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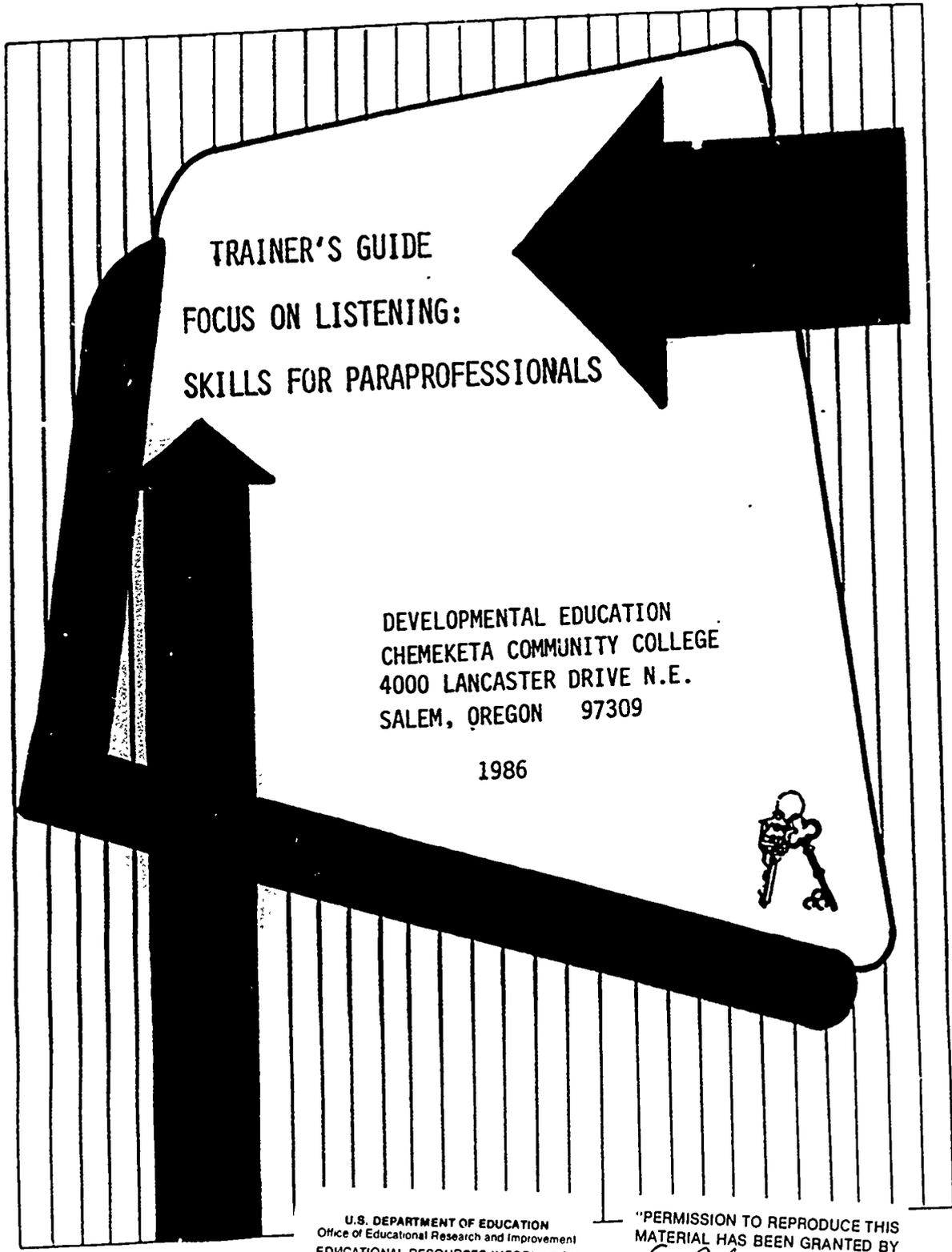
**ABSTRACT**

This trainer's guide is intended for use in conjunction with a companion videotape, "Focus on Listening." It includes an overview of the video for the trainer and master copies of the handouts to be used by paraprofessionals. The videotape is designed to be viewed either individually or in groups. The tape and the handouts present a listening model and discuss how paraprofessionals can increase listening by decreasing interferences. These handouts are included: listening model, increasing listening, decreasing interferences, and feedback. An evaluation form to be completed by the paraprofessional is provided. (YLB)

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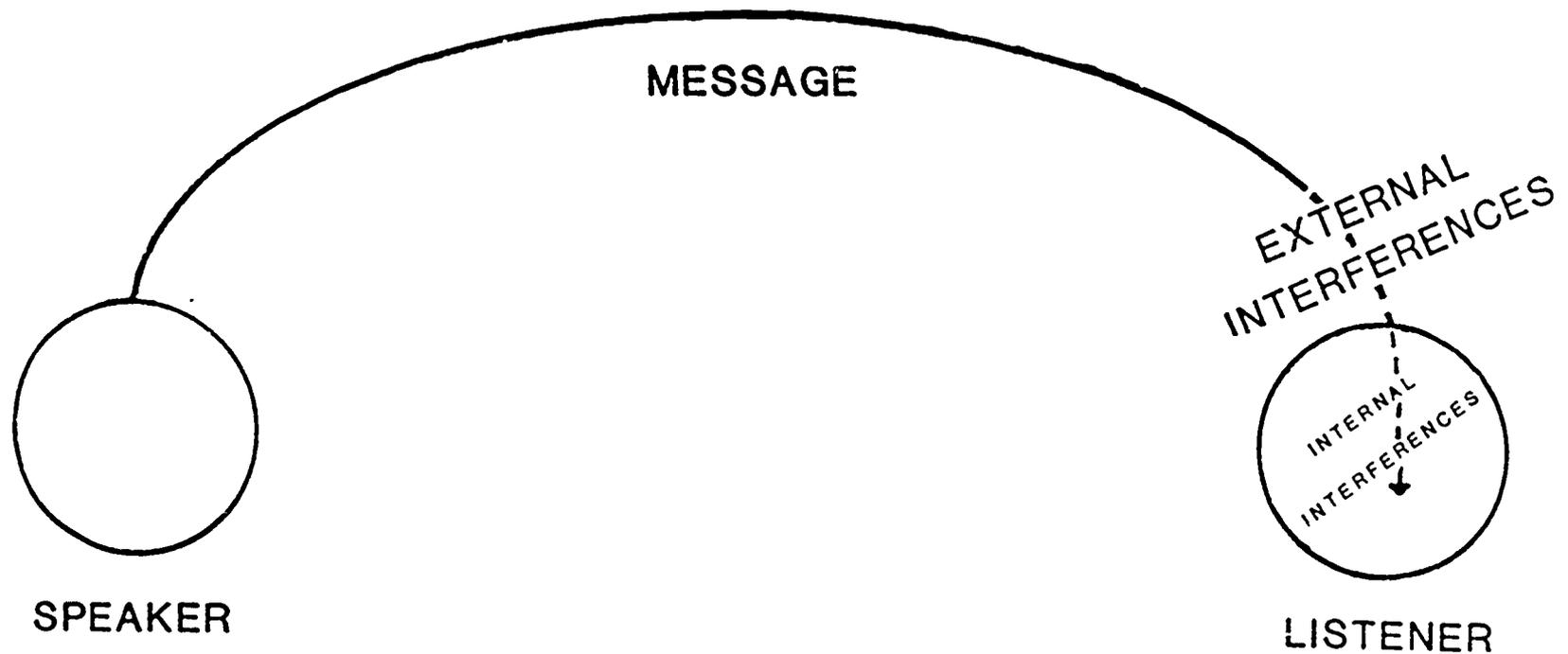
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# FOCUS ON LISTENING

## LISTENING MODEL



NOTE: THE MESSAGE HAS TO BREAK THROUGH THE EXTERNAL AND INTERNAL INTERFERENCES.

FOCUS ON LISTENING: SKILLS FOR PARAPROFESSIONALS  
TRAINER'S GUIDE

INTRODUCTION

This portion of the trainer's guide is to be used in conjunction with the Focus on Listening videotape. The guide includes an overview of the video for the trainer and master copies of the handouts to be used by paraprofessionals.

Focus on Listening is designed to be viewed either individually or in groups. If viewed individually, the paraprofessional can watch the tape and complete the handouts. If viewed in groups, a facilitator or trainer can take advantage of the discussion breaks included in the video to process the information and practice the skills.

Overview

The videotape contains a listening model and discusses how paraprofessionals can increase listening by decreasing interferences.

Handouts

This guide includes master copies of the handouts to be reproduced for the paraprofessionals.

The following handouts are included

- Listening Model
- Increasing Listening
- Decreasing Interferences
- Feedback

## INCREASING LISTENING

Most people have the ability to listen five to six times faster than most people can speak. It's easy to be distracted during this excess time.

### Interferences

**Definition**            An interference is anything that distracts a person from listening.

**Identification**        The first step to reduce distracting interferences is to recognize them.

**External Interferences**    External interferences are disturbances from the outside world, such as

- audio disturbances
- visual disturbances
- interruptions
- speaker's delivery, mannerisms, etc.
- smells

List some specific external interferences.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

What external interferences distract you most?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

**Internal Interferences**

Internal interferences exist inside of each person. Like external interferences, internal interferences distract you from listening. Types of internal interferences include

- stress
- judgmental attitude
- fatigue
- hunger
- illness
- daydreaming

List some specific internal interferences.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

What are your greatest internal interferences?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

## DECREASING INTERFERENCES

O.C.E.A.N. Decreasing interferences leads to increasing listening. O.C.E.A.N. will help you remember five ways to decrease interferences.

O O is for Open channel

- show attention by facial expression and open posture
- establish and maintain eye contact
- if internal interferences are present, make an appointment with yourself to think about them later.

Can you think of specific ways to Open the channel?

- 1.
- 2.
- 3.
- 4.

C C is for Care

Genuine caring leads to genuine interest. Interest leads to effective listening.

Can you think of ways to care about what a person is saying?

- 1.
- 2.
- 3.
- 4.

E E is for Empathy.

Each student is a different person from you. It is important to realize that you do not feel or react the same as another person might. Each person sees and responds to the world uniquely. Here are a few statements you can use to promote empathy:

"It sounds like that might be difficult for you."

"That must have made you feel really good."

"I can imagine that experience made you feel powerful."

Avoid statements that discount another's feelings.

"I know just how you feel."

"Everyone feels that way."

"I feel exactly the same."

A

A is for Ask.

Some interferences can be reduced by recognizing them and then asking the student what can be done to decrease or eliminate them.

What are some questions you could ask to reduce some interferences?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

N

N is for being Non-evaluative. Listen with an open mind. Evaluations lead to many disruptive interferences.

What are some specific ways you could become less evaluative?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

## FEEDBACK

Positive feedback also enhances listening.

Supportive  
Phrases

These are words or phrases used to show your interest in listening to the student.

"I see."

"Go on."

"That's interesting."

What are some benefits of using supportive phrases?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

Information  
Questions

These are general questions that ask the student for more information so you can thoroughly understand what the student is saying.

What are some benefits of using information questions?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

Paraphrase

Paraphrasing involves repeating the essence of your student's statement.

A paraphrase is always used in conjunction with a tag question.

"Is that right?"

"Did I hear you correctly?"

"Are you saying \_\_\_\_\_?"

Look at the following examples:

Statement:

"I must be the stupidest person in class! I don't even get the easy stuff.

Paraphrase:

"You feel you know less than the rest of the class because you don't understand the basics. Is that right?"

Statement:

"I hate English. Ever since I was a kid, teachers have marked up my papers with red ink because the grammar wasn't right. They never care about the meaning.

Paraphrase:

"You don't like studying English because ever since you were young, teachers have criticized your structure without encouraging your ideas, right?"

Now, paraphrase the following (don't forget tag questions!):

1. I feel so discouraged! I'll never get it!
2. All of that work was worth it! I got almost every answer right!
3. I don't need any help. My teacher forced me to come here. She hates me.

**Perception  
Check**

A perception check is used when a person's actions don't match his or her words. To understand what the accurate message is, one needs to ask.

**Situation:**

You ask a student if he understands what you just explained. He says yes, but he shakes his head to indicate no.

**Perception Check:**

Your voice said you understand, but you're shaking your head as if you don't. Which message should I understand?

**Situation:**

You ask the student if he has time to go through some examples. He says yes, but he looks at his watch twice and appears somewhat worried.

**Perception Check:**

I heard you tell me you do have time, yet I notice you're looking at your watch in a way that makes me think you're rushed. Which is it?

Now, think of two situations when you received a mixed message. Write a perception check for each one.

**Situation:**

**Perception:**

**Situation:**

**Perception Check:**

FOLLOW UP EVALUATION

LISTENING SKILLS

A follow up evaluation should be completed on each participant within one term after the workshop.

Please circle the appropriate number.

<u>Questions</u>	Strongly Agree	Agree	Disagree	Strongly Disagree
The workshop was helpful in increasing the participant's listening skills.	1	2	3	4
The workshop made the participant more aware of the effects of internal and external interferences.	1	2	3	4
The participant effectively uses the OCEAN Method of decreasing interferences.	1	2	3	4
The participant has improved in the use of "feedback" as a means of increasing communication.	1	2	3	4
The workshop was helpful in improving the participant's tutoring skills.	1	2	3	4

EVALUATION -- FOCUS ON LISTENTING

1. Did you find the workshop...
  - a) Useful \_\_\_\_\_
  - b) Not helpful \_\_\_\_\_
  - c) Other (Explain) \_\_\_\_\_
2. Were the materials (video, handouts)...
  - a) Very effective \_\_\_\_\_
  - b) Adequate \_\_\_\_\_
  - c) Other (Explain) \_\_\_\_\_
3. Was the format...
  - a) Right length \_\_\_\_\_
  - b) Too long \_\_\_\_\_
  - c) Too short \_\_\_\_\_
4. Are the breaks in the video...
  - a) Useful \_\_\_\_\_
  - b) Distracting \_\_\_\_\_
  - c) Other (Explain) \_\_\_\_\_
5. Did you view the video...
  - a) Individually \_\_\_\_\_
  - b) In a workshop format \_\_\_\_\_
  - c) Other (Explain) \_\_\_\_\_
6. Do you think presenting this workshop to new aides/tutors would be...
  - a) Helpful \_\_\_\_\_
  - b) A waste of time \_\_\_\_\_

Why?
7. What aspect of the workshop did you like best?
8. What aspect was least useful?
9. What could be done to improve the workshop?

## CREDITS

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