

Teacher Evaluation of Auditory Performance (TEAP)

Please rate this child's behaviour compared to other children of similar age and background.

SECTION A. RESPONSE CHOICES

less difficulty +1
same amount of difficulty 0
slightly more difficulty -1
more difficulty -2
considerably more difficulty..... -3
significantly more difficulty -4
cannot function at all..... -5

Scoring:

For Questions B1-B6, score Yes as 0, score No as 1. Add the scores for Questions A1-A4 to the scores for Questions B1-B6.

Total scores of 6 and above indicate average or better ability. Scores below 6 are suggestive of listening difficulties.

- A1. If listening in a room where there is background noise such as others talking, children playing etc., this child has difficulty hearing and understanding +1 0 -1 -2 -3 -4 -5
- A2. If listening in a quiet room (others may be present, but are being quiet), this child has difficulty hearing and understanding +1 0 -1 -2 -3 -4 -5
- A3. When listening in ideal conditions (quiet room, no distractions, face-to-face, good eye contact) this child has difficulty hearing and understanding +1 0 -1 -2 -3 -4 -5
- A4. This child has difficulty following multistage oral instructions +1 0 -1 -2 -3 -4 -5

SECTION B. Please circle YES or NO

- B1. This child appears to have trouble picking up new spoken information and may require several repetitions in order to understand the material YES / NO
- B2. This child frequently requires visual cues to help understand the curriculum, in addition to auditory information YES / NO
- B3. This child has difficulty recalling auditory information, compared to other children YES / NO
- B4. The child displays difficulty formulating or generating expressive language, and/or displays inappropriate use of language YES / NO

If YES, please explain: _____

- B5. The child displays language problems (evidenced in the usage of inappropriate "wh" questions, pronouns, word order, possessiveness, verb tenses) YES / NO

If YES, please explain: _____

- B6. The child displays problems with articulation (phonology) consisting of substitutions, distortions, or omissions of sounds in words (especially when producing words that sound similar) YES / NO

If YES, please explain: _____

Appendix 3: New Zealand Guidelines on Auditory Processing Disorder

Adapted from questionnaires by Sanger et al. (1987) & Smoski et al. (1992) – see Purdy, S.C., Kelly, A.S., & Davies, M.G. (2002). Auditory brainstem response, middle latency response, and late cortical evoked potentials in children with learning disabilities. *Journal of the American Academy of Audiology*, (13) 367-382.