Listening & Spoken Language Strategies

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LSL Strategies - Summary

• There are many listening and spoken language strategies for you to use with your children.

• It is always helpful to remember to decrease your distance when communicating with your child to give them the best opportunity to hear what is being said.

• Give your child recognition of successes!

Learning Objectives

• Provide you with explanations and examples of multiple LSL strategies for you to implement in natural settings around you and your child.

• Gain confidence in using LSL strategies around you.

• Become aware of strategies you are already using without knowing.
Auditory First

WHAT
• The practice of providing auditory information before any visual information or cues.

WHY
• Children with hearing loss need "to learn to understand sounds by learning to listen" (Felzien & Harrison, 2009).

GOAL
• Help the child focus on the message and build listening comprehension skills.
Auditory First Example

• Talk about an object **before** you introduce it to the child

**SAY**

“**I have something that is a fruit, its red, and juicy.**"

**PAUSE**

**SHOW**

Place the apple in front of the child.

“**Its an apple**”
Let’s try it!

Who has an example?

Practice:
Your child is ready for bed. Pajamas are on, teeth are brushed, time for a story. Your child is in bed and you are sitting against the dresser. How would you use Auditory First?
Auditory Bombardment Example

- Within a short lesson, you might repeat a new word several times.

<table>
<thead>
<tr>
<th>Is your jack o’ lantern scary?</th>
<th>Have you carved a jack o’ lantern?</th>
<th>Where do you put a jack o’ lantern?</th>
</tr>
</thead>
</table>

“At Halloween we decorate pumpkins to make Jack o’ Lanterns.”
Let’s try it!

Who has an example?

Practice:

“Duck”
“Caribou”
“Tornado”
“And”
“Her”
“First”
“Pattern”
Auditory Sandwich

**WHAT**
- Use auditory information before and after introducing a visual aid/gesture

**WHY**
- Child is learning to rely on listening to gain information and the use of visual cues can help fill in their gaps of understanding

**GOAL**
- Child will rely on the visual cue less as their understanding of the auditory information grows
Auditory Sandwich Example

Auditory Information

- **Say, “I want you to dispose of that.”**
- **Wait** for at least 5 seconds.

Visual Aid/Gesture

- **Point to the trash.**

Auditory Information

- **Say, “Please dispose of that... Yes, throw it away.”**

[Image of a chameleon]
Let’s try it!

Who has an example?

Situation:
Pick a book. Find a word in the book that is a higher-level word. How can we use this word with *Auditory Sandwich* to help your child understand the meaning and build context?
Sabotage

WHAT
• Deliberately set up unexpected situations for the child

WHY
• Encourages your child to let you know that something is wrong or ask for something that is missing

GOAL
• Unexpected situations can support learning and help children increase the number of words that they understand
Sabotage Example

Create a wrong statement on purpose
“"I think a plane travels on railroad tracks.""

Child’s answer
“"No! An airplane flies in the sky! Trains go on tracks.""
No response, or agrees with your statement

Your response
“"You’re right. Trains travel on tracks. Planes fly in the sky.""
“"Hmm. Trains travel on railroad tracks. Can you tell me where a plane travels?""
Let’s try it!

Who has an example?

http://www.heartolearn.org/interactive-tutorials/sabotage_ENGLISH/index.html
Auditory Closure

**WHAT**
- A strategy used to encourage a child to fill in the missing words in a familiar phrase.

**WHY**
- Situations where a child is expected to “fill in the blanks” can help them learn how to use context clues to figure out a message that they didn’t completely understand (Shafiro et al., 2012).

**GOAL**
- This teaches an important listening skill in all environments, but particularly noisy environments or when speaking with people who speak quietly or less clearly.
Auditory Closure Example

“A, b, c….z. Now I know my ABC’s, next time won’t you _______”

Pause and use expectant look towards your child

This strategy helps encourage your child to finish with: “sing with me”
Let’s try it!

Who has an example?

- Songs
  Twinkle, twinkle, little ____
- Books
  “I’m a pout pout fish with a....”
- Analogies
  - Wash your hands and brush your _____
Parentese

**WHAT**
- Singsong voice that parents naturally use when speaking to very young babies (Fickenscher, S. & Gaffney, E, 2016).

**WHY**
- Infants show preference toward listening to parentese and tend to remember and focus their attention on the speaker for longer periods of time (Saint-Georges C, Chetouani M, Cassel R, Apicella F, Mahdhaoui A, et al., 2013).

**GOAL**
- Provides more models for learning words while also sharpening infants’ emerging lexical processing skills and vocabulary learning. (Weisleder & Fernald, 2013).
**Parentese Example**

**Eating**
- “Is baby **huuungry**? I think baby is **veery** hungry! Have some **yuuummy** food!

**Bathing**
- Time for a **waaarm** bath! Time to get **aaall** clean! Baby is nice and **cleeeean**!

**Bedtime**
- It’s **tiiime** for bed! Time for **pajaaamas** and brushing our **teeeeth**! Then it will be night-night!
Let’s try it!

Who has an example?

https://www.youtube.com/watch?v=Vx3WxwNPibA
**Whisper**

**WHAT**
- A form of acoustic highlighting where the speaker uses soft, breathy, voiceless tones to highlight a particular word or sound.

**WHY**
- Helps your child to hear high frequency consonants and sounds more easily.

**GOAL**
- Help to emphasize words and sounds that are easier for the child to hear.
Whisper Example

Child says: “I like my pet pish.”

You say: “Oh, you like your pet fish?” (whisper /fish/)

Child may correct phoneme if developmentally appropriate.
Let’s try it!

Who has an example?
Expansion

**WHAT**
• Rephrase what a child says in a more complex way without expecting them to repeat or correct their utterance.

**WHY**
• Modeling longer and more correct sentences can contribute to increasing a child’s vocabulary and typical utterance length (Loeb & Armstrong, 2001; McDuffie & Yoder, 2010).

**GOAL**
• There can be an increase in complexity as your child begins to expand their own vocabulary.
Expansion Example

Child: "My train blue"

Parent: "Your train is blue! It has black wheels and square windows too."

Child: "Cookie yummy"

Parent: "Your cookie is yummy! I bet it would taste really good with some milk."
Wait Time

**WHAT**
- Intentional pause used to give the child some time to process the verbal information they received, letting them appropriately respond.

**WHY**
- Wait time gives the child the opportunity to process the meaning of the question or statement and formulate a response.

**GOAL**
- Give your child 7-10 seconds of wait time before re-prompting or assisting them.
Wait Time Example

**Give a direction/ask question**

“Will you please give me the blue car”

**Child’s answer**

(Child gives you the blue car)

(No response/action)

**Your response**

“Very good listening, you heard me say, the blue car.

“Please give me the blue car.”
Let’s try it!

Who has an example?

Practice:
Turn to your right.
Self Talk

WHAT
• The act of talking out loud to yourself about what you are doing, seeing, hearing, or feeling (Luetke-Stahlman, 1993).

WHY
• Does not require a response from the child, but allows the child to observe how you use language and narration of daily events.

GOAL
• Help show the child correct formation of language and narration.
Self Talk Example

You are playing dress up with your child. **YOU** say:

“I want to be a policeman. I am putting on my hat and my glasses.”

“Now I am putting on my police badge. I am chasing the bad guy in my police car. Weeeeee woooo wooo wooo”
Let’s try it!

Who has an example?

Each person pick an object from the bucket of toys on the table. Come up with 3 sentences about what you are doing as you play with this object.
Parallel Talk

WHAT
• Parallel talk is talking out loud about what the child may be doing, seeing, hearing, or feeling.

WHY
• Does not require a response from the child, but allows the child to observe how you use language and narration of daily events

GOAL
• Help show the child correct formation of language and narration
You are playing cars with your child. YOU say:

“Beep beep! Here comes the car going to school."

“Here’s the bus to pick up the kids. Honk honk! I’m here!”
Let’s try it!

Who has an example?

QUESTIONS?
For questions or to request materials, please visit our website
LSL Strategy: Sabotage

• http://www.heartolearn.org/interactive-tutorials/sabotage_ENGLISH/index.html
• http://www.heartolearn.org/tutorials/listening-language/sabotage.html

LSL Strategy: Parentese

• https://www.youtube.com/watch?v=Vx3WxwNPbA
• http://www.heartolearn.org/tutorials/listening-language/parentese.html

LSL Strategy: Self-Talk and Parallel Talk

• http://www.heartolearn.org/tutorials/listening-language/self-parallel-talk.html

LSL Strategy: Wait Time

• http://www.heartolearn.org/tutorials/listening-language/wait-time.html

LSL Strategy: Auditory Sandwich

• http://www.heartolearn.org/tutorials/listening-language/auditory-sandwich.html