

**COMPOSITE REGIONAL CENTRE FOR SKILL DEVELOPMENT,
REHABILITATION & EMPOWERMENT OF PERSONS WITH DISABILITIES
[CRC – KOZHIKODE]**

(Under the administrative control of NIEPMD, Chennai)

Department of Empowerment of Persons with Disabilities (Divyangjan)

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CENTRAL AUDITORY PROCESSING DISORDER (PART 1)

MANAGEMENT TIPS ON AUDITORY ATTENTION:

Multi-sensory information: We always receive information through auditory and visual modes simultaneously in combined form. Therefore, while classroom or therapy session, it is important that student with CAPD should be provided visual cues with auditory information simultaneously. Speak at eye level can help child to better access visual information such as facial expression, lip movement etc.

Use cueing: While classroom and therapy session using cues like “listen”, “ready” and “remember this one” can help students become aware of times when they are not paying attention.

Use of Peer Partner: Assign of a peer partner to the student with a CAPD can assist the student with a CAPD in activities such as paying attention, getting assignments listed, participating in small group projects, and tuning in for key information. Many times children are more cooperative with Peer tutoring in which subject matter can also be introduced for familiarization.

Activity Highlighting: Students with CAPD found difficulties often need more time to make transitions. Therefore, it is helpful and important to mark transitions between activities by clearly identifying the new activity by naming and explaining the sequence of steps needed to accomplish the task.

Summarization: Review and transition. The activity closing in classroom or therapy session need proper summarization what the child should have learned and or completed before starting new activity.

Extra support: Many times children with CAPD find difficulties to watch teacher and write notes simultaneously. Therefore, it may be helpful for the student to be able to get a copy of another student's notes, to get a copy of the teacher's notes, to have a study guide, and/or be able to tape record the lesson for future reference and study.

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