Intervention Sheet
Following Oral Directions

What Is Auditory Processing?

Auditory processing is the brain’s ability to receive and understand the information that is heard through the ears and is more complex than just listening or hearing. A student can have normal hearing but have difficulty processing the information he or she hears.

The student may not have one or more of the following abilities:
- **Auditory figure ground** - to understand a message given in background noise.
- **Auditory discrimination** - to tell the difference between sounds or words.
- **Auditory memory** - to remember what is heard and use it at a different time.
- **Auditory closure** - to supply information that was not heard completely.
- **Auditory synthesis** - to blend sounds together to make a word or tell the individual sounds in each word.
- **Auditory cohesion** - to follow complicated conversations that require an understanding of jokes or puns, making inferences, or drawing conclusions.

When successfully remembering and following oral directions is challenging for a student, he or she may be having difficulty with auditory memory.

Intervention Ideas to Improve Listening

Many strategies can be used in the classroom to improve a student’s ability to follow oral directions. Consider the following strategies to facilitate a student’s processing of language before focusing on isolated skills:

- Get the student’s attention before you give a direction.
- Develop predictable classroom routines so the student knows what to expect every day.
- Provide preferential seating in which the student is close to the teacher’s instruction and away from visual and auditory distractions (e.g., pencil sharpener, windows, designated spot where papers are turned in).
- Give the student visual supports, such as writing directions and information on the board or providing a written or picture schedule.
- Simplify the directions given by using short sentences or chunking the information into smaller parts.
- Refrain from interrupting yourself as you give directions.
- Use a variety of sequence words to aid in the processing of a direction (e.g., first, second, next, then, finally).
- Have the student paraphrase the directions to you before beginning an assignment.
- Analyze the verbal and nonverbal cues you give to let the class know you are giving a direction or saying important information, then explicitly teach these signals to the students. Examples: Do you speak louder? Do you say, “This is really important”? Do you speak more slowly? Do you say “listen” and then pause?
- Use lots of gestures and vary the loudness and inflection of your voice.
- Recognize signs of fatigue and give short breaks after activities that require listening.
- Use praise and rewards to encourage positive listening behaviors. Avoid showing your frustration when the student needs you to repeat the direction or misunderstands the direction.
- Encourage the student to ask questions to clarify or appropriately signal when he or she is uncertain of the direction.
- Enlist the student in helping decide what strategies would best help him or her recall and follow directions.

To help students practice listening skills, use the activities on the following pages to create simple and complex directions.
**SIMPLE DIRECTIONS**

Use the following list of directions to create one-, two-, and three-step directions for the student to follow.

- Count to three.
- Stand up.
- Hop on one foot.
- Point to the door.
- Cross your arms.
- Kick your foot.
- Open this book.
- Count to six.
- Pretend to whistle.
- Get out a book.
- Scratch your arm.
- Clap your hands.
- Walk to my desk.
- Cover your mouth.
- Pretend to cry.
- Shake your head.
- Find a crayon.
- Snap your fingers.
- Pick up your pencil.
- Look at the ceiling.
- Spell your name.
- Sit on the floor.
- Touch your toes.
- Bark like a dog.
- Tap your desk.
- Sit beside your desk.
- Close your eyes.
- Touch your knee.
- Point to your nose.
- Say my name.
- Click your tongue.
- Tell me your name.
- Pat your head.
- Look at the flag.
- Close your eyes.
- Walk to the trash can.
- Name a classmate.

**One-Step Simple Directions:** Say the direction to your student and record (+) for a correct response or (0) for an incorrect response. Present the directions in a different order every day.

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<tr>
<th>One-Step Simple Direction</th>
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<tr>
<td>Touch your toes.</td>
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**Two-Step Simple Directions:** Say the two-part direction to your student and record (+) for a correct response or (0) for an incorrect response. The student must follow both parts of the direction in the order given. Present the directions in a different order every day.

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<td>Bark like a dog, then scratch your arm.</td>
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**Total Correct**  ___/10 ___/10 ___/10 ___/10 ___/10 ___/10 ___/10 ___/10 ___/10 ___/10
**Three-Step Simple Directions:** Say the three-part direction to your student and record (+) for a correct response or (0) for an incorrect response. The student must follow all parts of the direction in the order given. Present the directions in a different order every day.

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<tr>
<td><strong>Point to the door, count to 3, then say my name.</strong></td>
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**Total Correct** __/10 __/10 __/10 __/10 __/10 __/10 __/10 __/10 __/10 __/10
COMPLEX DIRECTIONS

Use the following list of directions to create one-, two-, and three-step directions for the student to follow.

Show me your little finger.
Stand on your right foot.
Hop on your left foot.
Whisper your last name.
Draw a 3-sided shape in the air.
Kick your left foot 3 times.
Open this book to page 4.
Spell your name in a high voice.
Count to six with a low voice.
Name the month you were born.
Name something inside a mouth.
Tell me how old you will be on your next birthday.

Get out your science book.
Scratch your right arm.
Clap your hands over your head.
Walk to a desk in front of you.
Cover your mouth as you cough.
Name something you can drink.
Point to the corner of your desk.
Find a blue crayon.
Hold a book in one hand.
Tell me an animal that starts with the /k/ sound.

Show the bottom of your foot.
Touch your knee with your elbow.
Count backwards from 10.
Tell me the first letter of your name.
Touch your toes with a pencil.
Snap your fingers twice.
Tap your desk with a crayon.
Name something you can drink.
Snap your fingers twice.

One-Step Complex Directions: Say the direction to your student and record (+) for a correct response or (0) for an incorrect response. Present the directions in a different order every day.

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<tr>
<td>Cover your mouth as you cough.</td>
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**Two-Step Complex Directions**: Say the two-part direction to your student and record (+) for a correct response or (0) for an incorrect response. The student must follow both parts of the direction in the order given. Present the directions in a different order every day.

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<tr>
<td>Draw a 3-sided shape in the air, then count backward from 10.</td>
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Three-Step Complex Directions: Say the three-part direction to your student and record (+) for a correct response or (0) for an incorrect response. The student must follow all parts of the direction in the order given. Present the directions in a different order every day.

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<td>Close your mouth tightly, show the bottom of your foot, then name a vehicle with 2 wheels.</td>
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