



## **BIAP recommendation n° 28/1 : The basis of auditory rehabilitation for children and adults**

The aim of auditory rehabilitation is to optimize the functional use of hearing, in association with the other senses, in everyday living.

Auditory rehabilitation favors the optimal development of acoustic information processes. Implicitly and explicitly, it improves auditory perception of:

§ Noise

§ Music

§ Relevant voice and speech elements (temporal envelope, duration, rhythm, intonation)

§ Relevant language elements (phonology – lexicon – morphosyntax)

Auditory rehabilitation contributes to a child's linguistic development.

Its four stages are as follows:

### **I. Detection.**

Detection is the ability to detect the presence of an acoustic signal (silence/noise).

### **II. Discrimination.**

Discrimination is the ability to perceive the difference or similarity of two aural stimuli with regards to:

- At least one of the four sound parameters: pitch, intensity, temporal envelope, duration
- Noise
- Music
- Relevant voice, speech, and language elements.

This stage only considers discrimination abilities and does not imply the understanding of the potential meaning of aural stimuli presented.

### **III. Identification/recognition.**

Identification/recognition is the ability to recognize, by analogy, a memorized acoustic configuration.

It can be specifically expressed by:

§ physical reactions, facial expressions, gestures, signs, verbal expressions,  
§ pointing to an object, a picture symbolizing nonlinguistic aural stimulation,

§ repetition of a phenomenon, a non-sense word, a word or a phrase without necessarily understanding its meaning.

### **IV. Comprehension.**

Comprehension is the ability to attribute a semantic value to a verbal form.

It can be specifically expressed by:

- physical reactions, facial expressions, gestures, signs, verbal expressions,

ointing to a representation corresponding to the perceived oral message,

ointing to an object corresponding to the perceived word,

xecution of simple or complex instructions,

nswering a question.

Toledo, May 2008

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