

Walk About Notes

Table Topic (ECC Area): Compensatory Skills-Listening Skills

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Lesson Ideas, Materials, and Resources:

- Learn to Listen/Listening to Learn, Barclay, AFB - resources from elementary, middle and high school and different age and academic levels
- Practice reading and highlighting main ideas, proactive approach
- Using device in classroom, recording teacher and identifying main points afterward - helps to point out what student might be missing while listening
- Using telephone/rumor game to pass along information to identify how information changes as you pass it along through your peers (fun way to practice listening skill)
- Pairing listening with reading, stamina is low because student is primarily auditory, using audible books and using active listening to stop and rewind in order to identify main points
- Autism students, making note taking process, using colors and other organization constructs to take notes, STAAR tactic
- Taking notes can sometimes hinder your listening. Work with students on how to effectively listen (for main ideas) and either write or record these.
- VI students need to learn to hone their listening skills, auditory modality, computer training
- BOP, Based on Patterns series, use teacher's manual to read story with questions for early elementary students, listen to story, answer questions for reading comprehension
- Low vision students use audio books, working on JAWS reading comprehension specifically to accustom themselves to the sound and using the AT
- Answering questions and writing summaries while listening to audible books, using active listening - taking information you hear and turning into another format, teaching student how to process audibly and creating notes
- Start with title and dissect and hypothesize what the story will be about, predicting

- Taping lectures, using playback and using keywords to keep student engaged
- Teach them how to record a lecture, using active listening techniques (write down crucial points, stopping the recording when speaker goes off or repeats same point)
- Consult with a speech language pathologist to help provide ideas in extrapolating ideas from listening and reading assignments, collaborate, SLP can direct to resources, discuss process of listening
- Noise and control of the auditory environment - how to you teach student to deal and focus, reinforcing classroom not to single out VI student, background noises fatigue listener (an auditory trainer can help with this)
- Pre-teach the salient vocabulary to create understanding, then highlight these keywords while reading, highlight print while listening to the audible book
- Teach an understanding of cues to show transition, i.e., Pauses, to help chunk the information
- learning about tones - statement vs. question, when people are lecturing
- build up auditory memory by doing short sequence stories
- Learning Ally for audible book resources
- First, evaluation to learn current strengths in listening skills, reading comprehension
- Elementary students, literally act out book to decipher theme, and main points from book
- SoundNote, iPad app to allow you to take notes simultaneously while recording lecture, connects typed words to place in recording, available from the app store
- VI Students have trouble going back and reading their own notes because their handwriting is difficult for them to read back
- LiveScribe smart pen to create notes and have them read back to students
- Use partially filled in worksheets/templates to allow students to follow along and fill in the blanks - helps to keep students focused, Cloze procedure
- Mapping, Creating visual to go along with auditory information
- Sharing and re-telling story to others to help with comprehension
- Start with easier materials and progress them into harder materials
- Work in small pieces, to build up tolerance for audible books

- Allow students to move and stay active while listening, to help them focus
- Using note taking and book in print to highlight keywords, while listening to audio book
- Error-less Learning, Gibbs, present material to student in a way that is open and positive and allow them to re-share that the teacher
- Use Digital Recorder to record lecture, sit down with teacher to break down the important pieces and key points
- Teach students to identify elaboration and tangents to avoid recording unnecessary materials - lesson
- Start with vocabulary words to interpret level of listening skills and comprehension
- Listening materials - debates, readings, lectures, other audible resources
- Allow student to have access to notes ahead of time and observe them highlighting and following along
- Study Skills Materials with note taking information
- Teach them to follow cues, i.e., listing, pointing out an area of importance, length of focus on topic, giving examples
- APH tapes on Listening and Thinking - environmental sounds... these aren't helpful for students beyond preschool/kindergarten
- High school students have a learned helplessness for note taking, white out important notes with worksheets and created a fill in the blank to help them focus
- Award students for taking some notes with actual class lecture notes
- Book Share for audible books
- Start with auditory materials early on to help them get used to auditory information
- Get hearing checked to help assessment
- Jerry Johns - Basic Learning Inventory, listening levels component
- Assess computer skills of VI students for AT
- Pairing book and audio book for note taking and highlighting
- Auditory is helpful for visual fatigue
- Google Chrome SpeakIt AT software

- Note sharing with classmates