



# Functional Auditory Performance Indicators (FAPI)

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# How it works

## FAPI Overview

The Functional Auditory Performance Indicators (FAPI) assesses the functional auditory skills of children with hearing loss. It can be used by parents, therapists, early interventionists, and teachers. The profile lists auditory skills in an integrated hierarchical order. There are seven categories.

- I. Awareness and Meaning of Sounds:** The child is aware that an auditory stimulus is present. The child may demonstrate awareness of loud environmental sounds, noisemakers, music, and/or speech. The child further demonstrates that sound is meaningful by associating a variety of auditory stimuli with their sound source. The stimuli include loud environmental sounds or noisemakers, music, vocalizations (non-true words) and speech stimuli.
- II. Auditory Feedback and Integration:** The child changes, notices, and monitors his/her own vocal productions. A child may demonstrate this skill by responding to sound when amplification is turned on, by vocalizing to monitor when amplification is working, and/or by noticing his/her own vocalizations. Furthermore, the child uses auditory information to produce an oral spoken utterance that approximates or matches a spoken stimulus.
- III. Localizing Sound Source:** The child searches for and/or finds the auditory stimulus. Searching is a prerequisite skill for localizing. Children with hearing in only one ear may not be able to localize to the sound source.
- IV. Auditory Discrimination:** The child distinguishes the characteristics of different sounds including environmental sounds, suprasegmental characteristics of speech (e.g., intensity, duration, pitch), non-true words, and true words.

**V. Auditory Comprehension:** The child demonstrates understanding of linguistic information that is heard by identifying what is said, identifying critical elements in the message, and by following directions.

**VI. Short-term Auditory Memory:** The child can hear, remember, repeat, and recall a sequence of numbers. This skill is developmentally appropriate for children who are two years of age and older. Numbers are used in order to isolate the skill – auditory memory – that is being tested.

**VII. Linguistic Auditory Processing:** The child utilizes auditory information to process language. This category measures the ways in which audition is used to sequence language, to learn and use morphemes, to learn and use syntactic information, and to understand spoken language.

A profile of a child's functional auditory skills is generated after administering all items on the profile. The seven categories are hierarchical. In addition, auditory performance indicators in each category are listed in hierarchical order. Please note that while this scale is hierarchical, it is appropriate for a child to be working on many skills at the same time. Approximately 4-8 skills can be addressed simultaneously. By working on multiple skills from different categories, the child will be learning an integrated approach to auditory skill development.

Performance is plotted on the profile sheet located at the beginning of the checklist. Based on careful review of this profile, goals for enhancing auditory skills can be determined.

# Format of the Functional Auditory Performance Indicators

Each category has specific skills. Some categories have one specific skill, others have a short list of skills. Furthermore, each skill can be assessed in a variety of conditions. These conditions provide a qualitative report on the child's success with each skill. The listening conditions are aligned with each skill. Some of these conditions are:

- responses to auditory stimuli that are paired with visual cues contrasted to responses to an auditory stimulus alone
- responses to auditory stimuli that are presented in close proximity to the child versus responses to stimuli that are presented far away
- responses to auditory stimuli that are given in a noisy situation versus responses to stimuli that are given in a quiet room.
- responses to auditory stimuli that are observed when the child is prompted to listen versus spontaneous responses to auditory stimuli

## Reporting functional skills

The FAPI is administered over time. At any point in time, the FAPI can be scored. The FAPI is scored by measuring a child's performance on each skill in each category. The scores are calculated and then transferred to the profile page that is found at the beginning of the test protocol. The scored profile provides the interventionist, therapist, or teacher with information that identifies a child's unique strengths and needs. The profile is used to create goals for a child's individualized program.

- There are seven categories. Each category receives a percentage score. This percentage score identifies the child's listening skills for the items in that category. When the score in a category is in the "acquired" range (80%-100%), the child has mastered the skills for that category. Skills that are "in process" (36%-79%) are also strengths.
- It is important to identify the conditions for each skill that make listening easier for the child and the conditions that make listening more challenging. Easier listening conditions include auditory stimuli paired with visual cues, quiet listening conditions, stimuli that are presented close to the child, and prompted responses. More difficult listening conditions include auditory-only stimuli, distance hearing, listening in noisy situations, and spontaneous responses. It is appropriate to work on several skills in each category until the child can listen in both easy and difficult listening conditions.
- Notice the child's strengths. Which categories have the highest score? Which skills within a category has the child acquired?
- The results of the FAPI are used to identify goals for intervention, for therapy, and/or for classroom instruction. The percentage scores in each category and the weighted scores for each skill identify skills that need improvement. All items in the "not present" (0%-10%) and "emerging" (11%-35%) categories need improvement.

# Procedure for administration and scoring

1. Each skill can be assessed by direct observation of a child's response to specific stimuli, teacher report and/or parent report. Each skill is evaluated according to the specific conditions noted on the form. There is a section for "Observations and comments" that can be used to enter information about the child's performance.
2. A four-tiered scoring paradigm has been created. The skill is ranked by the person administering the checklist by indicating the level of attainment (not present, emerging, in process, acquired) for each skill. The level of attainment is determined by the following criteria:
3. In the scoring column, compute the score for each skill. Do this by multiplying each skill by a factor of 1, 2, or 3, as indicated. If the skill is rated between 0 and 10%, it is considered "not present" and should be scored as "zero" (0).
4. Compute the score for a category by adding the weighted scores for all skills in that category. Compute the percentage for that category.
5. Transfer the scores for each category to the profile at the bottom of the Performance Profile page.

Level of skill attainment	Rating	Corresponding occurrence	Score value
The skill is not present	N	0-10%	0
The skill is emerging	E	11-35%	1
The skill is in process	P	36-79%	2
The skill is acquired	A	80-100%	3

## Sample scoring

The category is "I. Awareness and meaning of sounds". There are six skills in this category. The skills are:

1. Responds to loud environmental sounds or noisemakers
2. Responds to music
3. Responds to speech
4. Associates loud environmental sounds or noisemakers with their source
5. Associates vocalizations with speaker
6. Associates discourse with speaker.

The first skill is "responds to loud environmental sounds or noisemakers". The child demonstrates different levels of competence in eight different conditions:

- 5 conditions are "acquired" (A)
- 2 conditions are "in process" (P)
- 1 condition is "emerging" (E)

The weighted scores for the specific conditions are calculated. The scores are determined as follows:

- 5 conditions are "acquired". An acquired score receives a weight of 3 points.  
**5 skills x weighted score of 3 = 15**
- 2 conditions are "in process". An in process score receives a weight of 2 points.  
**2 skills x weighted score of 2 = 4**
- 1 condition is "emerging". An emerging score receives a weight of 1 point.  
**1 skill x weighted score of 1 = 1**

## Functional Auditory Performance Indicators

## Scoring

Responds to loud environmental sounds (vacuum) or noisemakers (drum, bell)

A with visual clues  
A close (3')  
A in quiet  
A prompted

A auditory only  
P far (10')  
E noise  
P spontaneous

0 not present x 0 = 0  
1 emerging x 1 = 1  
2 in process x 2 = 4  
5 acquired x 3 = 15  
**Skill score** 20

Responds to music

A with visual clues  
A close (3')  
A in quiet  
A prompted

A auditory only  
P far (10')  
E noise  
A spontaneous

0 not present x 0 = 0  
1 emerging x 1 = 1  
1 in process x 2 = 2  
6 acquired x 3 = 18  
**Skill score** 21

Responds to speech

A with visual clues  
A close (3')  
A in quiet  
A prompted

A auditory only  
A far (10')  
A noise  
A spontaneous

0 not present x 0 = 0  
0 emerging x 1 = 0  
0 in process x 2 = 0  
8 acquired x 3 = 24  
**Skill score** 24

Associates loud environmental sounds (vacuum) or noisemakers (drum, bell) with their source

A with visual clues  
A close (3')  
A in quiet  
A prompted

A auditory only  
P far (10')  
E noise  
P spontaneous

0 not present x 0 = 0  
1 emerging x 1 = 1  
2 in process x 2 = 4  
5 acquired x 3 = 15  
**Skill score** 20

Associates vocalizations with speaker

A with visual clues  
A close (3')  
A in quiet  
A prompted

A auditory only  
E far (10')  
P noise  
P spontaneous

0 not present x 0 = 0  
1 emerging x 1 = 1  
2 in process x 2 = 4  
5 acquired x 3 = 15  
**Skill score** 20

Associates discourse with speaker

A with visual clues  
A close (3')  
A in quiet  
A prompted

A auditory only  
E far (10')  
E noise  
P spontaneous

0 not present x 0 = 0  
2 emerging x 1 = 2  
1 in process x 2 = 2  
5 acquired x 3 = 15  
**Skill score** 19

### Category score

124 / 144 = 86 %

The points for the 6 skills are added together to obtain a total score of 124 points for the category "Awareness and meaning of sounds". There is a possible score of 144 points.

By dividing the earned score (124 points) by the total number of possible points (144 points) the child receives a percentage score of 86% for this category.

# Functional Auditory Performance Indicators (FAPI)

An integrated approach to auditory skill development

Student name

Date of birth

Home language

School

Grade

Teacher/parent

Hearing care professional

Examiner

Date

Current hearing technology

Usage

- consistent  
 inconsistent

# 1. Awareness and meaning of sounds

N = not present, 0–10%

E = emerging, 11–35%

P = in process, 36–79%

A = acquired, 80–100%

## Functional Auditory Performance Indicators

## Scoring

Responds to loud environmental sounds (vacuum) or noisemakers (drum, bell)

- |  |  |
|--|--|
| <input type="checkbox"/> with visual clues | <input type="checkbox"/> auditory only |
| <input type="checkbox"/> close (3')        | <input type="checkbox"/> far (10')     |
| <input type="checkbox"/> in quiet          | <input type="checkbox"/> noise         |
| <input type="checkbox"/> prompted          | <input type="checkbox"/> spontaneous   |

- |                                      |       |                      |
|--------------------------------------|-------|----------------------|
| <input type="checkbox"/> not present | x 0 = | <input type="text"/> |
| <input type="checkbox"/> emerging    | x 1 = | <input type="text"/> |
| <input type="checkbox"/> in process  | x 2 = | <input type="text"/> |
| <input type="checkbox"/> acquired    | x 3 = | <input type="text"/> |
| <b>Skill score</b>                   |       | <input type="text"/> |

Responds to music

- |  |  |
|--|--|
| <input type="checkbox"/> with visual clues | <input type="checkbox"/> auditory only |
| <input type="checkbox"/> close (3')        | <input type="checkbox"/> far (10')     |
| <input type="checkbox"/> in quiet          | <input type="checkbox"/> noise         |
| <input type="checkbox"/> prompted          | <input type="checkbox"/> spontaneous   |

- |                                      |       |                      |
|--------------------------------------|-------|----------------------|
| <input type="checkbox"/> not present | x 0 = | <input type="text"/> |
| <input type="checkbox"/> emerging    | x 1 = | <input type="text"/> |
| <input type="checkbox"/> in process  | x 2 = | <input type="text"/> |
| <input type="checkbox"/> acquired    | x 3 = | <input type="text"/> |
| <b>Skill score</b>                   |       | <input type="text"/> |

Responds to speech

- |  |  |
|--|--|
| <input type="checkbox"/> with visual clues | <input type="checkbox"/> auditory only |
| <input type="checkbox"/> close (3')        | <input type="checkbox"/> far (10')     |
| <input type="checkbox"/> in quiet          | <input type="checkbox"/> noise         |
| <input type="checkbox"/> prompted          | <input type="checkbox"/> spontaneous   |

- |                                      |       |                      |
|--------------------------------------|-------|----------------------|
| <input type="checkbox"/> not present | x 0 = | <input type="text"/> |
| <input type="checkbox"/> emerging    | x 1 = | <input type="text"/> |
| <input type="checkbox"/> in process  | x 2 = | <input type="text"/> |
| <input type="checkbox"/> acquired    | x 3 = | <input type="text"/> |
| <b>Skill score</b>                   |       | <input type="text"/> |

Associates loud environmental sounds (vacuum) or noisemakers (drum, bell) with their source

- |  |  |
|--|--|
| <input type="checkbox"/> with visual clues | <input type="checkbox"/> auditory only |
| <input type="checkbox"/> close (3')        | <input type="checkbox"/> far (10')     |
| <input type="checkbox"/> in quiet          | <input type="checkbox"/> noise         |
| <input type="checkbox"/> prompted          | <input type="checkbox"/> spontaneous   |

- |                                      |       |                      |
|--------------------------------------|-------|----------------------|
| <input type="checkbox"/> not present | x 0 = | <input type="text"/> |
| <input type="checkbox"/> emerging    | x 1 = | <input type="text"/> |
| <input type="checkbox"/> in process  | x 2 = | <input type="text"/> |
| <input type="checkbox"/> acquired    | x 3 = | <input type="text"/> |
| <b>Skill score</b>                   |       | <input type="text"/> |

Associates vocalizations with speaker

- |  |  |
|--|--|
| <input type="checkbox"/> with visual clues | <input type="checkbox"/> auditory only |
| <input type="checkbox"/> close (3')        | <input type="checkbox"/> far (10')     |
| <input type="checkbox"/> in quiet          | <input type="checkbox"/> noise         |
| <input type="checkbox"/> prompted          | <input type="checkbox"/> spontaneous   |

- |                                      |       |                      |
|--------------------------------------|-------|----------------------|
| <input type="checkbox"/> not present | x 0 = | <input type="text"/> |
| <input type="checkbox"/> emerging    | x 1 = | <input type="text"/> |
| <input type="checkbox"/> in process  | x 2 = | <input type="text"/> |
| <input type="checkbox"/> acquired    | x 3 = | <input type="text"/> |
| <b>Skill score</b>                   |       | <input type="text"/> |

Associates discourse with speaker

- |  |  |
|--|--|
| <input type="checkbox"/> with visual clues | <input type="checkbox"/> auditory only |
| <input type="checkbox"/> close (3')        | <input type="checkbox"/> far (10')     |
| <input type="checkbox"/> in quiet          | <input type="checkbox"/> noise         |
| <input type="checkbox"/> prompted          | <input type="checkbox"/> spontaneous   |

- |                                      |       |                      |
|--------------------------------------|-------|----------------------|
| <input type="checkbox"/> not present | x 0 = | <input type="text"/> |
| <input type="checkbox"/> emerging    | x 1 = | <input type="text"/> |
| <input type="checkbox"/> in process  | x 2 = | <input type="text"/> |
| <input type="checkbox"/> acquired    | x 3 = | <input type="text"/> |
| <b>Skill score</b>                   |       | <input type="text"/> |

## Category score

/ 144 =  %

## Observations and comments

## II. Auditory feedback and integration

NOTE: For children who do not use amplification skip the first and third items.

N = not present, 0–10%

E = emerging, 11–35%

P = in process, 36–79%

A = acquired, 80–100%

### Functional Auditory Performance Indicators

### Scoring

Changes vocalizations when amplification is turned on

in quiet

noise

not present x 0 =

emerging x 1 =

in process x 2 =

acquired x 3 =

**Skill score**

Notices own vocal productions

in quiet

noise

prompted

spontaneous

not present x 0 =

emerging x 1 =

in process x 2 =

acquired x 3 =

**Skill score**

Monitors status of amplification by making noises or vocalizing

in quiet

noise

not present x 0 =

emerging x 1 =

in process x 2 =

acquired x 3 =

**Skill score**

Takes vocal/spoken turns

in quiet

noise

prompted

spontaneous

not present x 0 =

emerging x 1 =

in process x 2 =

acquired x 3 =

**Skill score**

Imitates spoken stimulus:

#### vowels

with visual clues

auditory only

close (3')

far (10')

in quiet

noise

prompted

spontaneous

not present x 0 =

emerging x 1 =

in process x 2 =

acquired x 3 =

**Skill score**

#### number of syllables

with visual clues

auditory only

close (3')

far (10')

in quiet

noise

prompted

spontaneous

not present x 0 =

emerging x 1 =

in process x 2 =

acquired x 3 =

**Skill score**

**non-true words**

- |  |  |
|--|--|
| <input type="checkbox"/> with visual clues | <input type="checkbox"/> auditory only |
| <input type="checkbox"/> close (3')        | <input type="checkbox"/> far (10')     |
| <input type="checkbox"/> in quiet          | <input type="checkbox"/> noise         |
| <input type="checkbox"/> prompted          | <input type="checkbox"/> spontaneous   |

- |  |                      |
|--|----------------------|
| <input type="checkbox"/> not present x 0 = | <input type="text"/> |
| <input type="checkbox"/> emerging x 1 =    | <input type="text"/> |
| <input type="checkbox"/> in process x 2 =  | <input type="text"/> |
| <input type="checkbox"/> acquired x 3 =    | <input type="text"/> |
| <b>Skill score</b>                         | <input type="text"/> |

**words**

- |  |  |
|--|--|
| <input type="checkbox"/> with visual clues | <input type="checkbox"/> auditory only |
| <input type="checkbox"/> close (3')        | <input type="checkbox"/> far (10')     |
| <input type="checkbox"/> in quiet          | <input type="checkbox"/> noise         |
| <input type="checkbox"/> prompted          | <input type="checkbox"/> spontaneous   |

- |  |                      |
|--|----------------------|
| <input type="checkbox"/> not present x 0 = | <input type="text"/> |
| <input type="checkbox"/> emerging x 1 =    | <input type="text"/> |
| <input type="checkbox"/> in process x 2 =  | <input type="text"/> |
| <input type="checkbox"/> acquired x 3 =    | <input type="text"/> |
| <b>Skill score</b>                         | <input type="text"/> |

**Category score with amplification**

/ 132 =  %

**Category score without amplification**

/ 120 =  %

**Observations and comments**

### III. Localizing sound source

NOTE: Some localization skills may not be applicable to children who are aided monaurally, who have unilateral hearing loss, or who have monaural cochlear implants.

N = not present, 0–10%

E = emerging, 11–35%

P = in process, 36–79%

A = acquired, 80–100%

#### Functional Auditory Performance Indicators

#### Scoring

Searches for loud environmental sounds (vacuum, telephone) or noisemakers (drum, bell)	<input type="checkbox"/> close (3') <input type="checkbox"/> inside <input type="checkbox"/> in quiet <input type="checkbox"/> prompted	<input type="checkbox"/> far (10')	<input type="checkbox"/> another room <input type="checkbox"/> outside <input type="checkbox"/> noise <input type="checkbox"/> spontaneous	<input type="checkbox"/> not present x 0 = <input type="text"/> <input type="checkbox"/> emerging x 1 = <input type="text"/> <input type="checkbox"/> in process x 2 = <input type="text"/> <input type="checkbox"/> acquired x 3 = <input type="text"/> <b>Skill score</b> <input type="text"/>
Searches for source of music	<input type="checkbox"/> close (3') <input type="checkbox"/> inside <input type="checkbox"/> in quiet <input type="checkbox"/> prompted	<input type="checkbox"/> far (10')	<input type="checkbox"/> another room <input type="checkbox"/> outside <input type="checkbox"/> noise <input type="checkbox"/> spontaneous	<input type="checkbox"/> not present x 0 = <input type="text"/> <input type="checkbox"/> emerging x 1 = <input type="text"/> <input type="checkbox"/> in process x 2 = <input type="text"/> <input type="checkbox"/> acquired x 3 = <input type="text"/> <b>Skill score</b> <input type="text"/>
Searches for source of vocalizations (e.g., exaggerated suprasegmentals)	<input type="checkbox"/> close (3') <input type="checkbox"/> inside <input type="checkbox"/> in quiet <input type="checkbox"/> prompted	<input type="checkbox"/> far (10')	<input type="checkbox"/> another room <input type="checkbox"/> outside <input type="checkbox"/> noise <input type="checkbox"/> spontaneous	<input type="checkbox"/> not present x 0 = <input type="text"/> <input type="checkbox"/> emerging x 1 = <input type="text"/> <input type="checkbox"/> in process x 2 = <input type="text"/> <input type="checkbox"/> acquired x 3 = <input type="text"/> <b>Skill score</b> <input type="text"/>
Searches for source of discourse (e.g., connected speech)	<input type="checkbox"/> close (3') <input type="checkbox"/> inside <input type="checkbox"/> in quiet <input type="checkbox"/> prompted	<input type="checkbox"/> far (10')	<input type="checkbox"/> another room <input type="checkbox"/> outside <input type="checkbox"/> noise <input type="checkbox"/> spontaneous	<input type="checkbox"/> not present x 0 = <input type="text"/> <input type="checkbox"/> emerging x 1 = <input type="text"/> <input type="checkbox"/> in process x 2 = <input type="text"/> <input type="checkbox"/> acquired x 3 = <input type="text"/> <b>Skill score</b> <input type="text"/>
Localizes to loud environmental sounds (vacuum, telephone) or noisemakers (drum, bell)	<input type="checkbox"/> close (3') <input type="checkbox"/> inside <input type="checkbox"/> in quiet <input type="checkbox"/> prompted <input type="checkbox"/> one level	<input type="checkbox"/> far (10')	<input type="checkbox"/> another room <input type="checkbox"/> outside <input type="checkbox"/> noise <input type="checkbox"/> spontaneous <input type="checkbox"/> multiple level	<input type="checkbox"/> not present x 0 = <input type="text"/> <input type="checkbox"/> emerging x 1 = <input type="text"/> <input type="checkbox"/> in process x 2 = <input type="text"/> <input type="checkbox"/> acquired x 3 = <input type="text"/> <b>Skill score</b> <input type="text"/>
Localizes to music source	<input type="checkbox"/> close (3') <input type="checkbox"/> inside <input type="checkbox"/> in quiet <input type="checkbox"/> prompted <input type="checkbox"/> one level	<input type="checkbox"/> far (10')	<input type="checkbox"/> another room <input type="checkbox"/> outside <input type="checkbox"/> noise <input type="checkbox"/> spontaneous <input type="checkbox"/> multiple level	<input type="checkbox"/> not present x 0 = <input type="text"/> <input type="checkbox"/> emerging x 1 = <input type="text"/> <input type="checkbox"/> in process x 2 = <input type="text"/> <input type="checkbox"/> acquired x 3 = <input type="text"/> <b>Skill score</b> <input type="text"/>

Localizes to speaker making vocalizations (e.g., exaggerated suprasegmentals)

- close (3')
- inside
- in quiet
- prompted
- one level
- far (10')
- another room
- outside
- noise
- spontaneous
- multiple level

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =
- Skill score**

Localizes to speaker using discourse

- close (3')
- inside
- in quiet
- prompted
- one level
- far (10')
- another room
- outside
- noise
- spontaneous
- multiple level

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =
- Skill score**

**Category score**  
 / 240 =  %

Observations and comments

# IV. Auditory discrimination

N = not present, 0–10%

E = emerging, 11–35%

P = in process, 36–79%

A = acquired, 80–100%

## Functional Auditory Performance Indicators

## Scoring

Discriminates non-linguistic information:

### loud vs soft sounds

- close (3')
- in quiet
- closed set
- far (10')
- noise
- open set

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =
- Skill score**

### fast vs slow

- close (3')
- in quiet
- closed set
- far (10')
- noise
- open set

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =
- Skill score**

### continuous vs abrupt

- close (3')
- in quiet
- closed set
- far (10')
- noise
- open set

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =
- Skill score**

### high vs low pitch

- close (3')
- in quiet
- closed set
- far (10')
- noise
- open set

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =
- Skill score**

### meaningful environmental sounds

- close (3')
- in quiet
- closed set
- far (10')
- noise
- open set

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =
- Skill score**

### intent of utterance based on supra-segmental features (e.g. angry voice vs happy voice)

- close (3')
- in quiet
- closed set
- far (10')
- noise
- open set

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =
- Skill score**

### mom's vs dad's voice

- close (3')
- in quiet
- closed set
- far (10')
- noise
- open set

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =
- Skill score**

Discriminates oral utterances – non-true word productions:	<b>vowels</b>	<input type="checkbox"/> close (3') <input type="checkbox"/> in quiet <input type="checkbox"/> closed set	<input type="checkbox"/> far (10') <input type="checkbox"/> noise <input type="checkbox"/> open set	<input type="checkbox"/> not present x 0 = <input type="text"/> <input type="checkbox"/> emerging x 1 = <input type="text"/> <input type="checkbox"/> in process x 2 = <input type="text"/> <input type="checkbox"/> acquired x 3 = <input type="text"/> <b>Skill score</b> <input type="text"/>
	<b>number of syllables</b>	<input type="checkbox"/> close (3') <input type="checkbox"/> in quiet <input type="checkbox"/> closed set	<input type="checkbox"/> far (10') <input type="checkbox"/> noise <input type="checkbox"/> open set	<input type="checkbox"/> not present x 0 = <input type="text"/> <input type="checkbox"/> emerging x 1 = <input type="text"/> <input type="checkbox"/> in process x 2 = <input type="text"/> <input type="checkbox"/> acquired x 3 = <input type="text"/> <b>Skill score</b> <input type="text"/>
Discriminates communicative intent of the utterance (e.g. statement, question, exclamation)	<input type="checkbox"/> close (3') <input type="checkbox"/> in quiet <input type="checkbox"/> closed set	<input type="checkbox"/> far (10') <input type="checkbox"/> noise <input type="checkbox"/> open set	<input type="checkbox"/> not present x 0 = <input type="text"/> <input type="checkbox"/> emerging x 1 = <input type="text"/> <input type="checkbox"/> in process x 2 = <input type="text"/> <input type="checkbox"/> acquired x 3 = <input type="text"/> <b>Skill score</b> <input type="text"/>	
Discriminates oral utterances – true word productions:	<b>onomatopoeic sounds (e.g., ding-dong, moo, choo-choo)</b>	<input type="checkbox"/> close (3') <input type="checkbox"/> in quiet <input type="checkbox"/> closed set	<input type="checkbox"/> far (10') <input type="checkbox"/> noise <input type="checkbox"/> open set	<input type="checkbox"/> not present x 0 = <input type="text"/> <input type="checkbox"/> emerging x 1 = <input type="text"/> <input type="checkbox"/> in process x 2 = <input type="text"/> <input type="checkbox"/> acquired x 3 = <input type="text"/> <b>Skill score</b> <input type="text"/>
	<b>child's own name</b>	<input type="checkbox"/> close (3') <input type="checkbox"/> in quiet <input type="checkbox"/> closed set	<input type="checkbox"/> far (10') <input type="checkbox"/> noise <input type="checkbox"/> open set	<input type="checkbox"/> not present x 0 = <input type="text"/> <input type="checkbox"/> emerging x 1 = <input type="text"/> <input type="checkbox"/> in process x 2 = <input type="text"/> <input type="checkbox"/> acquired x 3 = <input type="text"/> <b>Skill score</b> <input type="text"/>
	<b>familiar commands (e.g., stop, come here, wait)</b>	<input type="checkbox"/> close (3') <input type="checkbox"/> in quiet <input type="checkbox"/> closed set	<input type="checkbox"/> far (10') <input type="checkbox"/> noise <input type="checkbox"/> open set	<input type="checkbox"/> not present x 0 = <input type="text"/> <input type="checkbox"/> emerging x 1 = <input type="text"/> <input type="checkbox"/> in process x 2 = <input type="text"/> <input type="checkbox"/> acquired x 3 = <input type="text"/> <b>Skill score</b> <input type="text"/>
	<b>number of syllables or words in utterance (one vs two vs three)</b>	<input type="checkbox"/> close (3') <input type="checkbox"/> in quiet <input type="checkbox"/> closed set	<input type="checkbox"/> far (10') <input type="checkbox"/> noise <input type="checkbox"/> open set	<input type="checkbox"/> not present x 0 = <input type="text"/> <input type="checkbox"/> emerging x 1 = <input type="text"/> <input type="checkbox"/> in process x 2 = <input type="text"/> <input type="checkbox"/> acquired x 3 = <input type="text"/> <b>Skill score</b> <input type="text"/>
	<b>familiar words based on vowel differences (cat/cut, pat/pet, dig/dog)</b>	<input type="checkbox"/> close (3') <input type="checkbox"/> in quiet <input type="checkbox"/> closed set	<input type="checkbox"/> far (10') <input type="checkbox"/> noise <input type="checkbox"/> open set	<input type="checkbox"/> not present x 0 = <input type="text"/> <input type="checkbox"/> emerging x 1 = <input type="text"/> <input type="checkbox"/> in process x 2 = <input type="text"/> <input type="checkbox"/> acquired x 3 = <input type="text"/> <b>Skill score</b> <input type="text"/>

**familiar words based on consonant differences  
(cat/hat, dad/mad, bye/ my)**

- close (3')
- in quiet
- closed set
- far (10')
- noise
- open set

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =
- Skill score**

**familiar words based on syllable differences  
(mom/mommy)**

- close (3')
- in quiet
- closed set
- far (10')
- noise
- open set

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =
- Skill score**

**Category score**  
 / 306 =  %

**Observations and comments**

# V. Auditory comprehension

N = not present, 0–10%

E = emerging, 11–35%

P = in process, 36–79%

A = acquired, 80–100%

## Functional Auditory Performance Indicators

## Scoring

Identifies single words:

points to body parts when named

- close (3')                       far (10')  
 in quiet                               noise

- not present x 0 =   
 emerging x 1 =   
 in process x 2 =   
 acquired x 3 =   
**Skill score**

points to common objects or pictures when named

- close (3')                       far (10')  
 in quiet                               noise  
 closed set                               open set

- not present x 0 =   
 emerging x 1 =   
 in process x 2 =   
 acquired x 3 =   
**Skill score**

Identifies critical elements in short phrases:

Identifies picture or object with one critical element (e.g., point to the car)

- close (3')                       far (10')  
 in quiet                               noise  
 closed set                               open set

- not present x 0 =   
 emerging x 1 =   
 in process x 2 =   
 acquired x 3 =   
**Skill score**

Identifies picture or object with two critical elements (e.g., point to the red car)

- close (3')                       far (10')  
 in quiet                               noise  
 closed set                               open set

- not present x 0 =   
 emerging x 1 =   
 in process x 2 =   
 acquired x 3 =   
**Skill score**

Identifies picture or object with three critical elements (e.g. point to the red car under the table)

- close (3')                       far (10')  
 in quiet                               noise  
 closed set                               open set

- not present x 0 =   
 emerging x 1 =   
 in process x 2 =   
 acquired x 3 =   
**Skill score**

Follows directions:

Follows simple one-step directions

- close (3')                       far (10')  
 in quiet                               noise  
 closed set                               open set

- not present x 0 =   
 emerging x 1 =   
 in process x 2 =   
 acquired x 3 =   
**Skill score**

Follows two-step directions

- close (3')                       far (10')  
 in quiet                               noise  
 closed set                               open set

- not present x 0 =   
 emerging x 1 =   
 in process x 2 =   
 acquired x 3 =   
**Skill score**

**Follows three-step directions**

- close (3')
- in quiet
- closed set
- far (10')
- noise
- open set

- not present x 0 =
  - emerging x 1 =
  - in process x 2 =
  - acquired x 3 =
- Skill score**

**Identifies critical elements in short stories:**

**Responds to simple concrete questions about story (e.g., who, what, when, where)**

- close (3')
- in quiet
- far (10')
- noise

- not present x 0 =
  - emerging x 1 =
  - in process x 2 =
  - acquired x 3 =
- Skill score**

**Responds to complex abstract questions about story (e.g., why, how)**

- close (3')
- in quiet
- far (10')
- noise

- not present x 0 =
  - emerging x 1 =
  - in process x 2 =
  - acquired x 3 =
- Skill score**

**Category score**  
 / 162 =  %

**Observations and comments**

# VI. Short-term auditory memory

NOTE: Using numerals may not be developmentally appropriate for very young children. Auditory memory may also be assessed by imitating a series of syllable patterns (e.g. oo / ah) or animal sounds. (e.g., moo / baaa / quack / ruff)

N = not present, 0–10%      E = emerging, 11–35%      P = in process, 36–79%      A = acquired, 80–100%

## Functional Auditory Performance Indicators

## Scoring

### Memory

Recalls digits that are heard as demonstrated by a response within moments of the stimulus.

### Check mode used

- spoken response
- signed response, with or without speech
- pointing to picture or object
- action demonstrating understanding (writing, securing object)

### 1–2 digits

- with visual clues
- close (3')
- in quiet
- auditory only
- far (10')
- noise

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =

Skill score

### 3–4 digits

- with visual clues
- close (3')
- in quiet
- auditory only
- far (10')
- noise

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =

Skill score

### 5–6 digits

- with visual clues
- close (3')
- in quiet
- auditory only
- far (10')
- noise

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =

Skill score

### Category score

/ 54 =  %

## Observations and comments

# VII. Linguistic auditory processing

Higher level auditory skills demonstrating the child's ability to process linguistic information.

NOTE: **Simultaneous** activity refers to processing auditory information while engaged in another activity, (e.g., listening while taking notes, listening while coloring), while **single** activity refers to processing only one event (e.g., the auditory information).

N = not present, 0–10%      E = emerging, 11–35%      P = in process, 36–79%      A = acquired, 80–100%

## Functional Auditory Performance Indicators

## Scoring

### Sequencing

Produces correct sequential order of the auditory linguistic stimuli heard.

#### Check type of auditory stimuli used and indicate # of critical elements for each:

- digits/word (examples: child repeats, orders pictures, points)       2     3     4     5
- short phrases (example: go to store - buy bread - walk home - make sandwich)
  - 2     3     4     5
- sentences (example: It is snowing outside. Get your coat from the closet. Let's go outside. Let's build a snowman.)
  - 2     3     4     5

#### Check mode used

- spoken response
- signed response, with or without speech
- pointing to picture or object
- action demonstrating understanding (writing, securing object)

- with visual clues
- close (3')
- in quiet
- familiar vocabulary
- single activity
- auditory only
- far (10')
- noise
- unfamiliar vocabulary
- simultaneous activities

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =
- Skill score**



### Suprasegmental analysis using auditory feedback

Corrects the rhythm, stress, and intonation patterns of speech using auditory feedback.

#### Check type of auditory stimuli used:

- words example: tel e phone vs tel e **phone**
- phrases example: **Who** are you?  
Who **are** you?  
Who are **you?**
- sentences example: I don't know **where** it is!  
I don't **know** where it is!  
**I** don't know where it is!

#### Check mode used

- spoken response
- signed response, with or without speech
- pointing to picture or object
- action demonstrating understanding (writing, securing object)

- |  |  |
|--|--|
| <input type="checkbox"/> with visual clues   | <input type="checkbox"/> auditory only           |
| <input type="checkbox"/> close (3')          | <input type="checkbox"/> far (10')               |
| <input type="checkbox"/> in quiet            | <input type="checkbox"/> noise                   |
| <input type="checkbox"/> familiar vocabulary | <input type="checkbox"/> unfamiliar vocabulary   |
| <input type="checkbox"/> single activity     | <input type="checkbox"/> simultaneous activities |

- |                                      |       |                      |
|--------------------------------------|-------|----------------------|
| <input type="checkbox"/> not present | x 0 = | <input type="text"/> |
| <input type="checkbox"/> emerging    | x 1 = | <input type="text"/> |
| <input type="checkbox"/> in process  | x 2 = | <input type="text"/> |
| <input type="checkbox"/> acquired    | x 3 = | <input type="text"/> |
| <b>Skill score</b>                   |       | <input type="text"/> |

### Application of auditory information

Child understands and utilizes auditory information and his/her general knowledge of language to derive meaning in a variety of situations.

#### Auditory conversations (e.g., actively participates in auditory conversation)

##### Check mode used

- spoken response
- signed response with speech
- signed response without speech
- action demonstrating understanding (writing, securing object)

- |  |  |
|--|--|
| <input type="checkbox"/> with visual clues   | <input type="checkbox"/> auditory only           |
| <input type="checkbox"/> in quiet            | <input type="checkbox"/> noise                   |
| <input type="checkbox"/> familiar vocabulary | <input type="checkbox"/> unfamiliar vocabulary   |
| <input type="checkbox"/> single activity     | <input type="checkbox"/> simultaneous activities |

- |                                      |       |                      |
|--------------------------------------|-------|----------------------|
| <input type="checkbox"/> not present | x 0 = | <input type="text"/> |
| <input type="checkbox"/> emerging    | x 1 = | <input type="text"/> |
| <input type="checkbox"/> in process  | x 2 = | <input type="text"/> |
| <input type="checkbox"/> acquired    | x 3 = | <input type="text"/> |
| <b>Skill score</b>                   |       | <input type="text"/> |

**Electronic or recorded sound sources** (e.g., actively participates in auditory conversation)

**Check mode used**

- spoken response
- signed response with speech
- signed response without speech
- manipulates picture or object
- action demonstrating understanding (writing, securing object)

- with visual clues
- in quiet
- familiar vocabulary
- single activity
- auditory only
- noise
- unfamiliar vocabulary
- simultaneous activities

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =
- Skill score**

**Phone conversations** (e.g., conducts telephone conversations)

**Check mode used**

- spoken response
- signed response with speech
- signed response without speech
- action demonstrating understanding (writing, securing object)

- in quiet
- familiar vocabulary
- single activity
- noise
- unfamiliar vocabulary
- simultaneous activities

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =
- Skill score**

**Academic content** (understands information in classroom setting)

**Check mode used**

- spoken response
- signed response with speech
- signed response without speech
- action demonstrating understanding (writing, securing object)

- with visual clues
- in quiet
- familiar vocabulary
- single activity
- auditory only
- noise
- unfamiliar vocabulary
- simultaneous activities

- not present x 0 =
- emerging x 1 =
- in process x 2 =
- acquired x 3 =
- Skill score**

**Directions** (listens for details utilizing memory and sequencing skills)

**Check mode used**

- spoken response
- signed response with speech
- signed response without speech
- action demonstrating understanding (writing, securing object)

- |  |  |
|--|--|
| <input type="checkbox"/> with visual clues   | <input type="checkbox"/> auditory only           |
| <input type="checkbox"/> in quiet            | <input type="checkbox"/> noise                   |
| <input type="checkbox"/> familiar vocabulary | <input type="checkbox"/> unfamiliar vocabulary   |
| <input type="checkbox"/> single activity     | <input type="checkbox"/> simultaneous activities |

- |  |                      |
|--|----------------------|
| <input type="checkbox"/> not present x 0 = | <input type="text"/> |
| <input type="checkbox"/> emerging x 1 =    | <input type="text"/> |
| <input type="checkbox"/> in process x 2 =  | <input type="text"/> |
| <input type="checkbox"/> acquired x 3 =    | <input type="text"/> |

**Skill score**

**Category score**

/ 234 =  %

**Observations and comments**

# Performance profile

