

Oregon Deafblind Project
Hearing and Cognition
2010
Screening Checklist

- ❖ Does this child recognize his name?
 - Does the child recognize the "pattern" of the name, but not his name itself (i.e., the word)?
 - If yes -- How near do you have to be for the child to respond to his name?

- ❖ If you say his name from behind him, and he does not see you - does he indicate
 - Recognition of his name? or
 - At least a response? (Note this could just be that he becomes still, bites his lip, blinks his eyes - very subtle)

- ❖ Does the child
 - Babble
 - Vocalize
 - Say words
 - Say phrases and sentences that you can recognize in context but which otherwise are not recognizable?

- ❖ Does the child say isolated words?
 - Clearly?
 - Not very clearly, but understandable, within the context?

- ❖ Is there a delayed response to something he hears?
 - Count to 5 while you wait
 - Count to 3

- ❖ Does the child's hearing seem to vary from day to day on some days (times of day) and "off" some days?
 - hearing more "on"

- Have you noticed if this happens when he did not sleep well? Or
 - If he is not feeling well? Or
 - If these are days when there have been many "new" things happening in his world (e.g., visitors at home, taking class photographs, a class picnic)
 - If there is too much noise in the current environment?
- ❖ Does the child need you to be in view in order to respond to what you say - i.e., does he use his vision to "cue" his hearing?
- ❖ Does the child seem to hear better with one ear more than the other?
- ❖ Does the child like music?
- If yes -- Can the child hum the tune?
 - If yes - Does the child also sing the words?
- ❖ Does the child communicate his wants and needs in response to something you say?
- Or
- Is he responding to your facial expression and body language? Or
 - To other environmental cues?
- ❖ Does the child respond to high pitched sounds? What reaction do you see?
- Squealing?
 - A high-pitched flute or recorder?
 - A triangle (percussion instrument)?
 - Marbles on a tin tray?
 - Small bells hung in a tin can?
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- ❖ Does the child respond to low pitched sounds? What reaction do you see?
- Rumbling?
 - Low voice?
 - Low tones on a piano or a bell?
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- ❖ Does the child hear distant sounds and react to them like they were close by? For

example, a lawn mower, a snow blower, a semi-truck rumbling by?

- Does the child indicate that the sounds are unpleasant?
 - Is it a sound that you heard clearly or had to REALLY listen for?
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- ❖ Does the child block one or both of his ears sometimes?
 - Any specific situations?
 - If yes, is it the right or left ear, both ears?
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- ❖ Does it make a difference if a sound is familiar or unfamiliar?
 - Can you describe a child's behavior if the sound is unfamiliar?
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- ❖ Does the child know exactly where a sound is coming from - and perhaps turn to look at the sound source?
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- ❖ Does the child attend to a sound(s) only fleetingly and become "distracted" from the sound source too soon?
 - ❖ Does the child have problems in a crowded or noisy place?
 - If yes, what does he do?
 - Fusses or cries?
 - Doesn't respond in the same way he usually does?
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- ❖ What does the child do when you read to him and his friends/ siblings?
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- ❖ Do you think this child uses his sense of hearing in the same way other children of his age do?
 - In what way is he the same?
 - In what way does he differ?