no-glamour® auditory processing

interactive software

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About the Author

Carolyn LoGiudice, M.S., CCC-SLP, edits, writes, and coordinates product acquisitions for LinguiSystems. She has broad experience serving the communication disorders of school-aged children. Carolyn's special interests are the social language and thinking skills of children and adolescents.

Carolyn is the author of many LinguiSystems products.

Illustrations by Margaret Warner

Skills Included

- auditory reception
- following directions
- absurdities
- comprehension
- details
- exclusion
- main idea
- phonological awareness
- problem solving
- riddles

Installation

You may run the program directly from the CD without installing it to your hard drive. If you choose this option, you will be unable to take advantage of many of the program's record-keeping features. Follow these steps to begin the program:
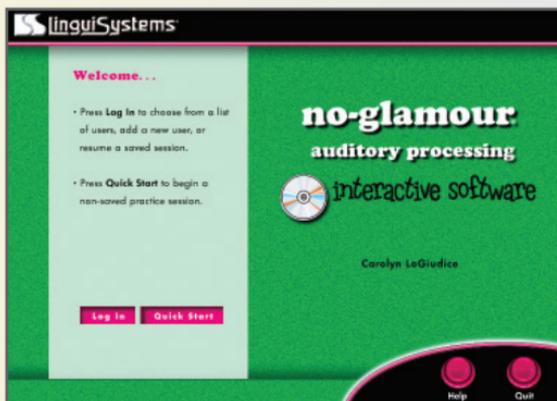
Windows

1. Insert the CD into your computer's CD-ROM drive.
2. Double-click **My Computer**.
3. Double-click the **CD-ROM** icon.
4. Double-click **Setup.exe**.
5. Choose **Quick Start** from the *Title* screen if you do not wish to install the program. A randomized, open-ended session will begin, but you will not be able to manage users or save any data.
6. Choose **Install** to install the program to your hard drive. Once installed, you no longer need the CD in the drive to run the program; you simply begin by double-clicking the icon on your desktop. After installation, click **Log In** to set up a custom session.

Macintosh

1. Insert the CD into your computer's CD-ROM drive.
2. Double-click the **CD-ROM** icon.
3. Double-click **Setup**.
4. Choose **Quick Start** or **Install** from the *Title* screen (see steps 5 and 6 above).

Note: If you experience audio problems on a PC when running the program directly from the CD via the Quick Start option (without installing the program to your hard drive), view the Troubleshooting section of the readme file on the program CD to fix this problem.

Users Screen

After you choose **Log In** from the *Title* screen, you move to the screen pictured here. You need to set up or choose a user before you can move on. This screen will help you keep track of all the students who use the program. Here are the options on this screen:

Add New User – Displays a pop-up box where you enter your student's first and last names. Click on the boxes to move between them and enter your text. When you are done, click the **Add New User** button to add your student to the list.

Remove User – If you want to delete a student's name from the list, click on it. Then click the **Remove User** button to delete the user from the list.

Choose User – Click a name in the list to begin a session. Then click the **Choose User** button to move to the *Options* screen.

Options Screen

New Session – Proceeds to the *Setup* screen to set parameters for the session.

Continue Saved Session – Allows you to complete a previously suspended and saved session.

Previous Session Results – Displays results of previous sessions this user has attempted.

Quick Session – Begins a randomized, unsaved session.

Change User – Lets you choose a different user from the list.

Credits – Displays a list of people who worked on the program.

Setup Screen

You can customize your session in many ways:

Item Setup – Sets the number of item groups to attempt. Each group consists of four questions about a single item within a category.

Goal Setting – Sets a percentage correct goal from 0-100%.

Volume – Sets the master volume for narration and sound effects.

Available Skills – Check the boxes to select which skills to attempt during the session, or click **All Skills** to make all the choices active.

Other Options – Allows you to turn on or off the goal counter, the progress counter, all audio, or the option to quit the session in progress.

After setting your options, click **Start Session** to go to the first *Item* screen.
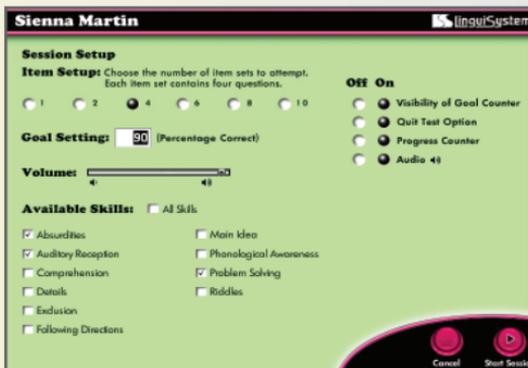
Items

If audio is enabled, the item will be automatically narrated.

After the student listens to the entire item, he selects a response by clicking one of the square, pink buttons.

If the student wants to hear the item or responses again, he clicks on the words.

After a student chooses a response and receives feedback, he clicks the **Next** button to move on (this button is only activated after the item is attempted).
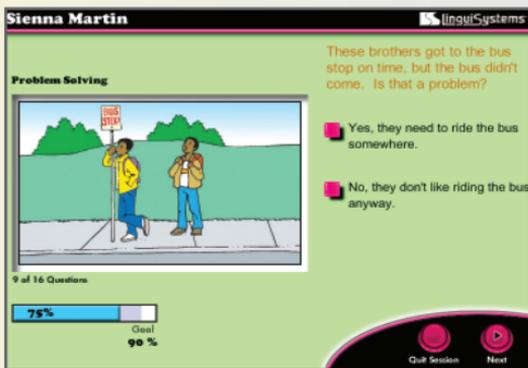
Results

When a student completes the final item in a session, the **See Results** button becomes active. Click on it to see the *Results* screen.

The information on the *Results* screen is vital for recording and documenting initial assessments, progress reports, and pretests/ posttests. This screen shows these pieces of information:

- student's name
- date and time of the session
- overall goal (as determined in the *Setup* screen)
- final results (number of items correct/attempted and overall percentage)
- individual category area results

Click the **Print** button to open your computer's print dialog box to print the session results.

The results of a completed session are automatically saved. You can retrieve these results later by restarting the program and choosing a student's name in the *Current Users* list. Then choose **Previous Session Results** from the *Options* screen.

Note: The program will provide an even mix of category item types within a session, when possible. In the example above, the instructor decided to have the student attempt four item sets across three category areas. The session contained one set of items each from two of the areas and two sets from the other.

Quitting a Session in Progress: If you are unable to complete a session, you can choose **Quit** from an *Item* screen and save the session. You can finish the session later by choosing the student's name from the *Current Users* list and then selecting **Continue Saved Session**.

Other Titles from LinguiSystems

- *No-Glamour® Grammar Interactive Software*

- *No-Glamour® Language & Reasoning Interactive Software*

- *No-Glamour® Vocabulary Interactive Software*

- *No-Glamour® Language Interactive Software*

- *No-Glamour® Social Language/Behavior Interactive Software*

- *No-Glamour® Category/Definition Interactive Software*

- *No-Glamour® Sentence Structure Interactive Software*

- *Spotlight on Reading & Listening Comprehension Interactive Software, Level 1 & Level 2*

- *Spotlight on Vocabulary Interactive Software, Level 1 & Level 2*

- *Basic Concepts Pictures Interactive Software*

- *Story Comprehension To Go® Interactive Software*

- *Click & Create Vocabulary Board Games Software*

- *Click & Create Articulation Board Games Software*

Evidence-Based Practice

- Children with auditory processing difficulty typically have normal hearing and intelligence, but they are observed to have difficulty attending to and remembering auditory information, have problems following multi-step directions, have poor listening skills, and have low academic performance in multiple subject areas (NIDCD, 2004).

- A deficit in auditory perception [and processing] can be the underlying basis of many learning problems, including specific reading and language disabilities (Cacace & McFarland, 1998).

- Cognitive training has been used to remediate auditory deficits by teaching children to actively self-regulate and monitor message comprehension skills and to develop problem-solving strategies. Cognitive therapy may include language training (linguistic or metalinguistic), vocabulary development, and the teaching of organizational skills (Keith, 1999).

- Computer-assisted instruction and drill-and-practice software can significantly improve students' scores on standardized achievement tests in all major subject areas, preschool through higher education (Ringstaff & Kelley, 2002).

References

Cacace, A.T., & McFarland, D.J. (1998). Central auditory processing disorder in school-aged children: A critical review. *Journal of Speech, Language, and Hearing Research*, *41*, 355-373.

Keith, R.W. (1999). Clinical issues in central auditory processing disorders. *Language, Speech, and Hearing Services in Schools*, *30*(4), 339-344.

National Institute on Deafness and Other Communication Disorders (NIDCD). (2004, February). Auditory processing disorder in children. (Publication No. 01-4949). Retrieved April 30, 2007 from www.nidcd.nih.gov/health/voice/auditory.htm

Ringstaff, C., & Kelley, L. (2002). The learning return on our educational technology investment: A review of findings from research. Retrieved August 9, 2007 from www.futureofchildren.org/usr_doc/vol10no2Art5.pdf

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