



Children's Auditory Performance Scale (CHAPS)

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

How it works

Children's Auditory Performance Scale (CHAPS)

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 choice. check a response for each item.

Use the CHAPS to systematically collect and quantify listening behaviors observed in children age seven and older.

Children's Auditory Performance Scale (CHAPS)

Student name

Date of birth

Home language

School

Grade

Teacher/parent

Hearing care professional

Examiner

Date

Current hearing technology

Usage

consistent

inconsistent

Listening condition: 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.

	Less difficulty	Same amount of difficulty	Slightly more difficulty	More difficulty	Considerably more difficulty	Significantly more difficulty	Cannot function at all
	+1	0	-1	-2	-3	-4	-5
1. When paying attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When being asked a question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When being given simple instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. When being given complicated, multiple instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. When not paying attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. When involved with other activities, i.e. coloring, reading, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. When listening with a group of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observations and comments

Listening condition: Quiet

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.

	<i>Less difficulty</i>	<i>Same amount of difficulty</i>	<i>Slightly more difficulty</i>	<i>More difficulty</i>	<i>Considerably more difficulty</i>	<i>Significantly more difficulty</i>	<i>Cannot function at all</i>
	+1	0	-1	-2	-3	-4	-5
8. When paying attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. When being asked a question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. When being given simple instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. When being given complicated, multiple instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When not paying attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. When involved with other activities, i.e. coloring, reading, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. When listening with a group of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observations and comments

Listening condition: 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.

	<i>Less difficulty</i>	<i>Same amount of difficulty</i>	<i>Slightly more difficulty</i>	<i>More difficulty</i>	<i>Considerably more difficulty</i>	<i>Significantly more difficulty</i>	<i>Cannot function at all</i>
	+1	0	-1	-2	-3	-4	-5
15. When being asked a question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. When being given simple instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. When being given complicated, multiple instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observations and comments

Listening condition: Multiple inputs

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.

	Less difficulty	Same amount of difficulty	Slightly more difficulty	More difficulty	Considerably more difficulty	Significantly more difficulty	Cannot function at all
	+1	0	-1	-2	-3	-4	-5
18. When listening and watching the speaker's face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. When listening and reading along when material is read aloud by another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. When listening and watching someone provide an illustration (i.e. model, drawing, information on chalk- or whiteboard etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observations and comments

Listening condition: Auditory memory sequencing

If required to recall spoken information, this child has difficulty hearing and understanding compared to other children of similar age and background.

	<i>Less difficulty</i>	<i>Same amount of difficulty</i>	<i>Slightly more difficulty</i>	<i>More difficulty</i>	<i>Considerably more difficulty</i>	<i>Significantly more difficulty</i>	<i>Cannot function at all</i>
	+1	0	-1	-2	-3	-4	-5
21. Immediately recalling information such as a word, word spelling, numbers etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Immediately recalling simple instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Immediately recalling multiple instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Not only recalling information, but also the order and sequence of the information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. When delayed recollection (1hr or more) of words, word spelling, numbers, etc. is required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. When delayed recollection (1hr or more) of simple instructions is required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. When delayed recollection (1hr or more) of multiple instructions is required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. When delayed recollection (24hrs or more) is required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observations and comments

Listening condition: Auditory attention span

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.

	<i>Less difficulty</i>	<i>Same amount of difficulty</i>	<i>Slightly more difficulty</i>	<i>More difficulty</i>	<i>Considerably more difficulty</i>	<i>Significantly more difficulty</i>	<i>Cannot function at all</i>
	+1	0	-1	-2	-3	-4	-5
29. When the listening time is less than 5 minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. When the listening time is 5-10 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. When the listening time is over 10 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. When listening in a quiet room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. When listening in a noisy room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. When listening first thing in the morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. When listening near the end of the day, i.e. before supper time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. When listening in a room where there are also visual distractions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observations and comments

Scores

Listening condition	Result	At risk	Pass
Noise			
Quiet			
Ideal			
Multiple inputs			
Auditory memory sequencing			
Auditory attention span			
Total			

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. 50% of

students scoring in the at-risk range had below grade level reading ability. 55% required some type of special support or accommodations to achieve success in school.