

INFORMAL AUDITORY SKILLS INVENTORY

Before the child sees the audiologist, it is important to determine what sounds the child responds to and what he does to indicate he has heard something. Having this information in advance of conducting the test(s) will help the audiologist to plan his/her assessment strategies, especially for hard to test children. Through observation and/or interview with the family, staff or caregivers who know the child best, list examples of sounds the child consistently seems to respond to and how he/she shows he/she has heard the sound.

ENVIRONMENTAL SOUNDS the Child/Student Hears (toys, appliances, horns, motors, alarms, radio, etc.)	What he/she does to let you know the sound was heard? (smiles, turns to look, startles, etc.)

HUMAN VOICES the child/student seems to hear (mom, men, children, teacher) consistently	What he/she does to let you know he/she heard the voice?

Are there particular sounds that the child likes (that soothe, excite, etc.) or dislikes (startles, causes him to cry, etc.)? What are they and how do you know this?

Sounds he/she likes	How you know

Sound he/she dislikes	How you know

Are there situations or times when the child **does not** seem to hear? When does this happen and what makes you think he/she is not hearing?

Situation where he/she doesn't seem to hear (gym, during dinner, when he is not looking at me, etc.)	What he/she seems to miss (subtle word differences, voices, environmental sounds, etc.)	What makes you think he/she is missing the information (doesn't follow directions, seems to not pay attention, etc.)