



## Hearing & Talking Scale (HATS)

For children less than 6 years of age

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

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

**1.** Click on the child's age group **2.** Ask the parent/caregiver how often they see their child doing the five things in this section: 'not yet/a little', 'sometimes' or 'always/a lot' - Click on the best option **3.** Check that you have clicked on an answer for each of the 5 questions to get the total score **4.** Scroll down to the scoresheet to interpret the results.

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

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



## HATS Scoring and Interpretation

All Ages

Child's name: \_\_\_\_\_ Date completed: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Person administering: \_\_\_\_\_

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

### 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
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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.

### Follow-up actions required:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> No further action at this time | <input type="checkbox"/> Reassess in ____ months    | <input type="checkbox"/> Refer to Speech Pathology |
| <input type="checkbox"/> Refer to Audiology             | <input type="checkbox"/> Refer to Hearing Australia | <input type="checkbox"/> Other                     |