

CLINICAL OBSERVATIONS OF LISTENING

聆听的临床观察

Client Name 客户姓名:		Date 日期:	
Part I: ORIENTING AND ATTENDING PATTERNS (*circle answers)			
第一部分：定向和注意力模式 (*圈出答案)			
1. What sensory modalities <i>trigger</i> the client's attention? 什么样的感觉模式会激发客户的注意力?	Auditory 听觉	Visual 视觉	Touch, Proprioception, Movement 触摸, 本体感受, 运动
2. What <i>holds</i> the client's attention? 什么能够维持客户的注意力?	Specify 具体说明:		
	Do stimuli from one sensory modality hold attention longer than others? 有哪个感觉模式中的刺激会比其他的让客户注意时间更长吗?	Yes 是	No 否
3. Does the client spontaneously move asymmetrically (i.e. rotate around the central vertical axis) in response to sounds outside the visual field? 客户是否会不由自主地以非对称的方式移动 (即围绕中央垂直轴旋转) 来应对来自视野之外的声音?		Yes 是 No 否	
4. Does the client maintain a face-forward orientation to person or task? 客户面对他人或任务时, 能否保持面朝前方?		Yes 是 No 否	
5. The client auditorily orients in which types of space? 客户在听觉方面朝向哪种空间?	Body/Reach Space 身体/展臂空间	Near Space (3-5 ft) 临近空间 (3-5英尺)	Far Space (>5 ft) 遥远空间 (大于5英尺)
6. The client visually orients in which types of space? 客户在视觉方面朝向哪种空间?	Body/Reach Space 身体/展臂空间	Near Space (3-5 ft) 临近空间 (3-5英尺)	Far Space (>5 ft) 遥远空间 (大于5英尺)
7. The client can attend and maintain interaction in which types of space? 客户在何种空间内可以参与并保持互动?	Body/Reach Space 身体/展臂空间	Near Space (3-5 ft) 临近空间 (3-5英尺)	Far Space (>5 ft) 遥远空间 (大于5英尺)
8. What elements of the orienting response were seen? 定向回应的哪些元素可以被看到?	ANS response (eyes sparkle, color in cheeks) 自主神经反应 (眼睛发光, 脸颊增色)	Eyes searching/head turning 目光寻找/头部转动	Body stilling, softening, or quieting 身体不动, 变软, 或静止
	Increased depth of breath 呼吸加深	Activation of postural muscles 姿势肌肉活化	Change in facial expression 面部表情改变

9. Is the orienting response followed by longer periods of attending?
定向回应之后是否有更长时间的专注?

Yes是 No否

Part II: RESPIRATORY PATTERNS 第二部分：呼吸模式

Observe where the breath is located, depth of breath, and any postural fixing or breath-holding patterns. As breath deepens, rate decreases. Decreased breath is important for attention and the ability to self-regulate.

观察呼吸的位置，深度，以及任何姿势固定或屏气模式。随着呼吸加深，频率减缓。减缓的呼吸对注意力和自我调节技能都很重要。

10. Breath Rate 呼吸频率：

Breath rate is measured in the number of beats per minute (BPM). Count the number of breaths in 15 seconds by counting how many times the chest or belly rises and falls. Multiply number by four to estimate the number of breaths per minute.

呼吸频率是以每分钟的心跳数量计算的（BPM）。以计算胸腔或腹部的起伏来计算15秒钟的呼吸数量。将结果乘以4来估算每分钟的呼吸数量。

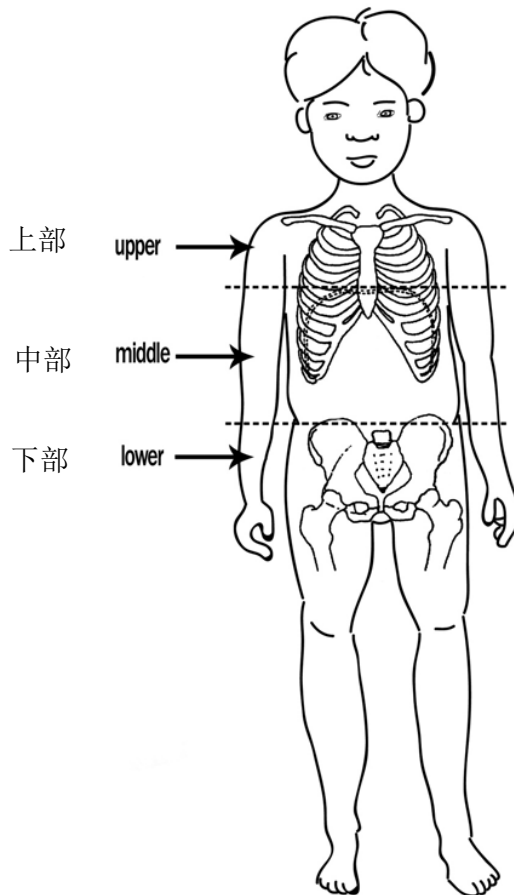
Number of breaths
per minute:

每分钟的呼吸数量：

11. Depth of Breath 呼吸深度：

The location of movement from the breath provides information about the depth of breath. Use shading to show where the movement is seen. Use darker shading to show greatest amount of movement.

呼吸运动的位置能够提供有关呼吸深度的信息。使用阴影来表示该运动可以在哪里看到。使用更深的阴影来表示最多的运动



Part III: BASIC MOVEMENT PATTERNS 第三部分：基本运动模式				
12a. Supine Flexion 仰卧屈曲 Lie on the back with arms crossed over chest, shoulders lifted, hips flexed to 90 degrees, calfs parallel to floor. 仰卧躺卧，手臂在胸前交叉，肩膀抬起，髋屈曲到90度，小腿与地面平行				Seconds秒数:
12b. Monkey Task¹ (for children ages 3-4 years old) 猴子任务 (3-4岁儿童) Child lies supine on mat. Hold dowel lengthwise along child's midline. Child crosses legs at knees over dowel. Instruct child to keep nose close to the dowel as you lift dowel and child about 12" off the mat. Timing continues until child lowers body or releases grasp. 儿童仰卧于垫子上。握住木钉，使之与儿童的中线齐平。儿童自膝盖处盘腿环绕木钉。当你抬起木钉和儿童大约离地垫12英寸时，指导儿童将鼻子靠近木钉。计算持续的时间，直至儿童身体落下或放开抓握（的木钉）。				Seconds秒数:
13a. Prone Extension 俯卧伸展 Prone on floor with arms extended outwards, thighs lifted off the floor, extension through head and neck. 俯卧在地上，双臂向外伸展，大腿抬离地面，头和颈部伸展。				Seconds秒数:
13b. Airplane Task¹ (for children ages 3-4 years old) 飞机任务 (3-4岁儿童) Demonstrate arm position - shoulders abducted to 90°, elbows fully extended. Have child assume four-point position. Examiner kneels behind child with child's legs around examiner's waist, holding child's hips close. Support thorax so trunk is arched. Stand up, lift child into air. Adjust support to shoulders, thorax, or hips to provide the least amount of support necessary to maintain arched position. Slowly walk around room, continue timing until child lowers torso below horizontal plane or reaches to hold on to examiner. 展示手臂位置一肩膀外展至90度，肘部完全伸展。让儿童处于四点位。检查者跪在儿童身后，使儿童的双腿环绕检查者的腰部，握住儿童的髋部。给胸廓以支持，使躯干成拱形。站起来，把儿童举到空中。调整给予肩膀、胸廓或髋部的支撑，以使用最少的支撑来保持拱形。慢慢在屋子里行走，计算时间直到儿童的躯干下降至水平以下或伸手抱紧检查者。				Seconds 秒数:
14. Lateral Flexion 侧屈 Sit on therapy ball (sized to fit the individual) hips and knees at 90°. Shift weight to left and right. Hold each side for five seconds. Look for lateral flexion on the non-weight-bearing side. 坐在治疗球上（尺寸应适合此人）使髋部和膝盖成90度。使重量承受在左右侧之间轮换，每侧停留5秒中。在没有承受重量的一侧寻找侧屈。	Movement 运动:	Target Movement 目标运动	Inadequate Movement 不恰当运动	Cannot execute Movement 无法做出运动
	Right side 右侧			
	Left side 左侧			
15. Prone Plank 平板支撑 Prone with elbows bent, upper body resting on forearms, feet flexed - resting on toes. 俯卧，肘部弯曲，上身压在前臂上，双脚勾脚一压在脚趾上。				Seconds秒数:
16. Side Plank 侧平板支撑 In sidelying, lift body weight, bearing weight on forearm and feet. 侧卧，抬起身体重量，使之压在前臂和双脚上。	Positioning in seconds: 保持姿势的秒数	Target position 目标姿势	Imperfect position 不完美姿势	Cannot assume position 无法做出姿势
	Right side 右侧			
	Left side 左侧			
17. Ball passing 传球 Pass 12" ball 60° from midline while tailor sitting and with visual regard. Pass ball from both right and left sides. 将12英寸的球从中线60度传出，同时调节坐姿和视觉。从右边和左边传球。	Degrees from midline: 与中线的角度	<45°	45°	60°
	Right side 右侧			
	Left side: 左侧			

<p>18. Dynamic Equilibrium² 动态平衡</p> <p>Child stands on tilt board. Examiner tips board causing weight shift in child. Observe support and equilibrium reactions at head, trunk, and uphill hip and knee.</p> <p>儿童站在倾斜板上。检查者倾斜板子，使儿童的重量转移。观察儿童头部、躯干、向上髋部和膝盖的支撑和平衡反应。</p>	Target movement 目标运动		Inadequate movement 运动不足
<p>19. Reach into Space² 伸向太空</p> <p>Child stands on flat (or tilt) board. Examiner compels child to reach out into space to create weight shift. Observe support and equilibrium reactions in uphill arm and leg. Children under age 7 may not lift uphill foot from support surface.</p> <p>儿童站在平（或倾斜）板上。检查者要儿童向太空伸展，以建立重量转移。观察向上手臂和腿的支撑和平衡。7岁以下的儿童可能不会从支撑平面上向上伸脚。</p>		Target movement 目标运动	Inadequate movement 运动不足
	Flat Board 平板		
	Tip Board 倾斜板		

¹Berk & DeGangi (1983)
² Bundy, Lane, & Murray (2002)