

Auditory Processing Strategies Lab
FINAL REFLECTION

The listening process is typically a unique one for each student. This is an opportunity for you to reflect on your process in this class and to identify one or more areas of your personal experience with the auditory sound therapy, the microphone work, the journaling and the computer work you have done to work on your skills in this class. On a separate sheet of binder paper, or on the computer, write a summary. **Below are some ways you might use to begin this assignment.** You may do the assignment in any way you wish. If you have questions, please discuss them with Kathleen or Terria.

1. Below is a copy of the **Changes to Watch For** handout that you received at the beginning of the semester. Look over the areas to stimulate your thinking about particular abilities or skills you might think have changed.

2. You might consider looking back at the assignments from the semester, the progress records on your BrainBuilder work, and your journals to get you thinking.

This is a required assignment and part of your final so be sure to work on it before we have our final gathering. If you are comfortable, you may share all or some of what you have written with the class. If not, you will turn it in to Kathleen and Terria for credit.

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Changes to Watch For

There are many behaviors associated with good listening. The following list will help you to observe changes that may be occurring in yourself or in others as a result of stimulating the auditory system and increasing your listening skills.

Use this list as a reference to help you make self-observations in your journal about different aspects of you. Also, share it with those close to you who may be able to give you important feedback about changes they see in you.

RECEPTIVE LISTENING This type of listening keeps us attuned to what is going on around us at home, at school, at work, and with our friends.	<ul style="list-style-type: none"> • Increase in attention span • Less distractible • Less sensitive to sounds • Understanding questions better 	<ul style="list-style-type: none"> • Less confusion with similar sounding words • Less need for information to be repeated • Following directions better
EXPRESSIVE LISTENING This is the kind of listening that allows us to monitor ourselves and gauge and control our voice when we speak or sing.	<ul style="list-style-type: none"> • More expression in voice • Speech is more fluent / not as hesitant • Using more or better vocabulary • Using better / clearer sentence structure • Expressing ideas better 	<ul style="list-style-type: none"> • Better able to sing in tune • Less confusion or reversal of letters • Increase in reading comprehension • Reading is more fluent • Better spelling
MOTOR SKILLS Listening stimulates and supports our system of balance, muscle and eye coordination, and body image.	<ul style="list-style-type: none"> • Better posture • Less fidgeting • Movements are more coordinated • Better sense of rhythm • Better handwriting 	<ul style="list-style-type: none"> • Better sense of organization and structure • Less left / right confusion • Increase in sports skills
LEVEL OF ENERGY The ear acts like a motor that provides the brain with energy for living and learning.	<ul style="list-style-type: none"> • Better able to “get going” in the morning • Not as tired at the end of the day • Getting started better (less procrastination) 	<ul style="list-style-type: none"> • Calmer / more relaxed • More “upbeat” / better moods • Handling everyday tasks without getting overwhelmed
BEHAVIOR and SOCIAL ADJUSTMENT Listening affects our ability to understand, communicate, and interact in social relationships.	<ul style="list-style-type: none"> • Higher tolerance for frustration • Self-confidence increasing • Better self-image • More outgoing • Making friends • Interacting more with others 	<ul style="list-style-type: none"> • Less stressed and irritable • Seems more mature • More motivated • More interest in schoolwork • Better attitude toward school
OTHER You may notice other areas we could add to this chart. Please note those here.	<ul style="list-style-type: none"> • • • • • 	

**This list is adapted from the Listening Checklist developed by Canadian Listening Practitioner, Paul Madaule. Modified from version by Stowell Learning Center, Diamond Bar, CA