

## Listening and Learning

Listening is a means to learning

“A child must be provided with opportunities to learn the meaning of incoming sounds. The focus is not on pointless isolated auditory training sessions that occur twice weekly for 20 minutes but rather on integrating listening skills and spoken communication into daily life.” Carol Flexer and Catherine Richards; Strategies for facilitating learning & listening; Chapter written by Carol Flexer “Facilitating hearing & listening in young children”.

Family intervention should not aim for formal lessons but at optimising events for listening and language; any one-to-one sessions should be at calm times of the day when the child is alert and the focus should be on the interaction not the activity. This approach should continue in school. The vast majority of deaf children are educated in mainstream classrooms where listening and language skills are vital to access the curriculum, participate in group activities and benefit from the social aspects of learning together.

Early, thorough, ongoing audiological assessment is a “given” and ongoing rigorous audiological management is essential:

Maximum use of residual hearing requires appropriate amplification, expertly programmed for the child, properly checked & maintained, with the acoustic environment managed so as to maximise Signal-to-Noise ratio; thorough evaluation of the impact of these devices and review of the need for additional / alternative assistive devices should be ongoing.