



Suzanne M. Foley, M.S., CCC-A  
Audiologist

7440 N. Shadeland Avenue, Suite 115

Indianapolis, IN 46250

[foleyaudiology@gmail.com](mailto:foleyaudiology@gmail.com)

Phone: (317) 573-4445

Fax: (317) 577-7330

### **THERAPY ACTIVITIES TO TARGET TEMPORAL PROCESSING**

Activities should focus on two areas, Pattern Recognition first and then Prosody Training. These can improve a child's recognition and use of prosodic aspects of speech. Pattern recognition should be targeted first.

#### **Temporal Pattern Recognition Training:**

**Purpose:** To train the child to discriminate differences in, analyze, and imitate rhythmic patterns of auditory stimuli.

**Focus on:** differences in speed, relative loudness and rhythm.

- Use pitch of high/low sounds in activities. Emphasize visual information of consonant discrimination such as the visual difference between f/s, t/th or how voicing feels different, but looks the same in f/v, m/b.
- Add music or cadence to any existing therapy activity. Music can be used or a metronome to help with timing.
- Use of rhyme and poetry to emphasize similar sounding timing of words can be helpful.
- Discrimination words that are different on the basis of order such as "boaST vs BoaTS". Use visual stimuli first and then auditory only.
- Voicing is cued by the time of onset and temporal processing deficits will affect the ability to use duration cues in language. Work on consonant and vowel contrasts at the phoneme, word and sentence level.

Games and activities such as Simon, Bop It, Mad Gab, dancing or music activities can be done at home or in therapy sessions.

## **Prosody Training:**

**Purpose:** To help the child learn to recognize and use prosodic aspects of speech (e.g. rhythm, stress, and intonation).

**Focus on:** Syllabic stress (convict vs. convict),  
Prosodic alterations within sentences  
Tone of voice

Key word extraction, reading aloud-have the child listen for a key word that is emphasized with a different stress.

- Timing of pauses in sentences can change the meaning of a sentence. For example, “they saw the snowdrift by the window” means that saw a pile of snow. “They saw the snow drift by the window” means they saw the snow move toward the window. The difference in the stress of certain syllables in a word can change the meaning. The word “convict” can mean a noun “He is a convict” vs a verb “The judge will convict him of the offense.”
- Teaching about how sarcasm and humor can change the tone of our voice to mean something different. This can be a good small group exercise.
- Use of pragmatic language techniques is helpful.
- Teaching nonverbal cues that change the meaning of speech such as eyes lifting when asking a question, recognizing facial expressions of humor and sarcasm.
- Sequencing activities and/or following multi-step directions-use the “game changer” words such as “before, after, instead of” to change the order of events.
- Bingo and card games to remember sequence of numbers.
- Read to and have student say sentences with inflection to indicate meaning