

### **Classroom Auditory Learning Issues**

- Whereas, Children spend a significant portion of their school day engaged in auditory learning, which relies on their brains' effectively receiving and processing incoming auditory signals from teachers and peers;
- Whereas, Children do not have the ability to process auditory information as adults do, and their auditory neurological network is not fully developed until approximately age 15;
- Whereas, Poor acoustical conditions in classrooms can interfere with students' development of spoken language, reading, and writing skills and academic performance;
- Whereas, A significant portion of the United States' student population has a permanent or temporary hearing problem that impairs their ability to learn and is exacerbated by poor acoustical conditions in classrooms;
- Whereas, An increasing percentage of the United States' student population has additional auditory needs that put them at greater risk for learning problems and may contribute to increasing the achievement gap; and
- Whereas, The integration of classroom sound enhancement technology provides greater acoustic accessibility to every student in the classroom, benefits teachers and students, and provides significant cost savings for school districts; therefore be it
- Resolved, That National PTA and its constituent organizations provide information to educate their members, educators, school administrators, public health officials, and the public at large about the hearing needs and limitations of all children in a classroom setting; and be it further
- Resolved, That National PTA and its constituent organizations increase every child's chance for academic success by encouraging school systems to integrate sound enhancement technology in each classroom to compensate for poor acoustics, students' immature auditory abilities, and other hearing-related problems.