



Please take the time to review the inventory about your child. Please check off any statement that describes your child. Child's name:

Part 1

- Difficulty analyzing the differences between speech sounds
- Difficulty on tasks that require discriminating or analyzing sounds (such as understanding new vocabulary words or spelling words that are read aloud)
- Seems not to hear even though hearing is normal
- Mishearing things frequently and not even realizing it until someone else points out the mistake
- Says "huh" and "what" a lot or asks for repetition even when the person seems to be listening and paying attention to what is said
- May have difficulty with the following areas because of not "hearing" correctly:
 - Vocabulary development
 - Grammar skills (use of plurals, verb tenses, etc.)
 - Using multiple-meaning words
 - Understanding who, what, where, when and why questions
 - Learning the differences between have been, has been, and had been
 - Reading, spelling and note-taking
- Marked difficulty hearing when listening situations are less than ideal such as in background noise, rooms with reverberation, or large open areas such as the gym or playground



Part 2

- "Hears" better with the right ear compared to the left ear
- May have poor phonics, spelling and writing skills
- May have difficulty getting the "big picture" that is necessary to do well in word recognition and spelling
- May have trouble using symbols, space or visual imagery
- May have poor visual-motor integration
- May be poor with the rhythm aspects (pauses, beats) of songs or nursery rhymes
- May have difficulty with fine motor skills
- As the child grows older and tasks at school and at home become more complex, it takes more work to figure out how to do a task
- May, in time, start to give up when tasks get hard and exhibit poor listening skills as frustration levels increase
- May exhibit, over time, less and less ability to tolerate distractions

Part 3

- Difficulty applying the rules of language to sounds that are heard
- Poor receptive language skills
- Low vocabulary for age
- May have poor understanding of complex sentences
- May have a variety of language difficulties such as any of the following:
 - Difficulty with categories and labels
 - Words that have multiple meanings such as "bark" (could be a dog's bark or the bark of a tree)
 - Antonyms, synonyms and homonyms
 - Negative questions such as "Why didn't she do that?"
- May say "I don't understand" or "I don't know what that means" a lot
- May have trouble understanding jokes or riddles with humor based on associations among words
- May have trouble understanding common expressions



- Phonics may be good but understanding of what is read is usually very poor
- May have trouble understanding word problems in math
- May have tremendous difficulty learning a foreign language

Part 4

- Trouble organizing, sequencing, recalling and/or expressing an answer
- Poor hearing in background noise (auditory figure-ground problems)
- May show signs of poor recall such as omitting words on tests, using words that were given on a previous test item, or having more trouble with the words depending upon the order in which they were presented (for example, trouble remembering words at the beginning of a list but not at the end)
- Difficulty when answers must be recalled in a specific order
- Trouble following directions that are long or have several parts
- Difficulty with motor-planning skills
- Trouble starting assignments
- Trouble remembering homework
- Trouble taking notes
- Trouble organizing papers and work
- Speech--language problems may be seen, such as sound blending, expressive language or articulation problems

Comments: