Language Processing Therapeutic Goals to Improve Active Listening

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Problem Statement 1: Significant deficit in auditory figure-ground.

APD LTG 1 (AUDITORY FIGURE GROUND): To demonstrate improved auditory figure ground skills (extracting a primary message from background noise)

APD STG (AUDITORY FIGURE GROUND):

a. To increase the ability to extract a primary message involving (auditory discrimination between minimal pair words, minimal pairs in phrases/sentences, recall of a series of words/phonemes/, following complex linguistic directions) using background white noise from 40% to 80% accuracy.

b. To increase ability to extract a primary message involving (auditory discrimination between minimal pair words, minimal pairs in phrases/sentences, recall of a series of words/phonemes/, following complex linguistic directions) using background non-lyrical music from 40% to 80% accuracy.

c. To increase ability to extract a primary message involving (auditory discrimination between minimal pair words, minimal pairs in phrases/sentences, recall of a series of words/phonemes/, following complex linguistic directions) using background lyrical music from 40% to 80% accuracy.

d. To increase ability to extract a primary message involving (auditory discrimination between minimal pair words, minimal pairs in phrases/sentences, recall of a series of words/phonemes/, following complex linguistic directions) using a background verbal message from 40% to 80% accuracy.

*These goals can be splintered into specifically what task is involved: auditory discrimination between minimal pair words, minimal pairs in phrases/sentences, recall of a series of words/phonemes, or simply following complex linguistic directions. Specify the number of attributes or the grammatical construct (i.e. subordinate clauses) in the directions.

Problem Statement 2: Consistent and significant difficulty with auditory memory.
APD LTG 2(AUDITORY MEMORY): To improve auditory memory for words and sentences.

APD STG (AUDITORY MEMORY):

a. To increase auditory memory for a 5 or more word-related-string from 40% to 80% accuracy.

b. To increase auditory memory for a 5 word-unrelated-string from 40% to 80% accuracy.

c. To increase strategies (chunking, verbal rehearsal, etc) used for functional memory tasks for digits from 40% to 80% accuracy.

d. To increase strategies used for functional memory tasks for word lists from 40% to 80% accuracy with and without visual cues:
   i. Strategy of chunking
   ii. Strategy of verbal rehearsal
   iii. Strategy of visual imagery
   iv. Strategy of location

e. To increase strategies (chunking, verbal rehearsal, etc) used for functional memory tasks for a phoneme series from 40% to 80% accuracy.

f. To increase strategies used for functional memory tasks for story content from 40% to 80% accuracy of detail recall, with and without visual cues, using the reading strategy of visualization.

g. To increase recall of complex grammatical sentences with subordinated clauses or conditional commands from 40% to 80% accuracy.

h. To increase recall of complex grammatical sentences containing 3 attributes (e.g. a large black monster with blue eyes) from 40% to 80% accuracy.

i. To increase auditory memory of a short story with 3–5 key components by telling details of “who, where, when” with 70% accuracy.

j. To increase auditory memory of a short story with 3-5 key components by retelling the introduction, main idea and conclusion with 70% accuracy.

k. To increase auditory memory of a short story with 3-5 key components by verbally giving 3-5 expected details from the story.

Problem Statement 3: Phonological awareness skills are substantially below expected developmental norms for typically developing school aged children.
APD LTG 3 (PHONOLOGICAL AWARENESS): To increase phonological awareness skills from a standard score = ____ to age appropriate skills.

APD STG (PHONOLOGICAL AWARENESS):

a. To increase segmentation skills for syllables from 20% to 80% accuracy level.
b. To increase segmentation skills for phonemes from 20% to 80% accuracy level.
c. To increase isolation skills for initial, medial and final phonemes from the 50% to 90% level.
d. To increase deletion skills from the 70% to 90% level for phonemes.
e. To increase substitution skills of syllables with manipulatives from the 50% to 90% level.
f. To increase substitution skills of phonemes with manipulatives from the 50% to 90% level.
g. To increase grapheme knowledge of diphthongs from 25% to 75% upon sight presentations.

Problem Statement 4: Consistent and significant difficulty with temporal aspects of audition.

APD LTG 4 (AUDITION): To demonstrate improved auditory skills.

APD STG (AUDITION):

a. To increase frequency discrimination by 500 Hz increments as indicated by labeling high vs. low pure tones.
b. To increase identification of pitch patterns (3 pitch series) within 250 Hz of pure tones to 80% accuracy in a trial of 10.
c. To increase identification of pitch patterns of modulated pitch sweeps (i.e. Away We Go CD) to 80% accuracy in a trial of 10.
d. To increase gap detection (silence between pure tone bursts or white noise) from 40% to 80% accuracy (i.e. keyboard App)

Problem Statement 5: Significant deficit in understanding prosody cues.

APD LTG 5 (PROSODY): To increase comprehension and interpretation of metalinguistic cues such as prosody and inflection in reading tasks and conversation.
APD STG (PROSODY):

a. To increase comprehension of prosody meaning for emphasized KEY words (through increased intensity or prolongation) in a reading task or conversation from 40% to 80% accuracy.

b. To increase comprehension of inflectional cues (by raised or lower pitches) within a reading passage or conversation as they relate to questions, statements or sarcasm from 40% to 80% accuracy.

c. To increase gap detection (silence between pure tone bursts) and its metalinguistic meanings while reading aloud from 40% to 80% accuracy.

d. To increase application of grammatical markers placed into a text passage devoid of any commas, question marks, or exclamation points, based on child’s gap or pitch detection (pitch dropping followed by silence = comma or period placement, while pitch raised = questions mark placement) and its metalinguistic meanings while hearing a passage being read: from 40% to 80% accuracy.

e. To increase verbal application of pitch and silence corresponding to grammatical markers, while child reads a passage aloud.

f. To increase verbal application of KEY words (through increased intensity of prolongation) corresponding to grammatical markers, while child reads a passage aloud.

g. To increase identification & application of silence or pitch cues (i.e. gap or pitch detection) and its metalinguistic meanings during conversation from 40% to 80% accuracy

Problem Statement 6: Receptive and/or expressive language deficits are substantially below expected and developmental norms for typically developing school-aged children.

APD LTG 6a (FIGURATIVE LANGUAGE): To increase comprehension and usage of figurative language.

APD STG (FIGURATIVE LANGUAGE):

i. To increase comprehension of figurative language phrases ("Play it by ear") from 50% to 75% accuracy as evidenced by matching to a semantically similar meaning.

ii. To increase expression of figurative language phrases by filling in the blank in sentences to 80% accuracy.

iii. To increase expression using figurative language phrases in a short paragraph appropriately 80% of the time.
APD LTG 6b (RECEPTIVE LANGUAGE): To increase receptive vocabulary and semantic closure skills.

APD STG (RECEPTIVE LANGUAGE):

i. To increase identification of semantic categories of a series of 4-5 related words with 70% accuracy.

ii. To identify the one "outlier" of a group of 4-5 related words with 70% accuracy.

iii. To identify 2-3 synonyms for key vocabulary words within a text with 70% accuracy.

iv. To identify a noun or verb when given “clues” from the Expanding Expression Tool (EET).

v. To provide “clues” based on the EET criteria in order to allow listener to guess the vocabulary word described.

vi. To demonstrate inferencing skills from text

Problem Statement 7: Consistent and significant difficulty with binaural integration and/or separation.

APD LTG 7 (BINAURAL INTEGRATION): To increase binaural integration skills.

APD STG (BINAURAL INTEGRATION):

a. To increase ability to name objects out of sight by touch of the left hand with 70% accuracy.

b. To increase ability to describe attributes of objects out of sight by touch of the left hand with 70% accuracy.

c. To increase ability to describe drawings of limited complexity as they relate to a story heard auditorily using 2-3 details.