

Integrated Scales of Development Tracking Form

This form is designed to be used with Integrated Scales of Development (Listen Learn and Talk - Cochlear 2005).

How to use the ISD tracking form:

1. Complete the child's name and information in the space at the top of the form.
2. Record the child's progress by reference to the Integrated Scales of Development
3. The vertical column along the left side records the child's hearing age (HA), ie. The child's developmental progress from the time of first effective sound access – hearing aids fitting or cochlear implant switch-on.
4. The horizontal row across the top of the form shows the six key areas of development which will be followed:
 - Audition or Listening
 - Receptive Language: what does the child understand
 - Expressive Language: what does the child say
 - Speech: how does the child say it
 - Cognition: thinking processes.
 - Communication: social interaction with others (Pragmatics)
5. For each hearing age (HA) stage, there are two spaces.

(+) emerging skills or goals. This means that the child is starting to develop skills at this stage but has not fully achieved them yet. These are goals that the parents and therapist are working on.

(✓) achieved skills or goals. This means that the child is demonstrating the particular skills of that HA stage in their spontaneous language and interactions at home, with parents, various members of the family, and later with friends.

For each of the six vertical columns. Mark the start date in (+) column, and later, the achieved date (✓) on the correct line.

For a clearer visual view of the child's developmental progress, you can also fill in the spaces with the related colors, as shown in the top row. However, the dates of start, and achievement are the key information.

6. CA column

For each HA stage, record the child's CA (chronological age) in the CA column. This is important information: to be able to consistently observe the gap between the HA and CA. We expect this to reduce over time.

The general expectation for a child diagnosed with a hearing impairment under the age of 12 months and following an auditory habilitation program, is that they can achieve age appropriate listening and spoken language levels by school age. ...'provided they are in a stimulating language enriched environment where learning through listening is the focus.'
(Listen Learn and Talk p13, Auditory Habilitation Theory).

Expectations would be different for those children who have additional problems.

Regular monitoring of the child's progress is recommended. This form will give a clear overview of progress in the 6 key areas of development, relative to hearing age (HA) and chronological age (CA).

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NAME:

DOB:

S/O:

Date of Birth

Switch-On Date

HA months	CA	Listening	Receptive Language	Expressive Language	Speech	Cognition	Social Communication
43 - 48		√	√	√	√	√	√
		+	+	+	+	+	+
37 - 42		√	√	√	√	√	√
		+	+	+	+	+	+
31 - 36		√	√	√	√	√	√
		+	+	+	+	+	+
25 - 30		√	√	√	√	√	√
		+	+	+	+	+	+
19 - 24		√	√	√	√	√	√
		+	+	+	+	+	+
16 - 18		√	√	√	√	√	√
		+	+	+	+	+	+
13 - 15		√	√	√	√	√	√
		+	+	+	+	+	+
10 - 12		√	√	√	√	√	√
		+	+	+	+	+	+
7 - 9		√	√	√	√	√	√
		+	+	+	+	+	+
4 - 6		√	√	√	√	√	√
		+	+	+	+	+	+
0 - 3		√	√	√	√	√	√
		+	+	+	+	+	+