

APPLICATIONS FOR AUDITORY SKILL AND LANGUAGE DEVELOPMENT

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This project was a result of work that was funded by two sources:

- The Oberkotter Foundation and a grant from Idaho Health and Welfare.
- The production of this e-book was supported by grant KC4485 from Idaho Health and Welfare. Its contents are solely the responsibility of students and faculty of Idaho State University and do not necessarily represent the official views of the Department



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WHO SHOULD I CONTACT? HOW?

A pediatric audiologist specializes in providing hearing healthcare for children. If you have questions or concerns about your child's hearing, they can be a great resource! The audiologist will test your child's hearing, discuss their results with you, and discuss their recommendations for your child



This QR code Directs you to the EDHI pals website, where you can find a directory of pediatric audiologists in your state

WHAT SHOULD I EXPECT WHEN VISITING AN AUDIOLOGIST?



WHAT SHOULD I EXPECT WHEN VISITING AN AUDIOLOGIST?

A visit to the audiologist can be new and unfamiliar. Many of the tests done in these appointments are unique to this field and while important to understand your child's hearing, may seem confusing at first. Below are some resources to help acquaint you with what you might see at your kiddo's audiology appointment.

WHAT SHOULD I EXPECT WHEN VISITING AN AUDIOLOGIST?

Parts of a pediatric audiology appointment:

Looking in your kiddo's ears:

[Click Here for a Video](#)

Testing:

Auditory Brainstem Response

- This appointment typically occurs when your child is younger than 9 months of age
- the ABR measures the brainwaves in response to sound
- During this appointment, your kiddo will wear stickers on their head to measure their brainwaves and sounds will be played at different volumes to understand the softest sound they can hear
- Typically babies will sleep during this appointment so it is best for kiddos to come tired and hungry

WHAT SHOULD I EXPECT WHEN VISITING AN AUDIOLOGIST?

Parts of a pediatric audiology appointment (cont):

Testing:

[Click Here for a Video about Tympanometry and OAEs](#)

[Click here for a video about Video REinforcement Audiometry.](#)

[Click Here for a video about Conditioned Play Audiometry.](#)

Visits to the Audiologist can feel stressful at times, here are some tips to prepare for your appointment:

[Click Here for a video of tips and tricks](#)

WHAT IS ERBER'S "LISTENING LADDER"?

In 1982, Dr. Erber first released the concept of the auditory skills hierarchy. This is a road map of the skills a child needs to develop to learn to listen. In order to be most successful, the child should move through each skill in order.

ERBER'S AUDITORY HIERARCHY



ListenWithKristen.com

(Listen with Kristen, 2020)

TIPS FOR WORKING ON AUDITORY SKILLS

1. Turn off any background noise. This helps young children to identify sounds that they should pay attention to much more easily!
2. If your child has hearing aids or cochlear implants, try to wear them at all waking hours. Make sure they are wearing them when working on auditory skills.
3. Make sure you are in your child's listening bubble. Try to be within three feet of your child when you are working on auditory tasks with them- this gives them the best access to sound!
4. Narrate your day- talk about what you are doing, what your child is doing, or what you see outside. Make sure you and your child are attending to the same thing as you do this!

DETECTION

Detection is the first step in learning to listen. It is the ability to respond to the presence or absence of sound.

DID YOU KNOW?

The Spontaneous Altering Response is Indicative of Detection.

- Searching for the sound
- turning their head or their eyes toward the sound
- Vocalizing in response to the sound



WANT EXAMPLES?

This QR code takes you to a document listing Detection Activities!



DISCRIMINATION

Discrimination is the second step in learning to listen. It is defined as when your child begins hear the similarities and differences between two or more sounds.

DID YOU KNOW?

Auditory Discrimination is an important pre-literacy skill.

It allows for children to begin to distinguish the differences between the individual sounds that form words.



WANT EXAMPLES?

This QR Code takes you to a document listing Discrimination games.



IDENTIFICATION

Identification is The third step in auditory skill development. it is defined as when your child is able to specifically indicate what sound or word is heard by repeating, pointing to, or writing it down.

DID YOU KNOW?

Responding to common phrases indicates identification skills.

This includes behaviors like:

- Child responds by clapping when parent says patty cake
- Child raises arms when parent says “So big!”



WANT EXAMPLES?

This QR Code takes you to a document of Identification Listening Games!



COMPREHENSION

Comprehension is the final Auditory skill in the Listening ladder. It is defined by the ability to assign meaning to sounds and understand words.



DID YOU KNOW?

Auditory comprehension is essential for communication when developing spoken language. You must be able to understand your communication partner in order to effectively speak with them!

WANT EXAMPLES?

This QR code takes you to a document of Comprehension Listening Games!



THE LITTLEARS

AUDITORY

QUESTIONNAIRE

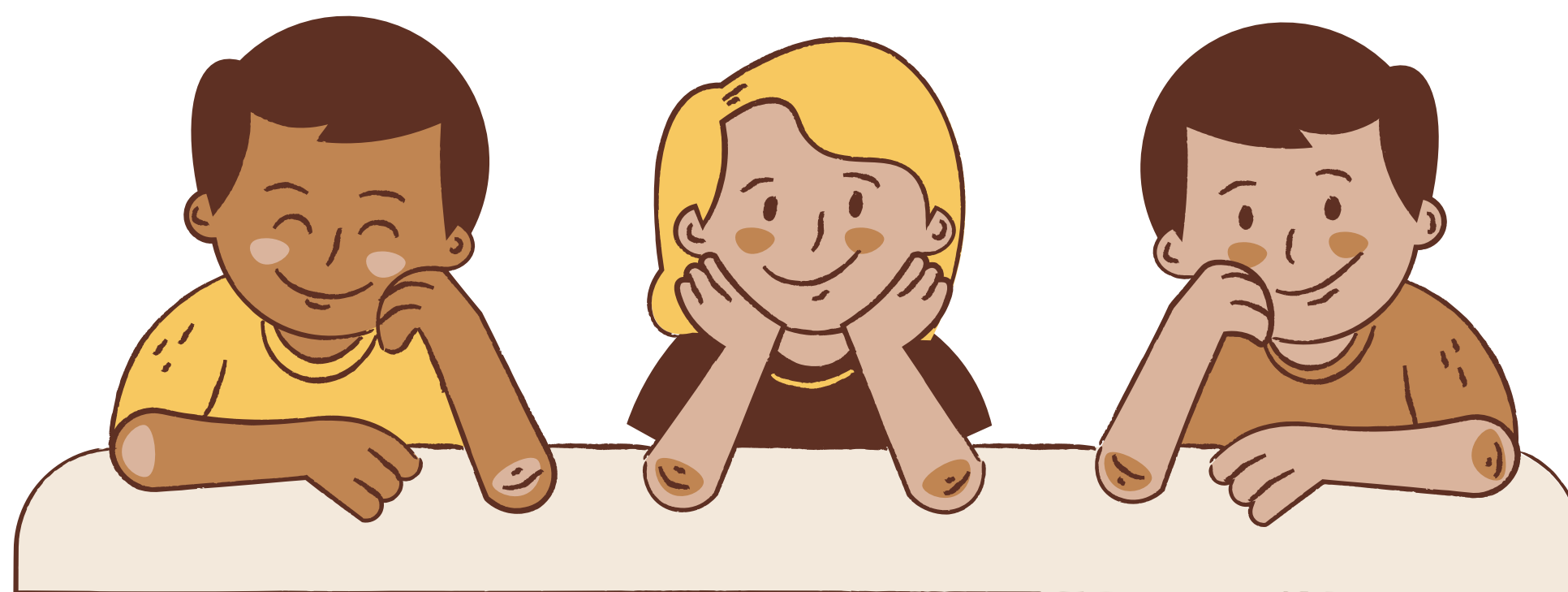
The LittleEARs questionnaire is designed to screen auditory development in normal hearing children and in children with hearing loss. It is designed to cover auditory development in children for the first two years after being appropriately fit with hearing devices (cochlear implants or hearing aids) or for the first two years of life in children with normal hearing.

Scan this QR code to take you to the LittleEARs auditory questionnaire. The following guide is to assist in identifying where your child is with their auditory skill development, based on your responses to the questionnaire.



UNDERSTANDING THE LITTEARS AUDITORY QUESTIONNAIRE

The 35 questions in the LittleEars Auditory Questionnaire are targeting a variety of auditory skills your child develops at an early age. Some of these questions may feel obscure at first glance. Below, each question has been categorized into one of the four categories listed in Eber's listening ladder (detection, discrimination, identification, comprehension) to help you interpret the results of the questionnaire.



UNDERSTANDING THE MED-EL LITTEARS QUESTIONNAIRE RESULTS



DETECTION

Related to the following questions:

- 2. Does your child listen to somebody speaking?
- 3. When someone is speaking, does your child turn their head towards the speaker?
- 4. Is your child interested in toys producing sound or music?
- 5. Does your child look for a speaker they cannot see?
- 6. Does your child listen when the radio/cd/tape player is turned on?
- 7. Does your child respond to distant sounds?
- 11. Does your child look for sound sources located at the left, right, or back?
- 13. Does your child look for sound sources located above or below?
- 15. Does your child listen on the telephone and do they seem to recognize that somebody is talking?
- 16. Does your child respond to music with rhythmical movements?
- 33. Does your child like being read to?

DISCRIMINATION

Related to the following questions:

- 20. Does your child know family members' names?
- 26. Does your child produce the right sound of a toy?
- 27. Does your child know that certain sounds go with certain animals?
- 29. Does your child correctly repeat a sequence of short and long syllables you have said?
- 30. Does your child select the right object from a number of objects when asked?



UNDERSTANDING THE MED-EL LITTLEARS QUESTIONNAIRE RESULTS

IDENTIFICATION

Related to the following questions:

1. Does your child reSpond to a familiar voice?
12. Does your child react to their name?
17. Does your child know that a certain sound is related to a certain object or event?
21. Does your child imitate certain sounds when asked?
25. Does your child imitate sounds or words you say?
28. Does your child imitate Environmental sounds?
32. Does your child repeat certain words when asked?

COMPREHENSION

Related to the following questions:

8. Does your child stop crying when you speak to them without them seeing you?
9. Does your child respond with alarm when hearing an angry voice?
10. Does your child “recognize” acoustic rituals?
14. When your child is sad or moody, can they be calmed down or influenced by music?
18. Does your child appropriately respond to short and simple remarks?
19. Does your child respond to “no” by typically interrupting their current activity?
22. Does your child follow simple commands?
23. Does your child understand simple questions?
24. Does your child bring items when asked?
34. Does your child follow complex commands?
35. Does your child try to sing along with familiar songs?

DETECTION

2. DOES YOUR CHILD LISTEN TO SOMEBODY SPEAKING?

★ WHAT DOES THIS LOOK LIKE?

Your child reacts when someone is talking to them and responds with actions (e.g., looking at the person speaking, smiling) and vocalizations (e.g. laughing, babbling back and forth with the speaker).



★ EXAMPLE SITUATION

Your child smiles and looks directly at the person who is talking. They quiet when the person is speaking and makes sounds when the person stops talking. It's important to pause and give the child a chance to "talk" too.



HOW TO ADDRESS THIS SKILL

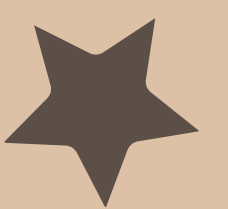


1. Ask a question or make a comment
2. Wait for your child to respond
3. Look expectantly

HELPFUL TIP

Use Expectant Waiting with your child, when they hear you talk, wait to see if they'll "talk" too.

EXAMPLE OF EXPECTANT WAITING →



DETECTION

3. WHEN SOMEONE IS SPEAKING, DOES YOUR CHILD TURN THEIR HEAD TOWARDS THE SPEAKER?

★ WHAT DOES THIS LOOK LIKE?

Your child reacts when hearing a speaker and turns their head to look at them.



★ EXAMPLE SITUATION



1. The child is looking away from you.
2. The speaker starts talking.
3. The child turns his head to make eye contact with the speaker.

HOW TO ADDRESS THIS SKILL



Direct the child's attention using your voice, "Look! Auntie's talking!". You can use gesture (i.e., pointing), to further support communication. This skill determines if the child **notices** other people talking.

★ HELPFUL TIP

Take this skill a step further: Does the child know that the speaker is talking to them?

Once the child is able to notice a sound by turning, build into understanding of another person speaking to the child. Greet the child, "Hi, Bubba!" and vary your pitch with a slower rate. The child recognized that the speaker was saying his name to him, so the child smiled.

DETECTION

4. IS YOUR CHILD INTERESTED IN TOYS PRODUCING SOUND OR MUSIC?

★ WHAT DOES THIS LOOK LIKE?

Your child will notice toys that are musical or have **sound qualities**. Your child may pick up the toy, move it, look at it, and/or mouth it.

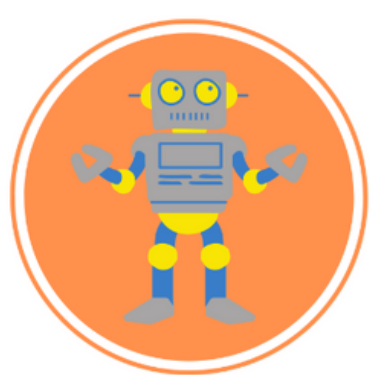


★ EXAMPLE SITUATION



Your child is playing with a variety of toys on the floor. While interacting with the toys, your child activates a musical toy (this can be on purpose or accidentally). Noticing the toy, your child picks it up.

HOW TO ADDRESS THIS SKILL



When your child is turned away from you, activate a toy that plays music or makes sound. See if your child will turn towards the toy and look for it while it plays.

HELPFUL TIP

Try playing with these toys with no other background noise in the room! This gives your child the opportunity to really focus on the sounds being made by the different toys they're playing with!



DETECTION

5. DOES YOUR CHILD LOOK FOR A SPEAKER THEY CANNOT SEE?

WHAT DOES THIS LOOK LIKE?

While interacting with your child, another person begins talking behind you. Your child may stop talking, turn and look, search for the sound, and/or vocalize.



EXAMPLE SITUATION



You are face-to-face with your child and your child turns their attention away from you to look at a new/different sound.

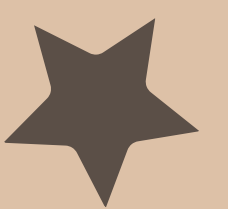
HOW TO ADDRESS THIS SKILL



Play auditory "hide-and-peek". Duck behind an island or sit behind the couch and call your child's name. See if they will come look for you using only auditory cues.

HELPFUL TIP

To teach this skill, help point out and show your child a head turn to find where the sound is coming from. Pay attention to the different speakers and sounds in your environment. This helps your child learn and label different sounds as a start of connecting sound to meaning.



DETECTION

6. DOES YOUR CHILD LISTEN WHEN THE RADIO/CD/TAPE PLAYER IS TURNED ON?

WHAT DOES THIS LOOK LIKE?

When music is playing, your child searches for and interacts with the source. Your child maintains attention on the object (e.g., radio) while the music is playing.



EXAMPLE SITUATION



When sound is coming from a device, the child will look at it, change facial expression, and/or move towards or away from the sound.

HOW TO ADDRESS THIS SKILL



If your child is aware that there is a sound coming from the radio/CD/tape player, you can reinforce this!
Say things like **"I HEAR the music, I LIKE this song, GO to the next song."**

HELPFUL TIP

Your child may vocalize or smile in response, and change their movements/reactions when the music stops or changes.

Reinforce them when this happens to indicate a positive response.



DETECTION

7. DOES YOUR CHILD RESPOND TO DISTANT SOUNDS?

WHAT DOES THIS LOOK LIKE?

Your child is engaged in play and/or paying attention to you. A sound occurs in the distance. For example, a car horn beeping, someone knocking at the door, and/or another person calling.



EXAMPLE SITUATION



You and your child are playing and talking. A dog barks outside on the street. Your child hears the dog barking and immediately turns in the direction (localizes) of the sound.

HOW TO ADDRESS THIS SKILL



When outside on a walk with your child, if animals are making sounds, point to your ear and say "Listen, I hear the **dog!**" Pause and then imitate the sound.

Say "**Woof-Woof!** The dog is barking. He wants to play." Pause and wait for your baby to respond.

HELPFUL TIP

When addressing this skill, did your baby search for the sound or point to their ear?

Check out this helpful Point-Out-Sound article from **Hearing First**.



DETECTION

11. DOES YOUR CHILD LOOK FOR SOUND SOURCES LOCATED AT THE LEFT, RIGHT, OR BACK?

WHAT DOES THIS LOOK LIKE?

Your child will look for a sound coming from a different direction. Your child may turn their head, move in the direction of the sound, or look for what was making the sound.



EXAMPLE SITUATION



Adult says, "I hear a car horn. It sounded like **BEEP BEEP!** Did you hear it outside?"
Child searches for sound. Looks at source of sound.
Adult reinforces, "**I hear the car go BEEP BEEP**" goes to the window with the child-- "**There's the car, it went BEEP BEEP**"

HOW TO ADDRESS THIS SKILL



Your child turns attention away from you to look at a new or different sound.

Looking for what is making the sound is an important step for "**LOCALIZATION**" - and helpful in paying attention to sounds in the environment.

HELPFUL TIP



It's really important for us to help show the child the sounds in our environment and help them find where sounds might be coming from. We can take advantage of opportunities for a child to **hear a familiar sound, find it, and talk about what they hear.**

DETECTION

13. DOES YOUR CHILD LOOK FOR SOUND SOURCES LOCATED ABOVE OR BELOW?

WHAT DOES THIS LOOK LIKE?

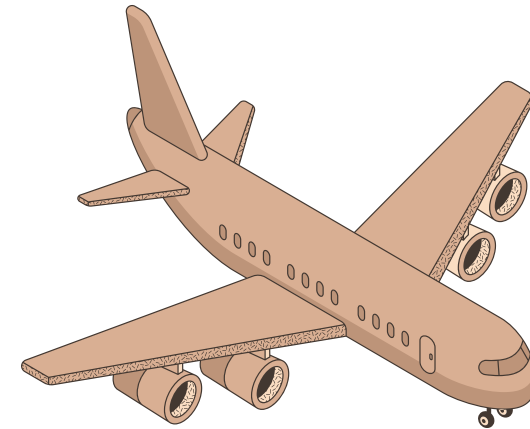
Your child will search for a sound coming from above or below. The child may turn their head, move in the direction of the sound, or look at the person/item making the sound.



EXAMPLE SITUATION



Your child turns attention away from you to look at a new sound source (such as an airplane).



HOW TO ADDRESS THIS SKILL



- Adult says, "I hear it. They are playing **music!**"
- Child searches for sound. Looks at source of sound.
- Adult reinforces, "I hear the music - it is **playing up! Let's dance to the music!**"

HELPFUL TIP Directing the child to the sound: Why is this helpful?

Directing the child to the sound is a strategy to provide opportunities for a child to hear a familiar sound, draw a connection to hearing it, and process that what they hear is what the sound is.

Here is a video example



DETECTION

15. DOES YOUR CHILD LISTEN ON THE TELEPHONE AND DO THEY SEEM TO RECOGNIZE THAT SOMEBODY IS TALKING?

★ WHAT DOES THIS LOOK LIKE?

Your child is aware that the telephone is something that they can hear. Your child is aware that the phone makes noise. Your child might look at the phone, handle it, hold it to their ear, smile or laugh, approach the phone, attempt to engage.



★ EXAMPLE SITUATION



Someone calls on the telephone. After handing your child the telephone, they recognize the voice by smiling or changing facial expressions. Your child may also "confirm" understanding by checking in with you (the parent) by making eye contact with you, smiling, vocalizing, etc.

HOW TO ADDRESS THIS SKILL

Modeling holding the phone up to your ear

- Draw attention to the telephone ringing - I hear it.
- Connect the telephone by physically bringing the phone over to the child, "someone is talking to you".
- I hear Auntie on the phone! She wants you to say HIII". Model, "Hi Auntie!". Child will imitate.
- Person on the phone reinforces behavior.



★ HELPFUL TIP

Use pretend play and talk to your child on the "phone" while in the same room! This gives your child the opportunity to see and practice how turn taking works during a phone conversation.

DETECTION

16. DOES YOUR CHILD RESPOND TO MUSIC WITH RHYTHMICAL MOVEMENTS?

WHAT DOES THIS LOOK LIKE?

While playing with music or instruments, your child will respond. "**Responding**" can be movement, dancing, wiggling, copying your movements, looking at the music/item, vocalizing, changing facial expression.



EXAMPLE SITUATION



While singing songs and nursery rhymes, your child dances on/with you!



HOW TO ADDRESS THIS SKILL



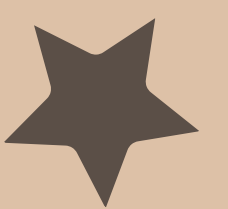
Take turns playing a musical instrument with your child.

Show the child how to play the instrument – learning that when you play, the sound occurs.

HELPFUL TIP

In this video, the baby takes turns with the child to play the bongos.

At the end, **the baby looks at the child to take his turn!**



DETECTION

33. DOES YOUR CHILD LIKE BEING READ TO?

WHAT DOES THIS LOOK LIKE?

Creating time and space to look at books helps lay the foundation for language learning and literacy.



EXAMPLE SITUATION

When your child is just waking up or before he is ready to take a nap, **this is a great time to share a book**. Reading the same book lots of times helps the child know what is going to happen and gives them the repetition needed to learn the language.

HOW TO ADDRESS THIS SKILL



- Consider **WHEN** you are going to read to your child
- Pick a book that is fun for you and your child. If you like bears, pick a book about bears!
- Set the child up so they can see the pictures and hear what you are saying

HELPFUL TIP

Board books are sturdy and have bright colors to engage a child.

Use different voices and vocal play to talk about the pictures!



DISCRIMINATION

20. DOES YOUR CHILD KNOW FAMILY MEMBERS' NAMES?

WHAT DOES THIS LOOK LIKE?

Your child demonstrates understanding of family members' names by:

Looking at the person, reaching toward them, vocalizing and/or saying their name.



EXAMPLE SITUATION



Your child has multiple opportunities during play to hear familiar names. **You can "bombard" your child by discussing family members regularly.**

HOW TO ADDRESS THIS SKILL



- **"This is Dexter. Dexter is a doggie. What a sweet doggie. Good boy, Dexter!"**
- After providing multiple opportunities for your child to hear the name, you can ask, **"Who is that?"**
- **"Dexter!"**
- Reinforce your child by expanding. **"That's Dexter. He loves you."**

HELPFUL TIP



Pets are family members also!

Teach your child to recognize and respect animals by bombarding them with the pet's name.



DISCRIMINATION

26. DOES YOUR CHILD PRODUCE THE RIGHT SOUND OF A TOY?

WHAT DOES THIS LOOK LIKE?

An important part of connecting sound to meaning for young children is **creating a sound for the different toys that the child plays with**. When the child learns that the toy and sound are connected, this helps the stage with learning words.



EXAMPLE SITUATION

Each vehicle is linked to a certain "sound". The sounds all have different patterns and are related to different frequencies (or pitches on the audiogram).



HOW TO ADDRESS THIS SKILL



Consider your child's favorite toys as opportunities to create new and fun sounds.

You can do this with animals, baby/doll items, dinosaurs!

HELPFUL TIP DIFFERENT TOY SOUNDS

If you need help thinking of sounds for different toys, you can check out this article from **Hearing First** on learning to listen sounds.



DISCRIMINATION

27. DOES YOUR CHILD KNOW THAT CERTAIN SOUNDS GO WITH CERTAIN ANIMALS?

WHAT DOES THIS LOOK LIKE?

Your child responds to animal noises (e.g., look, smile, imitation) and can differentiate between and identify animals based on sounds (e.g., "moo", "baah", "woof").



EXAMPLE SITUATION



- Point out the sound - "Oh, I hear a kitty cat! The kitty says meeeooowww!"
- **The dog says _____, what does the dog say?**
- When playing with animal toys, make the incorrect animal sound and see if the child reacts (e.g., "moo" for a dog).

HOW TO ADDRESS THIS SKILL



Listen to different audio clips and show your child photos of the animals after.

Can your child match the sound to the correct picture? **Which one are they imitating?**

HELPFUL TIP

Talk about your own pets. What sounds do they make?

Talk about the animals you see while on a walk.



DISCRIMINATION

29. DOES YOUR CHILD CORRECTLY REPEAT A SEQUENCE OF SHORT AND LONG SYLLABLES YOU HAVE SAID?

WHAT DOES THIS LOOK LIKE?

Sequences of syllables consist of sounds that your child vocalizes - sometimes repeatedly. You may think of this as babbling, but in this case, your child repeats the same sounds that you say.



EXAMPLE SITUATION



As you are talking, your child looks at you. "ba ba ba", they say. "**ba ba ba**", you repeat.

HOW TO ADDRESS THIS SKILL



Provide your child with models for the sounds. Do they look at you and attempt to make sounds? Reinforce any attempts!

HELPFUL TIP

The hope is that your child can repeat sounds/vocalizations that are short and long in nature.

A	B
?	C

DISCRIMINATION

30. DOES YOUR CHILD SELECT THE RIGHT OBJECT FROM A NUMBER OF OBJECTS WHEN ASKED?

WHAT DOES THIS LOOK LIKE?

Your child can understand the label for the item requested. While you are playing with toys, your child will choose the correct item by: **looking at the item, reaching toward the item, picking up the item, and/or handing you the item.**



EXAMPLE SITUATION

Your child is playing with you and exploring new and existing toys. You tell your child to get a specific toy. You can ask your child to "get" the toy, "touch" the toy, and/or "find" the toy.

HOW TO ADDRESS THIS SKILL



Talk through activities with your child!

- Label a toy
- Point out how the child can touch the toy
- Acknowledge the child's attempts to communicate (e.g., smiles)

HELPFUL TIP

Watch this **example video** narrating how the child is interacting with the monkey.

Notice how the parent follows the three steps above.



IDENTIFICATION

1. DOES YOUR CHILD RESPOND TO A FAMILIAR VOICE?

★ WHAT DOES THIS LOOK LIKE?

Your child reacts when a familiar voice is presented. This can look like looking at the speaker, moving, facial expressions (like a **smile**), or making a sound.



★ EXAMPLE SITUATION

Your child smiles when they hear you, family members or friends talking.



HOW TO ADDRESS THIS SKILL

When your child turns their head towards you while you're speaking, address it by saying "**Good job! Did you hear me?**" Continue to encourage their responses to familiar speakers.



HELPFUL TIP



When you are with your child, narrate what you are doing and **keep talking to them**. This will give them a lot of opportunities to hear and recognize your voice!



IDENTIFICATION

12. DOES YOUR CHILD REACT TO THEIR NAME?

WHAT DOES THIS LOOK LIKE?

Your child reacts to their name by looking at you, smiling, cooing, moving around, and changing their facial expression.



EXAMPLE SITUATION



While holding your child, you say their name. Your child looks at you when you say their name.

HOW TO ADDRESS THIS SKILL



Play peek-a-boo and ask "Where did ___ go?". Keep repeating this question using their name, giving them many opportunities to hear and recognize their name.

HELPFUL TIP



When addressing your child, call them the name that you would like for them to respond to!

Play peek-a-boo and ask "Where did ___ go?". Keep repeating using their name, giving them many opportunities to hear and recognize their name.

IDENTIFICATION

17. DOES YOUR CHILD KNOW THAT A CERTAIN SOUND IS RELATED TO A CERTAIN OBJECT OR EVENT?

WHAT DOES THIS LOOK LIKE?

Babies and children can learn to respond to routines! **They can associate sounds or words with specific objects or routines.** This can look like reaching or looking for the object associated with the sound, going towards the object making the sound, or crying in response to the object or event associated with the sound.



EXAMPLE SITUATION



You are getting ready to give your child a bath; you turn on the water, and they come running to the bathroom. **"Yay, you heard that it was bath time!"**

HOW TO ADDRESS THIS SKILL



Introduce sound into your routines! For example, playing a clean up song during clean up time. When your child responds to the music, reinforce "You hear the clean up song" and model cleaning up. Celebrate the target response.

HELPFUL TIP



Point out the sounds different objects make! **"Do you hear that beep, beep?"** That's the microwave!" Then you can tell them what it means: "That means lunch is ready, time to eat!"

IDENTIFICATION

21. DOES YOUR CHILD IMITATE CERTAIN SOUNDS WHEN ASKED?

★ WHAT DOES THIS LOOK LIKE?

Your child repeats a sound after hearing it.



★ EXAMPLE SITUATION

When you are making different animal noises, your child is able to repeat them back to you.
"Look, the cow says moo, can you try that?"



★ HOW TO ADDRESS THIS SKILL

When playing with your child, encourage repetitions of sound.

When holding a baby doll, you can say "**shhh the baby is sleeping.**"

When playing with cars, "Vroom vroom the car is going so fast!" Encourage your child to try these sounds!



★ HELPFUL TIP



Try playing around with sounds that you haven't heard your child make yet. Reinforce when your child attempts to make new sounds!

IDENTIFICATION

25. DOES YOUR CHILD IMITATE SOUNDS OR WORDS YOU SAY?

★ WHAT DOES THIS LOOK LIKE?

Your child attempts to repeat sounds or words after hearing them

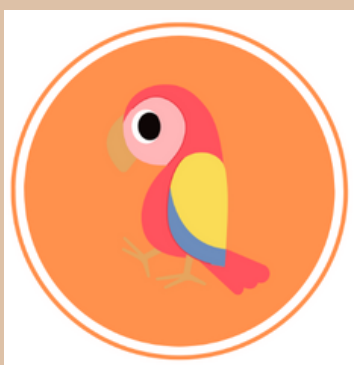


★ EXAMPLE SITUATION



Your child responds to interesting sounds and words; this can sound like “baby talk”. Your child attempts to make sounds and facial expressions that match yours.

HOW TO ADDRESS THIS SKILL

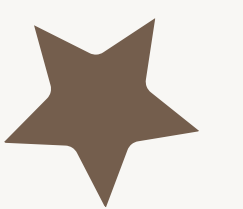


Make a sound, noise, or talk to your child. Then, pause and give them an opportunity to respond. After their response, you can keep the “conversation” going, always pausing and giving them a turn.

HELPFUL TIP

While in the car with your child take the opportunity to have them practice new words! You can direct them by telling them to “Say ___” and having them repeat it. Reinforce any attempts they make!

See an example of this in the video

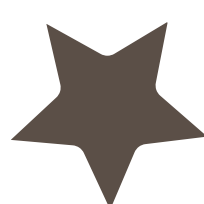


IDENTIFICATION

28. DOES YOUR CHILD IMITATE ENVIRONMENTAL SOUNDS?

★ WHAT DOES THIS LOOK LIKE?

Your child notices and tries to make environmental sounds. This can be vehicle sounds (beeps, sirens, car noises), animal sounds, or weather noises (thunder or wind).



★ EXAMPLE SITUATION



When outside with your child, you see a bee flying by. You and your child buzz like bees in response.



HOW TO ADDRESS THIS SKILL



Identify and label the different sounds in your environment with your child. Practice making these different sounds together and reinforce their attempts!

HELPFUL TIP

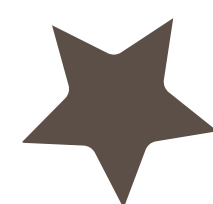
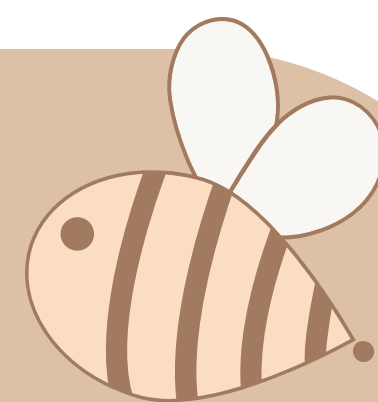


Build up:

- Buzz Buzz!
- "Buzz buzz" says the bee!
- The bee says buzz buzz while he flies by!

Break down:

- The bee says buzz buzz while he flies by!
- "Buzz buzz" says the bee!
- Buzz Buzz!



IDENTIFICATION

32. DOES YOUR CHILD REPEAT CERTAIN WORDS WHEN ASKED?



WHAT DOES THIS LOOK LIKE?

Your child requests, comments, rejects, etc. and points to the item that they want. You model the correct word and your child repeats it.



EXAMPLE SITUATION

While playing with your child, you are able to label toys, items, and activities. Your child will attempt to repeat the words that you are saying. This can be an approximation, which means that they are attempting to say part of the word. For example, if you say "ball", your child may repeat, "ba".

HOW TO ADDRESS THIS SKILL



When your child repeats after you, reinforce by repeating their attempts. You can also reinforce by saying, "I hear that you want to go outside".

HELPFUL TIP

Watch this example video showing the parent repeating the child's attempts.



COMPREHENSION

8. DOES YOUR CHILD STOP CRYING WHEN YOU SPEAK TO THEM WITHOUT THEM SEEING YOU?

WHAT DOES THIS LOOK LIKE?

Your child becomes upset and you are out of sight. While remaining out of sight, you call to your child by saying their name, soothing them, and/or reassuring. Your child recognizes your voice and calms.



EXAMPLE SITUATION



You leave the room to get a glass of water. Your child becomes upset. Hearing your child, you call their name and reassure them, "**I'm coming back!**". Your child hears your voice, recognizes it, and calms.

HOW TO ADDRESS THIS SKILL



Help your baby understand the full range of feelings by using the words and language of emotion. Talking through feelings can set the stage for healthy long-term social-emotional development.

HELPFUL TIP

Your baby relies on you to make sense of their feelings. It's important for us to teach them the language of emotion.

Check out this helpful Name That Emotion article from **Hearing First**.



COMPREHENSION

9. DOES YOUR CHILD RESPOND WITH ALARM WHEN HEARING AN ANGRY VOICE?

WHAT DOES THIS LOOK LIKE?

Children learn to connect sound to meaning with experience. This is also true with emotions. As your child learns to connect that sounds can be fun and happy, they can also learn that some sounds are "alerts".



EXAMPLE SITUATION

While playing with a sibling your child removes a toy from their sibling's hands. The sibling protests by saying "**mine**", vocalizes in frustration, and/or becomes angry/upset. Your child's behavior changes: gives back the toy, becomes upset and/or cries.



HOW TO ADDRESS THIS SKILL



Show your child different sounds and the emotions you might have when you hear them. If you hear an ambulance, point to your ear and say "**I hear that, that's loud**" or if you can say "**That sound is scary! I don't like that sound!**"

HELPFUL TIP



By sharing your feelings about sounds, you help to connect language and meaning to what your child hears.



COMPREHENSION

10. DOES YOUR CHILD "RECOGNIZE" ACOUSTIC RITUALS?

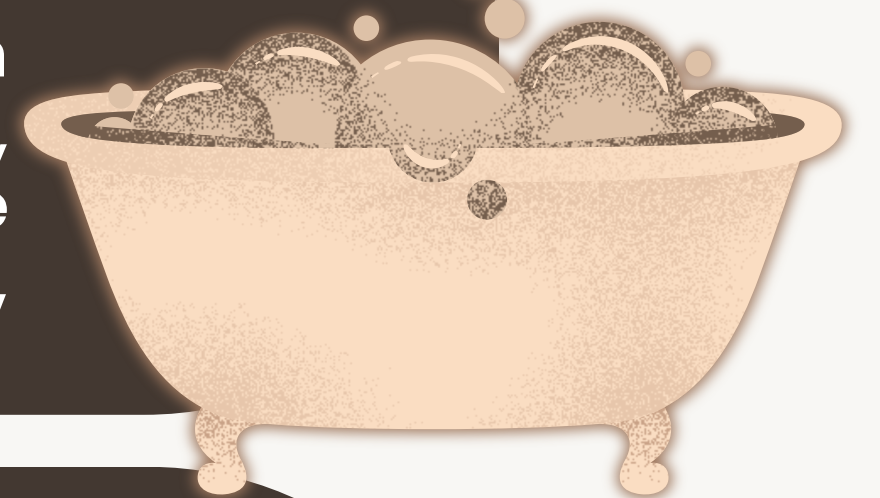
WHAT DOES THIS LOOK LIKE?

You turn on the water for the bathtub. Your child understands that the sound is water running and more specifically, the bathtub. Your child **connects** that it is time for a bath.



EXAMPLE SITUATION

Your child loves to sit in the bathtub. The faucet is located behind the tub. When you turn on the faucet to refill the water, your child will react by: **searching for the sound, looking at you, smiling, laughing, and/or vocalizing.**



HOW TO ADDRESS THIS SKILL



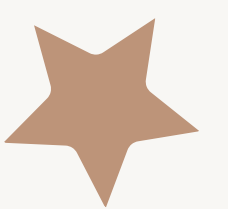
Use **descriptive language** rather than generic language such as "this", "that", "it", "there"

Instead of "Put those over there", say "**Put the blocks on the table**".

HELPFUL TIP

Watch this helpful video on **specific language**.

Specific language helps reinforce the action, object, or emotion you are trying to help them identify.



COMPREHENSION

14. WHEN YOUR CHILD IS SAD OR MOODY, CAN THEY BE CALMED DOWN OR INFLUENCED BY MUSIC?

WHAT DOES THIS LOOK LIKE?

Sometimes even after receiving the needed item (i.e., diaper, bottle, parent), it can be difficult to return to soothing. **Music helps baby soothe by connecting to familiar tunes, beats, and movement - with parent.**



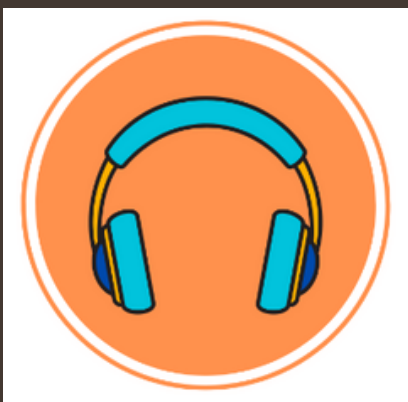
EXAMPLE SITUATION



Your child cries. After changing their diaper and placing them back into the rocker, your child continues to demonstrate sadness/crying. You turn on one of your favorite songs.



HOW TO ADDRESS THIS SKILL

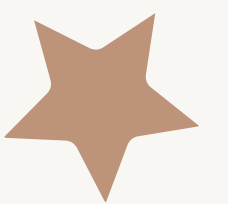


When playing a song you or your child likes, share information with your child:

- "The music is **ON**, I hear it!"
- "I see your feet kicking to the music."
- "**Baby likes this song, too!**"

HELPFUL TIP

When a baby cries, they are communicating that there is something they need. Helping them soothe through music is one way of connecting them with something familiar, and associating a positive emotion with music.



COMPREHENSION

18. DOES YOUR CHILD APPROPRIATELY RESPOND TO SHORT AND SIMPLE REMARKS?

WHAT DOES THIS LOOK LIKE?

Your child understands short phrases that are used in your everyday routines. They show you that they understand by responding in a way that makes sense.



EXAMPLE SITUATION



If you say, "**It's time to go**", they go to the door (or get their shoes). Responses can be anything such as looking at the object, moving toward the door, a facial expression (e.g., smile), or a sound they make.

HOW TO ADDRESS THIS SKILL

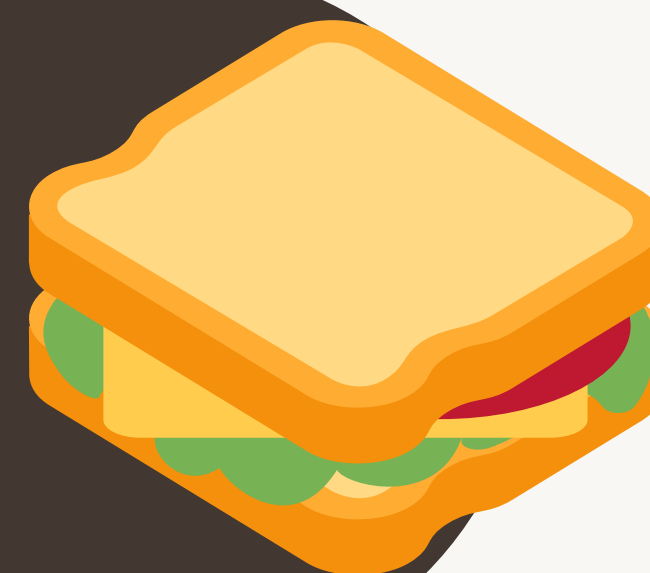


- **Step 1:** Parent says "ALL GONE"
- **Step 2:** Parent shows the empty cup and says again "ALL GONE"
- **Step 3:** Parent says again "ALL GONE" (connecting again to the sound/words that ALL gone means there is nothing left).

HELPFUL TIP

Above is an example of an "**Auditory Sandwich**". This is a strategy to provide multiple opportunities for a child to **practice using listening skills for a specific target**.

A visual skill is "sandwiched" between the auditory stimuli.



COMPREHENSION

19. DOES YOUR CHILD RESPOND TO "NO" BY TYPICALLY INTERRUPTING THEIR CURRENT ACTIVITY?

WHAT DOES THIS LOOK LIKE?

Your child stops their current activity (e.g., playing, movement, exploring an object) when they hear "no". They may look at you, put down the objects, stop movement, or remove themselves from the activity if they know it is not preferred.



EXAMPLE SITUATION



Your child is splashing in the mud. You tell them "no", and they look at you and stop splashing.

HOW TO ADDRESS THIS SKILL



Create an auditory sandwich:

1. Tell your child "no" and wait for them to respond.
2. Recognize if your child does not understand the command, and rephrase "Stop splashing please!"
3. Provide a visual, such as modeling holding your hands still. Shake your head when saying "no"

HELPFUL TIP USE ACOUSTIC HIGHLIGHTING!

Change how you say it

- Add emphasis by slowing down the word or making it louder ("nooooo")
- Add their name to get attention, then pause to emphasize "no".

COMPREHENSION

22. DOES YOUR CHILD FOLLOW SIMPLE COMMANDS?

WHAT DOES THIS LOOK LIKE?

You ask your child to do something -- "**Get your shoes**" and the child understands and follows this simple direction.



EXAMPLE SITUATION

- Your child completes a simple request to bring a familiar toy.
- Your child gets shoes when you are leaving the house.



HOW TO ADDRESS THIS SKILL

Use the strategy of parallel talk. Share what the child is doing.

- You are sharing the blocks!
- Put the blocks on the computer.
- Who has a block?
- I have a block!



HELPFUL TIP

Watch this video of a child following the simple command of **clapping**!



COMPREHENSION

23. DOES YOUR CHILD UNDERSTAND SIMPLE QUESTIONS?

WHAT DOES THIS LOOK LIKE?

Children learn to answer simple questions by listening and attempting to repeat. Typical **routines** provide multiple opportunities for children to learn the simple questions and answers most relevant for them.



EXAMPLE SITUATION



Your child is playing and seems to want to play with a box. You ask, "**Do you want to go IN the box?**" Your child smiles and looks at the box. You put your child in the box and highlight "**INNNN**".

HOW TO ADDRESS THIS SKILL



1. **Ask a Yes/No question, such as in the video below:** Did you get to go "night night"? Child answers question appropriately with "no".
2. Child answers simple question again – says "**no**". Child then provides a new answer – "**ball**".

HELPFUL TIP

Children need multiple opportunities to hear and respond to questions.

Watch this video to see an example of a child understanding simple questions.



COMPREHENSION

24. DOES YOUR CHILD BRING ITEMS WHEN ASKED?

WHAT DOES THIS LOOK LIKE?

Your child understands that you are asking them to get a familiar and specific item. Your child understands the vocabulary name for the item as well as the intention to get it and hand it to you.



EXAMPLE SITUATION

Your child is clearly hungry and you have yogurt in the fridge.

You say, "**Let's eat! Go get your yogurt!**".



HOW TO ADDRESS THIS SKILL

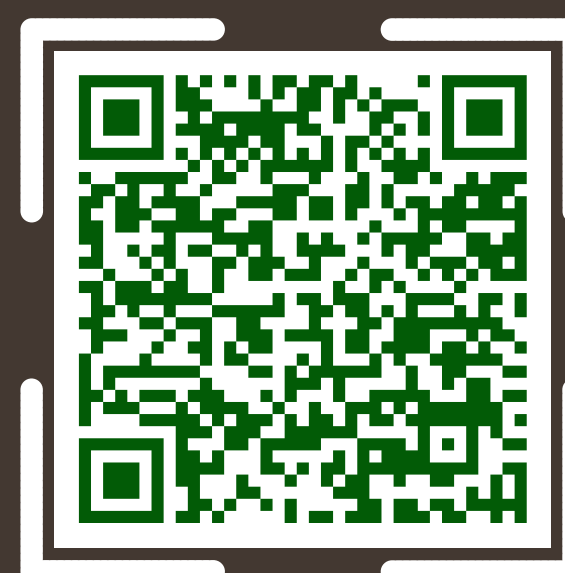


Use **receptive language** through everyday activities

Emphasize words and phrases by making them louder, longer, or a different pitch!

HELPFUL TIP

See this link on how to use receptive language in everyday activities.



COMPREHENSION

34. DOES YOUR CHILD FOLLOW COMPLEX COMMANDS?

WHAT DOES THIS LOOK LIKE?

As children get better at listening, we want to keep stretching the types of things we have them listen for so they can be better and better listeners. So instead of saying, "Go get your shoes" we might say "Go get your shoes and your hat, meet me at the door."



EXAMPLE SITUATION



Your child has been watching you rake the leaves and wants to take a turn. You can say "Rake all of the leaves into a pile under the tree." **How might you assist your child in following directions?** There are many factors to raking leaves! Consider the tools, the actions

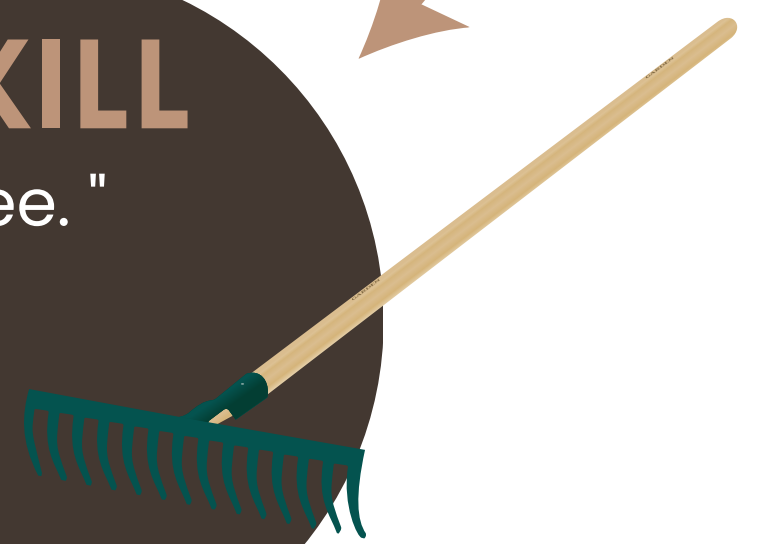
HOW TO ADDRESS THIS SKILL



"Rake all of the leaves into a pile under the tree."

This sentence has your child listening for:

- the **action word (or verb)** RAKE,
- the **noun**, LEAVES,
- the **noun**, PILE,
- and the **prepositional phrase**, UNDER THE TREE



HELPFUL TIP

It's good to challenge and support more complex language as your child is ready. If they don't get it all, just go back and show them what you meant.

The world is full of long sentences and a lot to listen for – it's our job to help kids get ready for that challenge!

COMPREHENSION

35. DOES YOUR CHILD TRY TO SING ALONG WITH FAMILIAR SONGS?

WHAT DOES THIS LOOK LIKE?

Your child understands that music is playing, and **recognizes and responds to familiar songs** (e.g., smiling, clapping, dancing). **They try to sing along** when the song is playing and **can fill in missing parts of the song when the music stops.**



EXAMPLE SITUATION



When singing **Wheels on the Bus**, the parent sings "The wheels on the bus go round and round", then pauses, and the child fills in with "**All through the town!**"



HOW TO ADDRESS THIS SKILL



Help your child learn through play by listening to and creating music!

Your child may not experience music in the exact same way that you do, but they can still listen, feel, relax, and dance!

HELPFUL TIP

LULLABIES

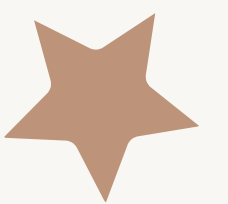
Singing lullabies to young children can create a wonderful bonding experience and exercise their hearing & listening skills.

MAKE MUSIC/SOUND

Use instruments, toys, pots, pans, rocks, etc. to make music together with your child and create sound together.

SING-A-LONG VIDEOS

Watch sing-a-long videos with your child and encourage them. You can even find these videos in American Sign Language (ASL)



RESOURCES

The following websites could be helpful for parents in learning more about Auditory Skill Development:

[Boys Town National Research Hospital](#)

[CID](#)

[Clarke Schools](#)

[MED-EL](#)