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Teacher Suggestions for students with Language and Auditory Deficits **Elementary School**

Education Plan:

- Review the student's academic plan ahead of time to make sure all accommodations are in place.
- Discuss the accommodations with the student so they are aware of why they sit in front, etc.
- Discuss strategies and collaborate with other school personnel working with the student and parents to maximize effective and consistently strategies in all areas of academics (classroom, therapy, resource, home)

Key communication strategy:

If the student does not respond to an instruction or request, simply ask "What did I just say?" If the student repeats the information back clearly, they heard the information clearly, but may not know the meaning of what you said. If they repeat it back inaccurately, you can REPEAT the information exactly as you said it to provide additional information and confirm they understand the instructions.

Do not assume the student is just not listening

Teaching Style

- Talk slower, not louder
- Repeat information first: Repeat information first, do not rephrase initially.
- Multi-sensory teaching: Use manipulatives and a multi-sensory approach with visual, tactile and auditory stimuli.
- Pause before important information or give a cue or hesitate before speaking "Here comes the important information".
- Simple instructions-use three word instructions – give explanation later.
- Memory Expectations Normal development allows for students to only be able to memorize a short amount of words-be aware of memory expectations by age and adjust classroom instructions.
- Use visual information to aid memory: visual increases memory by 20%.
- Use exaggerations or songs
- Provide a word bank in testing

- Confirm understanding of vocabulary: Review test instructions to make sure student understands the meaning of the instruction.
- Minimize requirements for memorization
- Use memory strategies such as music or acronyms-offer and demonstrate several options
- Visual Reminders: If the student needs a visual reminder about daily routines, have the student draw the picture or visual cue. This will teach them strategies and they will pay more attention to the reminder if they make it rather than if you do.

Classroom Acoustics

- Monitor noise levels: keep extraneous noise to a minimum-in the classroom
- Preferential Seating: Make sure student is close to you when speaking-when teaching and giving instructions
- Use sound field or FM system if available

Classroom participation

- Call on student first
- Offer them a multiple choice response if they hesitate to answer when they raise their hand
- Do not assume student understands the meaning of commonly used words in academics: divide, identify, organize, arrange, describe.
- Teach active listening skills
- Allow and help the student find a “study buddy” or helper who can assist the student quietly instead of asking for repetition from you or not knowing what they are supposed to be doing.



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Teacher Suggestions for students with Language and Auditory Deficits **Junior High/High School**

Classroom

- Review student's education plan for any relevant accommodations and make sure student understands their options.
- Monitor noise levels in the classroom – outside, hallway, in class
- Make sure student is close to you when speaking-when teaching and giving instructions
- Use sound field or FM system if available
- Provide strategies for test taking skills such as tips for multiple choice answers or webbing tools to help with written assignments in order to organize their thoughts to write (for projects and tests). Often students just need help getting started and organized.
- Monitor their grades closely to intervene prior to failure. Involve the student in problem solving options to improve grades (does the student need to work on organizational skills to be able to turn in assignments, note taking assistance, test taking strategies, additional resources for a certain topic?)
- Investigate options for a foreign language requirements such as substituting American Sign Language or a culture class. Students with learning disabilities and language and auditory deficits typically cannot learn or understand a foreign language easily.

Teaching Style

- Talk slower, not louder
- Provide video or real life examples of topics that are hard to explain verbally.
- Pause before important information or give cue before speaking "Are you ready?".
- Use Simple instructions-three word instructions
- Use visual information to aid memory: visual increases memory by 20%.
- Minimize requirements for memorization or allow for notes or cues.

- If using power point or slides, have them printed by door for student to use during lecture to minimize note taking.
- Review your technology options in order to record your lectures, Smart Boards or tools such as narrated textbook programs (EPIC, Learning Ally).
- Help the student identify a study buddy in your classroom who can be called/texted to confirm assignments, provide a copy of notes or clarify information from class.
- Help student identify a note taking partner-a student who can share their notes
- Provide access to online textbooks or an extra textbook at home.
- Provide all assignments and instructions for projects and dates in writing either online or printed.
- Do not assume the student understands typical academic vocabulary in written test and classroom instructions
- Provide key vocabulary ahead of time for the student to review prior to discussing in the classroom for the first time.

Classroom participation

- Do not penalize student for not verbally responding in class. They may not understand what is being discussed and they do not want to answer incorrectly in front of other students.
- If they do raise their hand to participate, call on student first and help them answer if they are struggling. Provide a multiple choice response or provide a cue to what the answer is.
- Monitor the student's classroom participation and encourage interaction from the student. Ask them something you know they can answer to improve positive classroom participation.
- Do not assume student understands the meaning of commonly used words in academics: divide, identify, organize, arrange, describe.