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Supporting Language Access During Routines

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Jacksonville, FL

Objectives

By the end of the session, you will be able to:

- 1) Describe family-centered routine based EI
- 2) Describe language access for DHH* children across communication opportunities
- 3) Apply strategies to support families in providing access within routine based interactions

*DHH is used as an umbrella term to include deaf, hard-of-hearing, deafblind, and deafdisabled children



Routine Based Intervention

- Very young children learn best from their caregivers in activities they do everyday
- Family-centered & responsive partnerships
- Family priorities
- Integration of language strategies rather than “adding” tasks
- Functional participation based outcomes



Commonly Used Language Strategies in EI

- Follow the child's lead
- Self-talk and parallel talk
- Repeat sentences with correct structure
- Expand sentences
- Set-up the environment (communication temptations)
- Shared reading
- Play routine games like Pat-a-Cake or Peek-a-Boo
- Ask questions
- Use child directed signing/speech
- Use repetitive books and songs
- Toy Talk



**But...the success of
these strategies relies
on accessible language
input**



Spoken Language

- Auditory-Oral / Auditory-Verbal
- Audibility- well fit and functioning hearing assistive technology
 - Device Instruction
- Optimize listening environment
- Optimize positioning
- Provide wait time
- Joint attention
- Use child-directed speech patterns
- Encourage turn-taking
- Monitor auditory development



Signed Language

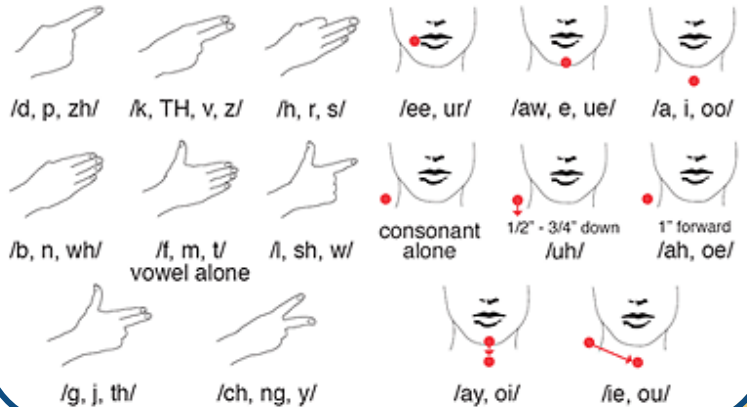
- Optimize visual environment
- Joint attention
- Sign on child's body
- Pause for attention
- Sign within child's visual field
- Use touch to direct visual attention
- Sign on objects/page
- Learn “core” vocabulary in addition to labels
- Use child-directed signing patterns
- Engage siblings and extended family



Cued Language

- Optimize listening conditions
- Optimize visual conditions
- Joint attention
- Pause for visual attention
- Use touch to direct attention
- Use child-directed speech while cueing

CUED SPEECH FOR AMERICAN ENGLISH



Multiple Language Opportunities

- Identify the goal of the interaction
- Identify the language(s)
- Use strategies flexibly
- Respond to child's attempts

Revisiting Language Strategies with access in mind

- Follow the child's lead
- Self-talk and parallel talk
- Repeat sentences with correct structure
- Expand sentences
- Set-up the environment
- Shared reading
- Play routine games like Pat-a-Cake or Peek-a-Boo
- Ask questions
- Use child-directed language
- Use repetitive books and songs
- Toy Talk
- Modality specific
 - Whispering
 - Auditory First



Key Takeaways

- 1) Routine based intervention requires a responsive partnership between provider and family
- 1) Families can integrate language acquisition strategies within routines to support their DHH child's language acquisition
- 1) Strategies are only effective when the language is accessible
- 1) Families can support language access given appropriate supports

Thank You!



James McCann

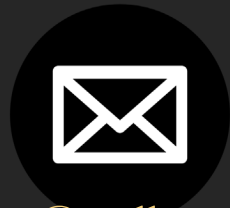
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Notice of Funding Opportunity 2024

The National Beacon Center works with HRSA and all ELDI stakeholders to ensure that families have access to accurate, comprehensive, up-to-date, and evidence-based information to allow families to make important decisions for their children promptly, including decisions with respect to the full range of assistive hearing technologies and communication modalities.