

STRATEGIES TO AID COMPREHENSION

1. Slow down rate
 - Slow down rate of speech without changing volume or tone
2. Pausing
 - Break long sentences up by using pauses in the sentence
 - Allow longer pauses between two consecutive sentences
 - If you expect an answer from the student give a significant pause to allow him/her to formulate ideas and provide the answer
3. Use less ambiguous questions/ sentences
 - Wh-question types, may be confusing, so instead of who came yesterday? Be more specific e.g. Did your friend come to play yesterday?
 - Elipted sentences e.g. Have you been yet?, that rely on previous information may be difficult, so be more specific e.g. Have you been to the toilet yet?
 - Pronouns are often confusing, so instead of She's coming after lunch be more specific, Your mum's coming after lunch.
4. Changing a topic
 - Use an introductory statement e.g. "let's talk about..."
 - Pause for about 5 seconds between topics
 - Repeat and emphasize the subject or key words, "Do you have any pets? What type of pet do you have?"
5. Use alerters
 - When starting to speak don't begin with the most important message, give him/her time to tune in.
 - Say the student's name
 - Use a verbal lead in
6. Place the main words at the end of the sentences
 - The student is more likely to remember the message if the key word is the last word they hear

7. Use short sentences

- Use short sentences that convey one idea at a time e.g. “this afternoon we might do reading” rather than, “I think maybe we might read this afternoon if there’s time after you have finished what you are doing now.”

8. Stress

- Place stress or emphasis on the main words within the sentence that convey meaning e.g.
 - (You want to know who made his/her lunch) “Did mummy make your lunch?”
 - (You want to know if mum made or bought lunch) “Did mummy make your lunch?”
 - (You want to know whose lunch mum made) “Did mummy make your lunch?”
 - (You want to know if mum made his/her lunch or dinner) “Did mummy make your lunch?”

9. Gesture

- Use gesture to emphasize stress and time it to occur along with the stressed word to convey more meaning
 - e.g. “Did mummy make your lunch?” point to the student as you say ‘your’
 - e.g. “Did mummy make your lunch?” point to the student’s lunch or use sign or natural gesture for sandwich etc as you say ‘lunch’

10. Awareness of hearing loss

- Some words sound similar and may be confusing, use of gesture can help to make the sentence less ambiguous

11. Rephrasing

- Sometimes repeating a sentence is not enough, you may need to rephrase it , you can do this by using the above strategies
 - Putting main words at the end of the sentence
 - Using a shorter sentence

- Making sentences less ambiguous
- Using gesture and stress