

Inventory of Sounds in Home & Community Environments

Stremel & Workman (2007)

Purpose: The purpose of this instrument is to assist parents to identify environmental sounds that are common to individualized homes and communities. Once families have identified the sounds, they can then select a few sounds that occur frequently and that they want their child to detect via his/her cochlear implant. Suggestions for teaching follow the inventory.

Child's Name: _____ **Sex:** _____

Birthdate: _____ **Today's' Date:** _____

Directions: Please check the sounds that are in your environment (on the left-hand side). Columns on the right-hand side can be used as an assessment to determine your child's detection and identification of specific sounds.

Sounds in Your Home & Community Environment	Your Child's Response to the Sounds		Motivating Sounds to Target for Learning
	Detection	Identification	
Home Environment – Kitchen and Utility Room:			
? Microwave bell	?	?	?
? Oven door opening/closing	?	?	?
? Oven/egg timer	?	?	?
? Oven temperature setting (beeps)	?	?	?
? Refrigerator opening/closing	?	?	?
? Drawer opening/closing	?	?	?
? Dishwasher	?	?	?
? Toast popping up in toaster	?	?	?
? Blender/Food Processor	?	?	?
? Electric can opener	?	?	?
? Garbage disposal	?	?	?
? Washing machine	?	?	?
? Clothes dryer	?	?	?
? Water running	?	?	?
? Back door opening/closing	?	?	?
? Telephone ringing	?	?	?
? Answering machine playback	?	?	?
? Cell phone ringing	?	?	?
? TV	?	?	?
? Radio/stereo	?	?	?
? Exhaust fan	?	?	?
? Fire alarm	?	?	?
? Clang of plates/dishes/silverware	?	?	?
? Food packaging noises (such as the bag in a cereal box, potato chip bag, soda can opening)	?	?	?

Sounds in Your Home & Community Environment	Your Child's Response to the Sounds		Motivating Sounds to Target for Learning
	Detection	Identification	
Other:			
Home Environment – Common Living Area-Family Room/Great Room:			
? TV	?	?	?
? Radio/stereo	?	?	?
? Clock ticking, chiming	?	?	?
? Doorbell	?	?	?
? Door opening/closing	?	?	?
? House alarm setting	?	?	?
? Computer on	?	?	?
? Printer printing	?	?	?
? Vacuum cleaner	?	?	?
? Furnace/radiator	?	?	?
? Woodstove door opening/closing	?	?	?
? Fire crackling in fireplace	?	?	?
? Indoor pet sounds (such as dogs, cats, hamsters that run on wheel, fish tank that hums)	?	?	?
? Chewing crunchy food (e.g. potato chips, nuts, etc.)			?
? Opening a bottle or can of pop (soda for those of you on the East coast)	?	?	?
? Knock on the door			?
Other:	?	?	?
			?
			?
			?
Home Environment – Bedroom and Bathroom			
? Radio alarm	?	?	?
? Buzzer alarm	?	?	?
? Radio/stereo	?	?	?
? Telephone	?	?	?
? TV	?	?	?
? Water on – bath	?	?	?
? Water on – shower	?	?	?
? Water on - sink	?	?	?
? Toilet flush	?	?	?
? Electric toothbrush	?	?	?
? Electric shaver	?	?	?
? Blow dryer	?	?	?

Sounds in Your Home & Community Environment	Your Child's Response to the Sounds		Motivating Sounds to Target for Learning
	Detection	Identification	
? Exhaust Fan Other:	?	?	? ? ? ?
Home Environment – Garage, Workshed or Outbuildings:			
? Garage door closing/opening	?	?	?
? Car engine	?	?	?
? Clang of tools in toolbox	?	?	?
?? Vacuum for cleaning garage, cars, etc.	?	?	?
?? Freezer door opening/closing	?	?	?
Other:			
Home Environment -- Outside			
? Lawn sprinklers	?	?	?
? Water/hose	?	?	?
? Lawn mower	?	?	?
? Weed trimmer	?	?	?
? Leaf/snow blower	?	?	?
? Construction noises (such as saws, hammers)	?	?	?
? Toy noises (such as creaking of trampoline or swings when kids are playing)	?	?	?
? Water fountains	?	?	?
? Swimming pool noises	?	?	?
? Gates (opening/closing/latching)	?	?	?
? Birds	?	?	?
? Dogs	?	?	?
? Cats	?	?	?
? Bugs (such as crickets, frogs)	?	?	?
? Cows	?	?	?
? Horses	?	?	?
? Cars	?	?	?
? Trains	?	?	?
? Planes	?	?	?
? Motorcycles	?	?	?
? City metro (such as the subway, "L")	?	?	?
? Sirens (such as fire, police, ambulance)	?	?	?
? School buses	?	?	?
? Ice cream truck	?	?	?
? Trash trucks	?	?	?

Sounds in Your Home & Community Environment	Your Child's Response to the Sounds		Motivating Sounds to Target for Learning
	Detection	Identification	
? Tractors/farm equipment	?	?	?
? Buggies/carriages	?	?	?
? Traffic sounds from nearby highway/intersection	?	?	?
? Airplanes (from nearby airport)	?	?	?
? Neighbors (such as music, shouts)	?	?	?
? People playing outside (such as skateboarders, basketball, baseball)	?	?	?
? Sporting events/concerts (from nearby park or stadium)	?	?	?
? Rain	?	?	?
? Hail	?	?	?
? Thunder	?	?	?
? Wind chimes	?	?	?
? Flag flapping in wind	?	?	?
? Someone walking on outside stairs	?	?	?
? Beep of car alarm	?	?	?
Other:	?	?	?
People and Human Voices			
? Father	?	?	?
? Mother	?	?	?
? Brother	?	?	?
? Sister	?	?	?
? Grandmother	?	?	?
? Grandfather	?	?	?
? Other household member(s)	?	?	?
? Cough	?	?	?
? Laugh	?	?	?
? Cry	?	?	?
? Hiccup	?	?	?
? Blow nose	?	?	?
? Sneeze	?	?	?
? Clap	?	?	?
? Body noises	?	?	?
? Sounds that may be specific to family members such as grandma's oxygen tank, sister's nebulizer, grandpa's cane, mom's high heels, dad's cowboy boots ...braces, walkers, etc.	?	?	?
Other (Please add here):			

Sounds in Your Home & Community Environment	Your Child's Response to the Sounds		Motivating Sounds to Target for Learning
	Detection	Identification	
Toys/Instruments			
? Drums	?	?	?
? Bells	?	?	?
? Horns	?	?	?
? Music boxes, electronic sound toys	?	?	?
? Electronic sound toys <u>with</u> vibration	?	?	?
? Electronic sound toys (with or without vibration, lights or volume controls) that can be turned off/on	?	?	?
? Piano, keyboard, guitar, violin	?	?	?
? Cymbals, triangles, wood blocks with drums	?	?	?
? Video Games	?	?	?
? Computer games	?	?	?
Other (Please add here):			

Teaching Suggestions:

1. First, check the sounds that frequently occur in your home or school environment.
2. Share the list with your child's teacher, Speech & Language Pathologist, or A-V Therapist.
3. Circle those sounds that you and your family feel would be motivation for your child. Children have to have a reason to listen and learn. Select 2-5 sounds to "target for teaching:" ,
4. Become more attentive to notice these sounds,
5. When they occur, give your child a gestural or tactual "cue/prompt" to listen,
6. Wait until you see that you child is "attempting to listen,"
7. Then, say the name of the sound and
8. Take your child to the object (if possible) and let him/her feel it while repeating the sound (if possible),
9. Follow the action immediately with the consequence (eating, Daddy coming into the house,
9. Repeat the name of the sound/object again and then sign it if your child is also learning to communicate through sign language.
10. If your child attempts to imitate the word or the sign, give him/her very positive feedback.