

SPEECH PERCEPTION BREAKDOWN CHECKLIST

Student: _____ Grade: _____ School: _____ Date: _____

Auditory Reception	ALWAYS	SOMETIMES	NEVER
1. Disregards speech or all sounds.	0	1	2
2. Shows better responses in noise than in quiet.	0	1	2
3. Is overly sensitive to sound.	0	1	2
4. Repeats what other people say.	0	1	2
5. Has difficulty following verbal instructions without visual demonstration.	0	1	2
6. Has difficulty learning in a group situation.	0	1	2
7. Fails to remember what people say.	0	1	2
8. Does not generalize information from one experience to another.	0	1	2
Verbal Expression	ALWAYS	SOMETIMES	NEVER
1. Produces a low quantity of verbalization.	0	1	2
2. Uses an inadequate vocabulary.	0	1	2
3. Demonstrates defective language structure.	0	1	2
4. Cannot verbalize experience using sequential utterances.	0	1	2
5. Demonstrates incorrect pronunciation (articulation of words).	0	1	2
6. Uses disorganized content within or among utterances.	0	1	2
7. Is dependent upon gestures to express information.	0	1	2
8. Is unusually literal in expressing ideas.	0	1	2
Social-Emotional	ALWAYS	SOMETIMES	NEVER
1. Has problems attending to pertinent tasks.	0	1	2
2. Demonstrates an inability to inhibit behavior.	0	1	2
3. Does not cope with change easily.	0	1	2
4. Demonstrates disorientation in time and space.	0	1	2
5. Has immature self-help skills.	0	1	2
6. Demonstrates perseverative behavior.	0	1	2
7. Has an unusually high activity level.	0	1	2
8. Shows inappropriate emotional reactions.	0	1	2
9. Is socially isolated.	0	1	2
10. Is overly aggressive.	0	1	2
11. Has limited interpersonal relationships.	0	1	2
Academic	ALWAYS	SOMETIMES	NEVER
1. Has difficulty following verbal instructions.	0	1	2
2. Has difficulty learning from verbal explanations.	0	1	2
3. Has difficulty learning or using phonics appropriately.	0	1	2
4. Demonstrates inadequate spelling skills.	0	1	2
5. Has poor comprehension of what is read.	0	1	2
6. Produces writing with disorganized content.	0	1	2
7. Has poor sentence structure in written work.	0	1	2
8. Discrepancy between student's academic achievement and potential.	0	1	2
Date of Administration First (/ /) Second (/ /) Third (/ /)			
Auditory Reception Score			
Verbal Expression Score			
Social-Emotional Score			
Academic Score			

Adapted from "Differential diagnosis," by Cole, P., & Wood, L., 1978. In F. Martin (Ed.), *Pediatric audiology*. Englewood Cliffs, NJ: Prentice Hall. Modified in Crandell, C., Smaldino, J., & Flexer, C., (1995). *Speech perception processes in children*. In *Sound-field FM amplification* (24-27). San Diego, CA, Singular. Further adapted by Karen L. Anderson, PhD, 2011.

Age Range: Primary/Secondary