
**APPENDIX 1**

**Auditory Skills Checklist**

Detection:

Does your child:
1. Wear the amplification device during his/her waking hours?
2. Use body language to indicate when something is heard (e.g., turns head and/or eye widening, quiets, stops action, changes facial expressions)?
3. Show awareness (turns to the sound source, alerts or quiets in response to loud sound) of loud environmental sounds (e.g., dog’s barking)?
4. Show awareness of soft environmental sounds (e.g., microwave bell, clock ticking)?
5. Show awareness of voices, spoke at typical loudness levels?
6. Detect the ling six sounds (M, AH, OO, E, SH, S)?
7. Detect the speaker’s voice when background noise is present?
8. Search to find out where a sound is coming from?
9. Localize correct sound source (to the direction the sound is coming from)?

**Discrimination**

Does your child:
10. Discriminate the voice of a speaker talking and sounds in his/her environment?
11. Discriminate different types of environmental sounds (e.g., dog’s barking vs. a telephone ringing)?
12. Discriminate a speaker using a soft voice (whisper) and a loud voice (conversational level)?
13. Discriminate a person singing (e.g., ‘Happy Birthday’) from a person having a conversation?
14. Discriminate family members’ voices (e.g., dad’s voice vs. mom’s voice vs. a sibling’s voice)?
15. Discriminate minimal pair words (similar sounding words such as pat, bat, and mat)?
16. Discriminate similar sounding phrases and sentences (e.g., ‘How old are you?’ vs. ‘How are you?’)?

**Identification**

Does your child:
17. Identify his/her name when called?
18. Identify an item with an associated sound (e.g., a train goes choo choo)?
19. Identify one-syllable words versus two- and three-syllable words (e.g., ball vs. hotdog vs. computer)?
20. Understand if the speaker is happy, angry, or surprised by the change in their vocal tones?
21. Identify or recognize commonly used words (varies from child to child)?
22. Identify the Ling Six Sounds (M, AH, OO, E, SH, S)?
23. Identify familiar songs (e.g., ‘Happy birthday’, ‘Itsy Bitsy Spider’, ‘Old McDonald’)?

**Comprehension**

Does your child:
24. Follow one-step directions (e.g., ‘Get your shoes.’)?
25. Follow two-step directions (e.g., ‘Get your shoes and open the door.’)?
26. Follow three-step directions (e.g., ‘Get your shoes, open the door, and walk outside.’)?
27. Have an auditory memory for number of items (e.g., being able to remember boat, apple, cup, and shoe would be for items)?
28. Have an auditory memory for phrases/sentences (e.g., ‘The girl jumped over the fence to get the ball.’)?
29. Auditory sequence a story with three events, 4 events, 4+ events (e.g., 1\textsuperscript{st} event=Steve went to the store; 2\textsuperscript{nd} event=He bought dog bones; 3\textsuperscript{rd} event=Steve took the bones home to the dog)?
30. Understand the question forms What, Where, Who, Why, When (e.g., ‘Where is the dog?’; ‘Who broke the cup?’)?
31. Understand concepts in phrases and sentences (e.g., in, under, between, in front)?
32. Understand the use of negatives in phrases and sentences (e.g., no, not, no more)?
33. Understand frequently heard phrases/sentences (e.g., ‘Brush your teeth and get ready for bed.’)?
34. Acquire information incidentally through audition alone?
35. Understand most of what is said through audition alone?