

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 (Teachers' Evaluation of Aural/oral performance of Children) 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.**

- 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.

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.

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.

Blank lined area for recording observations.

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 *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): _____

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

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): _____

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