

# C. H. A. P. S.

## Children's Auditory Performance Scale

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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.

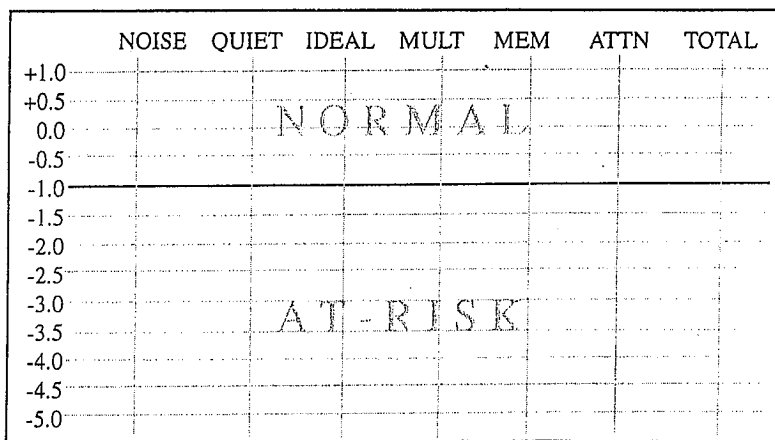
LISTENING CONDITION	TOTAL CONDITION SCORE	AVERAGE CONDITION SCORE	Pass	Risk
NOISE	_____ ÷ 7 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>
QUIET	_____ ÷ 7 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>
IDEAL	_____ ÷ 3 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>
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"/>

TOTAL CONDITION SCORE:

PASS RANGE +36 to -11

AT-RISK RANGE -12 to -130

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



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.