

# Functional Listening Index – Paediatric (FLI-P®)

## User Guide and FAQ

### Background and Development

The Functional Listening Index for Paediatric (FLI-P®) has been designed to assist the tracking and monitoring of a child's listening skills in everyday situations. It has been developed for parents, caregivers and health professionals to use with children from birth through to six years of age. It is based on clinical research conducted by the HEARing CRC and The Shepherd Centre since 2013. It has been developed as a clinical tool to guide both parents and professionals in the acquisition of a child's hearing and listening abilities, to support intervention, assist with goals and targets and inform amplification decisions. As listening is the foundation of spoken language and communication skills, tracking a child's early functional auditory skill development can assist in providing an indication of later language outcomes.

It has been developed from the formative auditory scales and tools in the field of paediatric hearing loss (see Acknowledgements).

*It provides:*

- A single scale that covers early to advanced listening skills
- A measure of listening for children from birth, with any degree, type and level of hearing loss
- A measure of listening for children from birth, with additional needs and those learning languages other than English
- A comparative measure of listening skill development for children with hearing loss and with typical hearing
- A comprehensive list of early, mid and later developing audition skills.
- A measure that can indicate how a child using their functional listening in everyday environments
- A measure beyond the detection and perception of sound, that includes the cognitive components of identification and comprehension

The FLI-P® has been used clinically with children with all levels and types of hearing loss including unilateral and bilateral hearing, those diagnosed through universal newborn hearing of screening and those diagnosed later, children learning English as both a primary and additional language, and languages other than English, and children with additional needs. It is intended for use with any child developing listening skills.

For further information regarding validity studies and research base behind the FLI-P®, please contact [enquiries@hearhub.org](mailto:enquiries@hearhub.org)

## Administration

### Who can administer the FLI-P®?

It has been designed to be administered by a parent or health/education professional who knows the child well.

### How do I complete the Functional Listening Index?

Complete each set of questions to indicate the child's skill for each of the items, beginning at item 1.1. Record the score, date of testing, child's age in months and who completed the index. Map the child's score on the FLI-P® listening trajectory chart to track their progress.

If you are unsure on any item, refer to the 'Items Description' handout, which will provide more information each listening skill

### What do I need to remember when administering the FLI-P®?

The FLI-P® is a measure of listening skills so it is important not to provide extra visual information unless otherwise indicated. Children naturally use all the cues they can to understand and communicate, and often this will involve visual cues, particularly in every day interactions. Because the FLI-P® specifically measures listening skills, it's important to ensure these aren't used. This includes pointing, gesturing, looking, lip reading and facial cues.

Unless otherwise specified, items assume skills in a quiet environment, at a close distance, using a typical voice.

### How often should the FLI-P® be administered?

The FLI-P® can be used both to establish current skills and to monitor development of skills over time. As such it should ideally be done every 8-12 weeks. If you are concerned about a certain aspect of listening or communicative development, this might be more often. It might also be at longer intervals e.g. every six months.

Regular use provides more information on each child's individual listening trajectory and progress.

### Where do I start?

For your first use of the FLI-P®: Start at the first item (1.1). Keep progressing through the items until you have marked 'rarely' for six items in a row.

For all return uses of the FLI-P®: Count back four items from the first previous 'rarely' response. Check that the child is still 'mostly' doing the first four items, check any other items the child was rarely doing previously, and then continue until you have six 'rarely' responses in a row.

### Do I have to see the child perform each item in order to mark it off?

No. The index has been designed to be reflective of the child's current listening skills. As these can often change, think about what you have recently seen them do over the last few weeks.

### What if I have only seen the child do it once?

You will be asked to indicate if the child 'mostly' or 'rarely' displays a certain skill. 'Rarely' indicates although you have seen it once or twice, it isn't something they do regularly. 'Mostly' indicates it's something they would most often do or frequently do, and you have seen them do it with different people, in different settings.

### Do I mark 'rarely' even if the child never does it?

Yes.

### What do I mark if I am not sure or think they do it 'sometimes'?

If you are unsure, mark the item as 'rarely'.

### What do I do if I'm not sure?

The item description handout provides more information on types of things that you would see or look for and suggestions of ways you can check.

## **What are the basal and ceiling requirements?**

Listening skills are often learnt by children in different orders, depending on experience and exposure to words and sounds. As you go through the form, even if they 'rarely' do on of the items, they might 'mostly' be doing items further down the list. Continue down the form even if you are recording that the child 'rarely' does some of the items. Once you record six items in sequence that are all 'rarely' done (or aren't done) you don't need to continue any further.

## **Can I use the FLI-P® for a child with unilateral hearing loss? Auditory Neuropathy Spectrum Disorder (ANSD)? Large Vestibular Aqueduct Syndrome (LVAS)? Middle Ear Pathology? No hearing loss? Suspected hearing loss? Hearing or Processing concerns?**

Yes. The tool has been designed to use with children with all degrees, levels and types of hearing, however there may be certain considerations for each child's context. For example:

- Children with a unilateral loss who are not aided may have more difficulty with some items (localizing sounds, listening in noise).
- Children with ANSD may demonstrate different skills at different times/on different days depending on the nature of the neuropathy.
- Children with LVAS may have lost skills if there has been a drop in hearing, and
- Children with middle ear pathology may have more difficulty or slower acquisition of skills during periods of effusion or infection. If you want to monitor their progress during periods of infection, then continue to administer the FLI-P®, otherwise, wait until the infection has resolved so you can measure the child's listening skills as they are in their usual listening condition with optimal access to sound.
- Children with no hearing loss or hearing/processing concerns may have different skills for many reasons. If you have concerns at any time regarding a child's listening skills, please don't hesitate in contacting your local GP or health professional.

## **If the child is using cochlear implant/s should I wait for their device to be MAPped prior to administration?**

If you are concerned about their access to sound through their cochlear implant/s, MAPping is always recommended to optimize the signal and access, and then complete the FLI-P®.

## **If one or both of the child's hearing device/s are broken, should I still do the FLI-P®?**

The tool should measure their skills when they have good access to sound, ideally bilaterally. As such, either answer the items with respect to what they were doing when their devices were functioning, wait until they are being used again or note during the administration the status of the child's current device use.

## **Is it ok if the child keeps looking at my face?**

No. Unless otherwise stated, the items are designed to monitor what the child can do through listening only, without the support of lip reading or other visual cues. Try sitting beside them rather than facing them, encourage them to look at something else or wait until they are looking away.

## **Why do we use animal and transport noises, rather than the real word?**

These sounds (commonly known as performatives) are longer, contain more pitch and intonational information and have more repetitions built in than the real world. Consider the words 'cat' and 'meow'. Meow is longer, has more vowel information making it easier to hear and say, and is much more likely to be acoustically interesting. They are also used because they are fun, and more child-friendly!

## **Can I repeat the question or item if the child doesn't answer or respond the first time?**

Although you can repeat it, it is unlikely you would mark the item as 'mostly' able to do the item, unless you see it many more times and on a consistent basis. The child should be able to do the item without it needing to be repeated or simplified.

## **If the child's primary language is not English, or doesn't use English at all, can I still use the FLI-P®?**

As the FLI-P® measures listening skills, the language in which information is presented, is not important. What is important is whether the child is able to do the task through listening. Score the child for what they are able to do in their primary language, and use linguistic and language modifications as required.

### **If the child speaks two or more languages, which language should I use?**

You can try any or all languages spoken by the child. When the child has a certain skill in one language, it can be marked off. Note that the child may have some listening skills in one language and others in a different language. As the FLI-P® measures listening, and is not a 'language measure' this is appropriate.

### **Why does the FLI-P® use a TV, tablet or phone?**

Listening to digital signals can be much more challenging than listening to a live voice. These items are used to monitor the development of these more difficult and advanced listening tasks. As these skills are such a daily part of listening & communication, and can be fundamental to participation and social inclusion, practice and monitoring of the development of these type of listening skills is important.

### **Does the child have to acquire all of the skills in one phase before continuing to the next phase?**

No. In all cases, skills in the phases overlap and the development of skills individual. There may be certain skills that are particularly difficult for some children which take longer to develop or may never achieve. They can continue to develop others further down the index.

### **How do I know if the child is doing what they should be for their age?**

Normative data on the listening skills of children with typical hearing is currently in collection through a research project collaboration with The HEARING CRC, The Shepherd Centre, The Babylab at the MARCS Institute at the University of Western Sydney and Cochlear Ltd. This data will provide a range of ages where we would expect development of each item on the FLI-P® for typically hearing children from birth through to 6 years of age. Until this normative data on the FLI-P® is available, information of when to expect listening skills can be found in the Integrated Scales of Development by Cochlear Ltd. ([www.cochlear.com](http://www.cochlear.com))

### **What do I do if I have concerns about a child's listening progress or development?**

We would highly recommend you work with the child's health and education professionals to ensure that they have appropriate access to sound to develop listening skills for communication. If you have any concerns about a child's listening progress or current auditory skills using the FLI-P®, please contact [enquiries@shepherdcentre.org.au](mailto:enquiries@shepherdcentre.org.au) or alternatively a hearing professional near you.

### **Should I be using the child's 'hearing age', 'implant age', or 'chronological age'?**

The FLI-P® has been designed to always use a child's chronological age. Although 'hearing age' refers to the time point at which aids were fitted, it can't be guaranteed this is the point that these aids provide useful information for the development of hearing and listening skills. This is similarly with 'implant age'. The data child's implant is activated doesn't necessarily mean at this point that they have useful and good access to sound for the development of hearing and listening skills, as this happens overtime with the optimization of a child's cochlear implant program/MAP. Given the recognized standard measures for language development for children with hearing loss compare progress to normative data on typically hearing children, through chronological age, the FLI-P® has been designed similarly.

### **What do I do if the child can't do an item? Should I be teaching it to them?**

The FLI-P® does provide a guide for the listening skills that the child will be developing next. Although we don't advise 'teaching to a test' (i.e. teach a certain item so they can mark off this item on the index), incorporating the next skills the child is rarely doing, are appropriate auditory goals to build into every day activities.

### **What is the evidence for the use and development of the FLI-P®?**

Individual and group data analysis has been used since 2013. Numerous ongoing research projects are underway involving different uses of the FLI-P®. If you would like to participate in future research collaborations and developments using the FLI-P®, please contact [enquiries@hearhub.org](mailto:enquiries@hearhub.org)

## Glossary

**Auditory memory:** The ability to remember information that is heard.

**Conversation:** A conversation is a communication interaction between two or more people. All communicators should be responsible for maintaining the conversation so one person is asking questions and the other just answering them is not a conversation. All participants should make comments as well as ask and answer questions.

**Detection vs Identification:** Detection means “they heard sound!” It does not mean that the child knows what the sound was or has placed any meaning with it. It is purely acknowledgement that a sound signal reached the brain. If a sound is identified, it must first be detected and then some meaning must be attached to it so it becomes “they know what that sound is”

**Discrimination:** The ability to hear the difference between two or different sounds. The child may not be able to hear them very clearly but because there are only a small number of options, they can tell which one is which.

**Intonation:** The rise and fall of a voice when speaking.

**Highlighting:** Similar to using a ‘sing-song’ voice. When speaking, add emphasis through volume (louder or whispered sounds), pitch (using pitch changes i.e. going from low to high to low pitch), duration (making a sound longer) or repetition to a word or sound when you say something to the child.

**Ling Six Sounds:** The Ling Six Sounds (Ling 1976) are sounds that cover low, mid and high frequency speech sounds typically fall in between and around these, so if a baby/child can detect all six Ling sounds in a quiet place from one meter away, you can be confident they can detect all speech sounds under the same conditions (quiet, 1m away).

**The sounds are:** mm, oo, ah, ee, sh and ss. The ling sounds should be used regularly to check access to speech sounds, that the child’s device is working correctly, and to help to identify hearing changes. The Ling sounds should be done both binaurally (both ears together) and for individual ears where possible i.e. left device only or right device only. If a baby/child is not responding to all six sounds, we would recommend consulting an audiologist or hearing professional.

**Listening alone:** Without any visual, tactile or other cues.

**Mostly:** You are quite confident the child has the skill in question. They do it easily and frequently with different people and in different contexts.

**Noisy place:** A place where there is a lot of background noise that makes it harder for the child to hear what you are saying. Examples include a playground with children play. A café or restaurant with conversations in the background, a preschool or classroom, a room with the TV or radio on in the background.

**Quiet environment:** A room or area without background noise. The TV is off, no noise from fridges/air conditioners/fans/people talking. The room or area has carpet/soft furnishings so there is no reverberation.

**Rarely:** the child is unable to do the task required or you are not sure if the child has consolidated this skill. They show the skill in questions sometimes but not frequently or easily. The child may do the skill in question only in some circumstances or with specific people or in specific places.

**‘Sing-song’ voice:** Also sometimes called parentese/ baby talk/ infant directed speech. Has a high pitch, short sentences, lots of repetition and is used because it is more interesting to babies/young children. And is more likely to gain their listening attention.

**Typical voice:** one you would use when chatting with someone next to you. When measured with a sound level meter, between 60-65 dB SPL.

**Visual cues:** these are additional helpful hints to support listening that the child picks up through what they can see. They include gestures (pointing), eye gaze (looking at the thing you are talking about), pictures and lip-reading.

Visual cues are very helpful in natural communication situations where the listening environment is noise, unless specifically states, they should not be used when doing the items in the FLI-P® as this tool was designed to monitor listening skills without visual support.

**Visual cues in conversation:** it would be unnatural to have a conversation without occasionally looking at the face of our communication partner to check on their comprehension. However, for the purposes of the FLI-P®, minimize the opportunities for visual cues by sitting next to the child rather than opposite. This way, they can glance at you but if the child needs to constantly look at your face it may mean they are relying on lip-reading. Thus they are likely to be rated as ‘rarely’ for this item.

## References and acknowledgements

Auditory Skills Checklist, (2004) Adapted by Karen Anderson, from Auditory Skills Checklist by Nancy Caleffe-Schneck, M.Ed.,CCC-A(1992).

Auditory Skills Program, New South Wales Department of School Education.

Archbold, S., Lutman, M.E., & Marshall, D.H. (1995). Categories of Auditory Performance. *Annals of otology, rhinology & laryngology. Supplement*, 166, 312.

Cochlear Limited, Integrated Scales of Development. (2009)

Cole, E.B, & Flexer, C.A. (2007). Children with hearing loss: developing listening and talking birth to six: Plural Pub. Estabrooks, W. (1998). Cochlear implants for kids: Alexander Graham Bell Association for the Deaf.

Joint Committee on Infant Hearing of the American Academy of P., Muse, C., Harrison, J., Yoshinaga-Itano, C., Grimes, A., Brookhouser, P.E.,...Martin, B.(2013).

Supplement to the JCIH 2007 position statement: principles and guidelines for early intervention after confirmation that a child is deaf or hard of hearing. *Pediatrics*, 131(4), e1324-1349.

E., Martin, B.(2013). Supplement to the JCIH 2007 Position Statement: Principles and Guidelines for Early Intervention After Confirmation That a Child is Deaf or Hard of Hearing. *Pediatrics*, 131(4)

Pollack, D., Goldberg, D.M., & Caleffe-Schenck, N. (1997). Educational audiology for the limited – hearing infant and preschooler: An auditory – verbal program. Charles C Thomas Pub Limited.

Simser, J.I. (1993). Auditory-verbal intervention: Infants and toddlers. *Volta Review*, 95(3): 217-229.




Tuohy, J., Brown, J. and Mercer-Mosely, C., 2001, St, Gabriel's Curriculum for the Development of Audition, Language, Speech, Cognition, Trustees of the Christian Brothers, St. Gabriel's School for Hearing Impaired Children, Sydney, Nsw, Australia.

Walker B. (2009). Auditory Learning Guide.




### FURTHER INFORMATION

For any questions on use please contact [enquiries@hearhub.org](mailto:enquiries@hearhub.org)

## Item Descriptions

PHASE 1: SOUND AWARENESS		
	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
1.1 Jumps or startles to loud sounds	The child jumps, startles or blinks their eyes when there is a sudden loud noise (e.g., door slamming, loud clap, something falls onto a hard floor) nearby.	Make sure you can see the child, but they can't see you. Make a loud noise and watch for a response. Do they jump? Startle? Blink?  Remember to check that the child's responses aren't from seeing a movement or feeling something else.
1.2 Looks or smiles at me when I talk to them in a 'sing-song' voice	The child looks at you, smiles, widens their eyes or becomes still when you use this voice. Young babies may stop or start sucking to show they are listening.	When you are holding the child or are closeby, gently talk in a 'sing-song' voice. See if they smile, look at you or change their facial expressions.  Talking with extra rhythm and melody makes it easier for children to listen because it provides extra 'acoustic' cues.
1.3 Hears at least 3 or 4 different animal or transport noises when I make them	They might widen their eyes, blink, become still or turn to look at you when you make an animal or transport noise. Examples are 'brmmm' - car; 'meow' - cat; 'ee-or' - fire engine; 'quack quack' – duck. This shows the child can hear these sounds and are engaged by them, even when they can't see them.	When you are playing next to them and they aren't looking at you, make an animal or transport noise and see if they pause, look up, look at you or become still. After you make the sound, you could also show them the toy or picture that matches the sound and say 'Yes, you heard it, that's the dog.'  If they didn't seem to hear it, try pointing to your ear and say "Listen". This will encourage them to stop and listen for the sound before you repeat it.

## PHASE 1: SOUND AWARENESS

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
1.4 Pays attention to talking, singing or music for 20-30 seconds, even when there is nothing to see	They will either settle or become excited when you sing or talk to them, even when they can't see you. They may become quiet when they hear music or singing even when they don't see anything. If you are in another room, they remain happy or quiet when you talk or sing, or they hear music.	When they're not looking at you, start gently singing or talking. See how they respond. They may become still, may move more by kicking their legs/bouncing up and down/waving their arms and legs, or even start smiling and looking around.   You could also play some music. Building the ability to listen to sounds for longer periods of time is important in developing attention skills through listening.
1.5 Hears ALL of the “Ling 6” sounds when presented with emphasis	The child hears and responds to the sounds ‘mm’, ‘oo’, ‘ah’, ‘ee’, ‘sh’ and ‘ss’ when you say them and while they aren't looking at you. They will show this by becoming still, changing where they look, blinking, widening or opening their eyes, raising their eyebrows or turning their heads. They may do this as soon as you start making the sound, or when you stop. Responses to all these sounds show they can hear very low speech frequencies ('oo', 'mm'), mid frequencies ('ar', 'sh') and high frequencies ('ee', 'ss').	When the child is next to you, not looking at you, and quiet, make one of the 6 sounds. See if they show any response, like widening their eyes, blinking, becoming still, turning, stopping, or looking up.   If necessary, add extra volume or patterns to help them hear the sounds. For example: 'ee-ee- ee' or 'oo-OO-oo'. Also, be aware that they may not respond if they are playing with an engaging toy, or watching something they are very interested in.
1.6 Can work out where a sound is coming from	When you call the child from a different room, they look towards you. Or they might turn their head to look if someone behind them is talking. This shows they can 'localise', or correctly work out where sounds are coming from.	See if the child turns to look for you when you start talking. Hearing the sound is the first step, but working out accurately where it is coming from is important in identifying the sounds around them.   So you can see the child's response, ask someone to call from another room and watch if the child looks to where the voice is coming from.


## PHASE 1: SOUND AWARENESS

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
1.7 Hears me when I whisper	They may look around or look at you if you whisper something whilst they aren't looking.	<p>When you are sitting next to them and they aren't looking at you, whisper some quiet sounds such as 'pa pa pa', 'ha ha ha' or whisper their name. Do they stop what they are doing? Look around? Look to see what it was?</p> <p> Listening to sound at different volumes is an essential skill in children being aware of all the different types of sounds, particularly the quieter sounds of speech.</p>



## PHASE 2: ASSOCIATING SOUND WITH MEANING

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
2.1 Makes sounds back to me when I talk to them	They seem to have a 'conversation' with you. They will babble back and forth (you say something, they babble some sounds, you say something else, they babble some more sounds), as if you are having a conversation. They will stop babbling when you talk, and then when you stop, they will begin babbling again.	<p>When you are sitting with them, talk to them either using a 'sing-song' voice or with some babble sounds. After a few words or sounds, pause and look at them, waiting for them to respond.</p> <p>When they say something to you, respond with more sounds, then wait again for them to take their turn. This is the beginning of conversation, where we take it in turns to listen and talk.</p>
2.2 Can tell the difference between talking and singing	When you sing, they may bounce or bob up and down, move their arms or legs, sway from side to side or try to sing along. This is different to their response when you are simply talking or reading them a story.	Start singing to them, and look for signs that they can tell this is different to when you talk to them. You may see them pause/stop or change what they are doing either when you begin, or finish singing. Participating in these back and forth talking and singing games are an essential part of early conversation skills using language and listening.



## PHASE 2: ASSOCIATING SOUND WITH MEANING

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
2.3 Knows the voices of 2 family members	They recognise your voice even when they can't see you, and the voice of another family member or familiar person. If they are unsettled, they will calm down to the sound of your voice but not to the voice of someone they don't know. They will also recognise the voice of another person and will show this by looking at them when they talk, becoming excited when they hear them, or smiling or becoming calm when they hear their voice	When there's a familiar family member or person around, ask them to call the child's name or start talking to them. Watch to see if the child looks around for them. Think about how they react when they hear someone they know, compared to someone they don't know. Is there a difference?
2.4 Recognises a favourite song or music from the TV, tablet or phone	You see them get excited when the sound of their favourite TV show comes on or when a favourite song plays on a digital device. This is one of the earliest indications that they are understanding and putting meaning to 'digital' sound signals, which are harder to listen to and understand than voices, talking or signing.	Out of their sight, play a favourite song on your phone or tablet, or put the TV on as one of their favourite TV shows starts. Watch to see if they show signs of recognition. They might get excited, smile, look for it, look up at you, or get upset as they want to find it or watch it!
2.5 Pays attention and stayed engaged through 2 to 3 nursery rhymes in a row or with a favourite book for a couple of minutes	When you sing or say 2 to 3 nursery rhymes in a row, they look at you or smile throughout.  When you talk about the picture in a book, they will listen to you and look at the book for a couple of minutes before losing interest. This indicates they are starting to pay attention for longer periods of time, using both their listening and visual skills.	When you are sitting somewhere quietly with them, open a book and talk about the pictures in a fun, interested and engaging way. Do they pay attention for a couple of minutes? Alternatively, sing 2 to 3 nursery rhymes in a row. Learning to stay focused and use their listening in longer activities helps develop their 'auditory attention'.   Do the actions with a nursery rhyme to help keep them engaged

## PHASE 2: ASSOCIATING SOUND WITH MEANING

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
2.6 Knows some of the sounds around us	They can identify some of the everyday sounds around us. They may look at the door when the doorbell rings, look outside when they hear a car or a dog bark, run to or away from the bathroom when they hear the bath running, or look to the sky if they hear a plane.	When the child isn't looking, put something in the microwave and wait for it to beep. Do they look towards the microwave? When your mobile phone rings, do they look for your bag? This is one of the first crucial steps children take in attaching meaning to sounds.   Ask a friend or relative to knock on the door so you can see if the child looks at or moves towards the door at the sound.
2.7 Looks at who is talking in a group	When a group of people are talking, they will look at the person who is talking. When someone else starts talking, they will turn to look towards them.	Watch when you are talking in a group. Does the child look at who is speaking? Do they look to someone else when they start speaking? Do they look between people who are speaking? This functional listening skill further develops their sound localisation skills, which is important for following conversations.
2.8 Knows what is going to happen next in familiar songs	They may start giggling at a familiar nursery rhyme that involves tickling e.g., "Round and round the garden... tickle him under there!" Or they may fall down in anticipation during "Ring a ring a rosie... we all fall down!". Or they may scream in advance at "Row, row, row your boat... if you see a crocodile, don't forget to scream!"	Sing a familiar nursery rhyme that involves some sort of movement. Watch closely as you get to the point in the song where something happens. Do they tense up? Pull their hand away? Get ready? Smile? Show you they know what's coming? When children show this, it indicates they are using their listening to develop their 'anticipatory knowledge' of what is coming next.   'Humpty Dumpty' (for falling down) or 'Three Little Monkeys' (for jumping on the bed) are great, action-filled nursery rhymes to try.


## PHASE 2: ASSOCIATING SOUND WITH MEANING

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
2.9 Hears ALL the “Ling 6” sounds when I say them in a normal voice without looking at me when I am close by	When you say all of the Ling 6 sounds with no extra emphasis, they show they can hear them by turning their head, looking at you, stopping or pausing what they are doing, or raising their eyebrows.	<p>Stand within a metre of the child and when they are quiet and not looking, say one of the 6 sounds in your normal speaking voice.</p> <p>Look to see if they heard you. Repeat for all the sounds. Responses to all of these sounds indicate they are able to hear all the sounds of speech at a ‘conversational level’.</p> <p> Watch out that they aren’t looking at your face, can see your reflection, or feeling the sound. If they don’t respond at first, you may want to cue them to listen by pointing to your ear, saying, ‘Listen’, and looking expectantly at them.</p>
2.10 Knows if someone is happy or angry from the sound of their voice	You may see the child become upset or quiet if they hear someone use a firm or angry tone. They may also become calm and smile if they hear a happy voice.	<p>Think about how they reacted if you used a firm tone near them. Did they seem upset and understand you used a different type of voice? Did they change when you started using a happy voice? This listening skill reflects early social development and the ability to begin to understand someone’s emotion from their tone of voice.</p> <p> Young children get a lot of cues from faces, so try to make sure their response is only from listening to voices.</p>


## PHASE 2: ASSOCIATING SOUND WITH MEANING

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
2.11 Recognises at least 3 songs or nursery rhymes when I sing them without the actions	They start doing the actions to familiar songs or nursery rhymes before you do them. They may move their arms 'round and round' when you sing 'The wheels on the bus', put their arms up in the air when you sing 'Twinkle, twinkle' or clap their hands when you sing 'When you're happy and you know it...'	When you're sitting with them, sing a familiar nursery rhyme or song. See if they do any of the actions without you starting them. If the song doesn't have actions, see if they go and get a toy you have linked to that song. These responses show they can tell the difference between songs.


## PHASE 3: COMPREHENDING SIMPLE SPOKEN LANGUAGE

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
3.1 Repeats 3 familiar sounds after me	They copy the sounds that you say when you talk or babble with them, without needing to watch while you say them. So when you say 'mama', they copy you, and when you change to say 'dada', so do they. This ability to listen to others and match their own words and sounds to what they are hearing is called the 'auditory feedback loop'. It is important for developing clear speech.	Make some babble noises that you know they can make. Wait and see if they repeat them. You might say 'mamamamama', then look expectantly at them. If they don't do anything, say it again and then say, 'Your turn' and wait to see if they copy you. Then try changing the sounds and see if they do the same.  Try involving older siblings or other children to help make the sounds.
3.2 Understands a word or phrase without any actions or gestures	They can understand one simple word or instruction, without you pointing to or looking at what you are talking about. So when you say, "Where's Mummy/Daddy/the puppy?" they will look around to find that person or thing. When you say, "Let's go", they might get up. When you say, "Get your book", they do it. Or when you say, "Yummy, yummy, dinner time!", they look to their highchair. This is the first indication of attaching meaning to words.	Try saying something that you would say every day without using actions or looking towards the item or person that you are talking about. Do they point or look towards it? Do they reach for it? Or go and get it?


### PHASE 3: COMPREHENDING SIMPLE SPOKEN LANGUAGE

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
3.3 Matches 3 to 4 animals or objects with the sounds they make	They may look at, point to, pick up or go and find a toy or picture of the object or animal when you say the sound it makes. For example, when you say, “Where’s the dog, woof woof?”, they look around for their dog; or when you say “Where’s the train, choo choo?” they go looking for their train.	Have a few familiar animals and objects that make a sound near the child. Make one of the sounds, and then watch to see what they do. Do they stop what they are doing and look for it? Do they reach for it and give it to you?
3.4 Knows their own name and will look at me when I say it	The child looks up when you call their name. They may look directly at you, or look around to see who called them. If you call another name, they won’t respond in the same way.	When they’re not looking at you, call their name. When they turn and look, you could wave hello, say something like “Yes, you heard me call your name!” or give them a toy to play with.   Sometimes you may have to repeat their name if they are concentrating on something else. But note that if we call young children’s names too often for no reason, then they may stop turning when they hear it.
3.5 Can give me one thing when I ask for it without pointing	They can give you one thing when you ask for it without any gestures or actions to help show them what you want. For example, when you say, “Give me the ball” they go and get it for you.	Have a few familiar items (e.g., toy car, spoon, shoe, ball, teddy) around the child. Ask them to give you one of them, being careful not to point, or indicate with your eyes or head which one you want. You may want to hold out your hand to show them you want something, without giving away which one.

### PHASE 3: COMPREHENDING SIMPLE SPOKEN LANGUAGE

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
3.6 Repeats some of the words that I say	When you say, “Look at the doggy”, they may try to repeat “doggy”. When you say, “Here comes Daddy”, they may try to say “Daddy”.	When they aren’t looking at you, talk about what they are playing with. Wait and see if they try to say it after you. For example, they have some keys and you say, “Oh, you’ve got some keys”, emphasising the object. Wait to see if they say anything. They may turn and look at you, and if they don’t say anything, draw their attention back to the keys and say, “Yes, it’s the keys” again. You could then say, “Your turn, (pause) it’s the keys.”
3.7 Repeats ‘ah’, ‘oo’, ‘ee’ and ‘mm’ from the “Ling 6” sounds clearly after me	They can repeat ‘ah’, ‘oo’, ‘ee’, and ‘mm’ from the Ling 6 sounds clearly when you say them in a quiet place from about a metre away, and when they’re not looking at you.	<p>In a quiet room, tell them you’re going to make some sounds that you want them to repeat. When they’re not looking, say the sounds one by one in your usual voice, and see if they can repeat each sound back to you. They should be able to say ‘ah’ ‘oo’ ‘ee’ and ‘mm’ after you. Although previously they have been able to hear the sounds, being able to copy them correctly shows they are hearing them clearly.</p> <p> Don’t be tempted to make the sound longer or vary your pitch so it’s easier to hear.</p>


### PHASE 3: COMPREHENDING SIMPLE SPOKEN LANGUAGE

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
3.8 Is able to tell the difference between 'ss' and 'sh' from the "Ling 6" sounds	The child makes different sounds when trying to say 'ss' and 'sh' even though they may not be correct. Or they might look at the picture of a baby sleeping when you make a 'shh' sound; and at the picture of a snake when you make a 'ss' sound.	Ask the child to make some sounds after you. Make the 'ss' sound and then the 'sh' sound. Do they sound different when they repeat them? You can also make the 'ss' sound to a picture of a snake or with a toy snake; and the 'sh' sound to a baby sleeping. When they know which sound goes with which picture, do they look at the snake when you make the 'ss' sound? And the baby when you make the 'sh' sound?   Don't be concerned if the child can't make the sounds properly as young children often can't do that until they're older. But being able to tell the difference between them shows they can hear different sounds at different frequencies.
3.9 Says some words in familiar songs	When you sing a familiar song and pause before the last word, they say the word. For example, you sing "Humpty Dumpty sat on a wall, Humpty Dumpty had a great...", they will say "fall". The word may not always be clear but it sounds like it is supposed to.	Start singing a song that you often sing. Stop just before you get to a familiar word and look expectantly at them. Wait to see if they fill in the word. If you are singing "Twinkle, twinkle little..." they might say "da" or "ar" for star, or 'eeeeee' for "wee-wee-wee- wee... all the way home'.
3.10 Understands 10 words or phrases	They understand 10 words or phrases without the help of gestures or actions. For example, when you are leaving to go somewhere and say "Wave bye-bye", they start waving (when you aren't). If you say, "Clap your hands", they start to clap.	Uses words or phrases that they know well. These could be something like, "Give me a kiss", "Put it in the bin", "It's bath time" or "Come here". Try saying these without doing any actions or gestures and see if they show you they understand by doing the action.



### PHASE 3: COMPREHENDING SIMPLE SPOKEN LANGUAGE

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
3.11 Knows the names of 3 familiar people or pets	When you say, “Where’s Mummy/Daddy/Nonna?”, they look around for them or find them in a photo. When you say, “Give it to Mummy/Daddy/Uncle Bob”, they will take it to the right person, even when you don’t point or show them who to take it to.	Ask them, “Where’s Mummy/Daddy/Nonna?” or someone they know well. They might look at the person, point to them, go to them or try and find them. If you are looking at a family photo they might point to the person, or say their name when they see them.
3.12 Hears me when I call their name in a noisy place	They will turn their head and look at you when you call them from about 3 metres away in a noisy place like a café, their preschool, or at the shops.	When you are at the shops or playground, call the child’s name once from about 3 metres away. Do they turn and look at you?


### PHASE 4: COMPREHENDING LANGUAGE IN DIFFERENT LISTENING CONDITIONS

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
4.1 Follows short directions that are unpredictable or silly	You give them silly instructions (e.g., “Put your hat on your ear”, “Put your shoe on your head”, “Clap your feet”) that they haven’t heard before and they easily follow them, even when you don’t use any gestures or actions to help.	Ask them to do something funny or unusual with an object (e.g., “Brush your toes”, “Shake your legs”, “Put your ball on your head”, “Put the car in the bath”). Do they laugh or do something else that shows they understand you?
4.2 Knows the actions for several different verses of a song	When singing a song with different verses and actions (e.g., “The wheels on the bus”), they do the actions for each verse without you doing them first. So they may move their hands round for wheels, then “beep the horn” in the next verse. They can do this even when you mix up the order of the verses.	Sing “Wheels on the bus” with them. Wait for them to do the action. Try singing a few verses in different order and see if they do the matching actions. Being able to follow actions in different verses shows they are able to understand the words of a song, as well as recognise the tune.  Try this with any familiar song with different actions, such as ‘Row, row, row your boat’, ‘Open, shut them’, or ‘I’m a little teapot’.

## PHASE 4: COMPREHENDING LANGUAGE IN DIFFERENT LISTENING CONDITIONS

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
4.3 Repeats a 2 to 3 word sentence	They can repeat two or three words after you. For example: “My turn”, “Come here” or “Open the door”.	See if they can repeat after you some 2 or 3 word phrases you use often. These might be: “More please”, “Hi mummy”, “Go car”, “Stop now”, “Down the stairs” or “Bye ball”. Say it a number of times and see if they try repeat it.
4.4 Sings a line of a familiar song	They often try to sing a whole line of a song which has at least 4-6 words. All the words may not be clear, or may just be babble sounds, but it sounds like the song and has a similar pattern.	Start to sing a familiar song. After the first line, pause and see if they sing the next part.  Ask them to sing you a song and see what they do.
4.5 Can go and get two things that I ask for	They will go and get two things for you when you say something like, “Go and get your bag and your shoes”, or “Can you get me a tissue and a spoon.”	Ask them get two familiar things, or things that are around them. This is developing their two- item auditory memory.  Try showing them that you want two items by holding up two fingers and counting each item.
4.6 Follows 2 instructions when given in the same sentence	You ask them to do two things and they remember to do both. For example, “Get your shoes and give them to Daddy”, or “ Pick up your toys and then go and wash your hands.”	Put a couple of toys that they like to play with near them and ask them to do two things with the toys. For example, “Give teddy a drink and then put him to bed”, or “Push the car then pick up the ball.”
4.7 Repeats all of the “Ling 6” sounds accurately	They are able to say all six sounds clearly after you when you are standing about a metre away and they aren’t looking at you.  All sounds should be clear and accurate.	Children learn language through hearing others talk, even when they’re a small distance away. When you are about a metre away, and they’re not looking at you, ask them to listen and say what they hear. Say each of the six sounds in a normal voice one at a time, without making them easier to hear in any way. Wait for them to repeat each sound before saying the next one.

**PHASE 4: COMPREHENDING LANGUAGE IN DIFFERENT LISTENING CONDITIONS**

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
4.8 Repeats words and phrases that they have heard on TV, tablet or phone	They repeat things they hear on the TV, phone or tablet. This could be phrases from their favourite shows.	<p>Sit with them while they watch something on the TV or a digital device. See if they repeat anything they hear. You can repeat what you hear, and see if they can do the same.</p> <p> There are a number of children’s TV shows and apps that ask children questions, or ask them to repeat things.</p>
4.9 Repeats most of the sounds I say	When they copy your words, most of the sounds are correct. Note that they may have trouble with the ‘r’, ‘th’ and ‘v’ sounds.	Ask them to repeat the alphabet after you. They should be able to properly say most letters, except perhaps more difficult letters like ‘j’ ‘v’ ‘x’ and ‘z’.
4.10 When I am more than 3 meters away, they can accurately repeat all of “Ling 6” sounds	They can make all the sounds clearly after you when you are at least 3 metres away and they aren’t looking at you.	<p>Listening from a distance can be difficult, but also necessary in everyday life. When you are about 3 metres away, and they’re not looking at you, ask the child to listen and repeat what they hear.</p> <p>Say each of the six sounds in a normal voice one at a time, without making them louder because you are further away. Wait for them to repeat each sound before saying the next one. Being able to repeat all these sounds from 3m indicates they can hear the low, medium and high frequency sounds of speech from a further distance.</p>
4.11 Follows instructions or answers questions they have heard on TV, tablet or phone	When they are watching their favourite TV show, they may call out an answer when they hear a question. When they are using an app that asks questions out loud they can answer. They can follow instructions from an app that gives directions out loud.	Repeating a digital signal is more difficult than repeating someone’s voice. Answering questions or following directions from a digital signal is even harder. Try sitting with them while they’re using a ‘speaking’ app or watching a children’s show that asks questions e.g. ‘what should xx do next?’ ‘Where did xx go?’



Record some questions or instructions on your digital device to make an electronic game of 'Simon Says'. Then see if they can follow them.


## PHASE 5: LISTENING THROUGH DISCOURSE AND NARRATIVES

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
5.1 Recognises a familiar person on the phone	They can recognise on the phone someone that they know. They know who is calling from the sound of the person's voice.	Ask someone they know (family member, close friend, teacher) to talk to them on the phone. Can they tell you who it is?
5.2 Says things that surprise me because I don't know where they heard it	They can say words or phrases that you haven't said or taught them directly. When they say something that you haven't heard, you might think, "Where did they get that from!?"	Children learn new words by their exposure to different words and different people talking. Listen closely to what they say and watch them when they are talking to you or their friends at child care/preschool or in the playground. Are they saying things that surprise you? Do they say things you've never heard before or that they don't normally say?
5.3 Guesses which item I am talking about when I describe something that they can see	They can guess correctly when you describe something close by or in front of them. For example, "I'm thinking of the one that swims in the water, has fins and goes swish, swish", or "Which one is a fruit, has seeds on the outside, is red, goes crunch and you had one for afternoon tea?"	Have a few items and objects nearby (at least 3 or 4). Talk about one of them, without naming it, pointing to it, or looking towards it. For example, "It's an animal, it lives on a farm, it gives us milk and it says "moo", or "It's round, you can kick it, roll it, and bounce it". See if they look to the object you are talking about. They may reach for it, go and find it, or give it to you.
5.4 Can find a page in a familiar book if I describe what is on it	They turn to the page of a familiar book when you say something like, "Let's find where the car is stuck in the mud", or "Where's the green sheep asleep under a bush?"	When you are reading a book that they know well with them, ask them to turn to the page that matches a specific description. For example, "Find the page where the bull chases the farmer and he's running away", or "Where's the page where the dragon chases the witch?"



## PHASE 5: LISTENING THROUGH DISCOURSE AND NARRATIVES

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
5.5 Is able to sing or say most of a familiar nursery rhyme or song	They sing or say most of a full nursery rhyme or song they know well, like “Humpty Dumpty”, “Twinkle Twinkle” or “Happy Birthday”. They get the rhythm and the tune right, although some of the words may not be very clear.	Take it in turns to choose a nursery rhyme or song to sing. See how much they can sing. You could also ask them to sing a song to a family member, pet or toy, or pretend to ‘perform’ a song to you.
5.6 Can answer simple questions about a favourite toy or activity	They answer questions about their favourite toy. For example: “What is it?”, “Who bought it for you?” “Where did you get it?” “What does it do?” “How do you like to play with it?” They may also answer questions about a favourite activity, such as, “Where did you go?” “What did you do?” “Who were you with?” “What happened then?”	Ask them about one of their favourite toys or things that they like to do. You can ask questions like, “What is this?”, “What does it do?”, “Where did you get it?” “How does it work?” “What do you like most about it?”.
5.7 Hears differences in similar sounding words and understands that this changes their meaning	They understand that changing a letter or two in words can change their meaning. For example, “cat” means something different to “cats”, and “cat” and “cap” are two different things.	Think of some very similar sounding words which they know that have a different meaning when one sound changes. For example: tea/key; hat/bat; sock/socks; mum/mum’s; jump/jumped. Use these similar sounding words when you talk with them to see if they can show you they understand the difference. They may do this by what they say or do, or by picking up when you use one in the wrong way.



## PHASE 5: LISTENING THROUGH DISCOURSE AND NARRATIVES

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
5.8 Will fetch 3 things at once if I ask for them	They can find and bring back 3 things when you ask. For example: “Can you get me a bowl, a cup and a spoon?”; “Let’s put away the boat, the car and the plane”, or “Put your drink bottle, your hat and your lunchbox in your bag.”	Remembering a growing number of things builds a child’s ‘auditory memory’ skills. Look around and ask them to get you three things that are nearby. For example, “Give me the apple, the spoon and the teddy”.   You can also count on your fingers as you ask for them, and say, “I’m going to ask you for three things, are you ready? Give me the book, the horse and the hat”.
5.9 Has a short conversation with me if I start it by telling them what we are talking about	When you start a conversation with them, they can continue for a number of turns. For example, you might ask “Where should we go today?”, to which they reply, “The park”. When you comment further about the last trip to the park, they reply again, saying something like, “No, you went on the slide and I went on the swing last time”. Then they might say, “But I want to go on the slide today.”	Start a conversation by explaining the topic. You could say, “Let’s talk about our visit to grandma’s house; I had such a good time!”. Pause for them to comment. If they don’t say anything, ask a question like, “What did you enjoy most?” See if you can keep talking about the same topic for a few turns each, even when you make a comment but don’t ask them a direct question. Learning to maintain conversations through listening is an important social skill. It helps children know how to appropriately answer and comment on what has been said, and be able to stay focused on a topic.

## PHASE 5: LISTENING THROUGH DISCOURSE AND NARRATIVES

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
5.10 Follows 3 instructions in the same sentence	If you ask them to do 3 things, they can remember them. For example, “Put your toys away, wash your hands and then sit at the kitchen table”, or “Put your cup in the kitchen, then go and put your bag in your room, and bring me a book”. They don’t necessarily need to complete them in order, but do need to be able to do them all without prompting.	<p>Playing the popular children’s game Simon Says can be a good way to check this. For example, “Simon says stand up, clap your hands and touch your nose”, or “Simon says wave you hand, turn around and touch your toes”. Tell or show them that they need to remember 3 things.</p> <p> You could say, “I’m going to say 3 things, let’s see if you can remember them”, or you could count on your fingers each time you say one of the things. These sort of cues can be useful strategies that children can use to help develop their auditory memory and listening span.</p>
5.11 Guesses what I’m describing from clues when I describe an object or an animal they know	They answer when you give clues about an item you are thinking of without using any actions as a hint. For example, “I’m thinking of an animal, it swims in the water, has fins and sharp teeth”, or “I’m thinking of a fruit, it is yellow and you have to peel the skin to eat it.”	<p>Explain you are going to play ‘I spy’, or a similar guessing game. Give clues using lots of descriptions and see if they can guess is the object. For example, “I spy something that is green, has leaves, tall branches and grows in the ground”, or “I’m thinking about an animal that lives on a farm, gives us milk and says moo”.</p> <p> If you add the sound that an item makes, it turns into a much easier listening task. Try leaving out the sound and see if they can still guess the item: e.g. “I am thinking of an animal that lives on a farm, loves mud, is pink and has a curly tail” (i.e. don’t make the ‘oink oink’ noise). This encourages children to use listening to put pieces of auditory information together.</p>


## PHASE 5: LISTENING THROUGH DISCOURSE AND NARRATIVES

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
5.12 Accurately repeats sentences of 5 to 6 words after me if they know all the words	They will be able to copy you when you say a sentence like “Yesterday I had a sandwich” or “I really like chocolate ice cream”. However, they may not say all words correctly.	<p>Think of a few sentences containing 5-6 words the child knows. Sit next to them and ask them to repeat what you say. For example, “I’m going to say something and I want you to say it after me: “I like going to the beach.”</p> <p> Point at yourself when you are talking, and then at them when it’s their turn. If they repeat some and not all the words, encourage them to try to say all the words.</p>
5.13 Is able to tell me how 3 or 4 things are related when I name them	They are able to complete sentences like “Circle, square, triangle are all...” or “Strawberries, firetrucks and stop signs are all...”	<p>Think of some things that are related in an obvious way. They might be different types of the same thing (animals, fruit or cars), things that are used in the same way (e.g., driven, drawn or ridden), things that look the same (round, yellow, small), or things that live in the same place (under water, in the kitchen, on the farm). You could tell them that you are going to talk about some things that are all the same.</p> <p> Give an example to start. For example, “Fish, sharks and seals all live... in the water.” “Ok, your turn. Cars, motorbikes and trucks all... “ Processing information about a number of items develops necessary auditory processing and comprehension skills.</p>

**PHASE 5: LISTENING THROUGH DISCOURSE AND NARRATIVES**

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
5.14 Brings back 4 things that I ask for in one sentence	When you ask for 4 things, they get them all without extra prompting. For example: “Please get me a bowl, a cup, the salt and a spoon?”, or “Can you get the boat, the car, the train and the plane?”. They don’t need to get them in the order you gave them, but do need to remember all of them without any hints.	Packing or unpacking are great ways to check these listening skills. When you are next packing toys away, ask them to pack away 4 things. For example: “Can you pack away the truck, the book, the teddy and the car?”, or packing for school “Can you put your lunchbox, your drink bottle and your hat in your bag”. You can remind them before you start that you are going to ask for 4 things. If they forget one, repeat all 4 things, not just the one that they forgot.


## PHASE 6: ADVANCED OPEN SET LISTENING

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
6.1 Can have a simple conversation with a familiar person on the phone	They can have a conversation on the phone with someone they know. They may ask or answer questions, make comments, or tell the other person things without you helping them.	Ask them which family member or person they would like to call, and help them decide what they'd like to talk about. For example: "Who would you like to call to tell about your swimming lesson today?" Can they answer the person's questions? What do they tell them? Do they have a few turns back and forth?   Using your phone's speaker setting lets you hear both sides of the conversation.
6.2 Guesses a less familiar item from clues that I give	They identify an object you describe that's not common, and when you use less obvious clues. For example: "I'm thinking of something in the sky that gives us heat and light", or "I'm thinking of how you feel if you lose your favourite toy, or if you fall over and hurt yourself."	Thinking of things that are more abstract or less common can be difficult, particularly in a listening task. Try telling them that you are going to give them clues about something that might be tricky to think of (and do it without using any pictures or toys as visual cues). It might be a number, a concept, a feeling, an idea, a characteristic or an event.
6.3 Remembers 4 things that happened in a story in the right order after reading a book together	When you tell them a new story, they retell the story to you or someone else and remember at least four things that happened in the right order.	Explain to them you are going to tell them a story, and that they need to remember 4 things that happened in the right order. You might tell them about your day and ask them to retell you the 4 things you did in the right order.


## PHASE 6: ADVANCED OPEN SET LISTENING

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
6.4 Easily repeats a sentence of 8 to 10 words after me, even when one or two of the words are new to them	They are able to accurately say sentences of 8 to 10 words, even when they may not know all the words. Each of their words may not sound exactly like yours, but they have a go at saying all of them, even if they don't know exactly what they mean.	There are several ways you can do this. You may simply hear them repeating long sentences from the TV or a digital device. You could also ask them to pause what they're looking at and ask "What did you hear?", or you could play a game to take it in turns repeating the longest sentence you hear.  Record some long sentences on your digital device, including words they might not know. See if they can repeat the whole sentence.
6.5 Understands that the WAY something is said changes the meaning of the sentence.	Understands that the way something is said can change the meaning of a sentence. This could be the pitch, stress or emphasis on a word or part of the sentence. For example, "You like it?" with rising intonation is a question, requiring an answer, however "You like it" with no rise in pitch is a statement that doesn't need an answer.  "He isn't driving to Sydney tomorrow" implies that he is driving another day. "He isn't driving to Sydney tomorrow" implies he is going by another method such as flying. "He isn't driving to Sydney tomorrow" implies that he isn't going but someone else is.	See if the child can tell you if you are saying a question or not. Say sentences with rising intonations and see if they can correctly tell you which ones are questions.  You can also ask them to say something back to you, and see if what they say is appropriate given the emphasis you are using. E.g. Say "I'm not going to eat the apple" with the emphasis on the I'm . The appropriate thing to say back would be 'Who is?' Then try changing the emphasis to say "I'm not going to eat the apple", to which the appropriate response would be "So what are you going to eat?" or "I'm not going to eat the apple", to which the appropriate response would be "What are you going to do with it then?"  The ability to pick up cues in how we say things makes conversations easy. Misinterpreting them makes communication difficult and disjointed.

**PHASE 6: ADVANCED OPEN SET LISTENING**

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
6.6 Is able to follow a long, complicated instruction that has more than 5 components	You give them long instructions and they follow them easily, without you needing to simplify them or make them shorter. You can say things like, “Go to your bedroom, find your sports shoes in the drawer and put them by the front door”, or “Pick up your shirt, socks and shorts from the bathroom and put them in the washing basket in the laundry”, or “Draw a pink circle, then a blue triangle and write your name at the bottom of the paper.”	<p>Think about when you ask them to do things at home or during the day. Do you give long, complicated instructions and can they follow them?</p> <p>Remember that children often don’t follow instructions because they don’t want to, not because they haven’t heard. So make sure it’s something they really want to do! This could be in games like “Simon Says”, or “Let’s Draw” during which you deliberately give 4-5 part instructions. Or it could be when they are asking you for something they want. For example, “You can have some ice-cream once you have put your shoes away, packed up your bag, your plate is in the sink and you’re sitting at the table’.</p>
6.7 Easily repeats a sentence of 8 to 10 words they have heard on TV, tablet or phone, even when one or two of the words are new to them	When they are using an App on a digital device, they can repeat instructions that they hear, or can repeat 8 to 10 word sentences from shows or movies. They may repeat some words incorrectly, particularly new ones, but will give them all a go.	<p>There are several ways you can do this. You may simply hear them repeating long sentences from the TV or a digital device. You could also ask them to pause what they’re looking at and ask “What did you hear?”, or you could play a game to take it in turns repeating the longest sentence you hear.</p> <p> Record some long sentences on your digital device, including words they might not know. See if they can repeat the whole sentence.</p>

## PHASE 6: ADVANCED OPEN SET LISTENING

	WHAT THIS CAN LOOK LIKE	HOW TO CHECK
6.8 Follows instructions, has a conversation or can listen to a story and answers questions about it when we are in a noisy place	When you are somewhere noisy like the shops, the park, a café or school, they easily hold a conversation with you, follow long instructions, or listen to a story and tell you or answer questions about it.	Life is often noisy, and listening in real-life situations can be challenging. Think about when you are in noisy places like shopping malls or cafes. Can they follow what you are saying easily when you are explaining something or telling them a story? Can they tell you what you've said? Can they answer questions about what they heard? Do they switch off? Do you have to encourage them to listen or repeat what you are saying? Do you need to move closer for them to pay attention?
6.9 When they are somewhere noisy, they can have a conversation on the phone, or they can listen to a story on a digital device and answer questions or tell you about it	They have a conversation on the phone when it's noisy around them (e.g., in the playground, outside when it's windy), or they listen to something on a digital device at a cafe or at the shops and can talk about it afterwards. They can answer questions or tell you about it in way that shows they could hear it.	Listening to digital signals is more difficult than voices, and even harder in noisy situations. Think about how well they can listen to and use a digital signal in these loud everyday environments. This could be a conversation on the phone in which they use appropriate comments, questions and answers), or they are able to answer questions about a story they have listened to or a show they have watched.   Make sure they include information that could only have come from what they heard, as they can pick up so much visually.

## ACKNOWLEDGEMENTS

Auditory Skills Checklist, (2004) Adapted by Karen Anderson, from Auditory Skills Checklist by Nancy S. Caleffe- Schneck, M.Ed., CCC-A (1992).

Auditory Skills Program, New South Wales Department of School Education.

Archbold, S., Lutman, M. E., & Marshall, D. H. (1995). Categories of Auditory Performance. *Annals of otology, rhinology & laryngology. Supplement*, 166, 312.

Cochlear Limited, Integrated Scales of Development. (2009)

Cole, E. B., & Flexer, C. A. (2007). Children with hearing loss: developing listening and talking birth to six: Plural Pub. Estabrooks, W. (1998). Cochlear implants for kids: Alexander Graham Bell Association for the Deaf.

Estabrooks, W., MacIver-Lux, K., & Rhoades, E. A. (2016). *Auditory-Verbal Therapy: For Young Children with Hearing Loss and Their Families, and the Practitioners Who Guide Them*: Plural Publishing.

Joint Committee on Infant Hearing of the American Academy of P., Muse, C., Harrison, J., Yoshinaga-Itano, C., Grimes, A., Brookhouser, P. E., . . . Martin, B. (2013). Supplement to the JCIH 2007 position statement: principles and guidelines for early intervention after confirmation that a

child is deaf or hard of hearing. *Pediatrics*, 131(4), e1324- 1349.

Ling, D. (1976). *Speech and the hearing-impaired child: Theory and practice*: Alexander Graham Bell Association for the Deaf Washington, DC.

E., Martin, B. (2013). Supplement to the JCIH 2007 Position Statement: Principles and Guidelines for Early Intervention After Confirmation That a Child Is Deaf or Hard of Hearing. *Pediatrics*, 131(4)

Pollack, D., Goldberg, D. M., & Caleffe-Schenck, N. (1997). *Educational audiology for the limited-hearing infant and preschooler: An auditory-verbal program*. Charles C Thomas Pub Limited.

Simser, J.I. (1993). Auditory-verbal intervention: Infants and toddlers. *Volta Review*, 95(3): 217-229.

Tuohy, J., Brown, J. and Mercer-Mosely, C., 2001, *St. Gabriel's Curriculum for the Development of Audition, Language, Speech, Cognition*, Trustees of the Christian Brothers, St. Gabriel's School for Hearing Impaired Children, Sydney, NSW, Australia.

Walker, B. (2009). *Auditory Learning Guide*

## TERMS OF USE

This is provided for clinical use and available via The Shepherd Centre and The HEARING CRC.

It is not to be reproduced without express permission of The Shepherd Centre, The HEARING CRC and Cochlear Ltd.

## QUESTIONS AND ENQUIRIES

Any questions or enquiries, please contact [enquiries@hearhub.org](mailto:enquiries@hearhub.org)

# FUNCTIONAL LISTENING INDEX – PAEDIATRIC (FLI-P®)



## Administration Form



Child's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

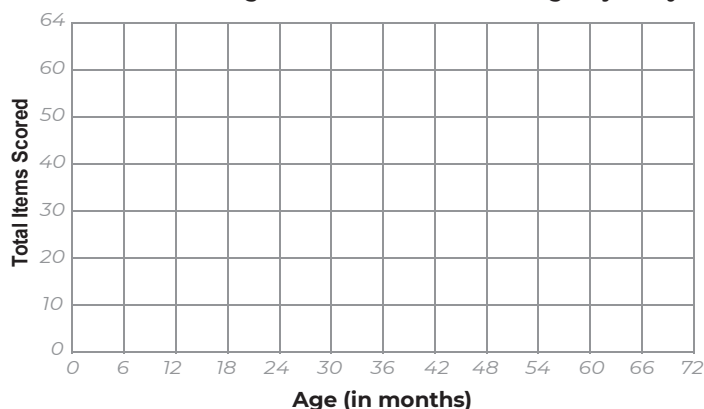
### HOW TO USE THIS FORM

The Functional Listening Index-Paediatric has six phases. Start at the beginning of the first phase, and tick 'Rarely' or 'Mostly' for each item. Add the 'Mostly' scores for each phase and record in the 'Total' section for each phase. An overall total score is the sum of all the phase scores.

Record the overall total items scored in the box below along with the date, the child's age in months, and whether it has been completed by a parent or health professional. Each time you use the form, plot the child's overall total score against their age in months on the graph to track their listening trajectory. Refer to the User Guide, item description and conditions of use for further information.

Date	Total items scored	Child's age in months	Parent/health professional

Functional Listening Index- Paediatric Listening Trajectory



	Rarely	Mostly	Total
<b>PHASE 1: SOUND AWARENESS</b>			
1.1 Jumps or startles to loud sounds			/7
1.2 Looks or smiles at me when I talk to them in a 'sing-song' voice			
1.3 Hears at least 3 or 4 different animal or transport noises when I make them			
1.4 Pays attention to talking, singing or music for 20-30 seconds, even when there is nothing to see			
1.5 Hears all of the "Ling 6" sounds when presented with emphasis			
1.6 Can work out where a sound is coming from			
1.7 Hears me when I whisper			
<b>PHASE 2: ASSOCIATING SOUND WITH MEANING</b>			
2.1 Makes sounds back to me when I talk to them			/11
2.2 Can tell the difference between talking and singing			
2.3 Knows the voices of 2 family members			
2.4 Recognises a favourite song or music from the TV, tablet or phone			
2.5 Pays attention and stays engaged through 2 to 3 nursery rhymes in a row or with a favourite book for a couple of minutes			
2.6 Knows some of the sounds around us			
2.7 Looks at who is talking in a group			
2.8 Knows what is going to happen next in familiar songs			
2.9 Hears all the "Ling 6" sounds when I say them in a normal voice without looking at me when I am close by			
2.10 Knows if someone is happy or angry from the sound of their voice			
2.11 Recognises at least 3 songs or nursery rhymes when I sing them without the actions			

	Rarely	Mostly	Total
<b>PHASE 3: COMPREHENDING SIMPLE SPOKEN LANGUAGE</b>			
3.1 Repeats 3 familiar sounds after me			/12
3.2 Understands a word or phrase without any actions or gestures			
3.3 Matches 3 to 4 animals or objects with the sounds they make			
3.4 Knows their own name and will look at me when I say it.			
3.5 Can give me one thing when I ask for it without pointing			
3.6 Repeats some of the words that I say			
3.7 Repeats 'ah', 'oo', 'ee' and 'mm' from the "Ling 6" sounds clearly after me			
3.8 Is able to tell the difference between 'ss' and 'sh' from the "Ling 6" sounds			
3.9 Says some words in familiar songs			
3.10 Understands 10 words or phrases			
3.11 Knows the names of 3 familiar people or pets			
3.12 Hears me when I call their name in a noisy place			
<b>PHASE 4: COMPREHENDING LANGUAGE IN DIFFERENT LISTENING CONDITIONS</b>			
4.1 Follows short directions that are unpredictable or silly			/11
4.2 Knows the actions for several different verses of a song			
4.3 Repeats a 2 to 3 word sentence			
4.4 Sings a line of a familiar song			
4.5 Can go and get two things that I ask for			
4.6 Follows 2 instructions when given in the same sentence			
4.7 Repeats all of the "Ling 6" sounds accurately			
4.8 Repeats words and phrases that they have heard on TV, tablet or phone			
4.9 Repeats most of the sounds I say			
4.10 When I am more than 3 meters away, they can accurately repeat all of "Ling 6" sounds			
4.11 Follows instructions or answers questions they have heard on TV, tablet or phone			
<b>PHASE 5: LISTENING THROUGH DISCOURSE AND NARRATIVES</b>			
5.1 Recognises a familiar person on the phone			/14
5.2 Says things that surprise me because I don't know where they heard it			
5.3 Guesses which item I am talking about when I describe something that they can see			
5.4 Can find a page in a familiar book if I describe what is on it			
5.5 Is able to sing or say most of a familiar nursery rhyme or song			
5.6 Can answer simple questions about a favourite toy or activity			
5.7 Hears differences in similar sounding words and understands that this changes their meaning			
5.8 Will fetch 3 things at once if I ask for them			
5.9 Has a short conversation with me if I start it by telling them what we are talking about			
5.10 Follows 3 instructions in the same sentence			
5.11 Guesses what I'm describing from clues when I describe an object or an animal they know			
5.12 Accurately repeats sentences of 5 to 6 words after me if they know all the words			
5.13 Is able to tell me how 3 or 4 things are related when I name them			
5.14 Brings back 4 things that I ask for in one sentence			
<b>PHASE 6: ADVANCED OPEN SET LISTENING</b>			
6.1 Can have a simple conversation with a familiar person on the phone			/9
6.2 Guesses a less familiar item from clues that I give			
6.3 Remembers 4 things that happened in a story in the right order after reading a book together			
6.4 Easily repeats a sentence of 8 to 10 words after me, even when one or two of the words are new to them			
6.5 Understands that the way something is said changes the meaning of the sentence			
6.6 Is able to follow a long, complicated instruction that has more than 5 components			
6.7 Easily repeats a sentence of 8 to 10 words they have heard on TV, tablet or phone, even when one or two of the words are new to them			
6.8 Follows instructions, has a conversation or can listen to a story and answers questions about it when we are in a noisy place			
6.9 When they are somewhere noisy, they can have a conversation on the phone, or they can listen to a story on a digital device and answer questions or tell you about it			

## **FLI-P® Printables Terms and Conditions**

### **Functional Listening Index – Paediatric (FLI-P®) – Conditions of Use**

The Functional Listening Index for Paediatric (FLI-P®) has been designed to assist the tracking and monitoring of a child's listening skills in everyday situations. It has been developed for parents, caregivers and health professionals to use with children from birth through to 6 years of age. It is based on clinical research conducted by the HEARing CRC and The Shepherd Centre since 2013.

Use of the Functional Listening Index-Paediatric must be in line with the Conditions of Use (the **Conditions**) (see below).

### **Conditions of Use for the Functional Listening Index – FLI™**

#### **Background**

A. TSC (referred to after this as 'we' or 'us') owns the Functional Listening Index assessment tools (which includes the Functional Listening Index-Paediatric; abbreviated as FLI™ and FLI-P® and referred to in these Conditions as 'the tools') to assist a user of the tools (which may include health professionals and families) (referred to after this as 'you') to assess the listening skills of children.

B. Cochlear has supported the development of these tools.

C. These tools have been developed based on professional experience with children with hearing loss and the development of their listening skills. Concurrent and convergent validation studies have demonstrated that the tools identify the expected differences between groups of children with hearing loss. The tools have been shown to have predictive validity of children's later language scores and have been found to be valuable in clinical management for children with hearing loss.

#### **Conditions**

We provide you with a restricted license to use these tools subject to all of the following conditions:

1. We provide you with a worldwide, royalty-free, non-exclusive, non-transferable license to use and communicate these tools in a non-digital, printed or handwritten format, solely for the purposes of assessing and monitoring the listening skills of children, by:
  - a. using the tools to conduct listening assessments;
  - b. using the tools as a checklist to measure a child's progress with listening over time; and
  - c. undertaking academic or clinical research with the FLI-P®.
2. We retain all rights not expressly granted to you by these Conditions.
3. Except as expressly granted to you by these Conditions:
  - a. you may not sublicense your rights under these Conditions and any attempted sublicense in contravention of these Conditions is void;
  - b. nothing in these Conditions gives you any right, title or interest in these tools; and
  - c. your use of these tools does not provide you with any ownership or rights to these tools or to any derivatives of them.
4. You must only use the tools in accordance with the instructions in the tools.
5. You must not:
  - a. vary the text or the construction of the tools;
  - b. develop, incorporate or adapt the tools for use in an any electronic or digital system without our prior written permission;

- c. use these tools commercially without our prior written permission; or
  - d. vary these Conditions without our written permission.
6. If you make public any data that is generated through the use of the tools, you must:
    - a. notify us in writing prior to publication of that data; and
    - b. acknowledge the FLI-P® on any materials, publications or presentations that include that data.
  7. You acknowledge that the tools may be modified as further research and experience develops in respect of their use, but we are under no obligation to provide you with any updates to the tools.
  8. You acknowledge that, except as expressly agreed by us in writing, you have determined that the tools are suitable for their purpose and:
    - a. the tools are not medical or diagnostic;
    - b. these tools have not been overseen, assessed or approved by a health care regulator;
    - c. you use these tools at your own risk;
    - d. we have no obligation to ensure that there are no defects or deficiencies in the tools;
    - e. we do not provide any warranty as to the suitability of these tools for any individual child;
    - f. you have not relied on any pre-agreement or implied representations or warranties;
    - g. we do not represent or warrant that your use of the tools will not infringe any third party's rights; and
    - h. we are not required to defend or initiate any intellectual property infringement or other claims against or by a third party.
  9. You warrant that you are not a Cochlear Competitor.
  10. If you become a Cochlear Competitor, you must notify us in writing immediately.
  11. If you are (or become) a Cochlear Competitor, on our receipt of the notice under clause 10 the licence provided to you in accordance with these Conditions will terminate immediately.

## Definitions

12. **Cochlear** means Cochlear Limited (ABN 96 002 618 073) of 1 University Avenue, Macquarie University NSW 2109, Australia.

13. **Cochlear Competitor** means:

- a. any person, firm, corporation, partnership, joint venture, association or government agency that is engaged in (or has ownership or control of) any enterprise or business activity which competes directly with any business of Cochlear or of any Cochlear subsidiary as at 27 April 2021;
- b. any manufacturer or distributor of remedial hearing devices, which include but are not limited to auditory brainstem implants, cochlear implants, bone conduction devices, active osseointegrated steady-state implants, and middle ear devices;
- c. any clinic owned by or operated by any of the above in paragraphs 13.a and b; and
- d. any foundation or comparable organisation which is owned by or operated by any of the above in paragraphs 13.a and b.

A Cochlear Competitor does not include a clinic or early intervention centre involved in the provision of remedial hearing devices, provided that the clinic or early intervention centre is not owned or operated by any of the above in paragraphs 13.a and b.

14. **TSC** means The Shepherd Centre (ABN 61 000 699 927), of 146 Burren St, Newtown NSW 2042, Australia.

Any questions you have on these Conditions should be sent to [enquiries@hearhub.org](mailto:enquiries@hearhub.org).