

Definition: Ability to perceive and discriminate auditory patterns in speech and sound. Within this ability is the potential that the student is unable to prioritize or filter out unrelated sounds also known as resist auditory distractions.

Remediable: Some. Phonemic awareness skills can be remediated through intensive instruction; however, poor resistance to auditory distraction is not and must be accommodated.

Related areas of processing: phonological processing, auditory short-term memory, rapid naming.

Impacts: These abilities are fundamental to developing sound letter correspondence and phonemic awareness skills, which are foundational to reading. Students may also have difficulty with accurately perceiving speech and oral language, acquiring foreign language, developing receptive vocabulary and musicality. Students may mishear information presented orally which would present as frequent requests for repetition of directions or information. They may have difficulty paying attention especially in the presence of background noise, as well as discerning direction in which auditory information is coming from.

Alternatively, students who have difficulty with resistance to auditory distraction or distortion will have additional difficulties focusing on a specific sound in the midst of regular environmental sounds. The inability to prioritize sound interferes with a student's ability to filter out background noise, orient and focus listening to an individual talking. It is difficult to distinguish this from the umbrella of attention.

READING Achievement

Phonetic coding or the ability to identify, isolate, blend, or transform sounds of speech.

Labored decoding.

Difficulty with decoding strategy application and comprehension of unfamiliar words.

Errors in hearing may translate into oral errors (share for chair).

MATH Achievement

Difficulty with word problems given difficulties with decoding and memory for what has been read

WRITING Achievement

Acquisition of spelling and note-taking skills.

Length and quality due to spelling difficulties and interruptions in thinking or fatigue.

Additional indicators across environments and contexts

- **At home, with peers, in the community**

- **Observed behaviors during assessment**

- **Other indicators in performance or vocational readiness**

Research-based Implications for Instruction, Curriculum, Environment (ICE):

Instruction:

- Research-based phonemic awareness activities that use additional sensory input (Lindamood LIPS, Tucker Signing, etc.)
- Build sight word vocabulary to support decoding.
- Teach comprehension monitoring and strategies to support decoding such as use of context cues.
- Annunciate sounds in words and.

Curriculum:

- Consider if appropriate phonemic awareness and decoding programs such as Lindamood-Bell's LIPS or Tucker Signing programs that use physical mouth movements to assist students in feeling the difference between sounds as a support in phonemic awareness and decoding skills.
- Look for instructional materials that have visual supports for all oral instructional components or guided notes and study guides to support any oral instruction.

Environment:

- Structure the environment so that the student is close in proximity to the point of instruction so the student can use visual to aides such as lip reading to aide listening comprehension.
- Minimize background noise especially phonetically similar (people talking) during lectures or work time.
- Use small group, study carrels
- Provide multiple opportunities to ask clarifying questions to "missed" or "misheard" items during lecture.

Recommendation for Differentiation in the General Classroom for Auditory Processing:

(includes changes in methods, Universal Design for Learning, process, accommodations, assistive technology, etc.)

Content	Process	Product
<p>Use research-based strategies for organizing and teaching such as those produced by University of Kansas e.g. Content Enhancement Routines: (teaching routines for planning & leading learning; routines for exploring text, topics, details; routines for teaching concepts).</p>	<p>Make eye contact and face student or position student so he/she can use visual cues such as lip reading to aide comprehension.</p>	<p>Create multimedia presentation as an alternative product by combining visuals with audio.</p>
<p>Direct phonemic awareness instruction (onset rime, rhyming, alliteration, imitation, blending, segmenting). Expose the student to music, poetry, and language development.</p>	<p>Provide visual cues or support to audio presentations. Partial notes, graphic organizers, vocabulary words, multimedia presentations, SmartBoards, etc.</p>	
<p>Specific sound training associating mouth placement with sound generation.</p>	<p>Provide FM Amplification and Sound-field Technologies to enhance auditory sounds and speech</p>	
<p>Emphasize sound/symbol connection through multi-sensory instruction that teaches reading and spelling simultaneously</p>	<p>Provide guided notes, outlines, etc. or opportunities to record and re-listen as to clarify accuracy of what was heard. Recording devices may include a variable speed control tape-recorder, teacher-created SmartPen, digital audio recorder and interactive whiteboard presentations.</p>	
	<p>Provide written directions or visual cues to aide in comprehension and</p>	

work completion

Use of speech to text tools such as voice recognition software, by the teacher, so that the student has a visual reference for the auditory content of a lecture.

Carbonless Notepaper can be used by a classmate to create a copy of notes for the auditory disabled student who has difficulty processing the lecture.

Implications for Achieving Proficiency on State Standards

Examples of English Language Arts Standards that may exceed a student's capacity to compensate or achieve mastery without supplemental supports:

- Grade K Speaking, Viewing, Listening, and Media Literacy Standards Comprehension and Collaboration: Follow basic oral directions.
 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (By grade 1 the expectation is around what a speaker says and the complexity of the expectations increase).
- Grade 1 Reading Standards Foundational Skills Phonemic Awareness and Phonics: distinguishing sounds and letters.
- Grade 7 Reading Standards Foundational Skills Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetition of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.