Recommended Aural Rehabilitation Goals for improving temporal patterning

Common Core Standard: Speaking and Listening: Participate in collaborative conversations with diverse partners about grade appropriate topics

Service Provider: Speech-language pathologist   **Area of need**: speech/language

Functional performance: Central auditory processing evaluation indicated specific deficit in temporal processing that adversely affects Student's ability to attach meaning to incoming information (oral and/or written) in a timely and efficient manner. Student needs training in recognition and use of temporal patterns. Processing deficit adversely affects ability to recognize and use key elements in verbal/written information, thereby affecting listening comprehension.

Other considerations: Temporal skills can be improved through dichotic listening training. Dichotic listening underlies the ability to listen actively in a classroom. Finally, improving ability to access visual cues to supplement/complement auditory information would mitigate adverse effects; improve focus/concentration, and ability to process speech in adverse listening conditions.

Measurable goals:

Pattern recognition. Student will recognize and use auditory patterns with 80% accuracy.

Benchmarks and evaluation criteria:
Student will determine same-difference for dyads of tones composed of high-low and short-long tones with 90% accuracy.

Student will determine same-difference for triads of tones composed of high-low (e.g., low high-low) and short-long tones (e.g., short-long-short) presented with equal stress with 90% accuracy.

Student will imitate two-tone patterns, presented with equal stress with 95% accuracy.
- pitch dyads (high-low)
- duration dyads (short-long)

Student will imitate three-tone patterns, presented with equal stress with 80% accuracy.
- pitch patterns (e.g., high-low-high)
- duration patterns (e.g., short-short-long)

Student will label three-tone patterns with 80% accuracy
- pitch patterns
- duration patterns

Student will determine same-difference for two- or three phoneme combinations with 95% accuracy.

Student will imitate (exactly) three-phoneme sequences with 85% accuracy.

Student will repeat stressed word(s) in sentence with 80% accuracy.

- one word stressed
- two words stressed
- three words

Student will determine meaning of stressed word in sentences with 80% accuracy.

a. one word stressed (e.g., Dad painted the living room walls on SATURDAY. Key word: Saturday. Information conveyed: when)
b. two words stressed (e.g., DAD painted the living room walls on SATURDAY. Key words: Dad, Saturday. Information conveyed: who, when)
c. three words

When given a short passage, Student will determine the key words in the passage and the information conveyed by those words by answering factual questions (e.g., *who, what, when, how many, how much*) posed by therapist with 80% accuracy.

Student will judge intent of statement with 85% accuracy
1. sincerity/insincerity
2. emotion conveyed

Use of visual – lipreading/speechreading cues. Student will use visual cues to improve speech recognition.

Benchmarks and evaluation criteria:
Given picture choices, Student will match "emotion" word/phrase, e.g., *They are frightened* with corresponding picture with 90% accuracy.

Student will discriminate same-difference for target presented visually-only with 90% accuracy.

Student will determine viseme type for initial position of word targets presented in visual-only format with 90% accuracy.

Student will determine viseme type for final position of word targets presented in visual-only format with 90% accuracy.

Student will identify target compound word presented visually-only from among a closed set of up to 25 choices with 90% accuracy.

Student will identify target sentence from among a closed set of up to 10 choices presented in visual-only format with 90% accuracy.

Resource materials for goals

Differential Processing Training Program – acoustic, phonemic, and linguistic workbooks (www.linguisystems.com) - for dichotic listening, patterning, and prosodic interpretation goals