

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 administering 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

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

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 Category Score: 60%	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 Category Score: 42%	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 Category Score: 28%	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 Category Score: 9%	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 Category Score: 5%	1. Memory ▪ 1-2 digits ▪ 3-4 digits ▪ 5-6 digits Category Score: 0%	1. Sequencing 2. Closure 3. Syntactic and morphologic analysis 4. Suprasegmental analysis using auditory feedback 5. Application of auditory information Category Score: .02%
			Acquired			
			In Process			
			Emerging			
			Not Present			

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

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

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
	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> ▪ vowels ▪ number of syllables ▪ non-true words ▪ words 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Discriminates non-linguistic information: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ vowels ▪ number of syllables 3. Discriminates communicative intent of the utterance 4. Discriminates oral utterances – true word productions: <ul style="list-style-type: none"> ▪ 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 	<ol style="list-style-type: none"> 1. Identifies single words <ul style="list-style-type: none"> ▪ body parts ▪ common objects or pictures 2. Identifies critical elements in short phrases <ul style="list-style-type: none"> ▪ picture or object with one critical element ▪ picture or object with two critical elements ▪ picture or object with three critical elements 3. Follows directions <ul style="list-style-type: none"> ▪ simple one-step ▪ two-step ▪ three-step 4. Identifies critical elements in short stories <ul style="list-style-type: none"> ▪ responds to simple questions about story ▪ responds to complex questions about story 	<ol style="list-style-type: none"> 1. Memory <ul style="list-style-type: none"> ▪ 1-2 digits ▪ 3-4 digits ▪ 5-6 digits 	<ol style="list-style-type: none"> 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%				Acquired			
90%				In Process			
80%				Emerging			
70%				Not Present			
60%							
50%							
40%							
30%							
20%							
10%							
0%							

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

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

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 <i>N=0-10%, E=11-35%, P=36-79%, A=80-100%</i>	Observations & Comments
Auditory Feedback and Integration	<p>takes vocal/spoken turns</p> <p>___ in quiet ___ noise ___ prompted ___ spontaneous</p> <p>Imitates spoken stimulus:</p> <p>vowels</p> <p>___ with visual cues ___ auditory only ___ close (3') ___ far (10') ___ in quiet ___ noise ___ prompted ___ spontaneous</p> <p>number of syllables</p> <p>___ with visual cues ___ auditory only ___ close (3') ___ far (10') ___ in quiet ___ noise ___ prompted ___ spontaneous</p> <p>non-true words</p> <p>___ with visual cues ___ auditory only ___ close (3') ___ far (10') ___ in quiet ___ noise ___ prompted ___ spontaneous</p> <p>words</p> <p>___ with visual cues ___ auditory only ___ close (3') ___ far (10') ___ in quiet ___ noise ___ prompted ___ spontaneous</p>	<p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>Category Score with amplification: ___/132 ___%</p>	<p>Category Score without amplification: ___/120 ___%</p>
Localizing Sound Source	<p>searches for loud environmental sounds (vacuum, telephone) or noisemakers (drum, bell)</p> <p>___ close (3') ___ far (10') ___ another room ___ inside ___ outside ___ in quiet ___ noise ___ prompted ___ spontaneous</p> <p>searches for source of music</p> <p>___ close (3') ___ far (10') ___ another room ___ inside ___ outside ___ in quiet ___ noise ___ prompted ___ spontaneous</p> <p>searches for source of vocalizations (e.g., exaggerated suprasegmentals)</p> <p>___ close (3') ___ far (10') ___ another room ___ inside ___ outside ___ in quiet ___ noise ___ prompted ___ spontaneous</p> <p>searches for source of discourse (e.g., connected speech)</p> <p>___ close (3') ___ far (10') ___ another room ___ inside ___ outside ___ in quiet ___ noise ___ prompted ___ spontaneous</p> <p>localizes to loud environmental sounds (vacuum, telephone) or noisemakers (drum, bell)</p> <p>___ close (3') ___ far (10') ___ another room ___ inside ___ outside ___ in quiet ___ noise ___ prompted ___ spontaneous ___ one level ___ multiple levels</p>	<p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p>	<p>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.</p>

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

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

Categories of Auditory Development	Auditory Performance Indicators	Scoring <i>N=0-10%, E=11-35%, P=36-79%, A=80-100%</i>	Observations & Comments
Auditory Comprehension	<p>Identifies single words: points to body parts when named ___ close (3') ___ far (10') ___ in quiet ___ noise</p> <p>points to common objects or pictures when named ___ close (3') ___ far (10') ___ in quiet ___ noise ___ closed set ___ open set</p> <p>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</p> <p>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</p> <p>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</p> <p>Follows directions: Follows simple one-step directions ___ close (3') ___ far (10') ___ in quiet ___ noise ___ closed set ___ open set</p> <p>Follows two-step directions ___ close (3') ___ far (10') ___ in quiet ___ noise ___ closed set ___ open set</p> <p>Follows three-step directions ___ close (3') ___ far (10') ___ in quiet ___ noise ___ closed set ___ open set</p> <p>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</p> <p>Responds to complex abstract questions about story (e.g., why, how) ___ close (3') ___ far (10') ___ in quiet ___ noise</p>	<p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>Category Score: ___/162 ___%</p>	

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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	<p>Memory: Recalls digits that are heard as demonstrated by a response within moments of the stimulus.</p> <p>Check mode used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> spoken response <input type="checkbox"/> signed response, with or without speech <input type="checkbox"/> pointing to picture or object <input type="checkbox"/> action demonstrating understanding (writing, securing object) <p>1-2 digits</p> <p>___ with visual clues ___ auditory only ___ close (3') ___ far (10') ___ in quiet ___ noise</p> <p>3-4 digits</p> <p>___ with visual clues ___ auditory only ___ close (3') ___ far (10') ___ in quiet ___ noise</p> <p>5-6 digits</p> <p>___ with visual clues ___ auditory only ___ close (3') ___ far (10') ___ in quiet ___ noise</p> <p>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)</p>	<p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>Category Score: ___/54 _____%</p>	
Linguistic Auditory Processing	<p>Linguistic Auditory Processing: Higher level auditory skills demonstrating the child's ability to process linguistic information.</p> <p><i>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).</i></p> <p>Sequencing: Produces correct sequential order of the auditory linguistic stimuli heard.</p> <p>Check type of auditory stimuli used and indicate # of critical elements for each:</p> <ul style="list-style-type: none"> <input type="checkbox"/> digits/word (examples: child repeats, orders pictures, points) ___ 2 ___ 3 ___ 4 ___ 5 <input type="checkbox"/> short phrases (example: go to store - buy bread - walk home - make sandwich) ___ 2 ___ 3 ___ 4 ___ 5 <input type="checkbox"/> 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 <p>Check mode used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> spoken response <input type="checkbox"/> signed response with speech <input type="checkbox"/> signed response without speech <input type="checkbox"/> pointing to picture, object, digit or word <input type="checkbox"/> action demonstrating understanding (writing, securing object) <p>___ with visual clues ___ auditory only ___ close (3') ___ far (10') ___ in quiet ___ noise ___ familiar vocabulary ___ unfamiliar vocabulary ___ single activity ___ simultaneous activities</p>	<p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p>	

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Linguistic Auditory Processing	<p>Closure: Demonstrates understanding of a whole word, phrase, or sentence when part is missing.</p> <p>Check type of auditory stimuli used:</p> <p><input type="checkbox"/> Phrases examples: Thin sharp _____ (pencil, knife). Big round _____ (ball, sun).</p> <p><input type="checkbox"/> Sentences example: I went to buy bread at the _____ (store, market).</p> <p>Check mode used:</p> <p><input type="checkbox"/> spoken response <input type="checkbox"/> signed response with speech <input type="checkbox"/> signed response without speech <input type="checkbox"/> pointing to picture, object, or word <input type="checkbox"/> action demonstrating understanding (writing, securing object)</p> <p>___ with visual clues ___ auditory only ___ close (3') ___ far (10') ___ in quiet ___ noise ___ familiar vocabulary ___ unfamiliar vocabulary ___ single activity ___ simultaneous activities</p> <p>Syntactic and Morphologic Analysis: Integrates rules of syntax when auditory information is presented and applies rules of expressive language correctly.</p> <p>Auditory stimuli: sentences</p> <p>Examples:</p> <ul style="list-style-type: none"> ◆ The boy plays<u>s</u> outside. (familiar vocabulary) ◆ The boy played<u>d</u> outside. ◆ The boy is playin<u>g</u> outside. ◆ He anticipat<u>e</u>s the school bus coming. (unfamiliar vocabulary) ◆ He anticipat<u>e</u>d the school bus coming. ◆ He was anticipat<u>in</u>g the school bus coming. <p>Check mode used:</p> <p><input type="checkbox"/> spoken response <input type="checkbox"/> signed response with speech <input type="checkbox"/> signed response without speech <input type="checkbox"/> pointing to picture or word <input type="checkbox"/> action demonstrating understanding (writing, securing object)</p> <p>___ with visual clues ___ auditory only ___ close (3') ___ far (10') ___ in quiet ___ noise ___ familiar vocabulary ___ unfamiliar vocabulary ___ single activity ___ simultaneous activities</p>	<p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p>	

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Linguistic Auditory Processing	<p><u>Suprasegmental Analysis using Auditory Feedback:</u> Corrects the rhythm, stress, and intonation patterns of speech using auditory feedback.</p> <p>Check type of auditory stimuli used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> words example: tel e phone vs tel e phone <input type="checkbox"/> phrases example: Who are you? Who are you? Who are you? <input type="checkbox"/> sentences example I don't know where it is! I don't know where it is! I don't know where it is! <p>Check mode used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> spoken response <input type="checkbox"/> signed response with speech <input type="checkbox"/> signed response without speech <input type="checkbox"/> pointing to picture or word <input type="checkbox"/> action demonstrating understanding (writing, securing object) <p>___ with visual clues ___ auditory only ___ close (3') ___ far (10') ___ in quiet ___ noise ___ familiar vocabulary ___ unfamiliar vocabulary ___ single activity ___ simultaneous activities</p> <p><u>Application of Auditory Information:</u> Child understands and utilizes auditory information and his/her general knowledge of language to derive meaning in a variety of situations.</p> <p>auditory conversations (e.g., actively participates in auditory conversation)</p> <p>Check mode used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> spoken response <input type="checkbox"/> signed response with speech <input type="checkbox"/> signed response without speech <input type="checkbox"/> action demonstrating understanding (writing, securing or manipulating object) <p>___ with visual clues ___ auditory only ___ in quiet ___ noise ___ familiar vocabulary ___ unfamiliar vocabulary ___ single activity ___ simultaneous activities</p> <p>electronic or recorded sound sources (e.g., understands messages from tape recorders, intercoms, message recorders, VCRs, film projectors)</p> <p>Check mode used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> spoken response <input type="checkbox"/> signed response with speech <input type="checkbox"/> signed response without speech <input type="checkbox"/> manipulates picture or object <input type="checkbox"/> action demonstrating understanding (writing, securing object) <p>___ with visual clues ___ auditory only ___ in quiet ___ noise ___ familiar vocabulary ___ unfamiliar vocabulary ___ single activity ___ simultaneous activities</p>	<p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p> <p>___ not present = 0 ___ emerging x 1 = ___ ___ in process x 2 = ___ ___ acquired x 3 = ___ Skill Score ___</p>	

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Linguistic Auditory Processing	<p>phone conversations (e.g., conducts telephone conversations) Check mode used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> spoken response <input type="checkbox"/> signed response with speech <input type="checkbox"/> signed response without speech <input type="checkbox"/> action demonstrating understanding (writing, securing object) <p>__ in quiet __ noise __ familiar vocabulary __ unfamiliar vocabulary __ single activity __ simultaneous activities</p> <p>academic content (understands information in classroom setting) Check mode used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> spoken response <input type="checkbox"/> signed response with speech <input type="checkbox"/> signed response without speech <input type="checkbox"/> action demonstrating understanding (writing, securing object) <p>__ with visual clues __ auditory only __ in quiet __ noise __ familiar vocabulary __ unfamiliar vocabulary __ single activity __ simultaneous activities</p> <p>directions (listens for details utilizing memory and sequencing skills) Check mode used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> spoken response <input type="checkbox"/> signed response with speech <input type="checkbox"/> signed response without speech <input type="checkbox"/> action demonstrating understanding (writing, securing object) <p>__ with visual clues __ auditory only __ in quiet __ noise __ familiar vocabulary __ unfamiliar vocabulary __ single activity __ simultaneous activities</p>	<p>__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __</p> <p>__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __</p> <p>__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __</p> <p>Category Score: __/234 __%</p>	