Auditory Learning Guide

SOUND AWARENESS (Speech and Environmental Sounds)	PHONEME LEVEL** (Speech Babble)	DISCOURSE LEVEL (Auditory Processing of Connected Speech)	SENTENCE LEVEL	WORD LEVEL
Step 1 - Detect * the presence of any speech syllable.	**Step 1** - Imitate physical actions (before speech imitations).	**Step 1a** - Imitate motions of nursery rhymes/songs with accompanying vocalization.	**Step 1** - Identify familiar stereotypic phrases or sentences.	**Step 1a** - Identify and imitate approximations of "Learning To Listen" sounds varying in suprasegmentals and vowel content, e.g., (a-a-a)/*airplane* , (u)-(u)/*train* , (oi) (oi) *pig* in isolation, at the end, and then in the middle of a sentence.
Step 2 - Detect* vowel variety, [u] [a] [I] and raspberries [b-r-r]	**Step 2** - Imitate any phoneme that child produces spontaneously when given hand cue (or other cue).	**Step 1b** - Identify nursery rhymes or songs.	**Step 2** - Recall two critical elements in a message.	**Step 1b** - Identify one, two, and three syllable words in isolation, e.g., *cat* vs. *chicken* vs. *kangaroo* .
Step 3 - Detect* consonant variety, e.g., [m-m-m], [b^] [b^] [b^] and [wa] [wa]	**Step 3** - Imitate varying suprasegmental qualities in phonemes (vary intensity, duration, and pitch) aeeee (long) vs [ae ae] (pulsed); [ae-ae] loud/quiet/whispered; [ae] high/mid/low pitch.	**Step 2** - Answer common questions with abundant contextual support, e.g., "What's that?", "Where's mama?", "What is _____doing?"	**Step 3** - Recall three critical elements in a message.	**Step 2** - Identify words having the same number of syllables but different vowels/diphthongs and consonants, e.g., *horse* vs. *cow* vs. *sheep* .
Step 4 - Detect* the presence of environmental sounds at loud, medium, and soft levels at close range, at a distance of 6-12 ft. and at a distance of greater than 12 ft.	**Step 4** - Imitate vowel and diphthong variety, e.g., [u], [ae], [au], [i], etc.	**Step 3** - Identify a picture that corresponds to a story phrase in a three or four scene-story.	**Step 4** - Complete known linguistic messages from a closed set (ex: nursery rhymes, songs, familiar stories).	**Step 3a** - Identify words in which the ***initial*** consonants are the same but the vowels and final consonants are different, e.g., *ball* vs. *bike* .
Step 5 - Detect* whispered [hae] [hae] and [p] [p] [p]	**Step 5** - Imitate alternated vowels and diphthongs, e.g., [a-u] [e-I] [a-I]	**Step 4** - Identify an object from several related descriptors (closed set).	**Step 5** - Answer common questions about a disclosed and familiar topic: a) without pictorial cues b) over the telephone c) on audio/video-	**Step 3b** - Identify words in which the ***final*** consonants are the same but the vowels and initial consonants are different, e.g., *food* vs. *card* .
Step 6 - Detect* the sounds of the Six Sound Test.	**Step 6** - Imitate consonants varying in manner (fricatives, nasals, and plosives). Use phonemes previously produced, e.g., /h/ vs. /m-m-m/ vs. /p/	**Step 5** - Follow a conversation with the topic disclosed.	**Step 6** - Recall four or more critical elements in a message to follow multiple element directions.	**Step 4** - Identify words in which the initial and final consonants are identical but the vowels/diphthongs are different, e.g., *book* vs. *back* .
Step 7 – Detect* the sounds of the Six Sound Test at various distances.	**Step 7** - Imitate consonants differing in voiced vs. unvoiced cues, e.g., [b^] [b^] vs. [p] [p] and then with vowel variety, [bobo] [pao pao]	**Step 6a** - Answer questions about a story with the topic disclosed.	**Step 7** - Complete known linguistic messages (open set).	**Step 5a** - Identify words in which the vowels & final consonants are identical but the ***initial*** consonants differ by three features - manner, place of articulation, and voicing, e.g., *mouse* vs. *house* .
Step 8 – Locate the direction of sound if amplified binaurally.	**Step 8** - Alternate consonants varying in place cues, first with varying vowels, e.g., /ma-ma/ /no-no/; /go-go/ bi-bi/, etc.	**Step 6b** - Answer questions about a story with the topic disclosed; story is teacher-recorded.	**Step 8** - Follow open set directions and instructions (disclosed).	**Step 5b** - Identify words in which the vowels & initial consonants are identical but the ***final*** consonants differ by three features - manner, place of articulation, and voicing, e.g., *comb* vs. *coat*
	Step 9 - Alternate syllables with varying consonants and same vowel, e.g., [bi], [di], [ho] [go]	**Step 7** - Recall details of a story (topic disclosed).	**Step 9** - Recall specific elements in a sentence by answering questions about an undisclosed but familiar topic.	**Step 6** - Identify words in which the vowels and the final/initial consonants are identical but the initial/final consonants differ by two features: (a) manner and place (voicing in common), *moat* vs. *goat* ; (b) manner and voicing (place in common), *man* vs. *pan* ; (c) place and voicing (manner in common), *boat* vs. *coat* .
		Step 8 - Sequence the events of a story (topic disclosed).	**Step 10 -** Repeat each word in a sentence exactly. a.) predictable sentences "I'm going to the grocery store to buy cereal and milk." b.) less predictable sentences "A woman hit me so I told her to calm down."	**Step 7a** - Identify words in which the vowels and final consonants are identical but the ***initial*** consonants differ by only one feature - manner of articulation, e.g., *ball* vs. *mall* .
		Step 9 - Retell a story with the topic disclosed, recalling all the details in sequence.	**Step 11** - Recall specific elements in a sentence by answering questions on an undisclosed topic.	**Step 7b** - Identify words in which the vowels and initial consonants are identical but the *final* consonants differ by only one feature - manner of articulation, e.g., *cloud* vs.
		Step 10 - Make identification based on several related descriptors (open set).		**Step 8a** - Identify words in which the vowels and final consonants are identical but the ***initial*** consonants differ by only one feature - voicing, e.g., *coat* vs. *goat* .
		Step 11 - Follow a conversation of an undisclosed topic.		**Step 8b** - Identify words in which the vowels and initial consonants are identical but the ***final*** consonants differ by only one feature - voicing, e.g., *bag* vs. *back* .
		Step 12 - Retell a story about an undisclosed topic, recalling as many details as possible.		**Step 9a** - Identify words in which the vowels and final consonants are identical but the initial consonants differ by only one feature - place of articulation, e.g. *bun* vs. *gun* .
		Step 13 - Process information in noise and at various distances.		**Step 9b** - Identify words in which the vowels and initial consonants are identical but the ***final*** consonants differ by only one feature- place of articulation, e.g., *sheep* vs. *sheet* .
		Step 14 - Process group conversations.		

KEY

The color codes in the chart designate auditory behaviors to be mastered by the end of the specified year, given optimally fitted hearing devices.

- YEAR 1
- YEAR 2
- YEAR 3
- YEAR 4

This guide is intended to aid professionals in the *beginning* stages of learning an auditory-based approach. As professionals acquire more experience in auditory teaching, children should progress more rapidly.

The information on this chart was adapted from Judy Simser's article in the *Volta Review* (1993) (** items), from the Auditory Skills Program, New South Wales Department of School Education, from the Foreworks Auditory Skills Curriculum (1976, North Hollywood, CA), and from teacher input.

Notes:

* A detection response could include turning head, pointing to ear, clapping, dropping a toy in a container, etc.

Reference:

Simser, J.I. (1993). Auditory-verbal intervention: Infants and toddlers. *Volta Review* 95(3): 217-229.

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