



PS-40 Through PS-45 Final Speech, Language and Hearing Examination

- PS-40 Hearing
- PS-41 Language Comprehension
- PS-42 Language Expression
- PS-43 Speech Mechanism
- PS-44 Speech Production
- PS-45 Additional Observations

Forms PS-40 through PS-45 were used to record the results of tests administered to evaluate the child at eight years in the areas of hearing, language comprehension and expression, and speech mechanism and production. PS-40 was administered to 33,547 study cases with only 24,291 study cases administered the entire eight year examination. The forms were implemented into the study in April 1970, and were not revised, though records on the master file include a trial form implemented in October 1966. The April 1970 forms contained a few additions and minor changes over the pretest form; none of these resulted in changes in coding. Data from forms PS-40 - PS-45 were keypunched onto six cards in the master file (Table PS-40.1).

**TABLE PS-40.1 Cards and Data Records by Revision
for Forms PS-40 through PS-45**

Card Name	Card Number	Rev. No.	Number Records
PS-40: Pure Tone Audiometry	1140	0	15,296
		1	8,523
		2	9,556
		3	160
		4	12
			33,547
PS-40: Pure Tone Audiometry, Discrimination Test, Auditory Memory	2140	0	15,299
		1	8,523
		2	9,554
		3	154
		4	12
			33,552
PS-40: Auditory Verbal Comprehension, Oral Reading	3140	0	15,488
		1	8,625
		3	165
		4	12
			24,290
PS-40: Oral Reading, Silent Reading, Morphology, Writing From Dictation	4140	0	15,486
		1	8,623
		3	166
		4	13
			24,288
PS-40: Speech Mechanism and Production, Observable Anomalies, Observed Aberrations	5140	0	15,489
		1	8,625
		3	165
		4	12
			24,291
PS-40: Observed Aberrations	6140	0	15,489
		1	8,625
		3	165
		4	12
			24,291

Data items referenced for PS-40, Final Speech Language and Hearing Evaluation - Hearing

DATA ITEM	ITEM	CRNO	FORM	DATA ITEM NAME
ID	IN	NUM	TO	
1306.....		1140	1	5 Card number (sequence, form type, form number, revision number)
1307.....		1140	6	14 MINN case number
1308..PS-40	4	1140	15	15 AGE (Yrs)
1309..PS-40	4	1140	16	16 AGE (mo)
1310..PS-40	7	1140	18	18 Examiner for form PS-40
1311..PS-40	4	1140	20	20 Audiometry, pure tone air conduction, right ear 250 cps
1312..PS-40	4	1140	21	21 Audiometry, pure tone air conduction, right ear 500 cps
1313..PS-40	4	1140	22	22 Audiometry, pure tone air conduction, right ear 1000 cps
1314..PS-40	4	1140	23	23 Audiometry, pure tone air conduction, right ear 2000 cps
1315..PS-40	4	1140	24	24 Audiometry, pure tone air conduction, right ear 4000 cps
1316..PS-40	4	1140	25	25 Audiometry, pure tone air conduction, right ear 8000 cps
1317..PS-40	4	1140	26	26 Audiometry, pure tone air conduction, left ear 250 cps
1318..PS-40	4	1140	27	27 Audiometry, pure tone air conduction, left ear 500 cps
1319..PS-40	4	1140	28	28 Audiometry, pure tone air conduction, left ear 1000 cps
1320..PS-40	4	1140	29	29 Audiometry, pure tone air conduction, left ear 2000 cps
1321..PS-40	4	1140	30	30 Audiometry, pure tone air conduction, left ear 4000 cps
1322..PS-40	4	1140	31	31 Audiometry, pure tone air conduction, left ear 8000 cps
1323..PS-40	4	1140	32	32 Audiometry, pure tone air conduction, left ear 250 cps
1324..PS-40	4	1140	33	33 Audiometry, pure tone air conduction, left ear 500 cps
1325..PS-40	4	1140	34	34 Audiometry, pure tone air conduction, left ear 1000 cps
1326..PS-40	4	1140	35	35 Audiometry, pure tone air conduction, left ear 2000 cps
1327..PS-40	4	1140	36	36 Audiometry, pure tone air conduction, left ear 4000 cps
1328..PS-40	4	1140	37	37 Audiometry, pure tone air conduction, left ear 8000 cps
1329..PS-40	4	1140	38	38 Audiometry, pure tone method
1330..PS-40	4	1140	39	39 Audiometry, pure tone method
1331..PS-40	4	1140	40	40 Audiometry, pure tone method
1332..PS-40	4	1140	41	41 Audiometry, pure tone method
1333..PS-40	4	1140	42	42 Audiometry, pure tone method
1334..PS-40	4	1140	43	43 Audiometry, pure tone method
1335..PS-40	4	1140	44	44 Audiometry, pure tone method
1336..PS-40	4	1140	45	45 Audiometry, pure tone method
1337..PS-40	4	1140	46	46 Audiometry, pure tone method
1338..PS-40	4	1140	47	47 Audiometry, pure tone method
1339..PS-40	4	1140	48	48 Audiometry, pure tone method
1340..PS-40	4	1140	49	49 Audiometry, pure tone method
1341..PS-40	4	1140	50	50 Audiometry, pure tone method
1342..PS-40	4	1140	51	51 Audiometry, pure tone method
1343..PS-40	4	1140	52	52 Audiometry, pure tone method
1344..PS-40	4	1140	53	53 Audiometry, pure tone method
1345..PS-40	4	1140	54	54 Audiometry, pure tone method
1346..PS-40	4	1140	55	55 Audiometry, pure tone method
1347..PS-40	4	1140	56	56 Audiometry, pure tone method
1348..PS-40	4	1140	57	57 Audiometry, pure tone method
1349..PS-40	4	1140	58	58 Audiometry, pure tone method
1350..PS-40	4	1140	59	59 Audiometry, pure tone method
1351..PS-40	4	1140	60	60 Audiometry, pure tone method
1352..PS-40	4	1140	61	61 Audiometry, pure tone method
1353..PS-40	4	1140	62	62 Audiometry, pure tone method
1354..PS-40	4	1140	63	63 Audiometry, pure tone method
1355..PS-40	4	1140	64	64 Audiometry, pure tone method
1356..PS-40	4	1140	65	65 Audiometry, pure tone method
1357..PS-40	4	1140	66	66 Audiometry, pure tone method
1358..PS-40	4	1140	67	67 Audiometry, pure tone method
1359..PS-40	4	1140	68	68 Audiometry, pure tone method
1360..PS-40	4	1140	69	69 Audiometry, pure tone method
1361..PS-40	4	1140	70	70 Audiometry, pure tone method
1362..PS-40	4	1140	71	71 Audiometry, pure tone method
1363..PS-40	4	1140	72	72 Audiometry, pure tone method
1364..PS-40	4	1140	73	73 Audiometry, pure tone method
1365..PS-40	4	1140	74	74 Audiometry, pure tone method
1366..PS-40	4	1140	75	75 Audiometry, pure tone method
1367..PS-40	4	1140	76	76 Audiometry, pure tone method
1368..PS-40	4	1140	77	77 Audiometry, pure tone method
1369..PS-40	4	1140	78	78 Audiometry, pure tone method
1370..PS-40	4	1140	79	79 Audiometry, pure tone method
1371..PS-40	4	1140	80	80 Audiometry, pure tone method
1372..PS-40	4	1140	81	81 Audiometry, pure tone method
1373..PS-40	4	1140	82	82 Audiometry, pure tone method
1374..PS-40	4	1140	83	83 Audiometry, pure tone method
1375..PS-40	4	1140	84	84 Audiometry, pure tone method
1376..PS-40	4	1140	85	85 Audiometry, pure tone method
1377..PS-40	4	1140	86	86 Audiometry, pure tone method
1378..PS-40	4	1140	87	87 Audiometry, pure tone method
1379..PS-40	4	1140	88	88 Audiometry, pure tone method
1380..PS-40	4	1140	89	89 Audiometry, pure tone method
1381..PS-40	4	1140	90	90 Audiometry, pure tone method
1382..PS-40	4	1140	91	91 Audiometry, pure tone method
1383..PS-40	4	1140	92	92 Audiometry, pure tone method
1384..PS-40	4	1140	93	93 Audiometry, pure tone method
1385..PS-40	4	1140	94	94 Audiometry, pure tone method
1386..PS-40	4	1140	95	95 Audiometry, pure tone method
1387..PS-40	4	1140	96	96 Audiometry, pure tone method
1388..PS-40	4	1140	97	97 Audiometry, pure tone method
1389..PS-40	4	1140	98	98 Audiometry, pure tone method
1390..PS-40	4	1140	99	99 Audiometry, pure tone method
1391..PS-40	4	1140	100	100 Audiometry, pure tone method

Data Items Referencing Form PS-41, Language Comprehension

DATA ITEM ID	ITEM IN FORM	CASH NUM	FROM	TO	DATA ITEM NAME
1663.....		3140	1	5	Exam number (sequence, form type, form number, revision number)
1669.....		3140	4	14	MINN CASE NUMBER
1670.....		3140	15	15	Age (Yrs)
1671.....		3140	16	17	Age (mo)
1672.....		3140	19	19	Examiner for form PS-41
1673...PS-41	0	3140	20	21	Comprehension verbal; error identification errors
1674...PS-41	0	3140	22	24	Comprehension verbal; error identification total score
1675...PS-41	0	3140	25	26	Comprehension verbal; error identification vocabulary error
1676...PS-41	0	3140	29	29	Comprehension verbal; error identification; adequacy of exam
1677...PS-41	0	3130	30	30	Comprehension verbal; orientation question 1
1678...PS-41	0	3140	31	31	Comprehension verbal; orientation question 2
1679...PS-41	0	3140	32	32	Comprehension verbal; orientation question 3
1680...PS-41	0	3140	33	33	Comprehension verbal; orientation question 4
1681...PS-41	0	3140	34	34	Comprehension verbal; orientation question 5
1682...PS-41	0	3140	35	35	Comprehension verbal; orientation question 6
1683...PS-41	0	3140	36	36	Comprehension verbal; orientation question 7
1684...PS-41	0	3140	37	37	Comprehension verbal; orientation question 8
1685...PS-41	0	3140	38	38	Comprehension verbal; orientation question 9
1686...PS-41	0	3140	39	39	Comprehension verbal; orientation question 10
1687...PS-41	0	3140	40	40	Comprehension verbal; orientation question 11
1688...PS-41	0	3140	41	41	Comprehension verbal; orientation question 12
1689...PS-41	0	3140	42	43	Comprehension verbal; orientation total score
1690...PS-41	0	3140	43	44	Comprehension verbal; orientation adequacy of exam
1691...PS-41	0	3140	45	45	Comprehension verbal; understanding a story question 1
1692...PS-41	0	3140	46	46	Comprehension verbal; understanding a story question 2
1693...PS-41	0	3140	47	47	Comprehension verbal; understanding a story question 3
1694...PS-41	0	3140	48	48	Comprehension verbal; understanding a story question 4
1695...PS-41	0	3140	49	49	Comprehension verbal; understanding a story question 5
1696...PS-41	0	3140	50	50	Comprehension verbal; understanding a story raw score
1697...PS-41	0	3140	51	52	Comprehension verbal; understanding a story, grade equivalent
1698...PS-41	0	3140	53	53	Comprehension verbal; understanding a story, age equivalent
1699...PS-41	0	3140	54	54	Comprehension verbal; understanding a story, adequacy of exam
1700...PS-41	16	3140	56	56	Reading, oral, passage A, number of errors
1701...PS-41	16	3140	57	57	Reading, oral, passage A, passage scores
1702...PS-41	16	3140	58	58	Reading, oral, passage B, number of errors
1703...PS-41	16	3140	59	59	Reading, oral, passage B, passage scores
1704...PS-41	16	3140	60	60	Reading, oral, passage C, number of errors
1705...PS-41	16	3140	61	61	Reading, oral, passage C, passage scores
1706...PS-41	16	3140	62	62	Reading, oral, passage D, number of errors
1707...PS-41	16	3140	63	63	Reading, oral, passage D, passage scores
1708...PS-41	16	3140	64	64	Reading, oral, passage E, number of errors
1709...PS-41	16	3140	65	65	Reading, oral, passage E, passage scores

DATA ITEM REFERENCE FORM PS-41, LANGUAGE COMPREHENSION

DATA ITEM TO	ITEM 3M EJMD	CANON NUM	FROM	TO	DATA ITEM NAME
3510..PS-31	1A	3140	66	66	66 Reading, oral, passage 1, number of errors
3511..PS-01	1A	3140	67	67	67 Reading, oral, passage 1, passage score
3512..PS-01	1A	3140	68	68	68 Reading, oral, total passage score
3513..PS-31	1A	3140	70	70	71 Reading, oral, grade equivalent
3514.....	1A	3140	72	72	80 Blank
3515.....		3140	1	1	5 Card number (sequence, form type, form number, revision number)
3516.....		3140	4	4	14 Ninth case number
3517.....		3140	15	15	15 Age (Yrs)
3518.....		3140	16	16	17 Age (mo)
3519.....		3140	18	18	19 Examiner for form PS-41
3520..PS-41	1A	3140	20	20	21 Reading, oral, types of errors, 21A
3521..PS-41	1A	3140	22	22	23 Reading, oral, types of errors, gross mispronunciation
3522..PS-41	1A	3140	24	24	25 Reading, oral, types of errors, diff mispronunciation
3523..PS-41	1A	3140	26	26	27 Reading, oral, types of errors, omission
3524..PS-41	1A	3140	28	28	29 Reading, oral, types of errors, insertion
3525..PS-41	1A	3140	30	30	31 Reading, oral, types of errors, substitution
3526..PS-41	1A	3140	32	32	33 Reading, oral, types of errors, repetition
3527..PS-41	1A	3140	34	34	35 Reading, oral, types of errors, inversion
3528..PS-41	1A	3140	36	36	36 Reading, oral, adequacy of exam
3529..PS-41	1A	3140	37	37	37 Reading, silent, sample parafrase question 1
3530..PS-41	1A	3140	38	38	38 Reading, silent, sample parafrase question 2
3531..PS-41	1A	3140	39	39	39 Reading, silent, sample parafrase question 3
3532..PS-41	1A	3140	40	40	40 Reading, silent, sample parafrase, adequacy of exam
3533..PS-41	1A	3140	41	41	41 Reading, silent, test parafrase question 1
3534..PS-41	1A	3140	42	42	42 Reading, silent, test parafrase question 2
3535..PS-41	1A	3140	43	43	43 Reading, silent, test parafrase question 3
3536..PS-41	1A	3140	44	44	44 Reading, silent, test parafrase question 4
3537..PS-41	1A	3140	45	45	45 Reading, silent, test parafrase question 5
3538..PS-41	1A	3140	46	46	46 Reading, silent, test parafrase, total score
3539..PS-41	1A	3140	47	47	47 Reading, silent, test parafrase, grade equivalent
3540..PS-41	1A	3140	48	48	48 Reading, silent, test parafrase, age equivalent
3541..PS-41	1A	3140	49	49	49 Reading, silent, test parafrase, adequacy of exam
3542..PS-41	27	3140	51	51	51 Morphology, auditory vocal automatic test, raw score
3543..PS-41	27	3140	52	52	52 Morphology, auditory vocal automatic test, age level score
3544..PS-41	27	3140	53	53	53 Morphology, auditory vocal automatic test, adequacy of exam
3545..PS-41	27	3140	54	54	54 Morphology, auditory vocal automatic test, adequacy of exam
3546..PS-41	27	3140	55	55	55 Morphology, auditory vocal automatic test, adequacy of exam
4314....W-M			1A	1A	1A Language production; word identification

Data items representing form PS-42, Information Expression

DATA ITEM ID	FORM NO	FORM NAME	FORM NO	FORM NAME
1545..PS-42	12	4140	58	59 Connected discourse, number of concepts expressed
1546..PS-42	15	4140	60	60 Connected discourse, summary evaluation, sequence
1547..PS-42	15	4140	61	61 Connected discourse, summary evaluation, elaboration
1548..PS-42	15	4140	62	62 Connected discourse, summary evaluation, relevance
1549..PS-42	15	4140	63	63 Connected discourse, summary evaluation, transfer
1550..PS-42	15	4140	64	64 Connected discourse, summary evaluation, overall evaluation
1551..PS-42	15	4140	65	65 Connected discourse, summary evaluation, accuracy of evaluation
1552..PS-42	18	4140	66	66 Writing from dictation, total passes, list 1
1553..PS-42	18	4140	67	67 Writing from dictation, total passes, list 2
1554..PS-42	18	4140	68	68 Writing from dictation, total passes, list 3
1555..PS-42	18	4140	69	69 Writing from dictation, total score, list 1-3
1556..PS-42	18	4140	70	70 Writing from dictation, summary, types of errors, illeceivable
1557..PS-42	18	4140	71	71 Writing from dictation, summary, types of errors, reversal
1558..PS-42	18	4140	72	72 Writing from dictation, summary, types of errors, substitution
1559..PS-42	18	4140	73	73 Writing from dictation, summary, types of errors, addition
1560..PS-42	18	4140	74	74 Writing from dictation, summary, types of errors, deletion
1561..PS-42	18	4140	75	75 Writing from dictation, summary, types of errors, sequence error
1562..PS-42	18	4140	76	76 Writing from dictation, summary, types of errors, adequacy
1563..PS-42	18	4140	77	77 Writing from dictation, summary, types of errors, adequacy
1564.....	18	4140	78	78 Writing from dictation, summary, types of errors, adequacy
			79	79 Writing from dictation, summary, types of errors, adequacy

DATA ITEMS Referencing Item PS-43, Speech Mechanism

DATA ITEM TU	ITEM JW FLW	CARD NUM	FORM IN	DATA ITEM NAME
1565.....		5140	1	5 Card number (sequenced, form type, form number, revision number)
1566.....		5140	6	14 NIVON case number
1567.....		5140	15	15 Age (Yrs)
1568.....		5140	16	17 Age (mo)
1569.....		5140	18	14 Examiner for PS-43
1570...PS-43	Y	5140	20	20 Speech mechanism, lips, interaction
1571...PS-43	Y	5140	21	21 Speech mechanism, lips, protrusion
1572...PS-43	Y	5140	22	22 Speech mechanism, tongue, lingual protrusion
1573...PS-43	Y	5140	23	23 Speech mechanism, tongue, lateral protrusion
1574...PS-43	Y	5140	24	24 Speech mechanism, tongue, elevation
1575...PS-43	Y	5140	25	25 Speech mechanism, concomitant movements, retraction of lips
1576...PS-43	Y	5140	26	26 Speech mechanism, concomitant movements, protrusion of lips
1577...PS-43	Y	5140	27	27 Speech mechanism, concomitant movements, lingual protrusion, tongue
1578...PS-43	Y	5140	28	28 Speech mechanism, concomitant movements, lateral protrusion, tongue
1579...PS-43	Y	5140	29	29 Speech mechanism, concomitant movements, elevation, tongue
1580...PS-43	Y	5140	30	30 Speech mechanism, soft palate function
6313.....W-8			14	14 Speech; articulation

DATA ITEMS Referencing form PS-44, Speech Production

DATA ITEM	TYPE IN FILE	CAMP NUM	PAGE IN	DATA ITEM NAME
1581..03-44	9	5140	11	Speech production, rate of speech sounds
1582..03-44	9	5140	12	Speech production, syntactic events
1583..03-44	9	5140	13	Speech production, struggle behavior
1584..03-44	12	5140	14	Speech production, voice pitch
1585..03-44	12	5140	15	Speech production, voice loudness
1586..03-44	12	5140	16	Speech production, voice quality timbre
1587..03-44	12	5140	17	Speech production, voice quality resonance
1588..03-44	15	5140	18	Speech production, intelligibility
1589..03-44	15	5140	19	Speech production, intelligibility, inappropriate rhyme
1590..03-44	15	5140	20	Speech production, intelligibility, inappropriate rate
1591..03-44	15	5140	21	Speech production, intelligibility, inappropriate stress
1592..03-44	15	5140	22	Speech production, intelligibility, inappropriate loudness
1593..03-44	15	5140	23	Speech production, intelligibility, voice quality deviations
1594..03-44	15	5140	24	Speech production, articulatory imprecision
1595..03-44	15	5140	25	Speech production, intelligibility, telegraphic
1596..03-44	15	5140	26	Speech production, intelligibility, difficulty of sounds w/o words
1597..03-44	15	5140	27	Speech production, articulation score

DATA ITEMS REFLECTING FROM 15-44. Additional Observations

DATA ITEM	ITEM NO	CAHN NO	FROM TO	DATA ITEM NAME
1005..05-15	15	3140	40	40 Anomalies, myasthenic, heat observation by examiner
1006..05-15	15	3140	50	50 Anomalies, myasthenic, face observation by examiner
1007..05-15	15	3140	51	51 Anomalies, myasthenic, ears observation by examiner
1008..05-15	15	3140	52	52 Anomalies, myasthenic, eyes observation by examiner
1009..05-15	15	3140	53	53 Anomalies, myasthenic, cleft palate observation by examiner
1010..05-15	15	3140	54	54 Anomalies, myasthenic, cleft palate (renormal) observation by examiner
1011..05-15	15	3140	55	55 Anomalies, myasthenic, palate, hard, very high observation by examiner
1012..05-15	15	3140	56	56 Anomalies, myasthenic, palate, soft, very short observation by examiner
1013..05-15	15	3140	57	57 Anomalies, myasthenic, lingual frenulum, very short observation by examiner
1014..05-15	15	3140	58	58 Anomalies, myasthenic, cleft lip observation by examiner
1015..05-15	15	3140	59	59 Anomalies, myasthenic, ectropion observation by examiner
1016..05-15	15	3140	60	60 Anomalies, myasthenic, teeth missing observation by examiner
1017..05-15	15	3140	61	61 Anomalies, myasthenic, abnormal observation by examiner
1018..05-15	15	3140	62	62 Anomalies, myasthenic, mouth breather observation by examiner
1019..05-15	15	3140	63	63 Anomalies, myasthenic, teeth and jaw, other observation by examiner
1020..05-15	15	3140	64	64 Anomalies, myasthenic, hands and arms observation by examiner
1021..05-15	15	3140	65	65 Anomalies, myasthenic, lens observation by examiner
1022..05-15	15	3140	66	66 Anomalies, myasthenic, general awkwardness observation by examiner
1023..05-15	15	3140	67	67 Anomalies, myasthenic, uncoordinated hand motions observation by examiner
1024..05-15	15	3140	68	68 Anomalies, myasthenic, unusual posturing observation by examiner
1025..05-15	15	3140	69	69 Anomalies, myasthenic, excessive crying observation by examiner
1026..05-15	15	3140	70	70 Anomalies, myasthenic, excessive laughing observation by examiner
1027..05-15	15	3140	71	71 Anomalies, myasthenic, hyperactivity observation by examiner
1028..05-15	15	3140	72	72 Anomalies, myasthenic, hyperactivity observation by examiner
1029..05-15	15	3140	73	73 Anomalies, myasthenic, lack of spontaneous communication observation by examiner
1030..05-15	15	3140	74	74 Anomalies, myasthenic, abnormal observation by examiner
1031..05-15	15	3140	75	75 Anomalies, myasthenic, distractibility observation by examiner
1032..05-15	15	3140	76	76 Anomalies, myasthenic, negativism observation by examiner
1033..05-15	15	3140	77	77 Anomalies, myasthenic, negativism observation by examiner
1034..05-15	15	3140	78	78 Anomalies, myasthenic, perseveration observation by examiner
1035..05-15	15	3140	79	79 Anomalies, myasthenic, echolalia observation by examiner
1036..05-15	15	3140	80	80 Anomalies, myasthenic, imitability observation by examiner
1037..05-15	15	3140	81	81 Anomalies, myasthenic, echopraxia observation by examiner
1038..05-15	15	3140	82	82 Anomalies, myasthenic, motor disinhibition observation by examiner
1039..05-15	15	3140	83	83 Anomalies, myasthenic, short attention span observation by examiner

DATA FROM WATERFALLING DATA LOGS, ADDITIONAL OBSERVATIONS

DATA ITEM ID	ITEM IN ITEM	CARD NUM	ITEM NO	DATA ITEM NAME
1010-05-05	15	0100	26	26 nonvertical annotations, 15% observation by examiner
1010-05-05	15	0100	27	27 nonvertical annotations, 15% observation by examiner
1010-05-05	15	0100	28	28 nonvertical annotations, 15% observation by examiner
1010-05-05	15	0100	29	29 nonvertical annotations, 15% observation by examiner
1010-05-05	15	0100	30	30 material for further classification
1010-05-05	15	0100	31	31 nonvertical annotations, 15% observation by examiner
1010-05-05	15	0100	32	32 nonvertical annotations, 15% observation by examiner
1010-05-05	15	0100	33	33 nonvertical annotations, 15% observation by examiner
1010-05-05	15	0100	34	34 nonvertical annotations, 15% observation by examiner
1010-05-05	15	0100	35	35 nonvertical annotations, 15% observation by examiner

1. NAME OF PATIENT

2. PATIENT IDENTIFICATION

3. DATE OF EXAMINATION

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATIONS
HEARING

4. NAME OF DATE

5. DATE OF EXAMINATION		6. TIME	
7. EXAMINER	8. DATE OF EXAMINATION	9. TIME	10. PLACE

11. PURE TONE ALC. ONE EAR - BY CONDUCTION

12. COMMENTS

250	500	1000	2000	4000	8000	HEARING LOSS
Right Ear						Normal
Left Ear						Normal
Right Ear						Normal
Left Ear						Normal
Right Ear						Normal
Left Ear						Normal

13. ABNORMAL AUDITORY ADAPTATION

250	500	1000	2000	4000	8000	HEARING LOSS
Right Ear						Normal
Left Ear						Normal
Right Ear						Normal
Left Ear						Normal
Right Ear						Normal
Left Ear						Normal

14. PURE TONE ALC. BOTH EARS - BY CONDUCTION

250	500	1000	2000	4000	8000	HEARING LOSS
Right Ear						Normal
Left Ear						Normal
Right Ear						Normal
Left Ear						Normal
Right Ear						Normal
Left Ear						Normal

15. COMMENTS

PS-40

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION

HEARING

14. DISCRIMINATION TEST

15. COMMENTS

RIGHT EAR		LEFT EAR	
Frequency	Intensity	Frequency	Intensity
250	dB HL	250	dB HL
500	dB HL	500	dB HL
1000	dB HL	1000	dB HL
2000	dB HL	2000	dB HL
4000	dB HL	4000	dB HL
8000	dB HL	8000	dB HL
15000	dB HL	15000	dB HL
25000	dB HL	25000	dB HL
30000	dB HL	30000	dB HL
35000	dB HL	35000	dB HL
40000	dB HL	40000	dB HL
45000	dB HL	45000	dB HL
50000	dB HL	50000	dB HL
55000	dB HL	55000	dB HL
60000	dB HL	60000	dB HL
65000	dB HL	65000	dB HL
70000	dB HL	70000	dB HL
75000	dB HL	75000	dB HL
80000	dB HL	80000	dB HL
85000	dB HL	85000	dB HL
90000	dB HL	90000	dB HL
95000	dB HL	95000	dB HL
100000	dB HL	100000	dB HL

Correct responses: Number of correct responses / 4 = Discrimination score in %

Hearing Level (dB)	Discrimination Percent	Left
20		
30		
40		
50		
60		
70		
80		
90		
100		

TEST SUFFICIENT / DISCRIMINATE NOT ADEQUATE

101-10000-1
101-10000-1
101-10000-1

101-10000-1

PS-40

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
HEARING

17. AUDITORY MEMORY

1. Memory for Digits (Forward)

	Verbal Response	Pass	Fail
72 _____		☐	☐
58 _____		☐	☐
941 _____		☐	☐
136 _____		☐	☐
6149 _____		☐	☐
8351 _____		☐	☐
92372 _____		☐	☐
31681 _____		☐	☐
457182 _____		☐	☐
635274 _____		☐	☐
8679143 _____		☐	☐
1263814 _____		☐	☐
43972258 _____		☐	☐
26769381 _____		☐	☐
818735243 _____		☐	☐
682937684 _____		☐	☐
1962835746 _____		☐	☐
1276215849 _____		☐	☐

Score

TEST ADEQUACY ☐ ADEQUATE ☐ NOT ADEQUATE

18. COMMENTS

COL-1101-00

10. PATIENT IDENTIFICATION

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
HEARING TEST

17. AUDITORY MEMORY (Continued)

2. Memory for Nonsense Syllables (Forward)

Verbatim Response	Pass	Fail
day den _____	☐	☐
hah day _____	☐	☐
den day pah _____	☐	☐
day day day _____	☐	☐
day gah day tah _____	☐	☐
day day day hah _____	☐	☐
tah day gah day day _____	☐	☐
day hah day day day _____	☐	☐
day day day day tah day _____	☐	☐
gah day day day day day _____	☐	☐

Score

TEST
ADEQUATE

NOT ADEQUATE

20. COMMENTS

COLLABORATIVE RESEARCH
PERINATAL RESEARCH BRANCH, NCHS
BETHESDA, MD. 20810

PS-40

PS-40

COL-81041

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION

LANGUAGE COMPREHENSION

2. NAME OF CHILD

3. DATE OF BIRTH 4. AGE 5. SEX 6. RACE

7. EXAMINED BY

8. DATE OF EXAM.

1. PATIENT IDENTIFICATION

9. AUDITORY VERBAL COMPREHENSION

*1. Word Identification (PPVT)

A. ITEM RESP. KEY WORD

- 1 (2) table 37 (3) wamp
- 2 (4) bus 38 (2) barber
- 3 (2) hero 39 (3) parachute
- 4 (3) dog 40 (4) saddle
- 5 (4) shoe 41 (3) temperature
- 6 (4) finger 42 (1) castle
- 7 (3) boat 43 (2) whole
- 8 (2) chicken 44 (4) cash
- 9 (1) ball 45 (1) balancing
- 10 (4) bottle 46 (3) collapse
- 11 (2) climbing 47 (3) plugging
- 12 (1) lamp 48 (1) argument
- 13 (3) sitting 49 (3) hydrant
- 14 (2) jacket 50 (4) binocular
- 15 (1) pulling 51 (1) locomotive
- 16 (2) ring 52 (2) loop
- 17 (1) mail 53 (4) reel
- 18 (2) hating 54 (1) meet
- 19 (3) tree 55 (1) growing
- 20 (3) ladder 56 (2) weapon
- 21 (1) shape 57 (3) hamster
- 22 (1) row 58 (1) idol
- 23 (4) ringing 59 (1) globe
- 24 (4) baking 60 (3) miles
- 25 (2) cane 61 (1) filing
- 26 (3) engineer 62 (3) sheets
- 27 (4) pecking 63 (1) hair
- 28 (1) life 64 (4) chef
- 29 (1) rat 65 (4) harvesting
- 30 (1) time 66 (3) construction
- 31 (4) sail 67 (4) observatory
- 32 (2) ambulance 68 (4) assistance
- 33 (2) trunk 69 (2) erecting
- 34 (4) shrimp 70 (3) theophanes
- 35 (2) book 71 (2) casserole
- 36 (1) dresser 72 (4) ornament

- 73 (1) cobble 112 (1) tangent
- 74 (2) adman 113 (4) science
- 75 (3) dissatisfaction 114 (4) heavy
- 76 (4) scholar 115 (1) pendant
- 77 (1) base 116 (1) prophy
- 78 (2) soldering 117 (2) cement
- 79 (3) automobile 118 (1) quiescent
- 80 (1) bees 119 (4) team
- 81 (2) flannels 120 (1) chewer
- 82 (1) independence 121 (4) lying
- 83 (2) sapling 122 (2) cane
- 84 (3) arch 123 (4) convergence
- 85 (4) smelling 124 (3) apothecary
- 86 (1) hair cutting 125 (2) ingrat
- 87 (2) deduction 126 (4) edifice
- 88 (1) veto 127 (4) scallion
- 89 (3) robust 128 (1) infirm
- 90 (2) ladies 129 (1) oration
- 91 (2) passport 130 (2) catalyst
- 92 (4) goblet 131 (2) enable
- 93 (2) repent 132 (4) orifice
- 94 (3) confiding 133 (2) renegade
- 95 (4) reclining 134 (1) precursors
- 96 (1) thinking 135 (2) dromedary
- 97 (2) mast 136 (1) endogenous
- 98 (3) eschewer 137 (1) sepal
- 99 (2) baron 138 (3) inorganic
- 100 (3) fool 139 (1) detection
- 101 (4) unadorned 140 (3) empyreal
- 102 (3) comacopia 141 (1) occlusion
- 103 (2) ascending 142 (2) cincture
- 104 (1) sunset 143 (3) barometer
- 105 (3) cauter 144 (3) canon
- 106 (2) lobe 145 (2) lunae
- 107 (3) patriarch 146 (4) chirography
- 108 (3) sampler 147 (1) mendicant
- 109 (3) ingenuities 148 (1) salutation
- 110 (4) rapese 149 (2) flaccidities
- 111 (3) constraint 150 (4) calvar

10. CALCULATION

Errors _____ Raw Score _____ Vocabulary Age _____

TEST ADEQUACY

☐ ADEQUATE

☐ NOT ADEQUATE

11. COMMENTS (Attach a CP-9 if more space is required.)

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11. PATIENT IDENTIFICATION

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

9. AUDITORY VERBAL COMPREHENSION (Continued)

2. Comprehension

	Verbal Response	Pass	Fail
1. When is your birthday?	_____	☐	☐
*2. How many birthdays do you have in a year?	_____	☐	☐
*3. Are you older than your mother?	_____	☐	☐
4. In what month does the Fourth of July come?	_____	☐	☐
5. What season of the year comes just before winter?	_____	☐	☐
6. Tell me the names of the days you go to school?	_____	☐	☐
*7. Put one hand on your head and the other behind you.	_____	☐	☐
8. Suppose you were on the eighth floor of a building. If you took the elevator to the third floor, which way would the elevator go?	_____	☐	☐
9. Show me your left hand.	_____	☐	☐
10. Show me your right eye.	_____	☐	☐
11. Point to my right ear.	_____	☐	☐
12. Point to my left hand.	_____	☐	☐

12. COMMENTS

Total

TEST ADEQUACY

☐ ADEQUATE

☐ NOT ADEQUATE

COLLABORATIVE RESEARCH
ORANGE HALL RESEARCH BRANCH
667-0508, MD 20810

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FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

9. AUDITORY VERBAL COMPREHENSION (continued)

14. COMMENTS

14. UNDERSTANDING A STORY*

Pass Fail

1. How did the boy and three others go to the zoo?

☐ ☐

Record verbatim responses: _____

2. What animal did the boys enjoy looking at very much?

☐ ☐

Record verbatim responses: _____

3. What did they do at noon?

☐ ☐

Record verbatim responses: _____

4. What did they do after they finished eating?

☐ ☐

Record verbatim responses: _____

5. What was the last thing the boys saw at the zoo?

☐ ☐

Record verbatim responses: _____

15. CALCULATION

Raw Score _____

Grade Equivalent _____

Age Equivalent _____

TEST ADEQUACY ☐ ADEQUATE ☐ NOT ADEQUATE
(explain)

15. PATIENT IDENTIFICATION

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

16. READING

1. Oral Reading (Paragraphs)*

A. Look, Mother, look.

See me go.

I go up.

I come down.

Come here, Mother.

Come and play with me.

B. A boy said, "Run, little girl.

Run with me to the boat."

They ran and ran.

"There is fun," said the boy.

"Look," said the girl.

"I see something in the boat.

It is my doll.

She wants to play."

Time (seconds) _____

Total Errors _____

Passage Score _____

TYPES OF ERRORS

NUMBER

1. Add	_____
2. Gross Mispronunciation	_____
3. Partial Mispronunciation	_____
4. Omission	_____
5. Insertion	_____
6. Substitution	_____
7. Repetition	_____
8. Inversion	_____

Total Errors

Time (seconds) _____

Total Errors _____

Passage Score _____

TYPES OF ERRORS

NUMBER

1. Add	_____
2. Gross Mispronunciation	_____
3. Partial Mispronunciation	_____
4. Omission	_____
5. Insertion	_____
6. Substitution	_____
7. Repetition	_____
8. Inversion	_____

Total Errors

17. COMMENTS

A.

B.

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

18. PATIENT IDENTIFICATION

16. READING (Continued)

1. Oral Reading (Paragraphs)

C. One morning a boy made a boat. "Where can I play with it?" he asked.

Father said, "Come with us in the car!

We will take your boat with us."

Soon the boy called, "Please stop. I am water.

May I play here?"

"Yes," said Father. "Have a good time."

Time (seconds) _____

Total Errors _____

Passage Score _____

TYPES OF ERRORS	NUMBER
1. Add _____	_____
2. Gross Mispronunciation _____	_____
3. Partial Mispronunciation _____	_____
4. Omission _____	_____
5. Insertion _____	_____
6. Substitution _____	_____
7. Repetition _____	_____
8. Inversion _____	_____
Total Errors	

D. One day five children went out to play in the beautiful woods near. They played for a long time and then began to make some mistakes.

One of the animals was a dog. Soon the dog next door came out of the house. When he saw the other dog he said, "Bark."

The children laughed. "Now we have a dog that can bark."

Time (seconds) _____

Total Errors _____

Passage Score _____

TYPES OF ERRORS	NUMBER
1. Add _____	_____
2. Gross Mispronunciation _____	_____
3. Partial Mispronunciation _____	_____
4. Omission _____	_____
5. Insertion _____	_____
6. Substitution _____	_____
7. Repetition _____	_____
8. Inversion _____	_____
Total Errors	

19. COMMENTS

C.

D.

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

16. READING (Continued)

1. Oral Reading (Paragraphs)*

E. It was hot day at the fair. The children were waiting for the parade of animals to begin. They had trained their pets to do many different tricks. Among them was a tall boy whose goat made trouble for him. It kicked and tried hard to break away. When it saw the boy it became quiet. During the parade it danced so well that it won a prize.

Time (seconds) _____

Total Errors _____

Passage Score _____

TYPES OF ERRORS	NUMBER
1. Add _____	_____
2. Gross Mispronunciation _____	_____
3. Partial Mispronunciation _____	_____
4. Omission _____	_____
5. Insertion _____	_____
6. Substitution _____	_____
7. Repetition _____	_____
8. Inversion _____	_____
Total Errors	

OPTIONAL

F. Airplane pilots have many important jobs. They fly passengers, freight, and mail from one city to another. Sometimes they make dangerous rescues in land and sea accidents, and drop food where people or birds are starving. They bring strange animals from other jungles to our zoo. They also serve as traffic police and spot speeding cars on highways.

Time (seconds) _____

Total Errors _____

Passage Score _____

TYPES OF ERRORS	NUMBER
1. Add _____	_____
2. Gross Mispronunciation _____	_____
3. Partial Mispronunciation _____	_____
4. Omission _____	_____
5. Insertion _____	_____
6. Substitution _____	_____
7. Repetition _____	_____
8. Inversion _____	_____
Total Errors	

21. COMMENTS

E.

F.

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

16. READING (Continued)

1. Oral Reading (Paragraph)

Give Summary:

Passage	Time (in seconds)	No. of Errors	Passage Score
A			
B			
C			
D			
E			
F			

Total Passage Score

Grade Equivalent

2. TYPES OF ERRORS	PASSAGE						TOTAL
	A	B	C	D	E	F	
1. Add							
2. Gross Mispronunciation							
3. Partial Mispronunciation							
4. Omission							
5. Insertion							
6. Substitution							
7. Repetition							
8. Transposition							

TEST
ADEQUACY

☐ ADEQUATE

☐ NOT ADEQUATE

71. COMMENTS

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

16. READING (Continued)

2. Silent Reading

A. SAMPLE PARAGRAPH (MEANING)*

One warm, sunny day Helen and her brother went on a trip to the beach. Their mother and aunt went with them. They took their bathing suits so that they could all go into the water. When noontime came, they had lunch on the sand. After lunch the children gathered sea shells. They saw a starfish and some funny little crabs.

1. What did Helen and her brother do?
- 1 went to see their aunt
 - 2 went to the seashore
 - 3 went on a train
 - 4 went for crabs
 - 5 went fishing

2. The weather was—
- 1 quiet
 - 2 funny
 - 3 fair
 - 4 gloomy
 - 5 rainy

3. The best name for this story is—
- 1 Helen and Her Aunt
 - 2 Gathering Shells
 - 3 Eating Lunch Outdoors
 - 4 One Warm Day
 - 5 A Trip to the Beach

TEST
ADEQUACY

☐ ADEQUATE

☐ NOT ADEQUATE

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607-6500, MD. 20012

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FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

16. READING (Continued)

2. Silent Reading (Continued)

B. TEST PARAGRAPH *

Mary and John go to camp as soon as school closes in the summer. They go on the train and stay until it is time for school to open again in the fall. They have a happy time at camp because there are many other boys and girls there too. They ride, swim, and play games together every day.

- | | | | |
|--|--|--|--|
| 1. When do Mary and John go to camp? | 1 before school | | |
| | 2 when school is over | | |
| | 3 in the fall | | |
| | 4 when school starts | | |
| | 5 every day | | |
| 2. Which word tells what kind of a time the children have at camp? | 1 lonesome | | |
| | 2 sad | | |
| | 3 joyous | | |
| | 4 funny | | |
| | 5 weary | | |
| 3. How do the children travel to camp? | 1 on a train | | |
| | 2 on a bus | | |
| | 3 in an automobile | | |
| | 4 on a car | | |
| | 5 in an airplane | | |
| 4. The best name for this story would be— | 1 Close of School | | |
| | 2 Playing Games | | |
| | 3 A Trip on the Train | | |
| | 4 A Summer at Camp | | |
| | 5 The Boys at Camp | | |
| 5. Mary and John enjoy camp life because they— | 1 are glad to be away for the summer | | |
| | 2 like the ride on the train | | |
| | 3 are glad to be out of school | | |
| | 4 like to study nature | | |
| | 5 have fun playing games with other children | | |

TEST ADEQUACY — ADEQUATE — NOT ADEQUATE

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81-1111-1-1011

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FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

27. MORPHOLOGY

Receptive-Vocal Acoustic Test *

Pass Fail

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

Raw Score

Age Level Score

28. COMMENTS

TEST
ADEQUACY

☐ ADEQUATE

☐ NOT ADEQUATE (explain)

CELL RESEARCH
 RESEARCH RESEARCH BLANCH, VANCE
 BETHESDA, MD. 20814

*The ☐ Acoustic Test of Psycholinguistic Abilities.
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FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION LANGUAGE EXPRESSION

NAME OF CHILD

DATE OF BIRTH	SEX	AGE
1964	M	4;0
DATE OF EXAM	EXAMINER	DATE OF EXAM
1964	10/10/64	1964

NOTE: FORMS 2, 10 and 11 of the X-101 (1964) version are no longer used and have been dropped from the 4-10 printing

II. CONNECTED DISCOURSE

One day Peter said "Goodbye" to his dog Spot in front of the house and ran off to catch the school bus. In the middle of the afternoon (about 4:00 PM) there was a strange scratching on the classroom door. The teacher, whose name was Miss Smith, opened the door to see who was there and in came Spot. Spot ran right to Peter and curled up under the chair. Miss Smith said, "My Spot will be very glad to see you and I shall return and take him to the bus with Peter".

THE CHILD: Number of concepts and words represented:

Number of words in the child's utterances (phrases):

CONCEPT	II. COMMENTS
Goodbye	
dog Spot	
in front of house	
ran off	
to catch school bus	
strange sound	
on door scratching	
on classroom door	
teacher	
Miss Smith	
opened door	
in came Spot	
Spot ran to Peter	
curled up under his chair	
Miss Smith said	
"My Spot will be very glad to see you"	
and I shall return and take him to the bus with Peter	
Total number of concepts represented	

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RESEARCH BRANCH
BETHESDA MD 20810

PS-42

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE EXPRESSION

15. SUMMARY EVALUATION

1. Number of Concepts (0-15)

Excellent (13-15) _____
Adequate (8-12) _____
Poor (1-7) _____

2. Sequence

Excellent _____
Adequate _____
Poor _____

3. Elaboration

Excellent _____
Adequate _____
Poor _____

4. Relevance

Excellent _____
Adequate _____
Poor _____

5. Grammar

Excellent _____
Adequate _____
Poor _____

6. Overall Evaluation of Child's Connected Discourse
(see manual under "Scoring" tab)

Normal _____
Slight _____
Moderate _____
Severe _____

TEST ADEQUACY _____ ADEQUATE _____ NOT ADEQUATE

16. COMMENTS

17. PATIENT IDENTIFICATION

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE EXPRESSION

18. WRITING FROM DICTATION

19. COMMENTS

1. List 1 -

Pass Fail

L		
S		
C		
P		
G		
3		
9		
S		

2. List 2 -

soon		
soo		
owl		
wso		

3. List 3 -

See the dog.		
Look at the dog.		

4. Summary

	1	2	3	TOTAL
A NO MISTAKES				

5. TYPES OF ERRORS

	LISTS		
	1	2	3
Illegible			
Reversal			
Substitution			
Addition			
Omission			
Sequence Error			

6. TEST ADEQUACY ☐ ADEQUATE ☐ NOT ADEQUATE

7. OBSERVATIONS (enter description in Comments)

8. HAND USED TO WRITE WITH ☐ RIGHT ☐ LEFT
☐ UNDETERMINED

CHILD'S NAME _____

SACB # _____

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BETHESDA, MD. 20210

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COLR-3101-45
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FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION

SPEECH MECHANISM

2. NAME OF CHILD

1. DATE OF BIRTH		3. AGE	5. SEX	6. RACE	
MO.	DAY	YEAR	☐ MALE ☐ FEMALE	☐ 1 ☐ 2 ☐ 3	☐ 4 ☐ 5 ☐ 6
			☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12		

7. EXAMINED BY

8. DATE OF EXAM.

9. EXAMINATION OF THE SPEECH MECHANISM

1. Examination of the Lips

A. RETRACTION

☐ Pass

☐ Fail

☐ Concomitant Movement

☐ Unknown

B. PROTRUSION

☐ Pass

☐ Fail

☐ Concomitant Movement

☐ Unknown

2. Examination of the Tongue

A. MID-LINE PROTRUSION

☐ Pass

☐ Fail

☐ Concomitant Movement

☐ Unknown

10. PATIENT IDENTIFICATION

10. COMMENTS

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
SPEECH MECHANISM

9. EXAMINATION OF THE SPEECH MECHANISM (Continued)

2. Examination of the Tongue (Continued)

B. LATERAL PROTRUSION

- ☐ 1 Pass
☐ 2 Fail
☐ 3 Concentric Movement
☐ 4 Unknown

C. ELEVATION

- ☐ 1 Pass
☐ 2 Fail
☐ 3 Concentric Movement
☐ 4 Unknown

3. Concentric Movements Present while Performing:

	None	Head Lateral	Head Backward	Graces
A. Retraction of the Lips	☐ 1	☐ 2	☐ 3	☐ 4
B. Protrusion of the Lips	☐ 1	☐ 2	☐ 3	☐ 4
C. Mid-Line Protrusion of the Tongue	☐ 1	☐ 2	☐ 3	☐ 4
D. Lateral Protrusion of the Tongue	☐ 1	☐ 2	☐ 3	☐ 4
E. Elevation of the Tongue	☐ 1	☐ 2	☐ 3	☐ 4
F. Other (describe)	☐ 1	☐ 2	☐ 3	☐ 4

4. Examination of the Soft Palate

- ☐ 1 Normal
☐ 2 Abnormal
☐ 3 Unknown

12. COMMENTS

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION

1. PATIENT IDENTIFICATION

2. NAME OF CHILD

SPEECH PRODUCTION

3. DATE OF BIRTH

MO. DAY YEAR

4. AGE

5. SEX

☐ MALE ☐ FEMALE

6. RACE

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ 27 ☐ 28 ☐ 29 ☐ 30 ☐ 31 ☐ 32 ☐ 33 ☐ 34 ☐ 35 ☐ 36 ☐ 37 ☐ 38 ☐ 39 ☐ 40 ☐ 41 ☐ 42 ☐ 43 ☐ 44 ☐ 45 ☐ 46 ☐ 47 ☐ 48 ☐ 49 ☐ 50 ☐ 51 ☐ 52 ☐ 53 ☐ 54 ☐ 55 ☐ 56 ☐ 57 ☐ 58 ☐ 59 ☐ 60 ☐ 61 ☐ 62 ☐ 63 ☐ 64 ☐ 65 ☐ 66 ☐ 67 ☐ 68 ☐ 69 ☐ 70 ☐ 71 ☐ 72 ☐ 73 ☐ 74 ☐ 75 ☐ 76 ☐ 77 ☐ 78 ☐ 79 ☐ 80 ☐ 81 ☐ 82 ☐ 83 ☐ 84 ☐ 85 ☐ 86 ☐ 87 ☐ 88 ☐ 89 ☐ 90 ☐ 91 ☐ 92 ☐ 93 ☐ 94 ☐ 95 ☐ 96 ☐ 97 ☐ 98 ☐ 99 ☐ 100 ☐ 101 ☐ 102 ☐ 103 ☐ 104 ☐ 105 ☐ 106 ☐ 107 ☐ 108 ☐ 109 ☐ 110 ☐ 111 ☐ 112 ☐ 113 ☐ 114 ☐ 115 ☐ 116 ☐ 117 ☐ 118 ☐ 119 ☐ 120 ☐ 121 ☐ 122 ☐ 123 ☐ 124 ☐ 125 ☐ 126 ☐ 127 ☐ 128 ☐ 129 ☐ 130 ☐ 131 ☐ 132 ☐ 133 ☐ 134 ☐ 135 ☐ 136 ☐ 137 ☐ 138 ☐ 139 ☐ 140 ☐ 141 ☐ 142 ☐ 143 ☐ 144 ☐ 145 ☐ 146 ☐ 147 ☐ 148 ☐ 149 ☐ 150 ☐ 151 ☐ 152 ☐ 153 ☐ 154 ☐ 155 ☐ 156 ☐ 157 ☐ 158 ☐ 159 ☐ 160 ☐ 161 ☐ 162 ☐ 163 ☐ 164 ☐ 165 ☐ 166 ☐ 167 ☐ 168 ☐ 169 ☐ 170 ☐ 171 ☐ 172 ☐ 173 ☐ 174 ☐ 175 ☐ 176 ☐ 177 ☐ 178 ☐ 179 ☐ 180 ☐ 181 ☐ 182 ☐ 183 ☐ 184 ☐ 185 ☐ 186 ☐ 187 ☐ 188 ☐ 189 ☐ 190 ☐ 191 ☐ 192 ☐ 193 ☐ 194 ☐ 195 ☐ 196 ☐ 197 ☐ 198 ☐ 199 ☐ 200 ☐ 201 ☐ 202 ☐ 203 ☐ 204 ☐ 205 ☐ 206 ☐ 207 ☐ 208 ☐ 209 ☐ 210 ☐ 211 ☐ 212 ☐ 213 ☐ 214 ☐ 215 ☐ 216 ☐ 217 ☐ 218 ☐ 219 ☐ 220 ☐ 221 ☐ 222 ☐ 223 ☐ 224 ☐ 225 ☐ 226 ☐ 227 ☐ 228 ☐ 229 ☐ 230 ☐ 231 ☐ 232 ☐ 233 ☐ 234 ☐ 235 ☐ 236 ☐ 237 ☐ 238 ☐ 239 ☐ 240 ☐ 241 ☐ 242 ☐ 243 ☐ 244 ☐ 245 ☐ 246 ☐ 247 ☐ 248 ☐ 249 ☐ 250 ☐ 251 ☐ 252 ☐ 253 ☐ 254 ☐ 255 ☐ 256 ☐ 257 ☐ 258 ☐ 259 ☐ 260 ☐ 261 ☐ 262 ☐ 263 ☐ 264 ☐ 265 ☐ 266 ☐ 267 ☐ 268 ☐ 269 ☐ 270 ☐ 271 ☐ 272 ☐ 273 ☐ 274 ☐ 275 ☐ 276 ☐ 277 ☐ 278 ☐ 279 ☐ 280 ☐ 281 ☐ 282 ☐ 283 ☐ 284 ☐ 285 ☐ 286 ☐ 287 ☐ 288 ☐ 289 ☐ 290 ☐ 291 ☐ 292 ☐ 293 ☐ 294 ☐ 295 ☐ 296 ☐ 297 ☐ 298 ☐ 299 ☐ 300 ☐ 301 ☐ 302 ☐ 303 ☐ 304 ☐ 305 ☐ 306 ☐ 307 ☐ 308 ☐ 309 ☐ 310 ☐ 311 ☐ 312 ☐ 313 ☐ 314 ☐ 315 ☐ 316 ☐ 317 ☐ 318 ☐ 319 ☐ 320 ☐ 321 ☐ 322 ☐ 323 ☐ 324 ☐ 325 ☐ 326 ☐ 327 ☐ 328 ☐ 329 ☐ 330 ☐ 331 ☐ 332 ☐ 333 ☐ 334 ☐ 335 ☐ 336 ☐ 337 ☐ 338 ☐ 339 ☐ 340 ☐ 341 ☐ 342 ☐ 343 ☐ 344 ☐ 345 ☐ 346 ☐ 347 ☐ 348 ☐ 349 ☐ 350 ☐ 351 ☐ 352 ☐ 353 ☐ 354 ☐ 355 ☐ 356 ☐ 357 ☐ 358 ☐ 359 ☐ 360 ☐ 361 ☐ 362 ☐ 363 ☐ 364 ☐ 365 ☐ 366 ☐ 367 ☐ 368 ☐ 369 ☐ 370 ☐ 371 ☐ 372 ☐ 373 ☐ 374 ☐ 375 ☐ 376 ☐ 377 ☐ 378 ☐ 379 ☐ 380 ☐ 381 ☐ 382 ☐ 383 ☐ 384 ☐ 385 ☐ 386 ☐ 387 ☐ 388 ☐ 389 ☐ 390 ☐ 391 ☐ 392 ☐ 393 ☐ 394 ☐ 395 ☐ 396 ☐ 397 ☐ 398 ☐ 399 ☐ 400 ☐ 401 ☐ 402 ☐ 403 ☐ 404 ☐ 405 ☐ 406 ☐ 407 ☐ 408 ☐ 409 ☐ 410 ☐ 411 ☐ 412 ☐ 413 ☐ 414 ☐ 415 ☐ 416 ☐ 417 ☐ 418 ☐ 419 ☐ 420 ☐ 421 ☐ 422 ☐ 423 ☐ 424 ☐ 425 ☐ 426 ☐ 427 ☐ 428 ☐ 429 ☐ 430 ☐ 431 ☐ 432 ☐ 433 ☐ 434 ☐ 435 ☐ 436 ☐ 437 ☐ 438 ☐ 439 ☐ 440 ☐ 441 ☐ 442 ☐ 443 ☐ 444 ☐ 445 ☐ 446 ☐ 447 ☐ 448 ☐ 449 ☐ 450 ☐ 451 ☐ 452 ☐ 453 ☐ 454 ☐ 455 ☐ 456 ☐ 457 ☐ 458 ☐ 459 ☐ 460 ☐ 461 ☐ 462 ☐ 463 ☐ 464 ☐ 465 ☐ 466 ☐ 467 ☐ 468 ☐ 469 ☐ 470 ☐ 471 ☐ 472 ☐ 473 ☐ 474 ☐ 475 ☐ 476 ☐ 477 ☐ 478 ☐ 479 ☐ 480 ☐ 481 ☐ 482 ☐ 483 ☐ 484 ☐ 485 ☐ 486 ☐ 487 ☐ 488 ☐ 489 ☐ 490 ☐ 491 ☐ 492 ☐ 493 ☐ 494 ☐ 495 ☐ 496 ☐ 497 ☐ 498 ☐ 499 ☐ 500 ☐ 501 ☐ 502 ☐ 503 ☐ 504 ☐ 505 ☐ 506 ☐ 507 ☐ 508 ☐ 509 ☐ 510 ☐ 511 ☐ 512 ☐ 513 ☐ 514 ☐ 515 ☐ 516 ☐ 517 ☐ 518 ☐ 519 ☐ 520 ☐ 521 ☐ 522 ☐ 523 ☐ 524 ☐ 525 ☐ 526 ☐ 527 ☐ 528 ☐ 529 ☐ 530 ☐ 531 ☐ 532 ☐ 533 ☐ 534 ☐ 535 ☐ 536 ☐ 537 ☐ 538 ☐ 539 ☐ 540 ☐ 541 ☐ 542 ☐ 543 ☐ 544 ☐ 545 ☐ 546 ☐ 547 ☐ 548 ☐ 549 ☐ 550 ☐ 551 ☐ 552 ☐ 553 ☐ 554 ☐ 555 ☐ 556 ☐ 557 ☐ 558 ☐ 559 ☐ 560 ☐ 561 ☐ 562 ☐ 563 ☐ 564 ☐ 565 ☐ 566 ☐ 567 ☐ 568 ☐ 569 ☐ 570 ☐ 571 ☐ 572 ☐ 573 ☐ 574 ☐ 575 ☐ 576 ☐ 577 ☐ 578 ☐ 579 ☐ 580 ☐ 581 ☐ 582 ☐ 583 ☐ 584 ☐ 585 ☐ 586 ☐ 587 ☐ 588 ☐ 589 ☐ 590 ☐ 591 ☐ 592 ☐ 593 ☐ 594 ☐ 595 ☐ 596 ☐ 597 ☐ 598 ☐ 599 ☐ 600 ☐ 601 ☐ 602 ☐ 603 ☐ 604 ☐ 605 ☐ 606 ☐ 607 ☐ 608 ☐ 609 ☐ 610 ☐ 611 ☐ 612 ☐ 613 ☐ 614 ☐ 615 ☐ 616 ☐ 617 ☐ 618 ☐ 619 ☐ 620 ☐ 621 ☐ 622 ☐ 623 ☐ 624 ☐ 625 ☐ 626 ☐ 627 ☐ 628 ☐ 629 ☐ 630 ☐ 631 ☐ 632 ☐ 633 ☐ 634 ☐ 635 ☐ 636 ☐ 637 ☐ 638 ☐ 639 ☐ 640 ☐ 641 ☐ 642 ☐ 643 ☐ 644 ☐ 645 ☐ 646 ☐ 647 ☐ 648 ☐ 649 ☐ 650 ☐ 651 ☐ 652 ☐ 653 ☐ 654 ☐ 655 ☐ 656 ☐ 657 ☐ 658 ☐ 659 ☐ 660 ☐ 661 ☐ 662 ☐ 663 ☐ 664 ☐ 665 ☐ 666 ☐ 667 ☐ 668 ☐ 669 ☐ 670 ☐ 671 ☐ 672 ☐ 673 ☐ 674 ☐ 675 ☐ 676 ☐ 677 ☐ 678 ☐ 679 ☐ 680 ☐ 681 ☐ 682 ☐ 683 ☐ 684 ☐ 685 ☐ 686 ☐ 687 ☐ 688 ☐ 689 ☐ 690 ☐ 691 ☐ 692 ☐ 693 ☐ 694 ☐ 695 ☐ 696 ☐ 697 ☐ 698 ☐ 699 ☐ 700 ☐ 701 ☐ 702 ☐ 703 ☐ 704 ☐ 705 ☐ 706 ☐ 707 ☐ 708 ☐ 709 ☐ 710 ☐ 711 ☐ 712 ☐ 713 ☐ 714 ☐ 715 ☐ 716 ☐ 717 ☐ 718 ☐ 719 ☐ 720 ☐ 721 ☐ 722 ☐ 723 ☐ 724 ☐ 725 ☐ 726 ☐ 727 ☐ 728 ☐ 729 ☐ 730 ☐ 731 ☐ 732 ☐ 733 ☐ 734 ☐ 735 ☐ 736 ☐ 737 ☐ 738 ☐ 739 ☐ 740 ☐ 741 ☐ 742 ☐ 743 ☐ 744 ☐ 745 ☐ 746 ☐ 747 ☐ 748 ☐ 749 ☐ 750 ☐ 751 ☐ 752 ☐ 753 ☐ 754 ☐ 755 ☐ 756 ☐ 757 ☐ 758 ☐ 759 ☐ 760 ☐ 761 ☐ 762 ☐ 763 ☐ 764 ☐ 765 ☐ 766 ☐ 767 ☐ 768 ☐ 769 ☐ 770 ☐ 771 ☐ 772 ☐ 773 ☐ 774 ☐ 775 ☐ 776 ☐ 777 ☐ 778 ☐ 779 ☐ 780 ☐ 781 ☐ 782 ☐ 783 ☐ 784 ☐ 785 ☐ 786 ☐ 787 ☐ 788 ☐ 789 ☐ 790 ☐ 791 ☐ 792 ☐ 793 ☐ 794 ☐ 795 ☐ 796 ☐ 797 ☐ 798 ☐ 799 ☐ 800 ☐ 801 ☐ 802 ☐ 803 ☐ 804 ☐ 805 ☐ 806 ☐ 807 ☐ 808 ☐ 809 ☐ 810 ☐ 811 ☐ 812 ☐ 813 ☐ 814 ☐ 815 ☐ 816 ☐ 817 ☐ 818 ☐ 819 ☐ 820 ☐ 821 ☐ 822 ☐ 823 ☐ 824 ☐ 825 ☐ 826 ☐ 827 ☐ 828 ☐ 829 ☐ 830 ☐ 831 ☐ 832 ☐ 833 ☐ 834 ☐ 835 ☐ 836 ☐ 837 ☐ 838 ☐ 839 ☐ 840 ☐ 841 ☐ 842 ☐ 843 ☐ 844 ☐ 845 ☐ 846 ☐ 847 ☐ 848 ☐ 849 ☐ 850 ☐ 851 ☐ 852 ☐ 853 ☐ 854 ☐ 855 ☐ 856 ☐ 857 ☐ 858 ☐ 859 ☐ 860 ☐ 861 ☐ 862 ☐ 863 ☐ 864 ☐ 865 ☐ 866 ☐ 867 ☐ 868 ☐ 869 ☐ 870 ☐ 871 ☐ 872 ☐ 873 ☐ 874 ☐ 875 ☐ 876 ☐ 877 ☐ 878 ☐ 879 ☐ 880 ☐ 881 ☐ 882 ☐ 883 ☐ 884 ☐ 885 ☐ 886 ☐ 887 ☐ 888 ☐ 889 ☐ 890 ☐ 891 ☐ 892 ☐ 893 ☐ 894 ☐ 895 ☐ 896 ☐ 897 ☐ 898 ☐ 899 ☐ 900 ☐ 901 ☐ 902 ☐ 903 ☐ 904 ☐ 905 ☐ 906 ☐ 907 ☐ 908 ☐ 909 ☐ 910 ☐ 911 ☐ 912 ☐ 913 ☐ 914 ☐ 915 ☐ 916 ☐ 917 ☐ 918 ☐ 919 ☐ 920 ☐ 921 ☐ 922 ☐ 923 ☐ 924 ☐ 925 ☐ 926 ☐ 927 ☐ 928 ☐ 929 ☐ 930 ☐ 931 ☐ 932 ☐ 933 ☐ 934 ☐ 935 ☐ 936 ☐ 937 ☐ 938 ☐ 939 ☐ 940 ☐ 941 ☐ 942 ☐ 943 ☐ 944 ☐ 945 ☐ 946 ☐ 947 ☐ 948 ☐ 949 ☐ 950 ☐ 951 ☐ 952 ☐ 953 ☐ 954 ☐ 955 ☐ 956 ☐ 957 ☐ 958 ☐ 959 ☐ 960 ☐ 961 ☐ 962 ☐ 963 ☐ 964 ☐ 965 ☐ 966 ☐ 967 ☐ 968 ☐ 969 ☐ 970 ☐ 971 ☐ 972 ☐ 973 ☐ 974 ☐ 975 ☐ 976 ☐ 977 ☐ 978 ☐ 979 ☐ 980 ☐ 981 ☐ 982 ☐ 983 ☐ 984 ☐ 985 ☐ 986 ☐ 987 ☐ 988 ☐ 989 ☐ 990 ☐ 991 ☐ 992 ☐ 993 ☐ 994 ☐ 995 ☐ 996 ☐ 997 ☐ 998 ☐ 999 ☐ 1000 ☐ 1001 ☐ 1002 ☐ 1003 ☐ 1004 ☐ 1005 ☐ 1006 ☐ 1007 ☐ 1008 ☐ 1009 ☐ 1010 ☐ 1011 ☐ 1012 ☐ 1013 ☐ 1014 ☐ 1015 ☐ 1016 ☐ 1017 ☐ 1018 ☐ 1019 ☐ 1020 ☐ 1021 ☐ 1022 ☐ 1023 ☐ 1024 ☐ 1025 ☐ 1026 ☐ 1027 ☐ 1028 ☐ 1029 ☐ 1030 ☐ 1031 ☐ 1032 ☐ 1033 ☐ 1034 ☐ 1035 ☐ 1036 ☐ 1037 ☐ 1038 ☐ 1039 ☐ 1040 ☐ 1041 ☐ 1042 ☐ 1043 ☐ 1044 ☐ 1045 ☐ 1046 ☐ 1047 ☐ 1048 ☐ 1049 ☐ 1050 ☐ 1051 ☐ 1052 ☐ 1053 ☐ 1054 ☐ 1055 ☐ 1056 ☐ 1057 ☐ 1058 ☐ 1059 ☐ 1060 ☐ 1061 ☐ 1062 ☐ 1063 ☐ 1064 ☐ 1065 ☐ 1066 ☐ 1067 ☐ 1068 ☐ 1069 ☐ 1070 ☐ 1071 ☐ 1072 ☐ 1073 ☐ 1074 ☐ 1075 ☐ 1076 ☐ 1077 ☐ 1078 ☐ 1079 ☐ 1080 ☐ 1081 ☐ 1082 ☐ 1083 ☐ 1084 ☐ 1085 ☐ 1086 ☐ 1087 ☐ 1088 ☐ 1089 ☐ 1090 ☐ 1091 ☐ 1092 ☐ 1093 ☐ 1094 ☐ 1095 ☐ 1096 ☐ 1097 ☐ 1098 ☐ 1099 ☐ 1100 ☐ 1101 ☐ 1102 ☐ 1103 ☐ 1104 ☐ 1105 ☐ 1106 ☐ 1107 ☐ 1108 ☐ 1109 ☐ 1110 ☐ 1111 ☐ 1112 ☐ 1113 ☐ 1114 ☐ 1115 ☐ 1116 ☐ 1117 ☐ 1118 ☐ 1119 ☐ 1120 ☐ 1121 ☐ 1122 ☐ 1123 ☐ 1124 ☐ 1125 ☐ 1126 ☐ 1127 ☐ 1128 ☐ 1129 ☐ 1130 ☐ 1131 ☐ 1132 ☐ 1133 ☐ 1134 ☐ 1135 ☐ 1136 ☐ 1137 ☐ 1138 ☐ 1139 ☐ 1140 ☐ 1141 ☐ 1142 ☐ 1143 ☐ 1144 ☐ 1145 ☐ 1146 ☐ 1147 ☐ 1148 ☐ 1149 ☐ 1150 ☐ 1151 ☐ 1152 ☐ 1153 ☐ 1154 ☐ 1155 ☐ 1156 ☐ 1157 ☐ 1158 ☐ 1159 ☐ 1160 ☐ 1161 ☐ 1162 ☐ 1163 ☐ 1164 ☐ 1165 ☐ 1166 ☐ 1167 ☐ 1168 ☐ 1169 ☐ 1170 ☐ 1171 ☐ 1172 ☐ 1173 ☐ 1174 ☐ 1175 ☐ 1176 ☐ 1177 ☐ 1178 ☐ 1179 ☐ 1180 ☐ 1181 ☐ 1182 ☐ 1183 ☐ 1184 ☐ 1185 ☐ 1186

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
SPEECH PRODUCTION

12. VOICE

13. COMMENTS

1. Pitch

- ☐ Adequate
1
- ☐ Too high for age and/or sex
2
- ☐ Too low for age and/or sex
3
- ☐ Monotone
4
- ☐ Other (describe)
5

2. Loudness

- ☐ Adequate
1
- ☐ Too soft
2
- ☐ Too loud
3
- ☐ Other (describe)
4

3a. Voice Quality (Phonation)

- ☐ Adequate
1
- ☐ Breathiness
2
- ☐ Harshness
3
- ☐ Other (describe)
4

3b. Voice Quality (Resonance)

- ☐ Adequate
1
- ☐ Hyper-Nasality and/or excessive nasal emission of air
2
- ☐ Hypo-Nasality
3
- ☐ Other (describe)
4

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
SPEECH PRODUCTION

15. INTELLIGIBILITY

How well can you understand this child? (Circle only one of the following.)

DESCRIPTION

- ☐ 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.
- ☐ 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 essentially unintelligible
- ☐ 5. No speech
- ☐ 6. Other (describe)

CHECKLIST

	Absent	Present
1. Inappropriate Rhythm _____	☐	☐
2. Inappropriate Rate _____	☐	☐
3. Inappropriate Stress _____	☐	☐
4. Inappropriate Loudness _____	☐	☐
5. Voice Quality Deviations _____	☐	☐
6. Articulatory Imprecision _____	☐	☐
7. Telegraphic _____	☐	☐
8. Difficulty in the Sequence of Sounds and/or Words _____ (describe)	☐	☐

16. COMMENTS

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

1. PATIENT IDENTIFICATION

2. NAME OF CHILD

3. DATE OF BIRTH			4. AGE	5. SEX	6. RACE
MO.	DAY	YEAR		☐ MALE ☐ FEMALE	☐ 1 ☐ 2 ☐ 3 ☐ OTHER

7. EXAMINED BY

8. DATE OF EXAM.

MO.	DAY	YEAR
-----	-----	------

9. STATE OF HEALTH ON DAY OF EXAMINATION (Comment on any condition which may affect the child's test performance, e.g., hearing aid, glasses or other prostheses, respiratory condition, running ears, etc.)

11. COMMENTS

10. OBSERVABLE ANOMALIES

1. Head	☐ None	Yes
EXTREMELY SMALL		☐
EXTREMELY LARGE		☐
PECULIAR SHAPE (describe)		☐
OTHER (describe)		☐
2. Face	☐ None	
ASYMMETRY		☐
MASK-LIKE		☐
GRIMACES		☐
OTHER (describe)		☐
3. Ears	☐ None	
ATRESIA		☐
OTHER (describe)		☐
4. Eyes	☐ None	
STRABISMUS		☐
MYSTAGMUS		☐
OTHER (describe)		☐

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

10. OBSERVABLE ANOMALIES (continued)

11. COMMENTS

5. Mouth

No Yes

a. TONGUE AND PALATE

CLEFT PALATE

☐
☐

CLEFT PALATE (describe)

☐
☐

VERY HIGH HARD PALATE

☐
☐

VERY SHORT SOFT PALATE

☐
☐

VERY SHORT LINGUAL FRENULUM

☐
☐

CLEFT LIP

☐
☐

b. TEETH AND JAW

MALOCCLUSION (i.e. overbite, underbite, crossbite, etc.)

☐
☐

MISSING TEETH (describe)

☐
☐

c. DROOLING

MOUTH BREATHES

☐
☐

OTHER (describe)

☐
☐

6. Hands and Arms

☐ None

REPAIRED FUNCTION

☐

OTHER (describe)

☐

7. Legs

☐ None

REPAIRED FUNCTION

☐

OTHER (describe)

☐

8. General Appearance

☐ No

☐

10. PATIENT IDENTIFICATION

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
ADDITIONAL OBSERVATIONS

15. GENERAL BEHAVIOR ABERRATIONS OBSERVED DURING
TEST PERIOD

16. COMMENTS

	No	Yes
Purposeless Hand Motions	☐	☐
Unusual Posturing	☐	☐
Excessive Crying	☐	☐
Excessive Laughing	☐	☐
Hyporeactivity	☐	☐
Hyporeactivity	☐	☐
Loss of Spontaneous Communication	☐	☐
Withdrawal	☐	☐
Overactivity	☐	☐
Negativism	☐	☐
Persistence	☐	☐
Echolalia	☐	☐
Impulsivity	☐	☐
Echopraxia	☐	☐
Motor Disorganization	☐	☐
Short Attention Span	☐	☐
Tics	☐	☐
Tremors	☐	☐
Other (specify)	☐	☐

For Item Numbers Linked to Data Items on PS-40, Final Speech Language and Hearing Examination - Hearing

ITEM NO	DATA ITEM	CARD NUM	FORM	DATA ITEM NAME
3	1447..PS-40	2140	37	17 Audiometry, pure tone; air conduction masked, left ear 1000 cps
4	1448..PS-40	2140	45	17 Audiometry, pure tone; air conduction masked, left ear 2000 cps
4	1449..PS-40	2140	74	17 Audiometry adaptation, abnormal; adequacy of exam
4	1450..PS-40	2140	64	17 Audiometry adaptation test; abnormal; adequacy of exam
4	1451..PS-40	2140	12	12 Hearing: conductive
4	1452..PS-40	2140	13	13 Hearing: sensorineural
4	1453..PS-40	2140	24	24 PS-40 through PS-45 forms present
4	1454..PS-40	2140	16	17 Age (MO)
4	1455..PS-40	2140	16	17 Age (MO)
4	1456..PS-40	2140	16	17 Age (MO)
4	1457..PS-40	2140	15	15 Age (VRS)
4	1458..PS-40	2140	15	15 Age (VRS)
4	1459..PS-40	2140	15	15 Age (VRS)
7	1460..PS-40	2140	19	19 Examiner for Form PS-40
7	1461..PS-40	2140	19	19 Examiner for Form PS-40
7	1462..PS-40	2140	19	19 Examiner for Form PS-40
9	1463..PS-40	2140	63	63 Audiometry, pure tone air conduction masked, left ear 1000 cps
9	1464..PS-40	2140	64	63 Audiometry, pure tone air conduction masked, left ear 2000 cps
9	1465..PS-40	2140	64	63 Audiometry, pure tone air conduction masked, left ear 250 cps
9	1466..PS-40	2140	66	63 Audiometry, pure tone air conduction masked, left ear 500 cps
9	1467..PS-40	2140	66	63 Audiometry, pure tone air conduction masked, left ear 800 cps
9	1468..PS-40	2140	69	63 Audiometry, pure tone air conduction masked, right ear 1000 cps
9	1469..PS-40	2140	52	63 Audiometry, pure tone air conduction masked, right ear 2000 cps
9	1470..PS-40	2140	46	63 Audiometry, pure tone air conduction masked, right ear 250 cps
9	1471..PS-40	2140	54	63 Audiometry, pure tone air conduction masked, right ear 500 cps
9	1472..PS-40	2140	48	63 Audiometry, pure tone air conduction masked, right ear 800 cps
9	1473..PS-40	2140	56	63 Audiometry, pure tone air conduction masked, right ear 1000 cps
9	1474..PS-40	2140	36	63 Audiometry, pure tone air conduction masked, right ear 2000 cps
9	1475..PS-40	2140	39	63 Audiometry, pure tone air conduction masked, right ear 250 cps
9	1476..PS-40	2140	32	63 Audiometry, pure tone air conduction masked, right ear 500 cps
9	1477..PS-40	2140	40	63 Audiometry, pure tone air conduction masked, right ear 800 cps
9	1478..PS-40	2140	34	63 Audiometry, pure tone air conduction masked, right ear 1000 cps
9	1479..PS-40	2140	42	63 Audiometry, pure tone air conduction masked, right ear 2000 cps
9	1480..PS-40	2140	44	63 Audiometry, pure tone air conduction masked, right ear 250 cps
9	1481..PS-40	2140	24	63 Audiometry, pure tone air conduction masked, right ear 500 cps
9	1482..PS-40	2140	26	63 Audiometry, pure tone air conduction masked, right ear 800 cps
9	1483..PS-40	2140	20	63 Audiometry, pure tone air conduction masked, right ear 1000 cps
9	1484..PS-40	2140	28	63 Audiometry, pure tone air conduction masked, right ear 2000 cps
9	1485..PS-40	2140	22	63 Audiometry, pure tone air conduction masked, right ear 250 cps
9	1486..PS-40	2140	30	63 Audiometry, pure tone air conduction masked, right ear 500 cps
10	1487..PS-40	2140	72	72 Audiometry adaptation, left ear 4000 cps, abnormal

Form item numbers linked to data items on PS-40, Final Speech Language and Hearing Examination - Hearing

ITEM ON FORM	DATA ITEM IN	CARD NUM	FROM	TO	DATA ITEM NAME
10	1410..PS-40	1140	73	74	Auditory adaptation, left ear 500 cps, abnormal
10	1427..PS-40	1140	70	70	Auditory adaptation, right ear 4000 cps, abnormal
10	1428..PS-40	1140	71	71	Auditory adaptation, right ear 500 cps, abnormal
11	1451..PS-40	2140	48	49	Audiometry, pure tone none conduction masked, left ear 1000 cps
11	1454..PS-40	2140	50	51	Audiometry, pure tone none conduction masked, left ear 2000 cps
11	1455..PS-40	2140	52	53	Audiometry, pure tone none conduction masked, left ear 4000 cps
11	1457..PS-40	2140	46	47	Audiometry, pure tone none conduction masked, left ear 500 cps
11	1460..PS-40	2140	47	48	Audiometry, pure tone none conduction masked, right ear 1000 cps
11	1450..PS-40	2140	42	43	Audiometry, pure tone none conduction masked, right ear 2000 cps
11	1451..PS-40	2140	44	45	Audiometry, pure tone none conduction masked, right ear 4000 cps
11	1448..PS-40	2140	34	35	Audiometry, pure tone none conduction masked, right ear 500 cps
11	1443..PS-40	2140	30	31	Audiometry, pure tone none conduction, left ear 1000 cps
11	1444..PS-40	2140	32	33	Audiometry, pure tone none conduction, left ear 2000 cps
11	1445..PS-40	2140	34	35	Audiometry, pure tone none conduction, left ear 4000 cps
11	1447..PS-40	2140	28	29	Audiometry, pure tone none conduction, left ear 500 cps
11	1446..PS-40	2140	36	37	Audiometry, pure tone none conduction, method
11	1430..PS-40	2140	22	23	Audiometry, pure tone none conduction, right ear 1000 cps
11	1440..PS-40	2140	24	25	Audiometry, pure tone none conduction, right ear 2000 cps
11	1441..PS-40	2140	26	27	Audiometry, pure tone none conduction, right ear 4000 cps
11	1438..PS-40	2140	20	21	Audiometry, pure tone none conduction, right ear 500 cps
14	1460..PS-40	2140	61	62	Discrimination test, left ear discrimination percent
14	1459..PS-40	2140	59	60	Discrimination test, left ear hearing level
14	1457..PS-40	2140	56	57	Discrimination test, left ear list used
14	1456..PS-40	2140	54	55	Discrimination test, right ear discrimination percent
14	1458..PS-40	2140	58	59	Discrimination test, right ear hearing level
17(1)	1463..PS-40	2140	65	67	Auditory memory, digits, total pass score
17(1)	1464..PS-40	2140	68	68	Auditory memory, digits: adequacy of exam
17(2)	1465..PS-40	2140	69	70	Auditory memory, nonsense syllables, total pass score
17(2)	1466..PS-40	2140	71	71	Auditory memory, nonsense syllables: adequacy of exam

Form Item Numbers Linked to Data Items on PS-41, Language Comprehension

ITEM ON FORM	DATA ITEM IN	CARD NUM	FROM	TO	DATA ITEM NAME
1518		4140	16	17	A7c (no)
1571		3140	16	17	A7c (no)
1572		4140	15	15	A7c (yes)
1576		3140	15	15	A7c (yes)
1580		4140	18	19	Answer for form PS-41
1572		3140	18	19	Answer for form PS-41
1518		4140	15	15	Adequacy of identification
1528		4140	16	16	Headings, oral; adequacy of exam
1577		3140	30	30	Comprehension verbal; orientation question 1
1586		3140	30	30	Comprehension verbal; orientation question 10
1587		3140	40	40	Comprehension verbal; orientation question 11
1588		3140	41	41	Comprehension verbal; orientation question 12
1518		3140	31	31	Comprehension verbal; orientation question 2
1579		3140	32	32	Comprehension verbal; orientation question 3
1580		3140	33	33	Comprehension verbal; orientation question 4
1581		3140	34	34	Comprehension verbal; orientation question 5
1582		3140	35	35	Comprehension verbal; orientation question 6
1583		3140	36	36	Comprehension verbal; orientation question 7
1584		3140	37	37	Comprehension verbal; orientation question 8
1585		3140	38	38	Comprehension verbal; orientation question 9
1586		3140	42	42	Comprehension verbal; orientation total score
1587		3140	43	43	Comprehension verbal; adequacy of exam
1588		3140	44	44	Comprehension verbal; understanding a story question 1
1589		3140	45	45	Comprehension verbal; understanding a story question 2
1590		3140	46	46	Comprehension verbal; understanding a story question 3
1591		3140	47	47	Comprehension verbal; understanding a story question 4
1592		3140	48	48	Comprehension verbal; understanding a story question 5
1593		3140	49	49	Comprehension verbal; understanding a story raw score
1594		3140	50	50	Comprehension verbal; understanding a story, adequacy of exam
1595		3140	51	51	Comprehension verbal; understanding a story, age equivalent
1596		3140	52	52	Comprehension verbal; understanding a story, grade equivalent
1597		3140	53	53	Comprehension verbal; word identification error
1598		3140	54	54	Comprehension verbal; word identification raw score
1599		3140	20	20	Comprehension verbal; word identification vocabulary age
1600		3140	21	21	Comprehension verbal; word identification, adequacy of exam
1601		3140	22	22	Comprehension verbal; word identification
1602		3140	23	23	Headings, oral; grade equivalent
1603		3140	56	56	Headings, oral; passage a, number of errors
1604		3140	57	57	Headings, oral; passage a, passage scores
1605		3140	58	58	Headings, oral; passage b, number of errors
1606		3140	59	59	Headings, oral; passage b, passage scores
1607		3140	60	60	Headings, oral; passage c, number of errors
1608		3140	61	61	Headings, oral; passage c, passage scores

Form Item Numbers Linked to Data Items on PS-41, Language Comprehension

ITEM NO	ITEM NAME	DATA ITEM	CAID NUM	FORM ITEM	DATA ITEM NAME
16	1506..PS-41	1140	62	62	62 heading, oral, passage 4, number of errors
16	1507..PS-41	1140	63	63	63 heading, oral, passage 4, passage scores
16	1508..PS-41	1140	64	64	64 heading, oral, passage 4, number of errors
16	1509..PS-41	1140	65	65	65 heading, oral, passage 4, passage scores
16	1510..PS-41	1140	66	66	66 heading, oral, passage 4, number of errors
16	1511..PS-41	1140	67	67	67 heading, oral, passage 4, passage scores
16	1512..PS-41	1140	68	68	68 heading, oral, total passage score
16	1520..PS-41	4140	20	21	21 heading, oral, types of errors, 114
16	1521..PS-41	4140	22	21	21 heading, oral, types of errors, gross mispronunciation
16	1524..PS-41	4140	28	29	29 heading, oral, types of errors, insertion
16	1525..PS-41	4140	30	35	35 heading, oral, types of errors, inversion
16	1526..PS-41	4140	26	27	27 heading, oral, types of errors, omission
16	1527..PS-41	4140	28	25	25 heading, oral, types of errors, part mispronunciation
16	1528..PS-41	4140	32	33	33 heading, oral, types of errors, repetition
16	1529..PS-41	4140	37	37	37 heading, silent, sample paragraph question 1
16	1530..PS-41	4140	38	38	38 heading, silent, sample paragraph question 2
16	1531..PS-41	4140	39	39	39 heading, silent, sample paragraph question 3
16	1532..PS-41	4140	40	40	40 heading, silent, sample paragraph, adequacy of exam
16	1533..PS-41	4140	41	41	41 heading, silent, test paragraph question 1
16	1534..PS-41	4140	42	42	42 heading, silent, test paragraph question 2
16	1535..PS-41	4140	43	43	43 heading, silent, test paragraph question 3
16	1536..PS-41	4140	44	44	44 heading, silent, test paragraph question 4
16	1537..PS-41	4140	45	45	45 heading, silent, test paragraph question 5
16	1540..PS-41	4140	47	50	50 heading, silent, test paragraph, air equivalent
16	1549..PS-41	4140	33	34	34 heading, silent, test paragraph, trade equivalent
16	1551..PS-41	4140	34	46	46 heading, silent, test paragraph, total score
27	1553..PS-41	4140	35	51	51 heading, silent, test paragraph, adequacy of exam
27	1557..PS-41	4140	36	56	56 morphology, auditory vocal automatic test, age level score
27	1558..PS-41	4140	37	53	53 morphology, auditory vocal automatic test, raw score
27	1559..PS-41	4140	38	57	57 morphology, auditory vocal automatic test, adequacy of exam

Form Item Numbers Linked to Data Items on PS-47, Language Expression

ITEM ON FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
12	1555..PS-42	4140	92	70	writing from dictation, total score, list 1-3
13	1545..PS-42	4140	58	59	Connected discourse, number of concepts expressed
14	1547..PS-42	4140	61	61	Connected discourse, summary evaluation, elaboration
15	1549..PS-42	4140	63	63	Connected discourse, summary evaluation, grammar
16	1550..PS-42	4140	64	64	Connected discourse, summary evaluation, overall evaluation
17	1548..PS-42	4140	62	62	Connected discourse, summary evaluation, relevance
18	1546..PS-42	4140	60	60	Connected discourse, summary evaluation, sequence
19	1551..PS-42	4140	65	65	Connected discourse, summary evaluation, adequacy of evaluation
20	1559..PS-42	4140	74	74	writing from dictation, summary, types of errors, addition
21	1562..PS-42	4140	77	77	writing from dictation, summary, types of errors, adequacy
22	1556..PS-42	4140	71	71	writing from dictation, summary, types of errors, illegible
23	1560..PS-42	4140	75	75	writing from dictation, summary, types of errors, omission
24	1557..PS-42	4140	72	72	writing from dictation, summary, types of errors, reversal
25	1561..PS-42	4140	76	76	writing from dictation, summary, types of errors, sequence error
26	1554..PS-42	4140	73	73	writing from dictation, summary, total passes, list 1
27	1552..PS-42	4140	66	66	writing from dictation, summary, total passes, list 2
28	1553..PS-42	4140	67	67	writing from dictation, total passes, list 2
29	1554..PS-42	4140	68	68	writing from dictation, total passes, list 3
30	1563..PS-42	4140	78	78	writing from dictation, handedness

Form Item Numbers Listed in Data Items on Form 1, Speech Mechanism

ITEM ON FORM	DATA ITEM IS	CARD NUM	TRUE TO	DATA ITEM NAME
0	1568.....	5140	16	17 Age (mo)
0	1567.....	5140	15	15 Age (yrs)
0	1569.....	5140	18	19 Examiner for PS-43
0	1570.....	5140	14	13 Speech articulation
0	1571.....	5140	20	24 Speech mechanism, concomitant movements, elevation, tongue
0	1572.....	5140	24	24 Speech mechanism, concomitant movements, lateral protrusion, tongue
0	1573.....	5140	27	27 Speech mechanism, concomitant movements, alveolar protrusion, tongue
0	1574.....	5140	26	26 Speech mechanism, concomitant movements, protrusion of lips
0	1575.....	5140	25	25 Speech mechanism, concomitant movements, retraction of lips
0	1576.....	5140	21	21 Speech mechanism, lips, protrusion
0	1577.....	5140	20	20 Speech mechanism, lips, retraction
0	1578.....	5140	30	30 Speech mechanism, soft palate function
0	1579.....	5140	24	24 Speech mechanism, tongue, elevation
0	1580.....	5140	21	21 Speech mechanism, tongue, lateral protrusion
0	1581.....	5140	22	22 Speech mechanism, tongue, alveolar protrusion

Form Item Numbers Linked to Data Items on PS-44, Speech Production

ITEM IN FORM	DATA ITEM IN	CAN MIN	FROM TO	DATA ITEM NAME
0	3542..PS-44	5140	32	12 Speech production, dysfluent events
0	3541..PS-44	5140	31	11 Speech production, rate of speech sounds
0	3543..PS-44	5140	31	11 Speech production, struggle behavior
12	3545..PS-44	5140	35	15 Speech production, voice loudness
12	3544..PS-44	5140	34	14 Speech production, voice pitch
12	3546..PS-44	5140	36	16 Speech production, voice quality phonation
12	3547..PS-44	5140	37	17 Speech production, voice quality resonance
15	3548..PS-44	5140	38	18 Speech production, intelligibility
15	3544..PS-44	5140	44	44 Speech production, articulatory imprecision
15	3546..PS-44	5140	46	46 Speech production, difficulty of sounds a/o words
15	3542..PS-44	5140	42	42 Speech production, inappropriate loudness
15	3540..PS-44	5140	40	40 Speech production, inappropriate rate
15	3549..PS-44	5140	39	39 Speech production, inappropriate rhythm
15	3591..PS-44	5140	41	41 Speech production, inappropriate stress
15	3595..PS-44	5140	45	45 Speech production, telegraphic
15	3543..PS-44	5140	43	43 Speech production, voice quality deviations
18	3547..PS-44	5140	47	48 Speech production, articulation score

Form Item Numbers Linked to Data Items on PS-45, Additional Observations

ITEM OR PAGE	DATA TYPE IN	CARD NUM	FROM	TO	DATA ITEM NAME
5	1641..PS-45	6140	29	29	Material for further gum examination
5	1641..PS-45	6140	31	31	School, grade
5	1644..PS-45	6140	33	33	School, repeating grade
5	1645..PS-45	6140	34	34	School, special class
5	1647..PS-45	6140	36	36	School, type
5	1607..PS-45	5140	54	54	Abnormalities, physical, cleft lip observation by examiner
5	1603..PS-45	5140	54	54	Abnormalities, physical, cleft palate (repaired) observation by examiner
5	1602..PS-45	5140	53	53	Abnormalities, physical, cleft palate observation by examiner
5	1616..PS-45	5140	61	61	Abnormalities, physical, frenulum observation by examiner
5	1606..PS-45	5140	57	57	Abnormalities, physical, lingual frenulum, very short observation by examiner
5	1608..PS-45	5140	59	59	Abnormalities, physical, malocclusion observation by examiner
5	1611..PS-45	5140	62	62	Abnormalities, physical, mouth breather observation by examiner
5	1604..PS-45	5140	55	55	Abnormalities, physical, palate, hard, very high observation by examiner
5	1605..PS-45	5140	56	56	Abnormalities, physical, palate, soft, very short observation by examiner
5	1612..PS-45	5140	63	63	Abnormalities, physical, teeth and jaw, other observation by examiner
5	1609..PS-45	5140	60	60	Abnormalities, physical, teeth missing observation by examiner
10	1600..PS-45	5140	51	51	Abnormalities, physical, ears observation by examiner
10	1601..PS-45	5140	52	52	Abnormalities, physical, eyes observation by examiner
10	1609..PS-45	5140	50	50	Abnormalities, physical, face observation by examiner
10	1615..PS-45	5140	64	64	Abnormalities, physical, general awkwardness observation by examiner
10	1613..PS-45	5140	64	64	Abnormalities, physical, hands and arms observation by examiner
10	1608..PS-45	5140	64	64	Abnormalities, physical, head observation by examiner
10	1614..PS-45	5140	65	65	Abnormalities, physical, legs observation by examiner
15	1624..PS-45	5140	75	75	Behavioral aberrations, distractibility observation by examiner
15	1631..PS-45	6140	21	21	Behavioral aberrations, echolalia observation by examiner
15	1635..PS-45	6140	23	23	Behavioral aberrations, encephalin observation by examiner
15	1618..PS-45	5140	60	60	Behavioral aberrations, excessive crying observation by examiner
15	1610..PS-45	5140	70	70	Behavioral aberrations, excessive laughing observation by examiner
15	1620..PS-45	5140	71	71	Behavioral aberrations, hyperactivity observation by examiner
15	1621..PS-45	5140	72	72	Behavioral aberrations, hyperactivity observation by examiner
15	1634..PS-45	6140	22	22	Behavioral aberrations, impulsivity observation by examiner
15	1622..PS-45	5140	73	73	Behavioral aberrations, lack of spontaneous communication observation by examiner
15	1636..PS-45	6140	24	24	Behavioral aberrations, motor disinhibition observation by examiner
15	1625..PS-45	5140	76	76	Behavioral aberrations, negativism observation by examiner
15	1640..PS-45	6140	28	28	Behavioral aberrations, other observation by examiner
15	1632..PS-45	6140	20	20	Behavioral aberrations, perseveration observation by examiner
15	1616..PS-45	5140	67	67	Behavioral aberrations, purposeless hand motions observation by examiner

Form Item Numbers Linked to Data Items on PS-45, Additional Observations

ITEM NO FORM	DATA ITEM ID	CASE NO	FROM	TO	DATA ITEM NAME
15	1617..PS-45	0140	25	25	behavioral aberrations, short attention span observation by examiner
15	1619..PS-45	0140	26	26	behavioral aberrations, time observation by examiner
15	1630..PS-45	0140	27	27	behavioral aberrations, tremors observation by examiner
15	1617..PS-45	0140	68	68	behavioral aberrations, unusual posturing observation by examiner
15	1621..PS-45	0140	71	71	behavioral aberrations, withdrawal observation by examiner

DEFINITION OF CODES
FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
FORM PS 40-45 CARD 1140

NOTE: DO NOT USE REV. 2, 3 AND 4 IN TABULATIONS UNLESS SPECIFICALLY REQUESTED.

<u>FIELD</u>	<u>CARD COLUMN</u>
1. <u>Card Number</u> Code: 1	1
2. <u>Form Number</u> Code: 140	2-4
3. <u>Revision Number*</u> Code: 0-Form dated: Trial 10/66 1-Form dated: 4/70 2-Hearing Exam Only (All ages) 3-Form dated: Trial 10/66 (Exam age outside limits) 4-Form dated: 4/70 (Exam age outside limits)	5
4. <u>HINDS#</u> Item 1 Nine digit code for Patient Identification	6-14
5. <u>Age</u> Item 4 Three digit code for: <u>Years</u> (col. 15) Code: 0 - 10 yrs.) 1 - 11 yrs.) 2 - 12 yrs.) (Rev. 2,3,4 only) 3 - 13 yrs.) 4 - 14 yrs.) 5-6 - 5-6 yrs.) 7-8 - As given according to manual (Rev. 0,1,2 only) 9 - 9 yrs. (Rev. 2,3,4 only) <u>Months</u> (cols. 16-17) Code: 00-11 - As given	15-17
6. <u>Examiner</u> Item 7 Code: See "Examiner" page PS-40-45 - 22	18-19

*Unless specified, Fields, Codes, and Card Columns refer to Revision Numbers "0", "1", "2", "3", and "4". Item numbers refer to Form Dated: 4/70.

DEFINITION OF CODES (CONTINUED)

FORM PS-40-45
CARD 1140

FIELD

CARD
COLUMN

PURE TONE AUDIOMETRY

7. Air Conduction: Right Ear 20-31
PS-40 Item 9
Twelve digit code for:

<u>250 cps</u>	(cols. 20-21)
<u>500 cps</u>	(cols. 22-23)
<u>1000 cps</u>	(cols. 24-25)
<u>2000 cps</u>	(cols. 26-27)
<u>4000 cps</u>	(cols. 28-29)
<u>8000 cps</u>	(cols. 30-31)

Code for each two columns:
 01 - Threshold of 0
 05-90 - Threshold response as given
 (in multiples of 5)
 95 - Threshold of 95 or more
 99 - Unknown
8. Air Conduction: Left Ear 32-43
PS-40 Item 9
Code: Same as in Field 7
9. Air Conduction - Method 44
PS-40 Item 9
Code: 1 - Ascending
 2 - Descending
 9 - Unknown
10. Adequacy of Exam 45
PS-40 Item 9
Code: 1 - Adequate
 2 - Not adequate
 9 - Unknown
11. Air Conduction - Masked: Right Ear 46-57
PS-40 Item 9
Twelve digit code for:

<u>250 cps</u>	(cols. 46-47)
<u>500 cps</u>	(cols. 48-49)
<u>1000 cps</u>	(cols. 50-51)
<u>2000 cps</u>	(cols. 52-53)
<u>4000 cps</u>	(cols. 54-55)
<u>8000 cps</u>	(cols. 56-57)

DEFINITION OF CODES (CONTINUED)

FORM PS-40-45
CARD 1140

FIELD

CARD
COLUMN

11. Air Conduction - Masked: Right Ear (Continued)

46-57

Code for each two columns:

- 00 - Not required
- 55 - Less than 60 dB: SPL
- 60-80 - 60 dB: SPL
to 30 dB: SPL
(in multiples of 5)
- 85 - 85 dB: SPL and over
- 88 - Test required - not done
- 99 - Unknown

12. Air Conduction - Masked: Left Ear
PS-40 Item 9

58-69

Code: Same as in Field 11

ABNORMAL AUDITORY ADAPTATION

13. Right Ear: 4000 cps
PS-40 Item 10

70

- Code: 0 - Test not required
1 - Pass
2 - Fail
8 - Inadequate Test
9 - Unknown

14. Right Ear: 500 cps
PS-40 Item 10

71

Code: Same as in Field 13

15. Left Ear: 4000 cps
PS-40 Item 10

72

Code: Same as in Field 13

16. Left Ear: 500 cps
PS-40 Item 10

73

Code: Same as in Field 13

17. Adequacy of Exam
PS-40 Item 10

74

- Code: Same as in Field 10 except:
0 - Test not required

DEFINITION OF CODES (Continued)

FORM PS-40-45
CARD 2140

FIELD

CARD
COLUMN

- | | |
|---|------|
| 1. <u>Card Number</u>
Code: 2 | 1 |
| 2. <u>Basic Data</u>
Code: Same as in cols. 2-19 of card 1 | 2-19 |

PURE TONE AUDIOMETRY

- | | |
|--|-------|
| 3. <u>Bone Conduction: Right Ear</u>
PS-40 Item 11
Eight digit code for:
<u>500 cps</u> (cols. 20-21)
<u>1000 cps</u> (cols. 22-23)
<u>2000 cps</u> (cols. 24-25)
<u>4000 cps</u> (cols. 26-27)
Code for each two columns:
00 - Test not required
01 - Threshold of 0
05 - Threshold of 5
10-55 - Threshold response as given
(in multiples of 5)
60 - Threshold of 60 or more
88 - Test required - not done
99 - Unknown | 20-27 |
| 4. <u>Bone Conduction: Left Ear</u>
PS-40 Item 11
Code: Same as in Field 3 | 28-35 |
| 5. <u>Bone Conduction: Method</u>
PS-40 Item 11
Code: 0 - Not required
1 - Ascending
2 - Descending
9 - Unknown | 36 |
| 6. <u>Adequacy of Exam</u>
PS-40 Item 11
Code: 0 - Not applicable
1 - Adequate
2 - Not adequate
9 - Unknown | 37 |

DEFINITION OF CODES (Continued)

FORM PS-40-45
CARD 2140

CARD
COLUMN

FIELD

7. Bone Conduction - Masked: Right Ear

38-45

PS-40 Item 11

Eight digit code for:

<u>500 cps</u>	(cols. 38-39)
<u>1000 cps</u>	(cols. 40-41)
<u>2000 cps</u>	(cols. 42-43)
<u>4000 cps</u>	(cols. 44-45)

Code for each two columns:

00 - Test not required
55 - Less than 60 dB: SPL
60-80 - 60 dB: SPL - 80 dB: SPL (in multiples of 5)
85 - 85 dB: SPL and over
98 - Test required - not done
99 - Unknown

8. Bone Conduction - Masked: Left Ear*

46-53

PS-40 Item 11

Code: Same as in Field 7

DISCRIMINATION TEST

9. Right Ear

54-58

PS-40 Item 14

Five digit code for:

Hearing Level (cols. 54-55)
Code: Blank - Not on Rev. 2
30 - 30 or less dB
35-90 - As given in dB
(in multiples of 5)
95 - 95 or more dB
99 - Unknown

Discrimination Percent (cols. 56-57)

Code: Blank - Not on Rev. 2
00-96% - (in multiples of 4)
97 - 100%
99 - Unknown

List Used (col. 58)

Code: Blank - Not on Rev. 2
1 - List 1-A
2 - List 1-B
3 - List 2-A
4 - List 2-B
9 - Unknown

10. Left Ear

59-63

PS-40 Item 14

Code: Same as in Field 9

11. Adequacy of Exam

64

PS-40 Item 14

Code: Blank - Not on Rev. 2
1 - Adequate
2 - Not adequate
9 - Unknown

* Card ends in column 53 for Rev. 2

DEFINITION OF CODES (Continued)

FORM PS-40-45
CARD 2140

FIELD

CARD
COLUMN

AUDITORY MEMORY

12. Digits

65-68

PS-40 Item 17(1)

Four digit code for:

Total Pass Score (cols. 65-67)

Code: Blank - Not on Rev. 2

020 - 2.0 or less

025-105 - 2.5 to 10.5 (in multiples of .5)

999 - Unknown

Adequacy of Exam (col. 68)

Code: Same as in Field 11

13. Nonsense Syllables

69-71

PS-40 Item 17(2)

Three digit code for:

Total Pass Score (cols. 69-70)

Code: Blank - Not on Rev. 2

20 - 2.0 or less

25-65 - 2.5 to 6.5 (in multiples of .5)

99 - Unknown

Adequacy of Exam (col. 71)

Code: Same as in Field 11

DEFINITION OF CODES (Continued)

FORM PS-40-45
CARD 3140

NOTE: Card does not exist for Rev. 2

FIELD

CARD COLUMN

1. Card Number

Code: 3

1

2. Basic Data

Code: Same as in cols. 2-19 of card 1

2-19

AUDITORY VERBAL COMPREHENSION

3. Word Identification

PS-41 Item 9 (13)

20-29

Ten digit code for:

Errors (cols. 20-21)

Code: 00-97 - As given
98 - 98 or more
99 - Unknown

Raw Score (cols. 22-24)

Code: 000-150 - As given
999 - Unknown

Vocabulary Age (cols. 25-28)

Code: 0109-1500 - 1 yr. 9 mos. to 18 years
9997 - Above norms
9998 - Below norms
9999 - Unknown

Adequacy of Exam (col. 29)

Code: 1 - Adequate
2 - Not adequate
9 - Unknown

4. Orientation

PS-41 Item 9 (2)

30-44

Fifteen digit code for:

Question 1 (col. 30)
Question 2 (col. 31)
Question 3 (col. 32)
Question 4 (col. 33)
Question 5 (col. 34)
Question 6 (col. 35)
Question 7 (col. 36)
Question 8 (col. 37)
Question 9 (col. 38)
Question 10 (col. 39)
Question 11 (col. 40)
Question 12 (col. 41)

Code for each column:

1 - Pass
2 - Fail
9 - Unknown

Total Score (cols. 42-43)

Code: 00-12 - As given
99 - Unknown

Adequacy of Exam (col. 44)

Code: Same as in Field 3 col. 29

DEFINITION OF CODES (Continued)

FORM PS-40-45
CARD 3140

FIELD

CARD
COLUMN

5. Understanding A Story

PS-41 Item 9 (3A) and 9 (3B)

45-55

Eleven digit code for:

Question 1 (col. 45)

Question 2 (col. 46)

Question 3 (col. 47)

Question 4 (col. 48)

Question 5 (col. 49)

Code for each column: Same as in Field 4 col. 30

Raw Score (col. 50)

Code: 0-5 - As given

9 - Unknown

Grade Equivalent (cols. 51-52)

Code: 18-22 - Grade 1.8 to 2.2

98 - Below norm

99 - Unknown

Age Equivalent (cols. 53-54)

Code: 70-75 - 7 years to 7 years 5 months

98 - Below norm

99 - Unknown

Adequacy of Exam (col. 55)

Code: Same as in Field 3 col. 29

ORAL READING

6. Passage A

PS-41 Item 16 (1G1)

56-57

Two digit code for:

Number of Errors (col. 56)

Code: 0 - No errors

1-6 - As given

7 - 7 or more

8 - Non-reader

9 - Unknown

Passage Scores (col. 57)

Code: 0 - No score, non-reader

1-7 - As given

8 - 8 or more

9 - Unknown

7. Passage B

PS-41 Item 16 (1G1)

58-59

Code: Same as in Field 6

DEFINITION OF CODES (Continued)

FORM PS-40-45
CARD 3140

FIELD

CARD
COLUMNS

- | | |
|---|-------|
| 8. <u>Passage C</u>
PS-41 Item 16 (1G1)
Code: Same as in Field 6 | 60-61 |
| 9. <u>Passage D</u>
PS-41 Item 16 (1G1)
Code: Same as in Field 6 | 62-63 |
| 10. <u>Passage E</u>
PS-41 Item 16 (1G1)
Code: Same as in Field 6 | 64-65 |
| 11. <u>Passage F</u>
PS-41 Item 16 (1G1)
Code: Same as in Field 6 | 66-67 |
| 12. <u>Total Passage Score</u>
PS-41 Item 16 (1G1)
Code: 00-54 - As Given
99 - Unknown | 68-69 |
| 13. <u>Grade Equivalent</u>
PS-41 Item 16 (1G1)
Code: 11-72 - 1.1 to 7.2
99 - Unknown | 70-71 |

DEFINITION OF CODES (Continued)

FORM PS-40-45
CARD 4140

NOTE: Card does not exist for Rev. 2

FIELD

CARD
COLUMN

1. Card Number
Code: 1

1

2. Basic Data
Code: Same as in cols. 2-19 of card 1

2-19

ORAL READING

3. Types of Errors
PS-41 Item 16 (2)
Sixteen digit code for:

20-35

<u>Aid</u>	(cols. 20-21)
<u>Gross Mispronunciation</u>	(cols. 22-23)
<u>Part. Mispronunciation</u>	(cols. 24-25)
<u>Omission</u>	(cols. 26-27)
<u>Insertion</u>	(cols. 28-29)
<u>Substitution</u>	(cols. 30-31)
<u>Repetition</u>	(cols. 32-33)
<u>Inversion</u>	(cols. 34-35)

Code for each two columns:

00-60	- As given
66	- Non-reader
99	- Unknown

4. Adequacy of Exam
Code: 1 - Adequate
2 - Not adequate
9 - Unknown

36

SILENT READING

5. Sample Paragraph
PS-41 Item 16 (2A)
Four digit code for:

37-40

<u>Question 1</u>	(col. 37)
<u>Question 2</u>	(col. 38)
<u>Question 3</u>	(col. 39)

Code for each column:

1	- Pass
2	- Fail
8	- Fail, non-reader
9	- Unknown

Adequacy of Exam (col. 40)

Code: Same as in Field 1

DEFINITION OF CODES (Continued)

FORM PS-40-15
CARD 4110

FIELD

CARD
COLUMNS

6. Test Paragraph

PS-41 Item 16 (2B)

41-51

Eleven digit code for:

Question 1 (col. 41)
Question 2 (col. 42)
Question 3 (col. 43)
Question 4 (col. 44)
Question 5 (col. 45)
Code: Same as in Field 5
Total Score (col. 46)
Code: 0 - None, non-reader
1-5 - As given
9 - Unknown

Grade Equivalent (cols. 47-50)

Code: 19 - Grade 1.9
21 - Grade 2.1
22 - Grade 2.2
24 - Grade 2.4
25 - Grade 2.5
96 - Below norm
99 - Unknown

Age Equivalent (cols. 49-50)

Code: 71 - 7.1 years
73 - 7.3 years
75 - 7.5 years
77 - 7.7 years
78 - 7.8 years
98 - Below norm
99 - Unknown

Adequacy of Exam (col. 51)

Code: Same as in Field 4

MORPHOLOGY

7. Auditory Vocal Automatic Test

PS-41 Item 27

52-57

Six digit code for:

Raw Score (cols. 52-53)

Code: 00-22 - As given
99 - Unknown

Age Level Score (cols. 54-56)

Code: 204-900 - 2 years 4 months to 9 years
6 months
997 - Above norms
998 - Below norms
999 - Unknown

Adequacy of Exam (col. 57)

Code: Same as in Field 4

DEFINITION OF CODES (Continued)

FORM PS-40-45
CARD 4140

FIELD

CARD
COLUMN

CONNECTED DISCOURSE

8. Number of Concepts Expressed

PS-42 Item 12

Code: 00-18 - As given

99 - Unknown

58-59

SUMMARY

9. Evaluation

PS-42 Item 15

Six digit code for:

Sequence (col. 60)

Elaboration (col. 61)

Relevance (col. 62)

Grammar (col. 63)

Code for each column:

0 - Excellent

1 - Adequate

2 - Poor

9 - Unknown

Overall Evaluation (col. 64)

Code:

0 - Normal

1 - Suspect

2 - Abnormal

9 - Unknown

Adequacy of Evaluation (col. 65)

Code: Same as in Field 4

60-65

WRITING FROM DICTATION

10. Total Passes: List 1

PS-42 Item 18 (1)

Code: 0-8 - As given

9 - Unknown

66

11. Total Passes: List 2

PS-42 Item 18 (2)

Code: 0-4 - As given

9 - Unknown

67

12. Total Passes: List 3

PS-42 Item 18 (3)

Code: 0-2 - As given

9 - Unknown

68

DEFINITION OF CODES (Continued)

FORM PS-42-15
CARD 414C

FIELD

CARD
COUNT

13. Total Score: Lists 1-3
PS-42 Item 18(4)
Code: 00-14 - As given
99 - Unknown
14. Summary: Types of Errors
PS-42 Item 18 (4)
Seven digit code for:
Illegible (col. 71)
Reversal (col. 72)
Substitution (col. 73)
Addition (col. 74)
Omission (col. 75)
Sequence Error (col. 76)
Code for each column:
0 - None
1 - List 1
2 - List 2
3 - List 3
4 - Combination of codes 1 and 2
5 - Combination of codes 1 and 3
6 - Combination of codes 2 and 3
7 - Combination of codes 1, 2 and 3
9 - Unknown
Adequacy (col. 77)
Code: Same as in Field 4
15. Handedness
PS-42 Item 18 (6)
Code: 1 - Right
2 - Left
9 - Undetermined

69-70

71-77

78

DEFINITION OF CODES (continued)

NOTE: Card does not exist for Rev. 2

FIELD

FORM PS-40-45
CARD 514C

CARD
COLUMN

1. Card Number
Code: 5

1

2. Basic Data
Code: Same as in cols. 2-19 of card 1

2-19

SPEECH MECHANISMS

3. Lips
PS-43 Item 9 (1)
Two digit code for:
Retraction (col. 20)
Protrusion (col. 21)
Code for each column:
1 - Pass
2 - Fail
3 - Pass with concomitant movement
4 - Fail with concomitant movement
9 - Unknown

20-21

4. Tongue
PS-43 Item 9 (2)
Three digit code for:
Mid-line Protrusion (col. 22)
Internal Protrusion (col. 23)
Elevation (col. 24)
Code for each column:
1 - Pass
2 - Fail
3 - Pass with concomitant movements
4 - Fail with concomitant movements
9 - Unknown

22-24

5. Concomitant Movements
PS-43 Item 9 (3)
Five digit code for:
Retraction of Lips (col. 25)
Protrusion of Lips (col. 26)
Mid-line Protrusion: Tongue (col. 27)
Lateral Protrusion: Tongue (col. 28)
Elevation: Tongue (col. 29)
Code for each column:
0 - None
1 - Head lateral
2 - Head backward
3 - Grinaces
4 - Combination of codes
8 - Other
9 - Unknown

25-29

6. Soft Palate Function
PS-43 Item 9 (4)
Code: 0 - Normal
1 - Abnormal
9 - Unknown

30

DEFINITION OF CODES (Continued)

FORMS PS-40-45
CARD 5140FIELDCARD
COLUMN

SPEECH PRODUCTION

- | | |
|---|----|
| <p>7. <u>Rate of Speech Sounds</u>
 PS-44 Item 9 (1)
 Code: 1 - Adequate
 2 - Too Fast
 3 - Too Slow
 4 - Irregular
 5 - Combination of codes
 8 - Other
 9 - Unknown</p> | 31 |
| <p>8. <u>Dysfluent Events</u>
 PS-44 Item 9 (2A)
 Code: 0 - None
 1 - Some
 2 - Many
 9 - Unknown</p> | 32 |
| <p>9. <u>Struggle Behavior</u>
 PS-44 Item 9 (2B)
 Code: Same as in Field 8</p> | 33 |
| <p>10. <u>Voice: Pitch</u>
 PS-44 Item 12 (1)
 Code: 1 - Adequate
 2 - Too high
 3 - Too low
 4 - Monotonous
 5 - Combination of codes
 8 - Other
 9 - Unknown</p> | 34 |
| <p>11. <u>Voice: Loudness</u>
 PS-44 Item 12 (2)
 Code: 1 - Adequate
 2 - Too soft
 3 - Too loud
 8 - Other
 9 - Unknown</p> | 35 |
| <p>12. <u>Voice Quality: Phonation</u>
 PS-44 Item 12 (3A)
 Code: 1 - Adequate
 2 - Breathiness
 3 - Hoarseness
 4 - Combination of codes
 8 - Other
 9 - Unknown</p> | 36 |

DEFINITION OF CODES (Continued)

FORM PS-40-15
CARD 51-3

FIELD

CARD
COLUMN

13. Voice Quality: Resonance
PS-44 Item 12 (3B) 37
Code: 1 - Adequate
2 - Hyper-nasality
3 - Hypo-nasality
8 - Other
9 - Unknown
14. Intelligibility
PS-44 Item 15 38
Code: 1 - No difficulty
2 - Some difficulty
3 - Considerable difficulty
4 - Verbalized but unintelligible
5 - No speech
8 - Other
9 - Unknown
NOTE: If "5" then cols. 39-46 = 8's.
15. Checklist
PS-44 Item 15 39-46
Right digit code for:
Inappropriate Rhythm (col. 39)
Inappropriate Rate (col. 40)
Inappropriate Stress (col. 41)
Inappropriate Loudness (col. 42)
Voice Quality Deviations (col. 43)
Articulatory Imprecision (col. 44)
Telegraphic (col. 45)
Difficulty of Sounds and/or Words (col. 46)
Code for each column:
0 - Absent
1 - Present
8 - Not applicable
9 - Unknown
16. Articulation: Score
PS-44 Item 18 47-48
Code: 00-50 - As given
99 - Unknown

DEFINITION OF CODES

FORM PS-40-45
CARD 5140

FIELD

OBSERVABLE ANOMALIES

CARD COLUMN

17. Head
PS-45 Item 10 (1) 49
Code: 0 - None
1 - Extremely small
2 - Extremely large
3 - Peculiar Shape
4 - Combinations of codes
8 - Other
9 - Unknown
18. Face
PS-45 Item 10 (2) 50
Code: 0 - None
1 - Asymmetry
2 - Mask - like
3 - Grimaces
4 - Combination of codes
8 - Other
9 - Unknown
19. Ears
PS-45 Item 10 (3) 51
Code: 0 - None
1 - Atresia
8 - Other
9 - Unknown
20. Eyes
PS-45 Item 10 (4) 52
Code: 0 - None
1 - Strabismus
2 - Nystagmus
3 - Combination of codes
8 - Other
9 - Unknown
21. Tongue and Palate
PS-45 Item 5 (A) 53-58
Six digit code for:
Cleft Palate (col. 53)
Cleft Palate (Repaired) (col. 54)
Very High Hard Palate (col. 55)
Very Short Soft Palate (col. 56)
Very Short Lingual Frenulum (col. 57)
Cleft Lip (col. 58)
Code for each column:
0 - No
1 - Yes
9 - Unknown

DEFINITION OF CODES (Continued)

FORM PS-40-45
GARD 5140

FIELD

CARD
COLUMN

- | | | | | | | | | | | | |
|---|---------------------|-----------|----------------------|-----------|-----------------|-----------|-----------------------|-----------|--------------|-----------|--------------|
| <p>22. <u>Teeth and Jaw</u>
PS-45 Item 5 (3)
Five digit code for:</p> <table border="0"> <tr> <td><u>Malocclusion</u></td> <td>(col. 50)</td> </tr> <tr> <td><u>Missing Teeth</u></td> <td>(col. 60)</td> </tr> <tr> <td><u>Drooling</u></td> <td>(col. 61)</td> </tr> <tr> <td><u>Mouth Breather</u></td> <td>(col. 62)</td> </tr> <tr> <td><u>Other</u></td> <td>(col. 63)</td> </tr> </table> <p>Code for each column: Same as in Field 21</p> | <u>Malocclusion</u> | (col. 50) | <u>Missing Teeth</u> | (col. 60) | <u>Drooling</u> | (col. 61) | <u>Mouth Breather</u> | (col. 62) | <u>Other</u> | (col. 63) | <p>50-63</p> |
| <u>Malocclusion</u> | (col. 50) | | | | | | | | | | |
| <u>Missing Teeth</u> | (col. 60) | | | | | | | | | | |
| <u>Drooling</u> | (col. 61) | | | | | | | | | | |
| <u>Mouth Breather</u> | (col. 62) | | | | | | | | | | |
| <u>Other</u> | (col. 63) | | | | | | | | | | |
| <p>23. <u>Hands and Arms</u>
PS-45 Item 10 (6)
Code: 0 - Normal
1 - Impaired function
2 - Other
3 - Combination of codes 1 and 2
9 - Unknown</p> | <p>64</p> | | | | | | | | | | |
| <p>24. <u>Legs</u>
PS-45 Item 10 (7)
Code: Same as in Field 23</p> | <p>65</p> | | | | | | | | | | |
| <p>25. <u>General Awkwardness</u>
PS-45 Item 10 (8)
Code: Same as in Field 21</p> | <p>66</p> | | | | | | | | | | |
| OBSERVED ABERRATIONS | | | | | | | | | | | |
| <p>26. <u>Purposeless Hand Motions</u>
PS-45 Item 15
Code: Same as in Field 21</p> | <p>67</p> | | | | | | | | | | |
| <p>27. <u>Unusual Posturing</u>
PS-45 Item 15
Code: Same as in Field 21</p> | <p>68</p> | | | | | | | | | | |
| <p>28. <u>Excessive Crying</u>
PS-45 Item 15
Code: Same as in Field 21</p> | <p>69</p> | | | | | | | | | | |
| <p>29. <u>Excessive Laughing</u>
Code: Same as in Field 21</p> | <p>70</p> | | | | | | | | | | |
| <p>30. <u>Hyperactivity</u>
PS-45 Item 15
Code: Same as in Field 21</p> | <p>71</p> | | | | | | | | | | |
| <p>31. <u>Hypocactivity</u>
PS-45 Item 15
Code: Same as in Field 21</p> | <p>72</p> | | | | | | | | | | |

DEFINITIONS OF CODES (Continued)

FORM PS-40-45
CARD 5140

FIELD

CARD
COLUMN

32. Lack of Spontaneous Communication
PS-45 Item 15
Code: Same as in Field 21
33. Withdrawal
PS-45 Item 15
Code: Same as in Field 21
34. Distractibility
PS-45 Item 15
Code: Same as in Field 21
35. Negativism
PS-45 Item 15
Code: Same as in Field 21

73

74

75

76

DEFINITION OF CODES (Continued)

FORM PS-40-45
CARD 5140

NOTE: Card does not exist for Rev. 2

<u>FIELD</u>	<u>CARD COLUMN</u>
1. <u>Card Number</u> Code: 0	1
2. <u>Basic Data</u> Code: Same as in cols. 2-19 of card 1	2-19
OBSERVED ABERRATIONS	
3. <u>Perseveration</u> PS-45 Item 15 Code: 0 - No 1 - Yes 9 - Unknown	20
4. <u>Echolalia</u> PS-45 Item 15 Code: Same as in Field 3	21
5. <u>Impulsivity</u> PS-45 Item 15 Code: Same as in Field 3	22
6. <u>Echopraxia</u> PS-45 Item 15 Code: Same as in Field 3	23
7. <u>Motor Disinhibition</u> PS-45 Item 15 Code: Same as in Field 3	24
8. <u>Short Attention Span</u> PS-45 Item 15 Code: Same as in Field 3	25
9. <u>Tics</u> PS-45 Item 15 Code: Same as in Field 3	26
10. <u>Tremors</u> PS-45 Item 15 Code: Same as in Field 3	27
11. <u>Other</u> PS-45 Item 15 Code: Same as in Field 3	28

DEFINITION OF CODES (Continued)

FORM PS-40-45
CARD 6140

FIELD

CARD
COLUMN

- | | |
|--|-------|
| 12. <u>Referral</u> | 29 |
| Code: 0 - No | |
| 1 - Yes | |
| 9 - Unknown | |
| 13. <u>Type of School</u> | 30 |
| Code: 1 - Public | |
| 2 - Private | |
| 3 - Special | |
| 8 - Does not attend school | |
| 9 - Unknown | |
| 14. <u>School Grade</u> | 31-32 |
| Code: 01-59 - As given | |
| 97 - Non-graded class, special class | |
| 98 - Does not attend school | |
| 99 - Unknown | |
| 63,69,89 - Reviewed and approved | |
| 15. <u>Repeating Grade</u> | 33 |
| Code: 0 - No | |
| 1 - Yes | |
| 2 - Repeated a previous grade | |
| 8 - Never attended school | |
| 9 - Unknown | |
| 16. <u>Special Class</u> | 34 |
| Code: 0 - No | |
| 1 - Yes | |
| 2 - No but remedial reading | |
| 3 - No but speech class | |
| 4 - No but remedial reading and speech therapy | |
| 8 - Does not attend school | |
| 9 - Unknown | |

PERIAL SPEECH, LANGUAGE & HEARING (3-YR.)
EXAMINER CODES

All Institutions

- 98 - Unknown
99 - Courtesy Exam or Visiting Examiner

05 - Boston
01 - Bashir
02 - Bostwick
03 - Finlayson
04 - Jones
05 - Levine
06 - Looney
07 - Misher
08 - Fort
09 - Sweitzer
10 - Topp
11 - Zeldner (Shur)
12 - Ourth
13 - Pinskey
14 - Rathfarh
15 - Fiedler
16 - Berger
17 - Wendel (Curi)
18 - Schwimmer
19 - Strominger
20 - Wolman
21 - Cohen

10 - Buffalo
01 - Grantham
02 - Purdy
03 - Battle

31 - Columbia
01 - Frost
02 - Goldstein
03 - Grantham
04 - Klein
05 - Polon
06 - Goldstein
07 - Grant
08 - Conti
09 - Cohen
10 - DeFlorio
11 - Cavanaugh
12 - Cavanaugh & DeFlorio

37 - Johns Hopkins
01 - Block
02 - Epstein
03 - Hoffman, C.
04 - Hoffman, R.
05 - Huffman
06 - Kolman, I.
07 - Kolman, S.
08 - Masland
09 - Willig
10 - Winston
11 - Shaw
12 - Posner
13 - Clark

15 - Charity
01 - Rich
02 - Robichaux
03 - Ellender
04 - Farr
05 - Jones
06 - Bahle
07 - Mancini
08 - Studer
09 - Wilson
10 - Washington

FEDERAL OFFICE, BUREAU OF READING
EXHIBIT 1000

101 - Alabama
 102 - Alaska
 103 - Arizona
 104 - Arkansas
 105 - California
 106 - Colorado
 107 - Connecticut
 108 - Delaware
 109 - District of Columbia
 110 - Florida
 111 - Georgia
 112 - Hawaii
 113 - Idaho
 114 - Illinois
 115 - Indiana
 116 - Iowa
 117 - Kansas
 118 - Kentucky
 119 - Louisiana
 120 - Maine
 121 - Massachusetts
 122 - Michigan
 123 - Minnesota
 124 - Mississippi
 125 - Missouri
 126 - Montana
 127 - Nebraska
 128 - Nevada
 129 - New Hampshire
 130 - New Jersey
 131 - New Mexico
 132 - New York
 133 - North Carolina
 134 - North Dakota
 135 - Ohio
 136 - Oklahoma
 137 - Oregon
 138 - Pennsylvania
 139 - Rhode Island
 140 - South Carolina
 141 - South Dakota
 142 - Tennessee
 143 - Texas
 144 - Utah
 145 - Vermont
 146 - Virginia
 147 - Washington
 148 - West Virginia
 149 - Wisconsin
 150 - Wyoming

151 - Alaska
 152 - Alaska
 153 - Alaska
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 250 - Alaska

251 - New York Medical
 252 - New York Medical
 253 - New York Medical
 254 - New York Medical
 255 - New York Medical
 256 - New York Medical
 257 - New York Medical
 258 - New York Medical
 259 - New York Medical
 260 - New York Medical

FINAL SPEECH, LANGUAGE & HEARING (2-YR.)
EXAMINER CODES (continued)

01 - Providence
02 - Sawyer
03 - Hallatt
04 - Lang
05 - Lieberman
06 - Sinner
07 - Syge
08 - Fortney
09 - Kestelak
10 - Serunian
11 - Favorite
12 - Jaffay
13 - Jolley
14 - Pandolfi
15 - Favorite & Serunian
16 - McCahey

17 - Tennessee
18 - Mackin
19 - Dunlap
20 - Durand
21 - Lindsay
22 - McCray
23 - Southhall
24 - Ramp
25 - Diamant

[illegible]

PS-40	PS-41	PS-42	PS-43	PS-44	PS-45
NAME	AGE	SEX	EDUCATION	RELIGION	DATE
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90
91	92	93	94	95	96
97	98	99	100	101	102
103	104	105	106	107	108
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MANUAL FOR ADMINISTRATION OF THE FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION

(for Forms PS-40 thru PS-45, inclusive)

I. INTRODUCTION

An important objective of the Collaborative Study is to discover some of the causes of neurological defect identifiable, in some instances, as: (1) disturbances of motor function; (2) disturbances of mental function; (3) disabilities in learning, whether general or specific; (4) disturbances in symbolization and auditory function, and (5) disturbances of visual function. Since verbal communication encompasses all of these functions, examining the verbal communication of the child plays an important role in the assessment of the neurological status of each child in the Collaborative Project. The 3-Year Speech, Language and Hearing Examination was designed to sample each of these aspects of verbal communication at a time when most children have begun to use language as a communication tool. Age three was chosen for this first examination because it was felt that the children whose language development was delayed, for whatever reason, would not yet have developed emotional overlays or negative compensatory mechanism.

Age 8 was chosen for the next speech, language and hearing examination because by this age most children: (1) can articulate all sounds in the English language correctly (Templin and others); (2) can use most of the grammatical and syntactic forms in their mother tongue; (3) can respond to formal audiometric testing in a satisfactory manner; and (4) have developed at least in an elementary way, the basic communicative skills including reading, writing, and spelling.

II. 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 examination is composed of a series of subtests. The major functions being tested, i.e., language comprehension, 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 comprehension, for example, is broken down into two subareas dealing with auditory verbal comprehension for one, and visual verbal comprehension for the other. Each subarea is broken down into a number of items, under which are generally included several sub-items. In all cases, wherever possible, the examination should be administered in the following sequence:

1. Hearing and Auditory Memory
2. Language Comprehension
3. Language Expression
4. Speech Mechanism
5. Speech Production

Each subarea of the examination should be administered as a unit with specific emphasis placed on the function under test.

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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. The examiner must note in the comments section any departure from the established sequence.

C. Guidelines to Employ in Testing

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.
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 (see specification in item 5, page 3).
7. The materials should be within easy reach of the examiner, although they should be out of sight of the child.
8. Mark each test "adequate" or "not adequate" in appropriate box.
9. 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 examiners recheck each scoring record for completeness immediately following the examination.
10. Under circumstances where the examiner has not been able to elicit a response from the child, score according to the following procedures:
 - 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. Do not score an inadequate examination of any area as abnormal. Instead, write an appropriate comment explaining that an adequate examination of the area was not accomplished and the reasons why.
11. 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.

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12. The examination should be administered in the sequence enumerated on page 1 of this 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.
13. 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 comments 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 explanations will be returned to the Collaborative Institution.
14. All records must be edited carefully and completely by the examiner and supervisor prior to transmission to the Perinatal Research Branch. This means that all scoring entries must be completed and special measures taken to insure that correct scoring criteria have been applied.
15. Copies of all examination records even though incomplete or inadequate should be forwarded to the Central Office.

III. 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'.
3. The ambient noise level within the room used for testing hearing should not exceed 40 dB on the 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 ceiling 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. He should record the ambient noise level at the time of the hearing test in the appropriate place on the scoring form.

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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 8-year-old children.
3. 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 the child and the tape recorder so that he is within easy reach of the child and controls. If possible, the recorder should be out of the child's vision.
4. A table must be available to accommodate a pure tone audiometer. The child should not be permitted to see the manipulation of the controls.

IV. SPECIFIC INSTRUCTIONS

AREA: Hearing (PS-40)

SUBAREA: Pure Tone Audiometry – Air Conduction

Purpose: To determine the hearing level by air conduction for each ear separately.

Materials: A pure tone audiometer calibrated to ISO standards. Binaural earphones held snugly against the ears by a headband. Masking circuit producing a broadband flat spectrum (white noise) with control of output level. Test room appropriately sound-treated as described in "General Instructions" of the manual.

Procedure: GENERAL

1. Test the better ear first if there is information as to disparity between ears. Otherwise:
 - a. Test the right ear first if the child was born on an even-numbered day of the month.
 - b. Test the left ear first if the child was born on an odd-numbered day of the month.
2. When conducting threshold determinations, test tones should be presented for approximately one second.
3. Tone presentations should be spaced by varying intervals of silence.
4. Tones should be off (interrupted) when the level is being varied by means of the hearing level control (attenuator).
5. The child must not be allowed to see manipulations of the audiometer controls while being tested.
6. The child should be reminded from time to time to hold up his hand when and as long as he hears the test tones.
7. Audiometer calibration must be maintained.

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SPECIFIC:

Seat the child comfortably and tell him "YOU ARE GOING TO HEAR SOME MUSICAL SOUNDS THAT GO BEEP. BEEP. BEEP. SOME OF THE SOUNDS ARE GOING TO BE SO SOFT OR FAINT THAT YOU WILL HAVE TO LISTEN VERY CAREFULLY TO HEAR THEM. I WANT TO FIND OUT THE SOFTEST, FAINTEST SOUNDS YOU CAN HEAR. AS SOON AS YOU HEAR A BEEP SOUND HOLD UP YOUR HAND LIKE THIS (demonstrate). KEEP YOUR HAND UP AS LONG AS YOU CAN HEAR THE SOUND. BUT PUT YOUR HAND DOWN AS SOON AS IT GOES AWAY. REMEMBER NOW, HOLD UP YOUR HAND AS LONG AS YOU HEAR IT, EVEN IF IT'S VERY, VERY FAINT. PUT YOUR HAND DOWN AS SOON AS IT GOES AWAY. DO YOU UNDERSTAND?" Repeat instructions as necessary to insure understanding of the task.

Then pick up the earphones and say "THE SOUNDS WILL COME FROM THESE PHONES WHICH I'M GOING TO PUT NEXT TO YOUR EAR. SO DON'T MOVE THEM AFTER I PUT THEM ON." Place the headset on the child's head gently, being careful that: (1) the right phone is on the right ear; (2) the earphones are in proper relation to the external auditory canals; (3) the child's hair and pinnae do not block the path of sound transmission; and (4) the earphone cushions fit snugly but comfortably over his ears.

Obtain reliable threshold responses by the ascending method as outlined below:

1. Present a tone of 1000 Hz to the first ear under test at a hearing level of 30 dB. If there is no response to the tone at this level, increase the level by successive 10 dB steps until a response is elicited.
2. After the initial response to tone, reduce the level by steps of 10 dB until no response occurs.
3. Increase the level by steps of 5 dB until the child responds again.
4. Reduce the level again by 10 dB steps until he fails to respond.
5. Increase the level by 5 dB until he again responds.
6. Repeat steps 4 and 5 as necessary to determine threshold. The threshold is designated as the lowest hearing level at which the majority of responses to ascending presentations occurs. A minimum of two responses to three presentations is required at this lowest level. Occasionally, four, five or more presentations will be necessary to determine threshold reliability.
7. Repeat the threshold determination procedure (steps 1-6) for the other frequencies in the order indicated: 1000, 2000, 4000, 8000, 1000, 500, 250 Hz.
8. Switch the audiometer to test the other ear in the same manner, except that the threshold at 1000 Hz need be obtained only once.

NOTE:

1. In rare instances (anticipated to be less than 1% of all cases), when threshold cannot be obtained by the prescribed ascending method, a descending procedure may be employed. Present the tone initially at the 30 dB hearing level. If the child does not respond, increase the hearing level by 20 dB steps until he responds. Then decrease in successive 10 dB steps until he fails to respond. Threshold is designated as the lowest level at which he responds. This should be repeated, if possible, in the interest of reliability.

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2. If the Air Conduction threshold at any frequency is 40 dB or more poorer in one ear than in the other at the same frequency, the better ear should be masked with noise and the measurement on the worse ear repeated. Say to the child: "NOW I AM GOING TO PUT A HISSING NOISE IN THIS EAR (pointing to the ear to be masked). TRY NOT TO PAY ATTENTION TO THE HISSING NOISE. LISTEN FOR THE MUSICAL (beeping) TONE IN YOUR OTHER EAR (pointing to test ear). AND HOLD UP YOUR HAND WHEN YOU HEAR IT. REMEMBER NOW, HOLD UP YOUR HAND ONLY WHEN YOU HEAR THE TONES, NOT WHEN YOU HEAR THE HISSING NOISE."

Masking noise should then be introduced at the lowest level possible and increased gradually to a level of 60 dB Sound Pressure Level (SPL). While the masking noise continues at this level, determine threshold by the method prescribed.

Then increase the masking noise by 10 dB (to 70 dB SPL), and present the test tone at the threshold level just determined. If the tone is heard in spite of the increase in masking consider that threshold has been determined.

If the tone is not heard when masking is increased, raise the level of tone in steps of 5 dB until the child responds.

Increase the masking level again by 10 dB (to 80 dB SPL) and present the test tone at the previously heard level. If the tone is now heard at the same level in spite of the increase in masking regard this level of tone as the threshold. However, if the threshold for the tone heard at the previous level of masking does not shift in proportion to the increase in masking level (i.e., 10 dB threshold increase with 10 dB masking level increase), the threshold for tone has very likely been determined. An increase of only 5 dB for the tone when masking was increased by 10 dB can be disregarded if it occurs only once or occurs inconsistently when masking level is raised to 70 and/or 80 dB.

If the ear which is being masked is within 10 dB of audiometric normal threshold in the frequency range 500-2000 Hz, masking levels should be limited to 80 dB SPL to avoid distressing the child. But if the ear being masked is found to have reduced sensitivity by air conduction, it may be necessary to increase the level of masking above 80 dB SPL. In this event the amount of masking used may be increased in proportion to the amount of air conduction loss in that ear when the loss is averaged at the frequencies 500, 1000 and 2000 Hz. Indicate on the record for the ear masked the amount of masking used, if any, at each test frequency.

SUBAREA: Abnormal Auditory Adaptation

Purpose: To screen for the presence of abnormal auditory adaptation in each ear separately.

Materials: Pure tone audiometer and stopwatch.

Procedure: This screening test is done most conveniently following the pure tone air conduction test. The earphones may be left on the child's ears after the air conduction test unless they must be removed because he requires rest or because they interfere with hearing the instructions.

Say to the child: "NOW WE WILL DO SOMETHING DIFFERENT. YOU WILL LISTEN TO A VERY LONG SOUND, NOT A SHORT BEEP SOUND. RAISE YOUR HAND WHEN THE SOUND BEGINS—KEEP IT UP AS LONG AS YOU HEAR THE SOUND—AND PUT IT DOWN THE MOMENT THE SOUND GOES AWAY. REMEMBER, THIS SOUND WILL LAST MUCH LONGER THAN THE OTHERS. KEEP YOUR HAND UP AS LONG AS YOU HEAR IT."

Repeat the instructions if necessary.

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Place the earphones carefully over the child's ears if he is not wearing them. Set the audiometer to 4000 Hz at a hearing level 20 dB higher than his previously measured threshold for that frequency in the ear under test.

Turn on the steady tone by placing the Interrupter Switch at the Normally On position and begin timing with the stopwatch the instant he raises his hand. If he lowers his hand before one minute elapses, note the time in seconds but continue to present the tone while inquiring "CAN YOU STILL HEAR IT?", as the child may have stopped signaling because of inattention. If he raises his hand again upon inquiry, ask him "ARE YOU SURE?" If he seems certain in his response and indicates that he has heard the tone for a full minute, mark him "pass" for the ear tested (right or left) at 4000 Hz. At the end of one minute turn off the tone and note whether or not the child lowers his hand. If he does not lower his hand, proceed to the other tests of hearing and come back to this later. If this behavior is the same at retest, consider the test as inadequate and note this in the Comments Section.

Test the other ear similarly at 4000 Hz at 20 dB above its measured threshold.

If the tone is heard for less than a full minute at 4000 Hz in either ear, record the time in seconds during which the tone was heard in that ear and mark him "fail" for the ear tested.

Failure to hear 4000 Hz for a full minute in either ear requires that the test be repeated in that ear at 500 Hz at a level 20 dB above the measured threshold for that frequency. The procedure and scoring are the same as for 4000 Hz.

SUBAREA: Pure Tone Audiometry -- Bone Conduction

Purpose: To determine the presence of sensorineural components when air conduction pure tone testing indicates impaired sensitivity.

Materials: Same as for pure tone air conduction audiometry with the addition of a bone conduction vibrator (hearing aid type) held by a headband and calibrated to physiologic norms.

Procedure: Thresholds for pure tones must be measured by bone conduction when the air conduction threshold at any of the frequencies 500, 1000, 2000 or 4000 Hz in either ear is found to be poorer than audiometric normal (zero dB hearing level, ISO) by more than 15 dB. Test by bone conduction only the ear showing such deviation in air conduction, but test bone conduction at all frequencies (500 to 4000 Hz) in that ear. If both ears have air conduction thresholds greater than 15 dB at any frequency from 500 to 4000 Hz, then both ears must be tested by bone conduction. Test in the order 500, 1000, 2000, 4000 Hz.

The bone conduction vibrator should be applied to the mastoid region on the side to be tested. It should be seated firmly on the skin of the mastoid region without contacting the pinna, and should be held snugly in place by the headband. The headband should exert force of about one pound against the vibrator. Be sure that the child's hair does not intervene between the vibrator and the skin of the mastoid. Earphones should then be placed on the child's head in a manner such that the ear not to be tested by bone conduction is fully covered by the earphone which will present the masking noise. The other earphone should be pushed forward on the head so that it rests on the cheekbone, leaving the ear to be tested uncovered while helping to support the masking earphone on the head.

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Say to the child: "NOW YOU ARE GOING TO HEAR SOME OF THE SAME MUSICAL (beeping) TONES YOU HEARD BEFORE. BUT SOMETIMES YOU ARE ALSO GOING TO HEAR A HISSING NOISE IN THIS EAR (point to the ear covered by the masking earphone). TRY NOT TO PAY ATTENTION TO THE HISSING NOISE, EVEN IF IT GETS LOUD. HOLD UP YOUR HAND ONLY WHEN YOU CAN HEAR THE MUSICAL TONE IN THIS EAR (point to test ear) EVEN THOUGH IT MIGHT BE A TINY, FAINT SOUND." Repeat and elaborate instructions as necessary. Use the ascending method outlined for air conduction audiometry. Use the descending method only if the ascending method cannot be used successfully and note this on the record. First present the test tone at 30 dB hearing level without masking. Increase the level of the tone if it is not heard. The child may indicate that he hears it in the non-test (covered) ear. Nod reassuringly if this occurs, and introduce masking noise gradually from the lowest level possible to a level of 60 dB SPL. Present the tone again at 30 dB (or higher if necessary). With the masking noise on, determine threshold for the test tone.

Then increase the masking level by 10 dB (to 70 dB SPL). Present the tone at the measured threshold level. If the tone is not heard when masking was increased, increase the level of the tone in 5 dB steps until it is heard. The increase in tone level should not exceed 30 dB if masking is causing the shift in threshold.

Response to tone at the same threshold level in spite of the increase in masking level suggests that threshold has been measured. Additional confidence is gained by increasing the masking level by another 10 dB step (to 80 dB SPL); if the child responds to the same level of tone as previously, or at a level no more than 5 dB higher than he did with the previous masking level, consider this tone level his threshold and record it.

Be sure to turn the masking noise off or to an inaudible level while recording the result, and allow a moment of rest before testing another frequency with masking.

NOTE:

1. Do not use more than 80 dB SPL of masking noise unless the ear being masked also has a loss in air conduction sensitivity. In this case the amount of masking used may be increased in proportion to the amount of existing air conduction loss averaged at the frequencies 500, 1000 and 2000 Hz in that ear. Masking noise must not be raised to levels which cause obvious distress to the child, or which introduce the risk of over masking (i.e., masking the threshold of the ear under test).
2. Should the child not respond to the test tone at the limit of audiometer output (usually 50-60 dB in the range 500-4000 Hz) the threshold is recorded with a plus sign (+) appended to the maximum level of bone conduction used (e.g., 60+). The bone conduction threshold value should never be greater than the air conduction threshold value obtained at the same frequency. If it is, the apparatus is not calibrated correctly or the child has not responded properly. In either case the test result is not correct and the measurement must be repeated.

SUBAREA: Discrimination Test

Purpose: To determine the ability with each ear separately to repeat words heard at the level of faint conversational speech.

Materials: A speech audiometer or puretone audiometer with tape-recorder input and switching to enable testing each ear separately. A tape-recorder and tape-recorded PB-K word lists including demonstration samples of 5 words.

Procedure: Set the audiometer having level control to a level 30 dB above the measured threshold level for 1000 Hz in the ear to be tested. Say to the child, "YOU ARE GOING TO HEAR A PERSON SAYING SOME

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WORDS VERY SOFTLY. LISTEN CAREFULLY AND TELL ME THE WORDS YOU HEAR. EVEN IF YOU'RE NOT SURE ABOUT IT SOMETIMES. TELL ME WHAT THE WORD SOUNDS LIKE TO YOU. TELL ME THE WORDS LOUD ENOUGH SO I CAN HEAR THEM. LISTEN CAREFULLY SO YOU WON'T MISS ANY. ARE YOU READY?"

Begin the recording with the sample words to determine whether or not he understands the task and can comply. If he complains that the words are too loud, lower the level by 5 dB steps as necessary and note this fact on the record form under Comment. If he states that the speech is too faint urge him to try responding. Repeat the sample as necessary to elicit response. Should no response occur then raise the level in steps of 5 dB as necessary until he begins to respond, and note this fact on the record. Do not change the level of presentation unless discrimination cannot otherwise be tested.

Obtain and record a discrimination score for each ear separately, assigning a value of 4% for each word in the test lists repeated correctly. Use any of the lists of 25 words for testing either ear, but do not use the same list more than once for any child.

Enter the hearing levels (dB) at which lists are presented and the discrimination scores (percent) in the summary table. Also indicate which lists were used for testing.

SUBAREA: Auditory Memory

Purpose: To determine the subject's memory for digits and for words.

Materials: List of digits, list of syllables, stopwatch.

Procedure: Examiner presents digits and syllables at the rate of one per second monitored with stopwatch. Examiner should introduce the digit test by saying, "I AM GOING TO SAY SOME NUMBERS. LISTEN CAREFULLY AND WHEN I AM THROUGH SAY THEM RIGHT AFTER ME." Record verbatim responses for each presentation.

Examiner should introduce the nonsense word test by saying, "NOW I AM GOING TO SAY SOME NONSENSE WORDS. LISTEN CAREFULLY AND WHEN I AM THROUGH, SAY THEM RIGHT AFTER ME."

Discontinue after failure of both items at the same series length.

Scoring: The score for digits and for syllables is the longest series of digits (digit span) and of syllables (syllable span) repeated correctly. If both series of the same length have been repeated correctly, increase the score by 0.5. For example, the child who correctly repeats one of the six-digit items but fails the other six-digit item, as well as both of the seven-digit items, receives a score of 6, the child who correctly repeats both of the six-digit items, but fails both of the seven-digit items, receives a score of 6.5

AREA: Language Comprehension (PS-41)

SUBAREA: Auditory Verbal Comprehension

Purpose: To determine whether the child has adequate auditory verbal comprehension by assessment of his vocabulary development, ability to comprehend verbal concept dealing with time and space, and ability to comprehend verbally presented materials.

Scoring: Scoring requirements are described for each item respectively

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Item 1: WORD IDENTIFICATION (PEABODY PICTURE VOCABULARY TEST)¹

Purpose: 1. To determine whether the child can demonstrate auditory verbal comprehension of single words by identifying appropriate pictures.

2. To determine the child's vocabulary age.

Materials: Peabody Picture Vocabulary Test--Form B, manual of administration and Booklet of Plates.

Procedure: The directions for administration of the Peabody Picture Vocabulary Test should be adhered to closely. See pages 6, 7 and 8 of the PPVT manual. The instructions for introducing the test are those specified for subjects below 8 years of age with the subject pointing to the appropriate picture. The suggested starting point for the examination is Plate 40. Basals and ceilings are to be established in accordance with the directions specified on page 8. Refer to the Peabody manual for establishing a basal age if the first few items, beginning with item 40, are failed by the child.

Scoring: See instructions in PPVT manual under "Recording Responses" and "Scoring the Test." By use of Table 2 on page 12 therein, find the Vocabulary Age for the raw score obtained by the child.

Item 2: ORIENTATION

Purpose: To assess the child's verbal concepts of time, direction and laterality.

Materials: Twelve sentences listed below.

Procedure: Ask the questions as stated, pausing 10 to 20 seconds for an answer, if necessary. If an answer is not given within 10 to 20 seconds, repeat the question once only, again pausing 10 to 20 seconds for an answer, if necessary. Note under Comments each question asked twice. The point is to get an answer for each question, but within a few seconds and as spontaneously as possible. Record the answer verbatim. Enter total of Pass responses.

Time:

- | | | | |
|-------------------------|----|---|--------------------|
| | 1. | When is your birthday? | |
| (Detroit) ² | 2. | How many birthdays do you have in a year? | ans. 1 |
| (Detroit) ² | 3. | Are you older than your mother? | ans. No. |
| (Hawthorn) ³ | 4. | In what month does the Fourth of July come? | ans. July |
| (Hawthorn) ³ | 5. | What season of the year comes just before winter? | ans. Fall, autumn |
| (Hawthorn) ³ | 6. | Tell me the names of the days you go to school. | ans. Monday-Friday |

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²Portions of the Detroit Test of Learning Aptitude are reproduced by permission of the publishers, The Bobbs-Merrill Co., Inc., Indianapolis, Indiana. Copyright 1959. All rights reserved.

³Portions of the Hawthorne Test reproduced by permission

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Direction:

- (Detroit)²
7. Put one hand on your head and the other behind you.
 8. Suppose you were on the eighth floor of a building. If you took the elevator to the third floor, which way would the elevator go?
ans. Down

Laterality:

- (Benton)⁴
9. Show me your left hand.
 10. Show me your right eye.
 11. Point to my right ear.
 12. Point to my left hand.

Item 3: UNDERSTANDING A STORY

Purpose: To evaluate a child's ability to follow a story read aloud and answer questions verbally.

Materials: Story Number II (Durrell-Sullivan Reading Capacity Test)⁵ reproduced below in the manual.

Procedure: Read story aloud (approximately 40 seconds) with expression. The story may be read only once. Instruct the child: "LISTEN CAREFULLY WHILE I TELL YOU A STORY BECAUSE I WILL ASK YOU SOME QUESTIONS ABOUT IT. READY?" Record the child's answers verbatim.

Mother had promised Ned and Ted a trip to the zoo during vacation. So one bright sunny morning they got on the bus and started on their trip. When they reached the zoo, they went to see the large animals first. There was a huge grizzly bear pacing his cage. The boys enjoyed him very much. At noon they had a picnic luncheon. When lunch was over they visited the monkey houses, where they saw the funny little animals performing all kinds of tricks. Later, just before going home, they visited the lions' cage. The mother lion was there with her cub. She was sitting near the edge of the cage, looking so fierce that the boys were very glad she was behind strong bars.

Questions:

1. How did the boys and their mother go to the zoo?
2. What animal did the boys enjoy looking at very much?
3. What did they do at noontime?
4. What did they do after they finished eating?
5. What was the last thing the boys saw at the zoo?

Correct Responses:

1. bus
2. grizzly bear, bear
3. picnic, picnic luncheon, lunch, they ate
4. visited monkey houses, saw monkeys
5. visited the lion's cage, saw the lion

⁴Portion of the Benton Test reproduced by permission.

⁵From Durrell-Sullivan Reading Capacity and Achievement Tests Primary Test, Form A. Copyright 1939, 1937 by Harcourt, Brace & World, Inc. All rights reserved. Reproduced by permission.

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Scoring: Give one point for each correct answer. It is assumed that a child could have answered all 5 questions for Story I correctly. The age and grade equivalents for Story II are as follows:

Score	Grade Equivalent	Age
0	Below Norms	
1	1.8	7-0
2	1.9	7-1
3	2.0	7-2
4	2.1	7-3
5	2.2	7-5

SUBAREA: Reading

Purpose: To determine whether the child has adequate visual verbal reading comprehension by assessment of his oral reading competence, and silent reading competence.

Scoring: Scoring requirements are described for each item respectively.

Item 1: ORAL READING (Paragraph)

Purpose: To assess ease and accuracy of the child's oral reading and to analyze the kinds of errors present.

Materials: Gray Oral Reading Test, Form A⁶, manual of directions, first five reading passages, stopwatch (appropriate sections of record booklet adapted and incorporated into scoring form). A sixth reading passage has been included and may be used by the examiner if he has any doubt about the level of performance achieved by the child.

Procedure: Examiner should begin by saying: "I HAVE SOME STORIES WHICH I WOULD LIKE YOU TO READ OUT LOUD FOR ME. READ THEM THE WAY YOU WOULD TO YOUR TEACHER AND THE CHILDREN IN YOUR CLASS."

Show the child the first passage on a card, saying: "WHEN I SAY 'BEGIN', PLEASE READ OUT LOUD THE STORY ON THE CARD. READY. BEGIN."

Passage Number	Difficulty
1 } 2 } 3 }	Grade I
4 5 6	Pre-Primer Primer Book I Grade II Grade III Grade IV

Timing should start with the word BEGIN and continue until the last word of the passage is read.

⁶Selections from Gray Oral Reading Test, Form A, are reproduced by permission of the publishers, The Bobbs-Merrill Co., Indianapolis, Indiana. Copyright © 1963. All rights reserved.

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"HERE IS THE NEXT CARD. GET READY TO READ. BEGIN." Continue until the pupil has made seven or more errors on each of two successive passages. After reading one passage with seven or more errors, if the pupil makes seven errors early in the next passage, discontinue by saying: "THAT'S A VERY HARD ONE. YOU NEEDN'T READ ANY MORE OF IT."

Record the time to the nearest second for reading each passage in the space provided for this purpose on the record blank. If a pupil notes that you are recording the time and as a result he tries to read more rapidly, tell him to read at his usual rate because he reads better that way.

Recording Errors: As each pupil reads, note carefully any errors he makes and record them in the scoring record. The following legend is useful in making a continuing record of errors:

1. **Aid:** When the pupil hesitates for five seconds without making any audible effort to pronounce the word, or ten seconds if he appears to be trying to pronounce it, the examiner pronounces the word. The error is marked by underlined parentheses.

Example: (geologists)

2. **Gross mispronunciation of a word:** A gross mispronunciation is one in which the pupil's pronunciation bears so little resemblance to the proper pronunciation that the examiner must be looking at the word to recognize it. Such an error is marked by drawing a straight line under the entire word and writing the pupil's pronunciation phonetically.

fratific

Example: traffic

3. **Partial Mispronunciation:** When a word is partially mispronounced, specific types of errors should be noted and recorded as follows:

- a. When the examiner pronounces a part of a word for the pupil, enclose that part in underlined parentheses.

Example: re (gard) (1 error)

- b. Wrong sound of letters or groups of letters. Underline the part mispronounced and write the error or errors above it.

Examples: ^eveins, ^ethan, ^sdazzling, hunntself (1 error for each)

- c. Omission of one or more elements.

Examples: house (s), st (r)ight, (al)most (1 error for each)

- d. Insertion of an element

Example: already for ready, marked ^{al} ^ ready (1 error)

- e. Wrong syllabication.

Examples: per/ced, alm/ost (1 error)

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f. Wrong accent.

Example: re' cord instead of record' (1 error)

g. Inversion.

Example: on for no. marked (n/o) (1 error)

4. Omission of a word or group of words: Circle the omitted word or group of words.

Examples: I saw a hungry dog on the street. (1 error)

They fly passengers, freight and mail from one city to another. (1 error)

5. Insertion of a word or group of words: Place an insert mark and write the word(s) above the point at which they were added.

Examples: The ^ clear sky was bright blue. (1 error)

He called his ^ pretty little dog. (1 error)

6. Substitution of one meaningful word or several for others:

Examples: The sun shone into many my large window (1 error)
there was
Once upon a time a boy (3 errors)
sat on
A boy had a wagon (2 errors)
sat on
A boy had a wagon (1 error)

The number of errors depends on the number of words replaced by the substitution.

7. Repetition of one or more word(s): (Except when due to stuttering) Underline with a wavy line.

Examples: The boy ran away. (1 error)

The boy ran far into the woods. (1 error)

Repetition of the same word or group of words more than once counts as only one error.

Example: They played for a long time. (2 repetitions of 2 words but only 1 error.)

In case the repetition is to correct an error, mark the repetition and cross out the corrected error.

Example: ~~live~~
His pet bird sat on mother's hat. (1 error, repetition only)

If there is no repetition in correcting mistakes, no errors are recorded.

8. Inverting or changing word order: Mark as in the example.

Example: He ran rapidly there. (1 error)

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Scoring: The examiner should complete scoring as soon as possible, using the procedure outlined below:

1. Record below each passage:
 - a. Time in seconds;
 - b. Number of errors (all types) made;
 - c. Passage score (0-9) derived from Table 1 (Passage Scores) on page 7 of the Gray manual, using the time (in seconds) and the number of errors (all types) for each passage;
 - d. Specific types of errors.
2. Record on the Scoring Summary (page 7 of the scoring record):
 - a. Times, errors and scores for individual passages;
 - b. Total obtained by adding all individual passage scores;
 - c. Grade Equivalent obtained from the Gray manual tables of tentative norms (Revised 1967). For Boys use Table 2 (Form A) on page 8; for Girls use Table 6 (Form A) on page 12. The Grade Equivalent is shown adjacent to the Total Passage Score;
 - d. Specific types of errors for each passage;
 - e. Specific types of errors total for all passages.

Item 2. SILENT READING (Paragraph)

Purpose: To sample the child's comprehension of written language by having him read a paragraph silently and then answer written questions by choosing one of five alternatives for each question.

Materials: Durrell-Sullivan Reading Capacity and Achievement Tests,⁷ Primary Achievement A, Test 2. Sample Paragraph and Paragraph 1.

Procedure: "PUT YOUR FINGER ON THE SHORT STORY AT THE TOP OF THIS PAGE. (Examiner points to sample story.) YOU ARE GOING TO READ IT TO YOURSELF. WHEN YOU ARE THROUGH, I AM GOING TO ASK YOU TO ANSWER SOME QUESTIONS ABOUT THE STORY. READY—READ TO YOURSELF. WHEN YOU ARE THROUGH, RAISE YOUR HAND."

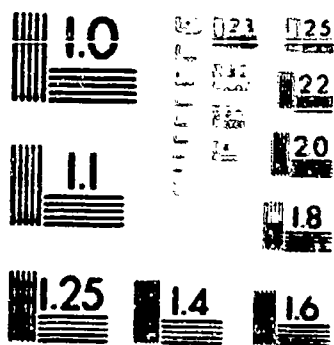
When the child is finished, say: "PUT YOUR FINGER ON QUESTION 1 UNDER THE STORY. (Examiner demonstrates on her copy.) QUESTION 1 SAYS: 'WHAT DID HELEN AND HER BROTHER DO?' WHICH NUMBER TELLS THE RIGHT ANSWER? (Pause) YES, 2 IS RIGHT. SO MAKE A RING AROUND THE NUMBER 2." (Indicate)

"PUT YOUR FINGER ON QUESTION 2. READ THE QUESTION. WHAT IS THE CORRECT ANSWER? YES, 3 IS CORRECT. SO DRAW A CIRCLE AROUND THE 3." Check to see that the child is recording the answers correctly. Assist him if he needs help.

"WE WILL TRY TO SEE IF YOU CAN MARK THE NEXT QUESTION CORRECTLY. PUT YOUR FINGER ON QUESTION 3. (Indicate) READ AND ANSWER THE QUESTION. (Pause) DID YOU PUT A RING AROUND THE RIGHT NUMBER? THE ANSWER, OF COURSE, IS NUMBER 5."

"YOU DO EXACTLY THE SAME THING TO THE OTHER STORY ON THIS PAGE. (Examiner points to Test Paragraph) YOU CAN BEGIN NOW."

⁷From Durrell-Sullivan Reading Capacity and Achievement Tests. Primary Test Form A. Copyright 1939, 1937 by Harcourt, Brace & World, Inc. All rights reserved. Reproduced by permission



1. OCCUPY RESIDUAL ON TEST CHART
 2. 100% 100% 100% 100% 100%
 3. 100% 100% 100% 100% 100%
 4. 100% 100% 100% 100% 100%

CONTINUED ON NEXT FICHE