Children with Listening Difficulties: Some Classroom Strategies

Community Paediatric Audiology Service
Preferential Classroom Seating

- **Seat child away from distracting noise**
- Seat child near teacher’s area of instruction - not more than 10 feet from the typical position of the teacher
- Preferential seating should consider the child’s view of the teacher to maximise visual cues
- Seat child so that better ear is favoured, if there is one
- Allow flexibility of seating if area of instruction changes
- Isolate child for individual tutoring or tests
- Allow child to wear earplugs when working individually

Peer Assistance

- Use “buddy system” to alert the child to attend and to be sure the child has assignments and special instructions correct
- Use a note-taker to take or copy notes

Alerting: Look And Listen

- Call child by name
- Touch child gently to gain attention
- Gain eye contact with child before giving class instructions
- Use “secret sign” to remind child to listen

Teaching Techniques

- **Give short and clear instructions**
- Speak distinctly and at a moderate rate
- Simplify information by giving it in small segments
- Use familiar vocabulary and less complex sentence structures when giving instructions
- Encourage the child to ask when he/she does not understand what has been said
- Ask the child to repeat instructions to ensure understanding
- Rephrase or restate instructions in simple terms
- Preview topic to be presented by introducing new vocabulary and outlining new subjects
- List key vocabulary on the blackboard then build the discussion around this key vocabulary
- Use visual aids such as projectors, illustrations, and outlining maps, capitalising upon strengths in visual processing. The auditory/visual association will support the learning of new concepts and language
• Encourage participation in spoken language activities such as reading, conversation, story telling and role-play
• Use concrete, experiential lessons when possible
• Write assignments on the board, as well as giving them orally
• Be sure child writes assignments in a specific place
• Allow breaks between intense periods of instruction
• Alternate difficult instruction with simpler activities to avoid fatigue
• Use a consistent routine of activities to allow child to have a smoother transition from one subject to the next

Inform Parents

• Provide feedback to parents regarding the child’s successes and difficulties
• Advise if additional specific support is needed at home

Evaluate Progress

• Evaluate the child’s progress on a systematic schedule
• Include learning support personnel in discussions about the strategies
• Try to modify the teaching strategy before the child perceives that they have failed

Self-esteem

• Be positive and encouraging when working with the child
• Provide praise for effort and successes
• Encourage child to pursue activities in which they can excel
For further information about this service contact:

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If you require this information in a different format such as in large print or on audio tape, or in a different language please contact the service on the details above.

If you have any compliments about this service or suggestions for improvements, contact our Patient Advice and Liaison Service on 0300 131 1000 (charges may apply depending on your network) or email: ccs-tr.pals@nhs.net.

For free, confidential health advice and information 24 hours a day, 365 days a year please contact NHS 111.