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## Speech Tracking for Auditory Learning

Speech tracking is a technique for listening practice that can be used for children and adults with hearing loss or auditory processing problems. The goal is to teach the child or adult to use audition to learn. The parent, friend, or therapist will read to the person and the person either reads back or answers questions indicating that he or she has understood what has been said.

### Choosing books

When choosing things to read, it is important to select something to read that is a little bit difficult so the listener cannot easily guess at what is said if it is not heard. You may want to start with an easy book just to get the skills down. But once everyone is comfortable with the task, it is important to make the reading easy enough so that it is within reach (don't read a physics textbook) but difficult enough so that you really have to listen to understand.

### How to start

1. Sit near the person who is listening so they can easily hear but they cannot see what you are reading.
2. Start reading short phrases and have the person repeat back what you say
3. If a person is repeating back it is important that they repeat back exactly what is said
  - a. If the reader says "It was a beautiful Sunday afternoon"
  - b. And the listener says "It was a beautiful afternoon"
  - c. The reader should repeat the sentence or phrase and ask the listener to say it again
  - d. If the listener does not get it correct after 2-3 presentations, show him the sentence or allow him to see your face when you read it again. Then go on to the next sentence

Encourage parents to read aloud to the child to work on developing auditory skills. Even when a child can read well, he needs the practice working on listening. Begin with listening at normal conversation in quiet, then try soft conversation in quiet, then go back to normal conversation and add some competing noise (such as a talk radio station.) Start with the noise at a soft level and increase the noise gradually, over time, so that it is at the same loudness as the voice of the person reading. The material read should be difficult enough so that the child cannot guess what is happening but needs to listen.