

## The checklist below is designed to help you assess whether a child may have CAPD

Tick the description if it fits the child, even if it only applies occasionally. The more items which apply, the more likely it is the child may have CAPD.



### **Please Note:**

Several other conditions and learning disabilities share similar characteristics. To ensure your child's diagnosis is accurate a specialist assessment through Knox Audiology is necessary. Please bring this checklist to your appointment.



### **Listening**

- Has difficulty locating a sound source.
- Has difficulty hearing in noisy background.
- Has difficulty listening when there is more than 1 person talking.
- Is very sensitive to loud noises or feels uncomfortable in noisy places.
- Has severe difficulty comprehending degraded speech (unfamiliar accent, muffled etc.).
- Is suspected of having a hearing loss even though hearing is well within the normal range.
- Finds it difficult to hum along with a tune.
- Confuses similar sounding words.
- Has difficulty making sense of distorted speech signals.
- Often asks for repetition or clarification (e.g. may often say 'huh?' for more information).
- May often ask for instructions to be repeated.
- Has difficulty understanding the emotional status of a speaker.
- Has difficulty making sense of what others are talking about.
- Often misunderstands what others have said.
- Has difficulty following spoken instructions especially multi-step directions.
- Has difficulty following and participating in conversation or discussion.
- Does not understand the tone of voice, has difficulty comprehending a spoken message based on the prosodic (rhythm, syllabic stress and intonation) aspects of speech.



### **Speaking**

- Has difficulty answering open-ended questions.
- Has difficulty finding words to express themselves.
- Prefers the use of gestures and facial expressions to words.
- May speak in a flat, monotonous, expressionless manner.
- May speak with words out of order or muddles sentences (e.g. 'Mummy car blue').
- May speak in oversimplified short sentences with difficulties in syntax (e.g. 'cat eat' instead of 'cat is eating').
- Mispronounced words, especially long words.
- Is slow in responding to verbal questions.
- Responds inconsistently and inappropriately in conversations.



### Phonological Awareness

- Has difficulty in speech-sound discriminations.
- Does not appreciate rhymes.
- Has difficulty blending sounds together.
- Has difficulty manipulating the sounds in words.
- Has difficulty applying phonetic skills in reading and spelling.



### High-Order Processes: Attention, Memory and Learning

- Diagnosed as having attention deficit disorder (ADD/ ADHD).
- Is easily distracted by noises.
- Has a short attention span.
- Has difficulty focusing during conversations.
- Forgets information that is easily heard.
- Is delayed in learning to talk.
- Has difficulty in acquiring correct grammar especially for second language.
- Gets tired of listening and tunes out after a while.
- Performs better in a one-to-one setting.
- Has difficulties taking notes in class.
- Has difficulty with dictation.
- Has difficulty with reading.
- Has difficulty with spelling.
- Has poor musical ability.
- Appears messy and disorganised.



### Family & Developmental History

- Has a history of recurrent or on-going ear infection.
- Has family members with speech or language disorders.
- Has family members with learning difficulties.



### Contact Information

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