

Categories of Auditory Performance (CAP) II

	Categories	Tick Date Achieved
0.	<p>No Awareness of environmental sounds or voice <i>No observations of any functional awareness/detection of or responses to environmental sounds or voice at any time. The professional has not been given any report of such awareness.</i></p>	
1.	<p>Awareness of environmental sounds <i>Spontaneous or elicited reaction to at least five different environmental sounds observed in the home or wider environment. Reports given by others can be taken into account but the ICTOD must have witnessed some reactions. Musical and percussion sounds can be included.</i></p>	
2.	<p>Response to speech sounds <i>CYP is observed responding to any speech sound or voice eg “Go” Any response is acceptable eg pausing during an activity, looking at conversation partner and smiling, or looking around, providing it is clearly a response to the sound made. The CYP can also demonstrate this by carrying out an action to a speech signal given at normal conversational speech level from 0.5 to 1.5 metres</i></p>	
3.	<p>Identification of environmental sounds <i>CYP is consistently able to identify at least 5 sounds, eg a doorbell, telephone, dog barking in the everyday environment. This means that they make a consistent and specific response to each particular sound, eg going to the door when the doorbell rings, getting a baby doll to the sound of a baby crying.</i></p>	
4.	<p>Discrimination of speech sounds without lipreading <i>CYP is reliably able to discriminate between at least two speech sounds. These sounds do not need to be the Ling sounds. Also, eg for a young child, this may be observed whilst looking at a book, they may imitate animal sounds made by an adult- “sssss for snake”.</i></p>	
5.	<p>Understanding of common phrases without lipreading <i>Understands simple familiar phrases or commands in known contexts eg “open the door”, “push the car”, “it’s bath time”, “say bye bye”, “kiss mummy”. CYP may be able to point to a picture in a book. An older child may be able to complete a closed set activity.</i></p>	
6.	<p>Understanding of conversation without lipreading <i>CYP is able to have a simple/age appropriate conversation without being reliant on lipreading or numerous repetitions of conversational partner. A developmentally older CYP will be able to carry out Connected Discourse Tracking, (DeFillipo and Scott 1978)</i></p>	

7.	<p>Use of telephone with known speaker <i>Can understand and respond to spontaneous conversation on the phone with a known/familiar speaker on an unprepared topic, with little repetition and without breakdown. Must be able to answer age appropriate questions without the conversation breaking down. Eg "Where's daddy?"; "What are you doing?"</i></p>	
8.	<p>Follows group conversation in a reverberant room or where there is some interfering noise, such as classroom or restaurant. <i>Can understand and follow the conversation/discussion of a group of up to 6 people in either reverberant conditions or interfering background noise without breakdown and with little repetition; does not require support by communication assistant, parent or other adult. Could be lipreading having identified who is speaking.</i></p>	
9.	<p>Use of telephone with an unknown speaker in unpredictable context. <i>Can understand and hold a spontaneous conversation on the phone with an unknown speaker on an unprepared topic, with little repetition and without breakdown. Must be able to answer age-appropriate questions without the conversation breaking down.</i></p>	

Taken from Nottingham Early Assessment Package (NEAP) and SCIC Cochlear Implant Program.