

Auditory Skills Checklist



Administration Instructions

Description

The Auditory Skills Checklist© is an evaluation tool designed to assess and track a child's auditory capabilities over time. The ASC is a 35-item checklist used by the managing audiologist or therapist, which relies on a combination of the family's observations of their child's auditory and language skills along with the observations of the managing clinician during therapy/audiology sessions.

Based on observed patterns of auditory skill development, items on the ASC follow a continuum starting with detection, then progress to discrimination, identification, and comprehension. These auditory stages are referred to as the comprehensive approach described by Erber (1982)*. Questions probe a wide range of skill level, including basic skills such as wearing amplification and showing awareness of environmental sounds.

Administration

The ASC can be administered at an initial evaluation to gain baseline information about a child's current auditory skills. It is also administered at intervals to monitor a child's progress and attainment of therapy goals. Usually the ASC is administered at 3-month intervals, but can be given more frequently if there are concerns about a loss of skills or progression of hearing loss, or if the therapist would like to assess continued progress more frequently. Unlike some assessment tools, giving it more frequently does not impact the validity of the results. This is because the types of skills that are assessed on the ASC are not skills that tend to be learned by administering the ASC.

Parents are asked questions from the ASC in the format that they are written. Even if a child has obtained a skill at a prior assessment, the question is asked at each assessment. This allows for identification of loss of skills, which may be the first subtle indicator that hearing has worsened.

All questions are directed to the parent by the evaluator. The ASC is not intended to be given to families to fill out on their own. Responses are recorded by the evaluator on the form in one of three designations that the family reports: "has skill", "emerging skill", and "does not have skill". Results can be supplemented by direct observation. This allows the therapist to indicate skills that a child has or has not demonstrated in the therapy sessions. The same scoring system is used for the therapist's observation.

Each question that is listed on the ASC has an example or several examples (in italics) throughout the booklet to assist the parent in understanding the context of the question. For some of the more difficult concepts, an example is given on the checklist itself. As parents become more familiar with the terms used, the need for the examples should lessen over time.

Some questions can be asked in an open ended format before asking for the specific designation of "has skill", "emerging skill", or "doesn't have skill". This can provide additional descriptive information about a child's skill set. For example, rather than asking, "Does your child show awareness of voices?" you may ask, "How does your child show you he/she is aware of voices?" Not all questions can be asked in this format, but this is one manner to gain more qualitative information. The evaluator should still ask where a particular skill fits in the scoring system.

Answer Sheet and Scoring

The right half of the upper portion of the ASC is for identifying information including the child's name, sex, birth date, date the ASC was completed, and type of amplification. There is also a line on the right hand side of the page for the child's name, to facilitate finding the form within a chart.

**Eber, Auditory Training (1982), Washington D.C. Alexander Graham Bell Association For The Deaf*

The ASC has a standard format that includes the questions and response section. Responses are coded by the method obtained and the result. The method obtained can be by history (H) elicited by parent report. It can also be by direct observation (O) by the therapist. The answer sheet has indicated by blacking out those items that cannot be obtained by history and those that cannot be obtained by observation.

Each question has an answer characterized as D (does not have skill), E (emerging skill) and S (has skill) with the potential of 0, 1, 2 points respectively. Performance is scored in terms of the total amount of points out of a possible 70 and by the change in scores over time. Scoring is based on the amount of time a child demonstrates specific auditory abilities as the following:

S = often
E = sometimes
D = never or rarely

Certain questions will have specified answers to help the interviewer understand what is meant by “often, sometimes, never or rarely”. For these questions, the answers are described.

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

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?

Date of Visit: _____

Name: _____

Amplification Device: _____

Date of Birth: _____

Amplification Date: _____

Identification Number: _____

S = has skill **E** = emerging skill **D** = doesn't have skill

DETECTION

	Does your child...	H	O
1	wear the amplification device during his/her waking hours?		
2	use body language to indicate when something is heard (ex. Turn head, and/or eye widening, quiets, stops action, changes facial expressions)?		
3	show awareness (turns to the sound source, alerts or quiets in response to loud sound) of loud environmental sounds (ex. dog barking)?		
4	show awareness of soft environmental sounds (ex. microwave bell, clock ticking)?		
5	show awareness of voices, spoke at typical loudness levels?		
6	detect the Ling Six Sounds (M, AH, OO, E, SH, S)?		
7	detect the speaker's voice when background noise is present?		
8	search to find out where a sound is coming from?		
9	localize correct sound source (to the direction the sound is coming from)?		

DISCRIMINATION

	Does your child...	H	O
10	discriminate the voice of a speaker talking and sounds in his/her environment?		
11	discriminate different types of environmental sounds (ex. dog barking versus a telephone ringing)?		
12	discriminate a speaker using a soft voice (whisper) and a loud voice (conversational level)?		
13	discriminate a person singing (ex. "Happy Birthday") from a person having a conversation?		
14	discriminate family members voices (ex. Dad's voice versus Mom's voice versus a sibling's voice)?		
15	discriminate minimal pair words (Similar sounding words such as pat, bat, and mat)?		
16	discriminate similar sounding phrases and sentences (ex. "How old are you?" versus "How are you?")?		

Name: _____

S = has skill E = emerging skill D = doesn't have skill

IDENTIFICATION			
	Does your child...	H	O
17	identify his/her name when called?		
18	identify an item with an associated sound (ex. <i>a train goes choo choo</i>)?		
19	identify one-syllable words versus two and three-syllable words (ex. <i>ball vs. hotdog vs. computer</i>)?		
20	understand if the speaker is happy, angry, or surprised by the change in their vocal tones?		
21	identify or recognize commonly used words (varies from child to child)?		
22	identify the Ling Six Sounds (M, AH, OO, E, SH, S)?		
23	identify familiar songs (ex. " <i>Happy birthday</i> ", " <i>Itsy Bitsy Spider</i> ", " <i>Old McDonald</i> ")?		

COMPREHENSION			
	Does your child...	H	O
24	follow one-step directions (ex. " <i>Get your shoes.</i> ")?		
25	follow two-step directions (ex. " <i>Get your shoes and open the door.</i> ")?		
26	follow three-step directions (ex. " <i>Get your shoes, open the door, and walk outside.</i> ")?		
27	have an auditory memory for # ___ items (ex. <i>being able to remember boat, apple, cup, and shoe would be 4 items</i>)?		
28	have an auditory memory for phrases/sentences (ex. " <i>The girl jumped over the fence to get the ball.</i> ")?		
29	auditorily sequence a story with ___3 events, ___4 events, ___4+events (ex. <i>1st event =Steve went to the store; 2nd event=He bought dog bones; 3rd event = Steve took the bones home to the dog</i>)?		
30	understand the question forms ___ What, ___ Where, ___ Who, ___Why, ___When (ex. " <i>Where is the dog?</i> "; " <i>Who broke the cup?</i> ")?		
31	understand concepts in phrases and sentences (ex. <i>in, under, between, in front</i>)?		
32	understand the use of negatives in phrases and sentences (ex. <i>no, not, no more</i>)?		
33	understand frequently heard phrases/sentences (ex. " <i>Brush your teeth and get ready for bed.</i> ")?		
34	acquire information incidentally through audition alone?		
35	understand most of what is said through audition alone?		

**Center for Hearing
and Deafness Research**
MLC 2018
3333 Burnet Avenue
Cincinnati, OH 45229-3039
chdr@cchmc.org
www.chdr.org

Developed By:
Daniel Choo, Jodi Creighton, Jareen Meizen-Derr, Susan Wiley