

**Ball State University**  
**Audiology Clinic**  
**Child Case History**

Name \_\_\_\_\_ Birth Date \_\_\_\_\_ Age \_\_\_\_\_ Gender ☐ M ☐ F  
Audiologist \_\_\_\_\_ Grad. Clinician \_\_\_\_\_ Date \_\_\_\_\_  
Referral Source \_\_\_\_\_ Child's PCP \_\_\_\_\_  
School \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

1. Reason for Visit / Parental Concern: \_\_\_\_\_  
\_\_\_\_\_

2. Previous Hearing Evaluation: ☐ Yes ☐ No

When / Where: \_\_\_\_\_

Results: \_\_\_\_\_

Recommendations made: \_\_\_\_\_

3. History of Ear Infections: ☐ Yes ☐ No ☐ RT ☐ LT ☐ Both

Last occurrence: \_\_\_\_\_ First occurrence: \_\_\_\_\_

Frequency: \_\_\_\_\_

Treatment: ☐ Antibiotics ☐ PE Tubes (# of sets: \_\_\_\_\_) ☐ Other: \_\_\_\_\_

4. Hearing Aids: ☐ Yes ☐ No

Ear fit: ☐ RT ☐ LT ☐ AU Make / Model: \_\_\_\_\_

Age when first fit: \_\_\_\_\_ Hours used per day: \_\_\_\_\_

5. Prenatal, Birth, and Developmental History

a. Risk Factors ☐ Check if no risk factors

☐ Family History of Permanent Childhood

Hearing Loss

☐ Mechanical Ventilation

☐ Craniofacial Anomalies

☐ Cytomegalovirus (CMV)

☐ Bacterial Meningitis

☐ In utero Infection

☐ Rubella

☐ Special Care / NICU (over 5 days)

☐ Herpes

☐ Hyperbilirubinemia requiring exchange or transfusion

☐ Toxoplasmosis

☐ Ototoxic Medications

☐ Genetic Syndromes Associated with Hearing Loss

☐ Syphilis

☐ Extracorporeal Membrane Oxygenation (ECMO)

☐ Other

Comments / Additional Information: \_\_\_\_\_  
\_\_\_\_\_

- b. Complications During Pregnancy ☐ None

Describe: \_\_\_\_\_  
\_\_\_\_\_

- c. Alcohol / drug use during pregnancy (prescription or non-prescription) ☐ Yes ☐ No

Describe: \_\_\_\_\_  
\_\_\_\_\_

- d. Normal delivery? ☐ Yes ☐ No

Issues: \_\_\_\_\_  
\_\_\_\_\_

- e. Complications immediately following birth or during first two weeks ☐ Yes ☐ No

Describe: \_\_\_\_\_  
\_\_\_\_\_

- f. Significant medical / health issues since birth ☐ Yes ☐ No

Describe: \_\_\_\_\_

**6. Speech / Language History**

- a. Age of first word: \_\_\_\_\_ First word: \_\_\_\_\_  
b. How does child make his/her needs known: \_\_\_\_\_  
c. Is speech understood by others ☐ Yes ☐ No

**7. Developmental Milestones**

- a. Developmental milestones met as expected ☐ Yes ☐ No

Comments: \_\_\_\_\_

- b. Is child receiving therapy from other discipline (SLP, PT, OT, etc.) ☐ Yes ☐ No

Comments: \_\_\_\_\_

**8. Comments / Additional Information:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# C. H. A. P. S.

## Children's Auditory Performance Scale

by Walter J. Smoski, Ph.D., Michael A. Brunt, Ph.D., J. Curtis Tannahill, Ph.D.

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.

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.

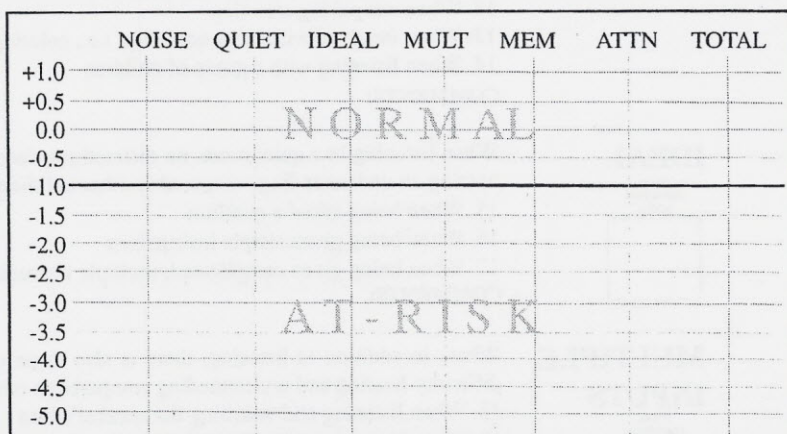
LISTENING CONDITION	TOTAL CONDITION SCORE	AVERAGE CONDITION SCORE	Pass	Risk
NOISE	_____ ÷ 7 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>
QUIET	_____ ÷ 7 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>
IDEAL	_____ ÷ 3 = _____	_____	<input type="checkbox"/>	<input type="checkbox"/>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



# FISHER'S AUDITORY PROBLEMS CHECKLIST

Student Name \_\_\_\_\_ District/Building \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_ Observer \_\_\_\_\_ Position \_\_\_\_\_

Please place a check mark before each item that is considered to be a concern by the observer:

- \_\_\_ 1. Has a history of hearing loss.
- \_\_\_ 2. Has a history of ear infection(s).
- \_\_\_ 3. Does not pay attention (listen) to instruction 50% or more of the time.
- \_\_\_ 4. Does not listen carefully to directions - often necessary to repeat instructions.
- \_\_\_ 5. Says "Huh?" and "What?" at least five or more times per day.
- \_\_\_ 6. Cannot attend to auditory stimuli for more than a few seconds.
- \_\_\_ 7. Has a short attention span.  
 (if this item is checked, \_\_\_\_\_ 0-2 minutes \_\_\_\_\_ 5-15 minutes  
 also check the most  
 appropriate time frame.) \_\_\_\_\_ 2-5 minutes \_\_\_\_\_ 15-30 minutes
- \_\_\_ 8. Daydreams - attention drifts - not with it at times.
- \_\_\_ 9. Is easily distracted by background sound(s).
- \_\_\_ 10. Has difficulty with phonics.
- \_\_\_ 11. Experiences problems with sound discrimination.
- \_\_\_ 12. Forgets what is said in a few minutes.
- \_\_\_ 13. Does not remember simple routine things from day to day.
- \_\_\_ 14. Displays problems recalling what was heard last week, month, year.
- \_\_\_ 15. Has difficulty recalling a sequence that has been heard.
- \_\_\_ 16. Experiences difficulty following auditory directions.
- \_\_\_ 17. Frequently misunderstands what is said.
- \_\_\_ 18. Does not comprehend many words - verbal concepts for age/grade level.
- \_\_\_ 19. Learns poorly through the auditory channel.
- \_\_\_ 20. Has a language problem (morphology, syntax, vocabulary, phonology).
- \_\_\_ 21. Has an articulation (phonology) problem.
- \_\_\_ 22. Cannot always relate what is heard to what is seen.
- \_\_\_ 23. Lacks motivation to learn.
- \_\_\_ 24. Displays slow or delayed response to verbal stimuli.
- \_\_\_ 25. Demonstrates below average performance in one or more academic area(s).

Scoring: Four percent credit for each numbered item not checked.

Number of items not checked \_\_\_\_\_ x 4 = \_\_\_\_\_.

Normative data - grade score from reverse side \_\_\_\_\_.

Fisher's Auditory Problems Checklist includes  
the following components of auditory processing:

Association	Localization
Attention	Long Term Memory
Attention Span	Motivation
Auditory-Visual Integration	Performance
Closure	Recognition
Comprehension	Sensitivity
Discrimination	Sequential Memory
Figure-Ground	Short Term Memory
Identification	Speech-Language Problems

### **NORMATIVE DATA FOR FISHER'S AUDITORY PROBLEMS CHECKLIST**

<b>GROUP</b>	<b>APPROXIMATE AGE RANGE</b>	<b>MEAN</b>
Kindergarten	(Age 5.0 - 5.11)	92.0%
First	(Age 6.0 - 6.11)	89.9%
Second	(Age 7.0 - 7.11)	87.0%
Third	(Age 8.0 - 8.11)	85.6%
Fourth	(Age 9.0 - 9.11)	85.9%
Fifth	(Age 10.0 - 10.11)	87.4%
Sixth	(Age 11.0 - 11.11)	80.0%
Total Group (N=280)		86.8%
Cut-Off Score Suggesting Need For Further Evaluation		72.0%
One SD Below Group Mean		68.6%
Two SD Below Group Mean		50.4%

Fisher, Lee I., Learning Disabilities and Auditory Processing.

In VanHattum, Rolland J. (Ed.), *"Administration of Speech-Language Services In The Schools"*, College Hill Press, 1985, pp. 231-292.

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# S.I.F.T.E.R.

## SCREENING INSTRUMENT FOR TARGETING EDUCATIONAL RISK

by Karen L. Anderson, Ed.S., CCC-A

STUDENT \_\_\_\_\_ TEACHER \_\_\_\_\_ GRADE \_\_\_\_\_

DATE COMPLETED \_\_\_\_\_ SCHOOL \_\_\_\_\_ DISTRICT \_\_\_\_\_

The above child is suspect for hearing problems which may or may not be affecting his/her school performance. This rating scale has been designed to sift out students who are educationally at risk possibly as a result of hearing problems.

Based on your knowledge from observations of this student, circle the number best representing his/her behavior. After answering the questions, please record any comments about the student in the space provided on the reverse side.

1. What is your estimate of the student's class standing in comparison of that of his/her classmates?	UPPER 5	4	MIDDLE 3	2	LOWER 1	ACADEMICS	<input type="checkbox"/>
2. How does the student's achievement compare to your estimation of her/her potential?	EQUAL 5	4	LOWER 3	2	MUCH LOWER 1		
3. What is the student's reading level, reading ability group or reading readiness group in the classroom (e.g., a student with average reading ability performs in the middle group)?	UPPER 5	4	MIDDLE 3	2	LOWER 1		
4. How distractible is the student in comparison to his/her classmates?	NOT VERY 5	4	AVERAGE 3	2	VERY 1	ATTENTION	<input type="checkbox"/>
5. What is the student's attention span in comparison to that of his/her classmates?	LONGER 5	4	AVERAGE 3	2	SHORTER 1		
6. How often does the student hesitate or become confused when responding to oral directions (e.g., "Turn to page . . .")?	NEVER 5	4	OCCASIONALLY 3	2	FREQUENTLY 1		
7. How does the student's comprehension compare to the average understanding ability of her/her classmates?	ABOVE 5	4	AVERAGE 3	2	BELOW 1	COMMUNICATION	<input type="checkbox"/>
8. How does the student's vocabulary and word usage skills compare with those of other students in his/her age group?	ABOVE 5	4	AVERAGE 3	2	BELOW 1		
9. How proficient is the student at telling a story or relating happenings from home when compared to classmates?	ABOVE 5	4	AVERAGE 3	2	BELOW 1		
10. How often does the student volunteer information to class discussions or in answer to teacher questions?	FREQUENTLY 5	4	OCCASIONALLY 3	2	NEVER 1	CLASS PARTICIPATION	<input type="checkbox"/>
11. With what frequency does the student complete his/her class and homework assignments within the time allocated?	ALWAYS 5	4	USUALLY 3	2	SELDOM 1		
12. After instruction, does the student have difficulty starting to work (looks at other students working or asks for help)?	NEVER 5	4	OCCASIONALLY 3	2	FREQUENTLY 1		
13. Does the student demonstrate any behaviors that seem unusual or inappropriate when compared to other students?	NEVER 5	4	OCCASIONALLY 3	2	FREQUENTLY 1	SCHOOL BEHAVIOR	<input type="checkbox"/>
14. Does the student become frustrated easily, sometimes to the point of losing emotional control?	NEVER 5	4	OCCASIONALLY 3	2	FREQUENTLY 1		
15. In general, how would you rank the student's relationship with peers (ability to get along with others)?	GOOD 5	4	AVERAGE 3	2	POOR 1		

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## TEACHER COMMENTS

Has this child repeated a grade, had frequent absences or experienced health problems (including ear infections and colds)? Has the student received, or is he/she now receiving, special support services? Does the child have any other health problems that may be pertinent to his/her educational functioning?

### The S.I.F.T.E.R. is a SCREENING TOOL ONLY

Any student failing this screening in a content area as determined on the scoring grid below should be considered for further assessment, depending on his/her individual needs as per school district criteria. For example, failing in the Academics area suggests an educational assessment, in the Communication area a speech-language assessment, and in the School Behavior area an assessment by a psychologist or a social worker. Failing in the Attention and/or Class Participation area in combination with other areas may suggest an evaluation by an educational audiologist. Children placed in the marginal area are at risk for failing and should be monitored or considered for assessment depending upon additional information.

### SCORING

Sum the responses to the three questions in each content area and record in the appropriate box on the reverse side and under Total Score below. Place an **X** on the number that corresponds most closely with the content area score (e.g., if a teacher circled 3, 4 and 2 for the questions in the Academics area, an **X** would be placed on the number 9 across from the Academics content area). Connect the **X**'s to make a profile.

CONTENT AREA	TOTAL SCORE	PASS						MARGINAL			FAIL				
ACADEMICS		15	14	13	12	11	10	9	8		7	6	5	4	3
ATTENTION		15	14	13	12	11	10	9	8	7	6	5	4	3	
COMMUNICATION		15	14	13	12	11		10	9	8	7	6	5	4	3
CLASS PARTICIPATION		15	14	13	12	11	10	9	8	7	6	5	4	3	
SOCIAL BEHAVIOR		15	14	13	12	11	10		9	8	7	6	5	4	3