



TSI – Targeted Sound Intervention®

National Association for Child Development®

549 25th Street Ogden, UT 84401

www.nacd.org

Listening Techniques

Intention and **attention** are of vital importance in maximizing the benefit from TSI programs. When we use a sound therapy program with a child, there is a limited amount of control we have over where their attention is. To help direct and facilitate their attention, we use specific listening techniques. We recommend these techniques for TSI: Focused Attention and TSI: Boost-Active. They are also fine to use with TSI: Individualized for Frequency Normalization and The Listening Program. Interactive listening and active listening are the techniques that are most appropriate for use with children. Attentive listening is appropriate for an adult listener who is using the program independently. Attentive listening is *not* recommended for use with children.

Interactive Listening

Interactive listening requires the participation of a listening partner. Most often the listening partner will be a parent, therapist, or other caregiver. Both the primary listener and the listening partner will wear headphones, with both sets plugged into a headphone splitter (simple double jack which allows both to plug into the same CD player). The listener and partner will then perform a physical movement along with the music. For younger children this may need to be done as a hand-over-hand movement. For older children mirroring each other will be adequate. Movement activities can be anything that the listener enjoys and is motivated to do. Examples include directing the music, dancing, tapping or clapping to the beat, moving along with the rhythms, or pretending to play a musical instrument. To keep the listening fun and high intensity, move from one activity to another, rather than continuing with one movement for the length of the listening session.

Active Listening

Active listening is similar to interactive listening, however the listening partner no longer performs the movement activity with the listener. The partner *does*, however, still listen along, while the primary listener performs the movement with the music independently. By listening along with the primary listener, the partner is able to assess where the listener's attention is. If attention begins to wane, the partner can jump in and perform interactive listening to get the listener back on track again. It is fine to alternate between interactive listening and active listening in one session for a child who is able to perform active listening some of the time. However, if interactive listening is more effective in keeping the child attentive and engaged, then it is better simply to use interactive throughout the listening times.



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Attentive Listening

Attentive listening refers to simply listening to the music program with intention. Most appropriate for adults, we still recommend being physically engaged with the music during listening. This can be a simple movement, such as tapping a finger along with the melody. *Attentive listening is not recommended for children, since you, as the listening partner, no longer have the ability to assess what the child is attending to.*



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