

## ObjectiveEd Goal Guides: Sound Identification, Working Memory, and Grid Concepts

*This guide is designed for O&Ms, ATs and TVIs interested in utilizing ObjectiveEd to help students practice sound identification, working memory, and grid concepts.*

**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)

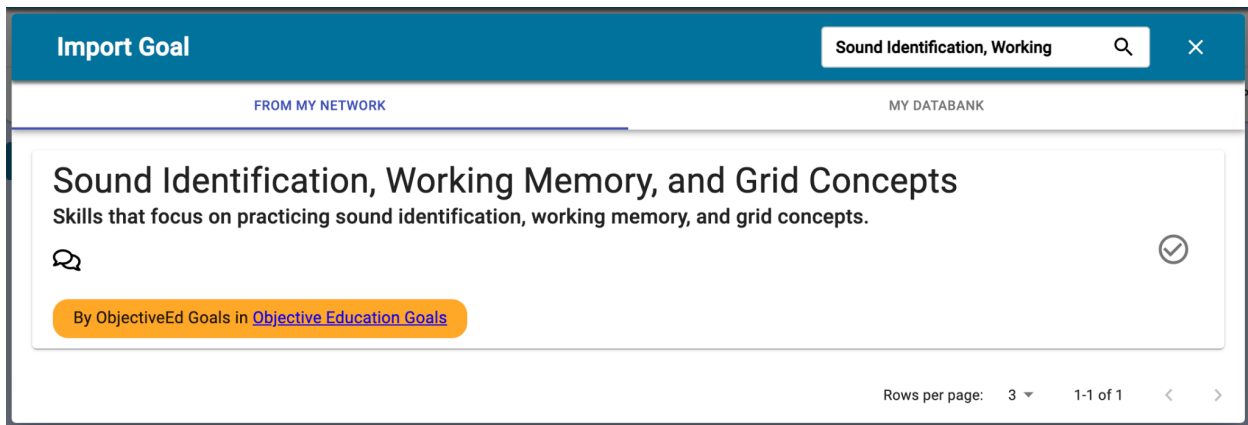
[Getting Started with ObjectiveEd - The Application](#) (7 Minutes)

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

*Sound Identification, Working Memory, and Grid Concepts*

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

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



**Import Goal** Sound Identification, Working

FROM MY NETWORK MY DATABANK

**Sound Identification, Working Memory, and Grid Concepts**  
Skills that focus on practicing sound identification, working memory, and grid concepts.

By ObjectiveEd Goals in [Objective Education Goals](#)

















































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### Step 3: Understanding the skills students will be working on

The skills in this goal focus on helping students practice sound identification, working memory and grid concepts.

The skills in this goal are listed below,

Skills for Sound Identification, Working Memory, and Grid C...						
Name	Description	Difficulty	Area	Target Percentage	Active?	
☰ Matching Animal Sounds using a 2x2 Grid - Basic	Students will need to match the animal to the correct sound in a 2x2 grid.	Easy	Sound Identification, Working Memory, Grid Concepts	100	<input checked="" type="checkbox"/>	   
☰ Matching Animal Sounds Using a 3x4 Grid - Intermediate	Students will need to match the animal to the correct sound in a 3x4 grid.	Medium	Sound Identification, Working Memory and Grid Concepts	100	<input type="checkbox"/>	   
☰ Matching Animal Sounds using a 4x4 Grid - Advanced	Students will need to match the animal to the correct sound in a 4x4 grid.	Hard	Sound Identification, Working Memory and Grid Concepts	100	<input type="checkbox"/>	   
☰ Matching Musical Instrument Sounds using a 2x2 Grid - Basic	Students will need to match the musical instrument to the correct sound in a 2x2 grid.	Easy	Sound Identification, Working Memory, and Grid Concepts	100	<input type="checkbox"/>	   
☰ Matching Musical Instrument Sounds using a 3x4 Grid - Intermediate	Students will need to match the musical instrument to the correct sound in a 3x4 grid.	Medium	Sound Identification, Working Memory, and Grid Concepts	100	<input type="checkbox"/>	   
☰ Matching Musical Instrument Sounds using a 4x4 Grid - Advanced	Students will need to match the musical instrument to the correct sound in a 4x4 grid.	Hard	Sound Identification, Working Memory, and Grid Concepts	100	<input type="checkbox"/>	   
☰ Matching Vehicle/Outdoor Sounds using a 2x2 Grid - Basic	Students will need to match the word to the correct sound in a 2x2 grid.	Easy	Sound Identification, Working Memory, and Grid Concepts	100	<input type="checkbox"/>	   
☰ Matching Vehicle/Outdoor Sounds using a 3x4 Grid - Intermediate	Students will need to match the word to the correct sound in a 3x4 grid.	Medium	Sound Identification, Working Memory, and Grid Concepts	100	<input type="checkbox"/>	   
☰ Matching Vehicle/Outdoor Sounds using a 4x4 Grid - Advanced	Students will need to match the word to the correct sound in a 4x4 grid.	Hard	Sound Identification, Working Memory, and Grid Concepts	100	<input type="checkbox"/>	   
☰ Matching Household Sounds using a 2x2 Grid - Basic	Students will need to match the word to the correct sound in a 2x2 grid.	Easy	Sound Identification, Working Memory and Grid Concepts	100	<input type="checkbox"/>	   
☰ Matching Household Sounds using a 3x4 Grid - Intermediate	Students will need to match the word to the correct sound in a 3x4 grid.	Medium	Sound Identification, Working Memory and Grid Concepts	100	<input type="checkbox"/>	   
☰ Matching Household Sounds using a 4x4 Grid - Advanced	Students will need to match the word to the correct sound in a 4x4 grid.	Hard	Sound Identification, Working Memory, and Grid Concepts	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:

*Matching Animal Sounds using a 2x2, 3x4, or 4x4 Grid*

*Matching Musical Instrument Sounds using a 2x2, 3x4, or 4x4 Grid*

*Matching Vehicle/Outdoor Sounds using a 2x2, 3x4, or 4x4 Grid*

*Matching Household Sounds using a 2x2, 3x4, or 4x4 Grid*

■

**How the skill is practiced:** In these skills students will be presented with a grid of cards in various sizes (2x2, 3x4 or 4x4). Students will swipe left, right, up or down, to navigate through the grid. Their position in the grid will be announced alpha-numerically (i.e. A1, C2). Students will double tap to flip cards, remember where that card is, and match that item or sound, to the corresponding card.

#### **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 one of the following skills,

*Option 1: Matching Animal Sounds using a 2x2 Grid*

-A good option for younger students just starting with grid concepts, as only 4 cards will be present.

*Option 2: Matching Vehicle/Outdoor Sounds using a 3x4 Grid*

-A good choice for older students practicing with O&M sounds such as accessible crosswalks, and emergency vehicles, as well as a slightly larger grid of cards.

**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**

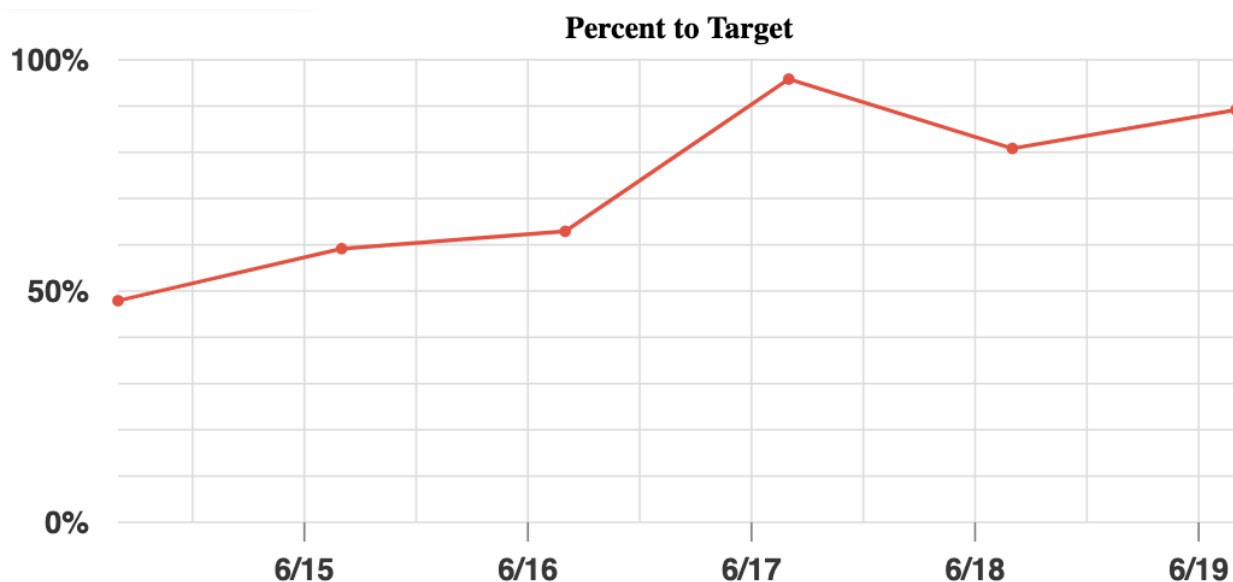
After your student has practiced for at least 15 minutes over the course of a week, view their Student Dashboard to check on their progress.

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

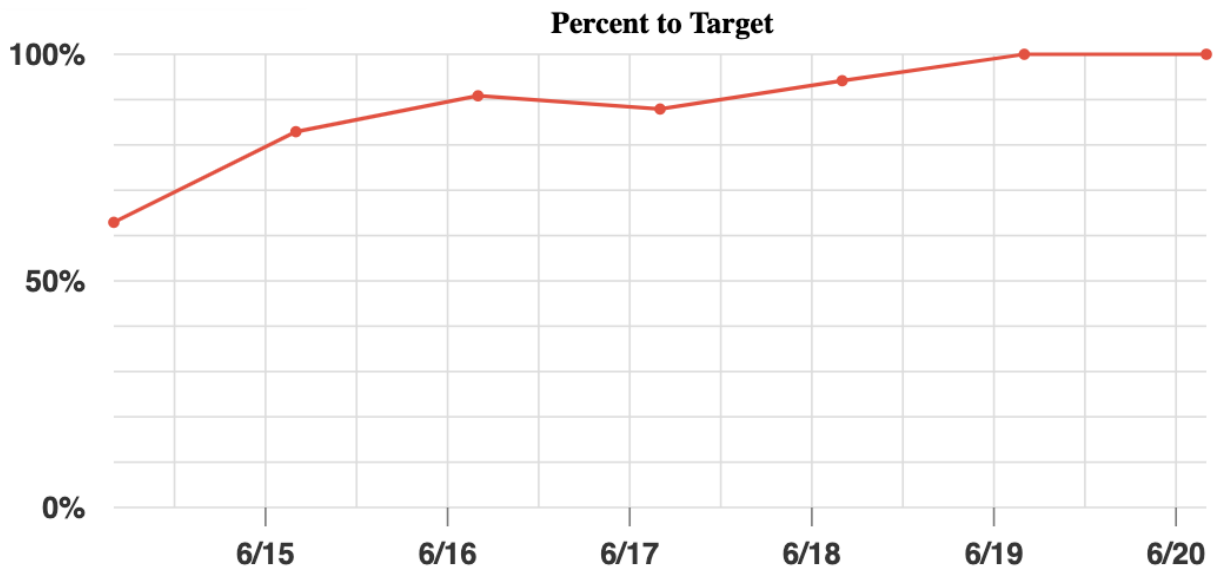
*Skill is appropriate for the student, no immediate action needed*



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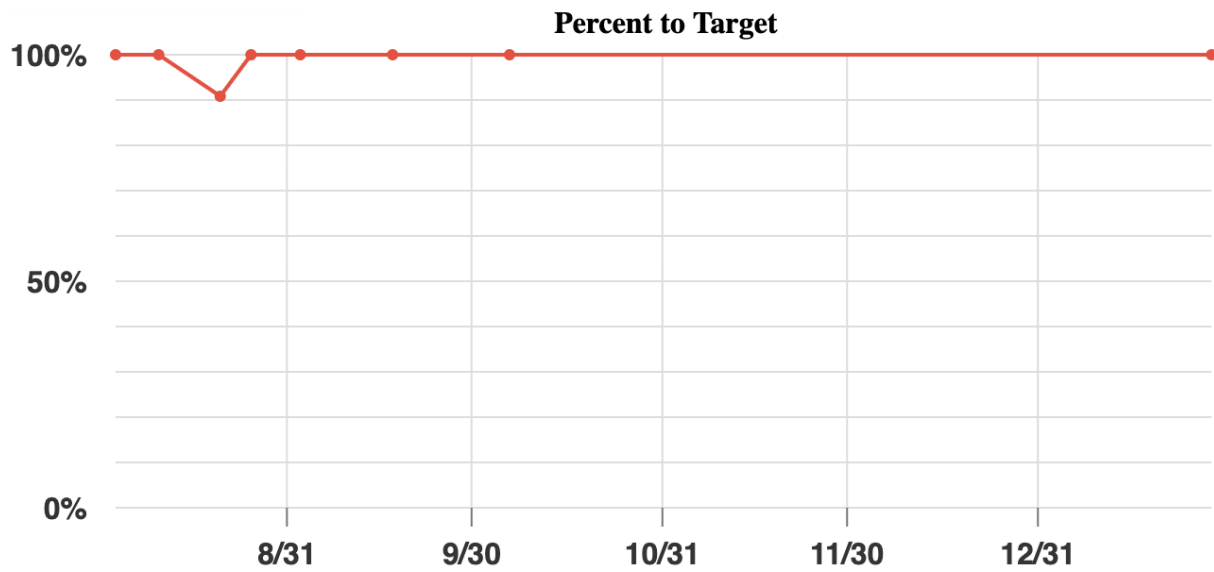


### Good Outcome



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

### 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.**

**\*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**

After your student improves their working memory skills, they may want to try out the following goals/skills which also help with working memory.

*Option 1: Assistive Technology - Gestures and Working Memory*

*Option 2: Listening Skills*

If you have any questions at all please contact,

[Support@ObjectiveEd.com](mailto:Support@ObjectiveEd.com)

We are always here to help!