

The background is a light blue gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text is centered in the middle of the page.

EXTENSIONS TO THE BUFFALO MODEL THERAPY APPROACH

IDEAS FROM EXPERIENCE

KAVITA KAUL

INFORMATION DELIVERY

- F: FICTION
- A: ACCOUNTS
- R: RECOUNTS
- E: EVENT CASTS
- S: SCRIPTS

REF: LAVAE HOFFMAN

INFORMATION EXTRACTION

- **L:** LISTEN WITH WHOLE BODY– USE ALL SENSORY INPUTS
- **O:** ORGANIZE TO GET WHOLE PICTURE– WHAT, WHEN, WHO, WHERE QUESTIONS
- **T:** THINK TO INTEGRATE ALL AVAILABLE INFORMATION– WHY/ HOW QUESTIONS
- **U:** UNDERSTAND VARIOUS PERSPECTIVES
- **S:** SPEAK TO CLARIFY– ACTIVE PARTICIPATION

© KAVITA KAUL

INFORMATION ANALYSIS/ PROCESSING

- MACROSTRUCTURE

TITLE, SETTING, CHARACTER, FEELING, STORY STARTER, PLAN, ACTION, CONSEQUENCE, EMOTION RESPONSE, STORY ENDING, MORAL, OPINION AND HUMOR

- MICROSTRUCTURE

COHESION, SENTENCE STRUCTURE & COMPLEXITY, LEXICAL DIVERSITY & COMPLEXITY

MACROSTRUCTURE ANALYSIS AND PROCESSING

- IMAGERY BASED ON WORLD KNOWLEDGE
- MENTAL MANIPULATION
- COMPARE AND CONTRAST
- WHOLE VS PART
- ASSOCIATE WITH PRIOR KNOWLEDGE
- REASON
- INFER

(SPEECH-LANGUAGE THERAPY)

MICROSTRUCTURE ANALYSIS/PROCESSING

- ATTENTION
- MEMORY INPUT, SPAN, RETENTION, RECALL
- PHONEMIC EXTRACTION AND ANALYSIS
- LEXICAL EXTRACTION AND ANALYSIS
- OUTPUT ABILITY- VERBAL AND/ OR WRITTEN

AUDITORY PROCESSING AND SPEECH-LANGUAGE THERAPY

PHONEMIC SYNTHESIS PROGRAM

- AUDITORY SENSITIVITY–LISTENING TO INSTRUCTIONS (1–3) AND WAITING FOR BEEP
- PHONEMIC EXTRACTION–HEARING THE PHONEMES ACCURATELY
- PHONEMIC INTEGRATION–BLENDING THE WORD
- LEXICAL EXTRACTION– RECOGNIZING THE WORD VS. NON–WORD
- LEXICAL INTEGRATION– DEFINING THE WORD CONCISELY AND COHERENTLY
- TEMPORAL EXTRACTION– THE END– LISTENING TO THE LONG PAUSE
- GENERAL ATTENTION– LISTENING TO CUES IN THE LESSONS TO PREDICT WORDS
- AUDITORY DISTRACTION– DO ITEMS HAVE TO BE REPEATED DUE DISTRACTIONS
- MEMORY INPUT–PHONEME MEMORY TO HELP WITH BLENDING
- MEMORY RECALL–PHONEME MEMORY TO BLEND THE WORD
- MEMORY SPAN– REMEMBERING PHONEMES WITH MORE THAN 1 SYLLABLE
- SOUND SYMBOL ASSOCIATION– # SOUNDS IN THE WORD VS. # LETTERS IN THE WORD
- ORGANIZATION/ SEQUENCING– WRITING UP TO 4 ITEMS IN SEQUENCE
- OUTPUT ENCODING– SAYING OR WRITING THE WORD

SPEECH IN NOISE PROGRAM

- AUDITORY SENSITIVITY– FILTER BACKGROUND NOISE
- PHONEMIC EXTRACTION–HEARING THE PHONEMES IN THE WORDS
- LEXICAL EXTRACTION– DEFINING THE WORD
- LEXICAL INTEGRATION– USE 1–5 WORDS IN SENTENCES
- GENERAL ATTENTION– SUSTAIN ATTENTION FOR ABOUT 80 WORDS
- AUDITORY DISTRACTION– DO ITEMS HAVE TO BE REPEATED DUE DISTRACTIONS
- MEMORY INPUT–REMEMBERING WORDS
- MEMORY RECALL–RECALL WORD SEQUENCE
- MEMORY SPAN– REMEMBERING UP TO 5 WORDS WITH OR WITHOUT NOISE
- SOUND SYMBOL ASSOCIATION– POINT TO WORDS OR PICTURES
- ORGANIZATION/ SEQUENCING– RECALL 5 ITEMS IN SEQUENCE
- OUTPUT ENCODING– SAYING OR WRITING THE WORDS

PHONEMIC RECOGNITION PROGRAM

- AUDITORY SENSITIVITY– RECOGNIZING SINGLE SOUNDS
- PHONEMIC EXTRACTION–HEARING THE PHONEMES ACCURATELY
- PHONEMIC INTEGRATION– PHONEME–WORD ASSOCIATION
- LEXICAL EXTRACTION– UP TO 4 PHONEME–WORD ASSOCIATION PER TRIAL
- LEXICAL INTEGRATION– DEFINING THE WORD CONCISELY AND COHERENTLY
- GENERAL ATTENTION– ENDURING 10–20 PHONEME PRESENTATIONS
- AUDITORY DISTRACTION– DO ITEMS HAVE TO BE REPEATED DUE DISTRACTIONS
- MEMORY INPUT–PHONEMES
- MEMORY RECALL–PHONEME MEMORY
- MEMORY SPAN– REMEMBERING UP TO 4 PHONEMES AND WORDS
- ORGANIZATION/ SEQUENCING– PHONEME RECALL IN SEQUENCE
- OUTPUT ENCODING– SAYING THE WORDS ASSOCIATED WITH PHONEMES

SHORT-TERM & WORKING MEMORY TRAINING PROGRAM

- LEXICAL EXTRACTION- RECOGNIZING THE NUMBERS PRESENTED WITHOUT VISUALS
- GENERAL ATTENTION- COMPLETING 10 SETS OF MEMORY TRAINING TASKS
- AUDITORY DISTRACTION- DO ITEMS HAVE TO BE REPEATED DUE DISTRACTIONS
- MEMORY INPUT-RETAIN UP TO 6 NUMBERS FORWARD AND UP TO 5 NUMBERS BACKWARD
- MEMORY RECALL-RECALL NUMBERS IN FORWARD AND BACKWARD CHAIN
- MEMORY SPAN- NUMBER SPAN 1-6 UNITS
- SOUND SYMBOL ASSOCIATION- POINTING TO DIGITS ON A NUMBER BOARD
- ORGANIZATION/ SEQUENCING- RECALL 5-6 ITEMS IN SEQUENCE
- OUTPUT ENCODING- SAYING OR WRITING THE NUMBER SEQUENCES

DICHOTIC OFFSET TRAINING PROGRAM

- AUDITORY SENSITIVITY– LISTENING TO THE LETTERS
- PHONEMIC EXTRACTION–HEARING THE LETTERS ACCURATELY
- LEXICAL EXTRACTION– RECOGNIZING THE LETTERS
- TEMPORAL EXTRACTION– LISTENING TO THE LONG PAUSE BEFORE RESPONDING
- GENERAL ATTENTION– COMPLETING 10 SETS OF THE TASK IN REF AND LEF
- AUDITORY DISTRACTION– DO ITEMS HAVE TO BE REPEATED DUE DISTRACTIONS
- MEMORY INPUT–RETAIN LETTERS
- MEMORY RECALL–RECALL LETTERS
- MEMORY SPAN– REMEMBERING UP 4 LETTERS ON EACH TRIAL
- SOUND SYMBOL ASSOCIATION– CHOOSING THE LETTERS ON THE LETTER BOARD
- ORGANIZATION/ SEQUENCING– LETTER WORD ASSOCIATION IN SEQUENCE
- OUTPUT ENCODING– SAYING OR WRITING THE WORDS IN SEQUENCE