

Short Term Auditory Memory (STAM) and Auditory Processing

This *may* show up in understanding and judgement of such things as:

- concentration or attention
- following instructions
- organisational ability
- daydreaming, vagueness
- information processing

The student may have difficulty with:

- acquisition of new knowledge
- following instructions
- remembering multiplication tables, telephone numbers, information from messages
- slow writing - dictation
- recalling details in reading
- narrative organisation, telling a story in logical order.
- word finding in spoken or written language
- social functioning/ interactions

Suggested support strategies

- alerting the student to listen before beginning the message
- using short, grammatically simple sentences for instruction & explanation
- giving time to process each sentence, before introducing the next
- checking that important instructions have been understood
- chunking information into short meaningful units
- chunking words to enhance learning to read, easier to "hold" b-end (2 parts) instead of "holding" b-e-n-d (4 parts)
- a look & say or visual approach to reading is useful
- using whole word recognition to build up sight vocabulary
- using syllabification, breaking a word into syllables (for – get – ful)
- teaching of digraphs so they become automatic ch, th, ck, sh
- revision and repetition supported by concrete aids for numeracy
- setting clear manageable goals and expectations which promote success
- developing routines to replace some instructions
- believing the student if they say they don't know or didn't hear - repeat information without impatience, avoid terms such as lazy, daydreamer.
- giving special attention to the building up of self esteem, praise regularly.
- general knowledge and verbal language may far exceed their ability to communicate through writing and reading. Tape recorders may be an invaluable aid. Eg. Dictating stories, and assignments on to tape.

Continued...

Strategic Listening Strategies

A pathway to improving auditory ability & oral language development

- Tongue twisters - recite tongue twisters and ask students to identify the common or recurring sound. Allow children to make up their own tongue twisters.
- Rewriting nursery rhymes, change the rhyming words
Eg. Humpty Dumpty sat in the car.
Humpty Dumpty had to go far.
- Chinese whispers and I went shopping and I bought...
- Retelling sentences, passages, stories in own words
- Word banks - ask children to say a word related to a particular theme, letter cluster... Create family word banks, built through analogy, concept words
- Effective listening (listening to stories on the listening post with no visual cues. Instruct the student to use their listening skills.
- Listening to stories, paragraphs, sentences and orally suggest synonyms and antonyms, paraphrase, create questions that will be answered by the text.
- DEAL - "Drop Everything And Listen"
- Use oral questioning structures -who, what, where, when, why, how
- Rigby Collection - a collection of listening activities for middle and upper primary students
- Spot the difference - students have to orally describe their picture, a partner has to ask questions to 'spot the difference' between their pictures.
- Oral instructions - Eg. 'How to draw a house'
- Puppet shows
- Semi-structured dress ups - Become a character
- Listening to a variety of grammatical structures (poetry, non-fiction, fiction...)
- Oral presentations

** Use these Strategic Listening Strategies & the Oral Language Strategies to target both expressive and receptive language and Short Term Auditory Memory (STAM)*