

# DCSD CAPD EVALUATION PROCESS

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# Refinement of the Process to Evaluate for CAPD

- Began to refine the process in Fall of 2012
- Changes have been ongoing since
- Will continue to be reviewed and tweaked for the foreseeable future
- Today we will review the “current state”

# Rationale for Changes

- Need for current/valid assessment
- Evoked potential equipment unattainable
- Resource constraints related to volume of referrals and time required to complete evaluation/need for screening
- Need for a process that considers comorbidity
- Need for a process that allows for identification of authentic interventions

# DCSD Forms

- [DCSD CAPD Google Site](#)
- [DCSD Referral Form](#)
- [Classroom Performance Impact Questionnaire](#)

# Classroom Performance Impact Questionnaire

- The CPIQ is a checklist used to gather information about an array of skills.
  - including academic, communicative, and social emotional skills
  - targeted emphasis on listening/auditory skills across settings and executive function skills
- The CPIQ provides information useful in identifying next steps.
  - additional data collection
  - additional assessments
  - referrals to other professionals
  - interventions

# Information Required From School Team

- SCAN-3 Results
- CPIQ Feedback
- Cognitive Assessment Scores
- Language Assessment Scores
- Articulation Assessment Scores
- Communication Rating Scale
- Time-on-task Observation Data

# The Role Of The SCAN-3 In Our Process

- The SCAN-3 was collaboratively identified as the auditory processing disorders assessment to be used in the first stages of the referral process.
- School based SLPs administer the SCAN-3 screening battery to the student for whom they are considering making a referral.
- If the student does not pass the screening, the full battery is administered by the SLP.

# Education and Collaboration is Key

- SLPs
  - Comorbidity with language disorders
  - Interventionists
- Psychologists
  - Comorbidity with ADHD and Executive Dysfunction
  - Global processing abilities
- Administrators
  - Resource allocation
  - Meeting student needs



# Information Provided To School Team

Varies by referral, but may include:

- Hearing Evaluation
- Functional Listening Evaluation
- Differential Screening Test for Processing
- Auditory Skills Assessment
- Acoustic Pioneer Diagnostic
- Auditory Continuous Performance Test

Full report encompassing the entire process' data, test results, conclusions, and recommendations

# Impact of Changes to the Process on our System

- Increased quality of referrals
- More complete data sets
- Authentic, collaborative recommendations/interventions
- Happy families
- More efficient use of resources

# Questions?