

# **Gifted Development Center** *a service of* **The Institute for the Study of Advanced Development**

---

## **Activities to Enhance Auditory Processing**

Linda Kreger Silverman, Ph.D.

1. **"I'm Going on a Picnic."** Play games that involve auditory memory, such as "I'm Going on a Picnic." The first person says, "I'm going on a picnic, and I'm going to bring an \_\_\_\_\_" (e.g., apple, armadillo, albatross, etc. – anything that begins with "a.") The second person repeats what the first person says and adds something that begins with the letter "b" (e.g., "I'm going on a picnic, and I'm going to bring an apple and a banana.") The next person repeats what the second person has said, and adds something that begins with the letter "c." The game continues until no one can remember all of the previous items. The alphabet provides a memory clue. When the children can remember all 26 words, vary the game by removing the alphabetical order, using various categories of words or any nouns. This is a good game for a classroom, since it can be played with any number of players. It is also great for families to play in the car. Invent similar games.
2. **"Silly Steps."** Each day each member of the family gets to give one of the others a set of silly directions to follow. Begin with two-step directions, such as, "Go get a spoon from the kitchen and bring it back to me on your head." Gradually increase the number of directions, elaboration of the directions, and complexity, such as "Bring me the ruler in the back of the third drawer of my desk, come back into the kitchen, and turn around three times."
3. **Eye contact.** When giving your child or a student in your class directions, have him or her look at you and repeat what you just said. One parent practiced this consistently for a year and her son's auditory processing skills jumped from the disabled to the superior range.
4. **Cumulative Verse Songs.** Sing songs that involve repeating previous verses, such as "Old MacDonald Had a Farm," "The Twelve Days of Christmas," "There Was an Old Lady Who Swallowed a Fly," "The Green Grass Grows All Around," etc.
5. **Going on a Lion Hunt (Bear Hunt).** The leader chants each line, which is then repeated (R) by the group while walking in place and alternately slapping knees in cadence. There are movements that accompany each section. "Let's go on a lion hunt." (R). "OK!" (R) "Here we go!" (R) (Start walking action). "Oh look!" (R) "There's a gate." (R) "Can't go around it." (R) "Can't go under it." (R) "Have to go through it." (R) (Opening gate with creaking motion.) This sequence continues with each obstacle in their path. Next, the group encounters a bridge, a field, then some mud, then a river, then a cave. Then they see two eyes, a nose, and fur, and shout, "IT'S A LION!" They walk very fast, pretending they are running, and then retrace their steps as quickly as they can, making the sounds that accompany each part and end with "Whew! We made it!" There is a book available describing the activity as a bear hunt. New obstacles can be added as the children become proficient at it.
6. **See and Say; Simon; Computer Sequencing Games.** There are a number of toys available that require a child to repeat a series of sounds, lights, numbers, directions, etc. Some games of this nature are available on the computer.

©Copyright 1999 held by Linda Kreger Silverman. From Silverman, L.K. (2002) *Upside-Down Brilliance: The Visual-Spatial Learner*, Denver: DeLeon Publishing.