

# Navigating Auditory Perception

## Avoiding Potholes on the Road to Language

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Auditory perception development is not always a smooth path. Gaps in listening skills may not be immediately visible in young children who are deaf or hard of hearing, but over time these gaps can create “potholes” that impact language, literacy, and academic success. This poster illustrates how identifying warning signs and using data-driven Listening and Spoken Language (LSL) intervention can repair breakdowns and support long-term outcomes.

### Grammar and Syntax

#### Desired Outcomes

- Improved syntactic accuracy
- Stronger expressive language
- Increased access to grammatical meaning in spoken language

### Listening Skills

#### Desired Outcomes

- Improved listening stamina
- Improved auditory memory
- Improved phonemic discrimination

### Vocabulary and Expressive Language

#### Desired Outcomes

- Increased vocabulary breadth
- Stronger conversational skills
- Improved language comprehension and use

#### Construction Zone: Data-Driven Repair

- Target grammatical morphemes using auditory-first input
- Acoustic highlighting to increase salience of soft sounds
- Auditory closure to encourage active listening
- Monitor progress through spontaneous language samples

Missed Grammatical Markers  
(Soft sounds, morphemes, and fine speech details)

- Inconsistent use of plural /s/, past tense /-ed/, or possessives
- Grammar errors despite adequate vocabulary knowledge
- Speech sound produced inconsistently across contexts
- Reliance on visual cues for comprehension

#### Construction Zone: Data-Driven Repair

- Build auditory memory through graded listening tasks
- Embed repetition with variation across routines
- Use listening hierarchy-based goals to scaffold complexity
- Reduce visual supports strategically to strengthen auditory processing

Auditory Memory & Sequencing Breakdowns  
(Holding and processing spoken information)

- Difficulty following multi-step auditory directions
- Requests for frequent repetition
- Trouble recalling story details or classroom instructions
- Breakdowns during auditory-only tasks

#### Construction Zone: Data-Driven Repair

- Intentionally create listening-rich environments
- Model and expand language during play and routines
- Use auditory feedback loops to support self-monitoring
- Coach families on embedding listening opportunities at home

Reduced Incidental Learning  
(Missed access to overheard and peer language)

- Slower vocabulary growth over time
- Limited exposure to conversational language
- Difficulty learning from peer interactions
- Language gaps that widen with age

**When auditory perception potholes are identified early and repaired through intentional, data-driven LSL intervention, children experience a smoother path toward language, literacy, and academic success.**



#### Mini Lesson: Play and Talk

Time: 2-30 minutes Materials: Toys (blocks, dolls, cars, etc.)

What To Do: Join the child in play. Follow their lead and talk about what they are doing: “You are building,” “The car is fast.” Expand: “You are building a tall tower.”

Listening and Spoken Language (LSL) Strategy:

**Modeling + Expansion** – Providing clear language models and adding detail to build vocabulary.

Example: Child: “car” → Adult: “Fast car!” → “The car is going fast.”

#### Make It Routine

- Use during playtime and child-led activities

**Access more lesson plan examples here**

