



# C.H.A.P.S. Children's Auditory Performance Scale

Child \_\_\_\_\_ Age \_\_\_\_ Date Completed \_\_\_\_\_

Person completing CHAPS \_\_\_\_\_ Relationship to Child \_\_\_\_\_

### PLEASE READ INSTRUCTIONS CAREFULLY

**INSTRUCTIONS:** 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 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. The CHAPS is most appropriate for children ages 7 and above.

**LISTENING  
CONDITION**

Less Difficulty	Same Amount of Difficulty	Slightly More Difficulty	More Difficulty	Considerably More Difficulty	Significantly More Difficulty	Cannot Function at All
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**NOISE** 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.

<b>TOTAL CONDITION SCORE</b>  <input style="width: 40px; height: 40px;" type="text"/>	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** When 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.

<b>TOTAL CONDITION SCORE</b>  <input style="width: 40px; height: 40px;" type="text"/>	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** When listening in a quiet room, no distractions, face-to-face, and with good eye contact, this child has difficulty hearing and understanding compared to other children of similar age and background.

<b>TOTAL CONDITION SCORE</b>  <input style="width: 40px; height: 40px;" type="text"/>	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:**



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<b>LISTENING CONDITION</b>								
<b>MULTIPLE INPUTS</b>	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							
<b>TOTAL CONDITION SCORE</b> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px;"></div>	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 other	+1	0	-1	-2	-3	-4	-5
	20. When listening and watching someone provide an illustration, such as a model, drawing, information on whiteboard, etc.	+1	0	-1	-2	-3	-4	-5

**Comments:**

<b>AUDITORY MEMORY SEQUENCING</b>	If required to recall spoken information, this child has difficulty hearing and understanding compared to other children of similar age and background							
<b>TOTAL CONDITION SCORE</b> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px;"></div>	21. Immediately recalling information such as a 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	+1	0	-1	-2	-3	-4	-5
	25. When delayed recollection ( 1 hour or more) of words, numbers, etc.	+1	0	-1	-2	-3	-4	-5
	26. When delayed recollection ( 1 hour or more) of simple instructions	+1	0	-1	-2	-3	-4	-5
	27. When delayed recollection ( 1 hour or more) of multiple instructions	+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:**

<b>AUDITORY ATTENTION SPAN</b>	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							
<b>TOTAL CONDITION SCORE</b> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px;"></div>	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., after school	+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:** Add the circled responses for each condition and place the sum in the Total Condition Score box under each listed listening condition. Be careful to note "+" and "-" values when adding. Transcribe these sums below and determine the average score for each listening condition. Compare the Total Condition Scores to the PASS and FAIL ranges. Check off the appropriate box after each condition and plot on the graph to display performance as compared to the normal range. Refer to the CHAPS manual for validity and interpretation information. NOTE: Research found that 45% of students scoring in the at-risk range required no special support services; 50% had below grade level reading ability and 55% required some type of special support or accommodations.

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"/>

**INTERPRETATION OF TOTAL 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, however 50% of students scoring in the at-risk range had below grade reading level ability and 55% required some type of special support or accommodations to support school success.

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

	NOISE	QUIET	IDEAL	MULT	MEM	ATTN	TOTAL
+1.0							
+0.5							
0.0							
-0.5							
-1.0							
-1.5							
-2.0							
-2.5							
-3.0							
-3.5							
-4.0							
-4.5							
-5.0							

N-O-R-M-A-L

A-T--R-I-S-K

Developed by Walter Smoski, Michael Brunt, Curtis Tannahill, 1998, redesigned 2011.