

**Delaware Program for Deafblind Children
Functional Central Auditory Processing Assessment**

Student: _____ DOB: _____ Age: _____

Assessed By: _____ Testing Date: _____

History:

Sound Awareness:

- Preferences / aversions to sounds, toys, music:

- Preferences / aversions to voices:

- Does child startle or cry to any sounds:

- Best position(s) for listening:

- Best sound level / activity level in the environment for listening:

- Responds to a variety of sounds (decibels?):

- Does the child respond to voice intonation?

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Sound Patterns:

- Favorite rhymes, songs, sound toys:

- Does child create any sound patterns:

- Does child recognize specific words:

- Does child respond to his / her name:

- Does child respond to phrases within familiar routines:

- How does child respond to any familiar routine sounds:

Latency:

- How long does it take for child to notice sounds / voices:

- When child is tired or irritable, how does this influence response to sound:

- How much repetition is needed with a sound toy before child responds:

- How much repetition is needed for child to understand verbal information:

- Does child sustain attention to communicative exchanges within familiar / unfamiliar routines:

- With familiar / unfamiliar adults:

- Within familiar / unfamiliar environments:

Localization:

- Does child turn to direction of sound:

- How close does sound need to be for child to localize:

- How does sound level in the room influence responses:

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- Best side and distance for listening:

- Does child look at you when you are interacting:

Complexity:

- Can child attend to sound toy and voice:

- Can child attend to sound toy with visual novelty:

- Can child attend to voice interaction with other hearing thing going on in the area:

- Does child respond to a sequence of sounds / verbal information demonstrating memory for the sequence:

- Does child follow simple directions:

- Is child able to sustain focus on verbal information to transition between familiar routines:

Novelty:

- Does child alert to sound change:

- Does child have favorite sounds:

- Does child want a specific sound repeatedly and becomes irritable without it:

- Does child enjoy new sound toys:

- Does child have specific sounds to hear over and over:

- Does child have strong preferences for specific toys, music:

- Does child respond differently to voices of strangers:

Distance:

- How does child respond to sounds / voices at near:

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- At 3 feet and beyond:

- At 6 feet and beyond:

Reflexes:

- Does child alert to / turn to new or interesting sound:

- Does child startle to novel sounds / routine sounds:

Vocalizations:

- Does child vocalize to get attention, express emotion, make requests:

- Does child play with voice intonation and multiple sounds:

- Does child imitate sound play or imitate from TV, recordings:

Recommendations:
