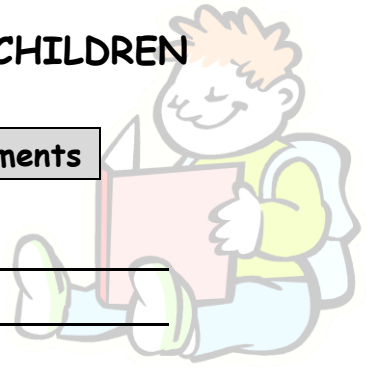


SITUATIONAL OBSERVATION OF LISTENING FOR CHILDREN



Part 1. Without Amplification or with Personal Hearing Instruments

Name: _____ Date of Birth: _____

Completed by: _____ Date: _____

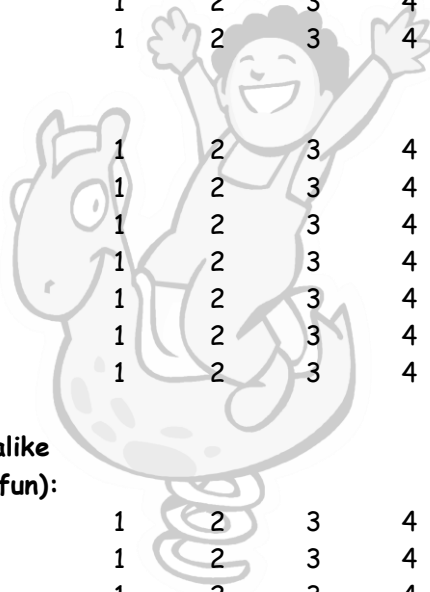
Rater: parent audiologist teacher/EI provider other-specify _____

Type of instrument: no amplification hearing aid cochlear implant bone conduction
 combination (describe) _____

Instrument brand/model: _____ Length of instrument use: _____

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.

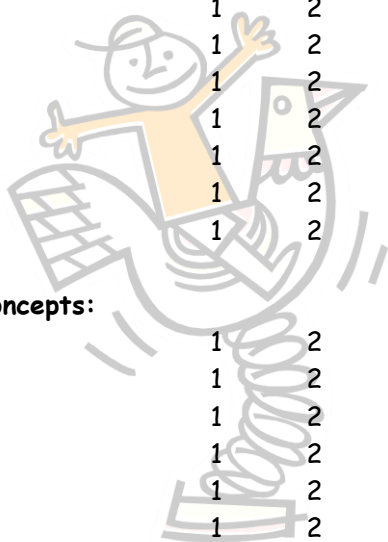
	SELDOM	SOMETIMES	USUALLY			
1. Child responds to his/her name when spoken to:						
a. In a quiet room, within 3 feet	1	2	3	4	5	NA
b. In a quiet room, at 10 feet	1	2	3	4	5	NA
c. In a noisy room, within 3 feet	1	2	3	4	5	NA
d. In a noisy room, at 10 feet	1	2	3	4	5	NA
e. Without visual cues	1	2	3	4	5	NA
f. From another room	1	2	3	4	5	NA
g. Outside/in the community	1	2	3	4	5	NA
2. Child attends to person speaking:						
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
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



SELDOM SOMETIMES USUALLY

4. Child responds accurately to spoken directions and/or questions:

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



5. Child comprehends oral instruction & concepts:

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

Information on personal device, if used:

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 personal device:	1	2	3	4	5	NA

Indicate types of activities the personal device is used for?

- snacks play story-time/reading playground walks
 listening/language/speech therapy shopping car stroller
 other (describe) _____

For which of the above activities do you think the personal device was most beneficial?

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

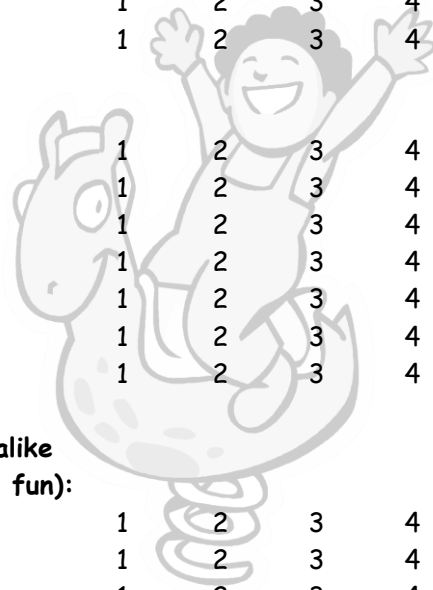
Name: _____ Date: _____

Type of instrument (personal or RM System): _____

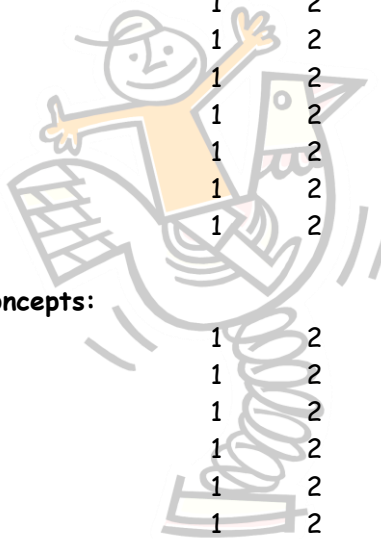
Instrument brand/model: _____ Length of use: _____

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	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
2. Child attends to person speaking:						
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
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



	SELDOM	SOMETIMES	USUALLY			
4. Child responds accurately to spoken directions and/or questions:						
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
5. Child comprehends oral instruction & concepts:						
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



Information on RM system use:

RM system is easy to operate:	1	2	3	4	5	NA
RM system has remained in good working order:	1	2	3	4	5	NA
RM system is comfortable for child to use:	1	2	3	4	5	NA
Child tries to turn RM system off:	1	2	3	4	5	NA
Feedback (whistling noise) is present with RM system:	1	2	3	4	5	NA

Indicate types of activities the RM system is used for?

snacks play story-time/reading playground walks
 listening/language/speech therapy shopping car stroller
 other (describe) _____

For which of the above activities do you think the RM system was most beneficial?

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 has your communication with your child changed when using RM system?



Score Box Analysis

	<input type="checkbox"/> <u>Hearing Instrument Only</u>	<input type="checkbox"/> <u>Hearing Instrument</u>	<u>Percent Change</u>
Condition Score:	<input type="checkbox"/> <u>No Amplification</u>	<input type="checkbox"/> <u>RM system</u>	
Quiet (a,b):	____/(50) = <input type="text"/> %	____/(50) = <input type="text"/> %	<input type="text"/> %
Noise (c,d,g):	____/(75) = <input type="text"/> %	____/(75) = <input type="text"/> %	<input type="text"/> %
Auditory only (e):	____/(25) = <input type="text"/> %	____/(25) = <input type="text"/> %	<input type="text"/> %
Distance (b,d,f):	____/(75) = <input type="text"/> %	____/(75) = <input type="text"/> %	<input type="text"/> %
Total Score (1-5)	____/(175) = <input type="text"/> %	____/(175) = <input type="text"/> %	<input type="text"/> %