

Suggestions for Helping Students with Auditory Processing Problems In the Regular Education Classroom

- Provide a printed list of vocabulary words to be used in the class discussions.
- Give the student an outline of the material to be presented during the lecture.
- Present oral directions in written or pictorial format as well.
- Present short, single step directions. You may have to give directions one step at a time rather than as a whole sequence of steps.
- Use less descriptive, shorter, and more straightforward sentence structure when presenting directions.
- Write assignments on the board, or in the student's book or work folder.
- Develop a "buddy system" to check on assignments and other instructions.
- Give preferential seating to the student, depending on the focus of the auditory presentation. (In other words, the front of the class is not always preferential. Where will the student be closest to the auditory signal?)
- Use visual aids. If possible, use captioning for video presentations.
- Use peer tutors to conduct pre-teaching of planned vocabulary and language topics.
- Make sure to have the student's attention before giving directions or initiating class instruction.
- Orient the student to the topic to be presented. (See peer tutor use above.)
- Use body language, facial expressions, and gestures when communicating.
- Pace the presentation with occasional pauses between meaningful units to allow time for comprehension.
- Seat students away from potentially distracting sounds. (hallway, aquarium, HVAC system)
- Provide short, intensive periods of instruction with periods for non-verbal activity and body movement.
- Permit the student to move to a quiet area when doing silent reading and independent seat work.
- Check comprehension of verbally presented material by asking questions related to the material to monitor the student's understanding of the material presented.
- Encourage the students to ask questions when they don't understand what has been said.
- Rephrase the material, since certain words used may have contained sounds and blends that are not easily discriminated.
- Encourage participation in choral reading, storytelling, puppetry, creative dramatics, and informal discussions.
- Give directions just before the activity.
- Divide complicated directions into parts: no more than three steps at one time.

- Use an overhead projector to outline points being made in classroom presentations.
- Use simulation and hands-on learning experiences.
- Pose a few questions for students to consider as they listen.
- Wait for class to become quiet before giving directions.
- Play a “follow directions” game.
- Wait for a response, sometimes beyond what might be considered a “normal” response time.
- Use consistent, simple vocabulary to describe tasks.
- Use associated events to help teach students to retain verbally presented information.