STRATEGIES THAT TEACHERS CAN USE IN THE CLASSROOM:

— Establish eye contact with the child so that natural, speech—reading cues are established.
— Use a slow, normal, slightly louder, expressive manner of presentation.
— Use direct, simple sentences whenever possible. When necessary, rephrase sentences rather than repeat them.
— Organize the child’s schedule and routine to increase predictability and decrease stress.
— Reduce the background noise and other distractions as much as possible.
— Work in small groups and one-on-one.
— Emphasize auditory discrimination skills. This could positively affect spelling, reading, writing, and the ability to follow directions.
— Place the child toward the front of the room, facing away from the windows (preferential seating).
— Develop the habit of previewing (announcing content), stating (presenting content), and reviewing (summarizing content).
— Use opportunities throughout the day to reinforce and expand the child’s language base. Spelling, reading, writing, vocabulary development, and other language and language-dependent skills are interrelated. For example, use spelling lists when creating a story, or use vocabulary words when writing a set of directions.

WHAT ARE SOME CLASSROOM ACOUSTICAL ACCOMMODATIONS?*

— A distance of 6 – 8 feet between the speaker and listener is considered optimal.
— Carpeting absorbs and muffles distracting sounds.
— Install drop ceilings to further reduce distracting sounds.
— Reduce the effects of hallway noise by closing the door, or seal the entry door with vinyl or felt sound stripping.
— Cut down on desk noises with felt tips under the lid and halved tennis balls.

STRATEGIES THAT CHILDREN WITH CAP-D CAN USE:

— Get organized. Keep a neat desk and appointment calendar, wear a watch, and set your alarm clock extra early.
— Study aloud. Listen to your voice as you review the materials. It will help you to recall the information.
— Reduce background noises and other distractions when listening.
— Ask for clarification when you don’t understand something.
— Notice communication cues such as the speaker’s voice, time of day, and the setting.
— Use natural speech-reading cues to help you understand a message. Watch the person who is speaking.
— Repeat the directions to yourself over and over until the task is completed.
— Develop healthy habits. The body and the mind operate better with a good diet, exercise, and enough sleep.
— Take accurate notes. Use key words emphasized by the speaker to help you identify important information. Don’t write down everything that is said.
— Adopt a positive attitude. The challenge of CAP-D can be minimal or major, depending on how it is viewed. Everyone has some challenge. What you do about it is your choice and your responsibility.

Retyped: 11/1/05