



Language Strategies to Use at Home

A. Mi'kel Price, MS

- Who is in the audience?

Poll

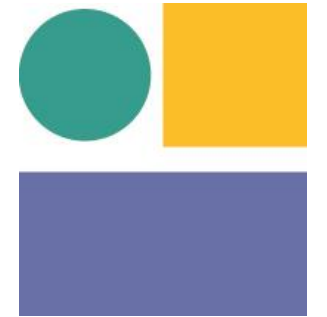
- a. Parent or family member of a child who has hearing loss
- b. Audiologist
- c. Deaf Educator
- d. Speech Language Pathologist
- e. Other

Poll

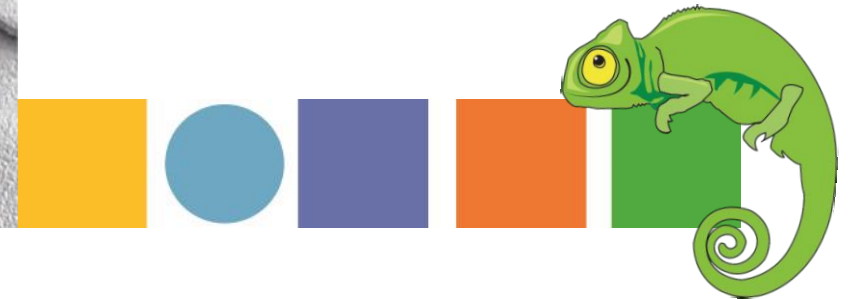
- a. 0-3 years old
- b. 4 Years Old
- c. 5 Years Old
- d. 6 Years Old
- e. Older than 6
- f. All ages

- Parents: What age is your child with hearing loss?
- Professionals: What age range of children do you work with?

Your Words, Shape Your
World



Your Words Shape Your Story



What is your Family's Story?

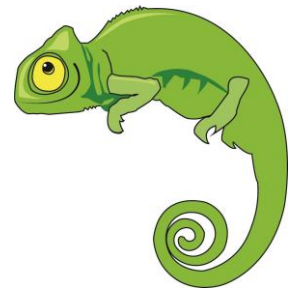
It is important your child learns how to talk to YOU!

You can help your child build their language right in your own home, by doing what you are already doing!

Identifying your family's values, and building on your family's strengths, is where we want to start.

- Think about what your family does really well together...

- Cook?
- Watch Movies?
- Family Dinners?
- Get outside?
- Family Chores?
- Game Nights?
- Read Stories?
- The sky is the limit!
- **What does YOUR FAMILY do?**



What is YOUR strength?

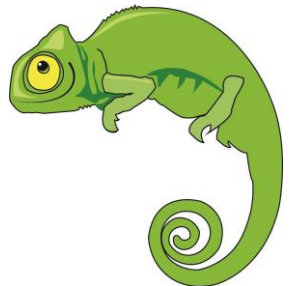
Yes, YOU!

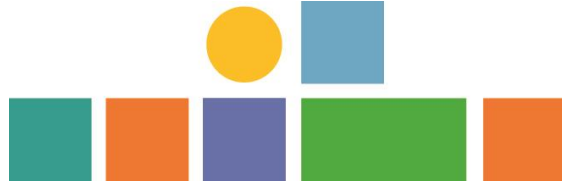
What do you add to your family dynamic?

Everyone starts somewhere, this is your somewhere.

- Think about what YOU do really well...

- Peacemaker?
- Adventure seeker?
- Safety Manager?
- Wisdom giver?
- Humor finder?
- Photo Taker?
- Party planner?
- The world is your oyster!
- What do YOU bring?





- Today, we'll be discussing a few examples of how you can embed language into what you are already doing well. This is by no means a comprehensive list.
- Not all our strengths look alike, and that's okay!
- Consider your child's language level and adapt these scenarios to fit their needs.
- Share your ideas with the group!

Poll

- a. I have heard that term before
- b. I know some strategies
- c. I know some strategies but I have no idea how to use them
- d. I'm very comfortable with using these strategies during different parts of my day
- e. I don't think I've ever heard about these, what are they?

- How many out there are familiar with Listening and Spoken Language Strategies?

Listening & Spoken Language Strategies

1. Auditory First
2. Asking “what did you hear?”
3. Providing Alternatives
4. Wait Time
5. Expectant Look
6. Self Talk
7. Parallel Talk
8. Auditory Sandwich
9. Singing
10. Acoustic Highlighting

1. Auditory First:

Say before you show: when talking about a new item you can say the word or a description of the item and then show your child the item to ensure they hear the auditory information before seeing the visual information

Listening & Spoken Language Strategies

1. Auditory First
2. Asking “what did you hear?”
3. Providing Alternatives
4. Wait Time
5. Expectant Look
6. Self Talk
7. Parallel Talk
8. Auditory Sandwich
9. Singing
10. Acoustic Highlighting

2. Asking “What did you hear?”

After saying something and the child says “What?” instead of giving them the information again, give them time to process what they did hear and have them repeat that back to you.

Listening & Spoken Language Strategies

1. Auditory First
2. Asking “what did you hear?”
3. Providing Alternatives
4. Wait Time
5. Expectant Look
6. Self Talk
7. Parallel Talk
8. Auditory Sandwich
9. Singing
10. Acoustic Highlighting

3. Providing Alternatives

When the child doesn't know the answer or can't decide give them options to choose from. “Do you want the cracker or the pretzel?” This way they hear the words and can be successful with choosing. “Did the cat wear green or red shoes?”

Listening & Spoken Language Strategies

1. Auditory First
2. Asking “what did you hear?”
3. Providing Alternatives
4. Wait Time
5. Expectant Look
6. Self Talk
7. Parallel Talk
8. Auditory Sandwich
9. Singing
10. Acoustic Highlighting

4. Wait Time

After giving information make sure the child has enough time to process the information, and formulate a response. Before you repeat the question or direction it is always a good idea to give 10-15 seconds of wait time. When in doubt, count to 10 in your mind!

Listening & Spoken Language Strategies

1. Auditory First
2. Asking “what did you hear?”
3. Providing Alternatives
4. Wait Time
5. Expectant Look
6. Self Talk
7. Parallel Talk
8. Auditory Sandwich
9. Singing
10. Acoustic Highlighting

5. Expectant Look

After giving your child a direction or asking them a question, look at them with anticipation. Let them know you expect a response and you'll wait for it.

Listening & Spoken Language Strategies

1. Auditory First
2. Asking “what did you hear?”
3. Providing Alternatives
4. Wait Time
5. Expectant Look
6. Self Talk
7. Parallel Talk
8. Auditory Sandwich
9. Singing
10. Acoustic Highlighting

6. Self Talk

Narrate the world around you. This will give your child lots of exposure to new words, full sentences, and the language that surrounds them. Your child loves watching what you are doing, talk out loud so they can hear you describing what you are doing as well. With Self Talk, you narrate in the first person, “I am looking for a spatula so I can flip the pancakes. I’m going to open the drawer and look inside. Oh! Here’s a spatula, I found one!”

Listening & Spoken Language Strategies

1. Auditory First
2. Asking “what did you hear?”
3. Providing Alternatives
4. Wait Time
5. Expectant Look
6. Self Talk
7. Parallel Talk
8. Auditory Sandwich
9. Singing
10. Acoustic Highlighting

7. Parallel Talk

Similar to a sports caster, narrate your child’s world around them. This will give your child lots of exposure to new words, full sentences, and the language that surrounds them. Different from Self Talk, Parallel Talk is when you describe what your CHILD is doing. “You are hungry. You want something to eat. It looks like you chose some gold fish. Yummy, goldfish, you are going to eat them all gone!”

Listening & Spoken Language Strategies

1. Auditory First
2. Asking “what did you hear?”
3. Providing Alternatives
4. Wait Time
5. Expectant Look
6. Self Talk
7. Parallel Talk
8. Auditory Sandwich
9. Singing
10. Acoustic Highlighting

8. Auditory Sandwich

Give directions with auditory information alone (get your shoes). Wait and if your child doesn't respond, give them a visual clue (point to their shoes) and then present the auditory again (get your shoes).

Listening & Spoken Language Strategies

1. Auditory First
2. Asking “what did you hear?”
3. Providing Alternatives
4. Wait Time
5. Expectant Look
6. Self Talk
7. Parallel Talk
8. Auditory Sandwich
9. Singing
10. Acoustic Highlighting

9. Singing

Get silly and sing! Singing exaggerates the suprasegmentals of speech (duration, intensity, pitch). It makes your message more inviting for your child to hear, and draws them in. You can make up your own songs during the day, or sing familiar songs over and over.

Listening & Spoken Language Strategies

1. Auditory First
2. Asking “what did you hear?”
3. Providing Alternatives
4. Wait Time
5. Expectant Look
6. Self Talk
7. Parallel Talk
8. Auditory Sandwich
9. Singing
10. Acoustic Highlighting

10. Acoustic Highlighting

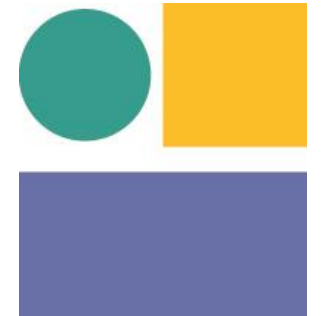
“Highlight” the sound or word that you are focusing on by making it louder, longer, and more interesting than the rest of the word or sentence. For example: Highlight the phoneme “s” in cats: catssss. Or highlight the word “the” in a sentence: open **THE** box

Poll

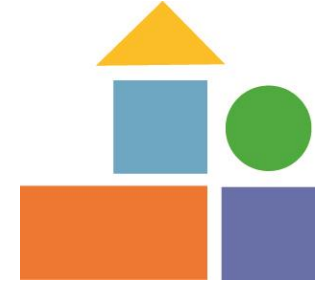
- a. From a professional in my child's life (e.g., SLP, Educator, AuD, etc).
- b. I have checklists or milestones that I check off as I see my child progressing
- c. I create the targets on my own
- d. I honestly have no idea where to start!

- How do you know your child's language needs, and what to target?

Resources



Developmental Milestones



- Cochlear's Integrated Scales of Development:

http://www.cochlear.com/wps/wcm/connect/7378f430-5397-4133-ba9f-c27364e6e7d6/en_rehab_ei_soundfoundationforbabies_integrate_dscalesofdevelopment_1.47mb.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-7378f430-5397-4133-ba9f-c27364e6e7d6-krGXBOQ



Developmental Milestones, contd.

- First Years

<http://firstyears.org/miles/chart.htm>

- Social Communication Skills- The Pragmatics Checklist

<http://successforkidswithhearingloss.com/wp-content/uploads/2013/08/PRAGMATICS-CHECKLIST.pdf>

- Auditory Learning Guide

<http://www.firstyears.org/c4/alg/alg.pdf>

Speech Targets



- For dozens of ideas on targeting specific phonemes, refer to the free online resources below, distributed by Cochlear Americas

- Speech Sounds

http://hope.cochlearamericas.com/sites/default/files/Speech_Sounds_Intro.pdf.pdf

- Vowels

<http://hope.cochlearamericas.com/sites/default/files/resources/Speech-Sounds-Vowels.pdf>



Learning to Listen Sounds

- English (Hearing First)

- <https://hearingfirst.org/-/media/Files/Downloadables/learning-to-listen-sounds-phrases.pdf>

- Spanish (Auditory-Verbal Center)

In the downloads section of the presentation

Language Sample at Home



Child Home Language Log

Name: _____ **Date:** _____

Place of Activity: _____ **Reporter:** _____

Activity: _____

Examples of your child's language during a home activity (please record the child's language exactly as he/she said it, including any errors):

What do you feel your child did well? Did your child use any new language?

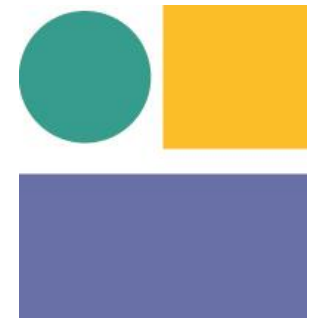
What supports did your child need to be successful with the target? (*e.g., a direct model for the child to repeat; a similar but not exact model for the child to follow; the first words of a phrase for the child to finish the rest; no supports needed*)

What errors did your child make?

What questions do you have for your child's teacher/therapist?

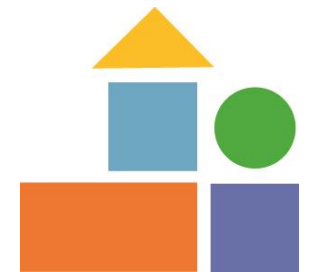
A Resource created by Nicole Martin, the director of Sound Beginnings, and is available in the downloads section of this webinar.

Putting It All Together



SETTING THE TABLE

- **Labeling related vocabulary**
- **Teaching object function** (cups are for drinking, forks are for eating, knives are for cutting)
- **Spatial concepts**
 - “The cup goes **next to** the plate. The water goes **in** the cup.”
- **Multiple critical elements (build up)**
 - “Dad needs a plate” (person + object)
 - “I need, a cup, a knife and a fork” (list of 2-3 objects)
 - “He wants a blue plate and a small spoon. I want the bowl with Spiderman bowl and the green cup.” (object +



EATING MEALS/SNACKS

- **Requesting**

- “Can I have more _____?”
- “I need/want _____.”

- **Question formation**

- Asking family members “Do you want some _____?”
- Even, “Why do I have to eat that?” 😊

- **Phrases with non-count nouns**

- A slice vs loaf of bread, bowl vs pot of soup, glass vs gallon of milk

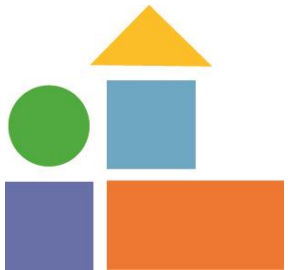
- **Quantity**

- “You want MORE _____?”
- “We all get _____ pieces of _____”
- “You ate MOST of your _____, can you eat ALL of it?”
- “Just eat a FEW more and leave the REST.”



CHANGING CLOTHES

- **Proper location of clothing on body**
- Use sabotage and see if they correct you. Elicit negation+noun (e.g. “No! Not on your feet!)
- **On/off +clothing article**
- **Practice auditory first and wait time strategies when describing preferred clothing**
 - Let’s find a blue shirt. Hmm...where could that be?
 - Where are you shorts with ___on them?



LAUNDRY

- **Descriptors**

- Colors, patterns, with/without _____, clean, dirty, smelly, messy, soft, fluffy, warm, itchy, etc.

- **Sequencing and spatial terms**

- “Take it OUT of the washer, then put it IN the dryer”

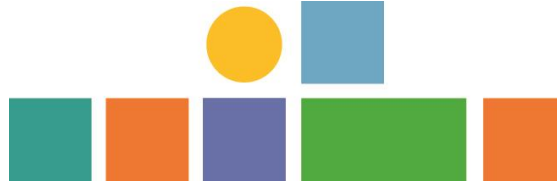
- **Possessive**

- Mommy’s sweater, Daddy’s shirt, Tommy’s pants

- **Size comparisons and superlatives**

- These socks are little, these socks are bigger, these are the biggest socks





DISCUSSING FAMILY PHOTOS

- **Copula and Auxiliary Copula**

- “He **is** smiling! I **am** dancing. You **are** so big. They **are** sleepy.”

- **Past tense (regular and irregular)**

- “You **loved** that bear. You **carried** it around everywhere. You **hugged** and **squeezed** it all the time.
- “I remember when we **went** to grandma's house. We **made** cookies. You **ate** all of them.”

- **Inclusion/Exclusion**

- “**All** of us have brown hair. Only **some** have freckles. He's the **only** boy. Everyone **except** _____ is happy in that picture.”



IN THE CAR



- What could you talk about with your captive audience?



- What LSL Strategies could you use during this time?



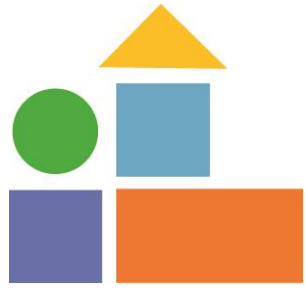
AT THE STORE

- If you're brave enough to take kids with you, what can you target while you're at Target?
- What LSL Strategy could you target here?



Bottom Lines

- Just take the time
- Talk about everything
- Make it fun
- Your starting point is here, don't feel like you have to do everything right now or all at once. You are already on the road to embedding more language at home by simply listening to this webinar!
- Remember to build off of your strengths, because you are **STRONG** and your family has a **STORY** to share together



Moving Forward

“What do I do with all of this?”

- Clarify & Notice
 - Difference between valuing and acting (action can feel overwhelming)
- Watch out for turning this into a “have to”
 - For now, simply let yourself notice the feeling