**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

### 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

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### 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 immaturesly
- 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.

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### COMMENTS

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