



# LEARNING TO LISTEN

Auditory Potential for students with hearing  
differences

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Level 1

Detection: I \_\_\_\_\_ it!

Hearing Sounds:

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Hearing Speech:

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Typically at \_\_\_\_\_ months of listening.

Video Observations:

What strategy did you notice?

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What outcome did you notice?

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Activity Objectives:

***Develop auditory awareness, auditory attention, and listening***

Activity Ideas:

Baby: While feeding say, "it's time to eat lunch. You're eating peas and apples. Yummy. (Smell)... mmmm. So good. Here come the peas... yuck, yuck you didn't like them, but they are yummy. Here Mommy will try them. Mmm I like peas. Here come the apples... mmm you liked the apples they are so good.... mmm."

Toddler: Peek-a-boo: Hold a blanket or towel in front of you and increase the volume as you say "Peek...a...." then say "boo" loudly and excitedly when the sheet comes down. Play this way several times until the child knows how to play the game. Encourage the child to vocalize when the sheet comes down to imitate "boo" to the parent. Put the sheet in front of the child for him/her to vocalize and take the lead.

Preschool: Shake the box of toys and model being quiet and say "Listen, I hear something. What is that?" Point to your ear. When the child is listening, then you can say the sound the toy makes, such as "ahhhh" for an airplane. Act surprised again, then show him/her the toy from the box.

Elementary: Use lots of pitch changes in your voice as you tell stories and sing songs. Sing Ring Around the Rosie and increase the volume in your voice toward the end when you get to “We all fall...” “DOWN!” The pause before “down” makes the game more fun, dramatic, and predictable so our children are confident in playing with us.

Secondary: Tell your student “I will knock on the door, so you turn when you hear me.” You can also choose your student’s favorite song from a device. Tell them you will play the song and they should turn to you when they hear the song. You could also play the music at 3’ and 6’ to observe when he/she is able to hear from further distances.

Level 2

Discrimination: "It \_\_\_\_\_ !"

Recognize changes in \_\_\_\_\_ : \_\_\_\_\_,  
\_\_\_\_\_

Recognize changes in \_\_\_\_\_ : \_\_\_\_\_,  
\_\_\_\_\_

Typically at \_\_\_\_\_ months of listening.

Observations:

What strategy did you notice?

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What outcome did you notice?

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Activity objectives:

***Develop auditory localization and distance hearing***

***Teach appropriate response to sound***

***Make sounds (meaningful)***

Activity ideas:

Baby & Toddler: Sing the Baby Bumblebee song with hand motions. Make your voice a different pitch & volume for the "Ouch!" Your child should alert with open eyes, quit moving, turn to look, or jump to show that he/she noticed the CHANGE.

Preschool: Use sounds meaningfully during play such as playing with farm animals. A cow can come out from under a blanket after you make the long "mooo" sound. Talk about the cow and make the moo sound while you play. Put another animal under the blanket that makes a short sound, like a duck. Your child should CHANGE his/her behavior indicating the change of sound was noticed.

Elementary: Play with cars and vehicles. Make each word rich with pitch changes as you say "Rea-dy" "S-e-t" (louder) "Go!" As your child learns the game, he/she will anticipate the "go" before you say it and show you he/she knows what is coming next.

Secondary: Have your child choose a few songs he/she likes. Tell your student that you will play a song and have him/her raise their hand when they notice the sound is louder or softer. Another activity could be to play a song and have him/her tell you by raising their hand or turning when they hear a different sound (such as knocking on the table.)

Level 3

Identification: "I \_\_\_\_\_ that \_\_\_\_\_!"

\_\_\_\_\_ words & phrases:

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\_\_\_\_\_ words & phrases:

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Typically at \_\_\_\_\_ months of listening.

Video observations:

What strategy did you notice?

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What outcome did you notice?

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Activity objectives:

**Develop auditory discrimination and short-term memory**

Common Functional Phrases:

Baby & Toddler: no, daddy, eat, wait, night night, diaper, bye bye, names of important people in the child's life

Preschool: names of toys for learning to listen sounds, items in the house, actions, potty, snack, wash hands, clean up

Elementary: time for lunch, school vocabulary; get your backpack, time to go, go line up

Secondary: What's your name?, Are you ok?, How are you?, Good morning, Where do you live?

Level 4

Comprehension: "I know what that \_\_\_\_\_!"

Following \_\_\_\_\_ commands:

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Recalling from \_\_\_\_\_ \_\_\_\_\_:

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Typically at \_\_\_\_\_ months of listening.

Video observations:

What strategy did you notice?

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What outcome did you notice?

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Activity objectives:

**Develop auditory processing of patterns**

**Increase the auditory memory span**

**Increase vocabulary**

Partner Activities:

Ideas from your group:

Toddler:

Preschool:

Elementary:

Secondary:

# AUDITORY STRATEGIES FOR EACH STAGE OF LISTENING

## DETECTION

point out sounds and speech

joint attention to sounds

position your voice to the microphone

hear it again and again

## DISCRIMINATION

emphasize your voice

repeat it, sing it, (whisper it)

exploit listening first

self talk, narrate your actions

## IDENTIFICATION

listen, listen, look, listen

model speech and take turns

expectant look for their response

pause/wait

## COMPREHENSION

auditory closure

sabotage

ask "what did you hear?"

open ended questions