CAPD Checklist

**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 an audiologist 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.

 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 disorganized.

# 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.