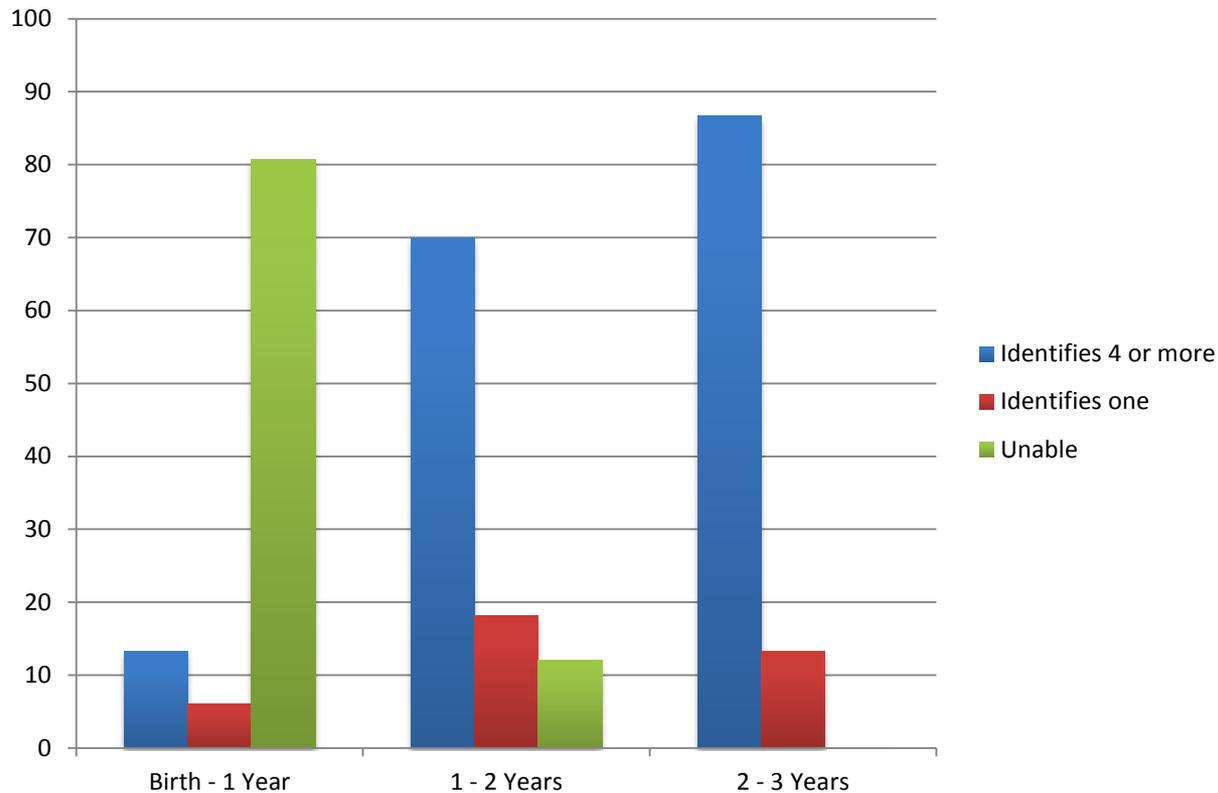


10%+NH mastered 0-12 mo.

Tyberg, 2012

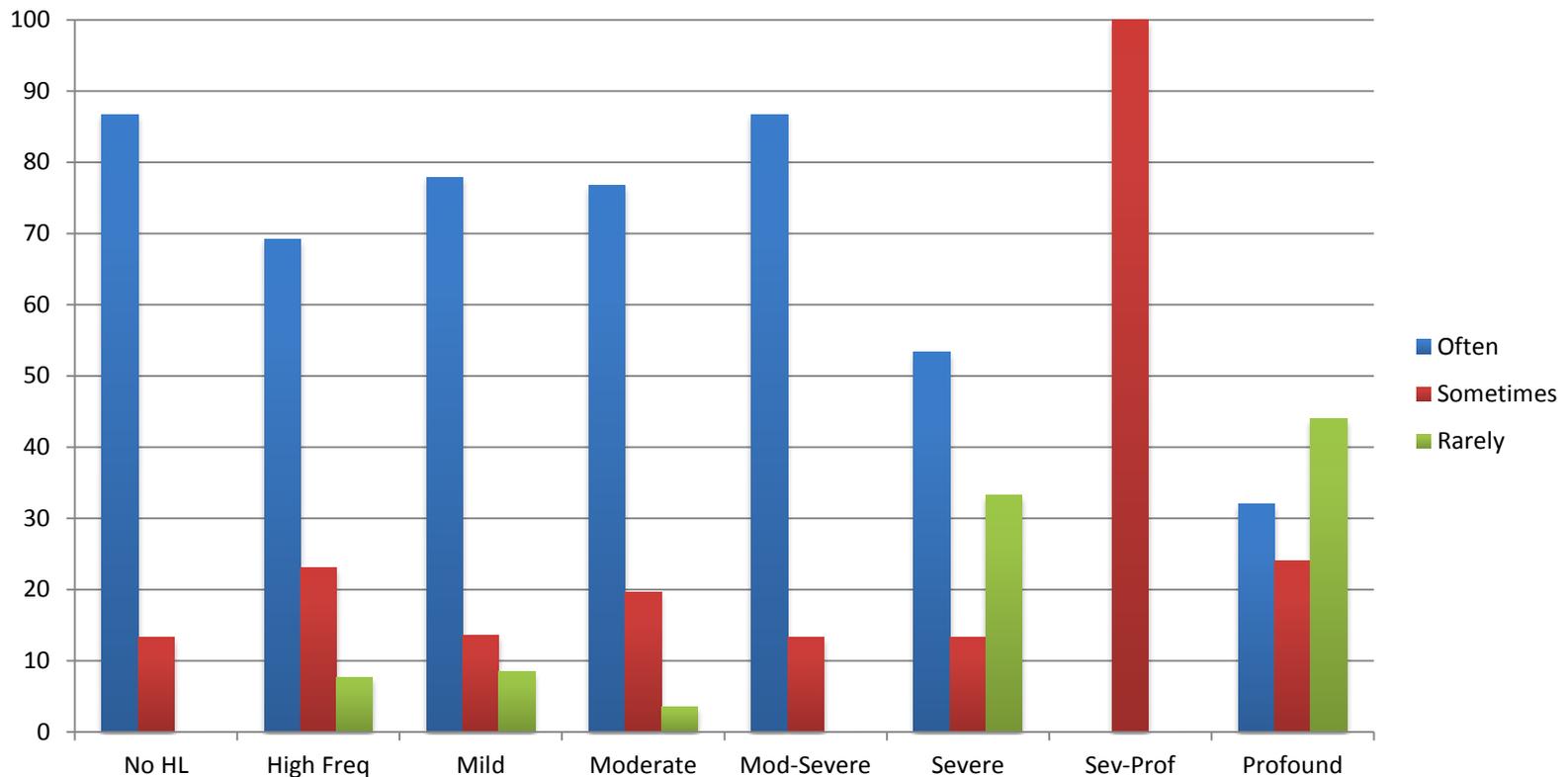
- Item 23: Does your child identify familiar songs (“Happy Birthday”, “Itsy Bitsy Spider”, “Old MacDonald”)?
- Item 29: Does your child have an auditory memory for items that you say (for example: being able to remember the following objects: apple, boat, cup, and shoe would be 4 items)?
- Item 33: Does your child understand the use of negatives in phrases and sentences (for example: no, not, no more, “We’re not going to Grandma’s house today”)?
- Does your child understand the use of negatives in phrases and sentences?

Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Item 23: Does your child identify familiar songs (“Happy Birthday”,
“Itsy Bitsy Spider”, “Old MacDonald”)? (NH)



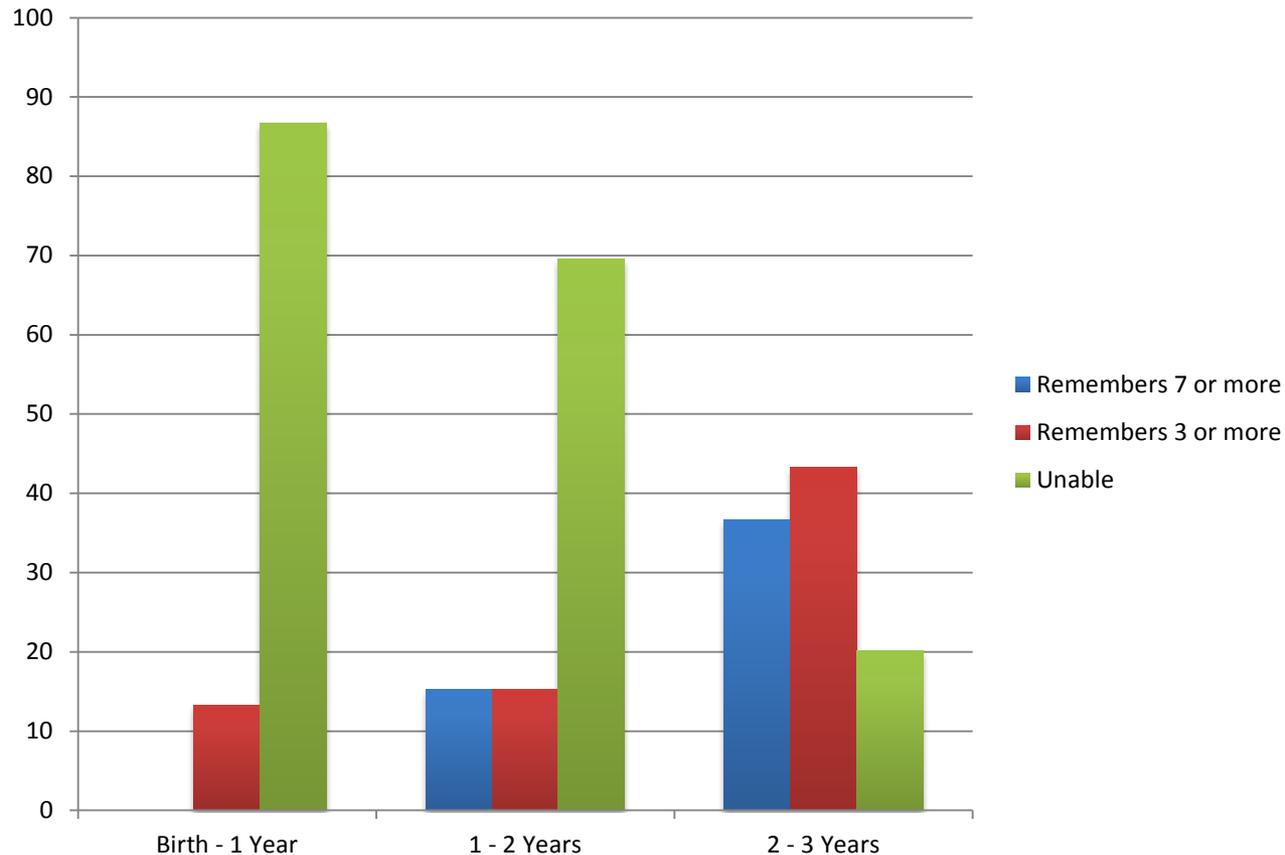
Question 23 (Meagher et al., 2013, DHH)

- Does your child identify familiar songs?



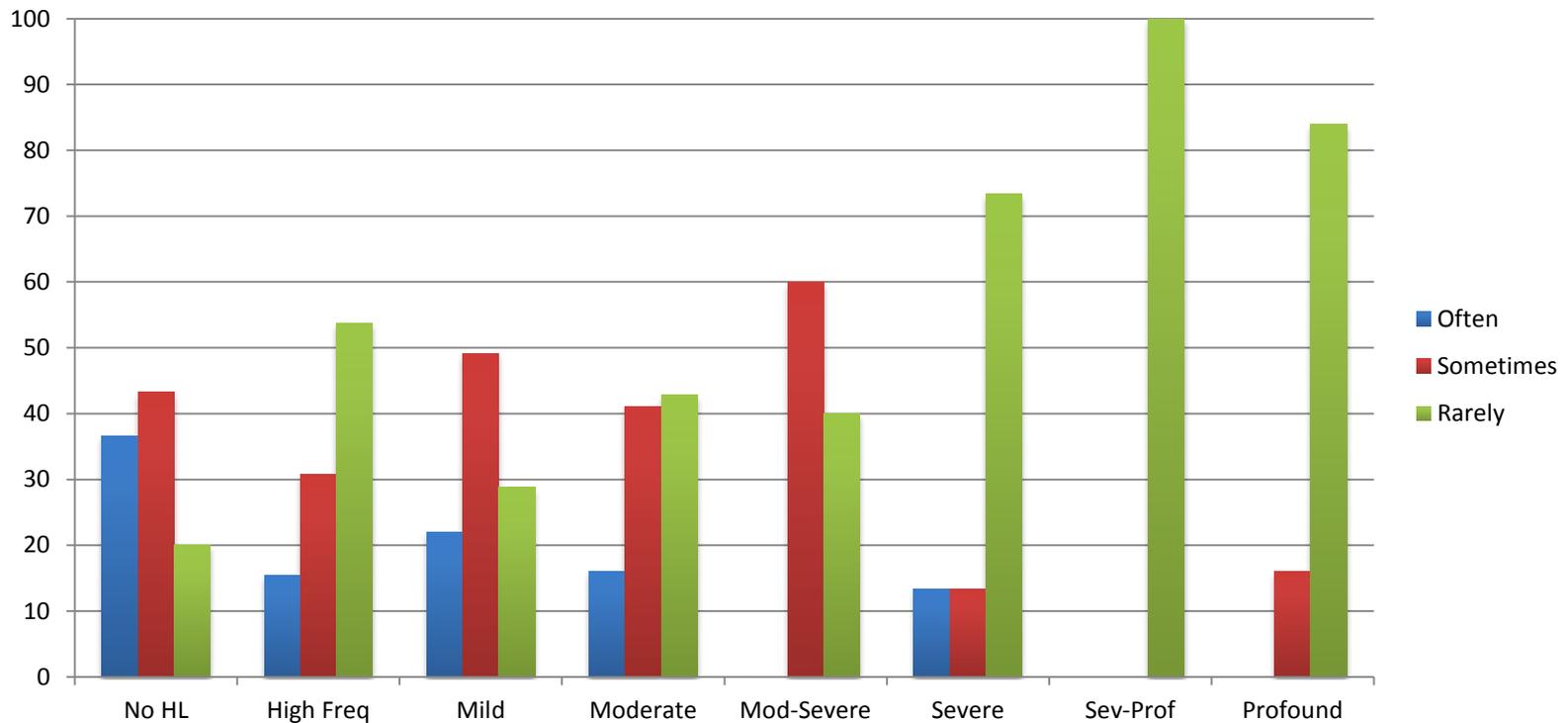
Tyberg, L., Beams, D., Sedey, A., & Yoshinaga-Itano, C. (2013)

Item 29: Does your child have an auditory memory for items that you say (for example: being able to remember the following objects: apple, boat, cup, and shoe would be 4 items)? (NH)



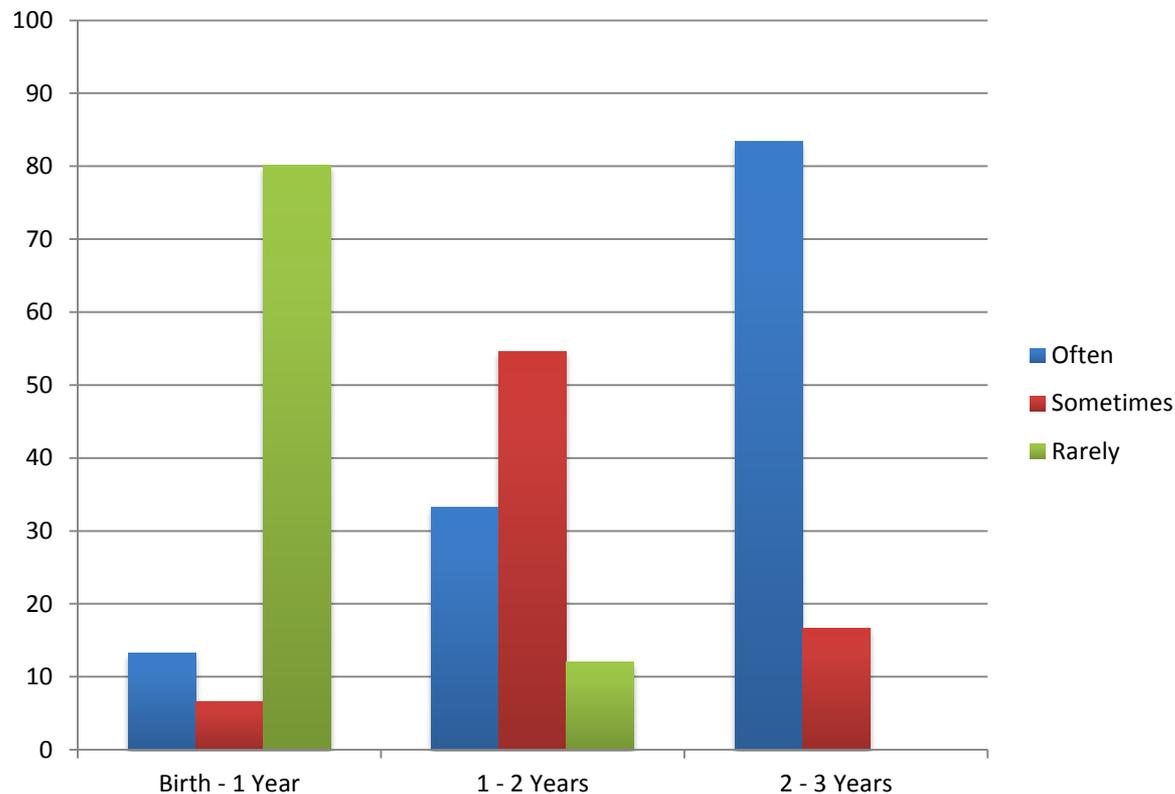
Question 29 (Meagher et al., 2013, DHH)

- Does your child have an auditory memory for items _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ 9?



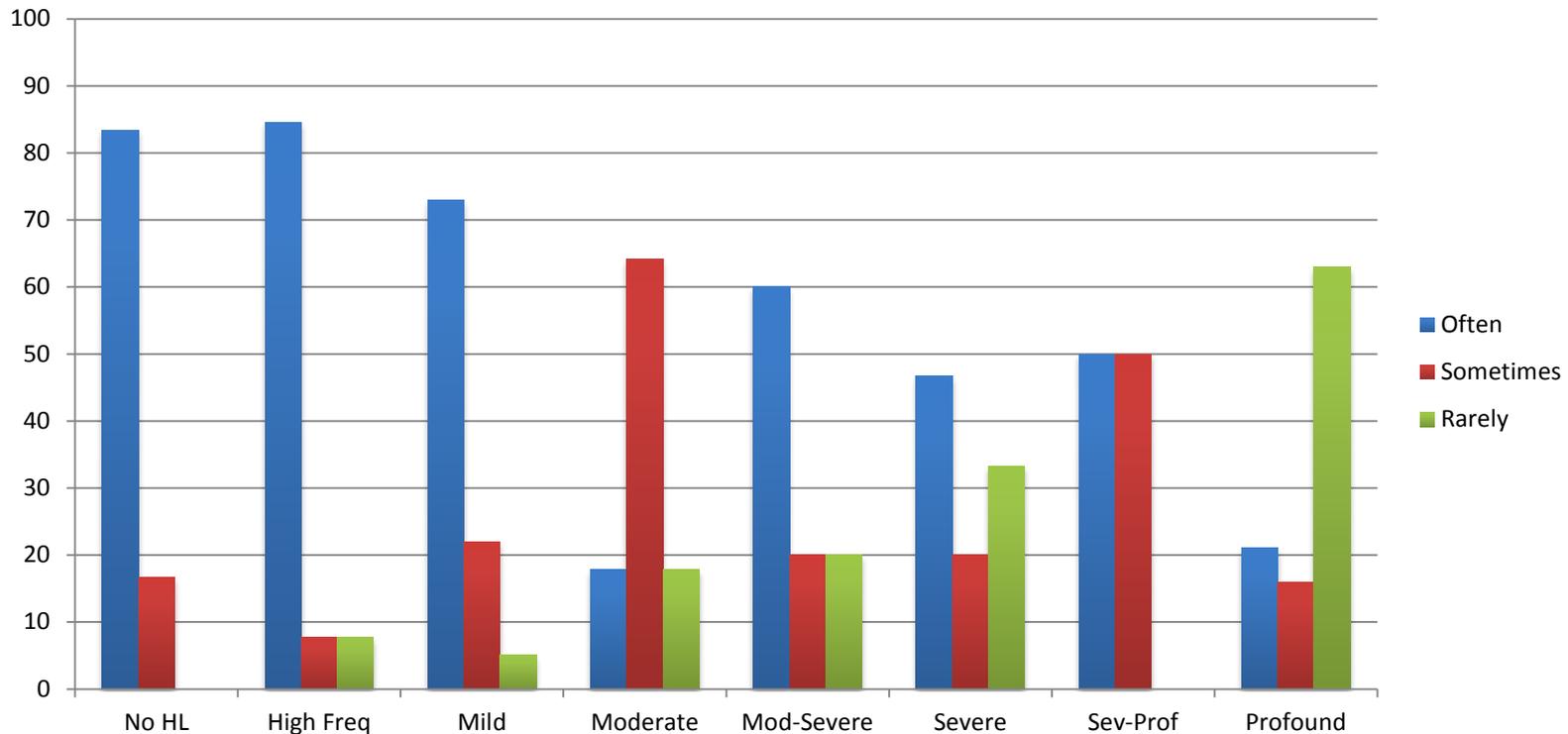
Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

Item 33: Does your child understand the use of negatives in phrases and sentences (for example: no, not, no more, “We’re not going to Grandma’s house today”)? (NH)



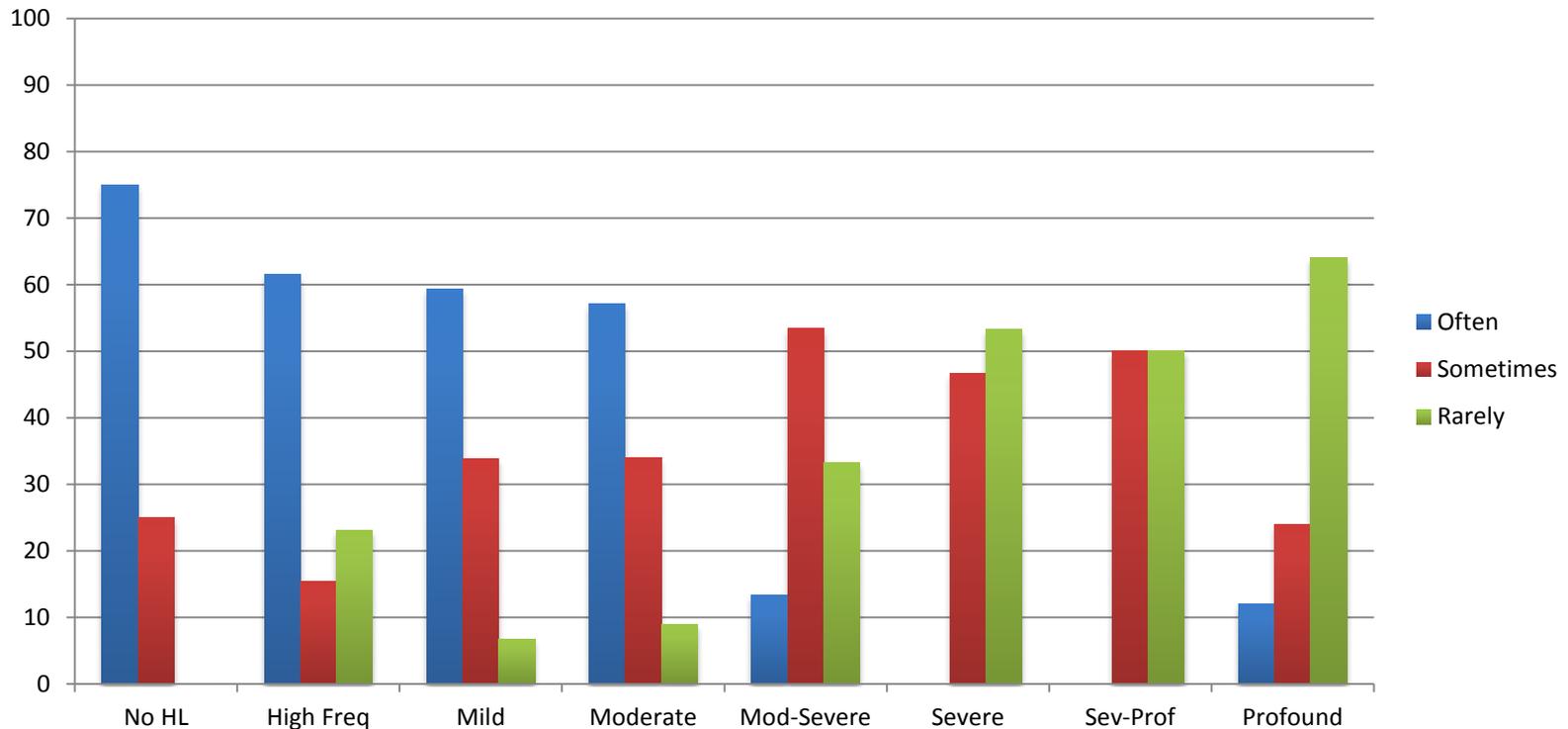
Question 33 (Meagher et al, 2013, DHH)

- Does your child understand the use of negatives in phrases and sentences?

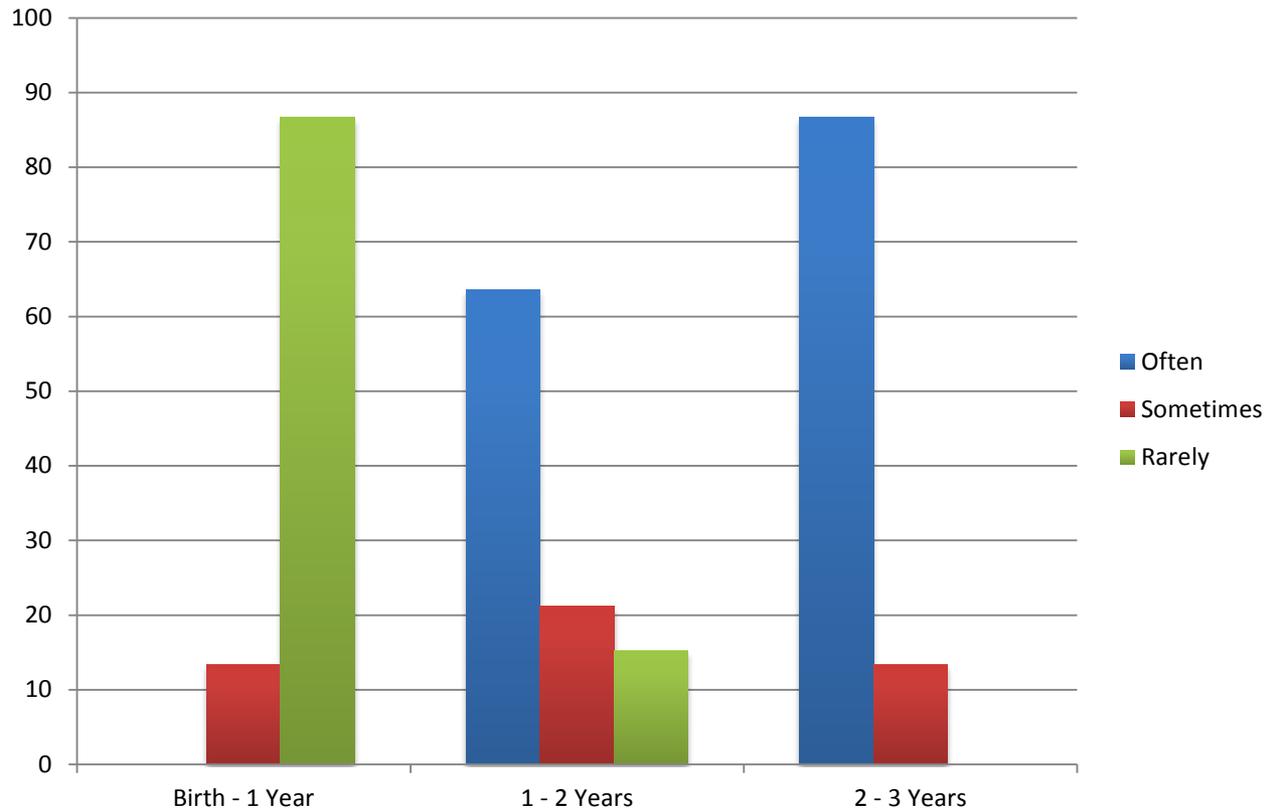


Question 34 (Meagher et al., 2013, DHH)

- Does your child obtain information incidentally through audition/hearing alone?



Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Item 35: Through audition/hearing alone, does your child understand
most of what is said? (NH)

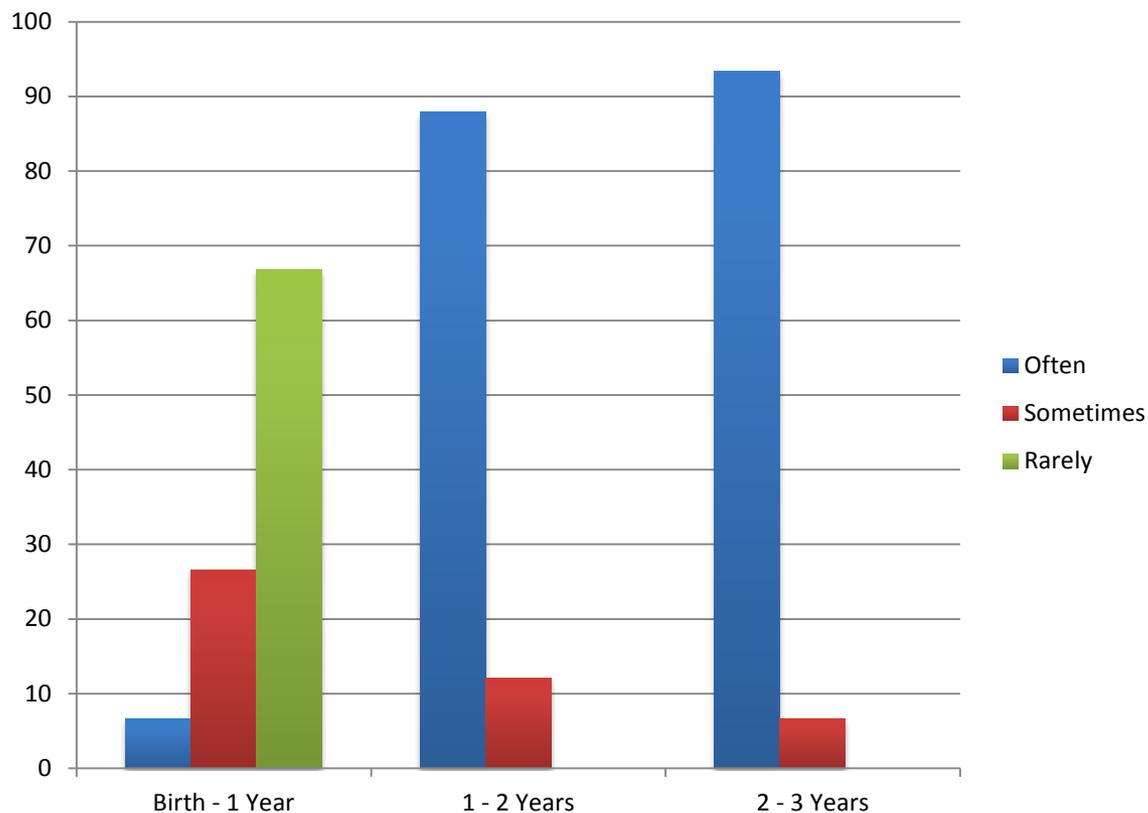


6.6% NH mastered 0-12

- Item 24: Does your child understand frequently heard phrases or sentences (for example, “It’s time for bed” and “brush your teeth and get ready for bed”)?
- Item 25: Does your child follow one step directions (for example, “Get your shoes”)?
- Item 26: Does your child follow two step directions (for example, “Get your shoes and open the door”?)

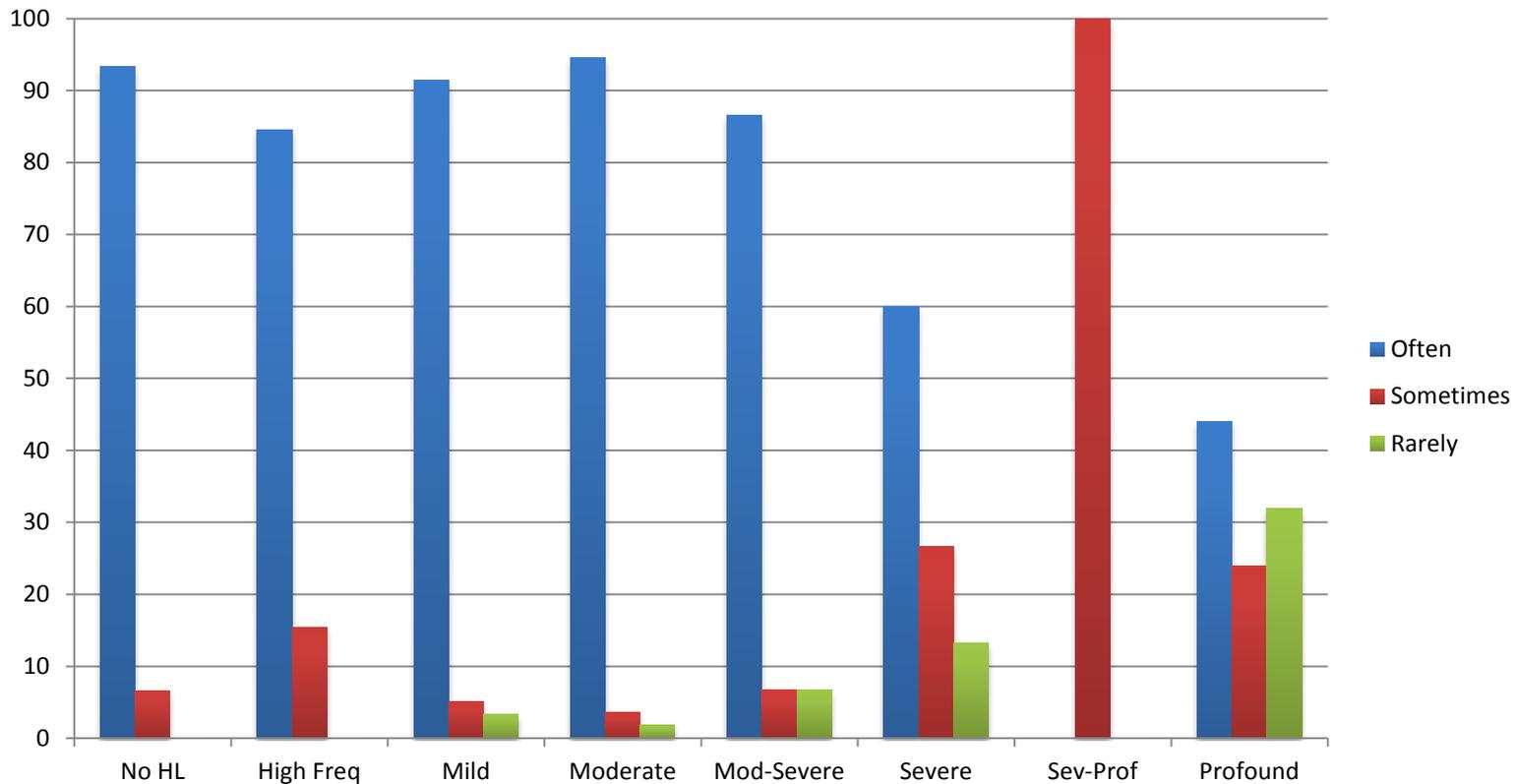
Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

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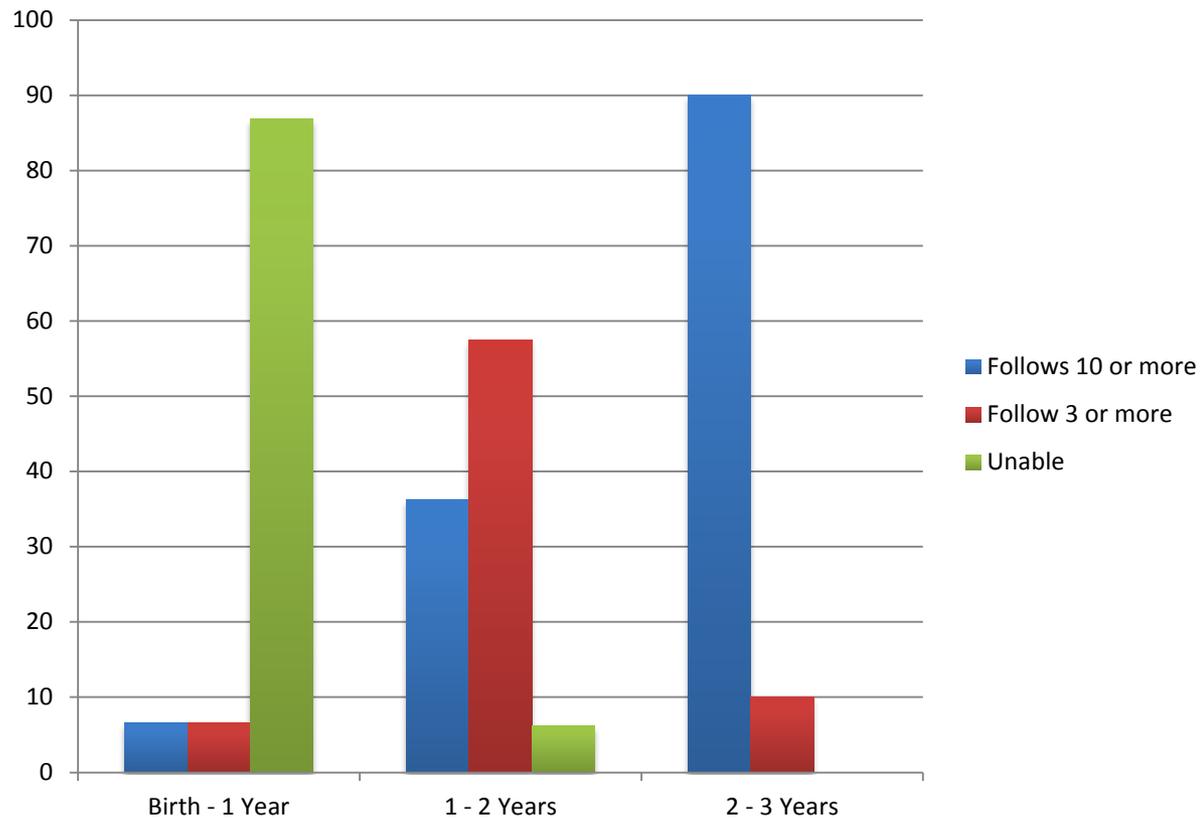


Question 24 (Meagher et al, 2013, DHH)

- Does your child understand frequently heard phrases/sentences?

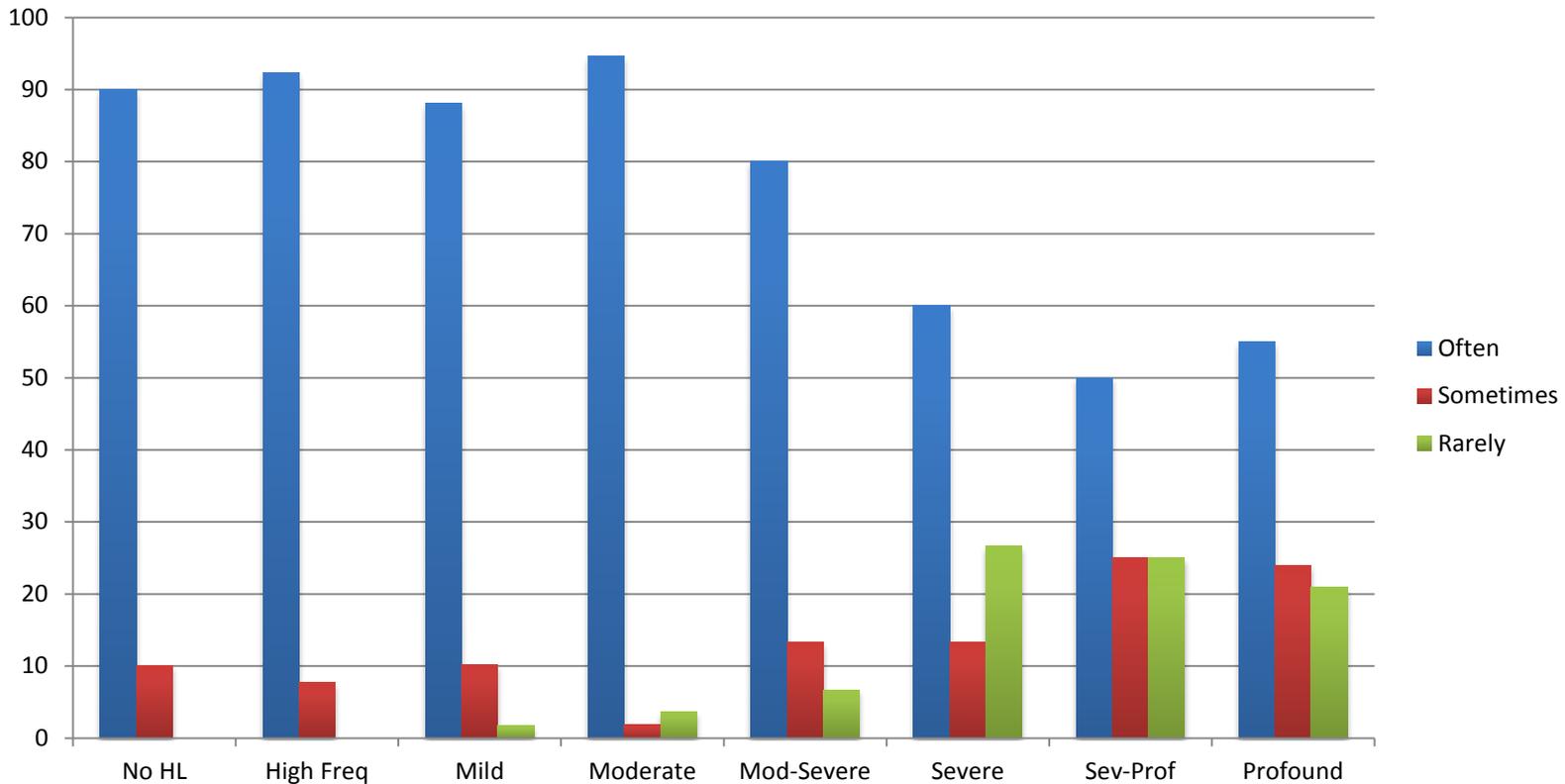


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Item 25: Does your child follow one step directions
(for example, “Get your shoes”)? (NH)

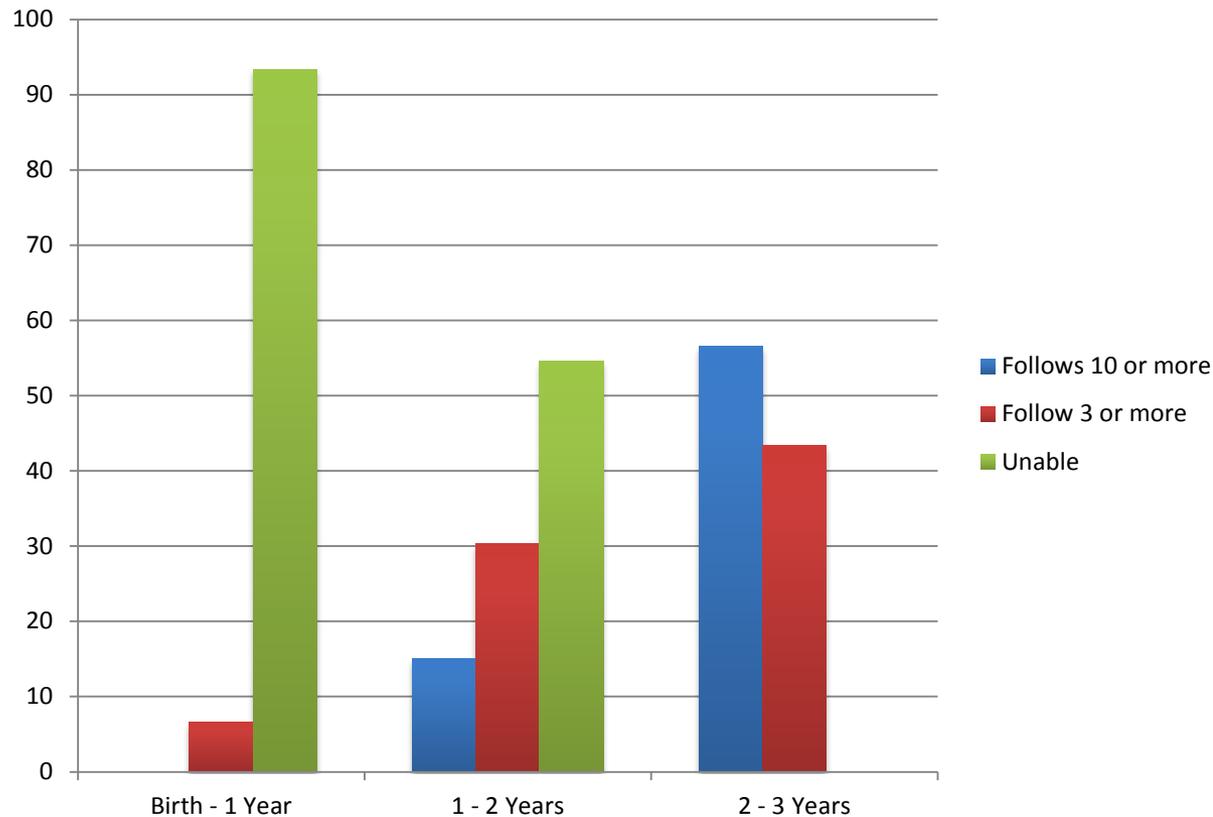


Question 25 (Meagher, et al., 2013, DHH)

- Does your child follow one step directions?

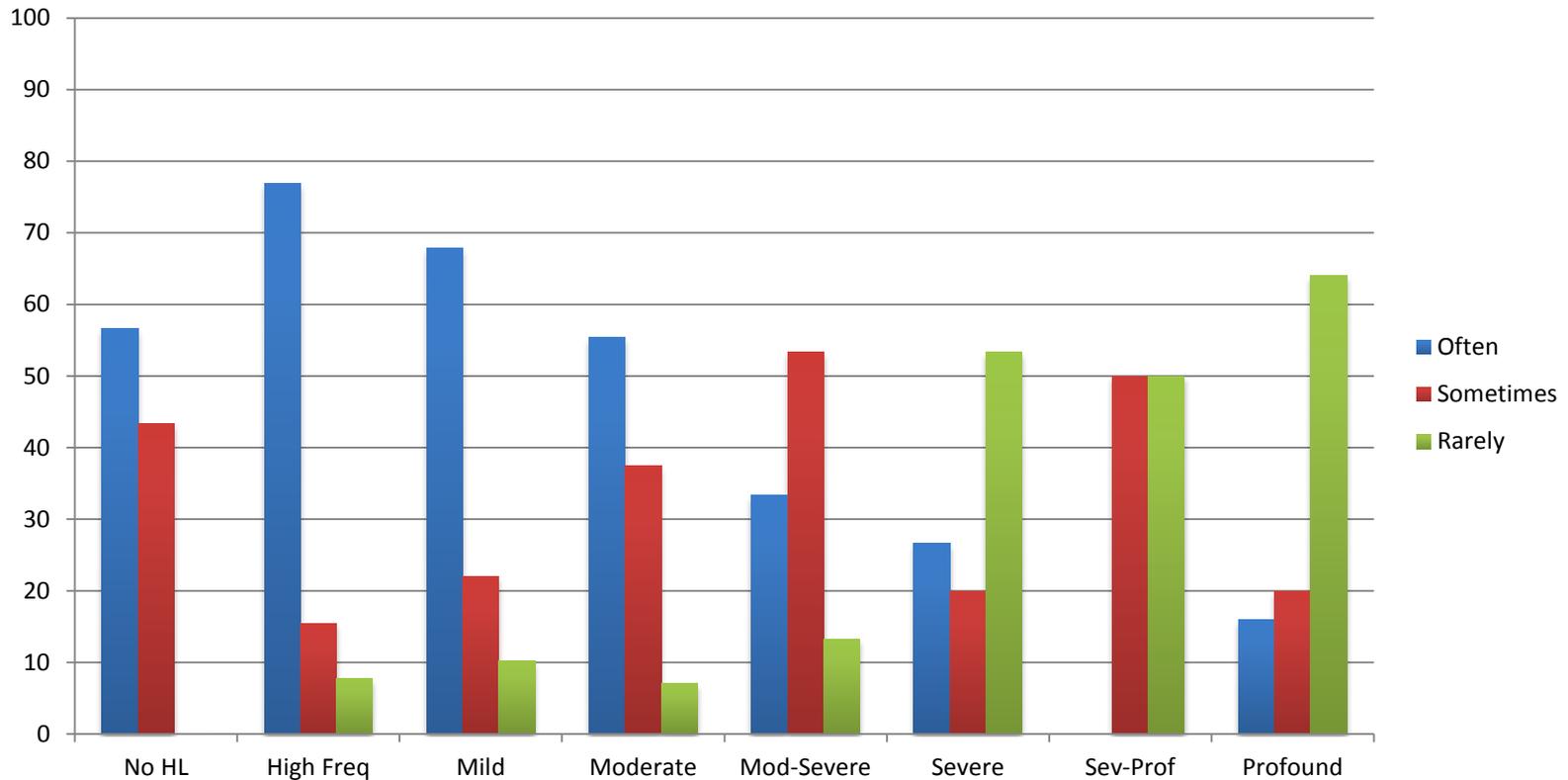


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Item 26: Does your child follow two step directions (for example, “Get your shoes and open the door”?) (NH)



Question 26 (Meagher et al., 2013, DHH)

- Does your child follow two step directions?



0% NH mastered 0-12 mo.

- 15: Does your child notice the difference between minimal pair words (similar sounding words such as pat, bat, mat)?
- Item 16: Does your child notice the difference between similar sounding phrases and sentences (How old are you? vs. How are you?)
- Does your child identify an object or item with an associated sound?

- Item 19: Does your child identify an object or item with an associated sound (a train goes “choo choo”, a dog goes “woof woof”, a cat goes “meow”)?
- Item 20: Does your child identify one syllable words versus two syllable words versus three syllable words (ball vs. hotdog vs. computer)?
- Item 27: Does your child follow three step directions (for example, “Get your shoes, open the door, and walk outside”)?

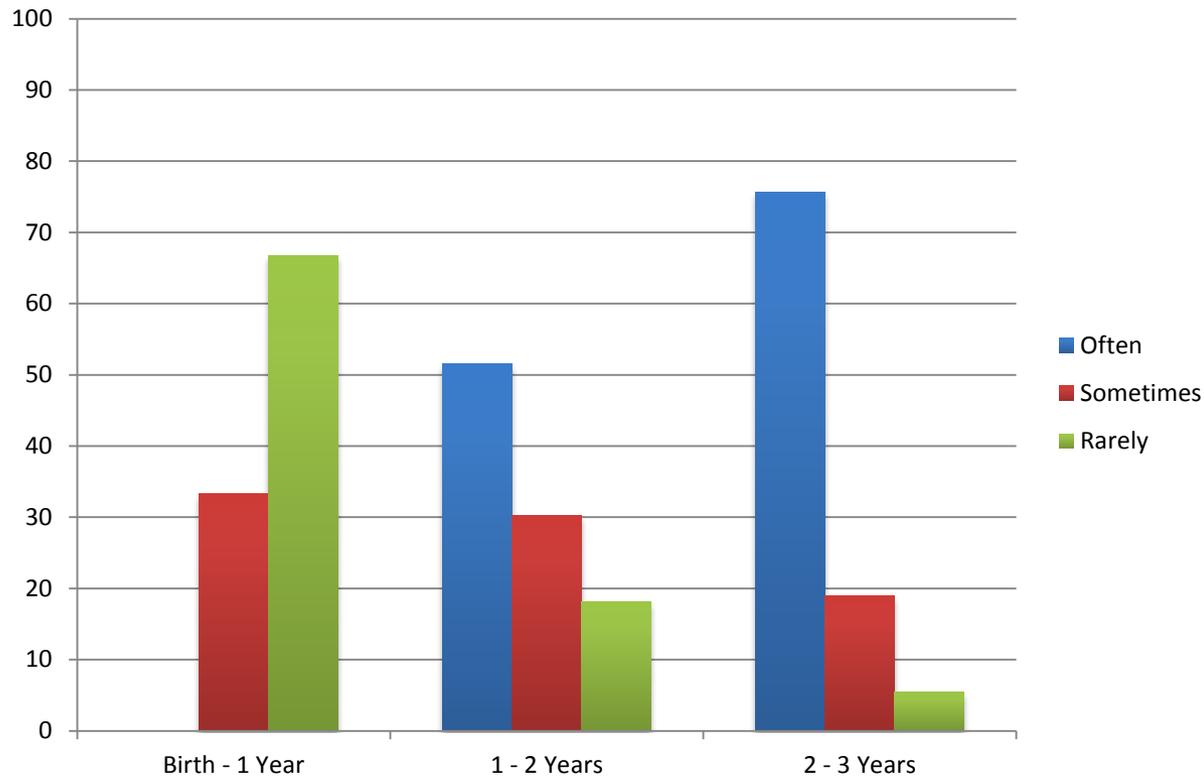
- Item 28: Can your child repeat phrases/sentences that you say (for example: “I see the dog” or “The girl jumped over the fence to get the ball”)?
- Item 30: Does your child auditorily sequence events from a story (for example: 1st event- “Steve went to the store”, 2nd event- “He bought dog bones”, 3rd event- “Steve took the bones home to his dog”)?

- Item 31: Does your child understand the question forms what, where, who, why, when (for example: “What is that?” “Where is the dog?” “Who broke the cup?”) in phrases and sentences?
- Item 32: Does your child understand concepts in phrases and sentences (For example: in, under, between, in front, beside, above, below)?

- Item 35: Through audition/hearing alone, does your child understand most of what is said?

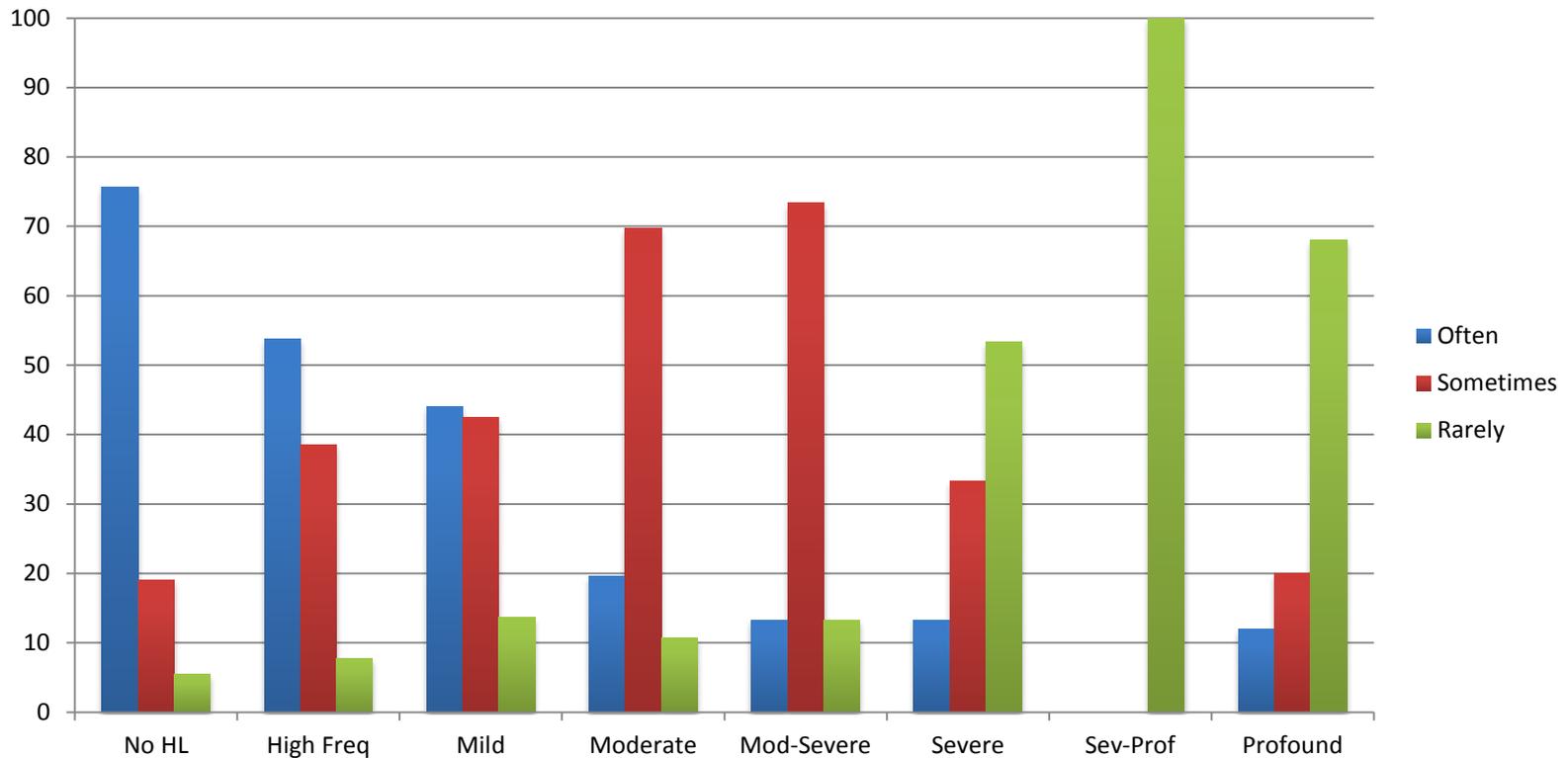
Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

15: Does your child notice the difference between minimal pair words (similar sounding words such as pat, bat, mat)? (NH)

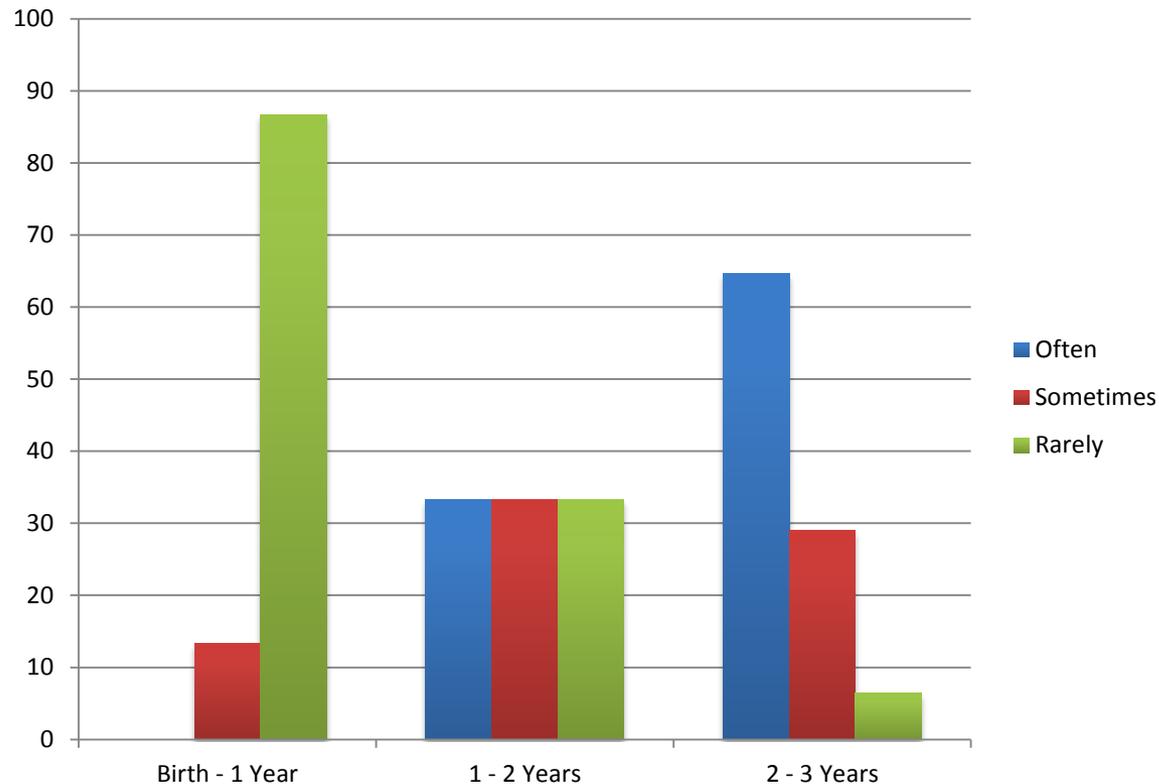


Question 15 (Meagher et al., 2013, DHH)

- Does your child notice the difference between minimal pair words?

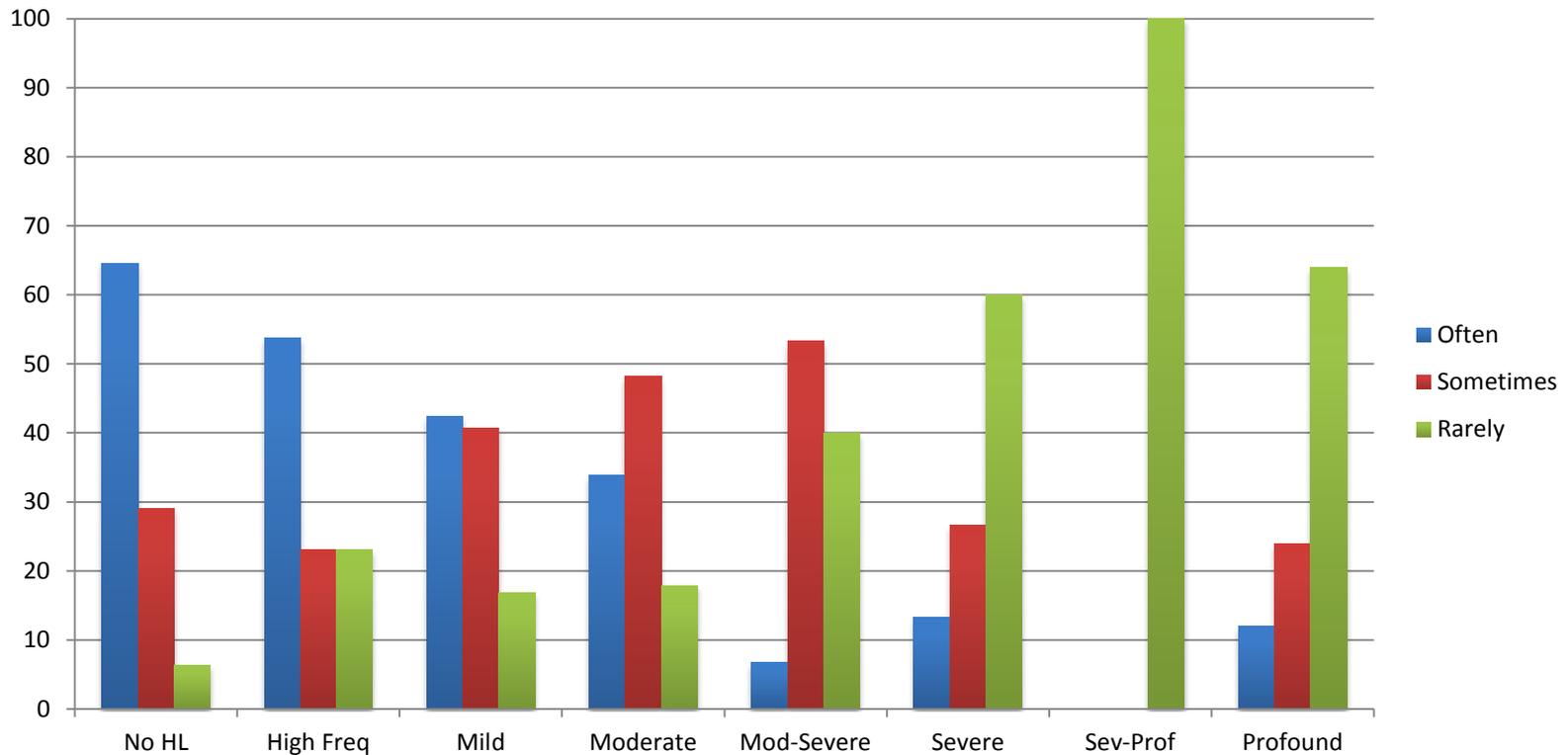


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Item 16: Does your child notice the difference between similar
sounding phrases and sentences
(How old are you? vs. How are you?) (NH)



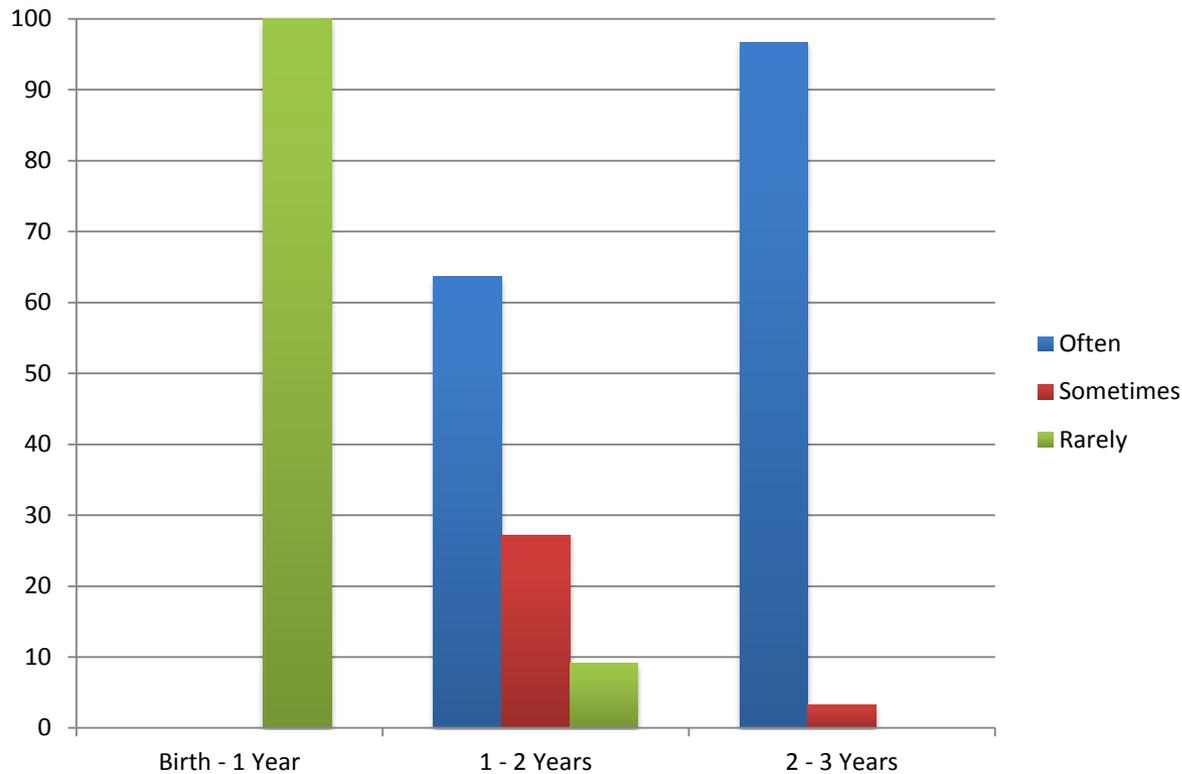
Question 16 (Meagher et al., 2013, DHH)

- Does your child notice the difference between similar sounding phrases and sentences?



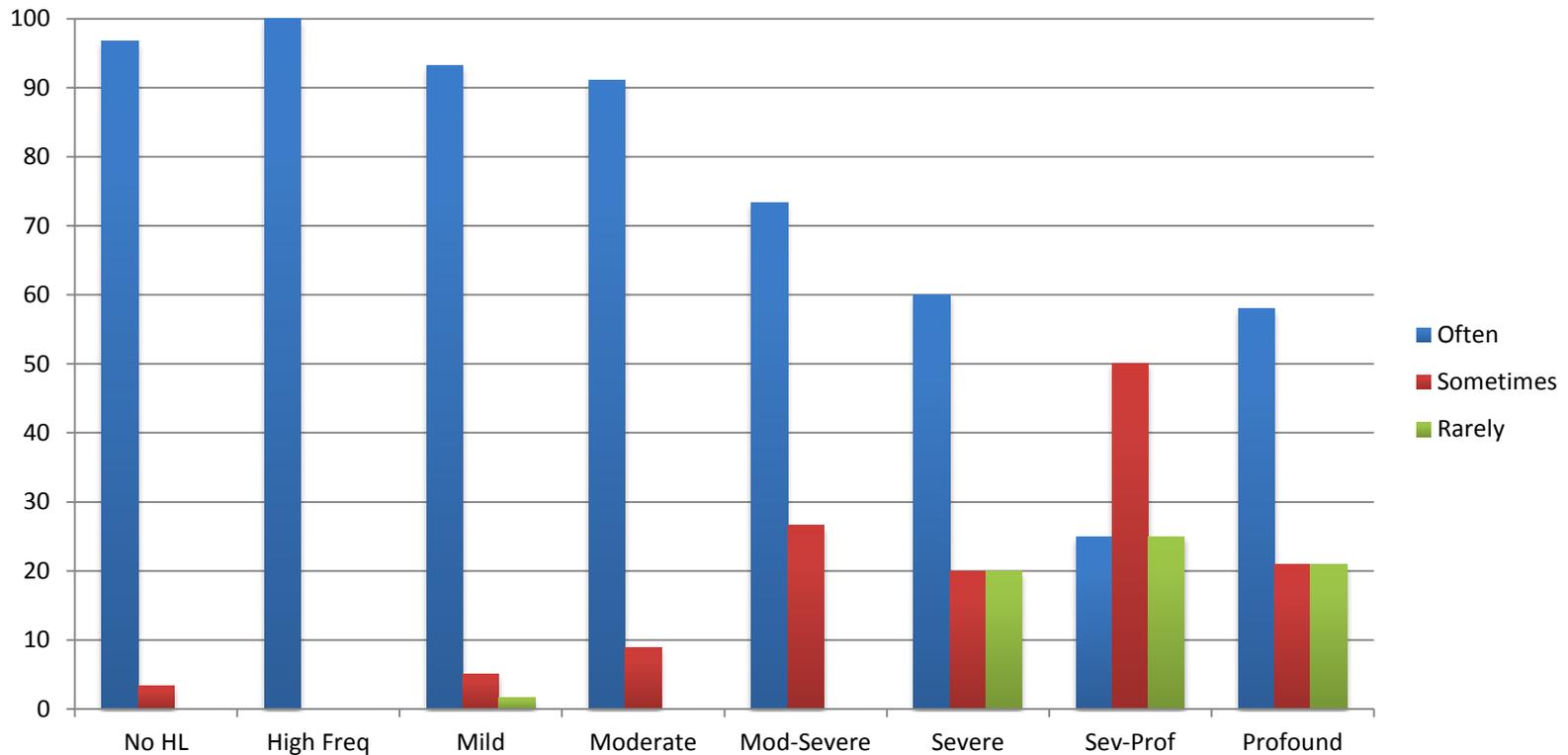
Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

Item 19: Does your child identify an object or item with an associated sound (a train goes “choo choo”, a dog goes “woof woof”, a cat goes “meow”)? (NH)

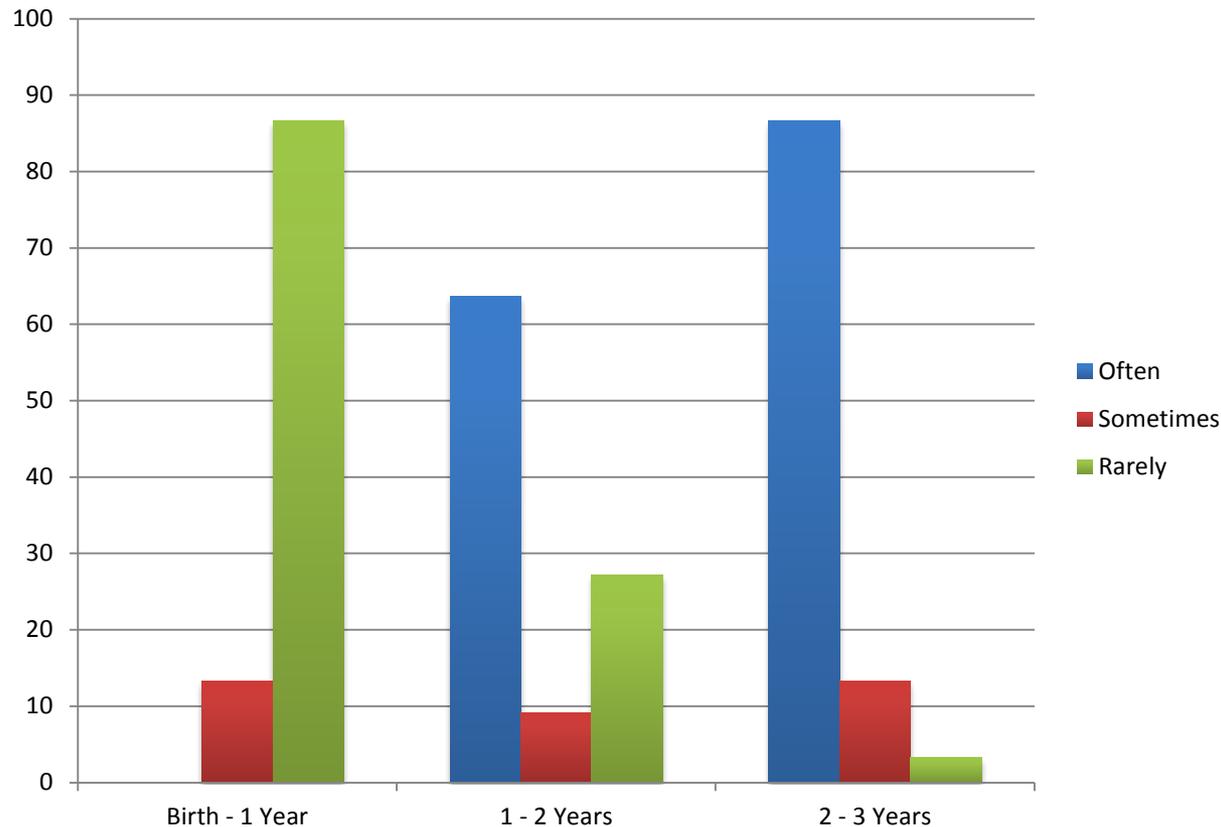


Question 19 (Meagher et al., 2013, DHH)

- Does your child identify an object or item with an associated sound?

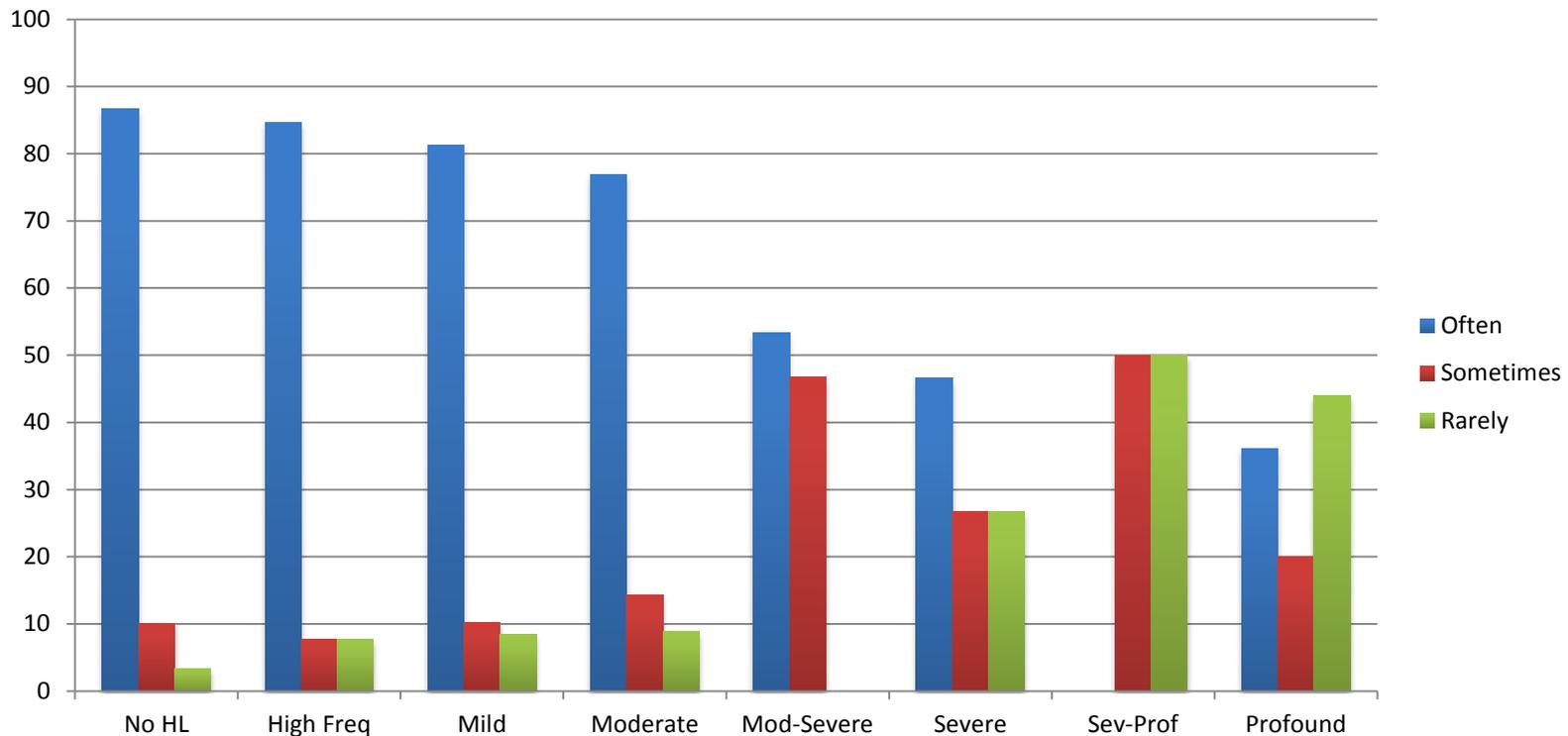


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
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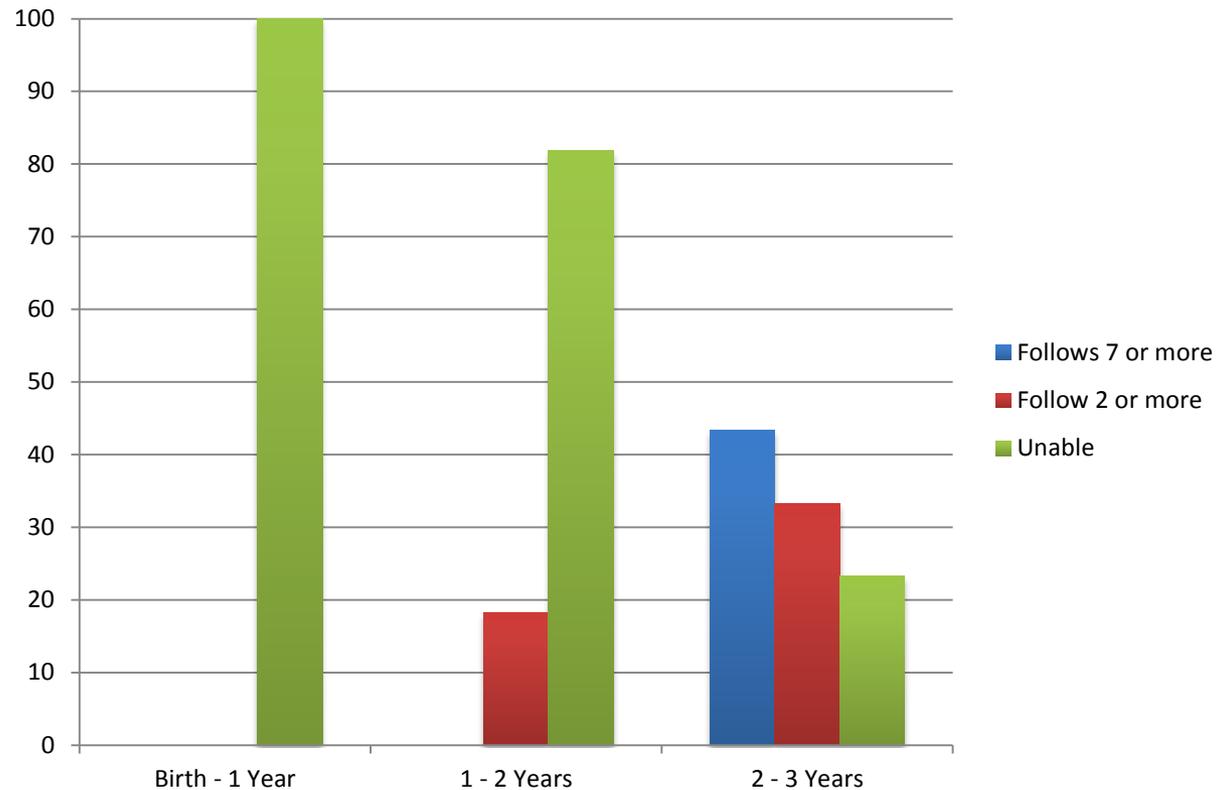


Question 20 (Meagher et al., 2013, DHH)

- Does your child identify one syllable words vs. two syllable words vs. three syllable words?

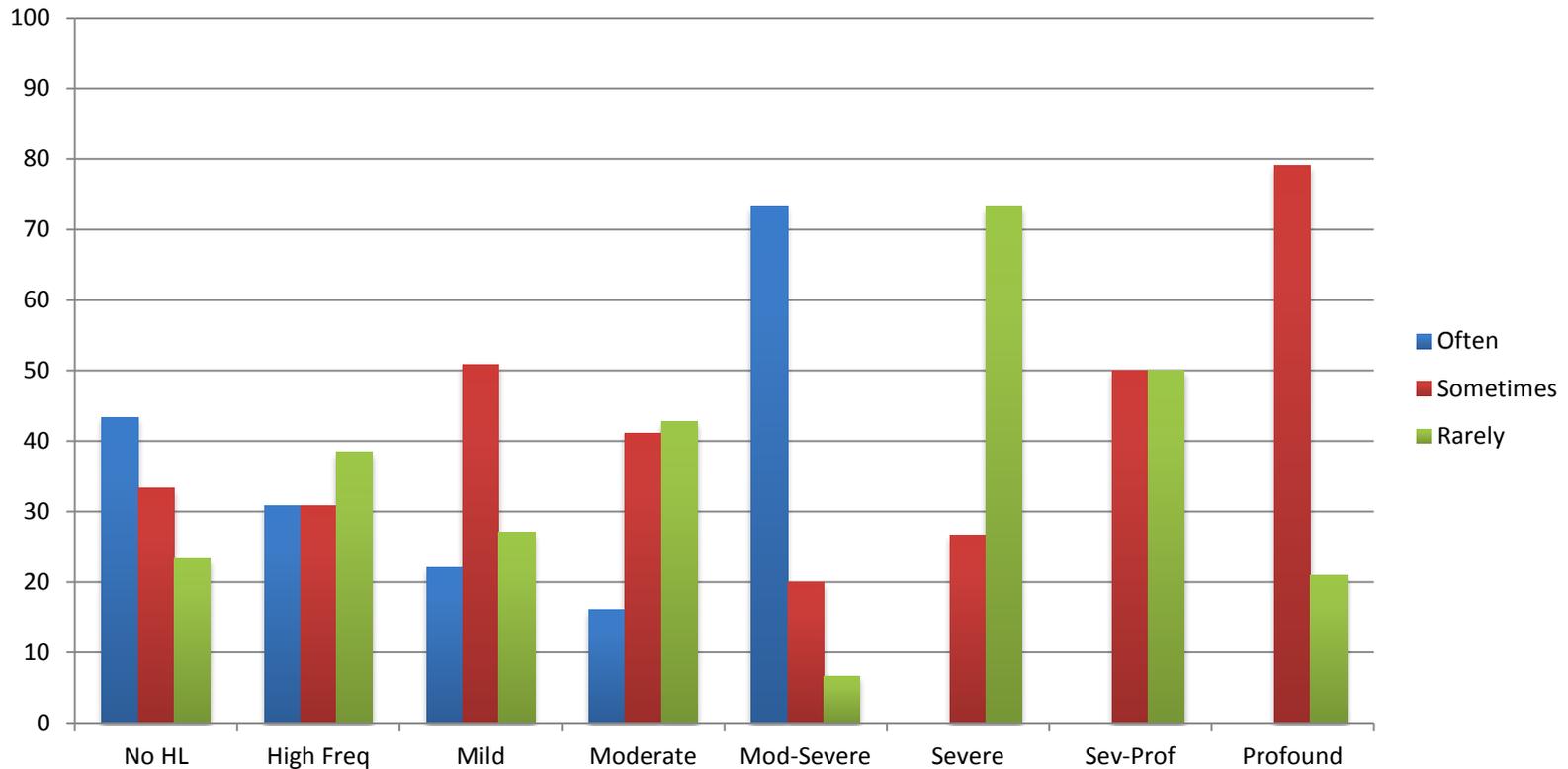


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
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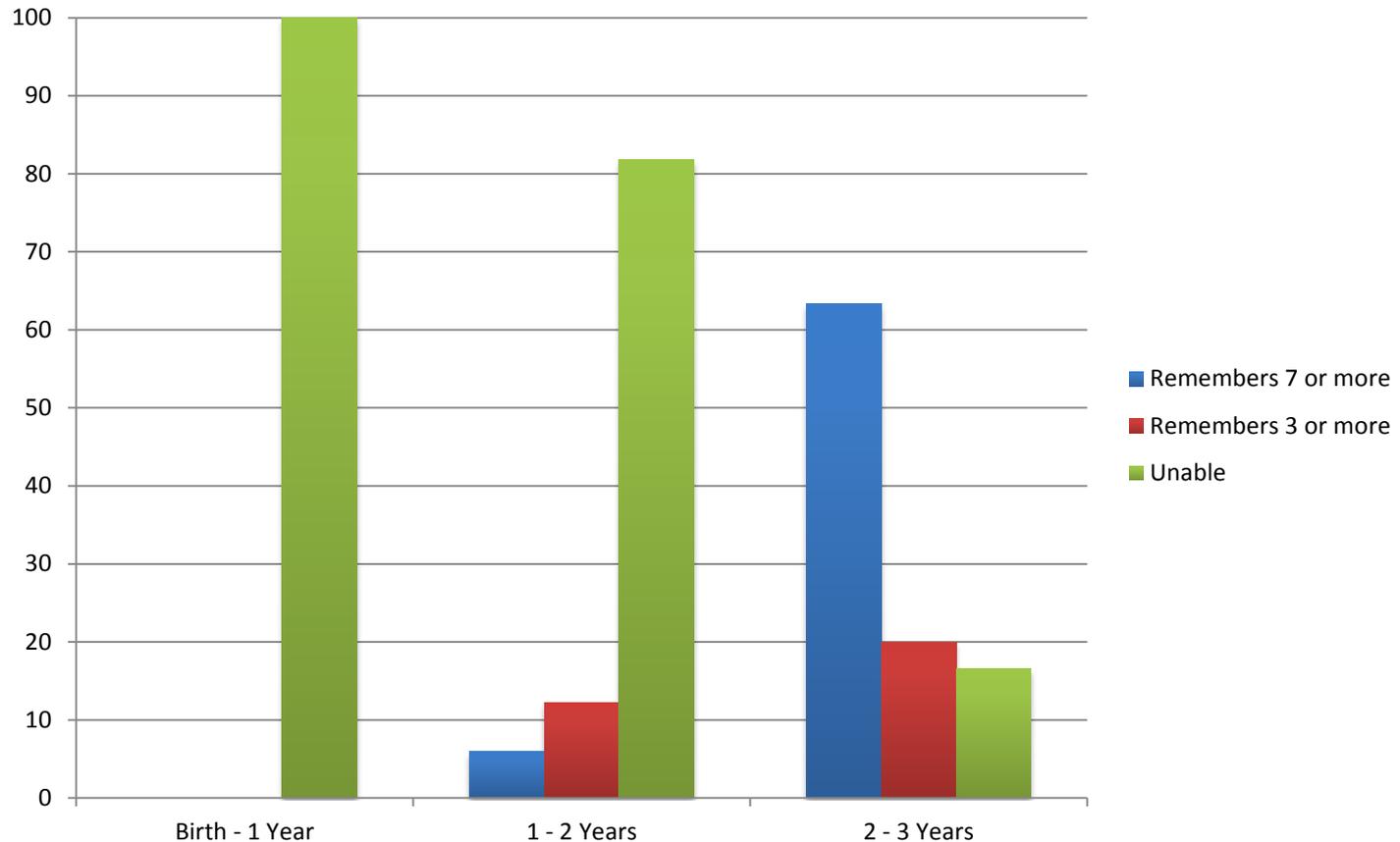


Question 27 (Meagher et al., 2013, DHH)

- Does your child follow three step directions?

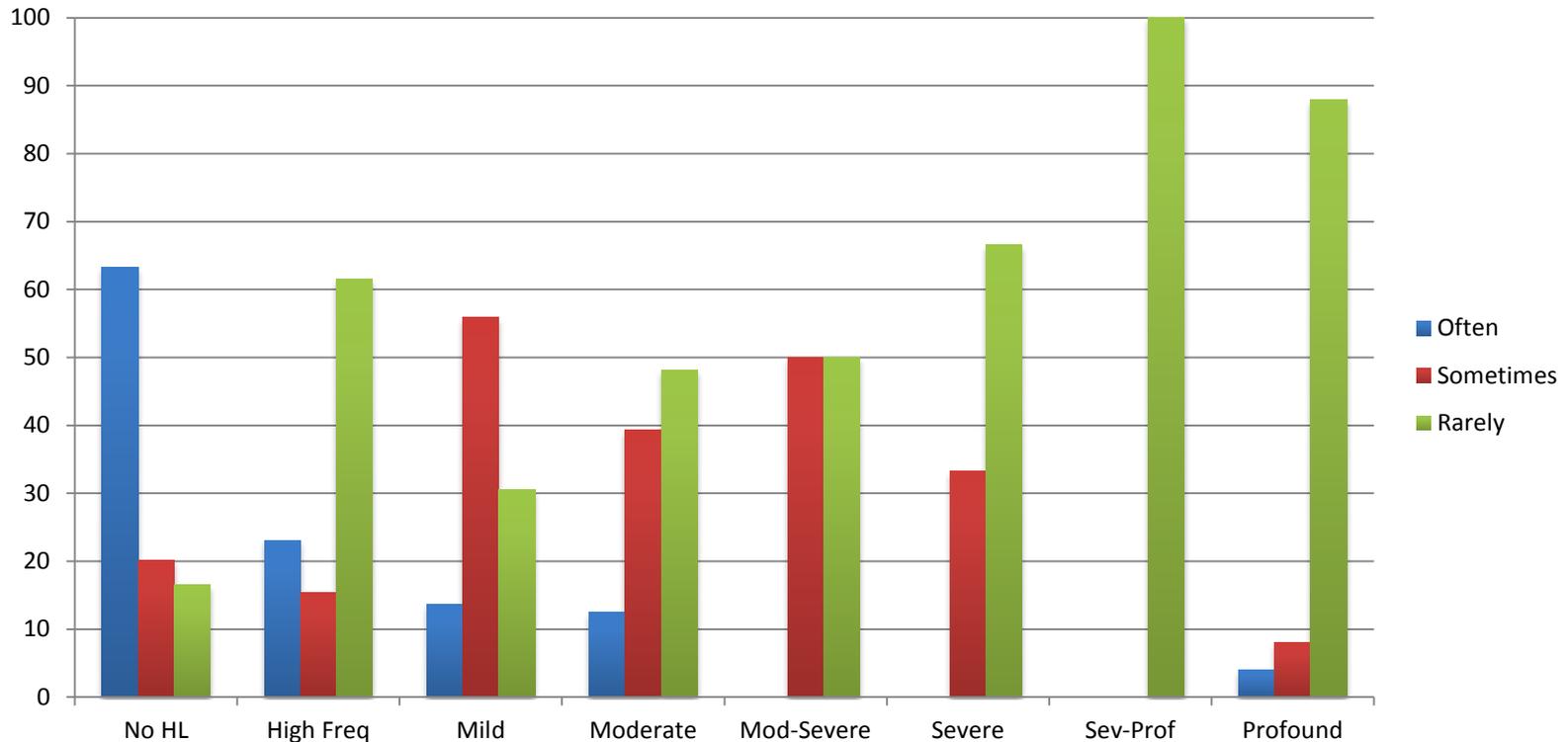


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
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(for example: “I see the dog” or “The girl jumped over the fence
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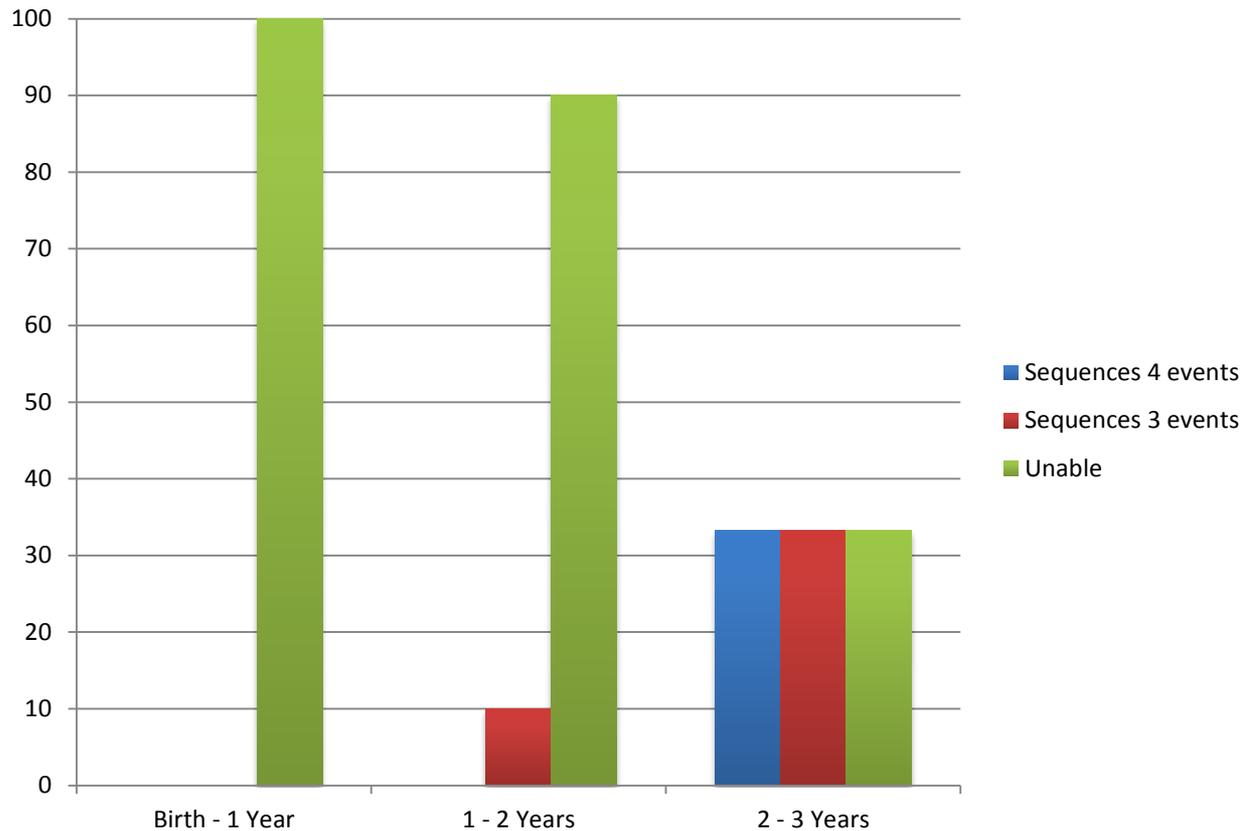
Question 28 (Meagher et al., 2013, DHH)

- Does your child have an auditory memory for phrases/sentences?



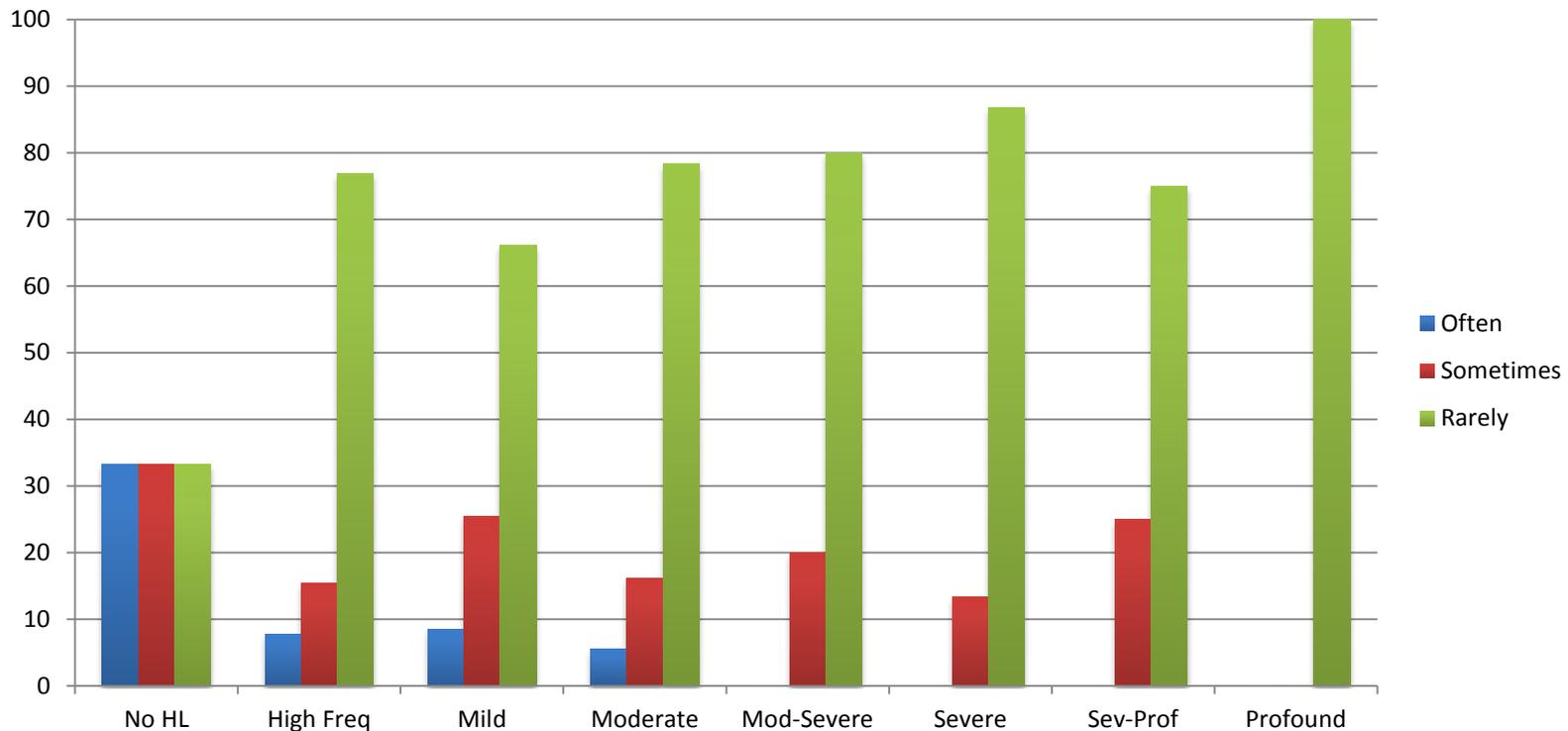
Tyberg, L., Beams, D., Sedey, A., Yoshinaga-Itano, C. (2013)

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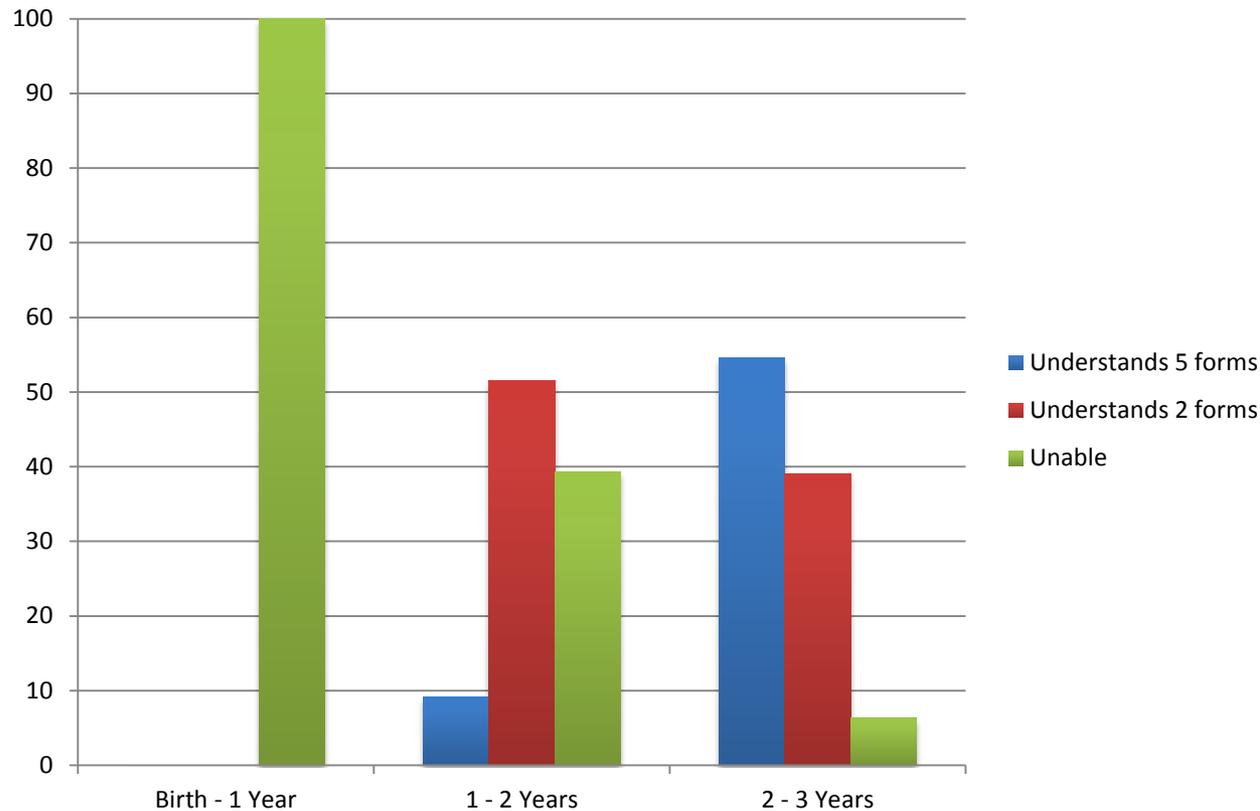
Question 30 (Meagher et al., 2013, DHH)

- Does your child sequence _ 3 events _ 4 events _ 4+ events of a story?



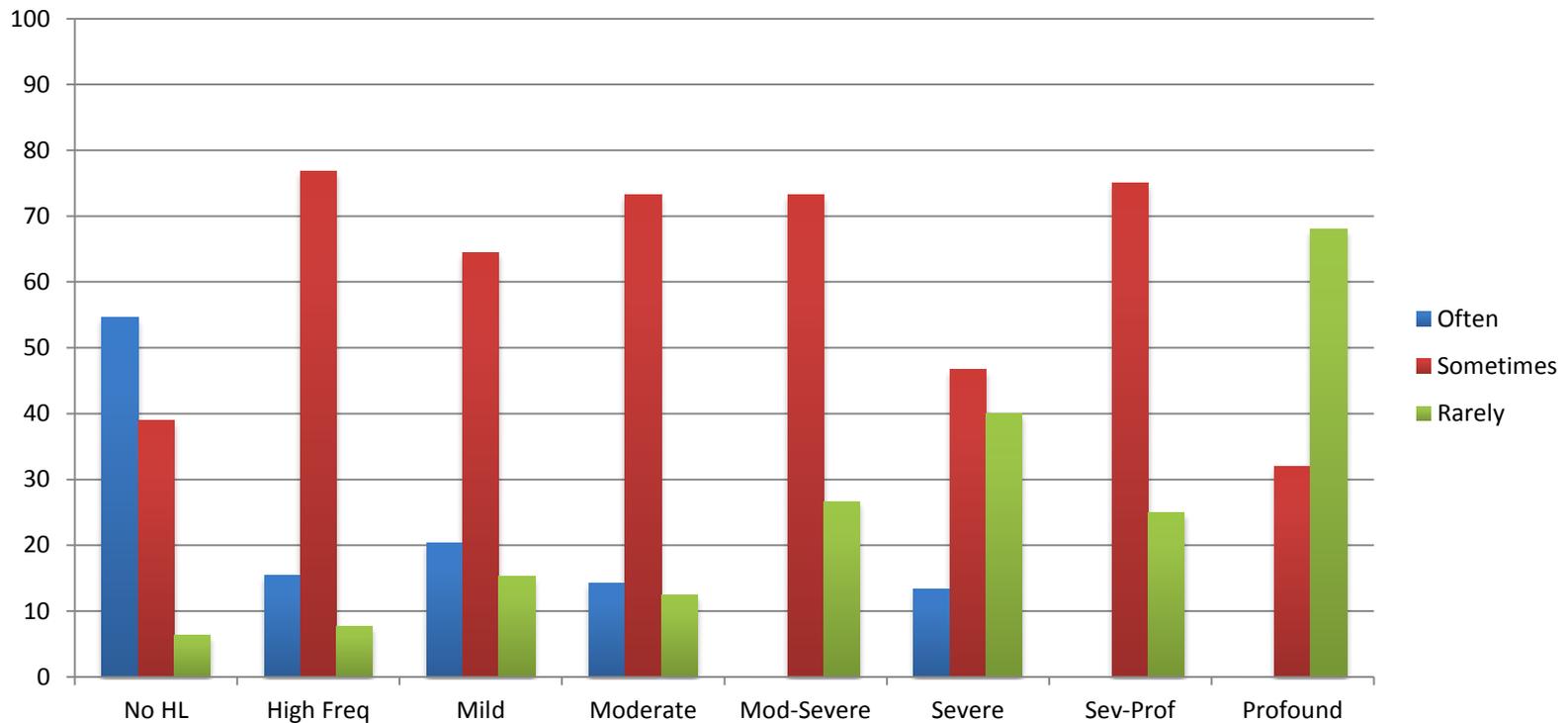
Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

Item 31: Does your child understand the question forms what, where, who, why, when (for example: “What is that?” “Where is the dog?” “Who broke the cup?”) in phrases and sentences?
(NH)

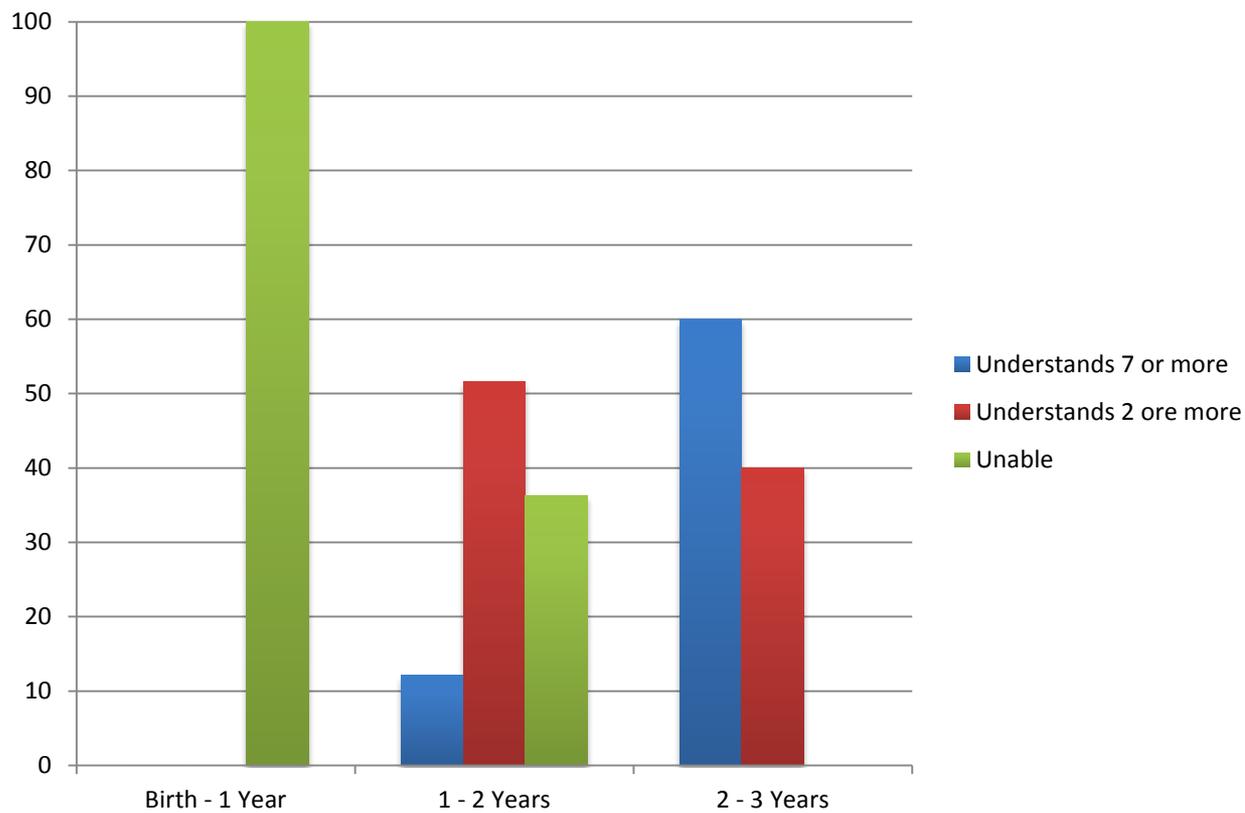


Question 31 (Meagher et al., 2013, DHH)

- Does your child understand the question forms _ what _ where _ who _ why _ when?

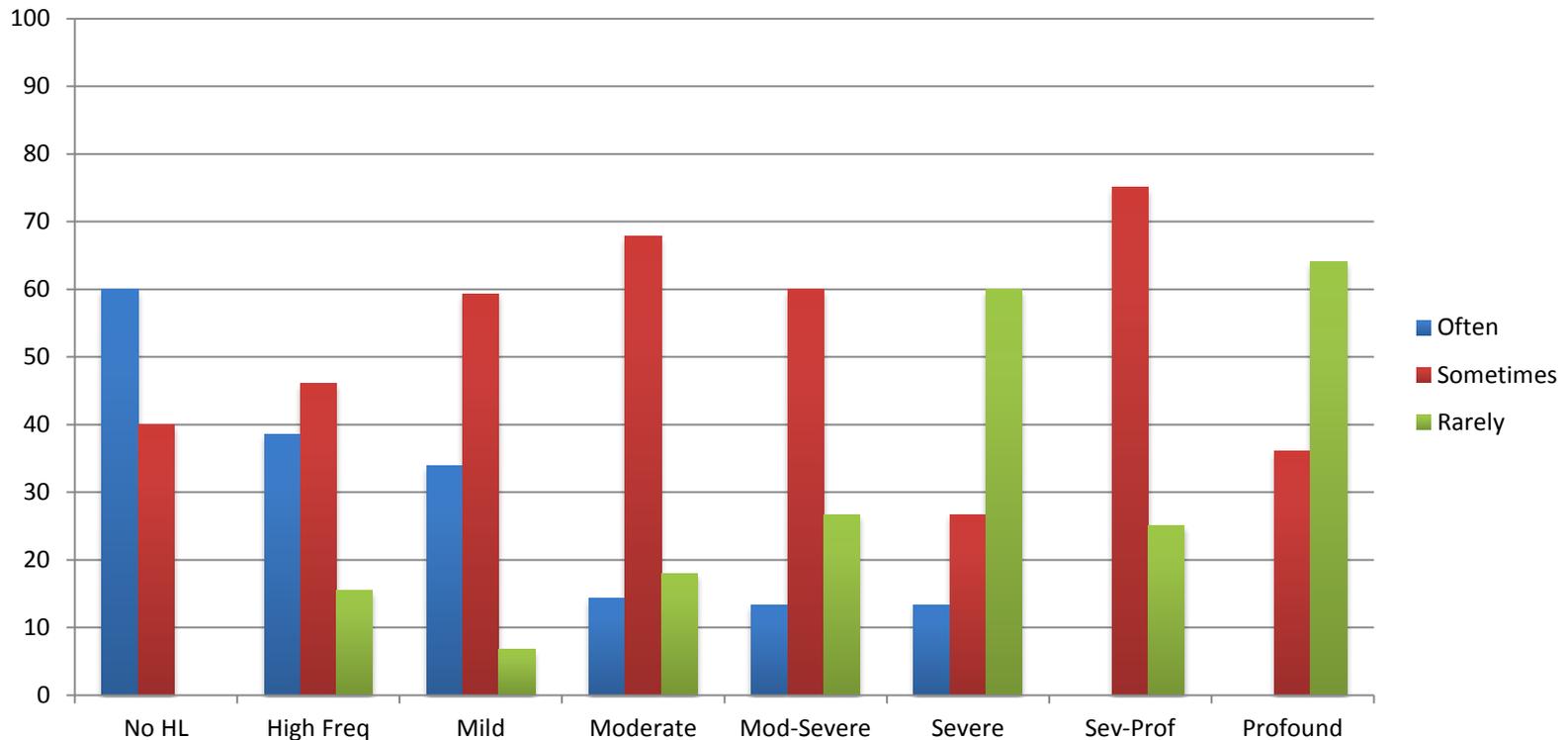


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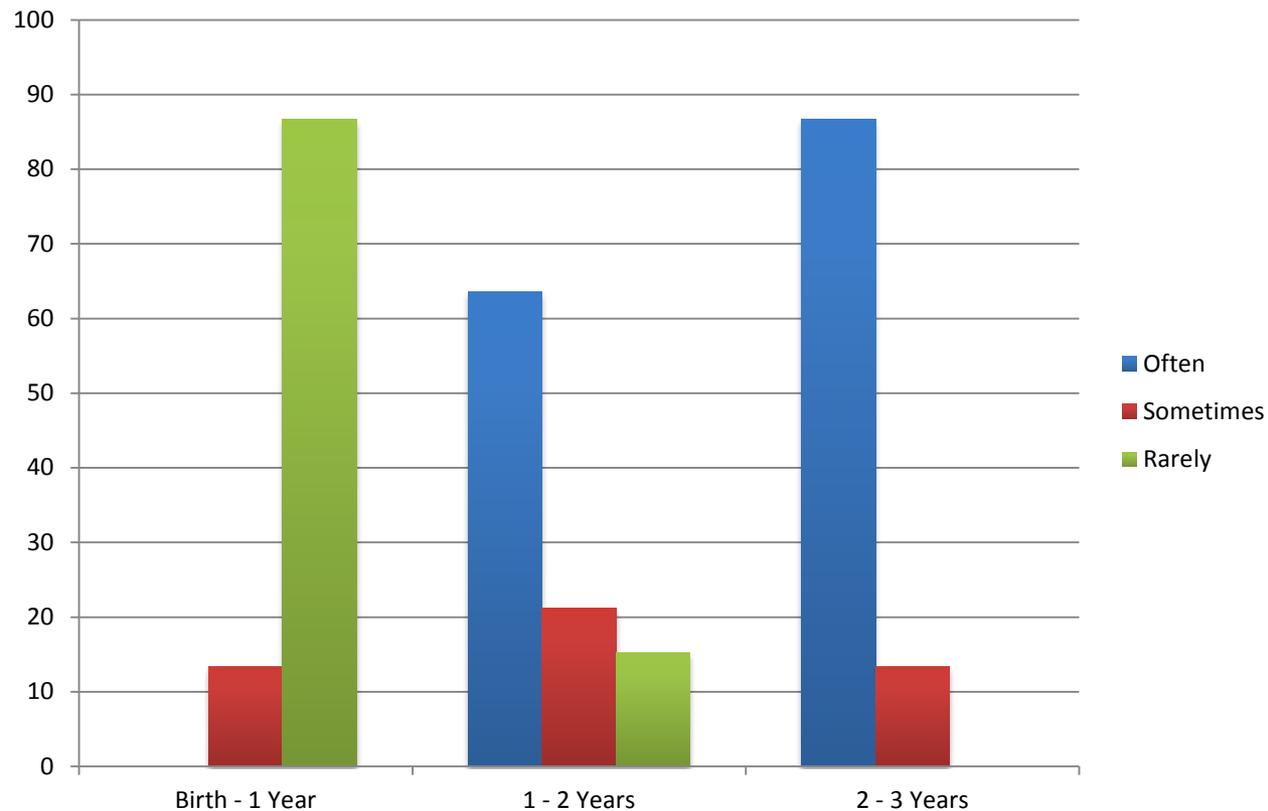


Question 32 (Meagher et al., 2013, DHH)

- Does your child understand concepts in phrases and sentences?



Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Item 35: Through audition/hearing alone, does your child understand
most of what is said? (NH)



Question 35 (Meagher et al., 2013, DHH)

- Does your child, through audition/hearing alone, understand most of what is said?

