### Table J. Student Characteristic: Auditory Processing

<table>
<thead>
<tr>
<th>Accommodation Category</th>
<th>Consider the following accommodations for use in instruction for students who have difficulty with comprehension*</th>
</tr>
</thead>
</table>
| **Presentation**       | • Gain attention before engaging student  
                          • Consider voice amplification for teacher or classroom sound field system  
                          • Repeat /limit directions or instructions  
                          • Enunciate clearly with measured pace  
                          • Utilize vocal inflection, intonation and volume changes to emphasize important information  
                          • Written/picture supported directions  
                          • Provide brief, to-the-point instruction  
                          • Model steps in directions  
                          • Restate or rephrase if student does not respond  
                          • Avoid dividing student’s attention between watching, listening and writing  
                          • Student takes notes during directions  
                          • Students retells directions  |

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

*For additional information see CDE Hearing Impairment, Including Deafness website: [http://www.cde.state.co.us/cdesped/SD-Hearing.asp](http://www.cde.state.co.us/cdesped/SD-Hearing.asp)

Resources: [http://www.cde.state.co.us/cdesped/sd-hearing_resources](http://www.cde.state.co.us/cdesped/sd-hearing_resources)

CDE Services/Support Programs: [http://www.cde.state.co.us/cdesped/sd-hearing_servicessupportprograms](http://www.cde.state.co.us/cdesped/sd-hearing_servicessupportprograms)

*Educational Audiology Services [http://www.cde.state.co.us/cdesped/RS-EdAudiology.asp](http://www.cde.state.co.us/cdesped/RS-EdAudiology.asp)

Amplification system

Text-to-speech

Low Gain Amplification Systems (if prescribed)