Attention & Listening

Adapting the learning environment for children with limited Attention & Listening

Resources to support:

- **Use active listening cards.** Active listening cue cards are pictures which illustrate the different things children need to remember to do to help them listen well. These are sitting, looking, thinking and taking turns. When the child does one of these things well, the adult shows the child the relevant cue card and praises them using specific language (e.g. 'I can see you're listening because you're looking at me'). The picture helps the child to understand what they've done well and the praise motivates the child to continue listening. **(See advice sheet AL-01 for resources)**
- **Create a 'good listening' poster** with the children and the children are referred to this.
- **Modify the classroom environment.** Seat children who find attention and listening challenging towards the front of the classroom. reduce background noise as much as possible.
- **You can use a carpet square or a chair** for those children who struggle to sit on the carpet.
- **Use count-down strips** so children know what is expected of them.
- **Use timers** so children recognise how long the activity will last for.
- **Visually** show that activities have a clear start and finish.



- **Use 'now and next' boards.** Use pictures to show what the child is doing now and to then show what they will do next **(see advice sheet US-01B)**
- **Reward Charts.** Reward charts can be introduced to reinforce a particular active listening skill. Children respond well to reward charts, as charts are visual and they can clearly see how well they are doing. The adult should tell the child why they are receiving a sticker on the reward chart, e.g. 'Sam you have been trying really hard to do good sitting today', 'John you have been doing really good looking' etc. Use the cue cards to show the child what they have been successful in. **(See advice sheet AL-01 for resources)**

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