THINGS PARENTS MOTE READING



Talk about sounds in words. Change the first letter in a word to make another word that rhymes.

02

Play with sounds in words. Blend sounds together to make a word.

03

Help your child develop 'text awareness' by pointing to words in print when storybooks are read aloud to them.

04

List words that start with the same sound (i.e: as your child's name) for phonemic awareness.

05

Talk with your child about synonyms (words with the same/similar meaning), and antonyms (opposites).

06

Read, read aloud to your child!

- http://www.asha.org/uploadedFiles/Getting-Your-Child-Ready-Reading-and-Writing.pdf
- Anderson, Karen. "Getting Ready to Kead Success For Kids With Hearing Loss." Success For Kids With Hearing Loss. Success for Kids with Hearing Loss.
- Ebaugh, Marlys. "My Ears Help Me Read! The Important Role of AEA Audiology Staff." AEA 267 News. N.p., 15 Feb. 2012. Web. 08 Apr. 2016.
- English, Kris, Jessica Freesen, Jerrica Rieger, and Michael Squires. "Audiologists on the Literacy Team: A Natural Fit." Journal of Educational Audiology 18 (2012): 74-81. Web.



Cedar Falls Office

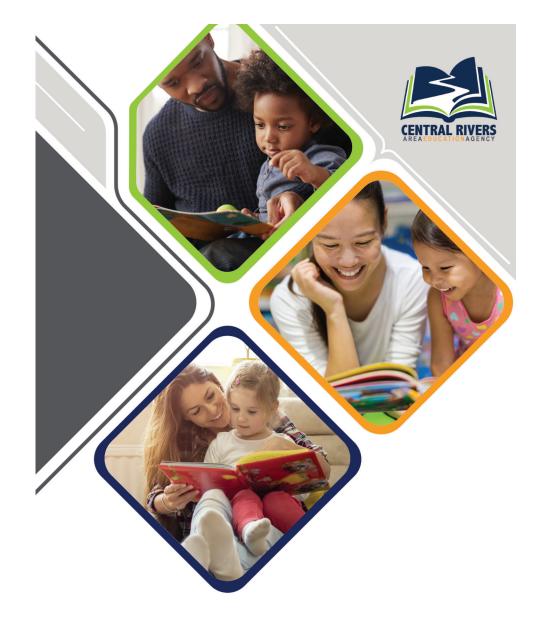
1521 Technology Parkway Cedar Falls, IA 50613 1-800-542-8375 or 319-273-8200

Clear Lake Office

9184 265th Street, Suite B Clear Lake, IA 50428 1-800-392-6640 or 641-329-4200

Marshalltown Office

909 South 12th Street Marshalltown, IA 50158 1-800-735-1539 or 641-753-3564



HEAR IT! READ IT!

Hearing is the Foundation to Reading



MY EARS HELP ME READ!

- Making the sounds of spoken language available to a child's rapidly developing brain in the first years of life has a huge impact on language development, listening skills, and early literacy skills.
- Parents have the earliest and possibly the most important role in making sure children are ready to read when they enter school.
- To learn to read in the typical way, children need to engage in 5-6 years of active listening (approximately 20,000 hours).



Yes, there is a direct connection between listening to speech and learning to read!

- Children with hearing loss, whether it be permanent (nerve loss) or fluctuating (i.e: due to wax blockage, fluid, or infection), need more auditory exposure to learn new words. Even a slight/mild hearing loss can result in missing 25-40% of the speech signal.
- Children typically need consistent auditory input of clear, complete speech for 5-6 years before the brain is ready to make the connection between the letters of the alphabet and the sounds associated with them. When children do not have consistent auditory input they are less ready to read and learn with their peers.
- Children who wear amplification (hearing aids, cochlear implants) need to wear their functioning equipment all waking hours to receive access to sound.