

# Auditory Processing and Memory Problems



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*Common Myths:*

1. *“My child is an Auditory Learner because he loves to listen to stories!”*
2. *“My child has an Auditory Processing Problem because he can’t remember three things I tell him to do!”*

## Characteristics of Auditory Processing Dysfunction

### *EFFECTS ON ACADEMICS*

- *Reading*
  - *Sight Words*
  - *Phonics*
  - *Reading comprehension*
- *Spelling*
- *Math*

### *EFFECTS ON LIFE*

- *Easily Confused*
- *“Deer in headlights look”*
- *“Misunderstands” info... “You said....”*
- *Background noise is an enemy*
- *Silent voice hard to maintain*
- *Sequencing unrelated sounds, such as months of year*

*“No child has all the Auditory Channels blocked.”*

## *The* **10 AUDITORY CHANNELS**

*Channels affecting the Reading Process:*

### **1. Phonics/Decoding**

- Blending letter sounds to make words (f-a-t=fat)
- Decoding longer words, becomes a “word guesser”
- Auditory phonics “rules” don’t stick
- Inefficient auditory “glue” so child needs to sound out same word over and over again while reading
- (You have used at least 3 phonics programs!)

### **2. Sight Word memorization**

- Left brain has the “name”, right brain has the “picture” of the word...the two don’t connect
- Child tries to sound out all sight words, like “what=w-h-a-t” or “many=m-a-n-y”

### **3. Reading Fluency**

- Quickly recalling or decoding words while eyes are moving across the page
- If, after eye tracking as been corrected, child still hesitates a lot while reading, then this auditory channel needs to be worked on

*Channel affecting IQ Testing:*

#### **4. Working Memory**

- Hearing and holding on to what child hears long enough to manipulate the information in his head
- WISC-IV testing, Digit Span; 4-8 memory units

*Channels affecting Speaking & Conversation:*

#### **5. Ordering Sounds**

- When speaking, scrambles sounds in words: “magazine=mazagine”, “specific=pacific”; “suspicious=shuspicious”
- Tends to avoid certain words when speaking

#### **6. Speech Articulation**

- Doesn’t hear sounds clearly or easily
- Letter substitutions for “r;th;sh”

#### **7. Expressive language**

- Word retrieval difficult; when describing something, often says “thingy” for nouns or names
- Difficulty remembering familiar words in reading passage
- When writing, words and ideas don’t “flow”

*Channels affecting Everyday Life:*

#### **8. Silent Voice**

- Mental math is hard to do; can’t hold on to previous thoughts
- To concentrate, needs to read aloud to understand, or subvocalizes (whispers)

#### **9. Sequencing Sounds**

- Difficulty ordering unrelated sounds, such as months; alphabet; skip counting (needs music to help hold on to the sounds)

#### **10. Receptive Language**

- Easily confused by oral information
- Often says, “what?”
- Can look like a Focusing/Attention issue or ADD

### **How to Correct These Auditory Channels at Home:**

**1) Bypass** (*alternative, Right Brain teaching strategies, avoiding auditory teaching only*)

**2) Correct** (*midline therapy to increase brain hemisphere connections like Brain Integration Therapy; nutritional therapy; Listening Programs*)

### **Some Common Physical Causes:**

- 1. Dairy allergy** (*hears sounds like being under water*)
- 2. Yeast/Fungus overgrowth** (*thoughts race in head; holding on to verbal information*)
- 3. Essential Fatty Acid Deficiency** (*distinguishing sounds; word retrieval*)

*Dianne has developed many Right Brain Teaching products to help make learning so much easier for your struggling learner at home. Her easy-to-use, illustrated home therapy found in the [Brain Integration Therapy Manual](#) has helped thousands of children overcome dyslexia, dysgraphia and auditory processing problems very inexpensively. This at home therapy addresses all 10 of the blocked Auditory Channels a child can have. Her [Right Brain Reading Phonics Book](#) will help your child experience leaps in reading you never saw before. Her DVDs are like having Dianne train you in your own home. As you use these products, you can email Dianne for direction and guidance. [www.diannecraft.org](http://www.diannecraft.org)*

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