Classroom Compensatory Strategies for Processing Disorders

- Reduce extraneous background noise if possible

- Allow preferential seating

- Supplement auditory information with **visual** materials

- Insure child's attention before beginning verbal instruction-may need to **state name first**

- Use simple, noncomplex sentences; include only pertinent content

- Make multi-step command pertinent to the environment

- Simplify "who-what-when-where" questions to the underlying semantic form (i.e, where= what place)

- Ask questions to **check comprehension** of material presented

- Probe with "what word or part of the direction didn't you understand?"

- Be aware of abrupt changes in topic and of meandering lectures

- Teach with stories and examples to associate main points of auditory information

- Use **familiar** vocabulary whenever possible

- Teach new vocabulary using techniques such as semantic (**meaning**) mapping/webbing

- Monitor use of rate, inflection, gestures, etc. to enhance clarity of verbal presentation

- Teach the concept of the "main idea" and how to listen for methods the speaker uses to **signal** the main idea