

AUDITORY DISCRIMINATION

6.A.1. What percentage of children on your caseload can discriminate all Ling sounds plus /p/, /t/, /k/, /b/, /d/, /g/ /f/, /h/ (Circle one)

10%	25%	50%	75%	90%
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6.A.2. What percentage of parents on your caseload can assess the child's discrimination skills, determine when there is a change in discrimination, and notify provider of the change? (perform the Ling sound test?) (Circle one)

10%	25%	50%	75%	90%
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6.B. For the parents' ability to perform the Ling sound test to assess the child's discrimination skills, determine when there is a change in discrimination, and notify provider of the change, to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child's needs and what's expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent's ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child's daily routines.	Parent

STRATEGIES TO STRENGTHEN AUDITORY DISCRIMINATION SKILLS

6.C. Provider/Parent uses the following strategies to strengthen and assess the child’s auditory discrimination skills (at appropriate developmental period for the child).

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- ⊖ Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Provider	Strategies	Parent
	Performs Ling sound test	
	Comfortably elicits a verbal response from child	
	Understand the difference between detection and discrimination	
	Keeps a listening journal of observation of child’s discrimination skills	
	Highlights different sounds in play using learning to listen sounds	
	Pairs consistent sounds with objects, actions, or routines	
	Compiles an L2L box of toys	
	Establishes age appropriate activities to highlight the Ling 6 sounds	
	Uses books to highlight sound play and strengthen discrimination	
	Uses a hand cue to elicit a verbal response	
	Chooses optimal placement for child/parent in listening activities	
	Acoustically highlights specific sounds if necessary	
	Understands how to scaffold a sound/auditory skill in presentation to make it easier to hear	
	Uses a “listen” cue consistently	
	Has thorough understanding of normal speech development patterns and can apply to child’s production	
	Can analyze a child’s speech production using speech acoustics and child’s latest audiogram to determine if a discrimination error may be occurring	
	<p><i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i></p>	

14.A. What percentage of parents on your caseload use books to increase the child’s listening and language skills?
(Circle one)

10%	25%	50%	75%	90%
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14.B. For the parents’ ability to use books to increase the child’s listening and language skills, to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child’s needs and what’s expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent’s ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child’s daily routines.	Parent

STRATEGIES FOR USING BOOKS

14.C. Provider/Parent uses the following strategies to use books to increase the child’s listening and language skills.

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- ⊖ Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Provider	Strategies	Parent
	Reads aloud to the child every day. Embeds reading into daily routines.	
	Keeps children’s books all around the house.	
	Makes connections from a book to their child’s life/experiences.	
	Describes pictures and action on each page instead of only reading reading the book at times	
	Sings songs while reading books	
	Gathers objects to pair with a book to increase child’s attention to book	
	Uses books to increase parent-child interactions, taking turns describing actions for vocal play	
	Asks child open-ended questions and makes predictions while reading books	
	Retells a book and asks why questions following a book	
	Reads nursery rhymes weekly with their child	
	Highlights phonologic awareness. Identifies the rhyme and alliteration of a book. Models blending and segmenting words and sentences.	
	Uses books to increase Theory of Mind, talking about what the characters are feeling and thinking	
	Attends story time at local library	
	Uses audible books with child	
	Makes experience book with child	
	Identifies the author and illustrator each time read book	
	Highlights phonemic awareness- Identifies: letters, sounds, words, sentences to child	
	Reads both fiction and non-fiction books to child to highlight various sentence patterns	
	<i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i>	

SINGING AND MUSIC

15.A. What percentage of parents on your caseload use singing and music to increase the child's listening and language skills? (Circle one)

10%	25%	50%	75%	90%
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15.B. For the parents' ability to use singing and music to increase child's listening and language skills, to what degree are you showing, teaching, coaching and/or embedding this skill? (Circle one Level)

Level	Definition	Ability Focus
Learn It	Provider must seek information on this topic and increase knowledge in this area.	Provider
Know It	Provider is knowledgeable in this skill but does not consistently demonstrate it.	Provider
Do It	Provider models this skill and demonstrates it consistently during E-I session, confidently interacting with the child and parent.	Provider
Teach It	Provider thoroughly understands child's needs and what's expected to progress in learning. Provider teaches the parent to integrate this skill in daily activities.	Provider
Coach It	Provider observes the parent modelling this skill, provides feedback and coaching to strengthen parent's ability, and shares strategies for daily activities.	Provider
Independence 1	Parent independently demonstrates the skill during the session and within structured activities.	Parent
Independence 2	Parent independently demonstrates the skill and embeds into all aspects of child's daily routines.	Parent

STRATEGIES FOR USING SINGING AND MUSIC

15.C. Provider/Parent uses the following strategies to use singing and music to increase child’s listening and language skills.

Instructions: Mark each cell in Provider and Parent columns to note the degree to which each strategy is applied.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- ⊖ Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Provider	Strategies	Parent
	Embeds singing into a child’s daily routines	
	Focus on pitch and rhythmic changes while rocking or dancing with child	
	Makes up songs to accompany daily routines	
	Creates a song bag of objects that represent a favorite song – boat, star, farmer, etc.	
	Sings familiar songs fast and then really slow	
	Explores things around the house that make music	
	Embeds singing into book time	
	Uses verse repetition/chanting to teach words to songs	
	Plays with music patterns	
	Listens for words in recorded music	
	Uses singing for vocal play, repetition and turn-taking	
	Uses early finger-plays and actions to accompany music and singing	
	Uses songs to stretch vocabulary – nursery rhymes, songs in different languages	
	Embeds singing and nursery rhymes into playtime	
	Listens for the presence or absence of music and plays a “Freeze Dance”	
	Uses singing to practice speech sound sequencing	
	<i>What additional strategies would you use for this challenge? (based on social, cultural, linguistic, or other factors)</i>	