GUIDELINES FOR CLASSROOM MANAGEMENT OF CHILDREN WITH AUDITORY PROCESSING DEFICITS

Manipulation of the Environment:
1. Seek classroom placement to avoid settings that are noisy or reverberant and avoid open classroom placements.
2. Provide the student 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. Counsel teachers and parents regarding the student’s auditory needs.
4. Use an FM system to enhance the speech to noise ratio for the student.
5. Allow a “buddy system” that the student can use to verify homework assignments or other instructions.

Modified Communication Techniques/Strategies (for parents/teachers):
1. Use visual information to supplement auditory instructions (i.e. write key phrases on the board to highlight verbal information given).
2. Check the student’s comprehension of auditory information (i.e. ask student directly if he/she understands; ask him/her to restate key elements).
3. Rephrase and restate important information for the student to provide auditory redundancy.
4. Give the student time to think and to respond to auditory instructions or questions.
5. Use attention devices such as calling the child’s name, saying “listen” and “are you ready” before giving assignments.
6. Break down complex instructions into chunks and pause to allow the student time to process and/or write down key information.
7. Use a slow and relaxed pace which facilitates good comprehension of the incoming message (this is especially important when giving instructions and during transition times).
8. Highlight understanding and focus on main ideas of information presented in class to assist the student in learning & studying—this will help direct focus to important information rather than too much focus on details.
9. Write out the schedule for the day on the chalkboard and review at the beginning of the school day which will help students anticipate what is expected of them next and prepare them accordingly.

Teaching compensatory strategies (for student):
1. Teach children to use visual information (look & listen, write down key words/phrases).
2. Encourage student to ask for repetition or clarification when necessary and to use context cues to increase understanding.
3. Teach listening skills (i.e. “whole body” listening; listening for main ideas vs. unimportant detail; waiting until instructions are completed before beginning a task; taking notes).
4. Use external aids to help child process, recall & organize auditory information (i.e. assignment notebook, long-term project planning chart, graphic organizer).
5. Teach strategies such as “goal-plan-do-review” to approach tasks/problems which will assist in developing metacognitive abilities.

Social & Emotional Support:
1. Help children to realistically identify personal strengths/weaknesses.
2. Call positive attention to student’s demonstration of skills on a regular basis.
3. Encourage children to participate in peer group activities that build on their strengths.
4. Help children anticipate specific obstacles to their effective listening & generate solutions.
5. Use role-playing to “try out” different strategies and discuss their effectiveness.

*Adapted from and used with permission of Robert W. Keith, Ph.D.*