



Learning to Listen to Learn: Using Multi-Sensory Teaching for Effective Listening (Lucky Duck Books)

Helen White, Christina Evans

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`What a gem. This book introduces a whole-school approach to an area that has previously been addressed by the speech and language specialists working with small groups.

This approach helps to develop language processing skills by improving the auditory and visual attention skills used

The resources on the CD-Rom will be invaluable for reminding pupils of the skills they should be using to learn to listen. This interactive and fun approach explains the difference between the skills of social listening and listening skills necessary for processing information in learning' - ***TES Extra, Special Needs***

`This book is well designed. It utilizes many strategies speech-therapists use in their clinical work. It is a simple resource that is easy to follow and has had good rates of success when delivered by teachers' - ***Communication Matters***

`The programme should lead to improvements in social skills, learning and classroom behaviour, and it is easy to implement with two teaching sessions and a follow-up booster session. There are comprehensive facilitator instructions and all the resources are provided for these fun and interactive sessions that will engage all pupils' - ***Learning to Learn Newsletter***

This book provides a completely new approach to the teaching of listening. Whilst educators are familiar with assessing comprehension, little has been done to ensure that the input process is efficient. By improving auditory and visual attention during a listening activity the authors demonstrate how the process can be enhanced.

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There are comprehensive facilitator instructions and all the resources are provided for these fun and interactive sessions that will engage all pupils.

The difference between social listening for interaction and accurate listening in a classroom setting is explained. As well as the usual topics: eye contact, body language, acknowledgements etc there is a fascinating section on the neurological evidence for the importance of efficient sitting positions. We expect young people to acquire effective listening skills but it is a complex activity, which benefits direct teaching.

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