**AUDITORY PROCESSING DISORDER:**

**Tips for Educators and Therapists**

*Revised from the FL Dept of Ed, Technical Assistance Paper 10967*

***Attention***:

* Gain visual and auditory attention when speaking to student
* Speak at eye level
* Use cueing – “listen,” “ready,” “remember this one…”
* Assign peer partners
* Mark transitions between activities to give the student more information so they transition better
* Review before transition
* Provide note-taking assistance, when age appropriate

***Flexible Preferential Seating***:

* Seat student nearest to primary sound source – between 3-8 feet is adequate
* Avoid seating near a noise source
* Consider dominant ear, if applicable (usually the right ear is dominant)
* Provide a quiet study/work area
* Use daily routines
* Use ear plugs during seatwork or testing, if applicable
* Use FM amplification, if appropriate

***Instructions***:

* Speak in a clear, well modulated voice
* Use natural gestures
* Reduce distractions
* Alert the student before instructing
* Reduce motor activities during instruction time
* Define the purpose of the instructions
* Give age and ability appropriate instructions
* Repeat directions and allow ample response time
* Provide examples and use modeling
* Identify key words
* Give written and verbal instructions
* List the steps on a chart or reference card for sequences
* Encourage the student to ask for clarification; encourage self-advocacy
* Repeat or rephrase misunderstood instructions
* Give positive feedback, even for partially understood messages
* Check for comprehension of a message
* Allow subvocalization and/or reauditorization

***Classroom Adaptations***:

* Record instructions
* See “Modifications That Improve Classroom Acoustics” handout
* Arrange classroom seating to reduce background noise and lump in smaller groups
* Avoid open classrooms
* Close windows and doors

***Self Advocacy***:

* Encourage self-monitoring
* Encourage self-advocacy
* Suggest counseling if there are social/emotional concerns

***Preview and Review***:

* Review, preview and summarize class lessons
* Provide pre-teaching materials and assignments
* Avoid divided attention
* Review and orient; provide an outline and key vocabulary to use in following the discussing and for review
* Frequently summarize key points
* Give salient clues to identify and emphasize important information
* Use verbal review strategies to ask questions periodically about the material presented.
* Give individual attention
* Reference important pages
* Encourage class participation

***Time***:

* Avoid fatigue
	+ Give several short classroom activities instead of one long one
	+ Provide short periods of instruction with breaks to allow movement
	+ Alternate between greater and less demanding auditory activities
	+ Avoid higher level auditory tasks when the student is fatigued
* Allow extended time or give fewer items within a specific time frame
* Give adequate response time

***Organizational Strategies***:

* Encourage the use of agendas and/or calendars
* Clearly present organizational expectations
* Refer out for executive function and/or organizational training when appropriate