

AUDITORY SCANNING ASSESSMENT – RECORDING FORM

Buzolich & King

Student's Name:	Date(s):
Assessor:	Birthdate/Age:

- Student has adequate seating and positioning to access a switch reliably and consistently
 Switch site: _____
 Type of switch: _____

MOTOR

TASK 1: Volitional control of single switch (can hit the switch when you direct them to do so)

Describe activity (e.g. hitting the switch to turn on music, using Powerlink the music stops every 30 seconds) _____

Trial H/I/At/NR										_____ out of 10
Response time (only note for Hits)										Avg response time: _____
KEY:	Hits (H)	Inadvertant Hit (I)	Attempt (At)	No response (NR)						

TASK 2: Hits switch in response to computer-generated auditory cue

Describe activity (e.g. "frog and the fly" software game- when fly crosses the screen, hits the switch to "catch") _____

Trial H/I/At/NR										_____ out of 10
Trial H/I/At/NR										_____ out of 10
KEY:	Hits (H)	Inadvertant Hit (I)	Attempt (At)	No response (NR)						

COMMUNICATION

TASK 3: Hits the switch to select one of three auditorally (live voice) presented choices in a communicative activity

Describe activity (e.g. doll play) _____

Trial	Phrase	Choices			=/-/NR
Ex.	<i>She's hungry! What should we give her?</i>	<i>Washcloth</i>	<i>Baby food</i>	<i>Diaper</i>	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
Circle the one selected					___/10

Note: score only 'directed' responses, e.g. those that have a "correct" response (see example above).

TASK 4: Hits the switch to select one of three auditorally presented choices using software with auditory cueing in a communicative activity

Describe activity (e.g. doll play) _____

Software program _____

Phase 1: One Cue Word – Phrase Pair (other two locations "blank")

Trial	Cue Word - Phrase	Number of Scan Cycles/ Opportunities to respond	+/-/NR
Ex.	<i>Music – Let's play some crazy music!</i>		
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
		Avg # of Scan cycles = ___	___/10

Phase 2: Two Cue Word – Phrase Pairs (one location “blank”)

Trial	Cue Word - Phrase	Cue Word - Phrase	Number of Scan Cycles/ Opportunities to respond	+/-/NR
Ex.	She’s hungry, what should we give her? <i>Washcloth – she needs a washcloth.</i>	<i>Baby food – she wants some baby food!</i>		
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
			Avg # of Scan cycles = ____	___/10

Note: score only ‘directed’ responses, e.g. those that have a “correct” response (see example above).

Phase 3: Three Cue Word – Phrase Pairs (all locations programmed)

Trial	Cue Word - Phrase	Cue Word - Phrase	Cue Word - Phrase	Number of Scan Cycles	+/-/NR
Ex.	She’s hungry, what should we give her? <i>Washcloth – she needs a washcloth.</i>	<i>Baby food – she wants some baby food!</i>	<i>Diaper- give her a diaper</i>		
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
				Avg # of Scan cycles = ____	___/10

Note: score only ‘directed’ responses, e.g. those that have a “correct” response (see example above).

LANGUAGE

TASK 5: Demonstrates strength in auditory presentation of language

Circle number of items in each scan cycle: **1 2 3**

Give student a target (name, show) to locate in an auditory scanning software program. Present each choice in 3 different ways: auditory and visual cues; visual scanning alone; auditory cues alone.

Trial	Target	Auditory + Visual Scan/Cues	Visual Scan alone	Auditory Cues alone
Ex.				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
		___/10	___/10	___/10

TASK 6: Makes an association between a message and a cue word

Give the student a message, and ask them to guess which cue word goes with that message [use partner assisted scanning to present cue word choices].

Trial	Message	Circle the one selected		
		Cue Word		
1	I am hungry.	Hungry	Thirsty	Tired
2	I am mad.	Happy	Mad	Sad
3	Let's play a game.	Game	Music	Story
4	Tell me a story.	Game	Music	Story
5	Let's go outside.	Bathroom	Kitchen	Outside
6	It's my turn.	Me	You	
7	It's your turn.	Me	You	
8	Make it go fast.	Slow	Fast	Again
9	Make it go again.	Slow	Fast	Again
10	Can I see?	I know	I see	Say again
11	Say it again.	I know	I see	Say again
12	I want to sit in the front.	Front	Back	Next to
13	I want to sit next to a friend.	Front	Back	Next to
14	Make it smaller.	Bigger	Smaller	Do over
15	Do it over.	Bigger	Smaller	Do over
				___ out of 15

TASK 7: Classifies words by category label.

Provide 3 category labels at a time, and ask the student to choose which one a word belongs in [use partner assisted scanning to present category word choices].

		Circle the one selected		
Trial	Word	Category Word		
1		Drinks	Snacks	Dinner
2		Drinks	Snacks	Dinner
3		Colors	Games	Toys
4		Colors	Games	Toys
5		Vehicles	Animals	Clothes
6		Vehicles	Animals	Clothes
7		Vehicles	Animals	Clothes
8		Body parts	Places	People
9		Body parts	Places	People
10		Classes/Schedule	Locations	Days of week
11		Classes/Schedule	Locations	Days of week
12		Things	Actions	Descriptor
13		Things	Actions	Descriptor
14		Pronouns	Verbs	Prepositions
15		Pronouns	Verbs	Prepositions
				___ out of 15