

Suggestions for enhancing the listening environment

- Provide preferential seating. Seat the student near the primary sound source. Allow flexibility in seating to achieve the preferential seating advantage. The middle of the class towards the front is a possibility or at the front and to the side favoured by the teacher for main instruction giving. This enables the student to access both visual and auditory information more easily and turn to see peers during discussions.
- Avoid seating near noise sources. Place the student away from competing or distracting noise sources such as outside noise or equipment in the classroom.
- Acoustical modifications may be considered to create a good acoustical listening and learning environment (e.g., carpeting, curtains, rubber stoppers on chair/table legs, felt fabric circle at bottom of pencil containers and other sound absorbing materials).
- Speak in a clear, well-modulated voice. Be careful not to over-articulate.
- Discuss the difference between listening (active process) and hearing (a more passive process) – ‘I can hear but that doesn’t mean I’m listening’. Explain how to be a good listener.
- Try not to talk when your face is not visible to the class or your back is to the class, i.e. when writing on a board or looking down.
- Reduce distractions, both auditory and visual.
- If using a personal or soundfield assistive listening device make sure that it is working before starting the lesson and position the microphone appropriately. Remember to ‘mute’ the system when speaking individually to another child or teacher
- Gain attention before giving instructions and regularly check for attention.
- Encourage the student to ask for clarification.^[1]_{SEP}
- Frequently paraphrase or summarise key points.
- Encourage self-monitoring and self-regulation.
- Give positive feedback.