

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?

☐ 0 NOT YET ☐ 1 A LITTLE ☐ 2 SOMETIMES ☐ 3 A LOT ☐ 4 ALWAYS

2. And when it's noisy?

☐ 0 NOT YET ☐ 1 A LITTLE ☐ 2 SOMETIMES ☐ 3 A LOT ☐ 4 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?

☐ 0 NOT YET ☐ 1 A LITTLE ☐ 2 SOMETIMES ☐ 3 A LOT ☐ 4 ALWAYS

4. And when it's noisy?

☐ 0 NOT YET ☐ 1 A LITTLE ☐ 2 SOMETIMES ☐ 3 A LOT ☐ 4 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?

☐ 0 NOT YET ☐ 1 A LITTLE ☐ 2 SOMETIMES ☐ 3 A LOT ☐ 4 ALWAYS

6. And when it's noisy?

☐ 0 NOT YET ☐ 1 A LITTLE ☐ 2 SOMETIMES ☐ 3 A LOT ☐ 4 ALWAYS

e.g. *making happy or babbling noises; answering or asking questions.*





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

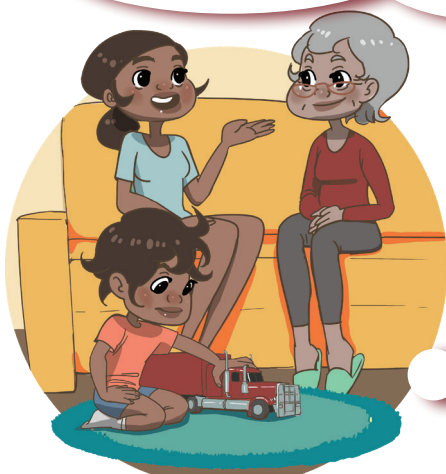
*e.g. in the stroller/pram facing away; in the car – child in the back and parent/carer in front.*



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	



## 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 Age months	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.

### HATS

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

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

0	5	10	15	20	25	30	35	40	45	50
○	○	○	○	○	○	○	○	○	○	○

### 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.

### Follow-up actions required:

- ☐ No further action at this time  
☐ Refer to Audiology

- ☐ Reassess in \_\_\_\_\_ months  
☐ Refer to Hearing Australia

- ☐ Refer to Speech Pathology  
☐ Other