A child may have difficulties with one or more of the following:

1. Auditory memory
2. Auditory processing
3. Language comprehension
4. Concentration
5. Motivation
6. Hearing (permanently or intermittently)

These barriers to listening may be experienced by pupils with:

- Dyslexia
- Dyspraxia, including Verbal Dyspraxia
- Auditory Processing Disorder (APD)
- ADD and ADHD
- Asperger Syndrome and ASD
- Speech Language and Communication Difficulties
- Emotional difficulties
- English as an Additional Language
Unresolved difficulties lead to poor listening habits

1. Auditory Memory
- Short-term echoic memory
- Short-term working memory
- Long-term memory

2. Auditory Processing Difficulties
- Auditory figure-ground
- Auditory discrimination
- Processing auditory information at speed
- Processing ‘meaningless’ auditory material (including phonics)
- Processing a quantity of auditory material (information-carrying words)

3. Language Comprehension
- Vocabulary
- Positional Language
- Grammar
- Inference
- Tone
- Non-verbal communication
4. Concentration

- Level of interest
- Mature control of focus
- Background noise
- Physical comfort/discomfort
- Freedom from trouble or anxiety
- Organisation

5. Motivation

- Intrinsic
- Extrinsic

6. Hearing Loss

- Permanent
- Intermittent

Strategies to Help Pupils to Listen Effectively
**Comprehension Monitoring**

- Encourages pupil to listen actively
- Encourages teacher to modify/repeat/explain
- Make red/green disc from card; *Desk Mates* from PTS ([www.primaryteaching.co.uk](http://www.primaryteaching.co.uk)) or thumbs up (whole class)
- Involve pupils in choice of symbol
- Monitor spoken language for the following barriers:
  - Too fast
  - Too quiet
  - Too much information
  - Difficult vocabulary

**Fast ForWord**

- Uses acoustically-modified speech (slowed down)
- Theory of brain plasticity: resulting changes make listening easier
- Works on auditory discrimination, auditory attention; auditory short-term memory (abstract sounds and information-carrying words); auditory figure-ground, sequencing and grammar
- UK website: [www.innovative-therapies.com](http://www.innovative-therapies.com)
- To find a UK provider near you, e-mail Aditi Silverstein on innovativetx@att.net

**Auditory Sequential Memory Games**

- Mastering Memory ([www.catsc.co.uk](http://www.catsc.co.uk))
- Memory Booster ([www.lucid-research.com](http://www.lucid-research.com))
- Brain Booster
- Fizzy's listening game (info: carrying words: cushions, beanbags etc)
- Fizzy's tunnel game (two chairs, play tunnel: sequences)
- Donna's game (taking objects in sequence: naming & placing)
- Clara's Cat (angry cat; angry, beautiful cat; angry, beautiful, clever cat… continue through alphabet as far as possible)
- I went on my holiday and with me I took…
- Collecting vegetables in supermarket

**Auditory Working Memory Games**

- Listen and draw
- Auditory ‘spot the difference’
- Barbara’s number game: (odd, even, less than, more than, prime number, multiple of, order from lowest to highest… Start with 3 numbers then increase. Remember the numbers later on.
- Barbara’s number game but with words (rhyme, alliteration, synonymy, antonymy, syllables… Start with 3 words then increase. Remember the words later on.
- Listening comprehension (e.g. Thrilling Comprehension [www.ldalearning.com](http://www.ldalearning.com))

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Individual Needs - What works?
Saturday SENCo Workshop 7
If only (s)he would listen!
Rachel Copeland

Early Sound Awareness Games
- I hear with my little ear something that sounds like c-a-t (see also www.ruthmiskinliteracy.com)
- Syllable-clapping games (see ‘I Hear with my Little Ear’ by Liz Baldwin www.lidalearning.com)
- Count the sentences
- Minimal pairs games
- Counting marbles into a jar (eyes closed)
- ‘Good Listening’ posture/posters (PTS)

Language Comprehension and Vocabulary

Language Comprehension
- Visualize and Verbalize (www.lindamoodbell.com)
- Oral Storytelling (Pie Corbett)
- Prediction

Vocabulary
- Pre-teach tricky vocabulary (listen out for...)
- Explore phonic properties of new word
- Mind maps (meaning)
- Use new word ten times

Concentration & Motivation
- Create a quiet classroom when expecting children to listen: www.caslpa.ca/english/resources/noise_in_classroom.asp#material
- Foster curiosity before listening: (L2L:Paul Ginnis)
- Teach engagement and attention control
- ‘Helping Children Hang On To Your Every Word’ by Maggie Johnson (www.qed.uk.com)
- Increase chance of success with pauses between points, visual prompts, asking pupils to recap etc
- Good listening stickers or 3*** work for listening
- Address distracting emotional problems e.g. via Art Therapy

Hearing Loss

Investigating hearing loss:
- Audiometric screening/full audiometric assessment

Strategies:
- Stand where pupil can see your face
- Sit pupil according to ‘best’ ear (if appropriate)
- Intermittent hearing loss (glue ear):
  - Grommets
  - Nasal Spray
  - Cranial Osteopathy

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And now for your ideas…
Every school is different and we work very hard to tailor our events to suit the context, pupils and particular needs of staff.

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fil.came@learning-works.org.uk
Described as 'a practical manual for assessing individual needs' Baroness Mary Warnock goes further in her foreword and suggests that ‘CAP It All’ is a tool kit 'that all teachers can use'. It is certainly all of these things and much more besides!

The introduction recognises that busy teachers need to identify problems before they begin to interfere with a student’s learning. Not all teachers have specialist training in SEN, but they are required to cater for all students in their classes. This book will enable ANY teacher to work through a process of assessment efficiently and professionally.

Those who are familiar with Gavin Reid’s work will recognise the sound research on which it is based, and those who have worked with Fil Came will rejoice to see so much that is practical and instantly usable!

Clearly organised into 10 separate areas, any teacher can go straight to the section they require by consulting the detailed table of contents.

Specialist teachers will find much within these pages to interest them and support them in their quest to develop excellent specialist practice. There is a superb glossary of assessment terms which is a helpful reminder to us all and a really useful tool when delivering INSET to colleagues. The, resources section also holds a wealth of information particularly for those involved in outreach to parents and carers. The pupil self-assessment section is interesting – exploring ways of encouraging students to take responsibility for their own learning.

CAP It All is excellent. Clear, accessible and so useful. It may perhaps appeal more to those in the primary sector where initial concerns and accurate assessments as early as possible are so vital. However, it will also prove invaluable to those of us who work with older students, enabling us all to keep clear, concise records of student development and progress.

Edwina Cole
SENCo and Head of ALC Stanbridge
Earls School
Romsey.
CAP It All!
Fil Came & Gavin Reid

Fil Came is leading consultant for Learning Works®, having previously been a teacher, Research Fellow at Bristol University and later an SEN adviser. Dr. Gavin Reid is an experienced teacher, author and international speaker. This book aims to be a practical manual for assessing individual needs and can be used as a resource bank for busy teachers, learning support staff and SEN co-ordinators who work with pupils who have learning difficulties. Its purpose is to assist the process of identification and assessment of pupils who are beginning to cause concern, due to their lack of progress in learning so that remediatory strategies can be applied to help reduce the problems.

Ten sections in the book explore the following:
- **Initial Concern**, outlines initial assessment and where to find information and evidence. Useful proforma are included.
- **Formal Assessment** examines standardised tests and advises which ones to use.
- **Informal Assessment** helps to gather information about/from the pupil. Helpful tick sheets and checklists are included.
- **Assessing Literacy Skills** advises on checks to make such as, pre-reading skill, phonological awareness, vocabulary, reading strategies used, spelling and writing.
- **Assessing Maths Skills** helps to identify concepts where difficulties are common, such as the counting system, vocabulary, syntax and the four rules.
- **Monitoring Behaviour** has checklists and assessment sheets to help record behaviour patterns over time.
- **Pupil Self-assessment** sheets help pupils to realise what type of learner they are and how they feel about their own learning.
- **Planning to make a Difference** advises on targets and Individual Educational Plans.
- The book concludes with useful websites, lists of resources and support groups.

All resource material is written in accessible language, ensuring qualifications in SEN are not required to fully access this solution-focused manual. Those working with pupils with SEN in all phases will find this a brilliant resource.

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