

THE AUDITORY PROCESSING DOMAINS QUESTIONNAIRE **APDQ 2012**

Appendix 8

For Parents and Teachers of Students Ages 7 through 17 Years

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Clinical use is encouraged. Contact address: brianoharamd@prodigy.net. (Honolulu, Hawaii).

CLEAR FORM

Date: _____ Student's Name: _____ D.O.B: _____

Age: years _____ months _____, Gender: _____, Grade: _____ School: _____

Name of person completing questionnaire:

a. Parent: _____ b. teacher: _____ c. other: _____

Instructions:

This questionnaire reviews a student's everyday listening skills. Language, attention, and hearing abilities are all important. Please rate your 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 TV, voices, music, machinery etc. Such mild to moderate noise may decrease the clarity of spoken words. **"Listening accurately"** means hearing statements correctly the first time without "repeats."

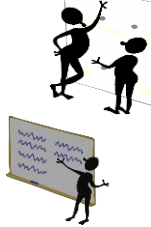
Check (✓) Column 1: if skill has been observed **Almost Always** (over $\frac{3}{4}$ the time-regularly)

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-infrequently)

Rate all items—write N/A if not able

  	Frequency of Occurrence for Student			
	Almost always (regularly) over $\frac{3}{4}$ the time	Often over $\frac{1}{2}$	Some times under $\frac{1}{2}$	Rarely (infrequently) under $\frac{1}{4}$ the time
1. Pays attention well when spoken to alone.	☐	☐	☐	☐
2. Pays attention well when listening with others in quiet conditions (meals, meetings, classes).	☐	☐	☐	☐
3. Pays attention well when listening with others in noisy conditions (meals, meetings, classes).	☐	☐	☐	☐
4. Has no problem hearing your words—listening accurately when paying close attention in quiet conditions.	☐	☐	☐	☐
5. Has no problem hearing your words—listening accurately when paying close attention in noisy conditions.	☐	☐	☐	☐
6. Takes the time to listen more carefully to important information.	☐	☐	☐	☐
7. Understands spoken instructions when it's quiet.	☐	☐	☐	☐
8. Understands spoken instructions when it's noisy.	☐	☐	☐	☐

Name:

D.O.B:

Revised October 20, 2026

  	Almost always (regularly) over $\frac{3}{4}$ the time	Often over $\frac{1}{2}$	Some times under $\frac{1}{2}$	Rarely (infrequently) under $\frac{1}{4}$ the time
9. Understands speakers in large rooms with <i>echo</i> noise (gyms, cafeterias, auditoriums).	☐	☐	☐	☐
10. Can understand <i>your</i> conversation while another is going on nearby (parties, meals, other gatherings).	☐	☐	☐	☐
11. If interested can listen accurately to you while doing something else (games, chores, videos)	☐	☐	☐	☐
12. Can listen accurately without <i>visual aides</i> (not seeing a speaker's face, gestures, pictures).	☐	☐	☐	☐
13. Can look & listen accurately at the same time (checking a page or map as directed, taking class notes).	☐	☐	☐	☐
14. Focuses well—avoids distractions when doing non listening tasks (studies, chores).	☐	☐	☐	☐
15. Focuses well—ignores distractions when listening to stories and presentations.	☐	☐	☐	☐
16. Understands written instructions (as expected for age).	☐	☐	☐	☐
17. Does not tire easily when <i>studying</i> (yawns and fidgets— consider age).	☐	☐	☐	☐
18. Does not tire easily when <i>listening</i> (yawns and fidgets—consider age).	☐	☐	☐	☐
19. Can explain things fairly well during conversations.	☐	☐	☐	☐
20. Concentrates on important things—completes tasks even if they are not urgent or very interesting (to him/her).	☐	☐	☐	☐
21. Hears words ok when a speaker's back is turned or is spoken to from behind.	☐	☐	☐	☐
22. Does not say “huh?” “what?” or need “repeats” when conversing with interest in a quiet place .	☐	☐	☐	☐
23. Does not say “huh?” “what?” or need “repeats” when conversing with interest in a noisy place	☐	☐	☐	☐

  	Almost always (regularly) over $\frac{3}{4}$ the time	Often over $\frac{1}{2}$	Some times under $\frac{1}{2}$	Rarely (infrequently) under $\frac{1}{4}$ the time
24. Pays attention to details—avoids careless errors when doing school work.	☐	☐	☐	☐
25. Understands and uses longer, more complicated sentences (as expected for age).	☐	☐	☐	☐
26. Understands and answers your questions <i>promptly</i> in quiet places (when attentive).	☐	☐	☐	☐
27. Understands and answers your questions <i>promptly</i> in noisy places (when attentive).	☐	☐	☐	☐
28. Can follow more complicated spoken directions with steps or sequences (as expected for age).	☐	☐	☐	☐
29. Organizes tasks and activities to do them in an orderly and timely manner.	☐	☐	☐	☐
30. Understands and uses slang expressions common for age (to be “cool,” “big-hearted,” in “hot water” etc.).	☐	☐	☐	☐
31. Does not lose or forget to do things in daily activities (not absent-minded).	☐	☐	☐	☐
32. Understands speakers who say words less clearly (rapid or “mumbled” speech, foreign accents).	☐	☐	☐	☐
33. Understands soft spoken--high voiced speakers.	☐	☐	☐	☐
34. Listens accurately on the telephone without needing things repeated (including names and numbers).	☐	☐	☐	☐
35. Can listen accurately to speakers (and TV) from 8 to 10 feet away.	☐	☐	☐	☐
36. Does not “mishear” and confuse similar sounding words (“fifty-fifteen,” “thirsty-Thursdays” “ships-chips”)	☐	☐	☐	☐
37. Understands instructions in noisy conditions when paying close attention to the speaker.	☐	☐	☐	☐
38. Uses new words correctly soon after learning about them (as expected for age).	☐	☐	☐	☐

  	Almost always (regularly) over $\frac{3}{4}$ the time	Often over $\frac{1}{2}$	Some times under $\frac{1}{2}$	Rarely (infrequently) under $\frac{1}{4}$ the time
39. Can “sound out” words accurately to help spell them or correct misspellings: <i>rabbat</i> → <i>rabbit</i> , <i>pardy</i> → <i>party</i> (as expected for age).	☐	☐	☐	☐
40. Can “sound out” and “say” unfamiliar words correctly when learning to read them (as expected for age).	☐	☐	☐	☐
41. Reads and understand stories at an ok rate (as expected for age).	☐	☐	☐	☐
42. Readily controls impulses and activity levels to avoid bothersome or unsafe actions.	☐	☐	☐	☐
43. Remembers details of spoken directions or requests without having them repeated a short time later.	☐	☐	☐	☐
44. Learns things ok by listening—without a strong need for more visual or hands on instruction.	☐	☐	☐	☐
45. Readily follows the right pitch and rhythm patterns when reciting verses, drumming, humming etc. ♪♪	☐	☐	☐	☐
46. Varies own speaking voice for emphasis, clarity, and pleasantness.	☐	☐	☐	☐
47. Recognizes “ <i>how</i> ” things were said when interpreting comments and following directions (tones of voice, phrasings, emphasized words)	☐	☐	☐	☐
48. Understands what is said without needing more simple words (as expected for age).	☐	☐	☐	☐
49. Hears ok without needing to make things “louder” (turning up TV, sitting closer, requesting louder talk).	☐	☐	☐	☐
50 Talks easily and smoothly for age (without many “ahs” or pauses to find words and ideas).	☐	☐	☐	☐
51. Can understand speakers without “ <i>extra</i> ” noise controls (frequent attention to turning off radios or machines, closing windows, changing seats).	☐	☐	☐	☐
52. There is little need to talk more slowly and distinctly to help this student listen accurately.	☐	☐	☐	☐