

# Auditory Processing suggestions for teachers and parents

This sheet gives you a few tips for supporting a child with auditory processing difficulties.

## SUGGESTIONS FOR TEACHERS

A child in your class has been identified as having difficulties processing auditory information. This can lead to misinterpreting tasks or giving inappropriate answers. Here is a list of suggestions for you to help this child, so that he/she gets the most out of his/her educational environment.

### **Reduce Distractions**

Avoid extraneous noise and visual distractions, especially when giving instructions and teaching new concepts. Before giving instructions, stand close to the student and call his/her name or touch his/her shoulder to make sure you have his/her attention. Use of the student's name during teaching time will also help to hold his/her attention. The set-up of traditional classrooms is generally less distracting than open style classrooms. Avoid explanations while the student is engaged in activity. It may be helpful to provide the child with an earplug to reduce auditory distractions.

### **Preferential Seating**

Provide seating away from known auditory and visual distractions such as open windows, pencil sharpeners, doorways, air conditioners, overhead projectors and computers. Often closest to the front of the class is best and next to students that are not distracting. The child should be seated with their best ear facing the teacher.

### **Delivery Style**

Avoid multiple commands. Present instructions in the simplest form possible. Gestures to enhance the message may be helpful but avoid excessive gesturing as this can be distracting. Speak clearly and at a comfortably loud level using words within the student's vocabulary.

### **Check for Comprehension**

Look for signs of inattention, decreased concentration or lack of understanding. Instructions may need to be repeated and/or simplified for the student. To check for understanding, get the student to repeat the instructions in his or her own words. Besides being a good check, it will also improve the student's listening skills.

### **Lesson Plan**

It may be helpful to provide the student with an outline of the next day's lesson plan to help them stay on task.



## **Buddy System**

A buddy system can be started by having one student who appears to be strong in auditory processing help the student who is having difficulty

## **Auditory Exhaustion**

Students with auditory processing problems tend to fatigue or exhaust more easily due to the external distractions of the classroom. Teachers may want to consider special adaptations to allow for this fatigue. These might include avoiding auditory tasks when the student is already tired. This can be accomplished by presenting auditory tasks (spelling and reading) early in the day or by alternating lessons requiring a higher amount of auditory processing with less demanding tasks. Physical activity can be used for a reduction on stress.

## **SUGGESTIONS FOR PARENTS**

A child with difficulties processing auditory information will hear inconsistently. If your child seems to hear some things but not others do not assume he or she is purposely ignoring you.

You will have greater success communicating with your child if there are no other activities competing with you, i.e. television, radio, other children or adults.

When giving important instructions learn to control your child's environment by providing a quiet setting. For example, take the child into a quiet room, turn off the television, ask others to be quiet for a moment, etc.

Simplify your language level if your child is having difficulty understanding or even reduce the rate of your speech slightly.

If you have to repeat something to your child try using different words or saying it a different way.

Try not to talk to your child when you and your child are in separate rooms.

Read out loud to your child or get him/her to read out loud and then discuss what you have read.

After school your child may need some time to rest before starting on homework. During homework, a quiet place free of visual distractions should be provided. Ear plugs can be helpful in limiting extraneous noise.

Praise any accomplishments (academic or otherwise) that represent even small improvements over previous levels. It is not helpful to compare his or her performance with other children.

You might wish to write important events, chores or instructions down and display them in a place where your child can see them.

