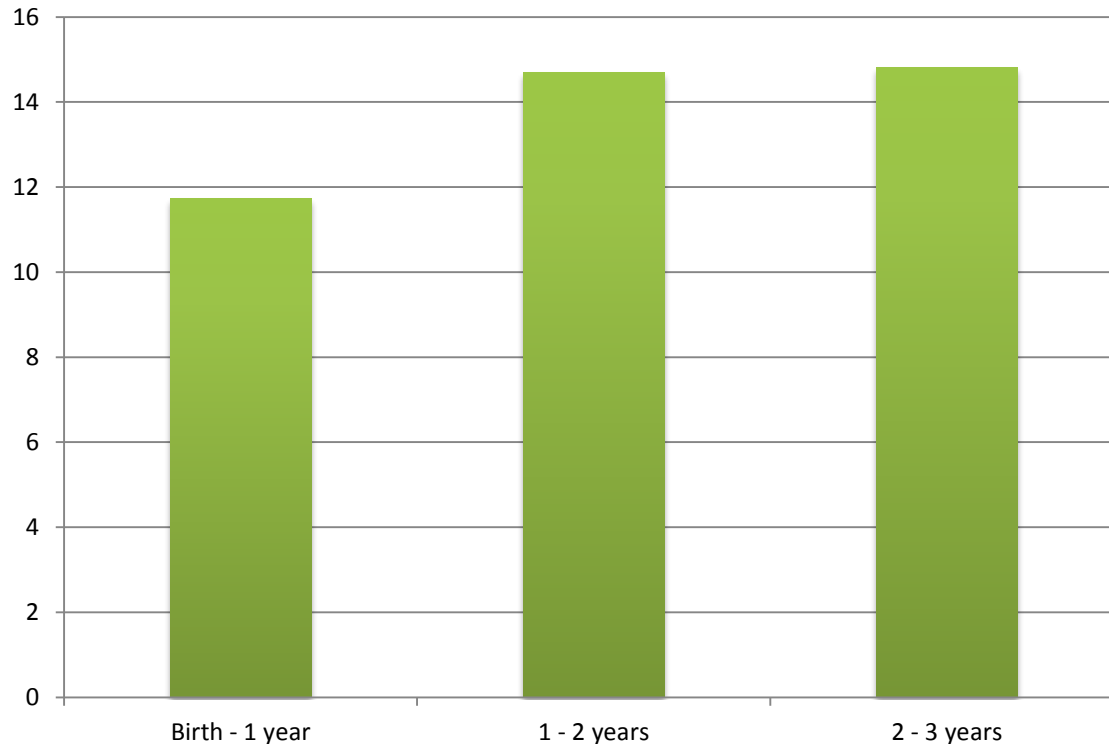


ASC item Children with NH by age

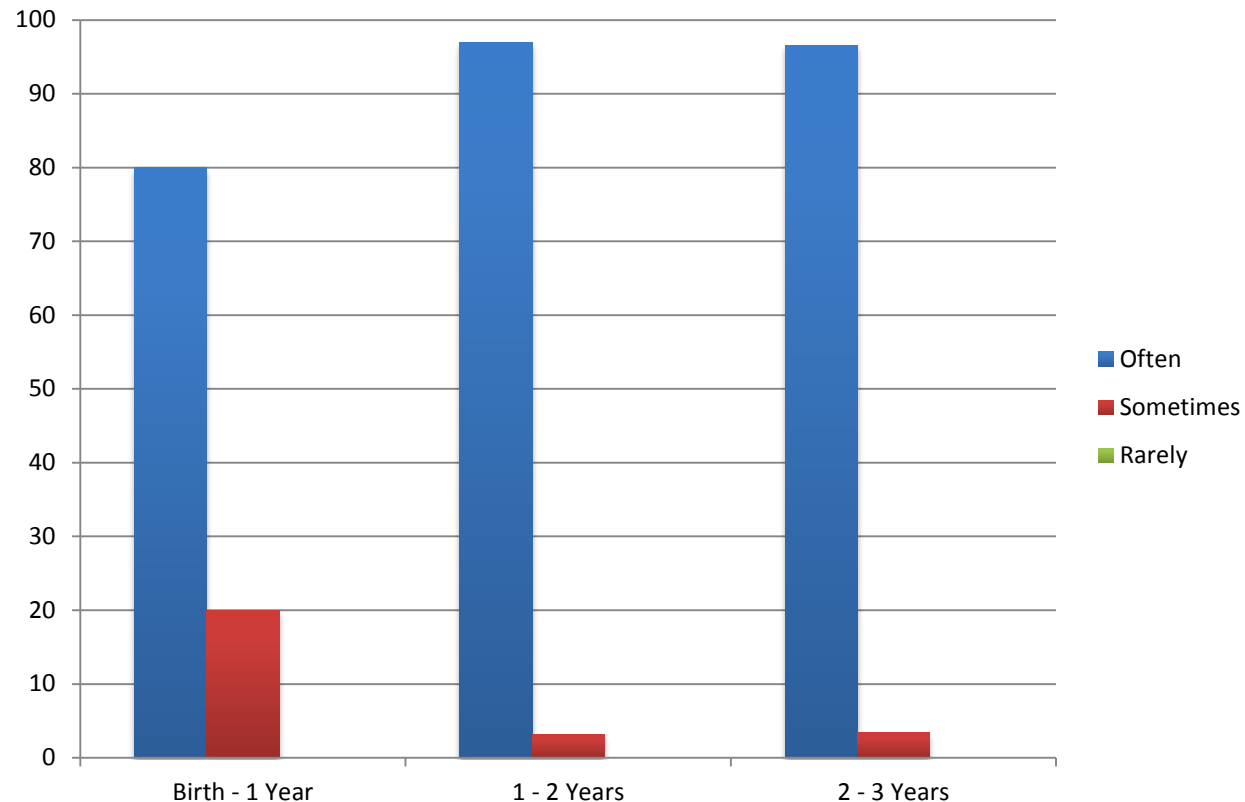
Tyberg, 2012

Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
NH Detection (Items 1 – 9):
Average Total Score (out of a possible 16 points)

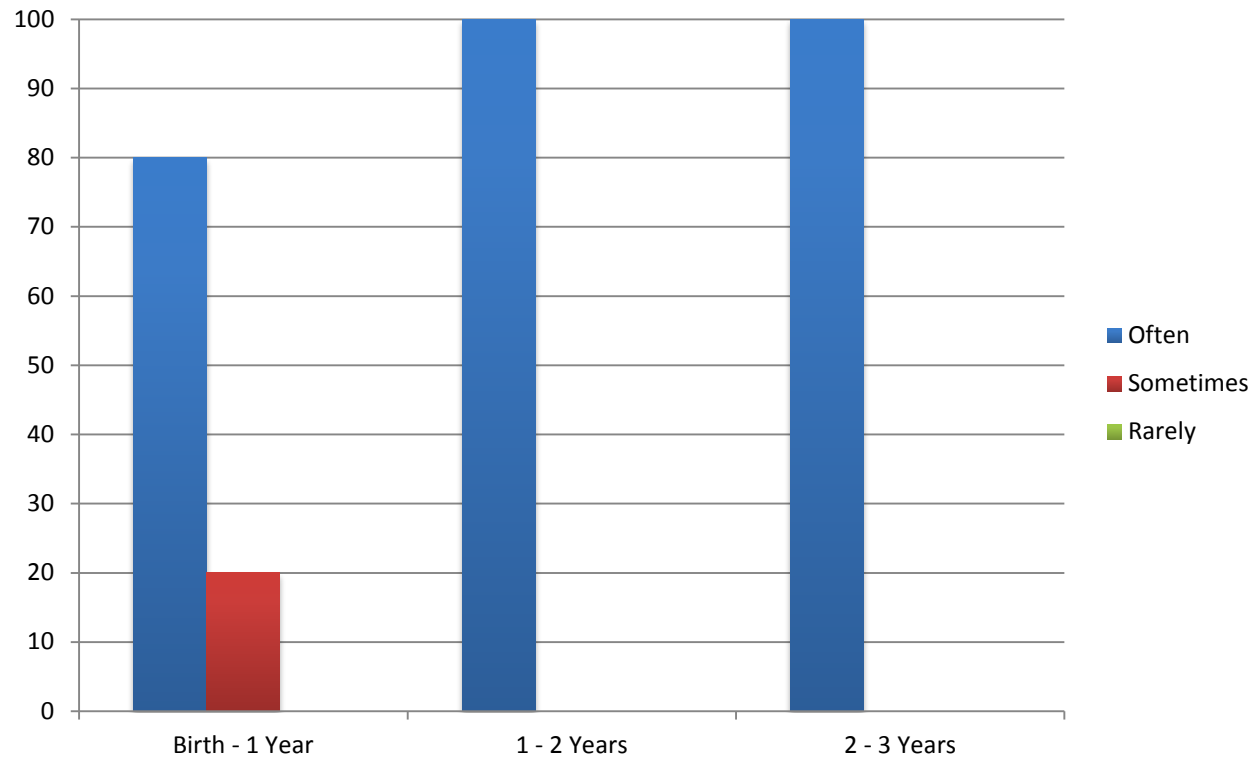


*Item 1 was eliminated from normative data collection, as the question is only applicable to children wearing amplification. Therefore, the total is out of 16 points (but is typically 18 points).

Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Item 2: Does your child use body language to indicate when something is heard (for example: turns head, eye widening, quiets, stops action, changes facial expressions)? (NH)

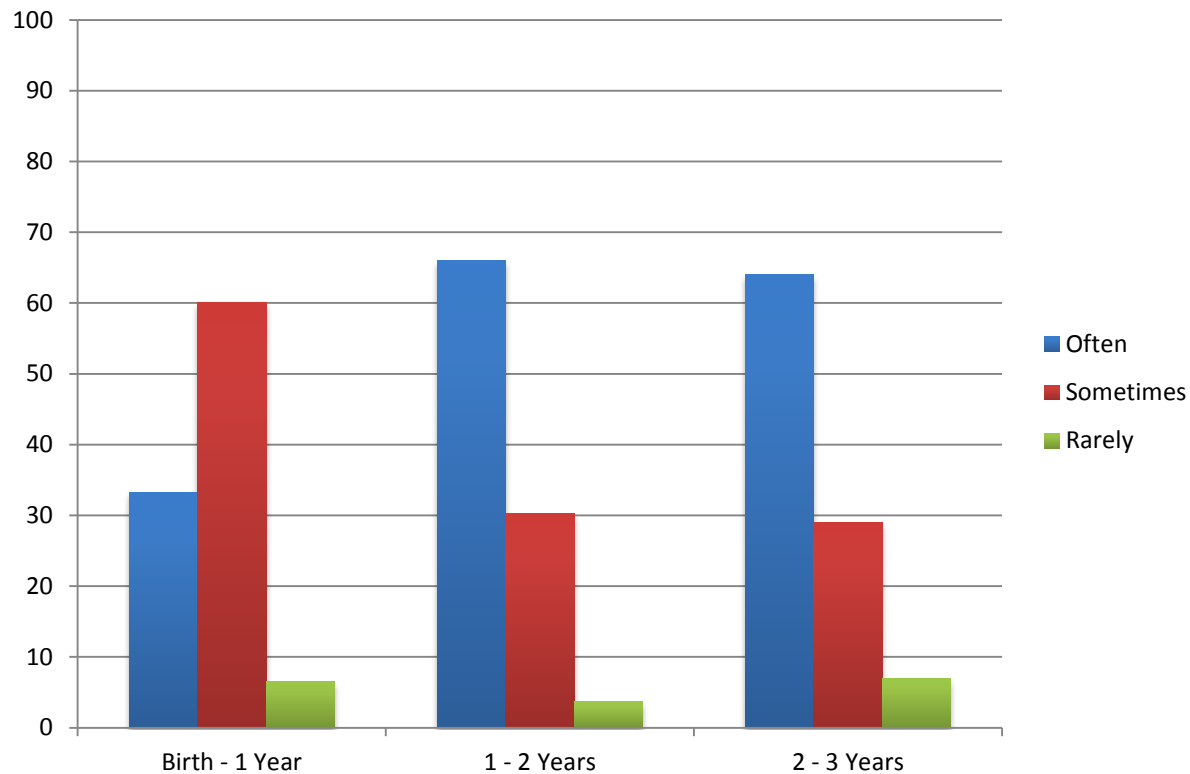


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Item 3: Does your child show awareness (alerts or quiets in response to loud sounds, turns to the sound source) to loud environmental sound (for example: a dog barking)? (NH)



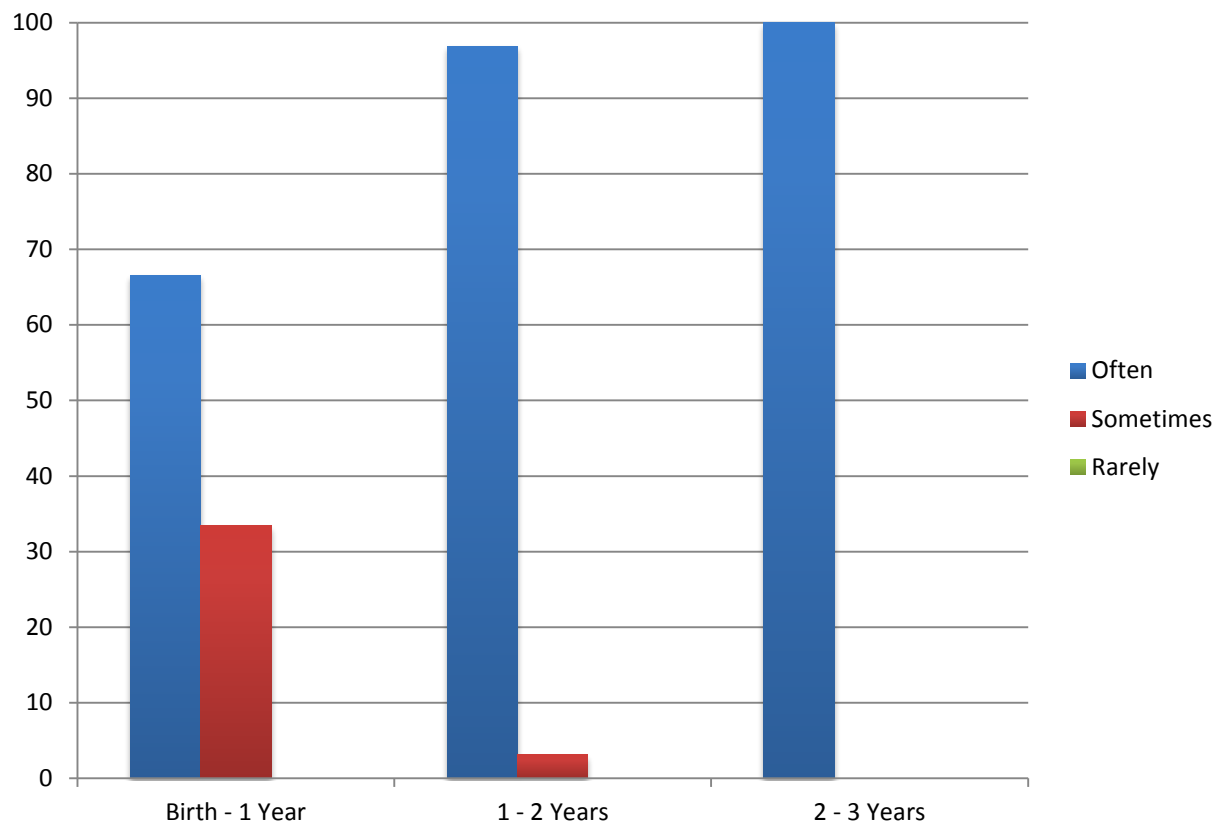
Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

Item 4: Does your child show awareness (quiets to the sound and/or turns to the sound source) of soft environmental sounds (for example: microwave bell, clock ticking, etc.)? (NH)

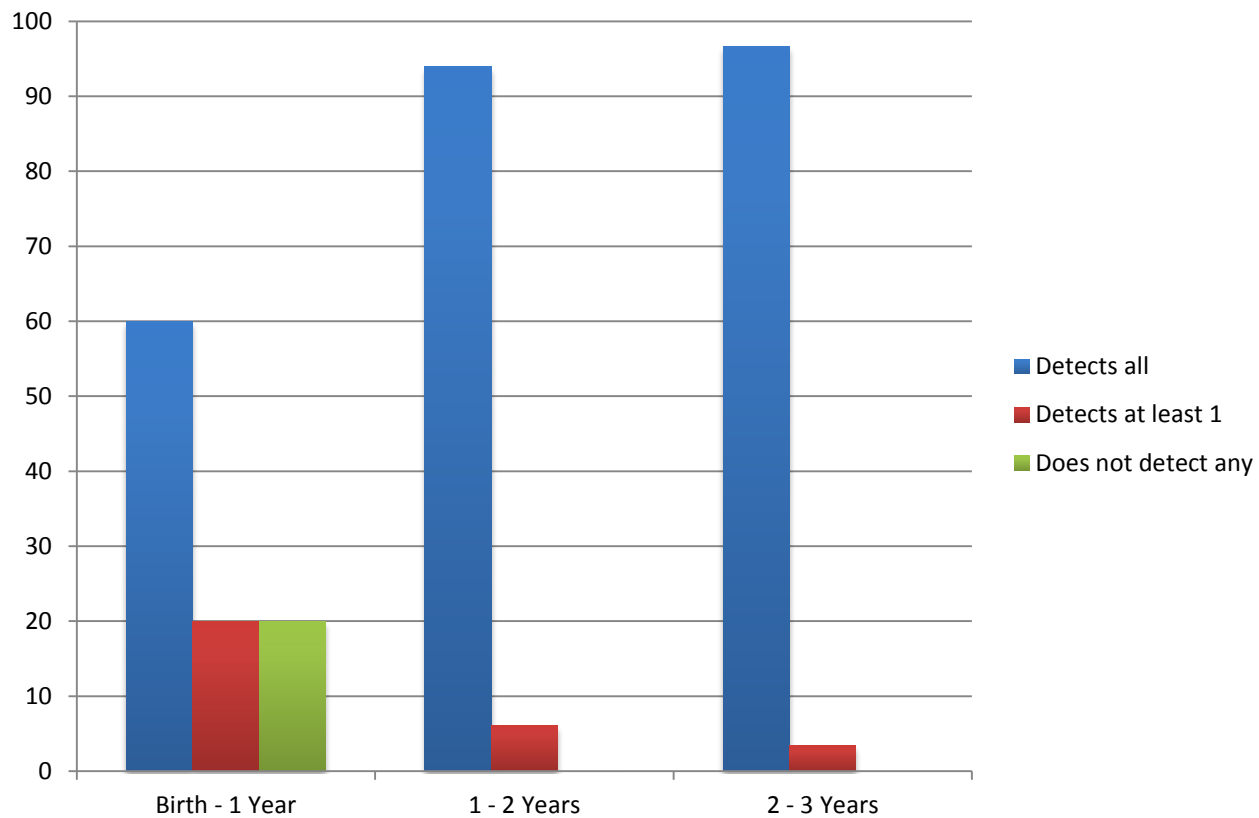


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

Item 5: Does your child show awareness of voices (quiets to the sound and/or turns to the sound source), spoken at typical loudness levels (in regular voice)? (NH)

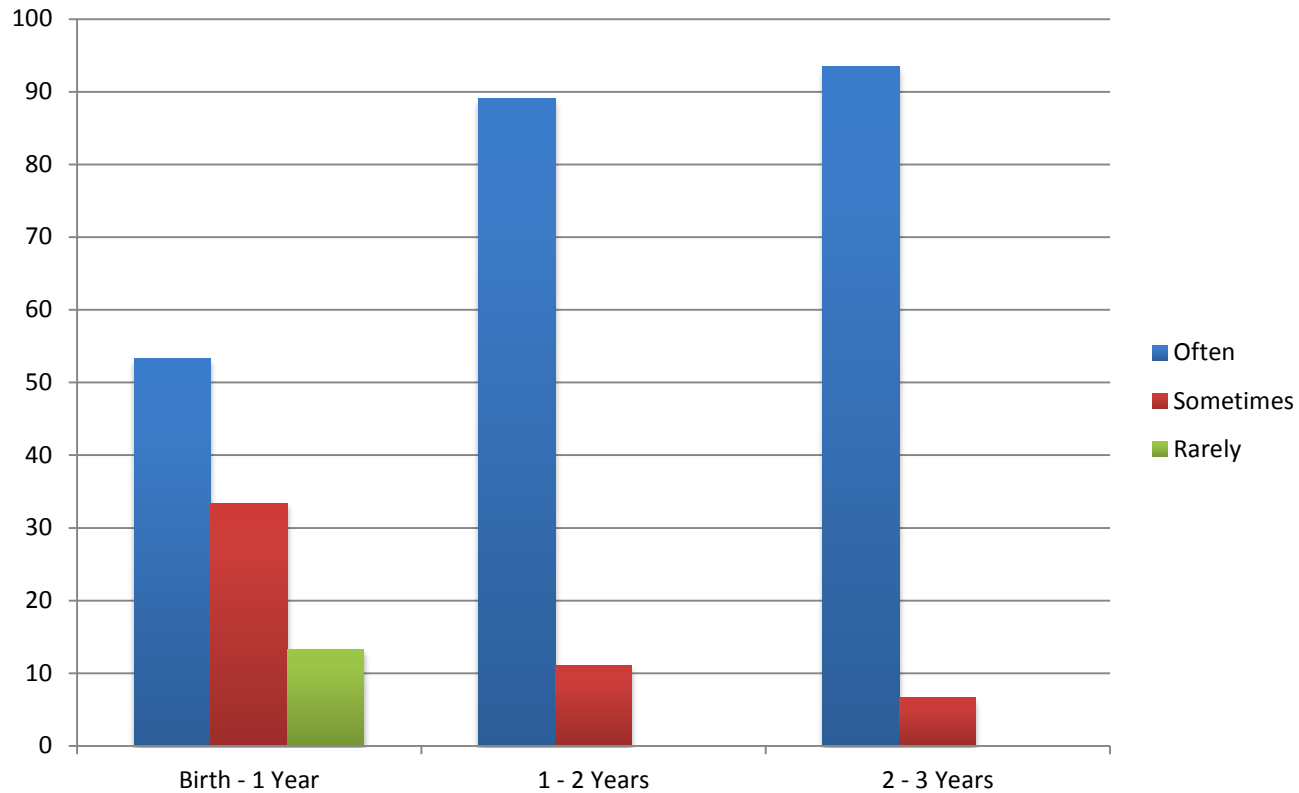


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Item 6: Does your child detect the Ling Six Sounds
(M, AH, OO, E, SH, S)? (NH)

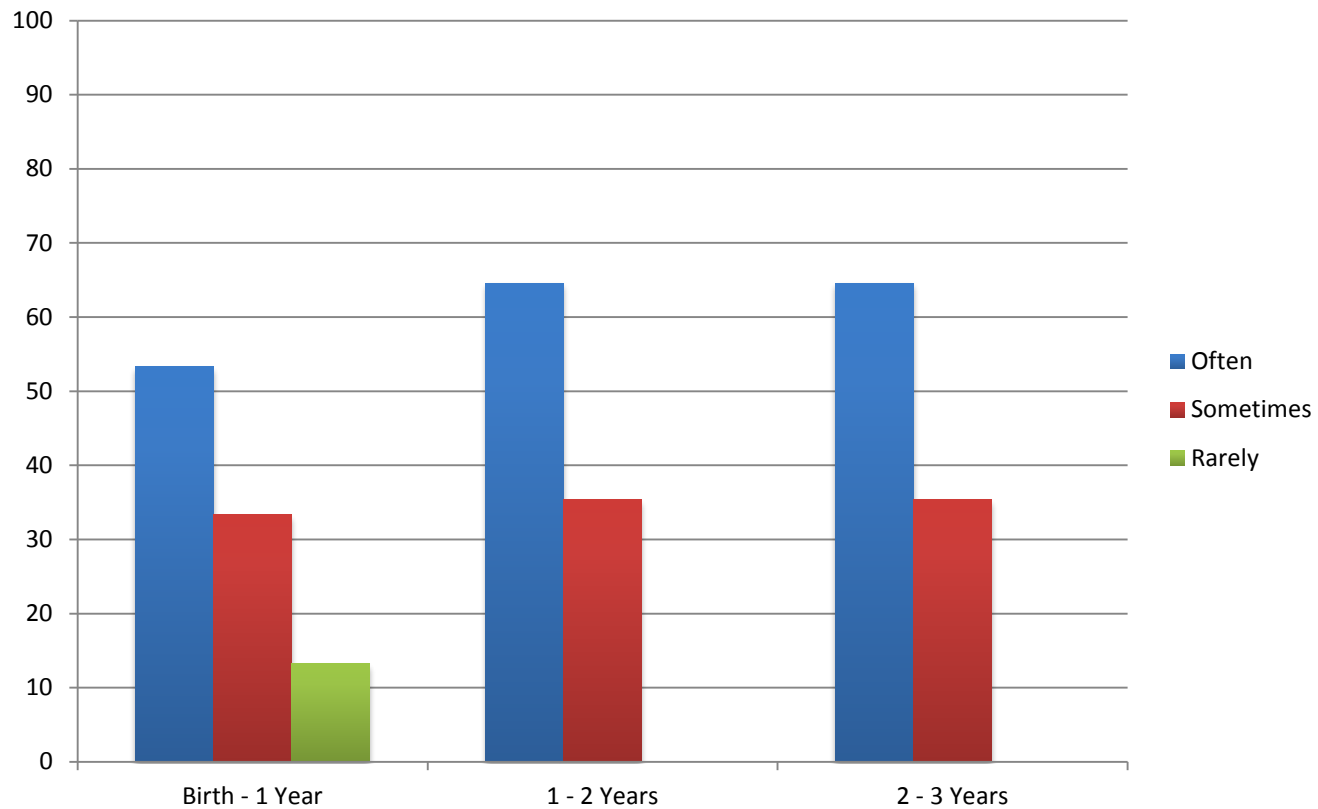


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

Item 7: Does your child detect the speaker's voice when background noise (softer than the speaker's voice) is present? (NH)

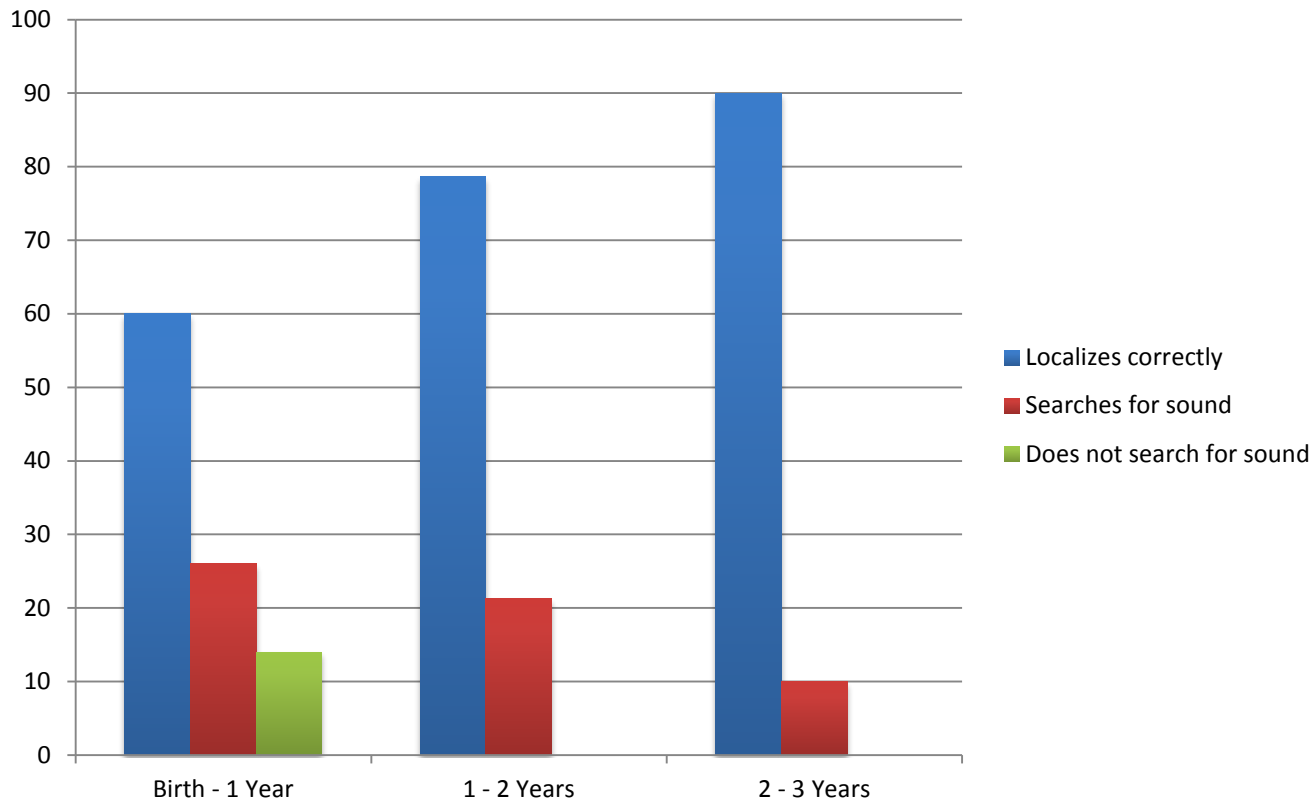


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Item 8: Does your child search to find out where a sound is coming from? (NH)

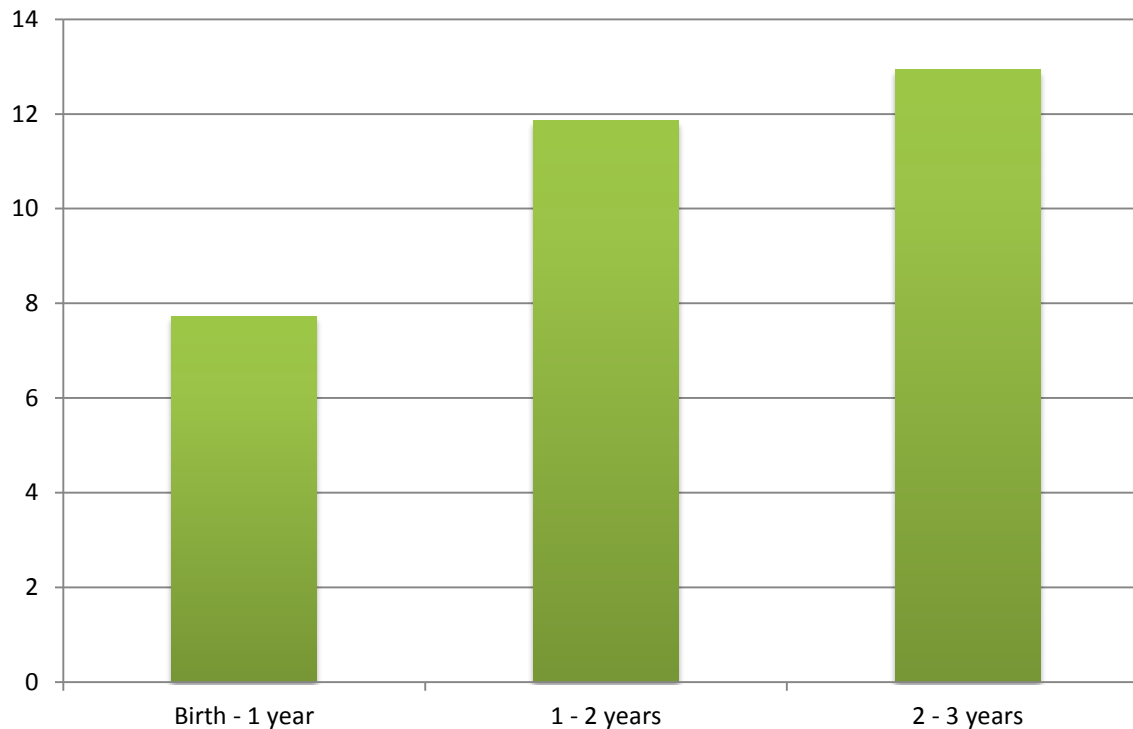


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

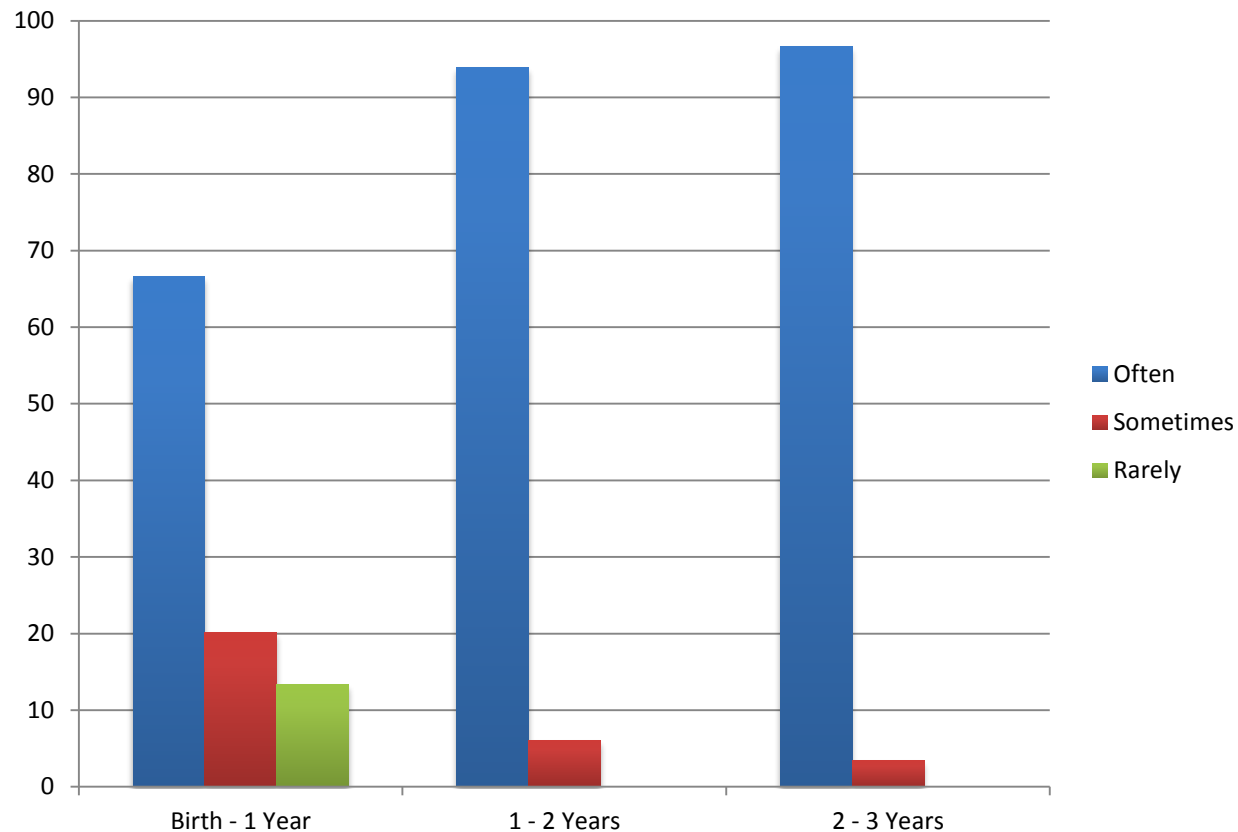
Item 9: Does your child localize to the correct sound source (to the direction the sound is coming from)? (NH)



Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Discrimination (Items 10-16) (NH):
Average Total Score (out of a possible 14 points)

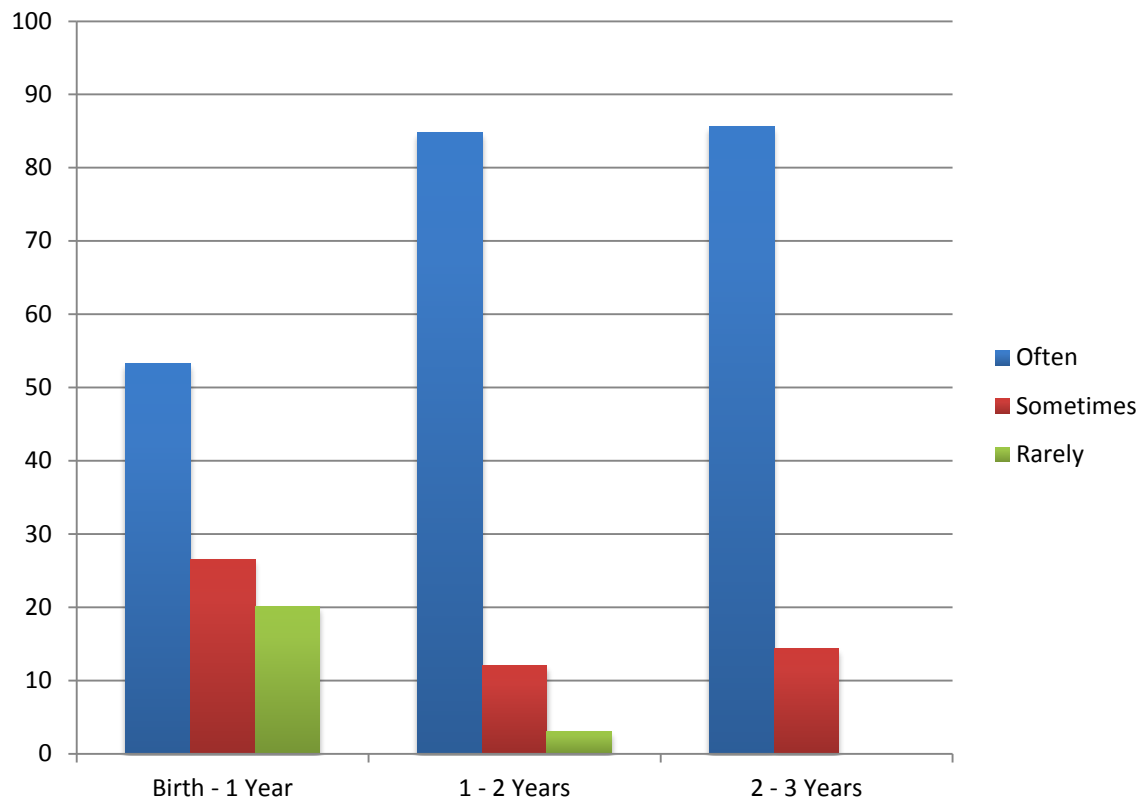


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Item 10: Does your child notice a difference or respond differently between someone talking vs. a common environmental sound (difference between mom talking and someone clapping their hands)? (NH)



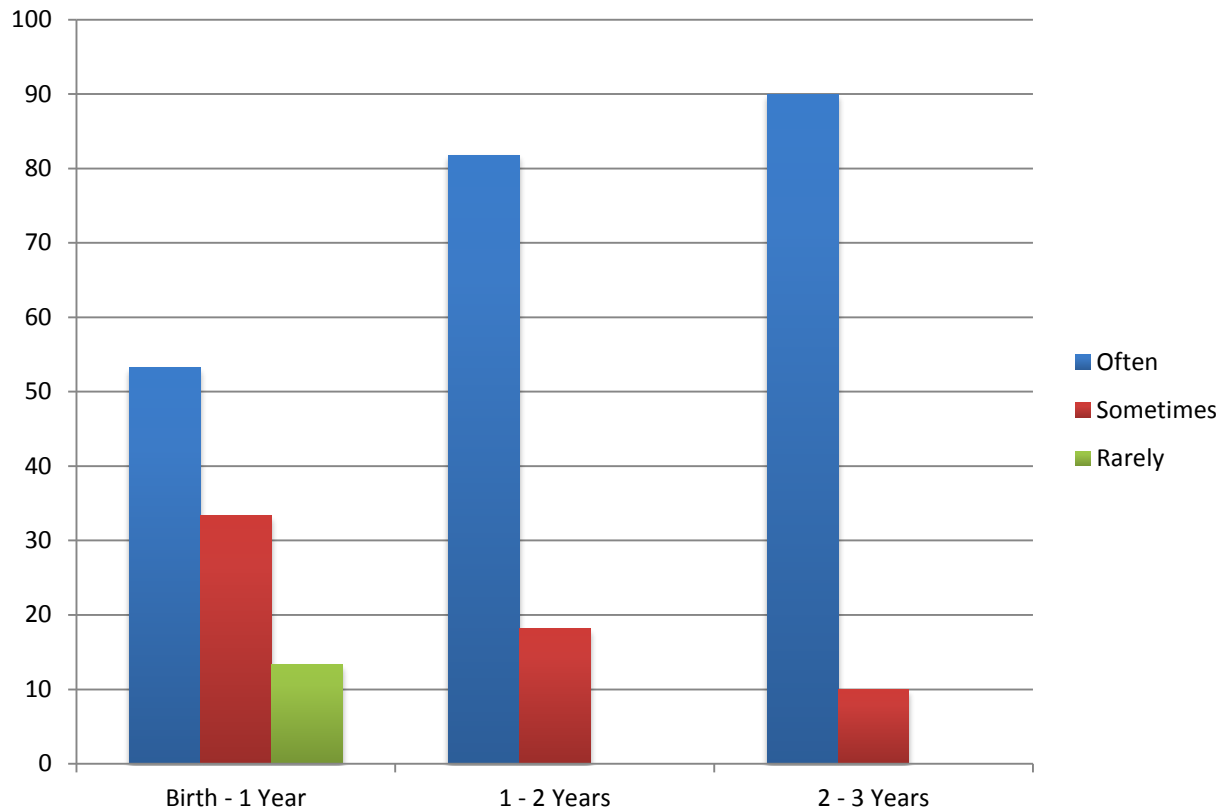
Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

Item 11: Does your child notice a difference or respond differently between different environmental sounds (for example: dog barking versus a telephone ringing)? (NH)



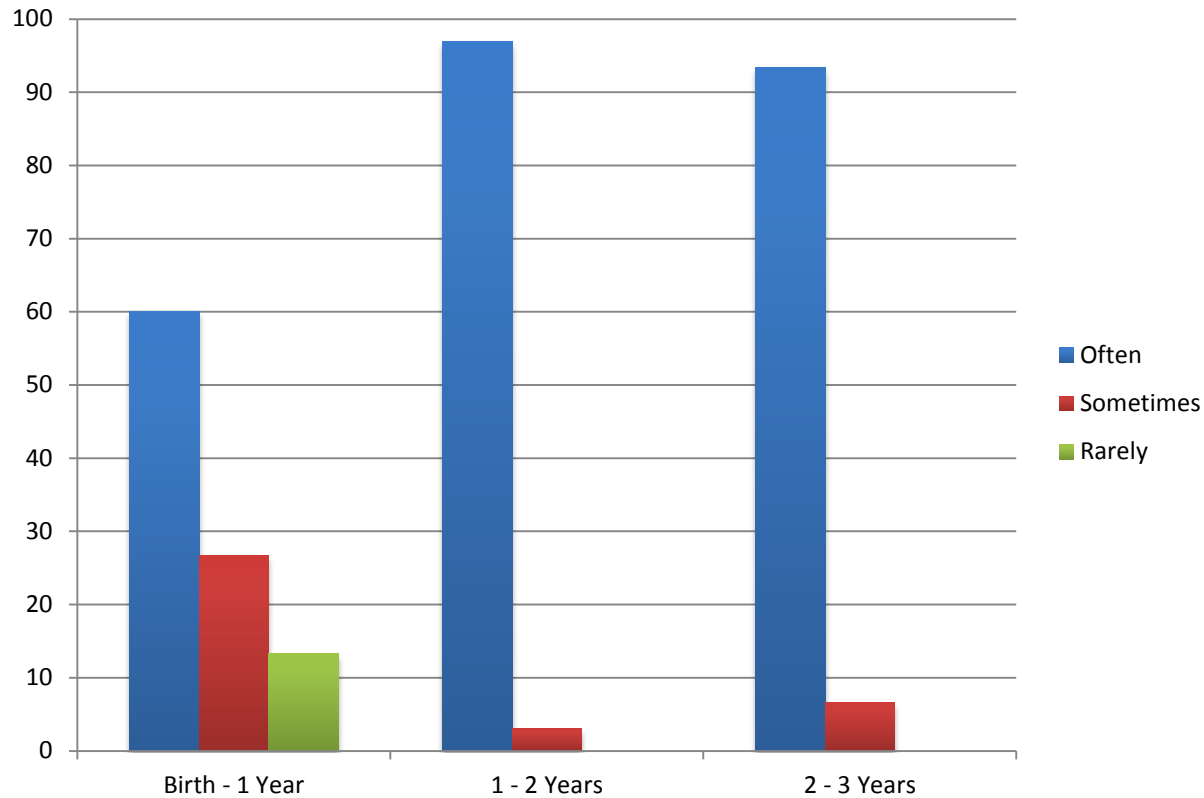
Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

Item 12: Does your child notice a difference or respond differently between a speaker using a soft voice (a whisper) and a speaker using a loud voice (above conversational range)? (NH)



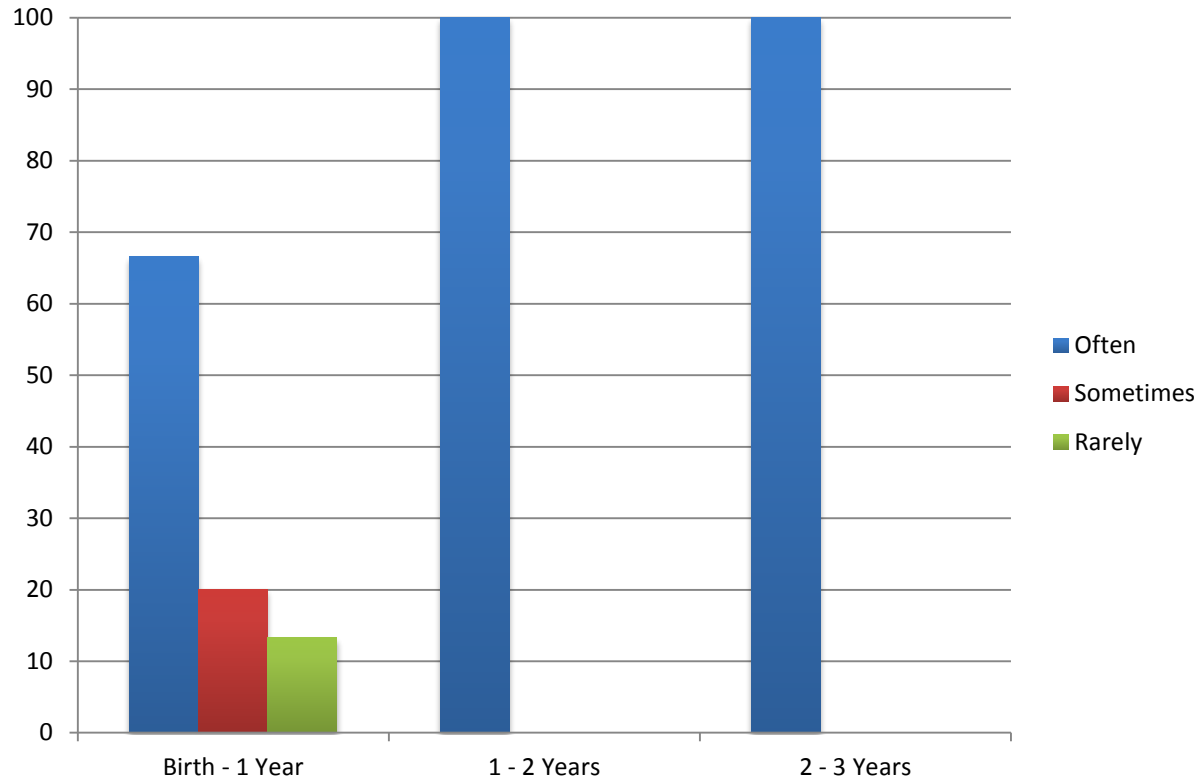
Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

Item 13: Does your child notice the difference (discriminate) between a person singing (for example “Happy Birthday”) from a person having a conversation? (NH)



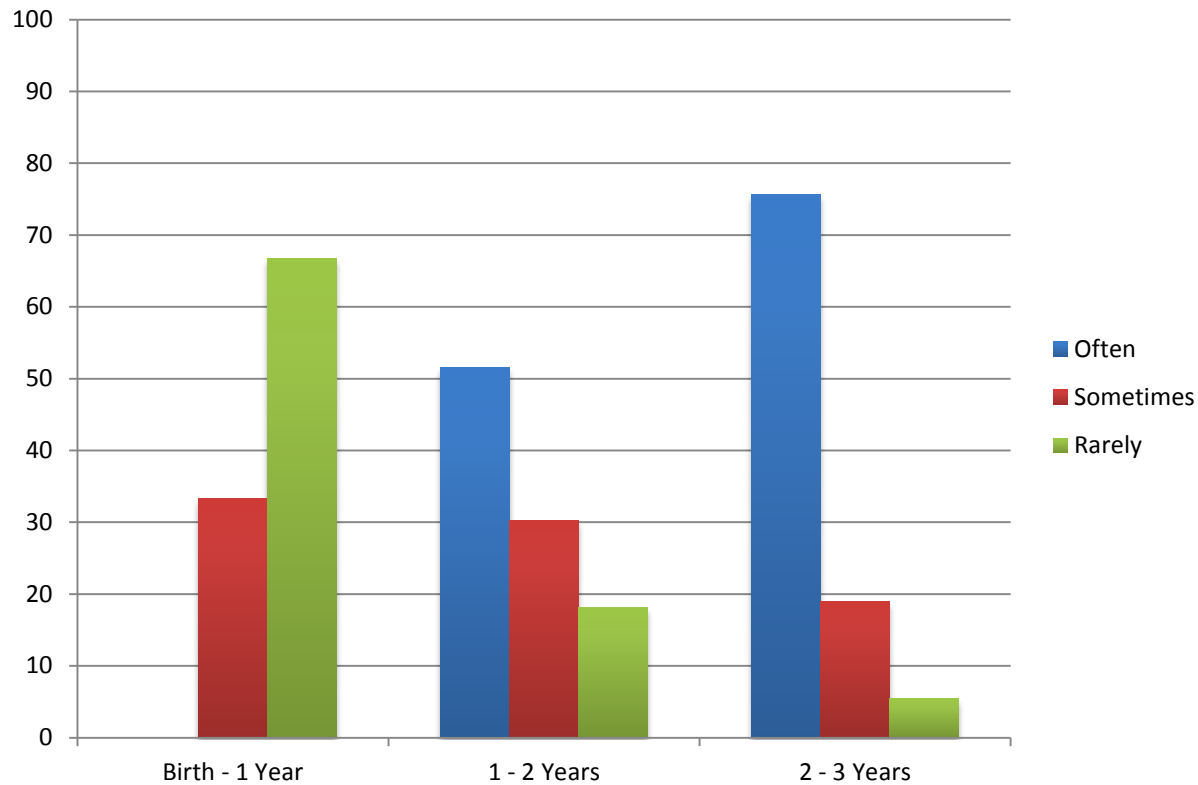
Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

Item 14: Does your child notice the difference between family members' voices (for example: Dad's voice vs. Mom's voice vs. a sibling's voice)? (NH)

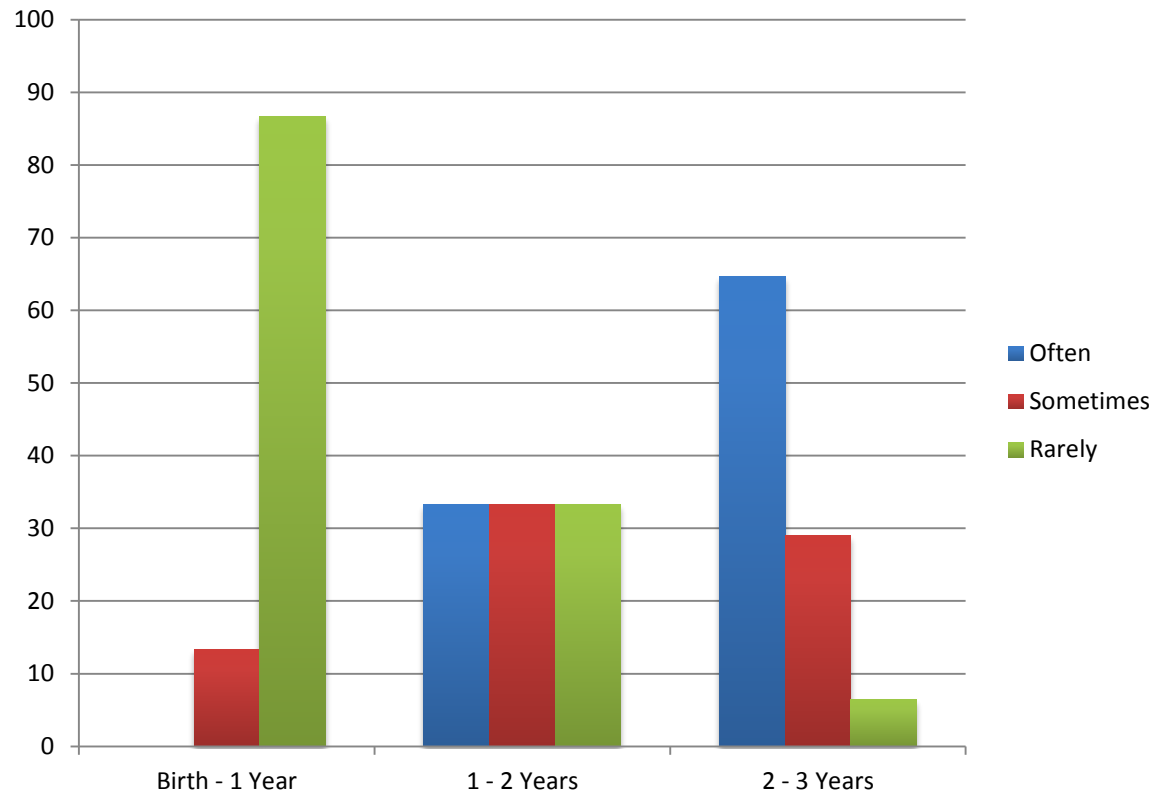


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

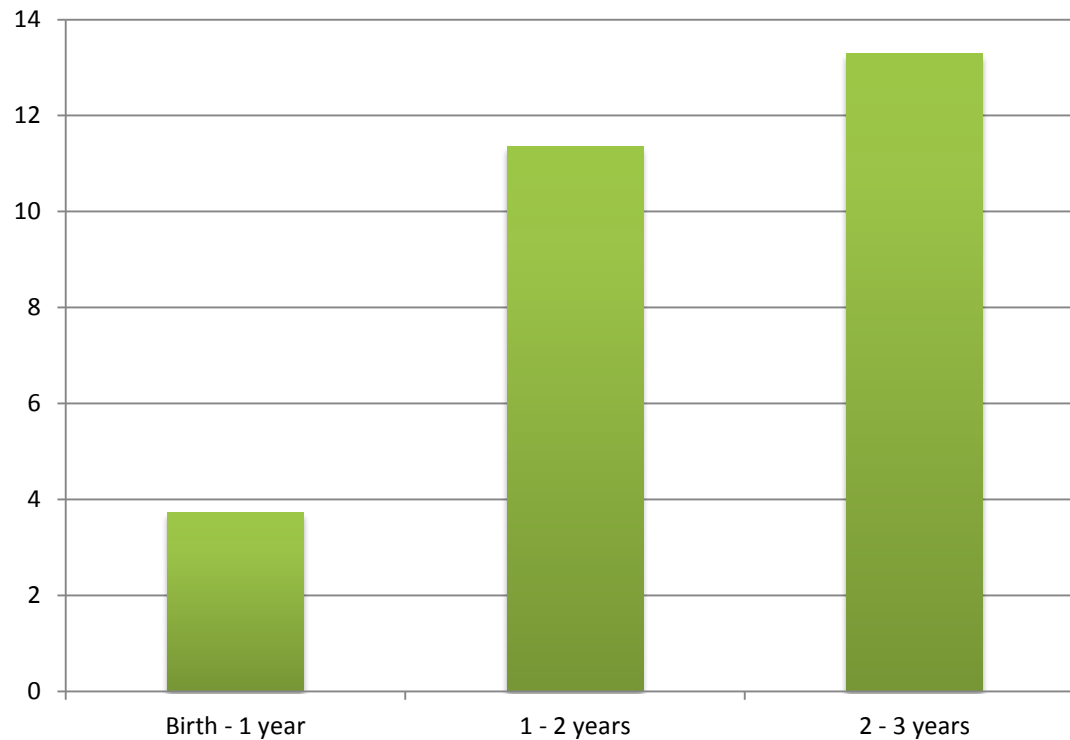
15: Does your child notice the difference between minimal pair words (similar sounding words such as pat, bat, mat)? (NH)



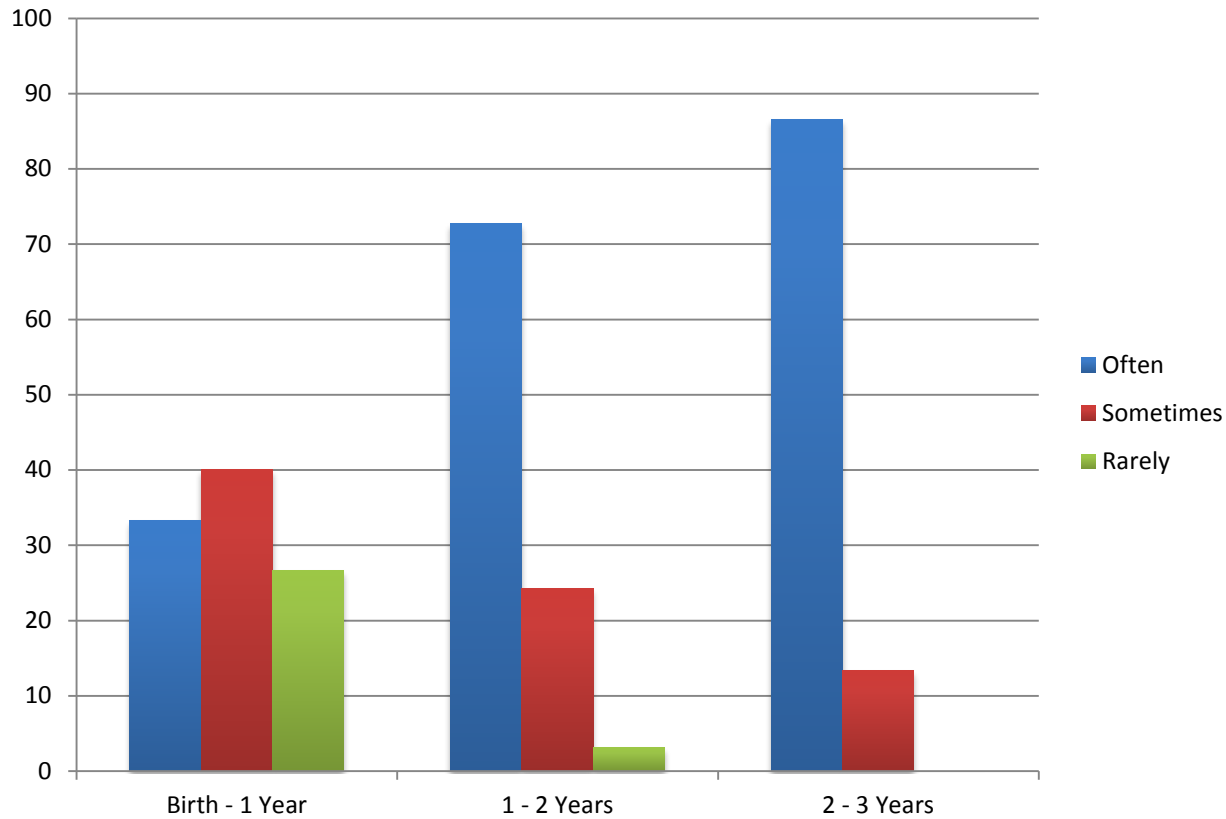
Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Item 16: Does your child notice the difference between similar
sounding phrases and sentences
(How old are you? vs. How are you?) (NH)



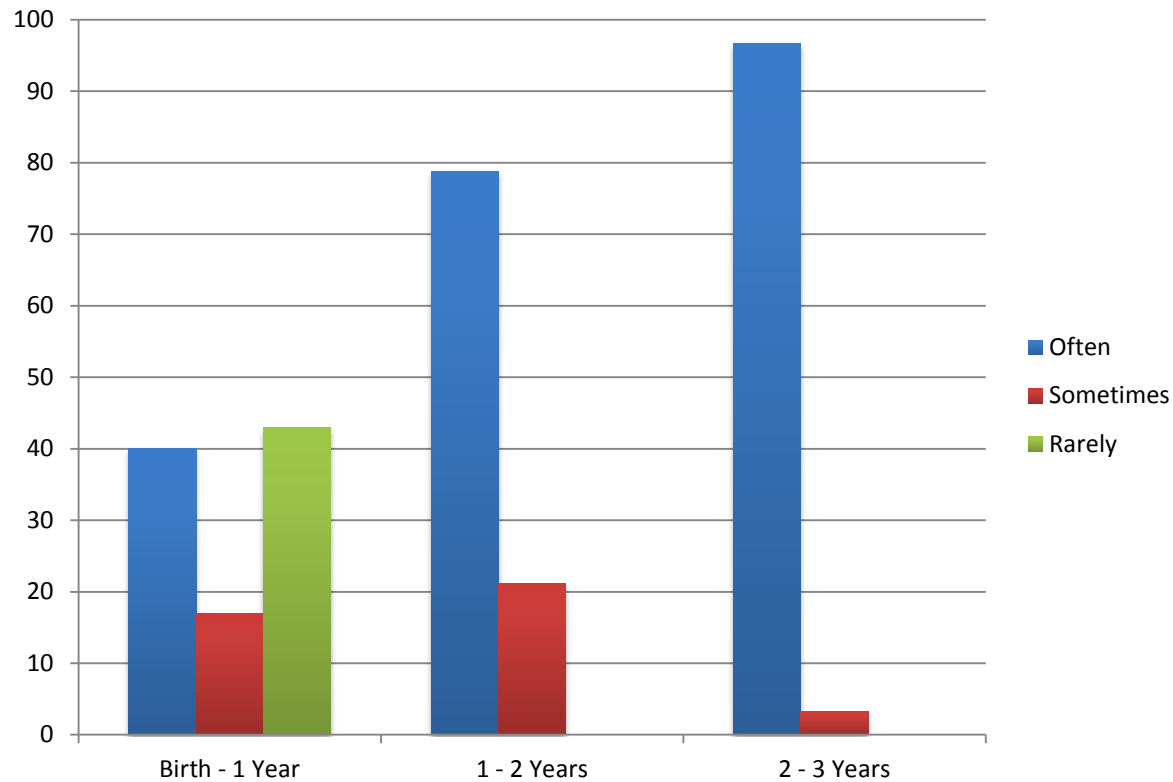
Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Identification (Items 17-23):
Average Total Score (out of a possible 14 points) (NH)



Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Item 17: Does your child identify if the speaker is happy, angry,
surprised by the change in vocal tones? (NH)

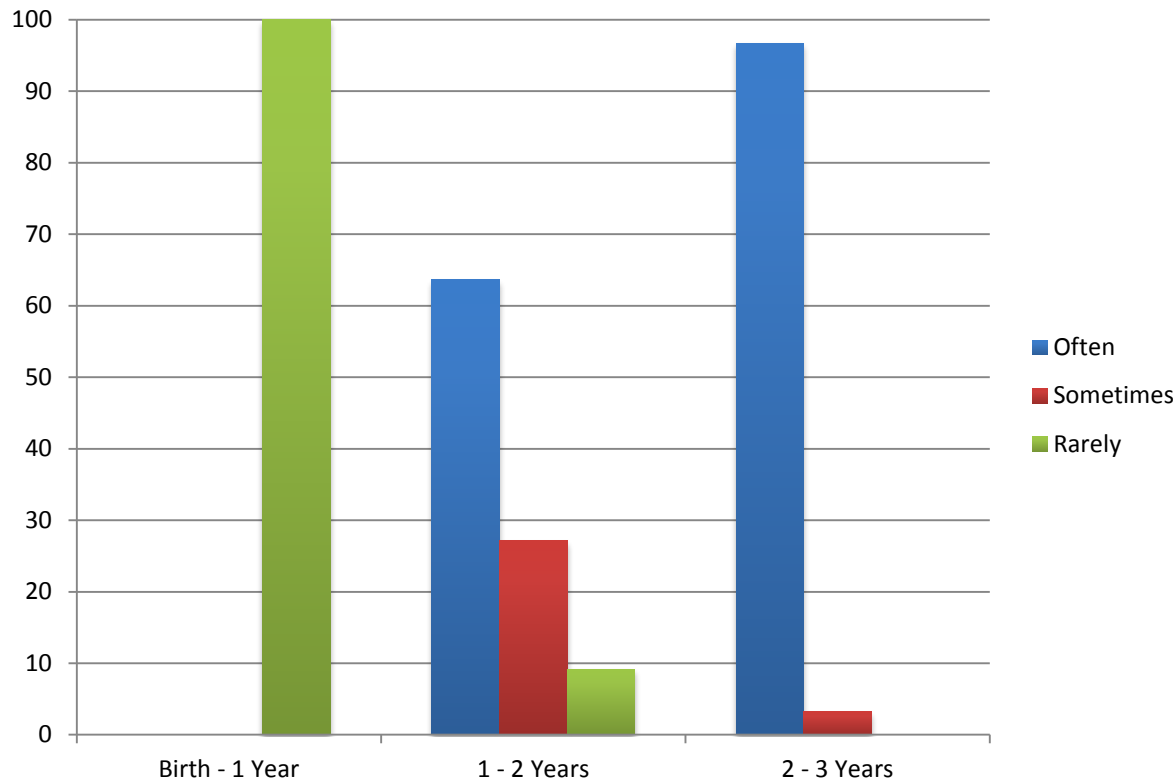


Tyberg, L., Beams, D., Sedey, A., & Yoshinaga-Itano, C. (2013)
Item 18: Does your child respond to his or her name when called? (NH)



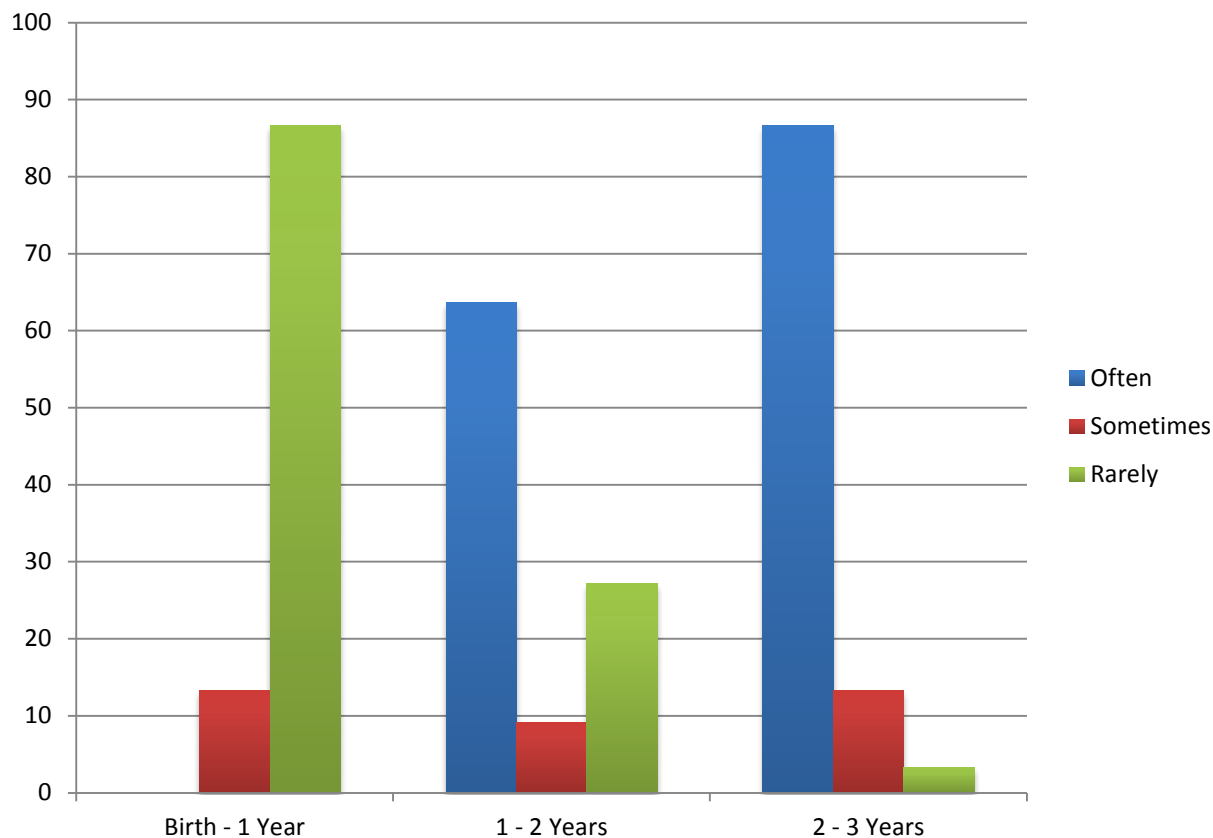
Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

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)

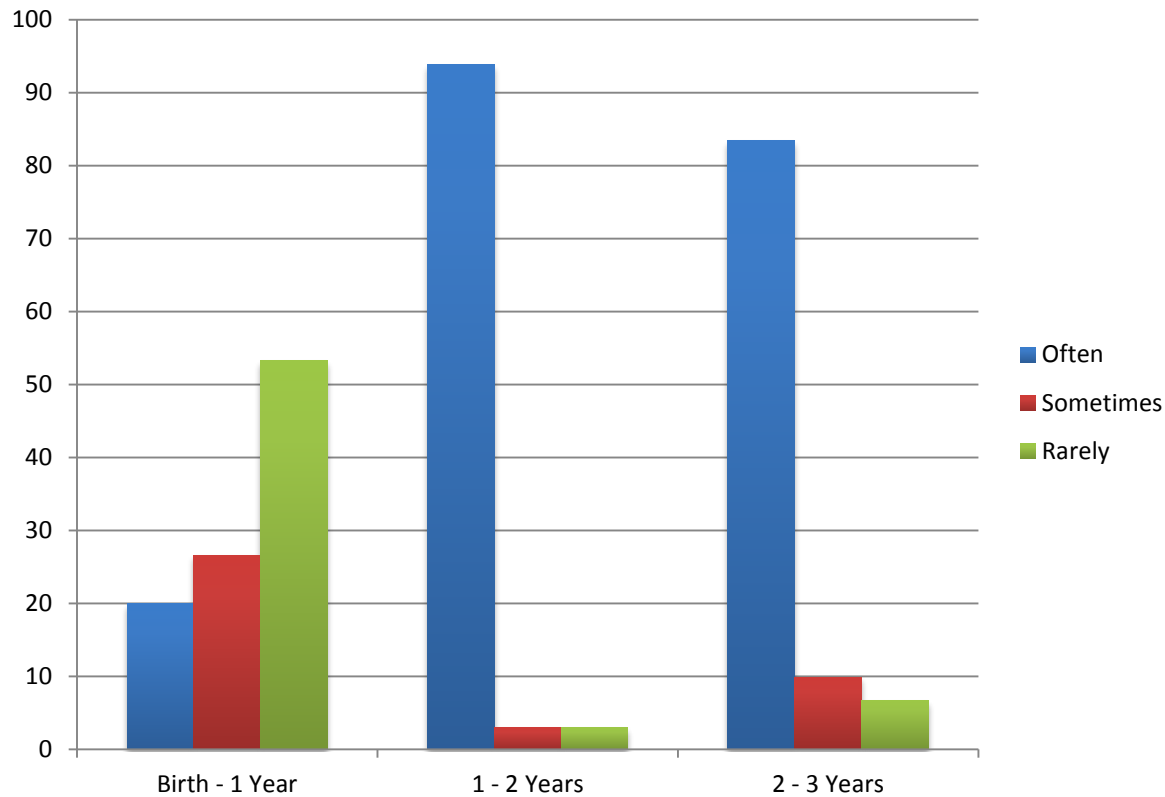


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

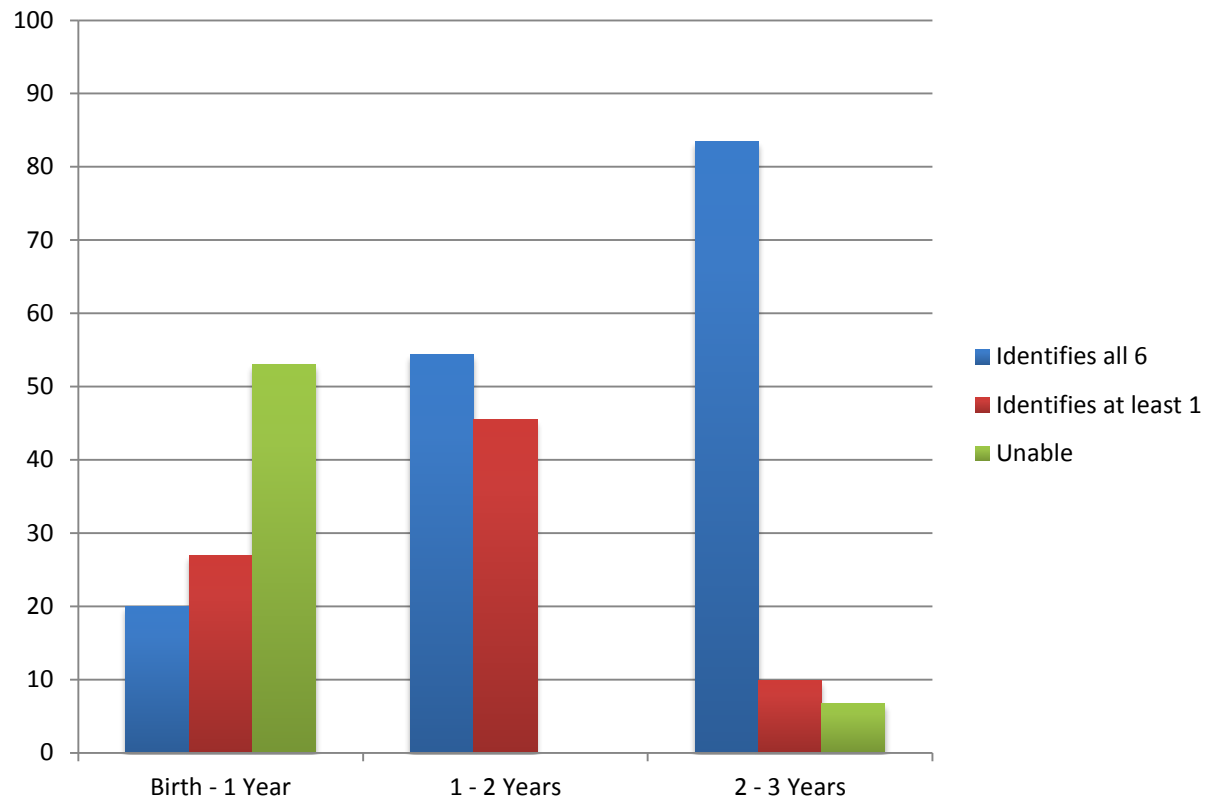
Item 20: Does your child identify one syllable words versus two syllable words versus three syllable words (ball vs. hotdog vs. computer)? (NH)



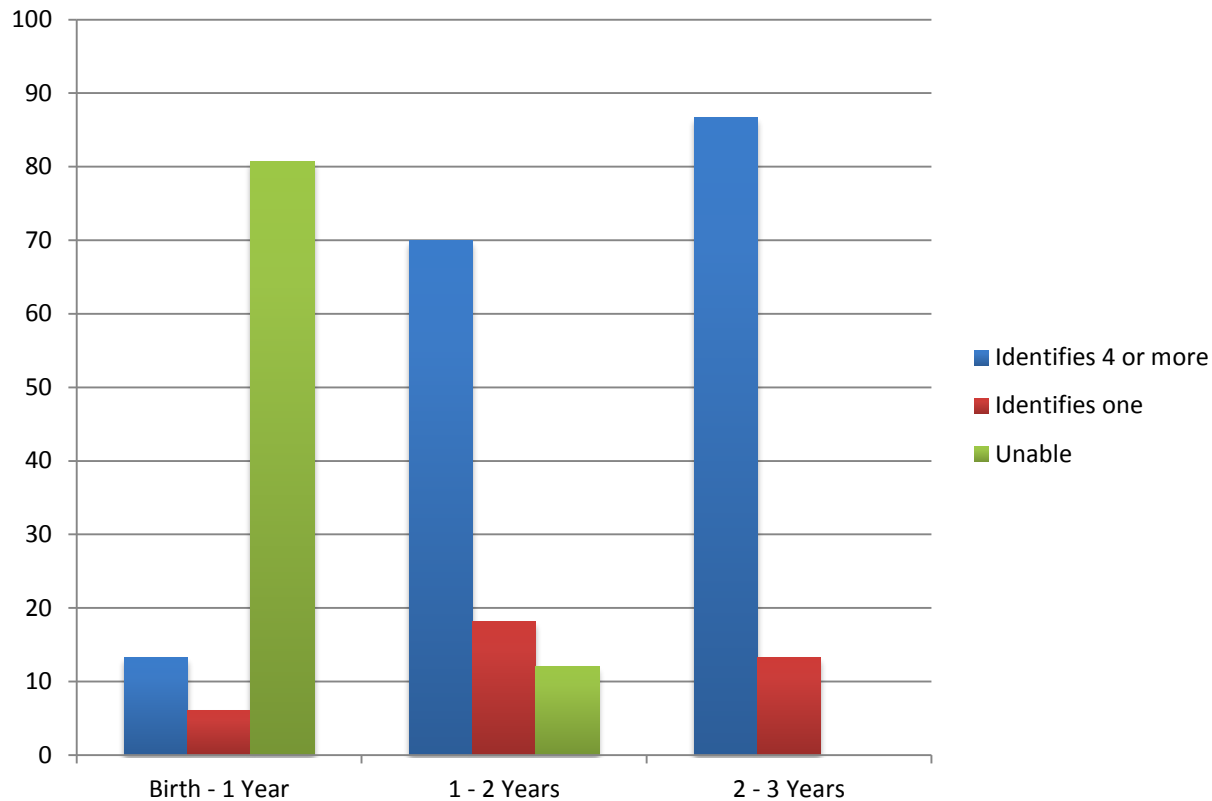
Tyberg, L., Beams, D., Sedey, A., & Yoshinaga-Itano, C. (2013)
Item 21: Does your child identify or recognize words used in the
child's natural environment (these words may vary with age and
exposure)? (NH)



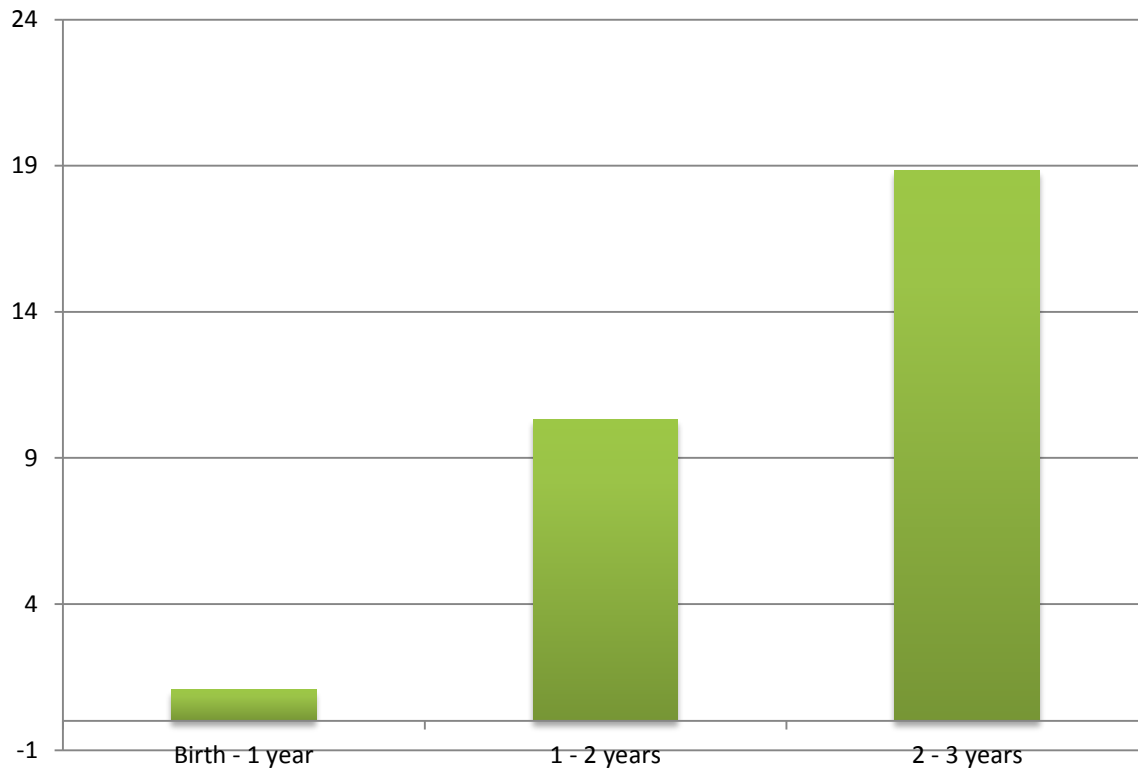
Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Item 22: Does your child identify the Ling Six Sounds (M, AH, OO, E, SH, S)? (NH)



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)

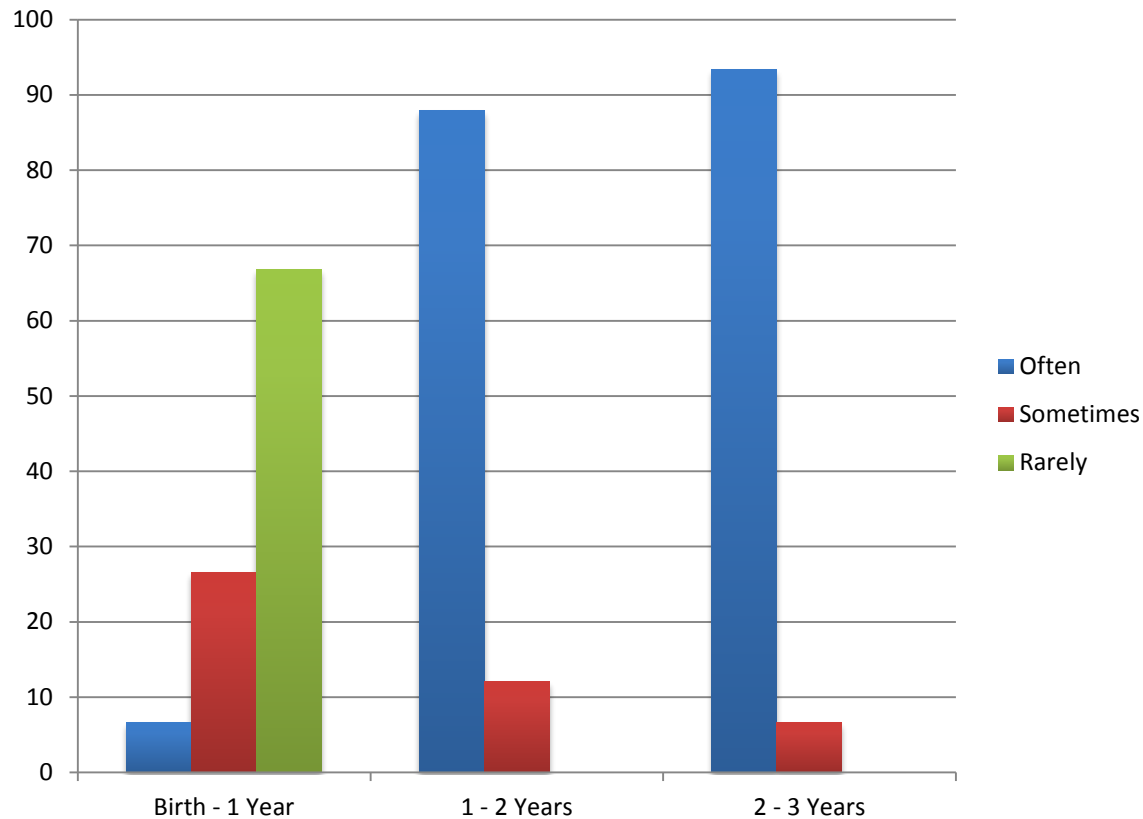


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Comprehension (Items 24-35)
Average Total Score (out of a possible 24 points) (NH)

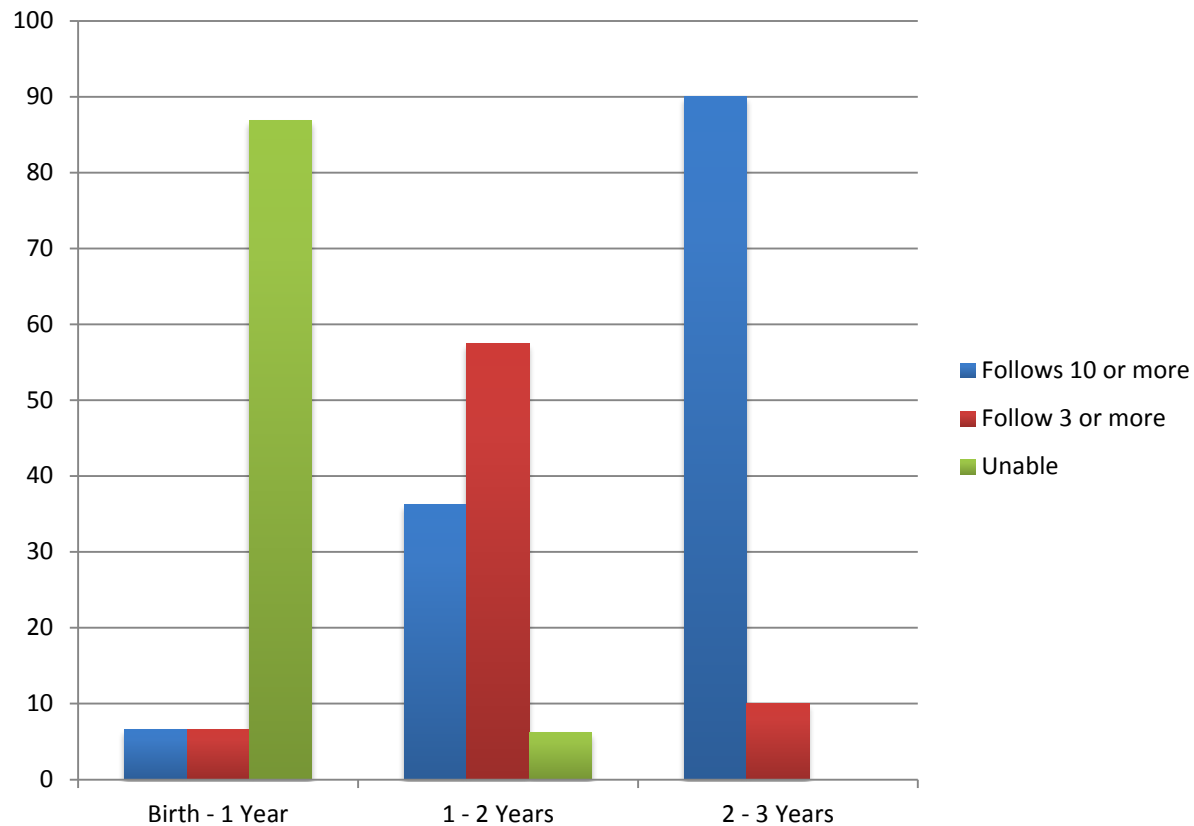


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

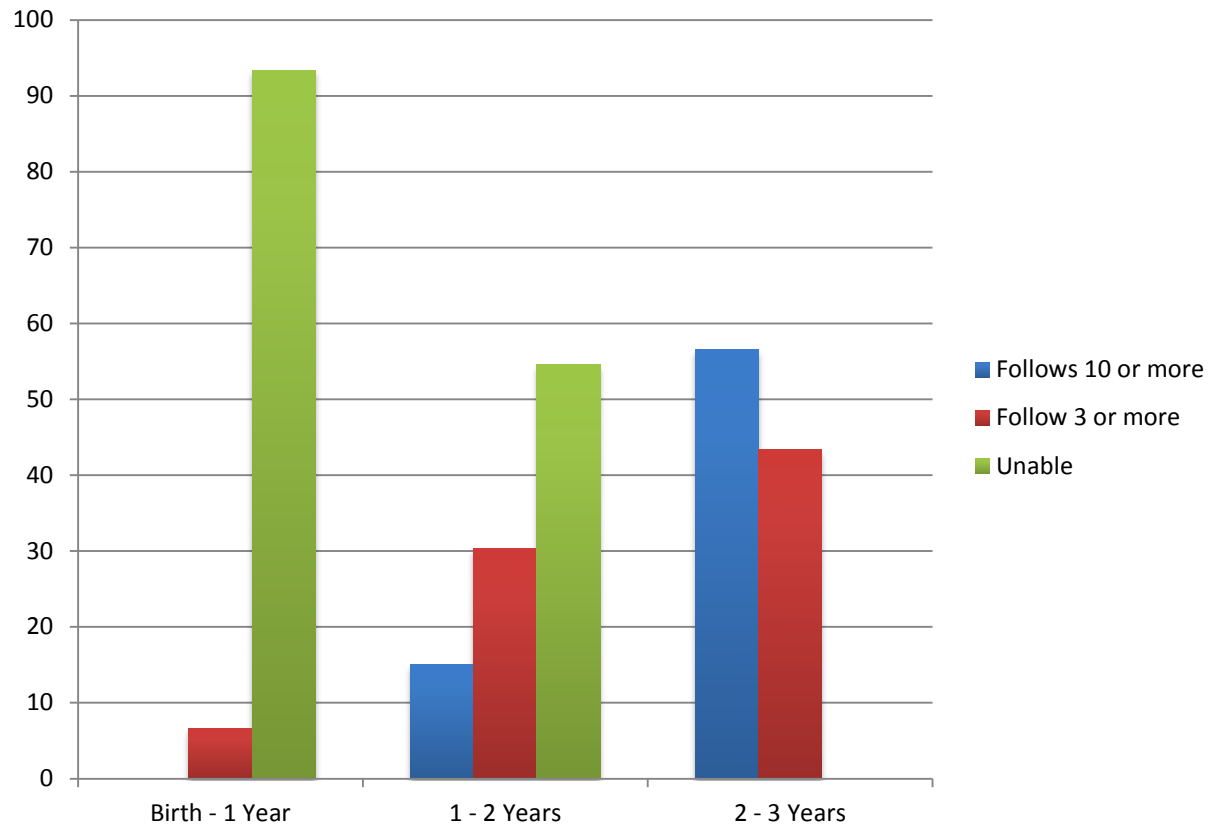
Item 24: Does your child understand frequently heard phrases or sentences (for example, “It’s time for bed” and “brush your teeth and get ready for bed”)? (NH)



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)

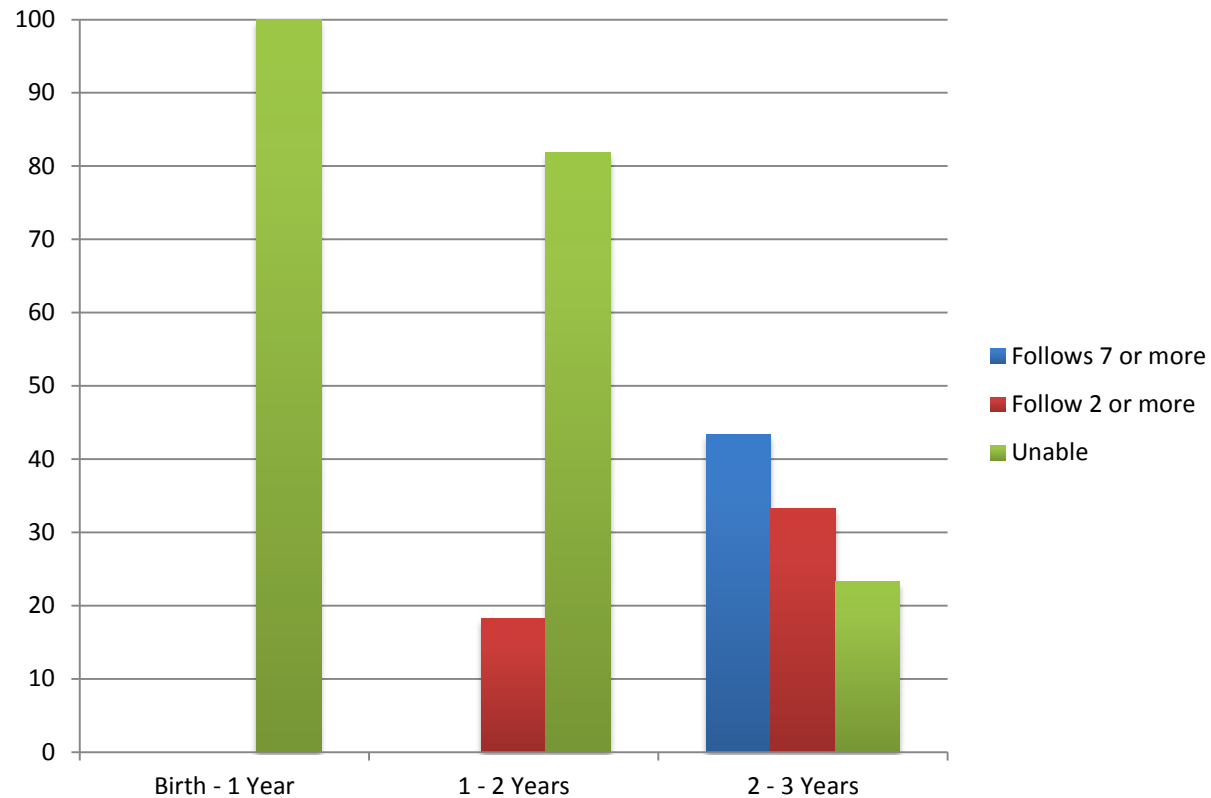


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Item 26: Does your child follow two step directions (for example, “Get your shoes and open the door”?) (NH)

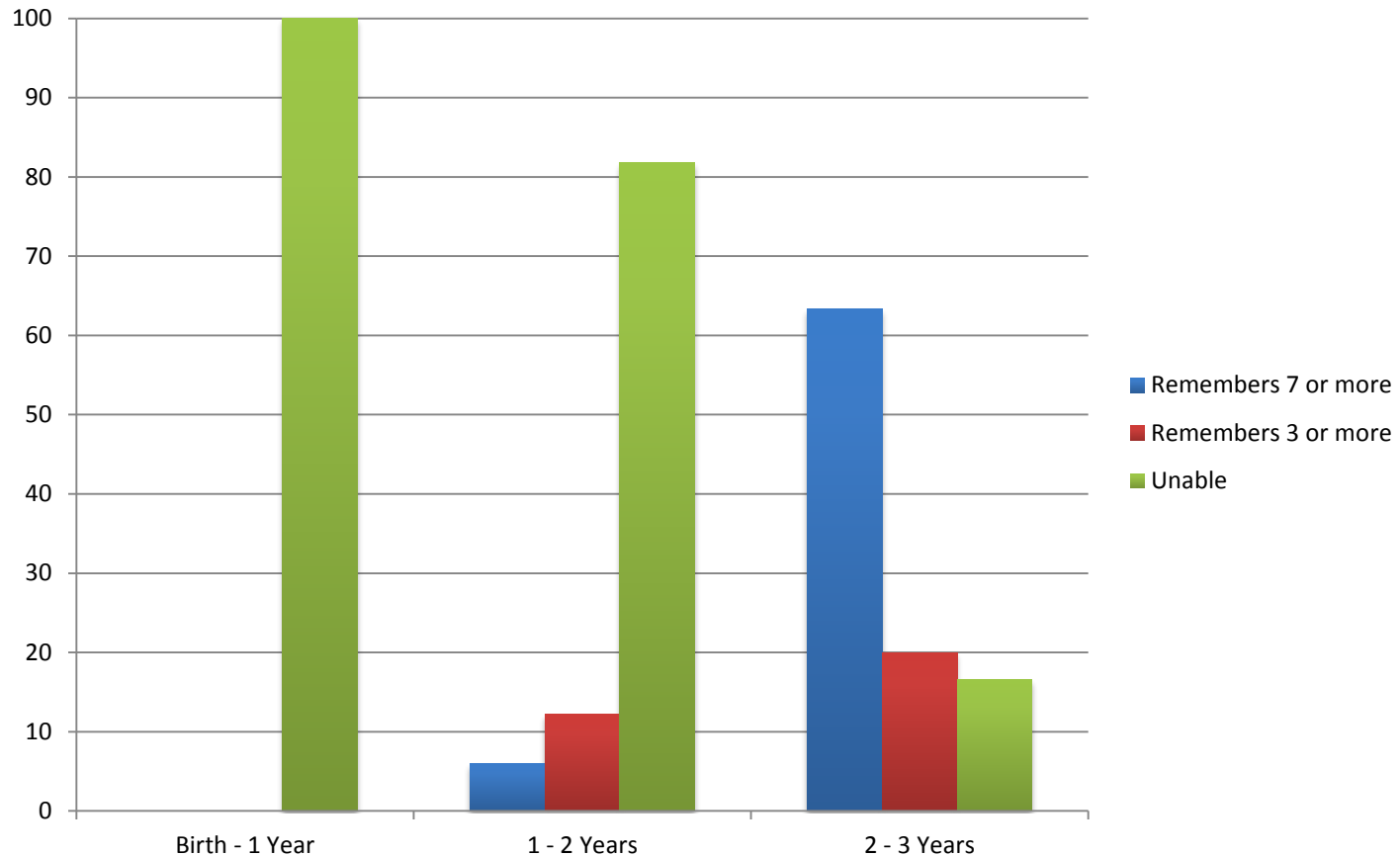


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

Item 27: Does your child follow three step directions (for example, “Get your shoes, open the door, and walk outside”)? (NH)

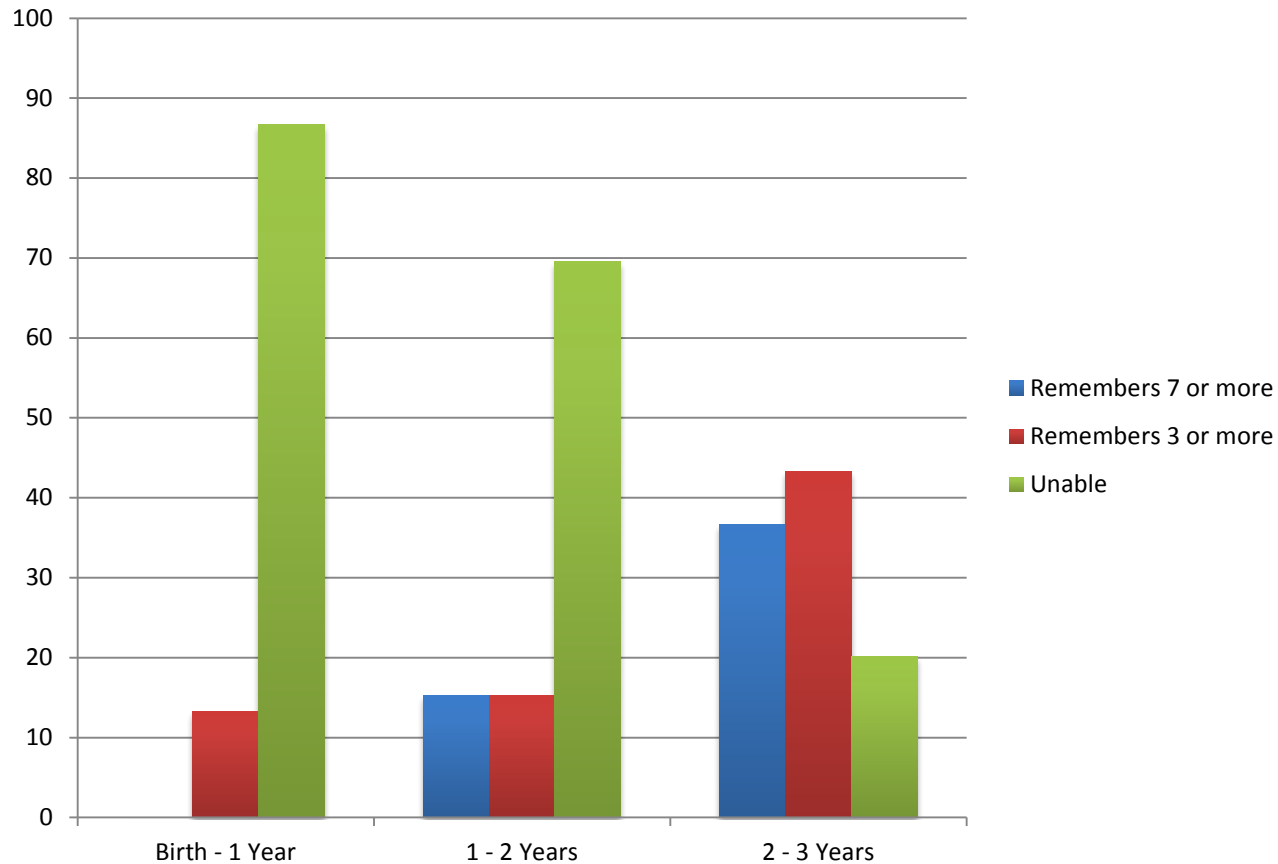


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Item 28: Can your child repeat phrases/sentences that you say
(for example: “I see the dog” or “The girl jumped over the fence
to get the ball”)? (NH)



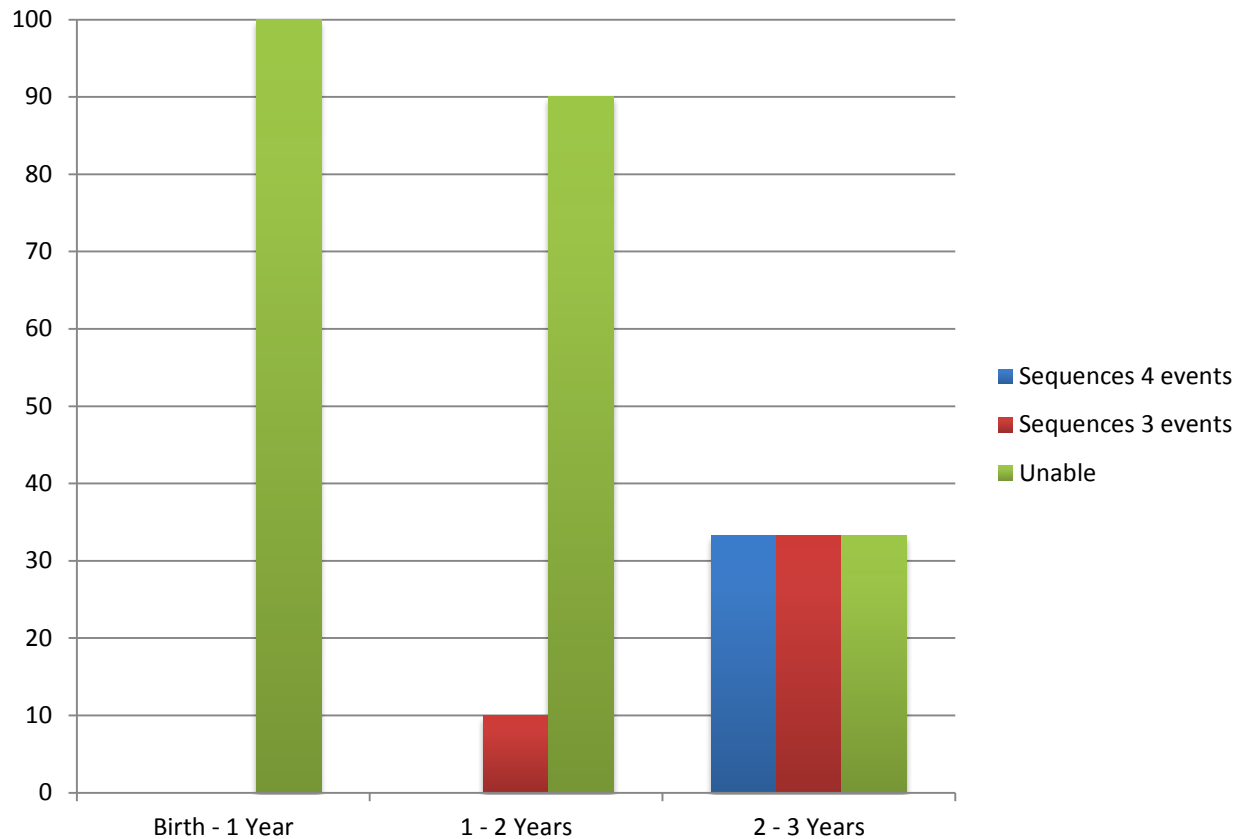
Tyberg, L., Beams, D., Sedey, A., & Yoshinaga-Itano, C. (2013)

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)



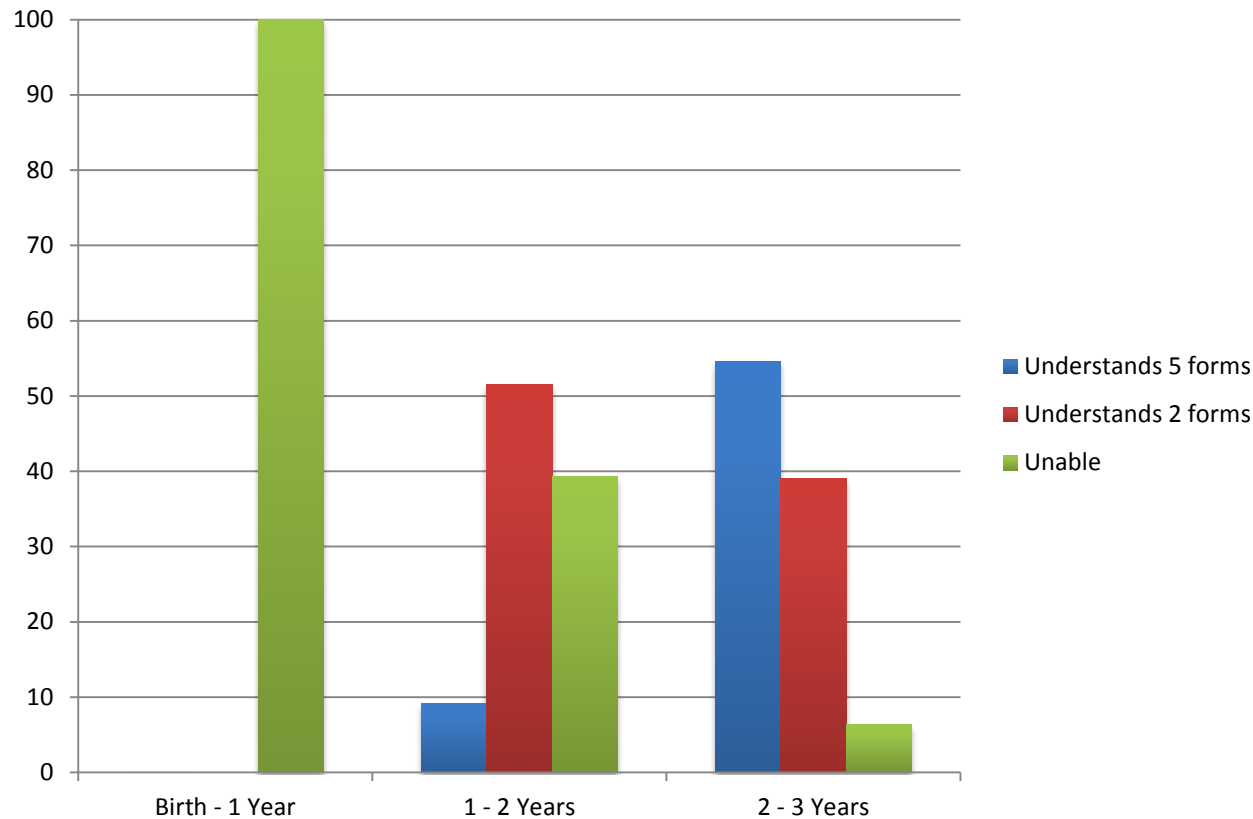
Tyberg, L., Beams, D., Sedey, A., Yoshinaga-Itano, C. (2013)

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”)? (NH)

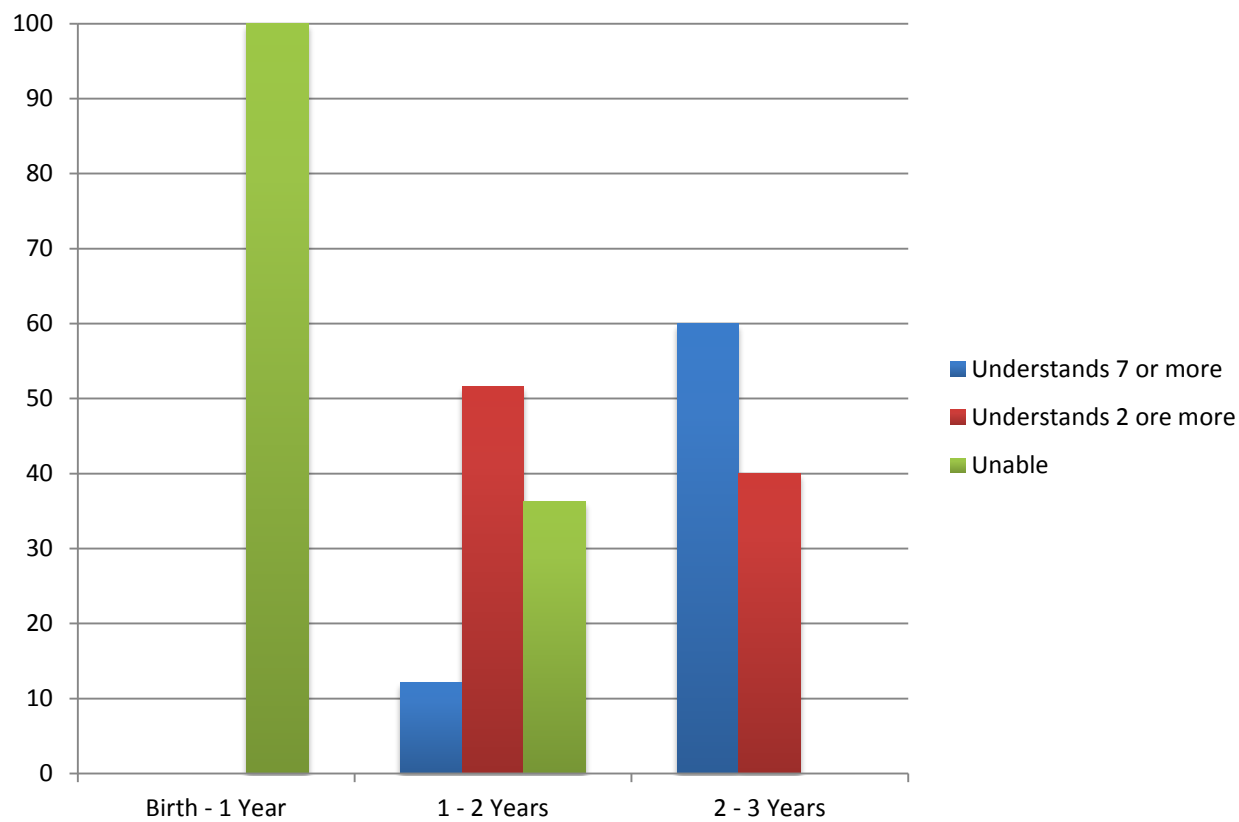


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

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)

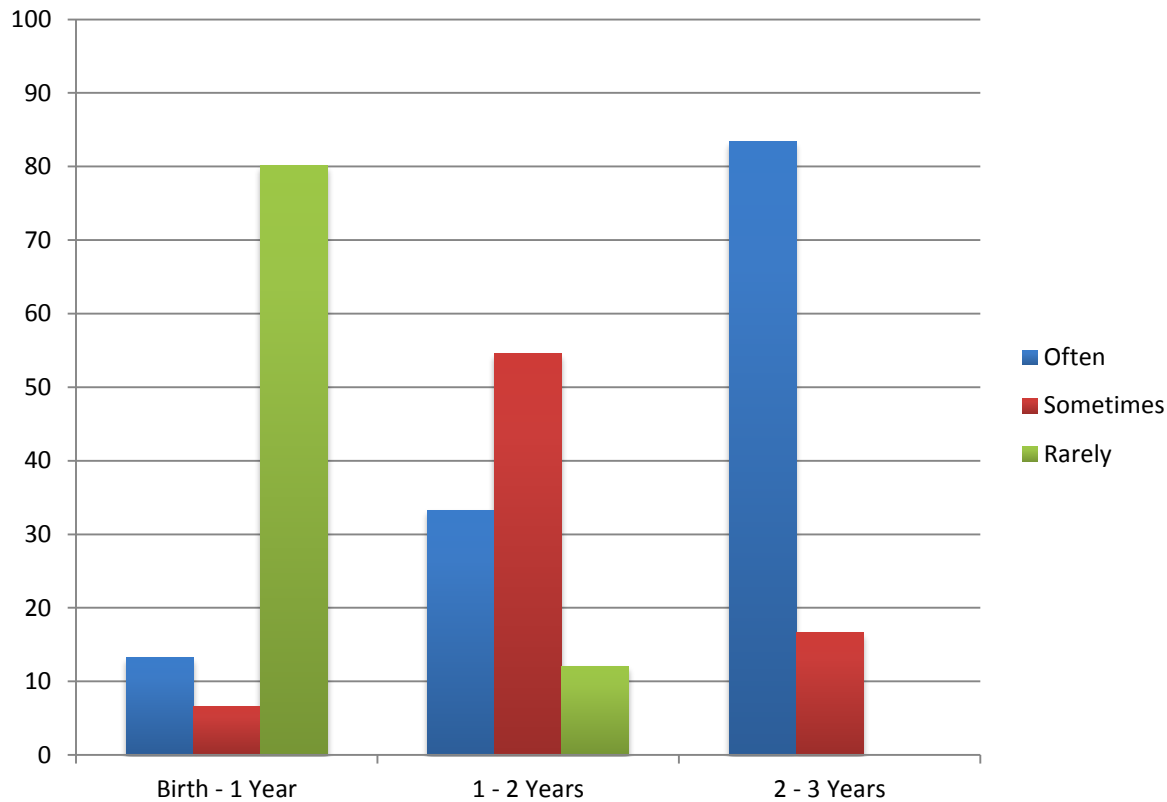


Tyberg, L., Beams, D., Sedey, A., & Yoshinaga-Itano, C. (2013)
Item 32: Does your child understand concepts in phrases and sentences (For example: in, under, between, in front, beside, above, below)? (NH)

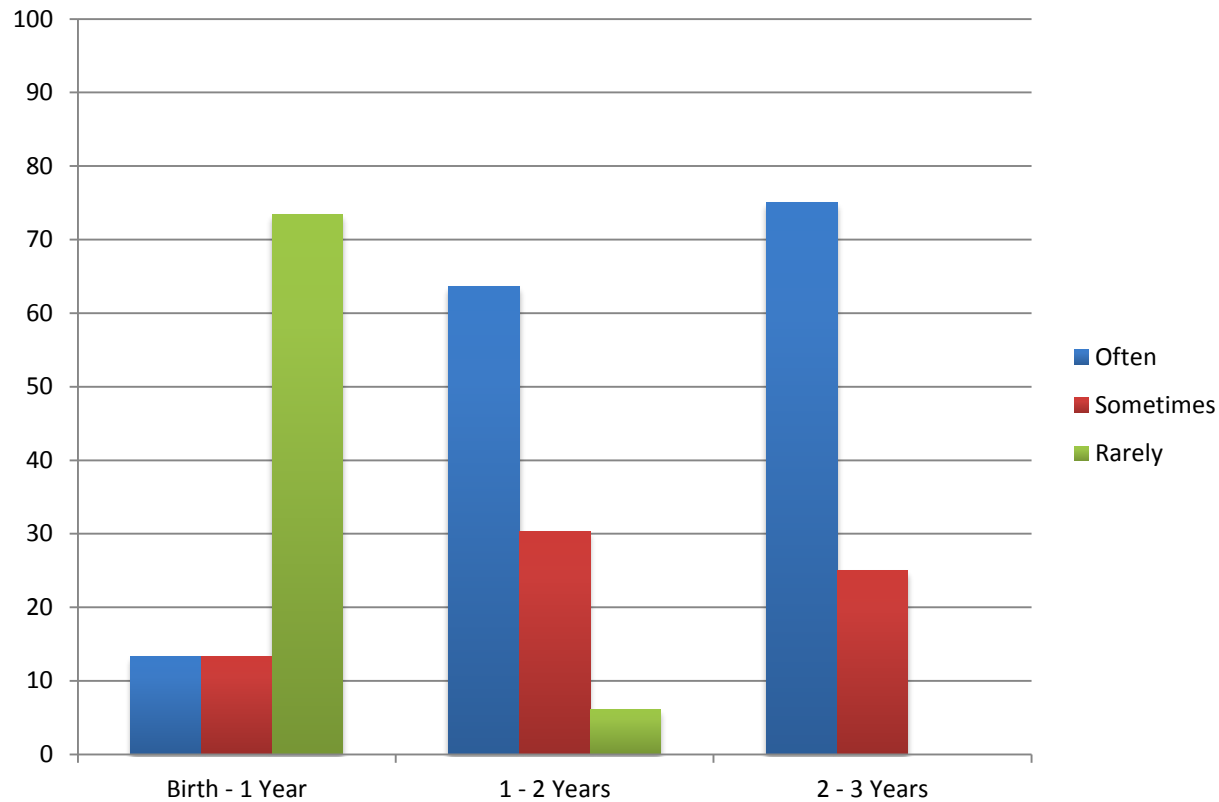


Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)

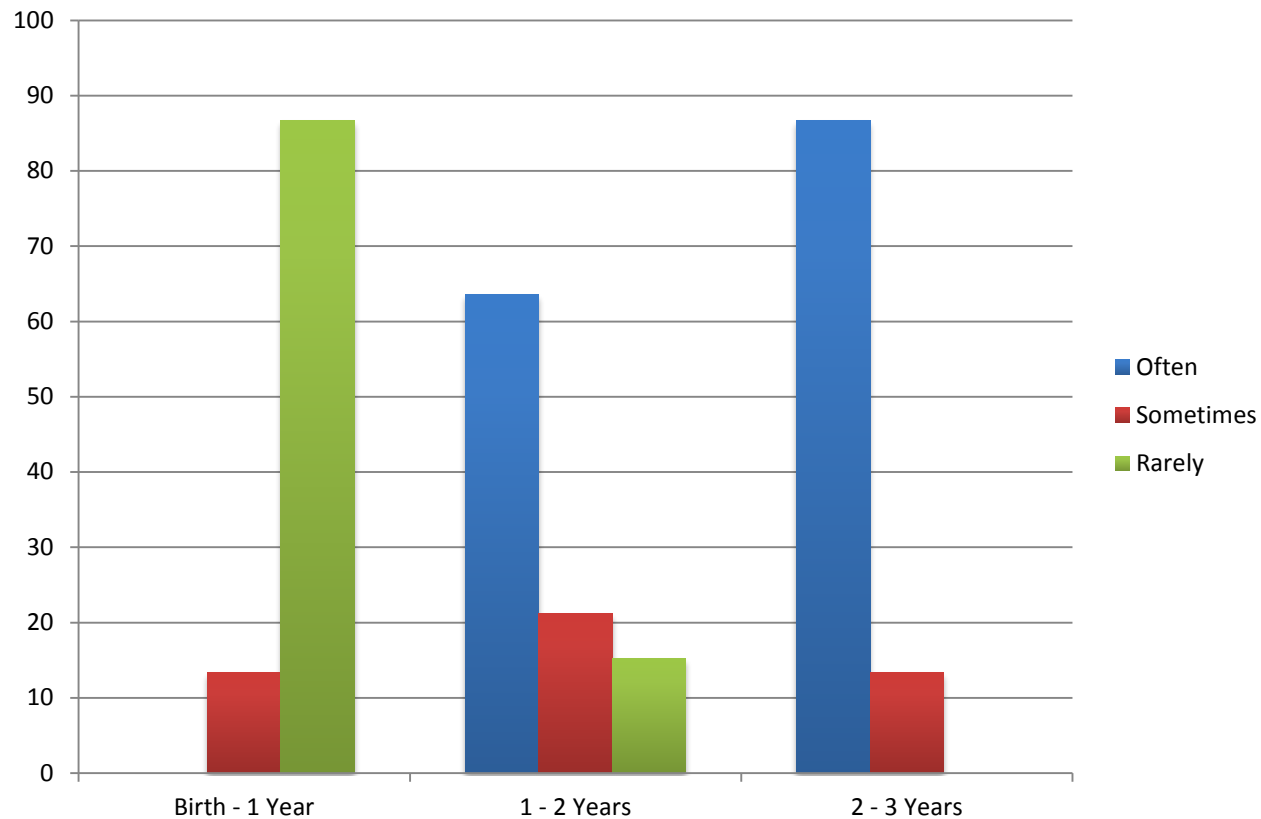
Item 33: Does your child understand the use of negatives in phrases and sentences (for example: no, not, no more, “We’re not going to Grandma’s house today”)? (NH)



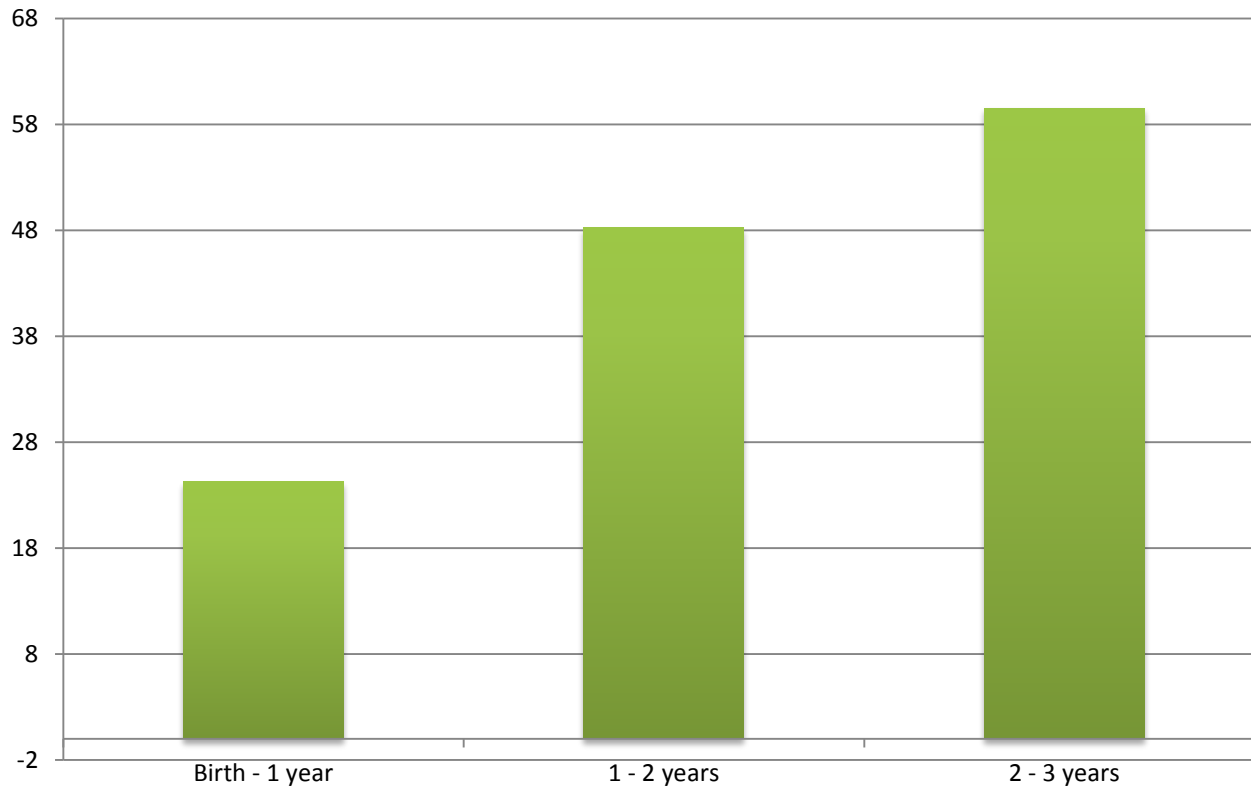
Tyberg, L., Beams, D., Sedey, A., & Yoshinaga-Itano, C. (2013)
Item 34: Does your child obtain information incidentally through
audition/hearing alone? (NH)



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)



Tyberg, L., Beams, D., Sedey, A. & Yoshinaga-Itano, C. (2013)
Average Total Scores
(out of a possible 68 points) (NH)



*Since Item 1 was eliminated, the total possible score is 68 (but is typically 70)