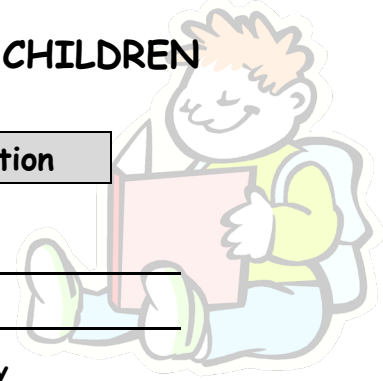


# SITUATIONAL OBSERVATION OF LISTENING FOR CHILDREN



## Part 1. Personal Hearing Instruments or Without Amplification

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Rater:  parent  audiologist  teacher/EI provider  other-specify \_\_\_\_\_

Type of instrument:  no amplification  hearing aids  cochlear implants  Baha  
 Combination (describe) \_\_\_\_\_

Instrument brand/model: \_\_\_\_\_ Length of instrument use: \_\_\_\_\_

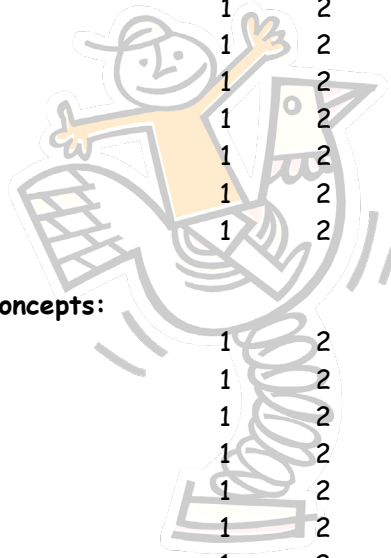
**DIRECTIONS:** Using structured observation, please rate the following skills based on the child's behavior or performance on typical days. To score, subtract any NA (not applicable) items from the total, and then determine percent for total performance and for each situation. Enter scores in the Score Box in the column, Hearing Instrument Only/Without Amplification, at the bottom of page 4.

	SELDOM	SOMETIMES	USUALLY		
<b>1. Child responds to his/her name when spoken to:</b>					
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
<b>2. Child attends to person speaking:</b>					
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
<b>3. Child distinguishes between words that sound alike (e.g., bay for day, sink for think, or sun for fun):</b>					
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



**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. With Remote Microphone (RM) System

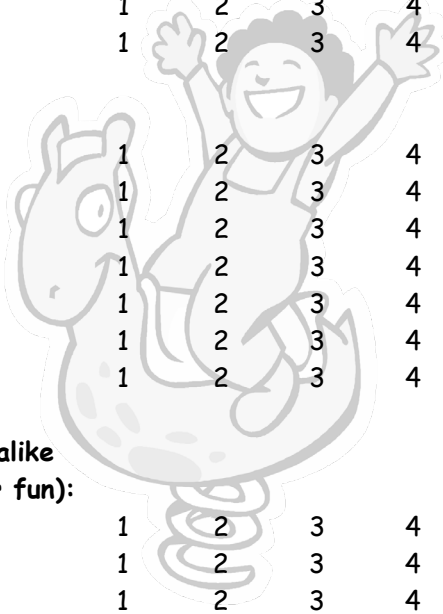
Name: \_\_\_\_\_ Date: \_\_\_\_\_

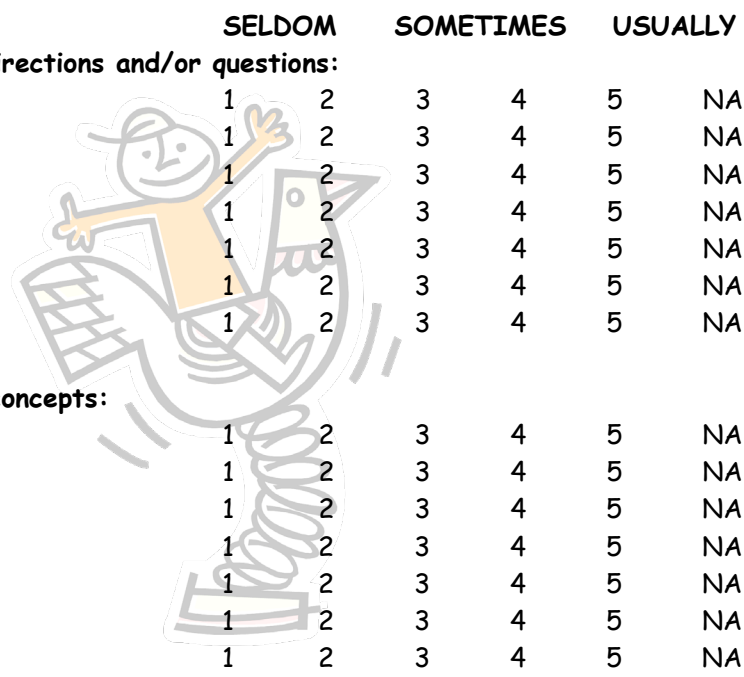
Type of instrument: \_\_\_\_\_

Instrument brand/model: \_\_\_\_\_ Length of use: \_\_\_\_\_

**DIRECTIONS:** The rater should be the same as in the baseline condition and ratings determined under comparable conditions. 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 Score Box in the column with RM system. Subtract the scores for Hearing Instrument Only and with RM system to obtain the percent of change.

	SELDOM	SOMETIMES	USUALLY		
<b>1. Child responds to his/her name when spoken to:</b>					
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
<b>2. Child attends to person speaking:</b>					
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
<b>3. Child distinguishes between words that sound alike (e.g., bay for day, sink for think, or sun for fun):</b>					
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			
<b>4. Child responds accurately to spoken directions and/or questions:</b>						
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
<b>5. Child comprehends oral instruction &amp; concepts:</b>						
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**

Condition	<input type="checkbox"/> Hearing Instrument Only/ <input type="checkbox"/> No Amplification	With RM system	Percent Change
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:	___/(175) = <input type="text"/> %	___/(175) = <input type="text"/> %	<input type="text"/> %