

Strategies for Teachers

Classroom Environment

- Reduction of noise/minimize distractions
- Preferential seating away from noise
- Use of classroom amplification system

Teaching Techniques

- Clear enunciation at a slow-moderate rate of speech
- Insert purposeful pauses between concept, let the words hang in the air
- Keep directions or commands short and simple and have student repeat directions
- Use praise often and be positive
- Provide visual cues during lecture/directions (such as written outline on the board)
- Provide repetition of oral information and steps of assignment
- Give breaks between intense concepts taught for comprehension
- Check for comprehension early/often and check knowledge of prerequisite information
- Preview and review concepts for lecture
- Offer short essay tests as an alternative to multiple choice
- Record lectures for repeated listening
- Offer closed captioning for videos
- Make connections with other material whenever possible – refer often to previous lessons
- Augment information, especially with visual materials (show a film; look on web; find additional books about topic; act it out; recommend family activity; fieldtrip)

Peer Assistance

- Use a positive peer partner for comprehension of directions or proofing work
- Use cooperative learning groups
- Use a note-taker

Assignment Modifications

- Allow extended time to complete assignments and/or tests
- Offer short essays as an alternative to multiple choice
- Provide visual instructions
- Preview language of concept prior to assignment
- Checks frequently for comprehension at pre-determined points
- Vary grading techniques

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Strategies for Student

- Teach use of visual cues to supplement auditory information
- Teach use of short- and long-term memory techniques (i.e. rehearsal, chunking, mnemonics, visual imagery)
- Teach student to listen for meaning rather than every word
- Teach active listening behaviors
- Teach student to advocate for themselves by asking frequent questions about the material, asking for multiple repetitions or requesting speaker to “write it down”
- Use of tape recorder for assignments
- Teach organizational strategies for learning information
- Teach use of an electronic note-taker or word processor

Strategies for Parents

- Keep directions or commands short and simple
- Use praise often and be positive
- Use visuals or gestures at home to compensate for listening difficulties
- Assist the student in asking clarification questions and being their own advocate
- Preview and review classroom material and review tape recorded information

Michigan Speech-Language Guidelines APD-6