

RELATIONSHIP BETWEEN AUDITORY-VERBAL THERAPY TECHNIQUES AND COMMUNICATION REPAIR STRATEGIES

Technique used by therapist/parent/teacher	Corresponding skill to develop with the child
1. Change the rate of presentation -use of pausing	-child requests, "Please speak slower, louder..."
2. Move closer to the child	-child places him/her self nearer to the speaker
3. Provide repetition	-child says " Huh, what, pardon me, please repeat." -child asks for repetition -NON -SPECIFIC LEVEL OF REQUEST
4. Provide visual clues	-child asks, " Please look at me; can you show me", or moves to see speaker's face.
5. Rewording/rephrasing	-child asks, " Please say that in a different way".
6. Change the complexity	-child asks, " What does (word) mean?"
7. Asking "What did you hear?"	-child says, "I didn't hear you; I heard...; Did you say...; You said..."
8. Reduce background noise	-child says, "That's too noisy, That noise bothers me because...; Can we talk over there where it is quiet?"
9. Waiting	-child says, "I'm thinking".
10. Others Label by category Provide a definition Provide a rhyming word Suggest an opposite Repeat part of the message containing the answer	-child makes a SPECIFIC LEVEL REQUEST -the request is for repetition of a specific item -the request is for confirmation -tell the speaker HOW to assist

-adapted from Communication Repair Strategies by Wendy DeJeu and Auditory-Verbal Techniques and Acoustic Highlighting, Warren Estabrooks in The Listener, Summer 2000.

Margaret Louwerse, April 2002, Communication Repair Strategies and Social Skills.