



Self Evaluation of Listening Function and Ease of Listening

Form: SELF+

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What is the SELF+?

The Self (Self Evaluation of Listening Function) is a scale designed to systematically record how a child perceives they are hearing and communicating with others in real-world environments. We ask the child to think about their listening behaviours in a range of everyday-life situations, and rate themselves. The SELF+ (or SELF Plus) asks the child to additionally indicate how easy or hard they find it to listen within each situation.

The SELF+ is not a test. Remember even normal hearing people have some difficulty hearing in some situations. Everyone's listening skills improve as they grow and develop and as they get more listening practice.

How do I do it?

The SELF+ is completed with a child via an interviewer. Before starting the SELF+, provide the following introduction to the child:

"I am going to ask you some questions about how you listen and talk to others when you wear your hearing aids or cochlear implant.

Think about your listening behaviour in everyday life and give a rating in lots of different places and with different people. Then think about how easy or hard it is for you to listen in that place."

Pre-Rating Checklist

| If the SELF+ is used to assess performance when using hearing devices (hearing aids, cochlear implants, other devices), it should only be completed when the answer to the 3 items below is YES. | Yes | No |
|--|--------------------------|--------------------------|
| Have you been wearing your hearing aids and/or cochlear implant? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you been well/healthy? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have your hearing aids and/or cochlear implant been working properly? | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|---------------|--|-------------------|--|
| Child's Name: | | Interviewer Name: | |
| D.O.B: | | Date: | |

Please ask the child to think about their listening behaviour over the past week and circle the appropriate number

| | Question | How often does the child do this? | | | | | How easy or hard is this 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 has the child worn his/her hearing aids and/or cochlear implant? <i>Examiner instructions.</i> Ask the child “Tell me about when you wear your hearing aid/ cochlear implant.” | | | | | | | | | | |
| 2. | Is the child troubled/upset by some sounds? <i>Examiner instructions.</i> Ask the child “In the last weeks have some sounds bothered you?” If yes, ask the child to give examples of when and where that happened. | | | | | | | | | | |
| 3. | Does the child follow verbal instructions in quiet? <i>Examiner instructions.</i> Ask the child “over the last.... weeks, have you been able to hear your teacher well in class?” | | | | | | | | | | |
| 4. | Does the child follow a story read aloud? <i>Examiner instructions.</i> Ask the child, “Can you understand a story read aloud?” If yes, ask the child to tell you about the story he/she has listened to. | | | | | | | | | | |
| 5. | Does the child understand speech / participate in conversation in quiet? <i>Examiner instructions.</i> Ask, “Over the last ... weeks, could you understand your friend who sits next to you when it’s quiet in the classroom?” or “Could you understand your classmate when he/she asks a question?” | | | | | | | | | | |
| 6. | Does the child understand a friend talking to him/her in a noisy situation? <i>Examiner instructions.</i> Ask the child, “Over the last.....weeks, could you understand your friend talking to you in the playground in school?” (park, sports centre etc) | | | | | | | | | | |
| 7. | Does the child follow verbal instructions when it’s noisy? <i>Examiner instructions.</i> Ask, “In the last.... weeks, could you hear your teacher’s instructions when playing sports?” /scouts , ... | | | | | | | | | | |

| Questions continued... | | How often does the child do this? | | | | | How easy or hard is this for the child? | | | | |
|------------------------|---|-----------------------------------|-------------------|-----------------------|-------------------|-------------------|---|------|---------|------|-----------|
| | | Never 0% | Seldom 1 - 25% | Sometimes 26 - 50% | Often 51 - 75% | Always 75-100% | Very Hard | Hard | Neutral | Easy | Very Easy |
| 8. | Does the child hear/understand his/her family/mum/dad at home when it's quiet? <i>Examiner instructions.</i> Ask the child, “Over the last....weeks, have you been able to understand your family/mum/dad at home when it’s quiet?” | | | | | | | | | | |
| 9. | Does the child hear/understand his/her family/mum/dad in a noisy situation? <i>Examiner instructions.</i> Ask the child, “Over the last....weeks, could you understand your family/mum/dad at home when it’s noisy? In a shopping centre or restaurant?” If yes, ask the child to give examples of when and where. | | | | | | | | | | |
| 10. | Does the child hear/understand their family/mum/dad while travelling in a car/bus/train? <i>Examiner instructions.</i> Ask the child, “Over the last....weeks, could you understand your family/mum/dad while travelling in a car/bus/train?” ? | | | | | | | | | | |
| 11. | Does the child recognise familiar people’s voices without seeing them? <i>Examiner instructions.</i> Ask the child, “If your friend called you from behind, do you always know who called?” or “If you answer the phone, do you know who’s calling?” If yes, ask the child to give examples. | | | | | | | | | | |
| 12. | Does the child spontaneously recognize sounds in the environment that are part of his/her routine? <i>Examiner Instructions.</i> Ask, “Tell me about the sounds you recognized over the past two weeks.” (microwave oven, dishwasher, washing machine, doorbell, phone ringing, dog barking, computer noise ...etc) | | | | | | | | | | |

Please provide comments regarding any of the above items:

Scoring: To be completed by professional

SELF Auditory Functioning Scale:

| | | RAW Score | | % Score |
|----------------|------------------------|------------------|--------------|----------------|
| QUIET | (Q's 3+4+5+8+11) A | | (A/20) x 100 | |
| NOISE | (Q's 6+7+9+10+12) B | | (B/20) x 100 | |
| OVERALL | (A + B) C | | (C/40) x 100 | |

SELF Ease of Listening Scale:

| | | RAW Score | | % Score |
|----------------|------------------------|------------------|--------------|----------------|
| QUIET | (Q's 3+4+5+8+11) A | | (A/20) x 100 | |
| NOISE | (Q's 6+7+9+10+12) B | | (B/20) x 100 | |
| OVERALL | (A + B) C | | (C/40) x 100 | |