

Anamnesis sheet for the recording of central auditory processing disorders (CAPD)

WG CAPD of the German Society of Phoniatics and Pediatric Audiology (DGPP); Status 12.9.2002

Name: _____ First name: _____ Date of birth: _____

Who filled the questionnaire? (please tick) _____ Date: _____

Mother Father Teacher Grandparents Others (please specify) _____

Pre-school (please tick) yes no, Type of school _____ Grade _____
 Class repeated yes no, if yes, which? _____

On the following two pages you will find statements about the behaviour of children. Please mark for each statement to what extent the described behaviour applies to the child. Please tick the respective column. Thank you!

1.	In conversations one-on-one, the child understands ...	without problems	with few problems	with many problems	with very many problems	I don't know
GQ1	... verbal requests					
GQ2	... if it cannot see the speaker (e. g. if it is addressed from behind)					
GQ3	... even without simultaneously visible aids (e. g. mouth picture, gestures)					
GQ4	... when spoken quickly					
GQ5	... when speech is slurred (muffled)					
GQ6	... when spoken softly					
GQ7	... verbal requests at the first time					

2.	The child can ...	without problems	with few problems	with many problems	with very many problems	I don't know
DI1	... repeat unknown words					
DI2	... distinguish words that sound similar in a conversation (e. g. house mouse, book look, box socks)					
DI3	... distinguish words that sound similar in a dictation (e. g. house mouse, book look, box socks)					
DI4	... differentiate between different noises (e. g. vacuum cleaner, food processor)?					

3.	The child can ...	without problems	with few problems	with many problems	with very many problems	I don't know
DH1	... identify the direction from which it is called					
DH2	... follow the direction of moving noises (e. g. passing cars)					
DH3	... identify warning noises (e. g. car horn)					
DH4	... in team sports, locate the shouts of other players					
DH5	... In a group discussion, identify the respective speakers					

4.	The child can ...	without problems	with few problems	with many problems	with very many problems	I don't know
SE1	... follow a conversation when two people speak at the same time					
SE2	... follow a conversation when (in a group) more than two people speak at the same time					
SE3	... follow a conversation when background noises (e. g. radio, music or street noise) are present					
SE4	... understand a speaker (teacher or classmate) despite increased noise level in the class					
SE5	... listen and understand during a car ride when sitting in the back					
SE6	... understand spoken words in reverberant rooms (church, gymnasium)					

5.	The child can ...	without problems	with few problems	with many problems	with very many problems	I don't know
ME1	... remember the words of children's songs, short rhymes, finger games, or poems					
ME2	... learn texts or poems by heart					
ME3	... retell the content of a text it has heard (e. g. a story read aloud, the description of some event)					
ME4	... remember verbal requests					
ME5	... clap rhythms or songs it has heard					
ME6	... write dictations without missing words					
ME7	... sing simple melodies it has heard					
ME8	... write dictations by ear					
ME9	... remember the content of longer sentences					

6.	The child feels about ...	positive	indifferent	unpleasant	very unpleasant	I don't know
NO1	... loud noises					
NO2	... intense noise at school, kindergarten, at family events					
NO3	... shrill noises					
NO4	... certain noises			Which ones?	Which ones?	

For the evaluator:

GQ: "General Questions"

DH: "Directional Hearing"

ME: "Auditive Memory"

DI: "Auditive Discrimination"

SE: "Selection ability/hearing in noise"

NO: "Noise hypersensitivity"

Modality-specific indications of a central auditory processing disorder can only be taken from this questionnaire based on an appropriate pre-diagnosis (at least audiogram, detailed intelligence profile)!