

ACTIVITIES FOR LISTENING AND LEARNING (ALL)

Performance Checklist for Development of Complex Listening Skills

STUDENT _____ TEACHER/THERAPIST _____

LISTENING

Goal Date, X	AUDITORY ASSOCIATION
	1. Name functions and uses for objects. Child creatively goes beyond the most commonly accepted uses. <i>What do you do with a pencil? Tell three uses for a glass.</i>
	2. Goes together. Child is able to respond with a variety of correct responses. <i>What goes with a pencil? Paper, pencil holder, eraser.</i>
	3. Word associations. Child uses expanded vocabulary words in conversational speech. <i>Sun – Hot – Torrid – tropical.</i>
	4. Same-different. Child is able to clearly describe how items/concepts are the same or different. <i>How are oceans, rivers, and lakes the same and how are they different?</i>
	5. Logical relationships. Child is able to abstract to levels beyond the obvious. <i>Before I take a bath, I take off my: If I were invisible, I could:</i>
	6. Associations from descriptions. Child exhibits auditory memory and logical relationships. <i>Martha is having a birthday party. Judy will give her a book for a gift. What shape will the book be?</i>
	7. Name nouns associated with activities. Child is able to state logical items that go with activities. <i>What do you need to plant seeds in the garden?</i>
	8. Name nouns associated with functions. Child is able to state logical items that go with functions. <i>Name five things that bend.</i>
	9. Absurdities. Child is able to recognize absurd statements and explain why they are absurd. <i>If you are selfish, you will have many friends.</i>
	10. Use a word in as many ways as possible. Child understands multiple meaning words. <i>Book: book report, book a trip, play by the book....</i>
	11. Analogies. Child is able to make logical associations. <i>Sugar is sweet, as lemon is to: Flatter is to compliment as criticize is to:</i>
Goal Date, X	AUDITORY DISCRIMINATION
	1. Auditory discrimination of sounds and words. Child has the ability to discriminate based on context. <i>What can jump – a frog or a log?</i>
	2. Figure-ground discrimination. Child can tune into priority auditory stimuli in the presence of noise. <i>Carry on a conversation while music is playing, other talkers are present, in cafeteria noise.</i>
	3. Detect stress differences. Child is able to rely on context to discriminate appropriate words. <i>Market vs. Mark it. Buy some fruit at the market. Mark it with an X.</i>
Goal Date, X	AUDITORY MEMORY
	1. Memory of letter and number sequences. Through enhanced imitation strategies, child is able to synthesize the intent of a spoken message, develop correct syntax, perform on spelling tests. <i>Phone numbers, sports scores, birth dates, friend's addresses, holidays.</i>
	2. Memorize songs, rhymes, finger plays, sports cheers. Child demonstrates rhythm and rote learning. <i>Memory games, riddles, song lyrics, deducing lyrics from listening, category games.</i>
	3. Sentence memory. Child can detect subtle differences in meaning when repeating entire message. <i>I'll meet you at school at 5:30. versus I'll meet you at home at 5:30.</i>
	4. Understand and carry out oral directions. Child follows oral directions of increasing length/complexity <i>Pick the purple flower. What color did you hear? Stop at the store and buy milk, eggs, 2 onions,....</i>

AUDITORY MEMORY, continued	
	5. Stories. Answer questions after a story is read aloud.
	6. Sequence events in a story. After a story is read aloud, child is able to correctly sequence events.
	7. Repeat stories. Child is able to repeat a story after listening to it read completely.
	8. Put words in sequential order. Child is able to sequence words like months, days, holidays.
	9. Remember words and make them into a correct sentence. Child can form sentences from increasing number of words. <i>however, hungry, often.</i>
Goal Date, X	AUDITORY CLOSURE
	1. Phonological awareness. Child is able to demonstrate the following: <i>a. Rhyming: Supply as many answers as possible. I am an animal, I rhyme with fog. What am I?</i> <i>b. Blending: Child constructs words from analytical letter components. h-a-t = hat</i> <i>c. Segmenting: Child is able to say each sound in words. Teach = t-e-a-c-h</i> <i>d. Identification: Child is able to say first, middle, last sounds in words. First sound in boy = b.</i> <i>e. Manipulation: Child is able to substitute sounds in words. Change middle sound in hat to o = hot.</i> <i>f. Deletion: Child is able to leave off parts of words. Say cowboy but don't say cow.</i> <i>g. Discrimination: Child is able to identify same and different words. spill, spill, spit.</i> <i>h. Sequencing: Child is able to repeat sounds presented in the same order. Say b, d, g.</i>
	2. Identification of a word or phrase when given partial information. Child able to fill in word/ conversation gaps. <i>andy ar = candy bar</i>
	3. Complete phrases which have several possibilities or words that group. Child can demonstrate completion. <i>A bowl of _____. A carton of _____.</i>
	4. Similes. Child is able to complete correctly. <i>As busy as: As straight as:</i>
	5. Sentences with different possibilities. Child can predict information based on what was previously presented. <i>Sally wears a _____. Child can supply a variety of answers; not rigid in predictions.</i>

COMMUNICATION

Goal Date, X	RESPONSIBLE CONVERSATION PARTNER
	1. Discuss. Each day child is able to discuss one event or aspect of their environment or daily life.
	2. Questions and answers. Child is able to initiate questions and to provide answers in conversation appropriately.
	3. Past experiences. Child is able to discuss how something relates to his past experiences.
	4. Experience book. Child is able to develop an experience book as the basis for conversation.
	5. Challenge. Child included as participant in conversation whether he will be able to understand completely or not.
	6. Decision-making. Child is able to participate actively in problem-solving and decision-making processes.
	7. Changes in topics. Child is able to recognize when changes in topic of conversation occur.
	8. Revision/clarification. Child is able to use revision and clarification strategies when information has been missed.
	9. Encouraging/clarifying. Child is able to use encouraging and clarifying strategies in active conversation.
	10. Polite requests. Child is able to ask politely for help while using specific information. <i>Please explain to me. I'm not sure if I understand.</i>

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Goal Date, X	HUMOR
	1. Word combinations. Child is able to describe how word combinations and riddles are humorous. <i>What do you call a sleeping bull? A bull-dozer.</i>
	2. Humor applications. Child is able to describe why popular media is considered funny. <i>Discuss comic strips, jokes, cartoons, comedy on TV.</i>
Goal Date, X	GENERAL INFORMATION
	1. List. When asked for specifics, child is able to supply a list of dates, people, activities.
	2. Social issues. Child is able to demonstrate appropriate socialization skills, including how to make friends.
	3. Events. Child is able to relate local, regional, state, national, world events accurately and in an interesting manner
	4. Experiences. Child is able to relate his own experiences accurately and in an interesting manner.
	5. Creative language. When asked to brainstorm, child is able creatively use language. <i>How many uses for a ladder can you think of?</i>
Goal Date, X	ORGANIZATION AND SEQUENCING
	1. Experiential activities. Child discusses experience in accurate sequence. <i>Go to museum. Use visuals to depict activity. Label component parts. Ask questions. Discuss logical outcomes.</i>
	2. Carryover. Child listens to recorded discussions and is able to identify carryover of skills into conversation.
	3. Directions. Child is able to follow a series of instructions for practical experiences. <i>Cooking, making a model.</i>
	4. Homework. Child is able to independently organize a homework planner and responsibly record all assignments.

LEARNING

Goal Date, X	READING
	1. Pleasure. Child demonstrates reading for pleasure as a free time activity of choice.
	2. Fiction/Non-Fiction. Child is exposed to both (with and without pictures) and able to differentiate.
	3. Environment. Child regularly observes adults reading for pleasure.
	4. Independent reading. Child reads independently at a difficulty level typical of (or in excess of) class peers.
	5. Movie support. Child is able to watch a video and describe how it supports content of reading material.
	6. Mode. Child regularly practices reading silently and orally.
	7. Discuss. Child is able to describe the plot, characters, and sequence of what was read in an interesting manner.
	8. Written language. Child is able to relate what was read to a written language format (e.g., written summary).
	9. Library. Child is able to select challenging reading independently and locate books in a library.
	10. Literature. Child is regularly exposed to award-winning literature.
	11. Regular activities. Child is able to fully participate and respond appropriately during the following activities. <ul style="list-style-type: none"> a. <i>Identify characters, setting, plot, solution</i> b. <i>Predict outcomes</i> c. <i>Link books of similar themes/backgrounds (Chocolate Fever, Chocolate Touch, Midas and the Golden Touch)</i> d. <i>Repeat content in a different format (drama, role-playing)</i> e. <i>Discuss real versus make-believe, fact versus fiction</i> f. <i>Pre- and post-teaching vocabulary</i>

READING, continued	
	12. Outline. Child is able to outline content of reading material.
	13. Notes. Child demonstrates ability to make notes of questions, key occurrences in margin of reading.
	14. Context. Child is able to describe the meaning of a written part, based on the context in which it occurred.
	15. Parts. Child is able to locate and understand the function of parts of books (table of contents, glossary, index).
	16. Reading skill development. Child regularly practices the following skills until proficiency. <ul style="list-style-type: none"> a. <i>Analyze words:</i> <ul style="list-style-type: none"> 1. <i>Vowel, diphthong, and consonant sounds</i> 2. <i>Common sounds for written letters (ee:feet, e:me, ea:meat, e-e:these)</i> 3. <i>Irregular spellings (silent l as in talk, silent b as in lamb)</i> 4. <i>Prefixes and suffixes</i> b. <i>Pronounce words</i> c. <i>Divide words into syllables</i> d. <i>Apply the principle of stressed or accented syllables</i>
Goal Date, X	VOCABULARY
	1. Antonyms = opposites. Child is able to correctly identify antonym pairs using flash cards (words on each side).
	2. Homonyms = words sound the same but have different spelling and meaning (eye - I). <i>Use sentences with omitted words, child supplies homonym. Reverse roles. The wind blew the blue kite away.</i>
	3. Homographs = words sound the same and are spelled the same but have unrelated meanings (bark – tree, dog). <i>Use in context. Play games to see how many meanings there are for one word (e.g., run).</i>
	4. Synonyms = words mean the same (large - big - huge). <i>Substitute synonyms for words the child already knows.</i>
	5. Adjectives. Child is able to use many, vivid, colorful adjectives. Can use A B C adjective game to describe an item.
	6. Idioms. When used in context, child can explain the difference between the literal and intended meaning.
	7. Categories. Child demonstrates skills in auditory association, generalization, and synthesizing information. <ul style="list-style-type: none"> a. <i>Complete category lists: daisy, tulip, rose</i> b. <i>Name the category: winter, spring, summer are all . Play games like Outburst and Scattegories</i> c. <i>Recall members of categories: things that absorb</i> d. <i>Remember a group of words and tell which one doesn't belong: Australia, Spain, New York, Egypt</i>
	8. Component parts. Child is able to say what is missing (Bike: seat, spokes, rim, pedal).
	9. Define words. Child is able to define words used, including newly-learned vocabulary.
	10. Abbreviations. Child is able to define abbreviations and use them appropriately.
	11. Contractions. Child is able to define contractions and use them appropriately.
	12. Crossword puzzles. Child demonstrates the ability to accurately complete when known vocabulary is used.
	13. Games. Child is able to fully participate in games using memory, words, inference.