Keep it Fresh: Activities for Auditory Learning
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Introduction
Cochlear America’s Commitment to Educational Outreach

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
Agenda

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

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

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
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. “moo” 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?”)

(Estabrooks, 2000, Walker, 1995)

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”)

(Estabrooks, 2000, Walker, 1995)
• 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

Therapy Plans for Expanded Contexts

Key Principles
• 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
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

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

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
Let’s go to the … Hamburger Joint

- “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

Or, to the …

- 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”

Identify a picture related to a story presented auditorily

- 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
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

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)

“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
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


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, LSLS 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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