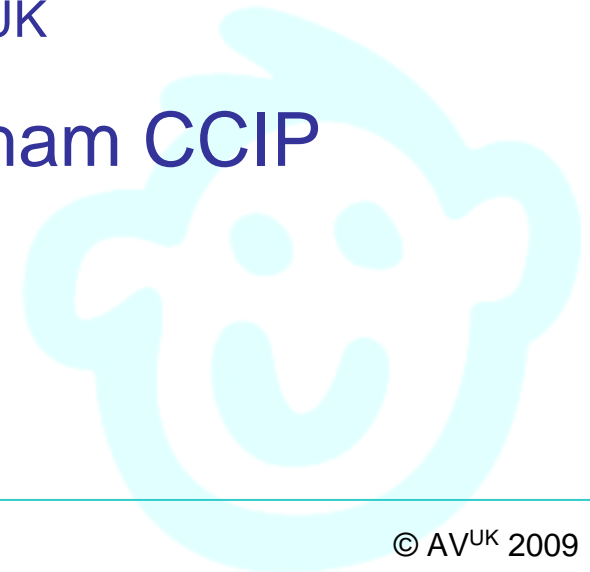


Listening to think to learn

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A child who CAN hear speech will learn through thinking if..

- The people she's interacting with know that she has ideas and thoughts to share and that they can share theirs with her too
- She has interesting things to think about
- She has time and opportunity
- She experiences success



Non-verbal communication is meaningful

It is the clue as to what thoughts need to be
translated into words



Video



Using the child's "think bubble"

- Observe closely
- Model the words
- Use strong non-verbals
- Use acoustic highlighting
- Coach the parents



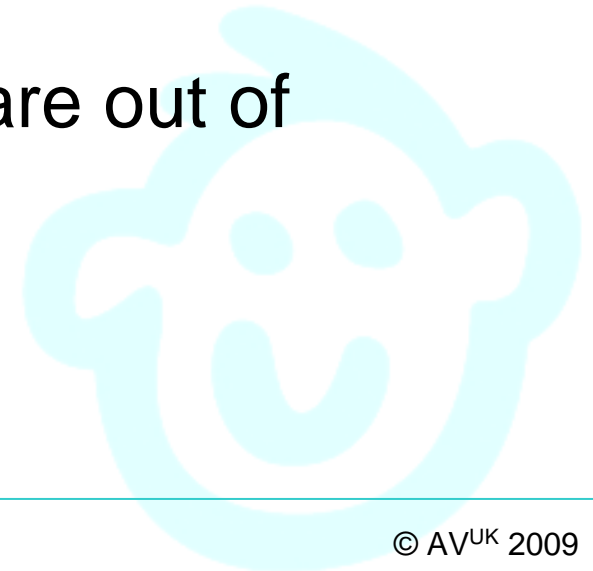
Video



Typical hearing = synchrony

With impaired hearing..

- Auditory attention engages all of your brain
- Language and chronological age are out of synch
- Auditory processing is slower



Video



Real verbal information

- Is not bound by context
- Is totally “portable”
- Requires verbal processing and a verbal response



Video



Conversation =

*“Informal exchange of ideas by spoken words”
(OED)*



Auditory memory

The words need to be firmly established in an organised way, so they are available for use in any context. We need plenty of **verbal rehearsal**



Video



Learning comes from
process
not
outcome



Video



Summary

- Processes drive thinking, and thinking drives verbal learning
- Problems need verbal solutions
- Adults need to provide structured experience



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