

The Speech, Spatial, and Qualities of Hearing Scale (SSQ) for Parents

This questionnaire asks about your child's ability to hear and listen in everyday situations.

Subject ID _____

Examiner _____ Date _____

Completed by:

Mother / Father / Other (circle one)

Please specify for Other: _____

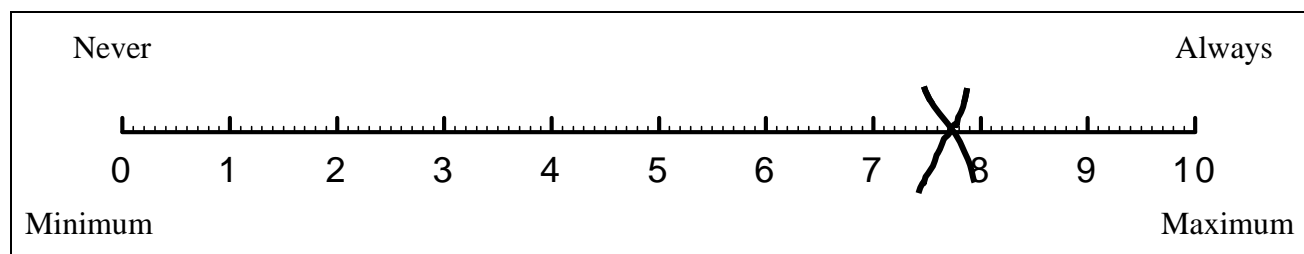
Ref: _____

Date: D: ____ M: ____ Y: ____

An example

You should answer each question by making a mark on a horizontal line. Here is an example question. The answer, marked by the cross on the line, shows that the child has cornflakes for breakfast on most days, but not everyday. If you do not know the answer to a question, please put a tick in the box labelled 'I do not know.' If the situation described in a question does not happen for your child, please put a tick in the box labelled 'This situation does not happen for my child.' The real questions start in Section A below.

1. Does your child have cornflakes for breakfast?

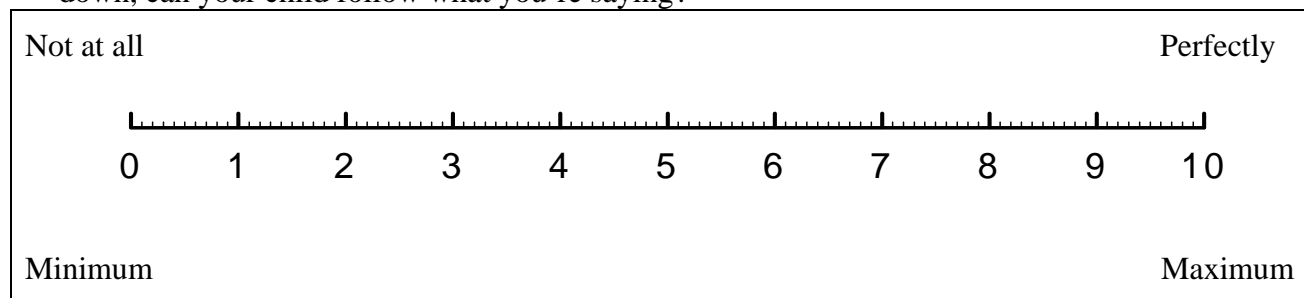


I do not know

This situation does not happen for my child

Section A: Speech

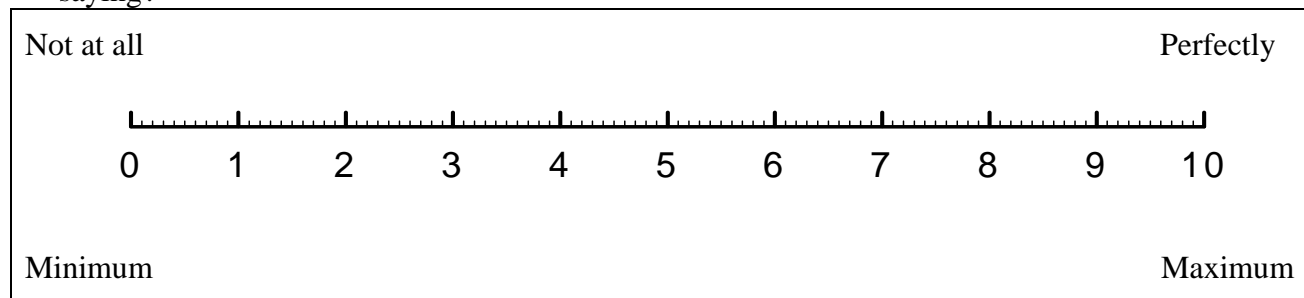
1. You are talking with your child and there is a TV on in the same room. Without turning the TV down, can your child follow what you're saying?



I do not know

This situation does not happen for my child

2. You are talking with your child in a quiet, carpeted room. Can your child follow what you're saying?



I do not know

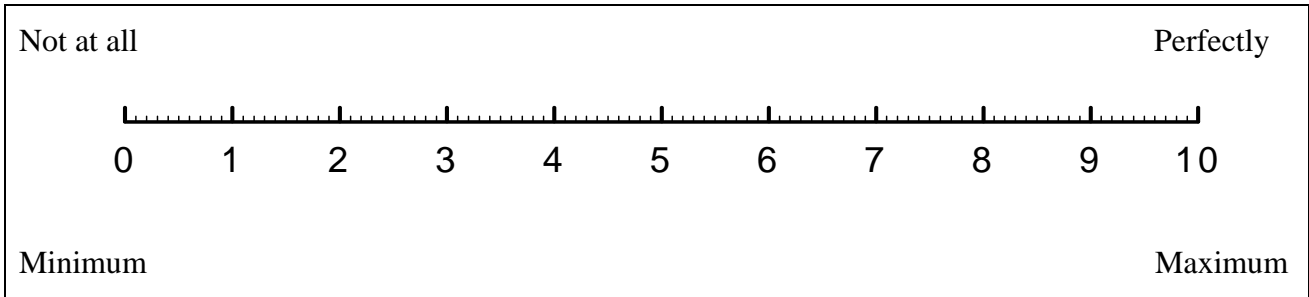
This situation does not happen for my child

3. Your child is in a group of about five people, sitting around a table. It is an otherwise quiet place. Your child can see everyone else in the group. Can your child follow the conversation?



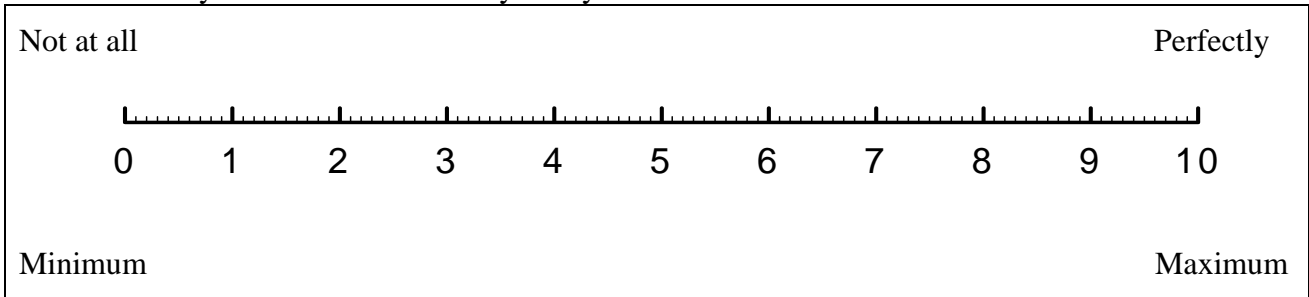
- I do not know This situation does not happen for my child

4. Your child is in a group of about five people, sitting around a table. It is a noisy room, such as a busy classroom. Your child can see everyone else in the group. Can your child follow the conversation?



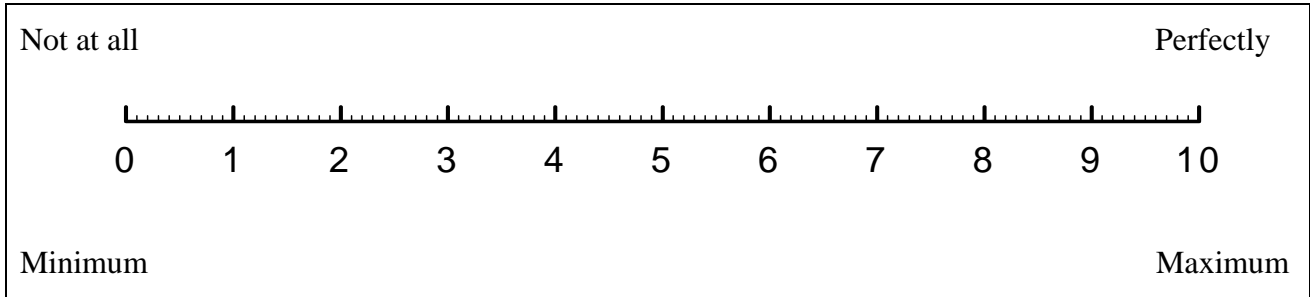
- I do not know This situation does not happen for my child

5. You are talking with your child. There is a continuous background noise, such as a fan or running water. Can your child follow what you say?



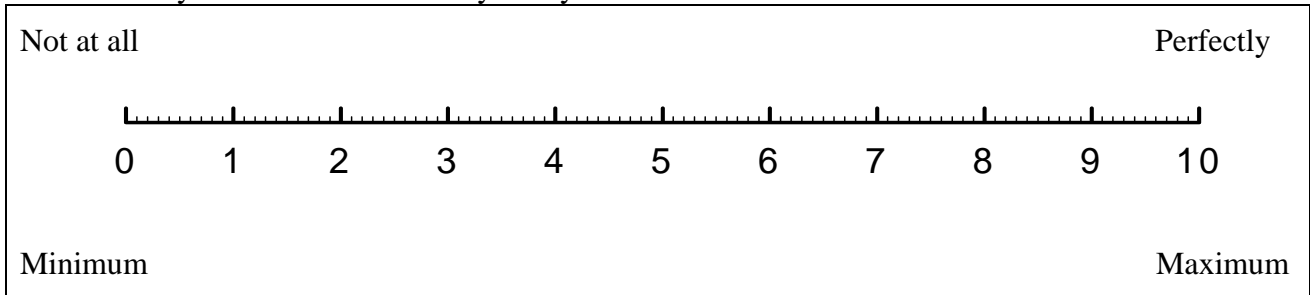
- I do not know This situation does not happen for my child

6. Your child is in a group of about five people, sitting around a table. It is a noisy room, such as a busy classroom. Your child cannot see everyone else in the group. Can your child follow the conversation?



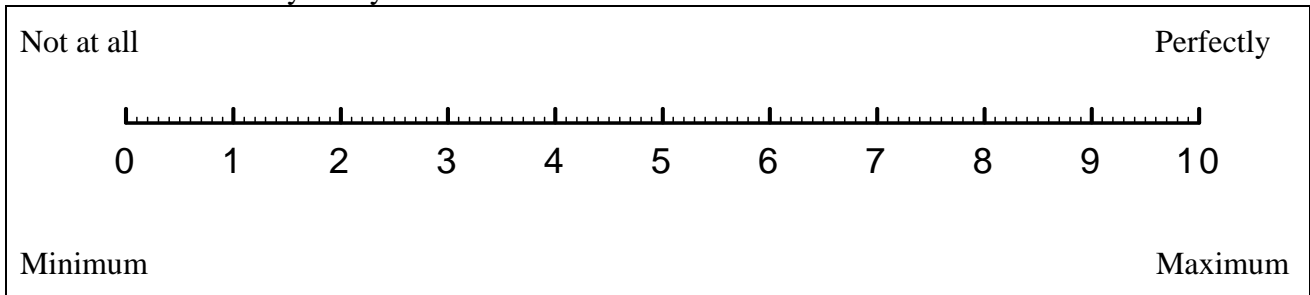
- I do not know This situation does not happen for my child

7. You are talking to your child in a place where there are a lot of echoes, such as a school assembly hall. Can your child follow what you say?



- I do not know This situation does not happen for my child

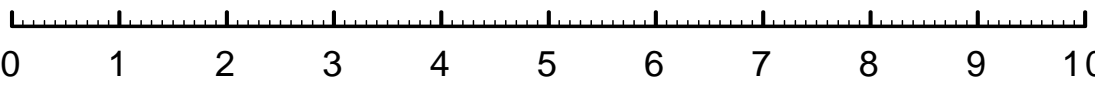
8. You are talking to your child in a room in which there are many other people talking. Can your child follow what you say?



- I do not know This situation does not happen for my child

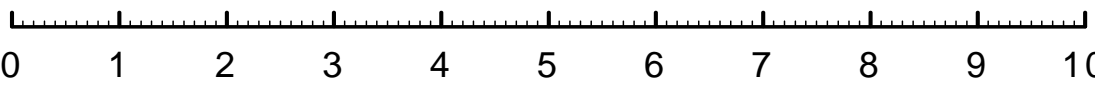
Section B: Spatial Hearing

1. Your child is outdoors in an unfamiliar place. A loud constant noise, such as from an aeroplane, can be heard. The source of the sound can't be seen. Can your child tell right away where the sound is coming from?

| | |
|--|-----------|
| Not at all | Perfectly |
|  | |
| Minimum | Maximum |

- I do not know This situation does not happen for my child

2. Your child is sitting around a table with several people. Your child cannot see everyone. Can your child tell where any person is as soon as they start speaking?

| | |
|--|-----------|
| Not at all | Perfectly |
|  | |
| Minimum | Maximum |

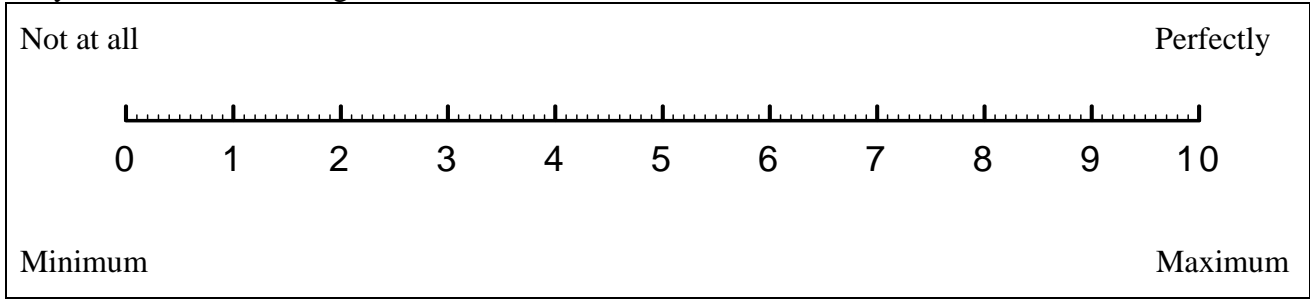
- I do not know This situation does not happen for my child

3. Your child is sitting in between two people. One person starts to speak. Can your child tell right away whether it is the person on their left or their right who is speaking, without having to look?

| | |
|--|-----------|
| Not at all | Perfectly |
|  | |
| Minimum | Maximum |

- I do not know This situation does not happen for my child

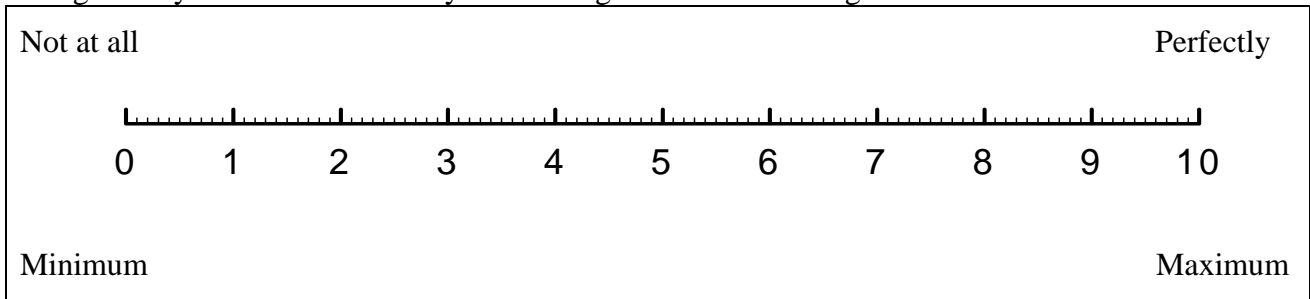
4. You and your child are outside. You call out their name. Can your child tell immediately where you are without having to look?



I do not know

This situation does not happen for my child

5. Your child is standing in a corridor. A noisy group of children is approaching. Can your child hear right away which direction they are coming from before seeing the children?




I do not know

This situation does not happen for my child

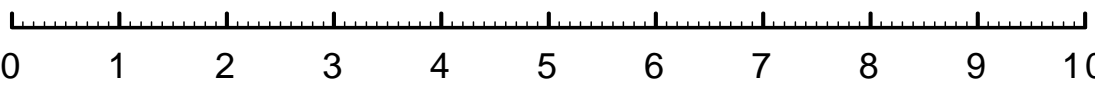
Section C: Qualities of Hearing

1. Think about when there are two noises at once, for example, music playing and the sound of knocking at the door. Is your child able to identify the two separate sounds?

| | |
|--|-----------|
| Not at all | Perfectly |
|  | |
| Minimum | Maximum |


- I do not know This situation does not happen for my child

2. You are in a room with your child and music is playing. Will your child be aware of your voice if you start speaking? Note that your child does not have to understand what you say.

| | |
|---|-----------|
| Not at all | Perfectly |
|  | |
| Minimum | Maximum |

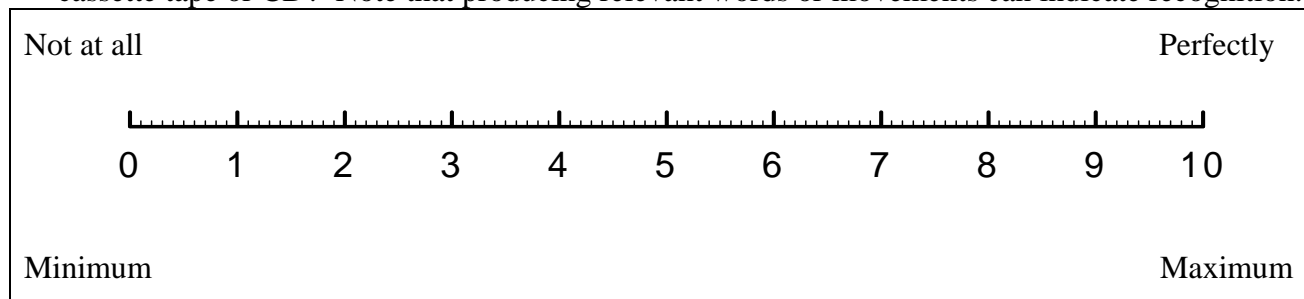
- I do not know This situation does not happen for my child

3. Can your child recognise familiar people by the sound of each one's voice without seeing them?

| | |
|--|-----------|
| Not at all | Perfectly |
|  | |
| Minimum | Maximum |

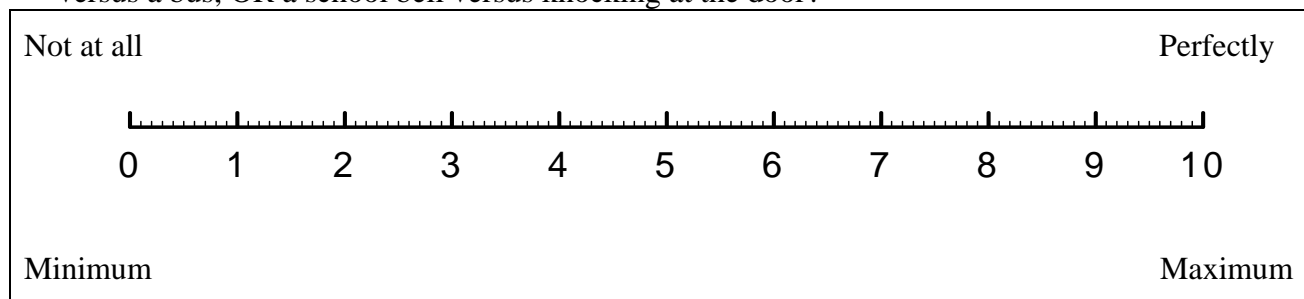
- I do not know This situation does not happen for my child

4. Can your child distinguish between pieces of music such as different nursery rhymes played on a cassette tape or CD? Note that producing relevant words or movements can indicate recognition.



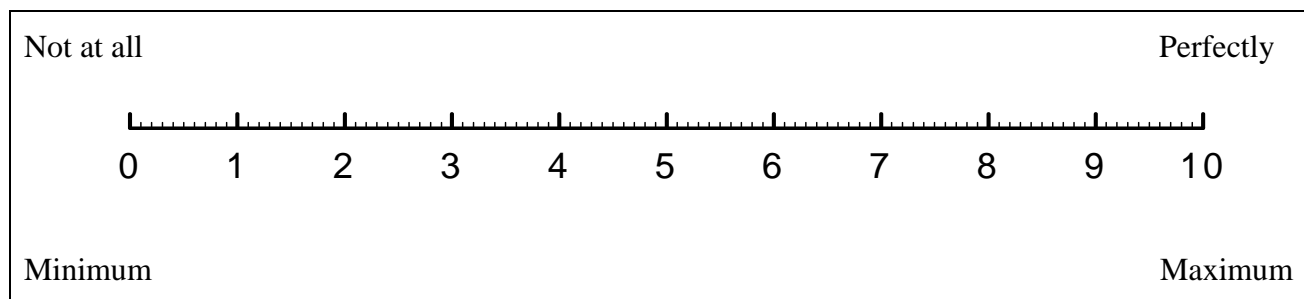
- I do not know This situation does not happen for my child

5. Can your child tell the difference between sounds that are somewhat similar, for example, a car versus a bus, OR a school bell versus knocking at the door?



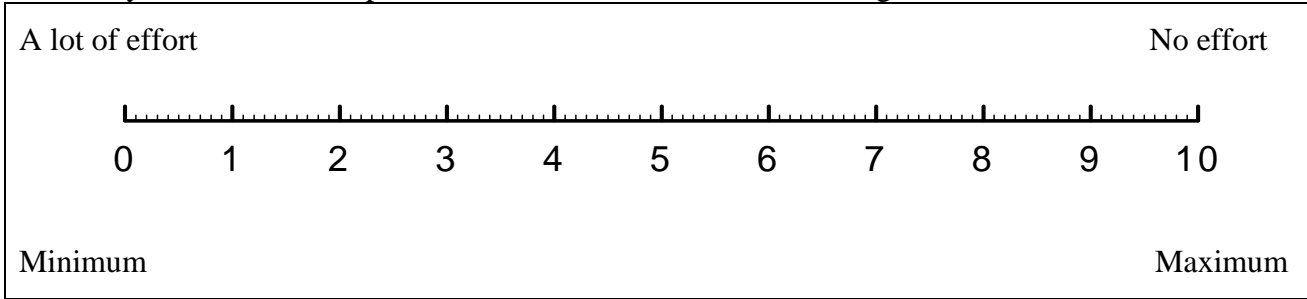
- I do not know This situation does not happen for my child

6. Can your child easily judge another person's mood from the sound of their voice?



- I do not know This situation does not happen for my child

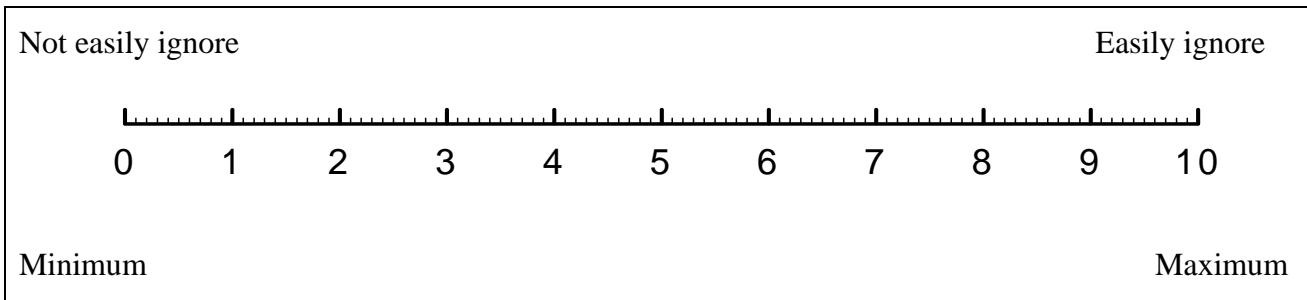
7. Does your child have to put in a lot of effort to hear what is being said in conversation with others?



I do not know

This situation does not happen for my child

8. Can your child easily ignore other sounds when trying to listen to something?




I do not know

This situation does not happen for my child

Section D: Conversational Uses of Hearing


1. When you are riding in the car with your child, does your child answer when s/he is asked a question?

| | |
|--|-----------|
| Not at all | Perfectly |
|  | |
| Minimum | Maximum |

Where does your child typically sit in the car? ____ front ____ back

- I do not know This situation does not happen for my child


2. When you are riding in the car, does your child follow the conversation of others (e.g., adds to the conversation; asks questions about the topic)?

| | |
|--|-----------|
| Not at all | Perfectly |
|  | |
| Minimum | Maximum |

- I do not know This situation does not happen for my child

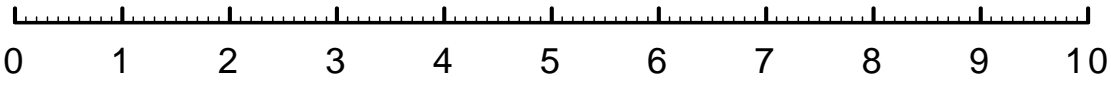
If your child follows the conversation, how do you know?

3. Do you notice your child repeating words, jingles or songs heard on TV, DVD or radio?

| | |
|--|-----------|
| Not at all | Perfectly |
|  | |
| Minimum | Maximum |

- I do not know This situation does not happen for my child

4. Do you ever notice your child listening in on plans from another room?

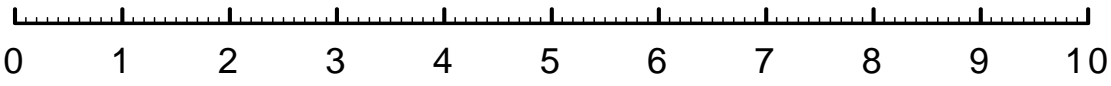
| | |
|--|-----------|
| Not at all | Perfectly |
|  | |
| Minimum | Maximum |

- I do not know This situation does not happen for my child

How do you know? _____

5. Are there any sounds in the environment that you notice your child does NOT consistently respond to? (Please list)

6. If there is a new sound in the environment, does your child ask, “What is that?”

| | |
|--|-----------|
| Not at all | Perfectly |
|  | |
| Minimum | Maximum |

Thank you for completing this questionnaire