

Listen while you **WORK,**  
**PLAY,** and throughout your  
**DAY!**



*Fun Activities that incorporate Listening and Spoken Language  
Strategies throughout your daily routines!*

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in Communicative Disorders and Deaf Education  
at Utah State University. ©2019 Utah State University.*

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*These materials were developed for children who are deaf or hard of hearing, their families, and for professionals who serve them. It can be reproduced for individual use, but content or design may not be altered without the expressed written consent of the author and Utah State University.*

## Our Story

My daughter was diagnosed at 11 months old with a severe-profound hearing loss. I will never forget that day. I felt lost, my expectations of our family changed, and I didn't know I could take care of this little girl who could not hear. I didn't know what to do. What was her life going to be like? Would she be able to go to regular school? Would she have friends? Would we be able to communicate with her? That was 1996. I still have those moments when I wonder if I did enough, but I DO know that I did what I COULD. My hopes are that you can look at these activities and realize you can easily take the things you do EVERY DAY and make them into good listening and language moments, giving your child opportunities to exercise their brain and improve their listening and language skills. As your child's listening, language and cognitive skills improve, you can feel empowered to be your child's best teacher. The schools cannot do it alone. My daughter was a cheerleader, waitress during school, and now a college graduate. She even loves public speaking! I had put limitations on my daughter that she never put on herself. It has been a long road, lots of tears of joy and of sorrow, but one that I can look back upon and I know that doing what I COULD was all I needed to do.

—Jen Ramos

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## LSL Strategy

### Parent Goal

When the child is not sure what you asked, instead of repeating the question, ask them "what did you hear?"

# What Did You Hear?



When a child gives an incorrect or inappropriate response, or experiences a communication breakdown, the adult can ask, "What did you hear?" to prompt the child to give back the part of the message that was heard and attempt to repair the breakdown.

### Description:

Hide one of matching pairs of socks. Show the other sock to your child and tell them they have to find the one like it. As they are looking, tell them where the sock is located using prepositions like *under*, *on*, *behind*, *next to*, *between*, *in front*, etc. If they turn and look confused or say "what?" or "huh?" about the clue you gave-just say, "What did you hear?" and have your child repeat what they think they heard. After your child repeats what they heard, you can validate it or repair the breakdown. Once they find the sock, repeat the clue as you acoustically highlight the preposition that was used. You found the sock **UNDER** the cushion! Roll the socks together and have your child shoot it into the laundry basket. Score!! Point out the patterns in the socks-striped, polka dots, solid, plaid, etc. How do the different pieces of clothing feel? Let your child have an opportunity of hiding a sock and giving you a clue as to where to find the matching one.

Why is this important?

By doing the strategy of asking "What did you hear?" your child learns that they are responsible for listening and responding and depending on how your child responds it can give you information on what your child is hearing.

# Laundry & Other Activities

- Sort clothes by color
- Sort clothes by body part they cover
- Sort like clothes together (pants together, socks together, etc.)
- Sort clothes by owner. (Mom, Dad, Sister, brother, etc.)
- Sort clothes by texture. (Soft, silky, rough, etc.)
- Sort clothes by design/pattern. (Stripes, checks, prints, etc.)
- Sort clothes by function. (School clothes, play clothes, church clothes, etc.)
- Compare lengths (Mom's pants, Dad's pants, and child's pants)
- Compare sizes
- Sort clean and dirty clothes



## Vocabulary to Target:

### Verbs

sort	separate	find	spray (prewash)
pour	take out	gather	pick up
load	listen	open/close lid	Collect
push	turn	fill (washer)	match (socks)
fold	hang	watch (water line and agitation)	

### Types of Clothes

pants	shirts	dresses	shorts
socks	skirts	tops	blouses
nightgown	jeans	capris	jacket
coat	underwear	pajamas	diaper

## LSL Strategy

### Parent Goal

Pick 3 things and give your child clues to see if they can guess what you picked.

# Giving Clues or Riddles



## Cleaning

Giving a clue or a riddle is a great strategy to help your child pay attention to what you are going to say next.

### Description:

Kids don't mind cleaning up when it is a game! Try this activity, work on some great listening and language skills, AND end up with a nice clean room! Tell your child you are going to describe something that's in their room and they have to guess what it is. Depending on the abilities of your child you can vary the complexity of the clue. "This is something that you wear on your feet". Pause and see if your child can identify what it is. If they know the answer, have them go clean them up. Then give your child a turn. Have them describe something for you and you see if you get it right, then you put it away. You could make the clue harder by adding what color it is, how it is used, the shape, where it is located, etc. "I see a toy that is red". If child does not understand you could use the What Did You Hear strategy and get an idea of what they heard and fix the communication breakdown. If they still don't know what you are talking about, maybe because they don't know what color red is, you could point to something that is red. "I see a toy that is this color". You could keep giving clues-"The toy is ON the bed". (acoustically highlighting the word ON so they pay attention to it). When your child finds the toy show a lot of excitement-give a high five!

Why is this important?

*Giving Clues and Riddles provide your child with opportunities to listen and think about what you are saying and use their language skills as they are try to solve your clue(s).*

# Cleaning & Other Activities



## Cognitive Activities:

- Describe the shape of the toy/item you want them to find.
- Give the clue of what the toy/item made of: paper, plastic, cloth, metal, etc.
- Give your child two different things to find and then do with the item they are picking up, i.e. "throw the socks in the hamper" "Or roll the blanket up and put it on the bed" OR "jump over TO the chair and pick up the candy wrapper"
- Give the clue of how you use the object.
- Describe the desired item by using what it feels like-soft, hard, crinkly, bumpy etc.
- Use some good motor planning by having the child help hang the clothes up on a hanger
- Identify letters on the toys and the sounds they make.
- Compare lengths of different items
- Compare sizes
- Count the items as you put them away

## Vocabulary to Target:

### Verbs

pick up to me)	throw	jump	wear	slide	open/close	hand (hand it
hang up	take out	gather	cover	wipe		

### Prepositions

in	on	under	above	next to	beside
behind	between	over			

### Adjectives/Adverbs

shape words    number words    color words    textures (hard, soft, bumpy, etc.)

For a fun riddle/clue activity look at this from Hearing First. It is a scavenger hunt!

[https://hearingfirst.org/-/media/Files/Downloadables/hf\\_scavenger\\_hunt\\_handout.pdf](https://hearingfirst.org/-/media/Files/Downloadables/hf_scavenger_hunt_handout.pdf)

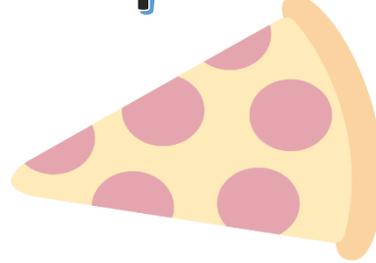
## LSL Strategy

### Parent Goal

Take what your child says, add a word to their sentence as you say the back to

### Description:

# Expansion



## Cooking

To EXPAND, you repeat back what the child has said and either add something new, or correct their word order or syntax if needed to model a good sentence.

\*This could be done with ANYTHING that you want to make, but I will use the example of personal pizzas! Get out the ingredients. Pizza sauce, mozzarella cheese, pepperoni, rolling pin, Rhodes rolls dough (or make your own), pizza pan, vegetable spray, grater, bowl, spoon. Ask questions about what they think you will be making for dinner looking at these items. When your child answers, repeat what they said and add a little more to it. For example, your child says "make pizza". You could say. Yes, make pizza for dinner! Ask the child what they think you need to do first. If they give the wrong answer, you could say "No, we are NOT going to get the sauce first, we are going to ROLL out the dough. What are we going to do?" (See if the child can repeat what you said). As you go about making the pizza, take pictures with your phone indicating what you did in sequence. Use self-talk/parallel talk as you talk about what you are doing and what your child is doing. "Oh, you are rolling out the dough" What do we do next?" Child may respond "put on sauce". "Put the sauce **on the dough!**" We are going to SPREAD the sauce *all over* the dough". Model this language with all the ingredients and items you are using. While the pizza is cooking, take your phone back out and look at the pictures. Ask, "What did we do first". Take their response and add to it!

Why is this important?

*By doing the strategy of Expansion, it can help increase a child's sentence length, help the child hear how their sentence SHOULD be put together, and how it COULD be put together using more descriptive language.*

### Cognitive Activities:

- Shapes of the containers-circles/cylinder, rectangle grater, etc.
- What it is made of: pan/metal, rolling pin-metal or wood
- Talk about different kinds of cheeses-mozzarella, cheddar, etc.
- Talk about hot-oven is hot. What other things are hot? What about cold?
- When looking at the pictures-have your child retell how she made her pizza.
- Encourage the use of first, next, and last as you talk about the sequence of making the pizza.



### Vocabulary to Target:

#### Verbs

squish	roll	lay	spray	grasp (the rolling pin)	sprinkle	cut
pour	take out	open/close	pick up	cover	wipe	gather
oven	spread	watch (pizza cooking)	push	set (time/table)	turn	slice

#### Function/Ingredients

crust	mozzarella	pepperoni	dough	cheese	timer	flour
pan	pizza sauce	pizza cutter	hot pads	vegetable spray (won't stick)		

#### Adjectives/Adverbs

hot/cold	sticky	round	delicious	slowly
warm	dry/wet	big/little	red (and other colors)	

For additional information on the strategy, visit:

[http://heartolearn.org/materials/docs/lsl-strategies-flyers/Expansion%204.8.18\\_ENGLISH.pdf](http://heartolearn.org/materials/docs/lsl-strategies-flyers/Expansion%204.8.18_ENGLISH.pdf)

LSL Strategy

Parent Goal

Pick a specific sound, or words to use throughout this activity.

Description:

# Auditory Bombardment

## Setting the Table



Auditory Bombardment provides numerous opportunities for a child to hear the target phoneme, sound or language. (Dickson, 2010)

For an example of auditory bombardment with this activity we will use the target word NEXT. Have your child help you set the table. You could say, "Put the for NEXT to the plate, you are going to sit NEXT to Dad, The knife goes NEXT to the plate on the other side. Can you pass me the potatoes that are NEXT to the green beans?" Continue to use the word NEXT throughout your dinner. If there was a sound your child keeps leaving out when they say a word, you could use Auditory Bombardment to call attention to that sound. Let's say your child keeps leaving off the /f/ sound. Taking this activity as an example any time you would say that sound you would emphasize it (acoustic highlighting) and provide them lots of opportunities to hear it. "I am Famished. That means I am really hungry. This is my Favorite Food. Did you have Fun today? We Forgot Dad's Fork. Can you get dad a Fork? I am Finished. Are you Finished?"

Why is this important?

*Children with hearing loss have not had the listening exposure as children with typical hearing. More opportunities to listen to a targeted sound or language will help the child to hear that language in meaningful ways.*

# Set the Table & Other Activities

## Cognitive Activities:

- Child counts the number of "plates" and then tells you the last number they counted.
- Give the child a math problem. "So, we have 4 people in our family and we have 4 plates. What if one more person comes how many plates would we need then?" Or do a subtraction problem.
- Talk about the function of the objects. "What do we use a knife for?" To cut. "What else do we use to cut?" Scissors etc. What do we use napkins for? To wipe our faces. "What else could we use?" towel, sleeve, etc.
- Using the eating utensils appropriately is a good fine motor skill
- What shapes do we see?
- Who has the MOST (name a food item-i.e. peas?) on their plate? Least?
- Beginning sounds: "I have some Potatoes." /p/. Can anyone else think of something that has the same beginning sound /p/?
- Social skills of saying "please" "thank you", and "excuse me"
- Have your child help wipe the table after dinner. Talk about what you are doing. "I am wiping the table." "Let's wipe over here".

## Vocabulary to target:

### Verbs

throw	set	eat	wipe	cover	
open/close	take out	gather	pick up	cut	excuse me

Kids need to hear the different words that are used for the same thing:

\*burp, belch

\*fart, flatulence, passing gas, etc.

### Prepositions

in	on	under	above	next to	beside
behind	between	over			

### Adjectives/Adverbs

most/least	number words	color words	slowly	quickly
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[http://www.heartolearn.org/materials/docs/lsl-strategies-flyers/Auditory%20Bombardment%203.18.18\\_ENGLSI.pdf](http://www.heartolearn.org/materials/docs/lsl-strategies-flyers/Auditory%20Bombardment%203.18.18_ENGLSI.pdf)

## LSL Strategy

### Parent Goal

Take one of today's activities and narrate what you are doing and what your child is doing.

# Self Talk/Parallel Talk



## Daily Routines

Self-Talk- you talk about or "narrate" what **YOU** are doing.

Parallel Talk-you talk about what your **CHILD** is doing.

### Description:

**Getting dressed:** "Let's get your pants **ON**. Lift up your foot and put it **IN** the pants. Ok, now you **PULL UP** the pants. What do you need next? I like that shirt you picked out. You are putting your arm **IN** the sleeve. I am helping you put **ON** your shirt." Statements like this during the activity label what your child is doing in a grammatically correct sentence and it also gives language to what you are doing as well. You could highlight the words you think your child may need repetition with-prepositions, verbs, nouns, etc. Do this throughout your day.

**Breakfast:** "I have a **bowl**. Can you get out a **spoon**? Thanks for getting the **spoon** out of the drawer. I am going to **OPEN** the cereal. UGH. This is **difficult** to open. Yeah, I got it open. Now we need to **pour** it into the bowl. You **pour** it into the bowl. What do we need **next**? You are getting out the milk. That looks heavy. Do you want some help? Let's pour it into the bowl together. **UH OH!** Too much! We **spilled** the milk". Etc. etc. Obviously, you want to provide a lot of language, but don't forget to use **WAIT TIME** as you pause and let your child have time to comment as well.

For an online tutorial go to : <http://www.heartolearn.org/tutorials/listening-language/self-parallel-talk.html>

Why is this important?

*Self Talk/Parallel Talk is a strategy that helps expose your child to lots of language in a meaningful way. It will help you to interact with your child, let them hear grammatically correct sentences and will build their language skills.*

## LSL Strategy

### Parent Goal

Provide a limited number of items and have your child identify what you name.

# Open-Closed Set

## Inside Camping

Open to Closed-Set: Using the vocabulary pictures, your child will have target words they are listening for. To make it harder you would name items you need and have your child repeat what they heard, but there are no picture

CLUES

### Description:

Cut out the camping pictures on the following page. Identify the pictures with your child. Put a blanket over a table, or furniture, making a pretend tent. With tape, put the vocabulary pictures on the top of the tent so when you get inside, laying on your backs you can see the pictures. Go "in" the tent and each of you take a flashlight and shine the light on the different pictures. Then play the game.

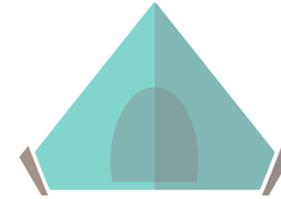
Say: "I want to go camping. I need a \_\_\_\_\_"

Have your child find the picture that you named by shining their light on it. If your child doesn't know which one you identified, you could say, "What did you hear?" Have your child repeat what they heard. Repeat the sentence giving a visual cue like shining the light on it or near it. You could also have less pictures for them to choose from. This is called using a closed-set. This is a strategy to use as your child is learning to discriminate new words, sounds and/or meanings. When the number of choices is limited your child has a better chance of being successful in their identification as they learn these new words/sounds or meanings. Now it is your child's turn! Let them tell you which picture to shine the light on. Encourage them to work with the full sentence. Find these actual items and see if your child can identify them. Ask them "why" they need a particular item. What else might they take on a camping trip? Using a closed-set, don't name the item, name what it is used for instead.

Why is this important?

*As your child learns new vocabulary, having a limited number of items they can choose from can help them identify that item correctly and will reinforce what they are hearing.*

# Camping & Other Activities



## Cognitive Activities:

- Identify other items you might need for camping.
- Lantern-what does it do? What other things give off light?
- What will the weather be like? What do you wear in different types of weather?
- Go camping as a family. Take pictures and use as an experience book to talk about what you did.
- See how many actual camping items you can find around your house. Count them.
- Take apart the lantern or flashlight. Identify the parts (battery, bulb, button, etc.)
- Talk about fire safety. What other things are hot? Cold?

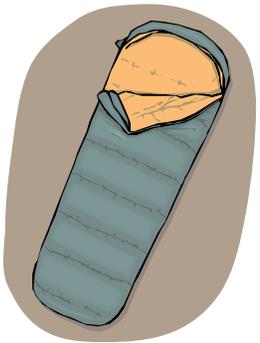
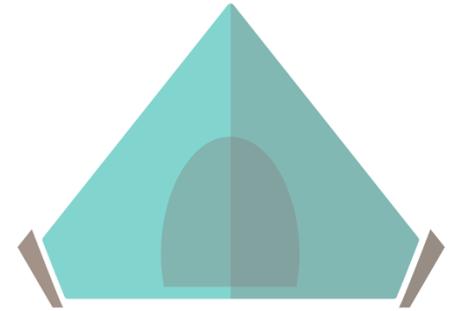
## Vocabulary to Target:

### Verbs/Prepositions

look	outside	cook	pick up
shine	spray	sleep	inside
on	over	in	
off	under	out	

### Camping stuff

sleeping bag	bug spray	fishing pole	bugs
tent/camper	marshmallows	stick	logs
flashlight	s'mores	fire/grill	trees
pillow	chocolate	pajamas	dirt
plants	ground	matches	smoke



## LSL Strategy

### Parent Goal

Practice this and record how much your child can fill in of a familiar song/phrase.

# Auditory Closure

## MUSIC

Auditory Closure is a strategy that is often used as you begin a song, rhyme or sentence and then stop talking in order to encourage the child to fill in the blank/pause.

### Description:

Using music is a great way to work on listening skills. Singing songs is a fun activity for ALL ages and preschoolers LOVE songs with actions!

Begin by singing a familiar song like "Twinkle, Twinkle, Little Star" or "Wheels On the Bus". Sing the song together and make sure your child knows all the words or actions. Then begin singing the song and pause during one of the measures. (i.e., "twinkle, twinkle, little \_PAUSE\_) Look at your child with an expectant look and encourage them to finish the rest of the measure. If they don't finish the sentence, model the correct response and continue throughout the song. "Up above the world so \_\_\_\_\_", "like a diamond in the \_\_\_\_\_". As they become better at this you could leave off more than just one word.

Another fun music activity is to play some music and dance around-get silly and move to the beat! Then turn off the music and see what your child does. Do they keep dancing, or do they indicate the music is gone? Try songs that have them move their bodies different ways. A certain sound means they walk, another is run, another is a gallop, etc. There are all sorts of body movement songs on YouTube. For additional information on how to do auditory closure visit the following link:

[http://heartolearn.org/materials/docs/lsl-strategies-flyers/Auditory%20Closure%203.18.18\\_ENGLISH.pdf](http://heartolearn.org/materials/docs/lsl-strategies-flyers/Auditory%20Closure%203.18.18_ENGLISH.pdf)

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*Auditory closure is a fun way to help your child to build their listening and talking skills. They need to be able to fill in those gaps of parts of words, phrases and sounds that they don't hear.*

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*Why is this important?*

## LSL Strategy

### Parent Goal

Ask your child questions during your walk. Pause after each question and give them a look like you are expecting an answer. Count to 8 silently before responding in any way.

### Description:

Tell your child you are going to go on a walk-A Listening Walk! Before going outside ask your child to think of what sounds they may hear. With the strategy of Wait Time, you want to make sure that when you ask questions you are pausing and "waiting" for your child to answer. Count in your head to 8 before responding. Go outside and sit quietly and listen to the sounds. What do you hear? (Wait) Can you make that sound with your voice? What do you think is making that sound? (Wait) If you can see what is making the sound, take your phone and take a picture of it so you can talk about it with your child later, (i.e., lawn mower, dog, sprinkler, etc.) On your walk make a list of the things you hear. Is it a quiet/soft sound or is it a LOUD sound? When you get home talk about the sounds that you heard. Ask your child questions about your walk. Each time, pausing and allowing them to process the question. Look at them as you are expecting them to answer (expectant look). Look at the pictures together. Ask questions that require more than a yes/no answer (open-ended questions).

# Wait Time

## Listening Walk



Wait Time is the pause used between an adult's interaction with a child and the child's expected response that allows the child time to process the auditory information and formulate a response. (Dickson, 2010)

Why is this important?

*When pausing after asking a question, it allows the child time to process the auditory information. Do not quickly answer the question, ask another questions or repeat the question. This pause tells the child that they are supposed to say or do something. (Winkelkotter & Srinivasan, 2012)*

# Wait Time & Other Activities

## Cognitive Activities:

Talk about right/left sides of their body and surroundings, the street, the sidewalk. "there is a bird on your right"

When you hear a sound, touch your ear to cue your child to listen and then ask what do you hear?

If you find objects and little treasures on your walk, do they make a sound? Take a rock and hit it on the sidewalk, or skip it along the street. Listen to what sound it makes. Shake a bush, stomp your feet on different surfaces, hit two sticks together. There are sounds all around us and help your child discover those .

## Vocabulary to target:

### Verbs

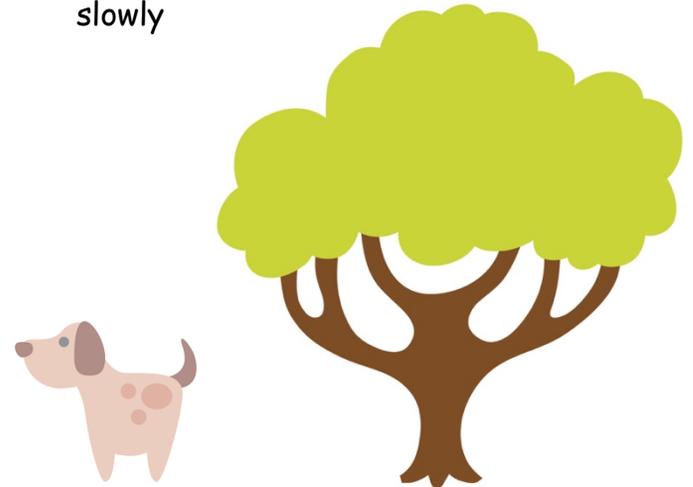
listen	running	looks	feel	"brush" up against	
open/close	walk	gather	pick up	hit	throw

### Prepositions

in	on	under	above	next to	beside
behind	between	over	up	near	far

### Adjectives/Adverbs

Color Words	size words	quickly	soft	wet	hot	bright
Size words	fast	hard	cold	sunny	cloudy	slowly
Furry	slimy					



## LSL Strategy

### Parent Goal

Pick a game. Use a phrase or word multiple times during that game and in another activity.

# Repetition



Repeat vocabulary over and over within an activity and use that vocabulary in other activities.

### Description:

Preschoolers love playing games! For this activity you can pick a game your family likes to play that is within the developmental age of your child. It could be board games like Candy Land, Chutes and Ladders or card games like Go Fish or UNO. When playing a game your child has the opportunity of hearing language particular to that game multiple times as each person has a turn. For Go Fish it would be "Do you have a \_\_\_\_?" And then the response would be "No, I do not have a \_\_\_\_ Go Fish". Your child will get a chance to practice hearing that grammar and using it when it is their turn. Your child may say "I no have. Go Fish", you would just then repeat what they said, but correct it "You do NOT have a \_\_\_\_\_. Okay I will GO FISH". Duck, Duck Goose: Listening for the word "goose". "I caught you!" or "You are so fast. I did not catch you!" "It's my turn"

Why is this important?

*Repetition provides you with the opportunity to model the correct way to say a word or sound if they mispronounced something, say something in another way thereby exposing them to more language, and it gives your child another opportunity to hear what was said in a natural way.*

## LSL Strategy

### Parent Goal

Use at least 3 Auditory Sandwich strategies at the

# Auditory Sandwich



**Auditory Sandwich**  
Auditory information is presented without visual cues. If visual cues are needed you provide them, but then repeat the information using auditory only.

### Description:

Shopping is something all of us have to do within our week. While it is helpful not to take all the little ones with us while we embark on this adventure, we can use this time as good listening and language practice. LSL strategies can be used in ALL environments. For this activity we are going to work on doing an auditory sandwich. The 3 steps that you need to remember are: 1. Give auditory information first. 2. If your child doesn't understand the direction or the word you can give them a clue, which could be a finger point, showing the item, or looking at the item, letting them read your lips, signing the word, etc. 3. THEN, you repeat that auditory information as you had before without the cue.

As you go through the grocery store you can ask your child to get you things off the shelf. Let's say you give a direction and your child doesn't understand. "Kensie, get a can of green beans" They may say, "huh?" You reply with "what did you hear?" Child repeats back what they heard. You repeat the direction again. "A can of green beans". (Rephrasing the question) Kensie still doesn't understand the direction. You get close to the green beans and look at them. Kensie starts walking over to the green beans and you say with auditory only "Get a can of green beans". Kensie gets the can of green beans and puts them in the cart. "Thanks for getting a can of green beans". Verbal only—visual cue—verbal only.

### Why is this important?

*The Auditory Sandwich strategy helps the child to pay attention to the auditory only information and for children to trust what they are hearing. It will strengthen their listening skills and it can help you to get information on what they are hearing and if you need to follow up with the audiologist if they continually need visual support.*



## LSL Strategy

### Parent Goal

Read a picture book. Practice reading without showing pages first. What responses do you get from your child?

# Auditory First



## Bed Time Stories

Auditory First is to always think about making sure your child has the best access to sound they can have. Giving them the opportunity of hearing the sound before giving cues, repeating or expecting them to respond.

### Description:

Reading stories to your child provides a great opportunity to work on language and listening skills. It doesn't matter if your child can sit through an entire reading of a book or not. Sit next to your child where you can see the pages of the book and they cannot. You want to be able to read the book and have your child listen as you read, using what you are saying to paint a picture in their head of what you are reading without using the pictures as clues. Then after you read the page, ask them a question about what you read. Are they able to answer questions using what they heard? Did they hear what you said correctly. Example: I was reading a story using Auditory First. I read a part where it said, "The horse had a long MUZZLE". The child was excited and before I showed him the picture he flexed his bicep and told me he had a big "muscle". He incorrectly heard that I said muzzle, so when we went to the picture cues I read the part again and emphasized that the horse had a long MUZZLE, not MUSCLE. After reading a page, show them the picture. What do they do? Does anything not make sense? Ask the question again and see if their answer changes. Give them some wait time so they can make comments about the picture and what is happening. Ask open-ended questions that do not allow a yes/no answer.

Why is this important?

*With this activity you are taking something that is motivating, like reading a book, and giving your child the opportunity to listen to the words, process what those words are and get an idea in their head of what they think they will see on the page and what the picture will look like. You then show them the picture and they can check the accuracy of what they heard to what they see.*

## LSL Strategy

### Parent Goal

While playing introduce your child to vocabulary they may not currently use. Make a list and target those words this week.



### Joint Attention:

The ability for two or more people to share a common focus. (Woods & Wetherby, 2008)

"Communication is most successful when people share a common focus" (Cole & Flexer, 2012)

### Description:

For this activity you will use toys that your child is most interested in. For preschoolers that may be playing tea party, Legos/blocks, or could even be making mud pies outside!

Blocks/Legos: comment on what your child is doing. Ask them open-ended questions. Make something yourself and encourage them to answer questions and comment on what you are making.

Dramatic Play: Pretend play using Barbies/babies or action figures. Take on different roles. What activity are the figures going to be participating in? Are the Babies going on a walk, the action figures going to fight the bad guys or are the Barbies going to a birthday party? Model language that you would be using for the play scenario. Change the pitch of your voice when talking for the baby/bad guy to help them to learn to differentiate voices. When engaged in an activity they like to do, you have the chance of providing lots of language input!

Why is this important?

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*For a child with hearing loss, having joint attention to an activity will help them to focus on what he is hearing and doing, while you provide language that matches the activity. This will also increase your child's vocabulary (Gleason, 2005).*

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## LSL Strategy

### Parent Goal

Ask 5 open-ended questions at the end of the day about something that happened during the day or when looking at their experience book.

### Description:

An experience book is a homemade book that you put together with your child about an experience they have had. Your child is the main character in this book. An example could be a family camping trip, or making cookies together. You can take pictures of your child as they participate in the activity. Those pictures will be what you use to talk to your child about what they did. Books can be drawn and a caption written under the drawing, items glued to pages that represent the activity, or what I like best is just using pictures that I take on the phone. These can be printed out and made into a little book.

For a detailed description on how to make an experience book visit:

[https://hearingfirst.org/-/media/Files/Downloadables/HowTo\\_CreateExperienceBookv2](https://hearingfirst.org/-/media/Files/Downloadables/HowTo_CreateExperienceBookv2)

When looking at the experience book, ask your child questions that cannot be answered with a yes/no. Instead, use language that will encourage them to use higher level thinking skills. "What did you do first?" "Tell me something fun you did when you went camping." Use questions like why? Where? When? What did you do next? Who was with you? Etc.

*Open-ended questions stimulate and encourage conversational skills. They promote parent and child engagement, and give the child the opportunity of using more than a one-word response and encourages more spontaneous language.*

Why is this important?

# Open-Ended Questions



## Experience Books

Open-Ended questions are questions that require more than a yes/no or one-word response.  
(Bond & Wasik, 2009)

# Experience Books & Other Activities

## Cognitive Activities:

Because experience books can vary so much here are some ideas for embedding cognitive concepts:

- Point out vocabulary words like first, next, last, finally, when going through your books or what you did today.
- Talk about the pictures you see-count items, what colors do you see?
- Identify the verbs in the pictures "what are you doing? You are swimming. (running, kicking, smelling, cooking)
- Are there any sizes to compare? Talk about bigger, longer, shorter, smaller, etc.
- Do you see any letters in the pictures? Point to the words/captions under the pictures.
- Following along with your finger on the captions helps with that left to right reading.
- When writing the captions with your child they can learn that letters go together to make words, and words make sentences.
- Read the experience book together and then have your child read it to someone else.
- Practice answering open-ended questions. Model language for your child and use the experience book for visual support.

## \*Vocabulary to Target:

first

next

last

finished

actions in the pictures

color words

shapes

size words

read

Counting words

answering questions

then

Location words: beside, in, on, etc.

\*the vocabulary will depend on the activity.

Try and experience book with your child. Were you able to get more language from them? Were you able to model new vocabulary words and concepts? What benefits did you see by doing an experience book?

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## LSL Strategy

### Parent Goal

Do something unexpected/silly during one of your child's routines.  
What does your child do/say?



### Sabotage

The creation of an unusual or unexpected situation with familiar items or routines that is contrary to the child's expectation or understanding. (Winkelkotter & Srinivasan, 2012)

### Description

When doing normal routines, the strategy of sabotage can be used to encourage attention to what the child is hearing, seeing and give them practice in using language. Here are some examples:

**Getting Dressed:** Get out the items the child will need to put on. You could get out a pair of pants and say, "Okay let's put your pants on your head" and if they don't respond immediately that you are crazy, then proceed to help your child put them on their head. They will give you a funny look and just give them an expectant look back. "What? They don't go on your head?" This will help elicit some great language and you can model the correct response or help them to give you a good sentence in expanding what they say. Then you could also say, "Here are your socks. Put them ON your hands." So silly! "No they don't go on your hands!" Allow your child time to process what you say. Also, by giving them just one sock will create a language opportunity for them to request the other one. When you do what is unexpected, or out of order it will help your child tune into what you are saying. You can be silly together!

### Why is this important?

*Sabotage can be a fun way to get your child to pay attention to what they hear and what they see. It can help get them to make comments on the situation and it gives you a chance to model language and expand their utterances in a natural and fun way.*



# Daily Routines & Other Activities

**Brushing Teeth:** We all brush our teeth at least twice a day-Let's use it for Language! Can you think of a way to use Sabotage in this routine? "Let's get out our brushes and brush our teeth." Get out a hair brush instead. "Oh I have a nice BIG brush for my teeth. Get out your brush". What would your child say? Respond to their responses. "OH....this is not the right BRUSH....I need a different kind of brush. This is a HAIR brush. That won't work. What kind of brush do I need?" Tooth brush. You could use the tooth paste as well. What would your child do if you said, "I am going to put ON my tooth paste. My tooth paste goes ON my tooth brush" Squeeze the tooth paste on the backside or even the handle of the tooth brush. What does your child do? By now they probably think you are a little crazy, but just laugh and see if they tell you where you SHOULD put your tooth paste. "OH...I put the tooth paste ON the bristles... Yes, it does go on the bristles of my tooth brush. Silly me!!"

## Some ideas for sabotage moments:

Passing out a cup for everyone to get a drink and don't pass one out to your child, or "accidentally" pass them out a fork instead. If child does not verbally respond, but just looks at you in a sad/frustrated way, you could say "What's wrong?" (Child holds up fork) "OH. You have a fork. You can't drink from a fork can you? What did you need? Each time you provide verbal response, make sure you are giving enough of a pause/wait time for your child to answer you or make a comment.

Pouring juice out of a container with the lid still on, keeping items out of reach that the child may need to complete an activity/project, taking an item and using it for something it is not intended.

Try the Listening and Spoken Language Strategy of SABOTAGE this week. Write down your experience. Did it work? Why or why not?

For additional information on the strategy of Sabotage and a video tutorial, please visit:

Handout: [http://heartolearn.org/materials/docs/lsl-strategies-flyers/Sabotage%203.18.18\\_ENGLISH.pdf](http://heartolearn.org/materials/docs/lsl-strategies-flyers/Sabotage%203.18.18_ENGLISH.pdf)

Video: <http://heartolearn.org/tutorials/listening-language/sabotage.html>

## LSL Strategy

### Parent Goal

Pick colors or shapes and highlight those while playing. Do this for the entire activity.

Description:

# Acoustic Highlighting Playdoh

Acoustic highlighting is when you put emphasis on a sound, word or a sentence that you want your child to pay closer attention to.

Put emphasis on words and sounds that you notice your child is having difficulty with saying or using. Here are some example phrases you could use, each with an increasing level of difficulty.

1. **PUSH** the playdoh. **ROLL** it. Where is the **HEART**? (playdoh cutter)
2. I have the **RED** playdoh. I cut with a **KNIFE**. Put the playdoh **IN** the cup.
3. If they aren't correctly producing a particular sound you could highlight that. For example, /p/. Push the **Playdoh**, **Poke** it. Please **Pass** me the **purple** one.
4. I **ROLLED** the playdoh and **CUT** it. I have **BLUE** and **RED** playdoh.

In the above examples, colors were highlighted, shapes, verbs and nouns. If your child makes a grammatical error like "I want roll playdoh". Acoustically highlight the word "to" as you repeat back the phrase grammatically correct, "I want **TO** roll the playdoh". It is important to fade (stop) using acoustic highlighting as your child learns the new skill and make sure you say the phrase in a normal way. You don't want them talking like a robot!

Why is this important?

*Acoustic highlighting is a useful strategy when trying to emphasize a sound, word or phrase that your child may not be using or saying correctly. It will help them pay closer attention to what you emphasize.*

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## Resources

Alexander Graham Bell Association for the Deaf and Hard of Hearing [www.agbell.org](http://www.agbell.org)

Alexander Graham Bell Association for the Deaf and Hard of Hearing-Utah chapter <http://agbellutah.org/>

ASHA American Speech-Language-Hearing Association 1.800.638.8255 [www.asha.org/public/hearing/](http://www.asha.org/public/hearing/)

Hearing First [www.hearingfirst.org](http://www.hearingfirst.org)

Hear to learn [www.heartolearn.org](http://www.heartolearn.org)

NIDCD National Institute on Deafness and Other Communication Disorders 1.800.241.1044  
<http://www.nidcd.nih.gov/health/hearing/>

Sound Beginnings through Utah State University <http://www.soundbeginnings.usu.edu/>

Utah Parent Center <https://utahparentcenter.org>