

# Auditory Memory

A student can engage better in auditory memory exercises if he attends well at the beginning of an activity. Therefore, teach the student to respond with careful listening upon hearing one of the following cues:

“Excuse me.”

“Pay attention, please.”

“It’s time to . . . .”

“Quiet, please.”

“We’re getting ready to . . . .”

“I’m going to tell you something.”

“Listen carefully.”

“Are you ready to . . . ?”

“Get ready to . . . .”

“You need to listen now.”

## Visual-Auditory Memory

### Visualizing

These activities will teach the student to focus on visualizing things and describing what is being visualized. He will then elaborate the visualization, using a variety of descriptive details including, but not limited to, color, size, shape, activity, and quantity.

#### Level 1: Simple Pictures

Present this activity in a barrier-game format. Use the full-color picture cards from this kit or other similar pictures, and have crayons or markers that match the colors for each picture available to the person drawing that picture. Describe a picture unseen by the student. Mention the colors as you describe each picture. The student draws what you describe. Pause as necessary to allow drawing time. When the student’s picture is finished, compare and analyze the two pictures.

Use Card 1 as a training picture. Describe the picture to the student, who draws what he hears behind a barrier. A copy of this picture and a sample description are on the following page. Use the remaining picture cards from this kit as additional practice during training sessions or as homework.

#### Level 2: Simple Pictures

To help in developing strong visualizations, reverse the task from Level 1. This time, the student describes an unseen picture for you to draw. Begin with Card 1 as a training task. Encourage the student to give you enough details to duplicate the picture. Again, compare and analyze the pictures.



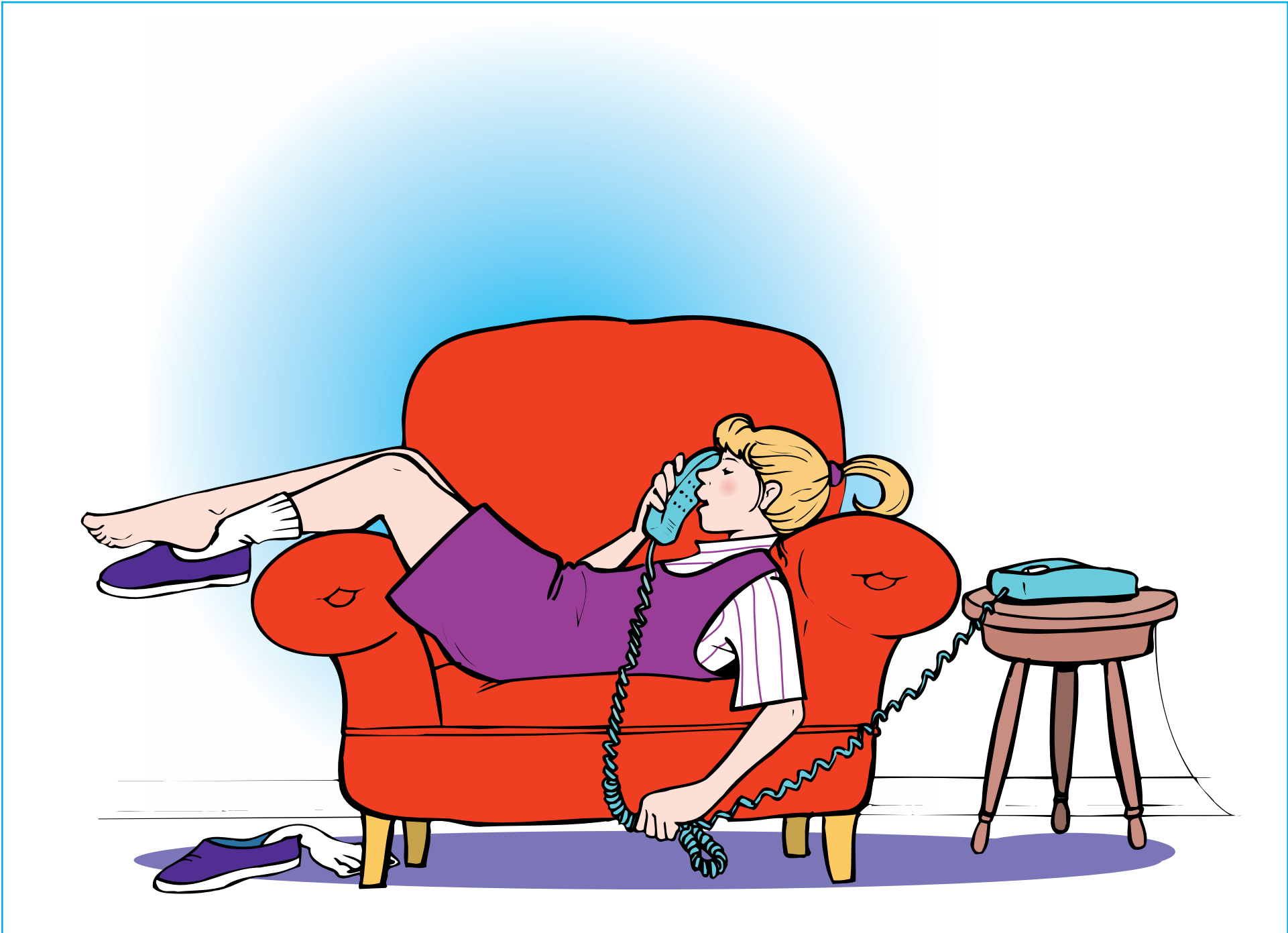
Sample Description for Card 1

“This is a picture of a girl talking on the phone. The phone is on a round, three-legged table to the right of the chair. The chair is solid red and has two arms. The girl is dangling her legs over one arm of the chair. She has one shoe and one sock off. The girl has a ponytail and bangs. She is wearing a striped, short-sleeved blouse under a solid-purple jumper.”

### Level 3: Sentences

Read full sentences to the student, who then describes his visualizations with great detail so that you can “see” the same pictures.

1. One very cold day in January, John stepped into a pile of snow and sank to his knees.
2. One very windy and rainy day, the twins tried to share an umbrella that was turning inside out.
3. Sue sat on her bike and became impatient as she watched the passing of the long, slow train.
4. The two monkeys hung by their tails from a branch and reached toward the bag of peanuts.
5. The girl jumped out of the car and started to run toward her friends.
6. Don crept toward the big bullfrog sitting on a rock at the edge of the pond.
7. As the boy began to fall off his bike, he put out his hands in an attempt to make the fall easier.
8. The woman filled her beach bag with snacks and water toys.
9. Dad didn't notice his muddy boots as he walked on the light-colored carpet.
10. The girl chose pretty plates for serving the birthday cake.



## Level 2: Medial Syllables in Sentences

Tell the student, "I'm going to leave out a middle syllable of the last word in each sentence. I will clap for the missing syllable. Think about the sentence and tell me the whole last word." If the student responds with just the missing syllable, prompt for the whole word by saying, "That's right. Now tell me the whole word."

1. It's usually cold here in the month of De-\_\_\_-ber. (December, -cem-)
2. I peeled the yellow ba-\_\_\_-na. (banana, -na-)
3. The snowflake is beau-\_\_\_-ful. (beautiful, -ti-)
4. All the wood will be cut by the car-\_\_\_-ter. (carpenter, -pen-)
5. There was a flat tire on the bi-\_\_\_-cle. (bicycle, -cy-)
6. I took the books to the li-brar-\_\_\_-an. (librarian, -i-)
7. A butterfly begins its life as a cat-er-\_\_\_-llar. (caterpillar, -pi-)
8. The Nile River is full of cro-\_\_\_-diles. (crocodiles, -co-)
9. At the zoo, we fed peanuts to the e-\_\_\_-phant. (elephant, -le-)
10. My favorite grade was kin-der-\_\_\_-ten. (kindergarten, -gar-)
11. I got a candy heart from my secret va-\_\_\_-tine. (valentine, -len-)
12. My favorite kind of pie is blue-\_\_\_-y. (blueberry, -berr-)
13. In the summer, there are too many mo-\_\_\_-toes. (mosquitoes, -squi-)
14. Please don't jump on the fur-\_\_\_-ture. (furniture, -ni-)
15. Fall festivals fill the month of Oc-\_\_\_-ber. (October, -to-)
16. An uncaged lion can be very dan-\_\_\_-ous. (dangerous, -ger-)
17. I will see you again to-\_\_\_-ow. (tomorrow, -morr-)
18. The papers were very im-\_\_\_-tant. (important, -por-)
19. Cars, buses, and trucks are three kinds of ve-\_\_\_-cles. (vehicles, -hi-)
20. The soldier saluted his ge-\_\_\_-ral. (general, -ne-)
21. I tie some string around my finger to help me re-\_\_\_-ber. (remember, -mem-)
22. Carrots are my favorite vege-\_\_\_-ble. (vegetable, -ta-)
23. We live on the continent of North A-mer-\_\_\_-ca. (America, -i-)
24. I bought a large, vine-ripened to-\_\_\_-to. (tomato, -ma-)
25. The package was delivered by the me-\_\_\_-ger. (messenger, -ssen-)
26. The rabbit sat on the lawn and ate yellow dan-\_\_\_-li-ons. (dandelions, -de-)
27. I put sour cream and butter on my baked po-\_\_\_-to. (potato, -ta-)
28. My uncle works at a shoe fac-\_\_\_-y. (factory, -tor-)
29. They built their home on oceanfront pro-\_\_\_-ty. (property, -per-)
30. I have a picture of the Statue of Li-\_\_\_-ty. (Liberty, -ber-)
31. When it started to rain, I got out my um-\_\_\_-lla. (umbrella, -bre-)
32. She quickly prepared to receive the vi-\_\_\_-tors. (visitors, -si-)

## Maintaining Conversations . . . . .

The purpose of teaching your students to maintain a conversation within an environment of background noise is to generalize their improved auditory processing to a more naturalistic context.

With your student, decide on topics for maintaining five-minute conversations, both within the therapy session and for home practice. Again, use the progression below for background noise, implementing weekly progressions to the next level. Once the student can maintain a conversation at the *television* level, proceed to the next section, *Completing Seatwork*.

### Progression for Background Noise

low-level, continuous	appliances, such as a fan, a clothes dryer, or a dishwasher
non-specific music	a radio or CD featuring music that the student finds very uninteresting/nondistracting; volume low, yet distinctive
specific music	a radio or CD featuring music that the student finds very appealing/distracting
radio talk shows	initially presented with low, yet distinctive, volume; later presented with varying volume levels to better mirror the varied volume levels found within most classrooms
television	The student sits with his/her back towards the TV; a program of no interest to the student is featured. Once the student masters this level, feature programs of great interest and use a remote control to vary volume levels.

## Completing Seatwork . . . . .

This section involves completing seatwork in an environment of background noise. The actual work is usually completed as a home activity.

The student begins with five-minute increments of homework at the *low-level, continuous noise* level. As the student maintains comfort at this level, increase the time increments up to twenty-minute segments.

Use the same progression through the background noise hierarchy as above, although the changes within the hierarchy are more fluid and variable at this point. Some students may move upward twice within a week; others may need to stay at one noise level for several weeks until they feel comfortable for twenty working minutes.