

Hierarchy of Teaching Learning to Listen Sounds

1. Input

- Saturate the environment
- Repeat
- Acoustically highlight
- Play with the sound and toy in a meaningful way
- Example:
 - While playing with the cow, you can say, "I see the cow that says, 'mooo.' Oh! Maybe the cow is hungry. He says, 'mooo.' Let's feed the cow! Mooo. The cow likes that food."

2. Comprehension

- Child chooses correct animal in a set
- Set size can vary based on the child's level
- Child has built sound meaning association
- Example:
 - Hold two toys in your hand, out of the child's sight. Ask the child, "where's the airplane that goes 'ahhhh'?" Show the child the two toys. The child should pick the airplane. You can say, "That's the airplane that goes ahhh!"

3. Imitation

- Child can repeat the word after a model
- Look expectantly at the child after saying the sound yourself
- Take turns with everyone in the room
- Auditory Closure
- Example:
 - Hold a closed box with the boat inside up to your mouth like a microphone. First, you say, "p p p p." Pass the box to another person, so they can say, "p p p p." Pass the box to the child and look expectantly for him or her to say, "p p p p" (or an approximation). Open the box and show the child the toy boat.

4. Spontaneous Use

- Child understands the word, associates meaning, can imitate, and is ready to use it on his/her own
- Sabatoge the environment
- Provide a phonemic clue
- Example:
 - In an activity where you are pretending to feed animals. Show the child the pig and say, "He's hungry. Let's feed the ____." If the child can say, "Oink oink," you can say, "Yes! Let's feed the pig."