AG BELL ACADEMY
INTERNATIONAL CERTIFICATION PROGRAM FOR LISTENING AND SPOKEN LANGUAGE SPECIALISTS (LSLS)

Certified Auditory-Verbal Educator® - LSLS Cert. AVEd®
Certified Auditory-Verbal Therapist® - LSLS Cert. AVT®

CORE COMPETENCIES/CONTENT AREAS/TEST DOMAINS FOR THE LSLS

This publication is a guide to the Core Competencies/Content Areas/Test Domains and their Body of Knowledge that a professional must have in order to qualify for and pass a test to earn the Listening and Spoken Language Specialist (LSLS) Certification.

I. **List of the 9 Content Areas/Domains covered in the LSLS test with the specified weights of each Domain:** (e.g. 12% of the questions in the LSLS test will be concerned with Hearing and Hearing Technology, 16% of the questions will be concerned with Auditory Functioning, etc.)

Domain 1. Hearing and Hearing Technology – 12%
Domain 2. Auditory Functioning – 16%
Domain 3. Spoken Language Communication – 16%
Domain 4. Child Development – 9%
Domain 5. Parent Guidance, Education, and Support – 13%
Domain 6. Strategies for Listening and Spoken Language Development – 18%
Domain 7. History, Philosophy, and Professional Issues – 4%
Domain 8. Education (The focus of this domain is on the development and expansion of the Auditory and language skills that underlie and support the child's progress in the General education curriculum.) – 6%
Domain 9. Emergent Literacy (The focus of this domain is on the development of the auditory and language skills that underlie and support the acquisition and advancement of literacy.) – 6%

II. Following is a list of the nine content areas/test domains with the addition of their competencies to classify the LSLS body of knowledge. Questions on the LSLS test will address these competencies.

Domain 1. Hearing and Hearing Technology

A. Hearing Science/Audiology

1. Anatomy of the ear and neural pathways
2. Physiology of hearing
3. Physics of sound (e.g., decibel; frequency; sound waves)
4. Psychoacoustics (e.g., HL; SPL; SL)
5. Auditory perception (e.g., masking; localization; binaural hearing)
6. Speech acoustics
7. Environmental acoustics
   a. Signal-to-noise ratio
   b. Distance
   c. Noise
   d. Reverberation
8. Causes of hearing impairment
9. Types of hearing impairment and disorders (e.g., site of lesion; age of onset)
10. Early identification and high risk factors
11. Audiogram, audiogram interpretation and implications to speech perception
12. Audiologic assessments
   a. Behavioral
   b. Speech perception testing
   c. Electrophysiologic (e.g., OAE, ABR ASSR, acoustic immittance)
   d. Hearing aid evaluation (e.g., real ear/probe microphone; electroacoustic analysis)
   e. Cochlear implant candidacy, surgery, activation, functional application of programs

B. Hearing Technology

1. Sensory devices (e.g., hearing aids; cochlear implants; vibro-tactile aids; transposition aids)
2. Assistive listening devices (e.g., personal FM/auditory trainers; soundfield FM and infrared (IR) systems)
3. Earmold acoustics (e.g., impact of the earmold characteristics on the transmission of sound)
4. Hearing technology troubleshooting strategies

Domain 2. Auditory Functioning

1. Auditory skill development
2. Infant auditory development (e.g., neural development; plasticity)

3. Functional listening skill assessments and evaluations, both formal and informal
4. Acoustic phonetics as related to speech perception and production
5. Functional use of audition

Domain 3. Spoken Language Communication

A. Speech

1. Anatomy of speech/voice mechanism
2. Physiology of speech/voice mechanism
3. Suprasegmental, segmental, coarticulation aspects of speech production
4. Sequences of typical speech development (e.g., pre-verbal; articulation; phonology; intelligibility)
5. Sequence of speech development in clients with various sensory devices (e.g., hearing aids; cochlear implants; vibro-tactile aids; transposition aids)
6. Speech production assessment measures (both formal and informal)
7. Teaching techniques in speech production
    a. Prerequisite skills for phoneme production
    b. Developmental (habilitative) and remedial (rehabilitative) speech development
    c. Suprasegmental and segmental aspects of speech facilitation
    d. Auditory strategies for speech facilitation
    e. Visual and tactile strategies for speech facilitation
    f. Integration of speech targets into spoken language
8. Speech characteristics of children without auditory access to the full speech spectrum
9. International Phonetic Alphabet (IPA)
10. Impact of auditory access on speech production

B. Language

1. Impact of auditory access on language development
2. Aspects of language (e.g., phonology; pragmatics; morphology; syntax; semantics)
3. Sequence of typical language development (e.g., prelinguistic; communicative intent; linguistic)
4. Language assessment measures (both formal and informal)
5. Teaching techniques in receptive and expressive language
6. Impact of speech acoustics on choice of language targets (e.g., inside/beside; he/she)
7. Development of complex conversational competence
8. Development of divergent/convergent thinking
9. Figurative language and higher level semantic usage

Domain 4. Child Development

1. Sequence of typical child development
   a. Cognitive
   b. Gross and fine motor
   c. Self-help
   d. Play
2. Influence of associated factors on child development (e.g., cultural; community; family)
3. Conditions that are present in addition to hearing impairment (e.g., sensory integration deficits; visual challenges; Autism Spectrum Disorders; neurological disorders; learning disabilities)

Domain 5. Parent Guidance, Education, and Support

1. Family systems (e.g., boundaries; roles; extended family; siblings)
2. Impact of hearing impairment on family (e.g., coping mechanisms, family functioning; stages of grief)
3. Family counseling techniques (e.g., active listening; reflective listening; questioning; open ended statements)
4. Family coaching and guidance techniques (e.g., demonstration; modeling; turning over the task; providing feedback; co-teaching)
5. Impact of associated factors on parent guidance (e.g., cultural; language in the home; economic; lifestyle; community)
6. Behavior management techniques
7. Adult learning styles

Domain 6. Strategies for Listening and Spoken Language Development

1. Learning to listen strategies (e.g., creating optimal listening environment; positioning to maximize auditory input)
2. Pausing (wait time) appropriately
3. Language facilitation techniques (e.g., expansion and modeling)
4. Prompting techniques (e.g., linguistic; phonological; acoustic; physical; printed written prompts)
5. Responsive teaching (e.g., listening to the client and modifying according to the client's language and speech production)
6. Creating a need for the child to talk
7. Acoustic highlighting techniques
8. Auditory presentation prior to visual presentation (e.g., say before seeing)
9. Spoken language modeling
10. Meaningful, interactive conversation
11. Experience-based, naturalistic language activities
12. Experience and personalized books

Domain 7. History, Philosophy, and Professional Issues

A. <u>History and Philosophy</u>

1. History of education of individuals who are deaf or hard of hearing
2. Historical perspective of communication approaches
3. Current communication approaches and principles for individuals who are deaf or hard of hearing

B. <u>Professional Issues</u>

1. Ethical requirements and issues
2. Professional development requirements and opportunities
3. Evidence-based practice and research findings

Domain 8. Education (The focus of this domain is on the development and expansion of the auditory and language skills that underlie and support the child's progress in the general education curriculum.)

1. Continuum of educational and community (e.g., child care; respite care) placements
2. Curricular objectives that meet local standards in areas of instruction
3. Strategies for pre-teaching and re-teaching (post-teaching) the academic curriculum
4. Strategies for pre-teaching and re-teaching (post-teaching) language needed for academics
5. Strategies to integrate auditory speech language goals with curriculum
6. Cognitive and academic assessments
7. Process for developing individualized educational plans
8. Collaborative strategies with school professionals

Domain 9. Emergent Literacy (The focus of this domain is on the development of the auditory and language skills that underlie and support the acquisition and advancement of literacy.)

1. The learning sequence and pedagogy related to teaching the following skills in accordance with the child's level of language development:
   a. Reciting finger plays and nursery rhymes
   b. Telling and/or retelling stories
   c. Activity and story sequencing
   d. Singing songs and engaging in musical activities
   e. Creating experience stories/experience books
   f. Organization of books (e.g., cover; back; title; author page)
   g. Directionality and orientation of print
   h. Distinguishing letters, words, sentences, spaces and punctuation that

mark text
i.   Phonics(e.g., sound-symbol correspondences and letter-sound Correspondences)
j.   Phonemic awareness (e.g., sound matching; isolating; substituting; adding; blending; segmenting; deleting)
k.   Sight of word recognition
l.   Strategies for the development of listening, speaking, reading and writing vocabulary
m. Contextual clues to decode meaning
n.   Oral reading fluency development
o.   Text comprehension strategies (e.g., direct explanation; modeling; guided practice; and application)
p.   Abstract and figurative language (e.g., similes; metaphors)
q.   Divergent question comprehension (e.g., inferential questions; predictions)