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Instructional Strategies for Implementing Utah's Early Childhood Core Standards

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Mark R. Noyce

2013

Abstract

Children who are pre-lingually deaf or hard of hearing are often delayed in the acquisition and development of spoken language. Educators of the deaf and hard of hearing, of necessity, adapt and modify curriculum to ameliorate the delays inherent with hearing loss. Teachers utilize specialized strategies and techniques of presentation to adjust to the language and communication learning needs of children with hearing loss.

Curricula are written to identify the developmental sequence of concepts and skills expected of typically developing children. The Utah Early Childhood Core Standards (UECCS) was established to help prepare children to have the pre-requisite skills and concepts to enter kindergarten. The expectation of the Utah State Board of Education is that all children will progress toward the attainment of the standards, whether they have special needs or not.

UECCS provides guidelines to assist the adults in a child's life, specifically teachers and parents, guide the child to attain the early childhood standards. Additional guidelines are provided for adults working with English language learners. This project identifies and describes consistencies and common elements of UECCS guidelines that correlate to commonly recognized best practice strategies and techniques utilized by LSL teachers of the deaf.

As part of the project 18 experienced educators of children who are deaf and hard of hearing were interviewed to identify specific strategies, techniques, or practices that they have or would utilize to teach to the Utah standards. The results of interviews provided guidelines for adults working with early childhood children who are hearing impaired.

The project created a reference/resource of coordinated teaching strategies for use with DHH children using the UECCS.

Description of Project Process

The *English Language Arts Standards and Recommended LSL Strategies Matrix* was constructed using objectives taken from the English Language Arts section of Utah’s Early Childhood Core Standards (UECCS). The objectives from the UECCS that were chosen for this project were divided into four groups in order to limit the length of each interview. Each teacher or therapist was interviewed in conjunction with a quarter of the objectives covered by the project. Eighteen experienced Listening and Spoken Language (LSL) deaf and hard of hearing educators were interviewed. All interviewees have three or more years of teaching experience. Suggestions were collected from eleven experienced teachers or therapists of the deaf from Utah Schools for the Deaf. One of those responses was collected in email form. The remaining ten interviews were conducted over the phone. Seven other highly trained deaf education professionals from outside Utah, utilizing LSL strategies, were interviewed in order to collect a broader sample of responses. Professionals from Tucker-Maxon Oral School, St. Joseph’s Institute for the Deaf - Indianapolis, University of Arizona, and the John Tracy Clinic were interviewed. Two interviews were conducted in person. Two professionals used email responses. Three other interviews were conducted by phone. Interviewees were sent a copy of the questions prior to each interview, along with contact information as a means of sending written responses. Their teaching ideas for the selected objectives were recorded and compiled to form a resource of activities and strategies that align common LSL strategies with suggested strategies found in the UECCS. Duplicate or similar ideas for lesson development were combined in the matrix. Responses from interviews were entered in the *English Language Arts Standards and Recommended LSL Strategies Matrix* in this document, under the “LSL Interview” column that correlates to the UECCS objective.

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English Language Arts Standards and Recommended LSL Strategies Matrix

UECCS Strand	UECCS Objective	LSL Interview	LSL Strategy	UECCS Strategies in Common
Speaking and Listening	Recognize that there are rules for discussions.	<ul style="list-style-type: none"> • The child coos, then you coo. (turn taking) • When a child interrupts or looks like they want to interject – prompt him/her to wait and then listen. Point to your ear as a reminder to listen. When the time is appropriate, tell the children, “it’s your turn.” Help the children to acknowledge when others are talking. • Ask questions about shared material and wait for a response. Model correct responses to your questions, until the child begins to answer for themselves. Expand on the child’s responses. • During snack time make eye contact with each child. Ask each child what they want for snack, giving options of what the child can have; then wait and expect a response from the child. Designate children different jobs as part of snack time. Have the children hand out plates, napkins, or a specific part of the snack when asked by another one of the children. • During circle-time have the children sit in an actual circle so they can see one another. Children aren’t allowed to speak unless they raise their hand and are called on (require turn-taking). Use an assistant, yourself, or another student to model correct turn-taking and the answering of questions. Present a question that each child must answer and write down the children’s responses on a white board in front of the class (e.g. what makes you happy?). • During group learning times use a soundfield system microphone to promote turn-taking. Each child must take turns using the microphone to present to the other children. Each child must also listen to the person holding the microphone. 	<ul style="list-style-type: none"> • Encouraging one person at a time to speak • Developing both eye and ear contact • Pausing • Model the correct use of linguistic patterns • Establishing attention through speech • Changing the task from an open set to a closed set • Look expectantly at the child • Repeating • Directing the child to listen closely • Asking, “What/who did you hear?” 	<ul style="list-style-type: none"> • Engage in conversations with children • Check for understanding by asking questions • Model correct grammar, articulation, and vocabulary. • Model complex sentence structures that are just above the children’s level. • Wait for children to make requests. • Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning.

UECCS Strand	UECCS Objective	LSL Interview	LSL Strategy	UECCS Strategies in Common
Speaking and Listening	With guidance and support, ask and answer simple questions about text or media.	<ul style="list-style-type: none"> • Read books such as <i>Brown Bear, Brown Bear, What do you see?</i> Ask children “What is the bear doing? Wait for a response. Give the child time to process. Give the child language and then ask them questions. Point out details and use expansion when the child uses language. If the child says, “bear” respond or expand with, “That is a brown bear.” Acoustically highlight important words. • With nursery rhymes use auditory closure as a strategy. After the child has heard the rhyme many times, begin to leave out words and phrases for them to fill in. • Read and reread stories while asking questions that require prediction such as, “What is she going to do?” • Play games on an iPad with the kids. Give the kids a closed set of options when asking them what they want to play. • Model your own curiosity about books as you read by voicing your thoughts. For example, “I wonder what will happen?” before you turn the page. Ask this same kind of question to the class so that other students can model correct responses. Provide good pausing and wait-time, so that the reading sessions become all about the comments and questions. Lift-the-flap books are good for eliciting the same type of simple questions over and over again. Non-existence is good for question asking. For example, if the moon is in every illustration and is not on one page, a question such as “where is the moon?” can focus a child’s attention on a specific type of question. • Have the children keep daily journals. At the end of the day or beginning of the next day, give the children an opportunity to present their journal entry to the other children. Help them with their language by reminding them about what they wrote in their journal. 	<ul style="list-style-type: none"> • Pausing/ waiting • Acoustic highlighting • Auditory closure • Expansion • Rewording • Change task from an open set to a closed set • Look expectantly at the child • Auditory closure • Providing rhyming words • Captivating the child’s attention through sound • Model the correct use of linguistic patterns. 	<ul style="list-style-type: none"> • Engage in conversations with children. • Provide opportunities to memorize a variety of rhymes, including chants, poems, and nursery rhymes. • Read daily from a variety of literature. • Reread favorite books or other literature. • Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning. • Use a wide variety of media and presentation forms, including storytelling, pictures or drawings, posters, appropriate multimedia presentations, drama, show and tell, signs, paintings, sculptures, puppets, and hand signs. • Include literacy props, materials, and literature in learning centers.

UECCS Strand	UECCS Objective	LSL Interview	LSL Strategy	UECCS Strategies in Common
		<ul style="list-style-type: none"> • Share a book with the children. Prior to reading or rereading the book, choose a few objects that are shown or featured in the book. Hide the objects around the room. While sharing the book, give auditory clues referring to the items that are hidden around the room. Once the children have figured out what is hidden, then have them look for the hidden item/items. While trying to find the hidden objects the children may also need to ask questions to ascertain the location. • Use YouTube videos to teach to children’s varied interests. Show the children videos of social situations, nursery rhymes, music, baking a cake, etc. Ask them questions about what they saw and heard. Use videos that have captioning or lyrics as a way of teaching pre literacy skills. Expand/reword on children’s responses. 		<ul style="list-style-type: none"> • Strategically place and remove objects throughout the room that will instigate conversations among children.
Speaking and Listening	With guidance and support, ask and answer simple questions.	<ul style="list-style-type: none"> • During playtime have the children ask for the items they want prior to allowing them to play. Provide lots of alternatives when working through the games so that the child has to voice their decisions. Make sure to be on the side of the child with the best audition. Use parallel-talk to narrate what the child is doing as he/she plays. Play with the children and use self-talk to describe your actions. • Read and reread nursery rhymes using a sing-song voice. Use auditory closure after multiple readings. Ask open-ended questions about the story and expand on the child’s utterance. Acoustically highlight rhyming and other key terms within the poem. • 1) Give the child language, 2) Ask the child questions, 3) Point out details. • Put something unusual in the room, like an art material. If the children do not ask about it, one might say, “I wonder what this is?” If they look at it, but don't say anything, encourage participation by saying something like, "What's that? Let's see what it is." 	<ul style="list-style-type: none"> • Acoustic highlighting • Expansion • Ask open-ended questions • Provide definitions for new vocabulary • Use sing-song voice • Parallel talk • Self-talk • Providing alternatives • Provide rhyming words • Moving or leaning closer to the child • Sabotage 	<ul style="list-style-type: none"> • Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning. • Read daily from a variety of literature. • Reread favorite books or other literature. • Model correct grammar, articulation, and vocabulary. • Provide opportunities to memorize a variety of rhymes, including chants, poems, and nursery rhymes.

UECCS Strand	UECCS Objective	LSL Interview	LSL Strategy	UECCS Strategies in Common
		<ul style="list-style-type: none"> At snack time and on art projects, purposely don't put out enough of something so that the children need to ask. They are usually eager to participate so they are motivated to ask. If the children need facilitation in asking prompting such as, "You need some yellow paint. Ask Mary for it." If the child tries and is not successful, further help by saying, "Say Mary's name so that she knows you're talking to her, then ask her again. You can also say it a little louder and make sure she's looking at you." Avoid asking the aide or other adult, but keep working on strategies and helping until the child does it successfully. The other children witness this support and learn from it. Ask the children common questions each day to get them used to asking and answering questions and to demonstrate how to converse with others. For example, "What's your name; what school do you go to; who is your teacher; do you like your teacher; your school; what do like best about your teacher or school?" Role-play greeting each other in the mornings. When visitors come into the class or when there are opportunities around the school, greet others and ask them common questions. Model correct greetings and responses to common questions (e.g. How are you feeling? Where do you live? Nice to meet you.). 	<ul style="list-style-type: none"> Model the correct use of linguistic patterns 	<ul style="list-style-type: none"> Strategically place and remove objects throughout the room that will instigate conversations among children. Participate in and encourage pretend play. Give children opportunities to present, such as show and tell and sharing work. Engage in conversations with children. Wait for children to make requests.
Speaking and Listening	With prompting and support, describe familiar people, places, things, and events.	<ul style="list-style-type: none"> One activity that would help with this is a classroom book. Create one centered on shared experiences (e.g. pumpkin patch field trip, mother's day, favorite pet book). Each child would go around the circle and say what part of the trip he liked best. Then they would illustrate their page and the teacher would write their words to describe the illustration on their page. The books can be read and reread to solidify vocabulary and sentence patterns. Expand and rephrase each child's language to make them grammatically correct. Children with hearing impairment glean from the ideas presented by their hearing peers and the other kids' ideas. Photos of the field trip may be used for the prompting of language. Questions about the photos can also elicit greater responses. 	<ul style="list-style-type: none"> Expand on the child's utterances Rephrase Ask open-ended questions Auditory closure Pausing/ waiting 	<ul style="list-style-type: none"> Include literacy props, materials, and literature in learning centers. Give children opportunities to present, such as show and tell, and sharing work. Utilize real objects or pictures when introducing or reinforcing new vocabulary.

UECCS Strand	UECCS Objective	LSL Interview	LSL Strategy	UECCS Strategies in Common
		<ul style="list-style-type: none"> Recreate childhood stories, fairytales, and nursery rhymes. Ask the children who is needed to act out each story. Ask the children to tell you the phrases that each character says; for example, “I think I can” or “Not on the hair of my chinny chin chin.” Use auditory closure as a way of prompting the children while they are acting out the storylines. Slow your speech when modeling repeated phrases, and give the children ample wait-time when using auditory closure. Have pictures of the children, families, houses, classroom, etc. Use one of the pictures and model how to describe the picture. Have the children take turns describing a picture. Rephrase/expand on children’s utterances. Begin with easy descriptors and expand and build on the children’s language until they can use multiple descriptors within a sentence. Acoustically highlight expansions and words that are missing within a child’s language. 		<ul style="list-style-type: none"> Check for understanding by asking questions. Read daily from a variety of literature genres. Reread favorite books or other literature. Model complex sentence structures that are just above the children’s level.
Speaking and Listening	With prompting and support, recognize that objects, symbols, and pictures can provide additional detail.	<ul style="list-style-type: none"> Read and incorporate texts on the topic of community helpers (fire-fighters, police, teachers, construction workers, etc.). Ask the children what they see in the story and ask the children what they think each character does in the story. Expand on the children’s utterances. Have children take turns trying to recap the story in a narrative throughout the week. Auditory closure could be used as a way of cluing the children in their narration. During circle-time work with the calendar and emphasize the different days, weeks and the month. Acoustically highlight the present day of the week as the days of the week song is sung. Use auditory closure to reinforce the day of the week and to initiate prediction and patterning. Have children choose a song to sing by picking a picture that represents that song. Use pictures, puppets, words that represent the different words or concepts that are sung during the song. 	<ul style="list-style-type: none"> Expansion Use natural speaking model Acoustic highlighting, slow down Repeat section containing the answer Use a sing-song voice Rephrasing Auditory closure Model correct use of linguistic patterns 	<ul style="list-style-type: none"> Engage in conversations with children. Model correct grammar, articulation, and vocabulary. Give children opportunities to present, such as show and tell and sharing. Read daily from a variety of literature genres. Utilize real objects or pictures when introducing or reinforcing new vocabulary.

UECCS Strand	UECCS Objective	LSL Interview	LSL Strategy	UECCS Strategies in Common
		<ul style="list-style-type: none"> • During daily calendar lessons have symbols of the different weather events along with the weather words. Have a child describe what the weather is like, then show the class the words he chooses (e.g., sunny and cold). Ask which one pictures says “sunny”. The child might point to sunny. Ask something like, “How do you know” and he might say “because it starts with S” or because it has a picture of a sun on it.” Likewise, he might know the other one is cold because it starts with C or because it is the color blue, which is a cold color. These clues for recognition would be modeled for them throughout the year using varying acoustic highlighting and phonemic awareness strategies. • Have stop and go signs around the room to indicate what areas the child can and can’t enter. • Read and reread familiar stories with the children. Each time the story is read, expand on the children’s utterances. Acoustically highlight the words used to expand on the child’s utterances. Add more details to the story each time by drawing the children’s attention to new parts of the illustrations or pictures. Use questions presented by the children as leads on where to expand language and concepts. Model questions based on inferences by using an aid or another adult, and then ask similar questions to the children. Supply longer utterances in chunks or smaller phrases. 	<ul style="list-style-type: none"> • Providing a visual clue and putting the stimulus back into hearing 	<ul style="list-style-type: none"> • Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning. • Model complex sentence structures that are just above the children’s level. • Sing a wide variety of songs, including those that reflect the cultural makeup of the world.
Speaking and Listening	Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> • Have children make experience pages that they can share with one another and with their families. Highlight and model repeated language. Expand on the language once a child has mastered a particular pattern. Use pictures as visual cues to prompt spoken language. • Have children share their experiences, thoughts, and descriptions of their favorite objects using a “Brag Bag.” The children will bring items as a type of show and tell, where they will need to explain and describe what they bring. Ask children questions to prompt discussion. Have the child who is sharing answer any questions that are raised by other students. Expand and rephrase questions and answers given by students. 	<ul style="list-style-type: none"> • Expansions • Rephrasing • Acoustic highlighting • Repeat what the child has said • Use open-ended questions. 	<ul style="list-style-type: none"> • Read daily from a variety of literature. • Reread favorite books or other literature. • Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning.

UECCS Strand	UECCS Objective	LSL Interview	LSL Strategy	UECCS Strategies in Common
		<p>Give children ample time to respond to questions. Direct their attention to sounds that are made by the objects that are shown. Ask the children, “What did you hear?” Use a natural speaking model when demonstrating how the “Brag Bag” works.</p> <ul style="list-style-type: none"> • While reading a book or sharing pictures of an experience have children try answer questions based on auditory clues and description. Children can point to the picture or the part of a picture that was highlighted. • As you sing a Hello song, look toward the child and then have the child try to sing along and address others in the class. Acknowledge all communication attempts, but really praise clear and expressive language. • During morning routines, when welcoming the children, have them put their heads down and then call their names individually. When the child hears their name they respond by looking up at the teacher. Also, ask the children questions about the weather and calendar and expect the children to give responses. Rephrase and expand on the children’s sentences. If a child’s responses aren’t strong enough then use sabotage to feign misunderstanding until the child provides a stronger response. Questions can also be directed to an aide or adult so they can provide a correct language model for the children. 	<ul style="list-style-type: none"> • Establish attention through speech • Use both eye and ear contact • Natural speaking model • Rephrasing 	<ul style="list-style-type: none"> • Use a wide variety of media and presentation forms, including storytelling, pictures or drawings, posters, appropriate multimedia presentations, drama, show and tell, signs, paintings, sculptures, puppets, and hand signs. • Include literacy props, materials, and literature in learning centers. • Engage in conversations with children. • Model complex sentence structures that are just above the children’s level. • Sing a wide variety of songs, including those that reflect the cultural makeup of the world.
Language	Speak in simple sentences to communicate needs and wants	<ul style="list-style-type: none"> • During center time have objects out in view of the children, but inaccessible. Children must ask for what they want to play with or use. Rephrase what the child asks for and provide linguistic modeling through natural language. Give adequate wait time for the child to respond and develop each thought. • During snack time and lunch times have everything visible to the children. Hold the children to only getting the items that they ask for or make sure that they make a communication attempt. Model, asking or requests, using complete sentences and then expand and rephrase the children’s utterances to 	<ul style="list-style-type: none"> • Used open and closed sets • Expansion • Rephrasing • Pausing/waiting • Acoustic highlighting 	<ul style="list-style-type: none"> • Engage in conversations with children. • Model correct grammar, articulation, and vocabulary.

UECCS Strand	UECCS Objective	LSL Interview	LSL Strategy	UECCS Strategies in Common
		<p>make them grammatically correct. Ask the other students follow-up questions that require them to pay attention to each other’s comments. Acoustically highlight key phrases, words, or phonemes that the children are leaving out. Model the use of adjectives in describing items in and around snack-time.</p> <ul style="list-style-type: none"> • Pretend to order a pizza with the children. Ask the children what toppings they want on their pizza. You may need to show them pictures of each topping, and then label and describe them. Ask the children where to order the pizza – over the phone, in person, or online. If time permits, have the children call “the pizza company” (aka. another teacher or assistant) and order the pizza. Expand and rephrase the children’s language throughout the entire activity. Make sure to have the children with their best hearing ear facing the teacher and use acoustic highlighting on necessary or unfamiliar language. 	<ul style="list-style-type: none"> • Providing a visual clue and putting the stimulus back into hearing • Model the correct use of linguistic patterns • Label by category • Moving or leaning closer to the child 	<ul style="list-style-type: none"> • Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning. • Use a wide variety of media and presentation forms, including storytelling, pictures or drawings, posters, appropriate multimedia presentations, drama, show and tell, signs, paintings, sculptures, puppets, and hand signs. • Model complex sentence structures that are just above the children’s level. • Include literacy props, materials, and literature in learning centers. • Wait for children to make requests. • Check for understanding by asking questions.

UECCS Strand	UECCS Objective	LSL Interview	LSL Strategy	UECCS Strategies in Common
				<ul style="list-style-type: none"> Strategically place and remove objects throughout the room that will instigate conversations among children.
Language	Experiment with writing	<ul style="list-style-type: none"> Create a writing center with white boards and markers. Have children write/ draw anything they wish. Ask the children to describe what they are writing/drawing. Incorporate themes from books and language being used during the week in the language modeled by teachers and aides. Set up every center in the class to have elements of writing: In the kitchen have shopping lists and checklists; In the art areas have the crayons, paints, smocks labeled, and have the children work on writing based projects; In the building centers have the blocks labeled and have designs and that the children can follow. Demonstrate how the children can use each of the lists, charts, and designs. Ask questions that about the items that are labeled and then rephrase and expand on their replies. At circle-time ask the children questions and write down their responses on the board in a grammatically correct manner while expanding and/or rephrasing what they have said. Have the children make experience pages. Make it so that the children have to ask for any supplies they need. Use sabotage by having pens/markers that are out of ink or “forget” to put out scissors on a page that requires scissors for cutting. Have the children journal on a routine basis. Provide visual clues for ideas of what the children can draw/write about. Model the writing process for the children by expressing thoughts out-loud. For instance, “What should I write about? Hmm, I built a tower with blocks today. I read <i>Goldilocks and the Three Bears.</i>” Expand and rephrase the children’s language. Question the children as they go (e.g. what’s missing? What else?). 	<ul style="list-style-type: none"> Ask open ended questions. Acoustic highlighting Expand on language Rephrasing 	<ul style="list-style-type: none"> Model correct grammar, articulation, and vocabulary. Engage in conversations with children. Provide opportunities to memorize a variety of rhymes, including chants, poems, and nursery rhymes. Read daily from a variety of literature. Reread favorite books or other literature. Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning. Use a wide variety of media and presentation forms, including storytelling, pictures or drawings, posters, appropriate multimedia presentations, drama, show and tell, signs, paintings, sculptures, puppets, and hand signs.

UECCS Strand	UECCS Objective	LSL Interview	LSL Strategy	UECCS Strategies in Common
				<ul style="list-style-type: none"> • Include literacy props, materials, and literature in learning centers. • Strategically place and remove objects throughout the room that will instigate conversations among children.
Language	Orally use singular and plural nouns	<ul style="list-style-type: none"> • Have the children participate in a cooking activity. Go through and label all the items including food, cooking utensils, and pots/pans prior to starting the activity. Give the kids photo/visual steps to follow and then ask them questions as to what the next step is and the items needed for that step. Expand on the children’s utterances as they answer and ask questions. Use parallel talk as they go about cooking and use acoustic highlighting techniques with the words that the children are not using in their running speech. • During snack-time present everything needed. Ask the children what they see. Label the items on the table. Acoustically highlight the differences between singulars and plurals. • During lunch time, have the children open their lunches and then ask them questions about their lunches (e.g. ooh, what’s inside?). Have the children label the items in their lunches. Model the use of quantity type terms such as - a lot, a little, a few, a couple, etc. When expanding, rephrasing, or highlighting the child’s language at lunch the teacher should try to lean closer to the child’s better hearing ear. 	<ul style="list-style-type: none"> • Labeling by category • Waiting • Ask open ended questions • Expansion • Rephrasing • Acoustic highlighting • Looking expectantly at the child • Providing a visual clue and putting the stimulus back into hearing • Parallel talk • Moving or leaning closer to the child 	<ul style="list-style-type: none"> • Engage in conversations with children. • Model correct grammar, articulation, and vocabulary. • Utilize real objects or pictures when introducing or reinforcing new vocabulary. • Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning. • Model complex sentence structures that are just above the children’s level. • Use a wide variety of media and presentation forms, including storytelling, pictures or drawings, posters, appropriate multimedia

UECCS Strand	UECCS Objective	LSL Interview	LSL Strategy	UECCS Strategies in Common
				<p>presentations, drama, show and tell, signs, paintings, sculptures, puppets, and hand signs.</p> <ul style="list-style-type: none"> • Include literacy props, materials, and literature in learning centers. • Strategically place and remove objects throughout the room that will instigate conversations among children. • Check for understanding by asking questions.
Language	Respond to and ask questions.	<ul style="list-style-type: none"> • Look at and read a book together. Direct the children to listen closely to given parts of the story. Ask the children questions and then rephrase and expand on the children’s responses. Whether by chance or planned, let the children know that answering questions incorrectly is okay. Help the children be successful by using lower level questions in the beginning; then progress to higher level questions on rereads and as the year continues. Repeat parts of the book that contain the answer to the questions. • Set up a game where there are many objects in front of the children. Label each of the items and then model how the game will be run each time. Take one of the items away each time. Prompt the children to ask questions to figure out what is missing. The teacher could also just ask what is missing. Sabotage could be used by asking for something that is not there. Another variation of the same game is to pass around the objects each time so the children can’t see who ends up with what object. One object should be taken out of play each time. Have the children ask each other, “who has the ____?” Have the children guess what item is missing. 	<ul style="list-style-type: none"> • Acoustic highlighting • Expansion • Rephrasing • Sabotage • Ask open-ended questions • Looking expectantly at the child • Repeating parts of the message that contain the answer • Model the correct use of linguistic patterns • Encouraging one person at a 	<ul style="list-style-type: none"> • Engage in conversations with children. • Model correct grammar, articulation, and vocabulary. • Check for understanding by asking questions. • Utilize real objects or pictures when introducing or reinforcing new vocabulary. • Read daily from a variety of literature. • Reread favorite books or other literature. • Design learning activities that develop expressive and receptive vocabulary through

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		<ul style="list-style-type: none"> Play card games or board games with the children. Ask questions and expect the children to answer (e.g. what do you have? What happened? How many do you have? Who has the ____? Whose turn is it? Etc.). Use an expectant look to prompt the children to answer and then give them time to process. Acoustically highlight parts of the child’s language that is missing; and then rephrase and expand on their utterances. Use alternative words to build vocabulary once the child is comfortable playing the game and then define the new words. 	<p>time to speak.</p> <ul style="list-style-type: none"> Providing alternatives Labeling by category Asking for or providing a definition 	<p>explicit teaching and incidental learning.</p> <ul style="list-style-type: none"> Use a wide variety of media and presentation forms, including storytelling, pictures or drawings, posters, appropriate multimedia presentations, drama, show and tell, signs, paintings, sculptures, puppets, and hand signs. Wait for children to make requests. Check for understanding by asking questions. Include literacy props, materials, and literature in learning centers. Model complex sentence structures that are just above the children’s level. Strategically place and remove objects throughout the room that will instigate conversations among children.
Language	Use common prepositions	<ul style="list-style-type: none"> Read the book <i>Bears at Night</i> using acoustic highlighting to emphasize each preposition. Go through the story another time and use auditory closure and have the children fill in the prepositions shown in each illustration. If the children are not able to use closure change the answers to a closed set – “The bears go over, under, or through?” Have building blocks and transportation vehicles available for 	<ul style="list-style-type: none"> Acoustic highlighting Auditory closure Changing the task from an open set to a 	<ul style="list-style-type: none"> Read daily from a variety of literature. Reread favorite books or other literature. Check for understanding by asking questions.

UECCS Strand	UECCS Objective	LSL Interview	LSL Strategy	UECCS Strategies in Common
		<p>the child to play with. Use parallel talk to comment on what the child is doing. Acoustically highlight prepositions that are used and repeat those phrases and words throughout the play. Demonstrate prepositions while using self-talk to narrate your actions. Ask the child questions about what they are doing and as to what they would like you to do to participate. Give wait time for the child to provide a complete thought. Have the child provide directions as to what needs to be done and follow turn-taking rules. Expand on the child’s responses.</p> <ul style="list-style-type: none"> • Make a book with pictures of the children in positions like: under the table, next to the chair, in the box, between the chairs. While collecting the pictures have the children describe what they are doing. Use the children’s utterances and expand on them to create the text for your book. Acoustically highlight the preposition being used in each picture. Another way to write the text for your book would be to show the children the pictures that were taken. Model the language for the children prior to asking them questions. Ask the children about each picture and expand on the children’s responses. As the children begin to recognize each of the pictures along with the corresponding preposition, pages can be added to book with other children or objects to help the children generalize the prepositions. Auditory closure can also be easily used with this type of book for children that have less language, for instance, “Emily is _____ the slide”. • Use prepositions in real life activities, such as, playing on a slide, going up the slide, going down the slide, through the tunnel, under the slide, etc. As the child is playing, talk about what they are doing and acoustically highlight the prepositions. Ask the children questions as they play that could elicit their use of prepositions (e.g. where are you going?). 	<p>closed set</p> <ul style="list-style-type: none"> • Provide alternatives • Rephrase • Expansion • Parallel talk • Self-talk • Encouraging one person at a time to speak • Model the correct use of linguistic patterns • Providing a visual clue and putting the stimulus back into hearing 	<ul style="list-style-type: none"> • Wait for children to make requests. • Model complex sentence structures that are just above the children’s level. • Engage in conversations with children. • Participate in and encourage pretend play. • Utilize real objects or pictures when introducing or reinforcing new vocabulary. • Include literacy props, materials, and literature in learning centers.
Language	Speak in simple sentences to communicate ideas	<ul style="list-style-type: none"> • Set up a dramatic play center with dress-up clothes and other useful objects. Have the children ask for and describe the items that they want. Use sabotage by handing them an item that is not what they asked for. Model simple sentences or questions that the children could use in their play. Wait for 	<ul style="list-style-type: none"> • Parallel talk • Expansion • Provide alternatives • Rephrase 	<ul style="list-style-type: none"> • Encourage in conversations with children. • Check for understanding by asking questions.

UECCS Strand	UECCS Objective	LSL Interview	LSL Strategy	UECCS Strategies in Common
		<p>children to ask for help instead of offering your help when you see them struggling. Expand on the descriptions the child has used. Instead of a “hat” it could be the “brown fuzzy hat.” Acoustically highlight the expanded words. Rephrase what the child has said and make it linguistically correct. Use parallel talk to describe the child’s actions and self-talk to describe your own actions as the teacher or therapist.</p> <ul style="list-style-type: none"> • Play with toys and use self-talk to narrate your actions and parallel talk to describe what the child is doing with the toys. Model the language that is being targeted. For example, “The bear eats an apple”. Acoustically highlight the parts of the child’s utterance that is used in the rephrase. Question children about what you have just done with the toys. 	<ul style="list-style-type: none"> • Self-talk • Acoustic highlighting • Ask open-ended questions • Sabotage • Model correct linguistic patterns 	<ul style="list-style-type: none"> • Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning. • Participate in and encourage pretend play. • Model correct grammar, articulation, and vocabulary. • Utilize real objects or pictures when introducing or reinforcing new vocabulary. • Model complex sentence structures that are just above the children’s level.
Language	Recognize that there are upper and lower case letters	<ul style="list-style-type: none"> • Set up a writing center or activity with whiteboards and magnetic letters. Define and recognize the size and shape of each letter. Label each letter as capital or lower case. Model a correct response for the child. Have the child discriminate based on the size (big/little). Have the child separate the letters onto opposite sides of the board. Ask questions as a means of directing the child to think about their decisions. • Have four capital and four lower-case letters. Label and name them as the child goes through them. Sort the letters into piles. Ask the child to label the letters by using alternatives such as, “What do you think this is? - a capital, or lower case letter?” Expand on the child’s utterance if given the correct answer. Use very different looking letters at first. 	<ul style="list-style-type: none"> • Acoustic highlighting • Model the correct use of linguistic patterns • Expand on the child’s language • Provide alternatives • Label by category • Wait time/ pausing 	<ul style="list-style-type: none"> • Engage in conversations with children. • Read daily from a variety of literature. • Reread favorite books or other literature. • Model correct grammar, articulation, and vocabulary. • Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning.

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				<ul style="list-style-type: none"> • Use a wide variety of media and presentation forms, including storytelling, pictures or drawings, posters, appropriate multimedia presentations, drama, show and tell, signs, paintings, sculptures, puppets, and hand signs. • Include literacy props, materials, and literature in learning centers.
Language	Use beginning phonemic awareness, including making up chants, rhymes, and playing with alliterative language	<ul style="list-style-type: none"> • Read, reread, and sing nursery rhymes. Acoustically highlight the rhyming words by being quiet or being loud. Use auditory closure using pictures as a cue at first and then moving to auditory cue only. “Accidentally” insert the wrong word to see if the child will catch your mistake. Use a chart to show an order of what animal is coming next in the sequence. • Sing the “Bumble Bee” song. Show the children the picture of a “b”. Explain that the b says /b/. Give the children multiple other b words, and highlight the /b/ sound each time. Go through some more b words and throw in a word that does not start with the /b/ sound. Highlight the different sounds at the beginning of each word. This same activity can be done with many phonemes and with many songs. 	<ul style="list-style-type: none"> • Acoustic highlighting • Use rhyming words • Sabotage • Use a singsong voice 	<ul style="list-style-type: none"> • Engage in conversations with children. • Provide opportunities to memorize a variety of rhymes, including chants, poems, and nursery rhymes. • Read daily from a variety of literature. • Reread favorite books or other literature. • Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning. • Check for understanding by asking questions.
Language	With prompting and support, connect new vocabulary with	<ul style="list-style-type: none"> • Create an experience book about a field trip (to the zoo). Using pictures from the field trip, have the children label the animals and discuss what was going on in each photo. As the children 	<ul style="list-style-type: none"> • Expansion • Waiting/ pausing 	<ul style="list-style-type: none"> • Engage in conversations with children. • Model complex

UECCS Strand	UECCS Objective	LSL Interview	LSL Strategy	UECCS Strategies in Common
	known words and experiences	<p>describe the pictures, rephrase what they say so they are linguistically correct. Expand on short phrases and add details. Write down what the children say about the pictures on each page. Acoustically highlight words that are repeated throughout the book or that are crucial to understanding. Provide definitions to words that are new to the children. When the book is completed have the children retell their experiences from the day using the book as a form of cueing. Ask questions that will prompt the children to use words that are highlighted in the book. Provide wait time for the children to formulate their responses to questions.</p> <ul style="list-style-type: none"> Go on a story walk. Place pictures/plush animals/toys of animals around the school and ask the children “what do you see?” Expand/rephrase on the children’s responses. Highlight the phoneme, preposition or word type that the children are working on. Take pictures of the animals that the children spot. Put together a book of the walk and ask the children questions about the order of the walk and the types of animals they saw. 	<ul style="list-style-type: none"> Rephrase Acoustic highlighting Asking for or providing a definition Providing a visual clue and putting the stimulus back into hearing 	<p>sentence structures that are just above the children’s level.</p> <ul style="list-style-type: none"> Read daily from a variety of literature. Reread favorite books or other literature. Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning. Use a wide variety of media and presentation forms, including storytelling, pictures or drawings, posters, appropriate multimedia presentations, drama, show and tell, signs, paintings, sculptures, puppets, and hand signs. Check for understanding by asking questions. Include literacy props, materials, and literature in learning centers.
Language	With prompting and support, discuss words, phrases, and their meanings as found in texts, instruction, and conversations.	<ul style="list-style-type: none"> Include literacy into every activity, such as snack time. While the children watch you, write out the recipe or items for snack on a whiteboard. Each word should be spoken as it is written. Acoustically highlight each word or phoneme that is being targeted for the day or week. Ask questions about each of the items being offered for snack. Have a different child ask each of the other students what they would like for snack. Rephrase and expand on student responses. Alternatives for snack items 	<ul style="list-style-type: none"> Acoustic highlighting Rephrasing Expansion Ask open-ended questions. Provide 	<ul style="list-style-type: none"> Engage in conversations with children. Model correct grammar, articulation, and vocabulary. Utilize real objects or pictures when introducing or

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		<p>can be available which might prompt students to ask for differing items. Draw attention to snack packages and the print that is used on them.</p> <ul style="list-style-type: none"> Set a theme of super heroes for a week or so. Bring in super hero books and toys to share with the children. Ask the children questions about the books and about their favorite super heroes. Have the children describe super heroes. Provide alternatives/language when describing for children that don't have the language needed. Expand on the children's descriptions. When describing the super heroes, this is a good time to incorporate negatives. Once the children have a good idea about the super heroes discussed in class, have the children guess which super hero the teacher describes. Having pictures of each of the super hero to help the children visualize the clues. Read books with the children. Ask them questions like, "what do you see?" Rephrase the children's responses to make them clearer and more accurate. Use direct statements from the text to develop questions for the children. Highlight words that are unknown to the children and point out the text in the book. Provide a definition of the unknown words or ask one of the children what they think the word means. Narrate and label while moving through the book. Provide definitions to words with which the children are unfamiliar. Expect turn-taking from the children. Expand on the children's statements and make sure to give plenty of wait-time for the children to process their own and other's speech. 	<p>alternatives</p> <ul style="list-style-type: none"> Wait time/ pausing Encouraging one person at a time to speak Providing a visual clues and putting the stimulus back into hearing Labeling by category Asking for or providing a definition Encourage one person at a time to speak 	<p>reinforcing new vocabulary.</p> <ul style="list-style-type: none"> Read daily from a variety of literature. Reread favorite books or other literature. Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning. Use a wide variety of media and presentation forms, including storytelling, pictures or drawings, posters, appropriate multimedia presentations, drama, show and tell, signs, paintings, sculptures, puppets, and hand signs. Include literacy props, materials, and literature in learning centers. Wait for children to make requests. Check for understanding by asking questions. Participate in and encourage pretend play.
Language	Discuss commonalities and differences and sort by one attribute.	<ul style="list-style-type: none"> Play with Legos during free-time. Have the Legos in an opaque bag, and then give auditory cues as to what is in the bag. If the children do not guess what is in the bag based on auditory descriptions and cues, then let one of the children see into the bag. The child that gets to look in then has to describe what is 	<ul style="list-style-type: none"> Acoustic highlighting Rephrasing Expansion 	<ul style="list-style-type: none"> Engage in conversations with children. Model correct grammar, articulation, and

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		<p>in the bag. After opening the bag have the children sort according to size, shape, or color depending on what is said by the teacher. Use acoustic highlighting to emphasize key words when describing the differences in the Legos. Expand on the children’s utterances. Use sabotage by asking the child to hand you something that is not there. Describe your own actions as when playing with the child (e.g. “I’ll put all my blue blocks here”). Use parallel talk to narrate what the children are doing with the blocks.</p> <ul style="list-style-type: none"> • Pick a topic such as super heroes, where many commonalities can be seen, yet there are also many differences. Have the children describe the super heroes. Write down the commonalities on a whiteboard so the children can see. Expand and rephrase the children’s utterances as they answer questions and make observations. Model how items can be sorted by talking about the characteristics that group them together. • With a theme of transportation, have multiple toys such as cars, boats, and airplanes available to be played with. Ask the children to label each and explain where they are used. Sort the toys into water, sky, and land vehicles. Ask the children questions to help them sort. Once the children seem to understand how to sort when using toys, have them do a similar sorting activity with pictures of real vehicles. • Read the story of “The Three Little Bears” with the children. Use illustrations of big, medium, and little bears and let the children sort them. If different colored paper is used to make the different sized bears then the children can sort by more than one attribute. Ask the children to describe each bear by their attributes. Expand and rephrase the children’s statements. Other items from the story can also be used help the children learn to sort, such as temperature, size, and texture. 	<ul style="list-style-type: none"> • Ask open-ended questions. • Provide alternatives • Wait time/ pausing • Sabotage • Labeling by category • Model the correct use of linguistic patterns • Parallel talk • Self-talk 	<p>vocabulary.</p> <ul style="list-style-type: none"> • Provide opportunities to memorize a variety of rhymes, including chants, poems, and nursery rhymes. • Read daily from a variety of literature. • Reread favorite books or other literature. • Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning. • Utilize real objects or pictures when introducing or reinforcing new vocabulary. • Include literacy props, materials, and literature in learning centers. • Model complex sentence structures that are just above the children’s level. • Wait for children to make requests. • Check for understanding by asking questions. • Participate in and encourage pretend play.

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Language	Increase vocabulary to include contrasting and descriptive words/opposites	<ul style="list-style-type: none"> • Read the story of the Three Little Pigs. Choose a few words that show opposites (big, little, hot, cold). Use acoustic highlighting to emphasize these words and how they are used in the story. Alternative words/synonyms can be used while reading the book as a way of introducing new vocabulary. Provide objects that will allow the children to act out the story. Give each child a turn to play the different parts of the story. Rephrase and expand on the children’s narratives of the book. Ask questions about the story, especially questions that focus on why the pigs/wolf each does what they do in the story. If the children don’t know how to answer something or they repeatedly use incorrect language, have an aide or other adult model the correct response for the children. • While doing show and tell, expand and rephrase the children’s descriptions and questions. Provide synonyms to words used by the children, and then model how the children could use the language. • Sing songs with children that use finger-plays or actions. Highlight key words and phrases while singing the songs. Once the children know the songs, use auditory closure with keys words and phrases in the song. 	<ul style="list-style-type: none"> • Acoustic highlighting • Sabotage • Asking for or providing a definition • Model the correct use linguistic patterns • Ask open-ended questions • Use alternatives • Expansion • Rephrasing • Using a singsong voice • Auditory closure 	<ul style="list-style-type: none"> • Engage in conversations with children. • Model correct grammar, articulation, and vocabulary. • Provide opportunities to memorize a variety of rhymes, including chants, poems, and nursery rhymes. • Read daily from a variety of literature. • Reread favorite books or other literature. • Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning. • Use a wide variety of media and presentation forms, including storytelling, pictures or drawings, posters, appropriate multimedia presentations, drama, show and tell, signs, paintings, sculptures, puppets, and hand signs. • Include literacy props, materials, and literature in learning centers. • Model complex sentence structures that are just above the

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				<p>children’s level.</p> <ul style="list-style-type: none"> • Sing a wide variety of songs, including those that reflect the cultural makeup of the world. • Wait for children to make requests. • Check for understanding by asking questions. • Give children opportunities to present, such as show and tell and sharing work.
Language	<p>Access to prior knowledge and experiences to identify connections between words and their applications to real life.</p>	<ul style="list-style-type: none"> • Use familiar words while reading books for the first time, and then use unfamiliar or lesser known words on further readings. Acoustically highlight unfamiliar words that are used as a means of expanding/defining familiar words. Always define words by using words that are familiar to the child. Use situations that are comfortable and very familiar for the children and then narrate what they are doing so as to connect their actions with what they already know. 	<ul style="list-style-type: none"> • Acoustic highlighting • Asking for or providing a definition • Expansion • Parallel talk • Rephrasing • Rewording 	<ul style="list-style-type: none"> • Model correct grammar, articulation, and vocabulary. • Read daily from a variety of literature. • Reread favorite books or other literature. • Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning. • Utilize real objects or pictures when introducing or reinforcing new vocabulary. • Model complex sentence structures that are just above the

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				children’s level. <ul style="list-style-type: none"> • Check for understanding by asking questions.
Language	Engage in and describe simple actions.	<ul style="list-style-type: none"> • Have each of the children take turns acting like a different kind of animal. Prompt the child that is acting to describe their actions. If the child, who is acting, is not properly describing their actions, then use parallel talk to describe the child’s actions for the other kids. The other kids need to ask the child questions about what kind of animal they are acting like. Model how to correctly act like an animal for the children and the kinds of phrases they can use to describe their actions. This could also be done as a group where the teacher prompts a certain kind of action, or the children can give suggestions of actions or animals that the kids can pretend to be. • Read a book like “The Little Red Hen” and have the children act out the story. Have the children use key concepts or repeated phrases as part of their acting out the story. Ask the children to describe each of the characters in the story, so they can get the correct costumes. The children also enjoy putting a modern twist on the story. Incorporate the concepts from the book within other activities. For instance, make a pizza with the children and have the children describe each step. Expand on the children’s explanations. 	<ul style="list-style-type: none"> • Acoustic highlighting • Expansion • Rephrase the children’s utterances • Rewording • Model the correct use of linguistic patterns • Self-talk • Parallel talk 	<ul style="list-style-type: none"> • Engage in conversations with children. • Model correct grammar, articulation, and vocabulary. • Read daily from a variety of literature. • Reread favorite books or other literature. • Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning. • Use a wide variety of media and presentation forms, including storytelling, pictures or drawings, posters, appropriate multimedia presentations, drama, show and tell, signs, paintings, sculptures, puppets, and hand signs. • Model complex sentence structures that are just above the children’s level. • Participate in and encourage pretend play.

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Language	With prompting and support, begin simple dialogue about self or texts read aloud.	<ul style="list-style-type: none"> • Read a simple book. Scaffold questions so that the children are always answering something they have been taught. Simplify texts and add details as the children learn the basic story. Ask the children questions about the pictures, beginning with a closed set of answers and then build to an open set response. On more difficult questions, repeat the part of the story that contains the answer. Relate parts of the story to events and happenings from the children’s life events. • Have the children draw on a large piece of butcher paper as they enter the room. Ask them about what they have drawn/written. Transcribe what the child says about their picture, right next to the picture. • As the children enter the room each day, recognize their clothes. Ask them questions or request that they tell about their clothes. Expand on the child’s dialogue and model correct language to ease/better their descriptions. Provide alternative words for the children to use and provide definitions to new words. 	<ul style="list-style-type: none"> • Repeating what the child has said. • Ask open-ended questions • Change the task from an open set to a closed set. • Repeat the part of the story that contains the answer. • Expansion • Asking for or providing a definition • Model the use of correct linguistic patterns • Providing alternatives 	<ul style="list-style-type: none"> • Engage in conversations with children. • Model correct grammar, articulation, and vocabulary. • Read daily from a variety of literature. • Reread favorite books or other literature. • Design learning activities that develop expressive and receptive vocabulary through explicit teaching and incidental learning. • Utilize real objects or pictures when introducing or reinforcing new vocabulary. • Model complex sentence structures that are just above the children’s level. • Check for understanding by asking questions.

Teachers of the DHH utilize specific strategies and techniques while working with children. Some of those techniques are more applicable for children who are in early intervention (ages 0-3 years) and others are more relevant and effective with children in the preschool years. The following list consists of specific teaching techniques used by experienced teachers of the DHH and SLPs. Educators can refer to this list in conjunction with the *English Language Arts Standards and Recommended LSL Strategies Matrix* above to understand and identify those techniques used in the various learning situations associated with the UECCS objectives.

The following strategies are listed and described in *Auditory-Verbal Therapy and Practice* by Warren Estabrooks, pages 15-18 and in *Language Disorders from Infancy to Adolescence* by Rhea Paul, page 403, and referred to and used by LSL educators. These strategies are contingent upon the individual needs of the child and not specific to meeting the requirements of teaching to the UECCS standards.

Strategies used for facilitating language and listening commonly used in LSL instruction.

- Acoustic highlighting
 - A variety of techniques for enhancing the audibility of a spoken message. These may include rewording; rephrasing; pausing; waiting; singing; and emphasizing specific suprasegmentals, segmental features, or both.
- Asking for or providing a definition
 - When a new or uncommon word is used the teacher/therapist should provide a definition within their teaching to scaffold the learning and use of that word for the child.
- Asking, “What did you hear?”
 - e.g. When an airplane flies over say, “What do you hear?”
- Auditory closure
 - Leaving out a specific sound, word, or phrase and expecting the child to fill in the missing information (e.g. “The wheels on the bus go _____ _____”).
- Captivating the child’s attention through sound
 - Use a myriad of sound making devices and vocal play to ensure the child’s interest (e.g. Playing musical chairs or the child uses rhythm instruments to match different rhythms).
- Changing the task from open set to closed set
 - Instead of leaving a child’s response to a question open to a large number of correct responses the teacher will limit the possible responses. (e.g. adult asks, “What animals would you see in a barnyard? An alligator, a cow, a pig”)
- Developing both eye and ear contact
 - Only proceed with the activity at hand when the child is actively listening and responding to sounds and vocal cues or looking at the speakers face.

- Directing the child to listen closely
 - By directing the child to listen carefully, the child can better discriminate what is necessary from the input available. Children can also learn how to use prosodic features by tuning into those used around them (e.g. what did Bobby say in his scary voice?).
- Encouraging one person at a time to speak
- Establishing attention through speech
 - Instead of clapping, waving hands, pointing, etc. use only vocal cues to capture the child's attention (e.g. whispering).
- Expansion/Expanding language
 - Errors in the child's utterance are corrected. (e.g. Child says, "Doggy run." Adult says, "Yes, the dog is running.")
- Label by category
 - When presenting items of a same type the teacher/therapist will provide the name of the category at hand and help the child recognize the commonalities that link the items categorically.
- Looking expectantly at the child
 - Using an expectant look can cue a child that he/she should attend to what is being said. A look also acts as a non-verbal cue when teaching a child turn-taking. An expectant look can also be used to give a child time to process and formulate a response.
- Modeling the correct use of linguistic patterns
 - The parent, care giver, or teacher can act as a scaffold for a child when he/she is pondering how to respond in a situation. (Teacher: "Who wants a cup?" Parent: "I want a cup." Teacher: "Who else wants a cup?" Child: "want cup.")
- Moving or leaning closer to the child
 - Move closer to the child's better ear or the ear with better amplification when acoustically highlighting a necessary word or phoneme. The speaker should always try to direct instruction towards the child's listening device.
- Parallel Talk
 - The teacher or therapist verbalizes, describes, or narrates the actions of the child without requiring answers to questions. (i.e. The teacher says, "You are washing the dishes." or " Mix the cake.")
- Pausing / Waiting
 - When asking a question or expecting a response of any kind make sure to provide enough time for the child to respond before providing . Children with communicative disorders and younger children should be given more time to process.
- Providing alternatives/ giving choices
 - "Does the horse say moo or neigh?"
- Providing a visual clue and putting the stimulus back into hearing
 - Show the child how to say something and then repeat the stimulus using audition only (i.e. child says, "dun" instead of fun, so the adult will show the child the labio-dental positioning of the /f/ sound and have the child repeat the word. After the child has seen how to produce the sound, then say the word again but don't let the child see your mouth.). Sandwiching visual stimulus between auditory stimuli.
- Providing rhyming words

- The teacher will provide a closed set of words for a child working on rhyming words or phrases.
- Recast/Rewording
 - Keeps child's meaning but changes the form of the sentence (e.g. The child says, "Her my dolly." Adult says, "She is yours.>").
- Repeating
 - The therapist or teacher literally repeats a child's response and acoustically highlights the response in a way to make it a question or to emphasize that a greater or different response is needed.
- Repeating part of the message containing the correct answer
 - By providing the answer in a differing syntactical form, the child is given all the information that is needed for them to succeed in correctly answering a question. (e.g. Adult says, "Who blew down the house?" Child says, "Pig" Adult says, "The wolf huffed and puffed.")
- Rephrasing
 - If a child shows signs of misunderstanding then the teacher or therapist will change how or what was requested in order to clarify the message.
- Sabotage / Suggesting opposites
 - When a child does not provide a response, prompt the child by suggesting the opposite of the intended response. (e.g. Teacher says, "Where should they go? *Under* the rock." Child says, "No, over the rock.")
- Self-Talk
 - Label, describe and talk about what you are seeing, doing, hearing, smelling, and feeling. (e.g. "I am rolling out the dough." "I smell cookies baking.")
- Using a natural speaking model
 - Don't try to force the child to say something by requesting a specific phrase. Use natural language and ask open-ended questions to allow the child to speak what he/she is feeling.
- Using a singsong voice
 - Verse with marked and regular rhythm and rhyme; a voice delivery with a rhythmic rising and falling of pitch.

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