

the school years toolkit

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Auditory processing

Auditory processing is the ability to perceive and understand what is heard in the environment.

This involves more than the sense of hearing.

Discriminating, associating and interpreting sounds, remembering and comprehending what is heard and relating words in a meaningful way are all parts of auditory processing.

Auditory Processing is essential in the development of language skills, communication and comprehension.

If you have used this Advice Sheet and not seen any improvement after three months, please contact CYPIT.

What you may see:

- The child may have difficulties concentrating
- They may be easily distracted
- They may have trouble hearing what is being said within a noisy classroom
- The child can have difficulty distinguishing the teacher's voice against other background noise and may appear not to respond when their name is called
- Sensitivity to noise eg hand dryers.

Strategies and advice

- Give one direction at a time.
- Use short, simple, one-concept phrases to give directions. Repeat if necessary, using the same language.
- Give the child some extra time to listen and process the information before expecting them to start an action/task.
- Give visual cues such as pictures, gestures/signing or visual demonstration to support the verbal information.
- Reduce auditory distractions where possible. Earplugs or headphones may help.
- Limit the time that focused auditory attention is required.
- Sit the child close to what they are listening to.



Section 5 **advice** sheets

- Start with one step instructions and increase as competence grows e.g. "Get your shoes"(one step) increase to , "Get your shoes and your coat" (two step).
- Put the instruction to rhythm or music to support the verbal information.
- Listen to soft music through head phones

Some activities can help to develop a child's auditory processing. A few examples are listed below.

- Simon Says
- Recognition of everyday noises / sounds on CDs
- When reading a story, have a selection of props relating to the story beside you on a table. As each item is mentioned in the story, the child has to pick up the related prop.
- Clapping when children hear a particular word or phrase.
- Musical chairs/statues
- Acting out simple stories as they are narrated.
- Sound lotto games.
- Counting how many times a specific noise is heard.
- Playing Twister
- Find a hidden ticking clock/watch.

Remember – it can be very tiring for a child if they have difficulties with auditory processing because it requires increased concentration to understand instructions and complete tasks.

The suggested activities may therefore need to be completed little and often, so as not to cause fatigue and de-motivate the child. Try doing one of the activities before a session that will require a lot of auditory processing.

Suggested resources

For timers:

- **Special Direct**, TTS, Park Lane Business Park, Kirby-in-Ashfield, Nottinghamshire NG17 9LE
www.specialdirect.com
- **ASCO Educational Supplies Ltd**, 19 Lockwood Way, Parkside Lane, Leeds, LS11 5TH
Tel: **0113 270 7070** www.ascoeducational.co.uk
- **GLS Educational Supplies Ltd**, 1 Mollison Avenue, Enfield EN3 7XQ. Tel: **0208 344 4000**
- **NES Arnold Hyde Buildings**, Ashton Road, Hyde, Cheshire SK14 4SH.
Tel: **0845 120 4525** www.nesarnold.co.uk
- **LDA Pintail Close**, Victoria Business Park, Nottingham NG4 2SG.
Tel: **0845 120 476** www.ldalearning.com
- **Memory Magic** by Janie Booth STASS publication. www.iheadphones.co.uk