

Listening & Spoken Language Strategies

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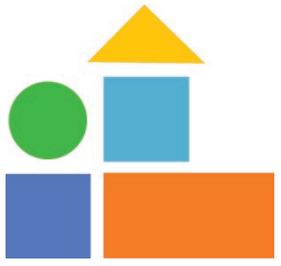
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LSL Strategies - Summary

- 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!
- LSL Strategies: Auditory First, Auditory Bombardment, Auditory Sandwich, Sabotage, Auditory Closure, Parentese, Whisper, Expansion, Wait Time, Self Talk, Parallel Talk.



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

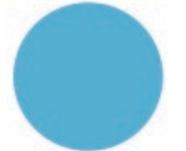
- The practice of providing auditory information before any visual information or cues.

WHY

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

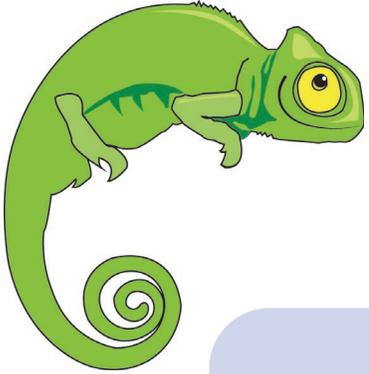
GOAL

- 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!

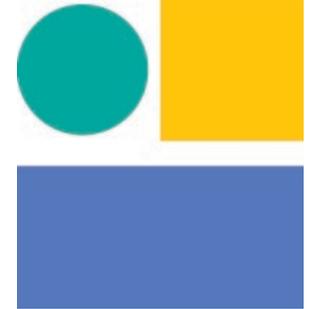
Who has an
example?



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.

“At Halloween we decorate pumpkins to make Jack o’
Lanterns.”

Is your jack o’
lantern scary?

Have you
carved a jack
o’ lantern?

Where do you
put a jack o’
lantern?

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



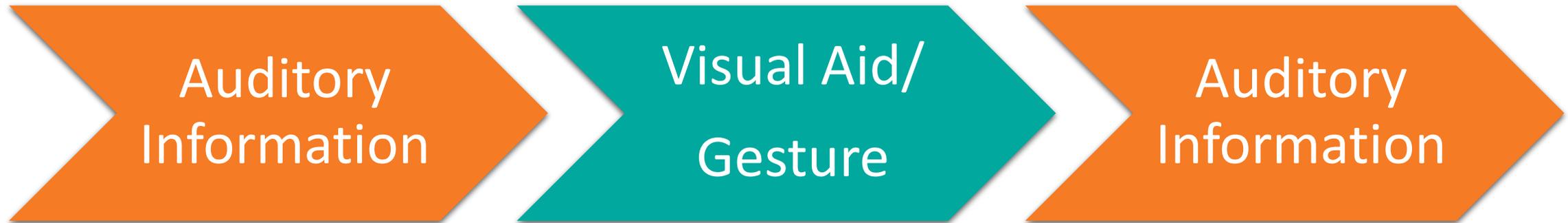
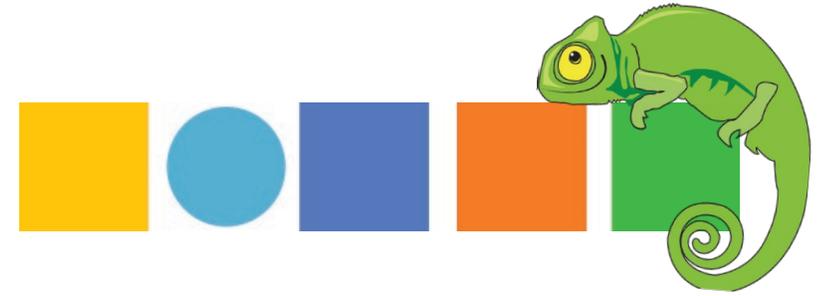
Auditory
Information

Visual Aid/
Gesture

Auditory
Information



Auditory Sandwich Example



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

- Point to the trash.

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

Let's try it!

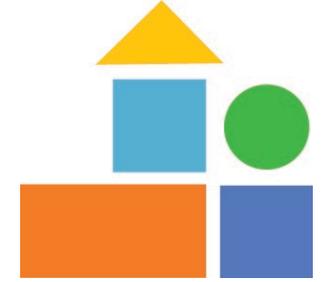
Who has an
example?



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

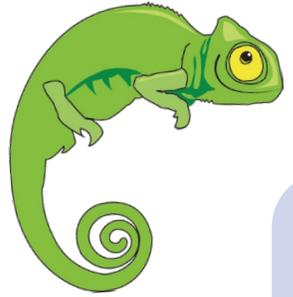
- Deliberately set up unexpected situations for the child

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.”

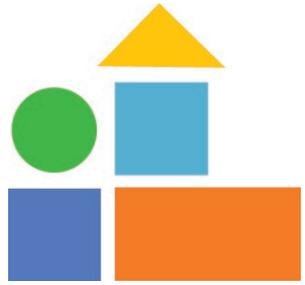
“Hmm. Trains travel on railroad tracks. Can you tell me where a plane travels?”

Let's try it!

Who has an
example?



[http://www.hearlearn.org/inter
active-
tutorials/sabotage ENGLISH/index
.html](http://www.hearlearn.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

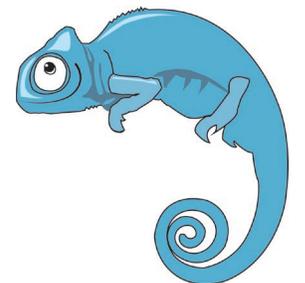
“A, b, c....z. Now I know my ABC’s, next time won’t you _____”



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).

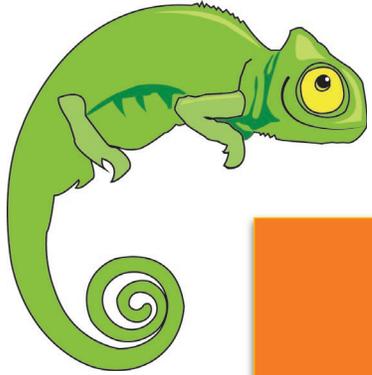
WHY

- 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 ***yuummy*** food!

Bathing

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

Bedtime

- It’s ***tiime*** for bed! Time for ***pajaaamas*** and brushing our ***teeeth***! 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

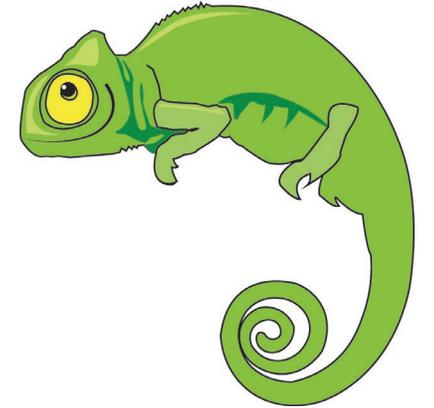
- Helps your child to hear high frequency consonants and sounds more easily.

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

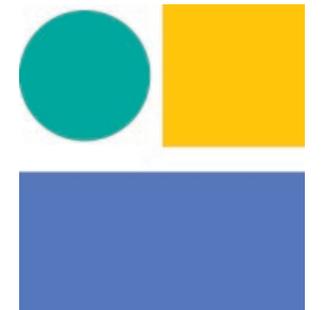
- Rephrase what a child says in a more complex way without expecting them to repeat or correct their utterance.

WHY

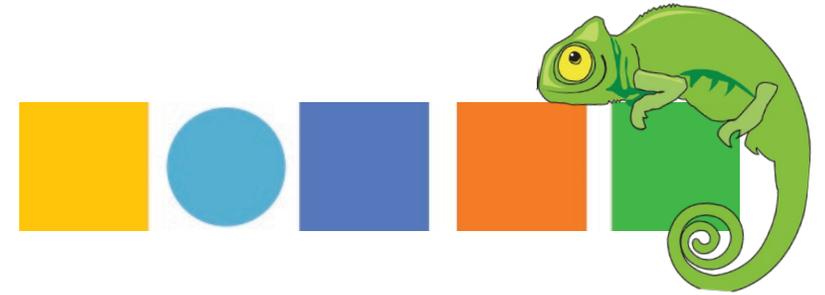
- Modeling longer and more correct sentences can contribute to increasing a child's vocabulary and typical utterance length (Loeb & Armstrong, 2001; McDuffie & Yoder, 2010).

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.

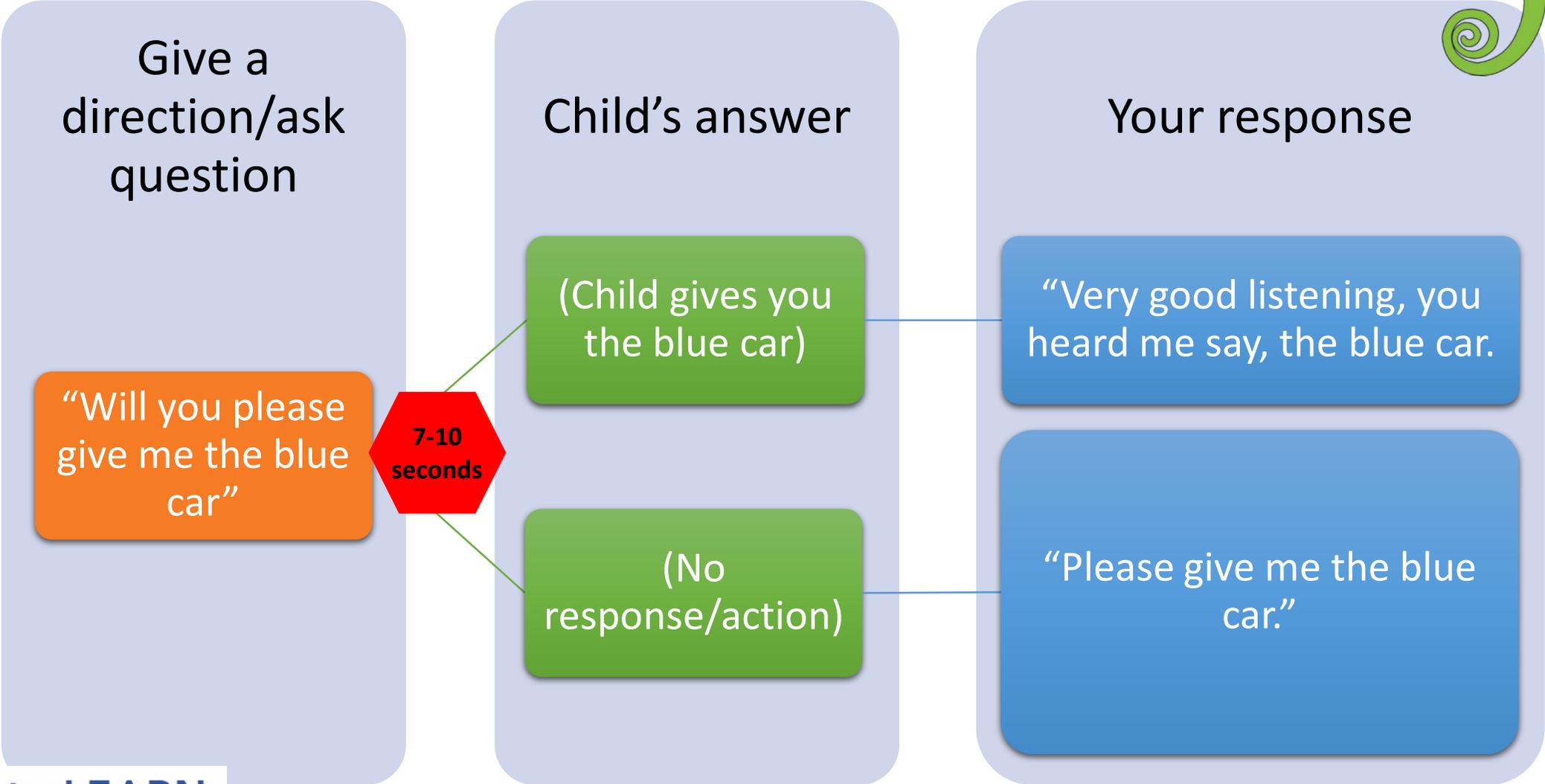
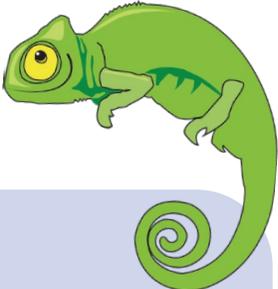
WHY

- 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



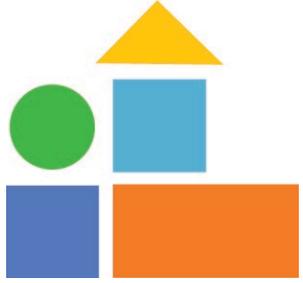
Let's try it!

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.

Weeeee 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

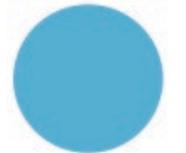
- Parallel talk is talking out loud about what the **child** may be doing, seeing, hearing, or feeling.

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





Parallel Talk Example

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!”

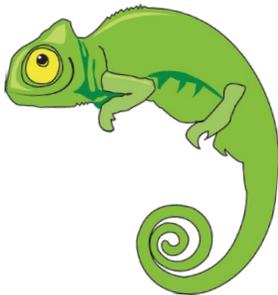
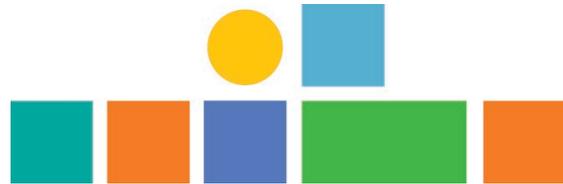
Let's try it!

Who has an
example?



<http://www.heartolearn.org/interactive-tutorials/Self%20and%20Parallel%20Talk%20ENGLISH/index.html>

QUESTIONS?



For questions or to request materials, please visit our website



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En Español



Communities

Tutorials

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Research



Department of Communicative Disorders and Deaf Education
National Center for Hearing Assessment and Management
2620 Old Main Hill, Logan, Utah 84322
Tel: 435.797.9234
[Questions and Comments](#)



Resources

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=Vx3WxwNPIbA>
- <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>

