

## Central Auditory Processing Evaluation (CAPD) Intake Paperwork

Thank you for your interest in the ASU Speech & Hearing Clinic. This packet provides information about the diagnosis of central auditory processing disorders as well as our clinic procedures for requesting an evaluation of your or your child's auditory processing abilities.

### DEFINITION OF CAPD

"Auditory processing" is the ability to perceive, recognize, and understand auditory information. It can be described as "what the brain does with what the ears hear" (Katz, 1994). Because the central nervous system is involved, the term "central auditory processing" is often used. People with a central auditory processing disorder (CAPD) may have difficulty understanding speech in noisy situations, following complex directions, or hearing the difference between words that sound similar.

CAPD is sometimes confused with other disorders that affect a person's ability to attend to, understand, and remember auditory information. For example, individuals with autism, attention deficit, intellectual disability, or a language disorder often demonstrate difficulty understanding auditory information. In these cases, the more global deficit may be the cause of the difficulties, rather than disordered auditory neural processing. CAPD is strictly an auditory deficit that is not the result of other sensory, cognitive, language, or attention disorders (ASHA, 2004).

**If the patient has a condition that could interfere with completion of CAPD assessments, we may determine you may not be eligible for CAPD testing.** These conditions include: attention deficit disorder (with or without hyperactivity), autism spectrum disorder, hearing impairment, intellectual or cognitive disability, or a speech-language disorder. In these instances, it is very difficult to determine whether test results suggesting CAPD are truly due to a problem with auditory processing, or whether they result from other disabilities.

### CLINIC EVALUATION PROCESS

The goal of the CAPD Evaluation Program is to ensure that the patient receives a careful and thorough examination of the complex set of abilities and skills that contribute to auditory processing. Due to the interdisciplinary nature of this approach, it is necessary to allow 6 - 12 weeks from the time of the initial appointment to completion of the final report and consultation. It may take longer if you need to pursue additional evaluations at other facilities.

To determine whether CAPD testing would benefit the patient, we need to obtain information about their cognitive abilities, academic achievement, social/emotional functioning, language skills, and hearing. This information is obtained by an interdisciplinary team that completes hearing, speech-language, and psychological evaluations. Results from these evaluations will help us establish the patient's need for, and ability to participate in, a CAPD evaluation. If we determine that the patient is not eligible for CAPD testing, our team will discuss with you other options for addressing the patient's needs. **Please note that the minimum age for a central auditory processing disorder evaluation is 7 years.**

An extensive list of documentation is required. Please gather all supporting documents and contact the Clinic for a secure email link. You are also welcome to mail via USPS to PO Box 870102, Attn: CAPD Evaluation Team, Tempe, AZ 85287; Fax records to 480-965-0076.

*The CAPD eligibility and evaluation process involves several steps, outlined below.*

#### 1. Complete a hearing evaluation

- a. Hearing evaluations may be completed at the ASU Speech and Hearing Clinic. The hearing evaluation consists of the following tests: pure tone air & bone conduction, tympanometry, ipsilateral and contralateral acoustic reflex thresholds, speech recognition threshold, speech recognition measures in quiet, and otoacoustic emissions. The evaluation should be completed within the last 12 months. If you have records from another facility, you may submit them for the document review, however additional testing through our clinic may be required. If no additional testing is needed, you may be charged a CAPD intake charge of \$80.

**Speech and Hearing Clinic**

**2. Complete a speech-language evaluation**

- a. A speech-language evaluation addresses the patient's understanding and use of oral and written language skills, and any other areas of concern related to communication. The evaluation may be completed at the ASU Speech and Hearing Clinic no more than 12 months prior to the CAPD evaluation. If you have records from another facility or school district, please submit them for review. The report must include scores from: an articulation assessment, expressive and receptive oral language assessments, reading and writing assessments, and phonological processing. However, additional testing through our clinic may be required.

**3. Complete a neuropsychological evaluation**

- b. The completed evaluation report must be dated within the past 12 months. The report should address intellectual abilities, attention skills, learning, memory, visual-spatial skills, visual-motor integration, motor coordination, and executive function skills, such as organization and planning. Academic achievement, social/emotional functioning, and any other relevant concerns should also be addressed. An evaluation is available through several local private practitioners. Some school districts may be able to provide some of the assessments through the special education department. There is often a wait list for neuropsychological evaluations, so please schedule this testing as soon as you can.

**4. Submit supporting documentation:**

- c. In order to gain a comprehensive understanding of the patient, including their strengths and areas of concerns, we require supporting documentation:
  - i. CAPD Case History questionnaire, completed by parent or guardian
  - ii. SIFTER (Screening Instrument for Targeting Educational Risk), completed by classroom teacher(s)
  - iii. CHAPS (Children's Auditory Performance Scale), completed by parent(s)
  - iv. Multidisciplinary Evaluation Team (MET) report, if applicable
  - v. Individualized Education Plan/Program (IEP), if applicable
  - vi. 504 Plan, if applicable
  - vii. Any other documentation you believe is relevant to determining eligibility for CAPD testing

**5. Submit payment for professional services to determine candidacy:**

- d. **Once all supporting documents are submitted, please contact the Clinic to submit payment of \$400** for non-billable professional services. The CAPD evaluation team will review all documentation to determine if your child is a candidate for a CAPD evaluation. Document review is not a guarantee of eligibility for CAPD evaluation. This service fee also includes the consultation appointment following the evaluation. If it is determined the patient is not a candidate, you will be notified in writing and provided a refund of \$160.
- e. If you would like to schedule a consultation to discuss why your child is not eligible and potential next steps, there will be a \$160 charge.

**6. If determined to be a candidate, the Clinic will contact you to schedule a CAPD Evaluation**

- f. Once reports from all preliminary evaluations and service fees have been received, the team will determine if a CAPD evaluation would be appropriate for the patient. The Clinic will contact you to schedule the CAPD testing appointment. This appointment can take up to 2 hours.

**7. Schedule a CAPD Consultation Appointment**

- g. **Please allow at least 4 weeks for completion of the final report and scheduling of the consultation.** Once the CAPD evaluation has been completed, a separate consultation will be scheduled with you to review results and discuss recommendations for follow-up. Recommendations may include additional testing, classroom/home-based accommodations, self-advocacy and compensatory strategies, auditory training or speech-language therapy. If the patient is identified as having CAPD, recommendations are based on the patient's individual profile of strength and need areas.

**References**

- Katz, J., & Wilde, L. (1994). Auditory processing disorder. In J. Katz (Ed.), Handbook of Clinical Audiology (pp. 490-502). Baltimore: Williams & Wilkins.
- American Speech Language Hearing Association (ASHA) (2004). Understanding Auditory Processing Disorders in Children. Accessed 1/1/2016 from <http://www.asha.org/public/hearing/Understanding-Auditory-Processing-Disorders-in-Children/>
- American Academy of Audiology (AAA) (2010). Clinical Practice Guidelines: Diagnosis, Treatment, and Management of Children and Adults with Central Auditory Processing Disorder. Accessed 1/1/2016 from: [http://audiologyweb.s3.amazonaws.com/migrated/CAPD%20Guidelines%208-2010.pdf\\_539952af956c79.73897613.pdf](http://audiologyweb.s3.amazonaws.com/migrated/CAPD%20Guidelines%208-2010.pdf_539952af956c79.73897613.pdf)