

Listening and Spoken Language Strategy:

Auditory Bombardment

Definition: Auditory Bombardment provides numerous opportunities for a child to hear the target phoneme, sound or language (Dickson, 2010).

How is this strategy done?

Auditory bombardment involves conscious planning to expose a child to specific sounds or language. It is a strategy that focuses on giving a child multiple listening opportunities throughout their day. To use *auditory bombardment*, an adult surrounds a child with meaningful sound and language with a focus on particular targets.

Why is this strategy important?

Children who are deaf or hard of hearing have not had the listening exposure of children with typical hearing. *Auditory bombardment* provides a child with the opportunities to listen to sounds and language in meaningful ways. Parents or professionals may choose a specific sound to focus on and the parent finds ways to expose the child to this sound as much as possible throughout the daily routines of the child's day or within the classroom setting.

The exposure to speech sounds through listening is a building block for the natural development of strong auditory, speech and language skills for a child who is deaf or hard of hearing.

This Auditory Verbal strategy helps build the following Listening and Spoken Language skills:

- ✓ attention to sound
- ✓ awareness of sound
- ✓ integration of listening into a child's personality
- ✓ comprehension through listening (Simser via firstyears.org, January 2013)
- ✓ proper articulation of speech sounds

Discussion

In order for a child to learn to speak, he or she must first learn to listen! *Auditory bombardment* is a strategy that focuses on a child's listening to sounds and words and eventually how those words are put together to make sentences. Through *auditory bombardment* a child has the opportunity to listen over and over again to sounds that may not have been heard early in his or her life due to lack of auditory access. As the adult purposefully exposes the child to a particular sound, phoneme, or grammatical structure, he has the opportunity to establish an "auditory impression" of the various targets (Caleffe-Schenck, 2007).

Auditory bombardment encourages a child to use hearing as the primary sensory modality and creates multiple meaningful opportunities for the child to be exposed to a targeted sound. The end goal of using *auditory bombardment* is that the child will use the targeted sound, word, or grammatical structure spontaneously in speech and language. The adult should be mindful, however, that speech and language are acquired developmentally and targets must be chosen that are not only meaningful for the child, but appropriate for the child's speech and language abilities as well.

Example

A child is not yet producing the /b/ sound in the initial position of words. With the idea of *auditory bombardment* in mind, the mother is encouraged to gather toys, objects, or pictures from around the house that begin with the letter /b/. These should be objects that are of interest to the child. Some ideas could be: ball, baby, bubbles, boy, boat, book, bird, etc. The idea is to expose the child to the /b/ sound multiple times over multiple days within meaningful play routines. The child is expected only to listen to the sound, not to repeat it at first. The goal is purely exposure to the /b/ sound. The mother and child could also take these objects and hide them around the house and create a treasure hunt providing fun opportunities for listening!

Timmy is inconsistently using past tense in spontaneous sentences. Daddy and the child go to the park and take pictures of all the fun activities of the morning. Later when they are home, Daddy and Timmy look at the pictures together and Daddy bombards Timmy with the past tense markers while also using acoustic highlighting on these grammatical structures. Daddy could also print the photos and make an experience book being mindful of using *auditory bombardment* of the past tense.

Daddy and Timmy **walked** to the park.

Along the way we **heard** cars and birds.

We **swung** on the swings.

We **played** tag.

We **ate** a picnic lunch.

We **had** a fun morning at the park.

For additional ideas and examples on how to use *auditory bombardment*, the reader is referred to *Speech Sounds* by Nancy Caleffe-Schenck and Dian Baker. This resource is available through Cochlear Americas.

<http://hope.cochlearamericas.com/sites/default/files/resources/Speech-Sounds-Vowels.pdf>

References

Baker, D., Caleffe-Schenck, N. *Speech sounds: A guide for parents and professionals*. Sydney, Australia: Cochlear Corporation. Retrieved from <http://hope.cochlearamericas.com/audiologists/slp/speech-sounds>

Dickson, C.L. (2010). *Sound foundations for babies*. Sydney, Australia: Cochlear Corporation.

Simser, J. *Acoustic Highlighting*. Retrieved from First Years Professional Development Through Distance Education: <http://firstyears.org/c4/u6/acoushigh.htm>