NAMES:
Links to Other Assessments

This section describes how assessment materials and profiles, frequently used with hearing impaired children, correlate with the NAMES profile.

Categories of Auditory Performance [CAP]

Archbold, S., Lutman, M.E., Nikolopoulos, T. [1998]

This is a global outcome measure of the child's developing auditory skills, from an awareness of environmental sounds through to an understanding of conversation without lip-reading and the ability to use the telephone.

Listening Progress Profile LIP / Infant Listening Progress Profile ILIP

Nikolopoulos,T., Wells, P., Archbold, S. M. [2000]

This profile is designed to measure the child's developing listening skills in everyday situations. It covers a range of abilities from first responses to environmental sounds and voice, through recognition of environmental sounds and voice, to identification of their own name. There are two levels; one for very young children which is based largely on observation [ILIP] and a second version for slightly older children which is more activity based.[LIP]

Meaningful Auditory Integration Scale [MAIS,]

McConkey Robbins, A., Renshaw, J., Bury, S.W. [1991]

This is a 10 point questionnaire which evaluates the meaningful use of sound in everyday situations based on the opinions of the child's family and local professionals.

Monitoring Protocol for deaf babies and children [MP]

Dfes Publications [2004]

The protocol aims to help families and the professionals who support them, to monitor the progress of children through the first three years of life across a range of areas of development.

Reynell Developmental Language Scales 3rd Edition (1997)

Edwards, S., Fletcher P., Garman, M., Hughes, A., Letts, C, & Sinka, I. University of Reading London: GL Assessments

This assessment tool uses toys and pictures to investigate the early development of comprehension and expressive language.

Story Narrative Assessment Procedure [SNAP]

Lloyd-Richmond, H. and Starczewski, H. Story Narratives Assessment Procedure Ear Foundation [2001]

This material assesses the child's developing narrative abilities from an emerging interest in books through to independent retells.

TAIT Video Analysis

Tait, M., Nikolopoulos, T., Lutman, M.E., Wilson, D., Wells, P. [2001]

This is a framework to analyse the child's pre-verbal communication skills. The sample should represent typical interaction with a familiar adult.

MILESTONE 1: First Three Months Post Implant

TARGET BEHAVIOUR	LINKS TO OTHER MATERIALS
1. Wears processor for extended periods	**MAIS Q.1** Consistently wears hearing aid/ cochlear implant all day. [frequently/always]
2. Noticeable changes in behaviour/ responsiveness when the processor is worn	
3. Detects and reacts to environmental sound and voice	**MAIS Q.5.** Regularly responds to environmental sounds [frequently/always] **CAP 1** Awareness of/response to environmental sounds **ILIP Q1** Responds to environmental sounds [frequently/always] **ILIP Q3** Responds to voice [frequently/always] **ILIP Q3** Responds to voice [frequently/always] **MP** Stage B2
4. Definite turns to locate interesting sounds	**MP** Stage B2
5. Responds to music and noise-making toys	**ILIP Q.2** Responds to musical instrument [frequently/always] **MP** Stage B2
6. Attention can be captured by voice only, providing it has high interest value	**TAIT** Emergence of non-looking turns [don't have to be vocal turns at this stage] **CAP 2** Response to speech sounds
7. Interested in talk directed towards them	**MP** Stage B3
8. Affected by tone of voice	**MAIS Q.10** Associates meaning with tone of voice [frequently/always]
9. Uses own voice purposefully to make things happen	**MP** Stage B2
10. Detects a wide range of sounds across the speech frequencies; i.e., from low pitched to high pitched	**IL IP Q5** Responds to at least 2 Ling Sounds [frequently/always]

MILESTONE 2: Three to Six Months Post Implant

TARGET BEHAVIOUR	LINKS TO OTHER MATERIALS
1. Adults can notice definite changes in child's behaviour if the system stops working	**MAIS Q.2** Reports faults or appears upset if the hearing aids/ cochlear implant are not working [frequently/always] **MP** Stage B3
2. Recognises some familiar everyday sounds	**MAIS Q. 7** Recognises sounds that are part of everyday routine [frequently/always] **CAP 3** Recognises environmental sounds **ILIP Q.4** Identifies at least one environmental sound [frequently/always] **MP** Stage B3
3. Is puzzled/ more interested in new or unusual sounds	**MAIS Q.6** Interested in new or unexpected sounds. [frequently/always] **MP** Stage B3
4. Consistently moves to music and definite behavioural changes when adult starts singing out of eyeline	**MP** Stage B4
5. Listens to others talking [interested in voices, aware of people talking out of eyeline]	**MAIS Q.9** Aware when people are talking behind them but does not always know what they are saying. [frequently/always] **MP** Stage B3/4
6. Consistently takes a vocal turn in early conversations	**TAIT** - Vocal turn-taking established Use analysis information
7. Non-looking vocal turns established [TAIT analysis]	**TAIT** - Vocal turn-taking established Use analysis information
8. Child's vocalisations are influenced by what they hear. Auditory feedback loop well established; i.e., child hears it and automatically attempts to repeat it	**MP** Stage B4
9. Recognises own name in favourable conditions	**MAIS Q.3** Regularly responds to their name in quiet, just by listening [frequently/always] **ILIP Q8** Identifies own name [frequently/always] **MP** Stage B5
10. Demonstrates specific responses to wide range of sounds across the speech frequencies	**ILIP Q6** Recognition of 2 Ling Sounds [frequently/always] **ILIP Q7** Recognition of all Ling sounds **CAP 4** Discrimination of speech sounds **MP** Stage B4

MILESTONE 3: Six to Twelve Months Post Implant

TARGET BEHAVIOUR	LINKS TO OTHER MATERIALS
1. Child realizes independently if the system stops working	**MAIS Q.2** Reports faults or appears upset if the hearing aids/ cochlear implant not working [frequently/always]
2. Recognises familiar tunes without prompting. Joins in with the correct actions and later with vocalisations for familiar action songs [without prompting]	
3. Recognises the voices of a number of familiar people heard out of eyeline	**MAIS Q.8** Can tell the difference between two people's voices without looking [frequently/always]
4. Knows and turns immediately to name even in less favourable conditions	**MAIS Q.4** Regularly responds to their name when there is some background noise, just by listening [frequently/always.] **MP** Stage B5/6
5. Links a range of symbolic sounds and early phrases to objects/events [listening alone]	**MP** Stage B5
6. Joins in with language of social routines	
7. Understands that a questioning voice needs a response	
8. Demonstrates understanding of familiar phrases and simple instructions -strongly linked to context and routine. [listening alone, without gestural clues]	**MP** Stage B6
9. Can select one item from a small set of familiar objects	**MP** Stage B6/7
10. Anticipates and enjoys the sequence of familiar stories and songs	**SNAP Level 2:** Happy to share a story, not ready to retell **MP** Stage B6

MILESTONE 4: One to Two Years Post Implant

TARGET BEHAVIOUR	LINKS TO OTHER MATERIALS
1. Sings fragments of familiar tunes and songs	**MP** Stage B8
2. Understands simple, one step directions —without relying on context or predictable routine	**CAP 5** Understands common phrases without lipreading **MP** Stage B8
3. Constantly imitates fragments of what they hear [and overhear]	**MP** Stage B7
4. Can complete simple auditory closure activities	**MP** Stage B7
5. Can pick out two objects from a set of familiar objects	**REYNELL Block B – Comprehension** **MP** Stage B8
6. Responds to simple questions	**MP** Stage B8/10
7. Can pick out three objects at one time from a set of familiar items —— at least 8 objects. Can repeat the list but may not be in the same order	**MP** Stage B11
8. Can identify an object/person from a choice of at least four using two key features; i.e., its name and other quality such as colour or size or action Understands simple negatives— e.g., not happy, no dinner. Demonstrates an understanding of possessives	**REYNELL Block E – Comprehension**
9. Follows two part instructions	**MP** Stage B10
10. Can complete a simple sequence of known events. Recounts events with adult support and prompts	**SNAP Level 3** Labels and comments on pictures Needs prompts and scaffolding to retell **MP** Stage B11

TARGET BEHAVIOUR	LINKS TO OTHER MATERIALS
1. Overhears and responds appropriately to conversation not specifically directed towards them	
2. Can listen with attention across a number of conversational turns. Able to listen as part of a small group and to pick up the key messages and instructions alongside their peers	**CAP 6** Understands conversation
3. Able to have an age appropriate telephone conversation with a familiar adult	**CAP 7** Can use telephone with known speaker
4. Enjoys memorising funny expressions, little rhymes and taking messages	
5. Can solve riddles which involve identifying objects on basis of 3 key features	**REYNELL Block F – Comprehension** **MP** Stage B7
6. Follows more complex instructions and questions which involve understanding a range of grammatical features and the ability to sequence information and events. [Delivered at normal conversational rate for age —no undue use of stress to add meaning or break down task into smaller chunks.]	
7. Can answer a range of simple questions about themselves. Understands simple 'why' questions and can make an appropriate response	
8. Notices deliberate mistakes in familiar spoken language routines and stories	**REYNELL Block E – Expression** **MP** Stage B10
9. Has favourite stories, often repeated. Remembers and uses phrases from stories. Can talk about events that have happened and what might happen next	**SNAP Level 4** Can retell with fewer than 3 prompts. No complete episodes **MP** Stage B11
10. Can complete a simple sequence of known events. Recounts events with adult support and prompts	**SNAP Level 4** Can retell with fewer than 3 prompts. No complete episodes. **MP** Stage B11

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