Functional Auditory Performance Indicators (FÁPI)

An Integrated Approach to Auditory Skill Development

FÁPI Overview

The **Functional Auditory Performance Indicators** (FÁPI) assesses the functional auditory skills of children with hearing loss. It can be used by parents, therapists, early interventionists, and teachers. The profile lists auditory skills in an integrated hierarchical order. There are seven categories.

1. **Awareness and Meaning of Sounds:** The child is aware that an auditory stimulus is present. The child may demonstrate awareness of loud environmental sounds, noisemakers, music, and/or speech. The child further demonstrates that sound is meaningful by associating a variety of auditory stimuli with their sound source. The stimuli include loud environmental sounds or noisemakers, music, vocalizations (non-true words) and speech stimuli.

2. **Auditory Feedback and Integration:** The child changes, notices, and monitors his/her own vocal productions. A child may demonstrate this skill by responding to sound when amplification is turned on, by vocalizing to monitor when amplification is working, and/or by noticing his/her own vocalizations. Furthermore, the child uses auditory information to produce an oral spoken utterance that approximates or matches a spoken stimulus.

3. **Localizing Sound Source:** The child searches for and/or finds the auditory stimulus. Searching is a prerequisite skill for localizing. Children with hearing in only one ear may not be able to localize to the sound source.

4. **Auditory Discrimination:** The child distinguishes the characteristics of different sounds including environmental sounds, suprasegmental characteristics of speech (e.g., intensity, duration, pitch), non-true words, and true words.

5. **Auditory Comprehension:** The child demonstrates understanding of linguistic information that is heard by identifying what is said, identifying critical elements in the message, and by following directions.

6. **Short-term Auditory Memory:** The child can hear, remember, repeat, and recall a sequence of numbers. This skill is developmentally appropriate for children who are two years of age and older. Numbers are used in order to isolate the skill – auditory memory – that is being tested.

7. **Linguistic Auditory Processing:** The child utilizes auditory information to process language. This category measures the ways in which audition is used to sequence language, to learn and use morphemes, to learn and use syntactic information, and to understand spoken language.

A profile of a child's functional auditory skills is generated after administrating all items on the profile. The seven categories are hierarchical. In addition, auditory performance indicators in each category are listed in hierarchical order. Please note that while this scale is hierarchical, it is appropriate for a child to be working on many skills at the same time. Approximately 4-8 skills can be addressed simultaneously. By working on multiple skills from different categories, the child will be learning an *integrated* approach to auditory skill development.

Performance is plotted on the profile sheet located at the beginning of the checklist. Based on careful review of this profile, goals for enhancing auditory skills can be determined.

Format of the Functional Auditory Performance Indicators

Each category has specific skills. Some categories have one specific skill, others have a short list of skills. Furthermore, each skill can be assessed in a variety of conditions. These conditions provide a qualitative report on the child's success with each skill. The conditions are specific to each category. Some of these conditions are:

♦ responses to auditory stimuli that are paired with *visual cues* contrasted to responses to an *auditory stimulus alone*

♦ responses to auditory stimuli that are presented in *close proximity* to the child versus responses to stimuli that are *presented far away*

♦ responses to auditory stimuli that are given in a *noisy situation* versus responses to stimuli that are given in a *quiet room*.

♦ responses to auditory stimuli that are observed when the child is *prompted* to listen versus *spontaneous* responses to auditory stimuli

Reporting Functional Skills

The FÁPI is administered over time. At any point in time, the FÁPI can be scored. The FÁPI is scored by measuring a child's performance on each skill in each category. The scores are calculated and then transferred to the profile page that is found at the beginning of the test protocol. The scored profile provides the interventionist, therapist, or teacher with information that identifies a child's unique strengths and needs. The profile is used to create goals for a child's individualized program.

♦ There are seven categories. Each category receives a percentage score. This percentage score identifies the child's listening skills for the items in that category. When the score in a category is in the "acquired" range (80%-100%), the child has mastered the skills for that category. Skills that are "in process" (36%-79%) are also strengths.

♦ It is important to identify the conditions for each skill that make listening easier for the child and the conditions that make listening more challenging. Easier listening conditions include auditory stimuli paired with visual cues, quiet listening conditions, stimuli that are presented close to the child, and prompted responses. More difficult listening conditions include auditory-only stimuli, distance hearing, listening in noisy situations, and spontaneous responses. It is appropriate to work on several skills in each category until the child can listen in both easy and difficult listening conditions.

♦ Notice the child's strengths. Which categories have the highest score? Which skills within a category has the child acquired?

♦ The results of the FÁPI are used to identify goals for intervention, for therapy, and/or for classroom instruction. The percentage scores in each category and the weighted scores for each skill identify skills that need improvement. All items in the "not present" (0%-10% and "emerging" (11%-35%) categories need improvement.

Procedure for Administration and Scoring

1. Each skill can be assessed by direct observation of a child's response to specific stimuli and/or parent report. Each skill is evaluated according to the specific conditions noted on the form. There is a section for "Observations & Comments" that can be used to enter information about the child's performance.

2. A four-tiered scoring paradigm has been created. The skill is ranked by the person administering the checklist by indicating the level of attainment (not present, emerging, in process, acquired) for each skill. The level of attainment is determined by the following criteria:

Level of Skill Attainment	Corresponding Occurrence	Value Given
a. The skill is not present	(NP) = 0-10% occurrence	(Score value = 0)
b. The skill is emerging	(E) = 11-35% occurrence	(Score value = 1)
c. The skill is in process	(P) = 36-79% occurrence	(Score value = 2)
d. The skill is acquired	(A) = 80-100% occurrence	(Score value = 3)

3. In the scoring column, compute the score for each skill. Do this by multiplying each skill by a factor of 1, 2, or 3, as indicated. If the skill is rated between 0 and 10%, it is considered "not present" and should be scored as "zero" (0).

4. Compute the score for a category by adding the weighted scores for all skills in that category. Compute the percentage for that category.

5. Transfer the scores for each category to the profile at the bottom of the Performance Profile page.

Sample Scoring

The category is "Awareness and Meaning of Sounds". There are 6 skills in this category. The skills are:

1. Responds to loud environmental sounds or noisemakers
2. Responds to music
3. Responds to speech
4. Associates loud environmental sounds or noisemakers with their source
5. Associates vocalizations with speaker
6. Associates discourse with speaker.

The first skill is "responds to loud environmental sounds or noisemakers". The child demonstrates different levels of competence in eight different conditions:

♦ 5 conditions are "acquired"
♦ 2 conditions are "in process"
♦ 1 condition is "emerging"

The weighted scores for the specific conditions are calculated. The scores are determined as follows:

♦ 5 conditions are "acquired". An acquired score receives a weight of 3 points.
5 skills x weighted score of 3 = 15
♦ 2 conditions are "in process". An in process score receives a weight of 2 points.
2 skills x weighted score of 2 = 4
♦ 1 condition is "emerging". An emerging score receives a weight of 1 point.
1 skill x weighted score of 1 = 1

Categories of Auditory Development	Auditory Performance Indicators	Scoring N=0-10%, E=11-35%, P=36-79%, A=80-100%	Observations & Comments
Awareness and Meaning of Sounds	**responds to loud environmental sounds (vacuum) or noisemakers (drum, bell)** A with visual cues A auditory only A close (3') P far (10') A in quiet E noise A prompted P spontaneous	0 not present = 0 1 emerging x 1 = 1 2 in process x 2 = 4 5 acquired x 3 = 15 Skill Score 20	
	responds to music A with visual cues A auditory only A close (3') P far (10') A in quiet E noise A prompted A spontaneous	0 not present = 0 1 emerging x 1 = 1 1 in process x 2 = 2 6 acquired x 3 = 18 Skill Score 21	
	responds to speech A with visual cues A auditory only A close (3') A far (10') A in quiet A noise A prompted A spontaneous	0 not present = 0 0 emerging x 1 = 0 0 in process x 2 = 0 8 acquired x 3 = 24 Skill Score 24	
	associates loud environmental sounds (vacuum) or noisemakers (drum, bell) with their source A with visual cues A auditory only A close (3') P far (10') A in quiet E noise A prompted P spontaneous	0 not present = 0 1 emerging x 1 = 1 2 in process x 2 = 4 5 acquired x 3 = 15 Skill Score 20	
	associates vocalizations with speaker A with visual cues A auditory only A close (3') E far (10') A in quiet P noise A prompted P spontaneous	0 not present = 0 1 emerging x 1 = 1 2 in process x 2 = 4 5 acquired x 3 = 15 Skill Score 20	
	associates discourse with speaker A with visual cues A auditory only A close (3') E far (10') A in quiet E noise A prompted P spontaneous	0 not present = 0 2 emerging x 1 = 2 1 in process x 2 = 2 5 acquired x 3 = 15 Skill Score 19 **Category Score: 124/144 86%**	

The weighted scores are added together.

15 + 4 + 1 = 20.
The child's score for this specific skill, "responds to loud environmental sounds or noisemakers", is 20 points.

The same procedure is used to obtain a skill score for the next 5 skills. The child received scores for the 6 skills in this category.

- ♦ responds to loud environmental sounds or noisemakers   = 20 points
- ♦ responds to music   = 20 points
- ♦ responds to speech   = 18 points
- ♦ associates loud environmental sounds or noisemakers with their source   = 20 points
- ♦ associates vocalizations with speaker   = 20 points
- ♦ associates discourse with speaker   = 19 points

The points for the 6 skills are added together to obtain a total score of 117 points for the category "Awareness and Meaning of Sounds". There is a possible score of 144 points. By dividing the earned score (117 points) by the total number of possible points (144 points) the child receives a percentage score of 81% for this category.

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Performance Profile

Name ____Luke____ DOB __3 Yrs. Old__ Date _____ Examiner _____ **3 Mos. Post Implant**

Awareness and Meaning of Sounds	Auditory Feedback and Integration	Localizing Sound Source	Auditory Discrimination	Auditory Comprehension	Short-term Auditory Memory	Linguistic Auditory Processing

1. Responds to loud environmental sounds or noisemakers
2. Responds to music
3. Responds to speech
4. Associates loud environmental sounds or noisemakers with their source
5. Associates vocalizations with speaker
6. Associates discourse with speaker
	1. Changes vocalizations when amplification is on
	2. Notices own vocal productions
	3. Monitors status of amplification by making noises or vocalizing
	4. Takes vocal/spoken turns
	5. Imitates spoken stimulus
	  • vowels
	  • number of syllables
	  • non-true words
	  • words
		1. Searches for loud environmental sounds or noisemakers
		2. Searches for source of music
		3. Searches for source of vocalizations
		4. Searches for source of discourse
		5. Localizes to loud environmental sounds or noisemakers
		6. Localizes to music source
		7. Localizes to speaker making vocalizations
		8. Localizes to speaker using discourse
			1. Discriminates non-linguistic information:
			  • loud vs soft
			  • fast vs slow
			  • continuous vs abrupt
			  • high vs low pitch
			  • meaningful environmental sounds
			  • intent of utterance based on suprasegmental features
			  • mom's vs dad's voice
			2. Discriminates vocal utterances – non-true word productions:
			  • Vowels
			  • Number of syllables
			3. Discriminates communicative intent of the utterance
			4. Discriminates oral utterances – true word productions:
			  • onomatopoeic sounds
			  • child's own name
			  • familiar commands
			  • number of syllables or words in utterance
			  • familiar words based on vowel differences
			  • familiar words based on consonant differences
			  • familiar words based on syllable differences
				1. Identifies single words
				  • body parts
				  • common objects or pictures
				2. Identifies critical elements in short phrases
				  • picture or object with one critical element
				  • picture or object with two critical elements
				  • picture or object with three critical elements
				3. Follows directions
				  • simple one-step
				  • two-step
				  • three-step
				4. Identifies critical elements in short stories
				  • responds to simple questions about story
				  • responds to complex questions about story
					1. Memory
					  • 1-2 digits
					  • 3-4 digits
					  • 5-6 digits
						1. Sequencing
						2. Closure
						3. Syntactic and morphologic analysis
						4. Suprasegmental analysis using auditory feedback
						5. Application of auditory information

Category Score: 60%	**Category Score: 42%**	**Category Score: 28%**	**Category Score: 9%**	**Category Score: 5%**	**Category Score: 0%**	**Category Score: .02%**

100% 90%			**A c q u i r e d**			
80% 70% 60% 50% 40%			**I n P r o c e s s**			
30% 20%			**E m e r g i n g**			
10% 0%			**N o t P r e s e n t**			

(Shade in appropriate box for each category after determining the percentage *for that category*)

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Functional Auditory Performance Indicators: An Integrated Approach to Auditory Skill Development

Performance Profile

Name _____ DOB _____ Date _____ Examiner _____

Awareness and Meaning of Sounds	Auditory Feedback and Integration	Localizing Sound Source	Auditory Discrimination	Auditory Comprehension	Short-term Auditory Memory	Linguistic Auditory Processing
1. Responds to loud environmental sounds or noisemakers 2. Responds to music 3. Responds to speech 4. Associates loud environmental sounds or noisemakers with their source 5. Associates vocalizations with speaker 6. Associates discourse with speaker	1. Changes vocalizations when amplification is on 2. Notices own vocal productions 3. Monitors status of amplification by making noises or vocalizing 4. Takes vocal/spoken turns 5. Imitates spoken stimulus ▪ vowels ▪ number of syllables ▪ non-true words ▪ words	1. Searches for loud environmental sounds or noisemakers 2. Searches for source of music 3. Searches for source of vocalizations 4. Searches for source of discourse 5. Localizes to loud environmental sounds or noisemakers 6. Localizes to music source 7. Localizes to speaker making vocalizations 8. Localizes to speaker using discourse	1. Discriminates non-linguistic information: ▪ loud vs soft ▪ fast vs slow ▪ continuous vs abrupt ▪ high vs low pitch ▪ meaningful environmental sounds ▪ intent of utterance based on suprasegmental features ▪ mom's vs dad's voice 2. Discriminates vocal utterances – non-true word productions: ▪ vowels ▪ number of syllables 3. Discriminates communicative intent of the utterance 4. Discriminates oral utterances – true word productions: ▪ onomatopoeic sounds ▪ child's own name ▪ familiar commands ▪ number of syllables or words in utterance ▪ familiar words based on vowel differences ▪ familiar words based on consonant differences ▪ familiar words based on syllable differences	1. Identifies single words ▪ body parts ▪ common objects or pictures 2. Identifies critical elements in short phrases ▪ picture or object with one critical element ▪ picture or object with two critical elements ▪ picture or object with three critical elements 3. Follows directions ▪ simple one-step ▪ two-step ▪ three-step 4. Identifies critical elements in short stories ▪ responds to simple questions about story ▪ responds to complex questions about story	1. Memory ▪ 1-2 digits ▪ 3-4 digits ▪ 5-6 digits	1. Sequencing 2. Closure 3. Syntactic and morphologic analysis 4. Suprasegmental analysis using auditory feedback 5. Application of auditory information
Category Score: _____%	**Category Score:** _____%	**Category Score:** _____%	**Category Score:** _____%	**Category Score:** _____%	**Category Score:** _____%	**Category Score:** _____%

100% 90% 80%			**A c q u i r e d**			
70% 60% 50% 40%			**I n P r o c e s s**			
30% 20%			**E m e r g i n g**			
10% 0%			**N o t P r e s e n t**			

(Shade in appropriate box for each category after determining the percentage *for that category*)

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Functional Auditory Performance Indicators (FÁPI)

An Integrated Approach to Auditory Skill Development

Name _____ DOB _____

Type of amplification _____ Usage: ☐ consistent ☐ inconsistent

Examiner _____

Categories of Auditory Development	Auditory Performance Indicators	Scoring N=0-10%, E=11-35%, P=36-79%, A=80-100%	Observations & Comments
Awareness and Meaning of Sounds	**responds to loud environmental sounds (vacuum) or noisemakers (drum, bell)** __ with visual cues __ auditory only __ close (3') __ far (10') __ in quiet __ noise __ prompted __ spontaneous	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	responds to music __ with visual cues __ auditory only __ close (3') __ far (10') __ in quiet __ noise __ prompted __spontaneous	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	responds to speech __ with visual cues __ auditory only __ close (3') __ far (10') __ in quiet __ noise __ prompted __ spontaneous	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	associates loud environmental sounds (vacuum) or noisemakers (drum, bell) with their source __ with visual cues __ auditory only __ close (3') __ far (10') __ in quiet __noise __ prompted __ spontaneous	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	associates vocalizations with speaker __ with visual cues __ auditory only __ close (3') __ far (10') __ in quiet __ noise __ prompted __ spontaneous	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	associates discourse with speaker __ with visual cues __ auditory only __ close (3') __ far (10') __ in quiet __ noise __ prompted __ spontaneous	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __ **Category Score: ___/144 ____%**	
Auditory Feedback and Integration	**changes vocalizations when amplification is turned on** __ in quiet __ noise	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	NOTE: For children who do not use amplification skip the first and third items.
	notices own vocal productions __ in quiet __ noise __ prompted __ spontaneous	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	monitors status of amplification by making noises or vocalizing __ in quiet __ noise	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	

N = not present (0-10%)   *E = emerging (11-35%)*   *P = in process (36-79%)*   *A = acquired (80-100%)*

Categories of Auditory Development	Auditory Performance Indicators	Scoring N=0-10%, E=11-35%, P=36-79%, A=80-100%	Observations & Comments
Auditory Feedback and Integration	**takes vocal/spoken turns** __ in quiet __ noise __ prompted __ spontaneous	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	Imitates spoken stimulus: vowels __ with visual cues __ auditory only __ close (3') __ far (10') __ in quiet __ noise __ prompted __ spontaneous	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	number of syllables __ with visual cues __ auditory only __ close (3') __ far (10') __ in quiet __ noise __ prompted __ spontaneous	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	non-true words __ with visual cues __ auditory only __ close (3') __ far (10') __ in quiet __ noise __ prompted __ spontaneous	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	words __ with visual cues __ auditory only __ close (3') __ far (10') __ in quiet __ noise __ prompted __ spontaneous	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
		Category Score with amplification: ___/132 ____%	**Category Score without amplification: ___/120 ____%**
Localizing Sound Source	**searches for loud environmental sounds (vacuum, telephone) or noisemakers (drum, bell)** __ close (3') __ far (10') __ another room __ inside __ outside __ in quiet __ noise __ prompted __ spontaneous	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	NOTE: Some localization skills may not be applicable to children who are aided monaurally, who have unilateral hearing loss, or who have monaural cochlear implants.
	searches for source of music __ close (3') __ far (10') __ another room __ inside __ outside __ in quiet __ noise __ prompted __ spontaneous	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	searches for source of vocalizations (e.g., exaggerated suprasegmentals) __ close (3') __ far (10') __ another room __ inside __ outside __ in quiet __ noise __ prompted __ spontaneous	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	searches for source of discourse (e.g., connected speech) __ close (3') __ far (10') __ another room __ inside __ outside __ in quiet __ noise __ prompted __ spontaneous	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	localizes to loud environmental sounds (vacuum, telephone) or noisemakers (drum, bell) __ close (3') __ far (10') __ another room __ inside __ outside __ in quiet __ noise __ prompted __ spontaneous __ one level __ multiple levels	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	

N = not present (0-10%) *E = emerging (11-35%)* *P = in process (36-79%)* *A = acquired (80-100%)*

Categories of Auditory Development	Auditory Performance Indicators	Scoring N=0-10%, E=11-35%, P=36-79%, A=80-100%	Observations & Comments
	localizes to music source __ close (3') __ far (10') __ another room __ inside __ outside __ in quiet __ noise __ prompted __ spontaneous __ one level __ multiple levels	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	localizes to speaker making vocalizations (e.g., exaggerated suprasegmentals) __ close (3') __ far (10') __ another room __ inside __ outside __ in quiet __ noise __ prompted __ spontaneous __ one level __ multiple levels	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	localizes to speaker using discourse __ close (3') __ far (10') __ another room __ inside __ outside __ in quiet __ noise __ prompted __ spontaneous __ one level __ multiple levels	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __ **Category Score: ___/240 ____%**	
Auditory Discrimination	<u>**Discriminates non-linguistic information:**</u> **loud vs soft sounds** __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	fast vs slow __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	continuous vs abrupt __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	high vs low pitch __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	meaningful environmental sounds __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	intent of utterance based on supra-segmental features (e.g. angry voice vs happy voice) __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	mom's vs dad's voice __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	<u>**Discriminates oral utterances - non-true word productions:**</u> **vowels:** __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	

N = not present (0-10%)　　　*E = emerging (11-35%)*　　　*P = in process (36-79%)*　　　*A = acquired (80-100%)*

Categories of Auditory Development	Auditory Performance Indicators	Scoring *N=0-10%, E=11-35%,* *P=36-79%, A=80-100%*	Observations & Comments
Auditory Discrimination	**number of syllables:** __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	Discriminates communicative intent of the utterance (e.g. statement, question, exclamation): __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	Discriminates oral utterances – true word productions: **onomatopoeic sounds (e.g., ding-dong, moo, choo-choo):** __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	child's own name: __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	familiar commands (e.g., stop, come here, wait): __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	number of syllables or words in utterance (one vs two vs three): __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	familiar words based on vowel differences (cat/cut, pat/pet, dig/dog): __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	familiar words based on consonant differences (cat/hat, dad/mad, bye/ my): __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	familiar words based on syllable differences (mommy/tummy): __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
		Category Score: ___/306 ____%	

N = not present (0-10%)   *E = emerging (11-35%)*   *P = in process (36-79%)*   *A = acquired (80-100%)*

Categories of Auditory Development	Auditory Performance Indicators	Scoring *N=0-10%, E=11-35%, P=36-79%, A=80-100%*	Observations & Comments
Auditory Comprehension	**Identifies single words:** **points to body parts when named** __ close (3') __ far (10') __ in quiet __ noise	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	points to common objects or pictures when named __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	Identifies critical elements in short phrases: **Identifies picture or object with one critical element (e.g., point to the car)** __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	Identifies picture or object with two critical elements (e.g., point to the red car) __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	Identifies picture or object with three critical elements (e.g. point to the red car under the table) __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	Follows directions: **Follows simple one-step directions** __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	Follows two-step directions __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	Follows three-step directions __ close (3') __ far (10') __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	Identifies critical elements in short stories: **Responds to simple concrete questions about story (e.g., who, what, when, where):** __ close (3') __ far (10') __ in quiet __ noise	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	Responds to complex abstract questions about story (e.g., why, how) __ close (3') __ far (10') __ in quiet __ noise	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __ **Category Score: ___/162 ___%**	

N = not present (0-10%)   *E = emerging (11-35%)*   *P = in process (36-79%)*   *A = acquired (80-100%)*

Categories of Auditory Development	Auditory Performance Indicators	Scoring N=0-10%, E=11-35%, P=36-79%, A=80-100%	Observations & Comments
Short-term Auditory Memory	**Memory:** **Recalls digits that are heard as demonstrated by a response within moments of the stimulus.** Check mode used: ❑ spoken response ❑ signed response, with or without speech ❑ pointing to picture or object ❑ action demonstrating understanding (writing, securing object) **1-2 digits** __ with visual clues __ auditory only __ close (3') __ far (10') __ in quiet __ noise **3-4 digits** __ with visual clues __ auditory only __ close (3') __ far (10') __ in quiet __ noise **5-6 digits** __ with visual clues __ auditory only __ close (3') __ far (10') __ in quiet __ noise Using numerals may not be developmentally appropriate for very young children. Auditory memory may also be assessed by imitating a series of syllable patterns (e.g. oo / ah) or animal sounds. (e.g., moo / baaa / quack / ruff)	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __ __ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __ __ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __ **Category Score: ___/54 _____%**	
Linguistic Auditory Processing	**Linguistic Auditory Processing: Higher level auditory skills demonstrating the child's ability to process linguistic information.** *Note: **Simultaneous** activity refers to processing auditory information while engaged in another activity, (e.g., listening while taking notes, listening while coloring), while **single** activity refers to processing only one event (e.g., the auditory information).* **Sequencing:** Produces correct sequential order of the auditory linguistic stimuli heard. Check type of auditory stimuli used and indicate # of critical elements for each: ❑ digits/word (examples: child repeats, orders pictures, points) __ 2 __ 3 __ 4 __ 5 ❑ short phrases (example: go to store - buy bread - walk home – make sandwich) __ 2 __ 3 __ 4 __ 5 ❑ sentences (example: It is snowing outside. Get your coat from the closet. Let's go outside. Let's build a snowman. __ 2 __ 3 __ 4 __ 5 Check mode used: ❑ spoken response ❑ signed response with speech ❑ signed response without speech ❑ pointing to picture, object, digit or word ❑ action demonstrating understanding (writing, securing object) __ with visual clues __ auditory only __ close (3') __ far (10') __ in quiet __ noise __ familiar vocabulary __ unfamiliar vocabulary __ single activity __ simultaneous activities	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	

N = not present (0-10%)   *E = emerging (11-35%)*   *P = in process (36-79%)*   *A = acquired (80-100%)*

Categories of Auditory Development	Auditory Performance Indicators	Scoring *N=0-10%, E=11-35%,* *P=36-79%, A=80-100%*	Observations & Comments

Linguistic Auditory Processing	**Closure:** Demonstrates understanding of a whole word, phrase, or sentence when part is missing.
	
	Check type of auditory stimuli used:
	
	❑ Phrases
	
	  examples: Thin sharp _____ (pencil, knife).
	       Big round _____ (ball, sun).
	❑ Sentences
	
	  example: I went to buy bread at the _____ (store, market).
	
	Check mode used:
	
	❑ spoken response
	❑ signed response with speech
	❑ signed response without speech
	❑ pointing to picture, object, or word
	❑ action demonstrating understanding (writing, securing object)
	
	__ with visual clues __ auditory only
	__ close (3') __ far (10')
	__ in quiet __ noise
	__ familiar vocabulary __ unfamiliar vocabulary
	__ single activity __ simultaneous activities
	
	Syntactic and Morphologic Analysis: Integrates rules of syntax when auditory information is presented and applies rules of expressive language correctly.
	
	Auditory stimuli: sentences
	
	Examples:
	
	♦ The boy play<u>s</u> outside. (familiar vocabulary)
	
	♦ The boy play<u>ed</u> outside.
	
	♦ The boy is play<u>ing</u> outside.
	
	♦ He anticipat<u>es</u> the school bus coming. (unfamiliar vocabulary)
	
	♦ He anticipat<u>ed</u> the school bus coming.
	
	♦ He was anticipat<u>ing</u> the school bus coming.
	
	Check mode used:
	❑ spoken response
	❑ signed response with speech
	❑ signed response without speech
	❑ pointing to picture or word
	❑ action demonstrating understanding (writing, securing object)
	
	__ with visual clues __ auditory only
	__ close (3') __ far (10')
	__ in quiet __ noise
	__ familiar vocabulary __ unfamiliar vocabulary
	__ single activity __ simultaneous activities
		
		__ not present = 0
		__ emerging x 1 = __
		__ in process x 2 = __
		__ acquired x 3 = __
		Skill Score __
		
		__ not present = 0
		__ emerging x 1 = __
		__ in process x 2 = __
		__ acquired x 3 = __
		Skill Score __	

N = not present (0-10%)   *E = emerging (11-35%)*   *P = in process (36-79%)*   *A = acquired (80-100%)*

Categories of Auditory Development	Auditory Performance Indicators	Scoring N=0-10%, E=11-35%, P=36-79%, A=80-100%	Observations & Comments

Linguistic Auditory Processing	**Suprasegmental Analysis using Auditory Feedback:** Corrects the rhythm, stress, and intonation patterns of speech using auditory feedback.
	
	Check type of auditory stimuli used:
	❑ words
	   example: *tel* e phone vs tel e *phone*
	❑ phrases
	   example: *Who* are you?
	                 Who *are* you?
	                 Who are *you*?
	❑ sentences
	   example I don't know *where* it is!
	              I don't *know* where it is!
	              I don't know where it is!
	
	Check mode used:
	❑ spoken response
	❑ signed response with speech
	❑ signed response without speech
	❑ pointing to picture or word
	❑ action demonstrating understanding (writing, securing object)
	
	__ with visual clues __ auditory only
	__ close (3') __ far (10')
	__ in quiet __ noise
	__ familiar vocabulary __ unfamiliar vocabulary
	__ single activity __ simultaneous activities
		__ not present = 0
		__ emerging x 1 = __
		__ in process x 2 = __
		__ acquired x 3 = __
		Skill Score
		                  __	

	Application of Auditory Information: Child understands and utilizes auditory information and his/her general knowledge of language to derive meaning in a variety of situations. **auditory conversations (**e.g., actively participates in auditory conversation) Check mode used: ❑ spoken response ❑ signed response with speech ❑ signed response without speech ❑ action demonstrating understanding (writing, securing or manipulating object) __ with visual clues __ auditory only __ in quiet __ noise __ familiar vocabulary __ unfamiliar vocabulary __ single activity __ simultaneous activities	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	electronic or recorded sound sources (e.g., understands messages from tape recorders, intercoms, message recorders, VCRs, film projectors) Check mode used: ❑ spoken response ❑ signed response with speech ❑ signed response without speech ❑ manipulates picture or object ❑ action demonstrating understanding (writing, securing object) __ with visual clues __ auditory only __ in quiet __ noise __ familiar vocabulary __ unfamiliar vocabulary __ single activity __ simultaneous activities	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	

N = not present (0-10%)   *E = emerging (11-35%)*   *P = in process (36-79%)*   *A = acquired (80-100%)*

Categories of Auditory Development	Auditory Performance Indicators	Scoring *N=0-10%, E=11-35%,* *P=36-79%, A=80-100%*	Observations & Comments

Linguistic Auditory Processing	**phone conversations** (e.g., conducts telephone conversations)
	   Check mode used:
	    ❑ spoken response
	    ❑ signed response with speech
	    ❑ signed response without speech
	    ❑ action demonstrating understanding (writing, securing object)
	
	__ in quiet __ noise
	__ familiar vocabulary __ unfamiliar vocabulary
	__ single activity __ simultaneous activities
		__ not present = 0
		__ emerging x 1 = __
		__ in process x 2 = __
		__ acquired x 3 = __
		Skill Score __	

	academic content (understands information in classroom setting)
	   Check mode used:
	    ❑ spoken response
	    ❑ signed response with speech
	    ❑ signed response without speech
	    ❑ action demonstrating understanding (writing, securing object)
	
	__ with visual clues __ auditory only
	__ in quiet __ noise
	__ familiar vocabulary __ unfamiliar vocabulary
	__ single activity __ simultaneous activities
		__ not present = 0
		__ emerging x 1 = __
		__ in process x 2 = __
		__ acquired x 3 = __
		Skill Score __	

	directions (listens for details utilizing memory and sequencing skills)
	   Check mode used:
	    ❑ spoken response
	    ❑ signed response with speech
	    ❑ signed response without speech
	    ❑ action demonstrating understanding (writing, securing object)
	
	__ with visual clues __ auditory only
	__ in quiet __ noise
	__ familiar vocabulary __ unfamiliar vocabulary
	__ single activity __ simultaneous activities
		__ not present = 0
		__ emerging x 1 = __
		__ in process x 2 = __
		__ acquired x 3 = __
		Skill Score __
		
		Category Score: ___/234 ____%	