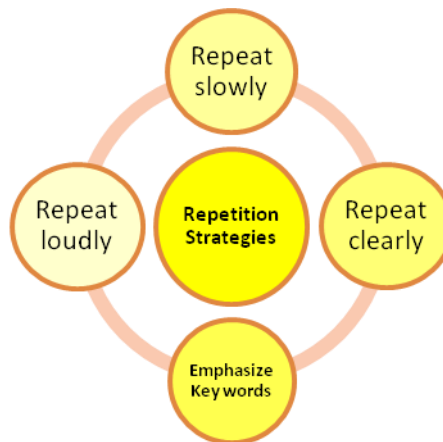


REPETITION STRATEGIES



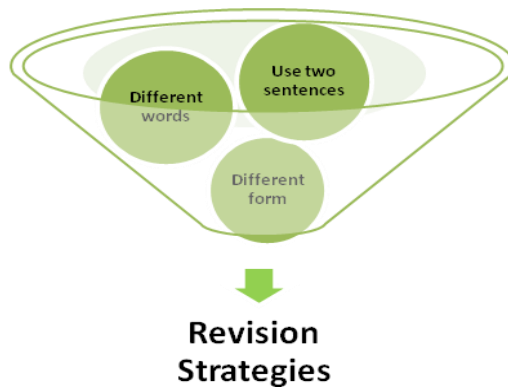
Repetition strategies: SAY IT AGAIN. Add no information or meaning to what was originally said. Do not change the form (grammar, syntax) of what was said.

If someone does not understand what YOU say, you can use these repetition strategies:

- You can repeat exactly what you already said.
 - Maybe the person was not paying attention when you started talking.
- You can repeat part or all of what you already said, only more slowly.
 - Maybe you were talking too quickly, and it was hard to hear every word you said.
- You can repeat part or all of what you already said, only making sure you say each word clearly.
 - Maybe you were leaving off parts of words or not paying attention to how clearly you were speaking.
- You can repeat part or all of what you already said, only a little louder.
 - Maybe there is noise in the background making it hard for everyone to hear everything that is said.
- You can repeat one or two of the most important words. After this, you could also repeat exactly what you first said.
 - Maybe it is noisy, you were not speaking clearly, or the listener was not paying attention when you started speaking. Exact repetition is the most useful of the repetition strategies.
 - *I saw some students playing at Wright Park. → Wright Park. I saw some students playing there.*

When you say “huh” or “what,” the other person will usually just repeat what he or she has said. When you use these specific strategies, the other person will know what exactly you missed and then you both will understand each other.

REVISION STRATEGIES



Revision strategies: BREAK DOWN WHAT YOU SAID. Add no information or meaning to what was originally said. Change the form (grammar, syntax, word order) OR use different words with the same meaning.

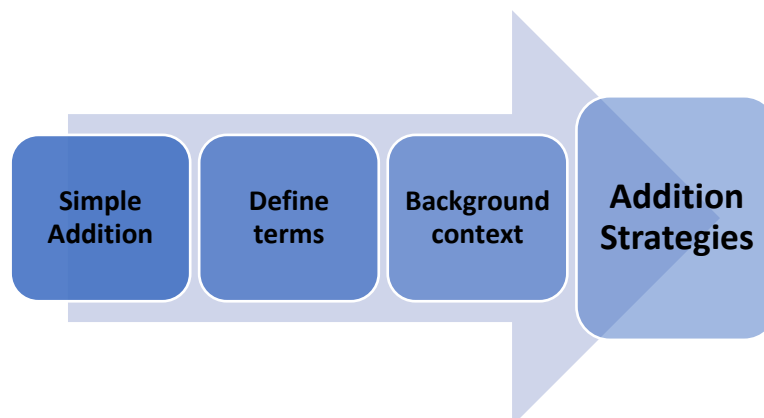
If someone does not understand what YOU say, you can use these revision strategies:

- Break what you said into two short sentences.
 - This is another way to emphasize the important parts and make them easy to understand.
 - *I saw some students playing in Wright Park. → I saw some students playing. They were at Wright Park.*
- Use different words that mean the same thing (easier to understand, simpler words).
 - Maybe you were misunderstood because one word was missed for some reason.
 - *I saw some students playing in Wright Park. → I saw some kids playing in Wright Park.*
- Say the same thing, but use a different word order.
 - Sometimes if you change the word order the second time, people understand quickly.
 - *I saw some students playing in Wright Park. → When I went by Wright Park I saw some students playing.*

If you take part of what you heard or said and say it in a different way, you are using a revision strategy.

When you say “huh” or “what,” the other person will usually just repeat what he or she has said. When you use these specific strategies, the other person will know what exactly you missed and then you both will understand each other.

ADDITION STRATEGIES



Addition strategies: ADD TO WHAT YOU SAID TO CLARIFY WHAT YOU ARE TALKING ABOUT AND GIVE THE LISTENER THE NEEDED INFORMATION TO UNDERSTAND WHAT YOU MEAN. Add information or meaning to what was originally said. Define words or concepts OR provide background information in addition to what was said.

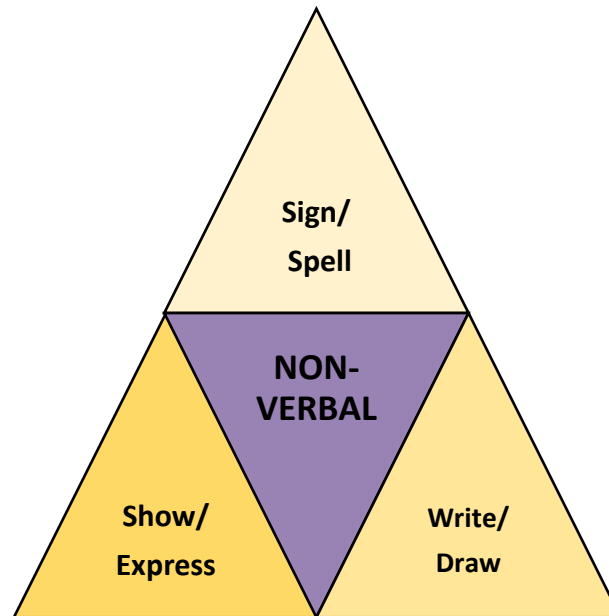
If someone does not understand what YOU say, you can use these addition strategies:

- Add a word or a bit of information along with what you originally said.
 - This way you are not just ‘parroting’ and adding a word may make your message easier to understand.
 - *I saw some students playing in Wright Park. → I saw some students playing on the slide at Wright Park.*
- Define what you meant when you said part of your message.
 - Maybe you were misunderstood because one word or concept was missed for some reason.
 - *I saw some students playing in Wright Park. → Some kids were playing on the slide when I went past Wright Park today.*
- Provide some background information to what you said to help explain your message.
 - Maybe you were misunderstood because one word or concept was missed for some reason.
 - *I saw some students playing in Wright Park. → You know Wright Park, in the North part of town? I saw some students playing there today.*

If you add new information to what you heard or said, you are using an addition strategy.

When you say “huh” or “what” the other person will usually just repeat what he or she has said. When you use these specific strategies, the other person will know what exactly you missed and then you both will understand each other.

NONVERBAL STRATEGIES



Nonverbal strategies: ADD A MEANINGFUL GESTURE, MOTION, OR SIGN TO GET YOUR POINT ACROSS.

Can be used alone or in combination with other strategies.

Provide or emphasize the idea of the message you want to be known.

If someone does not understand what YOU say, you can use nonverbal strategies:

- Add a bit of visual information along with what you originally said.
 - A visual may make your verbal message easier to understand.
 - *I saw some students playing in Wright Park. → Point to map of Wright Park, mime going down a slide, sign or write key information: fingerspell the words Wright Park; draw a slide; sign slide, baseball, swing;*

If you add visual information to what you heard or said, you are using a nonverbal strategy.

When you say “huh” or “what” the other person will usually just repeat what he or she has said. When you use these specific strategies, the other person will know what exactly you missed and then you both will understand each other.