



# Integrating LSL Strategies for Daily Living

By: Claire Annis, M.Ed.  
Sound Beginnings at Utah State University  
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## LSL Strategies - Summary

- All of the listening and spoken language strategies can be implemented in any setting
- It is always important to remember to make the listening environment easier for your child.
- Reduce the background noise and reduce the distance.
- Give your child recognition of success!

## LSL Strategies:

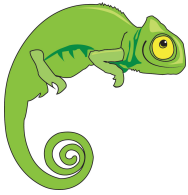
- Auditory First
- Auditory Bombardment
- Auditory Sandwich
- Sabotage
- Auditory Closure
- Parentese
- Self-Talk
- Parallel Talk
- Expansion & Extension
- Wait Time
- Acoustic Highlighting (including, Whisper)

## Learning Objectives

- Build confidence in ability to incorporate Listening and Spoken Language strategies into natural daily living situations.
- Gain strategies to help children reach their 40 million word goal.

<https://hearingfirst.org/en/blog/2018/05/22/Reach-the-40-Million-Word-Goal>

- Become aware of strategies you are using already using without noticing.



## Auditory First

**“say, then show”**

## **Why?**

- Break reliance
- Build focus
- Strengthen “muscle”

## How?

### “Younger”

- Keep it simple
- LSL sounds
- Hide n’ seek

### “Older”

- Give clues
- Books
- Playing
- Engagement



## Auditory Bombardment



“repeat”



## Why?

- New vocabulary
- Use

## How?



### “Younger”

- DIP
- LSL sounds w/i play
- New Vocabulary
- Expect attention

### “Older”

- Omitted words
- Vocabulary/Tier 2
- Expect attention

## Auditory Sandwich



“say, show, say”

## Why?



- Support
- Practice

# How?

## “Younger”

- Simple directions
- Fingerplays
  - Itsy Bitsy Spider
- Learning to Listen
  - ahh-airplane-ahh



## “Older”

- Directions (tier 2)
- Vocabulary
- Story-time



Sabotage

“be silly”

## Why?

- Independence
- Attention

## How?



**\*\*Be aware of foundational knowledge**

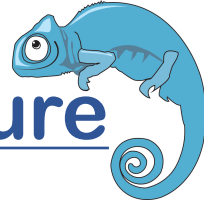
### “Younger”

- Limited access
  - Too hard
  - Too high
  - Not enough

### “Older”

- Do something wrong
  - correction
- Limited access
- Say something wrong

# Auditory Closure



**“finish the line”**

## **Why?**

- Context
- Advocacy

# How?

## “Younger”

- Nursery rhymes
- Routines (1, 2, 3 ...)

## “Older”

- Story-time
- Familiar songs
- Analogies



## Parentese

“parent talk”

## Why?

- Vocabulary
- Attention

## How?

### “Younger”

- Less is more
- Repetition
- Sing-Song

### “Older”

- Engagement



## Self Talk



“say what you see”

## Why?

- Meaningful language



# How?



## “Younger”

- Narration
- 1<sup>st</sup> person

## “Older”

- Narration
- 1<sup>st</sup> person

## Parallel Talk



“say what they see”

## Why?

- Meaningful language

## How?



### “Younger”

- Narration (child’s actions)
- 1<sup>st</sup> and 2<sup>nd</sup> person

### “Older”

- Narration
- 2<sup>nd</sup> person

## Expansion



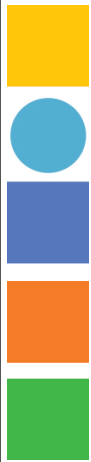
**“add more”**

## **Why?**



- Longer utterances
- Build vocabulary

## How?



### “Younger”

- Anticipate thoughts
- Lengthen

### “Older”

- Lengthen
- Link (extend)



## Wait Time

“7-10 seconds”

## Why?

- Extra processing
- Time to respond



## How?

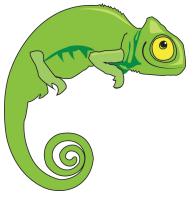
**\*\*Create a lifelong habit**

### “Younger”

- Expectant look
- Pair with sabotage
- Create opportunities for response

### “Older”

- Directions
- Questions



# Acoustic Highlighting

**“listen”**

## Why?

- Missing parts
- Listen easier

## How?



### “Younger”

- Sing-song
- FUN
- Stress
- Stretch
- Volume

### “Older”

- Stress
- Stretch
- Volume
- Whisper

## Questions/Comments?

### Resources:

- [hearingfirst.org](http://hearingfirst.org)
- [heartolearn.org](http://heartolearn.org)