



Comparison of the Auditory Processing Domains (APDQ) and Evaluation of Children's Listening and Processing Skills (ECLiPS) Questionnaires

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INTRODUCTION

Up to 7 percent of all school age children suffer from issues with auditory processing of information. These children cannot process what they hear in the same way as other children. Auditory Processing Disorder (APD) symptoms often overlap with other diagnoses such as ADHD, learning disabilities or language disorders. Parents and teachers who work/interact with these children on a daily basis are asked to complete questionnaires to help identify difficulties. These questionnaires are designed to help guide the therapist in determining if the behavior is auditory processing, language, social or global development in nature.

AIM

Our aim was to determine which parent questionnaire aligned most closely with the patient's clinical diagnosis on the variables of APD, ADHD, Non-Specific Learning Disability and Language Disorder as well as final diagnosis.

MATERIAL & METHOD

Both the APDQ and the ECLiPS were administered to parents for 40 children evaluated at Rady Children's Hospital between July 2018 and July 2019. The data was analyzed retrospectively in order to identify which questionnaire most closely correlated with the final patient diagnosis in an attempt to identify which questionnaire our team would employ with our patient's families.

For each condition shown in Fig. 1, the following sub-scale findings were compared to a clinical diagnosis.

APD:

- APDQ = AP Score and/or ATT-AP >+2 with AP score < 5% and Language score > greater than 3%
- ECLiPS = Low Speech and Auditory Processing

ADHD:

- APDQ = ATT and/or ATT-AP, -10 and ATT <10% and language score > 3%
- ECLiPS = Low Listening subscale

Non-Specific:

- APDQ = ATT & AP < 10% and Language score <3%
- ECLiPS = Low sub-scores on all five variables

Language:

- APDQ = Low Language Score
- ECLiPS = Language/Literacy/Laterality (LLL)

CONCLUSIONS

- Our findings suggest parents observations, as documented on the APDQ are up to 88% consistent with final diagnosis, assisting in validateing parental concerns when forming a child's treatment plan.
- Neither the ECLiPS or APDQ current data scoring programs are easy to use.
- The ECLiPS is very ambiguous in making distinctions between ADHD and APD.
- Parents preferred the APDQ over the ECLiPS.

REFERENCES

- Barry, J.G., Tomlin, D., Moore, D.R., & Dillon, H. (2015). Use of Questionnaire-Based Measures in the Assessment of Listening Difficulties in School-Aged Children. *Ear and Hearing*, Nov-Dec 36(6), 300-13.
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Consistency of Questionnaire Results and Clinical Diagnosis

