

Talking Matters

www.talkingmatters.com.au Ph: 8255 7137
 Helping your child to reach their potential



Goal: Auditory Processing Strategies

Auditory processing is what our brains do with what we hear. Some children have difficulty processing the sounds that their ears hear. Sometimes this difficulty is not consistent and on some occasions these children may have no processing difficulties, but on other days may struggle to process a simple message. Without help to manage their processing difficulties they may become disconnected from the world and the people around them.

Children who find it difficult to process auditory information may benefit from the following strategies.

GENERAL STRATEGIES

- Reduce background noise and reverberation.
- Get child's attention before giving instructions.
- Have your child look at you when you're speaking.
- Repeat or rephrase information to your child
- Have the child paraphrase directions
- Ask your child to repeat the directions back to you and to keep repeating them aloud (to you or to himself or herself) until the directions are completed.
- Pre-teach new vocabulary/concepts
- Speak at a slightly slower rate and at a mildly increased volume.
- Allow extra time for the child to respond to questions.
- Pause often to allow the child to catch-up.
- Use visual aids.
- Use visual and tactile cues whenever possible
- Use short simple verbal information
- Write down instructions
- Use lists
- Teach note-taking
- If you move around in the room, allow the child to move to a seat near to where you are.
- Play games that require auditory inputs, such as *Guess Who?* and *Guess Where?*
- Play other games such as: charades, hangman, and scavenger hunts



Auditory Processing Strategies

These strategies have been compiled from the following sources:

<http://www.cec.sped.org/> <http://www.ncl.org/> <http://kidshealth.org>

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SCHOOL SPECIFIC STRATEGIES

- Sit the child close to the teacher in a quieter area of the room with minimal distractions
- Allow the child to have notes from the teacher or another student
- Pre-teach important new information
- Combine oral teaching with visual aids
- Ask that teachers and others make it physically, visually or audibly clear when they are about to begin something important so that nothing is missed
- Assign the child a note-taking buddy who will make sure that information was understood
- Ask the child to repeat back information or instructions to build comprehension skills and make sure messages are understood correctly.

TIPS

- Decide which strategies to try by observing your child and identifying the ways in which he/she learns best
- Limit yourself to 1-3 strategies to try first
- It may take several attempts to see positive results from one strategy. Don't give up too soon!
- If the first few strategies you try do not improve the child's skills, try others



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