

WELCOME TO LUNCH AND LEARN!!! TODAY'S TOPIC IS:

Listening Comprehension: Hearing and processing spoken information

Signs of difficulty with listening comprehension:

- Minimal responding, off-topic responding and/or no responding
- Acting out behaviours/withdrawn behaviours
- Frequent production of incomplete work or incorrectly-completed work
- Frequent requests for repetition
- Frequent complaints of unusual levels of fatigue at the end of the day
- Student inattention, particularly during listening situations (differentiate listening comprehension from attention-related problems)
- Student can only listen attentively for short periods of time (due to the effort associated with sustained listening)

Conditions associated with diminished listening comprehension:

- Hearing impairment (even mild hearing impairment)
- Receptive Language Disorder (moderate to severe in students coded 34)
- Central Auditory Processing Disorder (CAPD)
- Autism (impaired auditory processing is a hallmark of this neuro-developmental disorder)
- Intellectual Impairment (receptive language delay co-morbid with cognitive delay)
- Attention Deficit Disorder (ADD); Attention Deficit Hyperactivity Disorder (ADHD)
- Closed Head Injury
- Stroke/Focal Brain Damage
- Dyslexia (adequate or better general listening comprehension, but may exhibit difficulties with perceiving at the individual sound level)

Implications of difficulties with listening comprehension:

- The student will miss important information and instructions. The ultimate result will be deterioration in academic learning and increased risk of social isolation.
- The student will feel frustrated; the student will suffer from fatigue.

Instructional strategies:

- Monitor comprehension at all times (e.g. request feedback from student; request that student repeat what he/she has heard; listen for on-topic and off-topic responding)
- Encourage students to request teacher repetition if they need it
- Adjust rate and rhythm of speech (rapid, staccato and monotone speech creates a suboptimal listening context for the student)
- Use shorter units of presentation: be clear, concrete and precise
- Provide visual supports whenever possible (e.g. modeling/demonstration, 3D objects, pictures, videos, etc.) Spoken/verbal information is transient (once it's gone, it's gone); visual information is static (i.e., it can be referred to as needed).
- Be prepared to repeat instructions, emphasizing key points
- Pre-teach new vocabulary and concepts
- Review previously taught information before presenting new information
- Link concepts explicitly for the student
- Give the student a few seconds to process information before responding to instructions or questions
- Model and make explicit what effective listening looks like (e.g. looking with the eyes, body orientation, responding on topic, etc.)
- Consistently utilize an FM System if it has been recommended for a student with CAPD
- Eliminate or reduce the sources of extraneous noise
- Assign the student to a location where noise-related distractions are minimized
- Ensure that the student's hearing has been evaluated by an audiologist -- even mild hearing loss can have a significant impact on the student's ability to perceive speech sounds



Teachers make the difference!!!