

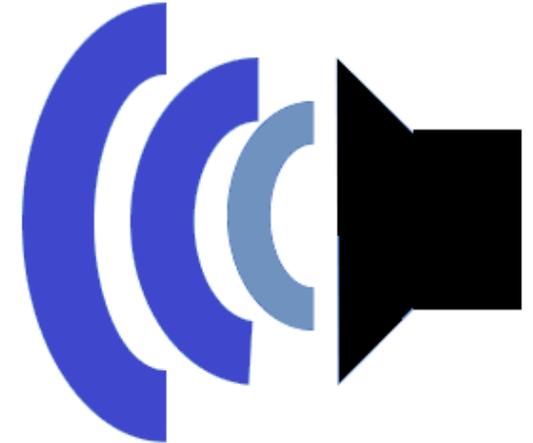
(AUDITORY)

What are the implications of Over-Responsiveness to Auditory stimuli in the school setting?

These children are very sensitive to loud/sudden noises (e.g. school bell, fire alarm, musical games) and are often seen with their hands over their ears. Some can be on-edge - the buzz of fluorescent lights and hum of the overhead projector can disrupt their listening and concentration. They may avoid noisy environments (e.g. assembly/dinner hall, playground) or make their own noise to block out auditory stimulation.

How can we support Over-Responsiveness to Auditory stimuli?

- Speak at a slower pace and use concise instructions & visuals. Repeat information during quiet periods.
- Encourage the child to notify you of too much noise using a noise-o-meter or visual cue.
- Seat the child away from doors, windows, chatty peers and noise-emitting equipment.
- Use visual scheduling & timers to communicate when a noisy activity will occur and how long it will last.
- Schedule opportunities for them to work, play or relax in a quiet and calming area.
- Provide control - using the whistle in PE; starting the tidy-up music; wearing ear defenders/headphones.



What are the implications of Under-Responsiveness to Auditory stimuli in the school setting?

These children can respond inconsistently to noise - they may seem to ignore the calling of their name or appear unaware of ordinary sounds. They can fail to reply to instructions/directions or respond inappropriately. Some may hum loudly, bang objects or chat at a loud volume as a means of staying alert. They may also seek higher levels of background noise when completing classwork or homework.

How can we support Under-Responsiveness to Auditory stimuli?

- Seat the child close to visual/written sources of information and give information in close proximity.
- Gain the child's attention first - consider visual cues or rhythm/beat (such as a clapping routine).
- Break down information into smaller chunks. Objects and actions may need to be named explicitly.
- Provide extra time for processing - they may benefit from initial scaffolding for class discussions.
- Arrange time for listening and music games, loud play and noisy art activities.
- Consider a sensory diet, such as listening to music on headphones or jobs during noisy transitions.

