

## **Suggestions for Helping Students with Auditory Processing Problems in the Regular Education Classroom**

- Wait for a response, sometimes beyond what might be considered to be a normal response time.
- Provide short intensive periods of instruction followed by periods for nonverbal activity and body movement.
- Check comprehension of verbally presented material by asking questions related to the material to monitor the student's following and understanding of the material presented.
- TRAIN students to ask questions or make statements when they do not understand what is being said. For example 'I don't know, please tell me again, please come back to me later, I can't think of it now, etc'. Encourage them to use these phrases.
- Rephrase the material since certain words may have contained sounds and blends that are not easily discriminated
- **Present the directions given orally in a written or pictorial format.**
- Write assignments on whiteboard.
- **Present short, single focused directions.**
- Develop a 'buddy system' to check on assignments and other instructions.
- **Use less descriptive, straightforward sentence structure when presenting directions.**
- Orient the student to the topic to be presented.
- **Give preferential seating to the student depending on the focus of the auditory presentation.**
- Use simulation and hands-on learning experiences.
- **Use peer tutors to conduct pre teaching of planned vocabulary and language topics.**
- Encourage participation in choral reading, story telling, puppetry, creative dramatics, and informal discussions.

- **Get the student's attention before giving directions or initiating class instruction by physical touch, cue word, or calling his name.**
- Pose a question for students to consider as they listen.
- **Use body language, facial expression, and gestures.**
- Play 'follow directions' games.
- **Seat the student away from potentially distracting sounds.**
- Use associative events to help teach students to retain verbally presented information.
- **Permit the student to move to a quiet area when doing silent reading or independent seatwork.**
- Use consistent, simple vocabulary to describe tasks.
- **Give this student clear directions prior to class receiving directions for the assignment/ activity.**
- Provide demonstration.
- **Divide complicated instructions into parts:** No more than three steps at a time.
- **Shorten sentences when speaking to the student.**
- Wait for class to become quiet before giving directions.
- **Use less complex vocabulary that is still age appropriate.**
- **Use pictures or objects along with verbal comments/explanations.**