

Self-Advocacy & Listening Strategies

Tools Students Need to Tackle Listening
& Auditory Comprehension Challenges

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INTERVENTION MANUAL

for Intervention Slides



Intervention with Intention

Self Advocacy & Listening Strategies: Tools Students Need to Tackle Listening and Auditory Comprehension Challenges



SECTION A: Introduction and Instruction

Set the Stage: purpose of learning and using the strategies

- Strategies as “Tools”
- Discussion and Brainstorm “What Makes Listening so Hard?”

SECTION B: Listening Challenge #1: Unfamiliar Words

- Unknown Vocabulary

SECTION C: Listening Challenge #2: Way People Talk

- Too Quiet, Loud, Fast, Unclear

SECTION D: Listening Challenge #3: Amount of Information

- Lengthy/Too Much Information
- Vague/Not Enough Information

SECTION E: Putting it All Together

- Mixed Listening Challenge Practice Activities

Note: A common challenge to general listening comprehension, auditory memory, is *not* included in this resource. Because I have found a multitude of readily available, ready-made instructional materials at my fingertips I felt that specific memory strategies such as reauditorization, visualization would not add meaningful value to the specific purpose of this tool. Beside, many of the activities provided here can also be used for practice and application of those auditory memory strategies.

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SECTION A: Introduction and Instruction Strategies as “Tools”

Slide 4: Section A What is a Strategy?



Introducing concept of strategy = tool

SECTION A: Introduction & Foundations

What is a strategy?

A strategy is like a tool.

We use tools to help us do something better or more easily.



Slide 5: Tools we use...

Ask student to name tools and describe function/what they help us do better/more easily.

Tip: I have found I need to spend more time on this with younger students. For many of my older students, I often don't need to go through every one of the tools; when they demonstrate they understand the concept of strategy as a “tool” I move forward.

Tools we use

A hammer helps us...

- toothbrush
- saw
- hand vac
- wrench
- ruler
- pen



Slide 6:

If a strategy is a tool, then a strategy helps us...

Do something better or more easily
We can use listening & question strategies (tools) to help us listen and understand better

If a strategy is a tool, then a strategy helps us...



- Do something better - or more easily!

We can use listening & question strategies (tools) to help us listen & understand better!



SECTION A: Introduction and Instruction

Slide 7:

Some of the potential barriers to listening, understanding and remembering are the same - they overlap. Individualize for students. For example, if a student's primary need is in the area of auditory memory/recall, focus on that. If a student has difficulty with listening comprehension, focus on understanding. Likewise, if your student's challenge is listening in general (including but not limited to attention, distractibility, etc.) then focus on that.

Sometimes listening and understanding what you hear is *hard!*

There are many strategies we can use to help us be a better listener.

First, we need to understand what things make it hard to listen.



Slide 8:

Suggestion: I tend to go deeper with older students who have a bit more self-awareness and if a student isn't self-aware, these questions provide a great opportunity for him/her to start thinking about the barriers to listening, understanding and remembering which are unique to themselves.

For the fill in fields on this slide, it's best to highlight 1 or 2; whatever is needed and deemed most relevant based on session / group needs.

What Makes it Hard to Listen?

What Makes it Hard to Understand?

What Makes it Hard to Remember?

Slide 9:

Pre-loaded examples of some circumstances which may make it more difficult to listen. Discuss all or just a few. Which examples did your students come up with? Modify discussion as needed.

What Makes it Hard to LISTEN?

Examples: Did you think of these?



- Loud noises or others talking nearby
- Distracting toys, objects, classmates
- Don't want to do it / It's a harder activity
- Technology is "glitchy" (teletherapy)
- How you feel - sick, hot/cold, hungry
- Someone isn't talking loud enough
- I'm just not interested



SECTION B

Listening Challenge #1: Unfamiliar Words / Unknown Vocabulary

Slide 12:

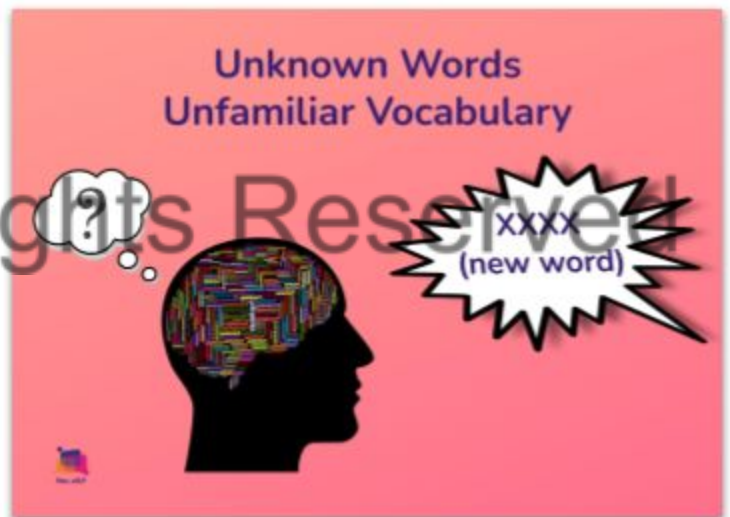
Listening Challenge # 1
Section Slide



Slide 13:

Listening Challenge #1:
Unknown Words / Unfamiliar Vocabulary

Throughout this section, use terminology and expand discussion based on student needs. The visuals provide support for discussion and description of the Listening Challenge and what we feel / experience in those moments. We know a lot of words, but sometimes, we will hear a "new" word and we don't know what it means.



Slides 14:

Reaction gif (see above)



SECTION B

Listening Challenge #1: Unfamiliar Words / Unknown Vocabulary

Slides 15:

This slide provides language to guide discussion. Discuss potential responses and whether they are socially/culturally appropriate. For example, using a specific tone of voice when responding to Teacher, etc. Example, if we just say, "Huh?" that doesn't result in getting us what we need because it doesn't provide the feedback / information that the speaker / instructor needs to understand what we need / how to help us, etc.



Questioning Strategy:

Slides 16: Self-Advocating Unknown Word

In response to what should we do / say when we hear a word that we don't know = Ask a question. The strategy to is ask a question: specifically, to ask what the word means.



Slides 17:

This slide provides the first "effect" or result of what will happen when we ask for a word meaning.



SECTION B

Listening Challenge #1: Unfamiliar Words / Unknown Vocabulary

Slide 21:

Listening Challenge #1 Activity 1 Set-Up and Initial Directions

Stop screen sharing -

Let's Try It!

**Listening Challenge #1: Unfamiliar Words / Unknown Vocabulary
Activity 1**


Use the directions which follow (also included on page 11 of the SALS Manual) for guided practice or immediate application of self-advocating when an unfamiliar vocabulary word is encountered.

Directions to SLP: Do exactly as to stress the unfamiliar/unknown words. To "bypass" those students who really don't know the meaning of a word that goes beyond the they know, response words have been included.

Directions to Students: If you know all of the words in the direction, go ahead and follow the direction. If there is a word you do not know, ask for its meaning. Some words will be "bypassed."

Let's do a quick practice:
Touch your nose. Do you know/understand all of the words in that direction? Then go ahead and do it/show the direction.
Show me your outside for (cubicle, or elevator ridge, etc.) Do you know/understand all of the words in that direction? Which words new? Which word do you not understand? Then ask, "What does (substantive, etc.) mean?" or say, "I don't know what cubicle means."

Proceed to the Activity Directions next slide (or page 12 of the SALS Manual)




Slide 22:

Listening Challenge #1 Activity 1 Directions to give to students

**Listening Challenge #1: Activity 1: Unfamiliar Words / Unknown Vocabulary
Directions:**

1. Make a fist with your right hand.
2. Name something like **ffffff** falling.
3. Touch your nose.
4. Point to the ceiling with one hand and to the floor with the other hand.
5. Show me your **ffffff**.
6. Show me your **ffff** face.
7. Show me your **ffff** feet.
8. When I say go, **ffffff** your hands. (Point! Get up! It is not a real word, so every student should ask for meaning.)
9. Scratch your head.
10. Touch your eyeliner with your thumb.
11. Show me the **ffffff** of your head and your ears.
12. Cover to floor.
13. Tell me a word that is **ffffff** with the word "new!"
14. How many **ffffff** do you have? (response word)
15. Tell me your **ffffff**. (aka: if not applicable or appropriate)



Slide 23:


Additional Practice Opportunities Activity 2 Activity 3

Additional Practice Opportunities

Listening Challenge #1: Unknown Word

Listening Challenge 1: Activity 2
"What Does it Mean?" (SALS Manual, pages 13-16)

Listening Challenge 1: Activity 3
"Yes, No, Maybe So" (SALS Manual, pages 17-19)



SECTION B

Listening Challenge #1: Unfamiliar Words / Unknown Vocabulary

Activity 1

Materials Needed: Verbal presentation only - No visuals (other than the optional Visual Cue (Slide 20))

Note to SLP: Be careful to not place excess stress on the unfamiliar/nonsense words. Also to “expose” those students who really don’t know the meaning of a word but guess/pretend like they know, nonsense words have been included.

Directions to Students: *If you know all of the words in the direction, go ahead and follow the direction. If there is a word used and you do not know it, ask for its meaning. Some words will be “new/unfamiliar.”*

Let’s try a couple examples.

- *Touch your nose. Do you know/understand all of the words in that direction? Then go ahead and do it/follow the direction.*
 - *Show me your cuticle (or clavicle, or alveolar ridge, etc.) Do you know/understand all of the words in that direction? Which word is new? Which word do you not understand? Then ask, “What does (cuticle/clavicle, etc.) mean?” or say, “I don’t know what cuticle means.”*
1. Make a fist (with your right hand).
 2. Name something you detest eating
 3. Touch your ears.
 4. Point to the ceiling with one hand and to the floor with the other hand.
 5. Tell me where you reside.
 6. Blink your eyes two times.
 7. Turn and look behind you.
 8. When I say go, spleck your hands. (Pause) Go! (spleck is not a real word, so every student should ask for meaning)
 9. Scratch your head.
 10. Touch your eyebrow with your thumb.
 11. Show me the juncture of your hand and your arm.
 12. Count to three.
 13. Tell me a word that is synonymous with the word “small.”
 14. How many trengishes do you have? (nonsense word)
 15. Tell me your mom’s maiden name. (skip if not applicable, appropriate, relevant)

SECTION B

Listening Challenge #1: Unfamiliar Words / Unknown Vocabulary

Activity 2 “What Does it Mean?”

Objective/Description:

Students follow verbal directions, many of which include unfamiliar and/or higher level vocabulary than what would be expected for them to know, to provide opportunities to self-advocate / ask specific questions to indicate they need the definition of an unknown word.

Each Student Needs:

- A copy of Page 16 “What Does it Mean?”
- Colored pencils/crayons

Optional: Visual support can be provided by showing slide # 20 from [Self-Advocacy & Listening Strategies: by Nan_eSLP Google Slides](#).

Directions to give to Students follow on page 14

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Suggestions for Extension / Expanded Use of Activity 2:

- Ask students to tell you the meaning of at least 2 of the words learned/defined. Provide a list (next page) and/or re-read target words to prompt recall.
 - If students are using some kind of vocabulary graphic organizer, select one or more words from the activity to incorporate with other targeted semantic skills.
- Offer an extra point, sticker, privilege (whatever form of reinforcement you already use) for any student who can recall (1-2) word meanings at the next session.

Unknown/Unfamiliar Vocabulary Target Words:

foliage

igneous

torso

edible

descend

illuminate

collar

beverage

yeast

innovation

crustacean

fabric

Listening Challenge #1: Unfamiliar Words / Unknown Vocabulary






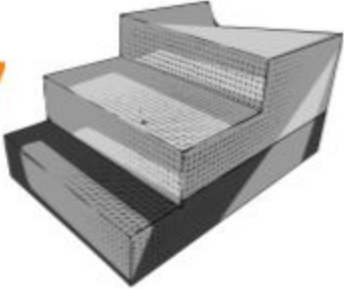


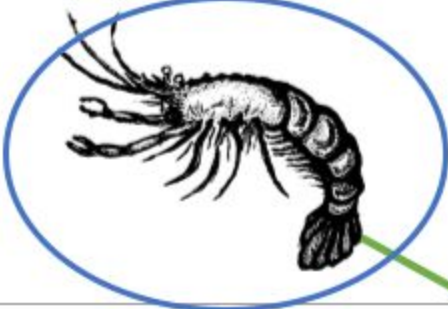




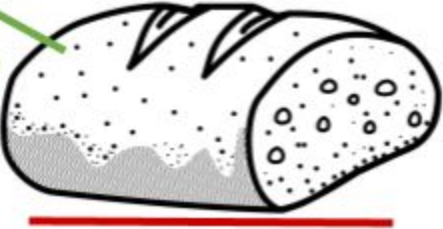
Activity 2 “What Does it Mean?”

[Provide a copy of page 16 to each student (and set of crayons or colored pencils)]

Present the following verbal directions:

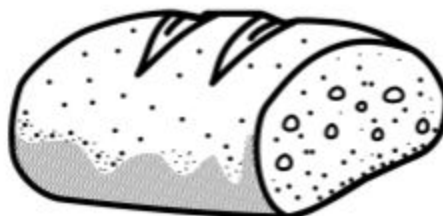
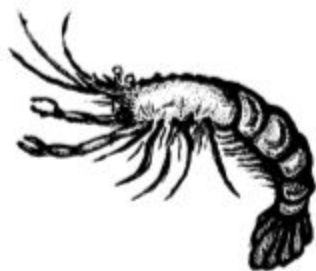
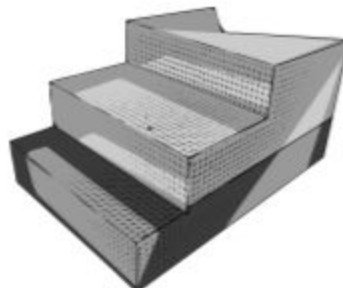
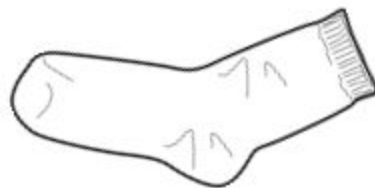
1. Put a green “X” on the foliage. (leaves, etc. the plant)
2. Using blue, underline the one that can be igneous. (type/category of rock, the rock)
3. Draw a red circle around the one that is worn on your torso. (mid-section of the body, the shirt)
4. Two of the items have a handle. Color the handles orange. (the mug, the candlestick holder, may/may not know “handles”)
5. Use purple to circle the page number.
6. Put a red check (mark) next to the one that is made of wax. (answer: candle. may/may not know “wax” The definition of wax is very scientific, trust me. Just go with “what candles are made of”)
7. Draw a green line that connects the two things that are edible. (can be eaten, the bread and the shrimp (although that one is debatable ;)
8. Put a orange check (mark) next to the thing I can descend. (to go down, the stairs)
9. Put a yellow box around an item that illuminates. (lights up, provides opportunity to ask for word meaning and to ask a clarifying question; there are two items that light up: candle, light bulb. Clarify by indicating the can draw a box around both the candle and the bulb.)
10. Using green, circle the clothing you wear on your feet. (the sock)
11. One of the items has a collar. Color the collar blue. (May or may not know collar; worn around the neck, in this case, part of the shirt)
12. Put a green check (mark) next to the one that can be toasted. (the bread)
13. One of the items can hold a beverage. Circle it using whatever color you like. (drink, the mug)
14. One of the items is made with yeast. Underline it using red. (ingredient used in baking which causes dough to rise, the bread)
15. Draw a black box/square around the thing that needs water to grow. (the plant)
16. Put a blue “X” next to the one that is a 19th century innovation. (innovation: creation, invention. 19th century: January 1, 1801 – December 31, 1900 (the 1800’s) the light bulb)
17. Use orange to underline the question mark in the title of this page. (?)
18. Using blue, circle the crustacean. (crustacean: arthropod of the mainly aquatic group Crustacea, such as a crab, lobster, shrimp, barnacle: the shrimp)
19. Draw a red line that connects both things made of fabric. (may/may not know “fabric,” cloth material: the sock and the shirt)
20. If you haven’t already done it, write your name at the top of the paper.

Listening Challenge #1: Unfamiliar Words /Unknown Vocabulary Activity 2 "What Does it Mean?" Answer Key

<p>(any color circle)</p> 	
 	 
	
	 
	 

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Listening Challenge #1: Unfamiliar Words /Unknown Vocabulary Activity 2 “What Does it Mean?”



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SECTION C

Listening Challenge #2: How People Talk

Slide 24: Listening Challenge #2
Section Slide



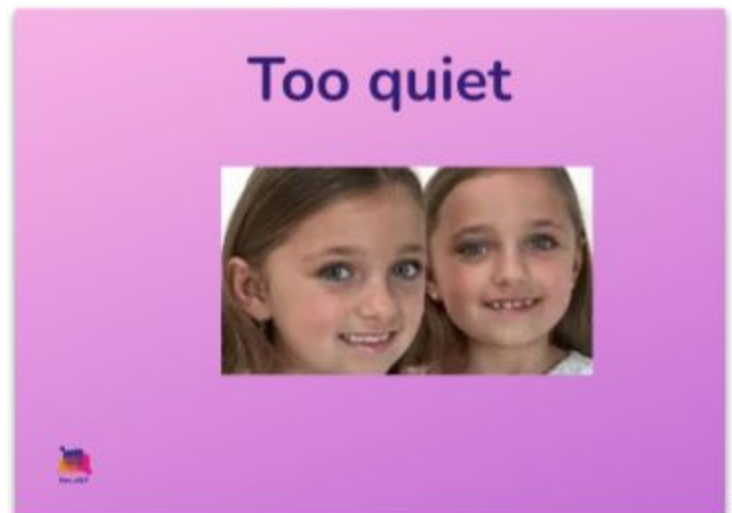
Slide 25: Listening Challenge #2
How People Talk

Using picture clues, ask students what they think this Listening Challenge is referring to: What do the pictures suggest about the different ways that people speak? (too loud, too quiet, too quickly, etc.)



Slide 26: Too quiet

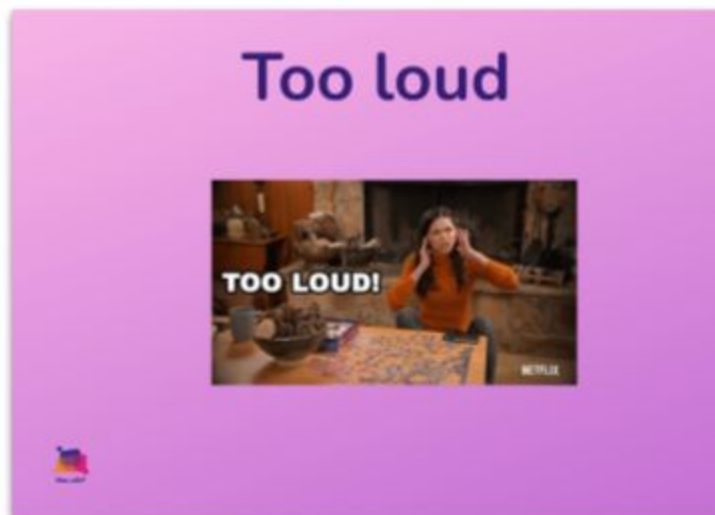
Sometimes, people speak too softly/quietly - What is the listening challenge / problem with that?



SECTION C: Listening Challenge #2: How People Talk

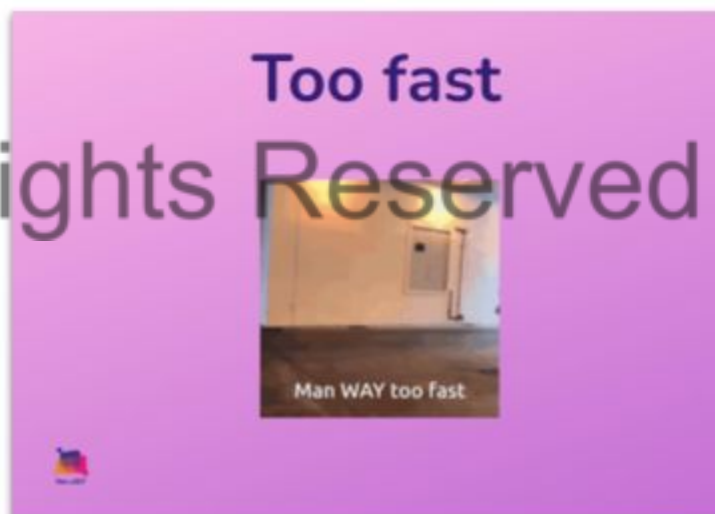
Slide 27: Too loud

Sometimes people use a voice volume that is too loud. It may be very uncomfortable for some of us. Talk with the students about different voice volumes / loudness. There are times and places where a loud voice may be needed - Where? When? (emergency, outside, larger group of people and no microphone / amplifier available, etc.) Without naming anyone, can they think of someone they know who often speaks too loudly?



Slide 28: Too fast

Ask the students what it sounds like and/or how they feel when someone is speaking very quickly. What problems result? Provide them with a model sentence (e.g. Today is Thursday) and have them say it at different rates of speech to ensure they understand the concept of rate / speed.



Slide 29: Speech that is Mumbled

Sometimes, a speaker may not speak clearly - they might mumble (garble, not use clear sounds, etc) - Note: This slide is *NOT* intended to make fun of individuals who have articulation difficulties - it's simply an example of mumbling and/or unintelligible speech in general (e.g. silly gibberish) (The Muppet character "The Swedish Chef" audio examples can be found online)

