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## **Classroom Accommodations**

### **For Students with Language/Auditory Processing Disabilities**

#### **Language Processing Disabilities**

- Introduce information using a multimodality approach for sensory stimulation.
- Supplement auditory information with visual materials.
- Introduce new material in a context-rich, associative environment.
- Allow for thinking time.
- Limit timed activities or performance tasks.
- Shorten length of assignments to focus on accuracy rather than efficiency.
- Vary the types of responses expected on exams and in class discussions.
- Teach with stories and examples to associate main points of auditory information.

#### **Auditory Processing Disabilities**

- Amplify the auditory signal.
- Reduce extraneous background noises.
- Allow for preferential seating to maximize auditory and visual signals.
- Simplify verbal instructions.
- Insure child's attention before beginning verbal instruction.
- Restate, paraphrase, and emphasize important information.
- Monitor use of rate, inflection, gestures, etc. to enhance verbal presentation.
- Use visual materials to supplement auditory instruction.
- Ask checking comprehension questions.
- Use a peer-pairing system to check notes, assignments, etc.