

Example Goals that use the Learning to Listen Sounds Kit™

It is helpful to use the Auditory Learning Guide and the Cottage Acquisition Scales for Listening Language and Speech to choose goals.

Depending on need, it is advisable to have more than one auditory goal, but usually not more than two. This is mostly because you will usually have a language and speech goal, too.

Self advocacy goals are often not remembered but are important in the development of a child who is deaf or hard of hearing.

Goal Template

By [date], [child's name] will be able to demonstrate [auditory goal] given [a classroom setting or an unstructured activity OR structured therapy activity, a play-based activity or book sharing opportunity] and [minimum, moderate or maximum] support with 80% accuracy as documented in [enter time period] speech/language notes.

1. Ling Six Sound Test: Child will detect the sounds of the Ling Six Sound Test at various distances.
2. Learning to Listen Sounds: Child will imitate suprasegmentals of speech, including pitch, duration, and intensity.
3. Learning to Listen Sounds: Child will detect (depending on level: *identify / imitate / use*) fifteen Learning to Listen sounds varying in suprasegmentals, vowels, and consonants.
4. Auditory Memory: Child will recall two critical elements in a message in an open or closed set.
5. Following directions: Child will follow multi-element directions through listening (depending on level: *with or without background noise*).

Additional Audition Goals

Although these goals do not use Learning to Listen Sounds, they are still important in the auditory and spoken language development of children who are deaf or hard of hearing.

1. Sound Awareness: Child will demonstrate spontaneous awareness of sound through localization and conditioned response (pointing to ear) or after listening to a spoken language model.
2. Auditory Discrimination: Child will be able to identify minimal pair sounds in the initial and final position of words at the word level.
3. Auditory Memory: Child will be able to remember and recall sentences containing 8-10 syllables in length.
4. Auditory Closure: Child will fill in the blank when only partial auditory stimulus is given.
- *5. Self advocacy: Child will tell an adult when his listening amplification (hearing aids, BAHA, cochlear implant, microphone system, etc.) is not working by stating "uh oh, not working, broken" as recorded by teacher data.

