
Listening

Student: Withdrawn

Instead of listening attentively, a withdrawn student could be daydreaming, gazing out the window, doodling, or dozing.

ENVIRONMENTAL ASSESSMENT

Determine if there are obstacles in the environment that prevent the student from effectively listening. Does the child have a hearing impairment; has his or her hearing been checked recently? Is the speaker placed too far from the student to be heard audibly? Is the level of difficulty of the information to which the student is attending on the student's ability level? Are there visual and/or auditory stimuli in the environment (noises, movement) which interfere with the student's listening? Is the student involved in another activity (putting away materials, looking at materials, talking to another student) rather than listening attentively? Could the distracting visual or auditory stimuli be reduced to assist the student to focus on the speaker? Could the teacher use a pre-determined signal to alert the students to upcoming announcements, directions, instructions, etc.? Could concepts be presented one at a time to facilitate the student's understanding of the information?

Some examples of reducing environmental obstacles are: decreasing the amount of stimuli to which the withdrawn student may be attending by having the students clear their desks or work areas of pens, pencils, and papers before a listening activity occurs; having students focus directly on specific instructions or prompts from the teacher; and making instructions precise and concise.

After determining if environmental obstacles prevent the student from listening, determine if the student is not **able** or **chooses** not to listen.

INTERVENTIONS

Student CAN'T

If the student cannot listen attentively because he or she lacks the prerequisite skills and/or strategies, the focus of intervention will be on teaching the student strategies for listening.

Intervention 1: Teach the student to identify alternative behaviors and strategies to use when he or she is expected to listen attentively, including:

1. repeating to him or herself the information which he or she just heard, in order to remember the important facts;
2. taking notes relative to oral directions and/or instructions;
3. using specific listening skills: stop working; look at person delivering questions, directions, or instructions; think about what is being said; say yes or nod head; and ask questions to find out more about topic being discussed.

A withdrawn student often reacts to listening situations by not attending. He or she may be daydreaming, gazing out the window, or staring at a particular point on the wall. A withdrawn student should be taught specific listening strategies to assist him or her to focus attention on the speaker. These strategies would be to look directly at the person speaking, repeat to him or herself what was being said, and think of questions pertaining to the topic being discussed. A withdrawn student can also be encouraged to ask the speaker to repeat the directions or instructions.

Intervention 2: Provide models, through teacher demonstration or small groups of selected peers, of the behaviors to use when listening. Provide opportunities for the student to see the teacher and/or peers deal with simulated and real life situations where the teacher or peers are required to listen. When real situations occur which involve a student in effectively listening, emphasize to the student these prosocial behaviors.

In order for a withdrawn student to learn effective listening skills, he or she must have the opportunity to observe others effectively listening. Provide a withdrawn student with models who effectively listen in simulated and real life small group training sessions. For example, when a peer clearly models how to listen and follow through on teacher directions, be sure to point out these prosocial behaviors to the withdrawn student. In order to enhance the modeling effect, choose peer models who have high status for a withdrawn student. Provide short, clear examples of model listening behaviors, be sure the peer models are socially reinforced when they exhibit these behaviors, and be sure the withdrawn student is socially reinforced when he or she exhibits the same behaviors.

Intervention 3: Provide the student with the opportunity to practice effective listening behaviors

in role play and real life situations. Socially reinforce the student for practicing behaviors which demonstrate effective listening.

Once the withdrawn student has had the opportunity to observe peer models demonstrate effective listening behaviors in both simulated and real life situations, provide the student with the opportunity to practice these responses in small group role play and real life settings. Be sure a withdrawn student is socially reinforced when he or she imitates these appropriate behaviors.

Intervention 4: Directly socially reinforce the student for instances when he or she uses effective listening strategies.

Provide social reinforcement to a withdrawn student when he or she spontaneously displays effective listening strategies (“Tanya, I saw that you were watching Anna very carefully as she read her report. You were able to tell me exactly what she was talking about. That was great listening!”).

Intervention 5: Teach the student how to control, through self-monitoring, self-evaluating, and self-reinforcing, the use of effective listening skills. The student could record his or her responses to times when listening is required.

Have a withdrawn student keep a record of when he or she listens appropriately and inappropriately.

Record Card BB

Listening Skills	
Answer the following questions in as few words as possible	
Was I listening?	Yes/No
How do I know I was listening?	
Where was I looking?	
What was I doing with my hands while I was listening?	
What were some of the important points of the information stated?	

Once a withdrawn student is successfully monitoring his or her responses to situations requiring effective listening, the student can be taught to both self-evaluate the appropriateness of these responses (“I missed the directions to the next assignment because I was looking out the window. Now I don’t know what I’m supposed to be doing. I should

have been paying attention.”) and self-reinforce his or her appropriate responses (“Mr. Krueger told us this story in English class, today. Boy, am I glad I listened all the way to the end, because it had a great finish.”).

Student WONT

If the student has the skills and strategies necessary to effectively listen, but chooses not to, the focus of intervention will be on providing motivation to the student to effectively listen.

Intervention 1: Provide the student and his or her peers with a clear set of school rules and expectations that failure to listen will not be permitted. Natural consequences should be allowed to occur as a result of the student not choosing to listen effectively.

When a withdrawn student has the necessary skills to listen effectively, but chooses not to use these skills, the teacher and other school personnel must allow natural consequences to occur which are the result of the student’s failure to listen (“Vince, the answer to the problem is 3. You should be paying closer attention. You won’t pass the quiz unless you pay attention.”).

Intervention 2: Use the model teaching strategies (identify, model, practice, reinforce, and self-control) to review for the student the expected behaviors for effective listening.

If a withdrawn student chooses to continue reacting to situations requiring attentive listening by engaging in other activities, he or she should be retaught how to listen. This means that the student will be: identifying strategies for effective listening, having the opportunity to view models using these strategies, practicing these listening strategies, being reinforced by the teacher or other school personnel for displaying appropriate listening skills, and learning to self-monitor, self-evaluate, and self-reinforce his or her own use of these prosocial skills.