

AUDITORY SKILLS CHECKLIST

Child's Name _____ Birth Date: _____ Person Reviewing Skills: _____

Dates Auditory Skills Reviewed: _____

Directions: Skills should be checked-off only if the child responds or has responded using auditory-only clues, without any visual information available. Although these skills are listed in a relatively typical order of development, it is common for children to increase in the depth of their development in previously acquired skills while learning skills at more advanced levels. Work on skills from one or two levels at a time. A child's rate of progression can depend on cognitive ability, the ability to attend for periods of time, vocabulary size, ability to point, etcetera. Every time you monitor auditory skill development, check off changes in the child's ability to respond or perform each skill that is being worked on. Estimates of percent of the time the child is seen to respond are approximations only based on the observation of the parents and others who regularly interact with the child. In subsequent reviews of the child's auditory skill development check off progress made (e.g. add check to E column if child is seen to begin to respond or demonstrate skill).

NOT PRESENT (0-10%) E = EMERGING (11 – 35%) I = INCONSISTENT (36-79%) A = ACQUIRED (80-100%)

| E √ | I √ | A √ | AUDITORY SKILL | EXAMPLE | APPROX DATE ACQUIRED |
|--------|--------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------|
| | | | LEVEL ONE | | |
| | | | Child wears hearing aids or implant all waking hours | Hearing aids worn at all times except for naps and bathing. | |
| | | | Awareness to sound: Child nonverbally or verbally indicates the presence or absence of sound. | Child's eyes widen when she hears her mother's voice. | |
| | | | Attention to sound: Child listens to what he hears for at least a few seconds or longer. | Child pauses to listen to father's voice. | |
| | | | Searching for the source of sound: Child looks around, but does not necessarily find sound source. | Child glances or moves in search of the sound. | |
| | | | Auditory localization: Child turns to the source of sound. | Child turns to Mom when she calls her. | |
| | | | LEVEL TWO | | |
| | | | Auditory feedback: Child uses what he hears of his own voice to modify his speech, so that it more closely matches a speech model. | Parent says ee-oh-ee and child imitates. Parent says woof-woof and child imitates | |
| | | | Auditory discrimination of nonlinguistic sounds and suprasegmental aspects of speech: Child perceives differences between sounds or sound qualities, such as loudness, long/short, pitch. | Child indicates which toys from 2 available made a loud sound; | |
| | | | Distance hearing: Child responds at increasing distances from the source of the sound. | Mother calls child from another room, and she hears her. | |
| | | | Auditory association of environmental, animal or vehicle sounds, and/or familiar person's voices. | Child identifies dog barking, points to the dog. Child hears Dad's car and smiles because she knows Dad is now home. | |

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| | | | LEVEL THREE | | |
| | | | Auditory identification or association of different-sounding and familiar words and phrases – OBJECTS – closed set | Child has 3 favorite toys on the floor and gives one to the parent when it is named. | |
| | | | Auditory identification or association of different-sounding and familiar words and phrases – OBJECTS – open set | In the grocery store parent asks child to help find the apples. | |
| | | | Auditory identification or association of different-sounding and familiar words and phrases – COMMON PHRASES – closed set | Child responds by clapping when parent says “Patty Cake” (no motions) or raises arms when parent says “So Big!” | |
| | | | Auditory identification or association of different-sounding and familiar words and phrases - SIMPLE DIRECTIONS – closed set | Child is in getting dressed with clothes laid out; parent asks child to give her the socks. | |
| | | | LEVEL FOUR | | |
| | | | Auditory identification or association of different-sounding and familiar words and phrases – COMMON PHRASES OR SIMPLE DIRECTIONS – open set | “Where’s Daddy?” “Ow! My finger hurts!” “Give mommy a kiss!” Upon entering the bedroom, parent asks child to get his socks. | |
| | | | Discrimination of words on the basis of segmental features: indicate words with different vowels but the same initial or final consonants | Child can hear the difference between words like bat, bite, boat, bee | |
| | | | Conditional response to sound (if 18 month or older): Child conditions to respond to the presence of sound. | Child claps when he perceives any or all of Ling’s sounds (oo, ah, ee, sh, s, m) | |
| | | | Discrimination of words on the basis of segmental features: indicate different manner of consonants but same vowels | Child can tell difference between words like see, knee, bee | |
| | | | LEVEL FIVE | | |
| | | | Discrimination of words on the basis of segmental features: indicate same vowels, but consonants differ in voicing | Child can tell difference between sue-zoo; cap-cab; curl-girl | |
| | | | Discrimination of words on the basis of segmental features: indicate words with different manner and place of consonants but same vowel sound | Child can tell difference between words like hill, still, pill | |
| | | | Auditory recall: Child remembers groups of words that contain TWO CRITICAL ELEMENTS | Child is ‘helping’ to set the table and has big and little spoons and forks. Child can bring a big spoon to the parent. | |
| | | | Auditory recall: Child remembers groups of words that contain THREE CRITICAL ELEMENTS | Big red ball, little blue car, big red car, little blue ball | |

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| | | | LEVEL SIX | | |
| | | | Discrimination of words on the basis of segmental features: indicate same manner of consonants but different place of consonants | Child can tell difference between words like tea, pea, key | |
| | | | Auditory recall: Child remembers groups of words that contain FOUR CRITICAL ELEMENTS | Big dog with long black hair, little cat with short brown hair | |
| | | | Auditory sequencing digits: Child repeats several numbers or letters in correct order | Child repeats the model "3-6-2-4" | |
| | | | Auditory sequencing directions: Child carries out multipart directions | Put the kitty under the chair, the mommy in the car, and the bike by the tree | |
| | | | LEVEL SEVEN | | |
| | | | Figure-ground discrimination: Child identifies and comprehends primary speaker from a background of noise or competing voices | Child hears and understands mom talking while music is playing | |
| | | | Auditory recall: Child remembers groups of words that contain >FOUR CRITICAL ELEMENTS | Parent describes items in kitchen utensil drawer and child picks correct one | |
| | | | Auditory sequencing a story: Child retells story in correct sequence | Retell 3 Little Pigs or any other favorite story | |
| | | | Auditory blending: Child synthesizes isolated phonemes into words, or single words into sentences | Child blends the sounds h-a-t to produce the word 'hat' | |
| | | | LEVEL EIGHT | | |
| | | | Auditory sequencing rhymes and songs: Child acts out and memorizes rhymes and songs | I'm a Little Teapot; Itsy Bitsy Spider | |
| | | | Identification based on several related descriptions and contextual clues, including expansion of vocabulary | Child participates in "description games" such as "I'm thinking of something that is red. It's a fragrant flower which grows on a bush. Its stem has thorns on it. People give them for Valentine's Day." | |
| | | | Auditory closure: Child understands and supplies the whole word or message when a part is missing | Child completes the statement: "Triangle, square, and rectangle are all ____". Or "snow is white, grass is ____" | |
| | | | Processing questions: Child answers thinking process questions | "What do you do when you're hungry?" | |

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| | | | LEVEL NINE | | |
| | | | Auditory analysis: Child processes phonemes, morphemes, and syntactic or semantic structures embedded in words and sentences. | Child related “-ed” to past tense in words. Child responds appropriately when an adult says, “Give me the shoe <u>or</u> the sock” | |
| | | | Auditory tracking: Child follows text as an adult reads aloud | Child moves finger over the pictures in a storybook as an adult reads the book. | |
| | | | Processing main ideas of stories and discussions | Child understands the main idea of a story. Child understands and participates in word, card, and board games. Child understands and participates in conversations. | |
| | | | Auditory comprehension: Listens and comprehends while engaged in another activity | Child listens to and understands a story while brushing his/her hair | |
| | | | LEVEL TEN | | |
| | | | Auditory comprehension: Child understands relationship between verbal language and children’s literature (story grammar) | Child relates to “Once upon a time,” “lived happily every after,” etc. | |
| | | | Auditory comprehension: Child carries on a conversation using auditory-only cues | Child carries on a conversation in the car or in the dark | |
| | | | Auditory comprehension: Child understands messages from electrical sound sources, such as tape recorders, videos/DVD, radio, etc | Child understands the words to a song on a tape recorder. Child understands the message from a school loudspeaker | |
| | | | Auditory comprehension: Child understands conversations on the telephone | Child talks to grandmother and is able to answer questions and discuss with her | |

Adapted from Auditory Skills Checklist by Nancy S. Caleffe-Schneck, M.Ed., CCC-A (1992) by Karen Anderson, PhD with input from Janet Kahn, AVT & Marcus Rose, AVT.

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