

## From Auditory Experiences to Educational Success

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### Introduction

This summary focuses on how auditory experiences shape language, literacy, and academic success. Auditory access and processing are foundational for spoken language development, and collaboration among professionals and families is essential.

### Foundations of Auditory Development

Auditory development follows a hierarchy: localization, awareness, discrimination, identification, and comprehension. Early childhood is a critical period due to brain plasticity, making early exposure and intervention essential for strong communication and learning outcomes.

### Auditory Processing and Educational Impact

Auditory processing is how the brain interprets sound. Difficulties can affect language, reading, attention, memory, and classroom participation, even when hearing is normal.

### Areas of Auditory Processing Deficit

**Amblyaudia:** One ear processes sound more effectively than the other, leading to an imbalanced auditory system.

**Decoding:** Difficulty accurately distinguishing speech sounds quickly.

**Dichotic Dysaudia:** Both ears struggle to efficiently and effectively interpret dichotic tasks.

**Tolerance Fading Memory:** Trouble accurately understanding speech in noisy environments and remembering what was just heard.

**Integration:** Trouble coordinating/combining auditory information with other areas of the brain, speech, vision, motor, for example to do age-appropriate tasks easily.

**Organization/Output:** Difficulty organizing and expressing thoughts.

**Prosody:** Difficulty processing/distinguishing the fine differences between pitch, loudness, timbre, (suprasegmental speech information).

### Intervention and Instructional Strategies

Effective intervention targets specific deficits and includes auditory training, acoustic highlighting, auditory closure, and embedding listening goals into therapy. Additional examples for home, therapy and school are included in the book listed below.

### **Classroom and Environmental Supports**

Supports include preferential seating, remote microphones, pre-teaching vocabulary, chunking directions, and adding visual supports after auditory input.

### **Collaboration and Family Involvement**

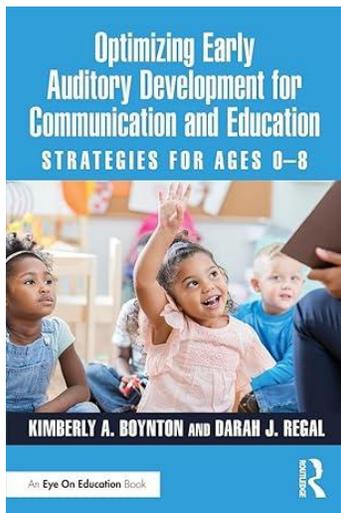
Collaboration among audiologists, SLPs, educators, and families ensures consistent support and better outcomes for children.

### **Intervention Strategies**

1. Use acoustic highlighting (emphasize key words and pause).
2. Practice auditory memory games.
3. Present auditory information before visuals.
4. Gradually introduce background noise.
5. Use sequencing supports and have children repeat directions.

### **Conclusion**

Auditory processing is foundational to learning. Early intervention, targeted strategies, and collaboration improve outcomes and support student success. Our experience of collaboration, intervention and successful outcomes supports building auditory skills, at a young age, to positively affect communication and educational success. Our preference is to build skills early rather than remediate later.



### **Book Citation**

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