

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) eeeee (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 <i>initial</i> 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 <i>final</i> 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] [pae-pae]	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 <i>initial</i> 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 <i>final</i> 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 <i>initial</i> 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 <i>final</i> consonants differ by only one feature - manner of articulation, e.g., cloud vs. clown.
		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 <i>initial</i> 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 <i>final</i> consonants differ by only one feature - voicing, e.g., bad 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 <i>final</i> consonants differ by only one feature- place of articulation, e.g., sheep vs. sheet.
		Step 14 - Process group conversations.		

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

KEY
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.