
V. Auditory Discrimination

Trouble distinguishing similar sounds ('pig and big') or confusing the sequence of heard or spoken sounds ('ephelant').

SYMPTOMS

STRATEGIES

*Has trouble distinguishing between individual sounds in spoken language (sh-ch, th-ph).
May mispronounce new vocabulary words and will have trouble with foreign language classes.*

*-Face the student and speak slowly and distinctly. Have student look at you and watch your lips.
-Seat student near the front of the room.*

*Is unable to recognize differences between whole words that are similar in sound.
Trouble discriminating sounds in dictated words (pen-pin, hem-him, are-our).*

*-Use nonsense syllables for dictation.
-Use tape recorder exercises for practice at home and school.
-Use multisensory lessons when possible.*

*Spells phonetically (i.e., motion-mosion).
Will select wrong vowels and blends or omit vowels altogether (warm-wrm, rest-rus).*

*-Provide exposure to many words with same spelling pattern through sentence dictation, bingo-type drill, oral reading, etc.
-Know spelling rules.
-Make spelling a thinking subject using a multisensory approach.*

Has trouble blending letters and words.

*-Use movable alphabet to reinforce sound.
-Play bingo-type game of blends.
-Use tape recorder to model blend sounds.
-Use multisensory approach when appropriate.*

*Unable to rhyme, difficulty with rhythm.
May speak in a monotone voice or have unnatural pitch.*

*-Provide practice in noticing, describing and comparing details: two sounds, two sentences, two paragraphs.
-Teach songs that help with rhythm.*

Exhibits spelling deterioration when primarily focusing on subject content for tests, written work, etc.

*-Focus on primary purpose of task; either do not penalize for spelling or give two grades.
-May need technology to compensate for weakness.*

