

THE LISTENING PROGRAM[®]

Listening Checklist

Name: _____ **Observer:** _____

Cycle#: _____ **Pre or Post** (please circle) **Today's Date:** _____

Listening is an ability that cannot be seen. The only way to gauge listening is indirectly, through an evaluation of related skills. This checklist offers a catalog of skills related to listening. This information is helpful in assessing receptive and expressive listening ability.

RECEPTIVE LISTENING AND LANGUAGE

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

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

RECEPTIVE LISTENING AND LANGUAGE CONTINUED;

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 is listening which focuses inside the self, including checking, monitoring and reproducing correctly what one hears, especially one's own voice and speech. Mark the most appropriate option.

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

CONTINUED NEXT PAGE

MOTOR SKILLS

This is listening to the body. These skills are related to the integration of several sensory systems, and involve balance, coordination, body image, spatial awareness, and temporal orientation. Mark if any of the following apply.

- Poor posture, including slouching and slumping
- Inadequate sense of personal space and or physical boundaries
- Atypical drive for movement and or touch
- Uncoordinated body movement
- Fidgeting
- Clumsiness, including tripping and stumbling
- Confusion of right and left
- Frequent confusion about location and direction
- Poor sense of rhythm and/or timing of movement
- Poor athletic skills
- Messy handwriting
- Difficulty with organization and structure

BEHAVIORAL AND SOCIAL ADJUSTMENT

A wide variety of behaviors and attitudes maybe related to listening problems. Mark if any of the following apply.

- 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 immaturity
- Does not tolerate stress well

LEVEL OF ENERGY

The ear acts as a dynamo, providing us with electrical energy that affects the brain and nervous system. This energy is necessary for our survival and for us to achieve fulfilling lives. Mark if any of the following apply.

- 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 also develop early in life and are related to other developmental issues. Mark 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

Environmental factors or trauma may affect listening. Mark if any of the following apply.

- 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

Different languages offer unique sound characteristics. Repeated exposure to specific languages is thought to affect listening.

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

COMMENTS
