



## (Auditory Processing Training Guide)

**Brain Power Direct, Inc.**

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## Auditory Processing (Oral Motor Control)

Phonemic Processing I-VIII were originally designed to work on developing Auditory Perception of speech sounds. However, it quickly became apparent that individuals with articulation disorders benefitted from these tasks because they require that the person repeat the sounds accurately. While these tasks are not meant to replace speech therapy, they have definitely facilitated improved speech production.

### Mastery of Sound-Letter Associations

Auditory processing skills cannot be effectively trained unless the Trainer can accurately identify and reproduce the appropriate sounds for each letter. In order to proceed with this part of the Trainer Orientation, please access the file labeled "[Phonemic Production](#)" from the Reference Materials page. Play the wav files associated with each letter. It is critical that you practice reproducing each sound multiple times. Start with the vowels sounds (a, e, i, o, u) as these are the hardest for many people to master, particularly the difference between "e" and "i". Once you have mastered the vowels, then work on the remaining consonants/letters.

Once you feel confident that you have mastered the sounds, have an independent person verify that you are accurately producing each sound. Independent verification should be performed by you saying the sound for each letter followed by the person playing wav file for that letter for comparison. In this way the person can compare what you said with the correct sound.

### Training Basic Speech Sound Production

There will be occasions when the Patient will not be able to correctly produce some of the sounds that go with certain letters due to difficulty coordinating the oral musculature. Consequently, you may need to provide assistance in learning how to produce these sounds.

Please go to the Reference Materials page and access the file labeled "[Training Speech Sounds Production](#)" that describes these procedures. Please read this information thoroughly. We recommend that you print this document for future reference

Phonemic Processing I-VIII should be done in sequence as these modules build on one another. Do not begin training on PP II CV/VC until you have completed at least half of the levels of PP I C/V to support moving to a more complex level. The same is true before adding PP III CVC. Ultimately, you may train up to three of the Phonemic Processing modules simultaneously (i.e., PP I, PP II and PP III). However, keep training on the simpler modules until you have completed all levels. You may skip the last level of each module which requires the patient to type the answer if typing skills are poor.

When you have reached Phonemic Processing V (VCC), you may begin training with the other auditory processing modules in the treatment plan. **Please note that the letter "K" is only used as an ending sound. The letter "C" is used as beginning and middle sounds.**

### Rhythm Discrimination

This task develops discrimination of rhythmic patterns.

### Pitch Discrimination

This task develops discrimination of tonal patterns.

### Phonemic Processing I (V/C)

This task develops discrimination and production of single vowels and consonants. The patient must correctly identify, reproduce and type the sounds of the letters, depending on the level.

- Phonemic Processing II (CV/VC)**  
This task develops discrimination and production of consonant and vowel combinations. The patient must correctly identify, reproduce and type the sounds of the letter combinations, depending on the level.
- Phonemic Processing III (CVC)**  
This task develops discrimination and production of consonant and vowel combinations. The patient must correctly identify, reproduce and type the sounds of the letter combinations, depending on the level.
- Phonemic Processing IV (CCV)**  
This task develops discrimination and production of consonant and vowel combinations. The patient must correctly identify, reproduce and type the sounds of the letter combinations, depending on the level.
- Phonemic Processing V (VCC)**  
This task develops discrimination and production of consonant and vowel combinations. The patient must correctly identify, reproduce and type the sounds of the letter combinations, depending on the level.
- Phonemic Processing VI (CCVC)**  
This task develops discrimination and production of consonant and vowel combinations. The patient must correctly identify, reproduce and type the sounds of the letter combinations, depending on the level.
- Phonemic Processing VII (CVCC)**  
This task develops discrimination and production of consonant and vowel combinations. The patient must correctly identify, reproduce and type the sounds of the letter combinations, depending on the level.
- Phonemic Processing VIII (CCVCC)**  
This task develops discrimination and production of consonant and vowel combinations. The patient must correctly identify, reproduce and type the sounds of the letter combinations, depending on the level.
- Phonemic Blending Auditory-Visual**  
This task develops the ability to blend individually written letters into a whole word. The patient must first say the sounds for each letter in the consonant-vowel combination that is presented on the screen and then pronounce the sound of the letters together while staying on beat with a metronome.
- Phonemic Blending Auditory-Verbal**  
This task develops the ability to blend auditorily presented phonemes. The patient is presented with the sounds of individual letters which must be blended together and spoken while staying on beat with a metronome.
- Phonemic Segmenting Oral**  
This task develops the ability to segment auditorily presented words and verbalize the individual phonemes. The patient is presented with a consonant-vowel combination which must be segmented into its individual sounds and spoken aloud.
- Phonemic Segmenting Written**  
This task develops the ability to segment auditorily presented words and write down the individual phonemes.

**Phonemic Identification**

This task develops the ability to isolate and verbalize a specified phoneme within a word.

**Phonemic Elimination**

This task develops the ability to verbalize a word after eliminating a specified phoneme within that word.

**Phonemic Addition**

This task develops the ability to generate new words by replacing the vowel sound.

**Phonemic Reversal**

This task develops the ability to hear a word and either verbalize or write down the individual phonemes in reverse order.