

Principles of LSL Auditory-Verbal Therapy

LSLS 听觉口语法原则

1. Promote early diagnosis of hearing loss in newborns, infants, toddlers, and young children, followed by immediate audiologic management and Auditory-Verbal therapy.
促进新生儿、婴儿、学步儿及幼儿听力损失的早期诊断，随后立即进行听力学管理和听觉-口语治疗。
2. Recommend immediate assessment and use of appropriate, state-of-the-art hearing technology to obtain maximum benefits of auditory stimulation.
建议立即进行评估并使用适当、先进的听力技术，以获得听觉刺激的最大效益。
3. Guide and coach parents to help their child use hearing as the primary sensory modality in developing spoken language without the use of sign language or emphasis on lipreading.
指导和辅导家长帮助孩子将听觉作为发展口语的主要感官通道，不使用手语或强调读唇。
4. Guide and coach parents to become the primary facilitators of their child's listening and spoken language development through active consistent participation in individualized Auditory-Verbal therapy.
指导和辅导家长通过积极参与个性化的听觉-口语治疗，成为孩子听觉和口语发展的主要促进者。
5. Guide and coach parents to create environments that support listening for the acquisition of spoken language throughout the child's daily activities.
指导和辅导家长营造支持听觉的环境，以便孩子在日常活动中习得口语。
6. Guide and coach parents¹ to help their child integrate listening and spoken language into all aspects of the child's life.
指导和辅导家长帮助孩子将听觉和口语融入生活的方方面面。
7. Guide and coach parents¹ to use natural developmental patterns of audition, speech, language, cognition, and communication.
指导和辅导家长运用听觉、言语、语言、认知和沟通的自然发展模式。
8. Guide and coach parents to help their child self-monitor spoken language through listening.
指导和辅导家长帮助孩子通过听觉自我监控口语。

9. Administer ongoing formal and informal diagnostic assessments to develop individualized Auditory-Verbal treatment plans, to monitor progress and to evaluate the effectiveness of the plans for the child and family.
实施持续的正式与非正式诊断性评估，以制定个性化的听觉-口语治疗计划，并监测儿童及家庭的进展及计划的有效性。
10. Promote education in regular schools with peers who have typical hearing and with appropriate services from early childhood onwards.
促进儿童从小在普通学校与听力正常的同伴共同接受教育，并获得适当的服务支持。