### Alternative Curriculum: Life Skills

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| **Practical Math**   | Kira will further develop basic numeracy skills and apply them to help understand and solve functional math problems encountered in everyday living as related to money, time and banking concepts. | Kira will read combined money values up to $100.00.  
Kira will calculate bi-weekly pay based on hours worked for a 6 month period.  
Kira will calculate bank balances based on debits and credits beyond 5 transactions. | Practical Math  
Kira has demonstrated some progress in applying time and money concepts to solve practical math problems. She is able to count sums of money independently up to and beyond $100.00. She will be encouraged to continue to practice the counting up method to have increased accuracy with counting back change. Kira is able to calculate bi-weekly pay with the aid of a formula and some verbal reminders. She will continue to practice with less reference to a written formula. Kira has calculated accurate individual bank transactions with minimal assistance. Moving forward, Kira will independently keep a running record of her calculated transactions. |
| **Practical Literacy** | Through reading, writing and oral communication, Kira will strengthen her language skills to manage daily situations in a variety of settings (e.g. school, community). | Kira will write appropriate messages for greeting cards for 3 different occasions.  
Kira will gather specified information from 2 community agencies over the phone.  
Kira will read a menu and identify her favourite choice under each section (e.g. appetizer, entrée). | Practical Literacy  
Kira demonstrates effective oral communication and is progressing in her written communication. Using samples Kira has produced a well written sympathy and thank you card for actual events. She will be encouraged to create her own messages for other occasions. Kira independently produced a reference sheet comparing recreational activities available through 2 different agencies by calling and recording information predetermined by staff. Kira will work on independently identifying what information she might seek from various organizations. Kira has demonstrated an understanding of the written organization of a variety of menus in the classroom by making personal choices. As a next step, she will use her reading and decision making skills in actual restaurant settings. |
| **Personal Life Management** | Kira will develop the knowledge and practical skills required to prepare food with a health and safety foundation. | Kira will plan balanced menus for lunch monthly with each food group covered.  
Kira will write a grocery list from a prepared menu plan to ensure no items are missing for the meal preparation.  
Kira will demonstrate safe food handling procedures during meal preparation. | Personal Life Management  
Kira has demonstrated an increased comfort level working in the kitchen. Kira has planned 2 fully balanced menus referencing Canada’s food guide with her cooking group. She will work on planning monthly menus independently. Through a staff led process, Kira contributes to the creation of a complete grocery list based on a menu. Kira will begin to independently identify key grocery items required for a planned menu. Kira demonstrates safe and confident handling of a variety of foods during meal preparation. She will begin to work with raw meat and practice the safe handling, preparation and storage of these foods. |
| Community Access/Awareness | Kira will develop problem solving skills to navigate within her local community accessing city transit and exploring opportunities available. | Kira will read transit system schedules to determine bus times to and from home.  
Kira will locate unfamiliar destinations on a bus map using the map street index and coordinate system.  
Kira will identify 5 activities in the community that meet her personal interests. | Community Access/Awareness  
Kira has consistently conducted herself in a serious and responsible manner while in the community. Using the bus schedule, she is able to identify a variety of times to get from school to home and home to school. Kira will extend her skills for reading schedules by looking at less familiar routes. Kira uses the map index to identify the coordinates for locating specified destinations and with hand over hand assistance she locates them on the map. Kira will continue to practice locating map destinations with less support. Using the phone and booking visits with a staff member, Kira has identified 2 activities in the community (recreational swimming and a bowling league) that she would enjoy participating in. Kira will continue to explore recreational options and will be encouraged to expand the types of activities she is identifying. |
|---------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Vocational Training and Preparation for Work | Kira will demonstrate an increased understanding of the requirements for employment through pre-employment preparation and job-specific skill training. | Kira will demonstrate skills specific to the job task of stocking by best before dates.  
Kira will identify 3 attainable job opportunities based on required skills.  
Kira will create a personal updated resume using an electronic template. | Vocational Training and Preparation for Work  
Kira has successfully started her work placement at Sobey’s and practicing on the job skills there with staff support while continuing to work on employment skills in the classroom. In class Kira demonstrated increased success with ordering best before dates by the month (see attached employer performance appraisal for a detailed workplace report). Kira will work on extending her ability to order best before dates by the day. Using online job ads Kira is beginning to understand how required job skills relate to her. Kira attended a job search session at Lutherwood and with their assistance was able to locate one job that could potentially be attainable for her. She will be encouraged to further explore job opportunities from a number of sources. Kira has an up to date resume that she created using an online template. Kira will update this resume by the end of the year to include the new experiences she has gained in her current work placement. |
### Alternative Curriculum: Gifted

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| Gifted Weekly      | By the end of Grade 4, Jillian will demonstrate higher order thinking in open ended discussions of high interest topics, problem solving tasks and self-selected research that require accurate thinking and support deeper exploration. Enrichment activities will extend knowledge and skills that suit Jillian’s readiness. | Will create and research questions using the deBono six thinking hats model, based on teacher-selected and student-selected research topics. Will apply knowledge of the deBono six thinking hats model to seek different perspectives and to explore issues related to topics of high interest. Will communicate research finding through preferred methods of presentation, based on learning style, interest and student readiness. | Gifted Weekly  
Jillian demonstrates higher order thinking in open ended discussions and some problem solving tasks. Through oral analysis of incidents and issues that have arisen in the classroom, Jillian has applied her learning of deBono’s Hats. She created a multimedia presentation that asked viewers to consider the long-term consequences of current water usage practices. Jillian is encouraged to narrow the focus of her projects to more fully demonstrate the depth of her understanding and increase the articulation of her point of view. |

### Alternative Curriculum: Behaviour Management & Self Control Skills

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| Behaviour Management & Self Control Skills | Bob will follow adult directions within structured and less structured environments and use self-regulation strategies to manage anger. Bob will develop and use the skills to resolve conflicts with peers. | Bob will respond to adult requests in familiar, routine activities. Bob will identify early warning signals and use self-regulation strategies (i.e. taking space card and deep breathing) for managing his anger. Bob will resolve conflicts using the problem solving wheel with visual and verbal cues. | Behaviour Management & Self Control Skills  
Bob is using and applying strategies to manage his anger in the classroom and is complying with adult directions. Bob is using the “take space” card when recognizing that he is becoming angry in the classroom. He recognizes his anger triggers and knows that when his heart rate elevates that it is time to take space. When taking space, Bob is employing deep breathing and a variety of Brain Gym activities to calm down. During nutrition breaks, Bob uses his “take space” card with adult coaching and has been compliant in taking space in the predetermined location in the school. Bob will work on initiating his “take space” strategy without adult coaching during nutrition breaks. Bob is applying many components of the problem solving wheel to assist him in solving conflicts with peers. Bob is using the “calm down”, “assess the situation”, “brainstorm possible solutions” and “choose the best solution” components of the solution wheel. With adult support, Bob is able to identify how his actions impacted the classroom. Bob will be continuing to develop strategies for repairing relationships as part of the problem solving process. |
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<td>Communication Skills</td>
<td>Jeremy will expand his ability to communicate with diminishing prompts using picture symbols and augmentative communication devices.</td>
<td>Jeremy will use his “step by step” each morning to share what he did the night before with verbal prompts from staff. Jeremy will request a calming break with his pic symbol when verbally prompted by staff.</td>
<td>Communication Skills&lt;br&gt;Jeremy is making good use of his picture symbols and “step by step”. He is very proud to share information from his step by step with minimal prompting from staff. Jeremy should use his “step by step” to share other information (e.g. weather or date). For example, he will use his picture symbol to request a calming break at least once daily with minimal prompting. Jeremy should continue to work on building independence with this task by decreasing the number of prompts needed.</td>
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<td>Socialization &amp; Self-Regulation Skills</td>
<td>Jeremy will work on making smooth transitions. He will interact with staff and students without becoming aggressive 80% of the time.</td>
<td>Jeremy will change to a new activity in his schedule with visual prompts from staff. Jeremy will exhibit self-regulation skills by interacting with his peers in a respectful manner (e.g. no hitting or hair pulling) during communication time with minimal verbal prompts.</td>
<td>Socialization and Self-Regulation Skills&lt;br&gt;Jeremy makes smooth transitions on a regular basis and interacts with students without becoming aggressive 60% of the time. Jeremy transitions to familiar activities in his schedule with visual prompts. He is encouraged to work on building independence with making transitions to unfamiliar tasks or activities. Jeremy has been having many positive interactions with his peers. As a next step, he will be encouraged to apply these positive interactions with staff.</td>
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<td>Functional Literacy and Functional Numeracy</td>
<td>Jeremy will expand his functional sight word vocabulary. He will sort functional household items and sequence numbers.</td>
<td>Jeremy will recognize and point to 5-8 functional words relevant to successful participation in community outings (e.g. stop, exit, enter, men, familiar street names). Jeremy will sort utensils into 3 piles. Jeremy will sequence numbers up to 30 in order to gain a better understanding of calendar concepts.</td>
<td>Functional Literacy and Functional Numeracy&lt;br&gt;Jeremy is making progress with identifying functional community words. He has mastered the recognition of 5 safety words such as stop, enter and exit. He clearly knows which washroom to enter by identifying the symbol or word used. Next semester/term he will focus on street names around the school and in his neighbourhood. Jeremy has excelled in functional sorting activities. He is sorting cutlery with 90% accuracy. Next semester/term Jeremy will sort in context (from dishwasher to drawer). Jeremy is picking up the concept of sequencing quickly. He is consistently sequencing numbers up to 20 during desk work and in the context of the monthly calendar. Jeremy will challenge himself by working on numbers from 20-31.</td>
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<td>Physical Motor Development</td>
<td>Jeremy will continue to develop fine motor printing skills. Jeremy is also working on developing a variety of gross motor skills in Physical Education Class.</td>
<td>Jeremy will attend his integrated physical education class 2-3 times per week in order to improve his hand-eye coordination when playing basketball with his peers. Jeremy will improve fine motor skills by practicing copying his first name daily.</td>
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<tr>
<td>Building Independence with Daily Living Skills</td>
<td>Jeremy will build independence in dressing and eating skills by utilizing picture and verbal prompts.</td>
<td>Jeremy will dress himself independently for gym and home time by referring to posted picture prompts. Jeremy will use a spoon and fork to eat his lunch independently 80% of the time.</td>
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<td>Community Participation</td>
<td>Jeremy will develop peer relationships at school. He will attend community events. Jeremy will build work skills within the school.</td>
<td>Jeremy will interact for 20 minutes 3 times a week with a peer helper. Jeremy will attend Special Education Choir weekly to learn 10 more signs. Jeremy will clear tables and wipe tables and chairs after lunch in the cafeteria three times a week with staff support for his volunteer experience.</td>
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**Physical Motor Development**

Jeremy is working on improving fine and gross motor skills. Gross motor skills are a real strength for Jeremy. In physical education, Jeremy has demonstrated improved hand-eye coordination in basketball and really enjoys playing basketball with his peers. Next semester/term he is looking forward to working on balance and running skills with indoor circuits and outdoor track and field activities. Jeremy is able to print his first name independently. He will begin working on printing his last name.

**Building Independence with Daily Living Skills**

Jeremy is demonstrating greater independence with his dressing and eating skills. He is dressing independently for home with the use of picture symbols only. When dressing for gym, he requires picture and verbal prompts from staff. Jeremy should continue to work in building independence when dressing for gym. He is using his spoon independently. He requires staff reminders to use his fork and sometimes requires hand over hand assistance. Jeremy should practice eating foods that require a fork in order to further develop his independence.

**Community Participation**

Jeremy has been successful in developing his social and work skills this semester. Jeremy’s interactions with his peer helper have been positive. He looks forward to this portion of the day and puts forth a great effort when working with his peer helper. He is encouraged to greet his peer helper outside of class (e.g. library, cafeteria). Jeremy has enjoyed actively participating in Special Education Choir and has learned 12-15 signs. He also signs in other settings, such as during Oh Canada each morning. He thoroughly enjoyed performing on stage at the school holiday assembly with his class. He will aim to learn 15-20 new signs during second semester/term. Jeremy clears and wipes tables and chairs in the cafeteria with staff prompts. He has built a great rapport with the custodians and really enjoys this task. He is encouraged to develop further independence with this job next semester/term.
### Alternative Curriculum: Corrective Reading

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| Corrective Reading Level B1         | By the end of the B1 Corrective Reading program, Jacob will build basic reading skills, including sound pronunciation, critical letter and word discriminations, letter combinations, word reading, accurate story reading, fluency and basic comprehension. | Jacob will know 45 sounds with 98% accuracy.  
Jacob will predict and solve unfamiliar words using blending and cues.  
Jacob will read text with expression at 98% accuracy at a rate of 70 words per minute.  
Jacob will answer 5-10 comprehension questions based on the text, with 98% accuracy.                                                                 | Corrective Reading  
Jacob demonstrates increased fluency and accuracy in his reading skills. Jacob is now able to accurately decode unfamiliar words. He uses syntax and blending to comprehend new text. Jacob fluently reads passages with expression. He demonstrates comprehension of short sentences he has read. Jacob is encouraged to continue developing his accuracy and fluency in reading a variety of texts. |

### Alternative Curriculum: Expanded Core Curriculum (Vision)

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| Compensatory or Functional Academic Skills | Kyle will read and write braille literary numbers.                                      | Kyle will read braille literary numbers from 0-9 by memory with 95% accuracy.  
Kyle will write (with Perkins brailler) literary numbers from 0-9 by memory with 95% accuracy.                                                                 | Compensatory or Functional Academic Skills  
Kyle is making good progress reading and writing braille literary numbers. Through touch, Kyle identifies digits 0-5 embedded within a braille text. Using 6 key entry, he brailles the numbers 0-5 by memory. Next semester Kyle will focus on digits 6-9 for braille reading and writing within braille texts. |
| Adaptive Technology                 | Kyle will increase accuracy and rate of touch typing skills.  
Kyle will use basic short cut keys to navigate the Windows environment. | Kyle will correctly use all fingers to touch type letter keys at 10 words per minute with 90% accuracy.  
Kyle will independently utilize short cut keys to increase and decrease magnification 80% of the time.  
Kyle will use 5 short cut keys within Kurzweil 3000 to create, edit, save, and print documents with 80% accuracy.                                                                 | Adaptive Technology  
Kyle is increasing his touch typing accuracy and speed as well as his ability to use short cut keys. Kyle is currently typing at 8 words per minute with 85% accuracy. He is altering Zoomtext magnification appropriately and with minimal assistance to meet fluctuating visual needs. Kyle has learned all 5 short cuts and utilizes them appropriately within the context of classroom learning with minimal assistance. As a next step, he will continue to develop touch typing speed and accuracy. Kyle will also work toward automaticity and independence using short cut keys. |
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<tr>
<th>Sensory Efficiency Skills</th>
<th>Kyle will improve tactile discrimination.</th>
<th>Kyle will engage in daily activities to improve his tactile discrimination skills and develop the vocabulary to describe what he is experiencing tactually.</th>
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| Independent Living Skills| Kyle will increase his level of independence in eating and dressing. | Kyle will increase his independence in the management of his eating space and his ability to open and close containers.  
Kyle will zip up his winter coat independently. |
| Orientation and Mobility | Kyle will build independence to safely travel within the school and community. | Kyle will use GRT to travel independently to and from his co-op placement.  
Kyle will use assistive devices appropriate to the setting to promote his independence while traveling within the community.  
Kyle will self-advocate by requesting assistance when navigating the community. |
| Social Interaction Skills | Kyle will develop age appropriate turn taking skills with peers. | Kyle will develop turn taking skills by playing games with a peer at least twice a week. |
### Self Determination

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| **Basic Literacy** | Julie will further develop her reading skills (word recognition and comprehension); her writing skills (sentence and paragraph writing); and her oral communication skills (retelling). | Julie will demonstrate improvement in her word recognition and comprehension skills, as measured by PM Benchmarks. Julie will demonstrate improvement in her writing skills by applying specific success criteria (e.g., “BEST” writing strategies), when writing simple sentences. Julie will demonstrate receptive listening and expressive language skills, by accurately retelling information presented orally. | Basic Literacy
Julie has demonstrated improvement in her reading skills. She is able to recognize more sight words. When she encounters a new word she applies her decoding skills. She benefits from repeated readings and the use of sight word flash cards, and games. Julie will be encouraged to further build her reading comprehension by applying the before, during and after reading strategies practiced in class. Julie has also shown an improvement in her writing skills. She is now able to write 2 to 3 simple sentences, consistently using capitals, proper sentence structure and appropriate punctuation. She will be encouraged to write more descriptive sentences and begin to construct simple paragraphs. Julie is orally able to retell simple instructions and stories she has heard. She responds to question prompts, to help her recall further detail that has been presented orally. Her next step is to independently apply our criteria of an effective retell. |
| **Career Education** | Kyle will develop awareness of the post-secondary resources available at the Universities to which he is applying. | Kyle will generate a list of individuals, agencies and services specific to his vision needs that would be helpful for him on campus and in the community. | Career Education
Kyle has demonstrated awareness of available post-secondary resources. Kyle has successfully created a package of information complete with specific contact names and emails/phone numbers. As a next step, Kyle will be encouraged to access community resources. |

### Alternative Curriculum: Area Composite

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| **Basic Literacy** | Julie will further develop her reading skills (word recognition and comprehension); her writing skills (sentence and paragraph writing); and her oral communication skills (retelling). | Julie will demonstrate improvement in her word recognition and comprehension skills, as measured by PM Benchmarks. Julie will demonstrate improvement in her writing skills by applying specific success criteria (e.g., “BEST” writing strategies), when writing simple sentences. Julie will demonstrate receptive listening and expressive language skills, by accurately retelling information presented orally. | Basic Literacy
Julie has demonstrated improvement in her reading skills. She is able to recognize more sight words. When she encounters a new word she applies her decoding skills. She benefits from repeated readings and the use of sight word flash cards, and games. Julie will be encouraged to further build her reading comprehension by applying the before, during and after reading strategies practiced in class. Julie has also shown an improvement in her writing skills. She is now able to write 2 to 3 simple sentences, consistently using capitals, proper sentence structure and appropriate punctuation. She will be encouraged to write more descriptive sentences and begin to construct simple paragraphs. Julie is orally able to retell simple instructions and stories she has heard. She responds to question prompts, to help her recall further detail that has been presented orally. Her next step is to independently apply our criteria of an effective retell. |
| **Basic Numeracy** | Julie will further develop and demonstrate numeracy skills in the areas of basic operations, measurement, time-telling and money. | Julie will add and subtract single and two digit numbers using counting up and counting down strategies. | Basic Numeracy  
In numeracy, Julie has shown improvement in the area of basic operations. She uses counting up and counting down strategies to add and subtract single digit numbers. She effectively uses a number line and hundreds chart as strategies. Julie will be encouraged to use friendly numbers (e.g. 5+5=10) to perform basic operations more efficiently.  
Julie is able to measure temperature by accurately reading a thermometer. Most of the time, she uses this information to select clothing that is appropriate to the weather. To prepare for seasonal changes, Julie will be working on recording temperatures over time using simple graphs.  
Julie is consistently able to tell time to the hour. To help her read time to the half hour, she uses an analogue clock face and hands. Julie’s next step will be to read time to the half hour automatically.  
Julie has also been developing her money skills. She is now able to accurately identify individual coins, most of the time, and is learning to group coins of the same value. Her next step will be to learn to determine the total value of a group of similar coins (e.g., nickel +nickel=dime). |
| --- | --- | --- | --- |
| **Basic Numeracy** | Julie will recite her personal information (address, telephone number and birth date). | Julie will correctly recognize safety signs (e.g., fire exit, school crossing sign) and outline school and bus safety rules (e.g., bus seating plan). | Daily Living Skills  
Julie continues to build independent living skills. Julie consistently provides her correct address and age. She is able to identify her correct telephone number when it is presented in a short list. Her next step is to commit her phone number to memory.  
Julie correctly identifies safety signs within the school. She follows procedures when participating in school safety drills (e.g., fire, tornado, bus evacuation). She will work on orally describing these procedures. Using pic symbols, Julie is able to select healthy foods to make up a balanced lunch. She is able to allocate various foods to their appropriate food group, most of the time. Julie will be encouraged to apply this knowledge by assisting in making her own lunch during our weekly classroom lunch.  
Julie consistently follows classroom routines, and completes her weekly “job”, as allocated. She diligently completes her agenda book and home reading.  
Julie participates safely in class trips. She understands and follows bus safety rules. As a next step, she is looking forward to her turn at being our class bus monitor. |
| **Daily Living Skills** | Julie will further develop and demonstrate independent living skills, in a school and community setting, (in the areas of health and safety, and personal organization). | Julie will identify healthy eating practices by using Canada’s food guide to make healthy choices. | |
### Social Skills

Julie will further develop and demonstrate her understanding and awareness of social skills (i.e. play skills, co-operative group work, social problem solving and respect for others).

Julie will demonstrate an understanding of how to make and keep friends (i.e. sharing, listening respectfully, turn taking, helping, “Filling Your Bucket”).

Julie will use a variety of simple strategies to solve social problems (i.e. recognizing bullying, managing conflicts with peers).

Julie works co-operatively with others in a small group setting. She gets along well with her peers, both in the classroom and on the playground. At recess she organizes games such as tag, and skipping with her peers. She encourages others to take part, and offers assistance when appropriate. Julie is looking forward to being a kindergarten reading buddy next term.

Julie is learning about a variety of social problem solving strategies. Through our classroom use of social stories, she is able to select appropriate responses. Next term, Julie will be able to continue to build her awareness of social skills and social problems by participating in the “Choices” program at school.

### Alternative Curriculum: Hearing Services

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| **Speech and Oral Language** | Sam will improve his ability to recognize and use the grammatical structures of the English Language. | Sam will recognize and use regular past tense verbs. | **Speech and Oral Language**
| | Sam will improve his ability to clearly articulate the consonant sounds in the English Language. | Sam will clearly articulate /v/ in all positions of words. | Sam recognizes and uses past tense verbs during oral language activities. He adds the appropriate sound (/t/ or /d/) to verbs (e.g. Suzie walk + t (walked) to the store.) As a next step, Sam will consolidate the use of past tense verbs in natural conversations. Sam has improved his ability to articulate consonants. He clearly articulates /v/ in the initial and final positions of words. (e.g., initial - vase / final - have). Further practice is needed for Sam to clearly articulate /v/ in the medial position of words (e.g. saving). |
| **Audition** | Sam will improve his ability to discriminate between the “Ling-6 Sounds” (/m/, /ah/, /ee/, /oo/, /sh/, /s/) in noise and at a distance. | Sam will discriminate and identify /sh/ and /s/ at a close range, in quiet. | **Audition**
| | Sam has improved his ability to discriminate between all of the “Ling-6 Sounds”. In a quiet setting, he consistently discriminates /sh/ and /s/ from each other and the remaining “Ling-6 Sounds” in individual words and sentences. Next term, Sam will work to discriminate all of the “Ling-6 Sounds” at a distance and in a noisy environment. | | |