**Auditory Skill Development Assignment**

University of British Columbia

Arlene Stredler Brown

EPSE 565A

Speech and Auditory Skill Development of Students who are Deaf or Hard of Hearing

Starr Vickers

**Case History**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name:** Benoit (Ben) Fortin | **Date:** July 8, 2012 |  |  |  |
| **DOB:** June2,2000 | **Parent(s) Names:** Danielle and Martin Fortin |
| **Chronological Age:** 12.1 years  **Hearing Age:** 8.3 years | **Report Written By:** Starr Vickers |
|  |  |  |  |  |

**Background Information**

Ben is a sensitive boy with a great sense of humour who leads a highly active social life. At the age of 3 years and 10 months he was diagnosed with a bilateral moderate to severe sensorineural hearing loss. Ben has had a history of middle ear infections and this masked his hearing loss preventing him from receiving early intervention services. Ben’s early services helped him to develop oral skills but he also benefitted from visual input such as the use of sign language, lipreading and picture cues. In his earlier primary school years, he had an aide that used ASL with him but now he prefers aural communication. Currently, he is enrolled in a grade 7 general education class in a public school in the North Vancouver district. Ben only speaks English in a French bilingual household where his family converted to English since the discovery of his hearing loss.

**Hearing and Medical History**

Ben is on his third pair of Phonak hearing aids and currently wears two new Phonak Solana Micro P behind-the-hearing aids and two ML13I FM receivers. He wears them full time and uses his FM system at school and at home as needed. His audiogram shows that the loss in his right ear is mild to moderate and his left ear is moderate to moderately severe. Ben’s hearing remains stable. The tympanometry results show he has normal middle ear functioning in both ears.

Ben has other needs that are concomitant with his hearing loss. Psychological assessments have been conducted in search for ADHD. Ben has attention issues that hinder his progress in language and in school. Allergy tests have found he has strong reactions to cow’s milk, soy and wheat. His ear infections stopped when he omitted dairy from his diet, which were affecting his hearing and use of his hearing aids. With the omission of wheat in his diet, his attention seems to improve.

**Academic and Language**

Ben is a C+ average student with a C in Math and an A in Physical Education. He is on an Adapted program and needs one-to-one support mainly for his significant math and written output challenges as well as for his social and attention issues. The FAPI has found that Ben has difficulties listening in noisy environments and with far distance from the sound source.

For receptive language, he’s well below average in formulating his own sentences and sequencing auditory/verbal information, and within the average range of recalling information from spoken paragraphs. He can understand small chunks of aural language.

For expressive language, he is well below average in all of expressive language tasks (concepts/following instructions, word classes, recalling sentences, formulating sentences, expressive)

**Social**

Ben is a sensitive boy with a great sense of humour who leads a highly active social life. He’s aware of peoples’ feelings showing a high emotional intelligence. Ben shows a strong aptitude for sports, which helps him gain respect from his peers. He plays hockey on a local team as well as basketball. All his friends are hearing although he has met other Dhh children in the district through annual events. He has friends over for after school visits often and has sleepovers on weekends.

|  |  |
| --- | --- |
| **GOAL # 1** | |
| Category: Auditory Comprehension | |
| Skill: Follows directions: Follows three-step directions | |
| Condition: Close, Quiet and Open Set. | |
| Rationale: This skill is important for hearing and following the teacher’s instructions. The student needs to know what is expected of them and should be able to carry out the given tasks and assignments. He has an aide for support and his teacher uses an FM system and is very good at repeating and rephrasing his instructions but being able to comprehend directions will assist him in gaining more independence giving him more self-confidence and esteem. This skill is emerging in the stated conditions but will hopefully generalize to a more realistic listening environment such as a noisy classroom with some work. It would also be interesting to test this skill in the classroom with noise after to see the difference in both conditions. This way, we could see his ability and how much noise effects his auditory comprehension. This could lead to a discussion with Ben to enhance self-awareness about his hearing. Working on this skill will also help improve his memory. | |
| Strategy #1  Have a map on a grid of a small town that has streets, different shops and places that can be placed in front of the student. Have them orient themselves to the map and have a discussion to engage them. Tell them to listen to all three directions first and then ask them to look at the map and tell me where they are. | Strategy #2  This skill can be tested informally with any lesson that is given. During a one-to-one session, give the student three instructions on how you want them to tackle an assignment, assessment, task, lesson, etc. and see if they are able to listen and comprehend your instructions by demonstrating that they can follow what you asked them to do. |

|  |  |
| --- | --- |
| **GOAL # 2** | |
| Category: Auditory Comprehension | |
| Skill: Identifies critical elements in short stories: Responds to complex abstract questions about story (e.g. why, how) | |
| Condition: Open and in Quiet | |
| Rationale: The student is in Grade 6 and a major part of the Language Arts curriculum involves short stories. This skill will help him deepen his comprehension so that he is able to make meaningful connections to the story. Questioning the story will bring awareness as he learns the kind of thinking that different types of questions require, as well as where to go for answers in the text. He will also learn how to ask effective questions as he listens, reads and responds to the text. Responding to complex, abstract questions will enhance his understanding and help him to retain the information. Acquiring these skills and strategies will allow him to follow and participate in class and group discussions when discussing short stories. The FAPI indicates that this skill is still in process and that is why the conditions should be quiet so that he can focus on the material without interruption and hopefully this will generalize in to a noisier environment such as a classroom so that he is included in group and class discussions. | |
| Strategy #1  Read aloud a short story for the student. Create a discussion by asking complex, abstract questions about the story that is age-appropriate and/or meaningful for them. Have them ask questions as well to search for the deeper meaning of the story. Prior to this activity, discussing different types of questions that elicit certain answers will give them the metacognitive skills to create higher-level thinking. | Strategy #2  Ask the teacher for a short story they are working on or are going to be reading in any subject. As you read the story aloud, model “thinking aloud”. Predict questions that would be asked about the story and ask and answer them as you read. Teach them this strategy so that they can predict and critically think about the story when listening. This will help them be active listeners. |

|  |  |
| --- | --- |
| **GOAL # 3** | |
| Category: Short-term Auditory Memory | |
| Skill: Memory: Recalls digits that are heard as demonstrated by a response within moments of the stimulus. 3-4 digits | |
| Condition: Close, in quiet and with visual clues. | |
| Rationale: Memory and language are interconnected on a very profound level. The phonological loop stores unfamiliar sound patterns during processing and the visual-spatial sketchpad holds the visual information during language acquisition. Working on this skill will help strengthen and activate his memory so that he can store more auditory information for recall. His weak short-term memory suggests the need for frequent repetition of new ideas and vocabulary so that he can process the information in order to use it appropriately. He will be able to increasing the amount of words in his linguistic repertoire and to remember the rules in the English language that will improve his auditory and language skills. Learning 3-4 digits in the stated conditions to a mastery level will prime him for working on the 5-6 digits skill next. | |
| Strategy #1  Play the telephone game in a one-to-one session. Ask the student to listen to the telephone number first and then to recall the last 4 digits. Use the tag, “555-….”. Ex. 555-7827 After listening to the phone number, the student will recall the 4 digits by showing them in the right order using the number cards in front of them. Important telephone numbers such as their parents, the police, neighbours, friends, etc. would be meaningful. | Strategy #2  This can be tied in to a math lesson working with addition/subtraction, multiplication/division, decimals or any math concept that contains 3-4 digits. Read out equations that they have to write down in order to get the answer. For example, say, “What is 3-2-7-8 minus 5-4-2?” Give them time to listen and then write down each number before saying the next. They can then come up solve the problem. |

|  |  |
| --- | --- |
| **GOAL #4** | |
| Category: Linguistic Auditory Processing | |
| Skill: Sequencing | |
| Condition: Using 4 sentences the student can answer with a Spoken Response. Close, in Quiet, with Visual Clues, with Familiar Vocabulary, and a Single Activity | |
| Rationale: One of the goals on his IEP is to develop receptive and expressive language with specific topics. An objective is to understand and then re-tell stories in proper sequence using picture prompts and an idea framework. If he is able to show us that he is able to understand the sequence of a story, then he will learn the skill of how to build a story in what comes first, second, third, etc. In turn, he will then be in a better position to be able to construct his own comprehensible stories. This will help him strengthen his relationships with others, as richer communication will accrue. Using sentences is age appropriate for him and will lend the opportunity for more meaningful material. Eventually, the conditions will be auditory only and with unfamiliar vocabulary to enact real life situations. | |
| Strategy #1  Using everyday experiences and pictures from books talk about what might happen next. Develop an understanding of sequential events while using transition words such as “first’, “after that”, “next”, “later”, and “before”. | Strategy #2  Read a short story that has a few twists in the plot along with sequence cards (There are many found on the internet that can be printed out). The ability of the student should be carefully considered when choosing the number of cards. After the student listens to the story, have them manipulate the cards and place them in the right order. |

|  |  |
| --- | --- |
| **GOAL #5** | |
| Category: Linguistic Auditory Processing | |
| Skill: Syntactic and Morphologic Analysis | |
| Condition: Close, in Quiet, Familiar Vocabulary, with Visuals and a Single Activity | |
| Rationale: When analyzing Ben’s language samples in spoken and written work, it is apparent that he has difficulties with syntax and morphology. His sentence order is awkward and he omits many morphologic markers in his speech. Ben has worked hard on hearing high frequency sounds and can now discriminate those sounds that denote pluralisation and conjunctions. Even though he can hear them, he has not yet mastered how to use them properly and sometimes omits them when needed. This is a demanding skill so it is essential that the conditions are kept simple so the focus is on the skill at hand. | |
| Strategy #1  Morphology Bingo. Have a Bingo card with each square containing suffixes such as –ing, -s, -ed, -ly, -er, -en, -est, -n’t, -tion, -ation, etc. Say aloud sentences and have them listen and put a chip down on every suffix they hear until their card fills up. | Strategy #2  Flyswatter Game. First discuss what suffixes they will be listening for and what they mean. Using science terms can be very useful for students who are in the intermediate or secondary level. This game works best in pairs. Read aloud a story and have the students listen for specific suffixes. When they hear the suffix, the first one to swat the “fly” gets a point. Tally their points at the end of the passage. |

|  |  |
| --- | --- |
| **GOAL #6** | |
| Category: Linguistic Auditory Processing | |
| Skill: Application of Auditory Information: Academic Content (understands information in classroom setting) through an action demonstrating understanding (writing, securing object) | |
| Condition: With Visual Clues, Familiar Vocabulary, Single Activity, in Noise | |
| Rationale: As an intermediate elementary student, the curriculum is constantly assessed through measures that want the students to show their understanding of the material. The academic content at this stage is denser as it contains more facts and information to remember and utilize. There are many tests and assignments at this level that require the students to synthesize all the strategies that they have cumulatively learned through elementary school. Teachers prepare them for the next step and this is generally the last year that they stop explicitly teaching literacy skills and strategies. This skill is imperative to be able to perform well in secondary school and his auditory performance indicators show that he needs to improve. The conditions are realistic to a general education class as many teachers provide visual aids. The classroom has noise and he has to get used to this listening environment, as he will be in inclusive settings. This is a challenging task and so this will be a single activity. I will also use familiar vocabulary as this will hopefully be pre-taught and so he can solely focus on the present skill. | |
| Strategy #1  This can be done in the general education classroom taught by the teacher or co-taught with the TDHH. This can be assessed informally or formally. Have the teacher teach a lesson that is dense in information such as social studies. There can be visual aids that will support the whole class. Have an open-ended question about the material written on the board. Have the students write their response to the material in their journals. A half page minimum should be the expectation. | Strategy #2  Sketch to Stretch Lesson. An illustrated storybook works best. Ask the students to listen to a story first and then make a personal connection to the theme of the story. Once finished, have them draw their connection in their journals. They can then have a gallery walk to see others and guess and discuss what connections their peers had. They can then write and explain their drawing and how they connected to the story. |

|  |  |
| --- | --- |
| **GOAL #7** | |
| Category: Linguistic Auditory Processing | |
| Skill: Application of auditory information: Phone conversations | |
| Condition: Auditory Only, Familiar Vocabulary, Single Activity, and in Quiet | |
| Rationale: The parents have said that this is a skill that they want to work on as Ben has a hard time “hearing” on the phone with his hearing aids. Ben has his own phone and his parents contact him often to arrange rides and check in. At his age, many of his peers also have phones and use them to make social arrangements. This is a skill that is very age appropriate as he is transitioning to secondary school in the near future and this is a major line of communication for teenagers. | |
| Strategy #1  Engage in a role-playing game using their telephone. The phones in the schools can also work. Choose a topic that the student may engage in during telephone conversations. Ex. Ordering pizza, pick-up arrangements with parents, sleepover plans, party plans, etc. Brainstorm a few questions to ask and ideas when conversing. Call from another room and practice listening over the phone. Time the conversation to see how long the student can keep the conversation going. | Strategy #2  Engage in a role-playing telephone conversation. Have the student write a script of a typical conversation they may have with friends, parents, or family. Make two copies. Peers or the TDHH can be the other person on the line. Read the script taking turns. After, have them reflect on what words, sounds or types of environments were difficult to hear in. |