



**CENTRE D'ACOUPHÈNE
ET D'HYP0-HYPERACOUSIE**
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Auditory Behaviour Questionnaire (Teacher)

This questionnaire can be completed on line, sensitive cases gray, and returned by email. You can also print out the questionnaire (ideally on both sides), complete it and return it to the parents who will bring to the appointment. To complete this questionnaire on line follow these instructions.

- To write an answer, place the cursor in the gray zone and write your answer.
- To select a box, place the cursor in the appropriate one and click with the mouse.

Student's last name, first name:

School year:

Regular grade group: **Special needs:** **Specify:**

School name:

Teacher's name:

I. STUDENT'S ACADEMIC PROFILE:

1. Does the student encounter difficulties in: (if possible, give examples)

	NO	YES
a) Spelling:	<input type="checkbox"/>	<input type="checkbox"/>
b) Dictation or note taking:	<input type="checkbox"/>	<input type="checkbox"/>
c) Reading:	<input type="checkbox"/>	<input type="checkbox"/>
d) Reading comprehension:	<input type="checkbox"/>	<input type="checkbox"/>
e) Arithmetic:	<input type="checkbox"/>	<input type="checkbox"/>
f) Problems solving (mathematics):	<input type="checkbox"/>	<input type="checkbox"/>

II. STUDENT'S AUDITORY PROFILE:

Please answer these questions comparing this students to the other students of the same grade and age using the following scale:

Less than the other students	-1
Similar to the others	0
A little bit more than the others	1
More frequently than the others	2
Much more frequently than the others	3
Total incapacity to work in class	4

ATTENTION	Notation	Comments
1. Has difficulty paying attention to the speaker. 2. Has difficulty staying attentive to the instructions given to the class. 3. Is daydreaming. 4. Gets tired during auditory tasks. 5. Has difficulty completing tasks (auditory or other). 6. Is distracted by <input type="checkbox"/> visual or <input type="checkbox"/> auditory stimuli.		
DECODING		
1. Confuses <i>similarsounding</i> words. Example: 2. Confuses <i>similarwritten</i> letters (p,b,d) or numbers. Examples: 3. Has difficulty separating words into syllables or sounds, or merging sounds into syllables and then into words.		
DISTINCTION FROM THE BACKGROUND		
1. Is disturbed by surrounding noise (air conditioning, pen sharpener, computer, other students talking...). 2. Does not react to his/her name in the presence of surrounding noises (group activities in class, school outings). 3. Has difficulty understanding in surrounding noises (group activities in class, school outings). 4. Has difficulty localizing source of noise.		
MEMORY AND SEQUENCING		
1. Has or has had difficulty acquiring basic learning (ex.: nursery rhymes, new words, his/her address, date of birth). 2. Has difficulty memorizing verbal information (without visual cue or other cues). 3. Has difficulty remembering some of the verbal information already understood. 4. Has difficulty memorizing sequences (ex.: days of the week, months, phone numbers). 5. Has difficulty telling a story or an event in a logical sequence. 6. Inverts the order of letters or numbers.		
UNDERSTANDING INSTRUCTIONS		
1. Has difficulty understanding instructions or information given orally: a) Without repetition b) Without visual cue (gestures, face, image, written information) c) In noisy environment d) After repetition (using the same words) e) After rephrasing (repeating using different words)		

OTHER BEHAVIOUR		
1. Needs verbal instructions to be repeated.		
2. Has a slow or delayed reaction to speech.		
3. Has difficulty completing the missing portion of a sentence or a word.		
4. Has a bad understanding of written instructions.		
5. Is seeking the teacher's help.		
SOCIAL PROFILE		
1. Disturbs other students in class.		
2. Is rejected by other students.		
3. Is agitated in class.		
4. Gives-up easily.		

What is his/her reaction when experiencing some difficulties (becoming aggressive, impulsive, frustrated, withdrawn)?

Taking into account the student's cognitive potential, should he/she be performing better in class? Is he/she performing better in a one-to-one situation ?