

# EWING FOUNDATION

for deaf children

## The Development of Auditory Skills

### Possible Assessment Resources for different aspects of listening

ASPECT	ASSESSMENT RESOURCES
Detection; Period of auditory experience	Observation of any emerging responses to sound: Monitoring Protocol Developmental Profiles e.g. Listen Learn and talk (Cochlear) Meaningful Auditory Integration Scale Early Listening Function (ELF) Children's Home Inventory of Listening Difficulties (CHILD) Parents' Evaluation of Auditory Development Teachers Evaluation of Auditory Development Ling Sounds (ABPTB)
Auditory attention; anticipation / attention to sounds	Early Support Monitoring Protocol plus level 2 Materials LiP Profile
Localisation and attention to sounds over distance	LING sounds over distance ELF CHILD Children's Outcomes Workshop (COW)
Discrimination: Perception of differences in sounds: environmental sounds	Monitoring Protocol Crick Phonics software – Sounds Around LiP Profile (EARS)

Auditory self-monitoring	Effects of auditory feedback: vocal play; increasing range of speech sounds and improving vocal quality and accuracy in imitation: Monitoring Protocol Yellow Door Come Alive Listening Resources
Auditory identification: ability to associate a sound with an object / picture	Observation Mr. Potato Head (ABPTB)
Discrimination of speech patterns and sounds – supra-segmental; vowels; consonants	Monosyllabic – Trochee – Polysyllabic Test (MTP; EARS) Perception of Syllables in Words (ESP; TAPS2) Early Speech Perception Test (ABPTB) Detection of Speech Sounds (TAPS2) LING sounds Suprasegmental Perception (TAPS2) - intonation Maltby Speech Perception Test Vowel & Consonant Perception (TAPS2) Consonant Confusion Test and Auditory Performance Task McCormack Toy Test University of Western Ontario Plurals Test Four Alternative Auditory Feature Test (FAAF)
Discrimination of words	Manchester Picture Test Manchester Junior Word List Phonetically Balanced Kindergarten Test AB lists Word Intelligibility by Picture Identification Test (WIPI)
Understanding of phrases / sentences	Common Phrases Test (ABPTB) Glendonald Auditory Screening Procedure (EARS) (beyond the early

	stages) Bamford, Kowal & Bench (BKB) Sentence Lists Hearing in Noise Test (HINT)
Auditory memory	Clinical Evaluation of Language Fundamentals (CELF): Paragraph Subtest Auditory memory span (TAPS2)
Speech Tracking	KidTrax
Auditory processing: making cognitive judgements about what was heard	Anything requiring a response could be included in this category e.g. Modified Open-set Speech Recognition
Auditory Comprehension	KidTrax; CELF paragraph; In-class materials; ACE Inferential Comprehension – though this requires more than Auditory Comprehension since the information isn't presented but has to be inferred and integrated with other information already known
Auditory discrimination in the presence of competing noise; perceptions of DC & YP	Speech-in-Noise Testing COW LIFE Listening Situations Questionnaire
Broad evaluation of the development of listening skills	A variety of developmental profiles of listening skills are available; some are locally produced and used

ABPTB: Advanced Bionics Paediatric Test Battery  
 CELF: Clinical Evaluation of Language Fundamentals

TAPS2 Test of Auditory Perception of Speech (Cochlear)  
 EARS: Evaluation of Auditory Responses to Speech (MEDEL)

NB

- Required response has to be age-appropriate and suitable for the child e.g. consider phonological development if a spoken response is required
- What do we mean by auditory memory – memory required for all development of language and even identifying sounds – do we mean a specific ability to recall and manipulate?
- Also – how do you incorporate the pupil's view of their ability to hear and the views of families / others e.g. LIFE / LSQ
- There is often overlap between these and some difficulties may be hard to place – need to discover where the difficulties lie e.g. non-use of "s" as a word-ending; does the child detect / discriminate / attend to it in running speech ` understand its significance – also phonological development; consider whether "soft" approach / strategy / intervention is appropriate or whether more structured intervention will be more effective
- May need to identify whether support is needed e.g. visual clues – NB these should be a "scaffold" which leads to independence NOT a constant crutch
- Sometimes we need things in between e.g. for Phonics we may want to be sure what phonological awareness skills they have e.g. rhyme / alliteration – need to know whether they have a meta-awareness of these skills