

Listening Development Profile

Name _____ DOB _____

Age@ ID _____ Age@ beginning intervention _____ Age@ initial amplification _____

Personal Hearing Instruments used: _____ Hearing Assistance Technology (HAT) used: _____

Amplification Use Record:

Date															
Unaided AI															
Aided AI															
Hrs/day of HA use															
Hrs/day of HAT 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: MODE/DATE			
		1	2	3	4
<ul style="list-style-type: none"> increases auditory detection/awareness 	<ul style="list-style-type: none"> can differentiate the presence or absence of sound 				
	<ul style="list-style-type: none"> responds to sounds around the home e.g. doorbell, telephone (response may be voluntary or involuntary) 				
	<ul style="list-style-type: none"> responds to people's voices 				
	<ul style="list-style-type: none"> increases time on listening task 				
<ul style="list-style-type: none"> directs attention to sound (auditory localization) 	<ul style="list-style-type: none"> turns head in response to sound 				
	<ul style="list-style-type: none"> turns directly to sound source 				
<ul style="list-style-type: none"> increases linguistic interaction 	<ul style="list-style-type: none"> parents use appropriate communication strategies (turntaking, eye contact, child initiated conversation) 				
	<ul style="list-style-type: none"> child begins to demonstrate age appropriate conversation behavior 				
<ul style="list-style-type: none"> increases auditory attention 	<ul style="list-style-type: none"> child indicates desire to wear hearing aids, amplification device & demonstrates a listening attitude 				

Stage 2 - Intermediate Listener

<ul style="list-style-type: none"> identifies when amplification is not working 	<ul style="list-style-type: none"> child reports that equipment is not working without prompting 				
<ul style="list-style-type: none"> demonstrates benefit of listening 	<ul style="list-style-type: none"> student enjoys listening tasks, initiates desire to hear 				
<ul style="list-style-type: none"> responds to loud/quiet sounds 	<ul style="list-style-type: none"> startle response (loud sounds) 				
	<ul style="list-style-type: none"> says "huh" or looks puzzled (quiet sounds) 				
	<ul style="list-style-type: none"> demonstrates use of appropriate loud vs quiet sound 				
<ul style="list-style-type: none"> responds to fast/slow sounds 	<ul style="list-style-type: none"> moves appropriately to speed of sound 				
	<ul style="list-style-type: none"> demonstrates fast & slow through vocalizations 				
<ul style="list-style-type: none"> responds to high/low sounds 	<ul style="list-style-type: none"> matches pitch of voice 				
	<ul style="list-style-type: none"> demonstrates high & low through vocalizations 				
<ul style="list-style-type: none"> understands rhythm of songs 	<ul style="list-style-type: none"> follows rhythmic patterns of songs 				

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

From: C.D. Johnson & J. Seaton, *Educational Audiology Handbook*, 2nd Edition (2011), Cengage-Delmar Learning.

Stage 2 - Intermediate Listener-continued

STUDENT OUTCOMES	PERFORMANCE INDICATORS	RATING: MODE/DATE			
		1	2	3	4
<ul style="list-style-type: none"> understands words in songs 	<ul style="list-style-type: none"> performs action i.e. demonstrates understanding of words 				
<ul style="list-style-type: none"> increases linguistic interaction 	<ul style="list-style-type: none"> uses of more complex sentence forms and vocabulary 				
	<ul style="list-style-type: none"> discriminates words with similar speech sounds (bat vs pat) 				
	<ul style="list-style-type: none"> uses language for a variety of purposes 				
	<ul style="list-style-type: none"> uses appropriate intonation patterns 				

Stage 3: Advanced Listener

<ul style="list-style-type: none"> participates in groups -listens in groups -uses appropriate language & conversation rules 	<ul style="list-style-type: none"> takes turns 				
	<ul style="list-style-type: none"> uses appropriate clarification strategies for misunderstood messages 				
	<ul style="list-style-type: none"> uses discussion to complete assignments 				
	<ul style="list-style-type: none"> uses phrases appropriately for content 				
<ul style="list-style-type: none"> increases awareness of pronunciation of words, phrases, sound & symbol connections 	<ul style="list-style-type: none"> asks for auditory representation or repetition of words so that he/she can internalize auditory images (modeling) 				
<ul style="list-style-type: none"> increases use of words/concepts in various contexts 	<ul style="list-style-type: none"> discriminates/self corrects between correct & incorrect productions 				
<ul style="list-style-type: none"> increases responsibility for understanding oral messages 	<ul style="list-style-type: none"> follows multi-step instructions 				
	<ul style="list-style-type: none"> more frequent interactions with teachers, peers 				
	<ul style="list-style-type: none"> reduce frequency of conversation repair ("huh", "what", "I didn't understand") 				
<ul style="list-style-type: none"> begins to troubleshoot amplification systems 	<ul style="list-style-type: none"> reports dead battery or static sounds, intermittency, spill over of signal, clogged mold 				
<ul style="list-style-type: none"> advocates for services 	<ul style="list-style-type: none"> asks teacher to check transmitter using appropriate language 				

Stage 4: Sophisticated Listener/Communicator

<ul style="list-style-type: none"> demonstrates knowledge of audiograms 	<ul style="list-style-type: none"> explains audiograms in terms of degree and configuration (shape) 				
<ul style="list-style-type: none"> knowledge of various types of amplification & assistive devices (HA, ALD, TDD, captioner, phone) 	<ul style="list-style-type: none"> discuss characteristics of various hearing aids, cochlear implants & assistive devices 				
	<ul style="list-style-type: none"> demonstrates appropriate use of ALD, TDD, captioner, phone 				
<ul style="list-style-type: none"> uses amplification equipment appropriately 	<ul style="list-style-type: none"> reports malfunctioning equipment & conducts basic troubleshooting 				
<ul style="list-style-type: none"> increases awareness of communication/listening environment & appropriate accommodations 	<ul style="list-style-type: none"> requests appropriate physical accommodations (seating, sound system, etc.) 				
	<ul style="list-style-type: none"> requests appropriate support services (interpreter, captioning, written materials, notetaker) 				
<ul style="list-style-type: none"> utilizes professionals & agencies appropriately (audiology, ENT, SLP, interpreter, relay systems, vocational rehabilitation, etc.) 	<ul style="list-style-type: none"> identifies roles of professionals & community agencies 				
	<ul style="list-style-type: none"> uses professionals & community services appropriately 				
<ul style="list-style-type: none"> able to educate others about hearing loss & its implications 	<ul style="list-style-type: none"> selects target audience for presentation on hearing & communication 				
	<ul style="list-style-type: none"> does presentation to peers, other schools 				
	<ul style="list-style-type: none"> explains listening needs in work situations 				