

INTRODUCTION

Students with language-learning disorders often have difficulty processing auditory information during classroom listening experiences. They may experience difficulty attending to auditory stimuli, recalling what was said, or comprehending the information presented. Activities to facilitate the development of listening skills should be an important part of the classroom language curriculum.

Skill in processing auditory information requires more than the ability to maintain attention. Students who sit still and focus their attention on the teacher are not necessarily "good listeners." Effective listening requires the ability to listen for a purpose and to adapt one's listening strategies to the demands of the situation.

Language Exercises for Auditory Processing (LEAP) can be used to strengthen listening, speaking, and reasoning abilities as children process auditory information in a variety of ways. The activities are designed primarily for children between 4 and 9 years of age who demonstrate difficulty processing auditory information and using language effectively. Verbal reasoning skills that are critical for success in the classroom language curriculum are emphasized. This book should prove to be especially useful in programs for children with communication disorders.

Organization of LEAP

The book is divided into four sections:

1. *Exercises in Listening and Thinking.* The activities in this section require students to process auditory information as they answer questions, identify relationships between concepts, identify errors within statements, make inferences, identify rhyming words, explain absurdities, use contextual information, and perform various other language tasks.
2. *Picture Worksheet Activities.* All of the activities in this section relate to the pictures on 10 reproducible worksheets. Each picture worksheet shows a

character (person or animal) surrounded by six objects. Students are asked to identify words on the worksheet from descriptions and to follow oral directions for completing the worksheets. Tasks are also included in which children listen for specific information, complete sentences, add endings to unfinished stories, and construct sentences. All of the tasks require the student to make use of auditory information presented by the teacher.

3. *Listening for Story Details.* This section includes 21 short stories that are presented orally to the student. After listening to each story, sentences relating to the events of the story are read to the student. These statements all contain incorrect information about the story. The student's task is to identify and correct the errors in each sentence. The student is then asked to retell the story.
4. *Sequencing Stories.* The 10 stories in this section are each represented in four pictures. The pictures are presented in random order on the reproducible story worksheet that accompanies each story. After listening to each story, the student is asked to respond to questions, to complete sentences related to the story content, and to retell the story. The student is also asked to sequence the pictures in the correct order. The Appendix includes pictures that can be reproduced to create sequencing cards.

Use of the Activities

LEAP includes a wide range of activities and, therefore, can be used with students who demonstrate difficulties in a variety of areas. Prior to presenting the activities, it is important to identify the specific learning needs of the student. Although formal tests can provide useful information, it is also important to examine performance in the classroom setting. Questions such as the following should be considered:

1. Is the student able to maintain attention during classroom listening experiences?
2. Is the student able to remember and understand information presented during classroom listening experiences?
3. Is the student able to follow classroom directions?
4. Is the student able to respond appropriately to questions?
5. Is the student able to sequence information heard within the classroom?
6. Is the student able to listen effectively for a variety of purposes?

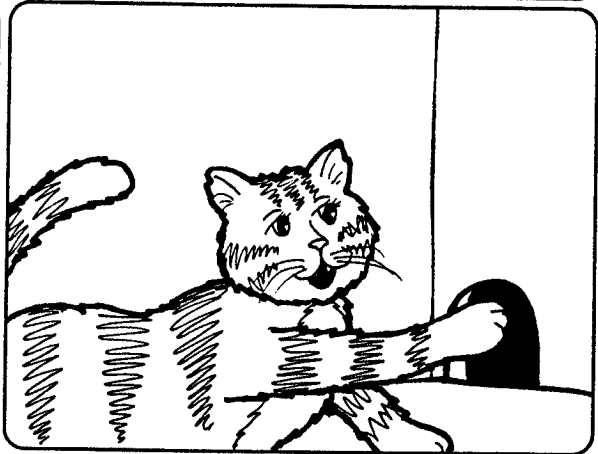
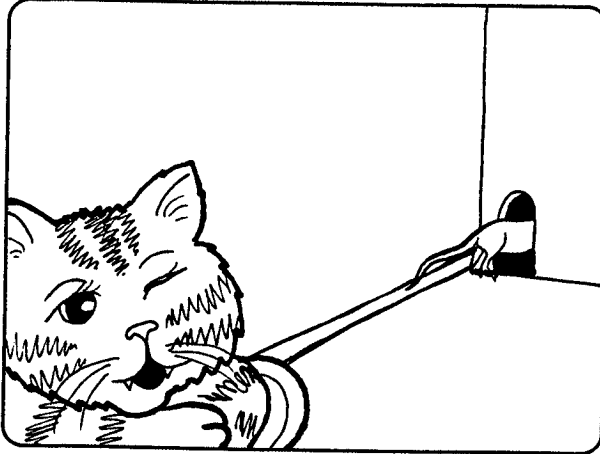
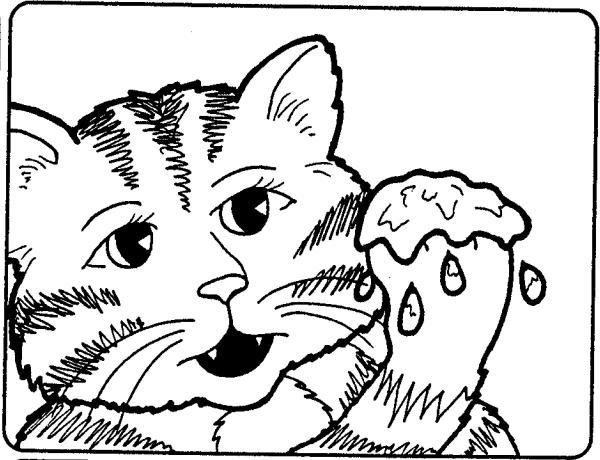
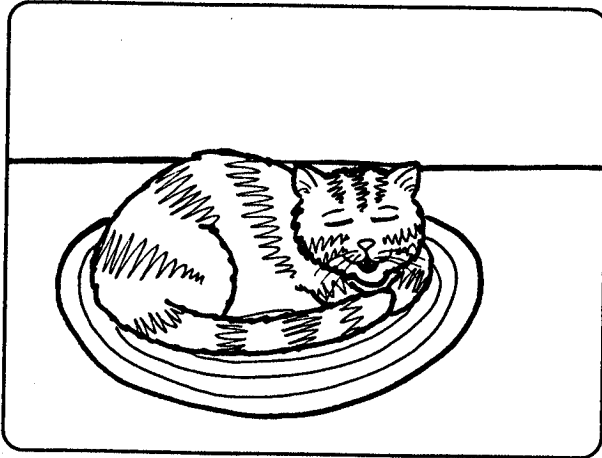
It is also important to consider how the student's listening behavior changes under different types of stimulus conditions within the classroom. Children with memory problems, for example, are likely to experience difficulty if too much information is presented within a short period of time. Children with vocabulary deficits, however, may

perform poorly because they do not understand what is being said. The uniqueness of each child needs to be considered in planning an effective instructional program.

All of the record forms in this book may be reproduced for use in instructional programs. The materials should prove to be especially valuable when speech-language pathologists, classroom teachers, and family members work as a team in program implementation.

In writing *LEAP*, an effort was made to create challenging and enjoyable activities for children. Teachers are encouraged to be creative in their use of the activities. The individual activities, for example, can be turned into "games" by placing individual task items on game cards and using these cards in conjunction with a gameboard and spinner. Allow the student to spin the spinner following each correct response.

Now let's *LEAP* into an exciting and challenging adventure that your students will enjoy! It is our hope that *LEAP* will prove to be beneficial to students in your instructional program.



Instructions: Ask the student to number the pictures in the correct story sequence. Record the student's retelling of the story in the space below:

ACTIVITY I-10: ANSWERING QUESTIONS ABOUT SENTENCES

Student: _____

Date: _____

Instructions: A sentence is read to the student. The student is then asked to answer a question about that sentence.

1. Mary bought an apple, cake, and a quart of milk.
What fruit did Mary buy? _____
2. Mr. Smith took Lisa, Carolyn, and Roger to the beach.
What was the name of the boy? _____
3. Don opened the refrigerator and saw cheese, milk, and bread.
What drink did he see? _____
4. Tom played the drums, trumpet, and guitar.
What instrument did he play that has strings? _____
5. Karen painted a picture of a house, a tree, and a cow.
What animal was in her picture? _____
6. Luisa likes to eat cake, ice cream, and carrots.
What vegetable does she like to eat? _____
7. When Dan opened the box, he found a hammer, sandals, and a notebook.
What tool was in the box? _____
8. Bob left some carrots, celery, and ice cream on the table on a hot day.
Which one melted from the heat? _____
9. Randy took a towel, swimming suit, and a ball to the beach.
Which one did he take to play with at the beach? _____
10. There is a tree, a shovel, and a lawn mower in Danny's yard?
Which one grows? _____
11. Mr. Smith bought a shirt, a towel, and a hat.
Which one did he buy to dry hands? _____
12. Andy's house has a washing machine, stove, and refrigerator.
Which one is used for clothes? _____
13. The hotel served hot dogs, milk, donuts, and orange juice.
What drinks were served? _____

Activity 2-7

A Day with Rusty Raccoon

Following Directions

Materials Needed: Picture Worksheet #7

Instructions: Read each item to the student. The student's task is to follow each verbal direction.

1. Rusty Raccoon was eating one of these for a snack. His mother baked them in the oven. This snack was so good that he wanted to eat every little crumb. Circle the snack that tasted so good. (cookie)
2. Rusty wanted to take some pictures of his new house. He looked and looked for the thing that he uses to take pictures. Color this thing blue. (camera)
3. Rusty Raccoon had a very bad ache in his mouth. He needed to go to a dentist for an examination. Mark an X on the thing that the dentist examined. (tooth)
4. Rusty saw an animal fly into a tree. He took a closer look and saw a nest in the tree. Use blue to color the animal that lives in a nest. (bird)
5. Rusty needed to make a phone call but had no change. He gave this to a cashier and traded it for four quarters. Draw a triangle around the thing that Rusty gave to the cashier. (dollar)
6. When Rusty eats this vegetable, you always hear a loud crunch. This vegetable is light green and it is a healthy snack. Draw a square around this vegetable. (celery)

Listen for the Word

Instructions: Read the story below. Ask the student to raise his/her hand when a word pictured on the worksheet is heard.

Rusty Raccoon was eating a **cookie** and some **celery** for a snack when he saw the most beautiful **bird** in the world. Rusty took out his **camera** to take a picture of the bird.

Just when Rusty took his last bite of **celery**, his loose **tooth** fell out. Rusty put his **tooth** under his pillow that night. Rusty found a **dollar** bill under his pillow the following morning.