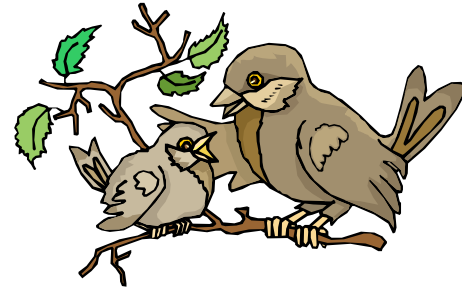


# P.E.A.C.H Diary



Child's name: \_\_\_\_\_

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

Parent/Care giver completing PEACH: \_\_\_\_\_

Date completed: \_\_\_\_\_

Developed by Teresa Ching & Mandy Hill

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- Be as specific as you can when giving examples. For example, for Question 6 you might write:  
"Olivia stopped and crawled to me when I called her name from the kitchen (5 metres away)."
- Write down as many examples as you can for each question. Your audiologist will score each question based on the number of examples you give.
- If your baby/child doesn't respond record those examples too.
- If you have many examples of the same type of behaviour that's okay just record the behaviour every time it occurs.
- Only record examples of behaviour that you have observed during the time period designated by your audiologist.

### Helpful Hints

- Identify certain noisy and quiet times of your day to observe your child and collect examples.
  - **Quiet** times may occur first thing in the morning and/or during story time.
  - **Noisy** times may occur during an activity such as kindy-gym, when having coffee with friends or when the TV/radio is on.
  - Write down the examples as soon as you observe them. Usually by the end of the day it is hard to remember exact details.
- Don't forget to carry the booklet with you.

### What happens next?

- Your audiologist will arrange a time with you to collect the PEACH and go through it with you.
- They may ask further questions to help them to score accurately and to make sure they have a thorough understanding of the abilities and needs of your child.
- Results from the PEACH will enable you and your audiologist to gain a better understanding of specific difficulties your child may be experiencing. The information may then be used by your audiologist to fine tune your child's hearing aids.

12. Does your child use the **telephone**? If yes, can he/she recognise the voice of a familiar person and/or have a conversation with the caller?

**Please list examples of when your child has or has not displayed the above behaviour over the last week, describing when and where they occurred.**

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Participate (e.g. taking turns in vocalising):

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4. You are in a **quiet** place with your child (For example, he/she may be sitting next to you, behind you or across the room when the TV is **off**). When you ask him/her a **simple question** (For example, where's Mummy?), or to do a **simple task**, (For example, look, clap, wave, point, pick up a toy, go and get your shoes etc) does he or she respond the first time you ask?

**Quiet situations** may be when the TV, music or radio is off or when any other people in the house are in another area or doing quiet activities.

Please list examples of when your child has or has not displayed the above behaviour over the last week, describing when and where they occurred.

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**Participate** (e.g. taking turns in vocalising):

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5. You are in a **noisy** place with your child (for example he/she may be sitting next to you, behind you or across the room when the TV is **on**). Does he or she respond to a **familiar voice** or to his or her **name** the first time you call, talk or sing when he/she is unable to see your face? For example, he/she may respond by smiling, looking up or by turning his/her head or by answering you verbally.

**OR**

You are in a **noisy** place with your child, (for example, he/she may be feeding with eyes closed or lying or sitting next to you when the TV is on). Does he or she respond to a **familiar voice** the first time you call, talk or sing when he/she is unable to see your face? For example when you talk or sing, he/she may respond by quietening, cessation of sucking, increasing rate of sucking, opening eyes, eye widening or by looking.

**Examples of noisy situations** are: when the TV is on, or the dishwasher / radio / music / washing machine are on, other children are playing or talking in the same room, at family gatherings, in a shopping centre or restaurant.

**Please list examples of when your child has or has not displayed the above behaviour over the last week, describing when and where they occurred.**

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