



Park



COLLABORATIVE WITH NORTH CAROLINA EARLY LEARNING SENSORY SUPPORT PROGRAM

STAGES OF LISTENING TO SOUND

Children with hearing loss using cochlear implants or hearing aids need help learning to listen. Everyday routines are perfect for learning and making sound-object connections. Knowing the stages of listening can help you support your child with learning to listen while visiting the park.

Awareness

Caregiver helps me notice a sound by pointing to it and naming it.

Try saying these things at the park:



Identification

I know what the sound is.

You know this is happening when:

Comprehension

I notice, understand, and respond to the sound.

You know this is happening when:

SOUND AWARENESS

- “I heard the leaves rustle, shhh.”
- “I heard the car door close.”
- “I heard the bird chirp, tweet tweet.”
- “I heard the child laugh.”
- “I heard the car go beep beep.”
- “I heard your feet on the slide.”

SOUND IDENTIFICATION

- The child looks at the trees or leaves on the ground.
- The child looks at the car door.
- The child looks at the trees or birds.
- The child looks at the laughing child.
- The child looks at the road or cars.
- The child looks at the slide.

SOUND COMPREHENSION

- The child might point and say, “tree,” “windy,” or “shhh.”
- The child might point and say, “done,” “close,” or “bye-bye.”
- The child might point and say, “bird,” “tweet tweet,” or “chirp.”
- The child might point and say, “happy,” “play,” or “swing.”
- The child might point and say, “beep beep” or “vroom.”
- The child might point and say, “slide,” “more,” or “go.”

