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## **VI. Auditory Figure-Ground Discrimination**

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Difficulty picking out necessary and relevant sounds from extraneous background noises

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### **SYMPTOMS**

### **STRATEGIES**

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*Student is easily distracted by extraneous noise (outside and inside classroom: hum of fluorescent lighting, etc.).*

- Seat student near area of instruction.
  - Provide the child with quiet space for times when classroom noises are clearly distracting.
  - Earphones might be used during test periods.
  - Use quiet classical or rhythmic music.
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*Difficulty sustaining attention to the primary auditory stimulus at hand (lecture). May withdraw or act out.*

- Seat student away from potential distractions, such as open windows, blowers, talkative children.
  - Use visual aids to help sustain attention (outlines, tables, graphs).
  - Speak clearly, with clear articulation.
  - Face student.
  - After discussions or lectures, ask questions to check if student has tuned in.
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*Tunes out, especially in a noisy environment; he/she stops listening altogether as a defense against "auditory overload."*

- Announce assignments well before the end of class, not shouting at the last minute.
- Place assignments visually on the board.
- Use a daily planner for organization of assignments.