

## Application of the Auditory-Verbal Methodology and Pedagogy to School Age Children

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As children progress through school, the complexity of the linguistic-auditory-cognitive signal increases, requiring the student to process more sophisticated information. Consequently, students with a hearing loss who have developed spoken language through audition must have advanced strategies in place to deal with this mounting challenge. For these students, the auditory-verbal methodology can be a suitable intervention approach. It is important that audiologists understand this methodology whether or not they provide aural (re)habilitation. This paper examines the current principles, teaching behaviors and lesson-planning framework that comprise the application of the auditory-verbal methodology and pedagogy to school age children.

**KEY WORDS:** auditory-verbal, deaf, hearing impaired, pedagogy

### Introduction

Auditory-verbal is a methodology of deaf education. A methodology is a system of methods followed in a particular discipline. A method is a way of doing something, especially a systematic way that implies an orderly logical arrangement, usually in steps. The Macquarie Dictionary defines methodology as “a branch of pedagogics concerned with analysis and evaluation of subject matter and methods of teaching” (Delbridge, Bernard, Blair, Peters & Butler, 1991, p. 1119). In this instance, the discipline is deaf education and the methodology is auditory-verbal. It is important for audiologists to be familiar with the auditory-verbal methodology and its associated pedagogy because increasingly large numbers of parents and professionals worldwide are using it (Rhoades, 2006).

Rhoades (2006) and Eriks-Brophy (2004) examined the current evidence on the effectiveness of the auditory-verbal methodology based on Frattali’s (1998) research classification system. Rhoades (2006) indicated that there are presently eight Class III and seven Class II research studies supporting the positive outcomes and emergent justification for the implementation of the auditory-verbal methodology. In summary, Rhoades (2006) purports that the auditory-verbal methodology is not without substantive supportive data, although there is a strong need for continued well-designed multi-centered studies. It is beyond the scope of this article to review each of the 15 research studies, and readers are encouraged to examine Rhoades (2006) for detailed analysis of auditory-verbal outcome evidence.

### The Principles of Auditory-Verbal Methodology

The auditory-verbal methodology incorporates a set of guiding principles that were originally defined by Pollack (1970). The most recent principles were approved by the Board of Auditory-Verbal International in July 2005 (now incorporated with Alexander Graham Bell Association for the Deaf and Hard of Hearing). These transparent principles provide an

unambiguous framework for the multidisciplinary team so the learning process can be maximized. To be recognized as a Certified Auditory-Verbal Therapist, a specialist must adhere to all ten of the principles (AG Bell Academy for Listening and Spoken Language, 2006).

The AG Bell Academy for Listening and Spoken Language (2006) adopted the following ten Principles of Auditory-Verbal Practice.

1. Promote early diagnosis of hearing loss in newborns, infants, toddlers, and children, followed by immediate audiologic management and Auditory-Verbal therapy.
2. Recommend immediate assessment and use of appropriate, state-of-the-art hearing technology to obtain maximum benefits of auditory stimulation.
3. Guide and coach \*parents to help their child use hearing as the primary sensory modality in developing spoken language without the use of sign language or emphasis on lip-reading.
4. Guide and coach parents to become the primary facilitators of their child’s listening and spoken language development through active consistent participation in individualized Auditory-Verbal therapy.
5. Guide and coach parents to create environments that support listening for the acquisition of spoken language throughout the child’s daily activities.
6. Guide and coach parents to help their child integrate listening and spoken language into all aspects of the child’s life.
7. Guide and coach parents to use natural developmental patterns of audition, speech, language, cognition, and communication.
8. Guide and coach parents to help their child self-monitor spoken language through listening.

9. Administer ongoing formal and informal diagnostic assessments to develop individualized Auditory-Verbal treatment plans, to monitor progress and to evaluate the effectiveness of the plans for the child and family.
10. Promote education in regular classrooms with typical hearing peers and with appropriate support services from early childhood onwards.  
*\*The term "parents" also includes grandparents, relatives, guardians and any caregivers who interact with the child.*

### **Auditory-Verbal Pedagogy for School Age Children**

The role of the family changes during school age years as parents increasingly encourage and facilitate self-reliance and independence in their children. Because of this, it is not always appropriate to have the parents present in auditory-verbal therapy of the school-age children – especially adolescents. This is not to say that parents are not involved in the learning process, only that their involvement assumes a slightly different manner. As they progress through school, the educational didactic influence of the school increases and students become more and more responsible for their own learning. Parents continue to maintain close contact with the auditory-verbal specialist, attend auditory-verbal sessions when appropriate, receive lesson plans, goals, ideas for carryover, and if necessary receive continued parent guidance and support.

Lefrancois (1999) reminds practitioners that development is influenced by both heredity (nature) and environment (nurture) and that although little can be done to change heredity, much of the environment can be controlled and manipulated. Therefore, it is the goal of the auditory-verbal specialist to structure a context (environment) using specific teaching behaviors so that students with a hearing loss can learn and rehearse skills necessary for a successful mainstream experience.

The auditory-verbal methodology has predictable, observable teaching behaviors, which in addition to its principles help to define its methodology. No individual teaching behavior defines the auditory-verbal methodology. Auditory-verbal specialists use a wide range of teaching behaviors to elicit targets and to encourage carryover of skills from a formal therapy context to an informal social discourse setting. Most of these teaching behaviors have been passed on through a peer-to-peer mentoring process. Some have been written about in various texts since the early to mid 1900s (Goldstein, 1920, 1939; Urbantschitsch, 1895/1982). All are born of technological and pedagogical advances. Table 1 contains comprehensive auditory-verbal pedagogical information, much of which was originally drawn from Beebe (1953, 1976, 1982), Beebe, Pearson and Koch (1984), Ling (1964, 1973, 1976, 1984, 1989, 2002), Ling and Ling (1978), Pollack (1964, 1970, 1981, 1984) and Pollack, Goldberg and Caleffe-Schenck (1997).

The auditory-verbal methodology, recognizing the predictable sequence of child development, purposefully follows the hierarchy of natural developmental patterns for an integrated

approach to teaching auditory, speech, language, and cognitive skills. The key to using the auditory-verbal methodology with the school age population is integrating complex linguistic, auditory and cognitive skills. At this age, no single pedagogical domain should be considered in isolation. Duncan (2001, 2003, 2005, 2006) along with Duncan and Dodson (2002) describe a three or four stage layering system used in lesson planning in an effort to maximize learning, academic success and social participation. The Appendix contains a sample lesson plan for a 14-year old student with a cochlear implant that has been constructed using this framework and is helpful in understanding the process of layering the lesson plan as described below.

### **Layer One - Linguistic Skills**

Layer one is the application of linguistic skills. The baseline linguistic skill is derived from both informal observation to determine functional communication and formal standardized assessment to determine explicit strengths and weaknesses of the student. The Comprehensive Assessment of Spoken Language (Carrow-Woolfolk, 1999) is an ideal standardized assessment tool. It assesses a range of lexical, syntactic, supralinguistic and pragmatic skills, and the practitioner does not need to be a speech-language pathologist in order to administer the assessment. Identifying linguistic and functional communication strengths and weaknesses is the easiest yet most essential aspect of layering the lesson plan (Duncan, 2005, 2006).

### **Layer Two – Auditory Skills**

Layer two is the application of auditory skills and follows the four basic types of auditory response that contribute to the perception of speech, originally described by Hirsh (1966) and later Erber (1979, 1982): auditory detection, discrimination, identification and comprehension. Auditory detection is the ability to respond differently to the presence and absence of a speech stimuli. Auditory discrimination is the ability to perceive similarities and differences among two or more speech stimuli. Auditory identification is the ability to reproduce speech stimuli by naming or labeling it in some way. Auditory comprehension is the ability to understand the meaning of speech stimuli (Erber, 1979, 1982; Hirsh, 1966). It is important to ensure that when planning an auditory-verbal session the practitioner uses an appropriate range of auditory skills within this auditory skills hierarchy - although school age children are generally working exclusively on the higher levels of auditory identification and comprehension. The auditory-verbal specialist determines which auditory skill suits the linguistic target from layer one and applies it to the task.

In addition, the auditory layer incorporates the notion of concurrent auditory practice at the word, sentence and discourse level originally proposed by Romanik (1990). Word level auditory activities involve listening to one word, generally from an open set, identifying it by repeating it and then performing a meta-cognitive or meta-linguistic task. Sentence level auditory activities involve listening to a group of words, generally from an open set, identifying them by repeating them and then processing a meta-cognitive or meta-linguistic task. Discourse level

Table 1

## Matrix of Auditory-Verbal Methodology Strategies, Techniques and Professional Behaviors by Pedagogical Domain for School Age Children

EXAMPLES OF STRATEGIES, TECHNIQUES AND PROFESSIONAL BEHAVIOURS	PEDAGOGICAL DOMAIN						
	PLANNING & REPORTING	COGNITIVE-LINGUISTIC	AUDITORY	SPEECH	STUDENT / PARENT GUIDANCE	TEACHING SKILL	PROFESSIONALISM
	Integrates linguistic, auditory, cognitive and speech goals into each activity	Converses with student slightly above his/her cognitive-linguistic level	Continuously monitors hearing device function throughout interactions and in accordance with the student's age	Facilitates speech production through student's auditory feedback system	Accommodates for different family structures and diversities	Engages student throughout lesson and eliminates distractions	Develops appropriate rapport with student / parent
	Uses comprehensive formal and informal assessment tools	Uses scaffolded teaching techniques to encourage high level cognitive-linguistic processing	Positions student to maximize and maintain favorable auditory input	Provides for transfer of sounds from phonetic to phonologic levels of automaticity	States goal to student / parent before beginning activity	Seizes "teachable" moments when appropriate	Releases advocacy role to student / parent when appropriate
	Plans for effective carryover of acquired skills from formal to informal context	Teaches explicit strategic thinking skills throughout all sessions	Continuously provides linguistic input through audition first	Uses a hierarchical model when remediation faulty speech patterns	Provides encouraging feedback to student / parent	Balances time between student-led and adult-led activities, depending on age of student	Displays a sense of humor
	Plans for social skills development	Includes strategies to prepare and assist the student for successful socialization	When visual or tactile cues are used then immediately provides the student with the auditory stimulus	Appropriately corrects or accepts student's speech productions	Discusses session with student / parent afterward	Adapts instruction appropriately for the student with additional special needs	Maintains professional boundaries with student / parent
	Plans the use of literature to develop and reinforce targets	Facilitates transfer of target language from formal to informal settings	Uses acoustic highlighting to assist the student in hearing unfamiliar language	Facilitates the student's internal locus of control for maintaining speech intelligibility	Listens to student / parent	Uses teaching activities/strategies in accordance with student's errors and capabilities	Provides only those professional services for which they are qualified
	Plans and selects activities that are well organized and age appropriate	Understands and incorporates child and adolescent development stages	Uses a combination of auditory word, sentence and discourse stimuli	Uses intonations and not exaggerated mouth movements or over articulation	Solicits student / parent suggestions for future planning	Includes siblings, relatives and caregivers in therapy activities when appropriate	Maintains confidentiality and privacy
	Plans for continued parent support, education and guidance	Uses grammatically appropriate language	Develops skills in background noise when appropriate	Does not accept less intelligibility than the student is capable of producing	Helps student / parent develop high, but realistic expectations	Maintains adequate, comprehensive records	Performs within the scope of their competence, education, training, and experience
	Plans to evaluate student's progress and to review previous targets	Maintains appropriate pacing and uses pausing strategically	Facilitates "distance hearing" when appropriate	Maintain high level of expectation and performance	Encourages parent to facilitate self-reliance and resilience	Establishes a skill baseline prior to setting objectives	Limits concern to the areas that are consistent with their professional role

activities involve listening to large units of language (more than one sentence), generally from an open set context, identifying the discourse by repeating it and then processing a meta-cognitive or meta-linguistic task. Again, the auditory-verbal specialist chooses the auditory stimulus length that suits the linguistic target from layer one and applies it to the task.

Note that lesson plans explicitly require the student to repeat the auditory stimulus. There are two reasons for this. First, the auditory-verbal specialist is able to determine what the child can process through audition and then make an informal diagnosis of functional speech perception. Second, the task is generally challenging for the student and the auditory-verbal specialist is able to structure a context that allows the student the opportunity to practice sophisticated auditory memory strategies.

### **Layer Three – Cognitive Skills**

Layer three is the application of cognitive skills. Bloom's Taxonomy of Cognitive Processes (Bloom, 1956) is a helpful framework and has six levels - knowledge, comprehension, application, analysis, synthesis and evaluation. This taxonomy provides the practitioner with a clear and comprehensive pathway for programming, implementing and evaluating targets through the cognitive domain from the early stages of recall to complex synthesis and evaluation (Duncan, 2003, 2005, 2006; Duncan & Dodson, 2002). A number of authors have revised Bloom's Taxonomy of Cognitive Processes (Bloom, 1956) (see for example, Anderson & Krathwohl, 2001). However, Bloom's original taxonomy is used for the purpose of this paper. The auditory-verbal specialist uses the taxonomy to ensure that a range of cognitive tasks is included in each session. Again, the cognitive target is applied to the original linguistic and auditory task.

### **Layer Four – Psychosocial Skills**

The fourth layer is optional in planning and is the application of psychosocial skills including, but not limited to, locus of control, enhancement of self-esteem, perspective taking, and development of empathy. This layer is intended to assist the student in achieving appropriate psychosocial skills. Locus of control is a concept in psychology developed by Julian Rotter in the 1950's and refers to the orientation a person has towards the outcome of events (Rotter, 1954). If the outcomes of actions are considered contingent on what an individual does, then the person is thought to have an internal locus of control. Alternatively, if the outcomes of actions are considered outside the individual's control, then the person is thought to have an external locus of control. Self-esteem (also called self-worth), refers to personal evaluations of the self and can be viewed in terms of discrepancy between the real individual and how the individual thinks others evaluate them (Lefrancois, 1999). Social perspective taking is the student's capacity and ability to verbalize other perspectives and depends heavily on an individual's life experiences (Selman, 1980). Social perspective taking can include the facilitation of empathy. Empathy is defined as a response to the emotional cues of other people and their situations and is not simply understanding feelings, but includes acting on the understanding

to benefit the other (Owens, 2002).

Table 2 is based on the Comprehensive Assessment of Spoken Language (Carrow-Woolfolk, 1999), Erber's auditory skills description (1979, 1982), the Auditory Skills Programme for Children with Hearing Impairment (Romanik, 1990) and the Taxonomy of Cognitive Processes (Bloom, 1956) as well as psychosocial skills and is intended to assist in auditory-verbal lesson planning for school age children.

### **Importance of Facilitating Meta-cognition**

It is recognized that the best learners are those who possess strategic as well as domain specific (content) knowledge (Lefrancois, 1994). Teaching students with a hearing loss to become effective thinkers is a fundamental goal of the auditory-verbal methodology. If students are to function successfully, then they must be equipped with lifelong learning and thinking skills necessary to acquire and process information. Teaching this strategic knowledge is critical. It includes how to think, how to solve problems, how to learn and memorize, how to understand, how to monitor one's own thinking, and how to evaluate the learning processes (Lefrancois, 1994).

Explicit formal and informal teaching of the vocabulary of thinking and learning must be incorporated into each auditory-verbal task. Through this process, students become familiar with the terminology and develop a repertoire of useful strategies for assisting in the learning process. Weinstein and Mayer (1986) describe a series of categories of learning/thinking strategies that can be applied to the auditory-verbal methodology. These include rehearsal strategies such as simple repetition and highlighting important facts; elaboration strategies such as formulating mental images, forming analogies and paraphrasing; organizational strategies such as grouping, classifying and identifying main ideas; monitoring strategies such as self-questioning and reciting main points; and affective or motivational strategies such as working towards a good grade and positive thinking. All of these strategies can be discussed regularly with students during the auditory-verbal session so that they become experts at thinking and recognizing individual strategies that contribute to their personal success.

### **Conclusion**

Even if students with a hearing loss receive appropriate, consistent amplification and early intervention, and even when they have good functional communication skills, many have gaps in complex language, auditory memory and many may experience social isolation (Luterman, 1991, 2004). The psychosocial difficulties facing adolescents with a hearing loss can be significant and it is important that auditory-verbal specialists address implications for intervention (Luterman, 2004). As the student progresses through school, it is vital that they become more and more responsible for their own learning as the educational, didactic demands of the school increase. With the support of the multidisciplinary team, the auditory-verbal methodology can assist the student in learning complex skills necessary to achieve a successful mainstream experience.

**TABLE 2**  
**Framework for Layering the Auditory-Verbal Lesson Plan for School Age Children**

<b>LAYER ONE LINGUISTIC</b>	
Antonyms	word retrieval and knowledge of complex opposites
Synonyms	recognition of two words that have the same meaning
Sentence Completion	word retrieval given the context of a spoken sentence
Idiomatic Language	oral expression of common idioms
Syntax Construction	grammatically correct oral expression of phrases and sentences
Paragraph Comprehension of Syntax	comprehension of syntactic structures
Grammatical Morphemes	knowledge and expression of grammatical morphemes
Sentence Comprehension of Syntax	given syntactically different sentences, recognition of same or different meanings
Grammaticality Judgment	judgment of and ability to correct sentence grammar
Non-literal Language	understanding of spoken messages independent of literal interpretation
Meaning from Context	derivation of the meaning of words from their linguistic context
Inference	Use of world knowledge to derive meaning from inferences
Ambiguous Sentences	comprehension of words, phrases, and sentences that have more than one meaning
Pragmatic Judgment	knowledge and use of appropriate language
<b>LAYER TWO AUDITORY</b>	
Auditory Detection	The ability to respond differently to the presence and absence of a speech stimuli
Auditory Discrimination	The ability to perceive similarities and differences among two or more speech stimuli
Auditory Identification	The ability to reproduce a speech stimuli by naming or labeling it in some way
Auditory Comprehension	The ability to understand the meaning of speech stimuli, usually by reference to knowledge of language
Auditory Word	involves listening to one word, generally from an open set, identifying it by repeating it and then processing a meta-cognitive or meta-linguistic task
Auditory Sentence	involves listening to a group of words (phrase/sentence), generally from an open set, identifying it by repeating it and then processing a meta-cognitive or meta-linguistic task
Auditory Discourse	involves listening to large units of language (more than one sentence), generally from an open set context, identifying it by repeating it and then processing a meta-cognitive or meta-linguistic task
<b>LAYER THREE COGNITIVE</b>	
Knowledge	to recall factual information
Comprehension	to show an understanding of information
Application	to use some previously learned knowledge, rule or method in a new situation
Analysis	to break information into parts to explore understandings and relationships
Synthesis	to put together ideas in a new way to develop a new or unique product
Evaluation	to judge the value of materials or ideas on the basis of specific criteria
<b>LAYER FOUR PSYCHOSOCIAL SKILL</b>	
Locus of control	a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation)
Enhancing self-esteem	self-confidence, worth, strength, capability, and adequacy, of being useful and necessary in the world
Perspective taking	ability to understand a communication partner's thinking, feeling or belief
Empathy	understanding and entering into another person's feelings

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## APPENDIX

### Sample Lesson Plan for a 14-Year-Old Student with a Cochlear Implant

*\*During this lesson, all information is presented to the student through audition alone.*

<b>Layer One Linguistic: Meaning From Context</b> <b>Layer Two Auditory: Auditory Identification/Comprehension at the Word/Sentence Level</b> <b>Layer Three Cognitive: Knowledge, Comprehension and Application</b>	
<p>Directions: 1) using vocabulary words from the student's academic curriculum, say the word alone and have the student repeat it; 2) ask the student if he/she knows the meaning of the word; 3) if the student knows the meaning, have the student provide the meaning and provide a sentence using the word; 4) if the student does not know the meaning of the word then give an example sentence and have the student repeat it; 5) encourage the student to determine the meaning through context, 6) remind the student of auditory memory strategies.</p>	
Stimulus	Response
Word: audacious Meaning: daring, bold Sentences: <ul style="list-style-type: none"> <li>• His plan was an audacious one – to climb the tallest mountain in the world alone.</li> <li>• You have to be audacious when you audition for TV or you will not be noticed.</li> </ul>	
Word: aversion Meaning: firm dislike Sentences: <ul style="list-style-type: none"> <li>• I have an aversion to spicy food and it upsets my stomach.</li> <li>• The young girl has an aversion to cigarette smoke and needs to leave the room when someone is smoking.</li> </ul>	
Word: bolster Meaning: support, reinforce Sentences: <ul style="list-style-type: none"> <li>• Knowing your vocabulary will bolster your test score.</li> <li>• A good manager will bolster their employee to get them to do a better job.</li> </ul>	

<b>Layer One Linguistic: Meaning from Context (Common Semantic Errors)</b> <b>Layer Two Auditory: Auditory Identification/Comprehension at the Word/Sentence Level</b> <b>Layer Three Cognitive: Knowledge, Comprehension, Application and Evaluation</b>	
<p>Directions: 1) say each of the words separately and have the student repeat them separately; 2) ask the student to tell you the meanings of each of the words; 3) say each of the sentences and ask the student to repeat the sentence and tell you which of the easily confused words was used in the sentence; 4) have the student use each word in a sentence. * Do an auditory identification task where you say one of the words and the student repeats it back – alternate words randomly to determine fine auditory identification skills.</p>	
Stimulus	Response
Words: adapt/adept/adopt Definitions: <ul style="list-style-type: none"> <li>• Adapt is to adjust</li> <li>• Adept is to be proficient</li> <li>• Adopt is to take by choice</li> </ul> Sentences: 1) He had to adapt to his new surroundings. 2) She was an adept lawyer. 3) I decided to adopt her style of dressing because she always looks beautiful.	
Word: adverse/averse Definitions: <ul style="list-style-type: none"> <li>• Adverse is opposing</li> <li>• Averse is disinclined</li> </ul> Sentences: 1) His attitude towards the games was adverse to hers. 2) I am averse to traveling to the Middle East during the war.	

Words: alley/ally Definitions: <ul style="list-style-type: none"> <li>Alley is a narrow street</li> <li>An ally is a supporter</li> </ul> Sentences: 1) He parked his car in the alley. 2) The principal was her closest ally.	
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<b>Layer One Linguistic: Syntax and Semantic Construction</b> <b>Layer Two Auditory: Auditory Identification/Comprehension at the Sentence (Closure) Level</b> <b>Layer Three Cognitive: Application, Analysis and Evaluation</b>	
Directions: 1) read the incomplete sentence and three possible answers and have the student repeat the information; 2) have the student indicate which is the appropriate answer; 3) discuss why it is an appropriate answer.	
<b>Stimulus</b>	<b>Response</b>
She has many food allergies that make her <ul style="list-style-type: none"> <li>happy</li> <li>cold-blooded</li> <li>sick</li> </ul>	
In science we had to study the anatomy and physiology of the human <ul style="list-style-type: none"> <li>mind</li> <li>thinking</li> <li>body</li> </ul>	
Your neighbor is in labor, has her bags packed and is ready to go to the <ul style="list-style-type: none"> <li>hotel</li> <li>hospital</li> <li>airport</li> </ul>	

<b>Layer One Linguistic: Complex Antonym</b> <b>Layer Two Auditory: Auditory Identification/Comprehension at the Word Level</b> <b>Layer Three Cognitive: Knowledge And Comprehension</b>	
Directions: 1) discuss antonyms, 2) say one of the words and have the student repeat it, 3) have the student provide an appropriate antonym, 4) have the student put the antonym in a sentence.	
<b>Stimulus</b>	<b>Response</b>
Blunt (sharp)	
Body (soul)	
Cowardly (brave)	

<b>Layer One Linguistic: Complex Synonyms</b> <b>Layer Two Auditory: Auditory Identification/Comprehension at the Word Level</b> <b>Layer Three Cognitive: Knowledge and Comprehension</b>	
Directions: 1) discuss synonyms; 2) say one of the words and have the student repeat it; 3) have the student provide an appropriate synonym; 4) if there is question as to the student's comprehension of the synonym then have the student put it in a sentence.	
<b>Stimulus</b>	<b>Response</b>
Abrupt (sudden, hasty)	
Border (edge, margin)	
Careful (cautious, prudent)	

<b>Layer One Linguistic: Inference</b> <b>Layer Two Auditory: Auditory Identification/Comprehension at the Word/Sentence Level</b> <b>Layer Three Cognitive: Knowledge, Analysis and Evaluation</b> <b>Layer Four Psychosocial: Perspective Taking</b>	
Directions: 1) Explain to the student that some information is communicated through words and some through behaviors and discuss the notion of inferences; 2) read the sentence to the student; 3) have the student repeat the sentence; 4) ask the student what message is being communicated by the behavior; 5) follow with a discussion if the student shows interest or confusion.	
<b>Stimulus</b>	<b>Response</b>
One girl keeps raising her hand in class whenever the math teacher asks who knows how to solve a problem. Q. What message is being communicated by the behavior?	
Tom is yawning and stretching at the football game. Q. What message is being communicated by the behavior?	
The girl fills up her plate three times at the all you can eat buffet. Q. What message is being communicated by the behavior?	

<b>Layer One Linguistic: Meaning Through Context/Inference</b> <b>Layer Two Auditory: Auditory Identification/Comprehension at the Sentence/Discourse Level</b> <b>Layer Three Cognitive: Knowledge, Comprehension and Evaluation</b> <b>Layer Four Psychosocial: Perspective Taking</b>	
Directions: 1) Explain to the student that you will read them a story and ask them questions and that they will need to listen carefully because some are inference questions, which means they are not explicitly mentioned in the story; 2) read the story; 3) have the student repeat the story; 4) ask the questions; 5) have the student repeat the question before answering; 6) follow with a discussion if appropriate.	
Stimulus	Response
I'm sorry. I'm returning this paper to you. You made a lot of mistakes on it that I cannot fix. I want you to get a better grade. Please redo this. Q1 Who is speaking? Q2 What grade do you think the student is in?	
I'm not really interested in drinking alcohol. I've got other things to do with my time and my life. Don't bother asking me again. Q1 Who is talking in this story? Q2 Who is he talking to? Q3 How old do you think the people in this story are and why?	
It does not matter who wins or loses. You have to do your best out there. But if you don't win then don't bother coming home tonight. Q1 Who is talking in this story? Q2 Who is he talking to? Q3 How old do you think the people in this story are and why?	

<b>Layer One Linguistic: Pragmatic Judgment (Oxymoron)</b> <b>Layer Two Auditory: Auditory Identification/ Comprehension at the Word/Sentence Level</b> <b>Layer Cognition: Knowledge and Analysis</b>	
Directions: 1) discuss with the student the notion of an oxymoron and see if the student can provide a few examples of an oxymoron; 2) read the sentence and have the student repeat it back; 3) have the student identify the oxymoron and say the sentence again without an oxymoron.	
Stimulus	Response
Oxymoron: Accidentally on purpose Sentence: He spilled the coke all over her white jeans accidentally on purpose.	
Oxymoron: Accurate estimate Sentence: He wasn't sure how much the jacket would cost so he made an accurate estimate.	
Oxymoron: Act naturally Sentence: She told her girlfriend to act naturally when the cute boys were around.	

<b>Layer One Linguistic: Syntax/Semantic Construction (Collective Nouns)</b> <b>Layer Two Auditory: Auditory Identification/Comprehension at the Word Level</b> <b>Layer Three Cognitive: Knowledge and Comprehension</b>	
Directions: 1) explain the notion of collective noun to the student; 2) say the word and have the student repeat the word; 3) ask the student to say the words associated with the collective noun; 4) have the student put the collective noun in a sentence.	
Stimulus	Response
Army (ants, caterpillars, frogs, soldiers)	
Batch (cookies)	
Bundle (clothes, money, sticks)	

**Layer One Linguistic: Syntax Construction**  
**Layer Two Auditory: Auditory Identification/Comprehension at the Word/Sentence Level**  
**Layer Three Cognitive: Comprehension, Evaluation**  
**Layer Four Psychosocial: Locus Of Control And Strategies For Self-Determination**

Directions: 1) explain to the student that you will ask them a few questions in order to determine whether or not they have an internal or external locus of control; 2) read the sentence; 3) have the student repeat it; 4) have the student answer with a true or false reply; 4) enter into a discussion with the student regarding their reply.

Stimulus	Response
If I do not succeed on a task, I tend to give up.	
The success I have is a matter of chance.	
Leaders are successful when they work hard.	
Persistence and hard work usually lead to success.	

**References Used To Create Stimulus**

Fry, E. (2004). The vocabulary teacher's book of lists. San Francisco: Jossey-Boss.  
 Fry, E., Kress, J., & Fountoukidis, D. (2000). The reading teacher's book of lists (4<sup>th</sup> ed.). San Francisco: Jossey-Boss.

*\* See [www.auditory-verbal.org.au](http://www.auditory-verbal.org.au) for additional examples of auditory-verbal lesson plans for school age children.*