

## **Classroom Accommodations for children with difficulty in Auditory Processing**

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### **I. Accommodations in the classroom environment**

1. Preferential seating
2. Modify acoustics of classroom—carpeting, drapes, padding on chair legs, room dividers
3. Assistive listening devices such as FM system, Edulink
4. Direct instruction outside of the regular classroom individual or small group
5. Buddy system or note-taker

### **II. Accommodations in instruction and materials**

1. Pre-teach new information/vocabulary
2. Make frequent checks for understanding
3. Use of multi-modality clues
4. Repeat; rephrase; decrease rate; vary tone, pitch or intensity; pause; and target critical words.
5. Gain the child's attention before speaking by name or visual cue.
6. Avoid processing overload or breakdown by frequent breaks. Time Interval \_\_\_\_\_
7. Provide clear copy worksheets, handouts or textbooks with consistent format.
8. Write key points, schedule or other critical information on board or desk for reference.
9. Give specific, concise directions without using embedded or passive language structures.
10. Check child's following of direction after completion of one or two examples.
11. Provide specific verbal, visual and written feedback to the child during task and at completion.
12. Allow additional time for completion of tasks.
13. Provide task analysis to identify reason for breakdown and adjust task for successful learning.
14. Provide error analysis and exploration of range of strategies for task completion.
15. Provide opportunities for sufficient repetition to integrate knowledge and strategies.
16. Utilize successful strategies in a range of tasks.
17. Provide cues for integrating all new information, relating to previously known and across category knowledge to strength knowledge network.
18. Utilize knowledge "web" procedure whenever possible.

### **III. Accommodations in evaluation**

1. Vary assessment format (written, oral, short answer, true/false, matching, multiple choice)
2. Underline important words in direction or test items.
3. Read directions to student or with student.
4. Provide for quiet environment for testing.
5. Provide additional time for taking tests.
6. Utilize guided self-checking including identification of breakdown process.
7. Provide for individualized assessment to include verbal or demonstration as well as written.
8. Provide alternate means of assessing knowledge through project or other demonstration.