



STRATEGIES TO DEVELOP LISTENING SKILLS & RECORDING SKILLS HANDWRITING

To assist listening skills and auditory recall

- When addressing pupils, get their attention by saying their name.
- Then give them the information you want them to hear.

- Tell the child how many instructions you are going to give.
- Then give instructions slowly and clearly. Repeat if necessary.

- Ask the child to repeat the instructions in their own words so as to check understanding
- Remember some children may only be able to remember one instruction at a time.

- 'Chunk' or break down verbal information into smaller components to assist processing and recall; try not to overload a child with too much verbal information.
- Activities need be broken down into small steps so the child can do each step successfully before moving onto the next stage.
- If the child encounters a problem, it is easy to identify at which step they are having difficulty and break it down further.

- Provide the pupil with a visual mnemonic or picture symbols i.e. picture, written list, diagram, model etc, to reinforce and assist their understanding of instructions.

- If possible provide tape/CD-accompanied worksheets and reading books, especially for key texts.

- Introduce subject-specific vocabulary and meanings of new words before starting a new topic.

To assist with organisation and spatial awareness

- Have an additional laminated copy of the student's timetable kept with a tutor, or in a pre-agreed location where the student can refer to this information.

- Use colours on the timetable to identify each subject at a glance.

- Use a clear pencil case as a 'study pack' for pens, pencils rulers etc.

- At the end of the lesson, a subject teacher may need to prompt the student to put everything away. Using a discreet pre-agreed signal to do this can avoid the child feeling singled out.

- Alternatively, subject teachers may like to ask all pupils to pack away equipment and check they have got what they need for next lesson.

To assist with recording information

- Where possible allow pupil time to record written information at own pace.
- Where appropriate a pupil should be encouraged to use alternative forms of recording rather than continuous prose, i.e.:
 - Bullet points
 - Mind maps
 - Lists and brainstorming
 - Flow charts
 - Spider diagrams
 - Dictaphone
 - Collaborative writing
 - Use of a scribe
- Provide handouts of lesson content.
- Provide a partially complete set of notes whereby the student is given a 'head start' and they are required to complete the information (cloze passages). Fill in the gaps.
- If a pupil has significant difficulty keeping up with notes in class, it may be appropriate to photocopy another student's file with the permission of the student in question and subject teachers agreement, to ensure a complete record of information is obtained.
- Write keywords on the board before lesson begins or provide a key word list.
- Provide a glossary of terms for each subject area, to keep in the back of pupil's textbook.
- If possible provide visual/illustrated word lists, worksheets.
- Encourage writing frames/planners, which help student clarify thoughts and sequence information.
- Access to a word processor/computer for some pupils would help bypass the frustrations of handwriting and slow speed of recording.
- It is important for the pupil to feel confident with technology if this is an option.
- Touch typing is a useful skill. Try Dance Mat on bbc.co.uk or www.doorwayonline.org

For further information, please contact Vbranch House Therapy Department
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