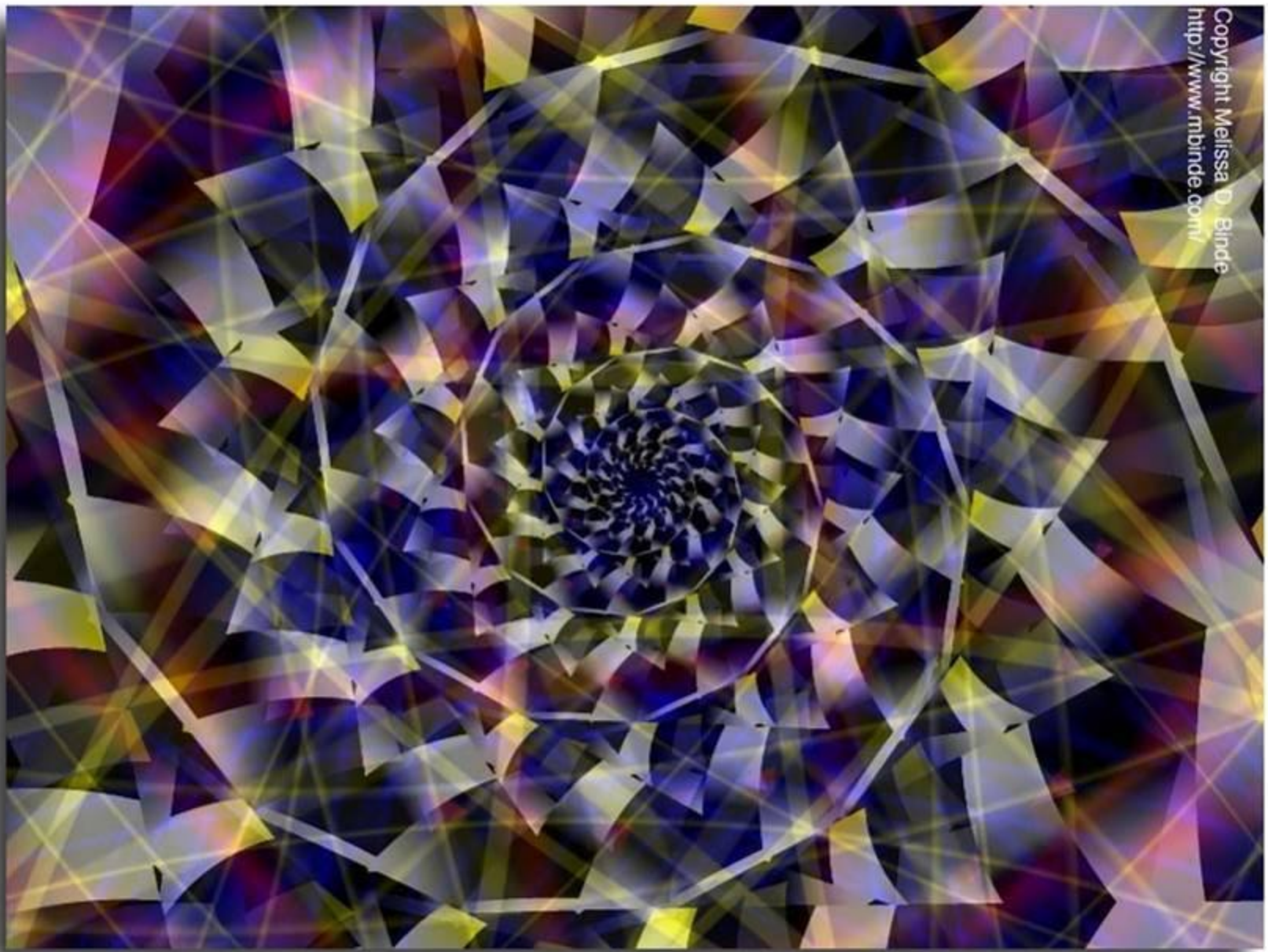


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Resilience, Rapport and Results-

Making Space for Learning

A vision of inclusive practice for LD children

(Sound) Stimulation activates and strengthens neural pathways, whereas un-stimulated pathways atrophy.

Aoki '85, Bellis 02

Facilitator: Kay Distel Listening Consultant

PhD Candidate



The aim of the workshop

To explore the auditory/somatic
connection to learning and stress

Focussing on

Listening /Auditory Processing



What is Listening?

Listening requires action

Hearing doesn't – it is passive

We hear and then choose to listen

Choice may includes either interpretation or repeating back what we have heard

THEN We are Listening!!

Indicators of Poor Listening

- Receptive issues eg. excessively saying 'Pardon' or 'Uh' 'What did you say?' when spoken to.
- Expressive issues- hesitant speech
- Body balance- Poor coordination
- Attitude and Motivation to Listen negative
- Developmental issues- ear infections

What I value in a learning environment

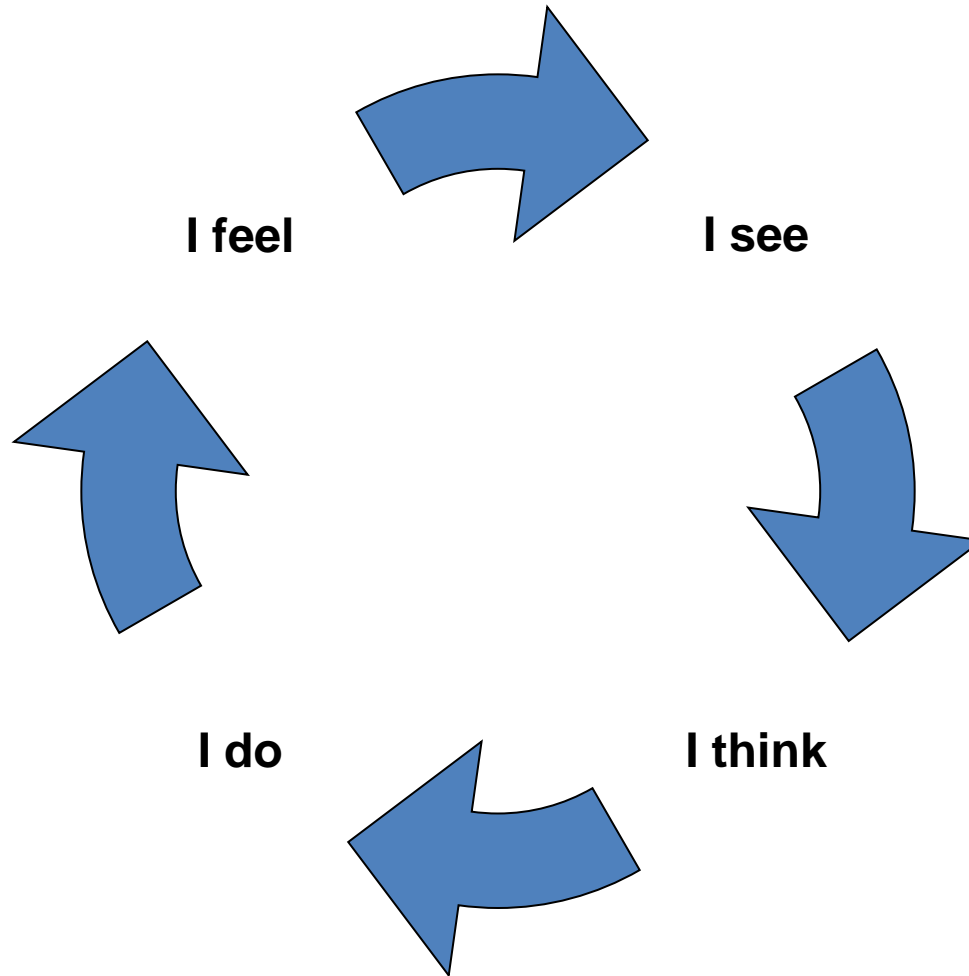
- A hospitable space of challenge and support
- Inclusivity – of learning styles and ‘difference’
- Where conversational learning is the norm
- Respect for learners and their experience-
LISTENING

As a Facilitator I’m:

- Conscious of the developing culture
- Attempting to start at a place within the experience of the participants for the subject



An individual learning process



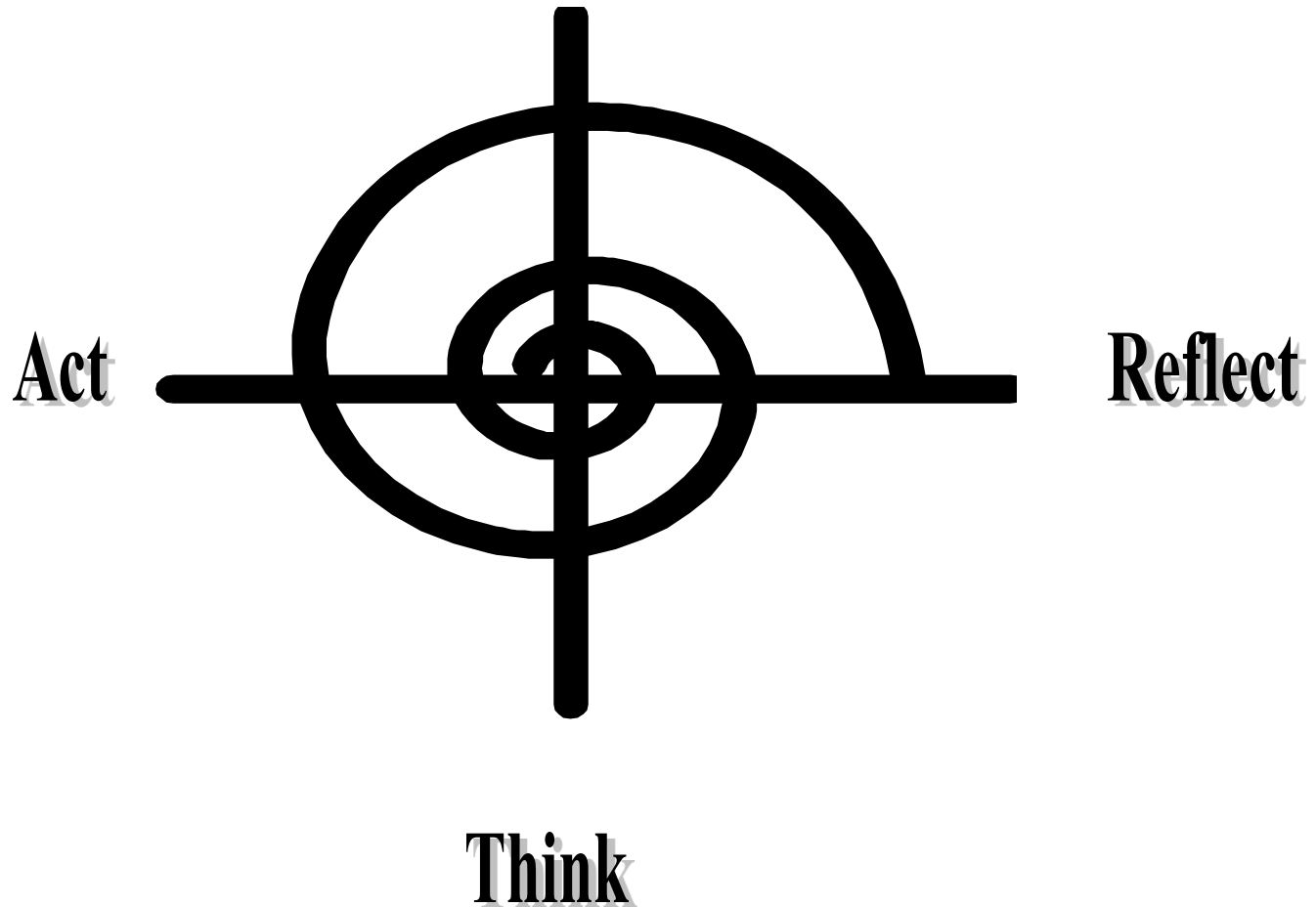
Plan for workshop.

- Presenting a learning model and it's the connection to the brain and body. **THINK!**
- What common perceptions do you notice with LD kids?
- How is perception related to stress and the senses? **EXPERIENCE!**
- How do you feel after these experiences? **FEEL**
- Final REFLECTION as a large group.

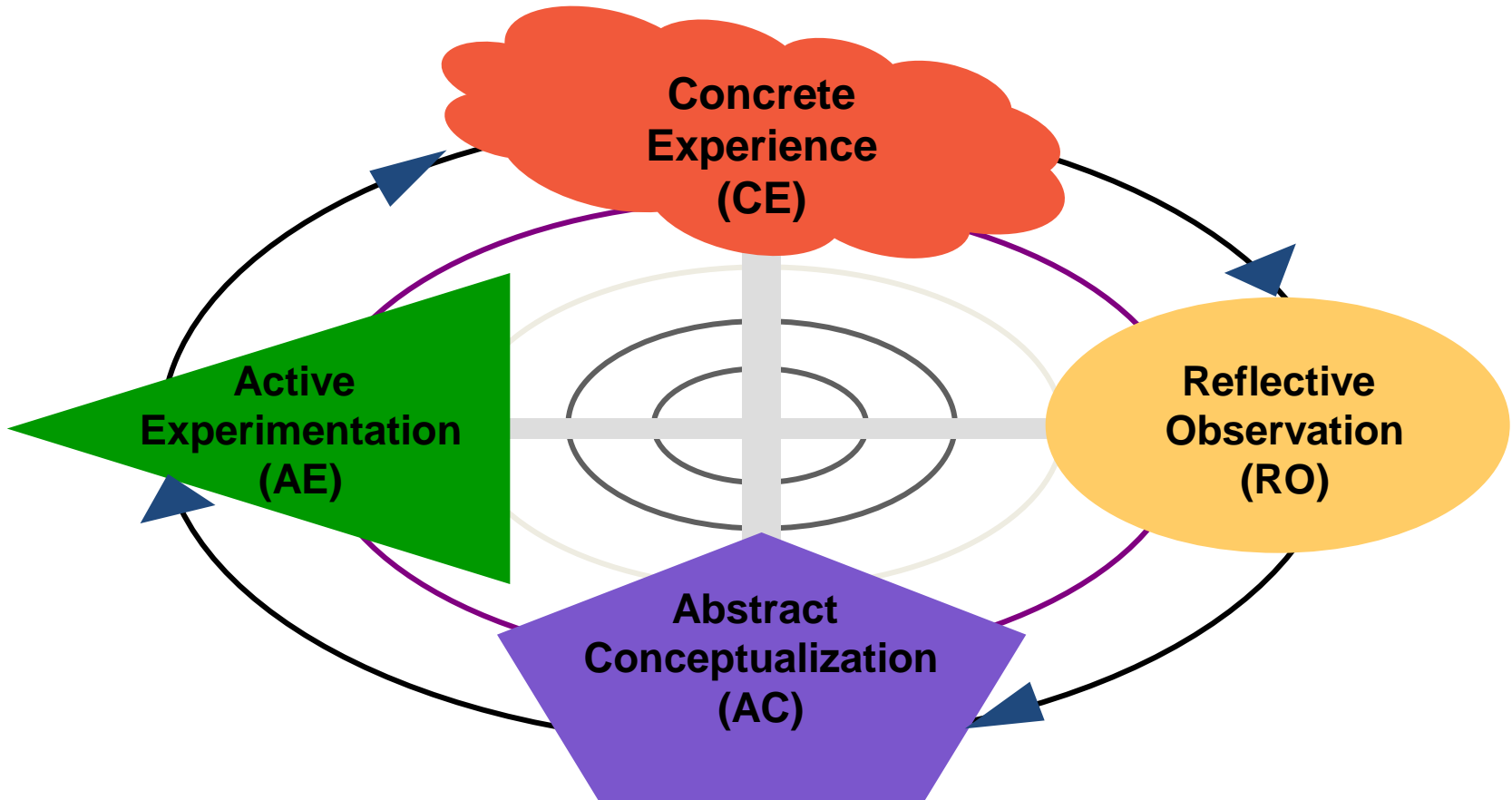
How will you use the information gained back home?

The Spiral of Learning

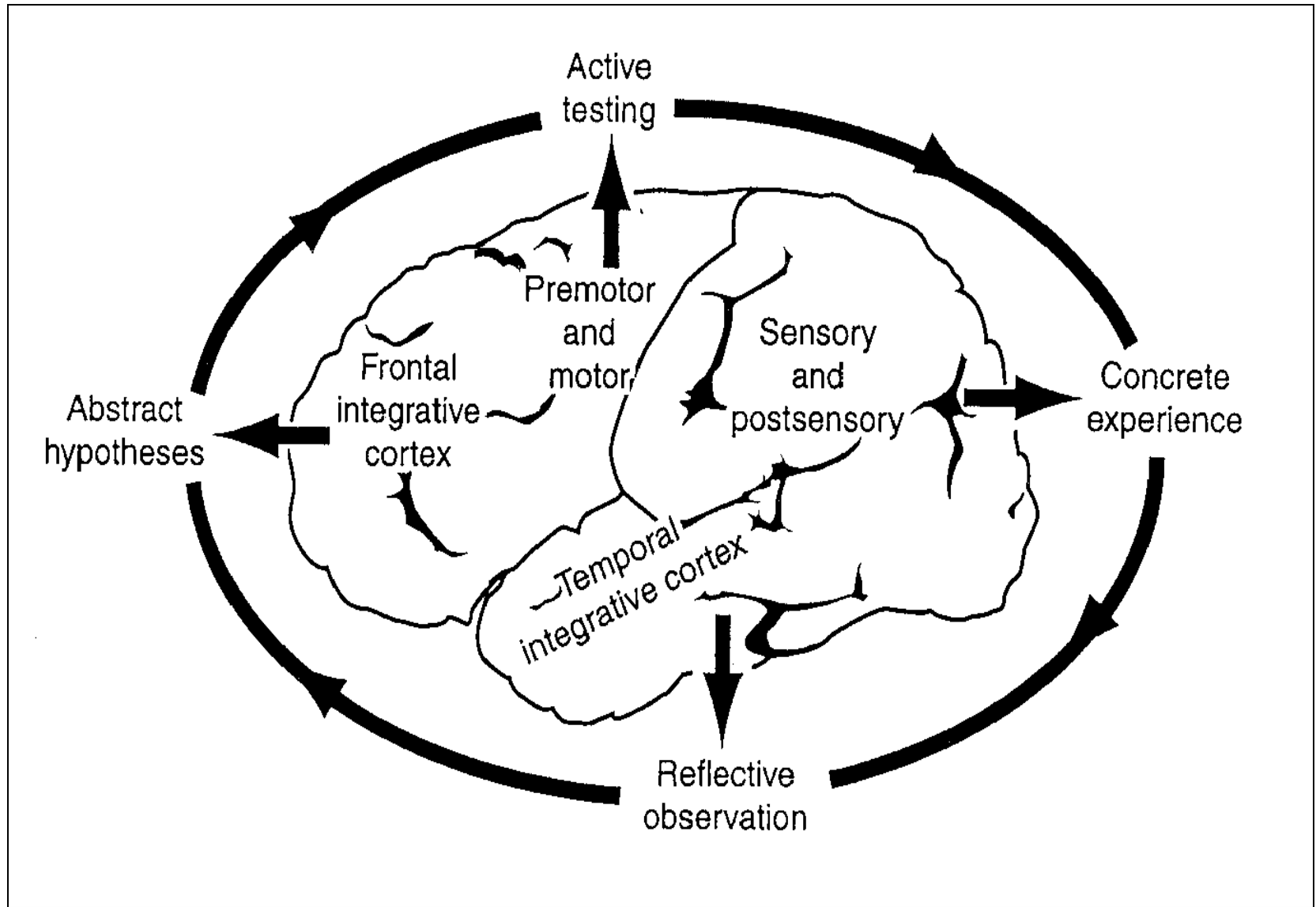
Experience



Experiential Learning



The Learning Cycle and the Brain



Abstract Conceptualizing

PURPLE

Frontal integrative cortex

- Competed the thinking: diagrams which connect the brain research and learning
- Next we connect learning to the perception and the senses.



Reflective Observation

MAIZE color- Temporal integrative cortex

What behaviours do you notice in a learning environment that means learning is not happening?

Eg fidgeting or moving around.



Active Experimentation-doing

GREEN- Pre-motor and motor

- Listening awareness experiences to demonstrate characteristics of stress.



I FEEL –Concrete Experience(CE)

- Salmon Pink-Sensory and post sensory
- How did I feel, observe or think after each experience?
- What is your learning pattern?

Speak in either a small group or to person next to you.



Final points from me

Learning how listening is more than just hearing.

Auditory overload affects all but particularly the LD children.

Regular 'Circle Time' to develop listening, learning, and includes those feeling 'different' –acceptance of self.

Focussed listening develops language!



About Kay Distel MApp Sci (Social Ecology)

- PhD candidate SCU Lismore NSW Subject: Diverse learners in Higher Education
- Private practice using evidence based auditory processing programs for listening, language and learning difficulties, disability and behaviour differences
- Training courses cultural and learning diversity; empowering learners - dialogue, deep listening. Specialised programs for dyslexics
- Parent support through counselling and training



Sound Education

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References:

- Diagrams courtesy of Alice and David Kolb; Keynote address: :Making Spaces for Learning
Enhancing Experiential Learning in Higher Education Council for Adult and Experiential Learning
November 10-12, 2005 More information from www.learningfromexperience.com

