

HELPING CHILDREN UNDERSTAND SPOKEN LANGUAGE.

- **Ensure that pupil is attending** to you before you speak to him/her.
- **Be aware of the complexity of the language you are using.**
Spoken language can be complex in terms of sentence length, structure (grammar) or vocabulary. If a pupil does not understand, consider changing the length, structure or vocabulary to make the language simpler.
- **Be aware of the language demands of a whole class activity.**
Understanding group directions and coping with the distractions of class situations can pose particular difficulties for children with hearing problems. Firstly focus the child's attention, then explain that this information applies to him/her too. Use appropriate language that the child can understand.
- **Check that the hearing impaired child has understood the information,** through reinforcement, revision and questioning techniques.
- **Use a multi-sensory approach,** eg. visual information, pictures, objects, real life experiences to reinforce information given to the pupil.
- If there is a **sequence of commands** to follow, pause between each one to allow the child time to process the information.
- **Encourage pupils to develop strategies to process information.**
Eg. repeat what they have been asked to do; rehearse the instruction silently; identify important words in the instruction.
- Encourage the pupil to **tell you if he or she has not understood.**
Ask the pupil to demonstrate they have understood.
- At times it can be helpful to **emphasise** key words by using slight stress and appropriate non-verbal communication.



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