Auditory Processing

Use for verbal children 4+ years old

Symptoms of Poor Auditory Processing:

- Difficulties with Phonics
- Low Reading Comprehension
- Struggles in Following Directions
- Poor "Big Picture" Thinking
- Challenges with Conversation Abilities
- Short Attention Span
- Problematic Behavior

Improved Processing Levels Lead to:

- Age Appropriate Maturity
- Better Decision Making Skills
- Improved Social Skills
- Improved Reading Comprehension
- Enhanced Conceptual Thinking Abilities
- Longer Attention Span
- Increased Ability to Read Phonetically

BRAIN SPRINTS

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The purpose of testing is to discover the individual’s current auditory sequential processing ability, which is called the **proficiency level**. Testing is a unique process and is only administered one time for each person. One level up from the proficiency level is the **therapeutic level** for that individual. The therapeutic level is where you will begin working after testing is completed to improve the individual’s auditory short-term memory.

**Testing Process**

Use the digit span test sheet on the following page, which is composed of random sequences of digits (numerals 0-9). Within the test sheet there are four sequences for each level, i.e. four sequences with 4 digits, four with 5, four with 6, four with 7 digits and four with 8 digits.

This test measures the individual’s ability to repeat a random sequence of digits in the same order given on the first try. The participant should be able to do three out of four sequences correctly at any given level to be considered proficient at this level. If three correct is achieved, move to the next level and test. Continue testing until two sequences are missed at a particular level. Use the basic technique described below and continue increasing the quantity of numerals (digits) given. While testing, the individual’s response must contain the correct numerals, repeated in the same order and on the first try.

You should be able to clearly identify the individual’s proficiency level, which is the level at which he performs easily and comfortably. The next highest level is his therapeutic level. This is where you start to work to increase this vital skill.

**Basic Testing Technique**

Tell the individual that you are going to say some numbers and you want the numbers repeated back to you in the same order. Use the number sequences given in the grid on the following page. Ex. You say, “4…., 2…., 7…., 1”, (The timing of giving the digits is important! The series of dots like this “…..” between the numbers in the example sequence above, means to **pause** before speaking the next number in the sequence. You might say, “thousand” quickly to yourself between each number to create the appropriate space in time.) The individual responds by saying “4, 2, 7, 1” in the order you called it out. If there is an incorrect response, make a note of it. There have to be three correct responses on any given level of sequences to continue testing.

When the individual misses two on a level the test is over, and you have determined the individual’s proficiency level for auditory processing. Begin working one level above the proficiency level. Example: the participant correctly repeated at least 3 of 4 sequences with five digits but missed 2 when 6 digits were given. Start working on 6 digit sequences.

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Here is what you are looking for: A four year old should able to do 4 digits; a five year old should do 5; a six year old, 6 and a 7 year old should be able to do 7 digits. For anyone older than 7, the minimum of 7 digits is necessary for typical function. A processing of 8 is needed to handle conversational language. Moving into accelerated levels of 9 or more will make college pursuits easier and will be a gift that lasts a lifetime. This skill of holding many pieces of auditory information together benefits conversations (staying on topic and picking up nuances), following directions, staying on task, creative writing ability and seeing the big picture as you go through life.

The good news is there is hope and help for individuals with low auditory processing. There are also huge benefits for those with typical processing to become advanced in auditory processing. It takes consistent effort, but the more an individual does the auditory games, the better the processing becomes. By practicing twice a day for two minutes, you should expect one-half to a full year of improvement (going up one digit) in processing ability in only four months! The individual could need as many as three tries on the same sequence at the new level when first starting that next level. Be very encouraging during this time. It is difficult to process at a higher level but will get easier with time and practice. You will be amazed at how many areas are positively affected by this newly formed skill. Always remember, it takes good INPUT (information going into the brain) to get the results you are looking for from the OUTPUT (information coming out of the brain verbally or in writing).
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Let’s go beyond tutoring to resolve academic and functional challenges at the source!

Many families come to us, frequently feeling hopeless and exhausted, after spending years searching for answers. When solutions like Brain Sprints come along, it’s often difficult to know exactly where to start. Our goal is to help you find the best solution for your family’s situation by providing options for your consideration.

To better understand your needs, please complete this questionnaire. You will then receive a link to schedule a free consultation. This process helps guide your decision about the path to better functional ability through The Brain Sprints’ NeuroDevelopmental Approach to Life. Click on free consultation at www.BrainSprints.com.

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www.BrainSprints.com
Tiny Tot Auditory Processing Test Kit

Ages 3 and Under or Non-Verbal

Benefits of Efficient Auditory Processing:

- Increased comprehension
- Increased maturity level
- Longer sentences
- Increased ability to stay on task

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The Purpose of Testing

The purpose of testing is to determine each child’s current auditory sequential processing ability, which is called their proficiency level. Testing is a unique process and is only administered one time for each child in the family. Ideally, the proficiency level should match the child’s age up to age 7. This kit is for all children from one to four years old. One level up from the proficiency level is where you begin working after testing is completed.

Testing Process

Use the auditory direction sequence sheet located on the next page, which is composed of random direction sequences. This sheet has four sequences for each level from Level 1 to Level 4, i.e., four sequences with 1 direction, four with 2 directions, four with 3 directions and four sequences with 4 directions.

This test measures the child’s ability to remember a random sequence of directions in the same order given and on the first try. He should be able to do three out of the four sequences correctly at any given level to be considered proficient at that level. If this is achieved, move to the next level and test the next level. Continue testing until he misses two sequences at a particular level. Use the “Basic Technique” described below and continue increasing the quantity of directions given until two are missed on one row. While testing, the child’s response must contain the correct action, repeated in the same order that it was called out and on the first try to be considered correct.

You should be able to clearly identify the child’s proficiency level, which is the level at which he performs easily and comfortably. The next highest level is his therapeutic level. This is the level in which his ability begins to break down.

Basic Technique

When testing, please start on the first row of directions. If the child is able to understand the direction of, “wait until I am finished giving you directions and then it will be your turn to do what was said,” there is no need to hold his hands. Otherwise, hold both of the child’s hands and give the auditory direction you want for her to accomplish. After giving the direction or sequence of directions, let go of the child’s hands and allow him to complete the sequence of directions. Use the auditory directions given in the grid above. For example, hold the child’s hands and say, “Touch Chin….., Ear….., Knee, (When you see a series of dots like this “…..”, you should pause before speaking the next direction in the sequence. You might say, “thousand” quickly to yourself between each direction to create the appropriate space in time). You will then let go of the child’s hands and allow the him to follow the directions in the order given. The child responds by touching his chin, ear and knee in the order you called it out to him. If the child responds incorrectly, make a note of it. There must be three out of four correct responses on any given level of direction sequences to continue testing. It is important to remember that this is an AUDITORY assessment. Do not do any visual prompting by doing the actions yourself.
**Auditory Processing Auditory Direction Test**

(The individual hears these sequences and sees NOTHING!)

<table>
<thead>
<tr>
<th>Wave Bye Bye</th>
<th>Blow Kiss</th>
<th>Touch Nose</th>
<th>So Big</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch Mouth &amp; Hair</td>
<td>Touch Thumb &amp; Eye</td>
<td>Touch Nose &amp; Knee</td>
<td>Sit Down &amp; Touch Head</td>
</tr>
<tr>
<td>Touch Chin, Ear, Knee</td>
<td>Touch Hair, Eye, Toe</td>
<td>Touch Tummy, Hand, Foot</td>
<td>Turn Around, Jump, Touch Foot</td>
</tr>
<tr>
<td>Touch Hair, Leg, Hand,</td>
<td>Touch eye, Finger Knee,</td>
<td>Touch Nose, Chin, Elbow,</td>
<td>Touch Mouth, Ear, Hair,</td>
</tr>
<tr>
<td>Toe</td>
<td>Tummy</td>
<td>Hand</td>
<td>Cheek</td>
</tr>
</tbody>
</table>

**Results**

A two-year-old should able to follow 2 directions. A three-year-old should do 3, a four-year-old should do 4. If you have a child that is able to complete all of the directions successfully, please choose the Auditory Test Kit that uses digits instead of directions to determine the processing level. The overall goal for sequential auditory processing is for anyone 7 years old or older to complete a 7 digit span successfully. Moving into accelerated levels of 8 or more will make college pursuits easier and will be a gift that lasts a lifetime. This skill of holding many pieces of auditory information together benefits conversations (staying on topic and picking up nuances), following directions, staying on task, creative writing ability and seeing the big picture as you go through life.

**What to do Now**

You have now determined the therapeutic level from your testing: one auditory direction more than what the child can easily do on the first try. For a three or four year old, start daily practice sessions for two minutes twice a day. Younger children can benefit from more frequent and shorter sessions interspersed throughout the day (try doing one sequence each time the child is put in a car seat, highchair, bathtub, or on the changing table). When going to the next level in the daily practice sessions, the child could need as many as three trials of the same sequence to get it correct. Be very encouraging during this time. It is difficult to process at a higher level but will get easier with time and practice. Review the benefits on the cover of this document to help motivate you to be consistent with this activity that will give a lifetime of benefits.

**Advancing Short Term Memory**

There are huge benefits for those with typical processing to advance their auditory processing. It takes consistent effort, but the more an individual does the auditory games, the better the processing becomes. By practicing at least twice a day for on-half to two minutes, you should expect one-half to a full year of improvement (going up one) in processing ability in only four months! You will be amazed at how many areas are positively affected by this newly formed skill. Always remember, it takes good INPUT (information going into the brain) to get the results you are looking for from the OUT-PUT (information coming out of the brain verbally or in writing). You can purchase a variety of tools like the booklet, The Best Kept Secret in Education—Auditory Processing with several different auditory games and complete instructions from: Store.LittleGiantSteps.com. Reading to your young child is also a good way to develop auditory short term memory.
**Start Here for Auditory Processing Help!**

The booklet entitled, "The Best Kept Secret in Education: Auditory Processing," helps the reader understand more about auditory processing and describes several auditory activities that are helpful for individuals that need to increase their auditory processing abilities. This short book is available on the Little Giant Steps store.

We recommend working with [Digit Span Decks](#) to raise auditory processing levels. There are 125 cards in each deck with a different sequence of numbers on each card. This activity requires a large variety of cards because if only a few cards are used, parts of the sequences would be memorized quickly and the individual wouldn't be working at an accurate higher level. Order cards that are one and two digits above where the individual tested or order both the A and B decks of the same level. **For example: the individual tested at 5 so order 6A and 6B or 6's and 7's either A or B decks.** At first the individual may need several tries on the same card to be able to get the next level correct. With practice this will move from 3 tries to 2 tries to 1 try. Getting all of the digits correct on the first try 75% of the time equals one year of progress! The minimum goal is to process at least 7 digits by the age of 7 and up. For college-level material, retention of at least 9 digits is recommended. Little Giant Steps has decks available up to 12 digits. Each of these decks are available on the Little Giant Steps store.

**Let’s go beyond tutoring to resolve academic and functional challenges at the source!**

**Free Consultation**

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To better understand your needs, please complete this questionnaire. You will then receive a link to schedule a free consultation. This process helps guide your decision about the path to better functional ability through The Brain Sprints’ NeuroDevelopmental Approach to Life. Click on free consultation at BrainSprtins.com
Visual Processing Test Kit

by:

Brain Sprints

Benefits of Efficient Visual Processing:

- Increases visual short term memory
- Reduces retention problems
- Assists in reading comprehension
- Improves scanning capacity
- Decreases clouded thinking
- Enhances ability to take in greater amounts information at a glance
- Aides visual discrimination skills

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Visual Processing Test Instructions

Sequential processing is the ability to hold many pieces of information together in short term memory that can then be transferred to long term memory. The purpose of using this test is to discover the individual’s current visual sequential processing ability, which is called the “proficiency level.” Testing is a unique process and is only done one time for each person. One level higher than the proficiency level is the “therapeutic level.” You will begin working at the therapeutic level to improve visual sequential processing after testing is complete.

Testing Process

Use the digit span sequences included on the next page. Digit spans are composed of random sequences of digits (numerals 0-9). Below you will find four sequences for each level, i.e. four sequences with 4 digits, four with 5 digits, ... up to 8 digits. This test measures the individual’s ability to repeat a random sequence of digits after seeing the sequence for three seconds. A correct response is achieved when all the digits are in the same order as seen on the card with only one three second exposure. The individual should be able to do three out of four sequences at each level to be considered proficient at that level. If this is accomplished, move to the next higher level and test there. Use the basic technique described below and continue increasing the quantity of digits shown.

Basic Testing Technique

Position yourself where the individual can easily see the digit “card” you hold up. Hold the card up for a period of three seconds (this timing is very important). Then, move the card so you can see it but the individual cannot. He/she tells you the digit sequence seen on the card. While testing, the individual’s response must be cor-rect on the first try with the numbers, repeated in the same order as seen on the card. For example, you show the following sequence: 3907 and the individual responds by saying, “3,9,0,7”. If the response is incorrect, make a mental note of the level (number of digits on the card). Then move on to a different card at that same level of digits. The individual should be able to do three out of four correct at any particular level to be considered proficient at that level. If this is achieved, move to the next level and con-tinue to test. Continue increasing the quantity of digits shown on each card until you reach a level that the person misses two at that level. The test administrator should be able to clearly identify the individual’s proficiency level, which is the level at which three of the four sequences is easily and comfortably accomplished. The next highest level is the individual’s therapeutic level. This is the level in which the visual sequen-tial abilities begin to break down.

Preparation

Cut each sequence of digits on the lines provided to create testing “cards”. Be careful to keep all the “cards” with the same number of digits together and in order from four digits to eight digits.
Here is what you are looking for: A four year old should be able to do 4 digits; a five year old should do 5; a six year old, 6 and a 7 year old should be able to do 7 digits. For anyone older than 7, the minimum of 7 digits is necessary for typical function. A processing of 8 is preferred for optimal spelling and word recognition abilities. Moving into accelerated levels of 9 or more will make college pursuits easier and will be a gift that lasts a lifetime!

You now have the therapeutic level from your testing—one digit more than what the student can easily do on the first try. Start daily practice sessions for two minutes twice a day. The individual could need as many as three tries on the same card when first starting to work at that next level. Be very encouraging during this time. It is difficult to process at a higher level but will get easier with time and practice. You can purchase a variety of tools like Digit Span Decks with 125 cards and complete instructions from: Store.LittleGiantSteps.com or create your own cards. You will need at least 100 different sequences or the individual starts to memorize parts of the sequence and then they are not working at that higher level.

**Digit Span Cards**
Each deck of 125 uniquely numbered Digit Span Cards, when used regularly, will increase both visual and auditory processing. This is the less high tech, more high touch game for children or adults. Decks with sequences of numbers from 4 to 12 are sold separately for $8.00 each.

**Detailed Reading Comprehension**
Develop and improve the following:
- Processing skills
- Reading Comprehension
- Short-term memory skills
- Discrimination skills
- Attention to detail

**Visual Discrimination Cards**
Improve the following skills:
- Visual Discrimination
- Attention to Detail
- Scanning
- Visual Attention

10 Levels to choose from!
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Benefits of Improved Visual Processing:

- Increased Visual Short Term Memory † Reduces Retention Problems
- Expands Visual Attention † Improves Pre-reading Skills
- Assists With Reading Comprehension † Boosts Visual Discrimination

TESTING:

The purpose of testing is to determine each child’s current visual sequential processing ability, which is called the proficiency level. Testing is a unique process and is only administered one time for each child in the family. Ideally, the proficiency level should match the child’s age up to age 7. This kit is for all children from two to four years old. One level up from the proficiency level is where you begin working after testing is completed.

TESTING PROCESS:

Use the visual picture sequence card sheet located on the next page, which is composed of random picture sequences. This sheet has four sequences of picture cards for each level from Level 2 to Level 4, i.e. four picture cards with 2 picture sequences, four with 3 picture sequences and four with 4 picture sequences. This test measures the child’s ability to remember a random sequence of pictures in the same order given and on the first try. He should be able to do three out of the four sequences correctly at any given level to be considered proficient at that level. If this is achieved, move to the next level and test the next level. Continue testing until he misses two sequences at a particular level. Use the “Basic Technique” described below and continue increasing the quantity of pictures given until two are missed on one row. While testing, the child’s response must contain the correct picture, repeated in the same order that it was seen and on the first try to be considered correct.

You should be able to clearly identify the child’s proficiency level, which is the level at which he performs easily and comfortably. The next highest level is his therapeutic level. This is the level in where his ability begins to break down.

PREPARATION:

Cut each picture sequence card on the lines provided to create testing “cards.” Be careful to keep all the “cards” with the same number of pictures together and in order from two pictures to four pictures.
BASIC TECHNIQUE:
Position yourself where the child can easily see the picture card you hold up. You will start with the first row of picture cards containing two pictures. Ask the child to wait until the picture goes away and then it will be his turn to tell you what he saw on the card. Hold the card up for a period of three seconds (the timing is very important). Then move the card so you can see it but the child cannot while he tells you the objects he saw on the card.

While testing, the individual’s response must be correct on the first try with the pictures repeated in the same order as seen on the card. For example, you show (without saying anything) the card that has the picture of a bike and a wagon and the child responds by saying “bike, wagon.” If the child responds incorrectly, make a mental note of the level of the incorrect response. Then move on to a different card at that same level or same number of pictures. He should be able to do three out of four cards correctly to be considered proficient at this level. If this is achieved, move to the next level and continue to test. Continue increasing the quantity of pictures shown until you reach a level the child misses two cards on the first try.

You should be able to clearly identify the child’s proficiency level, which is the level at which he performs easily and comfortably. The next highest level is his therapeutic level. This is the level in which his abilities begin to break down. This is where you begin working to increase the child’s visual processing ability.

RESULTS:
A two-year-old should be able to remember two pictures. A three-year-old should remember three, a four-year-old should remember four. If you have a child that is able to complete all of the visual sequences in this test kit successfully, please choose the Free Visual Test Kit found at Store.LittleGiantSteps.com that uses digits instead of pictures to determine the processing level. The overall goal for visual processing is for anyone 7 years old or older to complete a 7 digit span successfully. A processing of 8 is preferred for optimal spelling and word recognition abilities. Moving into accelerated levels of 9 or more will make college pursuits easier and will be a gift that lasts a lifetime!
Visual Processing is just part of the piece of efficient learning! Please visit Store.LittleGiantSteps.com and request your Tiny Tots Auditory Processing Test Kit for free.

BrainSprints.com
972-758-1260

IT TAKES More THAN TUTORING!
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