

**The checklist below is designed to help you assess whether your child has CAPD.**

Tick the description if it fits your child, even if it only applies occasionally. The more items which apply, the more likely it is your 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 Kids Hear Diagnostic 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. 'Daddy car red').
- May speak in oversimplified short sentences with difficulties in syntax (e.g. 'dog eat' instead of 'dog 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.
- (Title / Subheading) High-order processes: Attention, memory and learning.
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- 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.