



CHECKLIST: LSL Strategies to Support Serve and Return

Serve and Return, the back and forth communication between your baby and you, is the kind of quality interaction in the first three years of life that shapes the architecture of their brain, and grows the connections needed for important life-long skills.

Children with hearing loss need these same Serve and Return experiences critical to developing conversational competency. With a little bit of extra effort, Serve and Return interactions don't have to be disrupted by hearing loss and your child's developing listening and language skills. Make sure your child has access to sound through hearing technology so their brain can form the connections to learn to listen, talk and read.

Also, use Listening and Spoken Language (LSL) strategies to provide support for your child to be successful with Serve and Return. Use these LSL strategies in every day interactions and routines to provide your child the opportunity to practice Serve and Return.

DESCRIPTION:

- ✔ **First, recognize the little things that are invitations to engage.** Have you ever seen a baby stare until a grown-up makes eye contact? Their attention is often met with a huge smile on the baby's face. Once we're aware of serve and return, we can recognize that every smile, gurgle, coo and tap is a serve in our direction. Simply taking notice of when a baby is saying or doing something to initiate communication (and responding) is a great first step.
- **Consider narrating the little things in life.** Discussing and describing very ordinary things in life can be a gift to your baby. When you cut a piece of fruit, consider describing what you are doing. "Mommy is cutting the watermelon. The watermelon is red. It is juicy!" Your baby will make connections between what they see and what you say.
- **Expand on what they say to you.** If a child hands you a ball and says, "ball," you might add words to what they've said. "You have a big blue ball. I like your ball. Let's roll the ball." Adding comments can keep the conversation going.
- **Ask the right kinds of questions.** Next time you're looking at a book with a child, you might say, "Tell me what you see!" If the child points to a cat you can narrate, "You see the kitty cat!" This approach keeps the serve and return going. A question with right and wrong answers ("What's this?") may seem like a test to the child and, and could stop the flow of conversation.
- **Model the answers.** If you ask your child a question and they don't respond, you might turn and ask a sibling or friend the same question. Now that there is a model answer to your question, turn back and ask again. Now they have something to follow.

If you ask how the watermelon tastes and the child looks at you unsure, you might offer a choice of responses so they can choose. "Do you think it tastes yummy or yucky?" This gives them the words they could say.
- **Practice expecting a response.** Make sure your response creates space for the child to return. When we serve directives to a child — like "sit down" or "be quiet" — there's nothing to respond to. Rather, engage in a way that invites the level of response that child is capable of based on their development.

You can use pausing, waiting and leaning with an expectant look to encourage a response from your baby. This teaches them the power of taking turns in conversations.
- **Serve and Return will change over the ages and stages of development.** Your LSL Strategies and Techniques should change too!

LEARN MORE ABOUT SERVE AND RETURN:

<http://developingchild.harvard.edu/science/key-concepts/serve-and-return>

3 LSL WAYS TO REACH 40 MILLION WORDS



Calling and Talking

As you approach your baby, use listening first by calling their name. Watch their response then use your own love language to share your feelings.

Example: Say “Name,” then, “Mommy loves you, I’m going to give you kisses!” Then hug and kiss your baby.

Up Close and Personal

As you care for your baby through feeding, rocking, and diaper changing, use short phrases to talk about the experience before you start the action.

Example: “I’ve got your blanket. You feel warm.”

Sing a Little Tune

Sing words to describe what you’re doing or thinking. Sway as you sing. Focus on listening by starting and stopping as you sing and move. Use any tune or make up your own.

Example: To tune of “Twinkle, twinkle, little star,” sing “Mama loves you, yes I do, Mama feeds you, yes I do!”



Guía del Aprendizaje Auditivo

CONCIENCIA DEL SONIDO (Sonidos del Habla y Ambiente)	NIVEL DEL FONEMA** (Balbuceo del Habla)	NIVEL DE DISCURSO (Procesamiento Auditivo del Habla Conectada)	NIVEL DE ORACIÓN	NIVEL DE PALABRA
Paso 1 - Detectar * la presencia de cualquier sílaba de habla.	Paso 1 - Imitar acciones físicas (antes de imitaciones del habla).	Paso 1a - Imitar movimientos de rimas / canciones infantiles acompañadas de vocalización.	Paso 1 - Identificar frases o oraciones estereotípicas familiares	Paso 1a - Identificar e imitar las aproximaciones de los sonidos "Aprendiendo a Escuchar" variando en suprasegmentales y vocales, por ejemplo, (a-a) / avión, (u) - (u) / tren, (oi) (oi) / cerdo en aislamiento, al final, y luego en medio de una oración.
Paso 2 - Detectar * variedad de vocales, [u][a] [i] y las pederretas	Paso 2 - Imitar cualquier fonema que el niño produzca espontáneamente cuando se le da una señal manual (u otra señal).	Paso 1b - Identificar rimas infantiles o canciones	Paso 2 - Recordar dos elementos críticos en un mensaje.	Paso 1b - Identificar palabras de una, dos y tres sílabas aisladas, por ejemplo, pan vs. pollo vs. canguro.
Paso 3 - Detectar la variedad de consonantes, por ejemplo, [m-m-m], [b ^] [b ^] [b ^] y [wa] [wa].	Paso 3 - Imitar diferentes cualidades suprasegmentales en fonemas (variar intensidad, duración y tono) aeeee (largo) vs [ae ae] (pulsado); [ae-ae] fuerte / silencioso / susurrado; [Ae] alto / medio / bajo paso.	Paso 2 - Responder preguntas comunes con abundante apoyo contextual, por ejemplo, "¿Qué es eso?", "¿Dónde está mamá?", "¿Qué está haciendo?"	Paso 3 - Recordar tres elementos críticos en un mensaje.	Paso 2 - Identificar palabras que tengan el mismo número de sílabas pero diferentes vocales / diptongos y consonantes, por ejemplo, caballo vs. sandía vs. oveja.
Paso 4 - Detectar * la presencia de sonidos ambientales a niveles altos, medios y bajos a corta distancia, a una distancia de 6-12 pies y a una distancia mayor de 12 pies.	Paso 4 - Imitar las vocales y la variedad de diptongos, por ejemplo, [u], [ae], [au], [i], etc.	Paso 3 - Identificar una imagen que corresponda a una frase en una historia de tres o cuatro escenas.	Paso 4 - Completar los mensajes lingüísticos conocidos de un conjunto cerrado (por ejemplo: canciones infantiles, canciones, historias familiares).	Paso 3a - Identificar palabras en las que las consonantes iniciales son las mismas, pero las vocales y las consonantes finales son diferentes, por ejemplo, bola vs. bici.
Paso 5 - Detectar * susurró [je] [je] y [p] [p] [p].	Paso 5 - Imitar vocales y diptongos alternados, por ejemplo, [a-u] [e-i] [a-i].	Paso 4 - Identificar un objeto de varios descriptores relacionados (conjunto cerrado).	Paso 5 - Responder a preguntas comunes sobre un tema divulgado y familiar: a) sin señales pictóricas b) por teléfono c) en audio / video.	Paso 3b - Identificar palabras en las que las consonantes finales son las mismas pero las vocales y las consonantes iniciales son diferentes, por ejemplo, mirar vs. tomar.
Paso 6 - Detectar * los sonidos de la Prueba de Seis Sonidos.	Paso 6 - Imitar consonantes que varían en forma (fricativas, nasales y plosivas). Utilizar fonemas producidos previamente, por ejemplo, /h / vs / m- m-m / vs / p /.	Paso 5 - Seguir una conversación con el tema revelado.	Paso 6 - Recordar cuatro o más elementos críticos en un mensaje para seguir direcciones de múltiples elementos.	Paso 4 - Identificar palabras en las que las consonantes iniciales y finales son idénticas, pero las vocales / diptongos son diferentes, por ejemplo, pan vs. pan.
Paso 7 - Detectar * los sonidos de la Prueba de Seis Sonidos a varias distancias.	Paso 7 - Imitate consonants differing in voiced vs. unvoiced cues, e.g., [b ^] [b ^] vs. [p] [p] and then with vowel variety, [bobo] [pae-pae].	Paso 6a - Responder a preguntas sobre una historia con el tema revelado.	Paso 7 - Completar los mensajes lingüísticos conocidos (abierto).	Paso 5a - Identificar palabras en las que las vocales y las consonantes finales son idénticas, pero las consonantes iniciales se diferencian por tres características: forma, lugar de articulación y expresión, por ejemplo, ratón vs. botón.
Paso 8 - Localice la dirección del sonido si se amplifica de manera binaural.	Paso 8 - Las consonantes alternativas varían en lugar de las señales, primero con vocales variables, por ejemplo, / ma-ma // no-no //; go-go // bi-bi /.	Paso 6b - Responder preguntas sobre una historia con el tema revelado; La historia está registrada por el maestro.	Paso 8 - Seguir las instrucciones e instrucciones del juego abierto (divulgadas).	Paso 5b - Identificar palabras en las que las vocales y las consonantes iniciales son idénticas, pero las consonantes finales difieren por tres características: forma, lugar de articulación y expresión, por ejemplo, canacas vs. concocan
CLAVE Año 1 Los códigos de colores en el gráfico designan los comportamientos auditivos que se dominarán al final del año especificado, si se otorgan los aparatos auditivos apropiados. Año 2 Año 3 Año 4	Paso 9 - Sílabas alternativas con consonantes variables y la misma vocal, por ejemplo, [bi], [di], [ho], [go].	Paso 7 - Recordar los detalles de una historia (tema revelado).	Paso 9 - Recordar elementos específicos de una oración respondiendo preguntas sobre un tema no revelado pero familiar.	Paso 6 - Identificar palabras en las que las vocales y las consonantes finales / iniciales son idénticas, pero las consonantes iniciales / finales difieren por dos rasgos: a) manera y lugar (expresión en común), bote vs. elote; b) la manera y la entonación (lugar en común), van vs. pan; c) lugar y entonación (manera en común), correr vs. barrer
Esta guía pretende ayudar a los profesionales en las etapas <i>iniciales</i> del aprendizaje de un enfoque basado en la audición. A medida que los profesionales adquieren más experiencia en la enseñanza auditiva, los niños deben progresar más rápidamente.		Paso 8 - Secuencia de los eventos de una historia (tema divulgado).	Paso 10 - Repetir cada palabra en una oración exactamente. a) frases previsibles "Voy a la tienda de comestibles a comprar cereales y leche" b) frases menos previsibles "Una mujer me golpeó así que le dije que se tranquilizara."	Paso 7a - Identificar las palabras en las que las vocales y las consonantes finales son idénticas, pero las consonantes iniciales difieren por una sola característica: modo de articulación, por ejemplo, mar vs. bar.
La información en esta gráfica fue adaptada del artículo de Judy Simser en <i>Volta Review</i> (1993) (** elementos), del Programa de Habilidades Auditivas del Departamento de Educación Escolar de Nueva Gales del Sur, del Currículo de Destrezas Auditivas de Foreworks (1976, North Hollywood, CA), y del aporte del maestro.		Paso 9 - Repetir una historia con el tema revelado, recordando todos los detalles en secuencia.	Paso 11 - Recordar elementos específicos en una oración al responder preguntas sobre un tema no revelado.	Paso 7b - Identificar palabras en las que las vocales y las consonantes iniciales son idénticas, pero las consonantes finales difieren por una sola característica: modo de articulación, por ejemplo paren vs. pared
		Paso 10 - Hacer la identificación basada en varios descriptores relacionados (conjunto abierto).		Paso 8a - Identificar palabras en las que las vocales y las consonantes finales son idénticas, pero las consonantes iniciales difieren por sólo una característica - entonación, por ejemplo, paso vs. baso
		Paso 11 - Seguir una conversación de un tema no revelado.		Paso 8b - Identificar palabras en las que las vocales y las consonantes iniciales son idénticas, pero las consonantes finales difieren por sólo una característica - entonación, por ejemplo, "vivas vs. vivaz"
		Paso 12 - Revelar una historia sobre un tema no revelado, recordando tantos detalles como sea posible.		Paso 9a - Identificar palabras en las que las vocales y las consonantes finales son idénticas, pero las consonantes iniciales difieren sólo por una característica - lugar de articulación, por ejemplo, pasa vs. casa
		Paso 13 - Procesar la información en ruido ya varias distancias.		Paso 9b - Identificar palabras en las que las vocales y las consonantes iniciales son idénticas, pero las consonantes finales difieren sólo por una característica - lugar de articulación, por ejemplo, pop vs. pot (en inglés)
		Paso 14 - Procesar conversaciones de grupo.		

Notas:

* Una respuesta de detección podría incluir girar la cabeza, apuntando a la oreja, aplaudiendo, dejando caer un juguete en un contenedor, etc.

Referencia:

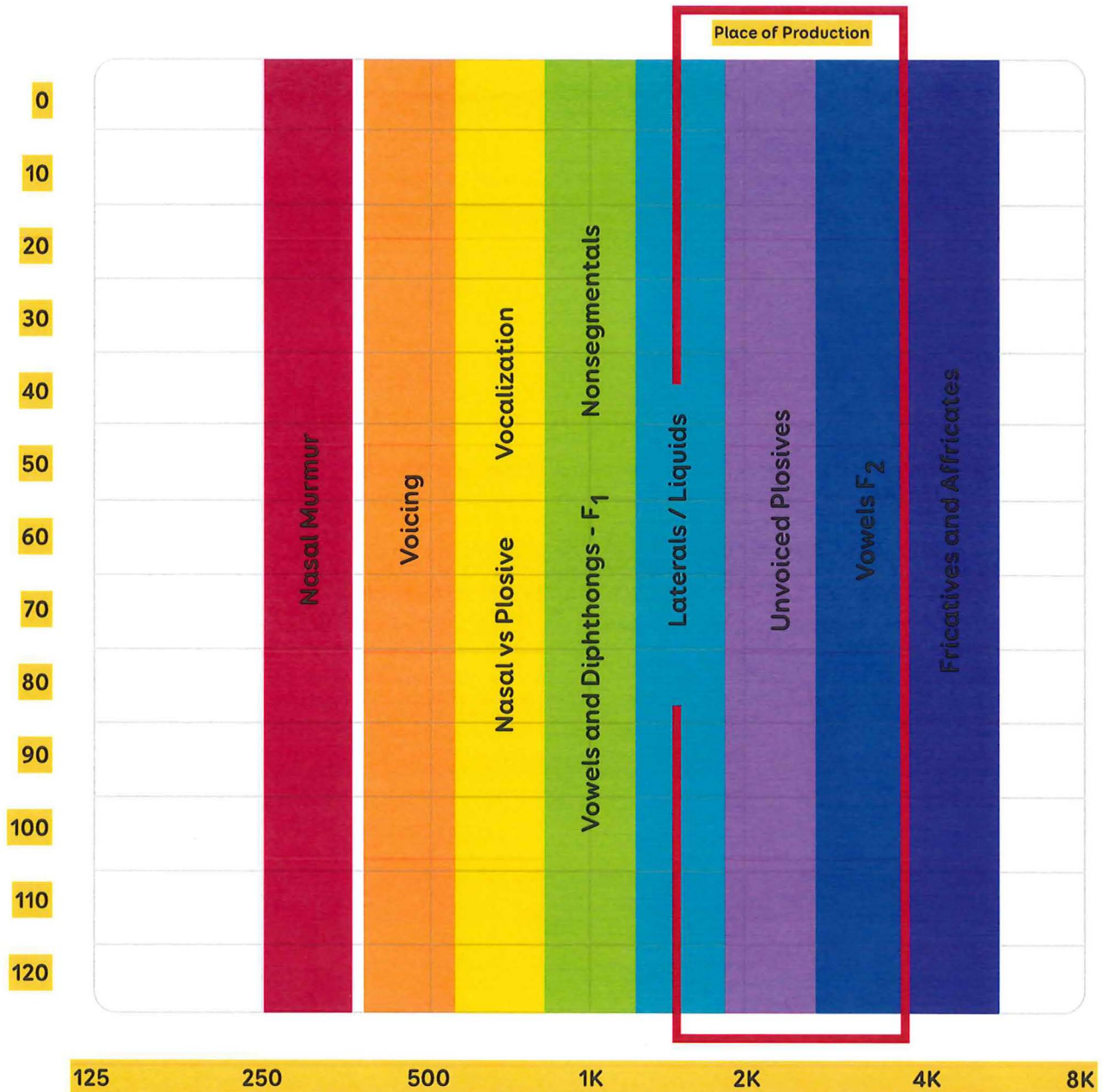
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Reconocimiento:

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Soda Bottles & Submarines

Understanding Basic Speech Acoustics



Created by Sylvia Rotfleisch M.Sc.A., LSLS Cert. AVT at Hear to Talk, and designed by Hearing First for the Learning Experience, Speech Acoustics Detective Work. Used with Permission.



Auditory Learning Guide

SOUND AWARENESS (Speech and Environmental Sounds)	PHONEME LEVEL** (Speech Babble)	DISCOURSE LEVEL (Auditory Processing of Connected Speech)	SENTENCE LEVEL	WORD LEVEL
Step 1 - Detect* the presence of any speech syllable.	Step 1 - Imitate physical actions (before speech imitations).	Step 1a - Imitate motions of nursery rhymes/songs with accompanying vocalization.	Step 1 - Identify familiar stereotypic phrases or sentences.	Step 1a - Identify and imitate approximations of "Learning To Listen" sounds varying in suprasegmentals and vowel content, e.g., (a-a-a)airplane, (u-u)train, (ol) (ol) pig in isolation, at the end, and then in the middle of a sentence.
Step 2 - Detect* vowel variety, [u] [a] [i] and raspberries [b-r-r]	Step 2 - Imitate any phoneme that child produces spontaneously when given hand cue for other cue).	Step 1b - Identify nursery rhymes or songs.	Step 2 - Recall two critical elements in a message.	Step 1b - Identify one, two, and three syllable words in isolation, e.g., cat vs. chicken vs. kangaroo.
Step 3 - Detect* consonant variety, e.g., [m-m-m], [b^] [b^] [b^] and [wa] [wa]	Step 3 - Imitate varying suprasegmental qualities in phonemes (vary intensity, duration, and pitch) aeeee (long) vs [ae ae] (pulsed); [ae-ae] loud/quiet/whispered; [ae] high/mid/low pitch.	Step 2 - Answer common questions with abundant contextual support, e.g., "What's that?", "Where's mama?", "What is _____ doing?"	Step 3 - Recall three critical elements in a message.	Step 2 - Identify words having the same number of syllables but different vowels/diphthongs and consonants, e.g., horse vs. cow vs. sheep.
Step 4 - Detect* the presence of environmental sounds at loud, medium, and soft levels at close range, at a distance of 6-12 ft. and at a distance of greater than 12 ft.	Step 4 - Imitate vowel and diphthong variety, e.g., [u], [ae], [au], [i], etc.	Step 3 - Identify a picture that corresponds to a story phrase in a three or four scene-story.	Step 4 - Complete known linguistic messages from a closed set (ex: nursery rhymes, songs, familiar stories).	Step 3a - Identify words in which the <i>initial</i> consonants are the same but the vowels and final consonants are different, e.g., ball vs. bike.
Step 5 - Detect* whispered [hae] [hae] and [p] [p] [p]	Step 5 - Imitate alternated vowels and diphthongs, e.g., [a-u] [e-l] [a-l]	Step 4 - Identify an object from several related descriptors (closed set).	Step 5 - Answer common questions about a disclosed and familiar topic: a) without pictorial cues b) over the telephone c) on audio/video-	Step 3b - Identify words in which the <i>final</i> consonants are the same but the vowels and initial consonants are different, e.g., food vs. card.
Step 6 - Detect* the sounds of the Six Sound Test.	Step 6 - Imitate consonants varying in manner (fricatives, nasals, and plosives). Use phonemes previously produced, e.g., /h/ vs. /m-m-m/ vs. /p/	Step 5 - Follow a conversation with the topic disclosed.	Step 6 - Recall four or more critical elements in a message to follow multiple element directions.	Step 4 - Identify words in which the initial and final consonants are identical but the vowels/diphthongs are different, e.g., book vs. back.
Step 7 - Detect* the sounds of the Six Sound Test at various distances.	Step 7 - Imitate consonants differing in voiced vs. unvoiced cues, e.g., [b^] [b^] vs. [p] [p] and then with vowel variety, [bobo] [pae-pae]	Step 6a - Answer questions about a story with the topic disclosed.	Step 7 - Complete known linguistic messages (open set).	Step 5a - Identify words in which the vowels & final consonants are identical but the <i>initial</i> consonants differ by three features - manner, place of articulation, and voicing, e.g., mouse vs. house.
Step 8 - Locate the direction of sound if amplified binaurally.	Step 8 - Alternate consonants varying in place cues, first with varying vowels, e.g., /ma-ma/ /no-no/ /go-go/ bi-bi/, etc.	Step 6b - Answer questions about a story with the topic disclosed; story is teacher-recorded.	Step 8 - Follow open set directions and instructions (disclosed).	Step 5b - Identify words in which the vowels & initial consonants are identical but the <i>final</i> consonants differ by three features - manner, place of articulation, and voicing, e.g., comb vs. coal.
	Step 9 - Alternate syllables with varying consonants and same vowel, e.g., [bi], [di], [ho] [go]	Step 7 - Recall details of a story (topic disclosed).	Step 9 - Recall specific elements in a sentence by answering questions about an undisclosed but familiar topic.	Step 6 - Identify words in which the vowels and the final/initial consonants are identical but the initial/final consonants differ by two features: (a) manner and place (voicing in common), moat vs. goat; (b) manner and voicing (place in common), man vs. pan; (c) place and voicing (manner in common), boat vs. coal.
		Step 8 - Sequence the events of a story (topic disclosed).	Step 10 - Repeat each word in a sentence exactly. a.) predictable sentences "I'm going to the grocery store to buy cereal and milk." b.) less predictable sentences "A woman hit me so I told her to calm down."	Step 7a - Identify words in which the vowels and final consonants are identical but the <i>initial</i> consonants differ by only one feature - manner of articulation, e.g., ball vs. mall.
		Step 9 - Retell a story with the topic disclosed, recalling all the details in sequence.	Step 11 - Recall specific elements in a sentence by answering questions on an undisclosed topic.	Step 7b - Identify words in which the vowels and initial consonants are identical but the <i>final</i> consonants differ by only one feature - manner of articulation, e.g., cloud vs. clown.
		Step 10 - Make identification based on several related descriptors (open set).		Step 8a - Identify words in which the vowels and final consonants are identical but the <i>initial</i> consonants differ by only one feature - voicing, e.g., coal vs. goat.
		Step 11 - Follow a conversation of an undisclosed topic.		Step 8b - Identify words in which the vowels and initial consonants are identical but the <i>final</i> consonants differ by only one feature - voicing, e.g., baa vs. back.
		Step 12 - Retell a story about an undisclosed topic, recalling as many details as possible.		Step 9a - Identify words in which the vowels and final consonants are identical but the initial consonants differ by only one feature - place of articulation, e.g. bun vs. gun.
		Step 13 - Process information in noise and at various distances.		Step 9b - Identify words in which the vowels and initial consonants are identical but the <i>final</i> consonants differ by only one feature- place of articulation, e.g., sheep vs. sheet.
		Step 14 - Process group conversations		

The color codes in the chart designate auditory behaviors to be mastered by the end of the specified year, given optimally fitted hearing devices.

KEY
YEAR 1
YEAR 2
YEAR 3
YEAR 4

This guide is intended to aid professionals in the *beginning* stages of learning an auditory-based approach. As professionals acquire more experience in auditory teaching, children should progress more rapidly.

The information on this chart was adapted from Judy Simser's article in the *Volta Review* (1993) (** items), from the Auditory Skills Program, New South Wales Department of School Education, from the Foreworks Auditory Skills Curriculum (1976, North Hollywood, CA), and from teacher input.

Notes:
 * A detection response could include turning head, pointing to ear, clapping, dropping a toy in a container, etc.

Reference:
 Simser, J.I. (1993). Auditory-verbal intervention: Infants and toddlers. *Volta Review* 95(3): 217-229.

AUDITORY BOMBARDMENT

A Listening and Spoken Language Strategy

WHAT is it?

"Auditory bombardment" is using a word or sound over and over again during an activity and throughout the day.

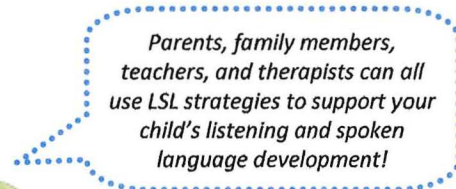
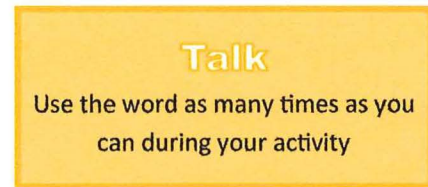
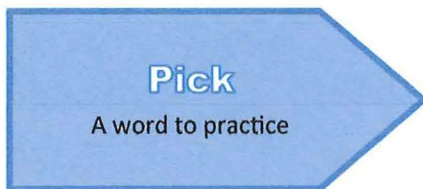
WHY do we use it?

Hearing words over and over is very important for children with hearing loss. It helps them learn new words and how they sound. The goal is that after hearing a word many times in many different activities, they will start to use it on their own.

WHEN do we use it?

You can use it with a child at any age. It can also be used during almost any activity or routine during the day. The more often you can use it throughout the day the better!

HOW do we do it?



WHAT does it look like at home?

At breakfast:

Parent: "Do you want a banana? I will help you get a banana. First we peel the banana, then we can slice the banana." *putting pieces on a plate* "One banana, two bananas, three bananas..."

Later while reading a book:

Parent: "Look at that silly monkey! He is eating a banana! You like to eat bananas too!"

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AUDITORY CLOSURE

A Listening and Spoken Language Strategy

WHAT is it?

“Auditory closure” is when you pause in a song, story, or sentence to let your child fill in the words to end a familiar phrase.

WHY do we use it?

Sometimes we only hear part of what is said to us. This happens often for children with hearing loss, especially when there is noise. But we can use clues from what we did understand to figure out what was said. Using *auditory closure* can help children with hearing loss learn how to listen for the clues that will help them understand and be able to fill in the blanks.

WHEN do we use it?

Auditory closure is a great strategy to use with young children and toddlers. You can use it as soon as your child is starting to try to sing or read with you. You want them to be able to make an attempt at saying the words to fill in the blank.

It can be a fun strategy to use during story time, while singing songs in the car, or at bedtime.

HOW do we do it?



WHAT does it look like at home?

Parent singing: “Itsy Bitsy spider went up the water...”*pause and look toward child*

Child: “spout!”

Parent: “down came the rain and washed the spider...”*pause and look toward child*

Child: “out!”

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AUDITORY FIRST

A Listening and Spoken Language Strategy

WHAT is it?

As a LSL strategy “*auditory first*” is telling before showing.

Auditory first also refers to a way of approaching everyday living with your child with a hearing loss. It means making sure their devices are functioning and that plenty of meaningful listening opportunities are available throughout the day.

WHY do we use it?

Learning to listen is a lot of work. Sometimes it is easier to rely on visual cues to see what someone said instead of really trying to figure out what they said. When we “tell” first without any extra visuals, it helps children focus on the words or sounds they heard and gives them a chance to think about what they mean.

WHEN do we use it?

The goal is to have your child practice making sense of what they hear. So, *auditory first* is a great strategy to use at any age or stage of listening or language development. It can be used all throughout the day and is often used as part of other LSL strategies.

HOW do we do it?

Tell

Give a direction, or talk about something using only words

Show

Make a gesture, or show the thing you are talking about

Who
can use it?

Anyone!

Parents, family members,
teachers, and therapists can all
use LSL strategies to support your
child’s listening and spoken
language development!

WHAT does it look like at home?

Practicing LING sounds: Parent hides an airplane toy under the table: “Aah. Did you hear that? I heard, Aah.” *brings out airplane* “Look it’s the airplane! Aah”

Reading a book: Parent holds book pages facing themselves: “In a little cottage in the woods, lived a daddy bear, a momma bear, and a little baby bear.” *turns the book to show the picture of the cottage and three bears.*

Making lunch: *Without any gestures* Parent: “We need to get a plate.” *points to the cupboard, then walks over to get down a plate.*

References:

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AUDITORY SANDWICH

A Listening and Spoken Language Strategy

WHAT is it?

The “*auditory sandwich*” is a variation of the auditory first strategy. We first tell, then show, then tell again.

WHY do we use it?

Like auditory first, the *auditory sandwich* also starts with “telling” without visuals so children can focus on what they hear. After “showing” (by pointing or using gestures), we “tell” again to give them another chance to practice listening to the words.

WHEN do we use it?

Auditory sandwich is often used with directions and when teaching new words or routines. You may find yourself using it more often when your children are younger and are learning many new words or need more support following directions.

HOW do we do it?

Tell

Give a direction using only words

Wait

Count 7-10 seconds in your head, looking at them for a response

Show

Point, make a gesture, or show the thing you are talking about

Tell

Give the direction again using only words

Who
can use it?

Anyone!

Parents, family members, teachers, and therapists can all use LSL strategies to support your child’s listening and spoken language development!

WHAT does it look like at home?

Parent: *without pointing or gesturing* “It’s time to brush your teeth.”

pauses and counts 7-10 seconds in their head while looking toward the child for a response.

child looks around room

Parent: *miming tooth brushing and guiding them to the bathroom* “Let’s go brush your teeth.”

Parent: *again without pointing or gesturing* “We are going to brush your teeth.”

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EXPANSION

A Listening and Spoken Language Strategy

WHAT is it?

"Expansion" is rephrasing what a child says in a more correct, complete, or complex way.

WHY do we use it?

When we model longer, correct phrases, we create more listening opportunities! It can help build a child's vocabulary and help them start to use longer phrases on their own.

WHEN do we use it?

Because the child doesn't need to repeat it, *expansion* is a great strategy to use at any age or stage of listening or language development. It can be used all throughout the day.

HOW do we do it?

There are a lot of ways!

Change a question to a statement

Add more information

Rephrase with correct grammar

Who
can use it?

Anyone!

Parents, family members, teachers, and therapists can all use LSL strategies to support your child's listening and spoken language development!

WHAT does it look like at home?

Hearing a baby cry:

Child: "Baby hurt?"

Parent: "The baby might be hurt. You heard her crying. Maybe she is just hungry."

Child and parent playing:

Child: "My train is blue."

Parent: "Your blue train also has black wheels and square windows!"

Watching a sibling at a soccer game:

Child: "Her running fast!"

Parent: "You're right! *She is* running so fast!"

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AUDITORY FIRST

A Listening and Spoken Language Strategy

WHAT is it?

As a LSL strategy “*auditory first*” is telling before showing.

Auditory first also refers to a way of approaching everyday living with your child with a hearing loss. It means making sure their devices are functioning and that plenty of meaningful listening opportunities are available throughout the day.

WHY do we use it?

Learning to listen is a lot of work. Sometimes it is easier to rely on visual cues to see what someone said instead of really trying to figure out what they said. When we “tell” first without any extra visuals, it helps children focus on the words or sounds they heard and gives them a chance to think about what they mean.

WHEN do we use it?

The goal is to have your child practice making sense of what they hear. So, *auditory first* is a great strategy to use at any age or stage of listening or language development. It can be used all throughout the day and is often used as part of other LSL strategies.

HOW do we do it?

Tell

Give a direction, or talk about something using only words

Show

Make a gesture, or show the thing you are talking about

Who
can use it?

Anyone!

Parents, family members, teachers, and therapists can all use LSL strategies to support your child's listening and spoken language development!

WHAT does it look like at home?

Practicing LING sounds: Parent hides an airplane toy under the table: “Aah. Did you hear that? I heard, Aah.” *brings out airplane* “Look it’s the airplane! Aah”

Reading a book: Parent holds book pages facing themselves: “In a little cottage in the woods, lived a daddy bear, a momma bear, and a little baby bear.” *turns the book to show the picture of the cottage and three bears.*

Making lunch: *Without any gestures* Parent: “We need to get a plate.” *points to the cupboard, then walks over to get down a plate.*

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