

CLASSROOM MANAGEMENT OF STUDENTS WITH AUDITORY PROCESSING DEFICITS

The following are a few ways that you can make school life more tolerable for students with auditory processing deficits.

1. Seek classroom placement to avoid settings that are noisy or reverberant and avoid open classroom placement.
2. Provide the child preferential seating near the place where the teacher spends most of his/her time giving auditory instructions, and away from distracting auditory and visual “noise.”
3. Teach children to use visual information (look and listen).
4. Encourage teachers to gain the child’s attention before auditory instruction.
5. Check the child’s comprehension of auditory information.
6. Rephrase and restate important information to provide auditory redundancy.
7. Counsel teachers and parents regarding the child’s auditory needs.
8. Teach compensatory strategies.
9. Teach listening skills, including when to listen for meaning rather than exact repetition. Teach a child to wait until instructions are completed before the child begins a task.
10. Give the child time to think and to respond to auditory instructions or questions.
11. Use attention devices such as calling the child’s name, saying “listen” and “are you ready” before giving assignments.
12. Limit the amount of information in each instruction.
13. Provide in-services to help teachers and parents understand auditory processing problems.
14. Allow for a “buddy system” that the child can use to check on homework assignments or other instructions.

