

1. Create a listening environment. - Examples:

- a. Quiet room
- b. Sit close to the child
- c. Make sure that the door is closed
- d. Sit away from noise (air conditioner, outside noise)
- e. Put carpet under the table and chairs to reduce the echo (reverberation)

2. Acoustic Highlighting - Examples:

- a. Emphasis on the word that you want to teach.
- b. Emphasis on the sound you want to teach
- c. Emphasis on the word or words that the child missed saying or understanding

3. Close and Quiet - Examples:

- a. Move closer if the child doesn't hear you
- b. Don't get louder, get closer

4. Repetition – over and over and over again. Examples:

- a. Say the words over and over again. If you are teaching the child verbs, then use the verb many times in different ways (example BRUSH – brush your teeth, brush your hair, brush brush brush your teeth, brush brush brush your hair; it's time to brush your teeth; it's time to go to bed, brush your teeth and get in bed.
- b. Emphasize with your voice the word you are teaching every time you say it.

5. Auditory first – THEN Visual (Say then Show). Examples:

- a. You have a new toy in a box. The child cannot see the toy. Tell child that you have a new toy. It's a motorbike. You can ride it, parents can drive it, take you places, carry home the groceries on it...and more. Be excited when you talk about it. Talk about what it does first and then say the name – the show it to child.
- b. Going to read a book – talk about the book first before showing it to the child OR have the parent talk about the book first, and then show the book.

6. Parentese, Sing Song Voice; Dramatic Voice - Examples:

- a. Make your voice dramatic. If you are teaching a young child to listen to new information, make your voice interesting so that they will pay attention to your voice first. If a baby is learning to listen to the sound a duck makes, pretend to be a duck with your voice.
- b. Make your voice very excited but not loud – with enthusiasm and emphasis.

7. Auditory Sandwich – Listen, See, Listen. Examples:

- a. Always use speech or sound first, then show if needed, then say it again.
- b. If you are teaching the child directions “Go put the cup in the sink” and he has the choice of putting the cup in the sink. There is a cup, fork, and spoon on the table. He doesn’t know the difference **by listening only** between those. Say it again, and then look very directly at the cup and say “Put the cup in the sink”. If still doesn’t get it, slightly point to the cup and look at the sink and say “Put the cup in the sink” again.

8. Wait or pause time - Examples:

- a. After you or the parent have provided the child information to follow or new words to say, WAIT!!! Give them time to think about what they need to do.
- b. For example: You read a story about a monkey eating a banana. You want the child to find the picture of “The monkey peeled the banana and threw the peeling on the ground”. You’ve read the story 2 times, and emphasized the important parts. Tell the child, where did the monkey throw the peeling on the ground? Let’s look for the picture that shows the monkey threw the peeling on the ground. Wait for the child to look for that picture. If he turns to the wrong picture, say it again. Don’t tell him no, tell him “let’s keep looking for the monkey threw the peeling on the ground”.

9. Expectant Look - Example:

- a. When you and the parent have modeled or given new words or asked child to do something that you know they can do or think they can do, look at them with a smile and a look that means – “I am waiting for you to do it”. A questioning expression. Look to child as if you want him to answer or follow the directions – with a smile and then WAIT.



10. Modeling - Examples:

- a. Use the parent as a model – to show the child what to do or say OR have the parent use you as a model.
- b. For example, you are teaching the child to use 3 and 4 word sentences. The activity is playing with a train, tracks, and blocks. You model first, “My train goes fast!”, parent says “My train goes fast”, you say My train goes fast!, parent says My train goes fast!. Had a train car to the child and look at them expectantly and wait for them to say “my train goes fast” or even some of the words.
- c. This helps the child know what to do, hear the information several times, and then try it out and be successful.

11. “I hear that!” and point to ear. Listen! -Examples:

- a. New listeners don’t know what sound is. So it is important to call attention to sounds that you hear by telling them excitedly “I hear that” and pointing to your ear.
- b. For example, parent is walking to the store with the child. A car honks or a motorbike honks – get child’s attention by getting close them, and say “I hear that horn!” and point to ear.
- c. Encourage child to Listen!, when starting a new activity.

12. Give the child a reason to communication. Make therapy fun! - Examples:

- a. When you plan your therapy sessions, think about what you do in therapy and how that will be used in the child's world.
- b. Why does the child need to answer a question or repeat a word, or use a sentence?
- c. What does the child like to do? What happens in their family? What foods do they like? What do they do with friends? Try to have activities that mean something outside the therapy room.
- d. Think about toys or materials you use.
- e. Real objects, books, toys, crayons, paper – are more useful and functional than flash cards, video games, and TV.

13. Use real life, natural routines and experiences for learning to listen and follow directions - Examples

- a. Think about what directions the child has to follow at home and school and with friends.
- b. For example:
 - i. Which is more useful for a child to understand and do? **“Go get dressed for school” OR “Find the red circle”**.
 - ii. **“Put your bowl in the sink” OR “What color is the square?”**

14. Auditory Feedback Loop - Examples:

- a. The auditory feedback loop is what we use to monitor our own voices. We learn to talk by what we hear. Children with hearing loss need lots of practice imitating and practicing good speech from what they HEAR, not by what they SEE.
- b. We practice sounds, syllables, and words with them to help them learn to say what we say and self-correct their speech.
- c. By helping them learn to say these over and over again, in fun way, their speech can improve as they learn to listen to what they say and what others say, and make changes in their voice.

15. Teach NOT Test - Examples:

- a. Work at a level where the child can learn. This is all about teaching them to listen and talk.
- b. Therapy sessions are not about testing them and seeing what they know or don't know.
- c. Unless you are working on answering questions, use comments instead of questions.
- d. Try not to use questions that will only get a 1 word answer
- e. Avoid using questions that have a YES or NO answer.
- f. Teach the child the information before you expect them to know it.