




HOPE  Cochlear™
(He) Rehabilitation Resources


Keep it Fresh: Activities for Auditory Learning
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Hear Now, Find Outings 

Introduction

Cochlear America's Commitment
to Educational Outreach

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Our Presenter

Ashley S. Garber, MS CCC-SLP, LSLS Cert. AVT




—Private practitioner specializing
in auditory verbal therapy and
consultation services
—Over fifteen years of
experience working in a variety
of settings with children and
adults with hearing loss who use
cochlear implants

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Agenda

- Introduction
- A Review of One Auditory Model
- Subskills of Auditory Function
- Therapy Plans for Expanded Contexts
- Idea Share and Questions


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Parameters of Auditory Skill Development


- Auditory Function
 - The tasks of listening
 - Hierarchical in nature
- Meaningful Input
 - The auditory stimuli presented to a listener from which meaning can be derived
 - Building from environmental and speech sounds to conversation, but not hierarchical

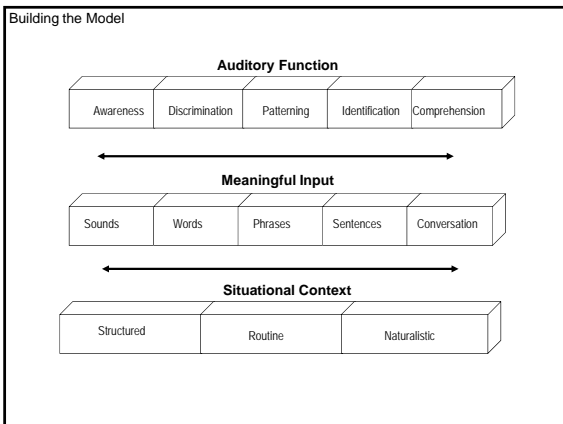
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Situational Contexts

- Structured Listening Tasks – specific activity designed to practice auditory skills
 - closed set tasks – all choices are available
 - bridge set – topics or categories create a larger, cognitive set
 - open set – possibilities for stimuli are endless
- Routine Activities – recurring events associated with predictable language
- Naturalistic Exchanges – goal oriented, real world conversations where ability to listen transcends environment or activity

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Subskills of Auditory Comprehension

- Developing memory and concept for a single word
- Showing understanding of Learning to Listen Sounds (i.e. sound/word associations e.g. "moooo" for cow)
- Responding appropriately to common expressions (e.g. "all gone", "don't touch")
- Following simple directions (e.g. "give it to me")
- Answering common questions with abundant contextual support (e.g. "what's that?", "where's mommy?")

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Subskills cont.

- Completing a known linguistic message ("auditory closure" – a nursery rhyme, song or common phrase)
- Recall/Sequence 2, 3, and 4 critical elements in a message
 - 2 critical elements ("on the table", "red hat")
 - 2 item memory (e.g. "hat and gloves")
 - 3 critical elements (e.g. "in daddy's pocket", "big white dog")
 - 4 critical elements (e.g. "daddy walks to the store", "throw the big blue ball")

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- Identify a picture related to a story presented auditorily
- Answering common questions about a familiar topic
- Answer questions about a story
- Identifying an object based on several related descriptors
- Recall/sequence multiple elements to follow auditory directions

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**Therapy Plans
for Expanded Contexts**

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Key Principles

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- The path to generalization of skills should always be on our minds: move as quickly as possible toward skills in natural exchanges
- Individual and Parent/Child therapy is an ideal place to work on structured tasks; we can control materials and input very easily there
- Consider that the classroom is a place ripe with routines: a perfect next step following success at the structured level
- Both settings offer opportunities for naturalistic exchanges; creativity is often the key

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Recall critical elements in a message

- We can take this in two different directions:
 - 2 key words: “red hat”, “on the table”
 - Memory for 2 objects: “Get the ball and the book”
- Increase the difficulty
 - 3 critical elements (e.g. “in daddy’s pocket”, “big white dog”)
 - 4 critical elements (e.g. “daddy walks to the store first”, “throw the big blue ball”)
 - Memory for a list 3, 4, 5 objects accordingly

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Games for Auditory Memory

- Make a bead necklace for mom
 - “Let’s put blue, red, and yellow next”
 - This is likely a closed set task, as the materials will need to be handy
- Drawing a picture for mom
 - “How about draw a sun, a bird and a flower”
 - Expectations for what makes a nice picture may turn this into a bridge set, but could easily be open set

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Sneak it in



- “Secret Code”
 - Create a new code each day/therapy session for the child to remember in order to open the prize drawer (or the candy dish, or the TV remote)
- “Three Things”
 - Make care trips pass more quickly taking turns seeing who can find the 3 things first
 - A great way to work in holding items in memory over time

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Let's go to the ... Hamburger Joint

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- "Have it Your Way"
 - "Tomato, cheese and lettuce"
 - "Pickles, ketchup, onions"
- Cycle through language
 - "Everything but pickles"
 - "Chopped onions, shredded lettuce"
- Manipulate the variables
 - Increase the set size
 - Increase the requirements

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Or, to the ...

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- Grocery store
 - "I need oranges, milk, soup and bananas"
- Laundromat
 - Put the red pants and the striped shirt in the washer"
- Ice cream parlor
 - "Three scoops please: vanilla, chocolate and cherry"



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Identify a picture related to a story presented auditorily


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- Describe an event that is pictured in the child's experience book and have him find it
- Newspaper photos often capture entire stories with one image; a great tool to address this goal for older listeners in particular




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Recall story elements in sequence 




- For closed set tasks, the key is to choose pictures that don't give away the sequence visually
- Open set ... no limits!
- Try incorporating this goal into the "creative framework of another activity"

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Let's Go to the ... Library 


- "I'm looking for a book where a little girl sneaks into the bear's house and causes trouble. She eats all the soup and breaks a chair. Then she falls asleep in the bear's bed! Soon the bears find her and get angry. The little girl is so scared that she runs home."
- This game can be modified so that
 - The listener only has to identify the book jacket
 - The listener must remember and retell the story (to the librarian or shop owner)

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"Identify an object from a series of descriptors" 


- Closed Set Games
 - Variations on the "Guess Who" game
 - "Stop Thief"
 - "Guess 'em" app
 - "Bag Game" app
 - Any lotto or matching game set
 - Storefront Bingo by eeboo
- Bridge/Open Set
 - "I Spy" variations
 - Magic Bag/Empty Backpack

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Let's Go to the ... Hardware Store 


- Let's face it, few of us know the names for all of those tools and gadgets
- Naturally, we tend toward describing these objects when we ask for them
 - "it's that thing you use to make wood smooth"
 - "it has a long handle, and you twist it"




Recall/Sequence multiple elements to follow auditory directions 

- Make paper crafts
 - "Fold the left corner into the middle"
- Have the child set up a game that you will play for speech reinforcement
 - "Give 3 balls to Jacob and put the rest in the basket"




Let's go to a ... cooking class 


- "Today we are going to make oatmeal cookies"
"Pour the oats into the bowl and measure 1 cup of flour." "Pour the milk into the flour mixture"
- While this might be a very natural discourse experience for a child, effectively it is a structured task
 - What kind of set would you consider this scenario?
- Easy to manipulate variables and cycle through language goals (e.g. higher level vocabulary, complex directions)




References




- Estabrooks, W. (2000). Auditory Verbal Practice. *The Listener*, Summer, 2000, 6-29.
- Walker, B. (1995) The Auditory Learning Guide, unpublished.





Summary




- True conversational competence requires a generalization of auditory skills from the structured environment to natural settings
- With purposeful and creative planning, teachers and therapists can facilitate that transition within the classroom and therapy settings



Questions and Ideas







Upcoming Online Sessions

Next Up:

Wednesday, November 7, 2:00 pm ET
Keep it Fresh: Ideas for Language Development (Professionals)
Ashley Garber, M.S., CCC-SLP, LSL Cert. AVT, Listening and Language Connections

Thursday, November 29, 3:00 pm ET
The Deaf Plus Child: Cochlear Implant Candidacy and Outcomes for Children with Multiple Disabilities (Professionals, Parents)
Nancy M. Young, MD and Beth Tournis, Au.D., Children's Memorial Hospital, Chicago

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Contact Cochlear Americas

- For questions about this seminar, contact agarber@cochlear.com
- For inquiries and comments regarding HOPE programming, please contact: ptrautwein@cochlear.com
- For a Certificate of Participation, please send your completed Feedback Form to: hopefeedback@cochlear.com

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