

Dear Parent or Guardian,

Your child has been referred for Auditory Processing Testing. Before your child can be scheduled for an appointment to be tested the following forms must be completed and returned to the USF Hearing Clinic:

- _____ Auditory Processing Skills Assessment Case History. This is to be completed by you, the parent/guardian.
- _____ Children's Home Inventory for Listening Difficulties (C.H.I.L.D.). A portion is to be completed by you, the parent/guardian, and a portion is to be completed by your child.
- _____ Children's Auditory Performance Scale (C.H.A.P.S.). This is to be completed by your child's teacher(s). Please make copies as needed depending on the number of teachers.
- _____ Screening Instrument of Targeting Educational Risk (S.I.F.T.E.R.). This is to be completed by your child's teacher(s). Please make copies as needed depending on the number of teachers.

If your child has a speech and language evaluation and/or educational or psych-educational testing, please send a copy. This information provides additional information useful in the management of your child.

You may fax the forms and any available reports to the attention of the "USF Hearing Clinic" at 813-905-9819 or mail them to the USF Hearing Clinic, 4202 E Fowler Avenue, PCD 1017, Tampa, FL 33620.

If you have any questions, please feel free to contact us at 813-974-8804. We look forward to meeting you and your child soon.



AUDITORY PROCESSING SKILLS ASSESSMENT CASE HISTORY SUPPLEMENT – CHILD

Child's Name _____

Describe concerns regarding Auditory Processing or reading or school performance: _____

The problem was first noted when and by whom? _____

Have you consulted anyone about these problems? Yes No If "Yes", indicate when and whom:

<u>Date</u>	<u>Name/Specialty</u>	<u>Results</u>
_____	_____	_____
_____	_____	_____

CLASSROOM INFORMATION

Current Education

Has child ever repeated a grade? Yes No If "Yes", which grade? _____

Has a psychological/educational evaluation been performed? Yes No

If "yes", when was the evaluation performed? _____

Who performed the evaluation? _____. Please bring or send report.

Is there a family history of learning problems? Yes No If "Yes", explain _____

Special Classes/Education Programs:

- ____ Varied Exceptionalities (VE)
- ____ Specific Learning Disability (SLD)
- ____ Emotionally Handicapped (EH)
- ____ Reading Specialist
- ____ Resource
- ____ Tutor
- ____ Other: _____

Type of Classroom:

- ____ POD/Open Classroom
- ____ Self-contained
- ____ Portable
- Number of children in classroom: _____
- Where does child sit? _____

Difficulty Subjects:

- ____ Reading
- ____ Writing
- ____ Spelling
- ____ Language Arts
- ____ History
- ____ Social Studies
- ____ Math word problems
- ____ Math calculation

Best Subjects:

- Reading Writing Spelling Language Arts
 History Social Studies Math word problems Math calculation

Other areas or specifics regarding difficulties:

Describe if teachers have expressed specific concerns about your child's learning or behavior:

Auditory Behaviors: (Please check all that apply).

- Behaves as if there is a hearing loss despite normal hearing
 Poor listener, says "what" or "huh" a lot Asks for repetitions
 Difficulty following more than one step directions Does opposite of what is requested
 Difficulty hearing in noise Acts confused in noisy places
 Sensitive to loud sounds/noises
 Looks confused when given auditory instructions/tasks
 Easily distracted - home/classroom Other (describe) _____
 Delayed responses to instructions
 Attention deficit-short attention span - unable to stay on task

Language Behaviors: (Please check all that apply).

- Waits before responding Unclear speech
 Stutters or bumpy speech Memory finding problems
 Hears things differently Socially inappropriate speech
 Inappropriate responses to questions Reverses words, numbers, or letters
 Difficulty staying on same topic/(poor topic maintenance)
 Inability to quickly name colors/letters and objects
 Other (describe) _____

Physical/Social Characteristics: (Please check all that apply).

- Seeks attention Disruptive or rowdy
 Impulsive Tires easily
 Daydreamer Withdrawn or acts out
 Difficulty with logic Awkward/clumsy
 Frustrated Low self esteem
 Disorganized Prefers to play with younger children
 Restless; problems sitting still Prefers to play with older children
 Hyperactivity Prefers to play alone
 Family history of learning problems Forgetful
 Shy Lacks motivation
 Slow to start Does not complete assignments
 Poor social development Dislikes school



Children's Home Inventory for Listening Difficulties

Rationale and Applications

Rationale

Trying to determine how well children hear goes far beyond obtaining an audiogram. Hearing loss can impair the quality of life and the everyday function of children and their families, as well as adults. To date, there has not been a family-centered instrument designed to reveal the communication needs of children within the context of their home environment. Furthermore, there is a need to monitor how well a child is improving his or her listening skills within the home, which is the primary learning environment of young children.

Administration of the CHILD

The CHILD is appropriate for use by families with children who are at a developmental level as low as age 3 (plays with others) to as old as approximately age 12. It can be utilized in a variety of ways by clinical audiologists or early educators working with families of children with hearing loss. The CHILD questions should be completed by family members who know the child's habits well. Completion may take considerable time. There is also a version of the instrument that can be administered to the older child by the audiologist within the context of an amplification evaluation appointment or with facilitation at home by the parent. Reliability of an inventory completed by a child depends on the age, maturity, and comprehension of the individual, just as for other self report measures. A minimum age for a child to complete the Inventory is 7-8 years.

Applications of the CHILD

- (a) The parent self-refers or is referred to an audiology clinic due to concerns about how their child seems to be hearing. The CHILD can be used as a way to help the parent identify or confirm his or her areas of concern. It can be mailed to the parent at the time an appointment is made for an initial hearing evaluation. Less optimal would be to ask the parent to complete the CHILD within the waiting room, prior to the evaluation. Information obtained can guide the audiologist in the need to intervene with children who may require further evaluation.
- (b) A child who is a hearing aid user comes for a routine audiological evaluation and has elderly hearing aids. Ask the parent and child to complete the CHILD for the purpose of obtaining pretest information. This information can provide valuable information about different challenging listening environments, which will aid the audiologist in possible selection or programming of hearing instruments. Following a trial period with new amplification, the CHILD can be readministered as a post-test to evaluate the functional benefits of the new hearing aids within the home communication environment.
- (c) The CHILD can be used as a counseling tool with parents. Identify possible situations in which listening difficulties occur, and address the accommodations that a parent needs to be aware of (i.e., controlling distance, noise, guiding use of communication repair strategies). Additionally, the information revealed by the CHILD can assist a parent in understanding the consequences of newly identified hearing losses, especially hearing loss which has subtle, and often mislabeled, communication effects (e.g., attention span, following directions, behavior).
- (d) Addressing assistive listening device needs is as important with children as it is with adults. The CHILD provides a brief review of typical listening circumstances that could be addressed with suggested assistive devices. Personal FM coupled with hearing instruments can be objectively discussed with parents based on the challenging listening situations in noise and distance that they have identified for their child within the home. A trial period can then occur, using the CHILD as a pretest/post-test to determine the efficacy of FM use. Assistive devices such as alarms, closed captioning, and amplified telephone use can also be considered.
- (e) It is of interest to determine if improvements in communication behavior, possibly due to listening training over time or successful use of devices, carry over from the school environment into home listening situations. The CHILD may be useful to monitor auditory functionality over time.



Children's Home Inventory for Listening Difficulties

Questions for Parent to Answer

Try the following situations with your child or recall how your child has responded under these various situations. Everyone has some difficulty hearing clearly and understanding in some situations. Choose the level on the Understand-O-Meter you think describes your child's abilities most closely and place this number in the blank at the end of each question. This can be very difficult but try to estimate the child's listening abilities as best you can.

Child's Name: _____

Parent Completing CHILD: _____

Understand-O-Meter

1. Sit next to your child and look at a book together or talk about something in front of you using familiar words and a normal conversational manner. Talk in a quiet place and sit so your child is not looking at your face as you talk together. How difficult does it seem for your child to hear and understand what you say? _____
2. Gather your family together for a meal at home or in a fairly quiet restaurant. Sit across the table from your child and ask some questions about a familiar topic or event. How difficult does it seem to be for your child to hear and understand ? _____
3. When your child is in his or her bedroom playing quietly, walk into the room and tell or ask the child something. Do not say the child's name or try to get their attention first. How difficult does it seem for your child to hear and understand ? _____
4. Watch a TV show or video (not cartoons) with your child. Ask questions about what was said or events in the show that were understood by listening to the dialogue. How difficult does it seem for him or her to hear and understand what people are saying on the TV show? (Show is seen for the first time and not closed captioned) _____
5. Observe your child playing inside with a friend, brother or sister. Watch for the other child to ask him or her to do something. How easy does it seem to be for your child to hear and understand other children when they talk? _____
6. When your child is watching TV or playing with a noisy toy, walk into the room and talk to him or her without first getting the child's attention. How difficult does it seem for your child to hear and understand the person when the noise from the TV or toy is on? _____
7. Call your child's name from another room when he or she is not able to see you. How difficult does it seem for him or her to hear and realize you are calling? _____
8. Use a clock radio or alarm when it is time for your child to get up. How difficult does it seem to be for him or her to hear an alarm clock or clock radio go off? If no clock is used how difficult is it for him or her to hear your voice and wake up without having to be touched or shaken? _____

- | |
|---|
| <p>8 GREAT
Hear every word, understand everything</p> <p>7 GOOD
Hear it all, miss part of an occasional word, still understand everything</p> <p>6 PRETTY GOOD
Hear almost all the words and usually understand everything</p> <p>5 OKAY BUT NOT EASY
Hear almost all the words, sometimes misunderstand what was said</p> <p>4 IT TAKES WORK BUT USUALLY CAN GET IT
Hear most of the words, understand more than half of what was said</p> <p>3 SOMETIMES GET IT, SOMETIMES DON'T
Hear words but understand less than half of what was said</p> <p>2 TOUGH GOING
Sometimes don't know right away that someone is talking, miss most of message</p> <p>1 HUH?
Don't know that someone is talking, miss all of message</p> |
|---|



Children's Home Inventory for Listening Difficulties

9. Observe your child playing with a group of children inside a house. It's noisy. (birthday party, cub scouts, etc.) How difficult does it seem to be for your child to understand what the children are saying as they play as a group? _____
10. A grandparent, family member or friend wants to talk to your child on the phone. How difficult does it seem to be for him or her to hear and understand what is said over the phone? _____
11. Observe your child playing outside with other children. How difficult is it for him or her to hear and understand what other children are saying when the children are outside and are not standing close to the child? _____
12. Go to a crowded store or mall with your child. When you are standing behind the child and he or she is looking at something, ask a question. How difficult does it seem to be for your child to hear and understand what you say? _____
13. Go into a large room with your child and speak to him or her from across the room. How well does he or she seem to hear and understand what you say? _____
14. Travel in the car with your child in the backseat. From the front seat say something to your child or ask a question. How easy does it seem for him or her to hear and understand what is said? _____
15. Sit in a quiet place, face your child and have a conversation or ask questions. How difficult does it seem for him or her to hear and understand what you say? _____

Total of responses:

Average of responses:
(Total divided by 15)

Comments:

Understand-O-Meter

- | |
|---|
| <p>8 GREAT
Hear every word,
understand everything</p> <p>7 GOOD
Hear it all, miss part of an
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Sometimes don't know right
away that someone is talking,
miss most of message</p> <p>1 HUH?
Don't know that
someone is talking,
miss all of message</p> |
|---|

A Guide to Successful Communication with your Child

1. Distance is critical

The best way to be sure your child can hear you is to be within 5 feet when you talk to him/her. Communication from distances beyond this "listening bubble" will likely cause parts of your message to not be heard. Depending upon the degree of your child's hearing loss the "listening bubble" can be larger or smaller than 5 feet. Get to know the distance your child can hear you from reliably and respect that distance. Dad's voice might be easier for the child to hear and the listening bubble bigger or smaller depending upon the voice characteristics of the family member. It is the child's responsibility to respond to you when you are within the "listening bubble." As your child becomes older he or she will need to recognize the critical listening distances in environments with various noise levels. He or she will need to learn to take the responsibility to adjust to different talkers and under varying listening conditions. Hearing aids are designed to work best in close, quiet listening situations. Talking from across a room or over a distance outside will be frustrating for you and your child unless you make accommodations to be sure he/she gets the message.

2. Noise interferes with understanding

Noise covers up soft parts of speech and makes it more difficult for everyone to understand. People with hearing loss typically hear all of speech much more quietly than persons with normal hearing. Add noise to the listening environment and their ability to detect speech is impacted and their ability to understand the speech they do detect can be severely affected. To improve understanding, the size of the "listening bubble" must be adjusted. Your child may be able to respond to speech at 5 feet in quiet and only 2 feet in noise. Get closer, stop or move away from the noise, or provide your child with enough visual cues that he or she can understand what you say. Recognize that communicating when noise is present will be more frustrating for you and your child. Be patient. You may want to try a personal FM system for use in home communication situations.

3. Use the eyes to help out the ears

Communication occurs most easily when your child is looking at your face when you talk. This is especially important when there is background noise or the child is at a distance from you. Call his or her name to get attention first. Train your child to look up when he hears his name. A child with normal hearing can passively monitor conversations around him. A child with hearing loss must put much more effort into listening and understanding what is said around him or her. Speechreading, gestures, facial expressions all help your child understand what you are trying to say.

4. Develop signals to get attention

Flash the overhead light, thump the wall or table with the palm of your hand, decide on a special vocal signal (name/ loud whistle), stomp your foot, wave your hand. Try whatever you think of and find what works for your family. Try not to put the child's siblings in the role of "fetcher's". Your child needs to develop responsibility for responding to and initiating communication appropriately. A "tap and fetch" system works well, but use it sparingly. It teaches the child to become dependent upon others instead of developing needed independence to be responsible for knowing when communication occurs. Your child's ability to tune into sounds or speech will improve somewhat as he or she gets older and listening skills develop.

5. Technology that can help

Technology is available that could be used to assist the understanding ability of a child with permanent hearing loss under difficult listening situations. Ask your audiologist about these items:

- a) **Waking up:** Bed shaker, pillow vibrator, alarm clock that uses a bright light
- b) **Overcoming noise and distance:** Personal FM system, FM built into or attached to hearing aids, parent wears microphone
- c) **Telephone listening:** Amplified phone handset, TTY (often free from the telephone company)
- d) **Understanding TV:** Closed captioner on TV, infrared TV system, hardwired or personal FM
- e) **Understanding movie:** Ask the theatre for an assistive listening device, they have them for use
- f) **Fire safety:** Lighted fire alarm, install loud smoke alarm near where he/she sleeps
- g) **Team sports:** Helmets with built in FM amplification systems can be made available
- h) **The future is promising:** Watch for improvements in amplification technology. DO NOT wait until your child's hearing aids quit from old age to replace them. The new technology in recent hearing aids (digital, programmable) really is better than older models and your child deserves the advantages brought by technological advances. Ask your audiologist for a 60-day trial and use the CHILD checklist to decide to yourself.



Children's Home Inventory for Listening Difficulties

Questions for the Child to Answer:

Picture yourself in the following situations. How easy is it for you to hear and understand? Use the Understand-O-Meter to pick the level that tells how easy or hard it is for you to understand and put the number in the blank after each question. Everyone has a harder time hearing in some situations. Only you know the right answer for you.

1. You are sitting next to your mom or dad. You are looking at a book together or talking about something in front of you. You are not looking at mom or dad's face as they talk to you. It's quiet. How difficult is it for you to hear and understand what they say? _____
2. Your family is together for a meal at home or at a restaurant. Someone across the table says something or asks you a question. How difficult is it for you to hear and understand what is said? _____
3. You are in your bedroom playing quietly. Mom or dad walk into the room without saying your name or getting your attention before they tell or ask you something. How difficult is it for you to hear and understand what is said if your parents don't get your attention before talking to you? _____
4. You are watching a TV show or video (not cartoons). How difficult is it for you to hear and understand what people are saying on the TV show (not closed captioned)? _____
5. You are playing inside with a friend, brother or sister. That child asks you to do something (Do you know where your yo yo is?). How easy is it to hear and understand when other children talk to you? _____
6. You are watching TV or playing with a noisy toy. Someone walks into the room and talks to you. How difficult is it for you to hear and understand the person when there is noise from the TV or a toy? _____
7. Mom or dad call you from another room. You can't see them and you are busy playing or doing homework. How difficult is it for you to hear them and know they are calling you? _____
8. It is time to get up and get ready for school. How difficult is it for you to hear an alarm or clock radio go off so you wake up? (or a parent telling you it is time to wake up, but not touching you?) _____
9. You are playing with a group of children inside a house. It's noisy. How difficult is it for you to understand what the children are saying as they play as a group? _____
10. A grandparent, family member or friend wants to talk to you on the phone. How difficult is it for you to hear and understand what is said over the phone? _____

Understand-O-Meter

8	GREAT Hear every word, understand everything
7	GOOD Hear it all, miss part of an occasional word, still understand everything
6	PRETTY GOOD Hear almost all the words and usually understand everything
5	OKAY BUT NOT EASY Hear almost all the words, sometimes misunderstand what was said
4	IT TAKES WORK BUT USUALLY CAN GET IT Hear most of the words, understand more than half of what was said
3	SOMETIMES GET IT, SOMETIMES DON'T Hear words but understand less than half of what was said
2	TOUGH GOING Sometimes don't know right away that someone is talking, miss most of message
1	HUH? Don't know that someone is talking, miss all of message



Children's Home Inventory for Listening Difficulties

11. You are playing outside with other children (riding bikes, playing ball, skateboarding, playing on swing). How difficult is it for you to hear and understand what other children are saying when you are outside and they are not close to you? _____
12. You are in a crowded store with mom or dad. You are looking at something and mom or dad talk behind you. How difficult is it for you to hear and understand what they are saying? _____
13. You are at home with your family. Mom or dad talk to you from across a large room. How well do you hear and understand what is said? _____
14. You are in the backseat of the car. Mom or dad are driving and say something to you. How easy is it for you to hear and understand what is said? ("How was school? Do you have any homework?") _____
15. You and a family member are talking. It is quiet and you are able to see the person's face as they talk. How difficult is it for you to hear and understand what is said? _____

Understand-O-Meter

- | |
|---|
| 8 GREAT
Hear every word,
understand everything |
| 7 GOOD
Hear it all, miss part of an
occasional word, still
understand everything |
| 6 PRETTY GOOD
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USUALLY CAN GET IT
Hear most of the words,
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of what was said |
| 3 SOMETIMES GET IT,
SOMETIMES DON'T
Hear words but
understand less than
half of what was said |
| 2 TOUGH GOING
Sometimes don't know right
away that someone is talking,
miss most of message |
| 1 HUH?
Don't know that
someone is talking,
miss all of message |

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

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.

	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:

AUDITORY ATTENTION SPAN

TOTAL
CONDITION
SCORE

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.

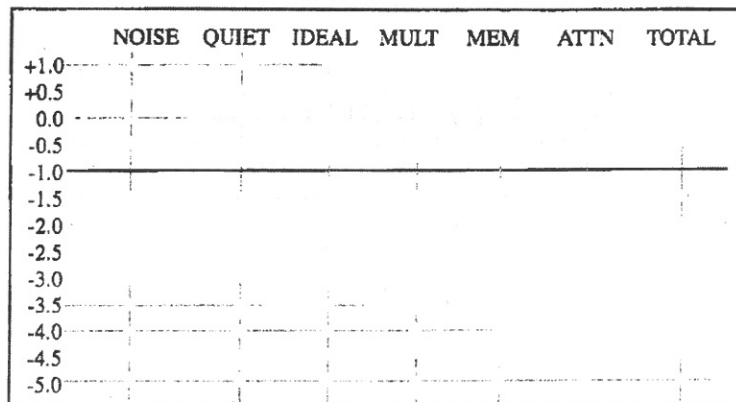
	LESS DIFFICULTY	SAME AMOUNT	SLIGHTLY MORE	MORE DIFFICULTY	CONSID. MORE	SIGNIFIC. MORE	CAN'T FUNCTION
29. When the listening time is less than 5 minutes	+1	0	-1	-2	-3	-4	-5
30. When the listening time is 5-10 minutes	+1	0	-1	-2	-3	-4	-5
31. When the listening time is over 10 minutes	+1	0	-1	-2	-3	-4	-5
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:

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.

Secondary S.I.F.T.E.R.

Screening Instrument For Targeting Educational Risk in Secondary Students

By Karen L. Anderson, Ph.D.

This scale has been designed to screen for educational risk in secondary students that have hearing loss. The effects of hearing impairment are frequently invisible. Regular monitoring of performance can assist in determining if a student is successfully accessing verbal instruction in the typical classroom. Based on your observations and familiarity with this student, circle the number that best represents his or her behavior.

Student's Name _____ Grade _____

Class _____ Teacher _____ Date _____

School _____ Student typically uses amplification? Yes No Type _____

					Academics				
1. How does the student's general foundation skills (i.e., reading level) compare to the difficulty of work expected in class?	Above	Average	Below						
	5	4	3	2	1				
2. How does the student's ability to summarize and draw conclusions about information presented in class compare to his/her class peers?	Above	Average	Below						
	5	4	3	2	1				
3. How does the student's demonstration of academic skill growth compare to class peers/expectations?	Above	Average	Below						
	5	4	3	2	1				
					Attention				
1. When called upon and asked a question, how often does the student appear to have been attending to teacher instruction (he/she appears to understand the basis of the question)?	Always	Often	Rarely						
	5	4	3	2	1				
2. How successful is the student at avoiding distraction by noises, visual distractions, personal items, or activities unrelated to class instruction?	Always	Often	Rarely						
	5	4	3	2	1				
3. How does the student's attention to detail compare to class peers/expectations (avoiding careless mistakes)?	Above	Average	Below						
	5	4	3	2	1				
					Communication				
1. How well does the student communicate his/her needs to the teacher in comparison to class peers/expectations?	Above	Average	Below						
	5	4	3	2	1				
2. How does the student's word usage skills compare to class peers/expectations (i.e., written, verbal, signed vocabulary)?	Above	Average	Below						
	5	4	3	2	1				
3. What is your estimate of the student's ability to assimilate teacher instruction (presented verbally or visually) in comparison to class peers/expectations?	Above	Average	Below						
	5	4	3	2	1				
					Class Participation				
1. In comparison to class peers, what is the student's present level of meaningful contribution to classroom discussions?	Above	Average	Below						
	5	4	3	2	1				
2. To what level does the student demonstrate a recognition that participation is an integral part of the learning process?	Above	Average	Below						
	5	4	3	2	1				
3. During cooperative group activities, how often does the student interact with others to achieve the goals of group work?	Always	Often	Rarely						
	5	4	3	2	1				
					School Behavior				
1. How often does the student demonstrate respectful behavior toward others in class (peers and teacher)?	Always	Frequently	Occasionally						
	5	4	3	2	1				
2. How often does the student follow classroom rules compared to class peers/expectations?	Always	Frequently	Occasionally						
	5	4	3	2	1				
3. To what level does the student appear to be accepted by his/her peers?	Popular	Average	Isolated						
	5	4	3	2	1				

TEACHER COMMENTS

Has the student had frequent absences or experienced health problems? Does the student receive special services? Does the student have any problems that may be pertinent to his/her educational performance?

THE SECONDARY SIFTER IS A SCREENING TOOL ONLY

Students scoring in the failing range have scored in a manner consistent with students that scored at greater than one standard deviation below the mean compared to a group of 97 secondary students (40 with normal hearing, 57 with hearing impairment). Students scoring in the marginal range have scored similar to test group students scoring below the mean and -1 standard deviation. Scores falling within both PASS and MARGINAL range occur within the broad range of normal performance as compared to the test group. Students scoring in the pass range have scored in a manner consistent to those in the test group who were at or above the group mean. Any student failing this screening in a content area as determined on the scoring grid below should be considered for educational accommodations or services specific to improving the student's access to instruction and success in the regular classroom.

SCORING

Sum the responses to the three questions in each content area, and record in the appropriate box under Total Score below. Place an X on the number that corresponds most closely with each content area score (e.g., if a teacher circled a 3, 4, and 2 for the questions in the Academics area, an X would be placed on the number 9 across from the Academics content area). Connect the X's to make a profile.

CONTENT AREA	TOTAL SCORE	PASS				MARGINAL			FAIL							
ACADEMICS		15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
ATTENTION		15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
COMMUNICATION		15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
CLASS PARTICIPATION		15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
SCHOOL BEHAVIOR		15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
		+1 SD			Mean			-1 SD			-2 SD					