

Auditory-Verbal Lesson Plans: Comprehensive Components for Young Learner

Name (Client): _____ Age: _____ Hearing Age: _____

Listening Technology: (Model, Manufacturer, Year Acquired)

Hearing Aid: (R) _____

(L) _____

Cochlear Implant: (R) _____

(L) _____

Other Assistive Listening Technology: (Model, Manufacturer, Setting)

I. LONG TERM GOALS: (Each area to be covered in Listening/Spoken Language IEP)

- A. Auditory Processing:** Attention, discrimination, and/or identification of meaningful speech, effective verbal memory, auditory sequencing of complex linguistic stimuli
- B. Auditory/oral feed-forward:** speech awareness, self-monitoring speech and language.
- C. Auditory language:** vocabulary concepts, word relationships, inferential thinking with language, syntax development

II. AREAS INTEGRATED FOR GOALS – A. Describe appropriate activity/context/materials for age/interests of child; **B.** For *each* area below, state short-term goal and procedures.

A. AUDITION:

- 1. Horizontal Level of Listening:** Check a level of auditory processing to be stimulated for each activity presented i.e., Detection, Discrimination/Recognition, Comprehension
- 2. Familiarity:** Note auditory familiarity of play, task, setting, and verbal stimuli
- 3. Set Size:** Determine how many stimuli will be used in presentation of listening task
- 4. Acoustic Contrasts:** Determine the specific acoustic/phonetic contrasts to be practiced in this lesson

B. SPEECH IMITATION/SELF-MONITORING: State which speech sounds will be emphasized and/or errors that will be highlighted for correction and self-monitoring.

C. SPOKEN LANGUAGE CONNECTIONS: VOCABULARY and/or SYNTACTIC PATTERNS-

- Vocabulary- Familiar/Unfamiliar, Academic Content /Functional Communication
- Syntax- Type of sentence structure in which auditory target is embedded.... i.e. simple phrase, short carrier phrases, directions (end or middle of sentence), for a variety of syntactic patterns for listening practice.

D. COGNITION: State age-appropriate knowledge, standard, or reasoning that is gained

E. CONVERSATION: State pragmatic language objectives in regard to initiating, maintaining, or completing a conversation.