

**Classroom & Workplace
Modifications & Accommodations**

1. Reduce or minimize auditory distractions
2. Reduce or minimize visual distractions
3. Flexible preferential treatment
4. Provide isolated area in the classroom for independent work
5. Make sure that the teacher has your child's attention before giving verbal information or directions
6. Use visual clues, outlines, organizers and study guides as needed
7. Use technology to give visual clues (overheads, computers, etc)
8. Provide teacher notes
9. Use manipulative's
10. Provide alternative test taking options
11. Extend testing time
12. Use an FM system
13. Use ear plugs to reduce distractions
14. Reduce background noise
15. Make eye contact when speaking to the worker
16. Speak a little slower and a little louder
17. Provide additional wait time for worker to process the question.
18. Repeat directions frequently
19. Use written notes instead of relying upon verbal memory
20. Stick to a routine
21. Provide as much organization as possible
22. Provide a quiet work place

Resources

<http://www.slpab.ca.gov/licensees/apd.shtml>

http://www.ldonline.org/article/Visual_and_Auditory_Processing_Disorders?theme=print

<http://www.capdtest.com/capd.cfm>

**An
Educator's
Guide

To

Auditory
Processing
Disorders**

Summary of Processing Disorder

Auditory Processing Disorder is really an umbrella term that describes various sub-types of disordered auditory processing in a child or an adult. A person with disordered processing has normal hearing, as measured on a hearing test, but does not seem to "hear well" or understand what is heard. Hearing and understanding may be inconsistent. Processing of sound is disordered in the pathways from the auditory (hearing) nerve through the brainstem and higher auditory pathways in the brain.

Auditory processing skills include listening to the information (auditory attention), analyzing the sound or word (auditory decoding or discrimination), attaching meaning according to the rules of language (auditory association), pulling everything into a whole that can be used (integration), and organizing and producing a response (auditory output-organization).

Symptoms

No two persons with APD are alike. A person with APD may have a combination of different auditory processing problems or just one type of processing problem. Indications of possible APD can include some of the following symptoms:

- Parent or teacher concern about hearing or listening ability
- Academic performance is generally poor despite normal hearing, normal non-verbal intelligence (performance IQ), and normal visual processing skills
- Difficulty following directions
- Distractibility in background noise
- Inattentiveness or short attention span
- Poor or inconsistent memory for auditory information
- Problems in spelling words that are dictated
- Need for repetition
- Says "what" or "huh" a lot

- Inconsistent response to sound or "selective listening"
- Hears but doesn't understand
- Delayed or inappropriate response to verbal questions
- Functions as if there is mild hearing loss despite normal hearing
- Bothered by loudness
- Reading or spelling problems
- Language disorder
- Presence of Attention Deficit Disorder (the two disorders often co-exist)
- History of chronic otitis media (middle ear fluid)

Accommodations and Modifications

To optimally perform at school, home or work, three management areas must be addressed:

1. Environmental Modification-the environment must be adapted to minimize noise and maximize auditory processing capabilities as much as possible. This might include, for instance, preferential classroom seating, reducing extraneous noise and repeating or rephrasing information.
2. Direct Intervention-this involves remediation efforts to improve auditory discrimination, integration skills, associative skills and teaching specific language or academic skills. Examples include teaching the person to hear differences in sounds or words, teaching the person to pick out words in the presence of background noise, and teaching the child to use rhythm and tempo cues in speech.
3. Compensatory Strategies-the person with APD must be taught and encouraged to use strategies to cope with and compensate for deficit areas. For example, lectures could be taped, the person could be taught how to ask for repetition of things not heard or understood, and the use of visual cues to complement what is heard can be taught.