



Home Program for Auditory Training

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This **Auditory Training Home Program** is designed to give specific directions for what the parent can do to help their child attend to a message when background noise occurs.

- The listening tasks are provided in an order of increasing difficulty.
- All listening activities are presented without headphones at a comfortable listening level.
- Begin each practice time by having the child complete the task in a **quiet** environment.
- The child should get 80% to 100% in **quiet** before background noise is added.
- Listening tasks can be done on the computer or presented by the parent.

Please use the tasks presented below. Other activities that involve direction following or sound discrimination can be added for variety.

Listening Tasks:

1. **Earobics: Step I or StepII-** (Elementary or Adolescent version)
Cognitive Concepts, Inc. (1-847-328-8099); <http://www.earobics.com/>
Works on: auditory development and sound awareness skills.
2. **Thinkin' Things I:** "Fripples" or "Oranga" games.
Edmark: <http://www.riverdeep.net/edmark/>
Works on: pitch pattern memory, auditory memory for language, following directions with varied pitch/accent speakers.
3. **Guess Who?** or **Guess Where?** Games
Mattel: <http://www.mattel.com/>
Works on: auditory memory for language, identification of "key" facts, drawing conclusions.
4. **Barrier Games** using stickers or "**Colorforms**".
Two player Game. One person is the "Speaker" the other person is the "Listener". Each player gets a background and a set of stickers/pictures. A barrier is placed between the players, so that each player cannot see the other player's picture. The "Speaker" describes what sticker to place on what position on the board. The "Listener" follows the directions for a total of five stickers. Once the directions are followed, the barrier is removed.
Idea of the game: To have matching pictures.
"Colorforms": www.areyougame.com
Works on: auditory memory for language, identification of "key" words, following directions

Listening Tasks continued

5. **Barrier Games**-Draw the picture described by the verbal directions given.
“Find Your Way with Words” by Jan Danielson
Linguistics, Inc.; www.linguistics.com
Works on: auditory memory for language, identification of “key” facts, direction following.

6. **“I Spy” Computer Games.** Modify by covering the words at the bottom of the screen. Listen to the directions that are broken into 3 sequential items via the parent turning off the computer speakers once the 3 items are heard. The child then repeats the 3 items aloud prior to clicking on their location on the screen. Parent repeats this sequence with the child listening to the 2nd group of 3 sequential items stated, then again turns off the speaker so that the child can repeat THAT group of 3 items.
Scholastic, Inc.; www.scholastic.com/ispy
Works on: auditory memory for language, identification of “key” words, following directions

Levels of Difficulty:

- Use each level for one to two weeks
- Progress through each noise type when the child can complete the task with 80% accuracy.
- To progress the noise level should be almost the same volume as the main message.

Level 1 **White Noise:** Fan noise or radio between channels (static)

- a. **White Noise-(barely able to hear):** Main message is loud.
- b. **White Noise- (audible):** Main message is clearly louder than the noise.
- c. **White Noise-(loud):** Almost as loud as the main message.

Level 2 **Non-lyrical Music- No Singing:** Instrumental classical or jazz music.

- a. **Non-lyrical-(barely able to hear)**
- b. **Non-lyrical-(audible):** Main message is clearly louder than the music.
- c. **Non-lyrical-(loud):** Almost as loud as the main message.

Level 3 **Unknown Lyrical Music**-Music with singing, but not music the child knows/likes.

- a. **Unknown Lyrical Music-(barely able to hear)**
- b. **Unknown Lyrical Music-(audible):** Main message is clearly louder.
- c. **Unknown Lyrical Music-(loud):** Almost as loud as the main message.



Listening Tasks continued

- Level 4 Well-known Lyrical Music-** Music well-liked by the child.
- a. Well-known Lyrical Music-(barely able to hear)**
 - b. Well-known Lyrical Music-(audible):** Main message is clearly louder.
 - c. Well-known Lyrical Music-(loud):** Almost as loud as the main message.
- Level 5 Boring Competing Message-**Talk Radio, Book on tape, TV show (not in view)
- a. Boring Competing Message-(barely able to hear)**
 - b. Boring Competing Message-(audible):** Main message is clearly louder.
 - c. Boring Competing Message-(loud):** Almost as loud as the main message.
- Level 6 Interesting Competing Message-** Favorite TV show, favorite story on tape ...
- a. Interesting Competing Message-(barely able to hear)**
 - b. Interesting Competing Message-(audible):** Main message is clearly louder.
 - c. Interesting Competing Message-(loud):** Almost as loud as the main message.