Functional Auditory Performance Indicators (FAPI)

An Integrated Approach to Auditory Skill Development

FAPI Overview

The **Functional Auditory Performance Indicators** (FAPI) 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. **Sound Awareness:** The child is aware that an auditory stimulus is present. The child may demonstrate awareness of loud environmental sounds, noisemakers, music, and/or speech.

2. **Sound is Meaningful:** The child attends to sounds and associates 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. A child may simply attend to a sound, which is relatively easy. Or, the child may match the sound with its sound source - a more difficult skill.

3. **Auditory Feedback:** The child monitors the sounds s/he hears. A child may demonstrate this skill by responding to sound when amplification is turned on, by vocalizing in order to monitor when the amplification is working, and/or by noticing his/her own vocalizations.

4. **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.

5. **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.

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.

Stredler-Brown, A. & Johnson, D.C. (2001, 2003). Functional auditory performance indicators: An integrated approach to auditory development. Retrieved from http://www.cde.state.co.us/cdesped/SpecificDisability-Hearing.htm

Format of The Functional Auditory Performance Indicators

Each category has specific skills listed for that category. 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 a particular 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 FAPI is administered over time and at any point in time, the FAPI can be scored. The FAPI 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 or therapist 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.

♦ 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? Skills that are "in process" are also strengths.

♦ The results of the FAPI 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" and "emerging" categories need improvement. It is the intent of the scale to identify and work on several skills at the same time.

Procedure for Administration and Scoring

1. Each skill can be assessed in a variety of ways. Including 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 (NP, E, P, A) for each skill. The level of attainment is determined by these 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 first Performance Profile page.

Sample Scoring

Categories of Auditory Development	Auditory Performance Indicators	Scoring *N=0-10%, E=11-35%, P=36-79%, A=80-100%*	Observations & Comments
Sound Awareness	**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 **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 **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 1 emerging x 1 = 1 2 in process x 2 = 4 5 acquired x 3 = 15 Skill Score 20 0 not present = 0 1 emerging x 1 = 1 2 in process x 2 = 4 5 acquired x 3 = 15 Skill Score 20 0 not present = 0 3 emerging x 1 = 3 0 in process x 2 = 0 5 acquired x 3 = 15 Skill Score 18 **Category Score: 58/72 80.5%**	

♦ The category is "Sound Awareness". There are 3 skills in this category. The skills are:

1. responds to loud environmental sounds or noisemakers
2. responds to music
3. responds to speech

- 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

- 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 2 skills, "responds to speech" and "responds to music". The child received scores for the 3 skills in this category.
    - responds to loud environmental sounds or noisemakers   = 20 points
    - responds to music   = 20 points
    - responds to speech   = 18 points

The points for the 3 skills are added together to obtain a total score of 58 points for the category "Sound Awareness". There is a possible score of 72 points. By dividing the earned score (58 points) by the total number of possible points (72 points) the child receives a percentage score of 80.5% for this category.

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**

Sound Awareness	Sound is Meaningful	Auditory Feedback	Localizing Sound Source	Auditory Discrimination	Short-term Auditory Memory	Linguistic Auditory Processing
1. Responds to loud environmental sounds or noisemakers. 2. Responds to music. 3. Responds to speech.	1. Attends to loud environmental sounds or noisemakers. 2. Attends to music. 3. Attends to vocalizations. 4. Attends to discourse. 5. Identifies loud environmental sounds or noisemakers with their source. 6. Identifies speaker making vocalizations. 7. Identifies speaker using discourse.	1. Vocalizations increase when amplification is on 2. Notices own vocal productions. 3. Monitors status of amplification by making noises or vocalizing.	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 source of music. 7. Localizes to source of speaker making vocalizations. 8. Localizes to source of speaker using discourse.	1. Discrimination of 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 • Male vs female child's voice 2. Discrimination of vocal utterances – non-true word productions: • Vowels • Number of syllables 3. Communicative intent of the utterance. 4. Discrimination of oral utterances – true word productions: • Onomatopoeia 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. 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. Auditory comprehension.
Category Score: **80.5%**	**Category Score:** **39%**	**Category Score:** **42%**	**Category Score:** **28%**	**Category Score:** **9%**	**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*)

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

Performance Profile

Name _____ DOB _____ Date _____ Examiner_____

Sound Awareness	Sound is Meaningful	Auditory Feedback	Localizing Sound Source	Auditory Discrimination	Short-term Auditory Memory	Linguistic Auditory Processing
1. Responds to loud environmental sounds or noisemakers. 2. Responds to music. 3. Responds to speech.	1. Attends to loud environmental sounds or noisemakers. 2. Attends to music. 3. Attends to vocalizations. 4. Attends to discourse. 5. Identifies loud environmental sounds or noisemakers with their source. 6. Identifies speaker making vocalizations. 7. Identifies speaker using discourse.	4. Vocalizations increase when amplification is on 5. Notices own vocal productions. 6. Monitors status of amplification by making noises or vocalizing.	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 source of music. 7. Localizes to source of speaker making vocalizations. 8. Localizes to source of speaker using discourse.	1. Discrimination of 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 • Male vs female child's voice 2. Discrimination of vocal utterances – non-true word productions: • Vowels • Number of syllables 3. Communicative intent of the utterance. 4. Discrimination of oral utterances – true word productions: • Onomatopoeia 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	2. 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. Auditory comprehension.
Category Score: _____%	Category Score: _____%	Category Score: _____%	Category Score: _____%	Category Score: _____%	Category Score: _____%	Category Score: _____%

	Sound Awareness	Sound is Meaningful	Auditory Feedback	Localizing Sound Source	Auditory Discrimination	Short-term Auditory Memory	Linguistic Auditory Processing
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 (FAPI)
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Name _____ DOB _____

Type of amplification _____ Usage: ☐ consistent   ☐ inconsistent

Examiner _____

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
Sound Awareness	**responds to loud environmental sounds (vacuum) or noisemakers (drum, bell)** __ with visual cues __ auditory only __ close (3') __ far (10') __ in quiet __ noise __ prompted __ spontaneous **responds to music** __ with visual cues __ auditory only __ close (3') __ far (10') __ in quiet __ noise __ prompted __ spontaneous **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 __ __ 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: ___/72 _____%**	
Sound is Meaningful	**attends (e.g., pauses & listens) to loud environmental sounds (vacuum) or noisemakers (drum, bell)** __ with visual cues __ auditory only __ close (3') __ far (10') __ in quiet __ noise __ prompted __ spontaneous __ brief __ sustained **attends (e.g., pauses & listens) to music** __ with visual cues __ auditory only __ close (3') __ far (10') __ in quiet __ noise __ prompted __ spontaneous __ brief __ sustained **attends (e.g., pauses & listens) to vocalizations (e.g., exaggerated suprasegmentals)** __ with visual cues __ auditory only __ close (3') __ far (10') __ in quiet __ noise __ prompted __ spontaneous __ brief __ sustained **attends (e.g., pauses & listens) to discourse (e.g., connected speech)** __ with visual cues __ auditory only __ close (3') __ far (10') __ in quiet __ noise __ prompted __ spontaneous __ brief __ sustained **identifies 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 __ __ 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 __ __ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	

Categories of Auditory Development	Auditory Performance Indicators	Scoring *N=0-10%, E=11-35%,* *P=36-79%, A=80-100%*	Observations & Comments
Sound is Meaningful	**identifies speaker who is producing vocalizations** __ with visual cues __ auditory only __ close (3') __ far (10') __ in quiet __ noise __ prompted __ spontaneous **identifies speaker who is producing discourse** __ 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 __ __ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __ **Category Score: ___/168 ____%**	
Auditory Feedback	**vocalizations increase when amplification is turned on** __ in quiet __ noise **notices own vocal productions** __ in quiet __ noise __ prompted __ spontaneous **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 __ __ 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: ___/24 _____%**	
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 **searches for source of music** __ close (3') __ far (10') __ another room __ inside __ outside __ in quiet __ noise __ prompted __ spontaneous **searches for source of vocalizations (e.g., exaggerated suprasegmentals)** __ close (3') __ far (10') __ another room __ inside __ outside __ in quiet __ noise __ prompted __ spontaneous **searches for source of discourse (e.g., connected speech)** __ close (3') __ far (10') __ another room __ inside __ outside __ in quiet __ noise __ prompted __ spontaneous **localizes to loud environmental sounds (vacuum, telephone) or noisemakers (drum, bell)** __ close (3') __ far (10') __ another room __ inside __ outside __ in quiet __ noise __ prompted __ spontaneous __ various levels __ various angles	__ 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 __ __ 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 __	AUTHORS' 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.

Categories of Auditory Development	Auditory Performance Indicators	Scoring *N=0-10%, E=11-35%, P=36-79%, A=80-100%*	Observations & Comments
Localizing Sound Source	**localizes to source of music** __ close (3') __ far (10') __ another room __ inside __ outside __ in quiet __ noise __ prompted __ spontaneous __ various levels __ various angles	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	localizes to source of speaker making vocalizations (e.g., exaggerated suprasegmentals) __ close (3') __ far (10') __ another room __ inside __ outside __ in quiet __ noise __ prompted __ spontaneous __ various levels __ various angles	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	localizes to source of speaker using discourse __ close (3') __ far (10') __ another room __ inside __ outside __ in quiet __ noise __ prompted __ spontaneous __ various levels __ various angles	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __ **Category Score: ___/240 ____%**	
Auditory Discrimination	**Discrimination of non-linguistic information:** **loud vs soft sounds** __ close (3') __ far (10') __ inside __ outside __ 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') __ inside __ outside __ 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') __ inside __ outside __ 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') __ inside __ outside __ 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') __ inside __ outside __ 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') __ inside __ outside __ 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') __ inside __ outside __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	
	male vs female child's voice __ close (3') __ far (10') __ inside __ outside __ in quiet __ noise __ closed set __ open set	__ not present = 0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score __	

Categories of Auditory Development	Auditory Performance Indicators	Scoring N=0-10%, E=11-35%, P=36-79%, A=80-100%	Observations & Comments
Auditory Discrimination	**Discrimination of oral utterances - non-true word productions:** **vowels:** __ close (3')　　　__ far (10') __ inside　　　　 __ outside __ 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: __ close (3')　　　__ far (10') __ inside　　　　 __ outside __ in quiet　　　 __ noise __ closed set　　 __ open set	__ not present = 　0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score 　　　 __	
	Discrimination of communicative intent of the utterance (e.g. statement, question, exclamation): __ close (3')　　　__ far (10') __ inside　　　　 __ outside __ in quiet　　　 __ noise __ closed set　　 __ open set	__ not present = 　0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score 　　　 __	
	Discrimination of oral utterances – true word productions: **onomatopoeia sounds (e.g., ding-dong, moo, choo-choo):** __ close (3')　　　__ far (10') __ inside　　　　 __ outside __ 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') __ inside　　　　 __ outside __ 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') __ inside　　　　 __ outside __ 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') __ inside　　　　 __ outside __ 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') __ inside　　　　 __ outside __ 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') __ inside　　　　 __ outside __ 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') __ inside　　　　 __ outside __ in quiet　　　 __ noise __ closed set　　 __ open set	__ not present = 　0 __ emerging x 1 = __ __ in process x 2 = __ __ acquired x 3 = __ Skill Score 　　　 __ **Category Score: ___/432 ____%**	

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: Auditory recall of digits 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 / ruf)	__ 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:** 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 __	

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:** Child 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
		__ not present = 0
		__ emerging x 1 = __
		__ in process x 2 = __
		__ acquired x 3 = __
		Skill Score __	

	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 __	

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:** Correcting 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 __	
	Auditory Comprehension: Child understands and utilizes auditory information and his/her general knowledge of language to derive meaning in a variety of situations. **auditory conversations (**example: 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 (example: 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 __	

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** (example: 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 ____%**	