Integrating LSL Strategies for Daily Living

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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.
- 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
  o Too hard
  o Too high
  o Not enough

“Older”

• Do something wrong
  o 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
• 1st person

“Older”
• Narration
• 1st person

Parallel Talk
“say what they see”
Why?

• Meaningful language

How?

“Younger”
• Narration (child’s actions)
• 1\textsuperscript{st} and 2\textsuperscript{nd} person

“Older”
• Narration
• 2\textsuperscript{nd} 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?**

**“Younger”**
- Expectant look
- Pair with sabotage
- Create opportunities for response

**“Older”**
- Directions
- Questions

*Create a lifelong habit*
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
- heartolearn.org