Remember sensory processing is complex.
Its different for every child (& adult) because everyone is unique!

And more importantly there is never a 'wrong' way to be!!

Specific Advice:

Possible professions :-)

- Security alarm tester
- Teacher
- Road construction worker!

Name:

If you have any queries please contact your therapist.

Our details:

Therapist name:

Children's Therapy
Oaks Building
Kendray Hospital
Doncaster Road
Barnsley
S70 3RD

Telephone: 01226 644396

These activities should be carried out in a safe environment and supervised by a responsible adult.

Auditory
(sounds)

Hyposensitive/ Poor registration

Barnsley Children's Therapy Services
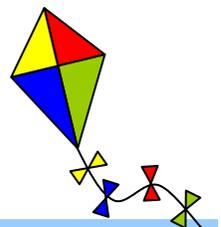
What do we mean by Auditory Poor registration? …..
Individuals 'miss' auditory (sound) information within their environment

Does your child….
- Not always hear you when you call their name
- Not respond to noises in the environment
- Seem disinterested/self absorbed

Individuals who struggle to register information in their environment, need the task features and contextual cues (hints from the activity, that help you know what it is) enhancing.
Try and make all experiences more concentrated with sensory information.

May struggle with auditory discrimination (identifying what sounds are the important ones & need listening to)

Ideas to try…………

Learning/ Play/ Concentration

- Use visual & contextual cues to support information given verbally
- Limit external/ unimportant noises
- Say name first to gain attention before giving verbal information/ making requests
- For older children/ adults- Record important information to play back later
- Check back to identify whether the child has heard & understood information

Dressing/ Feeding/ Grooming

- Talk about what you're doing
- Use visuals for sequencing

Play listening games….

(electronic) Simon Says
Boppit
'name that tune'
Articulate

When talking to those with poor auditory registration...

- Always say the Individuals name to ensure they know you are talking to them
- Give instructions as succinctly as possible, using visual cues where appropriate
- Use visual or written cues to back up any verbal   information