

LISTENING STAMINA

We get tired listening in a foreign country – our children get tired listening at school.
Let's build up our children's Listening Stamina while they are young!

Think how hard your child has to work in order to listen during the school day.

Build up your child's Listening Stamina to help them 'listen for longer'.

Many deaf children, including teenagers, appear to suffer from 'Listening Fatigue' – let's start focusing upon these skills early so that they can be naturally built up and developed.

We are hoping that if you start working on children's Listening Stamina between the ages of 5 and 11, they are less likely to experience Listening Fatigue when they have to listen for longer as they get older.

Start off listening to sentences in context. Gradually build up to several sentences and then short paragraphs. Try out the ideas provided in LEAPing On with Language.

Reading to my child builds up their Listening Stamina

Probably the easiest way to build Listening Stamina is to establish a routine with your child of reading to them at bedtime.

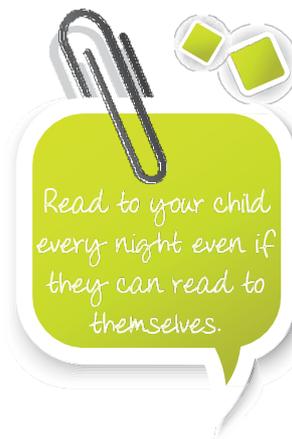
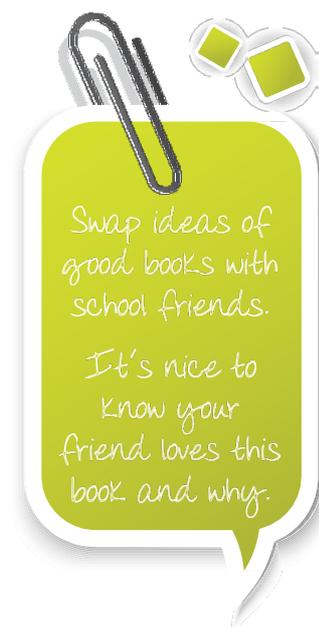
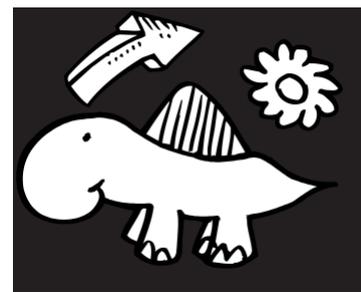
Even if your child can read to themselves, have a routine where you will still read to them. Reading together can form part of your regular conversation time and is a relatively easy way of building up Listening Stamina.

At first let your child follow the text as you read. The next night re-read the last page from the night before without following the text. This means they are listening without text to follow but they know the content of what is being read. Gradually move towards reading to your child while they listen.

If your child is still learning to read to you, re-read the book to them after they read it to you. Sometimes children are working so hard to decode the words they forget the storyline, so to hear an adult read it again is fun. If reading a longer book, take it in turns to read each page out loud.

Read to your child regularly, even if they can read to themselves - why?

- It gives access to a more complex story than they can read themselves.
- It develops imagination and creativity.
- It practices recall of past events remembering the story from last week / yesterday.
- It encourages the linking of ideas and themes.
- It introduces new vocabulary within context.
- It gives examples of ways of writing and describing things.
- It exposes your child to lots of different ways of telling a story.
- It provides detailed sequences of events which intertwines causes and effects.
- It develops concentration.
- It encourages children to 'listen for longer' to flowing speech.



Activities to build Listening Stamina

something to do

ACTIVITY: Commercially available games

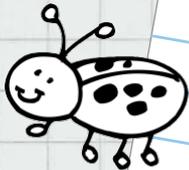
Look out for commercially available games which require you to listen to a sentence or instructions often from a known context.

Examples:

- Guess Who: produced by Hasbro (E.g. Does he have blue eyes?)
- Cluedo or Clue: produced by Hasbro (E.g. I think it was Miss Scarlet in the living room with the rope)
- Battleships: produced by Hasbro (E.g. B3 and C1)
- Dictation: If your child enjoys writing, encourage them to write a sentence you say to them.

Examples:

- Leave a message for Daddy or an older brother for when he comes in. Stick it to the kitchen door.
- Write down instructions of where something can be found.
- Write out the words of their current favorite pop song. This may also help them hear the words more clearly when listening to it.

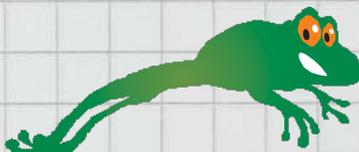


ACTIVITY: Sentence Level Listening

Barrier games are ones where you do something on one side of a barrier (e.g. a screen, book or board on the table between you) and you tell the other person to do the same or to follow your instructions. Either one person leads all the turns and their partner listens for the whole game then you change over for the next game – or you alternate each turn during the same game.

EXAMPLES:

- **Coloring in:** Have the same set of colors and picture each side of the screen. Tell your partner what color to color each section on the drawing. At the end, compare pictures – are they the same?
E.g. Color the boy's hat green, Color the girl's dog brown.



LISTEN WITH YOUR CHILD

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- **Fuzzy Felts:** Have a fuzzy felt board and the same pieces each side of the screen.

Tell your partner which piece to put where. This will require positioning words as you are starting with a blank board.

E.g. Put a boy and a horse on the right hand side of the board.

Put the house in the middle.

Put a fence along the bottom to make a field.

- **Lego or shaped bricks:** Have the same bricks on either side of the barrier. Build the same model on both sides by giving the other person directions.

- **Treasure Maps**

You will need a plastic page wallet and wipe off dry marker pens.

Duplicate sets of template sheets: either a grid of squares or a picture with fixed islands, castles, mountains on it.

Give instructions: You are standing on the Captain's deck. Go 2 squares forward. Go 3 squares right. Go 5 squares forward. You are now on Shark Island. But there is no treasure there (this gives them a point of reference so that if they have gone wrong you can start from Shark Island again and continue correctly. It's also fun if they are right to know that they are on track). Go 4 squares left. Go 2 squares down. Go 1 square right. You are now on the skull tree. The treasure is buried 5 squares right.

Now compare the routes which you have both written down on your plastic wallet.

Rub it off and have another go. You might want to keep the same templates or change to a new one.

Use varied language once you know your child understands it

Right, Left, Forwards, Backwards, Up, Down, North, South, East, West

- **Published Resources:** *Short Term Memory Difficulties in Children – A practical Resource.* Joanne Rudland, Speechmark (2004) E.g. Watch Factory, Picture Frames, Moving House, Colouring Game

Changing sentences in a familiar book.

Use a puppet to read a very familiar book with repetitive phrases. Did the puppet read it right or not?

E.g. *Room on a Broom* Authors: Julia Donaldson & Axel Scheffler, Publisher: Macmillan Children's Books: "Down went the mat ---Is that right – NO Down went the hat!----"

- **Jokes:** Listening to jokes requires your child to listen to short, often familiar sentences over and over again!

Why did the banana go to the doctor? Because he wasn't peeling very well.

ACTIVITY: Paragraph Level Listening

Begin with repetitive stories which have predictable context with pictures on each page, then move onto a key word anywhere in a story e.g. a character's name. Write the word they are listening for down on a card. They hold up the card whenever they hear it. They might not want to say or do anything else if it spoils the flow of the story. If they miss the word then you can show them in the text or lift the card yourself and re-read the sentence. If the child takes a pebble or bead each time they hear it, at the end of the chapter you can count up how many beads they have.



Read a story together, responding to a key word when it is heard.

Think how your child could respond. E.g. have a puppet they hold up when that puppet's name is used. Make a noise or do an action when the target word is heard.

- **E.g. 'Duck' – child says quack quack**

Stuck in a Truck / Captain Duck / Fix it Duck: Author Jez Alborough, Publisher Harper Collins Children's Books

- **E.g. Mouse, Fox, Giraffe, Dog – child makes animal sound or points to a picture card showing all the options**

Smartest Giant in Town: Authors: Julia Donaldson & Alex Scheffler

Dear Zoo: Author Rod Campbell, Publisher various e.g. Puffin books—*listen for an animal name*

- **E.g. Whoosh they were gone**

Room on the Broom: Author: Julia Donaldson & Axel Scheffler, Publisher: Macmillan Children's Books

Respond to a key phrase with an action or symbolic noise, 'and Whoosh they were gone', child says Whoosh with an action.



Read a book or magazine between you

Read from a book your child can read. The adult reads, the child tracks with their finger or visually. You pause and your child tells you the next word.

1. Pause at the end of a sentence.
2. Pause before last word in a sentence.
3. Pause at random in the middle of sentences.

Shared television guide (or something similar with brief descriptions of things)

- Talk about different programs.
- Read out a brief description of the program. Can your child identify which review you are reading from?

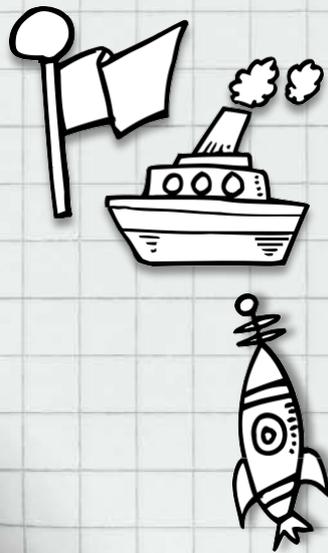
Share a children's magazine together

- If your child can read, stop mid-sentence and ask your child to carry on. Have they followed which word you are up to?
- If your child can't read, ask them to repeat back what you have said. Use one of the speech bubbles for someone talking. Do they use the same expression as you?

Listen to made-up stories

Make up your own story. Be Imaginative!

- Create a character that goes on adventures. It may be family members, it might be a character from a book. Use ideas which relate to your child and their life experiences.
- You can make up different stories or carry on with old adventures and add to them.
- E.g. When I was as small as a pin (*with thanks to Sarah Sharpe for original idea*)
- E.g. When Grandpa was young...
- E.g. When I'm invisible I love to...



Follow a story with pictures

- Many films now have an accompanying picture book which you can get from the library.
- Think of a film you have both watched and get the picture book. You make up the story of it and your child listens and turns the pages. Then it's your child's turn to re-tell the story.

Sketch your story

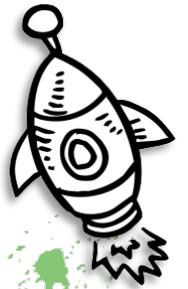
- Start re-telling a film or a story they have seen on TV so that they have a visual memory
- Re-tell the story of a film or television program. This means your child knows the context of what you are talking about. Pause as you tell the story so that your child can write down key words or draw a quick sketch of each main idea.
- At the end ask your child to tell you the story using the sketches.
- Once confident, move onto a story you haven't necessarily seen first.



QUESTIONNAIRES

At the end of each main section (Listen, Expand, Achieve, Promote) you will find two questionnaires.

- The first questionnaire encourages you as parents to think about the particular area and what you can do to help.
- The second questionnaire looks at your child's strengths and needs.
- Please fill out both questionnaires.
- They aim to help you identify areas to be aware of for both you and your child with possible action points. They should provide you with useful information and a profile of how you and your child are changing over time.
- Look at your responses. Choose 1 or 2 things to focus upon from each questionnaire. You'll find something will jump out at you. If nothing does, use the questionnaires from another chapter. Re-do the questionnaires periodically to re-focus you.
- If you are unsure about filling out the parents' questionnaire, ask a friend to do it with you.



NOTE:
Questionnaires
located in the back
of the folder.

