



TOOLS for TODDLERS

Exploring COMMUNICATION OPTIONS

As a parent(s) of a child with a severe-to-profound hearing loss you will need to choose which communication methodology is the best for your child and your family. Below you will find some basic information about all communication options available. We have also posted additional website links where you can learn more about each approach.

American Sign Language (ASL)

- Typically associated with the Deaf culture (bilingual/bicultural)
- A completely visual and conceptual system
- A separate language comprised of its own unique syntax and word form
- No written form
- Amplification is not required for communication
- No focus on expressive or receptive spoken language
- Expressive communication uses the entire body to convey meaning

For further information about ASL, visit:

handspeak.com

gallaudet.edu

Total Communication

- Goal is to develop spoken language through speech reading with some form of manual communication
- Usually involves some group instruction with daily one-to-one therapy
- Expressive speech developed through a combination of hearing, vision, and tactile cues
- Teacher is often more fluent than parents in manual communication during early language years
- Usually involves early academic or social mainstreaming
- Use of sign language interpreter depends on student's needs

For further information about Total Communication, visit:

raisingdeafkids.org/communicating/choices/tc.php

Cued Speech

- A visual communication system of eight hand-shaped (cues) that represent different sounds of speech
- Cues are used while talking to make spoken language clear through vision
- This system allows the child to distinguish sounds that look the same on the lips
- An oral option
- Parent is often the primary language facilitator
- Usually involves early academic mainstreaming

For further information about Cued Speech, visit:

cuedspeech.com



TOOLS for TODDLERS

Auditory-Oral

- Goal is to develop spoken language primarily through hearing and speech reading
- Involves some group instruction with other children with hearing loss
- Teacher or parent is the primary language facilitator
- Often includes early preschool for HI
- Often involves early social mainstreaming; academics may be in a self-contained setting
- Consistent use of appropriate and working amplification is required for this approach
- Parental carry-over from classroom setting is required for development of spoken language

For further information about Auditory-Oral, visit:

agbell.org

oraldeafed.org

Auditory-Verbal

- Primary goal is to develop spoken language through listening
- All therapy is done one-to-one, with parent or caregiver participating in each session
- Primary caregiver is the primary teacher
- Early mainstreaming is the goal
- Adherence to the 10 principles of Auditory-Verbal Therapy is necessary
- An early intervention approach to teaching spoken language

For further information about Auditory-Verbal, visit:

agbell.org

listen-up.org