

## Language Support Program – Auditory perception, auditory discrimination and short-term auditory memory

Table 2.3.4

		Technical term	
<b>Auditory perception</b>	<ul style="list-style-type: none"> <li>Ability to identify, interpret and attach meaning to sound including the ability to adequately hear the range of sounds that make up speech</li> </ul>	hearing acuity	
<b>Auditory discrimination</b>	<ul style="list-style-type: none"> <li>Ability to attend to a particular spoken message when there are competing sounds (e.g. what the teacher is saying when students are rustling papers in the background)</li> </ul>	auditory figure-ground differentiation	<b>Auditory processing skills</b>
	<ul style="list-style-type: none"> <li>Ability to direct/maintain attention to a particular spoken message and listen to it selectively when other people are speaking</li> </ul>	auditory selective attention	
	<ul style="list-style-type: none"> <li>Ability to make/form a complete interpretation of a message when only part of it is heard. In a classroom, a spoken message may be interrupted by other noise, so the student hears part of it, and is required to 'complete the message' from other clues</li> </ul>	auditory gestalt or closure	
<b>Short-term auditory memory</b>	<ul style="list-style-type: none"> <li>Ability to retain and say immediately the information that was heard</li> </ul>	short-term auditory memory	