T.E.A.C.H. Diary

Child's name:_____

Date of Birth:_____

Teacher completing TEACH:_____

Date completed:_____

Developed by Teresa Ching & Mandy Hill

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Pre interview checklist

Did you observe the child for at least one week? **Yes / No**

During that week:

Has the child been wearing his or her hearing aids and/or cochlear implant?

Yes / No

Has the child been well/healthy? **Yes / No**

Have the hearing aids been working properly? **Yes / No**

If you answer No to any of the above questions, please contact the audiologist and re- schedule the appointment for your TEACH interview for:
____Date:_____Time:_____

Observation dates

Please observe the child from_____ to _____

Guidelines for teachers

What is the TEACH?

- The TEACH (**T**eachers' **E**valuation of **A**ural/oral performance of **C**hildren) is a questionnaire designed to record how the child is hearing and communicating with his/her hearing aids/cochlear implant at the moment. To complete the questionnaire you need to observe the child for at least one week, and record your observations for 11 questions. The topics covered include:
  - USE of amplification & Loudness DISCOMFORT
  - listening and communicating in QUIET
  - listening and communicating in NOISE
  - responsiveness to sounds in the ENVIRONMENT

- The TEACH is not a test. Remember even normal hearing people have some difficulty hearing in some situations. As the TEACH has been developed for use with babies, older children and children of different abilities, some of the questions may not be relevant to the child at this stage. Children's listening skills improve as they grow and develop and as they get more listening practice.

Why use it?

Your observations will be used to build a vivid picture of the child's auditory experience that helps the audiologist to evaluate the effectiveness of the child's hearing aids and fine tune them if necessary. It can also be used to track the child's progress.

How do I do it?

- Read through all the questions first so you know what you need to observe.
- Some of the questions have two alternatives. Use the alternative that gives examples that better describes the child's behaviour.
- **Carry your booklet around with you and write down your observations as you notice them.**

ENVIRONMENTAL SOUNDS Question 11

11. What sounds, other than people's voices, has the child responded to or recognised in the last week? (For example, he/she may awaken to a door slamming or startle when something is dropped on the floor, stop sucking, quieten, look quizzical, search for the sound, imitate the sound or name the sound).

Please list examples that have occurred over the last week describing when and where they occurred.

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- Be as specific as you can when giving examples. For example, for Question 7 you might write:
  "When reading a story Olivia responded to, "Where's the plane?" and pointed out other objects as well on request the first time I asked."
- Write down as many examples as you can for each question. The audiologist will score each question based on the number of examples you give.
- If the 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 the audiologist.

Helpful Hints

- Identify certain noisy and quiet times of the day to observe the child and collect examples.
  - **Quiet** times may occur when other children are working quietly and/or during story time.
  - **Noisy** times may occur during an activity such as art/craft, or in the playground or during sporting activities.
- 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?

- The audiologist will arrange a time with you to collect the TEACH 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 the child.
- Results from the TEACH will enable you and the audiologist to gain a better understanding of specific difficulties the child may be experiencing. The information may then be used by the audiologist to finetune the child's hearing aids.

USE OF DEVICE & LOUDNESS DISCOMFORT
Questions 1 & 2

1. I would like to know how often the child is wearing his/her hearing aids/cochlear implant. Can you tell me about the child's routine for wearing his/her hearing aids/cochlear implant in the last week?

10. If you or a family member call the child when he or she is unable to see your face, does he/she recognise who is calling (For example, answer giving the person's name, or call out to the person using the persons name or say "….", is at the door).

OR

If you or a close family member speak/sing when the child is not looking, (For example, from the hallway or from behind) would he/she recognise who it was? (For example, they may quieten or calm down, gaze and smile or look animatedly for the speaker).

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

2. Has the child complained about / or been upset by any loud sounds in the last week. (He or she may startle and/or cry, cover his/her ears, pull his or her hearing aids off, complain or show some other signs of discomfort)?

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

LISTENING IN DIFFERENT SITUATIONS
Questions 3-10

3. You are in a **quiet** place with the child (For example he/she may be sitting next to you, behind you or across the room when the classroom is quiet). 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, by turning his/her head or by answering you verbally.

OR

You are in a **quiet** place with the child, (for example, he/she may be feeding with eyes closed or lying or sitting next to you in a quiet lounge/therapy room). 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.

> **Quiet situations** may be when the other children are working quietly, or when any other people in the house/classroom are in another area or doing quiet activities.

Please list examples of when the 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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9. When you are in a **noisy** place with the child how often does he or she initiate and participate in conversation with you or with friends? (For example, does he/she need frequent repetition, does he/she respond to the topic appropriately, does he/she overhear conversation).

OR

When you are in a **noisy** place with the child how often does he or she vocalise to get your attention/ to express need/ or in response to you or family members or familiar persons? (For example, by varying voice pitch, trying to imitate sounds or words, take turns in vocalising, point to objects while vocalising or name them)

> **Examples of noisy situations** are: during group activities, in the playground, when music, radio or TV are playing in the background, during sport, when other children or family members are talking in the same room.

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

Initiate (e.g. vocalising to get your attention or to express need): _____

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4. You are in a **quiet** place with the child (For example, he/she may be sitting next to you, behind you or across the room when the classroom/therapy room is quiet). When you ask him/her a simple question (For example, where's your foot?), 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 other children are working quietly, or when any other people in the house/classroom are in another area or doing quiet activities.

Please list examples of when the 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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8. When you are in a **quiet** place with the child how often does he or she initiate and participate in conversation with you or with friends? (For example, does he/she need frequent repetition, does he/she respond to the topic appropriately, does he/she overhear conversation).

OR

When you are in a **quiet** place with the child how often does he or she vocalise to get your attention/ to express need/ or in response to you or family members or familiar persons? (For example, by varying voice pitch, trying to imitate sounds or words, taking turns in vocalising, pointing to objects while vocalising or naming them).

> **Quiet situations** may be when the other children are working quietly, or when any other people in the house/classroom are in another area or doing quiet activities.

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

Initiate (e.g. vocalising to get your attention or to express need):_______

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5. You are in a **noisy** place with the child (for example he/she may be sitting next to you, behind you or across the room when the classroom is noisy). 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 the child, (for example, he/she may be feeding with eyes closed or lying or sitting next to you when other noise is present). 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: during group activities, in the playground, when music, radio or TV are playing in the background, during sport, when other children or family members are talking in the same room.

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

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7. When you read the child a story (or he/she listens to stories/songs on the TV, video or cassette tape), does he or she pay close attention to/ follow the line of the story? (For example, the child may ask questions about the story, answer your questions, discuss the story with you, sing along with the song).

OR

When you read the child a story (or he/she listens to stories, songs, nursery rhymes on TV, video or cassette tape) does he or she pay close attention to/follow the story? (For example, the child may look at the pictures or TV screen, turn the pages, lift the flaps, point to or label the correct picture, make the appropriate sounds for the object/animal depicted, or find objects, clapping, dancing, imitating, humming, or performing actions etc).

> **Hint:** Try showing the story book without reading or turning the TV volume right down to see if the child still responds when only the visual stimulus is present.

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

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6. You are in a **noisy** place with the child (For example, he/she may be sitting next to you, behind you or across the room when other children are talking). When you ask him/her a simple question (For example, where's your foot?) 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?

> **Examples of noisy situations** are: during group activities, in the playground, when music, radio or TV are playing in the background, during sport, when other children or family members are talking in the same room.

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