Learning to Listen
Sounds
The Art and the Science

Ashley S. Garber, M.S. CCC-SLP, LSLS Cert AVT & Shelley Chesney, M.S. CCC-SLP, LSLS Cert. AVT
We Will Explore

• The Fundamentals of Learning to Listen Sounds
• Ways in Which We Can Make Them Our Own
• LTL Activities to Develop Auditory Function
Disclosures

• Both presenters are members of the AGBell Association, which issues their specialist certifications
• Neither participant has financial relationships that impact this presentation
Video
What are “Learning to Listen Sounds”?

• A collection of sound/toy pairings

  whose “names” feature

• Speech sound representation
• Suprasegmental qualities
• Sound/object associations
What are they for?

- They encourage children to attend to sounds.
- They help children learn to recognize that sounds are different (auditory discrimination).
- They help children learn that different sounds have different meaning.
- They allow children to experiment with production of different sounds.
- They facilitate the development of communication attention.

(Source: Ellen Rhoades, Ed.S, Certified AVT therapist)

Three Key Features…
Sound/Object Association
Suprasegmental Qualities

Duration VS Intensity VS Pitch

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Speech Sound Representation in the LTL Sounds List:

- To 500Hz allows....
- To 1000Hz allows....
- To 3000Hz allows....
- To 4000Hz allows....
Speech Sound Representation in the LTL Sounds List:

• VOWEL FORMANT CHART GOES ON THIS SLIDE
Modify, Change, Adjust
NORTH AMERICAN
/S:/ - Baby sleeping
/neeeeee/ - horse
/tSu: tSu:/ - train

MONGOLIAN
/S:/ - Baby peeing
/tSu tSu/ - horse
Do not use - train

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GENERAL US

Give it to mama

Shhhh, night-night

Awwwww!

CAJUN, REGIONAL MODS

Tah tah: give it to me

Do do: go to sleep (make do do)

Cher ba-bee: so cute!
Representations for Different Ages

• Early Listeners

• Late Preschool or Kindergarten

• Older Children:
Remember to Up the Ante

• Which toys and activities will keep kids thinking?
• Ex. Puzzles

  • Early Listeners:
  • Late PreSchoolers/Kindergarteners:
  • Older Children:
Auditory Development

Where do Learning to Listen Sounds fit in?
Learning to Listen Sounds plotted on the Auditory Skills Model

Developed for Cochlear Americas, *Getting Started with Auditory Skills* 2005
• VIDEO 1
Learning to Listen: Sounds plotted on the Auditory Skills Model

- Awareness
- Discrimination
- Patterning
- Identification
- Comprehension

- Sounds
- Words
- Phrases
- Sentences
- Conversation

- Structured
- Routine
- Naturalistic

Developed for Cochlear Americas, Getting Started with Auditory Skills 2005
• VIDEO 2
Learning to Listen Sounds plotted on the Auditory Skills Model

Developed for Cochlear Americas, *Getting Started with Auditory Skills* 2005
• VIDEO 3
Learning to Listen Sounds plotted on the Auditory Skills Model

Developed for Cochlear Americas, *Getting Started with Auditory Skills* 2005
Rule of Thumb

• Learning to Listen Sounds shouldn’t be used *in place* of a word when talking conversationally
• Avoid..
  • “Look, an ‘aaaaaaaaaa’!”
• Instead:
  • “Look, an *airplane*! ‘aaaaaaaaaa’ goes the *airplane*”
Learning to Listen and Beyond

Expansion Activities
Keep Flying that Airplane

• Next steps vocabulary:
  • Fly, land, take-off, load
  • Wings, tail, pilot, sky, airport
  • Fast, high, loud

• Fly your airplane
  • To the couch, under the table, into the closet

• Group your airplane
  • With other vehicles
  • With things in the sky
5 Things to do with a Horse

• Ride him
  • Through the grass, over the hill, into the water
• Take care of him
  • “feed him” “brush him”, “comb him”
• Wash his
  • hooves, ears, coat, tail, mane
• Keep him
  • In the barn with cows, sheep, chickens, pigs
• Feed him
  • Carrots, oats, hay, sugar
Wrapping Up

• What questions do you have?
• What will you add to your practice?
References


