

## Checklist of Auditory Skills for Classroom Success

Listening skills are learned in a hierarchy. It is important to know where the student's auditory skills lie on this hierarchy. *The listening skills below assume that the student consistently uses appropriate amplification.*

### Hierarchy of Auditory Skill Development

✓	<b>Identification</b>	✓	<b>Discriminates between closed sets of critical elements</b>		
	<p><b>Speech prosody</b> – i.e., repeating loud voice or rising pitch</p> <p><b>Loudness, Pitch</b> – i.e., high vs. low, quiet vs. loud</p> <p><b>Emotional content</b> – i.e., sad, angry, happy</p> <p><b>Vocal pitch</b> – i.e., man vs. woman vs. child voice pitch</p> <p><b>Syllables</b> – i.e., 1 vs. 2 vs. 3. vs. 4 syllable words</p> <p><b>Word vs. phrase vs. sentence length discrimination</b></p>		<p><b>Discriminates between closed sets of items with</b></p> <ul style="list-style-type: none"> <li>• one critical element (car)</li> <li>• two critical elements (red car)</li> <li>• three critical elements (red car with a black top)</li> <li>• four critical elements (red car/black top/2 wheels)</li> <li>• sequencing critical elements (pretend grocery trip)</li> </ul>		
✓	<b>Phoneme (vowel/consonant) discrimination</b>	✓	<b>Comprehension of familiar expressions</b>		
	<p><b>NOTE:</b> Phoneme discrimination can help pinpoint specific speech perception issues that contribute to low scores on the Functional Listening Evaluation. It is not intended that these same/different tasks be drilled with the student. Instead, discrimination is returned to when a student is confusing sounds (cat/cats). If he or she is unable to determine if the targeted word pairs are same or different then some word discrimination activities may be useful.</p>		<ul style="list-style-type: none"> <li>• Discriminate/follow common phrases</li> <li>• Discriminate/follow familiar expressions</li> <li>• Single directions</li> <li>• Two part directions</li> <li>• Common classroom directions</li> </ul>		
✓	<b>Vowel discrimination and identification:</b>	✓	<b>Sequencing</b>		
	<p>sow/say, hot/hay</p> <p>turn, teen, tan, tune</p> <p>boy, bow, by, bay, but, bet, bit, bait</p> <p>beat, bit, bite, boot, bait, bat</p>		<ul style="list-style-type: none"> <li>• Sequencing three directions</li> <li>• Following multi-element directions</li> <li>• Sequencing three or more events in a story</li> </ul>		
✓	<b>Discriminate and identify initial consonants:</b>	✓	<b>Critical thinking and listening:</b>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">                 bake/make                  hose/nose, pie/l                  door, more, four, bore                  cat/rat, shoe/you                  bee, see, me, we                  cot/got, face/base             </td> <td style="width: 50%; border: none;">                 sip, ship, tip, zip                  might, light, bite, white, tight                  fan, ban, man, ran, van, Dan                  mine/nine, lake/rake                  tub, rub, cub, pub                  run, won, bun, done, sun,                  none             </td> </tr> </table>	bake/make hose/nose, pie/l door, more, four, bore cat/rat, shoe/you bee, see, me, we cot/got, face/base	sip, ship, tip, zip might, light, bite, white, tight fan, ban, man, ran, van, Dan mine/nine, lake/rake tub, rub, cub, pub run, won, bun, done, sun, none		<ul style="list-style-type: none"> <li>• identifies picture from verbal description</li> <li>• identifies true/false statements</li> <li>• learns a previously unknown word from a picture, using hearing alone</li> </ul>
bake/make hose/nose, pie/l door, more, four, bore cat/rat, shoe/you bee, see, me, we cot/got, face/base	sip, ship, tip, zip might, light, bite, white, tight fan, ban, man, ran, van, Dan mine/nine, lake/rake tub, rub, cub, pub run, won, bun, done, sun, none				
✓	<b>Consonant discrimination and identification in the final position of syllables and words:</b>	✓	<b>Answering questions about a story</b>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">                 tab/tan, cage/came                  had, half, hash, ham                  bath/badge, leap/leaf                  fish, fizz, fill, fit, fib, fin                  fat/fad, leaf/leave ram/                  ran, tall/tar             </td> <td style="width: 50%; border: none;">                 bag, back, bath, bash                  run, rug, rub, rush                  dig, dip, dish, dill, ditch, dim                  bug, bum, bud, buck, bun,                  buzz game, gauge, gaze, gale             </td> </tr> </table>	tab/tan, cage/came had, half, hash, ham bath/badge, leap/leaf fish, fizz, fill, fit, fib, fin fat/fad, leaf/leave ram/ ran, tall/tar	bag, back, bath, bash run, rug, rub, rush dig, dip, dish, dill, ditch, dim bug, bum, bud, buck, bun, buzz game, gauge, gaze, gale		<ul style="list-style-type: none"> <li>• answer questions about a story; closed set</li> <li>• follows words read by the teacher and then answers questions</li> <li>• answer questions about a story; open set</li> <li>• gains new information from discussion of a topic with picture support <i>In quiet and in noise</i></li> </ul>
tab/tan, cage/came had, half, hash, ham bath/badge, leap/leaf fish, fizz, fill, fit, fib, fin fat/fad, leaf/leave ram/ ran, tall/tar	bag, back, bath, bash run, rug, rub, rush dig, dip, dish, dill, ditch, dim bug, bum, bud, buck, bun, buzz game, gauge, gaze, gale				
✓	<b>Discrimination of initial consonant blends:</b>	✓	<b>Listening for detail in the presence of noise</b>		
	black/back, glow/go break/bake, free/fee steep, sleep, sweep, speak		<ul style="list-style-type: none"> <li>• follows multistep directions; closed set</li> <li>• follows multistep directions; open set</li> <li>• answer questions about a story; open set</li> </ul>		
✓	<b>Discrimination of final consonant blends:</b>	✓	<b>Listening for new information, advanced</b>		
	ring/rings, talk/talked		<ul style="list-style-type: none"> <li>• Identify new content words from academic text read aloud <i>In quiet and in noise</i></li> </ul>		
		✓	<b>Conversations – repairing the unknown (in noise)</b>		
			<ul style="list-style-type: none"> <li>• What did you hear? as a strategy to identify gaps</li> <li>• Respond appropriately using communication repair strategy (closed set, open set)</li> </ul>		
		✓	<b>Auditory Memory and Auditory Sequencing of Details</b>		
			Repeat up to 8 digits/words correctly (expect 5, 6, 7 to be repeated correctly at the corresponding ages)		

Based on the Developmental Approach to Successful Listening (DASL) II by Gayle Goldberg Stout and Jill Van Ert Windle (1992) and Auditory Verbal Therapy by Warren Estabrooks (1994). For phoneme discrimination practice, refer to the Word Associations by Syllable Perception (WASP) by Mary Koch.

Age Range: Elementary

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