



Classroom Strategies

Teach with the classroom door closed

Children need to hear the speaker's voice with minimal competition from background noise.

- ⇒ You must be heard clearly, all the way to the back of the room.
- ⇒ Your voice should be louder than anything else the child will be tempted to listen to.

Have quiet time

Decide which activities require quiet and which ones allow a certain amount of noise.

Get their attention

- ⇒ Focus the child's attention onto each task by using verbal prompts e.g. saying their name.
- ⇒ Help them to be aware of when they need to make a particular effort to listen by using a visual cue e.g. pointing to your ears

Focus of attention

Consider where the child is sitting on the carpet in relation to you and where their focus of attention needs to be e.g. can the child see the book and your face?

Use visuals

- ⇒ Use now/next boards and visual timetables
- ⇒ Use timers so they know how long they have to concentrate for
- ⇒ Use task boards to break down tasks



Speak Slowly and Pause between Thoughts

Children listen more effectively when the speaker slows down.

Accommodate learning Styles

Different learning styles should be accommodated so that visual, and kinaesthetic ways of learning are included, as well as auditory, e.g. interactive whiteboard, posters, making things and moving around.

Keep it Short

Information needs to be given in short chunks, with repetition and time for processing. Break directions down into single instructions.

Provide a Reason for Listening

Create an interest, a desire, and a reason to know.

Listening Partners

Children, who are having difficulty transferring from 'hands on' activities to stopping and listening, may need extra practise. You could:

- Pair them with listening partners who can remind them what to do
- Group the children into an even mix of 'good listeners' and those with listening difficulties
- Praise the good listeners, commenting on what they did that was good. This will enable the children who are still struggling to observe and hear what they need to do.

"Best Listener of the Week Award" Say exactly why that person won the award e.g. Jack concentrated very hard during circle time; he looked at me and remembered what I'd said.

(taken from: "It's Time to Listen" P. McAleer Hamaguchi, 1995)

See also handouts about '[Auditory Processing Difficulties?](#)'