

LISTENING CHECKLIST

Child: _____ Observer: _____ Date: _____

The ability to listen cannot be seen. The only way to gauge listening is indirectly – through evaluation of related skills. This checklist offers a catalog of such skills and will enable you to assess your child or your student's ability to listen. There is no score and no "right" or "wrong" answer. Check as many boxes as you feel are appropriate.

RECEPTIVE LISTENING AND LANGUAGE

This is listening, which focuses outside of the self, relative to what others are saying, or what is going on in the school, or home environment.

X Check the most appropriate line.

Difficulty staying focused at school
___ rarely ___ sometimes ___ often ___ always

Short attention span
___ rarely ___ sometimes ___ often ___ always

Easily distractible, especially by noise
___ rarely ___ sometimes ___ often ___ always

Oversensitivity to certain sounds
___ rarely ___ sometimes ___ often ___ always

Misinterprets questions or requests
___ rarely ___ sometimes ___ often ___ always

Difficulty in sound discrimination
___ rarely ___ sometimes ___ often ___ always

Confuses similar sounding words
___ rarely ___ sometimes ___ often ___ always

Needs repetition and clarification more than usual
___ rarely ___ sometimes ___ often ___ always

Able to follow only one or two instructions in a sequence
___ rarely ___ sometimes ___ often ___ always

Difficulty understanding discussions
___ rarely ___ sometimes ___ often ___ always

Poor short-term memory
___ rarely ___ sometimes ___ often ___ always

Poor long-term memory
___ rarely ___ sometimes ___ often ___ always

Must read material several times to absorb content
___ rarely ___ sometimes ___ often ___ always

Tires easily
___ rarely ___ sometimes ___ often ___ always

Becomes sleepy when listening to speakers or reading
___ rarely ___ sometimes ___ often ___ always

Difficulty hearing low male voices
___ rarely ___ sometimes ___ often ___ always

Difficulty hearing high female voices
___ rarely ___ sometimes ___ often ___ always

Seems that most people speak too fast
___ rarely ___ sometimes ___ often ___ always

EXPRESSIVE LISTENING AND LANGUAGE

This listening focuses inside the self, including checking, monitoring and reproducing correctly what one hears, especially one's own voice and speech.

Flat and monotonous voice quality
___ rarely ___ sometimes ___ often ___ always

Speech lacks fluency and rhythm is hesitant
___ rarely ___ sometimes ___ often ___ always

Difficulty recalling exact word usage
___ rarely ___ sometimes ___ often ___ always

Sings out of tune
___ rarely ___ sometimes ___ often ___ always

Difficulty with reading, especially out loud
___ rarely ___ sometimes ___ often ___ always

Poor spelling
___ rarely ___ sometimes ___ often ___ always

Difficulty summarizing a story
___ rarely ___ sometimes ___ often ___ always

Difficulty relating isolated facts
___ rarely ___ sometimes ___ often ___ always

Stumbles over words
___ rarely ___ sometimes ___ often ___ always

MOTOR SKILLS

This is listening to the body. These skills are related to the vestibular system of the ear and affect balance, coordination, body image and spatial orientation.

- ___ Poor posture, including slouching and slumping
- ___ Uncoordinated body movement and fidgeting
- ___ Clumsiness, including tripping and stumbling
- ___ Confusion of right and left
- ___ Poor sense of rhythm
- ___ Messy handwriting
- ___ Difficulty with organization and structure
- ___ Often confused about location and direction
- ___ Poor athletic skills

BEHAVIORAL AND SOCIAL ADJUSTMENT

These behaviors and attitudes may accompany a listening problem.

- ___ Low frustration tolerance
- ___ Poor self-image or low self-confidence
- ___ Difficulty in making and keeping friends
- ___ Withdraws from or avoids social interactions
- ___ Inordinately tired at end of school day
- ___ Low motivation, minimal interest in school, little desire to participate
- ___ Tense and anxious
- ___ Limited sense of aliveness
- ___ Difficulty setting goals and priorities
- ___ Difficulty in beginning and completing projects
- ___ Difficulty with time concepts and punctuality
- ___ Difficulty making judgements and generalizing to new situations
- ___ Hesitant to accept responsibility
- ___ Does not complete assignments
- ___ Lack of tactfulness
- ___ Tendency to act immaturely
- ___ Does not tolerate stress well

LEVEL OF ENERGY

The ear acts as a dynamo, providing us with electrical energy that stimulates the brain and nervous system. This energy is necessary for our survival and for us to achieve fulfilling lives.

- ___ Difficulty getting up
- ___ Tiredness at the end of the day
- ___ Habit of procrastinating
- ___ Hyperactivity
- ___ Tendency toward depression
- ___ Feels overburdened with everyday tasks

DEVELOPMENTAL HISTORY

Listening difficulties often develop early in life. Please note if any of the following apply.

- ___ Delayed motor development
- ___ Delayed speech development
- ___ Delayed language development
- ___ Recurring ear infections
- ___ Experienced emotional trauma
- ___ Had dangerous experiences
- ___ Had frightening experiences
- ___ Mother had stressful pregnancy
- ___ Mother had difficult delivery
- ___ Experienced early separation from mother (i.e. hospitalization, incubation or mother ill)

ENVIRONMENTAL HISTORY

- ___ Exposure to loud sounds as gunfire or loud concerts
- ___ Ringing in one or both ears
- ___ Suffered from concussion or head trauma
- ___ Suffers from headaches (please describe)

FOREIGN LANGUAGES

List the languages (other than English) spoken in your home