

## AUDITORY BEHAVIOR IN EVERYDAY LIFE (ABEL) – Revised

Child's name \_\_\_\_\_ Completed by \_\_\_\_\_ Date: \_\_\_\_\_

Here's a quick and simple questionnaire to help evaluate your child's gains in everyday auditory behavior.								
You know your child best! For each item, please circle the number that best describes your child's behavior during the past week.		Never	Hardly Ever	Occasionally	About half the time	Frequently	Almost Always	Always
<b>Auditory-Oral</b>	1. Initiates spoken conversations with familiar people.	0	1	2	3	4	5	6
	2. Says a person's name to gain his attention.	0	1	2	3	4	5	6
	3. Says "please" or "thank you" without being reminded.	0	1	2	3	4	5	6
	4. Responds verbally to greetings from familiar people.	0	1	2	3	4	5	6
	5. Asks for help in situations where it is needed.	0	1	2	3	4	5	6
	6. Shows interest in spoken conversations around him.	0	1	2	3	4	5	6
	7. Responds verbally to greeting from unfamiliar person(s).	0	1	2	3	4	5	6
	8. Says the names of siblings, family members, classmates.	0	1	2	3	4	5	6
	9. Asks about sounds heard around him (e.g., planes, trucks, animals).	0	1	2	3	4	5	6
	10. Plays cooperatively in a small group without adult supervision.	0	1	2	3	4	5	6
	11. Sings.	0	1	2	3	4	5	6
<b>Auditory-Oral Total</b>		<b>Auditory-Oral</b> ÷ 11 =						
<b>Auditory Awareness</b>	1. Answers telephone appropriately.	0	1	2	3	4	5	6
	2. Responds to own name spoken in the same room.	0	1	2	3	4	5	6
	3. Responds to a doorbell or knock.	0	1	2	3	4	5	6
	4. Will whisper a personal message.	0	1	2	3	4	5	6
	5. Asks about sounds heard around him (e.g., planes, trucks, animals).	0	1	2	3	4	5	6
	6. Knows when making loud sounds (e.g., slamming doors, stomping).	0	1	2	3	4	5	6
	7. Is aware when telephone is ringing.	0	1	2	3	4	5	6
	8. Sings.	0	1	2	3	4	5	6
	9. Knows when hearing aid(s) or cochlear implant(s) are not working.	0	1	2	3	4	5	6
	10. Experiments with newly discovered sounds.	0	1	2	3	4	5	6
<b>Auditory/Awareness Total</b>		<b>Auditory/Awareness</b> ÷ 10 =						
<b>Conversational /Social Skills</b>	1. Initiates spoken conversations with unfamiliar people (not strangers).	0	1	2	3	4	5	6
	2. Takes turns in conversations.	0	1	2	3	4	5	6
	3. Talks using a normal voice level.	0	1	2	3	4	5	6
	4. Frequency of making inappropriate vocal noises.	0	1	2	3	4	5	6
	5. Becomes quieter in activity level or play when asked to do so.	0	1	2	3	4	5	6
<b>Conversational/Social Skills Total</b>		<b>Conversational/Social Skills</b> ÷ 5 =						
<b>Total for all 3 areas</b> ÷ 26 = <span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px; vertical-align: middle;"></span> <b>Average Auditory Behavior Score out of a maximum of 6</b>								
A typically developing child who learns primarily through listening can be expected to evidence all skills by age 6.								

From Purdy, S., Farrington, D. R., Moran, C. A., Chard, L. L., Hodgson, S-A. (2002). A parental questionnaire to evaluate children's auditory behavior in everyday life (ABEL). *American Journal of Audiology*, 11, 72-82. ABEL adapted by Karen Anderson with permission, 2011.