Snack is a great time to reinforce a variety of language, vocabulary, math, or other academic targets consistent with the daily lesson plan. Even if the children are eating and cannot fully engage in expressive language tasks, it can be an excellent opportunity for the teacher to reinforce receptive language and listening. It is a lost opportunity if the teacher views snack time as prep time while an aide monitors eating.

Examples of goals . Children should . . .
Learn and practice social and cooperative behaviors in the preparation or consumption of a snack.
Take turns with snack responsibilities (pass out food items, fill the water pitcher) while describing the tasks.
Ask and answer questions about food attributes.
Learn about taste and smell, foods they like or dislike.
Follow directions to create a food item (e.g., steps to make a sandwich).
Consider creative or pretend play with food items (e.g., celery, peanut butter, and raisins to make "ants on a log").
Increase receptive language and listening skills (e.g., teacher tells a story while children eat).
Use food activities to reinforce language, literacy, or academic concepts consistent with daily lesson plan goals.

Table 5 (continued)

Academics

Effective teachers are mindful of the individual priorities of each child and can reinforce academic goals embedded across the curriculum throughout the day. In addition, teachers often have some element of direct instruction for academic targets as a component of the weekly schedule.

Teachers must ensure their teaching objectives and lesson plans encompass academic priorities through meaningful learning experiences to promote kindergarten readiness in mathematics, science, and other general academic studies. Literacy development, including phonemic awareness, phonics, oral reading fluency, vocabulary development, written language, and reading comprehension skills, should be an integrated priority throughout the day. Children should learn how to learn, and teachers who effectively embed learning activities that promote cognitive development can help each child establish strong foundations for future learning success.

Music Integrated into the Curriculum

You may wonder why music was not mentioned as a specific segment of the preschool weekly or daily schedule. It would be hard to imagine a preschool without music, and in fact many teachers do have consistent music time built into the schedule with purposeful musical activities to advance a variety of learning objectives. Music can encourage creativity, enhance academic instruction, and promote positive learning experiences for linguistic, social, and academic development (Gfeller et al., 2011; Hallam, 2010; Heald, 2008; Legg, 2009; Rocca 2012).

However, let's take this a step further. It is completely appropriate to maintain "music time" within the weekly schedule, but you are encouraged to think more broadly about the role of music throughout all segments of the day. Children with hearing loss who use hearing technology have unique auditory perception development needs. The auditory pathways require consistent stimulation to maximize neurological development. The complex sounds found in music can enhance auditory perception development in ways unattainable through speech alone.

Consider the impact of using music to support and enhance your circle time, centers, or academic goals and objectives. Colors, numbers, shapes, and math concepts are easily put to music. Vocabulary, language, and literacy development can be enhanced through music and musical instrument activities (Nelson et al., 2016). According to Heald (2008), music aids the comprehension of language, and language aids the understanding of music. When embedded into the language and literacy curriculum, music can be a powerful tool to enhance the patterns and rhythms of sound as they relate to language structures and literary sequences.

Systematic use of music embedded within and throughout the instructional day in preschool classrooms can enhance the language and literacy experiences of young children.

A few things to keep in mind . . .
Make sure songs are age appropriate with a simple melody.
Children particularly enjoy songs that use props or hand and body motions.
Help children be active participants in the musical activity.
Reinforce concepts (e.g., high/low, fast/slow, up/down, happy/sad) with the musical score.
In addition to songs with words, use songs without words to reinforce rhythm, pitch, and timbre.
Use musical instruments, rhythm sticks, scarves, or other props to encourage creativity.
Develop listening activities, such as following a sequence of directions using instruments.
Promote multicultural appreciate of music through songs and musical instruments unique to various regions or cultures around the world.
Provide opportunities for children to change the words of a familiar song to match a particular learning target or theme.
Be mindful of the role of the instrumental background in recorded songs. Exposure to complex music, such as a symphony, can provide valuable listening experiences. However, if you are using music to reinforce an academic concept, keep the background to a minimum.

Pragmatic Language Development

This chapter has emphasized the assessment and intervention priorities to optimize the speech, language, and academic development of children with hearing loss. However, even children who can express a complex sentence with correct grammar can still experience communication breakdowns. Consider the communication experiences of a child who cannot convey an appropriate greeting with other people or who cannot stay on topic or engage in conversational turn taking. These skills are referred to as ***pragmatic language skills***—or the ability to use social language appropriately. According to the American Speech, Language, Hearing Association (2017), pragmatics can generally be described as having the skills to:

- Use language for different purposes (e.g., greetings, informing, requesting).
- Change language appropriate for the situation (e.g., talking differently to friends than one might talk with an adult).
- Follow rules for conversations (e.g., taking turns, staying on topic, facial expressions, nonverbal cues).

Effective and purposeful instruction in the early childhood curriculum is needed for young children to learn pragmatic skills for successful social interactions with peers. Children who fail to appropriately acquire pragmatic and social skills development during their early formative years are at a substantial disadvantage in establishing peer groups and friendships that are essential during childhood and adolescence.

Friendships are vital to a child's social and emotional development. Through early childhood social experiences, children learn the dynamics of peer interactions and social behavior.

- They learn how to play appropriately with others.
- They begin to understand which behaviors are acceptable and which are not, and they experience the social consequences of bad behavior.
- They learn how to win and how to lose.
- They learn how to express positive or negative emotions.
- They learn how to make decisions when faced with dilemmas.
- They even learn about social standing and power at a very young age, including how to lead and how to follow.

Friendships and social interactions help children to understand the viewpoints of other people—recognizing that each person has opinions and preferences.

Pragmatic skills development should not be considered elective or noncompulsory curricula but rather as essential components of educational instruction for healthy psychological development. Children with poor peer interactions are more likely than other children to feel lonely, be victimized by peers, have problems adjusting to school, and engage in deviant behaviors (Rose & Asher, 2000). Acquisition of all age-appropriate pragmatic skills during the preschool years should be an educational target for parents and professionals to promote child readiness for positive social interactions in preparation for transition into the general education setting.

Friendships are vital to a child's social and emotional development . . . Friendships and social interactions help children to understand the viewpoints of other people—recognizing that each person has opinions and preferences.

Early interventionists and preschool teachers can facilitate improved child outcomes in social-emotional development by being aware of early learning recommendations and implementing effective instructional practices within the early childhood and preschool curriculum. For example, incorporating social stories or guided social play utilizing adult role models into the preschool curriculum can be effective teaching tools to facilitate social skills development. Direct instruction to teach children to respect other people, develop friendships, and help preschool children understand the social expectations of a kindergarten classroom can help prepare young children as they transition from preschool to kindergarten.

According to the National Association for the Education of Young Children (NAEYC), the establishment of clear, attainable learning goals is critical to ensuring that

all children receive the highest quality of educational experiences and has encouraged states and agencies to cooperatively develop learning standards for young children founded on evidence-based best practices (NAEYC, 2009). In a policy report for the National Institute for Early Education Research, Boyd et al. (2005) recommended that states should:

- Establish preschool education programs that enhance social-emotional development without de-emphasizing cognitive development.
- Include in learning standards the outcomes that preschool programs are expected to achieve for social-emotional development.
- Expand access to high-quality preschool education that adequately supports social-emotional development.
- Provide administrators and teachers with training to help them implement effective curricula and teaching practices supporting social-emotional development.

Unlike some objective skills measured in educational settings (e.g., math, spelling, or grammar), pragmatic skills can be more subjective and typically involve teacher and parent evaluations using pragmatic skills checklists or standardized assessments to document performance across environments.

Conceptual Framework of the Classroom

As a new teacher, the conceptual framework of your classroom will be determined by your teaching philosophy and/or that of your school or employer. For example, views regarding theories of learning likely will influence your instruction methods and the curricula you establish and follow in your classroom (Carotta, 2016). The teaching philosophy often is driven by the goals or priorities that are emphasized in the curriculum, such as a behavior emphasis for children with autism or a language and listening emphasis for children with hearing loss. The philosophy also informs how the teacher interacts with students. For example, an academic preschool is more teacher-centered and primarily utilizes direct instruction with most play occurring during recess. A play-based program is more child-centered and encourages learning through play and exploration of the environment, such as the Montessori philosophy.

As a new teacher, the conceptual framework of your classroom will be determined by your teaching philosophy and/or that of your school or employer.

Other programs can be considered project-based, driven heavily by student interests, such as Reggio Emelia. Please be sure to read the *Listening & Spoken Language Preschool Programs* chapter for further details regarding the theoretical framework of services and instructional philosophies. Although some programs adhere tightly to a specific instructional format, many programs utilize a combination of teacher-centered direct instruction and child-centered play or project-based instruction.

Regardless of the philosophical or theoretical framework that guides your approach, an effective curriculum model should incorporate evidence-based, age-appropriate foundations and principles. Although there are many national, state, and local agencies that can provide resources and curriculum information, educators should be aware of two influential national membership organizations that provide early childhood and preschool service delivery guidance.

Division for Early Childhood (DEC) of the Council for Exceptional Children

Promotes policies and evidence-based practice recommendations for professionals who serve young children who are at risk for or who have developmental delays or disabilities and their families. Through a collaboration with the Early Childhood Technical Assistance Center (ECTA), the DEC Recommended Practices (2014) were developed to provide guidance to professionals as to the most effective ways to improve the learning outcomes of young children.

NAEYC

Works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. The NAEYC provides comprehensive teacher resources and is influential in promoting public policies for early childhood best practices.

These organizations apply to young children broadly and not specifically to children with hearing loss.

However, a central tenet of the LSL approach is for children to communicatively and academically integrate with their same-aged hearing peers in general education settings. Therefore, they should have similar performance expectations with implementation of recommended developmentally appropriate practices.

Being an effective teacher takes skill, creativity, patience, and a lot of energy. There are challenges—and some days will be easier than others—but you will soon learn that one of the most exciting and rewarding places to be is in a preschool class!

Conclusion

Your assessment selections, lesson plans development, and the curriculum model for your classroom should provide for all areas of a child's development, including their linguistic, cognitive, social, emotional, and physical needs. When developing the curriculum model and the details of each weekly and daily lesson plan, you should ask yourself if the lesson components are linguistically meaningful, intellectually engaging, and socially relevant. They should support each child's home culture and language while also developing the abilities to participate in the shared culture of the program and community.

Being an effective teacher takes skill, creativity, patience, and a lot of energy. There are challenges—and some days will be easier than others—but you will soon learn that one of the most exciting and rewarding places to be is in a preschool class!

Photo courtesy of Sound Beginnings/Utah State University

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Appendix A
Lesson Plan Templates

Lesson Plan Template 1 *(Continue to add tables as needed to plan for each segment of the day.)*

Activity: *Circle Time*	**Theme:**
Week of:	**Day of week:** *Monday*
Lesson/Activity Procedures	**Language Scripts** *(May need separate document for some activities.)*
Child Goals/Objectives *(Be specific for each child.)*	**Teaching Objectives**
Data *(To inform next-step teaching objectives.)*	**Materials Needed**
Home Carryover	**Reflections** *(Consider what went well and aspect that may need to be adjusted.)*

Lesson Plan Template 2

Fontbonne University Deaf Education Lesson Plan Format *with Tips**

**When creating a lesson plan, use the tips to help you plan, but remove them from your plan once completed.*

Name:	**Date:**
Age/Grade Level:	**Cooperating Teacher/Mentor:**
School:	**University Supervisor:**
Title of Lesson:	

Standards/Quality Indicators/Skills

(State and national standards, quality indicators, and skills addressed by this lesson.)

For Missouri use: www.missourilearningstandards.com

Learning Outcomes/Goals

(The lesson's goals and learning outcomes are appropriate for meeting curricular and student need. Include the goal and learner outcomes in four-part format.)

Goals

- State the broad intention for lesson.
- Align with the state learning standards listed above.

Outcomes

- Write in four-part format (who, what they will do, level of mastery, under what conditions).
- Determine what students will have accomplished when the lesson is completed.
- Include two or more learner outcomes.
- Make the outcomes appropriate to learner needs.
- Include Bloom's levels addressed.

Listening, Speech, & Language Targets

- Identify the specific listening, speech, and language targets addressed in this lesson.
- These targets may be a learner outcome for the lesson or may be skills practiced within other outcomes.

Assessment

[Assessment(s) may be used before the lesson to assess prior knowledge. Assessment(s) during and after the lesson align with outcomes. Indicate depth of knowledge (DOK) for each assessment.]

- Align assessments with outcomes.
- Measure what the students learned after the lesson has been taught.
- List the assessment tools/artifacts used to collect data for each learner outcome.
- Include copies of all assessment tools after the lesson plan for each day.
- Utilize a variety of assessment tools to collect assessment data.
- Include differentiated assessments to meet different learning profiles, readiness, and interest levels.
- Record data in an efficient manner (e.g., data collection sheet, spreadsheet, Grade Book, etc.).

Lesson Procedures

(Sequence of events of the lesson, e.g., Introduction, Procedures, Activities, Conclusion.)

- List what you—the teacher—will do to teach and ensure student learning.
- Align procedures directly with outcomes and assessments.

Introduction

(How lesson will begin and engage students)

Step-by-step description of teacher and student activities.

(May include teacher modeling, guided practice, and/or independent practice. Include specific and detailed directions, questions, and expected responses. Consider including a script for the lesson if outcomes are focused on specific language use.

Closure/Follow-Up

(How the lesson is ended. May include review of lesson and/or preparation for next lesson. May include ways to extend learning to home environment.)

Instructional Strategies

(List the strategies used to promote listening, spoken language, and learning. Use Instructional Strategies and Learning Activities document.)

Include differentiated teaching and learning strategies to meet diverse learning profiles, readiness, and interests.

Learning Activities

(List activities used to develop knowledge and skills of learner outcomes. Use Instructional Strategies and Learning Activities document.)

Use Gardner's Multiple Intelligences for each activity.

Resources & Materials

(List of materials used in the planning of the lesson and during instruction.)

Technology

(Instructional, assistive technology, and/or hearing assistive technology incorporated into the lesson to enhance instruction and student learning.)

Differentiation/Accommodations/Modifications/Increase in Rigor

(To help meet the needs of all learners, learning differences, cultural and language differences, etc.)

- What will I differentiate? Content, Process, Product, Environment, Affect
- How will I differentiate?

Classroom Management

(Strategies consistent with the learning needs of the lesson that meet student behavior needs to keep students on task and actively engaged. May include grouping and classroom environment information.)

Consider how your procedures promote effective management of the classroom and student behavior.

Extensions

(Activities for early finishers that extend student understanding of, and thinking about, the learner outcomes by applying new knowledge in a different way.)