



DEFINITION OF CODES
SPEECH, LANGUAGE AND HEARING EXAMINATION
FORM PS 10-17 CARD 1110

<u>FIELD</u>		<u>CARD COLUMNS</u>
1.	<u>Card Number</u> Code: 1	1
2.	<u>Form Number</u> Code: 110	2-3
3.	<u>Revision Number *</u> Code: 0 - Form Dated: 1/63 1 - Form Dated: Rev. 4/64	5
4.	<u>WNLB Number</u> Item 1 Nine-digit number for Patient Identification Code: As given	6-14
5.	<u>Age</u> PS-17, Item 4 Code: 1 - Less than 2 years 10 months 16 days 2 - Between 2 years 10 months 16 days and 3 years 2 months 15 days 3 - More than 3 years 2 months 15 days 9 - Unknown	15
6.	<u>Sex</u> PS-17, Item 5 Code: 1 - Male 2 - Female	16
7.	<u>Race</u> PS-17, Item 6 Code: 1 - White 2 - Negro 3 - Oriental 4 - Puerto Rican 5 - Other 9 - Unknown	17

* Unless specified, Field, Codes and Card Columns refer to
Form Dated: 1/63. Item numbers refer to Form Dated: Rev. 4/64

DEFINITION OF CODES (Continued)

FORM PS-10-1
and 17
Card 1110

FIELD

CARD
COLUMN

8. Examiner
PS-17, Item 7
See Attachment "Examiner" page PS 10-17 - 16

18-19

FINAL SUMMARY OF TEST PERFORMANCE

- | | | |
|-----|--|----|
| 9. | <u>Language Reception</u>
PS-17, Item 9
Code: 0 - Normal
1 - Suspect
2 - Abnormal
9 - Unknown | 20 |
| 10. | <u>Language Expression</u>
PS-17, Item 10
Code: Same as in Field 9 | 21 |
| 11. | <u>Hearing</u>
PS-17, Item 11
Code: Same as in Field 9 | 22 |
| 12. | <u>Speech Mechanism</u>
PS-17, Item 12
Code: Same as in Field 9 | 23 |
| 13. | <u>Speech Production</u>
PS-17, Item 13
Code: Same as in Field 9 | 24 |
| 14. | <u>Global Scoring</u>
PS-17, Item 14
Code: Same as in Field 9 | 25 |
| 15. | <u>Auditory Memory - 2 Digit</u>
PS-17, Item 15
Code: 0 - Fail
1 - Pass
2 - No response
9 - Unknown | 26 |
| 16. | <u>Auditory Memory - 3 Digit</u>
PS-17, Item 16
Code: Same as in Field 15 | 27 |

DEFINITION OF CODES (Continued)

FORM PS-10-11
Rev. 17
Date 11-10

<u>FIELD</u>		<u>CARD COLUMN</u>
17.	<u>Auditory Memory - 2 Syllables</u> PS-17, Item 15 Code: Same as in Field 15	28
18.	<u>Auditory Memory - 3 Syllables</u> PS-17, Item 15 Code: Same as in Field 15	29
19.	<u>Adequacy</u> PS-17, Item 15 Code: 0 - Adequate 1 - Inadequate 9 - Unknown	30
20.	<u>Referral</u> PS-17, Item 17 Code: 0 - No referral indicated 1 - Referred for further professional examination 9 - Unknown	31
21.	<u>Language Used</u> Code: 0 - English 1 - Spanish 2 - Combination of codes 0 and 1 9 - Not tested in English or Spanish	32

LANGUAGE ADAPTATION

22.	<u>Verbal Comprehension: Identification of Familiar Objects</u> PS-10, Item 3 (1) Code: 0 - Fail 1 - Pass 9 - Unknown or not administered	33
23.	<u>Verbal Comprehension: Understanding Action Words</u> PS-10, Item 3 (2) Code: Same as in Field 22	34

DEFINITION OF CODES (Continued)

FORM PS-10-1A as
17
Date 11/89

PS-10

PS-10
COLUMN

- | | | |
|-----|--|----|
| 24. | <u>Verbal Comprehension: Understanding Stage Relationships</u>
PS-10, Item 9 (3)
Code: Same as in Field 22 | 35 |
| 25. | <u>Non-Verbal Comprehension: Word and Picture Identification</u>
PS-10, Item 12 (1)
Code: 0 - Failed
1 - Pass
3 - Item not administered, previous item(s) passed
9 - Not administered | 36 |
| 26. | <u>Non-Verbal Comprehension: Word and Object Identification</u>
PS-10, Item 13 (2)
Code: Same as in Field 25 | 37 |
| 27. | <u>Non-Verbal Comprehension: Pantomime and Object Identification</u>
PS-10, Item 14 (3)
Code: Same as in Field 25 | 38 |
| 28. | <u>Non-Verbal Comprehension: Matching Object to Picture</u>
PS-10, Item 15 (4)
Code: Same as in Field 25 | 39 |

LANGUAGE EXPRESSION

- | | | |
|-----|--|----|
| 29. | <u>Verbal Expression: Naming Objects</u>
PS-11, Item 9 (1)
Code: 0 - Failed
1 - Pass
9 - Unknown | 40 |
| 30. | <u>Verbal Expression: Sentence Length</u>
PS-11, Item 9 (2)
Code: Same as in Field 29 | 41 |
| 31. | <u>Verbal Expression: Sentence Structure</u>
PS-11, Item 9 (3)
Code: Same as in Field 29 | 42 |
| 32. | <u>Verbal Expression: Relevance</u>
PS-11, Item 9 (3)
Code: Same as in Field 29 | 43 |

DEFINITION OF CODES (Continued)

FORM PS-10-11 and
17
Card 1110

FIELD

CAED
COMMENT

33. Verbal Expression: Word Order 15
PS-11, Item 9 (2)
Code: Same as in Field 29
34. Verbal Expression: Use of Prepositions 15
PS-11, Item 9 (3)
Code: Same as in Field 29
35. Verbal Expression: Summary Item Score 16
PS-11, Item 9 (2)
Code: Same as in Field 29
36. Non-Verbal Expression: Identification of Pictures 17
Through Pantomime
PS-11, Item 11 (1)
Code: 0 - Fail
1 - Pass (named)
2 - Pass (pantomime)
6 - Item not administered, previous
item(s) passed
9 - Not administered
37. Non-Verbal Expression: Identification of Objects 16
Through Pantomime
PS-11, Item 11 (2)
Code: Same as in Field 36

AUDITORY MEMORY

38. Recall: 2 Digits 19
PS-12, Item 9 (1)
Code: 0 - Fail
1 - Pass
2 - No response
9 - Not administered
39. Recall: 3 Digits 50
PS-12, Item 9 (2)
Code: Same as in Field 38
40. Recall: 2 Syllables 51
PS-12, Item 10 (1)
Code: Same as in Field 38

DEFINITION OF CODES (Continued)

FORM PS-10-11
REV 17
OASD 1110

FIELD

OASD
COMMENT

41. Recall: 3 Syllables
PS-12, Item 15 (3)
Code: Same as in Field 38

READING TEST - SPOKEN WORD TEST

52
42. Verbal: Meter Setting H1-List I
PS-13, Item 9 (1)
Code: 0 - Fail
1 - Pass
9 - Test not administered

53
43. Verbal: Meter Setting H1-List II
PS-13, Item 9 (2)
Code: 0 - Fail
1 - Pass
7 - Item not administered, previous item(s)
called
8 - Item not administered, previous item(s)
passed
9 - Test not administered

54
44. Verbal: Meter Setting I1-List III
PS-13, Item 9 (3)
Code: Same as in Field 43

55
45. Verbal: Meter Setting I1-List IV
PS-13, Item 9 (4)
Code: Same as in Field 43

56
46. Non-Verbal: Meter Setting H1-List V
PS-13, Item 9 (5)
Code: Same as in Field 43

57
47. Non-Verbal: Meter Setting H1-List VI
PS-13, Item 9 (6)
Code: Same as in Field 43

58
48. Non-Verbal: Meter Setting I1-List VII
PS-13, Item 9 (7)
Code: Same as in Field 43

59

FIELD

CARD
SOURCE

49. Non-Verbal: Motor Setting Lo-List: VIII
PS-13, Item 9 (5)
Code: Same as in Field 43

60

50. Summary Total Score
PS-13, Item 14
Code: 0 - Fail
1 - Pass
9 - Not administered, unknown

61

HEARING TEST - PURE TONE SCREEN

51. Summary Score: Right Ear
PS-13, Item 31
Code: 0 - Fail
1 - Pass
9 - Test not administered

62

52. Summary Score: Left Ear
PS-13, Item 31
Code: Same as in Field 51

63

SPEECH MECHANISM

53. Recession
PS-14, Item 9 (1A)
Code: 1 - Pass
2 - Pass with grimace
3 - Pass with tremor
4 - Pulls to left
5 - Pulls to right
6 - Does not succeed in retracting
8 - Other
9 - Not examined

64

54. Protrusion
PS-14, Item 9 (1B)
Code: 1 - Pass
2 - Pass with grimace
3 - Pass with tremor
4 - Deviates to left
5 - Deviates to right
6 - Does not succeed in protruding
8 - Other
9 - Not examined

65

DEFINITION OF CODES (Continued)

FORM PS 10-17
 Form 1111

FIELD

CARD
COLUMN

55. Test: Mid-Line Protrusion
PS-14, Item 9 (2A)
 Code: 1 - Pass
 2 - Pass with Head movement
 3 - Pass with Tremor
 4 - Deviates to Left
 5 - Deviates to Right
 6 - Does not succeed in Protruding
 7 - Other
 9 - Not examined 66
56. Test: Lateral Protrusion
PS-14, Item 9 (2B)
 Code: 1 - Pass
 2 - Pass with Grinace
 3 - Pass with Tremor
 4 - Head moves to same side
 5 - Inaudible moves with Tongue
 6 - Does not succeed in Lateral Protrusion
 7 - Other
 9 - Not Examined 67
57. Test: Elevation
PS-14, Item 9 (2C)
 Code: 1 - Pass
 2 - Pass with Head Movement
 3 - Pass with Tremor
 4 - Does not succeed in Elevation
 5 - Other
 9 - Not Examined 68
58. Soft Palate: Elevation
PS-14, Item 9 (3A)
 Code: 1 - Pass
 2 - Limited Mobility
 3 - Asymmetrical Elevation
 4 - Cleft, Repaired or Unrepaired
 5 - Limited Motility and Cleft, Repaired or unrepaired
 6 - Asymmetrical Elevation and Cleft, repaired or unrepaired
 7 - Limited Motility and Asymmetrical Elevation
 8 - Other
 9 - Not Examined 69

DEFINITION OF CODES (Continued)

FORM FS 10-17
Date 11-11-48

FIELD

CARD
COLUMN

59. Diadochokinesis: Lips
FS-14, Item 3 (44)
Code: 1 - Pass
2 - Unsustained
3 - Other
4 - Not Examined

70

60. Diadochokinesis: Tongue
FS-14, Item 3 (43)
Code: Same as in Field 59

71

DEFINITION OF CODES (Continued)

FORM PS 10-17
Rev. 1-1-60

FIELD

CARD
COLUMN

1. Card Number
Code: 1

1

2. Basic Data
Code: Same as in cols. 2-32 of Card 1

2-32

SPEECH PRODUCTION

3. Voice: Pitch
PS-17, Item 9 (1)
Code: 1 - Adequate
2 - Unusual fluctuations
3 - Too high
4 - Too low
5 - Monotone
6 - Combination of codes
7 - Other
8 - Examination not administered

33

4. Voice: Loudness
PS-17, Item 9 (2)
Code: 1 - Adequate
2 - Too soft
3 - Too loud
4 - Unusual fluctuation
5 - Unusual fluctuations and too loud
6 - Other
7 - Examination not administered

34

5. Voice: Quality
PS-17, Item 9 (3)
Code: 1 - Adequate
2 - Hypernasal
3 - Hyponasal
4 - Hoarseness
5 - Hyponasal and Hoarseness
6 - Hypernasal and Hoarseness
7 - Other
8 - Examination not administered

35

6. Voice: Summary Score
PS-17, Item 9
Code: 0 - Normal
1 - Suspect
2 - Abnormal
3 - Examination not administered

36

DEFINITION OF CODES (Continued)

FORM PS 10-17
Rev. 11-50

FIELD

CARD
COLUMN

7.	<u>Articulation: Initial Consonants</u> PS-17, Item 15 Code: 0 - Normal 1 - Suspect 2 - Abnormal 9 - Examination not administered	37
8.	<u>Articulation: Final Consonants</u> PS-17, Item 15 Code: Same as in Field 7	38
9.	<u>Articulation: Vowels and Diphthongs</u> PS-17, Item 15 Code: Same as in Field 7	39
10.	<u>Articulation: Summary Score</u> PS-17, Item 15 Code: Same as in Field 7	40
11.	<u>Intelligibility of Speech</u> PS-17, Item 15 Code: 1 - No Difficulty 2 - Some Difficulty 3 - Considerable Difficulty 4 - Verbalized but Unintelligible 5 - No speech 6 - Other 9 - Unknown Note: If "1" or "9" then cols. 42-43 = 0's	41
12.	<u>Summary Evaluation: Rhythm</u> PS-17, Item 15 If Field 11 is coded 2, 3, 4, or 5, code applies to deficiencies noted: Code: 0 - Absent 1 - Present 3 - Not applicable 9 - Examination not administered or unknown	42
13.	<u>Summary Evaluation: Rate</u> PS-17, Item 15 Code: Same as in Field 12	43
14.	<u>Summary Evaluation: Loudness</u> PS-17, Item 15 Code: Same as in Field 12	44

DEFINITION OF CODES (Continued)

FORM PS 10-1
Rev. 2-51

FIELD

CARD
NUMBER

- | | | |
|-----|--|----|
| 15. | <u>Summary Evaluation: Pitch</u>
PS-15, Item 15
Code: Same as in Field 12 | 45 |
| 16. | <u>Summary Evaluation: Quality</u>
PS-15, Item 15
Code: Same as in Field 12 | 46 |
| 17. | <u>Summary Evaluation: Stress</u>
PS-15, Item 15
Code: Same as in Field 12 | 47 |
| 18. | <u>Summary Evaluation: Articulation</u>
PS-15, Item 15
Code: Same as in Field 12 | 48 |
| 19. | <u>Summary Evaluation: Other</u>
PS-15, Item 15
Code: Same as in Field 12 | 49 |
| 20. | <u>Summary Score</u>
PS-15, Item 15
Code: 0 - Normal
1 - Suspect
2 - Abnormal
9 - Examination not administered, unknown | 50 |
| 21. | <u>Fluency: Clonus (Rev. "C")</u>
<u>Exaggerated Events Rev. "C"</u>
PS-15, Item 15
Code for Rev. C: Same as in Field 12
Code for Rev. C:
0 - None
1 - Some observed
2 - Many observed
9 - Unknown | 51 |
| 22. | <u>Fluency: Tonus (Rev. "C")</u>
<u>Exaggerated Events Rev. "C"</u>
PS-15, Item 15
Code for Rev. C: Same as in Field 12
Code for Rev. C:
0 - None
1 - Some observed
2 - Many observed
9 - Unknown | 52 |

FIELDCARD
COLONY

23. Finchery: Summary
Form 23
Note: Same as in Field 20

32

ADDITIONAL OBSERVATIONS

24. Observable Physical Anomalies: Head
PS-11, Form 10 (1)
Code: 0 - None
1 - Excessively Small
2 - Excessively Large
3 - Peculiar Shape
4 - Combination of codes 1 and 2
5 - Combination of codes 1 and 3
6 - Other
9 - Not observed, unknown

34

25. Observable Physical Anomalies: Face
PS-11, Form 10 (2)
Code: 0 - None
1 - Asymmetry
2 - Mask-like
3 - Grinaces
4 - Tics
5 - Other
9 - Not observed, unknown

35

26. Observable Physical Anomalies: Ears
PS-11, Form 10 (3)
Code: 0 - None
1 - Atresia
2 - Other
9 - Not observed, unknown

36

27. Observable Physical Anomalies: Eyes
PS-11, Form 10 (4)
Code: 0 - None
1 - Strabismus
2 - Nystagmus
3 - Combination of codes 1 and 2
4 - Combination of codes 1 and 3
5 - Combination of codes 2 and 3
6 - Other
9 - Not observed, unknown

37

DEFINITION OF CODES (Continued)

FORM PS-15-17
 Part 2110

FIELD

CARD
COLUMN

28. Observable Physical Anomalies: Mouth
PS-15, Item 10 (5)
 Code: 0 - None
 1 - Cleft Lip
 2 - Drooling
 3 - Mouth breather
 4 - Combination of codes 2 and 3
 5 - Other
 9 - Not observed or unknown
 58
29. Observable Physical Anomalies: Hands and Arms
PS-15, Item 10 (6)
 Code: 0 - None
 1 - Impaired function
 2 - Other
 9 - Not observed or unknown
 59
30. Observable Physical Anomalies: Legs
PS-15, Item 10 (7)
 Code: Same as in Field 29
 60
31. Unusual Behavior Observed During Test Period
PS-15, Item 15
 Nine-digit code for:
 First Type (cols. 61-62)
 Second Type (cols. 63-64)
 Third Type (cols. 65-66)
 Fourth Type (cols. 67-68)
 Code for each two columns:
 00 - None
 01 - Purposeless hand motions
 02 - Unusual posturing
 03 - Excessive crying
 04 - Excessive laughing
 05 - Hyperactivity
 06 - Hypoactivity
 07 - Withdrawn
 08 - Perseveration
 09 - Echolalia
 10 - Spontaneous communication, imitating or lacking
 11 - Other
 99 - Unknown
Total Number of Types (col. 69)
 Code: 0 - None
 1-7 - As given
 8 - 8 or more
 9 - Unknown
 61-69

3-YEAR SPEECH, LANGUAGE AND HEARING EXAMINERS

All Institutions

98 - Unknown	
99 - Transfer case or visiting examiner	
05 - Boston	57 - Johns Hopkins
00 - Goodman	58 - Brinker
01 - Wallace	01 - Masland
02 - Wildstein	02 - Kreuz
03 - London	03 - Gross
04 - Levine	04 - Kowal
05 - Jones	05 - Rose
06 - Musher	06 - Case
07 - Boswick	07 - Brown
08 - Bashir	08 - Block
09 - Sweitzer	09 - Schuman
	10 - Winston
10 - Buffalo	11 - Moorhead
00 - Robinson	12 - Hoffman, P.
01 - Knight	13 - Willis
02 - Alexander	14 - Hoffman
03 - Kaiser	15 - Hoffman, C.
04 - Armstrong	16 - Kolman
05 - Grantham	
16 - Roupil	5 - Virginia
07 - Parry	00 - Gaskill
	01 - Pierce
15 - Charity	02 - Hedelt
00 - Sprouse	03 - Choate
01 - Rich	04 - Alexander
02 - Langhart	05 - McPherson
03 - Arnold	06 - Seay
04 - Robichaux	07 - Grove
05 - Steiner	08 - Gonzalez
06 - Greve	09 - Richardson
07 - Rich & Robichaux	
	50 - Minnesota
31 - Columbia	01 - Kimmel
00 - Snyder	02 - Fulton
01 - Lewis	03 - Gross
02 - Stein	04 - Edmonds
03 - Stern	05 - Etten
04 - Hublett	06 - Sjodin
05 - Becker	07 - Englehart
06 - Grantham	08 - Becklund
07 - Frost	09 - Richardson
08 - Haroldson	10 - Frecker
09 - Schuman	11 - Becker
10 - Goldstein	12 - Field
11 - Tauber	13 - Dorle
12 - Metzl	14 - Wiest
	15 - Statland

EXAMINERS (cont.)

55 - <u>New York Medical</u>	92 - <u>Tennessee</u>
00 - Pinkernell	00 - Boone
01 - Urban	01 - McGray
02 - Pughs	02 - Thompson
03 - Howells	03 - Sewell
04 - Smister	04 - McGray & Thompson
05 - Weiner	05 - Durand
06 - Young	06 - Lindsay
07 - Jedlicka	07 - Baskin
60 - <u>Oregon</u>	08 - Southhall
00 - Fay	09 - Dunlap
01 - Nelson	
02 - Ventura	
03 - Murray	
04 - Haji	
05 - Chaney	
06 - Week	
66 - <u>Pennsylvania</u>	
00 - DuPuis	
01 - Wesley	
02 - Ward	
03 - Vergara	
04 - Gaskins	
05 - Marlow	
06 - Spickard	
07 - Madley	
08 - Winchester	
09 - Silver	
10 - Goldsmith	
11 - Scherling	
12 - Brodkey	
71 - <u>Providence</u>	
00 - Hagan	
01 - Botola	
02 - Dahill	
03 - Baumstark	
04 - Finck	
05 - Villa	
06 - Jimmegan	
07 - Kishimoto	
08 - Hallett	
09 - Lang	
10 - Syne	
11 - Sawyer	
12 - Silberman	
13 - Ginner	
14 - Portnoy	

ITEM # ON FORM	DATE	TIME	TEST	SCORE	REMARKS
1	7-2-55	15	PS-17		
			PS-10	9	14
			PS-11	9	14
			PS-12	9	10
			PS-13	9	31
			PS-14	9	7

BLANK

NINDE

CARD

1110

* Item numbers refer to form dated: Rev. 6/64

Life in the West

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* Item numbers refer to form dated: Rev. 1-1-64

MANUAL FOR ADMINISTRATION OF THE SPEECH, LANGUAGE AND HEARING EXAMINATION

I. General Instructions

A. **Introduction:** In the administration of the Speech Language and Hearing Examination, it is important that the examiners follow instructions carefully to insure uniformity in testing procedures. Examiners should, therefore, make every attempt to get to know the instrument well before actually administering it to patients routinely. It is therefore recommended that they practice giving this examination until a smooth and natural sequence is achieved.

B. **Arrangement and Contents of the Examination:** The Speech, Language and Hearing Examination is composed of a series of subtests. The major functions being tested, i.e., language reception, language expression, etc., are designated as areas and are referred to in this way in the specific instructions of this manual. Each of these areas may be composed of several subtests called subareas which may measure the function being tested by different means. Language reception, for example, is broken down into two subareas dealing with verbal comprehension for one, and alternate comprehension for the other; or an area such as auditory memory is broken down into two subareas dealing with the recall of digits and the recall of nonsense syllables. Each subarea is broken down into a number of items, under which are generally included several subitems. The subitems consist of the actual commands, questions, or procedures used by the examiner in testing the child. In all cases, wherever possible, the examination should be administered in the following sequence:

1. Language Reception
2. Language Expression
3. Hearing Tests
4. Speech Mechanism
5. Speech Production
6. Auditory Memory for Digits and Nonsense Syllables

Each subarea of the examination should be administered as a unit with specific emphasis placed on the function under test. For example, in testing hearing acuity with the spondee word list, the attention of the examiner should be directed to determining whether the utterances of the child are recognizable as the specific words on the tape, rather than judging how well the child articulates.

Although the recommended sequence for administration of the examination will be

appropriate for the majority of cases, there are some instances in which it may be necessary to change it. For example, if upon initial presentation of the first series of subtests the examiner suspects that the child is suffering from a slight or possible severe hearing loss, it may be good procedure to administer the hearing tests first before testing the other functions. The examiner must note in the comments section any departure from the established sequence.

C. **General Scoring Procedure:** Particular attention should be paid to the scoring procedures used in this examination. As a general rule, if the examiner has any doubt about whether the child has given a satisfactory response to a specific item, it is advisable that he mark the item as failed with notations made in the comments section of the scoring record. This step may provide important information for modification of the examination or resolution of some of the problems encountered with specific subtests or items.

D. Guidelines to Employ in Testing Preschool Children:

1. Make sure that the child is physically comfortable, i.e., he is seated in a comfortable chair and is able to manipulate any pictures or objects presented to him on a table suitable to his own sitting level.
2. Never test if the child is in obvious distress. Delay testing until the child is comfortable.
3. Generally exclude observers, although for children of this age it may be necessary to have the mother present. However, she should remain in the background and should not be allowed in any way to interfere with the performance of the child.
4. A few toys (which are not similar to the test materials) may be used to aid the examiner in putting the child at ease. Before the formal examination begins, these toys should be removed from sight and reach.
5. The examiner may indicate approval of the child and should avoid expressions of dissatisfaction.
6. The testing room should be free from distractions and as free as possible from ambient noise.

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Manual for Administration of the Speech, Language and Hearing Examination

7. The materials should be within easy reach of the examiner, although they should be hidden from the child.
 8. The procedure and the specific instructions to the child should be memorized as part of an attempt to achieve standardized testing. However, it is advisable to keep the manual readily at hand for reference. All scoring should be done inconspicuously and all sections of each scoring record should be completed to avoid confusion and misinterpretation upon final analysis. It is also suggested that immediately following the examination, and given sufficient time, that examiners recheck each scoring record for completeness.
 9. Under circumstances where the examiner has not been able to elicit a response from the child in either subareas of a major area and/or to specific items of a sub-area, there is a tendency to score the sub-area or item as "fail" and sometimes the area as "suspect" or "abnormal." The comments have not clearly differentiated the child whose performance has been elicited from the child whose cooperation has not been obtained. Clearly distinguishing these differences is necessary to enable more effective processing of data. It is recommended that when the cooperation of the child has not been obtained after all considered efforts to do so have not succeeded, the examiner should proceed as follows:
 - a. Do not score in "pass" or "fail" boxes.
 - b. Document carefully in the comments section the failure to cooperate or any other behavior explaining the lack of response.
 - c. On the Summary Sheet, PS-17, do not score an inadequate examination of any area (9-13) as "abnormal." Do not check any of the alternatives "normal," "suspect," or "abnormal." Instead, write an appropriate comment explaining that an adequate examination of the area was not accomplished and the reasons why.
 - d. However, if the examiner has succeeded in obtaining the child's cooperation in at least 4 of the 5 major areas (excluding Auditory Memory) of the examination, he may exercise his clinical judgment in estimating how the child would have performed on the remaining area, and evaluate him accordingly as "normal," "suspect," or "abnormal." This practice may be accomplished only when an adequate Hearing Test has been accomplished. It should be emphasized that this procedure should be used rarely, only with extreme caution, and must be fully documented whenever used. This procedure cannot be employed for the Verbal Expression Area.
 10. If the examiner is unable to obtain the child's cooperation or has not enough responses to make an adequate evaluation, he must make provisions to readminister this area or subarea during the same testing session at a point when the child is likely to be more cooperative. Avoid successive administration of the same area or subarea.
 11. The examination should be administered in the sequence of the manual. However, under very unusual circumstances, departures from this sequence may be adopted if the examiner feels he can thereby obtain a more representative performance from the child.
 12. Whenever there is any deviation from the manual in the administration or scoring of the examination, this must be justified in the form of detailed and pertinent explanations in the comment section. Unless careful documentation is furnished in this way, the coders in the Central Office will earmark such deviations as errors with consequent corruption of the data and lengthy delays in data processing. Grossly deviant records without explanation will be returned to the Collaborative Institution.
 13. All records must be edited carefully and completely prior to transmission to the Central Office. This means that all scoring entries must be completed and special measures taken to insure that correct scoring criteria have been applied. This is especially important for such areas as Hearing and Speech Production where scoring criteria are more complex.
 14. Copies of all examination records even though incomplete or inadequate should be forwarded to the Central Office.
- ## II. Facilities
- ### A. Specifications for Examination Room:
1. A quiet room away from the main sources of ambient noise is necessary.
 2. The dimensions of the room should be at least 8' x 10'.

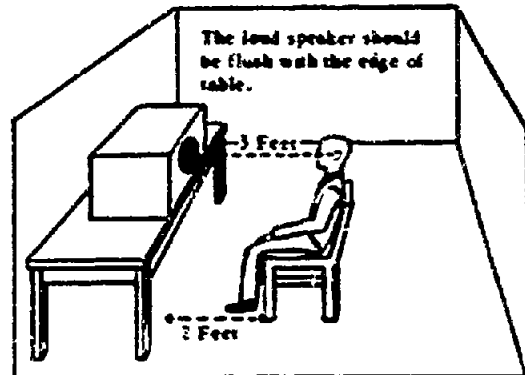
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3. The ambient noise level within the room used for testing hearing should not exceed 40 db. on an ASA accepted sound level meter using the "B" scale.
4. If a sound-conditioned room is not available, the following suggestions for room selection and modification will provide additional sound control:
 - a. Choose a room away from pedestrian traffic in halls and removed from street traffic. Isolated from other noises within the building by distance or by the presence of intervening room or closet.
 - b. Sound conditioning of the room will be improved by drapes, acoustic tile on ceilings and walls, carpeting, and by the use of storm windows if there is outside exposure.
 - c. All room air conditioners should be turned off during the tests of hearing.
5. The examiner should study the ambient noise level in the room over a period of hours to become familiar with the effect of temporary noises such as footsteps, motor noises, etc., on the sound level meter.
6. He should wait before presenting the auditory signal to the child if there is a passing increase in noise level.
7. Record the ambient noise level at the time of the hearing test in the appropriate place on the scoring form.

B. Furniture Selection and Placement:

1. An examination table should be used of sufficient width and length to accommodate placement of materials during test presentations.
2. Heights of table and chairs should be appropriate for three-year-old children.
3. For the hearing test, the loud speaker must be three feet from the ears of the child as he faces it. This distance must be strictly maintained for intensity levels to be kept at appropriate values.
4. The loud speaker should face the center of the room from a position close to a wall. It should be placed on a low table or shelf so that the center of the loud speaker is oriented perpendicular to and at the same height as the ears of the seated child.



5. Make a line on the floor two feet from and parallel to the face of the loud speaker. Make this line permanent with masking tape, paint, or other suitable means. For the hearing test, place the front legs of the child's chair on this line.
6. The tape recorder used in the hearing test should be placed on a shelf or table to one side, to avoid distracting the child. The examiner sits between child and tape recorder so that he is within easy reach of the child and the controls. If possible, the recorder should be out of the child's vision.
7. A table must be available to accommodate a pure tone audiometer. The examiner and child should face each other, but the child should not be permitted to see the manipulation of the controls.

III. Specific Instructions for Hearing Tests

- A. Introduction: The purpose of the hearing tests is to determine whether there are significant problems of auditory sensitivity. Two kinds of measurements are made to check this:
1. Speech hearing for familiar spontaneous words.
 2. Pure tone screening for the three critical speech frequencies.

Since reasonably normal hearing in at least one ear is necessary for the acquisition of language and speech, every effort must be made by the tester to determine whether or not the child can hear at soft levels. The examiner needs great skill in eliciting the child's interest and cooperation in listening intently because some children with normal hearing have difficulty in centering attention at soft levels. The tester also needs to be

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acutely aware of ambient noise levels. If there are disturbing bursts of interfering noises, he should wait before presenting a signal.

B. Calibration of Equipment: Equipment must be calibrated before the child enters the test room as follows:

1. Plug loud speaker into Wollensak Tape Recorder.
2. Turn on tape recorder and allow it to warm up for approximately two minutes.
3. Adjust tone control to Hi-Fi position.
4. Play 1000 cycle calibrating tone with the switch on the loud speaker in the Hi position. Increase the volume on the tape recorder until the needle on the loud speaker calibrating dial is at the line. This is meter setting Hi.
5. Meter setting Lo is obtained by changing the switch on the loud speaker to Lo position. Do not change the volume on the tape recorder.

C. Acoustic Values: Meter setting Hi is equivalent to 72 db. over one microbar at a distance of three feet as measured by an acoustic engineer with a general radio sound pressure level meter. This is equivalent to a moderate conversational voice (approximately 58 db., regarding normal speech-hearing threshold).

When the switch is changed to the Lo setting, the output is reduced by 30 db. to the level of a very quiet voice (approximately 28 db., regarding normal speech-hearing threshold). This is called meter setting Lo.

D. Description of Materials Recorded on Tape:

1. For the verbal response test, there are four lists of familiar, spondaic words. There is a five second interval between each word.

a. List I (Meter setting Hi)

cowboy
baseball
hot dog

b. List II (Meter setting Hi)

doorbell
flashlight
goldfish
lipstick
football
sidewalk
toothpaste
oatmeal
cupcake
bathtub

c. List III (Meter setting Lo)

mailman
saw
ice cream
~~toothbrush~~
aircut
toothbrush
outside
sailboat
airplane
birthday

d. List IV (Meter setting Lo)

popcorn
icebox
pancake
pork chop
ashtray
ice cream
toothbrush
birthday
hairbrush
airport

2. For the picture pointing test (nonverbal response) there are four lists of familiar spondaic words. Three of the lists employ five different words and each word is used twice. They are recorded at seven second intervals. The limited number presents the child with a spread of six pictures which he can visually manage. The increased time interval allows time for the child to point to the appropriate picture.

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a. List V (Meter setting H)

cowboy
baseball
hot dog

b. List VI (Meter setting H)

bathbub
ice cream
seesaw
redbird
hairbrush
ice cream
redbird
hairbrush
seesaw
bathbub

c. List VII (Meter setting L)

mailman
bluebird
toothbrush
sailboat
airplane
sailboat
airplane
mailman
toothbrush
bluebird

d. List VIII (Meter setting L)

popgun
goldfish
necktie
flashlight
teaspoon
teaspoon
goldfish
popgun
flashlight
necktie

IV. Miscellaneous Instructions

A. **Alternative Testing:** The remaining pages of this manual contain information about each of the areas and subareas. Each area of the examination, except in unusual cases, should be administered in the order in which it appears. It should be noted that there are areas in which alternative testing is provided. For example, in the language reception area there is both a verbal comprehension subarea and an alternate comprehension subarea. The instructions regarding these subareas indicate that only one subarea is to be used initially in testing the child. Thus, if

the child can respond satisfactorily on the verbal comprehension subarea, it would not be necessary to administer the alternate comprehension subarea. The examiner may return to a subarea which the child did not attempt on first presentation.

B. **Summary of Test Performance and Additional Observations:** A "Summary of Test Performance" (PS-17) and a series of items which have been labeled "Additional Observations" (PS-16) are included in the scoring record. The "Summary of Test Performance" is a condensed report for quick and ready reference regarding the child's level of performance on the major areas of the examination. The "Additional Observations" are to be filled out by the examiner to describe the state of health of the child on the day of the examination, and also permits the examiner to record any noticeable physical abnormalities or behavioral deviations.

C. **Summary of Areas and Subareas:** Procedures for summary scoring of individual subareas are explained under the paragraph labeled "Scoring" at the end of each set of specific instructions for the subarea. Instructions for summary scoring of the total functional area, e.g., language reception, language expression, etc., are described in the last section of each area and are "boxed in" for ready identification.

D. **Comments Section:** A comments section pertinent to each item has been included on the scoring record to enable the examiner to record any unusual occurrences, behavior, or actions of the child that he (the examiner) considers indicative of a possible disorder or pathological entity. The examiner should take such comments into account when filling out the summary scoring sheet at the end of the scoring record.

E. Age of Children For Testing:

1. It is desirable that the child be tested between the age range of two years, 11 months and three years, one month.
2. Under special circumstances, such as caseload and scheduling difficulties, the child may be tested as late as three years, two months of age. The record forms of any child tested after the age of three years, two months should nevertheless be transmitted to the Central Office.

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3. It is recommended that testing of children beyond the age of three years, two months be initiated at the discretion of the supervisor of the speech, language and hearing section at the Collaborative Institution. Generally, testing after three years, four months of age should be done only if the child has been referred as impaired by another section of the Collaborative Institution.

F Instructions for Global Scoring: The following criteria are to be employed in evaluating the child's performance on the total examination:

Normal: Five major areas scored as normal.

Four major areas scored as normal and remaining major areas scored as suspect.

Suspect: Two or more suspect scores in the five major areas.

An abnormal score in any of the five major areas and any combination of suspect and normal in the remaining four major areas.

Abnormal: Abnormal scores in two or more of the five major areas.

G. Instructions for Determining Adequacy of the Examination: Adequacy means that the performance of the child has met the requirements to score pass or fail, normal, suspect or abnormal, according to the level of the examination. An examination is judged to be inadequate when any one of the following events occur:

1. When the child's cooperation cannot be obtained.
2. If there is inadequacy judged on any two of the five major areas of the examination (excluding Auditory Memory).

AREA: Language Reception (PS-10)

SUBAREA: Verbal Comprehension

Purpose: To determine whether the child has the ability to comprehend spoken commands and spoken questions as indicated by his responses. An alternative group of items has been provided for further testing of the child who fails to complete all of the items in this section successfully.

Materials Required for All Items: Small toy objects will be further specified in the items comprising this section of the examination.

Scoring: Scoring requirements are described for each item respectively.

Item 1: Identification of Familiar Objects

Purpose: To ascertain whether the child is able to form correct associations for a series of familiar objects.

Materials: Box without lid, car, man and flag.

Procedure: Place the toy objects on the table in a row, from the child's left to right, in the order shown above. Make sure that there is adequate spacing between the toy objects so that there is no doubt possible about which object the child points to on request. If the child then fails to respond, go on to each succeeding item. (If the child has a motor handicap involving the use of his hands or arms which prevents him from pointing, hold up two objects sufficiently apart to observe whether he looks at the one named. Repeat the procedure with all four objects. Be sure to use different pairs of objects chosen at random so that the child does not use a given object as a clue.) Regardless of which procedure is used, introduce each request in the order shown as follows:

1. "SHOW ME THE CAR."
2. "SHOW ME THE BOX."
3. "SHOW ME THE FLAG."
4. "SHOW ME THE MAN."

Scoring: The child must pass three of the four subitems in this group to be given a passing score. A pass score for each subitem should be given if the child points to, or picks up, the object corresponding to the word which designates it. A fail score is given when the child either points to, or picks up, the wrong object.

Item 2: Understanding Action Words

Purpose: To determine whether the child comprehends the meaning of common action words, as they relate to several well-known objects.

Materials: Box without lid, car, man and flag.

Procedure: Place the toy objects on the table in a row, from the child's left to right, in the above order allowing approximately two to three inches between objects. Introduce each of the following commands in the order they are shown below. Allow the child time to respond to the command. Repeat each command once if the child does not respond readily.

1. "PICK UP THE MAN."
2. "MAKE THE MAN JUMP."
3. "PUSH THE CAR."
4. "SHAKE THE BOX."
5. "WAVE THE FLAG."

Scoring: The child must pass three of the five subitems in this group to achieve a passing score. A pass score in this instance is represented by the child selecting the appropriate object and applying the correct action to it as indicated by the command. A fail score is indicated if the child does the following:

1. Selects *incorrect object* and carries out *inappropriate action*.
2. Selects *incorrect object* and carries out *appropriate action*.
3. Selects *correct object* and carries out *inappropriate action*.

Item 3: Understanding Words Indicating Space Relationships and Direction

Purpose: To determine whether the child has any understanding of words dealing with space relationships and direction.

Materials: Table, box, truck, cat and cup.

Procedure: Place the toy objects on the table in a row, from the child's left to right, in the above order. Give each of the commands in the order shown below. Allow child time to respond. If child does not respond readily, repeat each command once.

1. "PUT THE CAT (KITTY) IN THE BOX."
2. "PUT THE CAT (KITTY) ON TOP OF THE TABLE." or "PUT THE CAT (KITTY) ON TOP OF THE TOY TABLE."
3. "PUT THE CAT (KITTY) UNDER THE TABLE." or "PUT THE CAT (KITTY) UNDER THE TOY TABLE."
4. "PUSH THE TRUCK BACKWARDS."
5. "TURN THE CUP UPSIDE DOWN." or "TURN THE CUP OVER."

Scoring: The child must pass three of the five subitems in this group to achieve a passing score. A pass score is represented by the child selecting the appropriate object and putting it in the proper place. A fail score is indicated if the child does the following:

1. Selects *incorrect object* and carries out *inappropriate action*.
2. Selects *incorrect object* and carries out *appropriate action*.
3. Selects *correct object* and carries out *inappropriate action*.

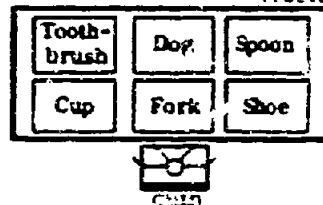
SUBAREA: Alternate Comprehension

Purpose: This subarea is to be administered if the child fails two or all three items in the verbal comprehension subarea. In this subarea discontinue testing the child as soon as he passes any one of the four items given in the designated sequence. Please note that no changes will be necessary in the summary total score for the major area as a whole since the child has already been designated as "abnormal" based on his verbal comprehension score. Note that if the child fails the verbal comprehension subarea, you must administer the alternate comprehension subarea even though you comment that the child is a "verbal" child. The objective of the language reception area is not to determine the child's media of communication, but to evaluate his ability to associate signs and symbols leading to effective comprehension.

Materials Required for All Items: Fer-Will Object Kit, King Company, 2415 West Lawrence Ave., Chicago 25, Ill.

(Table)

1. Composite picture card illustrating cup, fork, spoon, toothbrush, shoe and dog.
2. Corresponding objects.
3. Set of corresponding single pictures presented on table as shown at right:



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Item 1: Word and Picture Identification

Purpose: To determine the comprehension of an auditory symbol referring to the corresponding visual symbol.

Materials: Composite picture card showing toothbrush, dog, spoon, cup, shoe and fork.

Procedure: Place the composite picture card on the table with the pictures facing the child. Say the word "CUP" with a rising inflection. If the child does not respond by pointing to the appropriate picture, say the word again in the same way and simultaneously make a sweeping, searching gesture over the pictures. Repeat the same procedure with each of the other pictures, following the order as shown on the scoring record. (If the child has a motor handicap involving the use of his hands or arms which prevents him from pointing, hold up two single pictures sufficiently apart to observe whether he looks at the one named. This procedure should be followed with all five pictures. Be sure to use different pairs of pictures chosen at random so that the child does not use a given picture as a clue.)

Scoring: Each subitem of this grouping is scored as pass or fail. Pass is defined as a definite identification of the picture named by pointing. Fail is defined as any response such as, for example, pointing to the wrong picture, repetition of the word, or no response in any way from the child. The child must pass all six subitems in this group to pass the item. If Item 1 is passed, discontinue the test.

Item 2: Word and Object Identification

Purpose: To determine the comprehension of a verbal symbol referring to the corresponding object.

Materials: Shoe, fork, cup, toothbrush, dog and spoon.

Procedure: Place the objects on the table in a row, following the order of presentation as shown above. Say the word "CUP" with a rising inflection. If the child does not respond by touching the cup or picking it up, say the word again in the same way and simultaneously pick up the object in order to demonstrate the desired response. Replace the cup in the same spot and repeat the word in the same way accompanied by a hand gesture without indicating the object. ("GIVE ME"). Repeat the request without demonstration with each of the other objects. (If the child has a motor handicap involving the use of his hands or arms which prevents him from pointing, hold up two objects sufficiently apart to observe whether he looks at the one named. Repeat the procedure with all five objects. Be sure to use different pairs of objects chosen at random so that the child does not use a given object as a clue.)

Scoring: Each subitem of this grouping is scored as pass or fail. Pass is defined as a definite identification of the object named by pointing, picking it up, touching it, or pantomiming its use. Fail is defined as a response other than the above; for example, pointing to the wrong object, repetition of the word, or no response. The child must pass all six subitems in the group to pass the item. If Item 2 is passed, discontinue the test.

Item 3: Pantomime and Object Identification

Purpose: To determine the comprehension of pantomime describing the use of object.

Materials: Toothbrush, spoon and cup.

Procedure: Place the objects on the table in a row, in the order shown above. Indicate through appropriate pantomime that you would like the child to identify the cup. For example, without picking up or touching the cup, pretend you are drinking from a cup and then look searchingly at the objects. The child should identify the object by pointing to it or by touching or picking it up. Repeat the procedure for the toothbrush and spoon. All the objects should always be replaced in the same order in front of the child even after he has identified one of them.

Scoring: Each subitem of the grouping is scored as pass or fail. Pass is defined as the ability to identify an object after its use is pantomimed by touching it or picking it up. Fail is defined as the incorrect identification of the object or as echoing the examiner's pantomime without picking the object up or touching it. The child must pass all three subitems in this group to pass the item. If Item 3 is passed, discontinue the test.

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Item 4: Matching Object to Picture

Purpose: To determine the ability to associate an object with the corresponding visual representation.

Materials: Composite picture card showing shoe, cup, fork, spoon, dog and toothbrush. Corresponding objects.

Procedure: Place the composite picture card on the table facing the child. Demonstrate what is wanted by placing the *object shoe* on the *picture shoe*. Remove the *object shoe* from the *picture shoe*. This constitutes a practice trial and should not be scored. The object shoe is therefore not used again. In the order shown above under Materials proceed to hand the child each succeeding object (one at a time) and ask him by word or pantomime to place the object on the corresponding picture. Be careful not to indicate the exact spot on which the child is to place the object. The child gets only one trial for each object.

Scoring: Each subitem of this grouping is scored as pass or fail. Pass is defined as the ability to match the object with the picture correctly. Fail is defined as the incorrect matching of object to picture or no response in any way from the child. The child must pass five of the six subitems in this group to pass the item.

Summary Scoring Instructions for the Language Reception Area (For entry on the Final Summary of Test Performance on the scoring record.)

1. The following procedure is to be used in recording a summary total score for performance in this area in terms of normal, suspect, or abnormal evaluations:

Normal : Child passes all of the three verbal comprehension items.

Suspect : Child passes any two out of the three verbal comprehension items.

Abnormal : Child fails two or all of the three verbal comprehension items.

2. If the child receives a summary total score of "abnormal" for the language reception area (i.e., he fails two or all three verbal comprehension items), continue testing by administering the items in the alternate comprehension subarea. To repeat, please note that if the child is marked "normal" or "suspect" on the verbal comprehension subarea, it is not necessary to administer the alternate comprehension subarea.

AREA: Language Expression (PS-11)

SUBAREA: Verbal Expression

Purpose: To determine the ability of the child to communicate or express himself in words appropriate to his age level and to the materials presented to him.

Item 1: Naming Objects

Purpose: To determine whether the child can express himself verbally by giving the names to a series of objects that are presented to him.

Materials: Chair, scissors, dog, key and button.

Procedure: Present the objects one at a time. Have the child name each. Say, "WHAT IS THIS?" or "WHAT DO YOU CALL THIS?". Present in the following order:

1. Chair
2. Scissors
3. Dog
4. Key
5. Button

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Item 1: Naming Objects (Continued)

Scoring: The child must name four out of the five objects to be credited with a passing score. The object must be named. Perfect articulation is not necessary but the word must be recognizable. Responses in terms of use or descriptions are considered to be failures, but plural for singular and familiar childish names are considered satisfactory. If the child is inattentive or remains silent throughout successive presentations of the subitems, he should be scored as failed and his action should be further described in the comments section of the scoring record.

Item 2: Use of Phrases or Sentences

Purpose: To determine the child's ability to use phrases and sentences.

Materials: Chair, scissors, dog, etc., and any other materials or objects which seem appropriate such as pictures, games, etc.

Procedure: There is no standard procedure for evoking a flow of conversation from the child. Following, however, are suggestions to stimulate the child to express himself, but do not necessarily have to be used. The examiner may utilize objects, pictures, questions, and any other means to elicit verbal expression. The examiner may have to evaluate the child's performance by eavesdropping on the child's conversation with his parent or during play. Record verbatim as many responses or spontaneous utterances as possible throughout the examination. At least three different phrases or sentences, including the longest one, must be recorded.

Picture: "WHAT IS HAPPENING IN THE PICTURE?"

Question: "HOW DID YOU COME HERE TODAY?"

Scoring: The summary evaluation on the scoring record should be marked in accordance with the following instructions:

Pass: Any four of the five items on the checklist rated pass.

Fail: Anything below the requirement for pass.

Observations of deficiencies in language expression should not be limited to Item 2 solely, but should be noted, if possible, throughout the examination. The examiner must be sure that his judgments are based on an adequate sampling of the child's performance.

Definitions:

1. Sentence or Phrase Length

Pass: Four words or more

Fail: Three words or less

2. Sentence Structure

Pass: Subject and predicate used correctly most of the time

Fail: Subject and predicate used incorrectly most of the time

3. Relevance

Pass: Response makes sense in relation to question or situation most of the time

Fail: Response has doubtful meaning in relation to question or situation most of the time

4. Word Order

Pass: Correct grammatical sequence most of the time

Fail: Transposition of words in a sentence most of the time

5. Pronouns

Pass: Uses pronouns correctly most of the time

Fail: Uses no pronouns or uses them incorrectly most of the time

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SUBAREA: Alternate Expression (Single-Word and Pantomime)

Purpose: This subarea is to be administered if the child is rated as "abnormal" on the verbal expression subarea. (See page 12 for summary scoring instructions for the language expression area.) In this subarea, discontinue testing the child as soon as he passes any one item in the sequence shown below. Please note that no changes will be necessary in the summary total score for the major area as a whole since the child has already been designated as "abnormal" based on his verbal expression score.

Materials Required for All Items: Fer-Will Object Kit

1. Composite picture card illustrating cup, fork, spoon, toothbrush, shoe and dog.
2. Corresponding objects.
3. Sets of corresponding single pictures.

Item 1: Identification of Pictures Through Pantomime

Purpose: To determine the ability of the child to identify through pantomime (or by naming) the picture of a given object.

Materials: Composite picture card which includes cup, fork, spoon, dog and toothbrush. However, only toothbrush, cup and shoe are used for this item.

Procedure: Place the picture card on the table facing the child. If the child has any understanding of words, point to the picture of the toothbrush and say: "WHAT'S THIS?" The child should respond by trying to say "toothbrush" or by pantomiming the use of the object. Repeat the process for cup and shoe. (In the case of the shoe, the child may also point to his own.) If the child does not seem to understand spoken language, point to each picture questioningly as though to ask, "What's this?" and observe whether the child pantomimes use of the object.

Scoring: Each subitem is scored as pass or fail. Pass is defined as the ability to name or pantomime the use of the object depicted after the examiner says: "WHAT'S THIS?" or after the examiner points to a picture questioningly. Fail is defined as inappropriate pantomime, incorrect identification of the object, imitating the examiner's pointing, or no response in any way from the child. If Item 1 is passed, discontinue the test.

Item 2: Identification of Objects through Pantomime

Purpose: To determine the ability of the child to identify through pantomime (or by naming) a given object.

Materials: Toothbrush, cup and shoe.

Procedure: Place the objects on the table in a row facing the child. If the child has any understanding of words, point to the toothbrush and say: "WHAT'S THIS?" The child may respond by making a recognizable verbal attempt or by pantomiming the use of the object. Repeat the procedure for the cup and shoe. In the case of the shoe, the child may point to his own. If the child does not seem to understand spoken language, hold up each object in turn, ask: "WHAT'S THIS?" and at the same time look at it questioningly. Observe whether the child pantomimes its use or tries to name it.

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Item 2: Identification of Objects Through Pantomime (Continued)

Scoring: Each subitem is scored as pass or fail. Pass is defined as making a recognizable attempt to name the object, the ability to pantomime the use of an object (or in the case of the shoe, pointing to his own) after the examiner says: "WHAT'S THIS?" or after the examiner holds up an object and looks at it questioningly. Fail is defined as inappropriate pantomime, incorrect identification of the object, echoing the movements of the examiner, or no response in any way from the child.

Summary Scoring Instructions for the Language Expression Area (For entry on the "Final Summary of Test Performance" on the scoring record.)

1. The following procedure is to be used in recording a summary total score for performance in this area in terms of "normal," "suspect," or "abnormal" evaluations:

Normal : Child passes Item 1 and passes Item 2 of the verbal expression subarea.

Suspect : Child passes Item 1 and fails Item 2 of the verbal expression subarea.

Child fails Item 1 and passes Item 2 of the verbal expression subarea.

Abnormal : Child fails Item 1 and fails Item 2 of the verbal expression subarea.

2. If the child receives a summary total score of "abnormal" for the language expression area (i.e., he is rated as "abnormal" on the verbal expression subarea) continue testing by administering the items in the alternate expression subarea. Please note that if the child is marked "normal" or "suspect" on the verbal expression subarea, it is not necessary to administer the alternate expression subarea.

AREA: Hearing Tests (PS-13)

SUBAREA: Spontaneous Word Test

Purpose: To determine whether the child can hear spontaneous words at the soft level.

Materials: Wollensak tape recorder, taped spontaneous words, loud-speaker with calibrating meter, sound level meter, test booklet with pictures of spontaneous words, scoring record, and the chart of test sequences.

Procedure: The specific details involving the arrangement and calibration of equipment, ambient noise levels, etc., that are delineated in sections II and III at the beginning of the manual must be noted carefully.

The equipment has been calibrated, and with the meter setting on HI, and the child on a chair facing the loud-speaker say to the child, "NOW I AM GOING TO TURN ON THE RADIO. YOU WILL HEAR A LADY TALKING. YOU LISTEN AND TELL ME WHAT SHE SAYS." Before the Lo setting words are played say to the child, "NOW THE LADY IS GOING TO WHISPER THE WORDS TO YOU. BE VERY QUIET, LISTEN AND TELL ME WHAT SHE SAYS."

Included in this section is a chart which delineates all possible sequences for presenting the spontaneous word test, depending upon each child's responses. The majority of children will pass List I and thereby follow either of the first two possible sequences shown on the chart. A careful study of the chart should be made before the tester administers the spontaneous word test routinely.

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AREA: Hearing Tests (PS-13) (Continued)

Scoring:

Definition of Pass

LIST I, correct repetition of all three words

LIST II, III, IV, correct repetition of any five consecutive words or seven out of ten words

LIST V, correct pointing to all three pictures

LIST VI, VII, VIII, correct pointing to any five consecutive pictures or seven out of ten pictures

Definition of Fail

Anything less than the number of words or pictures required for pass.

Summary Score for the Spontaneous Word Test Subarea:

Pass: Child passes either List III, IV, VII or VIII respectively. (Passes any one of the low-setting lists.)

Fail: Child does not pass any of the low-setting lists.

EXPLANATION OF THE CHART OF TEST SEQUENCES - SPONTANEOUS WORD EXAM

In an effort to conserve time and maintain the child's interest, List I has only three words given at the HI level. If all three are passes, experience has shown that one can expect the child to immediately proceed to the lists at the Lo level. The procedure for administering the spontaneous word exam is contingent upon the child's passing or failing List I (Hi).

CHILD PASSES LIST I

Omit List II (Hi), proceed to List III (Lo). If the child passes the latter, he passes the exam, STOP, go on to next subarea (pure tone exam). If the child fails List III (Lo), go on to List IV (Lo). If the child passes or fails List IV, STOP, go on to next subarea (pure tone exam).

CHILD ATTEMPTS LIST I AND FAILS

Proceed to List II (Hi). If the child passes List II, go on to List III (Lo). If he passes List III, STOP, go on to next subarea (pure tone exam). If the child fails List III, go on to List IV (Lo). If the child passes or fails List IV, STOP, go on to next subarea (pure tone exam). If the child fails List II (Hi), go on to List III (Lo). If the child passes List III, he passes the exam, STOP, go on to next subarea (pure tone exam). If the child fails List II (Hi) and fails List III (Lo), go on to List V (Hi). If he passes or fails List V, proceed to List VII (Lo). If he passes or fails List VII, STOP, go on to next subarea (pure tone exam).

CHILD DOES NOT ATTEMPT LIST I AND FAILS

Proceed to List V (Hi). If the child passes List V, omit List VI (Hi), proceed to List VII (Lo). If the child passes the latter, he passes the exam, STOP, go on to next subarea (pure tone exam). If the child fails List VII, go on to List VIII (Lo). If the child passes or fails List VIII, STOP, go on to next subarea (pure tone exam). If the child fails List V, go on to List VI (Hi). If the child passes List VI, go on to List VII (Lo). If he passes List VII, STOP, he passes the exam, go on to next subarea (pure tone exam). If the child fails List VII, go on to List VIII (Lo). If the child passes or fails List VIII, STOP, go on to next subarea (pure tone exam). If the child fails List V and fails List VI, go on to List VII (Lo). If he passes or fails List VII, STOP, go on to next subarea (pure tone exam).

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CHART OF TEST SEQUENCES — SPONDAIC WORD EXAM

List I (HI)	List II (HI)	List III (LO)	List IV (LO)	List V (HI)	List VI (HI)	List VII (LO)	List VIII (LO)
<u>Child Passes List I</u>							
Passes	Passes	Passes (Stop)	Passes (Stop)				
Passes	Passes	Fails	Passes (Stop) or Fails				
<u>Child Attempts List I and Fails</u>							
Fails	Passes	Passes (Stop)	Passes (Stop)				
Fails	Passes	Fails	Passes (Stop) or Fails				
Fails	Fails	Passes (Stop)					
Fails	Fails	Fails		Passes		Passes (Stop) or Fails	
Fails	Fails	Fails				Passes (Stop) or Fails	
Fails	Fails	Fails		Fails		Passes (Stop) or Fails	
<u>Child Does Not Attempt List I and Fails</u>							
Fails				Passes		Passes (Stop)	
Fails				Passes		Fails	Passes (Stop) or Fails
Fails				Fails	Passes	Passes (Stop)	
Fails				Fails	Passes	Fails	Passes (Stop) or Fails
Fails				Fails	Fails	Passes (Stop)	
Fails				Fails	Fails	Fails (Stop)	

SUBAREA: Pure Tone Screening

Purpose: To determine whether the child can hear pure tones at 20 db in relation to "audiometer zero."

Materials: A pure tone screening audiometer with two headphones held by a headband. A diagnostic audiometer may be used if it is available. A room with appropriate sound conditioning as described in "general instructions" of the manual.

Procedure:

- a. **Training and Warm-Up Period:** The examiner may use any method which can obtain consistent responses to the sound stimulus. The following suggestions may be useful with particular children:
 1. The examiner may wish to wear the headphones first, indicating visibly that the sound is heard.
 2. Sometimes the child who rejects the wearing of the headband will accept one receiver held against one ear by the parent or the examiner. The receiver should be held snugly over the external meatus with care that arm and hand movements do not develop noises under the headphones.
 3. The examiner may wish to train the youngster to react to sound from the receivers while they are still on the table and before being placed on the head.
 4. One technique may begin with the examiner offering the stimulus at a comfortable loudness level (40 db). The examiner then says, "THE SOUND HAS GONE AWAY TELL ME THE MINUTE IT COMES BACK." The stimulus is then offered at 20db. The time interval between tones should be varied.
 5. Play audiometry techniques may be used where the sound serves to signal permission for some action by the child, e.g., dropping a block into a box, etc.
 6. Sounds of comfortable loudness often make learning the game easier to accomplish. Avoid using intensities above an indicated 70 db when the receiver is on the ear.

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SUBAREA: Pure Tone Screening Test - (Continued)

b. Test Period:

1. Obtain reliable responses to tones presented at 20 db re.: audiometer zero in the following frequency sequence:

Right Ear: 2000, 1000, 500

Left Ear: 500, 1000, 2000

Observe the response to each frequency separately. The examiner should be satisfied that a reliable response has been obtained for each frequency.

Scoring: Child's response must meet conventional criterion of latency with the stimulus. The examiner must take into account the possible occurrence of "response" by the child in the absence of the stimulus.

Summary Score for Pure Tone Screening Test Subarea:

Pass: Child indicates he hears all three frequencies in the ear under test at 20 db.

Fail: Child fails to respond to one or more frequencies in the ear under test.

If the receiver had to be held by parent or examiner during the test period, record this fact under comments.

Summary Scoring Instructions for the Hearing Tests Area (For entry on the 'Final Summary of Test Performance' on the scoring record.)

The following are the criteria for evaluating the child's hearing:

Normal:

1. Child passes both speech-hearing and pure tone tests.
2. Child passes speech-hearing test, refuses pure tone test, and passes all other areas of the examination.
3. Child passes pure tone test, refuses speech-hearing test, and passes all other areas of the examination.

Suspect:

1. Child fails either speech-hearing or pure tone test, but not both.
2. Child passes either speech-hearing test or pure tone test, but refuses the other test of hearing, and fails one or more of the other areas of the examination.

Abnormal:

1. Child fails both speech-hearing test and pure tone test.

NOTE: If the child refuses to cooperate on the speech-hearing and pure tone tests, this is considered an inadequate test of the Hearing Area and will have to be given again during this administration of the Speech, Language and Hearing Examination or at a later date.

AREA: Speech Mechanism (PS-14)

SUBAREA: Examination of the Speech Mechanism

Purpose: To determine if deficiency is present in muscle functioning of articulators and if there are any structural abnormalities of the articulators. The examiner can use any order he desires within this area.

Materials Required for All Items: Flashlight (examination of the soft palate).

Item 1: Examination of the Lips

A. Retraction

Procedure: Demonstrate by retracting lips as for smiling and ask the child to imitate. Give two demonstrations if needed to make the instructions clear.

Scoring: Retraction is scored as 'pass' or 'other' with additional boxes for describing specific deficiencies or abnormalities which may be observed. "Pass" is defined as the ability to imitate the examiner. "Other" is provided to describe deficiencies or abnormalities not listed with the deficiencies already included in this section of the scoring record.

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Item 1: Examination of the Speech Mechanism -- (Continued)

B. Protrusion

Procedure: Demonstrate by puckering lips as for blowing and ask the child to imitate. Provide two or three demonstrations if necessary.

Scoring: Protrusion is scored as "pass" with additional boxes for describing specific deficiencies or abnormalities which may be observed. "Pass" is defined as the ability to imitate protrusion of the lips. "Other" is provided to describe deficiencies or abnormalities not listed with the deficiencies already included in this section of the scoring record.

Item 2: Examination of the Tongue

A. Mid-Line Protrusion

Procedure: Demonstrate by protruding the tongue. Provide two or three demonstrations.

Scoring: Protrusion is scored as "pass" or "other" with additional boxes for describing specific deficiencies or abnormalities which may be observed. "Pass" is defined as the ability to protrude tongue in imitation of the examiner. "Other" is provided to describe deficiencies or abnormalities not listed with the deficiencies already included in this section on the scoring record.

B. Lateral Protrusion

Procedure: Demonstrate by protruding tongue and moving it from one corner of the mouth to the other, outside the mouth. Provide two or three demonstrations if necessary.

Scoring: Lateral protrusion is scored as "pass" or "other," with additional boxes for describing specific deficiencies or abnormalities which may be observed. "Pass" is defined as the ability to protrude the tongue to the left and right. "Other" is provided to describe deficiencies or abnormalities not listed with the deficiencies already included in this section of the scoring record.

C. Elevation

Procedure: Demonstrate by elevating tongue to alveolar ridge. Provide two or three demonstrations if necessary.

Scoring: Elevation is scored as "pass" or "other," with additional boxes for describing specific deficiencies or abnormalities which may be observed. "Pass" is defined as the ability to elevate tongue to alveolar ridge in imitation of the examiner. "Other" is provided to describe deficiencies or abnormalities not listed with those already included in this section.

Item 3: Examination of the Soft Palate

A. Elevation

Procedure: Ask the child to open his mouth and say "ah" a sufficient number of times for you to make adequate observations of his palatal elevation.

Scoring: This item is scored as "pass" or "other" with additional boxes for describing specific deficiencies or abnormalities which may be observed. "Pass" is defined as the ability of the child to elevate the soft palate. "Other" is provided to describe deficiencies or abnormalities not listed with those already included in this section.

Item 4: Diadochokinesis

A. Lips

Procedure: The purpose of this section is to observe the child's ability to perform sustained, rapid movements of the lips. Demonstrate by repeating "buh" for one second at the rate of 6 to 7 "buh's" per second. Provide two or three demonstrations if necessary.

Scoring: This item is scored as "pass" or "other" with an additional box for describing a specific deficiency which may be observed. "Pass" is defined as the ability of the child to repeat "buh" clearly at least three or four times within a one-second period. "Other" is provided to describe deficiencies or abnormalities not listed with those already included in the section.

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Item 4: Diadochokinesis — (Continued)

B. Tongue

Procedure: Demonstrate by repeating "tuh" for one second at the rate of 5 to 7 "tuhs" per second. Provide two or three demonstrations if necessary.

Scoring: This item is scored as "pass" or "other" with an additional box for describing a specific deficiency which may be observed. "Pass" is defined as the ability of the child to repeat "tuh" at least three or four times within a one-second period. "Other" is provided to describe a deficiency not listed with those already included in the section.

Summary Scoring Instructions for the Speech Mechanism Area (For entry on the "Final Summary of Test Performance" on the scoring record.)

The following are the criteria for evaluating the child's speech mechanism:

- Normal** : Passes all items or fails only one specific item.
- Suspect** : Fails two or more specific subitems in different item categories and passes all others.
- Abnormal** : Fails three or more specific subitems in three or more item categories.

Note: These failures are determined on the basis of the whole test, rather than the number of failures within each item. So, for a child to be rated "suspect" for example, he would have to fail any subitem in each of two major items such as "lips" and "tongue," or "tongue" and "soft palate," etc.

AREA: Speech Production (PS-15)

SUBAREA: Voice

Purpose: To determine if there are significant deviations in pitch, loudness and quality.

Materials: None

Procedure: No specific procedures are used. Certain observations must be made during the examination. Special deficiencies applicable to each of the vocal characteristics are given on the scoring record. Boxes are provided for the examiner to check. "Adequate" means that there is nothing unusual noted concerning the voice. "Other" is provided to describe characteristics other than those included in the section.

Scoring: The following procedure is to be used in scoring this subarea:

- Normal** : No impairments checked in pitch, loudness or quality items.
- Suspect** : Impairment(s) checked in pitch, loudness or quality respectively.
- Abnormal** : Impairments checked in pitch and loudness, pitch and quality, loudness and quality, or all three items.

SUBAREA: Articulation

Purpose: To measure the child's articulation as evidenced by his ability to repeat individual words after these words are spoken by the examiner. Vowels, diphthongs, and single consonants which appear in initial and final positions in English are evaluated.

Materials: Wordlist.

Procedure: Say to the child: "I AM GOING TO SAY SOME WORDS AND I WANT YOU TO SAY THEM RIGHT AFTER ME."

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SUBAREA: Articulation - (Continued)

Scoring: All 60 underlined sounds in the 34 test words are to be evaluated. If it is necessary to elicit a verbal response from a child a second time (because of not being able to hear the child, extreme uncertainty as to whether or not the sound was correctly or incorrectly articulated, etc.) base the judgment of the adequacy of articulation on the second verbalization alone. If there is any question as to whether the sound was correctly articulated, count it wrong. Each underlined sound on the scoring record is evaluated according to the following code:

1. + = Correct articulation
2. - = Incorrect articulation
3. O = Omission
4. NR = No response

A sound is judged "incorrect" whenever any sound other than the test sound is substituted. It is judged "omission" if no sound is substituted. "No response" indicates that the test word was not elicited from the child. Upon administering the articulation subarea test the child, although responding to the first few words on the test, balks or refuses to continue or does not respond at all, the examiner should take careful note of the child's speech in connected discourse, as observed throughout the examination (particularly in the verbal expression subarea) and may evaluate him as "normal" on the articulation subarea if few or no articulatory deficiencies have been noted.

However, if articulation is checked as a remark to the intelligibility subarea rating of 2, 3, 4, or 5, then the examiner may, depending upon his judgment, mark the articulation subarea as "suspect" or "abnormal," if he has been unable to administer the articulation list.

1. Initial consonants
Normal : 15 or above
Suspect : 11 - 14
Abnormal : 10 or less
2. Final consonants
Normal : 11 or above
Suspect : 6 - 10
Abnormal : 5 or less
3. Vowels and diphthongs
Normal : 14 or above
Suspect : 10 - 13
Abnormal : 9 or less
4. All tested sounds
Normal : All three categories normal, or, two normal and one suspect category.
Suspect : Suspect or abnormal on any one and suspect on at least one other of the remaining categories, or normal on any two categories and abnormal on the remaining category.
Abnormal : Abnormal on two or more categories.

SUBAREA: Intelligibility of Speech

Purpose: To evaluate the intelligibility of the connected speech of the child. The evaluation should be based on his complete performance on the examination as well as the examiner's observations in general conversation with the child.

Materials: Checklist with associated definitions.

Procedure: Observation.

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SUBAREA: Intelligibility of Speech — (Continued)

Scoring: The highest level of intelligibility of connected speech manifested by the child should be entered in the checklist.

How well can you understand this child:

- ☐ 1 No difficulty in understanding what he says regardless of any deviations which may or may not be present in articulation, voice quality, pitch, rhythm, etc. However, such deviations must be listed in the comments column.
- ☐ 2 Some difficulty in understanding what the child says.
- ☐ 3 Considerable difficulty in understanding what the child says.
- ☐ 4 The child has verbalized but is unintelligible.
- ☐ 5 No speech.
- ☐ 6 Other.

If 2, 3, 4 or 5 are checked, indicate the types of deviation you observed in detail. The ratings 3, 4 or 5 are considered impairments in intelligibility and should be recorded as "abnormal" on the scoring record. A rating of 2 should be recorded as "suspect" on the scoring record. If there are impairments noted regarding the intelligibility of speech, the following list may assist you in making your comments:

Impairments in:

1. Rhythm
2. Rate
3. Loudness
4. Pitch
5. Quality
6. Stress
7. Articulation

SUBAREA: Fluency of Speech Production

Purpose: To determine whether the child exhibits dysfluencies (for example, repetitions, prolongation, hesitation, insertion, arrest, etc.) in his speech and whether some struggle or special effort to produce speech accompanies these events.

Materials: Checklist.

Procedures: Observations are made throughout the test. The examiner's attention is called to the opportunity to evaluate this subarea while administering the verbal expression items.

Scoring: The following criteria should be applied for this subarea:

- Normal:**
 1. If "none" is checked for dysfluent events and struggle behavior.
 2. If "some observed" is checked for dysfluent events but "none" is checked for struggle behavior.
- Suspect:**
 1. If "some observed" is checked for both dysfluent events and struggle behavior.
 2. If "none" is checked for dysfluent events but "some observed" is checked for struggle behavior.
 3. If "many observed" is checked for dysfluent events, and "none observed" is checked for struggle behavior.
 4. If "none observed" is checked for dysfluent events and "many observed" is checked for struggle behavior.
- Abnormal:**
 1. If "many observed" is checked for both dysfluent events and struggle behavior.
 2. If "many observed" is checked for dysfluent events and "some observed" is checked for struggle behavior.
 3. If "some observed" is checked for dysfluent events and "many observed" is checked for struggle behavior.

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SUBAREA: Fluency -- (Continued)

Summary Scoring Instructions for the Speech Production Area (For entry in the "Final Summary of Test Performance" on the scoring record.)

The following are the criteria for evaluating the child's performance in the speech production area:

Normal:

1. Normal ratings on all subareas.
2. Suspect rating on voice subarea alone or suspect rating on articulation subarea alone or suspect rating on fluency of speech production subarea alone with normal ratings on all other areas.

Suspect:

1. Suspect rating on intelligibility subarea alone.
2. Suspect ratings on voice and articulation subareas together.
3. Suspect ratings on voice and fluency subareas together, or fluency and articulation subareas together.
4. Abnormal rating on voice subarea alone.
5. Abnormal rating on articulation subarea alone.

Abnormal:

1. Abnormal rating on intelligibility subarea alone.
2. Abnormal rating on fluency subarea alone.
3. Abnormal ratings on any other two subareas.

AREA: Auditory Memory for Digits and Nonsense Syllables (PS-12)

SUBAREA: Recall of Digits

Purpose: Although auditory memory has been designated as a major area of this examination, it has not been included as a category in the "Final Summary of Test Performance." The examiner is required to administer this test area to every child, regardless of performance on other major areas of the test battery.

Item 1: Two-Digit Series

Purpose: To measure span of auditory memory and the ability to remember the details of auditory stimuli in sequence.

Materials: List of digits, scoring form, stop watch.

Procedure: There are four series of digits. Whenever the child has repeated one series in correct order, proceed to the three-digit series. Pronounce the digits distinctly and with uniform emphasis at the rate of one per second. Each series is to be given only once. Do not repeat any series for the child. Say to the child: "LISTEN; SAY 3-1. NOW, SAY 4-2." etc.

1. "4 - 2."
2. "8 - 5."
3. "6 - 1."
4. "3 - 8."

Scoring: The following definitions of the terms used in the scoring procedure applies to both the two-digit and three-digit series:

1. Pass: Child repeats one set of digits correctly and in given sequence. (See scoring record.)
2. Fail: Child does not repeat any of the sets of digits correctly or in given sequence.

The important point in scoring a response is whether the digits are recognized and repeated in correct sequence. The emphasis is not upon correct articulation but upon recognizable recall in sequence. Therefore, if the child, for example, should say foh-foo or oh-oo instead of 4 - 2 this is to be scored as a correct response. If the child should repeat the same number of sound units as the series presented but you cannot recognize the numbers, score as a failing response. Although it is not necessary to record verbatim responses to items that are passed in this area, it is important that the examiner record all verbatim responses to items that are failed.

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Item 2: Three-Digit Series

Purpose: To measure span of auditory memory and the ability to remember the details of auditory stimuli in sequence.

Materials: List of three-digit series, scoring form, stop watch.

Procedure: There are four series of digits. Pronounce the digits distinctly and with uniform emphasis at the rate of one per second. Each series is to be given only once. Do not repeat any series for the child. Whenever the child has repeated one series in correct order, proceed to the subarea recall of nonsense syllables.

1. "3 - 6 - 2."
2. "9 - 3 - 1."
3. "6 - 2 - 8."
4. "2 - 4 - 1."

Scoring: The following definitions of the terms used in the scoring procedure apply to both the two-digit and three-digit series.

1. Pass: Child repeats one set of digits correctly and in given sequence.
2. Fail: Child does not repeat any of the sets of digits correctly or in given sequence.

The important point in scoring a response is whether the digits are recognized and repeated in correct sequence. The emphasis is not upon correct articulation but upon recognizable recall in sequence. Therefore, if the child, for example, should say "fee-fih-oo" or "ee-ih-oo" instead of "3 - 6 - 2", this is to be scored as a correct response. If he should repeat the same number of sound units as the series presented, but you can not understand him, score as failing response. Record verbatim child's response on scoring form. Place check mark in the appropriate column.

SUBAREA: Recall of Nonsense Syllables

Item 1: Two-Syllable Series

Materials: List of nonsense syllables, scoring form, stop watch.

Procedure: There are four series of paired nonsense syllables. Pronounce the syllables distinctly and with uniform emphasis at the rate of one per second. Each series is to be given only once. Do not repeat any series for the child. Say to the child: "LISTEN AGAIN AND SAY WHAT I SAY."

1. "POO-BAH."
2. "DEE-BOO."
3. "MOW-DAH."
4. "TAH-DOY."

Scoring: The following definitions of the terms in the scoring procedures apply both to the two-series and the three-series nonsense syllables.

1. Pass: Child repeats one set of nonsense syllables correctly and in given sequence.
2. Fail: Child does not repeat any of the sets of nonsense syllables or in given sequence.

The important point in scoring a response is whether the nonsense syllables are recognizable and repeated in correct sequence. The emphasis is not upon correct articulation but on correct recall in sequence. The child may omit the consonants but if the vowel is recognizable, this is to be scored as a correct response. Therefore, if the child, for example, should say "oo-ah" for "poo-bah" this is a correct response. Record verbatim the child's response on scoring form. Place a check mark in appropriate column.

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Item 2: Three-Syllable Series

Materials: List of three-syllable series, scoring form, stop watch.

Procedure: There are four series of nonsense syllables. Pronounce the syllables distinctly and with uniform emphasis at the rate of one per second. Each series is to be given only once. Do not repeat any series for the child. Say to the child: "NOW LISTEN AGAIN AND SAY WHAT I SAY." Whenever the child has repeated one series in correct order, discontinue testing.

1. "PAH-BOO-DEE."
2. "MOW-DAH-POO."
3. "TAH-BOW-DOY."
4. "DEE-GAH-TAY."

Scoring: The following definitions of the terms used in the scoring procedure apply both to the two-series and the three-series nonsense syllables.

1. Pass: Child repeats one set of nonsense syllables correctly and in given sequence.
2. Fail: Child does not repeat any of the sets of nonsense syllables correctly or in given sequence.

The important point in scoring a response is whether the nonsense syllables are recognizable and repeated in correct sequence. The emphasis is not upon correct articulation but on correct recall in sequence. The child may omit the consonants but if the vowel is recognizable, this is to be scored as a correct response. Therefore, if the child, for example, should say "ah-oo-ee" for "pah-boo-dee" this is a correct response. Record verbatim child's response on scoring form. Place a check mark in appropriate column.

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SPEECH, LANGUAGE AND HEARING EXAMINATION **LANGUAGE RECEPTION**

1. NAME OF CHILD

2. DATE OF BIRTH & AGE & SEX 3. RACE

4. EXAMINED BY

5. DATE OF EXAM

II. VERBAL COMPREHENSION

1. COMMENT

1. IDENTIFICATION OF FAMILIAR OBJECTS

OBJECT	Pass	Fail
CAR	—	—
BOX	—	—
PLANE	—	—
MAN	—	—

SUMMARY ITEM SCORE (PASS = 4 CORRECT RESPONSES)

Pass	Fail
—	—

2. UNDERSTANDING ACTION WORDS

ACTION WORD	Pass	Fail
WALK UP HILL	—	—
WALK DOWN	—	—
WALK JUMP	—	—
PUSH CAR	—	—
PULL BOX	—	—
RAVE PLANE	—	—

SUMMARY ITEM SCORE (PASS = 6 CORRECT RESPONSES)

Pass	Fail
—	—

3. UNDERSTANDING SPACE RELATIONSHIPS

OBJECTS AND RELATIONSHIPS	Pass	Fail
CAT IN BOX	—	—
CAT ON TABLE	—	—
CAT UNDER TABLE	—	—
PUSH PULCH BACKWARDS	—	—
CUP JUMPED DOWN	—	—

SUMMARY ITEM SCORE (PASS = 4 CORRECT RESPONSES)

Pass	Fail
—	—

**SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE RECEPTION**

*Supplemental
2/10/64*

12. EXAMINED BY

13. DATE OF EXAM
MO. DAY YEAR

14. NONVERBAL COMPREHENSION

1. WORD AND PICTURE IDENTIFICATION

Picture	Pass	Fail
CUP	<input type="checkbox"/>	<input type="checkbox"/>
FORK	<input type="checkbox"/>	<input type="checkbox"/>
SPICE	<input type="checkbox"/>	<input type="checkbox"/>
SPOON	<input type="checkbox"/>	<input type="checkbox"/>
DOG	<input type="checkbox"/>	<input type="checkbox"/>
*DISTURBANCE	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY ITEM SCORE (PASS = 1 CORRECT RESPONSE)

Pass	Fail
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

DO NOT ADMINISTER REMAINING ITEMS IF CHILD PASSES ITEM 1

2. WORD AND OBJECT IDENTIFICATION

Object	Pass	Fail
CUP	<input type="checkbox"/>	<input type="checkbox"/>
FORK	<input type="checkbox"/>	<input type="checkbox"/>
SPICE	<input type="checkbox"/>	<input type="checkbox"/>
SPOON	<input type="checkbox"/>	<input type="checkbox"/>
DOG	<input type="checkbox"/>	<input type="checkbox"/>
*DISTURBANCE	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY ITEM SCORE (PASS = 1 CORRECT RESPONSE)

Pass	Fail
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

DO NOT ADMINISTER REMAINING ITEMS IF CHILD PASSES ITEM 2

13. NAME

**SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE RECEPTION**

18. PATIENT IDENTIFICATION

Handwritten:
7-67

17. EXAMINED BY

19. DATE OF EXAM
MO. DAY YEAR

16. NONVERBAL COMPREHENSION (continued)

19. COMMENTS

A. PANTOMIME AND OBJECT IDENTIFICATION

Obj. & Pm Pass Fail

CUP	<input type="checkbox"/>	<input type="checkbox"/>
TOOTH BRUSH	<input type="checkbox"/>	<input type="checkbox"/>
SPOON	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY ITEM SCORE (PASS = 1 CORRECT RESPONSE)

Pass	Fail
<input type="checkbox"/>	<input type="checkbox"/>

DO NOT ADMINISTER ITEMS IF CHILD PASSES ITEMS 1

B. MATCHING OBJECT TO PICTURE

Object and Picture

Pass

Fail

TOOTH BRUSH	<input type="checkbox"/>	<input type="checkbox"/>
CUP	<input type="checkbox"/>	<input type="checkbox"/>
POOR	<input type="checkbox"/>	<input type="checkbox"/>
SPOON	<input type="checkbox"/>	<input type="checkbox"/>
DOG	<input type="checkbox"/>	<input type="checkbox"/>
TOOTHBRUSH	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY ITEM SCORE (PASS = 1 CORRECT RESPONSE)

Pass	Fail
<input type="checkbox"/>	<input type="checkbox"/>

**SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE EXPRESSION**

1. NAME OF CHILD _____

2. DATE OF BIRTH: MO. DAY YEAR: _____ SEX: _____

3. EXAMINED BY: _____

4. DATE OF EXAM: MO. DAY YEAR: _____

*Supervised by
Dr. 4-64*

5. VERBAL EXPRESSION

6. NAMING OBJECTS

Object	Pass	Fail
CHAM	—	—
NOISES	—	—
DOG	—	—
KEY	—	—
BUTTON	—	—

SUMMARY TEST SCORE (PASS = 4 CORRECT RESPONSES)

Pass	Fail
—	—
1	0

7. ELICITED RESPONSES TO QUESTIONS

CHECKLIST FOR LINGUISTIC ADEQUACY ELICITED BY QUESTIONS
SEE MANUAL FOR DEFINITION OF TERMS "SENTENCE LENGTH,"
"SENTENCE STRUCTURE," ETC., AS WELL AS SCORING DEFINITIONS

	Pass	Fail
SENTENCE LENGTH	—	—
SENTENCE STRUCTURE	—	—
RELEVANCE	—	—
WORD ORDER	—	—
USE OF PROFORMS	—	—

SUMMARY TEST SCORE (SEE MANUAL FOR DEFINITIONS)

Pass	Fail
—	—
—	0

**SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE EXPRESSION**

*Supervised by
Mr. T-54*

TESTED BY _____

12. DATE OF EXAM
MO. DAY YEAR

14. NONVERBAL EXPRESSION (ALTERNATE TEST ITEMS)

15. COMMENTS

1. IDENTIFICATION OF PICTURES THROUGH POINTING

Picture	PASS		Fail
	1	2	
TOOTHBRUSH	—	—	—
CUP	—	—	—
SHOE	—	—	—

SUMMARY ITEM SCORE (PASS = 1 CORRECT RESPONSE)

PASS		Fail
1	2	
—	—	—
—	—	—

DO NOT ADMINISTER ITEM 2 IF CHILD PASSES ITEM 1

2. IDENTIFICATION OF OBJECTS THROUGH POINTING

Objects	PASS		Fail
	1	2	
TOOTHBRUSH	—	—	—
CUP	—	—	—
SHOE	—	—	—

SUMMARY ITEM SCORE (PASS = 1 CORRECT RESPONSE)

PASS		Fail
1	2	
—	—	—
—	—	—

**SPEECH, LANGUAGE AND HEARING EXAMINATION
AUDITORY MEMORY FOR
DIGITS AND NONSENSE SYLLABLES**

1. NAME OF CHILD

2. DATE OF BIRTH (MO DAY YEAR)

3. SEX

4. AGE

5. EXAMINED BY

6. DATE OF EXAM

*Supervised by
Mr. V-69*

9. RECALL OF DIGITS

1. TWO-DIGIT SERIES

2-Digit Series	Verbatim Response	Pass	Fail
4.2	_____	___	___
9.8	_____	___	___
9.1	_____	___	___
1.9	_____	___	___

SUMMARY ITEM SCORE (PASS = CORRECT RESPONSE)
Pass Fail

2. THREE-DIGIT SERIES

3-Digit Series	Verbatim Response	Pass	Fail
1.9.2	_____	___	___
9.2.1	_____	___	___
9.2.9	_____	___	___
1.9.1	_____	___	___

SUMMARY ITEM SCORE (PASS = CORRECT RESPONSE)
Pass Fail

11. COMMENTS

10. RECALL OF NONSENSE SYLLABLES

1. TWO-SYLLABLE SERIES

2-syllable Series	Verbatim Response	Pass	Fail
PCC GAW	_____	___	___
DEE GCO	_____	___	___
WOW CAN	_____	___	___
PAA UOP	_____	___	___

SUMMARY ITEM SCORE (PASS = CORRECT RESPONSE)
Pass Fail

2. THREE-SYLLABLE SERIES

3-syllable Series	Verbatim Response	Pass	Fail
PAA GCO DEE	_____	___	___
WOW CAN GCO	_____	___	___
PAA GCO UOP	_____	___	___
DEE GAW PAA	_____	___	___

SUMMARY ITEM SCORE (PASS = CORRECT RESPONSE)
Pass Fail

**SPEECH, LANGUAGE AND HEARING EXAMINATION
HEARING TEST**

1. NAME OF CHILD

DATE OF BIRTH		AGE	
MO.	DAY	YR.	MO.
SEX		RACE	
MALE <input type="checkbox"/> FEMALE <input type="checkbox"/>		WHITE <input type="checkbox"/> BLACK <input type="checkbox"/> OTHER <input type="checkbox"/>	
EXAMINED BY		DATE OF EXAM	
		MO. DAY YR.	

*Supervised by
Dr. 4-84*

3. SPONTANEOUS WORD TEST (VERBAL)

1. METER SETTING: LIST 1

10. AMBIENT NOISE LEVEL _____ dB

Pass Fail

COWBOY

WHEELS

NOTES

SUMMARY SCORE PASS ALL 3 WORDS REPEATED CORRECTLY

Pass Fail
1 0

2. METER SETTING: LIST 2

Pass Fail

COWBOY

WHEELS

NOTES

WHEELS

WHEELS

WHEELS

WHEELS

WHEELS

WHEELS

WHEELS

SUMMARY SCORE PASS ANY 5 CONSECUTIVE WORDS REPEATED CORRECTLY OR 3 OF 3 WORDS REPEATED CORRECTLY

Pass Fail
1 0

**SPEECH, LANGUAGE AND HEARING EXAMINATION
HEARING TEST**

*Supervised by
22-7-84*

12. EXAMINED BY

13. DATE OF EXAM
MO. DAY YEAR

9. SPONDAE WORD TEST (VERBAL CONTINUED)

13. COMMENTS

3. METER SETTING 40 (LIST IV)

	Pass	Fail
	(A)	(B)
MAILMAN	—	—
BEER	—	—
ICE CREAM	—	—
LEPTICA	—	—
WINE	—	—
FOOT-GRUSH	—	—
OUTSIDE	—	—
RAILROAD	—	—
AIRPLANE	—	—
BIRTHDAY	—	—

SUMMARY SCORE (PASS ALL 5 CONSECUTIVE WORDS REPEATED CORRECTLY
OR 4 OF 5 WORDS REPEATED CORRECTLY)

Pass	Fail
—	—
—	—

4. METER SETTING 40 (LIST IV)

	Pass	Fail
	(A)	(B)
PERCEAN	—	—
ICEBERG	—	—
PANCAKE	—	—
PERCHER	—	—
BIRTHDAY	—	—
ICE CREAM	—	—
FOOT-GRUSH	—	—
BIRTHDAY	—	—
WATERLILY	—	—
WINE	—	—

SUMMARY SCORE (PASS ALL 5 CONSECUTIVE WORDS REPEATED CORRECTLY
OR 4 OF 5 WORDS REPEATED CORRECTLY)

Pass	Fail
—	—
—	—

**SPEECH, LANGUAGE AND HEARING EXAMINATION
HEARING TEST**

*Supplemental
4-64*

17. EXAMINED BY

19. DATE OF EXAM
MO DAY YEAR

9. SPONGIC WORD TEST (NONVERBAL)

19. AMBIENT NOISE LEVEL _____ dB

20. COMMENTS

9. METER SETTING (H) LIST VI

	Pass (1)	Fail (2)
COMBOY	—	—
BASBALL	—	—
HOT DOG	—	—

SUMMARY SCORE: PASS: ALL 3 WORDS REPEATED CORRECTLY

Pass	Fail
—	—
1	3

9. METER SETTING (H) LIST VII

	Pass (1)	Fail (2)
BATHUB	—	—
ICE CREAM	—	—
SEEDS	—	—
SEEDS	—	—
WASHBURN	—	—
VIE CREAM	—	—
RESEED	—	—
WASHBURN	—	—
SEEDS	—	—
BATHUB	—	—

SUMMARY SCORE: PASS: ANY 3 CONSECUTIVE WORDS REPEATED CORRECTLY OR 4 OF 9 WORDS REPEATED CORRECTLY

Pass	Fail
—	—
1	3

**SPEECH, LANGUAGE AND HEARING EXAMINATION
HEARING TEST**

*Supervised by
10-4-64*

21. EXAMINED BY _____ 22. DATE OF EXAM _____
MO. DAY YEAR

9. SPONGIC WORD TEST (INTERVAL CONTINUED)

23. COMMENTS

7. METER SETTING 40 (LIST VII)

	Pass	Fail
WAILMAN	—	—
BLUESMAN	—	—
FOOT-BOULDER	—	—
RAILROAD	—	—
AIRPLANE	—	—
RAILROAD	—	—
AIRPLANE	—	—
WAILMAN	—	—
FOOT-BOULDER	—	—
BLUESMAN	—	—

SUMMARY SCORE (PASS + ANY 3 CONSECUTIVE WORDS REPEATED CORRECTLY FOR 10 WORDS REPEATED CORRECTLY)

Pass	Fail
—	—
1	5

8. METER SETTING 40 (LIST VI)

	Pass	Fail
POPSUN	—	—
SELDON	—	—
NECKTIE	—	—
FLASHLIGHT	—	—
TEASPOON	—	—
TEASPOON	—	—
DOLPHIN	—	—
POPSUN	—	—
FLASHLIGHT	—	—
NECKTIE	—	—

SUMMARY SCORE (PASS + ANY 3 CONSECUTIVE WORDS REPEATED CORRECTLY FOR 10 WORDS REPEATED CORRECTLY)

Pass	Fail
—	—
1	5

14. SUMMARY TOTAL SCORE FOR SPONGIC WORD TEST SUBAREA

Pass	Fail
—	—
1	5

**SPEECH, LANGUAGE AND HEARING EXAMINATION
HEARING TEST**

*Sample marked by
20 4-84*

27. EXAMINED BY _____ 28. DATE OF EXAM _____
MO DAY YEAR

29. PURE TONE SCREENING TEST

31. COMMENTS

1. TRIAL ONE 30. AMBIENT NOISE LEVEL _____ dB.

Sequence of Tones (at 20 dB)	Ear	Pass	Fail
2000 CYCLES	RIGHT	—	—
1000 CYCLES	RIGHT	—	—
500 CYCLES	RIGHT	—	—
250 CYCLES	RIGHT	—	—
1000 CYCLES	LEFT	—	—
500 CYCLES	LEFT	—	—
250 CYCLES	LEFT	—	—

DO NOT ADMINISTER TRIAL TWO IF CHILD RESPONDS
TO TRIAL ONE IN BOTH EARS

2. TRIAL TWO For children who fail to respond on one or more of tones in either or both ears.

31. AMBIENT NOISE LEVEL _____ dB.

Sequence of Tones (at 20 dB)	Ear	Pass	Fail
2000 CYCLES	RIGHT	—	—
1000 CYCLES	RIGHT	—	—
500 CYCLES	RIGHT	—	—
250 CYCLES	RIGHT	—	—
1000 CYCLES	LEFT	—	—
500 CYCLES	LEFT	—	—
250 CYCLES	LEFT	—	—

32. SUMMARY TOTAL SCORE FOR PURE TONE SCREENING TEST SUBAREA

	Pass	Fail
RIGHT EAR	—	—
LEFT EAR	—	—

**SPEECH, LANGUAGE AND HEARING EXAMINATION
SPEECH MECHANISM**

11. PATIENT IDENTIFICATION

2. NAME OF CHILD

3. DATE OF BIRTH: AGE 3; 12

MO. 10 YEAR

DATE 10/10/64

4. RACE

WHITE

OTHER

7. EXAMINED BY:

8. DATE OF EXAM

MO. 10 YEAR

*Supervised by
10-4-64*

9. EXAMINATION OF THE SPEECH MECHANISM

10. COMMENTS

1. EXAMINATION OF THE LIPS

A. RETRACTION

- ☐ PASS
- ☐ PASS WITH SERVICE
- ☐ PASS WITH TENSION
- ☐ PULLS TO LEFT
- ☐ PULLS TO RIGHT
- ☐ DOES NOT SUCCEED IN RETRACTING
- ☐ OTHER DESCRIBE:

B. PROTRUSION

- ☐ PASS
- ☐ PASS WITH SERVICE
- ☐ PASS WITH TENSION
- ☐ DEVIATES TO LEFT
- ☐ DEVIATES TO RIGHT
- ☐ DOES NOT SUCCEED IN PROTRUSING
- ☐ OTHER DESCRIBE:

2. EXAMINATION OF THE TONGUE

A. MID-LINE PROTRUSION

- ☐ PASS
- ☐ PASS WITH HEAD MOVEMENT
- ☐ PASS WITH TENSION
- ☐ DEVIATES TO LEFT
- ☐ DEVIATES TO RIGHT
- ☐ DOES NOT SUCCEED IN PROTRUSING
- ☐ OTHER DESCRIBE:

B. LATERAL PROTRUSION

- ☐ PASS
- ☐ PASS WITH SERVICE
- ☐ PASS WITH TENSION
- ☐ HEAD MOVES TO SAME SIDE
- ☐ MANDIBLE MOVES WITH TENSION
- ☐ DOES NOT SUCCEED IN LATERAL PROTRUSION
- ☐ OTHER DESCRIBE:

COLLEGE OF RESEARCH
PERMANENT RESEARCH BRANCH WASH DC
BETHESDA MD

11

PAGE 10

PS-14

**SPEECH, LANGUAGE AND HEARING EXAMINATION
SPEECH MECHANISM**

*Amplified by
4-6-64*

12. EXAMINED BY _____ 13. DATE OF EXAM
MO. DAY YEAR

9. EXAMINATION OF THE SPEECH MECHANISM (continued)

14. COMMENTS

2. EXAMINATION OF THE TONGUE (continued)

C. ELEVATION

- ☐ PASS
- ☐ PASS WITH HEAD MOVEMENT
- ☐ PASS WITH TONGUE
- ☐ DOES NOT SUCCEED IN ELEVATION
- ☐ OTHER (Describe)

3. EXAMINATION OF THE SOFT PALATE

A. ELEVATION

- ☐ PASS
- ☐ LIMITED MOBILITY
- ☐ ASYMMETRICAL ELEVATION
- ☐ CLEFT PALATE OR UNDEVELOPED
- ☐ OTHER (Describe)

4. DIADYCHOMAS

A. LIPS

- ☐ PASS
- ☐ UNSTAINED
- ☐ OTHER

B. TONGUE

- ☐ PASS
- ☐ UNSTAINED
- ☐ OTHER (Describe)

**SPEECH, LANGUAGE AND HEARING EXAMINATION
SPEECH PRODUCTION**

2. NAME OF CHILD

3. DATE OF BIRTH - A AGE - S SEX - R RACE -
MO. DAY YEAR ☐ MALE ☐ FEMALE ☐ T ☐ F ☐ O
☐ OTHER

7. EXAMINED BY

8. DATE OF EXAM
MO. DAY YEAR

*Supervised by
Jan 4-64*

9. VOICE

10. COMMENTS

1. PITCH
☐ ADEQUATE
☐ UNUSUAL FLUCTUATIONS
☐ TOO HIGH
☐ TOO LOW
☐ MONOTONE
☐ OTHER Describe:

2. LOUDNESS

- ☐ ADEQUATE
☐ TOO SOFT
☐ TOO LOUD
☐ UNUSUAL FLUCTUATIONS
☐ OTHER Describe:

3. QUALITY

- ☐ ADEQUATE
☐ HYPERNASAL
☐ HYPONASAL
☐ GORTHOSES
☐ OTHER Describe:

SUMMARY SCORE

NORMAL	SUSPECT	ABNORMAL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SPEECH, LANGUAGE AND HEARING EXAMINATION
SPEECH PRODUCTION**

PATIENT IDENTIFICATION

*impaired by
Cir. 11-64*

EXAMINED BY

DATE OF EXAM
MO. DAY YEAR

II. ARTICULATION

CODE—

- 1 CORRECT ARTICULATION
- 2 INCORRECT ARTICULATION
- 3 OMISSION
- 4 NO RESPONSE

Test Word	Initial	Consonant	Consonant	Test Word	Initial	Consonant	Consonant
			Letters & Diphthongs				Letters & Diphthongs
1. <u>mouth</u>	m	u		16. <u>house</u>	h	au	
2. <u>goat</u>	g	o		17. <u>ant</u>	w	e	
3. <u>prace</u>	p	a		18. <u>jam</u>	j		
4. <u>tree</u>	t	i		19. <u>white</u>	w	i	
5. <u>car</u>	d	r		20. <u>crease</u>	ts	z	
6. <u>bed</u>	b	e		21. <u>jump</u>	dz		
7. <u>see</u>	s			22. <u>me</u>	m	e	
8. <u>game</u>	g	m		23. <u>mine</u>	m	i	
9. <u>less</u>	f			24. <u>books</u>	b	u	
10. <u>turn</u>	g	n		25. <u>bug</u>	b		
11. <u>rice</u>	s	a		26. <u>chips</u>	ch	n	
12. <u>up</u>	f	p		27. <u>boys</u>	b		
13. <u>day</u>	d	e		28. <u>gate</u>	g		
14. <u>yes</u>	y	s		29. <u>river</u>	r		
15. <u>too</u>	t	u		30. <u>balls</u>	b		
16. <u>see</u>	r	d		31. <u>case</u>	dz	ol	
17. <u>see</u>	l	g		32. <u>you</u>	y	u	

III. SUMMARY EVALUATION

	Normal	Suspect	Abnormal
CONSONANTS AND DIPHTHONGS	1	1	1
INITIAL CONSONANTS	1	1	1
FINAL CONSONANTS	1	1	1
SUMMARY SCORE ALL TESTED SOUNDS	1	1	1

INSTRUCTIONS FOR SCORING CATEGORIES

- CONSONANTS AND DIPHTHONGS: NORMAL = 14 OR ABOVE SUSPECT = 10-13 ABNORMAL = 9 OR LESS
- INITIAL CONSONANTS: NORMAL = 13 OR ABOVE SUSPECT = 10-12 ABNORMAL = 9 OR LESS
- FINAL CONSONANTS: NORMAL = 11 OR ABOVE SUSPECT = 8-10 ABNORMAL = 7 OR LESS
- ALL TESTED SOUNDS: NORMAL = ALL 3 CATEGORIES NORMAL OR 2 NORMAL AND 1 SUSPECT CATEGORY
SUSPECT = 1 SUSPECT OR ABNORMAL ON ANY 1 CATEGORY AND SUSPECT IN AT LEAST 2 OF THE REMAINING CATEGORIES
ABNORMAL = ABNORMAL ON 2 OR MORE CATEGORIES

**SPEECH, LANGUAGE AND HEARING EXAMINATION
SPEECH PRODUCTION**

3. PATIENT IDENTIFICATION

*Immunized by
2/10/4-6-4*

EXAMINED BY _____ DATE OF EXAM _____
MO. DAY YEAR

19. INTELLIGIBILITY OF SPEECH

20. COMMENTS

HOW WELL CAN YOU UNDERSTAND THIS CHILD? Check only one of the following:

☐ Description

☐ NO DIFFICULTY IN UNDERSTANDING WHAT HE SAYS REGARDLESS OF ANY CONDITIONS WHICH MAY BE PRESENT IN ARTICULATION (VOICE QUALITY, PITCH, RHYTHM, ETC.).

☐ SOME DIFFICULTY IN UNDERSTANDING WHAT THE CHILD SAYS.

☐ CONSIDERABLE DIFFICULTY IN UNDERSTANDING WHAT THE CHILD SAYS.

☐ THE CHILD HAS VERBALIZED BUT IS UNINTelligible.

☐ NO SPEECH

☐ OTHER _____

21. SUMMARY EVALUATION

INSERT CHECKS IN THE FOLLOWING LIST ONLY IF SCALE VALUES 2, 3, 4 OR 5 ARE MARKED

RHYTHM	<input type="checkbox"/>	QUALITY	<input type="checkbox"/>
PACE	<input type="checkbox"/>	STRESS	<input type="checkbox"/>
LOUDNESS	<input type="checkbox"/>	ARTICULATION	<input type="checkbox"/>
PITCH	<input type="checkbox"/>	OTHER	<input type="checkbox"/>

SUMMARY SCORE Normal Suspect Abnormal

SUMMARY SCORING

IF EITHER RHYTHM OR PACE CRITERIA ARE CHECKED CHILD IS CONSIDERED TO HAVE AN IMPAIRMENT IN INTELLIGIBILITY AND SHOULD BE MARKED AS ABNORMAL. IF BOTH ARE CHECKED, RATE CHILD AS SUSPECT. IF BOTH ARE CHECKED, RATE CHILD AS NORMAL.

SPEECH, LANGUAGE AND HEARING EXAMINATION SPEECH PRODUCTION

11/12/96
 11/12/96

13. EXAMINED BY

14. DATE OF EXAM
MO. DAY YEAR

15. FLUENCY

16. COMMENTS

1. CLOSURE

WORDS OF SYLLABLES	<input type="checkbox"/> NONE	<input type="checkbox"/> OCCASIONALLY	<input type="checkbox"/> FREQUENT
PHRASES	<input type="checkbox"/> NONE	<input type="checkbox"/> OCCASIONALLY	<input type="checkbox"/> FREQUENT
PARAGRAPHS	<input type="checkbox"/> NONE	<input type="checkbox"/> OCCASIONALLY	<input type="checkbox"/> FREQUENT
SENTENCES	<input type="checkbox"/> NONE	<input type="checkbox"/> OCCASIONALLY	<input type="checkbox"/> FREQUENT

2. FORMS

WORDS OF SYLLABLES	<input type="checkbox"/> NONE	<input type="checkbox"/> OCCASIONALLY	<input type="checkbox"/> FREQUENT
PHRASES	<input type="checkbox"/> NONE	<input type="checkbox"/> OCCASIONALLY	<input type="checkbox"/> FREQUENT
PARAGRAPHS	<input type="checkbox"/> NONE	<input type="checkbox"/> OCCASIONALLY	<input type="checkbox"/> FREQUENT
SENTENCES	<input type="checkbox"/> NONE	<input type="checkbox"/> OCCASIONALLY	<input type="checkbox"/> FREQUENT

SUMMARY SCORE

	Normal	Severely	Abnormal
CLOSURE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FORMS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SPEECH, LANGUAGE AND HEARING EXAMINATION
ADDITIONAL OBSERVATIONS**

1. NAME OF CHILD

2. DATE OF BIRTH

MO. DAY YEAR

3. SEX

MALE FEMALE

4. RACE

WHITE BLACK OTHER

5. EXAMINED BY

6. DATE OF EXAM

MO. DAY YEAR

7. STATE OF HEALTH ON DAY OF EXAMINATION. MAKE NOTE OF ANY CONDITION WHICH MAY AFFECT THE CHILD'S TEST PERFORMANCE. E.G. HEARING AID, GLASSES OR OTHER PROSTHESES, RESPIRATORY CONDITION, RUNNING EARS, ETC.

8. COMMENTS

9. OBSERVABLE PHYSICAL ABNORMALITIES

1. HEAD - NONE

EXTREMELY SMALL

EXTREMELY LARGE

PECULIAR SHAPE

OTHER (Describe)

2. FACE - NONE

ASYMMETRY

WAX-LIKE

SCARACES

WES

OTHER (Describe)

3. EARS - NONE

ABSENCE

OTHER (Describe)

4. EYES - NONE

STRABISMUS

NYSTAGMUS

OTHER (Describe)

5. MOUTH - NONE

CLEFT LIP

DECIDUOUS

MOUTH PROTRUSION

OTHER (Describe)

**SPEECH, LANGUAGE AND HEARING EXAMINATION
ADDITIONAL OBSERVATIONS**

*Superior 3
10-1-64*

13. EXAMINED BY _____ 14. DATE OF BIRTH _____
MO. DAY YEAR

15. OBSERVABLE PHYSICAL ANOMALIES (continued)

16. COMMENTS (Please describe in further detail any behavior category that is observed.)

5. HANDS AND ARMS - none
IMPAIRED FUNCTION (Describe) _____
OTHER (Describe) _____
6. LEGS _____
IMPAIRED FUNCTION (Describe) _____
OTHER (Describe) _____

17. UNUSUAL BEHAVIOR OBSERVED DURING TEST PERIOD

none
PLEASANT AND AFFECTIONATE
UNUSUAL POSTURING
EXCESSIVE CRYING
EXCESSIVE LAUGHING
HYPERACTIVITY
HYPOACTIVITY
HYPERDRINK
PERSISTENT
ECHOLALIA
SPONTANEOUS COMMUNICATION LIMITED OR LACKING
OTHER (Describe) _____

SPEECH, LANGUAGE AND HEARING EXAMINATION FINAL SUMMARY OF TEST PERFORMANCE

NAME OF CHILD

DATE OF EXAMINATION

AGE

☐ MALE ☐ FEMALE ☐ DATE OF BIRTH ☐ MONTH ☐ DAY ☐ YEAR

EXAMINED BY

DATE OF EXAM

I. LANGUAGE RECEPTION

☐ NORMAL☐ SUSPECT☐ ABNORMAL

II. COMMENTS

II. LANGUAGE EXPRESSION

☐ NORMAL☐ SUSPECT☐ ABNORMAL

III. HEARING

☐ NORMAL☐ SUSPECT☐ ABNORMAL

IV. SPEECH MECHANISM

☐ NORMAL☐ SUSPECT☐ ABNORMAL

V. SPEECH PRODUCTION

☐ NORMAL☐ SUSPECT☐ ABNORMAL

VI. GLOBAL SCORING*

☐ NORMAL☐ SUSPECT☐ ABNORMAL

VII. AUDITORY MEMORY

☐ PASS☐ FAIL

INFORMATION AVAILABLE

☐ PASS☐ FAIL☐ PASS☐ FAIL

INFORMATION AVAILABLE

☐ PASS☐ FAIL

VIII. ADEQUACY OF EXAMINATION

☐ ADEQUATE☐ INADEQUATE (Describe)

IX. REFERRAL

☐ NO REFERRAL INDICATED☐ REFERRED FOR AUDIOLOGIC EXAMINATION

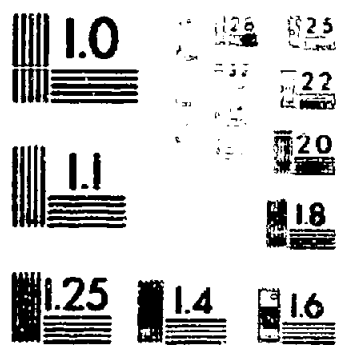
INSTRUCTIONS FOR GLOBAL SCORING

NORMAL: 1) MAJOR AREAS SCORED AS NORMAL.

2) MAJOR AREAS SCORED AS NORMAL AND REMAINING MAJOR AREA SCORED AS SUSPECT.

SUSPECT: 1) ANY COMBINATION OF NORMAL AND SUSPECT SCORES IN THE 1 MAJOR AREA OR BUT NO ABNORMAL SCORES.
2) AN ABNORMAL SCORE IN ANY OF THE 3 MAJOR AREAS AND ANY COMBINATION OF SUSPECT AND NORMAL IN THE REMAINING MAJOR AREAS.

ABNORMAL: ABNORMAL SCORES IN 2 OR MORE OF THE 3 MAJOR AREAS.



MICROCOPY RESOLUTION TEST CHART
 NATIONAL BUREAU OF STANDARDS-1963-A
 U.S. GOVERNMENT PRINTING OFFICE: 1963
 O - 348-091

CONTINUED ON NEXT FICHE