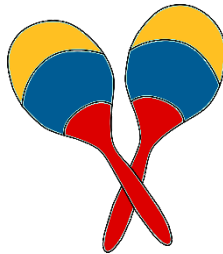


AUDITORY SENSORY ACTIVITIES

Description: Auditory sensory problems arise due to ears and brain not coordinating fully, there is an interference in how the brain interprets sounds. Learners with auditory sensory problems can usually recognize different sounds but only if they are in a controlled and quiet environment. Some ways in which auditory sensory problems can be seen is if the learner is easily distracted or bothered by loud noises, if their behavior improves in quieter environments, if they have trouble following directions, and if they struggle with following conversations.

Purpose: Auditory sensory activities are important for learners with auditory sensory problems because they can help decrease existing harmful coping mechanisms. It is also important to practice such activities to ensure that learners can become more aware of different sounds and how to differentiate them in loud environments.



Activity 1: Shaking Sounds

Description:	Shake the maracas in time with the beat of the song. If this percussion instrument is not available, then bottles filled with dry beans, lentils, rice or pebbles can be used.
Purpose:	This activity facilitates rhythm in the learner and also helps to focus and concentrate. This activity is great for working on auditory sensitivity to sounds.
Steps:	<p>Step 1: Find an empty bottle to fill. Put some dry beans or pebbles in the bottle. (As many as you want, but not the full bottle!)</p> <p>Step 2: Start shaking the bottle with the pebbles on the beat and rhythm of any preferred song.</p>

	<p>Step 3: For an extension have the learner identify the contents through shaking and listening. For example, ask the learner to identify what sound the beans make and how it is different to the sound of the pebbles.</p>
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Activity 2: Listening for Sounds

Description:	Identify common sounds in their environment. The learner may close their eyes and listen to environmental noises (i.e., birds, air conditioner, cat purring) or sounds from an audio or video recording (i.e., YouTube).
Purpose:	This activity helps improve sensitivity to sound as well as perception of non-speech sounds.
Steps:	<p>Step 1: Play a variety of sounds one at a time for the learner. Some examples of sounds that can be used include but are not limited to: planes, trains, cars, children playing, birds chirping, and animal noises.</p> <p>Step 2: Draw a simple picture of each of these sounds OR if the learner is able to read, write the label of the sound. Ask the learner to identify/point to each of these sounds as he hears them one by one. (Place a picture of a dog, a cat, and a phone in front of the learner. Play the sound of a cat's meow and ask the learner to point to the sound he just heard.)</p>



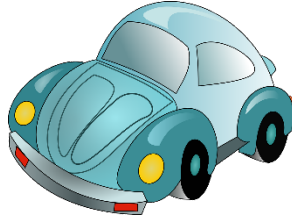
Activity 3: 100 Seconds of Silence

Description:	The learner along with the caregiver will be in a quiet environment
Purpose:	This activity helps to develop patience and consciousness in the learner. Also, to improve sensitivity to sound as well as perception of non-speech sounds.
Steps:	<p>Step 1: Look for a quiet room or location where you can sit for 100 seconds.</p> <p>Step 2: Sit with the learner for 100 seconds in quiet.</p> <p>Step 3: If the learner is having difficulty sitting in silence, you may play some light- soothing music and gradually increase the time spent to 100 seconds.</p>



Activity 4: Clapping Syllables

Description:	Attending for sound patterns. The learner will imitate the pattern of clapping/tapping which is done by the parent or caregiver.
Purpose:	This activity will facilitate auditory attention and auditory memory.
Steps:	<p>Step 1: Have the learner close their eyes or sit facing away from you. Clap hands, play a drum, bounce a ball, etc.</p> <p>Step 2: Have the learner imitate your clap pattern (i.e., 1-2 fast, 3-4-5 slow)</p> <p>Step 3: Have the learner say out loud how many counts there were.</p> <p>Step 4: For an extension you may pronounce each family member's name while at the same time clapping it out syllable by syllable</p>



Activity 5: Differentiation Sound Frame

Description:	The caregiver makes different sounds - made by vehicles, animals and the learner has to detect it.
Purpose:	This activity will help the learner to differentiate between similarities and differences when listening to sounds. It helps teach learners to improve listening skills.
Steps:	<p>*This activity is a continuation of activity 2.</p> <p>Step 1: Pick different sounds to make for the learner and start with one.</p> <p>Step 2: Once the learner has guessed what makes the sounds ask them to repeat it. For example: a vehicle, an animal.</p> <p>Step 3: Ask the learner to compare two sounds that were made and explain the differences and similarities.</p>



Activity 6: 100 Rhyming Words

Description:	Read rhyming words aloud. Supplying words with the same final sound as the stimulus word.
Purpose:	This activity is important for reading and spelling. It helps the learner to recognize words that share common sounds and often share common letter sequences. This activity is also useful for developing word recall skills and auditory closure ability.
Steps:	Step 1: Sit with the learner and explain that you will be rhyming words together for example cat and mat.

	<p>Step 2: Do two rhymes as an example for the learner and then have the learner say one or two rhymes.</p> <p>Step 3: Continue until the learner has done as many rhymes as they can.</p> <p>Step 4: If this is too challenging for the learner, you may try this finger counting rhyme game. Start counting on your fingers and after each number say a rhyming word (i.e. one-fun, two-shoe, three-knee, etc.)</p>
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Activity 7: Whistle or Hum

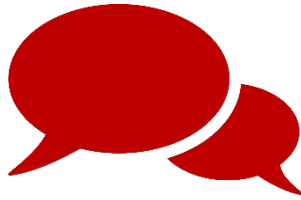
Description:	The caregiver creates a simple set of sounds which has claps, whistles or hums in a pattern.
Purpose:	This activity allows the learner to focus and concentrate by making sure the learner is not missing out on the noises that would help them repeat the set of sounds.
Steps:	<p>Step 1: Start clapping/whistling/humming in a specific pattern. Do 5 whistles/hums and stop. Have the learner repeat the same pattern until they learn it.</p> <p>Step 2: Do another 5 whistle/hum pattern and have the learner repeat until they learn it.</p> <p>Step 3: Continue doing this with different patterns.</p>



Activity 8: Read out Loud

Description:	Read aloud to the learner every day and multiple times in the day.
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Purpose:	This activity helps the learner train their ears to different sounds, voices and tone.
Steps:	<p>Step 1: Any reading material around the home can be used for this activity, such as newspapers, magazines, books, pamphlets. Preferably in a language that is frequently used around the learner.</p> <p>Step 2: Read aloud short pieces to the learner and change your tone, emotion, expression, volume, speed as much as possible.</p> <p>Step 3: Continue doing this with different tones, emotions, volumes and speed.</p>



Activity 9: Talking to the Learner

Description:	Talk as much as possible to the learner about things that are going on around them, things that they see, hear or feel. Ask questions and encourage them to respond.
Purpose:	This activity helps with conversation. Casual conversation about things they can perceive through other senses helps the learner connect their auditory and neural pathways. Helps them understand sound and words and gives them an incentive to speak themselves and participate.
Steps:	<p>Step 1: As you help them with their daily activities, talk the learner through them, describing things they can see, taste, feel, and hear.</p> <p>Step 2: Try using the same words to describe something multiple times.</p> <p>Step 3: Ask them conversational questions and encourage them to respond.</p>



Activity 10: Word Discrimination

Description:	Identify identical and different sounds when presented in word pairs.
Purpose:	This activity is useful for developing auditory attention and analysis.
Steps:	<p>Step 1: Compile a list of pairs of simple, similar sounding words (i.e., <i>bat-hat, fun-run, bus-fuss, horse-house, jelly-belly, dug-bug, sue-zoo, bed-bet, got-cot, ring-wing</i>) as well as pairs of exactly the same word (i.e., <i>sun-sun, tip-tip, living-living, back-back, have-have, reach-reach</i>). Mix up the pairs in random order.</p> <p>Step 2: Explain that you are going to read some pairs of words. Ask the learner to say either “same” or “different” according to the words given, or ask them to give a “thumbs up” sign if the words are the same and “thumbs down” if they are different.</p> <p>Step 3: For an extension try covering your mouth while saying these sets of words and see if the learner is able to discern whether these pairs contain rhyming words or not!</p>