




FUNCTIONAL LISTENING INDEX – PAEDIATRIC (FLI™-P)





Item Descriptions




PHASE 1: SOUND AWARENESS

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
1.1 Jumps or startles to loud sounds	The child jumps, startles or blinks their eyes when there is a sudden loud noise (e.g., door slamming, loud clap, something falls onto a hard floor) nearby.	Make sure you can see the child, but they can't see you. Make a loud noise and watch for a response. Do they jump? Startle? Blink?  Remember to check that the child's responses aren't from seeing a movement or feeling something else.
1.2 Looks or smiles at me when I talk to them in a 'sing-song' voice	The child looks at you, smiles, widens their eyes or becomes still when you use this voice. Young babies may stop or start sucking to show they are listening.	When you are holding the child or are closeby, gently talk in a 'sing-song' voice. See if they smile, look at you or change their facial expressions.  Talking with extra rhythm and melody makes it easier for children to listen because it provides extra 'acoustic' cues.
1.3 Hears at least 3 or 4 different animal or transport noises when I make them	They might widen their eyes, blink, become still or turn to look at you when you make an animal or transport noise. Examples are 'brmmm' - car; 'meow' - cat; 'ee-or' - fire engine; 'quack quack' – duck. This shows the child can hear these sounds and are engaged by them, even when they can't see them.	When you are playing next to them and they aren't looking at you, make an animal or transport noise and see if they pause, look up, look at you or become still. After you make the sound, you could also show them the toy or picture that matches the sound and say 'Yes, you heard it, that's the dog.'  If they didn't seem to hear it, try pointing to your ear and say "Listen". This will encourage them to stop and listen for the sound before you repeat it.




PHASE 1: SOUND AWARENESS

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
1.4 Pays attention to talking, singing or music for 20-30 seconds, even when there is nothing to see	They will either settle or become excited when you sing or talk to them, even when they can't see you. They may become quiet when they hear music or singing even when they don't see anything. If you are in another room, they remain happy or quiet when you talk or sing, or they hear music.	When they're not looking at you, start gently singing or talking. See how they respond. They may become still, may move more by kicking their legs/bouncing up and down/waving their arms and legs, or even start smiling and looking around.  You could also play some music. Building the ability to listen to sounds for longer periods of time is important in developing attention skills through listening.
1.5 Hears ALL of the “Ling 6” sounds when presented with emphasis	The child hears and responds to the sounds ‘mm’, ‘oo’, ‘ah’, ‘ee’, ‘sh’ and ‘ss’ when you say them and while they aren't looking at you. They will show this by becoming still, changing where they look, blinking, widening or opening their eyes, raising their eyebrows or turning their heads. They may do this as soon as you start making the sound, or when you stop. Responses to all these sounds show they can hear very low speech frequencies (‘oo’, ‘mm’), mid frequencies (‘ar’, ‘sh’) and high frequencies (‘ee’, ‘ss’).	When the child is next to you, not looking at you, and quiet, make one of the 6 sounds. See if they show any response, like widening their eyes, blinking, becoming still, turning, stopping, or looking up.  If necessary, add extra volume or patterns to help them hear the sounds. For example: ‘ee-ee- ee’ or ‘oo-OO-oo’. Also, be aware that they may not respond if they are playing with an engaging toy, or watching something they are very interested in.
1.6 Can work out where a sound is coming from	When you call the child from a different room, they look towards you. Or they might turn their head to look if someone behind them is talking. This shows they can ‘localise’, or correctly work out where sounds are coming from.	See if the child turns to look for you when you start talking. Hearing the sound is the first step, but working out accurately where it is coming from is important in identifying the sounds around them.  So you can see the child's response, ask someone to call from another room and watch if the child looks to where the voice is coming from.
1.7 Hears me when I whisper	They may look around or look at you if you whisper something whilst they aren't looking.	When you are sitting next to them and they aren't looking at you, whisper some quiet sounds such as ‘pa pa pa’, ‘ha ha ha’ or whisper their name. Do they stop what they are doing? Look around? Look to see what it was?  Listening to sound at different volumes is an essential skill in children being aware of all the different types of sounds, particularly the quieter sounds of speech.


PHASE 2: ASSOCIATING SOUND WITH MEANING

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
2.1 Makes sounds back to me when I talk to them	They seem to have a 'conversation' with you. They will babble back and forth (you say something, they babble some sounds, you say something else, they babble some more sounds), as if you are having a conversation. They will stop babbling when you talk, and then when you stop, they will begin babbling again.	When you are sitting with them, talk to them either using a 'sing-song' voice or with some babble sounds. After a few words or sounds, pause and look at them, waiting for them to respond. When they say something to you, respond with more sounds, then wait again for them to take their turn. This is the beginning of conversation, where we take it in turns to listen and talk.
2.2 Can tell the difference between talking and singing	When you sing, they may bounce or bob up and down, move their arms or legs, sway from side to side or try to sing along. This is different to their response when you are simply talking or reading them a story.	Start singing to them, and look for signs that they can tell this is different to when you talk to them. You may see them pause/stop or change what they are doing either when you begin, or finish singing. Participating in these back and forth talking and singing games are an essential part of early conversation skills using language and listening.
2.3 Knows the voices of 2 family members	They recognise your voice even when they can't see you, and the voice of another family member or familiar person. If they are unsettled, they will calm down to the sound of your voice but not to the voice of someone they don't know. They will also recognise the voice of another person and will show this by looking at them when they talk, becoming excited when they hear them, or smiling or becoming calm when they hear their voice.	When there's a familiar family member or person around, ask them to call the child's name or start talking to them. Watch to see if the child looks around for them. Think about how they react when they hear someone they know, compared to someone they don't know. Is there a difference?
2.4 Recognises a favourite song or music from the TV, tablet or phone	You see them get excited when the sound of their favourite TV show comes on or when a favourite song plays on a digital device. This is one of the earliest indications that they are understanding and putting meaning to 'digital' sound signals, which are harder to listen to and understand than voices, talking or signing.	Out of their sight, play a favourite song on your phone or tablet, or put the TV on as one of their favourite TV shows starts. Watch to see if they show signs of recognition. They might get excited, smile, look for it, look up at you, or get upset as they want to find it or watch it!
2.5 Pays attention and stays engaged through 2 to 3 nursery rhymes in a row or with a favourite book for a couple of minutes	When you sing or say 2 to 3 nursery rhymes in a row, they look at you or smile throughout. When you talk about the pictures in a book, they will listen to you and look at the book for a couple of minutes before losing interest. This indicates they are starting to pay attention for longer periods of time, using both their listening and visual skills.	When you are sitting somewhere quietly with them, open a book and talk about the pictures in a fun, interested and engaging way. Do they pay attention for a couple of minutes? Alternatively, sing 2 to 3 nursery rhymes in a row. Learning to stay focused and use their listening in longer activities helps develop their 'auditory attention'.  <i>Do the actions with a nursery rhyme to help keep them engaged</i>



PHASE 2: ASSOCIATING SOUND WITH MEANING

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
2.6 Knows some of the sounds around us	They can identify some of the everyday sounds around us. They may look at the door when the doorbell rings, look outside when they hear a car or a dog bark, run to or away from the bathroom when they hear the bath running, or look to the sky if they hear a plane.	When the child isn't looking, put something in the microwave and wait for it to beep. Do they look towards the microwave? When your mobile phone rings, do they look for your bag? This is one of the first crucial steps children take in attaching meaning to sounds.  Ask a friend or relative to knock on the door so you can see if the child looks at or moves towards the door at the sound.
2.7 Looks at who is talking in a group	When a group of people are talking, they will look at the person who is talking. When someone else starts talking, they will turn to look towards them.	Watch when you are talking in a group. Does the child look at who is speaking? Do they look to someone else when they start speaking? Do they look between people who are speaking? This functional listening skill further develops their sound localisation skills, which is important for following conversations.
2.8 Knows what is going to happen next in familiar songs	They may start giggling at a familiar nursery rhyme that involves tickling e.g., "Round and round the garden... tickle him under there!" Or they may fall down in anticipation during "Ring a ring a rosie... we all fall down!". Or they may scream in advance at "Row, row, row your boat... if you see a crocodile, don't forget to scream!"	Sing a familiar nursery rhyme that involves some sort of movement. Watch closely as you get to the point in the song where something happens. Do they tense up? Pull their hand away? Get ready? Smile? Show you they know what's coming? When children show this, it indicates they are using their listening to develop their 'anticipatory knowledge' of what is coming next.  'Humpty Dumpty' (for falling down) or 'Three Little Monkeys' (for jumping on the bed) are great, action-filled nursery rhymes to try.
2.9 Hears ALL the "Ling 6" sounds when I say them in a normal voice without looking at me when I am close by	When you say all of the Ling 6 sounds with no extra emphasis, they show they can hear them by turning their head, looking at you, stopping or pausing what they are doing, or raising their eyebrows.	Stand within a metre of the child and when they are quiet and not looking, say one of the 6 sounds in your normal speaking voice. Look to see if they heard you. Repeat for all the sounds. Responses to all of these sounds indicate they are able to hear all the sounds of speech at a 'conversational level'.  Watch out that they aren't looking at your face, can see your reflection, or feeling the sound. If they don't respond at first, you may want to cue them to listen by pointing to your ear, saying, 'Listen', and looking expectantly at them.



PHASE 2: ASSOCIATING SOUND WITH MEANING

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
2.10 Knows if someone is happy or angry from the sound of their voice	You may see the child become upset or quiet if they hear someone use a firm or angry tone. They may also become calm and smile if they hear a happy voice.	Think about how they reacted if you used a firm tone near them. Did they seem upset and understand you used a different type of voice? Did they change when you started using a happy voice? This listening skill reflects early social development and the ability to begin to understand someone's emotion from their tone of voice.  <i>Young children get a lot of cues from faces, so try to make sure their response is only from listening to voices.</i>
2.11 Recognises at least 3 songs or nursery rhymes when I sing them without the actions	They start doing the actions to familiar songs or nursery rhymes before you do them. They may move their arms 'round and round' when you sing 'The wheels on the bus', put their arms up in the air when you sing 'Twinkle, twinkle' or clap their hands when you sing 'When you're happy and you know it...'	When you're sitting with them, sing a familiar nursery rhyme or song. See if they do any of the actions without you starting them. If the song doesn't have actions, see if they go and get a toy you have linked to that song. These responses show they can tell the difference between songs.

PHASE 3: COMPREHENDING SIMPLE SPOKEN LANGUAGE

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
3.1 Repeats 3 familiar sounds after me	They copy the sounds that you say when you talk or babble with them, without needing to watch while you say them. So when you say 'mama', they copy you, and when you change to say 'dada', so do they. This ability to listen to others and match their own words and sounds to what they are hearing is called the 'auditory feedback loop'. It is important for developing clear speech.	Make some babble noises that you know they can make. Wait and see if they repeat them. You might say 'mamamamama', then look expectantly at them. If they don't do anything, say it again and then say, 'Your turn' and wait to see if they copy you. Then try changing the sounds and see if they do the same.  Try involving older siblings or other children to help make the sounds.
3.2 Understands a word or phrase without any actions or gestures	They can understand one simple word or instruction, without you pointing to or looking at what you are talking about. So when you say, "Where's Mummy/Daddy/the puppy?" they will look around to find that person or thing. When you say, "Let's go", they might get up. When you say, "Get your book", they do it. Or when you say, "Yummy, yummy, dinner time!", they look to their highchair. This is the first indication of attaching meaning to words.	Try saying something that you would say every day without using actions or looking towards the item or person that you are talking about. Do they point or look towards it? Do they reach for it? Or go and get it?
3.3 Matches 3 to 4 animals or objects with the sounds they make	They may look at, point to, pick up or go and find a toy or picture of the object or animal when you say the sound it makes. For example, when you say, "Where's the dog, woof woof?", they look around for their dog; or when you say "Where's the train, choo choo?" they go looking for their train.	Have a few familiar animals and objects that make a sound near the child. Make one of the sounds, and then watch to see what they do. Do they stop what they are doing and look for it? Do they reach for it and give it to you?
3.4 Knows their own name and will look at me when I say it	The child looks up when you call their name. They may look directly at you, or look around to see who called them. If you call another name, they won't respond in the same way.	When they're not looking at you, call their name. When they turn and look, you could wave hello, say something like "Yes, you heard me call your name!" or give them a toy to play with.  Sometimes you may have to repeat their name if they are concentrating on something else. But note that if we call young children's names too often for no reason, then they may stop turning when they hear it.
3.5 Can give me one thing when I ask for it without pointing	They can give you one thing when you ask for it without any gestures or actions to help show them what you want. For example, when you say, "Give me the ball" they go and get it for you.	Have a few familiar items (e.g., toy car, spoon, shoe, ball, teddy) around the child. Ask them to give you one of them, being careful not to point, or indicate with your eyes or head which one you want. You may want to hold out your hand to show them you want something, without giving away which one.




PHASE 3: COMPREHENDING SIMPLE SPOKEN LANGUAGE

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
3.6 Repeats some of the words that I say	When you say, “Look at the doggy”, they may try to repeat “doggy”. When you say, “Here comes Daddy”, they may try to say “Daddy”.	When they aren’t looking at you, talk about what they are playing with. Wait and see if they try to say it after you. For example, they have some keys and you say, “Oh, you’ve got some keys ”, emphasising the object. Wait to see if they say anything. They may turn and look at you, and if they don’t say anything, draw their attention back to the keys and say, “Yes, it’s the keys ” again,. You could then say, “Your turn, (pause) it’s the keys .”
3.7 Repeats ‘ah’, ‘oo’, ‘ee’ and ‘mm’ from the “Ling 6” sounds clearly after me	They can repeat ‘ah’, ‘oo’, ‘ee’, and ‘mm’ from the Ling 6 sounds clearly when you say them in a quiet place from about a metre away, and when they’re not looking at you.	In a quiet room, tell them you’re going to make some sounds that you want them to repeat. When they’re not looking, say make of the sounds in your usual voice. See if they can copy you. They should be able to say ‘ah’ ‘oo’ ‘ee’ and ‘mm’ after you. Although previously they have been able to hear the sounds, being able to copy them correctly shows they are hearing them clearly.  <i>Don’t be tempted to make the sound longer or vary your pitch so it’s easier to hear.</i>
3.8 Is able to tell the difference between ‘ss’ and ‘sh’ from the “Ling 6” sounds	The child makes different sounds when trying to say ‘ss’ and ‘sh’ even though they may not be correct. Or they might look at the picture of a baby sleeping when you make a ‘shh’ sound; and at the picture of a snake when you make a ‘ss’ sound.	Ask the child to make some sounds after you. Make the ‘ss’ sound and then the ‘sh’ sound. Do they sound different when they repeat them? You can also make the ‘ss’ sound to a picture of a snake or with a toy snake; and the ‘sh’ sound to a baby sleeping. When they know which sound goes with which picture, do they look at the snake when you make the ‘ss’ sound? And the baby when you make the ‘sh’ sound?  <i>Don’t be concerned if the child can’t make the sounds properly as young children often can’t do that until they’re older. But being able to tell the difference between them shows they can hear different sounds at different frequencies.</i>
3.9 Says some words in familiar songs	When you sing a familiar song and pause before the last word, they say the word. For example, you sing “Humpty Dumpty sat on a wall, Humpty Dumpty had a great...”, they will say “fall”. The word may not always be clear but it sounds like it is supposed to.	Start singing a song that you often sing. Stop just before you get to a familiar word and look expectantly at them. Wait to see if they fill in the word. If you are singing “Twinkle, twinkle little...” they might say “da” or “ar” for star, or “eeeeee” for “wee-wee-wee-wee... all the way home”.



PHASE 3: COMPREHENDING SIMPLE SPOKEN LANGUAGE

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
3.10 Understands 10 words or phrases	They understand 10 words or phrases without the help of gestures or actions. For example, when you are leaving somewhere and say “Wave bye-bye”, they start waving (when you aren’t). If you say, “Clap your hands”, they start to clap.	Uses words or phrases that they know well. These could be something like, “Give me a kiss”, “Put it in the bin”, “It’s bath time” or “Come here”. Try saying these without doing any actions or gestures and see if they show you they understand by doing the action.
3.11 Knows the names of 3 familiar people or pets	When you say, “Where’s Mummy/Daddy/Nonna?”, they look around for them or find them in a photo. When you say, “Give it to Mummy/Daddy/Uncle Bob”, they will take it to the right person, even when you don’t point or show them who to take it to.	Ask them, “Where’s Mummy/Daddy/Nonna?” or someone they know well. They might look at the person, point to them, go to them or try and find them. If you are looking at a family photo they might point to the person, or say their name when they see them.
3.12 Hears me when I call their name in a noisy place	They will turn their head and look at you when you call them from about 3 metres away in a noisy place like a café, their preschool, or at the shops.	When you are at the shops or playground, call the child’s name once from about 3 metres away. Do they turn and look at you?

PHASE 4: COMPREHENDING LANGUAGE IN DIFFERENT LISTENING CONDITIONS

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
4.1 Follows short directions that are unpredictable or silly	You give them silly instructions (e.g., “Put your hat on your ear”, “Put your shoe on your head”, “Clap your feet”) that they haven’t heard before and they easily follow them, even when you don’t use any gestures or actions to help.	Ask them to do something funny or unusual with an object (e.g., “Brush your toes”, “Shake your legs”, “Put your ball on your head”, “Put the car in the bath”). Do they laugh or do something else that shows they understand you?
4.2 Knows the actions for several different verses of a song	When singing a song with different verses and actions (e.g., “The wheels on the bus”), they do the actions for each verse without you doing them first. So they may move their hands round for wheels, then “beep the horn” in the next verse. They can do this even when you mix up the order of the verses.	Sing “Wheels on the bus” with them. Wait for them to do the action. Try singing a few verses in different order and see if they do the matching actions. Being able to follow actions in different verses shows they are able to understand the words of a song, as well as recognise the tune.  Try this with any familiar song with different actions, such as ‘Row, row, row your boat’, ‘Open, shut them’, or ‘I’m a little teapot’.
4.3 Repeats a 2 to 3 word sentence	They can repeat two or three words after you. For example: “My turn”, “Come here” or “Open the door”.	See if they can repeat after you some 2 or 3 word phrases you use often. These might be: “More please”, “Hi mummy”, “Go car”, “Stop now”, “Down the stairs” or “Bye ball”. Say it a number of times and see if they try repeat it.
4.4 Sings a line of a familiar song	They often try to sing a whole line of a song which has at least 4-6 words. All the words may not be clear, or may just be babble sounds, but it sounds like the song and has a similar pattern.	Start to sing a familiar song. After the first line, pause and see if they sing the next part.  Ask them to sing you a song and see what they do.
4.5 Can go and get two things that I ask for	They will go and get two things for you when you say something like, “Go and get your bag and your shoes”, or “Can you get me a tissue and a spoon.”	Ask them get two familiar things, or things that are around them. This is developing their two- item auditory memory.  Try showing them that you want two items by holding up two fingers and counting each item.
4.6 Follows 2 instructions when given in the same sentence	You ask them to do two things and they remember to do both. For example, “Get your shoes and give them to Daddy”, or “ Pick up your toys and then go and wash your hands.”	Put a couple of toys that they like to play with near them and ask them to do two things with the toys. For example, “Give teddy a drink and then put him to bed”, or “Push the car then pick up the ball.”



PHASE 4: COMPREHENDING LANGUAGE IN DIFFERENT LISTENING CONDITIONS

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
4.7 Repeats all of the “Ling 6” sounds accurately	They are able to say all six sounds clearly after you when you are standing about a metre away and they aren’t looking at you. All sounds should be clear and accurate.	Children learn language through hearing others talk, even when they’re a small distance away. When you are about a metre away, and they’re not looking at you, ask them to listen and say what they hear. Say each of the six sounds in a normal voice one at a time, without making them easier to hear in any way. Wait for them to repeat each sound before saying the next one.
4.8 Repeats words and phrases that they have heard on TV, tablet or phone	They repeat things they hear on the TV, phone or tablet. This could be phrases from their favourite shows.	Sit with them while they watch something on the TV or a digital device. See if they repeat anything they hear. You can repeat what you hear, and see if they can do the same.  <i>There are a number of children’s TV shows and apps that ask children questions, or ask them to repeat things.</i>
4.9 Repeats most of the sounds I say	When they copy your words, most of the sounds are correct. Note that they may have trouble with the ‘r’, ‘th’ and ‘v’ sounds.	Ask them to repeat the alphabet after you. They should be able to properly say most letters, except perhaps more difficult letters like ‘j’ ‘v’ ‘x’ and ‘z’.
4.10 When I am more than 3 meters away, they can accurately repeat all of “Ling 6” sounds	They can make all the sounds clearly after you when you are at least 3 metres away and they aren’t looking at you.	Listening from a distance can be difficult, but also necessary in everyday life. When you are about 3 metres away, and they’re not looking at you, ask the child to listen and repeat what they hear. Say each of the six sounds in a normal voice one at a time, without making them louder because you are further away. Wait for them to repeat each sound before saying the next one. Being able to repeat all these sounds from 3m indicates they can hear the low, medium and high frequency sounds of speech from a further distance.
4.11 Follows instructions or answers questions they have heard on TV, tablet or phone	When they are watching their favourite TV show, they may call out an answer when they hear a question. When they are using an app that asks questions out loud they can answer. They can follow instructions from an app that gives directions out loud.	Repeating a digital signal is more difficult than repeating someone’s voice. Answering questions or following directions from a digital signal is even harder. Try sitting with them while they’re using a ‘speaking’ app or watching a children’s show that asks questions e.g. ‘what should xx do next?’ ‘Where did xx go?’  <i>Record some questions or instructions on your digital device to make an electronic game of ‘Simon Says’. Then see if they can follow them.</i>




PHASE 5: LISTENING THROUGH DISCOURSE AND NARRATIVES

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
5.1 Recognises a familiar person on the phone	They can recognise on the phone someone that they know. They know who is calling from the sound of the person's voice.	Ask someone they know (family member, close friend, teacher) to talk to them on the phone. Can they tell you who it is?
5.2 Says things that surprise me because I don't know where they heard it	They can say words or phrases that you haven't said or taught them directly. When they say something that you haven't heard, you might think, <i>"Where did they get that from!?"</i>	Children learn new words by their exposure to different words and different people talking. Listen closely to what they say and watch them when they are talking to you or their friends at child care/preschool or in the playground. Are they saying things that surprise you? Do they say things you've never heard before or that they don't normally say?
5.3 Guesses which item I am talking about when I describe something that they can see	They can guess correctly when you describe something close by or in front of them. For example, <i>"I'm thinking of the one that swims in the water, has fins and goes swish, swish"</i> , or <i>"Which one is a fruit, has seeds on the outside, is red, goes crunch and you had one for afternoon tea?"</i>	Have a few items and objects nearby (at least 3 or 4). Talk about one of them, without naming it, pointing to it, or looking towards it. For example, <i>"It's an animal, it lives on a farm, it gives us milk and it says 'moo'"</i> , or <i>"It's round, you can kick it, roll it, and bounce it"</i> . See if they look to the object you are talking about. They may reach for it, go and find it, or give it to you.
5.4 Can find a page in a familiar book if I describe what is on it	They turn to the page of a familiar book when you say something like, <i>"Let's find where the car is stuck in the mud"</i> , or <i>"Where's the green sheep asleep under a bush?"</i>	When you are reading a book that they know well with them, ask them to turn to the page that matches a specific description. For example, <i>"Find the page where the bull chases the farmer and he's running away"</i> , or <i>"Where's the page where the dragon chases the witch?"</i>
5.5 Is able to sing or say most of a familiar nursery rhyme or song	They sing or say most of a full nursery rhyme or song they know well, like <i>"Humpty Dumpty"</i> , <i>"Twinkle Twinkle"</i> or <i>"Happy Birthday"</i> . They get the rhythm and the tune right, although some of the words may not be very clear.	Take it in turns to choose a nursery rhyme or song to sing. See how much they can sing. You could also ask them to sing a song to a family member, pet or toy, or pretend to 'perform' a song to you.
5.6 Can answer simple questions about a favourite toy or activity	They answer questions about their favourite toy. For example: <i>"What is it?"</i> , <i>"Who bought it for you?"</i> <i>"Where did you get it?"</i> <i>"What does it do?"</i> <i>"How do you like to play with it?"</i> They may also answer questions about a favourite activity, such as, <i>"Where did you go?"</i> <i>"What did you do?"</i> <i>"Who were you with?"</i> <i>"What happened then?"</i>	Ask them about one of their favourite toys or things that they like to do. You can ask questions like, <i>"What is this?"</i> , <i>"What does it do?"</i> , <i>"Where did you get it?"</i> <i>"How does it work?"</i> <i>"What do you like most about it?"</i> .

PHASE 5: LISTENING THROUGH DISCOURSE AND NARRATIVES

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
5.7 Hears differences in similar sounding words and understands that this changes their meaning	They understand that changing a letter or two in words can change their meaning. For example, “cat” means something different to “cats”, and “cat” and “cap” are two different things.	Think of some very similar sounding words which they know that have a different meaning when one sound changes. For example: <i>tea/key; hat/bat; sock/socks; mum/mum’s; jump/jumped</i> . Use these similar sounding words when you talk with them see if they can show you they understand the difference. They may do this by what they say or do, or by picking up when you use one in the wrong way.
5.8 Will fetch 3 things at once if I ask for them	They can find and bring back 3 things when you ask. For example: “Can you get me a bowl, a cup and a spoon?”; “Let’s put away the boat, the car and the plane”; or “Put your drink bottle, your hat and your lunchbox in your bag.”	Remembering a growing number of things builds a child’s ‘auditory memory’ skills. Look around and ask them to get you three things that are nearby. For example, “Give me the apple, the spoon and the teddy”.  You can also count on your fingers as you ask for them, and say, “I’m going to ask you for three things, are you ready? Give me the book, the horse and the hat”.
5.9 Has a short conversation with me if I start it by telling them what we are talking about	When you start a conversation with them, they can continue for a number of turns. For example, you might ask “Where should we go today?”, to which they reply, “The park”. When you comment further about the last trip to the park, they reply again, saying something like, “No, you went on the slide and I went on the swing last time”. Then they might say, “But I want to go on the slide today.”	Start a conversation by explaining the topic. You could say, “Let’s talk about our visit to grandma’s house; I had such a good time!”. Pause for them to comment. If they don’t say anything, ask a question like, “What did you enjoy most?” See if you can keep talking about the same topic for a few turns each, even when you make a comment but don’t ask them a direct question. Learning to maintain conversations through listening is an important social skill. It helps children know how to appropriately answer and comment on what has been said, and be able to stay focused on a topic.
5.10 Follows 3 instructions in the same sentence	If you ask them to do 3 things, they can remember them. For example, “Put your toys away, wash your hands and then sit at the kitchen table”, or “Put your cup in the kitchen, then go and put your bag in your room, and bring me a book”. They don’t necessarily need to complete them in order, but do need to be able to do them all without prompting.	Playing the popular children’s game Simon Says can be a good way to check this. For example, “Simon says stand up, clap your hands and touch your nose”, or “Simon says wave you hand, turn around and touch your toes”.  Tell or show them that they need to remember 3 things. You could say, “I’m going to say 3 things, let’s see if you can remember them”, or you could count on your fingers each time you say one of the things. These sort of cues can be useful strategies that children can use to help develop their auditory memory and listening span.


PHASE 5: LISTENING THROUGH DISCOURSE AND NARRATIVES

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
5.11 Guesses what I'm describing from clues when I describe an object or an animal they know	They answer when you give clues about an item you are thinking of without using any actions as a hint. For example, <i>"I'm thinking of an animal, it swims in the water, has fins and sharp teeth"</i> , or <i>"I'm thinking of a fruit, it is yellow and you have to peel the skin to eat it."</i>	<p>Explain you are going to play 'I spy', or a similar guessing game. Give clues using lots of descriptions and see if they can guess the object. For example, <i>"I spy something that is green, has leaves, tall branches and grows in the ground"</i>, or <i>"I'm thinking about an animal that lives on a farm, gives us milk and says moo"</i>.</p> <p> If you add the sound that an item makes, it turns into a much easier listening task. Try leaving out the sound and see if they can still guess the item: e.g. <i>"I am thinking of an animal that lives on a farm, loves mud, is pink and has a curly tail"</i> (i.e. don't make the 'oink oink' noise). This encourages children to use listening to put pieces of auditory information together.</p>
5.12 Accurately repeats sentences of 5 to 6 words after me if they know all the words	They will be able to copy you when you say a sentence like <i>"Yesterday I had a sandwich"</i> or <i>"I really like chocolate ice cream"</i> . However, they may not say all words correctly.	<p>Think of a few sentences containing 5-6 words the child knows. Sit next to them and ask them to repeat what you say. For example, <i>"I'm going to say something and I want you to say it after me: 'I like going to the beach.'"</i></p> <p> Point at yourself when you are talking, and then at them when it's their turn. If they repeat some and not all the words, encourage them to try to say all the words.</p>
5.13 Is able to tell me how 3 or 4 things are related when I name them	They able to complete sentences like <i>"Circle, square, triangle are all..."</i> or <i>"Strawberries, firetrucks and stop signs are all..."</i>	<p>Think of some things that are related in an obvious way. They might be different types of the same thing (animals, fruit or cars), things that are used in the same way (e.g., driven, drawn or ridden), things that look the same (round, yellow, small), or things that live in the same place (under water, in the kitchen, on the farm). You could tell them that you are going to talk about some things that are all the same.</p> <p> Give an example to start. For example, <i>"Fish, sharks and seals all live... in the water."</i> <i>"Ok, your turn. Cars, motorbikes and trucks all..."</i> Processing information about a number of items develops necessary auditory processing and comprehension skills.</p>


PHASE 5: LISTENING THROUGH DISCOURSE AND NARRATIVES

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
5.14 Brings back 4 things that I ask for in one sentence	When you ask for 4 things, they get them all without extra prompting. For example: <i>“Please get me a bowl, a cup, the salt and a spoon?”</i> , or <i>“Can you get the boat, the car, the train and the plane?”</i> . They don’t need to get them in the order you gave them, but do need to remember all of them without any hints.	Packing or unpacking are great ways to check these listening skills. When you are next packing toys away, ask them to pack away 4 things. For example: <i>“Can you pack away the truck, the book, the teddy and the car?”</i> , or packing for school <i>“Can you put your lunchbox, your drink bottle and your hat in your bag”</i> . You can remind them before you start that you are going to ask for 4 things. If they forget one, repeat all 4 things, not just the one that they forgot.


PHASE 6: ADVANCED OPEN SET LISTENING

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
6.1 Can have a simple conversation with a familiar person on the phone	They can have a conversation on the phone with someone they know. They may ask or answer questions, make comments, or tell the other person things without you helping them.	As them which family member or person they would like to call, and help them decide what they'd like to talk about. For example: <i>"Who would you like to call to tell about your swimming lesson today?"</i> Can they answer the person's questions? What do they tell them? Do they have a few turns back and forth?  <i>Using your phone's speaker setting lets you hear both sides of the conversation.</i>
6.2 Guesses a less familiar item from clues that I give	They identify an object you describe that's not common, and when you use less obvious clues. For example: <i>"I'm thinking of something in the sky that gives us heat and light"</i> , or <i>"I'm thinking of how you feel if you lose your favourite toy, or if you fall over and hurt yourself."</i>	Thinking of things that are more abstract or less common can be difficult, particularly in a listening task. Try telling them that you are going to give them clues about something that might be tricky to think of (and do it without using any pictures or toys as visual cues). It might be a number, a concept, a feeling, an idea, a characteristic or an event.
6.3 Remembers 4 things that happened in a story in the right order after reading a book together	When you tell them a new story, they retell the story to you or someone else and remember at least four things that happened in the right order.	Explain to them you are going to tell them a story, and that they need to remember 4 things that happened in the right order. You might tell them about your day and ask them to retell you the 4 things you did in the right order.
6.4 Easily repeats a sentence of 8 to 10 words after me, even when one or two of the words are new to them	They are able to accurately say sentences of 8 to 10 words, even when they may not know all the words. Each of their words may not sound exactly like yours, but they have a go at saying all of them, even if they don't know exactly what they mean.	Tell them you are going to read a sentence that they need to repeat it. You could find some sentences from new or unfamiliar books, or make some sentences up. Some examples are: <i>"I love all the flowers but the peony is my favourite"</i> , or <i>"Tomorrow we are going to have sponge cake to celebrate Karamay's birthday"</i> . As children's listening skills develop, so should the length and amount they are able to recall through listening. They should also be able to incorporate new and unfamiliar words.

PHASE 6: ADVANCED OPEN SET LISTENING

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
6.5 Understands that the WAY something is said changes the meaning of the sentence.	<p>Understands that the way something is said can change the meaning of a sentence. This could be the pitch, stress or emphasis on a word or part of the sentence. For example, “<i>You like it?</i>” with rising intonation is a question, requiring an answer, however “<i>You like it</i>” with no rise in pitch is a statement that doesn’t need an answer.</p> <p>“He isn’t driving to Sydney tomorrow” implies that he is driving another day. “He isn’t driving to Sydney tomorrow” implies he is going by another method such as flying. “He isn’t driving to Sydney tomorrow” implies that he isn’t going but someone else is.</p>	<p>See if the child can tell you if you are saying a question or not. Say sentences with rising intonations and see if they can correctly tell you which ones are questions.</p> <p>You can also ask them to say something back to you, and see if what they say is appropriate given the emphasis you are using. E.g. Say “<i>I’m</i> not going to eat the apple” with the emphasis on the <i>I’m</i>. The appropriate thing to say back would be ‘Who is?’ Then try changing the emphasis to say “<i>I’m not going to eat the apple</i>”, to which the appropriate response would be “<i>So what are you going to eat?</i>” or “<i>I’m not going to eat the apple</i>”, to which the appropriate response would be “<i>What are you going to do with it then?</i>”</p> <p>The ability to pick up cues in how we say things makes conversations easy. Misinterpreting them makes communication difficult and disjointed.</p>
6.6 Is able to follow a long, complicated instruction that has more than 5 components	<p>You give them long instructions and they follow them easily, without you needing to simplify them or make them shorter. You can say things like, “<i>Go to your bedroom, find your sports shoes in the drawer and put them by the front door</i>”, or “<i>Pick up your shirt, socks and shorts from the bathroom and put them in the washing basket in the laundry</i>”, or “<i>Draw a pink circle, then a blue triangle and write your name at the bottom of the paper.</i>”</p>	<p>Think about when you ask them to do things at home or during the day. Do you give long, complicated instructions and can they follow them?</p> <p>Remember that children often don’t follow instructions because they don’t want to, not because they haven’t heard. So make sure it’s something they really want to do! This could be in games like “Simon Says”, or “Let’s Draw” during which you deliberately give 4-5 part instructions. Or it could be when they are asking you for something they want. For example, “<i>You can have some ice-cream once you have put your shoes away, packed up your bag, your plate is in the sink and you’re sitting at the table.</i>”</p>
6.7 Easily repeats a sentence of 8 to 10 words they have heard on TV, tablet or phone, even when one or two of the words are new to them	<p>When they are using an App on a digital device, they can repeat instructions that they hear, or can repeat 8 to 10 word sentences from shows or movies. They may repeat some words incorrectly, particularly new ones, but will give them all a go.</p>	<p>There are several ways you can do this. You may simply hear them repeating long sentences from the TV or a digital device. You could also pause what they’re looking at “What did you hear?”, or you could play a game that you are going to take it in turns repeating the longest sentence you hear.</p> <p> Record some long sentences on your digital device, including words they might not know. See if they can repeat the whole sentence.</p>

PHASE 6: ADVANCED OPEN SET LISTENING

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
6.8 Follows instructions, has a conversation or can listen to a story and answers questions about it when we are in a noisy place	When you are somewhere noisy like the shops, the park, a café or school, they easily hold a conversation with you, follow long instructions, or listen to a story and tell you or answer questions about it.	Life is often noisy, and listening in real-life situations can be challenging. Think about when you are in noisy places like shopping malls or cafes. Can they follow what you are saying easily when you are explaining something or telling them a story? Can they tell you what you've said? Can they answer questions about what they heard? Do they switch off? Do you have to encourage them to listen or repeat what you are saying? Do you need to move closer for them to pay attention?
6.9 When we're somewhere noisy, they can have a conversation on the phone, or they can listen to a story on a digital device and answer questions or tell you about it	They have a conversation on the phone when it's noisy around them (e.g., in the playground, outside when it's windy), or they listen to something on a digital device at a cafe or at the shops and can talk about it afterwards. They can answer questions or tell you about it in way that shows they could hear it.	Listening to digital signals is more difficult than voices, and even harder in noisy situations. Think about how well they can listen to and use a digital signal in these loud everyday environments. This could be a conversation on the phone in which they use appropriate comments, questions and answers), or they are able to answer questions about a story they have listened to or a show they have watched.  <i>Make sure they include information that could only have come from what they heard, as they can pick up so much visually.</i>

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enquiries@shepherdcentre.org.au

