



Repeats

- If the child asks for a repeat try to encourage people, even if they are very busy, not to say 'Oh it doesn't matter'. Or soon the child may stop asking for a repeat
- Always take the time to reply.
- Repeat instructions using different wording.

Visual aids

- Make sure children are not just relying on verbal instructions and lipreading
- Make use of visual memory which may be more developed than auditory memory
- Are helpful explaining new concepts & vocabulary and provide a context for new subjects or situations
- Spoken instructions can be made visual by using pictures or by demonstrating what is expected

Improving Communication

Concentration Fatigue

Children with any hearing loss have to concentrate much more to be able to listen and use visual cues. They may get tired more quickly than their peers and have less energy by the end of the day. This is known as concentration fatigue

Children with concentration fatigue may be inattentive, seem withdrawn, or misbehave.

Maintain attention

- Get the child's attention before you start talking.
- Try and keep eye contact
- Be face to face where possible - don't talk when facing the white board.

Speak clearly

- Don't raise your voice or speak very slowly; just speak normally.
- Children get many cues from normal intonation.

Visual Cues

- Remember there are lots of visual cues when you are speaking (e.g. lipreading, body language, gestures) so make sure the child can see your face
- Keep your face well lit e.g. don't stand with your back to the window, don't turn off the lights.