

# Developing Listening and Language Comprehension with Students Using AAC Devices

Gail M. Van Tatenhove, PA, MS, CCC-SLP  
Orlando, FL

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## Just So You Know ..... ASHA DISCLOSURE

- My name is Gail Van Tatenhove. I am a part-time employee of Semantic Compaction Systems. I also have a private practice in Orlando, FL. Today, I will be showing video examples of students using AAC devices.
- I have no fiduciary connection with any commercial products, Apps, or materials demonstrated in this presentation.

Handouts are available at: [www.atia.org/orlandohandouts](http://www.atia.org/orlandohandouts)

### See Handout For:

Function Listening Profile

General Listening Comprehension Strategies

Types of Listening Activities

Therapist and Teacher Tips

Visual Scaffolds

Listening Routine

Assessing Progress

## Resources

<https://www.dropbox.com/sh/whqv1jjqfpccxd1/z422JfKtYs>

## Experience being a "Listener"

BBC Podcast = Letters from the Titanic  
passage = 3.17 minutes

Background Knowledge =  
What do you already know about the Titanic?



## Built – Sailed From – Ports - Route

Titanic's Launch & Route




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Why did it sink?



How many people survived?


2,228 passengers and crew members set sail, **705** passengers survived




## Set a Purpose for Listening

**Listen For This Information:**

- Who was the author?
- What do you know about the author?
- Who was the recipient?
- What was the purpose of the letter?



## GET READY & LISTEN



Titanic leaving Southampton

**NO NOTE TAKING ALLOWED!**

## Answer Purpose Questions

- Who was the author?
- What do you know about the author?
- Who was the recipient?
- What was the purpose of the letter?

## Listening Comprehension Questions

**Text-Based Questions (Bottom-Up Listening Processing)**

- At which stop did they board the Titanic?
- From where would the letter have been mailed?
- What class were they traveling in?
- What was the family doing when the boat left port?
- What lifeboat was she in?
- Who did and did not survive?
- What was surprising about this family?

**Listener-Based Questions (Top-Down Listening Processing)**


- What was the most important thing you heard?
- Why would Juliette want to write a letter to her father from the Titanic?
- What would you have written to your family if you had been on the Titanic?

## Supporting Information Processing

**Background Information**

- Background information activates a set of expectations that help the listener interpret what is heard and anticipate what will come next.
- Pictures, graphs, tables, etc. provide visual support to help understand, recall and summarize.

**Visual Supports**



The story of the only black man on the Titanic was revealed in 2000

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## Listening in Class



- It is estimated that children in school spend 25% of their school day LISTENING.
- What percentage of time do students who use AAC (SWUAAC) spend "listening?"




### How much of this can our physically challenged students who use AAC do?

- Teachers teach LISTENING in fun and indirect ways in early intervention programs
  - Get down on the floor and make eye contact
  - Use rhyming phrases ("1,2,3, eyes on me")
  - Sing songs that require turn-taking and group interaction (B-I-N-G-O = listen for the silent pauses)
  - Play rhythm games (repeat a clapping pattern)
  - Move until the music stops and then freeze

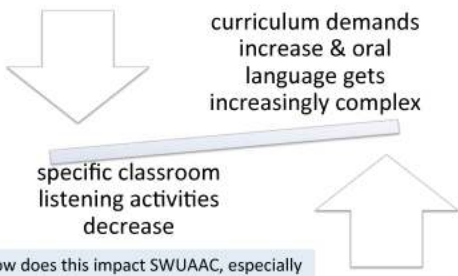
### Teaching Listening

- Teachers create "Listening Stations"
  - Headphones for independent or small group listening
- Purpose
  - Do some task (answer



**How much of this do physically challenged students who use AAC do when ..... have aide helping them, trouble wearing headphones, have therapy instead of free time, etc.**

### Teaching Listening through the Grades



curriculum demands increase & oral language gets increasingly complex

specific classroom listening activities decrease

How does this impact SWUAAC, especially those who haven't been included in general education until the late elementary, middle, or high school years?

### The Importance

- LISTENING is a critical learning objective in the Common Core and most State Standards



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### Florida NGSSS = Kindergarten

- listen** carefully and understand directions for performing tasks (e.g., three or four-step oral directions)
- listen** attentively to fiction and non-fiction read-alouds and demonstrate understanding
- repeat** auditory sequences (e.g., letters, words, numbers, rhythmic patterns)
- recite** short poems, rhymes, songs, and stories with repeated patterns
- communicate effectively when relating experiences and **retelling** stories **heard**

### Increasing Listening Demands for Academic Performance

- 1<sup>st</sup>**
  - retell** specific details of information heard
- 3<sup>rd</sup>**
  - recall, interpret, and summarize** information presented orally
- 4<sup>th</sup>**
  - listen attentively** to speakers and takes notes as needed to ensure accuracy of information and recall of key points
- 7<sup>th</sup>**
  - use effective listening strategies** for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic



### SLP Role – Assess, then Treat

- The Listening Comprehension Test 2 (LCT2)
- Test of Auditory Comprehension of Language (TAC-L)
- Oral and Written Language Scales (OWLS-II)
- Test of Auditory Processing of Language 3 (TAP-3)
- Phonological Awareness Test 2 (PAT2)

### How do we evaluate whether or not a student is “listening” to information being presented in class?

Observe their physical behaviors	posture/alertness
	eye contact
	attention to the speaker
	taking notes
Measure their performance	follow the instructions
	repeat/retell/summarize
	answer/ask questions
	connect or apply to past learning

### Many Students Who Use AAC....

- Have NEVER experienced indirect or direct teaching of Listening Skills.
- Are dependent on the Aide/Assistant to do their informal listening (directions, instructions) and their active listening activities (taking notes, completing physical tasks).
- Lack the life experiences/background knowledge that helps them listen more actively.

### Other Influencing Factors & Functional Listening Comprehension Profile (see handout)



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## Activities for Building Listening Skills that use the Student's AAC System

- Listen for Enjoyment/Pleasure/Sociability
  - Sounds of animals, vehicles
  - Songs, jokes, riddles
  - Rhyming words (see Dropbox folder for word list)
- Listen to Perform/Evaluate Actions/Operations
  - Simon Says games (be Simon and evaluate performance)
  - Sequential steps for activities
  - Follow directions\*
- Listen to Transfer Information
  - Relate messages to others
  - Fill in blanks in a "gap" story
  - Take notes in e-notebook

## Activities for Building Listening Skills that use the Student's AAC System

- Listen to Solve Problems
  - Word games (password)
  - Twenty Questions to identify an object
- Listen for Information and Meaning\*
  - Learn to Listen so you can Listen to Learn
    - For new content
    - To question and clarify what you don't understand

## Strategies for Improving Listening (and Language) Comprehension with SWUAAC

Helping Students Listen for Information & Meaning



AND YET THE QUESTION REMAINED:  
"WHO CAME FIRST?"

Listening Comprehension

Language Understanding

If a student can not answer questions about a passage after just LISTENING to it, how do you know if it is an auditory issue or a language comprehension issue?

- By 5<sup>th</sup> grade, reading comprehension catches up to listening comprehension\*(Casey, M.) . So, evaluate with supplemental printed text.
  - If the student CAN answer the questions when provided with printed text of the passage and questions, it is a listening, NOT a language comprehension issue.
- Pre-literate – Evaluate with pictorial supports of pictures/ icon sequences, etc. they know.

## Variables in Listening Activities for Listening Skill Development

A SHORT passage on an UNFAMILIAR subject with COMPLEX language that is LIVE voice might be harder than a LONGER passage on a FAMILIAR subject with SIMPLE vocabulary that is RECORDED.

Complexity

Subject

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### Resources for "Passages"

- Custom-Developed Materials
  - Most control of length, complexity, familiarity, presentation
- Reading Comprehension Materials
  - Monitor progress by grade level (although it is based on Reading skills, not Listening Comprehension)
  - MANGA-style materials
- Podcasts (with supplemental visual supports)
- Recorded Stories (with storybook or not)
- iPad Apps (List in Dropbox Folder)

### Sample Custom Material 1

**Controlled Variables**

- Short (4 sentences)
- Familiar Subject
- Simple Vocabulary/Language
- Live Voice (or Recorded on Step-by-Step)

**Scaffolds and Strategies**

- Simple Picture
- Vocabulary Code Check List
- Purposes for Listening/Questions to Check Comprehension
- Text with Color-Coded Highlighted

**"Familiar Scenes"**

- on iPad or printed out on paper

### Sample Custom Material 2

**Controlled Variables**


- Short (4 sentences)
- Familiar Subject
- Simple Vocabulary/Language
- Live Voice (or Recorded on Step-by-Step)

**Scaffolds & Strategies**

- Paragraph & Individual Sentence Strips
- cut paragraph apart
- re-order sentence
- color-code reflects key idea

**"Amazing Actions"**

- on iPad



### Two Listening Apps

- **Listening for Absurdities**
  - Recorded Voice
  - Short – 1 Sentence
  - Familiar Scenarios
  - Simple Vocabulary, but **Absurdity** adds Complexity




- **Listening Master Lite – Beginning Level**
  - Recorded Voice
  - Moderate – 5 Sentences
  - Familiar & Unfamiliar Subjects
  - Moderately Complex Language



### Joshua's Listening Routine

For Improving Listening for Information and Content



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## Before Listening Strategies

Activate Background Knowledge

AAC "Key/Core" Vocabulary Check

Set Purpose(s) for Listening

Repeat Purpose(s) for Listening

Visualize & Imagine

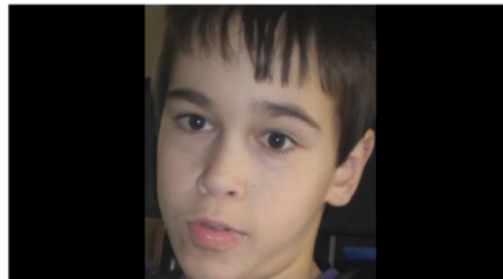
## J – Getting Ready to Listen



## During Listening Strategies

Maintain a Listening "Posture"	Attend to Speaker
	Imagine/Visualize
Listen to Passage	Live = Accentuate with voice
	Recorded = Provide "stop 'n go on" for passages with 10+ sentences
Attend to Visual Scaffolds (as provided externally)	Color Coded Sentence Strips
	Highlighted Key Words in Text
	Purpose Questions

## J - Listening



## After Listening Strategies

Request Repetition "Again" or "Ready" 1 time only

Engage in Active Re-Listening

Top-down (Listener-Based/Background Supported)

- Summarize What is Remembered
- State Main Idea

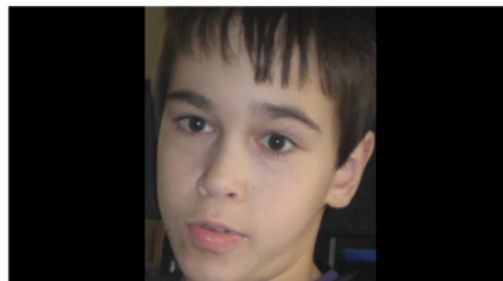
Bottom-up (Text-Based)

- Answer Purpose Questions
- Order Sentences Sequentially

Answer Problem Solving or Critical Thinking Questions

Complete Supplemental Writing Activities

## J – After Listening



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## Some Visual Scaffolds

- Picture Stimuli (paper or iPad)
- Color-Coded Cards for Parts of Speech
- Circled Key Words on Wall Chart
- Word Banks for Fact Question Answers
- Printed Text of Full Listening Passage
  - Sentence Strips for the Passage Sentences
  - Text with Highlighted Key Words

## Post-Listen Writing

### List of Ideas

Writing  
My Ideas about the Beach  
fun  
cold water,  
hot sand  
green crab and pink turtle and purple octopus

### Self-Written Paragraph

I like the toys play in the sand and play the water in the ocean. I eat peanut butter & jelly sandwich and applesauce and yogurt drink and yogurt cup and chocolate pudding at the beach. Play the water green crab and pink turtle and purple octopus and no lost in the ocean cold water. Beach in the summer is fun.

Listening about Horseback Riding, then Writing about it.



Thank you for listening to me



and helping other students who use AAC.