



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

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.

TOTAL
CONDITION
SCORE

0.0

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.

TOTAL
CONDITION
SCORE

0.0

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


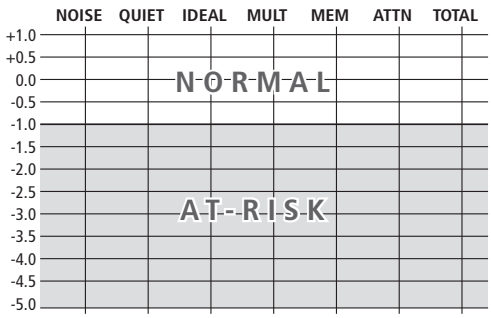
When listening in a quiet room, no distractions, face-to-face, and with good eye contact, this child has difficulty hearing and understanding compared to other children of similar age and background.

TOTAL
CONDITION
SCORE

0.0

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:

 <div> C.H.A.P.S. Children's Auditory Performance Scale </div>		<div> Less Difficulty Same Amount of Difficulty Slightly More Difficulty More Difficulty Considerably More Difficulty Significantly More Difficulty Cannot Function at All </div>																																													
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																																													
TOTAL CONDITION SCORE <div>0.0</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:																																															
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																																													
TOTAL CONDITION SCORE <div>0.0</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:																																															
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																																													
TOTAL CONDITION SCORE <div>0.0</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																																							
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<p>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.</p>		<table> <tr> <th>LISTENING CONDITION</th> <th>TOTAL CONDITION SCORE</th> <th>AVERAGE CONDITION SCORE</th> <th>Pass</th> <th>Risk</th> </tr> <tr> <td>NOISE</td> <td>0.0 ÷ 7 =</td> <td>0.0</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>QUIET</td> <td>0.0 ÷ 7 =</td> <td>0.0</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>IDEAL</td> <td>0.0 ÷ 3 =</td> <td>0.0</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>MULTIPLE</td> <td>0.0 ÷ 3 =</td> <td>0.0</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>MEMORY</td> <td>0.0 ÷ 8 =</td> <td>0.0</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>ATTENTION</td> <td>0.0 ÷ 8 =</td> <td>0.0</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>TOTAL</td> <td>0.0 ÷ 36 =</td> <td>0.0</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	LISTENING CONDITION	TOTAL CONDITION SCORE	AVERAGE CONDITION SCORE	Pass	Risk	NOISE	0.0 ÷ 7 =	0.0	<input type="checkbox"/>	<input type="checkbox"/>	QUIET	0.0 ÷ 7 =	0.0	<input type="checkbox"/>	<input type="checkbox"/>	IDEAL	0.0 ÷ 3 =	0.0	<input type="checkbox"/>	<input type="checkbox"/>	MULTIPLE	0.0 ÷ 3 =	0.0	<input type="checkbox"/>	<input type="checkbox"/>	MEMORY	0.0 ÷ 8 =	0.0	<input type="checkbox"/>	<input type="checkbox"/>	ATTENTION	0.0 ÷ 8 =	0.0	<input type="checkbox"/>	<input type="checkbox"/>	TOTAL	0.0 ÷ 36 =	0.0	<input type="checkbox"/>	<input type="checkbox"/>	<p>CHAPS Listening Condition Analysis: Transfer Average Condition Scores by entering "X" on graph (round 0.5 scores up to next decimal).</p> 				
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<p>INTERPRETATION OF TOTAL SCORE: PASS RANGE +36 to -11 AT-RISK RANGE -12 to -130</p> <p>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.</p>																																															

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