

SCAPD Teacher's Checklist

Child's Name: _____ School: _____ Teacher: _____
 Child's Date of Birth: _____ Age: _____ Speech-Language Pathologist _____
 Grade/Placement: _____ Current Date: _____

INSTRUCTIONS: Please identify difficulties you have noted when your student listens under the conditions below.
 Scoring: Noted (N), Not Noted (NN), or Do Not Know (DNK)

- | My student appears to have difficulties | <u>N</u> | <u>NN</u> | <u>DNK</u> |
|--|----------|-----------|------------|
| 1. following simple directions..... | 1. | _____ | _____ |
| 2. following complicated directions..... | 2. | _____ | _____ |
| 3. following delayed (to be carried out later) directions..... | 3. | _____ | _____ |
| 4. processing information in noise (to a greater degree than peers)..... | 4. | _____ | _____ |
| 5. maintaining auditory attention or focus..... | 5. | _____ | _____ |
| 6. writing to dictation..... | 6. | _____ | _____ |
| 7. spelling words that are spelled the way they sound (encoding)..... | 7. | _____ | _____ |
| 8. sounding out words (decoding)..... | 8. | _____ | _____ |
| 9. localizing sound sources..... | 9. | _____ | _____ |
| 10. discriminating differences between sounds (e.g., confusing <i>f</i> for <i>th</i>)..... | 10. | _____ | _____ |
| 11. understanding and/or using language..... | 11. | _____ | _____ |
| 12. categorizing or making associations..... | 12. | _____ | _____ |
| 13. performing auditory/visual/motor integration activities (e.g., writing while listening)..... | 13. | _____ | _____ |
| 14. learning through the auditory channel (prefers visual input)..... | 14. | _____ | _____ |
| 15. producing sounds correctly (articulation or phonology in writing)..... | 15. | _____ | _____ |
| 16. making sense of what is heard (auditory logic)..... | 16. | _____ | _____ |
| 17. recalling information from lengthy lectures or conversations..... | 17. | _____ | _____ |
| 18. making sound/symbol associations (verbal and/or nonverbal)..... | 18. | _____ | _____ |
| 19. inferring emotional status from speaker's tone of voice..... | 19. | _____ | _____ |
| 20. understanding abstractions or inferences..... | 20. | _____ | _____ |

In addition, my student appears...

- | | | | |
|---|-----|-------|-------|
| 21. to ask "What?" or say "Huh?" frequently..... | 21. | _____ | _____ |
| 22. to perform better when looking at the speaker's face..... | 22. | _____ | _____ |
| 23. to perform better in one-to-one settings..... | 23. | _____ | _____ |
| 24. to ask for frequent repetitions or clarifications of what is heard..... | 24. | _____ | _____ |
| 25. to exhibit poor auditory blending skills (e.g., <i>va-ca-tion/vacation</i> ; <i>cl-oud/cloud</i>)..... | 25. | _____ | _____ |
| 26. to have a poor memory span for numbers, words, sequences, and so on..... | 26. | _____ | _____ |
| 27. to have poor handwriting/writing skills..... | 27. | _____ | _____ |
| 28. to have difficulty understanding rapid auditory signals (e.g., rapid speech)..... | 28. | _____ | _____ |
| 29. to have very poor music skills (and/or inability to appreciate music in any form)..... | 29. | _____ | _____ |
| 30. to have particular difficulty understanding distorted speech (e.g., radio/static)..... | 30. | _____ | _____ |
| as compared to age-peers. | | | |

Response Totals:

Noted (N): _____ Not Noted (NN): _____ Do Not Know (DNK): _____

Is there other information that may be relevant (e.g., vision problems or overall effort made)?

