BASIC PARALLELS of AUDITION & SPEECH DEVELOPMENT: SUMMARY

Adapted from various sources by Laura Napolitano Peterson (1996, © REV. 2016)

AUDITION:	SPEECH:
Perception- Response to environmental sound at pre-verbal levels 1. Detects environmental (non-language) sounds (a) Variety of sounds (b) detects and indicates sound onset (c) detects and indicates sound cessation (d) detects, discriminates environmental sounds	**Expression- Environmental noises/babbling** 1. Produces non-language sounds in isolation (a) variety of sounds (b) uses sound repetitively (c) can stop sound deliberately (d) expresses environmental sound to mean specific thing
2. Detects speech-language sounds in vowels and consonant-vowel combinations (syllables) (a) Detects a Variety of sounds (Ling Six plus) (b) indicates when ongoing speech sound stops (c) discriminate syllables in closed set (d) identifies syllables	2. Expresses speech-language sounds in isolation and syllables (a) variety of syllables (b) uses repeated and alternated syllables to get attention (c) uses specific syllables to get attention (d) uses specific syllables to mean specific things
Perception- Suprasegmentals 1. Discriminates between short and long sounds and patterns of short and long sounds 2. Discriminates among voicing of loud or quiet vocal intensity of speech and whispered speech sounds in simple words (Mama, Papa, Baby) or conversation 3. Discriminates between fast and slow rates of speech 4. Discriminates the number of syllables heard 5. Discriminates, high, low, middle pitches of syllables (a) Identifies intonational contours in closed sets to indicate expected response (question-answer, v. comment)	**Expression- Suprasegmentals** 1. Expresses a variety of short and long sounds and patterns of short and long sounds imitatively and spontaneously (a) uses short and long sounds to indicate differences in meaning. 2. Expresses loud, quiet, and whispered sounds (a) uses loud, quiet, and whispered sounds (e.g. “shh”) to indicate differences in meaning 3. Expresses fast and slow rates of speech imitatively and spontaneously 4. Repeats the number of syllables heard 5. Expresses a variety of pitches of syllables (a) uses intonation to approximate meaning (syllabic jargon)
Perception- Segmentals (Phonemics) 1. Discriminates vowels in words with different consonants, different vowels, same # of syllables 2. Discriminates initial consonants in words with similar vowels, closed sets, then identifies in open sets or larger sets. (a) nasal v. non-nasal (b) manner of production (e.g. [f] v. [p] (c) place of production (e.g. [d] v. [g] (d) Voicing (e.g. [s] v. [z] 3. Discriminates final consonants in words with similar vowels, in closed sets, then in open sets (e) nasal v. non-nasal (f) manner of production (e.g. [f] v. [p] (g) place of production (e.g. [d] v. [g] (h) Voicing (e.g. [s] v. [z] 4. Begins to discriminate initial- final consonant blends.	**Expression- Segmentals (Phonemics)** 1. Expresses words with a variety of vowels 2. Expresses Initial consonants sounds more consistently articulated in words 3. Expresses Final consonant sounds more consistently and accurately articulated in words 4. Beginning use of consonant blends in speech

PARALLELS of RECEPTIVE & EXPRESSIVE LANGUAGE DEVELOPMENT:

RECEPTIVE LANGUAGE	EXPRESSIVE LANGUAGE:
Vocabulary 1. Understands key words in association with object, sound, or situation. (a) turns to own name (b) Discriminates own name from others' names 2. Understands about ten simple words or phrases without context clues or object present e.g., "open the door"; "say bye-bye" "Where's your shoe?"	**Vocabulary** 1. First words: Uses "onomatopoeias" associated with objects (a) approximations of own name and family members via babble (e.g. "ba" for "bath") and function words ("bye-bye") 2. Says clear words and approximations of two-syllable words (e.g. "tutu" for "turtle") may not be aware of divisions between words, e.g. "open door" "get down" "there it is" "want it" "help me"
Semantic Relations/Phrase Development: 1. Discriminates familiar words or phrases that vary by number of syllables Required Skill: (a) Discriminates between linguistic & non-linguistic messages (e.g. Conversation v. music v. microwave) 2. Discriminates conversational voices of man, woman, child 3. Discriminates messages of similar length, e.g. "let's go to lunch now." "My Mom is not here."	**Semantic Relations, Morphological endings, and Phrase Development** 1. Expresses 2 word combinations in different ways, e.g. "puppy jump," "me jump" "puppy eat," "me eat" 2. Uses intonation to express differences in meaning (a) differences in rate; (b) differences in pitch; (c) differences in stress (intensity) 3. Uses short (3-5 morphemes) phrases to communicate using different semantic categories in developmental order of hearing children 4. Beginning to eliminate jargon 5. Morphological endings and function words appearing in spoken utterances.
Memory-Sequencing: 1. Follows directions with one (up to four) critical elements in closed set, then open set task. 2. Critical thinking and listening (a) identifies true and false statements (b) follows a short story of four part sequence (c) follows multi-part directions in correct sequence	**Memory Sequencing:** 1. Repeats a sentence of 5 up to 13 syllables 2. Recites poem or rhyme from memory or sings a song 3. Expression of ideas (a) recalls and states incidents that occurred in past (b) expresses several phrases to tell story from pictures, give directions, or describe people/pictures (c) Uses narrative discourse to tell story, verbal explanations.
Auditory Figure-Ground: Performs listening tasks in noisy background or with competing messages	**Figure-Ground:** Expresses spoken language clearly in noisy background or with competing messages.

LISTENING SPEECH DISCRIMINATION HIERARCHY

Adapted from David Sindrey w/permission, *Listening for Littles* (1997)

by Laura N. Peterson © 2016

STEP	CONTENT: The child will discriminate, speech and language from small, medium, large, and open sets:	EXAMPLES
1	Differences of supra-segmentals: duration, intensity, pitch	Up ^ up ^ up ^ up ^ …dowwwwwwn; 1,2,3……..Goooooooo! Puh puh puh puh puh (car) v. Oohoohoohoohooh (ambulance) Stop v. OK.. go now!
2	Words with different number of syllables	Hippopotamus v. Bird v. Baby Santa Claus v. hat v. hot dog
3	Words with same number of syllables but different consonants and different vowels	Ball v. shoe v. dog
4	Words with same initial consonants but with different vowels.	Ball v. belt v. bird v. bed
5	Words with initial consonants that differ by manner of production (nasal, fricative, plosives, stops, liquids) with same vowels	No (nasal) v. show (fricative) v. toe (plosives) Nip v. ship v. tip
6	Words with final consonants that differ by manner of production: (nasal, fricative, plosives, stops, liquids) with same vowels	Arm (nasal) v. “Arf” (fricative) v. Art (plosives)
7	Words with final consonants that differ by voicing, same vowels	Mad v. mat Lid v. lit Tag v. tack wag v. wack Hiss v. His lose v. loose eyes v. ice
8	Words with initial consonants that differ by voicing, same vowels	Toes v. does tick v. Dick Tent v. dent Sue v. zoo Pet v. bet Jane v. chain
9	Words with initial consonants that differ by place of production, same vowels	doe v. go same vowels tool v. cool pie v. high
10	Words with final consonants that differ by place of production same vowels	Lob v. log Beat v. beak sick v. sit Cap v. cat