

# THE AUDITORY PROCESSING DOMAINS QUESTIONNAIRE



VERSION 2020 FOR PARENTS AND TEACHERS OF STUDENTS 7 TO 17 YEARS OLD

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This questionnaire reviews a child's everyday listening skills. Language, attention, and hearing abilities are all important.

Please rate your child or student's performance on each item below based on your observations. Keep in mind what is "expected" for his or her age.

"Noisy conditions" refers to background noise from such sources as TV, voices, and machinery.

"Listening accurately" means hearing words or statements right the first time, without saying "what?" or needing repeats.

Check (✓) Column 1: if skill has been observed **Most times** over  $\frac{3}{4}$  the time  
 Column 2: if skill has been observed **Often** over  $\frac{1}{2}$  the time  
 Column 3: if skill has been observed **Sometimes** under  $\frac{1}{2}$  the time  
 Column 4: if skill has been observed **Rarely** under  $\frac{1}{4}$  the time

Rate all items. Write N/A if you are not able to rate an item.

YOUR CHILD OR STUDENT:	MOST TIMES > 3/4	OFTEN >1/2	SOME TIMES <1/2	RARELY <1/4
1. <b>Pays attention well</b> when spoken to alone.				
2. <b>Pays attention well</b> when listening with others in <b>quiet</b> places (e.g. classes, meetings)				
3. <b>Pays attention well</b> when listening with others in <b>noisy</b> places (e.g. classes, meetings).				
4. <b>Hears your words accurately</b> (without repeats) when paying attention in <b>quiet</b> places.				
5. <b>Hears your words accurately</b> (without repeats) when paying attention in <b>noisy</b> places.				

YOUR CHILD OR STUDENT:	MOST TIMES > 3/4	OFTEN >1/2	SOME TIMES <1/2	RARELY <1/4
6. <b>Takes the time to listen more carefully</b> to important information.				
7. <b>Understands your directions</b> when paying attention in <b>quiet</b> places.				
8. <b>Understands your directions</b> when paying attention in <b>noisy</b> places.				
9. <b>Understands speakers in places with “echo noise”</b> (e.g. gyms, cafeterias, auditoriums with loud-speaker echo).				
10. <b>Understands your conversation while others are talking nearby</b> (e.g. at parties and meals).				
11. <b>Can listen accurately to you while doing something else</b> (e.g. games or chores).				
12. <b>Can listen accurately without visual aids</b> (e.g. not seeing a speaker’s face or gestures- not having pictures or illustrations).				
13. <b>Focuses well when doing non-listening tasks</b> (e.g. studying, chores).				
14. <b>Focuses well when listening to stories</b> and presentations.				
15. <b>Understands written instructions</b> (as expected for his or her age).				
16. <b>Tires easily when studying</b> (yawns and fidgets)**				
17. <b>Tires easily when listening</b> (yawns and fidgets) **				
18. <b>Can explain things fairly well</b> during conversations.				
19. <b>Concentrates on important tasks</b> even when they are not fun or interesting.				
20. <b>Hears words ok when a speaker’s back is turned</b> (or is spoken to from behind).				
21. <b>Says “what?” or needs repeats</b> when conversing with interest in quiet places. **				

YOUR CHILD OR STUDENT:	MOST TIMES > 3/4	OFTEN >1/2	SOME TIMES <1/2	RARELY <1/4
22. <b>Says “what?” or needs repeats</b> when conversing with interest in noisy places. **				
23. <b>Pays attention to details – avoids careless errors</b> when doing school work.				
24. <b>Understands and uses longer sentences</b> (as expected for his or her age).				
25. <b>Understands and answers your questions promptly</b> in <b>quiet</b> places (when attentive).				
26. <b>Understands and answers your questions promptly</b> in <b>noisy</b> places (when attentive).				
27. <b>Follows spoken directions with steps or sequences</b> (as expected for age).				
28. <b>Organizes tasks and activities</b> to do them on time.				
29. <b>Understands and uses slang expressions</b> common for his or her age.				
30. <b>Loses or forgets to do things -</b> is absent minded. **				
31. <b>Understands speakers who say words less clearly</b> (e.g. rapid or mumbled speech, foreign accents).				
32. <b>Understands soft spoken</b> or high voiced speakers.				
33. <b>Listens accurately on the telephone</b> without needing information repeated.				
34. <b>Can listen accurately to speakers from 6 feet away</b> (when sitting or standing together).				
35. <b>Mishears and confuses similar sounding words</b> (e.g. “fifty” and “fifteen”, “thirsty” and “Thursday”, “ships” and “chips” etc.). **				
36. <b>Remembers and uses new words correctly</b> (as expected for age).				
37. <b>Can spell new words correctly by sounding them out</b> (e.g. “batter” not “badder”).				
38. <b>Can read new words correctly by sounding them out</b> (as expected for age).				

YOUR CHILD OR STUDENT:	MOST TIMES > 3/4	OFTEN >1/2	SOME TIMES <1/2	RARELY <1/4
39. <b>Reads and understand stories</b> at a rate that is ok. (as expected for age)				
40. <b>Controls impulses and activity levels</b> to avoid annoying or unsafe actions.				
41. <b>Remembers details of spoken directions or requests</b> (without needing repeats a short time later).				
42. <b>Learns things by listening</b> without a strong need for more visual or hands on instruction.				
43. <b>Follows the right pitch and rhythm patterns</b> when humming, drumming, and clapping with others.				
44. <b>Varies his or her own speaking voice</b> for emphasis, clarity, and pleasantness.				
45. <b>Notices how things were said when interpreting comments and following directions</b> (e.g. tone of voice, emphasized words etc.)				
46. <b>Understands what is said</b> without needing more simple words.				
47. <b>Hears ok without needing to make things louder</b> (e.g. turning up the TV, sitting closer etc.).				
48. <b>Talks easily and smoothly for his or her age</b> (without many "ahs" or pauses).				
49. <b>Understands conversations &amp; instructions without major noise controls</b> (e.g. turning off the TV, closing windows, moving closer).				
50. Understands speakers <b>without needing slower or more distinct speech.</b>				

**\*\* Items 16, 17, 21, 22, 30 and 35 have reversed scoring.** (e.g. "most times" now means a problem and gets 0 pts. "Rarely" means no problem and gets 4 points)

## PERSONAL INFORMATION

Child's Name \_\_\_\_\_ Case Number (staff assigned) \_\_\_\_\_

1. Today's date \_\_\_\_\_ 2. Child's date of birth \_\_\_\_\_ 3. Gender \_\_\_\_ 4. Grade \_\_\_\_
5. Person completing questionnaire: (a) mother \_\_\_\_ (b) father \_\_\_\_  
(c) other family member (specify) \_\_\_\_\_ (d) teacher \_\_\_\_ (e) other (specify) \_\_\_\_\_
6. Is the language of instruction in child's school child's first language at home? Yes \_\_\_\_ No \_\_\_\_
7. Father's years of school completed \_\_\_\_\_ 8. Mother's years of school completed \_\_\_\_\_
9. Please rate your concern level in regard to this child's listening skills:  
(a) None \_\_\_\_ (b) Mild \_\_\_\_ (c) Moderate \_\_\_\_ (d) High \_\_\_\_
10. Please rate how often this child is overly sensitive to loud sounds and noisy places (stresses!)  
(a) Rarely \_\_\_\_ (b) Sometimes \_\_\_\_ (c) Often \_\_\_\_ (d) Most times \_\_\_\_
- 10.5. Please rate how often this child has difficulty localizing sounds (knowing if they are coming from his or her right or left, front or back, near or far, from person A or person B).  
(a) Rarely \_\_\_\_ (b) Sometimes \_\_\_\_ (c) Often \_\_\_\_ (d) Most times \_\_\_\_
11. Please ✓ where any of the following conditions or services have occurred for **this** child:
  - a. \_\_\_\_ Special education
  - b. \_\_\_\_ Learning disability
  - c. \_\_\_\_ Specific language learning disability
  - d. \_\_\_\_ Dyslexia (reading disability)
  - e. \_\_\_\_ History of speech-language delay or therapy
  - f. \_\_\_\_ Permanent hearing loss:  
(a) Mild \_\_\_\_ (b) Moderate \_\_\_\_ (c) Severe \_\_\_\_ (d) Unilateral \_\_\_\_  
(e) Hearing aid \_\_\_\_ (f) Cochlear implant \_\_\_\_
  - g. \_\_\_\_ Learning English as a 2<sup>nd</sup> language after age 5
  - h. \_\_\_\_ Attention deficit disorder (ADHD)
  - i. \_\_\_\_ Frequent or chronic middle ear infections or surgery (circle or explain) \_\_\_\_\_
  - j. \_\_\_\_ Jaundice as newborn: (a) Mild \_\_\_\_ (b) Moderate \_\_\_\_ (c) Severe \_\_\_\_
  - k. \_\_\_\_ Auditory processing disorder ((C) APD)
  - L. \_\_\_\_ Autism/Asperger syndrome m. \_\_\_\_ Developmental delay