### Auditory Learning Guide

#### Sound Awareness

- **Step 1**: Detect the presence of any speech syllable.
- **Step 2**: 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 3**: 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**: 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 5**: Detect whispered [hae] and [p] [p] [p] at a distance of 12 ft.
- **Step 6**: Detect* whispered [hae] and [p] [p] [p] at a distance of 12 ft.
- **Step 7**: Detect the sounds of the Six Sound Test.
- **Step 8**: Locate the direction of sound if amplified binaurally.

#### Phoneme Level

- **Step 1**: Imitate physical actions (before speech imitations).
- **Step 2**: Imitate any phoneme that children produce spontaneously when given a hand cue (or other cue).
- **Step 3**: Imitate varying suprasegmental qualities in phonemes (vary intensity, duration, and pitch) e.g. /ae-ae/ loud/quiet/whispered; /ae/ high/medium/low pitch.
- **Step 4**: Imitate whispered [hae] [hai] and [p] [p] [p].
- **Step 5**: Imitate alternated vowels and diphthongs, e.g. [a]-[a]-[a]-[a]-[a].
- **Step 6**: Imitate consonants differing in voiced manner (fricatives, nasals, and plosives). Use phonemes previously produced, e.g., /l/ vs. /m-m/-m/-m/-m/-m/.
- **Step 7**: Imitate consonants differing in voiced manner (fricatives, nasals, and plosives). Use phonemes previously produced, e.g., /l/ vs. /m-m/-m/-m/-m/-m/.
- **Step 8**: Alternate consonants in place cues, first with varying vowels, e.g., /ma/-ma/-ma/-ma/-ma/.
- **Step 9**: Alternate syllables with varying consonants and same vowel, e.g., /bi/, /bi/, /bi/, /bi/, /bi/.
- **Step 10**: Make identification based on several related descriptors (open set).

#### Discourse Level

- **Step 1**: Identify familiar stereotypic phrases or sentences.
- **Step 2**: Recall two critical elements in a message.
- **Step 3**: Answer common questions about a story with the topic disclosed.
- **Step 4**: Answer common questions about a message to follow multiple element directions.
- **Step 5**: Answer questions about a story with the topic disclosed.
- **Step 6**: Sequence the events of a story (closed set).
- **Step 7**: Sequence events of the story (open set).
- **Step 8**: Sequence the events of a story (closed set).
- **Step 9**: Sequence events of the story (open set).

#### Sentence Level

- **Step 1**: Identify sentences by answering questions about an undisclosed topic.
- **Step 2**: Answer common questions about a story with the topic disclosed.
- **Step 3**: Answer common questions about a story with the topic disclosed.
- **Step 4**: Answer common questions about a story with the topic disclosed.
- **Step 5**: Answer questions about a story with the topic disclosed; story is teacher-recorded.
- **Step 6**: Follow open set directions and instructions (disclosed).
- **Step 7**: Follow open set directions and instructions (disclosed).
- **Step 8**: Follow open set directions and instructions (disclosed).
- **Step 9**: Follow open set directions and instructions (disclosed).
- **Step 10**: Repeat each word in a sentence exactly.
- **Step 11**: Recall specific elements in a sentence by answering questions about an undisclosed topic.
- **Step 12**: Retell a story about an undisclosed topic, recalling as many details as possible.
- **Step 13**: Process information in noise and at various distances.
- **Step 14**: Process group conversations.

#### Word Level

- **Step 1**: Identify words in which the initial consonants are the same but the vowels and final consonants are different, e.g., ball vs. bike.
- **Step 2**: Identify words having the same number of syllables but different vowels/diphthongs and consonants, e.g., horse vs. cow vs. sheep.
- **Step 3**: Identify words in which the final consonants are the same but the vowels and final consonants are different, e.g., food vs. card.
- **Step 4**: Identify words in which the initial and final consonants are identical but the initial consonants differ by three features - manner, place of articulation, and voicing, e.g., mouse vs. house.
- **Step 5**: 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., bike vs. back.
- **Step 6**: 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., comb vs. coat.
- **Step 7**: 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 8**: 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., cloud vs. crown.
- **Step 9**: Identify words in which the vowels and final consonants are identical but the initial consonants differ by only one feature - voice, e.g., coat vs. goat.
- **Step 10**: Identify words in which the vowels and final consonants are identical but the initial consonants differ by only one feature - voice, e.g., bat vs. back.
- **Step 11**: 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.

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**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:**