

Effective Listening and Spoken Language Strategies

(non-exhaustive)

- 1.) Acoustic Highlighting – adding vocal stress to any given phoneme(s), syllable(s), or word(s) to heighten focus and awareness
- 2.) Acoustic Lowlighting – decreasing vocal stress to any given phoneme(s), syllable(s), or word(s) to lessen focus and distraction
- 3.) Positioning – the location of the student or LSL therapist or educator to prioritize an auditory-first approach
- 4.) Repetition – stating any phoneme(s), syllable(s), word(s), or sentence(s) again
- 5.) Closing the Auditory Loop – stating a phrase or sentence, but purposefully stopping prior to finishing in order for the student to complete the phrase or sentence
- 6.) Wait Time – creating a void of conversation or space for a duration to allow the student time to process and respond (varies student to student)
- 7.) Audition Prior to Showing – prioritizing and expecting listening about a concept before a visual of the concept is presented
- 8.) Auditory Sandwiching – presenting information spoken-only first (without visuals), introduce visuals (such as allowing the student to view the speaker's lips) second, and then re-presenting the information spoken-only again to reinforce the listening skill. (i.e.: Listen → See → Listen)
- 9.) Sabotage – presenting an unusual or unexpected situation that is different from what the student would expect or know to be true
- 10.) Get closer – relocating the presentation of auditory information closer to the student (if the distance is halved, each time it is, the auditory signal is increased (becomes louder) by 6 dB (decibels).
- 11.) Auditory Chunking – creating pauses between pieces of vital information heard to allow the student to accurately identify, digest, and store all critical elements of the message; also used to draw auditory attention and focus to the vital information heard

Information summarized from:

<https://www.infanthearing.org/ebook-educating-children-dhh/chapters/7%20Chapter%207%202017.pdf>