

ObjectiveEd Goal Guides: Sound Identification

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

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

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

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

Sound Identification

Skills that focus on practicing sound identification.



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.

The skills in this goal are listed below,

Skills for Sound Identification						
Name	Description	Difficulty	Area	Target Percentage	Active?	
 Matching Animal Sounds	Students will match as many sounds as they can in 120 seconds.	Easy	Sound Identification	100		   
 Matching Musical Instrument Sounds	Students will match as many sounds as they can in 120 seconds.	Easy	Sound Identification	100		   
 Matching Toy Sounds	Students will match as many sounds as they can in 120 seconds.	Medium	Sound Identification	100		   
 Matching Vehicle/Outdoor Sounds	Students will match as many sounds as they can in 120 seconds.	Medium	Sound Identification	100		   
 Matching Household Sounds	Students will match as many sounds as they can in 120 seconds.	Hard	Sound Identification	100		   

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

Matching Musical Instrument Sounds

Matching Toy Sounds

Matching Vehicle/Outdoor Sounds

Matching Household Sounds

How the skill is practiced: In these skills students will be presented with a list of items that they need to match with the appropriate sound.

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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 or Matching Musical Instrument Sounds

-A good option for younger students just starting with sound identification

Option 2: Matching Vehicle/Outdoor Sounds or Matching Household Sounds

-A good choice for older students practicing with O&M sounds, such as accessible crosswalks, emergency vehicles, and general household sounds.

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

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

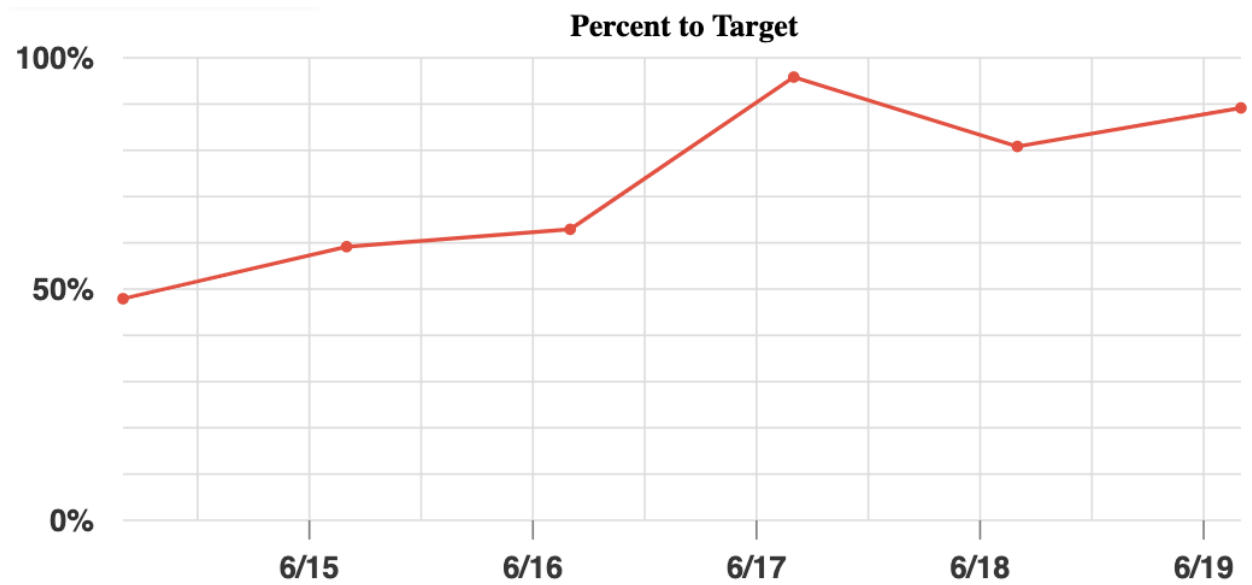
After your student has practiced for at least 15 minutes over the course of a week, view their Student Dashboard to check on their progress.

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:

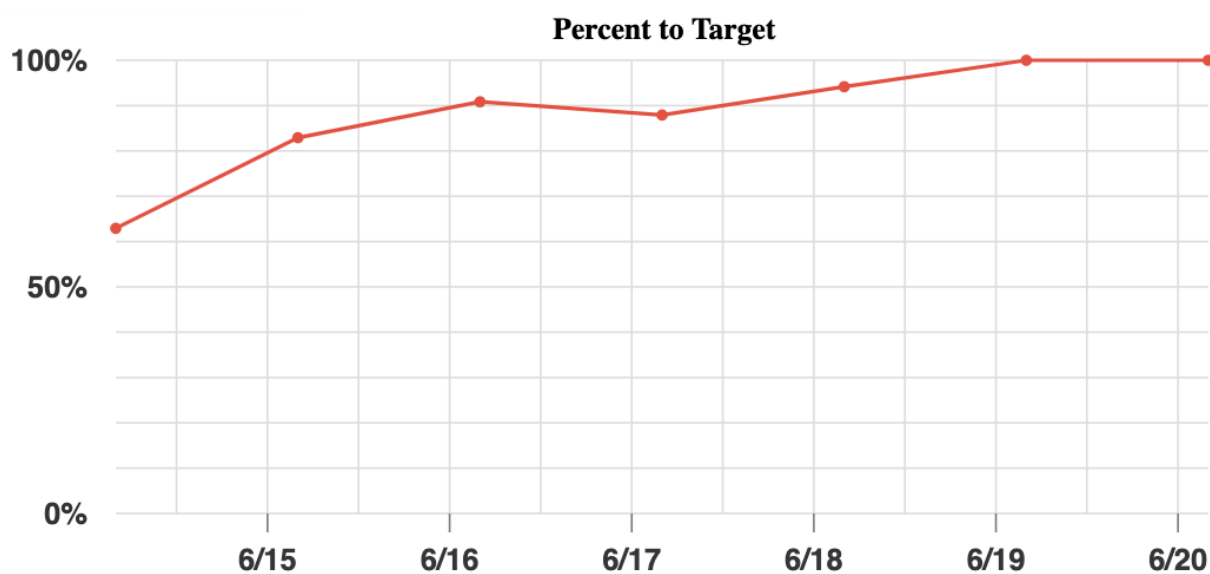
Ideal Outcome

Skill is appropriate for the student, no immediate action needed



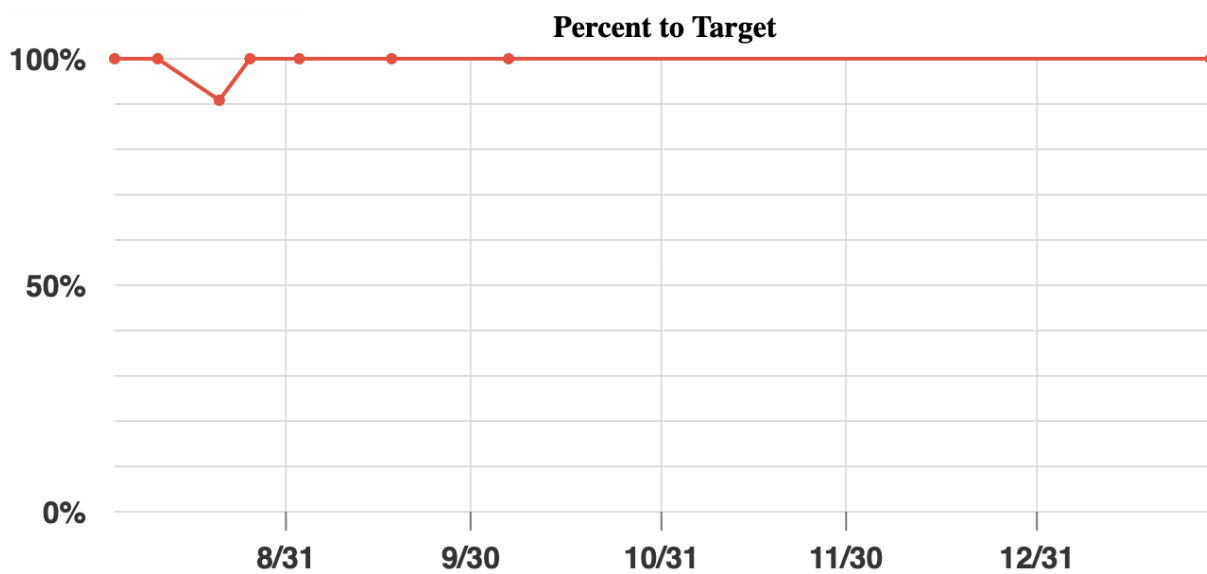
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Good Outcome



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

This is generally a great place to start with Sound Identification, but after building some familiarity here, students can use their new skills to also practice working memory and grid concepts. Try the following goal,

Option 1: 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!