

Teachers' Evaluation of Aural/Oral Performance of Children (TEACH)



Child's Name: _____

D.O.B: _____

Pre-Interview Questions

1	Child's use of hearing aids/cochlear implant*
2	Is the child upset by loud sounds

* If score ≤ 1 do not proceed, investigate cause.

TEACH Items

No.	Scale	Item Description
3	Quiet	Respond to name in quiet
4	Quiet	Follow verbal instructions in quiet
5	Noise	Respond to name in noise
6	Noise	Follow verbal instructions in noise
7	Quiet	Follow story read aloud
8	Quiet	Participate in conversation in quiet
9	Noise	Participate in conversation in noise
10	Quiet	Recognise voice of familiar persons
11	Noise	Recognise sounds in the environment

	RAW Score	% Score
QUIET	(Q's 3+4+7+8+10) A	$(A/20) \times 100$
NOISE	(Q's 5+6+9+11) B	$(B/16) \times 100$
OVERALL	(A + B) C	$(C/36) \times 100$

Comparison Conditions

Condition 1: _____

Condition 2: _____

Compare current settings with previous settings (use scoring key 2)

Much worse	Worse	Same	Better	Much Better
-2	-1	0	1	2
-2	-1	0	1	2
-2	-1	0	1	2
-2	-1	0	1	2
-2	-1	0	1	2
-2	-1	0	1	2
-2	-1	0	1	2
-2	-1	0	1	2
-2	-1	0	1	2
-2	-1	0	1	2

AVERAGE Comparison Score

(Add all scores, divide by 9)

Comments: _____

Respondent: _____

Interviewer: _____

Date: _____

Frequency of reported behaviour				
Never	Seldom	Sometimes	Often	Always
0	1	2	3	4
4	3	2	1	0

(Use scoring key 1)

Never	Seldom	Sometimes	Often	Always
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

(Turn over for comparison scoring)

(See back for scoring key)

TEACH Scoring Key 1



Frequency of Reported Behaviour

- 0 = Never** no examples are given
- 1 = Seldom** 1 or 2 examples are given and the behaviour occurs 25% of the time
- 2 = Sometimes** 3 or 4 examples are given and the behaviour occurs 50% of the time
- 3 = Often** 5 or 6 examples are given and the behaviour occurs 75% of the time
- 4 = Always** more than 6 examples are given and the behaviour occurs >75% of the time

TEACH Scoring Key 2

Compare Current Settings with Previous Settings

- 2 = Much worse** 2 or more examples to demonstrate why current amplification is much worse
- 1 = Worse** 1 example to demonstrate why current amplification is worse
- 0 = Same** no difference noted by teacher
- 1 = Better** 1 example to demonstrate why current amplification is better
- 2 = Much better** 2 or more examples to demonstrate why current amplification is much better