



## AUDITIVE SENSORIC INPUT

Context: class, speech-and language therapy, remedial education

Keywords: acoustic perception training; discrimination of sounds or phonemes

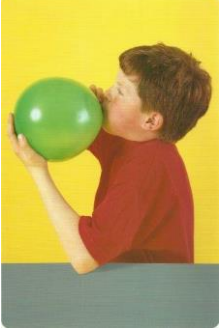
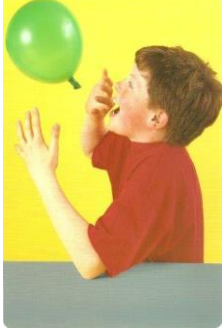
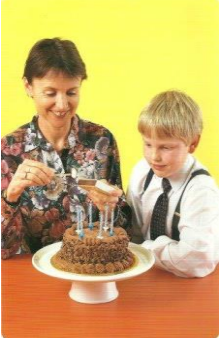
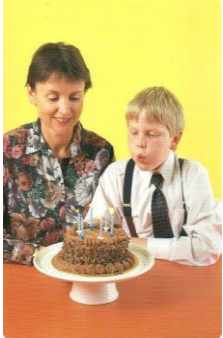
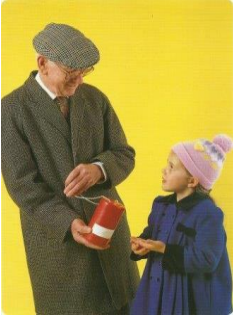
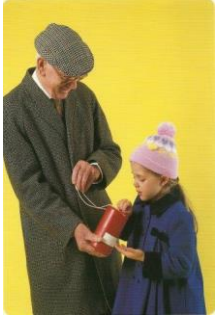
Material:

**Sound and picture matching** (<http://www.speechmark.net/listening-skills-sequencing-sounds-revised-edition>)

Description: 4-5 different sequences with specific illustration

1. sound					
		Brushing teeth Brushing teeth		gargling gargling	
2. sound					
		Eating crisps Eating crisps		scrunching up packet Scrunching up packet	
3. sound					



		Blowing up balloon Blowing up balloon	balloon flying off Balloon flying up		
4. sound					
		Striking matches Striking matches	blowing out candles blowing out candles		
5. sound					
		Rattling collecting tin Rattling collecting tin	Dropping coins in dropping coins in		

### Conclusion:

The sequences chosen are well known and will be familiar to most people. The sounds are distinctive and clearly recorded. Active listening, together with some real life experience, will enable identification of the sequences through recognition of the individual sounds. The

Used material: <http://www.speechmark.net/listening-skills-sequencing-sounds-revised-edition>



### Three-Step sequences with a pause between individual sounds

Description: 4-5 different sequences with the special illustration

1. sound	2. sound	3. sound
		
Banging drum	playing xylophone	shaking maracas
		
Opening packet	pouring cereal	eating cereal
		
Opening bottle	pouring drink	blowing bubbles



		
Running water	washing hands	water draining

### Conclusion:

pupils learn: sound awareness through focusing attention on the taped sounds. Attention and concentration by encouragement to keep to the task. Focused listening through the elimination of extraneous stimuli.

Used material: <http://www.speechmark.net/listening-skills-sequencing-sounds-revised-edition>

### **Sound Memory**

Description: different materials in tiny plastic boxes.

Two tins are filled with the same material. The tins are marked on the bottom side with colored points.

Shake the tins to find the matching pairs. Turn the tins to find out if you are right!

Variation:

Guess: what material could be in the tin?







- |          |               |
|----------|---------------|
| 1. rice  | 6. lenses     |
| 2. sand  | 7. gravel     |
| 3. sugar | 8. thumbtacks |
| 4. salt  | 9. water      |
| 5. peas  | 10. Cereal    |

### Conclusion:

The sequences chosen are well known and will be familiar to most people. pupils will be able to remember sounds, to recall information which was received by listening after only few instants of exposure

### **Crocodiles' favorites**

#### Description:

- A crocodile with a big mouth (it can open and close its mouth)
- Picture cards or little objects – adapted to the content the teacher has planned to train

For example: Distinction of the consonants "T" or "K"

If the child has problems to distinguish and pronounce the phonemes "T" or "K" correctly (instead of "K" he pronounces "T")

Various picture cards and the crocodile are on the table.

The teacher tells the child that the crocodile likes things starting with the phoneme "K", but it doesn't like things starting with "T".

The child has to pick out one picture and has to tell if the crocodile likes it or not. If it is necessary, the teacher pronounces the word in the right way and the child tries to repeat it. The child feeds the crocodile with the things it likes.

