

AUDITORY TRAINER

CHARACTERISTICS OVERVIEW CHART

Verbal Skills	Grade Levels	Cognitive Level	Areas Addressed
<input type="checkbox"/> Nonverbal	<input type="checkbox"/> PK	<input type="checkbox"/> Classic	<input checked="" type="checkbox"/> (Pre)Academic/Cognitive/Academic
<input checked="" type="checkbox"/> Mixed	<input checked="" type="checkbox"/> Elementary	<input type="checkbox"/> High Functioning	<input type="checkbox"/> Adaptive Behavior/ Daily Living
<input type="checkbox"/> Verbal	<input type="checkbox"/> Middle/High		<input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Communication/Speech <input checked="" type="checkbox"/> Social/Emotional

BRIEF INTRODUCTION

According to the National Institute on Deafness and Other Communication Disorders (NIDCD), auditory trainers are electronic devices that allow a person to focus attention on a speaker and reduce the interference of background noise.

DESCRIPTION

Primarily intended for individuals with auditory processing disorder, auditory trainers are often used in classrooms, where the teacher wears a microphone to transmit sound and the child wears a headset to receive the sound. Children who wear hearing aids can continue to use them in addition to the auditory trainer (NIDCD, 2004). A speech-language pathologist or audiologist can help to identify whether or not a student with autism will benefit from the use of this equipment and devise appropriate treatment plans.

BRIEF EXAMPLE

Seven-year-old Tony with classic AU had a difficult time attending to the teacher. At times he appeared not to hear his teacher; at other times he appeared to be focusing on every sound in the environment. Assessment by an audiologist indicated that Tony had an auditory processing disorder. His speech-language pathologist helped Tony to acclimate to the auditory trainer prescribed by the audiologist. Over the course of one month, Tony's attention to the teacher increased, and his vocabulary of signs grew from two to six.

SUMMARY

An auditory trainer may be helpful for students with AU who have challenges screening out background noise and focusing on teacher instruction.

RESEARCH TABLE

Number of Studies	Ages (year)	Sample Size	Area(s) Addressed	Outcome
1	6	1	Eye contact, word production, social orientation	+

STUDIES CITED IN RESEARCH TABLE

1. Baharav, E., & Darling, R. (2008). Case report: Using an auditory trainer with caregiver video modeling to enhance communication and socialization behaviors in autism. *Journal of Autism and Developmental Disorders, 38*, 771-775.
This study examined the use of an auditory trainer in combination with video segments of the participant's parents to develop social and communication skills of a 6-year-old boy with AU. The results indicated a substantial increase in eye contact, word production and social orientating.

REFERENCES

Baharav, E., & Darling, R. (2008). Case report: Using an auditory trainer with caregiver video modeling to enhance communication and socialization behaviors in autism. *Journal of Autism and Developmental Disorders, 38*, 771-775.

National Institute on Deafness and Other Communication Disorders. (2004). *Auditory processing disorder in children*. Retrieved July 1, 2008, from <http://www.nidcd.nih.gov/health/voice/auditory.asp>

RESOURCES AND MATERIALS

- National Institute on Deafness and Other Communication Disorders. (2004). *Auditory processing disorder in children*. Retrieved July 1, 2008, from <http://www.nidcd.nih.gov/health/voice/auditory.asp>
This website overviews auditory processing disorders in children and provides information about the auditory trainer.
- Roeser, J., & Downs, M. (2004). *Auditory disorders in school children: The law, identification, remediation* (4th ed). New York: Thieme Publishing.
This text overview the characteristics of students with auditory disorders and describes interventions, including the auditory trainer.