SITUATIONAL OBSERVATION OF LISTENING FOR CHILDREN Part 1. Without Amplification or with Personal Hearing Instruments Name:_____ Date of Birth: Completed by:_____Date:_____ Rater: 🛛 parent 🖾 audiologist 🔲 teacher/EI provider 👘 🗇 other-specify Type of instrument: \Box no amplification \Box hearing aid \Box cochlear implant \Box bone conduction combination (describe) Length of instrument use: Instrument brand/model: DIRECTIONS: Using structured observation, please rate the following skills based on the child's behavior or performance on typical days. To score, subtract any NA (not applicable) items from the total, and then determine percent for total performance and for each situation. Enter scores in the Score Box in the column, Hearing Instrument Only/Without Amplification, at the bottom of page 4. SELDOM SOMETIMES USUALLY 1. Child responds to his/her name when spoken to: a. In a quiet room, within 3 feet NA b. In a guiet room, at 10 feet NA c. In a noisy room, within 3 feet NA d. In a noisy room, at 10 feet NA e. Without visual cues NA f. From another room NA q. Outside/in the community NA 2. Child attends to person speaking: a. In a quiet room, within 3 feet NA b. In a guiet room, at 10 feet NA c. In a noisy room, within 3 feet NA d. In a noisy room, at 10 feet NA e. Without visual cues NA 2 / f. From another room NA g. Outside/in the community NA 3. Child distinguishes between words that sound alike (e.g., bay for day, sink for think, or sun for fun): a. In a quiet room, within 3 feet NA b. In a guiet room, at 10 feet NA c. In a noisy room, within 3 feet NA d. In a noisy room, at 10 feet NA e. Without visual cues NA f. From another room NA q. Outside/in the community NA

	SELDOM	SOMETIMES		USUALLY		
4. Child responds accurately to spoken directions						
and/or questions:		-		_		
a. In a quiet room, within 3 feet	1 2		4	5	NA	
b. In a quiet room, at 10 feet	1 2		4	5	NA	
c. In a noisy room, within 3 feet		3	4 4	5 5	NA NA	
d. In a noisy room, at 10 feet e. Without visual cues	1 2	3	4 4	5	NA	
f. From another room	1 2		4	5	NA	
g. Outside/in the community	1 2	and the second sec	4	5	NA	
g. Outside/ in the community		J	1	5		
5. Child comprehends oral instruction & concepts:						
a. In a quiet room, within 3 feet	1 2		4	5	NA	
b. In a quiet room, at 10 feet	1 2		4	5	NA	
c. In a noisy room, within 3 feet	1 2	-	4	5	NA	
d. In a noisy room, at 10 feet	1 2		4	5	NA	
e. Without visual cues	1 2	-	4	5	NA	
f. From another room	1 2	-	4	5	NA	
g. Outside/in the community	1 2	3	4	5	NA	
<u>Information on personal device, if used:</u> Personal device is easy to operate:	1 2	3	4	5	NA	
Personal device has remained in good working order:	1 2	3	4	5	NA	
Personal device is comfortable for child to use:	1 2	3	4	5	NA	
Child tries to turn personal device off:	1 2	3	4	5	NA	
Feedback (whistling noise) is present with ersonal device: 1 2 3 4 5						
Indicate types of activities the personal device is used f	or?					
snacksplaystory-time/reading	playground	l walk	S			
listening/language/speech therapy shopp	ing <u> </u>	strolle	r			
other (describe)						
For which of the above activities do you think the persor	nal device was	most benefi	cial?	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		
What do you think is the greatest benefit(s) of the personal device?						

What do you think is the greatest challenge(s) with the personal device?

How has your communication with your child changed when using personal device?

SITUATIONAL OBSERVATION OF LISTENING FOR CHILDREN

Part 2. Amplification: Personal Hearing Instrument or Remote Microphone (RM) System

Name:	Date:			
Type of instrument (personal or RM System): _				
Instrument brand/model:	Length of use:			

DIRECTIONS: The rater should be the same as in the baseline condition and ratings determined under comparable conditions. Check the box for the conditions you are comparing: "No Amplification" to "Personal Hearing Instrument" or "Personal Hearing Instrument" to "RM system". To score, subtract any NA (not applicable) items from the total, and then determine the percentage for each situation and total performance. Enter scores in the appropriate Score Box columns. Subtract the percentages in the first column from the second column to obtain the percent of change.

		SELDOM		SOMETIMES		USUALLY	
1.	Child responds to his/her name when spoken to:						
	a. In a quiet room, within 3 feet	1	2	3	4	5	NA
	b. In a quiet room, at 10 feet		2	3	4	5	NA
	c. In a noisy room, within 3 feet			3	4	5	NA
	d. In a noisy room, at 10 feet			3	4	5	NA
	e. Without visual cues	1	2	3	4	5	NA
	f. From another room	1	2	3	4	5	NA
	g. Outside/in the community	1 8	72	3	43	5	NA
				SIV	25		
2.	Child attends to person speaking:		18				
	a. In a quiet room, within 3 feet	1	2	3	4	5	NA
	b. In a quiet room, at 10 feet 🧹	1	2	3	4	5	NA
	c. In a noisy room, within 3 feet	U1 /	2	3	4	5	NA
	d. In a noisy room, at 10 feet	71	2	3	4	5	NA
	e. Without visual cues	1	2	3	4	5	NA
	f. From another room	1	2	3	4	5	NA
	g. Outside/in the community	1	2	3	4	5	NA
			(
3.	Child distinguishes between words that sound alike						
	(e.g., bay for day, sink for think, or sun for fun):					
	a. In a quiet room, within 3 feet	1	2	3	4	5	NA
	b. In a quiet room, at 10 feet	1	2	3	4	5	NA
	c. In a noisy room, within 3 feet	1	2	3	4	5	NA
	d. In a noisy room, at 10 feet	1	2	3	4	5	NA
	e. Without visual cues	1	2	3	4	5	NA
	f. From another room	1	2	3	4	5	NA
	g. Outside/in the community	1	2	3	4	5	NA

A C	hild normanda occu	rately to spoken direct	ione and/a	SELDON		TIMES	MES USUALLY	
4. C	a. In a quiet room,	• •	ions ana/o	•		4	5	NA
	b. In a quiet room,		.0		2 3 2 3	4	5	NA
	c. In a noisy room,		1.1.		-	4	5	NA
						4	5	NA
	d. In a noisy room, at 10 feet				2 3	4	5	NA
	e. Without visual cues f. From another room					4	5	NA
	g. Outside/in the c		$B \Lambda$	1	and the second sec	4	5	NA
E C	-		Eq!	SV)		7	5	INA
	•	oral instruction & conce	epts:				-	
	a. In a quiet room, v				2 3	4	5	NA
	b. In a quiet room, a					4	5	NA
	c. In a noisy room, w			1		4	5	NA
	d. In a noisy room, a				2 3	4	5	NA
	e. Without visual cu				-	4	5	NA
-	f. From another roc					4	5	NA
9	g. Outside/in the co	ommunity		1 2	2 3	4	5	NA
Infor	mation on RM sys	tem use:						
RM sy	ystem is easy to op	erate:		1 2	2 3	4	5	NA
RM sy	ystem has remained	l in good working order:		1 2	2 3	4	5	NA
•		• •		1 2	2 3	4	5	NA
					4	5	NA	
Feedback (whistling noise) is present with RM system: 1 2				2 3	4	5	NA	
Indic	ate types of activit	ies the RM system is us	ed for?					
-	snacks plo	ay story-time/rea	iding	playground	walks	5		
_	listening/language	ge/speech therapy	_ shopping	car	stroller	n		
c	other (describe)					\sim		
	· · · <u> </u>	activities do you think th	ne RM syst	em was mos	t beneficial	(my)		
101 1			10 1111 3751		r beneficial:	L.Z.		$\overline{\Lambda}$
What do you think is the greatest benefit(s) of the RM system?								
What do you think is the greatest challenge(s) with the RM system?								
How I	has your communica	tion with your child cha	nged when	using RM sy	vstem?		JT	M
								ALL O
		Score	Box An	alysis				
		Hearing Instrument	t Only [□ <u>Hearing</u> I	Instrument	Perce	nt Cha	nge
	Condition Score:	□ <u>No</u> Amplificatio	•					
	Quiet (a,b):		%	/(50) =	%		%	
	Noise (c,d,g):	/(75) =	% _	/(75) =	%	%		
	Auditory only (e):	/(25) =	%	/(25) =	%	%		
	Distance (b,d,f):	/(75) =	%	/(75) =	%		%	
\vdash			~		0/		%	
L	Total Score (1-5)	/(175) =?	/o	/(175) =	%		/0	

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