STRATEGIES*

In the Development of **Audition**:

- Looks for a child's auditory attention prior to presenting stimuli
- Uses the hand cue appropriately
- Positions self and child to maximize auditory signal
- Provides input through audition prior to showing toy/object/action
- Moves in closer to microphone of child's equipment maintaining appropriate vocal intensity to improve acoustic signal, when needed
- Uses acoustic highlighting
  - Specific phonemes
  - Stresses words for emphasis
  - Uses whispering
  - Uses lowlighting for specific phonemes
  - Uses lowlighting for words in phrases
  - Applies knowledge of speech acoustics to increase saliency
  - Does not use, if inappropriate (for children with older listening ages)
- Uses imitation appropriately to develop the auditory feedback loop
- Uses wait time to allow the child the opportunity to process and respond
- Uses repetition, as appropriate
- Asks a child "What did you hear?" as appropriate to listening stage
- Incorporates music and singing into therapy activities

In the Development of **Vocabulary / Language**:

- Uses the following strategies to *input language/vocabulary*, as appropriate:
- Uses auditory strategies, as appropriate in modeling language/vocabulary
- Provides abundant, meaningful input
- Provides input in complete, correctly structured phrases
- Provides input using a "sing-songy" voice
- Models language slightly above a child's current level of use
- Uses indirect language stimulation techniques:
  - Expansion
  - Self-talk
  - Parallel talk
- Uses mostly comments and avoids over-questioning
- Follows a child's lead
- Checks for the comprehension of new language/vocabulary targets prior to asking a child to imitate
- Uses the following strategies to *elicit language/vocabulary*, as appropriate:
  - Provide choices rather than yes/no question
  - Ask open-ended questions
  - Responds to what the child says, as opposed to what he/she meant

- Provides wait time to allow the child think for him/herself before implementing more strategies
- Uses an expectant look to encourage a child to respond
- Avoids anticipating needs and allows the child to communicate them
- Encourages a child to repeat him/herself to provide clarification to others rather than doing it for him/her
- Uses sabotage techniques (setting up situations that require the child to communicate with others)
  - Makes silly mistakes and breaks routines

  - Sets the child up for others to have something to comment about (i.e. t-shirt w/ pictures, special hair clip)

In the Development of **Speech**:
- Models using appropriate auditory strategies (e.g. acoustic highlighting, hand cue)
- Models normal patterns of articulation
- Provides abundant auditory input (auditory bombardment) for developmentally appropriate phonemes
- Allows for abundant auditory bombardment prior to expecting production of a new target
- Provides and seizes opportunities to practice articulation targets many times
- Moves a child through a hierarchy of practice from production in isolation to frequently used function words (vs. content words or nouns) to short phrases to conversation

Name:_____

Date: _____

Speech Babble Hierarchy Level	One repetition	Two repetitions	Three repetitions
Vowels:			
Repeated vowels- (baba)			
Alternated vowels- 2 syllables (babu)			
Alternated vowels 3 syllables			
Alternated vowels 4 syllables			
Manner differences: **b/m, d/n, t/s,**			
• two syllables , different vowels			
• three syllables, different vowels			
• four syllables, different vowels			
• two syllables, same vowel			
• three syllable, same vowel			
• four syllables, same vowel			
Voice differences: **p/b, g/k, d/t, s/z, f/v**			
• two syllables, different vowels			
• three syllables, different vowels			
• four syllables, different vowels			
• two syllables, same vowel			
• three syllables, same vowel			
• four syllables, same vowel			

Name:_____

Date: _____

Place differences: b/d, p/t, m/n, w/j, f/s			
• two syllables, different vowels			
• three syllables, different vowels			
• four syllables, different vowels			
• two syllables, same vowel			
• three syllables, same vowel			
• four syllables, same vowel			
Varied consonants with same vowel - 4 syllables (magic words)			
Varied consonants with same vowel - 5 syllables			
Multisyllabic words			