



**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



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

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

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