

Listening Development Profile

Name _____ DOB _____ Age at Diagnosis _____

Age at Beginning Intervention _____ Age at Initial Amplification _____ Hearing Device Used _____

Amplification:

| | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Date | | | | | | | | | | | | | | | | | | | | |
| Unaided auditory input | | | | | | | | | | | | | | | | | | | | |
| Aided auditory input | | | | | | | | | | | | | | | | | | | | |
| Hours/days of hearing device use | | | | | | | | | | | | | | | | | | | | |
| assistive learning device used/ | | | | | | | | | | | | | | | | | | | | |
| Frequency of use | | | | | | | | | | | | | | | | | | | | |

Rating: 1=skill introduced
 2=skill emerging
 3=skill in progress
 4=skill established

Mode: AVQ = auditory-visual/quiet
 AQ = auditory/quiet
 AVN = auditory-visual/noise
 AN = auditory/noise

Stage 1: Beginning Listener

| STUDENT OUTCOMES | PERFORMANCE INDICATORS | RATING: 1-4 MODE/DATE | | | |
|------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| • increases auditory detection/awareness | • can differentiate the presence or absence of sound | | | | |
| | • responds to sounds around the home, e.g., doorbell, telephone (response may be voluntary or involuntary) | | | | |
| | • responds to people's voices | | | | |
| | • increases time on listening task | | | | |
| • directs attention to sound) | • turns head in response to sound | | | | |
| • (auditory localization | • turns directly to sound source | | | | |
| • increases linguistic interaction | • parents use appropriate communication strategies (turntaking, eye contact, child initiated conversation) | | | | |
| | • child begins to demonstrate age appropriate conversation behavior | | | | |
| • increases auditory attention | • child indicates desire to wear hearing aids, amplification device & demonstrates a listening attitude | | | | |

Stage 2 - Intermediate Listener

| | | | | | |
|------------------------------------------------|-----------------------------------------------------------------|--|--|--|--|
| • identifies when amplification is not working | • child reports that equipment is not working without prompting | | | | |
| • demonstrates benefit of listening | • student enjoys listening tasks, initiates desire to hear | | | | |
| • responds to loud/quiet | • startle response (loud sounds) | | | | |
| • sounds | • says "huh" or looks puzzled (quiet sounds) | | | | |
| | • demonstrates use of appropriate loud vs quiet sound | | | | |
| • responds to fast/slow sounds | • moves appropriately to speed of sound | | | | |
| | • demonstrates fast & slow through vocalizations | | | | |
| • responds to high/low sounds | • matches pitch of voice | | | | |
| | • demonstrates high & low through vocalizations | | | | |
| • understands rhythm of songs | • follows rhythmic patterns of songs | | | | |

Source: Adapted with permission from *Towards Excellence in Listening*, by Z.R. Razack, 1994, Waterloo County Board of Education, Kitchener, Ontario, Canada