

## **Five Strategies for Increasing Auditory Independence in the Regular Classroom:**

When a child looks perplexed or confused, disengages in active classroom participation, or decreases voluntary contributions to discussion.....

**1. First ask the child to repeat what he or she thinks the classroom teacher has said.**

**2. If the child is still unsuccessful then ask the child to seek help.**

- a. *Child asks a peer to rephrase what was said.*
- b. *Ask the child to raise his or her hand to seek assistance/repetition from the classroom teacher*
- c. *Child asks the educational support/staff person to repeat/clarify the intent of the spoken message.*

3. If the child is still unsuccessful in determining the meaning of the spoken message, **determine what key concepts or critical words are necessary to decode the spoken message** and provide the sign or verbal repetition for that concept “sandwiched” between spoken messages.

**4 Next, provide an opportunity for the child to demonstrate comprehension of the spoken message or classroom directive.**

How???

- The child can restate what he/she thinks they are to do.
- The child can summarize or reword the meaning of the message .
- The child can begin applying knowledge learned to an immediate task.

**5 Look for increased independence on auditory skills as a primary means of gaining information throughout the learning session.** Provide the child non-verbal feedback “thumbs-up” when the child independently follows a direction or comprehends a classroom lesson or conversation.

Scenario #1:

Children are discussing a science lesson on the phases of the moon. Teacher begins with an oral directive. “I want you to begin thinking about last night’s sky and what you saw. Who can share with our class one observation that you made

during the evening about the night sky? Children begin responding and sharing observations as they are called upon.

The child with a hearing loss does not volunteer information and begins to look towards his/her peers for ideas that could be contributed but is unable to determine what the topic of the conversation is and how comments are related and “tunes out.”

An example of restating by an adult: Last night it was dark outside. What did you see up in the sky? *The number of words in each sentence is reduced. Clauses are eliminated from the question forms. The addition of the word “up” provides a highly familiar auditory word to the child with the hearing loss that may provide a link to learning.*

An example of restating by a peer: What did you see outside last night? Tell her. Remember a peer might not provide enough input to provide sufficient clarification in a younger child.

An example of providing key word signs; What do you see in the *night sky*? Only night sky are signed to the child.