

# DASL

## Developmental Approach to Successful Listening

Student: \_\_\_\_\_

### Progress Review

From \_\_\_\_\_ To \_\_\_\_\_  
 From \_\_\_\_\_ To \_\_\_\_\_  
 From \_\_\_\_\_ To \_\_\_\_\_  
 From \_\_\_\_\_ To \_\_\_\_\_  
 From \_\_\_\_\_ To \_\_\_\_\_

### Key

14- One aid vs two aids on sounds	
13- Common environmental sounds	
12- If 2 aids, locates sound direction: up, down, sides	
11- If 2 aids, locates sound from right vs left	
10- Familiar sounds: 4	
9- Familiar sounds: 3	
8- Familiar sounds: 2	
7- Spoken word vs silence	
6- Hearing aids (CI) on vs off	
5- Indicates when speech stops	
4- Indicates when ongoing environmental sound stops	
3- Responds to a variety of different environmental sounds	
2- Responds to a loud speech syllable or word	
1- Responds to a loud, low pitch environmental sound	

### Sound Awareness

-ask vs asked	
-sip vs sipped	
-bug vs bugs	
-ban vs band	
-ring vs rings	
Discrimination of final consonant blends:	
57 a-e	
-sleep, sleep, sweep, speak	
-break vs bake, free vs fee	
-black vs back, glow vs go	
Discrimination of initial consonant blends:	
55-56	
-bug, burn, bud, buck, bun, buzz	
-run, rug, rub, rush	
-ran vs ran, tall vs tar	
-bag, back, bath, bash	
-fat vs fad, leaf vs leave	
-fish, fizz, fill, fir, fib, fin	
-game, gauge, gaze, gale	
-bath vs badge, leaf vs leap	
-dig, dip, dish, dill, ditch, dim	
-had, half, hash, ham	
-tab vs tan, dage vs came	
Consonant discrimination and identification in the final position of syllables and words:	
42-54	
-pie vs I	
-run, won, bun, done, sun, none	
-tub, rub, cub, pub	
-nine vs mine, lake, vs rake	
-fan, ban, man, ran, van Dan	
-sip, ship, tip, zip	
-cot vs got, face vs base	
-bee, see, we, me	
-cat vs rat, shoe vs you	
-might, light, bite, while, light	
-door, more, four, bore	
-bake vs make, hose vs nose	
Discriminate and identify initial consonants:	
28-41	
-beat, bit, bite, boot, bait, bat	
-boy, bow, by, bay	
-but, bet, bit, bait	
-turn, teen, tan, tune	
-sow vs say, hot vs hat	
Vowel discrimination and identification:	
21-27	
Discrimination of vocal pitch: low, mid, high pitch and varying pitch sound discrimination	
16-20	
Discrimination of vocal loudness: whisper vs quiet vs loud speech	
11-15	
10- fast vs slow speech	
9- fast vs slow repeated syllables	
Discrimination of rate of speech	
8- 4 elements	
7- 3 elements	
6- repeats correct # of syllables	
5- 2 elements	
4- 2 long vs 2 short	
3- 1 vs 2 syllables	
2- long sound vs syllables (abab)	
1- short sound vs long sound	
Discrimination of length of vocal utterances	

Listening for new information, advanced	
45-48	
Follows directions using an open set	
40-44	
-gains new information from discussion of a topic with picture support	
-follows a story in a book while read by the teacher, then answers questions	
Listening for new information	
38-39	
-learns a previously unknown word from a picture, using audition alone	
-identifies true/false statements	
-identifies picture from verbal description	
Critical thinking and listening	
33-37	
Sequencing critical elements	
32-30	
Four critical elements, closed set	
27-29	
Three critical elements, closed set	
26	
Two critical elements, closed set:	
24-25	
One critical element, closed set	
21-23	
Discriminates between three sentences of similar length containing familiar words and language:	
19-20	
-happy vs sad vs angry	
-male vs female voices	
Derives meaning from vocal characteristics:	
17-18	
-"I'm hungry" vs "Line up for lunch"	
-"My turn" vs "no"	
Discriminates between expressions that the child commonly uses:	
15-16	
-3 similar names	
-similar names: Ashley vs Amy	
Identification of child's name:	
13-14	
-sentence vs instrument played in same rhythm pattern as sentence	
-speech vs instrumental music	
-speech vs background noise	
Discriminates between linguistic and non-linguistic message:	
10-12	
-baby vs doll	
-giraffe vs baby	
-giraffe vs dog	
-giraffe vs hotdog	
-baby vs birthday	
-cowboy vs Dad	
-elephant vs stop	
Discrimination of words on the basis of number of syllables and syllable emphasis:	
3-9	
-name vs song "Happy Birthday to You"	
-"It's time for lunch" vs "Stop!"	
Statements that vary greatly in length:	
1-2	

### Auditory Subskills

### Phonetic Listening

### Auditory Comprehension

## The Developmental Approach to Successful Listening II

The DASL II is a sequential, step-by-step listening program to help hearing impaired children and adults develop and use their residual hearing. It was developed at the Houston School for Deaf children by Gayle Goldberg Stout and Jill Van Ert Windle. They wanted something that would be easy to implement, progressed in very small steps to allow the children to succeed, would make it easy for teachers to plan appropriate goals for IEPs, and something that would promote success in learning to listen. DASL-II Part Number: FUZ041. Phonetic Listening Word List for the DASL II Part Number: FUN331. Available from Cochlear Corporation FOR \$52.00

### Where to start?

When beginning the DASL placement test, if the child is able to test in a sound booth, start with Sound Awareness Test Item D.

The correct order in which to implement the DASL II :

- Sound Awareness Subskills : 1-2-3-4-5
- Leave the Sound Awareness Subskills and start on both the Phonetic Listening Subskills and the Auditory Comprehension Subskills. You can go back and work on Sound Awareness Subskills as you see a need, or whenever you feel the time is right.
- When you start working on open sets, go back and also start working on closed sets with competing stimuli.

The DASL II is not a "Cookbook" or inflexible tool. Some children will be ready to tackle some subskills out of order. This is especially true of children with cochlear implants. It all depends on what each child is able to hear best.

***Phonetic Listening and speech development go hand in hand and should be worked on together. The best way for the child to practice speech is for them to repeat your prompt, and to give them a turn at being the teacher.***

### Some nifty and fun ideas to use when working with students:

- Using Bingo stampers, let the child blot out a word or picture for his response..
- Cereal Box Book: Cut the front and back from an empty cereal box. Staple these together with blank paper in the middle to create a notebook for each child. This can be used to record responses in, to hold worksheets, to create stories in,.....
- Baggie Book: Take a bunch of zip lock baggies, stack them, and staple the bottoms together. Cover the stapled bottom area with cloth backed tape (silver duct tape). You can use these books to hold pictures, created pages for a story, small items,.....
- If you happen to run across a fancy fly swatter (I have one that looks like a thong sandal and the authors had ones that were character faces), you can lay pictures representing the closed set for responses out on the table and let the child swat his response. Do I need to mention that you should NEVER use a fly swatter that has actually been used to swat flies for this activity?
- Lay out pictures representing the closed set for responses. On top of each place a dried sponge. Using a bunch of party toothpicks, the child places a toothpick in a sponge for his response.
- When working on intensity, use small, medium, and large dixie cups. Have the child place a mini marshmallow in the cup for their response. When this activity is over the child's bonus is he gets to eat the marshmallows (or chocolate chips, raisins, peanuts, popcorn....)
- When working on pitch, take a yardstick and attach a cup to the bottom, middle and top. Have the child place an item in a cup for their response.
- When working on critical elements, try using plastic foods on a plate.
- Make up some "matching" worksheets. Have the child use licorice sticks instead of a pencil to do his matching.
- Place stickers representing possible responses on the child's fingers. Have them hold up a finger for their response.

### Additional areas to work on:

If you use the DASL II, you may want to consider adding work in the areas of auditory memory and sequencing.