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

(Under the administrative control of NIEPMD, Chennai)

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CENTRAL AUDITORY PROCESSING DISORDER (PART 2)
MANAGEMENT TIPS ON PREFERENTIAL SEATING:

<u>Near Sound Source:</u> Child with CAPD should seat near the sound source (e.g., teacher, therapist, television, computer, centre activity area). In the classroom distance of three-four feet is the best, but a distance up to six-eight feet should be adequate. This allows the student to derive maximum benefit from both auditory and visual information cues.

<u>Avoid seating noise source</u>: The child with CAPD find difficult to perform activities under competing or distracting noise sources (e.g., external noise sources, bathroom area, telecommunications equipment, and aquarium). Seating away from windows and doorways also will reduce possible sources of distraction.

<u>Better ear option:</u> The child better ear should be directed towards primary sound source (i.e. Teacher, therapist, television etc.). The Audiologist can advise better ear information on the basis of hearing test results.

<u>Quiet work area:</u> Children with CAPD performance reduces with the competing noise, foreground / background discrimination. Therefore, quiet area while individual seatwork, testing, tutoring is necessary.

<u>Use daily routines</u>: Use daily routines or schedules to help keep the student focused and organized.

<u>Use earplugs/ear muff:</u> Allow the student to use earplugs or earmuffs during individual seatwork time to help reduce the other distractions.

<u>Use FM amplification:</u> Use a personal or sound field FM system to improve access to auditory information. Students with difficulty hearing in noise, integrating information, or organizing information may benefit from FM amplification. An audiologist should make the recommendation for an FM system.

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