

## The Listening Fitness™ Program Listening Questionnaire for Pre-School Children

Name of the child: \_\_\_\_\_ Age: \_\_\_\_\_ Date \_\_\_\_\_  
Completed by: \_\_\_\_\_

Please complete the following questionnaire

0 = never or rarely

1 = sometimes

2 = often

3 = always

N/A = not applicable/not able to answer

*Some questions may be difficult to answer. It might be beneficial to discuss them with your child's therapist/caregiver*

### 1 (RSP)

• Requests lower volume/complains that the sound is "too loud" (audio devices, T.V. etc)	0	1	2	3	N/A
• Is overly sensitive or irritated by certain sounds (covers his/her ears in discomfort)	0	1	2	3	N/A
• Is overly distracted by ambient noises	0	1	2	3	N/A
• Tends to hum or make involuntary voice noises (or talk to himself excessively)	0	1	2	3	N/A
• Easily overwhelmed by sound/verbal information - tends to scream, "blank out" or yawn (information overload)	0	1	2	3	N/A
• Tends to hear/react to unusually faint sounds	0	1	2	3	N/A

### 2 (RA)

• Needs instruction repeated	0	1	2	3	N/A
• Tends to ask for higher volume (audio devices, T.V. etc.)	0	1	2	3	N/A
• Misinterprets what has been said ("How old are you?" child responds with "I'm good")	0	1	2	3	N/A
• Confuses similar sounding words ("pass me the doll" – child reaches for the ball)	0	1	2	3	N/A
• Is inattentive when spoken to	0	1	2	3	N/A

• Has difficulty remembering words (i.e. names)	0	1	2	3	N/A
• Fidgets specifically when listening	0	1	2	3	N/A
• Has difficulty following multiple instructions	0	1	2	3	N/A
• Has short attention span in play/on task	0	1	2	3	N/A
• Is slow to respond when talked to (gives an impression that he doesn't hear right away)	0	1	2	3	N/A
• Has difficulty remembering songs (i.e. responding to songs he/she has heard before)	0	1	2	3	N/A
• Tends to prefer quiet environments	0	1	2	3	N/A

### 3 (RAF)

• When presented with flash cards, looks only at pictures and ignores the words	0	1	2	3	N/A
• Has a difficult time recognizing/retaining graphic symbols (shapes, letters, numbers)	0	1	2	3	N/A
• Has difficulty recognizing his/her name in print	0	1	2	3	N/A
• Exposed to story telling/reading time <i>(0 = daily 1= 2-3 times/week; 2 = once/week; 3= less than once/week)</i>	0	1	2	3	N/A
• When read to shows little/no interest in looking at the storybook (e.g. doesn't label or point to pictures in books) <i>(0 = very interested, 1=moderately, 2= little, 3 = not at all).</i>	0	1	2	3	N/A
• Shows little/no interest for any activity involving letters (e.g. playing with, exploring letter blocks or puzzles) <i>(0 = very interested, 1=moderately, 2= little, 3 = not at all).</i>	0	1	2	3	N/A

### 4 (RPF)

• Shows little/no interest in activity involving numbers (e.g. playing with, exploring number blocks or puzzles) <i>(0 = very interested, 1=moderately, 2= little, 3 = not at all).</i>	0	1	2	3	N/A
Has difficulty following an object with his/her eyes (train, puppet) without tilting of moving his/her head	0	1	2	3	N/A

• Has difficulty understanding “more” or “less” concept	0	1	2	3	N/A
• Has difficulty catching a ball	0	1	2	3	N/A
• Has difficulty with category sorting of objects, colours, shapes when presented visually.	0	1	2	3	N/A
• Tracks words/text from right to left or turns book up side down when looking at the text	0	1	2	3	N/A

### 5 (RP)

• Has difficulty with balance (learning to bike or skate, walking on the balance beam, or standing on the balance board)	0	1	2	3	N/A
• Has poor posture (e.g. slouches in a chair; leans into another child at circle time)	0	1	2	3	N/A
• Has difficulty sitting at circle time, tends to fidget	0	1	2	3	N/A
• Has low muscle tone (prefers to sit in a “W” position, has very flexible limbs)	0	1	2	3	N/A
• Tends to stumble, trip, bump into things and/or be accident prone	0	1	2	3	N/A
• Tends to miss/misunderstand non-verbal cues (e.g. change in the tone of voice, gestures)	0	1	2	3	N/A
• Has difficulty using his/her hand to grab a toy on the opposite side of his/her body without turning the whole body and/or losing balance.	0	1	2	3	N/A
• Has a poor sense of direction (i.e. has a tendency to get lost in a reasonably familiar places)	0	1	2	3	N/A
• Has difficulty following daily routines (e.g. brushing teeth)	0	1	2	3	N/A
• Tends to develop "in spurts" rather than in a continuous flow (walked without crawling first, started talking late and in full sentences)	0	1	2	3	N/A
• Has craving for movement (trampoline, swings, pacing)	0	1	2	3	N/A
• Has difficulty learning to count in sequence/memorize the alphabet	0	1	2	3	N/A

### 6 (RBP)

• Has difficulty falling asleep, has nightmares, is afraid of the dark	0	1	2	3	N/A
• Feels uncomfortable in high places (fear of heights, fear of falling)	0	1	2	3	N/A

• Shies away/ is uncomfortable with physical contact (“don’t touch me!”)	0	1	2	3	N/A
• Has difficulty with busyness (crowded classroom, playground, shopping mall etc.)	0	1	2	3	N/A
• Finds it difficult adjusting to a new environment or situation	0	1	2	3	N/A
• Is prone to motion sickness (rides, spinning, car)	0	1	2	3	N/A

### 7 (EBP)

• Is difficult to re-direct from a tantrum, is “thin-skinned”, irritable)	0	1	2	3	N/A
• Tends to seek attention by whining, crying, complaining	0	1	2	3	N/A
• Tends to shy away from physical activity (sports)	0	1	2	3	N/A
• Is shy/uncomfortable/anxious in public (i.e. hides behind an adult)	0	1	2	3	N/A
• Feels uncomfortable or fearful participating in physical group activities or sports	0	1	2	3	N/A
• “Freezes” or “blanks out” when asked to speed up (i.e. when under a time constraint)	0	1	2	3	N/A

### 8 (EP)

• Is uncoordinated in his/her movements (clumsy, awkward)	0	1	2	3	N/A
• Has poor sense of rhythm (i.e. has difficulty repeating rhythmic pattern or dancing)	0	1	2	3	N/A
• Has difficulty getting organized (e.g. getting dressed, ready to go out, tidying up independently)	0	1	2	3	N/A
• Has difficulty transitioning from one activity to another independently	0	1	2	3	N/A
• Has difficulty staying on task	0	1	2	3	N/A
• Has difficulty learning to speak in sentences	0	1	2	3	N/A
• Has poor gross motor skills (i.e. difficulty swimming, jumping, running)	0	1	2	3	N/A
• Has difficulty starting a task independently	0	1	2	3	N/A
• Is attracted by computer games and/or other activities which ask for attention to small details	0	1	2	3	N/A
• Has difficulty relating to the peer group (making friends)	0	1	2	3	N/A

• Speech flow is choppy (hesitation, redundant speech, verbal ticks)	0	1	2	3	N/A
• When talking, has difficulty maintaining coherent and consistent story line	0	1	2	3	N/A

### 9 (EPF)

• Has difficulty / shows dislike for activities that involve tracing or copying	0	1	2	3	N/A
• Doesn't show clear right or left handedness (e.g. uses different hand for different tasks)	0	1	2	3	N/A
• Has difficulty drawing recognizable shapes circle, face, house, tree; tends to scribble	0	1	2	3	N/A
• Has difficulty with eye-hand coordination in sports (e.g. throwing a ball)	0	1	2	3	N/A
• Reverses (mirrors) letters/numbers in printing	0	1	2	3	N/A
• Has difficulty printing his/her name; assembling block letters into words	0	1	2	3	N/A

### 10 (EAF)

• Shows little/no interest in naming signs (stop sign, ads, store signs etc.) <i>(0 = very interested, 1=moderately, 2= little, 3 = not at all)</i>	0	1	2	3	N/A
• Shows little/no interest in naming numbers – <i>(e.g. in books, puzzles, magnets, blocks)</i> <i>(0 = very interested, 1=moderately, 2= little, 3 = not at all)</i>	0	1	2	3	N/A
• Tends to point at the object /people rather than naming them	0	1	2	3	N/A
• Has difficulty to quickly name a colour or an object when presented with it	0	1	2	3	N/A
• Has difficulty spelling very familiar words (e.g. his/her name, "cat", "dog", "mom", "dad")	0	1	2	3	N/A
• Has difficulty sounding letters	0	1	2	3	N/A

### 11 (EA)

• Tends to speak loudly	0	1	2	3	N/A
• When speaking, mispronounces similar sounding words	0	1	2	3	N/A
• Is limited in expressing himself (e.g. often repeats same phrases)	0	1	2	3	N/A
• Has monotone voice	0	1	2	3	N/A

• Has weak vocabulary when speaking	0	1	2	3	N/A
• Tends to fidget when speaking	0	1	2	3	N/A
• When speaking has difficulty choosing the right word to describe what is on his mind	0	1	2	3	N/A
• Has slow/hesitant speech	0	1	2	3	N/A
• Tends to drop first/last sound in words when speaking	0	1	2	3	N/A
• Tends to “act out” of frustration of not being able to “speak out”!	0	1	2	3	N/A
• Has difficulty / does not like to sing	0	1	2	3	N/A
• When speaking, the intonation of the voice doesn’t suit the meaning of the message	0	1	2	3	N/A

## 12 (ESP)

• Tends to speak too softly	0	1	2	3	N/A
• Has a tendency to talk to him/herself or make voice noises at play time	0	1	2	3	N/A
• Is overly quiet, avoids social interaction	0	1	2	3	N/A
• When angry or upset, loses his/her ability to talk (tends to close off/shut down or/and throw a temper tantrum)	0	1	2	3	N/A
• Dislikes singing/talking/performing in front of the group	0	1	2	3	N/A
• Gives an impression that his/her input is an intrusion (i.e. says “I’m sorry”, “never mind” repeatedly)	0	1	2	3	N/A

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