

THE  
**LISTENING PROGRAM**<sup>®</sup>

**OBSERVATIONS CHECKLIST**

Behavioral observations are key indications of change. This checklist offers a structure within which to frame listener change. Designed for either regular or occasional use, it should be completed by someone who regularly interacts with and observes the listener, and/or by the listener him/herself.

Name: \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Listening Schedule:  Extended  Base  Condensed  Individualized  Preparatory CD #: \_\_\_\_\_ Cycle #: \_\_\_\_\_

(Please check all relevant areas)

**SOCIAL/EMOTIONAL**

- \_\_\_ Increase/decrease in eye contact
- \_\_\_ Increase/decrease in motivation
- \_\_\_ More/less emotional
- \_\_\_ More/less animated
- \_\_\_ Increase/decrease in self confidence
- \_\_\_ More/less responsible
- \_\_\_ Increase/decrease in independence
- \_\_\_ Increase/decrease in frustration tolerance
- \_\_\_ Increase/decrease in flexibility
- \_\_\_ Increase/decrease in relationships with peers/adults
- \_\_\_ More/less sensitivity to voice tone, facial or body messages
- \_\_\_ Increase/decrease in affection, touching or hugging
- \_\_\_ Increase/decrease in sense of humor

**LANGUAGE**

- \_\_\_ Increase/decrease in talking/communication
- \_\_\_ Quicker response to verbal directions/questions
- \_\_\_ Increase/decrease in vocabulary
- \_\_\_ Increase/decrease in phonological awareness
- \_\_\_ Increase/decrease in sentence structure
- \_\_\_ Increase/decrease in sight word recognition
- \_\_\_ Increase/decrease in recognition of phonemes  
auditory/visual-auditory
- \_\_\_ Increase/decrease in initiation of reading
- \_\_\_ Increase/decrease in reading aloud
- \_\_\_ Increase/decrease in silent reading skills
- \_\_\_ Increase/decrease in spelling skills
- \_\_\_ Increase/decrease in asking questions
- \_\_\_ Increase/decrease in initiating verbal participation
- \_\_\_ Increase/decrease in vocal quality
- \_\_\_ Increase/decrease in speaking quality
- \_\_\_ Increase/decrease in reading comprehension
- \_\_\_ Increase/decrease in ability to create a story
- \_\_\_ Increase/decrease in ability to tell a story

**PHYSICAL/MOTOR**

- \_\_\_ Increase/decrease upright posture
- \_\_\_ More/less restlessness
- \_\_\_ Increase/decrease physical coordination
- \_\_\_ Increase/decrease in energy level
- \_\_\_ Increase/decrease in sense of rhythm
- \_\_\_ Less confusion of left and right on self
- \_\_\_ Less confusion of left and right on others
- \_\_\_ Improvement/decline in handwriting
- \_\_\_ Increase/decrease in reversals
- \_\_\_ Increase/decrease of awareness of self related to  
environments/objects/others
- \_\_\_ Change in sleep patterns
- \_\_\_ Change in eating habits
- \_\_\_ Increase/decrease in sound sensitivity
- \_\_\_ Increase/decrease in touch sensitivity

**ATTENTION/ORGANIZATION**

- \_\_\_ Increase/decrease in visual attention
- \_\_\_ Increase/decrease in auditory attention
- \_\_\_ Increase/decrease in impulse control
- \_\_\_ Increase/decrease in task initiation
- \_\_\_ Increase/decrease in on task performance
- \_\_\_ Increase/decrease in ability to sequence steps of an activity
- \_\_\_ Increase/decrease with task completion
- \_\_\_ Increase/decrease in ability to gather needed materials
- \_\_\_ Increase/decrease in ability to organize materials for task
- \_\_\_ Increase/decrease in goal directness in unstructured activities
- \_\_\_ Increase/decrease in ability to follow familiar classroom routines

COMMENTS: \_\_\_\_\_

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