



Northwest School for Deaf and Hard-of-Hearing Children
Communication Strategies Used with
Signing Exact English (S.E.E.)

LISTENING:	USED?
1. Audiological management of assistive listening devices that are state of the art, worn daily, working and safe. <ul style="list-style-type: none"> a. Equipment checked twice daily, using the Ling Six Sound Test; b. Children learn to manage and maintain their equipment beginning at 3 years of age; c. Positive reinforcement for expressing listening needs (e.g., Synch me, please; My batteries). d. Individual and classroom soundfield FM systems; both teachers and students using the microphone. 	
2. Listening skills assessed both formally and informally (daily record keeping), to determine listening ability and use that knowledge to guide instruction.	
3. Daily, individualized, direct instruction using a sequential curriculum (during tutoring) based on each student’s needs and provided by a certified and trained Teacher of the Deaf.	
4. Listening instruction - including modeling, repeating, and practicing - embedded into all lessons throughout the day (not just during tutoring) so that automatic listening skills are developed. <ul style="list-style-type: none"> a. Request students to use listening/audition only, using a speech/listening hoop, standing behind or to the side of the child or turning away, asking students to close their eyes or put their heads down, etc. b. Use of “verbal highlighting” with and without the speech hoop and the positions described above. c. Request that students listen for a particular phoneme, morpheme, phrase or utterance. d. Use of “Auditory Sandwich”: [e.g. “Touch the /-s/ (auditory); Touch the /-s/ (auditory & sign); Touch the /-s/ (auditory only)]. e. Reminder of phonic and morphemic curriculum to cue desired skill. f. Reinforcement and encouragement. 	
SPEECH ARTICULATION:	
5. Speech skills assessed both formally and informally (daily record keeping), to determine speech articulation ability and use that knowledge to guide instruction.	
6. Daily, individualized, direct instruction using a sequential curriculum	

(during tutoring) based on each student's needs and provided by a certified and trained Teacher of the Deaf.	
<p>7. Speech instruction - including modeling, repeating, and practicing - embedded into all lessons throughout the school day (not just during tutoring), so that automatic speech skills are developed</p> <ol style="list-style-type: none"> a. Use of modeling, specific reinforcement, and repetition to encourage speech production (e.g. "You said a better /k/ sound. Good job! /k/, /k/. Good."). b. Use of verbal highlighting of phonemes, bound morphemes, and syllables. c. Use of direct instruction (e.g. "You are saying a /d/ sound. Now try to say a /g/ sound. Try saying /d/ with the back of your tongue."). d. Use of physical prompt to aid production. e. Break the word up into familiar parts for speech so the child can produce each syllable (e.g. "cat er pill ar"). f. Use of the handshape at the beginning of a sign to cue the word teacher predicts the child might omit as he is speaking. g. Ask the student to say a specific phoneme, morpheme, word, or phrase (e.g. "Do you see the "s" on the end of that word...what does that letter say?" or "Ending, please.>"). h. Above techniques accompanied by the "Again" Technique (Appelman, Callahan, & Lowenbraun, 1980) to practice correct speech and have it become routinized. i. Reinforcement and encouragement. 	
ENGLISH:	
<p>8. Receptive and expressive vocabulary and grammar skills assessed both formally and informally (daily record keeping) to determine vocabulary, grammar, and bound morpheme ability. Use that knowledge to guide instruction.</p>	
<p>9. Daily, individualized, direct instruction using several sets of sentence patterns (during tutoring) based on each student's needs and provided by a certified and trained Teacher of the Deaf.</p>	
<p>10. Authentic English instruction - including modeling, repeating, and practicing - embedded into all lessons throughout the school day (not just during tutoring), so that automatic speech skills are in Standard English using simultaneous speech and S.E.E.</p>	
<p>11. English instruction (Capitalization used to indicate simultaneous speech and sign).</p> <ol style="list-style-type: none"> a. Use of modeling, specific reinforcement, and repetition to encourage grammatically-correct English (e.g. "You use 'an' in that sentence. Good job! 'A'; 'AN.' Good.>"). b. Use of slow and held signing of bound morphemes, words that are hard to hear, and syllables. c. Use of direct instruction (e.g. "Can you put the word 'an' in that sentence?") d. Highlighting phonemes, syllables, morphemes in speech and signs. 	

<ul style="list-style-type: none"> e. Use of direct instruction (e.g. “You are signing ‘BOTHER.’ CAN YOU FIX THAT HANDSHAPE TO SIGN ‘ANNOY?’”). f. Use of physical prompt to aid production of signs or parts of signs. g. Break the word into familiar signs or fingerspelling so the child can match the speech or the word to each syllable (e.g. “caterpillar’ sounds like ‘cat er pill ar’ [signed as CAT+ER+PILL+AR], but the sign is CATERPILLAR”). h. Ask the student to sign a specific phoneme, morpheme, word, or phrase (e.g. “Do you see the “s” on the end of that word...you are forgetting that affix sign” or “Ending please.”). i. Above techniques accompanied by the “Again” strategy (Appelman, Callahan, & Lowenbraun, 1980) to practice correct vocabulary and grammar and have it become routinized. j. Reinforcement and encouragement. 	
<p>12. Use of language development strategies, such as: following the child’s lead; self-talk; parallel talk; inform talk; violating routines; giving “think” time; building on simple routines; linking sentences; making/teaching requests for clarification; using repetition and recasts; paraphrasing, etc. (Luetke-Stahlman, 1998).</p>	