

# Auditory Processing Difficulties Checklist

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_

Parents: Phone: \_\_\_\_\_

Person Completing Checklist: \_\_\_\_\_

**Please place a checkmark before each item that is considered to be a concern by the observer  
(complete front side only):**

- Has a history of hearing loss.
- Has a history of ear infections.
- Does not pay attention (listen) to instruction 50% or more of the time.
- Does not listen carefully to directions; often necessary to repeat instructions.
- Says "huh" and "what" at least five or more times per day.
- Cannot attend to auditory stimuli for more than a few seconds.
- Has a short attention span: (If this item is checked, check appropriate time frame.)
  - 0-2 minutes
  - 5-15 minutes
  - 2-5 minutes
  - 15-30 minutes
- Daydreams, attention drifts, not with it at times.
- Is easily distracted by background sound(s).
- Has difficulty with phonics.
- Experiences problems with sound discrimination.
- Forgets what is said in a few minutes.
- Does not remember simple routine things from day to day.
- Displays problems recalling what was heard last week, month or year.
- Has difficulty recalling a sequence that has been heard.
- Experiences difficulty following auditory directions.
- Frequently misunderstands what is said.
- Does not comprehend many words—verbal concepts for age/grade level
- Learns poorly through the auditory channel.
- Has a language problem (morphology, syntax, vocabulary, phonology).
- Has an articulation (speech) problem.
- Cannot always relate what is heard to what is seen.
- Lacks motivation to learn.
- Displays slow or delayed response to verbal stimuli.
- Demonstrates below average performance in one or more academic areas.

Fisher's Auditory Problems Checklist covers the following components of auditory processing:

**Association**

**Attention**

**Attention Span**

**Auditory-Visual Integration**

**Closure**

**Comprehension**

**Discrimination**

**Figure-Ground**

**Identification**

**Localization**

**Long Term Memory**

**Motivation**

**Performance**

**Recognition**

**Sensitivity**

**Sequential Memory**

**Short Term Memory**

**Speech-Language Problems**

**Scoring:** For each numbered item **NOT** checked, add a **four percent credit**.

Number of items **NOT** checked: \_\_\_\_\_ x 4 = \_\_\_\_\_

Normative data grade score: \_\_\_\_\_

WNL: \_\_\_\_\_ Below Cut off Score: \_\_\_\_\_ SD below mean: \_\_\_\_\_

Normative Data for Fisher's Auditory Problems Checklist:

<b>Group</b>	<b>Approximate Age Range</b>	<b>Mean</b>
Kindergarten	Age 5.0 - 5.11	92%
First	Age 6.0 – 6.11	89.9%
Second	Age 7.0 – 7.11	87.0%
Third	Age 8.0 – 8.11	85.6%
Fourth	Age 9.0 – 9.11	85.9%
Fifth	Age 10.0 – 10.11	87.4%
Sixth	Age 11.0 – 11.11	80.0%
Total Group N=280		86.8%
<b>Cutoff Score Suggesting Need for Further Evaluation</b>		<b>72.0%</b>

SD = 18.2

One SD Below Group Mean 68.6%

Two SD Below Group Mean 50.4%

Three SD Below Group Mean 32.2%

**Items Assessing APD using Jack Katz's Classification:**

**DEC:** 5,10,11,17,18,21,24

**TFM:** 6,7,9,12

**ORG:** 15

**INT:** 22