Classroom Suggestions for Students Experiencing Auditory Processing Difficulties

Environmental Strategies

❖ Seat the child in the front of the class where he/she has good visual reception of the area where most teaching is done. Avoid seating by open doors or windows.

❖ Make every effort to eliminate extraneous and excessive noise in the room. Provide the child with his/her own "quiet work space," if necessary, when doing independent work.

Teaching Strategies

❖ Show rather than explain.

❖ Maintain the child's visual attention, especially when introducing a new idea, changing subjects, or giving directions.

❖ Present important and new information in a multisensory way – that is, visual, auditory, kinesthetic, and tactile (use visual cues, signals, animated facial expressions and body language, handouts, manipulatives).

❖ Provide additional written or visual material when materials are presented verbally. Also reword or help decipher confusing oral and/or written directions.

❖ Reduce or space directions, giving cues such as "Ready?" or "Here is the first part."

❖ Ask specific questions as you teach to find out if he/she does understand.

❖ Have the student constantly verbalize concepts, vocabulary words, rules, instructions, etc. to ensure understanding and/or to correct any misunderstandings.

❖ Do not expect immediate answers to oral questions. Allow them 5-6 seconds to respond ("think time").

❖ Avoid asking the child to listen and write at the same time.

❖ Aid word retrieval difficulties by providing structure words or key words which the child is likely to use: this can help him/her write more purposefully and ease the frustration of trying to access words which he/she may have difficulty accessing.

❖ Vary pitch and tone of voice, alter pace, stress key words.

❖ Repetition! Repetition! Be ready to repeat things – hearing is not a problem, but absorbing and processing the information can be laborious.

❖ Implement a behavioral reward system (such as stickers or points for appropriate rewards) for the completion of class work and other desired tasks.