



The Benefits of an Effective Early Intervention Infant/Toddler Parent Program: From a Listening and Spoken Language Perspective

Aisha Doggette, MEd, MSpecEd, TOD



Clarke's Work



What We Do

Clarke prepares children who are deaf or hard of hearing to succeed in mainstream schools and the wider world. We offer Listening and Spoken Language (LSL) programs and services, which means we teach children who are deaf or hard of hearing to listen and speak.



Birth to
Age Three
Program



Teleservices



Preschool,
Early Childhood
and School-Age
Programs



Mainstream
Services



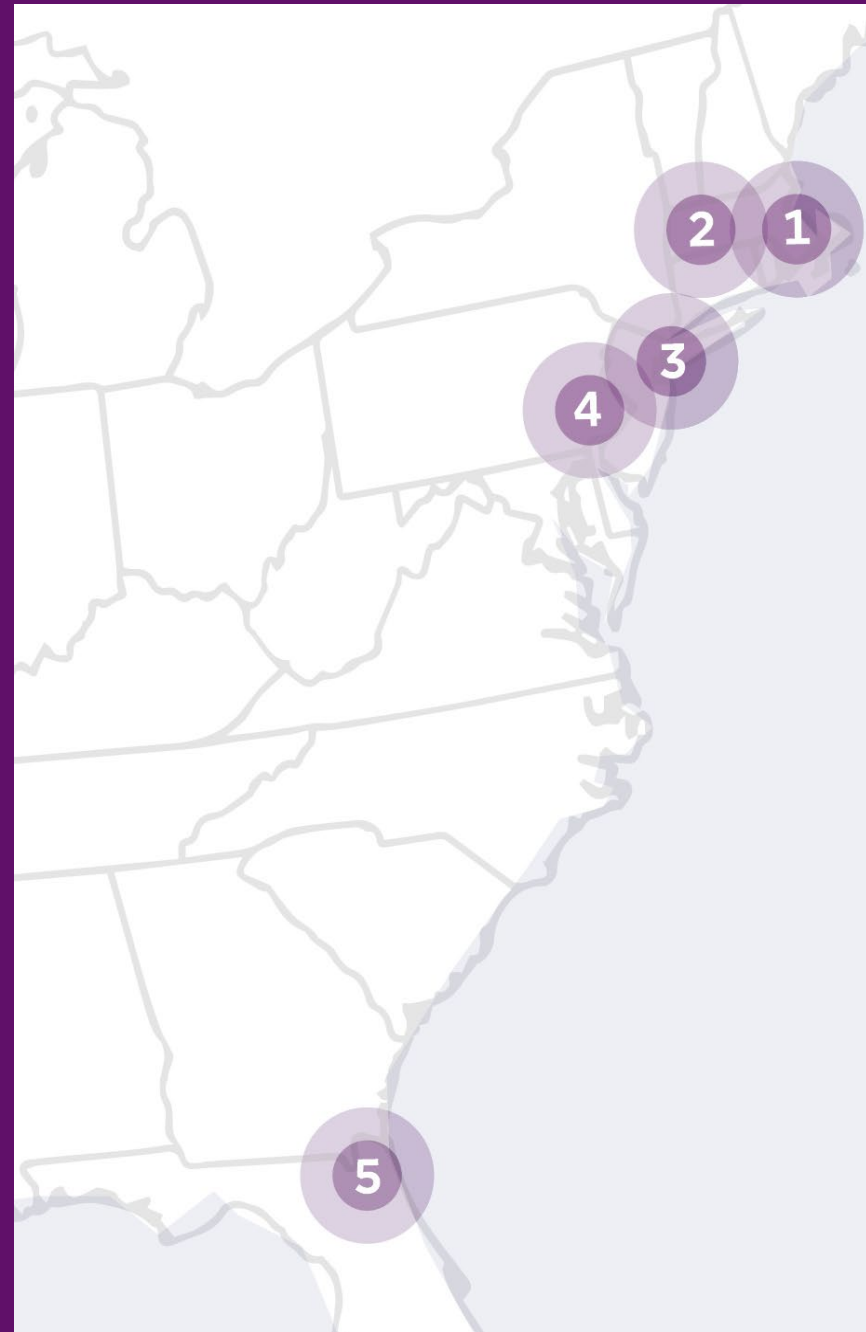
Audiology
Services

OUR REACH:

Where We Serve Families Nationwide

With five locations along the East Coast, Clarke serves families at our locations and in homes via teleservices across the country and around the world.

1. Canton, MA
2. Northampton, MA
3. New York, NY
4. Philadelphia, PA
5. Jacksonville, FL





Clarke Early Intervention Services: A Listening and Spoken Language Journey

Clarke's Early Intervention Program Overview

- Birth to Age Three Services
 - Early Intervention
 - Home-based Auditory Verbal Therapy
 - Center-based Services
 - Auditory-Verbal Therapy
 - Teacher of the Deaf Services
 - Little Listeners Program
 - Center-based
 - Virtual



Clarke Partnerships

- Clarke's Early Intervention Partners
 - Statewide
 - Sertoma: Auditory Oral Intervention Project through the Florida Department of Health
 - Provides funding for center-based programs such as Little Listeners
 - Local
 - Early Steps of Northeast Florida
 - Nemours Specialty Care Audiology
 - Wolfson Children's Hospital
 - Private audiology clinics



Little Listeners



What is it?

Little Listeners is a free in-person/virtual parent-infant/toddler group where parents are guided and coached on auditory-verbal strategies by a Clarke specialist in listening and spoken language techniques.

Services offered



In-person
infant/toddler
class



Virtual class



Home visit



Individual
session





CLARKE

SCHOOLS FOR HEARING & SPEECH

Schedule and Components of the Little Listeners Program



Schedule

- Updates
- Hello Song
- Strategy Introduction
- Thematic Introduction
- Lings (Listening Check)- Eyes Open Ears On
- Auditory Perception-Baby Beats
- Thematic Music
- Thematic Book
- Thematic Play
- Ending Question: “What brought you joy?”
- Goodbye Song

Components

- Parent/Caregiver Connections
- Listening/Equipment Checks
- Introduction of LSL (Listening and Spoken Language) Strategies
- Listening/Auditory Perception Tasks
- Music Integration
- Thematic Unit Development/Vocabulary
- Early Literacy Development
- Embedding Skills in Daily Routines
- Carryover: Home Visits





Are These Components Effective?

Component 1:

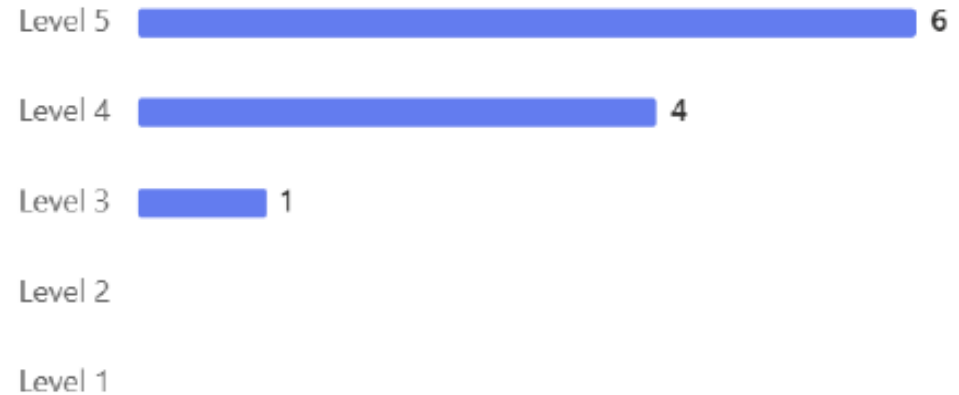
Little Listeners: Caregiver Connections

- Parent/caregiver shares updates with other families and teachers during each session
- Parent/caregiver listens while families share updates during each session
- Parent/caregiver shares their takeaway from every session



Caregiver Connections: Feedback

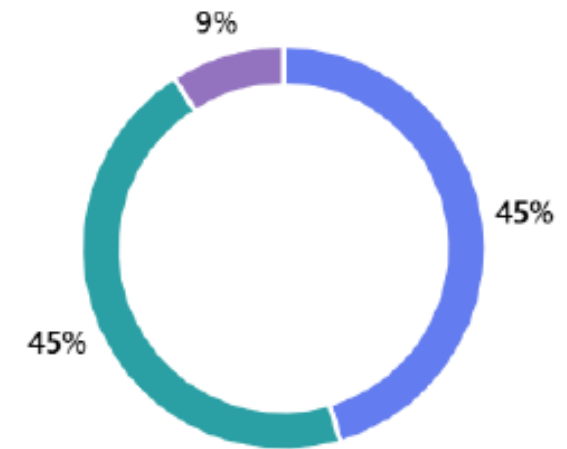
8. Building Community: During my Little Listeners journey, I was able to connect with other families and build a sense of community.



Caregiver Connections: Feedback

9. Building Community: The relationships built during Little Listeners have continued after participation in the program.

- Yes 5
- No 0
- I am currently building relationships in Little Listeners. 5
- I have not begun to build any relationships in Little Listeners. 1



Component 2: Little Listeners: Listening Checks

- The parents or caregivers check the child's equipment and their response to sound.
 - Ling 6 Sound Test
 - Detection
 - Identification

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[Warmies Spider Stuffed Animals Black Mfr# CP-SPD-1 - Ace Hardware](#)

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[Jumbo Scaly Snakes Plush Toy \(One dozen\) - Only \\$55.08 at Carnival Source](#)

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[Assorted Soft Baby Dolls, 8 in. | Dollar Tree](#)

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<https://www.nda-toys.com/images/toy-supplier/24/ice-cream-bubbles-wholesale-127521.jpg>



Listening/Ling Check/Auditory Perception: Feedback

11. Listening and Auditory Perception Tasks: Little Listeners helped me understand how my child is using listening skills throughout the day.



12. Listening and Auditory Perception: I was given practical ideas to support listening skills during play and daily routines.



Component 3:

Little Listeners: Listening and Spoken Language Strategies

Listening and Spoken Language Strategy

Turn Taking

"Similar to Serve and Return, Turn Taking gives your child the opportunity to experience a moment together. It offers your child the opportunity to wait until it is his turn (which can be hard for littles), and gives him the chance to listen before trying an activity himself." -Aisha Doggette

Video: Baker Institute for Children with Hearing Loss
<https://youtu.be/OEjb5Yd6EYM>



Listening and Spoken Language Strategy

Repetition and Turn Taking (Summer)



Welcome to summer! It is a fun filled season with lots of exposure new vocabulary. When new objects are introduced, it is important to provide your little one with multiple exposures to the name of the object and what it does. Moving from detection to comprehension is critical. An example is below.

Example: (Put a toy fish in a closed container) Caregiver introduces the word "fish" then checks to see if the child detected the word by looking for an indicator that the child detected it. Caregiver says, "swim swim, the fish swim, swims." Caregiver draws attention to the box. Caregiver takes the fish out of the box and proceeds to demonstrate that the fish swims. At this point, the caregiver will give the child an opportunity to imitate the action and word given a gesture and vocalization/ approximation.

*Give multiple opportunities for repetition and turn taking at this point. Even if the child walks away be persistent and consistent. Take a break and then come back to it. Have fun splashing.



Listening and Spoken Language Strategies: Feedback

10. Listening and Spoken Language Strategies: Little Listeners helped me learn listening and spoken language strategies that are easy to implement at home.



Components 4 and 5 Auditory Perception Task/Music

Summer!

Book: Summer by Aisha Doggette

Strategy:

Narration

***see handouts**

Developmental Milestone: Sensory Development

Auditory Perception Task: Ocean Drum (Baby Beats by Advanced Bionics)

When child is not looking (or ocean drums in a box) make the shaking sound with the drum. Allow child to take a moment to listen and connect to the sound. Say, "What is that?"

Direct child to listen again and say what it is before taking it out of the box (if the child has not guessed).

Identify the fish in the ocean drum. Make the Learning to Listen Sound. Take turns swishing like fish. Expand by labeling the colors of the fish and sizes.

Music: Slow and soft music: Swim around like a fish, fast music splash like a fish by tapping on the ocean drum.

Auditory Hierarchy: Detect, discriminate, identify, comprehend

***Resource: Auditory Learning Guide, Repetition/turn taking, sensory development**



Little Listeners: Music

Watermelon Activities and Song

Watermelon- By Aisha Doggette

To the tune of London Bridges

Roll the watermelon

Roll, roll, roll x3

Roll the watermelon

Roll, roll, roll

Watermelon

***Repeat above with verbs: wash, cut and eat**



Music Integration: Feedback

16. Music Integration: Music activities (songs, movement, repetition) supported my child's listening and language development.



Music Integration: Feedback

17. Music Integration: The songs and music used in Little Listeners were easy to repeat and use at home.



Thematic Unit-Vocabulary Development

I. Watermelon Fun

A. Roll the watermelon

You have a big watermelon at home. Wait! Don't cut into it just yet. It is time to roll it with your little one. Take turns going back and forth with each other using repetition and turn taking. Sing the song above if you would like!

B. Wash the watermelon

Get a bowl of water. It is time to wash the watermelon. Take a paper towel or a washcloth and dip it into the bowl of water. Then, wash the watermelon together. *Remember to use repetition and turn taking. You can even do some splashing with the water if you are up for it!

C. Cut the watermelon

Now it is time to cut the watermelon. The caregiver will cut the watermelon giving enough safe space between the child and the knife. Caregiver can sing the song above while cutting to make the cutting part interesting. If your child is older, you can give him a play knife and let him cut the watermelon with you.

D. Eat/Explore the watermelon

It's time to eat-mmm! No matter what stage your child is at, this part will be fun! Some children might just enjoy touching the watermelon. Some might transfer the watermelon using a spoon from one tray to another. And of course, many will taste it. As your child is exploring the watermelon, use adjectives to describe it. E.g. "Mmm that watermelon is sweet! It is juicy etc."



Music Integration: Feedback

14. Thematic Unit and Vocabulary: The themes felt relevant to what was happening in our family's daily life (e.g., routines, seasons, celebrations).

5.00

Average Rating



Music Integration: Feedback

15. Thematic Unit and Vocabulary: The vocabulary introduced during thematic units was easy to use during everyday activities at home.



Little Listeners: Early Literacy Development

- The parent/caregiver will practice embedding various Listening and Spoken Language strategies while reading with child.
- Parent/caregiver will use appropriate reading material for child. (The teacher provides most reading resources.)
- The parent/caregiver will identify child's literacy based on their developmental stage.



Little Listeners: Early Literacy Development

- The parent/caregiver will practice targeted Listening and Spoken Language strategy given teacher guidance.
- The parent/caregiver will identify and use the appropriate placement of LSL strategy independently, given book reading time.
- Parent/caregiver will carry over LSL strategy during book reading time at home with child.



Little Listeners: Early Literacy Development

My Summer Sensory

Book



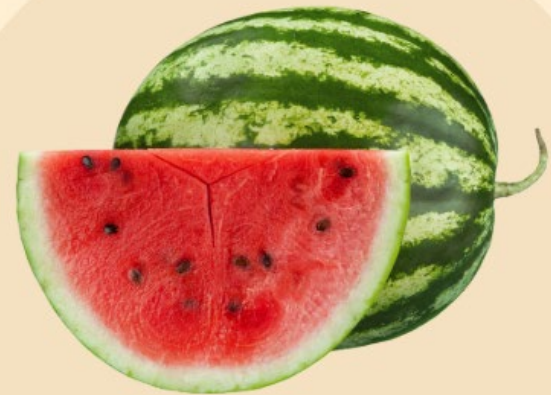
By Aisha Doggette



In the summer, I feel
the hot sun.



In the summer, I
taste juicy
watermelon.



Early Literacy Development: Feedback

19. Early Literacy Development: I was given practical strategies to support early literacy during book reading at home.

5.00

Average Rating



Early Literacy Development: Feedback

20. Early Literacy Development: The books and literacy activities introduced were appropriate for my child's developmental and listening level.



Little Listeners: Embedding Skills into Daily Routines

- Parent/caregiver will choose which routines are used in home environment.
- Parent/caregiver will practice LSL strategy, given the home routine chosen by the family.
- The teacher will provide coaching within the routine chosen by the family and report what is working at home.



Embedding Skills in Daily Routines: Feedback

21. Embedding Skills in Daily Routines: Little Listeners helped me learn how to embed listening and language skills into daily routines (e.g., mealtime, bath time, errands).

5.00

Average Rating



Embedding Skills in Daily Routines: Feedback

22. Embedding Skills in Daily Routines: I feel confident using listening and spoken language strategies throughout our day, not just during structured activities.

4.82

Average Rating



Embedding Skills in Daily Routines: Feedback

23. Embedding Skills in Daily Routines: The strategies taught felt manageable within our family's daily schedule.



Little Listeners: Carryover/Home Visits

The parent/caregiver will embed various Listening and Spoken Language strategies during appropriate play/activities when interacting with child by:

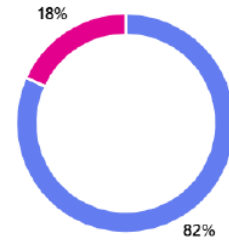
- Identifying the developmental stages of child given resources
- Identifying the child's interests through observation
- Carrying over play/activities that are appropriate in the home environment



Home Visits: Feedback

24. Did you participate in Home Visits?

- Yes 9
- No 2



25. Home Visits: During home visits, I received clear modeling and feedback that increased my confidence using listening and spoken language strategies at home.

- Very Helpful
- Response: 8/9
- Helpful
- Response: 1/9

26. Home Visits: The home visits helped me carry over strategies from Little Listeners into our daily routines.

- Very Helpful
- Response: 9/9



Conclusion

Key Findings

- Parent responses indicate the Little Listener Program is effective in supporting families and promoting the development of Listening and Spoken Language skills.

Future Research

- Conduct parent experience interviews to gain deeper insight into family perspectives.
- Explore the role of emotional support and parent connections within the program.
- Pre and post assessment (Before and after thematic unit)



Conclusion

Future Projects

- Develop **accessible lesson plans** that can be shared with other Listening and Spoken Language programs.
- Further **investigate the effectiveness of the Little Listener Program** using additional data collection and analysis methods.



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Questions

Aisha Doggette, MEd, MSpecEd,
Teacher of the Deaf: Early Intervention
adoggette@clarkeschools.org



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