

PEACH & TEACH

Comparing alternative amplification strategies

Guidelines for AUDIOLOGISTS

Preparing the parent/teacher before giving them the PEACH/TEACH

- Explain why you are doing the PEACH/TEACH and how it will help you, the parent/teacher and the child
- Give a copy of the PEACH/TEACH booklet to the parent/teacher and go through the 'Guidelines for parents/teachers' found in the front of the booklet. Specify the time period for observation of the child.
- Choose a question from the PEACH/TEACH as an example (see below), and explain to the parent/teacher what is required of them. Emphasise the following :
 - Explain why some of the questions have two alternatives and indicate which alternative would be more suitable for their child.
 - Explain what you mean by specific examples of behaviour and give them an example.
 - Explain that you are going to use the examples they provide as the basis for scoring the PEACH/TEACH
 - Emphasise the need to carry the booklet with them. It's hard to remember detail if examples are not written at the time they occur.
- This is an example of what to explain and emphasise to a parent of a three month old baby. If explaining to a teacher use a question from the TEACH.

There are some questions that have two alternatives like this one because the questionnaire has been designed for use with older children as well as for use with infants. Because your baby is only 3 months, read the second alternative as it describes examples of behaviour more appropriate to the age /development of your child. This applies to all questions with two alternatives in the questionnaire. Let's look at question 3 in more detail.

3. You are in a **quiet** 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 off). 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 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.

For example you might write down: "On Monday when I was feeding Ben my husband spoke to me and Ben stopped sucking for a moment and opened his eyes."

I would like you to be as specific in your description of the examples as you can. Try to avoid general descriptions such as, "he often looks to me when I call to him." What I need to know is exactly what happens each time you observe your baby. I have found that it helps if you write down your observations as soon as you can (as they occur is the best case scenario). If you leave it until later it is easy to forget the precise details of what occurred. If your baby doesn't respond sometimes, record those examples too. It is important I get as accurate a picture as possible. If you have many examples of the same sort of scenario that's okay just record the behaviour every time it occurs.

Identifying appropriate times of the day that could be used to observe your baby and focusing on your baby at those times can help you to obtain specific examples. For instance if it's quiet first thing in the morning or while you are feeding this might be a good time to make some observations. For other questions it will help to identify other times in your routine that are relevant to the question like noisier times when friends visit or you go out for coffee.

I will be scoring each question by counting the number of examples you give so try and write down as many as you can.

Don't worry if your baby is not able to do some of the behaviours asked. It's not a test. Remember even normal hearing people have difficulty hearing in some situations. The PEACH has been developed for use with babies, older children and children of different abilities so some of the questions may not be relevant to your child yet. Children's listening skills improve as they grow and develop and as they get more listening practice.

The interviews

When using the PEACH/TEACH for comparison purposes you will be required to do a minimum of two interviews.

- The aim of the first interview is to evaluate the child's performance with their current amplification by obtaining examples for each question and scoring. During the interview information will be gathered about the child's routine that will be used to establish a personalised PEACH/TEACH template for the comparison interview.
- The aim of the second interview (comparison interview) is to compare, using the personalised PEACH/TEACH template, changes in amplification. While the parent will collect examples of the child's behaviour as they did for the second interview, the audiologist's main focus is to ask the parent/teacher to compare amplification strategies. Examples of behaviour observed by the parent/teacher, will be used by the audiologist as evidence for the parents/teachers comparison judgements.

Doing the first interview and scoring

Go through the Pre-interview checklist in the front of the PEACH/TEACH booklet. If you find that during the trial period:

- The parents haven't observed their child for at least one week
- the child hasn't been wearing their hearing aids
- they have been ill
- the child's hearing aid hasn't been working properly, **administer the PEACH/TEACH at a later date (as indicated in the pre interview checklist).**
- Go through the examples for each question. Make sure you have a clear idea of how the child is performing for each question before you score. Use the time with the parent to clarify examples if they are not clear and to supplement examples if you need more information. If it is a question regarding performance in noise it is always good to know what kind of noise was present.
- Check for inappropriate examples. Sometimes parents/teachers will cite examples of behaviour that are not applicable to the question but may be appropriate for another question such as, giving examples of behaviour that have occurred in noise when in fact it is examples in quiet that you require. For instance, when answering question 3 (responding to name in quiet) a parent may write, "Chloe turned to her name when watching Hi Five, she was laughing at the time." This is a great example that could be used for question 5 (responding to her name in noise).
- Use the handout "[Helpful Hints](#)" if you are having difficulty getting enough examples to score.
- As you read through the examples for each question, identify quiet and noisy times that occur regularly in the child's routine. For example, quiet times may occur first thing in the morning, while a sibling is asleep during the day, or at story time. Noisy times may be identified as being during meal times, while friends are over, at playgroup etc. Choose scenarios that occur regularly so they can be used for comparison purposes. You might find it useful to create situations with the parents/teachers so that certain questions could be investigated if these did not fit into the child's current routine.
- List the commonly occurring quiet and noisy scenarios under the appropriate questions in the PEACH/TEACH booklet to create a personalised PEACH template. Below is a personalised PEACH example for question 6:

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). 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?

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.

At mealtimes _____

At playgroup _____

When the TV is on _____

- Score each question on the scoresheet using the scoring key for frequency of reported behaviour.
- Give the personalised PEACH/TEACH template to the parents/teachers and ask them to use it for all subsequent interviews as it allows comparison of amplification strategies across the same quiet and noisy scenarios.
- Make an appointment for your next interview, allowing at least a week for observation.

Scoring

Scoring Key - Frequency of reported behaviour

Circle the appropriate score for each question on the PEACH scoresheet or TEACH scoresheet using the scoring key below to derive your score.

Scoring

- 0 **Never.** The child never exhibits the behaviour, no examples are given. The parent can't think of a time when the behaviour has occurred. The behaviour occurs 0% of the time.
 - 1 **Seldom.** The child exhibits the behaviour but only one or two examples are cited. And /or the behaviour occurs 25% of the time.
 - 2 **Sometimes.** Three or four examples are cited. And /or the behaviour occurs 50% of the time.
 - 3 **Often.** Five or six examples of the behaviour are given and /or the behaviour occurs 75 % of the time.
 - 4 **Always.** Numerous examples (more than six) are given and /or the behaviour occurs more than 75% of the time. The parent and/or teacher can't think of an example when the behaviour hasn't occurred.
- A sub scale score can be derived for each of the performance areas (Quiet & Noise) and a total percentage score obtained using the formula on the scoresheet.

The comparison interview and scoring

- Go through the Pre-interview checklist in the front of the PEACH/TEACH booklet as above.
- Reschedule the interview if necessary.
- For each question, ask the parent/teacher "Are the current amplification settings, much worse, worse, same, better or much better than the previous settings?" Then ask the parent/teacher to give examples to support their rating.
- Make sure you have a clear idea of how the child is performing for each question before you score. Use the time with the parent to clarify examples if they are not clear and to supplement examples if you find you need more information. If it is a question regarding performance in noise it is always good to know what kind of noise was present.
- Score each question on the score sheet using the scoring key for comparing current settings with previous settings.

Scoring Key - Compare current settings with previous settings

Circle the appropriate score for each question on the PEACH scoresheet or TEACH scoresheet using the scoring key below to derive your score.

Scoring

- 2 **Much worse.** The parent/teacher says that the child's performance is much worse (for the question concerned) using the current amplification compared with the previous amplification and can cite two or more examples to demonstrate this.
 - 1 **Worse.** The parent/teacher says that the child's performance is worse (for the question concerned) using the current amplification compared with the previous amplification and can cite one example to demonstrate this.
 - 0 **Same.** The parent/teacher says there is no difference in the child's performance using the current amplification compared with the previous amplification (for the question concerned).
 - 1 **Better.** The parent/teacher says that the child's performance is better (for the question concerned) using the current amplification compared with the previous amplification and can cite one example to demonstrate this.
 - 2 **Much better.** The parent/teacher says that the child's performance is much better (for the question concerned) using the current amplification compared with the previous amplification and can cite two or more examples to demonstrate this.
- An overall average score can be calculated (using the score sheet) to indicate whether the current amplification settings are on average much worse, worse, same, better or much better than the previous settings.
 - Alternatively it would be useful clinically to look at the scores for each question individually so that appropriate intervention can be taken to address any areas of concern.