



Courtney Parmley, AuD, CCC-A

Joanna Capobianco, AuD, CCC-A

808 Eldorado Road
Suite 2 West
Bloomington, IL 61704
Phone (309) 661-0232
Fax (309) 663-6553

Dear Parent,

Your child has been referred for an auditory processing evaluation. This testing typically can take anywhere between 2-3 hours to complete. Immediate results will not be available the same day as testing. Once the testing is analyzed, I will call to review the results and a detailed report will be mailed to the family. A hearing test will be completed along with the auditory processing evaluation. As long as the hearing test is normal the auditory processing testing will follow. If any abnormalities are noted in the hearing test, auditory processing testing may need to be rescheduled for another day.

To begin this diagnostic process, we request the attached forms be completed and brought to the appointment. Enclosed you will find the *Children's Auditory Performance Scale (CHAPS)* and a case history form. Also enclosed are extra copies of the CHAPS. Please have your child's teacher and speech therapist (if applicable) complete this survey. This will help me in understanding the listening environments your child is experiencing difficulties.

If your child is currently receiving any services at school (speech therapy, occupational therapy, physical therapy, special education services), please bring a copy of their current Individualized Education Plan (IEP) or 504 plan.

Prior to testing, please ensure your child has a full night's rest and meals accordingly. We will take breaks during testing so feel free to bring a drink or snack. If your child is taking any medication, please continue taking as normal.

Your appointment is set for _____ at _____ with Dr. Capobianco.

Location:

Central Illinois Hearing and Balance Center
808 S. Eldorado Rd, Suite 2W
Bloomington, IL 61704
(2nd Floor in the same suite as Neuro-Ortho Rehab)
309-661-0232

Regards,

Joanna Capobianco, AuD., CCC-A
Doctor of Audiology

Auditory Processing Case History

Date: _____

General History

Student's Name: _____ Date of Birth: _____ Age: _____

Person completing form: _____ Relationship to student: _____

Mother's Name: _____ Father's Name: _____

Home Address: _____ Phone: _____

City: _____ State: _____ Zip code: _____ Email: _____

Languages spoken in the home: _____

Student's primary language: _____ Is the student right- or left-handed? _____

Please list the # and ages of student's siblings: _____

Does anyone in the family (parents, siblings, aunts, uncles, etc) have a similar problem? _____ If yes, please describe _____

Educational Information

Grade: _____ School: _____ Teacher or school contact: _____

Is the student's school performance: Above average _____ Average _____ Below average _____

Has student repeated a grade? _____ Which grade(s)? _____ Is student frequently absent from school? _____

Does the student struggle in any subjects? _____ If yes, please list _____

Does the student excel in any subjects? _____ If yes, please list _____

Developmental/Medical History

Please indicate if the student has experienced any of the following:

- | | |
|--|--|
| <input type="checkbox"/> Premature Birth | <input type="checkbox"/> Currently takes medication |
| <input type="checkbox"/> Problems before, during, or after birth | <input type="checkbox"/> Known hearing problems |
| <input type="checkbox"/> Hyperbilirubinemia/Jaundice | <input type="checkbox"/> Speech-language difficulties |
| <input type="checkbox"/> Bacterial Meningitis | <input type="checkbox"/> Sensory Integration Issues |
| <input type="checkbox"/> Congenital or perinatal infections | <input type="checkbox"/> Autism Spectrum Disorder |
| <input type="checkbox"/> Asphyxia/lack of oxygen at birth | <input type="checkbox"/> Attention Deficit Hyperactivity Disorder |
| <input type="checkbox"/> Mechanical ventilation | <input type="checkbox"/> Syndromal abnormality |
| <input type="checkbox"/> Head or neck abnormalities | <input type="checkbox"/> Serious illness or accidents |
| <input type="checkbox"/> Fetal Alcohol Syndrome | <input type="checkbox"/> Ear problems (Including: infections, eardrum perforations, wax, drainage, ear pain) |
| <input type="checkbox"/> Delays in development | <input type="checkbox"/> Ear surgeries (i.e., tubes, etc.) |
| <input type="checkbox"/> Fever over 104 degrees | |

Behaviors and Characteristics

Please indicate if the student exhibits any of the following:

- | | |
|---|--|
| <input type="checkbox"/> Sensitive to loud sounds | <input type="checkbox"/> Difficulty following directions |
| <input type="checkbox"/> Appears to be confused in noisy places | <input type="checkbox"/> Restless/problems sitting still |
| <input type="checkbox"/> Easily upset by new situations | <input type="checkbox"/> Hyperactive |

- Short attention span
- Impulsive
- Easily distracted
- Daydreams
- Forgetful
- Asks for repetition
- Reverses words, numbers, or letters
- Prefers to play with older children
- Prefers to play with younger children
- Prefers to play alone
- Seeks attention
- Disruptive or rowdy
- Temper tantrums
- Shy
- Anxious
- Lacks self-confidence
- Lacks motivation
- Uncooperative
- Disobedient
- Inappropriate social behavior
- Does not complete assignments
- Easily frustrated
- Tires easily
- Irritable
- Dislikes school
- Difficulty understanding the meaning of words
- Difficulty learning new concepts
- Difficulty with reading
- Difficulty expressing idea

Please provide any additional information to help us understand the student's strengths and challenges.

C. H. A. P. S.

Children's Auditory Performance Scale

by *Walter J. Smoski, Ph.D., Michael A. Brunt, Ph.D., J. Curtis Tannahill, Ph.D.*

Child's Name _____ Age (years _____ months _____) Date Completed _____
 Name of Person _____
 Completing CHAPS _____ Relationship to Child _____

PLEASE READ INSTRUCTIONS CAREFULLY

Answer all questions by comparing this child to other children of similar age and background. Do not answer the questions based only on the difficulty of the listening condition. For example, all 8-year-old children, to a certain extent, may not hear and understand when listening in a noisy room; this would be a difficult listening condition for all children. However, some children may have more difficulty in this listening condition than others. You must judge whether or not THIS child has MORE difficulty than other children in each listening condition cited. Please make your judgment using the following response choices. CIRCLE a number for each item. For ages 7 and above.

LESS DIFFICULTY
 SAME AMOUNT OF DIFFICULTY
 SLIGHTLY MORE DIFFICULTY
 MORE DIFFICULTY
 CONSIDERABLY MORE DIFFICULTY
 SIGNIFICANTLY MORE DIFFICULTY
 CANNOT FUNCTION AT ALL

LISTENING CONDITION

NOISE

TOTAL CONDITION SCORE

If listening in a room where there is background noise such as TV, music, others talking, children playing, etc., this child has difficulty hearing and understanding compared to other children of similar age and background.

- | | | | | | | | |
|--|----|---|----|----|----|----|----|
| 1. When paying attention | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 2. When being asked a question | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 3. When being given simple instructions | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 4. When being given complicated, multiple instructions | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 5. When not paying attention | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 6. When involved with other activities, i.e., coloring, reading, etc | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 7. When listening with a group of children | +1 | 0 | -1 | -2 | -3 | -4 | -5 |

COMMENTS:

QUIET

TOTAL CONDITION SCORE

If listening in a quiet room (others may be present, but are being quiet), this child has difficulty hearing and understanding compared to other children of similar age and background.

- | | | | | | | | |
|---|----|---|----|----|----|----|----|
| 8. When paying attention | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 9. When being asked a question | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 10. When being given simple instructions | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 11. When being given complicated, multiple instructions | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 12. When not paying attention | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 13. When involved with other activities, i.e., coloring reading, etc. | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 14. When listening with a group of children | +1 | 0 | -1 | -2 | -3 | -4 | -5 |

COMMENTS:

IDEAL

TOTAL CONDITION SCORE

When listening in a quiet room, no distractions, face-to-face, and with good eye contact, this child has difficulty hearing an understanding compared to other children of similar age and background.

- | | | | | | | | |
|---|----|---|----|----|----|----|----|
| 15. When being asked a question | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 16. When being given simple instructions | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 17. When being given complicated, multiple instructions | +1 | 0 | -1 | -2 | -3 | -4 | -5 |

COMMENTS:

MULTIPLE INPUTS

TOTAL CONDITION SCORE

When, in addition to listening, there is also some other form of input, (i.e., visual, tactile, etc.) this child has difficulty hearing and understanding compared to other children of similar age and background.

- | | | | | | | | |
|--|----|---|----|----|----|----|----|
| 18. When listening and watching the speaker's face | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 19. When listening and reading along when material is read aloud by another | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 20. When listening and watching someone provide an illustration, such as a model, drawing, information on the overhead projector or chalkboard, etc. | +1 | 0 | -1 | -2 | -3 | -4 | -5 |

COMMENTS:

LISTENING CONDITION

AUDITORY MEMORY SEQUENCING

If required to recall spoken information, this child has difficulty hearing and understanding compared to other children of similar age and background

	LESS DIFFICULTY	SAME AMOUNT	SLIGHTLY MORE	MORE DIFFICULTY	CONSID. MORE	SIGNIFIC. MORE	CAN'T FUNCTION
21. Immediately recalling information such as a word, word spelling, numbers	+1	0	-1	-2	-3	-4	-5
22. Immediately recalling simple instructions	+1	0	-1	-2	-3	-4	-5
23. Immediately recalling multiple instructions	+1	0	-1	-2	-3	-4	-5
24. Not only recalling information, but also the order and sequence of the information	+1	0	-1	-2	-3	-4	-5
25. When delayed recollection (1 hour or more) of words, word spelling, numbers, etc. is required	+1	0	-1	-2	-3	-4	-5
26. When delayed recollection (1 hour or more) of simple instructions is required	+1	0	-1	-2	-3	-4	-5
27. When delayed recollection (1 hour or more) of multiple instructions is required	+1	0	-1	-2	-3	-4	-5
28. When delayed recollection (24 hours or more) is required	+1	0	-1	-2	-3	-4	-5

COMMENTS:

TOTAL
CONDITION
SCORE

AUDITORY ATTENTION SPAN

If extended periods of listening are required, this child has difficulty paying attention, that is, being attentive to what is being said compared to other children of similar age and background.

	LESS DIFFICULTY	SAME AMOUNT	SLIGHTLY MORE	MORE DIFFICULTY	CONSID. MORE	SIGNIFIC. MORE	CAN'T FUNCTION
29. When the listening time is less than 5 minutes	+1	0	-1	-2	-3	-4	-5
30. When the listening time is 5-10 minutes	+1	0	-1	-2	-3	-4	-5
31. When the listening time is over 10 minutes	+1	0	-1	-2	-3	-4	-5
32. When listening in a quiet room	+1	0	-1	-2	-3	-4	-5
33. When listening in a noisy room	+1	0	-1	-2	-3	-4	-5
34. When listening first thing in the morning	+1	0	-1	-2	-3	-4	-5
35. When listening near the end of the day, i.e., before supper time	+1	0	-1	-2	-3	-4	-5
36. When listening in a room where there are also visual distractions	+1	0	-1	-2	-3	-4	-5

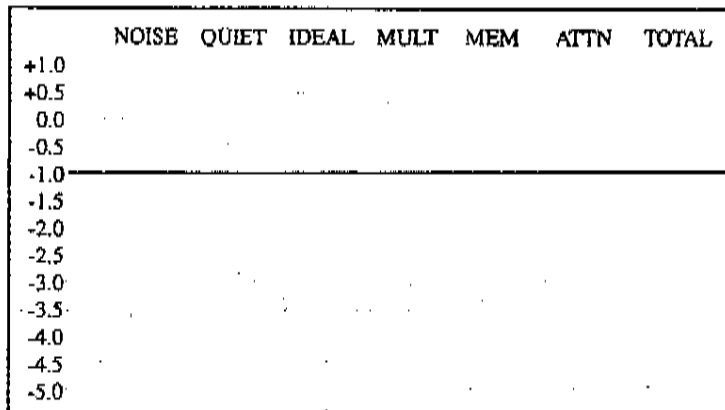
COMMENTS:

TOTAL
CONDITION
SCORE

SCORING: The CHAPS can be scored two ways. Add the circled responses for each condition and place the sum in the Total Condition Score box in under each listed listening condition. Be careful to note "+" and "-" values when adding. Transcribe these sums as indicated below and determine the average score for each listening condition. The Total Condition Scores can be compared to the indicated PASS and FAIL ranges and the appropriate box checked. In addition, the average condition scores can be plotted on the graph to display performance as compared to the normal range. See the CHAPS manual for more complete validity and interpretation information.

LISTENING CONDITION	TOTAL CONDITION SCORE	AVERAGE CONDITION SCORE	Pass	Risk
NOISE	_____ + 7 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>
QUIET	_____ + 7 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>
IDEAL	_____ + 3 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>
MULTIPLE	_____ + 3 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>
MEMORY	_____ + 8 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>
ATTENTION	_____ + 8 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	_____ + 36 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>

CHAPS Listening Condition Analysis: Transfer Average Condition Scores by entering "X" on graph (round 0.5 scores up to next decimal).



TOTAL CONDITION SCORE:

PASS RANGE +36 to -11

AT-RISK RANGE -12 to -130

NOTE: Children who score in the at-risk range on the CHAPS will not necessarily require a special academic support program in school. Research found that 45% of students scoring in the at-risk range required no special support services. 50% of students scoring in the at-risk range had below grade level reading ability. 55% required some type of special support or accommodations to achieve success in school.

C. H. A. P. S.

Children's Auditory Performance Scale

by Walter J. Smoski, Ph.D., Michael A. Brunt, Ph.D., J. Curtis Tannahill, Ph.D.

Child's Name _____ Age (years _____ months _____) Date Completed _____
 Name of Person _____
 Completing CHAPS _____ Relationship to Child _____

PLEASE READ INSTRUCTIONS CAREFULLY

Answer all questions by comparing this child to other children of similar age and background. Do not answer the questions based only on the difficulty of the listening condition. For example, all 8-year-old children, to a certain extent, may not hear and understand when listening in a noisy room; this would be a difficult listening condition for all children. However, some children may have more difficulty in this listening condition than others. You must judge whether or not THIS child has MORE difficulty than other children in each listening condition cited. Please make your judgment using the following response choices. CIRCLE a number for each item. For ages 7 and above.

LESS DIFFICULTY
 SAME AMOUNT OF DIFFICULTY
 SLIGHTLY MORE DIFFICULTY
 MORE DIFFICULTY
 CONSIDERABLY MORE DIFFICULTY
 SIGNIFICANTLY MORE DIFFICULTY
 CANNOT FUNCTION AT ALL

LISTENING CONDITION

NOISE

TOTAL CONDITION SCORE

If listening in a room where there is background noise such as TV, music, others talking, children playing, etc., this child has difficulty hearing and understanding compared to other children of similar age and background

- | | | | | | | | |
|--|----|---|----|----|----|----|----|
| 1. When paying attention | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 2. When being asked a question | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 3. When being given simple instructions | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 4. When being given complicated, multiple instructions | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 5. When not paying attention | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 6. When involved with other activities, i.e., coloring, reading, etc | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 7. When listening with a group of children | +1 | 0 | -1 | -2 | -3 | -4 | -5 |

COMMENTS:

QUIET

TOTAL CONDITION SCORE

If listening in a quiet room (others may be present, but are being quiet), this child has difficulty hearing and understanding compared to other children of similar age and background.

- | | | | | | | | |
|---|----|---|----|----|----|----|----|
| 8. When paying attention | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 9. When being asked a question | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 10. When being given simple instructions | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
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| 12. When not paying attention | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 13. When involved with other activities, i.e., coloring reading, etc. | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 14. When listening with a group of children | +1 | 0 | -1 | -2 | -3 | -4 | -5 |

COMMENTS:

IDEAL

TOTAL CONDITION SCORE

When listening in a quiet room, no distractions, face-to-face, and with good eye contact, this child has difficulty hearing an understanding compared to other children of similar age and background.

- | | | | | | | | |
|---|----|---|----|----|----|----|----|
| 15. When being asked a question | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 16. When being given simple instructions | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 17. When being given complicated, multiple instructions | +1 | 0 | -1 | -2 | -3 | -4 | -5 |

COMMENTS:

MULTIPLE INPUTS

TOTAL CONDITION SCORE

When, in addition to listening, there is also some other form of input, (i.e., visual, tactile, etc.) this child has difficulty hearing and understanding compared to other children of similar age and background.

- | | | | | | | | |
|--|----|---|----|----|----|----|----|
| 18. When listening and watching the speaker's face | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 19. When listening and reading along when material is read aloud by another | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
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COMMENTS:

LISTENING CONDITION

AUDITORY MEMORY SEQUENCING

TOTAL
CONDITION
SCORE

If required to recall spoken information, this child has difficulty hearing and understanding compared to other children of similar age and background

21. Immediately recalling information such as a word, word spelling, numbers	+1	0	-1	-2	-3	-4	-5
22. Immediately recalling simple instructions	+1	0	-1	-2	-3	-4	-5
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24. Not only recalling information, but also the order and sequence of the information	+1	0	-1	-2	-3	-4	-5
25. When delayed recollection (1 hour or more) of words, word spelling, numbers, etc. is required	+1	0	-1	-2	-3	-4	-5
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COMMENTS:

AUDITORY ATTENTION SPAN

TOTAL
CONDITION
SCORE

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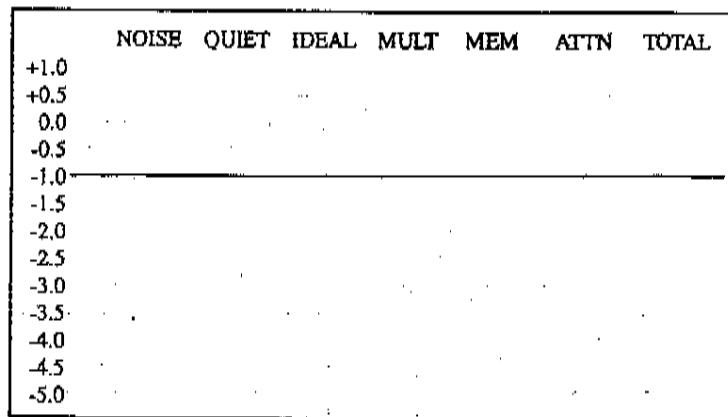
29. When the listening time is less than 5 minutes	+1	0	-1	-2	-3	-4	-5
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 MORE DIFFICULTY
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 CANNOT FUNCTION AT ALL

LISTENING CONDITION

NOISE

TOTAL
CONDITION
SCORE

If listening in a room where there is background noise such as TV, music, others talking, children playing, etc., this child has difficulty hearing and understanding compared to other children of similar age and background

- | | | | | | | | |
|--|----|---|----|----|----|----|----|
| 1. When paying attention | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 2. When being asked a question | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 3. When being given simple instructions | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 4. When being given complicated, multiple instructions | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 5. When not paying attention | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 6. When involved with other activities, i.e., coloring, reading, etc | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 7. When listening with a group of children | +1 | 0 | -1 | -2 | -3 | -4 | -5 |

COMMENTS:

QUIET

TOTAL
CONDITION
SCORE

If listening in a quiet room (others may be present, but are being quiet), this child has difficulty hearing and understanding compared to other children of similar age and background.

- | | | | | | | | |
|---|----|---|----|----|----|----|----|
| 8. When paying attention | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 9. When being asked a question | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 10. When being given simple instructions | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
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| 12. When not paying attention | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 13. When involved with other activities, i.e., coloring reading, etc. | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 14. When listening with a group of children | +1 | 0 | -1 | -2 | -3 | -4 | -5 |

COMMENTS:

IDEAL

TOTAL
CONDITION
SCORE

When listening in a quiet room, no distractions, face-to-face, and with good eye contact, this child has difficulty hearing an understanding compared to other children of similar age and background.

- | | | | | | | | |
|---|----|---|----|----|----|----|----|
| 15. When being asked a question | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 16. When being given simple instructions | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 17. When being given complicated, multiple instructions | +1 | 0 | -1 | -2 | -3 | -4 | -5 |

COMMENTS:

MULTIPLE INPUTS

TOTAL
CONDITION
SCORE

When, in addition to listening, there is also some other form of input, (i.e., visual, tactile, etc.) this child has difficulty hearing and understanding compared to other children of similar age and background.

- | | | | | | | | |
|--|----|---|----|----|----|----|----|
| 18. When listening and watching the speaker's face | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 19. When listening and reading along when material is read aloud by another | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 20. When listening and watching someone provide an illustration, such as a model, drawing, information on the overhead projector or chalkboard, etc. | +1 | 0 | -1 | -2 | -3 | -4 | -5 |

COMMENTS:

LISTENING CONDITION

AUDITORY MEMORY SEQUENCING

- If required to recall spoken information, this child has difficulty hearing and understanding compared to other children of similar age and background
21. Immediately recalling information such as a word, word spelling, numbers
 22. Immediately recalling simple instructions
 23. Immediately recalling multiple instructions
 24. Not only recalling information, but also the order and sequence of the information
 25. When delayed recollection (1 hour or more) of words, word spelling, numbers, etc. is required
 26. When delayed recollection (1 hour or more) of simple instructions is required
 27. When delayed recollection (1 hour or more) of multiple instructions is required
 28. When delayed recollection (24 hours or more) is required

	LESS DIFFICULTY	SAME AMOUNT	SLIGHTLY MORE	MORE DIFFICULTY	CONSID. MORE	SIGNIFIC. MORE	CAN'T FUNCTION
21.	+1	0	-1	-2	-3	-4	-5
22.	+1	0	-1	-2	-3	-4	-5
23.	+1	0	-1	-2	-3	-4	-5
24.	+1	0	-1	-2	-3	-4	-5
25.	+1	0	-1	-2	-3	-4	-5
26.	+1	0	-1	-2	-3	-4	-5
27.	+1	0	-1	-2	-3	-4	-5
28.	+1	0	-1	-2	-3	-4	-5

TOTAL CONDITION SCORE

COMMENTS:

AUDITORY ATTENTION SPAN

If extended periods of listening are required, this child has difficulty paying attention, that is, being attentive to what is being said compared to other children of similar age and background.

29. When the listening time is less than 5 minutes
30. When the listening time is 5-10 minutes
31. When the listening time is over 10 minutes
32. When listening in a quiet room
33. When listening in a noisy room
34. When listening first thing in the morning
35. When listening near the end of the day, i.e., before supper time
36. When listening in a room where there are also visual distractions

	LESS DIFFICULTY	SAME AMOUNT	SLIGHTLY MORE	MORE DIFFICULTY	CONSID. MORE	SIGNIFIC. MORE	CAN'T FUNCTION
29.	+1	0	-1	-2	-3	-4	-5
30.	+1	0	-1	-2	-3	-4	-5
31.	+1	0	-1	-2	-3	-4	-5
32.	+1	0	-1	-2	-3	-4	-5
33.	+1	0	-1	-2	-3	-4	-5
34.	+1	0	-1	-2	-3	-4	-5
35.	+1	0	-1	-2	-3	-4	-5
36.	+1	0	-1	-2	-3	-4	-5

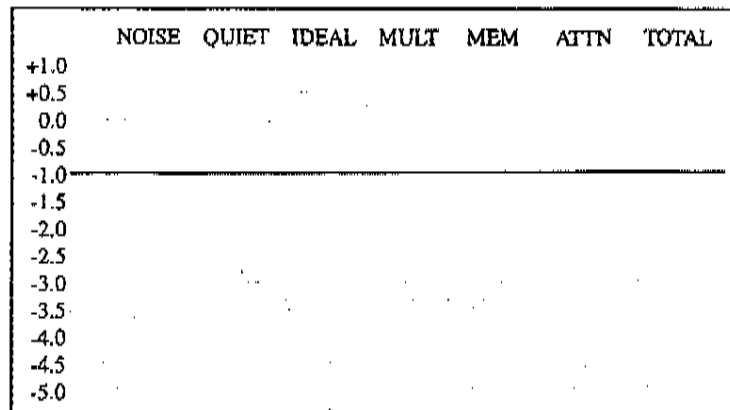
TOTAL CONDITION SCORE

COMMENTS:

SCORING: The CHAPS can be scored two ways. Add the circled responses for each condition and place the sum in the Total Condition Score box in under each listed listening condition. Be careful to note "+" and "-" values when adding. Transcribe these sums as indicated below and determine the average score for each listening condition. The Total Condition Scores can be compared to the indicated PASS and FAIL ranges and the appropriate box checked. In addition, the average condition scores can be plotted on the graph to display performance as compared to the normal range. See the CHAPS manual for more complete validity and interpretation information.

LISTENING CONDITION	TOTAL CONDITION SCORE	AVERAGE CONDITION SCORE	Pass	Risk
NOISE	_____ + 7 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>
QUIET	_____ + 7 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>
IDEAL	_____ + 3 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>
MULTIPLE	_____ + 3 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>
MEMORY	_____ + 8 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>
ATTENTION	_____ + 8 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	_____ + 36 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>

CHAPS Listening Condition Analysis: Transfer Average Condition Scores by entering "X" on graph (round 0.5 scores up to next decimal).



TOTAL CONDITION SCORE:

PASS RANGE +36 to -11

AT-RISK RANGE -12 to -130

NOTE: Children who score in the at-risk range on the CHAPS will not necessarily require a special academic support program in school. Research found that 45% of students scoring in the at-risk range required no special support services. 50% of students scoring in the at-risk range had below grade level reading ability. 55% required some type of special support or accommodations to achieve success in school.