

Auditory Developmental Checklist

Detection – the ability to determine the presence or absence of sound

Does your child...

1. Wear the amplification device during his/her waking hours?
2. Use body language to indicate when something is heard (ex. turns head, and/or eye widening, quiets, stops action, changes facial expressions)?
3. Show awareness (alerts or quiets in response to loud sound, turns to the sound source) of loud environmental sounds (ex. dog barking)?
4. Show awareness (quiets to the sound and/or turns to the sound source) of soft environmental sounds (ex. microwave bell, clock ticking etc.)?
5. Show awareness of voices (quiets to the sound and/or turns to the sound source), spoken at typical loudness levels (in a regular voice)? (ex. gets excited when they hear their mother's voice, child playing on the floor with toy cars looks up when people are talking in the room)?
6. Detect the Ling Six Sounds (M,AH,OO,E,SH,S)?

S= The child detects all of the Ling Six Sounds

E= The child detects at least one of the six sounds (circle what sounds the child hears)

D= The child does not detect any of the six sounds

7. Detect the speaker's voice when background noise (softer than the speaker's voice) is present?
8. Search to find out where a sound is coming from?

9. Localize to the correct sound source (to the direction the sound is coming from)?

S= the child localizes the correct sound source most of the time

E= the child searches to find out where a sound is coming from and/or localizes the correct sound source some of the time

D= the child does not search or localize the sound source

Discrimination – the ability to distinguish or notice the difference between sounds and/or words

Does your child...

10. Notice a difference or respond differently between someone talking vs. a common environmental sound (difference between mom talking and someone clapping their hands)?

Qualitative information can be gained by then asking: “how do you know?”

11. Notice a difference or respond differently between different environmental sounds (ex. dog barking versus a telephone ringing)?

12. Notice a difference or respond differently between a speaker using a soft voice (a whisper) and a speaker using a loud voice (above conversational range)?

13. Notice the difference (discriminate) between a person singing (ex. “Happy Birthday”) from a person having a conversation?

14. Notice the difference between family members voices (ex. Dad’s voice vs. Mom’s voice vs. a sibling’s voice)?

15. Notice the difference between minimal pair words (similar sounding words such as pat, bat, mat)?

16. Notice the difference between similar sounding phrases and sentences (How old are you? vs. How are you?)?

Identification – the ability to listen to a word or phrase and point to the object or picture requested.

Does your child...

17. Identify if the speaker is happy, angry, or surprised by the change in vocal tones?

18. Respond to his or her name when called?

19. Identify an object or item with an associated sound (a train goes “choo choo”, a dog goes “woof woof”, a cat goes “meow”)?

20. Identify one syllable words versus two syllable words versus three syllable words (ball vs. hotdog vs. computer)?

21. Identify or recognize words used in the child’s natural environment (these words may vary with age and exposure)?

22. Identify the Ling Six Sounds (M, AH, OO, E, SH, S)?

S= the child identifies all of the Ling Six Sounds

E= the child can identify at least one of the six sounds (circle what sounds the child identified)

D= the child is not able to identify any of the six sounds

23. Identify familiar songs (“Happy Birthday”, “Itsy Bitsy Spider”, “Old McDonald”)?

S= the child can identify > 4 familiar songs

E= the child can identify 1 familiar song

Comprehension – the ability to understand what is being said.

Does your child...

24. Understand frequently heard phrases/sentences (ex. “It’s time for bed.” and “Brush your teeth and get ready for bed.”)?

25. Follow one step directions (Get your shoes.)?

S= the child can follow ≥ 10 one step directions

E= the child can follow ≥ 3 one step directions

D= the child is not able to complete this task

26. Follow two step directions (Get your shoes and open the door.)?

S= the child can follow ≥ 10 two step directions

E= the child can follow ≥ 3 two step directions

D= the child is not able to complete this task

27. Follow three step directions (Get your shoes, open the door, and walk outside.)?

S= the child can follow ≥ 7 three step directions

E= the child can follow > 2 three step directions

D= the child is not able to complete this task

28. Have an auditory memory for phrases/sentences (ex. “I see the dog.” or “The girl jumped over the fence to get the ball.”)? Also asked “Can your child repeat the phrase ‘The girl jumped over the fence to get the ball’?”.

S= the child is able to remember ≥ 7 sentences

E= the child is able to remember ≥ 3 sentences

D= the child is not able to complete this task

29. Have an auditory memory for items __2 __3 __4 __5 __6 __7 __8 __9 or more (ex. being able to remember the following objects: apple, boat, cup, and shoe would be 4 items)?

S= the child is able to remember ≥ 7 items

E= the child is able to remember ≥ 3 items

D= the child is not able to complete this task

30. Auditorily sequence __3 events __4 events __4+ events of a story (ex. 1st event – “Steve went to the store.”, 2nd event – “He bought dog bones.”, 3rd event – “Steve took the bones home to the dog.”)?

S= the child is able to sequence > 4 events of a story

E= the child is able to sequence 3 events of a story

D= the child is not able to complete this task

31. Understand the question forms __what __where __who __why __when (ex. “What is that?” “Where is the dog?” “Who broke the cup?”) in phrases and sentences?

S= the child understands 5 “WH” questions

E= the child understands > 2 “WH” questions

D= the child is not able to complete this task

32. Understand concepts in phrases and sentences (ex. in, under, between, in front, beside, above, below)?

S= the child understands ≥ 7 concepts

E= the child understands ≥ 2 concepts

D= the child is not able to complete this task 6

33. Understand the use of negatives in phrases and sentences (ex. no, not, no more, “We’re not going to Grandma’s house today”)?

34. Obtain information incidentally through audition/hearing alone?

35. Through audition/hearing alone, understand most of what is said?