

# HEAR. LISTEN. YARN.

Use PLUM and HATS  
to check bub's listening  
and talking skills



We acknowledge the Aboriginal and Torres Strait Islander peoples, the Traditional Owners and Custodians of the land that we live and work on, and we pay our respects to Elders past, present and emerging.

HEAR.  
LISTEN.  
YARN.

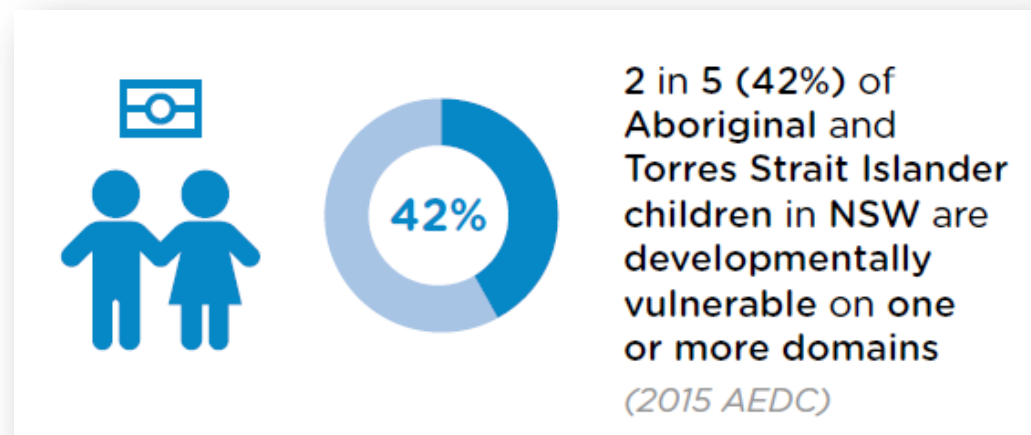
# Why do we need the PLUM & HATS



# What happens in the first 2000 days can improve long-term outcomes

HEAR.  
LISTEN.  
YARN.

- Hearing well from an early age supports brain development to learn language skills (Ching et al)
- Early language influences learning to read in school (Ching & Cupples)
- Ear disease (otitis media) starts in the first year of life, is often chronic by 2-3 years, and leads to mild to moderate hearing loss in Aboriginal & Torres Strait Islander children (Boswell et al, 1995; Kong & Coates, 2009; State of Qld, 2016)
- Chronic illness in early childhood reduces school readiness (Bell et al, 2016)
- **Early detection & treatment is critical to child development**



NSW Health (2019) First 1000 days Framework



# Early detection improves outcomes

- **Newborn hearing screening** identifies children born with hearing loss early so they can receive early treatment
- But, there are **no screening tools** to detect hearing problems that start after birth.
- Hearing assessments for young children require special equipment and are not always available
- Ear disease can cause hearing problems that can come and go
- **No one knows how well a child listens and learns in everyday life!**

HEAR.  
LISTEN.  
YARN.



# Early recognition of hearing problems relies on Primary Health staff and early childhood teachers

HEAR.  
LISTEN.  
YARN.

- Parents know a lot, but when asked,  
*“Do you have concerns about your child’s hearing?”*
- It is hard to answer
  - What behaviours show a hearing problem?
  - Ear trouble is so common that these behaviours can seem normal
  - “It’s just selective hearing. They can hear perfectly well. They just don’t want to answer”

**To find out how well the child hears in everyday life, we need good tools.**

# Good tools need to be -

- Simple, quick, and easy to use
- Culturally appropriate
- Valid for the target age group
- Valid for the population
- Normed: so we know whether results mean the child is ***on track, or not yet on track***
- **But there were none!**



# Introduction to PLUM and HATS

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HEAR.  
LISTEN.  
YARN.

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YARN.



Use PLUM and HATS  
to check bub's listening  
and talking skills

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# What are the PLUM & HATS

# What are the PLUM and HATS?

- The PLUM has 10 questions to check hearing and listening skills
- The HATS has 5 questions to check communication skills
- The tools have been co-designed with Aboriginal and Torres Strait Islander health and early education workers
  - Tharawal Aboriginal Medical Service & Waranwarin Early Learning Centre, NSW
  - Wurli Wurlinjang & Binjari Health Service, NT
  - Western Sydney University Aboriginal Research Officers in Katherine, NT
  - Birra Li Maternal & Child Health Service, Newcastle, NSW
  - Inala Indigenous Health Service, Brisbane, QLD
  - Kalwun Health Service, Miami, QLD





# Validated tools

- Validated for use with parents of Aboriginal and Torres Strait Islander children below 6 years of age
  - Urban communities
  - Regional and remote communities
- PLUM – screens for hearing and listening problems
  - Accuracy > 80%
  - i.e. of 10 children who had a fail score, 8 of them would fail a standard hearing test.
- HATS – screen for communication problems
  - Accuracy >80%
  - i.e. of 10 children who had a fail score, 8 of them would fail a standard language assessment

HEAR.  
LISTEN.  
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# PLUM

# The PLUM checklist with pictures

• PLUM • Parent-evaluated Listening and Understanding Measure 1

Child's name \_\_\_\_\_ DOB \_\_\_\_\_ Date \_\_\_\_\_

Talk with the parent/carer about how much they see their child doing these things. Give age-appropriate examples and encourage the parent to give examples. The questions relate to the child's home language. Work with an interpreter as appropriate. Circle the answers as you go ('Not yet', 'A little', 'Sometimes', 'A lot', 'Always'). Use the tally box on page 2 to work out the score. Use the score sheet to interpret the results and explain to the family what this means.

1. When it's quiet and you call your child, and they can't see you, do they hear you?  
☐ NOT YET ☐ A LITTLE ☐ SOMETIMES ☐ A LOT ☐ ALWAYS

2. And when it's noisy?  
☐ NOT YET ☐ A LITTLE ☐ SOMETIMES ☐ A LOT ☐ ALWAYS  
 e.g. bub turns to your voice; child answers from another room.

3. When it's quiet, if you ask your child to do something easy, can they do it?  
☐ NOT YET ☐ A LITTLE ☐ SOMETIMES ☐ A LOT ☐ ALWAYS

4. And when it's noisy?  
☐ NOT YET ☐ A LITTLE ☐ SOMETIMES ☐ A LOT ☐ ALWAYS  
 e.g. 'sit down', 'come here', 'give me the cup', 'put it in the bin'.

5. When it's quiet, does your child join in conversation with you, or with someone they know?  
☐ NOT YET ☐ A LITTLE ☐ SOMETIMES ☐ A LOT ☐ ALWAYS

6. And when it's noisy?  
☐ NOT YET ☐ A LITTLE ☐ SOMETIMES ☐ A LOT ☐ ALWAYS  
 e.g. making happy or babbling noises; answering or asking questions.

• PLUM • Parent-evaluated Listening and Understanding Measure 2

7. When it's quiet, and you're talking, singing or telling a story, does your child join in and follow?  
☐ NOT YET ☐ A LITTLE ☐ SOMETIMES ☐ A LOT ☐ ALWAYS  
 e.g. settles and listens, sings along, copies, ask questions about a story.

8. When it's noisy, does your child understand you when they can't see you?  
☐ NOT YET ☐ A LITTLE ☐ SOMETIMES ☐ A LOT ☐ ALWAYS  
 e.g. in the stroller/pram facing away; in the car – child in the back and parent/carer in front.

9. Without seeing them, does your child know people by their voices?  
☐ NOT YET ☐ A LITTLE ☐ SOMETIMES ☐ A LOT ☐ ALWAYS  
 e.g. bub hears Dad and looks for him; knows who's on the phone; knows who's talking in another room.

10. Does your child notice other sounds around them?  
☐ NOT YET ☐ A LITTLE ☐ SOMETIMES ☐ A LOT ☐ ALWAYS  
 e.g. knock at the door, dogs in the distance, birds, cars, TV sounds, phone, rain and thunder, sirens.

Write down the score for each question, then add these up for the total score.

| QUESTION | SCORE |
|----------|-------|
| 1        |       |
| 2        |       |
| 3        |       |
| 4        |       |
| 5        |       |
| 6        |       |
| 7        |       |
| 8        |       |
| 9        |       |
| 10       |       |
| TOTAL    |       |

NAL PLUM+HATS

HEAR.  
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# The PLUM checklist with pictures


- Explain to the parent
  - *How your child uses their hearing at home is important*
  - *Can I ask you a few questions about what they do day to day?*
  - *For each question, please tell me whether your child does these things:*
    - **Not yet**
    - **A little**
    - **Sometimes**
    - **A lot, or**
    - **Always**

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• PLUM •
Parent-evaluated Listening and Understanding Measure 1


Child's name \_\_\_\_\_ DOB \_\_\_\_\_ Date \_\_\_\_\_

Talk with the parent/carer about how much they see their child doing these things. Give age-appropriate examples and encourage the parent to give examples. The questions relate to the child's home language. Work with an interpreter as appropriate. Circle the answers as you go ('Not yet', 'A little', 'Sometimes', 'A lot', 'Always'). Use the tally box on page 2 to work out the score. Use the score sheet to interpret the results and explain to the family what this means.




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2. And when it's noisy?  
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 e.g. bub turns to your voice; child answers from another room.



3. When it's quiet, if you ask your child to do something easy, can they do it?  
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4. And when it's noisy?  
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 e.g. 'sit down', 'come here', 'give me the cup', 'put it in the bin'.



5. When it's quiet, does your child join in conversation with you, or with someone they know?  
☐ NOT YET ☐ A LITTLE ☐ SOMETIMES ☐ A LOT ☐ ALWAYS

6. And when it's noisy?  
☐ NOT YET ☐ A LITTLE ☐ SOMETIMES ☐ A LOT ☐ ALWAYS  
 e.g. making happy or babbling noises; answering or asking questions.

# The PLUM checklist with pictures

- For each question think of an **age-appropriate example**
- E.g. Q5:
  - *When it's quiet, does your child **join in conversation** with you, or with someone they know?*
- If asking the parent of a **10 month old baby**, you could add:
  - *Does your baby make **happy babbling noises** when you talk to them?*
- Parents will often **give examples** as you talk through the questions: this is wonderful and is encouraged.
- **Scoring:** mark up the parent or carer's response and add up the scores

**PLUM** Parent-evaluated Listening and Understanding Measure 1

Child's name \_\_\_\_\_ DOB \_\_\_\_\_ Date \_\_\_\_\_

Talk with the parent/carer about how much they see their child doing these things. Give age-appropriate examples and encourage the parent to give examples. The questions relate to the child's home language. Work with an interpreter as appropriate. Circle the answers as you go ('Not yet', 'A little', 'Sometimes', 'A lot', 'Always'). Use the tally box on page 2 to work out the score. Use the score sheet to interpret the results and explain to the family what this means.

**1.** When it's quiet and you call your child, and they can't see you, do they hear you?  
☐ NOT YET ☐ A LITTLE ☒ SOMETIMES ☐ A LOT ☐ ALWAYS

**2.** And when it's noisy, e.g. *bro turns to your voice; child answers from another room.*  
☐ NOT YET ☐ A LITTLE ☒ SOMETIMES ☐ A LOT ☐ ALWAYS

**3.** When it's quiet, if you ask your child to do something easy, can they do it?  
☐ NOT YET ☐ A LITTLE ☒ SOMETIMES ☐ A LOT ☐ ALWAYS

**4.** And when it's noisy, e.g. *'sit down', 'come here', 'give me the cup', 'put it in the bin'.*  
☐ NOT YET ☐ A LITTLE ☒ SOMETIMES ☐ A LOT ☐ ALWAYS

**5.** When it's quiet, does your child join in conversation with you, or with someone they know?  
☐ NOT YET ☐ A LITTLE ☒ SOMETIMES ☐ A LOT ☐ ALWAYS



**6.** And when it's noisy, e.g. *making happy or babbling noises; answering or asking questions.*  
☐ NOT YET ☐ A LITTLE ☒ SOMETIMES ☐ A LOT ☐ ALWAYS

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# The PLUM checklist

- A version without pictures is also available

HEAR.  
LISTEN.  
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Parent-evaluated Listening and Understanding Measure (PLUM)

Child's name \_\_\_\_\_ DOB \_\_\_\_\_

Name of parent/carer \_\_\_\_\_ Date \_\_\_\_\_

Talk with the parent/carer about how much they see their child doing these things in everyday life. Give age appropriate examples and encourage the parent to give examples.  
The questions relate to the child's home language. Work with an interpreter as appropriate.  
Circle the answers as you go ('Not yet', 'A little', 'Sometimes', 'A lot', 'Always'). Use the tally box to work out the score. Use the Score sheet to interpret the results and explain to the family what this means.

*Circle the number that best describes what the child can do*

| Questions          |   | Listening behaviour:<br>How often does your child do this? |          |           |       |        | Score |
|--------------------|---|--|----------|-----------|-------|--------|-------|
|                    |   | Not yet  | A little | Sometimes | A lot | Always |       |
| 1                  | When it's <b>quiet</b> , and you call your child and they can't see you, do they <b>hear</b> you? <i>Eg. Bub turns towards your voice; child answers from another room.</i>                                       | 0  | 1        | 2         | 3     | 4      |       |
| 2                  | And when it's <b>noisy</b> ?  | 0  | 1        | 2         | 3     | 4      |       |
| 3                  | When it's <b>quiet</b> , if you ask your child to <b>do something easy</b> , can they do it? <i>Eg. 'Sit down'; 'Come here'; 'Give me the cup'; 'Put it in the bin'.</i>  | 0  | 1        | 2         | 3     | 4      |       |
| 4                  | And when it's <b>noisy</b> ?  | 0  | 1        | 2         | 3     | 4      |       |
| 5                  | When it's <b>quiet</b> , does your child <b>join in a conversation</b> with you, or with someone they know? <i>Eg. Answering or asking questions. For younger children, making sounds.</i>                        | 0  | 1        | 2         | 3     | 4      |       |
| 6                  | And when it's <b>noisy</b> ?  | 0  | 1        | 2         | 3     | 4      |       |
| 7                  | When it's <b>quiet</b> , and you're <b>talking, singing or telling a story</b> , does your child <b>join in &amp; follow</b> ? <i>Eg. Settles and listens, sings along, copies, asks questions about a story.</i> | 0  | 1        | 2         | 3     | 4      |       |
| 8                  | When it's <b>noisy</b> , does your child <b>understand you</b> when they can't see you? <i>Eg. In the stroller/prom facing away; in the car- child in back and parent/carer in front.</i>                         | 0  | 1        | 2         | 3     | 4      |       |
| 9                  | <b>Without seeing</b> them, does your child <b>know people by their voices</b> ? <i>Eg. Bub hears dad and looks for him; knows who's on the phone.</i>  | 0  | 1        | 2         | 3     | 4      |       |
| 10                 | Does your child <b>notice other sounds</b> around them? <i>Eg. Knock on the door, dogs in the distance, birds, cars, rain and thunder, sirens.</i>  | 0  | 1        | 2         | 3     | 4      |       |
| <b>Total Score</b> |   |  |          |           |       |        |       |

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

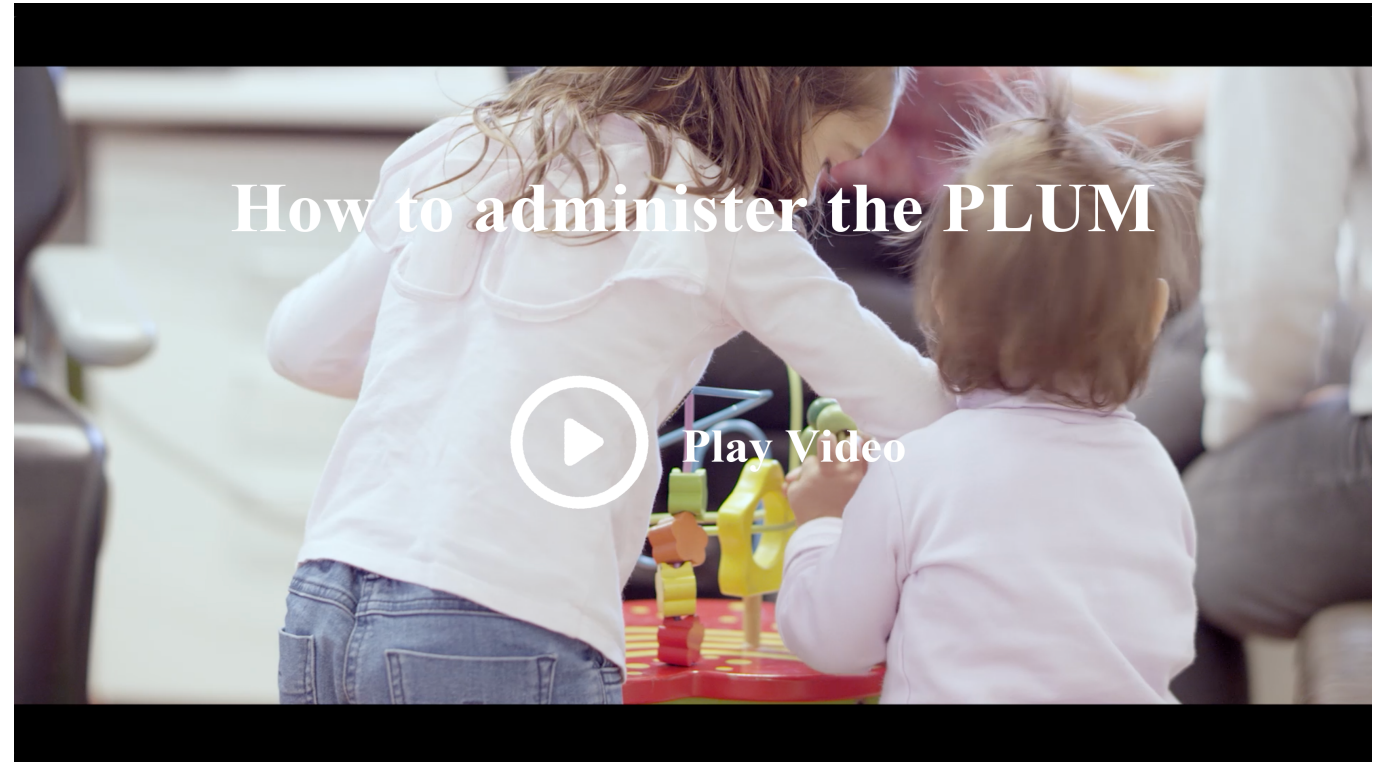
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# How to administer the PLUM



- Watch an example
- Take note how the tool is used to guide a conversation about the child's listening.



# Scoring the PLUM

- Mark the child's score in the appropriate age bracket
- For example: a 22 months old child with a score of 21

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PLUM and HATS Scoring and Interpretation  
All Ages

Child's name: \_\_\_\_\_ Date completed: \_\_\_\_\_  
 Date of birth: \_\_\_\_\_ Person administering: \_\_\_\_\_

*Administer and score the PLUM and HATS according to the directions in the step by step guide.*

**PLUM**

PLUM total score: \_\_\_\_\_

Mark the child's total PLUM score in the chart below, using the row that corresponds to their age in months.

| Score     | 0 to 12 | 13 to 14 | 15 to 16 | 17 to 18 | 19 to 20 | 21 to 22 | 23 to 24 | 25 to 26 | 27 to 28 | 29 to 30 | 31 to 32 | 33 to 34 | 35 to 36 | 37 to 38 | 39 to 40 |
|-----------|---------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 6 to 11m  | ○       | ○        | ○        | ○        | ○        | ○        | ●        | ●        | ●        | ●        | ●        | ●        | ●        | ●        | ●        |
| 12 to 18m | ○       | ○        | ○        | ○        | ○        | ○        | ○        | ●        | ●        | ●        | ●        | ●        | ●        | ●        | ●        |
| 19 to 24m | ○       | ○        | ○        | ○        | ○        | ○        | ○        | ○        | ●        | ●        | ●        | ●        | ●        | ●        | ●        |
| 25 to 30m | ○       | ○        | ○        | ○        | ○        | ○        | ○        | ○        | ○        | ○        | ●        | ●        | ●        | ●        | ●        |
| >30m      | ○       | ○        | ○        | ○        | ○        | ○        | ○        | ○        | ○        | ○        | ●        | ●        | ●        | ●        | ●        |

**PLUM INTERPRETATION**

|  |
|--|
| Score in the white area: Listening skills are not yet on track. Refer to an Audiologist.                     |
| Score in the shaded area: Listening skills are in the borderline range. Reassess in 3 months.                |
| Score in the black area: Listening skills are on track. Reassess in one year. Earlier if there are concerns. |

Provide home strategies to help develop listening and communication skills.  
 If the parent/carer is worried about their child's listening and understanding skills, refer to an Audiologist.  
 If they have a high level of concern that their child may need hearing aids, refer to Hearing Australia.

# Interpreting the PLUM

HEAR.  
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If a child scores in the **white** area their listening skills are **not yet on track**

If a child scores in the grey area, **most skills are on track**: reassess in 3 months

If a child scores in the **black** area their listening skills are **on track**

## PLUM

PLUM total score: \_\_\_\_\_

Mark the child's total PLUM score in the chart below, using the row that corresponds to their age in months.

| Score<br>Age<br>months | 0<br>to<br>12 | 13<br>to<br>14 | 15<br>to<br>16 | 17<br>to<br>18 | 19<br>to<br>20 | 21<br>to<br>22 | 23<br>to<br>24 | 25<br>to<br>26 | 27<br>to<br>28 | 29<br>to<br>30 | 31<br>to<br>32 | 33<br>to<br>34 | 35<br>to<br>36 | 37<br>to<br>38 | 39<br>to<br>40 |
|------------------------|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| 6 to 11m               | ○             | ○              | ○              | ○              | ○              | ○              | ●              | ●              | ●              | ●              | ●              | ●              | ●              | ●              | ●              |
| 12 to 18m              | ○             | ○              | ○              | ○              | ○              | ○              | ○              | ●              | ●              | ●              | ●              | ●              | ●              | ●              | ●              |
| 19 to 24m              | ○             | ○              | ○              | ○              | ○              | ○              | ○              | ○              | ●              | ●              | ●              | ●              | ●              | ●              | ●              |
| 25 to 30m              | ○             | ○              | ○              | ○              | ○              | ○              | ○              | ○              | ○              | ●              | ●              | ●              | ●              | ●              | ●              |
| >30m                   | ○             | ○              | ○              | ○              | ○              | ○              | ○              | ○              | ○              | ●              | ●              | ●              | ●              | ●              | ●              |

## PLUM INTERPRETATION

Score in the white area: Listening skills are not yet on track. Refer to an Audiologist.

Score in the shaded area: Listening skills are in the borderline range. Reassess in 3 months.

Score in the black area: Listening skills are **on track**. Reassess in one year. Earlier if there are concerns.

Provide home strategies to help develop listening and communication skills.

If the parent/carer is worried about their child's listening and understanding skills, refer to an Audiologist.

If they have a high level of concern that their child may need hearing aids, refer to Hearing Australia.

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# HATS

# The HATS checklist with pictures

The HATS looks at how a child is communicating, how they are talking at home.

**• HATS •** Hearing and Talking Scale 1

Child's name \_\_\_\_\_ DOB \_\_\_\_\_ Date \_\_\_\_\_

Choose the child's age group. Ask the parent / carer how often they see their child doing the five things in this section: 'Not yet / A little', 'Sometimes' or 'A lot'. Circle the best option. Score using the tally section over the page. Use the scoresheet to interpret results.

| 4 - 6 MONTHS   | 7 - 12 MONTHS   | 1 YEAR   |
|--|---|--|
|  <p>Does your child react to loud sounds or toys that make sounds?<br/>e.g. turns to sound, startles, opens eyes wide</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p> |  <p>Does your child turn to where familiar voices or sounds are coming from? e.g. someone talking on other side of room</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p> |  <p>Does your child understand simple instructions? e.g. 'sit down' or 'kiss now'</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                             |
|  <p>Does your child show you they can hear your voice? e.g. looks at you, turns to voice</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                              |  <p>Does your child understand words you say a lot? e.g. bye-bye, up, ta</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>  |  <p>Does your child understand simple questions, like 'where is your nose?' or 'who's that?'</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                  |
|  <p>Does your child make sounds to show that they are happy? e.g. giggles, squeals</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                                    |  <p>Does your child use gestures to communicate? e.g. waves, or points to show you things</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                               |  <p>Does your child enjoy playing games and taking turns with you? e.g. peekaboo, rolls a ball back and forth</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p> |
|  <p>Does your child respond with their voice when you talk to them? e.g. coos, squeals</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                               |  <p>Does your child 'take turns', where you talk and they respond with their voice?</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                                    |  <p>Does your child copy words, or sing along to songs?</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>  |
|  <p>Does your child make different sounds or babble? e.g. ba, ma</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>  |  <p>Does your child make sounds that are like talking? e.g. mama, bibibi, dadadada</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                                    |  <p>Does your child say some words? e.g. mum, bye, more</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>   |

**• HATS •** Hearing and Talking Scale 2

| 2 YEARS  | 3 YEARS   | 4 YEARS   |
|--|---|---|
|  <p>Does your child understand instructions, like 'give me your shoe?' or 'point to your nose?'</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>     |  <p>Does your child respond when you call their name, even when they can't see you?</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                    |  <p>Does your child follow long instructions like 'brush your teeth and then choose a story?'</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                            |
|  <p>Does your child listen to simple stories and understand what's happening?</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                       |  <p>Does your child answer questions like 'what do you want for lunch?' or 'who came yesterday?'</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>       |  <p>Does your child understand when you read them a story? e.g. asks questions or guesses what's going to happen</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>         |
|  <p>Does your child enjoy pretend play? e.g. feeds a teddy or a doll, pretends to talk on the phone</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p> |  <p>Does your child tell you simple stories they know?</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>   |  <p>Does your child start or join in conversations? e.g. take turns talking</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>  |
|  <p>Does your child say two words at a time? e.g. 'doggie gone' or 'where nana'</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                    |  <p>Does your child talk about what they are doing, using sentences like 'look mum I'm jumping high!'</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p> |  <p>Does your child make up simple stories, or talk about what they did during the day? e.g. what they did at preschool</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p> |
|  <p>Do family or close friends understand what your child says?</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                                   |  <p>Do people who don't know your child understand what your child says?</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                             |  <p>Do most people understand what your child says?</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>  |

Write down the score for each question, then add these up for the total score.

| QUESTION | 1 | 2 | 3 | 4 | 5 | TOTAL |
|----------|---|---|---|---|---|-------|
| SCORE    |   |   |   |   |   |       |

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**NAL** **PLUM+HATS**

HEAR.  
LISTEN.  
YARN.



# The HATS checklist

- Explain to the parent
  - *Can I ask you a few questions about what they do day to day?*
  - *Think about how your child plays, talks, and listens.*
  - *For each question, please tell me whether your child does these things:*
    - **Not yet or a little**
    - **Sometimes, or**
    - **A lot or always**



**Hearing & Talking Scale (HATS)**  
 For children less than 6 years of age

Child's name \_\_\_\_\_ DOB \_\_\_\_\_

Parent/carer name \_\_\_\_\_ Date \_\_\_\_\_

Select the child's age group. Explain to Parent/Carer/giver:

Choose the child's age group. Ask the parent / carer how often they see their child doing these five things: 'Not yet / A little', 'Sometimes' or 'A lot'. Tick the best option. Score using the tally box. USE THE SCORESHEET TO INTERPRET RESULTS.

| Age                  | Does your child... ?  | Not yet / A little (0) | Sometimes (5) | A lot / Always (10) | Score |
|----------------------|---|------------------------|---------------|---------------------|-------|
| 4-6 months           | <input type="checkbox"/> React to loud sounds or toys that make sounds (e.g. turns to sound; startles, opens eyes wide)<br><input type="checkbox"/> Show they can hear your voice (e.g. looks at you, turns to voice)<br><input type="checkbox"/> Make sounds to show that they are happy (e.g. giggles, squeals)<br><input type="checkbox"/> Respond to you with their voice when you talk to them (e.g. coos, squeals)<br><input type="checkbox"/> Make different sounds or babble (e.g. ba, ma)                          |                        |               |                     |       |
| 7-12 months          | <input type="checkbox"/> Turn to where familiar voices/ sounds are coming from (e.g. someone talking on other side of room)<br><input type="checkbox"/> Understand words you say a lot (e.g. bye-bye, up, ta)<br><input type="checkbox"/> Use gestures to communicate (e.g. waves or points to show you things)<br><input type="checkbox"/> 'Take turns', where you talk and they respond with their voice<br><input type="checkbox"/> Make sounds that are like talking (e.g. mama, bibibi, dadadada)                      |                        |               |                     |       |
| Age 1                | <input type="checkbox"/> Understand simple instructions (e.g. 'sit down' or 'kiss now')<br><input type="checkbox"/> Understand simple questions like 'where's your nose?' or 'who's that?'<br><input type="checkbox"/> Enjoy playing games and taking turns with you (e.g. peekaboo, rolls a ball back and forth)<br><input type="checkbox"/> Copy words you say or sing along to songs<br><input type="checkbox"/> Say some words (e.g. mum, bye, more)  |                        |               |                     |       |
| Age 2                | <input type="checkbox"/> Understand instructions like 'give me your shoe?' or 'point to your nose.'<br><input type="checkbox"/> Listen to simple stories and understand what's happening<br><input type="checkbox"/> Enjoy pretend play (e.g. feeds a teddy or a doll, pretends to talk on the phone)<br><input type="checkbox"/> Say two words at a time (e.g. 'doggie gone' or 'where nana')<br><input type="checkbox"/> Do family or close friends understand what your child says                                       |                        |               |                     |       |
| Age 3                | <input type="checkbox"/> Respond when you call their name, even when they can't see you<br><input type="checkbox"/> Answer questions like 'what do you want for lunch?' or 'who came to visit yesterday?'<br><input type="checkbox"/> Tell you simple stories they know<br><input type="checkbox"/> Talk about what they are doing, using sentences like 'Look mum I'm jumping high!'<br><input type="checkbox"/> Do people who don't know your child understand what your child says                                       |                        |               |                     |       |
| Age 4-5yrs 11 months | <input type="checkbox"/> Follow long instructions like 'brush your teeth and then choose a story'<br><input type="checkbox"/> Understand when you read them a story (e.g. asks questions or guesses what's going to happen)<br><input type="checkbox"/> Start or join in conversations (e.g. take turns talking)<br><input type="checkbox"/> Make up simple stories or talk about what they did during the day (e.g. what they did at preschool)<br><input type="checkbox"/> Do most people understand what your child says |                        |               |                     |       |
| Total Score          |   |                        |               |                     |       |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# The HATS checklist

- Find the age bracket of the child e.g. 16 months
- Ask the parent these five questions.
- Tick the parent's answers.
- Add up the scores for the 5 items.

**HATS** Hearing and Talking Scale

Child's name \_\_\_\_\_ DOB \_\_\_\_\_ Date \_\_\_\_\_

Choose the child's age group. Ask the parent / carer how often they see their child doing the five things in this section: 'Not yet / A little', 'Sometimes' or 'A lot'. Circle the best option. Score using the tally section over the page. Use the scoresheet to interpret results.

| 4 - 6 MONTHS   | 7 - 12 MONTHS   | 1 YEAR   |
|--|---|--|
|  <p>Does your child react to loud sounds or toys that make sounds? e.g. turns to sound, startles, opens eyes wide</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p> |  <p>Does your child turn to where familiar voices or sounds are coming from? e.g. someone talking on other side of room</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p> |  <p>Does your child understand simple instructions? e.g. 'sit down' or 'kiss now'</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                             |
|  <p>Does your child show you they can hear your voice? e.g. looks at you, turns to voice</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                          |  <p>Does your child understand words you say a lot? e.g. bye-bye, up, ta</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>  |  <p>Does your child understand simple questions, like 'where is your nose?' or 'who's that?'</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                  |
|  <p>Does your child make sounds to show that they are happy? e.g. giggles, squeals</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                                |  <p>Does your child use gestures to communicate? e.g. waves, or points to show you things</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                               |  <p>Does your child enjoy playing games and taking turns with you? e.g. peekaboo, rolls a ball back and forth</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p> |
|  <p>Does your child respond with their voice when you talk to them? e.g. coos, squeals</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                           |  <p>Does your child 'take turns', where you talk and they respond with their voice?</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                                    |  <p>Does your child copy words, or sing along to songs?</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>  |
|  <p>Does your child make different sounds or babble? e.g. ba, ma</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>  |  <p>Does your child make sounds that are like talking? e.g. mama, bibi, dadadada</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                                      |  <p>Does your child say some words? e.g. mum, bye, more</p> <p><input type="radio"/> NOT YET / A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>   |

**NAL PLUM HATS** Hearing & Talking Scale (HATS) For children less than 6 years of age

Child's name \_\_\_\_\_ DOB \_\_\_\_\_

Parent/carer name \_\_\_\_\_ Date \_\_\_\_\_

Select the child's age group. Explain to Parent/Carer/giver:

Choose the child's age group. Ask the parent / carer how often they see their child doing these five things: 'Not yet / A little', 'Sometimes' or 'A lot'. Tick the best option. Score using the tally box. USE THE SCORESHEET TO INTERPRET RESULTS.

| Age   | Does your child...?   | Tick ✓ the box that best describes what the child can do. | Not yet / A little (0) | Sometimes (5) | A lot / Always (10) | Score |
|---|---|---|------------------------|---------------|---------------------|-------|
| 4-6 months                                  | <input type="checkbox"/> React to loud sounds or toys that make sounds (e.g. turns to sound; startles, opens eyes wide)<br><input type="checkbox"/> Show they can hear your voice (e.g. looks at you, turns to voice)<br><input type="checkbox"/> Make sounds to show that they are happy (e.g. giggles, squeals)<br><input type="checkbox"/> Respond to you with their voice when you talk to them (e.g. coos, squeals)<br><input type="checkbox"/> Make different sounds or babble (e.g. ba, ma)                          |   |                        |               |                     |       |
| 7-12 months                                 | <input type="checkbox"/> Turn to where familiar voices/ sounds are coming from (e.g. someone talking on other side of room)<br><input type="checkbox"/> Understand words you say a lot (e.g. bye-bye, up, ta)<br><input type="checkbox"/> Use gestures to communicate (e.g. waves or points to show you things)<br><input type="checkbox"/> 'Take turns', where you talk and they respond with their voice<br><input type="checkbox"/> Make sounds that are like talking (e.g. mama, bibi, dadadada)                        |   |                        |               |                     |       |
| Age 1                                       | <input type="checkbox"/> Understand simple instructions (e.g. 'sit down' or 'kiss now')<br><input type="checkbox"/> Understand simple questions like 'where's your nose?' or 'who's that?'<br><input type="checkbox"/> Enjoy playing games and taking turns with you (e.g. peekaboo, rolls a ball back and forth)<br><input type="checkbox"/> Copy words you say or sing along to songs<br><input type="checkbox"/> Say some words (e.g. mum, bye, more)  |   |                        |               |                     |       |
| Age 2                                       | <input type="checkbox"/> Understand simple instructions like 'give me your shoe' or 'point to your nose'<br><input type="checkbox"/> Listen to simple stories and understand what's happening<br><input type="checkbox"/> Enjoy pretend play (e.g. feeds a teddy or a doll, pretends to talk on the phone)<br><input type="checkbox"/> Say two words at a time (e.g. 'doggie gone' or 'where nana')<br><input type="checkbox"/> Do family or close friends understand what your child says                                  |   |                        |               |                     |       |
| Age 3                                       | <input type="checkbox"/> Respond when you call their name, even when they can't see you<br><input type="checkbox"/> Answer questions like 'what do you want for lunch?' or 'who came to visit yesterday?'<br><input type="checkbox"/> Tell you simple stories they know<br><input type="checkbox"/> Talk about what they are doing, using sentences like 'Look mum I'm jumping high'<br><input type="checkbox"/> Do people who don't know your child understand what your child says  |   |                        |               |                     |       |
| Age 4-5yrs 11 months                        | <input type="checkbox"/> Follow long instructions like 'brush your teeth and then choose a story'<br><input type="checkbox"/> Understand when you read them a story (e.g. asks questions or guesses what's going to happen)<br><input type="checkbox"/> Start or join in conversations (e.g. take turns talking)<br><input type="checkbox"/> Make up simple stories or talk about what they did during the day (e.g. what they did at preschool)<br><input type="checkbox"/> Do most people understand what your child says |   |                        |               |                     |       |
| <b>Total Score</b>                          |   |   |                        |               |                     |       |
| <b>Comments:</b><br>_____<br>_____<br>_____ |   |   |                        |               |                     |       |

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YARN.

# How to administer the HATS



Play Video

# Scoring the HATS

- Mark the child's score
- For example: a score of 15

**HATS 15**

Total score: \_\_\_\_\_

Mark the child's total HATS score in the chart below.

|                       |                       |                       |                                  |                       |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 0                     | 5                     | 10                    | 15                               | 20                    | 25                    | 30                    | 35                    | 40                    | 45                    | 50                    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**HATS INTERPRETATION**

|  |
|--|
| Score in the white area: Communication skills are not yet on track. Refer to a Speech Pathologist.             |
| Score in the shaded area: Communication skills are in the borderline range. Reassess in 3 months.              |
| Score in the black area: Communication skills are on track. Reassess in 1 year. Earlier if there are concerns. |

Provide home strategies to help develop communications skills.  
If the parent/carer is worried about their child's language and communication skills, refer to a Speech Pathologist.



# Interpreting the HATS

If a child scores in the **white** area their listening skills are ***not yet on track***

If a child scores in the grey area, ***most skills are on track***: reassess in 3 months

If a child scores in the **black** area their listening skills are ***on track***

HATS 15

Total score: \_\_\_\_\_

Mark the child's total HATS score in the chart below.

| 0                     | 5                     | 10                    | 15                               | 20                    | 25                    | 30                    | 35                    | 40                    | 45                    | 50                    |
|-----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## HATS INTERPRETATION

Score in the white area: Communication skills are not yet on track. **Refer to a Speech Pathologist.**

Score in the shaded area: Communication skills are in the borderline range. Reassess in 3 months.

Score in the black area: Communication skills are **on track**. Reassess in 1 year. Earlier if there are concerns.

Provide home strategies to help develop communications skills.

If the parent/carer is worried about their child's language and communication skills, refer to a Speech Pathologist.

# In summary



# To summarise,

- The PLUM helps to identify children with hearing and listening problems
- The HATS helps to identify children with communication problems
- The tools are **valid and reliable**
- They help to guide conversation with parents and increase awareness
- The parents' relationship and knowledge about their child are **valued**
- The PLUM and HATS can be used as part of a test battery in the primary health setting
- The tools trigger referrals for diagnosis and treatment

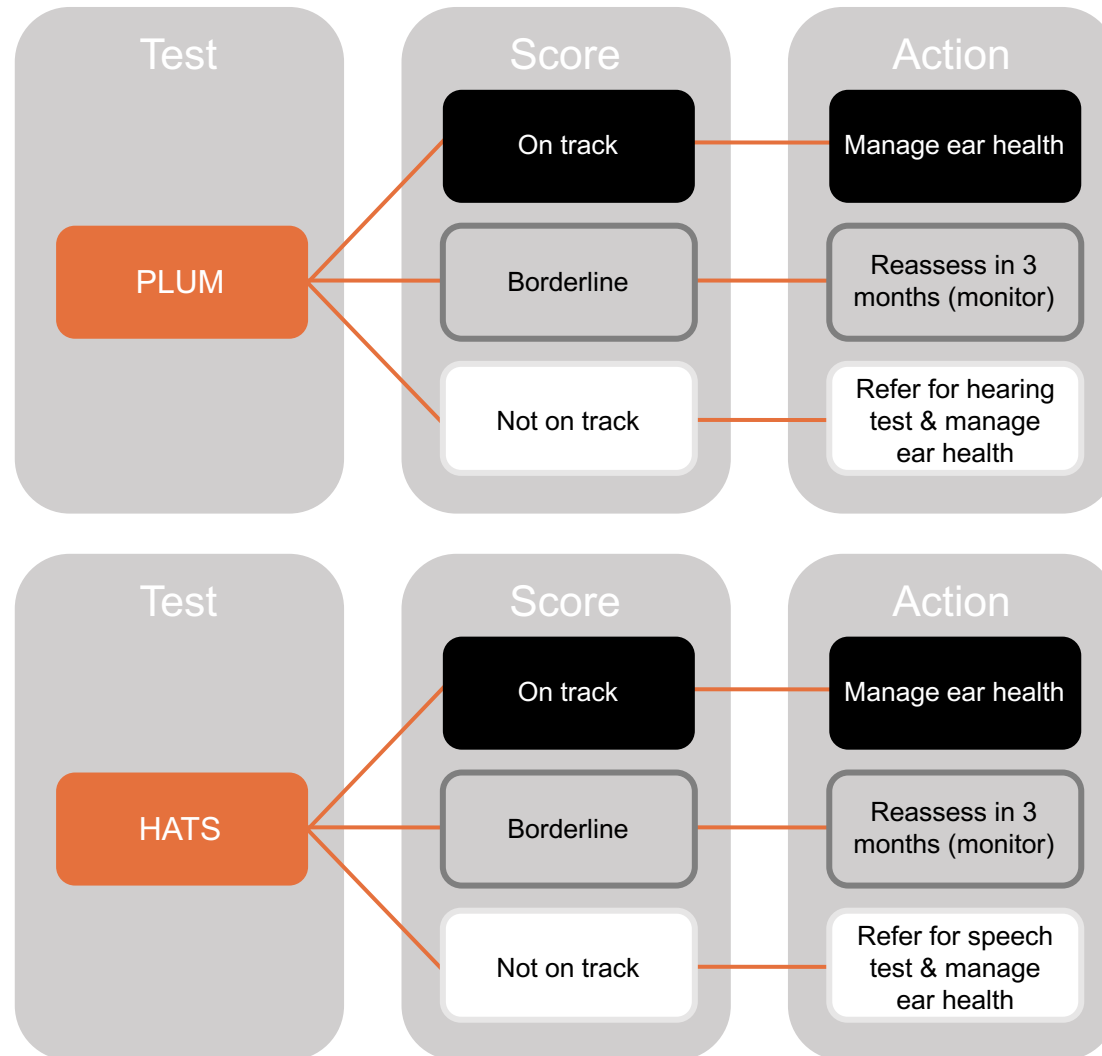
# Follow up and referral

## I've done the tests, now what?

We recommend the following pathway after you have completed the PLUM and HATS

For children who score in the borderline area, we recommend you reassess them in three months time.

If they score in the borderline area again when reassessed, then refer them for a hearing assessment or speech assessment.



# Parents can help children at home

- *Yarning at Home* gives parents and carers some ideas to help their children develop listening and communication skills at home

This can be downloaded

[www.plumandhats.nal.gov.au](http://www.plumandhats.nal.gov.au)

HEAR.  
LISTEN.  
YARN.

## • YARNING AT HOME •

AGE 0 – 6 MONTHS

TIPS TO HELP BUB PRACTISE LISTENING AND TALKING AT HOME



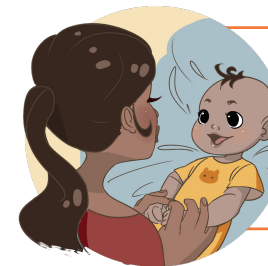
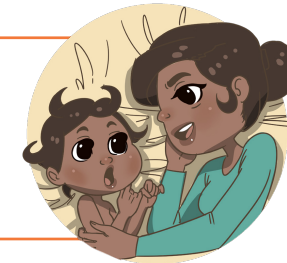
Talk and sing with bub.

Bub likes the sound of your voice.

It will help bub learn to listen.

If bub makes sounds, make sounds back, or talk back.

Practise having a 'conversation'.



Let bub see your face.

Look into bub's eyes.

Smile and laugh with bub.

Repeat back sounds that bub makes.

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# Thank you

- The tools can be downloaded from our website.
- Please remember to complete the quiz. You can then download a certificate of completion.
- We would appreciate your feedback on the PLUM and HATS tools and this webinar, if you have time would you mind completing a short survey.

HEAR.  
LISTEN.  
YARN.

**• HATS •** Hearing and Talking Scale

Child's name \_\_\_\_\_ DOB \_\_\_\_\_ Date \_\_\_\_\_

Choose the child's age group. Ask the parent / carer how often they see their child doing the five things in this section: 'Not yet / A little', 'Sometimes' or 'A lot'. Circle the best option. Score using the tally section over the page. Use the scoresheet to interpret results.

| 4 - 6 MONTHS   | 7 - 12 MONTHS  | 1 YEAR  |
|--|--|---|
| <p>Does your child react to loud sounds or toys that make sounds?<br/>e.g. turns to sound, startles, opens eyes wide</p> <p><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p> | <p>Does your child turn to where familiar voice or sounds are coming from<br/>e.g. someone talking, other side of room</p> <p><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p> | <p>Does your child...</p> <p><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>   |
| <p>Does your child show you they can hear your voice?<br/>e.g. looks at you, turns to voice</p> <p><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                          | <p>Does your child understand you say?<br/>e.g. bye-bye, up, to</p> <p><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>  | <p>Does your child...</p> <p><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>   |
| <p>Does your child make sounds to show that they are happy?<br/>e.g. giggles, squeals</p> <p><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>                                | <p>Does your child use gestures to communicate?<br/>e.g. wave, points to things</p> <p><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>  | <p>Does your child respond with their voice when you talk to them?<br/>e.g. coos, squeals</p> <p><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p> |
| <p>Does your child make different sounds or babble?<br/>e.g. ba, me</p> <p><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>  | <p>Does your child make sounds that are like talking?<br/>e.g. mama, dadadada</p> <p><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>  | <p>Does your child...</p> <p><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT</p>   |

**• PLUM •** Parent-evaluated Listening and Understanding Measure

Child's name \_\_\_\_\_ DOB \_\_\_\_\_ Date \_\_\_\_\_

Talk with the parent/carer about how much they see their child doing these things. Give age-appropriate examples and encourage the parent to give examples. The questions relate to the child's home language. Work with an interpreter as appropriate. Circle the answers as you go ('Not yet', 'A little', 'Sometimes', 'A lot', 'Always'). Use the tally box on page 2 to work out the score. Use the score sheet to interpret the results and explain to the family what this means.

|  |  |
|--|--|
| <p>1. When it's quiet and you call your child, and they can't see you, do they hear you?<br/><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT <input type="radio"/> ALWAYS</p>         | <p>2. And when it's noisy?<br/><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT <input type="radio"/> ALWAYS<br/>e.g. bub turns to your voice; child answers from another room.</p>        |
| <p>3. When it's quiet, if you ask your child to do something easy, can they do it?<br/><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT <input type="radio"/> ALWAYS</p>               | <p>4. And when it's noisy?<br/><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT <input type="radio"/> ALWAYS<br/>e.g. 'sit down', 'come here', 'give me the cup', 'put it in the bin'.</p> |
| <p>5. When it's quiet, does your child join in conversation with you, or with someone they know?<br/><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT <input type="radio"/> ALWAYS</p> | <p>6. And when it's noisy?<br/><input type="radio"/> NOT YET <input type="radio"/> A LITTLE <input type="radio"/> SOMETIMES <input type="radio"/> A LOT <input type="radio"/> ALWAYS<br/>e.g. making happy or babbling noises; answering or asking questions.</p>  |

**• YARNING AT HOME •** AGE 0 - 6 MONTHS

TIPS TO HELP BUB PRACTISE LISTENING AND TALKING AT HOME

|  |  |
|--|--|
| <p>Talk and sing with bub.<br/>Bub likes the sound of your voice.<br/>It will help bub learn to listen.</p>                  | <p>Bub makes sounds, make<br/>bub turn back, or talk back.<br/>Bub is having a 'conversation'.</p> |
| <p>Let bub see your face.<br/>Look into bub's eyes.<br/>Smile and laugh with bub.<br/>Repeat back sounds that bub makes.</p> | <p></p>  |

NAL PLUM+HATS

# We would like to acknowledge:

- Tharawal Aboriginal Medical Service & Waranwarin Early Learning Centre, NSW
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Use PLUM and HATS  
to check bub's listening  
and talking skills

