Teacher's Evaluation of Aural/Oral Performance of Children and Ease of Listening Form: TEACH+

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What is the TEACH+?

- The TEACH (**T**eacher's **E**valuation of **A**ural/oral performance of **C**hildren) is a questionnaire designed to record how a child is hearing and communicating with his/her hearing aids and/or cochlear implant. We ask you to observe the child's listening behaviour in everyday situations and give a rating in relation to a range of hearing and communication scenarios. The TEACH+ (or TEACH Plus) asks you to additionally indicate how easy or hard you think it is for a child to demonstrate the described behaviour in different situations.

The TEACH+, like the TEACH, is not a test. Children's listening skills improve as they grow and develop and as they get more listening and speaking practice. Remember even people with normal hearing sometimes experience difficulties in certain situations.

Why use the TEACH+?

- The TEACH+, like the TEACH, is used to evaluate the effectiveness of a child's use of hearing in real-world environments. Additionally, it provides an estimate on a child's ease of listening in different situations. Your ratings will be used to build a picture of the child's functional performance and listening efforts in real life. The ratings can be used by the child's audiologists to tailor audiological intervention to address the specific difficulties experienced by the child. The TEACH scores collected at several intervals over time can also be used to monitor the child's progress with intervention.

How do I do it?

- Think about the child's behaviour over the past week in relation to each question.
- For each item, give a rating on how often the child displays the described behaviour.
- For each item, give a rating on how easy or hard you think it is for the child to display the described behaviour.

Results will be used to monitor the child's progress, and to guide intervention.

Pre-Rating Checklist

If the TEACH+ is used to assess performance when using hearing devices (hearing aids, cochlear implants, other devices), it should only be completed when the answers to the 3 items below are YES.	Yes	No
Has the child been wearing his/her hearing device?		
Has the child been well/healthy?		
Has the child's hearing device been working properly?		

Child's Name:		Your Name:	
D.O.B:		Date:	

Please reflect on the child's listening behaviour over the past week, and circle the number for
a) How often the child demonstrates the behaviour in each question; and
b) How easy or hard you think it is for them to demonstrate that behaviour.

Question	How often does the child do this?					How easy or hard do you think this is for the child?				
	Never 0%	Seldom 1 - 25%	Sometimes 26 - 50%	Often 51 - 75%	Always 75-100%	Very Hard	Hard	Neutral	Easy	Very Easy
1. How often does the child wear his/her hearing device?	0	1	2	3	4	0	1	2	3	4
2. How often does the child complain or get upset by **loud** sounds?	4	3	2	1	0	-	-	-	-	-
3. When you call, does the child respond to his/her name in a **quiet** situation?	0	1	2	3	4	0	1	2	3	4
4. When asked, does the child follow simple instructions or do a simple task in a **quiet** situation?	0	1	2	3	4	0	1	2	3	4
5. When you call does the child respond to his/her name in a **noisy** situation when he/she can't see your face? (examples of responses include looks up, turns, answers verbally)	0	1	2	3	4	0	1	2	3	4
6. When asked, does the child follow simple instructions or do a simple task in a **noisy** situation?	0	1	2	3	4	0	1	2	3	4
7. When you are in a **quiet** place reading with the child, how often does he/she pay close attention to what you are saying? OR if your child is listening to stories/songs on the TV or CD when there is no other background noise how often can he/she follow what is being said?	0	1	2	3	4	0	1	2	3	4
8. How often does the child initiate/participate in conversation in a **quiet** situation?	0	1	2	3	4	0	1	2	3	4
9. How often does the child initiate/participate in conversation in a **noisy** situation?	0	1	2	3	4	0	1	2	3	4
10. How often does the child recognise peoples' voices without seeing who was talking?	0	1	2	3	4	0	1	2	3	4
11. How often does the child respond to sounds other than voices?	0	1	2	3	4	0	1	2	3	4

Please provide comments regarding any of the above items:

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Scoring: To be completed by professional

TEACH Auditory Functioning Scale:

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

TEACH Ease of Listening Scale:

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

Teach+ Comparison rating

The TEACH+ can be used to compare a child's functional performance when using two different hearing conditions, such as without and with amplification. Typically, the child needs to have experienced Condition 2 for at least one week to give you ample opportunity to observe his/her performance in real-world environments.

Compare his/her performance in similar environments when using Condition 2 to his behaviour when using Condition 1, and rate whether (1) he/she demonstrates auditory behaviour more often or less often; and (2) he/she appears to find it easier or harder to demonstrate the behaviour in question.

By drawing on your comparative ratings, the child's audiologist and therapist can find out whether one condition is more effective than the other for the child. This information can be used to guide rehabilitation and to optimise outcomes for the child.

For both comparison scales, a total score that is positive indicates Condition 2 is better than Condition 1 for the child. A total score that is negative indicates that Condition 1 is better. An overall score of 0 indicates that there is no observable differences in performance.

Condition 1: _____Date of TEACH+_____

Condition 2: _____Date of TEACH+_____

Comparison Scoring Key: Functional Performance

-2	= Much worse	Compared to the previous condition, give 2 or more examples to demonstrate why Condition 2 is much worse
-1	= Worse	Compared to the previous condition, give1 example to demonstrate why Condition 2 is worse
0	= Same	No observable difference
1	= Better	Compared to the previous condition, give 1 example to demonstrate why Condition 2 is better
2	= Much better	Compared to the previous condition, give 2 or more examples to demonstrate why Condition 2 is much better

Comparison Scoring Key: Ease of Listening

-2	= Much Harder	Compared to the previous condition, the child shows signs that he/she has to make much more effort
-1	= Harder	Compared to the previous condition, the child shows signs that he/she has to make a bit more effort
0	= Same	No observable difference
1	= Easier	Compared to the previous condition, the child shows signs that he/she makes a bit less effort
2	= Much Easier	Compared to the previous condition, the child shows signs that he/she does not need to make much effort

Comparison Ratings:

Condition 1: _____Date of TEACH+_____

Condition 2: _____Date of TEACH+_____

Child's Name:		Your Name:	
D.O.B:		Date:	

Please reflect on the child's listening behaviour over the past week. Compared to Condition 1, circle the number that indicates whether
- **a)** **The child demonstrated the behaviour described in each question more often or less often; and whether**
- **b)** **The child found it easier or harder, as observed by you.**

	Item Description	Functional Performance					Ease of Listening				
		much worse	worse	same	better	much better	much harder	harder	same	easier	much easier
3	Respond to name in quiet	-2	-1	0	1	2	-2	-1	0	1	2
4	Follow verbal instructions in quiet	-2	-1	0	1	2	-2	-1	0	1	2
5	Respond to name in noise	-2	-1	0	1	2	-2	-1	0	1	2
6	Follow verbal instructions in noise	-2	-1	0	1	2	-2	-1	0	1	2
7	Follow story read aloud	-2	-1	0	1	2	-2	-1	0	1	2
8	Participate in conversation in quiet	-2	-1	0	1	2	-2	-1	0	1	2
9	Participate in conversation in noise	-2	-1	0	1	2	-2	-1	0	1	2
11	Recognise voice of familiar persons	-2	-1	0	1	2	-2	-1	0	1	2
13	Recognise sounds in the environment	-2	-1	0	1	2	-2	-1	0	1	2
		AVERAGE Functioning Comparison Score *(Add all scores, divide by 9)*					**AVERAGE Ease of Listening Comparison Score** *(Add all scores, divide by 9)*				

Comments:

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