



EFFECTIVE ACCOMMODATIONS FOR STRUGGLING STUDENTS

2/24/21

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AUDITORY PROCESSING DIFFICULTIES

1. When providing instruction:

- a. Maintain eye contact during verbal instruction.
- b. Repeat verbal instructions and ensure comprehension before work begins.
- c. Present directions in short, concrete segments, with visual cues.
- d. Rephrase directions, allowing extra time for response.
- e. Give clear and concise directions, pace verbal delivery in a moderate tone, speak slowly when introducing new tasks
- f. Give directions in a logical, time-ordered sequence. Use words that make the sequence clear, such as first, next, finally.
- g. Emphasize key words when speaking or writing especially when presenting new information.
- h. Make instructional transitions clear.

2. Provide supports:

- a. Display key concepts & provide visual supports (charts, pictures, outlines)
- b. Make environmental changes necessary to ensure maximum auditory receptive ability.
- c. Seat next to another who is able to help with directions and instructions.
- d. Allow use of a tape recorder or provide a note taker.
- e. Allow opportunities to repeat as much as possible and provide practice periods.
- f. Have the student seated preferentially as directed.
- g. Have student use a day planner to track assignments
- h. Allow tape recorders if they are helpful to the student.
- i. Reduce quantity of work required when auditory processing skills are involved or allow a more time to complete tasks.
- j. Allow a place to go where s/he will not disturb others to quietly repeat or go over instructions.
- k. Do not penalize for spelling errors. Encourage the use of spell check on a word processor.
- l. Provide “quiet” areas in the classroom where concentration may be easier to maintain.
- m. Highlight key information



3. Other:

- a. Check comprehension by asking the child questions or asking for a brief summary after key ideas have been presented to be sure the child understands.
- b. Encourage the child to ask questions for further clarification.
- c. Review previously learned material & preview materials to be presented
- d. Recognize periods of fatigue and give breaks as necessary.
- e. Avoid asking the child to listen and write at the same time.
- f. Relate new information and concepts to previously acquired information
- g. Segment complicated directions into parts, allowing time in between for processing.
- h. Demonstrate and encourage proofreading aloud of written expression.
- i. Have student make flashcards of important vocabulary & concepts

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The work of the Mountain Plains MHTTC is supported by grant H79SM081792 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.