# Table J.  Student Characteristic: Auditory Processing

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

| Accommodation Category | Consider the following accommodations for use in instruction for students who have difficulty with comprehension* |
|---|---|
| Presentation<br><br><br><br><br>*For additional information see CDE Hearing Impairment, Including Deafness website:<br>http://www.cde.state.co.us/cdesped/SD-Hearing.asp<br><br>Resources:<br>http://www.cde.state.co.us/cdesped/sd-hearing_resources<br><br>CDE Services/Support Programs:<br>http://www.cde.state.co.us/cdesped/sd-hearing_servicessupportprograms<br><br>*Educational Audiology Services<br>http://www.cde.state.co.us/cdesped/RS-EdAudiology.asp | • Gain attention before engaging student<br>• Consider voice amplification for teacher or classroom sound field system<br>• Repeat /limit directions or instructions<br>• Enunciate clearly with measured pace<br>• Utilize vocal inflection, intonation and volume changes to emphasize important information<br>• Written/picture supported directions<br>• Provide brief, to-the-point instruction<br>• Model steps in directions<br>• Restate or rephrase if student does not respond<br>• Avoid dividing student's attention between watching, listening and writing<br>• Student takes notes during directions<br>• Students retells directions<br>⌘ Amplification system<br>⌘ Text-to-speech<br>⌘ Low Gain Amplification Systems (if prescribed) |