

► *Word Contrasts*

1. *Syllable Number Contrasts*

Follow the steps below to introduce the picture cards for 1- vs. 3-syllable words (cards 47-60), 1- vs. 2-syllable words (cards 61-74), and 2- vs. 3-syllable words (cards 75-88). Introduce 1- vs. 3-syllable words first because they provide the grossest acoustic contrasts.

Then use these same techniques to introduce 1- vs. 2-syllable words and 2- vs. 3-syllable words. While doing this activity, emphasize the number of syllables per word rather than your articulation accuracy.

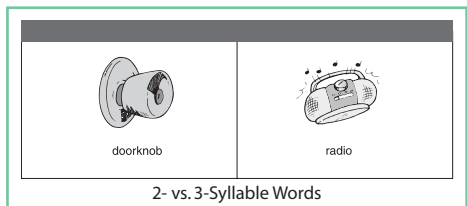
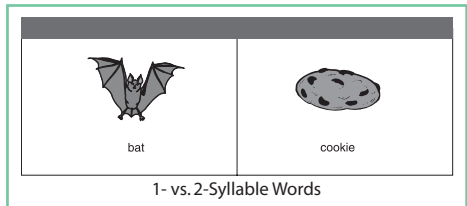
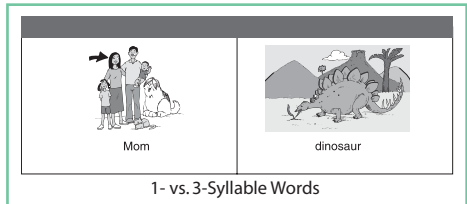
- Hold the card close to your mouth. Say each word several times while pointing to the correct picture.
- Place the card on the table. Encourage the child to watch your mouth as you say one of the words. Then ask him to point to the corresponding picture. Continue this process as you say the words in an unpredictable order.
- If the child is frequently incorrect (< 70% accurate), try tapping out the number of syllables on his hand or help him say the word.

Once the child starts to consistently identify the selected contrast, begin presenting the contrasts in the auditory-only condition.

- Set a criterion such as $\geq 80\%$ accuracy for two consecutive sessions.
- Say the stimulus words at a volume close to conversational speech intensity. Speaking too softly prevents the child from using residual hearing. Speaking too loudly fails to prepare the child to listen under normal conditions.
- Present the stimulus words in isolation at first. You can use carrier phrases (e.g., “Show me *dinosaur*”) once the child begins to identify isolated targets without difficulty.
- Place the selected *CAST* card in front of the child. Say one of the stimulus words while covering your mouth with an acoustic screen. For example, you might say “Mom” as the child looks at the card that shows pictures of a mom and a dinosaur.
- The child responds to each spoken stimuli by repeating it aloud and pointing to the corresponding picture.

Materials needed:

- ✓ *CAST* Cards 47-88
Suprasegmental Cues
(red divider card)
- ✓ *CAST* Progress Log,
pages 22-28
- ✓ Acoustic Screen
(See page 11.)



- Acknowledge correct responses with positive feedback, such as a head nod. Some children may need feedback on correctness for every item. Others may only need to hear their scores after you have presented ten items. You can use tokens, toys, or puzzle pieces to reinforce correct responses and increase attention and motivation.
- Continue presenting the stimuli in an unpredictable order and at a steady, brisk pace until you have presented ten trials for each contrast pair. You can present three to five different contrasts (30-50 stimulus items) in 5-10 minutes, depending on the child's age and attention span.
- Keep a discrete tally of correct and incorrect responses on the child's progress log, so that you can determine his progress. Enter the percent correct score for each contrast.
- Introduce new contrasts once the child has met the selected criterion.

2. *Phonemically Dissimilar & Minimal Pair Words*

Phonemically dissimilar words (cards 89-110) do not contain any of the same consonant or vowel sounds. In contrast, minimal pair words (cards 111-300) differ from each other by only a single consonant or vowel feature. Although these word classes provide finer acoustic distinctions than *CAST* nonword contrasts, you can introduce them using similar demonstration techniques.

- Hold the card close to your mouth. Say each word several times while pointing to the correct picture.
- Check to see if the child understands the meaning of each word. If a word is unfamiliar, help the child learn its meaning by showing another example, using it in a sentence, or drawing a picture to help the child associate the new word with one that he already knows.
- Place the card on the table. Encourage the child to watch your mouth as you say one of the words. Then ask him to point to the corresponding picture. Continue this process as you say the words in an unpredictable order.

Materials needed:

- ✓ *CAST* Cards 89-110
Phonemically Dissimilar Words
(green divider card)
- ✓ *CAST* Cards 111-300
Minimal Pair Words
 - *CAST* Cards 111-146
Vowel Contrasts
(yellow divider card)
 - *CAST* Cards 147-230
Consonant Manner Contrasts
(orange divider card)
 - *CAST* Cards 231-256
Consonant Voicing Contrasts
(purple divider card)
 - *CAST* Cards 257-286
Consonant Place Contrasts
(pink divider card)
 - *CAST* Cards 287-300
Final Consonants
(blue divider card)
- ✓ *CAST* Progress Log,
pages 22-28
- ✓ Acoustic Screen (See page 11.)

CAST Levels for Analytic Auditory Training

Pretest (cards 1-28) (dark blue*)

I. Identification of suprasegmental cues (red*)

- Presence vs. Absence of Speech (cards 29-34)
- Long vs. Short Productions (cards 35-40)
- Continuous vs. Interrupted Sounds (cards 41-46)
- Words differing by number of syllables
 - ▶ 1- vs. 3-Syllable Words (cards 47-60)
 - ▶ 1- vs. 2-Syllable Words (cards 61-74)
 - ▶ 2- vs. 3-Syllable Words (cards 75-88)

II. Identification of phonemically dissimilar words (green*)

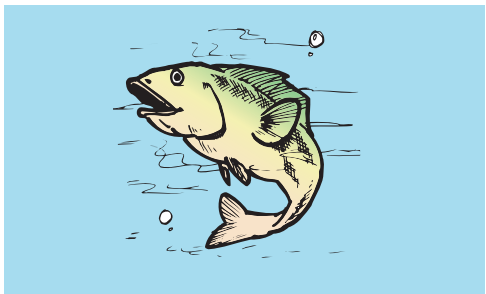
- 1-Syllable Words (cards 89-102)
- 2-Syllable Words (cards 103-110)

III. Minimal pair words for vowel contrasts (yellow*)

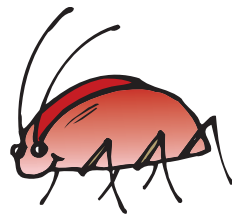
- Wide Vowel Contrasts (cards 111-122)
 - ▶ i, a, u, o, æ
- Narrow Vowel Contrasts
 - ▶ i/I (cards 123-126)
 - ▶ ε/I (cards 127-130)
 - ▶ ε/æ (cards 131-134)
 - ▶ a/o (cards 135-138)
 - ▶ a/æ (cards 139-142)
 - ▶ u/o (cards 143-146)

IV. Minimal pair words for consonant manner contrasts (orange*)

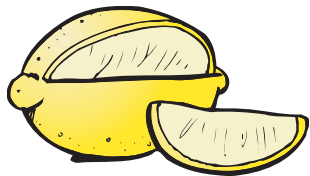
- Stops/Fricatives (cards 147-152)
- Stops/Affricates (cards 153-158)
- Stops/Liquids (cards 159-164)
- Stops/Glides (cards 165-170)
- Stops/Nasals (cards 171-176)
- Nasals/Fricatives (cards 177-182)
- Nasals/Affricates (cards 183-188)
- Nasals/Liquids (cards 189-194)
- Nasals/Glides (cards 195-200)
- Fricatives/Liquids (cards 201-206)
- Fricatives/Glides (cards 207-212)
- Fricatives/Affricates (cards 213-218)
- Affricates/Glides (cards 219-224)
- Liquids/Affricates (cards 225-230)



fish



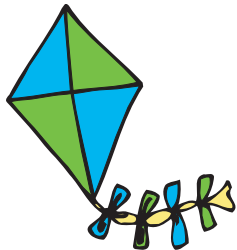
bug



lemon



dinosaur



kite



write