

SALC: Strategies to Advance Literacy and Conversation - Amy McConkey Robbins, (2016)*

Clinical Technique/Goal Setting	Example/purpose
Use mental state words; make your thought process transparent.	“Oh, I can see that in my mind” or “My image for that was different.”
Use supportive routines to clarify roles in conversation.	“What are you wearing?” game
Scaffold child’s use of more mature conversational repair strategies over time.	“Where does your aunt live?” [Child shrugs.] “Someone at this table knows.”
Comment as much as you question (Blank & Marquis, 1987).	Mimics real conversation: “What a cute animal!” not “What animal is this?” Invites rather than demands participation
Establish signals for important language routines.	“Instruction!” “Synonym!” “Connection” “Text to self” Spotlights imp.language; prepares for classroom routines
Utilize communication sabotage (Robbins, 1996; (Arwood, 1991).	Is a window on child’s auditory comprehension and confidence in hearing
Incorporate Boss Your Brain techniques (Robbins, 2005a) to support working memory, retrieval, strategy selection, and executive function.	Finger cues (the “world’s best memory aids”) Reauditorization (talk to self); Act it out (motor rehearsal); Visualization; Invisible blackboard
Switch roles so child is the talker and clinician the listener.	Mimics conversation; different skills required in each role
If appropriate, act on/repeat what child said, not what he or she meant.	Clinician: “Your best friend is <i>gray</i> ?” (child corrects production) Clinician: “Oh, <i>Gracie</i> .”
Use drills such as speech babble or phonics rules with the motto <i>Quick, fun, get it done.</i>	Efficient use of time; affords rapid, focused practice
Be creative using music to enhance listening and language.	Use piggyback technique or narrate your actions with song, like an opera
Incorporate poetry, even with preschoolers.	May facilitate humor, double meanings, phonological awareness, point of view, cultural references. Has rhythm and melody so is a “cousin” to music
Ensure language has a genuine purpose.	Barrier games and Tell and Show require rich description and authentic questions; receiver can’t see what sender sees; Surprise table has a real surprise, etc.
Respect silence as another person in the room. (What is it telling us?)	Provides more processing time; encourages reflection over impulsivity
Teach story conventions (e.g., “Once Upon a Time”) and narrative connectors (e.g., then, so, because of that, finally).	Play “Story in a Suitcase” game with increasing number of cards/elements
Employ humor naturally and liberally.	Lightheartedness and fun break tension and seriousness child and parent may feel
Use authentic provocation.	“Something scary happened last night.....”

*For more information, see McConkey Robbins (2016) *Listening and Spoken Language: A Conversational Competence Approach*. In Moeller, Ertmer, Stoel-Gammon (Eds.) *Promoting Language and Literacy in Children who are Deaf or Hard of Hearing*. Baltimore: Brookes Publishing