

CHILDREN'S AUDITORY PROCESSING PERFORMANCE SCALE

Child's Name _____ Age (Years _____ Months _____)
 Date _____

Name of person completing questionnaire Relationship: Parent/Teacher/Other _____

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. That is, 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.)

RESPONSE CHOICES:

LESS DIFFICULTY.....	+1
SAME AMOUNT OF DIFFICULTY.....	0
SLIGHTLY MORE DIFFICULTY.....	-1
MORE DIFFICULTY.....	-2
CONSIDERABLY MORE DIFFICULTY.....	-3
SIGNIFICANTLY MORE DIFFICULTY.....	-4
CANNOT FUNCTION AT ALL.....	-5

Listening Condition - NOISE:

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

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|--|----|---|----|----|----|----|----|
| 1. When paying attention..... | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 2. When being asked a question..... | +1 | 0 | -1 | -2 | -3 | -4 | |
| 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 |

Listening Condition - QUIET:

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

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|---|----|---|----|----|----|----|----|
| 8. When paying attention..... | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 9. When being asked a question..... | +1 | 0 | -1 | -2 | -3 | -4 | |
| 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 |

Listening Condition - IDEAL:

When listening in a quiet room, no distractions, face-to-face, and with good eye contact, this child has difficulty hearing and understanding (compared with other children).

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|--|----|---|----|----|----|----|----|
| 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 |

Listening Condition - MULTIPLE INPUTS:

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 with other children).

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|---|----|---|----|----|----|----|----|
| 18. When listening and watching the speaker's face. | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 19. When listening and reading material that is also being
read out loud 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 chalkboard, etc. | +1 | 0 | -1 | -2 | -3 | -4 | -5 |

Listening condition - AUDITORY MEMORY/SEQUENCING:

If required to recall spoken information, this child has difficulty (compared with other children).

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|---|----|---|----|----|----|----|----|
| 21. Immediately recalling information such as a word,
word spelling, numbers, etc. | +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 <i>order</i> or
<i>sequence</i> 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 |

Listening Condition - 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 with other children).

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|---|----|---|----|----|----|----|----|
| 29. When the listening time is less than 5 minutes. | +1 | 0 | -1 | -2 | -3 | -4 | -5 |
| 30. When the listening time is 5 to 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,
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 |