

ObjectiveEd Goal Guides: Listening Skills

This guide is designed for O&Ms, ATs and TVIs interested in utilizing ObjectiveEd to help older students practice listening skills, specifically working on listening to and comprehending audio spoken at accelerated rates.

Step 1: If you are not already familiar with using ObjectiveEd please review the following two videos

[Getting Started with ObjectiveEd - VI Curriculum](#) (5 Minutes)

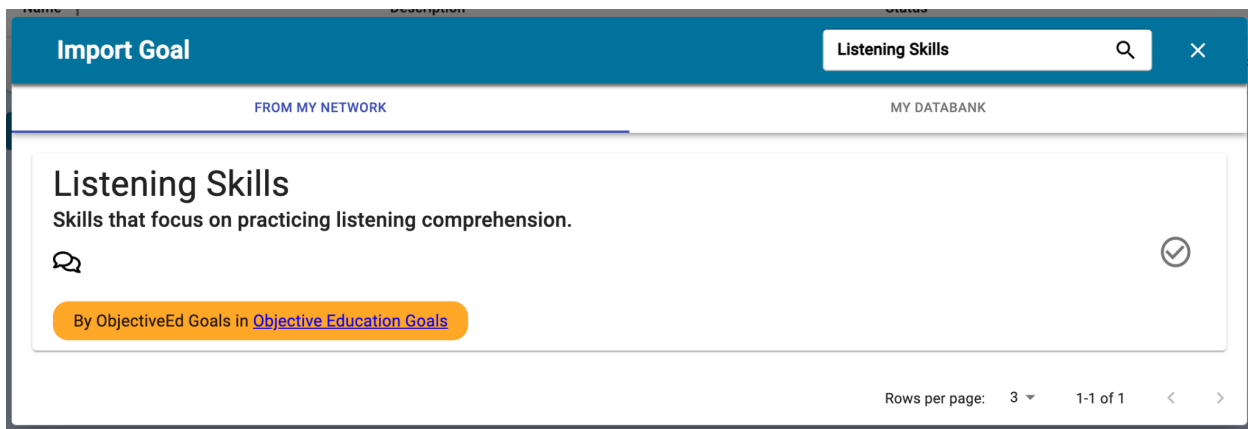
[Getting Started with ObjectiveEd - The Application](#) (7 Minutes)

Step 2: Import the following goal onto the student you are working with

Listening Skills

**You can search for it under the Import Goal section*

***Import the goal by selecting the check mark*






























The screenshot shows the 'Import Goal' interface in ObjectiveEd. At the top, there is a search bar containing 'Listening Skills' and a close button (X). Below the search bar, there are two tabs: 'FROM MY NETWORK' (selected) and 'MY DATABANK'. The main content area displays a goal card for 'Listening Skills' with the description 'Skills that focus on practicing listening comprehension.' and a checkmark icon in the top right corner. Below the goal card, there is a yellow button that says 'By ObjectiveEd Goals in Objective Education Goals'. At the bottom right of the interface, there is a pagination control showing 'Rows per page: 3' and '1-1 of 1'.

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Step 3: Understanding the skills students will be working on

The skills in this goal focus on helping students practice listening skills, including listening to and comprehending audio at an accelerated rate, and in noisy environments.

The skills in this goal are listed below,

Skills for Listening Skills						
Name	Description	Difficulty	Area	Target Percentage	Active?	
Listening at 1x Speed - Basic	Students will listen to orders with one ingredient presented at 1x speed in an environment with little background noise.	Easy	Listening Skills	100	<input checked="" type="checkbox"/>	  
Listening at 1x Speed - Intermediate	Students will listen to orders with two ingredients presented at 1x speed in an environment with some background noise.	Medium	Listening Skills	100	<input type="checkbox"/>	  
Listening at 1x Speed - Advanced	Students will listen to orders with three ingredients presented at 1x speed in an environment with loud background noise.	Hard	Listening Skills	100	<input type="checkbox"/>	  
Listening at 1.25x Speed - Basic	Students will listen to orders with one ingredient presented at 1.25x speed in an environment with little background noise.	Easy	Listening Skills	100	<input type="checkbox"/>	  
Listening at 1.25x Speed - Intermediate	Students will listen to orders with two ingredients presented at 1.25x speed in an environment with some background noise.	Medium	Listening Skills	100	<input type="checkbox"/>	  
Listening at 1.25x Speed - Advanced	Students will listen to orders with three ingredients presented at 1.25x speed in an environment with loud background noise.	Hard	Listening Skills	100	<input type="checkbox"/>	  
Listening at 1.5x Speed - Basic	Students will listen to orders with one ingredient presented at 1.5x speed in an environment with little background noise.	Easy	Listening Skills	100	<input type="checkbox"/>	  
Listening at 1.5x Speed - Intermediate	Students will listen to orders with two ingredients presented at 1.5x speed in an environment with some background noise.	Medium	Listening Skills	100	<input type="checkbox"/>	  
Listening at 1.5x Speed - Advanced	Students will listen to orders with three ingredients presented at 1.5x speed in an environment with loud background noise.	Hard	Listening Skills	100	<input type="checkbox"/>	  

Students will only work on the skills you mark as **Active**. In our system **Active is Red, Grey is Deactivated**

Skill Breakdown

The primary concepts covered are:

Listening at 1x Speed

Listening at 1.25x Speed

Listening at 1.5x Speed

Each concept is broken down into three levels of difficulty: *Basic, Intermediate and Advanced*

How the skill is practiced: In these skills students will be presented with a café order that they will need to remember and fulfil. These orders can be spoken at accelerated rates and with different levels of background noise.

Basic Skills use a café with no background noise/chatter, orders that have one ingredient and provide the student with 20 seconds to fulfil the order.

Intermediate Skills use a café with moderate background noise/chatter, orders that have two ingredients, and provide the student with 16 seconds to fulfil the order.

Advanced Skills use a café with loud background noise/chatter, orders that have three ingredients and provide the student with 10 seconds to fulfil the order. The order does not appear visually on the screen like it does in intermediate and basic skills.

Step 4: Assigning a Starting Skill

After familiarizing yourself with the skills in the goal, choose a skill for your student to start with.

Our Recommendation: We generally advise that you start with the following skill

Option 1: Listening at 1x Speed - Basic

To assign a skill to your student, mark it as ACTIVE by clicking the slider to the right of the skill (Active=Red).

Step 5: Practice Time

Now it's time for your student to practice.

Make sure to review the training videos (linked at the top of this guide) if you are unsure about how your student practices the skill you assigned.

Have your student practice for at least 15 minutes over the course of a week, spread out over multiple days

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Step 6: Review the Data

In order to have success with ObjectiveEd, it is critical that you monitor your students performance and adjust the skills they are practicing as needed

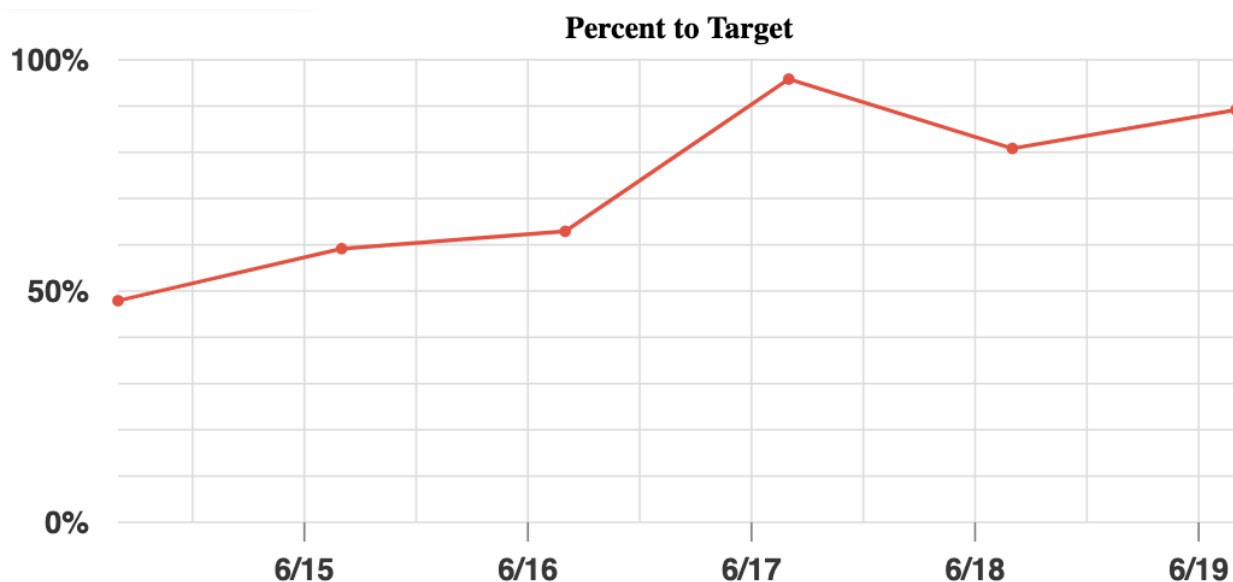
After your student has practiced for at least 15 minutes over the course of a week, view their Student Dashboard to check on their progress.

Look at their *Percent to Target Graph* - This shows you their accuracy relative to the target percentage of the skill they are practicing. The skills in this goal set the target percentage at 100% so you can see this as overall accuracy with regards to each prompt.

Example Data:

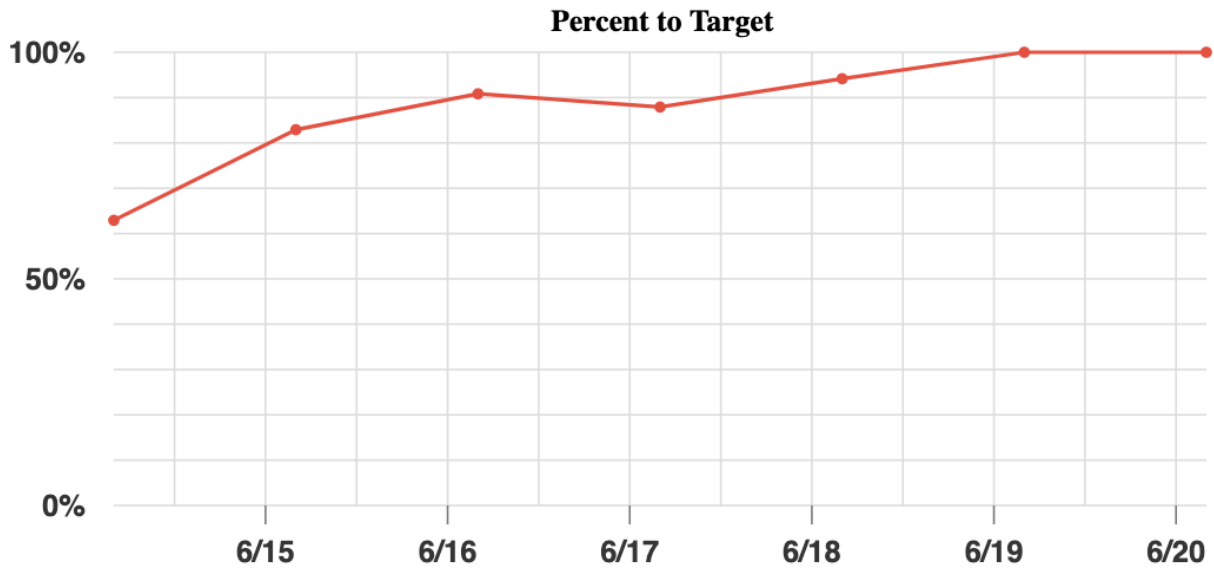
Ideal Outcome

Skill is appropriate for the student, no immediate action needed



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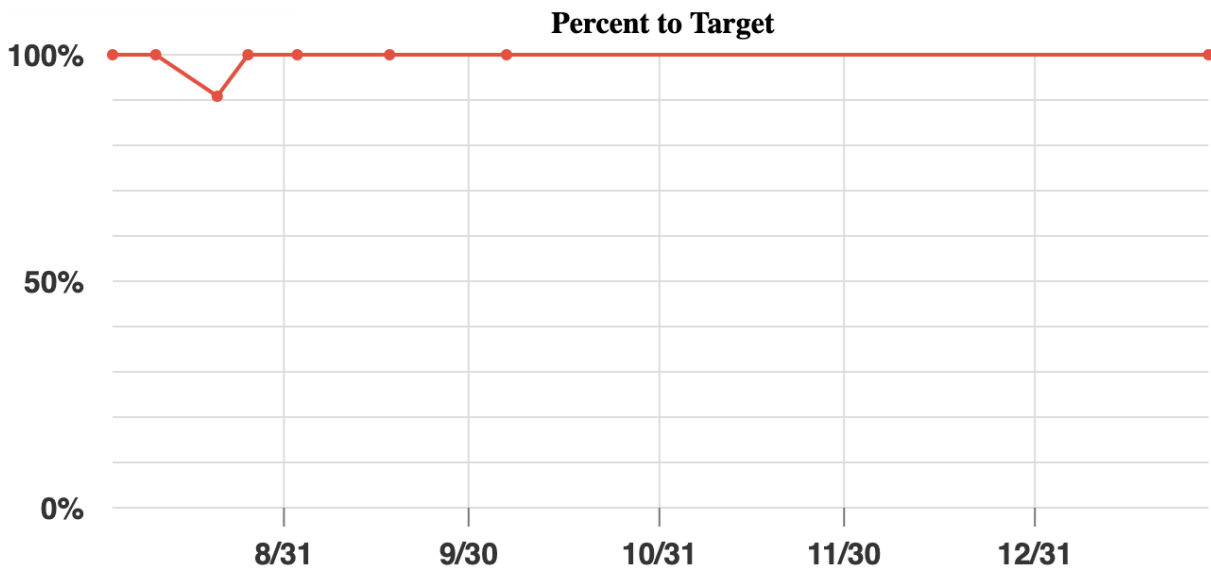
Good Outcome



Skill may be slightly too easy for the student, consider advancing them to the next logical skill

E.g. Basic → Intermediate difficulty level

Action Needed



—————

If your student's data looks similar to this, it means that they should immediately be moved to a more challenging skill.

Our Recommendation: Immediately advance the student to a more challenging skill, repeat Step 5, and reevaluate the data in a week's time.

E.g. Basic → Advanced difficulty level

***If the student's data suggests that the student is still excelling, view the last page of this guide which recommends additional goals to move on to.**

Student is struggling with the basic skill?

In many situations, our skills can be adjusted and tailored to your specific student's needs. If you find that your student is struggling with the basic skills in this goal review the following video which outlines how to edit skills to better match your students needs.

Example: Increasing the time to respond to a prompt from 9 seconds to 20 seconds.

*If you edit a skill to be more appropriate for the student it may increase the need for you to motivate the student to practice.

[ObjectiveEd Tutorials: Editing Skills for your Students](#) (4 Minutes)

Step 7: Next Steps

Assuming your student had either the ideal or good outcome, continue to have them practice for at least 15 minutes per week, spread out over multiple sessions.

Students can of course practice more frequently for better outcomes, but the key is **consistency**. Practicing intermittently with long gaps between practice sessions will lead to data inconsistencies and non-linear growth.

Monitor their performance once a week, and progress them on to the next logical skill when they display continued success (i.e. 100% accuracy for at least $\frac{3}{4}$ occurrences)

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****Important notes**

ObjectiveEd is designed to help students practice important skills, and while we try to engage students with games, and reward systems, not all students will be engaged enough to practice without additional motivation.

ObjectiveEd is a tool, providing you with valuable progress data, students should be encouraged to practice at semi-regular intervals while they are working on a specific skill/topic.

While we are constantly working to expand the number of skills our system helps reinforce, ObjectiveEd may not be appropriate for all of your students all the time. If you have a student currently working on a skill/topic that ObjectiveEd has content for, consider implementing ObjectiveEd for that period of time to aid your teaching, as a reinforcement tool.

Step 8: Additional Goals/Skills to Work With

While these are the only skills that we have focused on listening skills, students may benefit from practicing their swipe gestures to improve their response time, as well as their working memory skills. Therefore the following goals/skills may be helpful,

Option 1: Assistive Technology - Gestures and Reaction Time

Option 2: Assistive Technology - Gestures and Working Memory

Option 3: Sound Identification, Working Memory, and Grid Concepts

If you have any questions at all please contact,

Support@ObjectiveEd.com

We are always here to help!