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**NINCDS COLLABORATIVE
PERINATAL PROJECT
A User's Guide to the Project and Data**

**Volume II: Project Study Forms
and Documentation of Transfer
to Computerized Data Items
in Master File**

**Part j: Speech, Language and Hearing
Exams, Three Years and Eight
Years (Final)**

December 1983

**Prepared for
the National Institute of Neurological
and Communicative Disorders and Stroke
under Contract 2311105150**

 **Battelle**
Pacific Northwest Laboratories

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MINDS' COLLABORATIVE PERINATAL PROJECT:
A USER'S GUIDE TO THE PROJECT AND DATA

Volume 11: Project Study Forms and Documentation
of Transfer to Computerized Data Lists
in Master File

Part 1: Speech, Language and Hearing Exams.
Three Years and Eight Years (Final)

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INTRODUCTION

DOCUMENT OBJECTIVES AND READER ASSUMPTIONS

Volume II, Project Study Forms and Documentation of Transfer to Computerized Data Items in Master File, provides researchers with detailed documentation for how data were collected, coded and stored on the data base. Volume II will help investigators decide: if data were collected in a suitable way for addressing particular research questions; if revision of forms affected the collection of specific data items; if data were coded on master, variable or work files, or are available only on microfilm. The reader is assumed to be the principal investigator for a project in which data from the data base will be used.

DOCUMENT STRUCTURE

Because of its size, this volume is divided into ten separate parts, each containing material on a group of forms related by subject. Each part groups together similar study forms. Generally, a part covers a single time period. The parts do not correspond exactly to the hierarchical classification structure described in Volume I. The parts of Volume II include:

- A. Prenatal Record and Medical History
- B. Labor and Delivery
- C. Pathological Exams and Autopsies
- D. Family and Socioeconomic History
- E. Neonatal Exams and Observations
- F. Pediatric and Neurological Exams, Four Months - one Year
- G. Pediatric Neurological Exams, Seven Years
- H. Psychological Exams, Eight Months
- I. Psychological Exams, Four Years and Seven Years
- J. Speech, Language and Hearing Exams, Three Years and Eight Years (Final)

This part of Volume II contains Part J: Speech, Language and Hearing Exams, Three Years and Eight Years and includes forms PS-10 through PS-17 and PS-40 through PS-45.

To allow easy access to the data as they appear on the master file, all documentation for each form or form grouping representing a card series on the master file is identified by form number appearing at the bottom of each page. Forms are arranged in what may appear to be illogical numerical order in some cases, but the arrangement presented here ties forms and their revisions together and allows as is indicated to trace them through all revision periods. Those in Part A of Volume II, 13-11 through 13-14 and 15-10 through 15-11 and 13-11. For an explanation of how the master file was organized to permit this ordering, see the text portion of the Introduction.

All material related to a form is organized as a single unit within each part of Volume II. The material included for each form is given below in the order it appears:

- Comprehensive Summary of Form. Includes purpose of form, history of use, ~~revisions~~ and location of records stored on Master File. A table is provided for each form, except those on microfiche only, showing the number of records available for each revision.
- Data Item Reference Form. A list of all data items in computer files originating from form. List ordered by data item identification with reference to item number on form.
- Form. Copy of last revision of form.
- Form Item Codes Linked to Data Items. A list organized by form item which identifies computerized data items originating from the form.
- Definition of Codes. Coding instructions specifying the codes assigned to each computerized data item from the form.
- Master File Card Map. Illustrates transfer of data on form to Master File file.
- Instructions for Inputting Form. The instructions used to input records to populate the form on card sets.
- Earlier Form Versions. Copies of earlier versions of forms or tables that were used during the study.

MASTER FILE ORGANIZATION AND ACCESS

The organization of the master file was designed to allow and facilitate access to the data with a minimum of steps. The computer system used for the study and cards provide random access on new data may be introduced into the master file.

forms CB-4 through CB-8 in May 1962. Form F4-9, initiated in November 1965 for collection of socioeconomic data at time the child was seven years of age, was not replaced or revised.

The F20 series of forms underwent little revision. Records for next-of-kin names appear on F21-1 through F21-5; records for children up to age six and interval records were placed on F22-10 through F22-19. Seven year records were included in the series numbered F23-74 and up. Only one pediatrics form was radically revised: F20-7 was replaced by F20-8 in March 1966.

All replacements in the F1 series, were results of psychological and speech, language and hearing tests were included. The F3 forms are divided into distinct groups based on time of testing and subject of testing. Psychological testing occurred at 2 months, 4 years and 7 years; speech, language and hearing exams were administered at ages 3 and 6. Only the 2 month psychological examination underwent substantial revisions.

Master File Card Number and NICHD Case Number Rationale

Computer cards for each NICHD study form are numbered to reflect their origin and possible revisions. Card numbers are assigned to identify the type of data (subject), the presence of multiple cards in a series, NICHD study form and form revisions. The first five digits of each card on the master file are the card number. The study forms and card numbers are given in Figure 1.

The first fourteen columns of each master file computer card contain the master file card number and the NICHD case number. Table 1 identifies the function of each of these columns.

Column 1 identifies multiple cards in a series. It contains a zero for cards unique to a particular form (that is, no other cards are present), for example CB-9, or for cards where repetitive data are contained. Cards for CB-2 are an example of this second type; no new categories of information are included on successive cards, but previous births in excess of four must be recorded on an add-on card. For card series where data entered are unique to a card and more than one card is required to complete the series, a "1" is used to designate the first card, for example CB-5, CB-37, PATH-2 and F20-14 are exceptions to these rules.

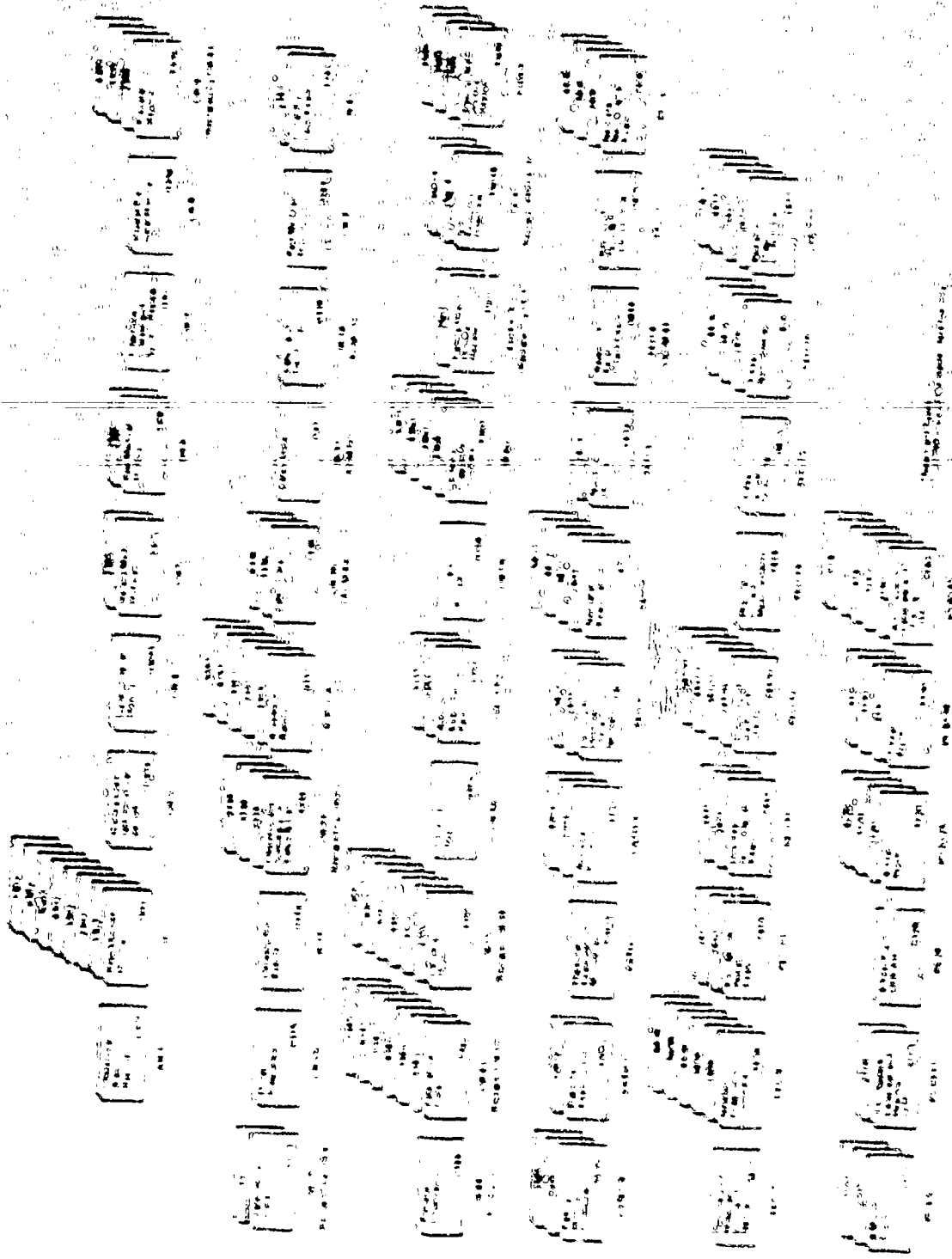


FIGURE 1. Cards on the Master Data file

TABLE 1. Derivation of Master File Card Number and NIMB Case Number.

<u>Subjects</u>	<u>Columns</u>
Master File Card Number	
card identifier	1
general subject matter form number	2-4
revision code	5
NIMB Case Number	
collaborating institution	6-7
type of patient selection	8
gravidity identification number	9-11
order of the pregnancy	12
identifies child or gravidity	13

The second digit on the card reveals the general subject matter covered by data on the card. All cards containing information pertaining to obstetrics, for example, are designated by a "3" in column 2; family histories are designated by a "5"; pathology, with a "1"; pediatrics, with a "4"; and psychological testing with a "10".

Columns three and four reveal the form number. In the case of forms where old and new forms having different numbers are included together, the number of the latest form appears on the master file. This rule does not apply to data abstracted from several forms by NIMB staff (RDM forms).

Column 5 of the card contains a revision code indicating which form or combination of forms was used in arriving at data on a particular card. A typical card will have one to three revision codes, with a zero indicating the first version of a form and "1", "2", and "3" indicating later revisions. As a rule, revision codes used on cards differ from card to card; investigators should check the definition of cards provided in Volume II to determine the meaning of revision codes used.

Each woman and child studied in the project received a unique case number (NIMB case number) composed of nine digits, recorded in columns 6 through 14 of all master file cards. The case number identified the institution, the mother and the child. The first two digits represented the collaborating institution (see Table 2). The third digit indicated the type of patient

selection. If 17 are used for patients selected for the general care study; a
 10% indicated that a patient had been transferred from one institution to
 another, and a 17% indicated that the patient was part of a special study,
 conducted by the participating institution. The latter two categories were
 used to identify the patients, while the entire data identified the codes
 of the programs of interest provided to the project. The first eight were used
 to identify the patients included in the study; 10% indicated the grade of
 the patient in the study of a single center, 17% indicated the three codes of a
 multiple center, 10% indicated the second code of a multiple center, etc.

TABLE 1. Participating Institutions and Their Code Numbers
 (Indicates the number of all center code units)

01 - <u>Greenville, South Carolina</u> Greenville Medical Center Greenville General Hospital Greenville Memorial Hospital Center	11 - <u>New York, New York</u> New York Medical College Montefiore Hospital
02 - <u>Baltimore, Maryland</u> University of Maryland Baltimore Medical Center	12 - <u>Washington, D.C.</u> Georgetown University Georgetown Hospital
03 - <u>New Orleans, Louisiana</u> Louisiana State University Louisiana State Medical Center Louisiana State Hospital	13 - <u>Philadelphia, Pennsylvania</u> University of Pennsylvania Pennsylvania Hospital The University Hospital at Philadelphia
04 - <u>New York, New York</u> Columbia University, College of Physicians & Surgeons Columbia-Presbyterian Medical Center	14 - <u>Providence, Rhode Island</u> Brown University Brown Hospital Center
05 - <u>Baltimore, Maryland</u> The Johns Hopkins University School of Medicine The Johns Hopkins Hospital	15 - <u>Memphis, Tennessee</u> University of Tennessee University of Tennessee Medical Center
06 - <u>Richmond, Virginia</u> Virginia Commonwealth University Medical Center of Virginia	

Info After the Installation of the System

The first data file created after the installation of the system is the master file. This file contains the names of all the users who have been assigned to the system. The names are listed in the order in which they were assigned. The names are listed in the order in which they were assigned. The names are listed in the order in which they were assigned.

The data file consists of several columns. The first column is the user's name. The second column is the user's address. The third column is the user's phone number. The fourth column is the user's date of birth. The fifth column is the user's date of death. The sixth column is the user's date of marriage. The seventh column is the user's date of divorce. The eighth column is the user's date of remarriage. The ninth column is the user's date of remarriage. The tenth column is the user's date of remarriage.

- 1. The first column is the user's name.
- 2. The second column is the user's address.
- 3. The third column is the user's phone number.
- 4. The fourth column is the user's date of birth.
- 5. The fifth column is the user's date of death.
- 6. The sixth column is the user's date of marriage.
- 7. The seventh column is the user's date of divorce.
- 8. The eighth column is the user's date of remarriage.
- 9. The ninth column is the user's date of remarriage.
- 10. The tenth column is the user's date of remarriage.

As indicated the system administrator should check the data file for errors. The data file is a list of all the users who have been assigned to the system. The data file is a list of all the users who have been assigned to the system. The data file is a list of all the users who have been assigned to the system.

As indicated with data verification in the program to verify the data files, the user should check the data file for errors. The data file is a list of all the users who have been assigned to the system. The data file is a list of all the users who have been assigned to the system. The data file is a list of all the users who have been assigned to the system.

- The first word in the data file should be an identifier or key word such as name, address, phone number, date of birth, date of death, date of marriage, date of divorce, date of remarriage, etc.
- The first word in the data file should be an identifier or key word such as name, address, phone number, date of birth, date of death, date of marriage, date of divorce, date of remarriage, etc.

researcher is more likely to find for the word under A than under B in an alphabetical list.

- Second, key words were provided with a graphic form, facilitating interpretation of the permitted codes. For example, "diagnosis: diabetes" will be listed under both the "di" and "d" sections of volume II.
- Thirdly, codes are indicated by codes and will not appear as separate entries. For example, "diagnosis: diabetes" will not be listed in the "di" section.
- In special terminology, at least two phrases were the study was completed, where terms to be included should be entered in brackets. Thus "diagnosis: diabetes" will appear under the "di" and "d" sections of volume II.
- In preparation, codes are indicated with a data item code, the code is listed in parentheses and code, at the end of the code as in "diagnosis: diabetes (di)".
- A category of codes, where codes are indicated in the right of the data item code.

Definitions for each category, used in coding data items are given in tables at the end of this introduction. Additional information is found in Chapter 6 of volume I.

Data item codes that assigned are terse and brief, designed, as we have already indicated, they are not the names used by NLM during the active phase of the project. Our aim was to develop standardized codes that would stand alone. These codes are intended to facilitate a user's search for data items potentially useful in a research project. Before an item is used, a researcher should consult the complete description. For a data item from the master files, e.g., 511.68-84, the data item should be traced to the appropriate study form, e.g., 68-84, located in volume II. A variable file data item, e.g., 6100...145, is traced to volume III, where it is defined and its original source given. A data item from a work file is traced to volume I, for its description.

Some data items obtained in the indexes may include the notation "00 NLM 001." These items are either inaccurate or an alternative data item is available that gives better information. Users will find more appropriate data items by consulting one of the indexes to the data items (volumes I, II and III).

Section 1: Introduction

The purpose of this document is to provide a comprehensive overview of the data analysis process. This report details the methodology used to collect, process, and analyze the data. The findings are presented in a clear and concise manner, highlighting the key results and their implications. The data was collected from various sources and analyzed using advanced statistical techniques. The results show a strong correlation between the variables studied, indicating a significant trend in the data. This information is crucial for understanding the underlying patterns and making informed decisions based on the data.

Section 2: Methodology

Section 3: Data Collection

The data was collected through a series of surveys and interviews. The surveys were designed to gather quantitative data, while the interviews provided qualitative insights. The data collection process was rigorous and followed a strict protocol to ensure accuracy and reliability. The data was then organized into a structured format for analysis.

The data collection phase involved the use of various tools and techniques. The data was collected from multiple sources, including online surveys, focus groups, and direct observations. The data was then cleaned and validated to remove any errors or inconsistencies. The resulting dataset was used for the subsequent analysis phase.

Section 4: Analysis

Section 5: Results

The analysis of the data revealed several key findings. The first finding was that there is a significant positive correlation between the variables studied. This suggests that as one variable increases, the other also tends to increase. The second finding was that the data shows a clear trend over time, indicating a consistent pattern in the data. These findings are supported by statistical tests and visual representations of the data.

The results of the analysis are presented in a series of tables and graphs. The tables provide a detailed breakdown of the data, while the graphs offer a visual representation of the trends and patterns. The results show that the data is highly consistent and reliable, with a strong correlation between the variables. These findings are significant and provide valuable insights into the data being studied.

Section 6: Conclusion

In conclusion, the data analysis process has been completed, and the results are presented in this report. The findings indicate a strong correlation between the variables studied, with a clear trend over time. These results are significant and provide valuable insights into the data. The data was collected from various sources and analyzed using advanced statistical techniques. The results show a strong correlation between the variables studied, indicating a significant trend in the data. This information is crucial for understanding the underlying patterns and making informed decisions based on the data.

TABLE 3. Abbreviations for Person, Time, and Subject Categories

<u>Person</u>	<u>Time</u>	<u>Subject</u>
Mother	General	Administrative
Father	Preconception	Anesthesia
Placenta	Registration	Clip. Impression
Fetus	Prenatal	Clinical Lab
Child	Admission	Current Pregnancy
M. Surrogate	Intrapartum	Environ. Exposure
Family	Delivery	Events
Sibship	Post Partum	Hearing
	Neonatal	Hospitalizations
	Four month	Language
	Eight month	Linkage
	One year	Malformations
	Three year	Drug. & Cond.
	Four year	Med. history
	Seven year	Medications
	Eight year	Neurological Exam
		Observations
		Pathology
		Physical Exam
		Procedure
		Psych. Exam
		Reproductive Hist.
		Serology
		Spinecon. info
		Speech
		Vision
		Work History
		X-ray
		Summary
		Cyn. history
		Special Studies
		Fam/Genetic Hist.
		SLH Exam

**TABLE 4. Definition of Person, Time
and Subject Categories**

<u>PERSON</u>	<u>DEFINITION</u>
Mother	Study registrant bearing the "study pregnancy"; biologic mother of the "study child"; gravida.
Father	Biologic father of the study child or study pregnancy; in the case of socioeconomic data, this category may indicate either the "father of baby" (not necessarily husband of the mother) or the "husband" (not necessarily related biologically to the study child).
Placenta	The organ of metabolic and gaseous interchange between the fetus and mother; also included in this category are gross and microscopic pathologic data from examination of the umbilical cord.
Fetus	Conceptus; the product of conception including the embryonic stage, i.e., from conception to the moment of birth.
Child	Product of the study pregnancy from the moment of birth onward; study child.
Surrogate	Person or persons substituting for the mother of a study child, e.g., adoptive parents, foster parents or guardian.
Family	Person or persons biologically related to the mother or father of the study child.
Siblings	Child or children having one or both of the same biologic parents as the study child; siblings; half siblings; (1/2 sib) etc.

TABLE 4. Definition of Person, Time and Subject Categories (Cont.)

TIME	DEFINITION
General	Data with no pertinent time period or data pertaining to more than one time period.
Prenception	Data pertaining to the period prior to conception of the study pregnancy.
Registration	Data collected at the time of study mother's registration in the study.
Prenatal	Data pertaining to the period from conception of the study pregnancy to delivery of the study child.
Admission	Data collected at the time of study mother's admission to the hospital for delivery of the study child.
Intrapartum	Data pertaining to the period from admission for delivery or onset of labor to delivery of the study child.
Delivery	Data pertaining to the time period during which delivery of the study child occurred.
Post Partum	Data (pertaining to the study mother) collected during the period immediately following birth of the study child.
Neonatal	Data pertaining to the study child during the period from birth to one month of age; the majority of these data were collected prior to or at the time a study child was discharged from the hospital.
Four Month	Data collected at the time of the four month examination of the study child.
Eight Month	Data collected at the time of the eight month examination of the study child.
One Year	Data collected at the time of the one year examination of the study child.
Three Year	Data collected at the time of the three year examination of the study child.
Four Year	Data collected at the time of the four year examination of the study child.
Seven Year	Data collected at the time of the seven year examination of the study child.
Eight Year	Data collected at the time of the eight year examination of the study child.

**TABLE 4. Definition of Person, Time
and Subject Categories (Cont.)**

SUBJECT	DEFINITION
Administrative	Data pertaining to the administrative aspects of the study.
Anesthesia	Data on medications and procedures used to obtain anesthesia.
Clin. Impression	Impression of abnormality or dysfunction gained by an examiner following evaluation of clinical signs and symptoms and including a subjective component.
Clinical Lab	Data obtained from laboratory examination of clinical specimens.
Current Pregnancy	Personal data and medically relevant information pertaining to the study pregnancy for which the mother is enrolled.
Environ. Exposure	Data on exposure to occupational or other environmental entities or hazards.
Events	Data related to a specific event, occurrence or incidence.
Hearing	Data obtained from examination and testing of hearing function.
Hospitalizations	Data on specific hospital admissions or the number of hospitalizations.
Language	Data obtained from examination and testing of language function.
Linkage	Data on the genetic relationships of family members to the study mother, father or child.
Malformations	Data on the conditions in which failure of normal development has resulted in abnormal physical traits existing at the time of birth.
Diag. & Cond.	Data on specific diagnoses or conditions obtained from past medical history or examination during the study.
Med. history	Data obtained from the study participant or medical records relevant to past or current medical diagnoses or conditions.
Medications	Data on drugs or medications used.
Neurological Exam	Data obtained from observation and physical examination of the central nervous system.
Observations	Data obtained from observations not categorized elsewhere.
Pathology	Data obtained from clinical and anatomical pathological examination.
Physical Exam	Data obtained from physical examination of the study participant.
Procedure	Data relating to specific procedures performed on the study participant prior to or during the period of enrollment in the study.
Psych. Exam	Data obtained from the psychological examinations and observations.

**TABLE 4. Definition of Person, Time
and Subject Categories. (Cont.)**

SUBJECT	DEFINITION
Reproductive Hist.	Data pertaining to the outcome of pregnancies prior to and or during the period of enrollment in the study.
Zerology	Data obtained from the laboratory examination of serum by specific immunologic methods.
Socioecon. Info	Data related to the social and economic characteristics and environment of the study participant.
Speech	Data obtained from examination and observation of speech function.
Vision	Data obtained from examination of the eyes.
Work History	Data pertaining to occupation and employment prior to and during the period of enrollment in the study.
X-Ray	Data on diagnostic x-rays and diagnostic or therapeutic radiological procedures.
<u>Summary</u>	Data presented as a summary of data collected and recorded elsewhere.
Gyn. History	Medical history specifically related to the female genital tract, reproductive physiology and endocrinology.
Special Studies	Data pertaining to participation in other special organized studies conducted during the period of enrollment in the study.
Fam/Genetic Hist.	Data on the medical histories of family members genetically related to the study child.
SLH Exam	Data obtained from the speech, language and hearing examinations not specifically or exclusively related to one of these areas.

CONTENTS

PS-10-17	Three Years Speech, Language and Hearing Examination	II.J.1
PS-10	Language Reception	
PS-11	Language Expression	
PS-12	Auditory Memory for Digit and Nonsense Syllables	
PS-13	Hearing Test	
PS-14	Speech Mechanism	
PS-15	Speech Production	
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PS-40	Final Hearing Examination	
PS-41	Final Language Comprehension	
PS-42	Final Language Expression	
PS-43	Final Speech Mechanism	
PS-44	Final Speech Production	
PS-45	Additional Observations	

PS-10 Through PS-17

- PS-10 Language Reception
- PS-11 Language Expression
- PS-12 Auditory Memory for Digit and Nonsense Syllables
- PS-13 Hearing Test
- PS-14 Speech Mechanism
- PS-15 Speech Production
- PS-16 Additional Observations
- PS-17 Final Summary of Test Performance

Forms PS-10 through PS-17 were used in recording information about the development of the speech, language and hearing abilities of the child at three years of age. Implemented into the study in January 1963, these forms underwent revision once in April 1964. Revision affected the coding of item 25 on PS-15 only (dysfluent events and struggle behavior). Data from the PS-10 - PS-15 series were recorded on two cards in the master file (Table PS-10.1).

TABLE PS-10.1 Cards and Data Records by Revision for Forms PS-10 through PS-17

CARD NAME	CARD NUMBER	REV. NO.	NUMBER RECORDS
PS-10: Auditory Memory, Verbal Expression, Spondaic Word Test and Speech Mechanism	1110	0	4,321
		1	21,187
			----- 25,508
PS-10: Articulation, Intelligibility, Unusual Behavior	2110	0	4,336
		1	21,175
			----- 25,511
total for form			51,019

Data Items Referencing Form PS-10, Language Reception

DATA ITEM	TYPE	CAHN	FORM	TH	DATA ITEM NAME
1724	JN	N/A			
10	63R4				
2927..PS-10	4	1110	37	13	Comprehension, Verbal, Familiar Object
2928..PS-10	4	1110	34	14	Comprehension, Verbal, Action obj
2929..PS-10	4	1110	35	15	Comprehension, Verbal, Action obj
2930..PS-10	14	1110	16	16	Comprehension, non-verbal, picture
2931..PS-10	14	1110	17	17	Comprehension, non-verbal, obj. object
2932..PS-10	14	1110	18	18	Comprehension, non-verbal, matching
2933..PS-10	14	1110	19	19	Comprehension, non-verbal, matching

Data Items Referencing Post PS-11, Language Expression

DATA ITEM ID	ITEM J4 F304	CARD NO	FROM	TO	DATA ITEM NAME
2034..05-11	9	1110	40	41	EXPRESSION, verbal, naming objects
2035..05-11	9	1110	41	42	EXPRESSION, verbal, sentence length
2036..05-11	9	1110	42	43	EXPRESSION, verbal, sentence structure
2037..05-11	9	1110	43	44	EXPRESSION, verbal, relevance
2038..05-11	9	1110	44	45	EXPRESSION, verbal, word order
2039..05-11	9	1110	45	46	EXPRESSION, verbal, use of pronouns
2040..05-11	9	1110	46	47	Non-verbal; PROPOSITION, summary scope
2041..05-11	14	1110	47	48	Non-verbal; PROPOSITION, discourse
2042..05-11	14	1110	48	49	Non-verbal; PROPOSITION, objects

DATA ITEMS REFERENCED IN FORM PS-12, AUDITORY MEMORY OF HEAR AND HEARING SYLLABLES

DATA ITEM ID	ITEM NO	FORM NO	DATA ITEM NAME
2443..PS-12	4	40	40 AUDITORY MEMORY, PHONIC OF HEAR, 2 SYLLABLE
2444..PS-12	4	50	50 AUDITORY MEMORY, PHONIC OF HEAR, 3 SYLLABLE
2445..PS-12	10	51	51 AUDITORY MEMORY, PHONIC OF HEAR, 2 SYLLABLE
2446..PS-12	10	52	52 AUDITORY MEMORY, PHONIC OF HEAR, 3 SYLLABLE

Data Items Maintenance Form PS-13, Hearing Test

DATA ITEM ID	ITEM IN FORM	CARD NO	FROM	TO	DATA ITEM NAME
2943...PS-13	Y	1110	53	53	53 SNOONALIC WORD LEFT VIBRAL, ENTER SETTING 1
2944...PS-13	Y	1110	54	54	54 SNOONALIC WORD LEFT VIBRAL, ENTER SETTING 2
2949...PS-13	Y	1110	55	55	55 SNOONALIC WORD LEFT VIBRAL, ENTER SETTING 3
2950...PS-13	Y	1110	56	56	56 SNOONALIC WORD LEFT VIBRAL, ENTER SETTING 4
2951...PS-13	Y	1110	57	57	57 SNOONALIC WORD LEFT NONVERBAL, ENTER SETTING 5
2952...PS-13	Y	1110	58	58	58 SNOONALIC WORD LEFT NONVERBAL, ENTER SETTING 6
2953...PS-13	Y	1110	59	59	59 SNOONALIC WORD LEFT NONVERBAL, ENTER SETTING 7
2954...PS-13	Y	1110	60	60	60 SNOONALIC WORD LEFT NONVERBAL, ENTER SETTING 8
2955...PS-13	Y	1110	61	61	61 SNOONALIC WORD LEFT SUMMARY SCORE
2956...PS-13	Y	1110	62	62	62 HEARING: PURE TONE SCREEN SUMMARY SCORE RIGHT EAR
2957...PS-13	Y	1110	63	63	63 HEARING: PURE TONE SCREEN SUMMARY SCORE LEFT EAR
5973...VAB	Y	1110	1110	1110	1110 HEARING: PURE TONE SCREEN SUMMARY SCORE
5974...VAB	Y	1110	1111	1111	1111 HEARING: PURE TONE SCREEN SUMMARY SCORE
5975...VAB	Y	1110	1112	1112	1112 HEARING: PURE TONE SCREEN SUMMARY SCORE, LEFT EAR

DATA ITEMS Referenced Into PS-14, Speech Mechanism

DATA ITEM ID	ITEM IN PS-14	CARD ROW	FROM	TO	DATA ITEM NAME
2058..PS-14	0	110	64	64	Speech Mechanism, LOS, Reflection
2059..PS-14	0	110	65	65	Speech Mechanism, LOS, Diffusion
2060..PS-14	0	110	66	66	Speech Mechanism, Tongue, Airflow
2061..PS-14	0	110	67	67	Speech Mechanism, Tongue, Lateral
2062..PS-14	0	110	68	68	Speech Mechanism, Tongue, Rate of Elevation
2063..PS-14	0	110	69	69	Speech Mechanism, Tongue, Rate, Elevation
2064..PS-14	0	110	70	70	Speech Mechanism, Hyalohydrolysis, Ling
2065..PS-14	0	110	71	71	Speech Mechanism, Hyalohydrolysis, Tongue

Data Items Referencing Form 1005, Speech Production

DATA ITEM	TYPE	FORM	FORM	FORM	FORM	DATA ITEM NAME
10	14	100M	100M	100M	100M	
2986..PS-15	9		2110	33		13 Voice, pitch
2987..PS-14	9		2110	34		14 Voice, loudness
2988..PS-14	9		2110	35		15 Voice, quality
2989..PS-14	9		2110	36		16 Voice, summary score
2990..PS-15	14		2110	37		17 Articulation, initial consonants
2991..PS-14	14		2110	38		18 Articulation, final consonants
2992..PS-14	14		2110	39		19 Articulation, vowels and diphthongs
2993..PS-14	14		2110	40		20 Articulation, summary score
2994..PS-15	10		2110	41		21 Intelligibility of speech, difficulty in understanding, degree
2995..PS-14	10		2110	42		22 Intelligibility of speech, rhythm, summary evaluation
2996..PS-15	10		2110	43		23 Intelligibility of speech, rate, summary evaluation
2997..PS-14	10		2110	44		24 Intelligibility of speech, loudness, summary evaluation
2998..PS-15	10		2110	45		25 Intelligibility of speech, pitch, summary evaluation
2999..PS-15	10		2110	46		26 Intelligibility of speech, quality, summary evaluation
3000..PS-15	10		2110	47		27 Intelligibility of speech, articulation, summary evaluation
3001..PS-15	10		2110	48		28 Intelligibility of speech, articulation, summary evaluation
3002..PS-15	10		2110	49		29 Intelligibility of speech, articulation, summary evaluation
3003..PS-15	10		2110	50		30 Intelligibility of speech, articulation, summary evaluation
3004..PS-15	24		2110	51		31 Fluency, fluency
3005..PS-15	24		2110	52		32 Fluency, fluency
3006..PS-15	24		2110	53		33 Fluency, fluency
5436...V40	15			1121	1121	Articulation summary score

DATA INDEX REFERENCE FOR PS-16, ADDITIONAL OBSERVATIONS

DATA ITEM ID	ITEM NO	CARD NUM	PAGE NO	DATA ITEM NAME
1007..PS-16	10	2110	34	54 Anomalies, physical, head, observed by examiner
1008..PS-16	10	2110	35	55 Anomalies, physical, face, observed by examiner
1009..PS-16	10	2110	36	56 Anomalies, physical, ears, observed by examiner
1010..PS-16	10	2110	37	57 Anomalies, physical, eyes, observed by examiner
1011..PS-16	10	2110	38	58 Anomalies, physical, mouth, observed by examiner
1012..PS-16	10	2110	39	59 Anomalies, physical, nails, observed by examiner
1013..PS-16	10	2110	40	60 Anomalies, physical, teeth, observed by examiner
1014..PS-16	15	2110	61	62 behavior unusual; observation, 1st type
1015..PS-16	15	2110	63	64 behavior unusual; observation, 2nd type
1016..PS-16	15	2110	65	65 behavior unusual; observation, 3rd type
1017..PS-16	15	2110	67	68 behavior unusual; observation, 4th type
1018..PS-16	15	2110	69	69 behavior unusual; observation, total number
1019.....		2110	70	00 blank

Data Items Referencing Form PS-17, Final Summary of Test Performance

DATA ITEM TO	ITEM JV FJOM	CARD NUM	FROM TO	DATA ITEM NAME
2908.....		1110	1	5 Card number (sequence, form type, form number, revision number)
2909.....		1110	6	14 MINUS CASE NUMBER
2910..PS-17	4	1110	15	15 Age
2911..PS-17	5	1110	16	16 Sex
2912..PS-17	6	1110	17	17 HAZA
2913..PS-17	7	1110	18	18 Examiner
2914..PS-17	9	1110	20	20 LANGUAGE RECEPTION, SUMMARY, FINAL
2915..PS-17	10	1110	21	21 LANGUAGE EXPRESSION, SUMMARY, FINAL
2916..PS-17	11	1110	22	22 HEARING, SUMMARY, FINAL
2917..PS-17	12	1110	23	23 SPEECH MECHANISMS, SUMMARY, FINAL
2918..PS-17	13	1110	24	24 SPEECH PRODUCTION, SUMMARY, FINAL
2919..PS-17	14	1110	25	25 GLOBAL SCORING, SUMMARY, FINAL
2920..PS-17	15	1110	26	26 AUDITORY MEMORY, FINAL, SUMMARY, FINAL
2921..PS-17	15	1110	27	27 AUDITORY MEMORY, FINAL, SUMMARY, FINAL
2922..PS-17	15	1110	28	28 AUDITORY MEMORY, AVAILABLE, SUMMARY, FINAL
2923..PS-17	15	1110	29	29 AUDITORY MEMORY, AVAILABLE, SUMMARY, FINAL
2924..PS-17	16	1110	30	30 Adequacy of exam
2925..PS-17	17	1110	31	31 REFERRAL FOR FURTHER SLM EXAMINATION
2926..PS-17		1110	32	32 LANGUAGE USED
2927.....		2110	1	5 Card number (sequence, form type, form number, revision number)
2928.....		2110	6	14 MINUS CASE NUMBER
2929..PS-17	4	2110	15	15 Age
2930..PS-17	5	2110	16	16 Sex
2931..PS-17	6	2110	17	17 HAZA
2932..PS-17	9	2110	18	18 Examiner
2933..PS-17	10	2110	20	20 LANGUAGE RECEPTION, SUMMARY, FINAL
2934..PS-17	11	2110	21	21 LANGUAGE EXPRESSION, SUMMARY, FINAL
2935..PS-17	12	2110	22	22 HEARING, SUMMARY, FINAL
2936..PS-17	13	2110	23	23 SPEECH MECHANISMS, SUMMARY, FINAL
2937..PS-17	14	2110	24	24 SPEECH PRODUCTION, SUMMARY, FINAL
2938..PS-17	15	2110	25	25 GLOBAL SCORING, SUMMARY, FINAL
2939..PS-17	15	2110	26	26 AUDITORY MEMORY, FINAL, SUMMARY, FINAL
2940..PS-17	15	2110	27	27 AUDITORY MEMORY, FINAL, SUMMARY, FINAL
2941..PS-17	15	2110	28	28 AUDITORY MEMORY, AVAILABLE, SUMMARY, FINAL
2942..PS-17	15	2110	29	29 AUDITORY MEMORY, AVAILABLE, SUMMARY, FINAL
2943..PS-17	16	2110	30	30 Adequacy of exam
2944..PS-17	17	2110	31	31 Referral
2945..PS-15		1100	110	110 LANGUAGE USED
2922.....VAP	17	1111	1111	1111 REFERRAL FOR FURTHER SLM EXAMINATION
2926.....VAP	4	1111	1111	1111 Age
2927.....VAP	9	1111	1111	1111 LANGUAGE RECEPTION, SUMMARY, FINAL

DATA ITEMS REFERENCED BY 85-17, FINAL SUMMARY OF TEST PERFORMANCE

DATA ITEM ID	ITEM 3W P304	CAHD 404	FORM 10	FORM 10	DATA ITEM NAME
5078.....VAD	10				1115 1115 LANGUAGE EXPRESSION, SUMMARY, FINAL
5079.....VAD	11				1116 1116 HEARIN SUMMARY, FINAL
5080.....VAD	12				1117 1117 SPEECH MECHANISM, SUMMARY, FINAL
5081.....VAD	13				1118 1118 SPEECH PRODUCTION, SUMMARY, FINAL
5082.....VAD	14				1119 1119 GLOBAL SCORING, SUMMARY, FINAL
5083.....VAD	16				1120 1120 ACCURACY OF DATA

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

3. NAME OF CHILD

4. DATE OF BIRTH & AGE & SEX

MO. DAY YEAR

5. RACE

MALE FEMALE OTHER

7. EXAMINED BY

8. DATE OF EXAM

MO. DAY YEAR

9. VERBAL COMPREHENSION

10. COMMENTS

1. IDENTIFICATION OF FAMILIAR OBJECTS

Objects	Pass	Fail
CAR	<input type="checkbox"/>	<input type="checkbox"/>
DOG	<input type="checkbox"/>	<input type="checkbox"/>
FLY	<input type="checkbox"/>	<input type="checkbox"/>
MAN	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY ITEM SCORE (PASS = 3 CORRECT RESPONSES)

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

2. UNDERSTANDING ACTION WORDS

Action Words	Pass	Fail
MAN JUMP	<input type="checkbox"/>	<input type="checkbox"/>
PUSH CAR	<input type="checkbox"/>	<input type="checkbox"/>
SHAPE DOG	<input type="checkbox"/>	<input type="checkbox"/>
WAVE FLY	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY ITEM SCORE (PASS = 3 CORRECT RESPONSES)

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

3. UNDERSTANDING SPACE RELATIONSHIPS

Objects and Relationships	Pass	Fail
CAT IN DOG	<input type="checkbox"/>	<input type="checkbox"/>
CAT ON TABLE	<input type="checkbox"/>	<input type="checkbox"/>
CAT UNDER TABLE	<input type="checkbox"/>	<input type="checkbox"/>
PUSH TOUCH BACKWARDS	<input type="checkbox"/>	<input type="checkbox"/>
CUP UPSIDE DOWN	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY ITEM SCORE (PASS = 3 CORRECT RESPONSES)

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

DO NOT ADMINISTER REMAINING ITEMS
IF CHILD PASSED AT LEAST 2 OF THE 3
VERBAL COMPREHENSION ITEMS

<input type="checkbox"/>

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11. PATIENT IDENTIFICATION

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

12. EXAMINED BY

13. DATE OF EXAM

MO. DAY YEAR

14. ALTERNATE COMPREHENSION

1. WORD AND PICTURE IDENTIFICATION

Picture	Pass	Fail
CUP	<input type="checkbox"/>	<input type="checkbox"/>
DOG	<input type="checkbox"/>	<input type="checkbox"/>
TOOTHBRUSH	<input type="checkbox"/>	<input type="checkbox"/>
SPOON	<input type="checkbox"/>	<input type="checkbox"/>
FLIP	<input type="checkbox"/>	<input type="checkbox"/>
SHOE	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY ITEM SCORE (PASS = 0 CORRECT RESPONSES)

Pass Fail

DO NOT ADMINISTER REMAINING ITEMS
IF CHILD PASSES ITEM 1

000

2. WORD AND OBJECT IDENTIFICATION

Object	Pass	Fail
CUP	<input type="checkbox"/>	<input type="checkbox"/>
DOG	<input type="checkbox"/>	<input type="checkbox"/>
SHOE	<input type="checkbox"/>	<input type="checkbox"/>
SPOON	<input type="checkbox"/>	<input type="checkbox"/>
FLIP	<input type="checkbox"/>	<input type="checkbox"/>
TOOTHBRUSH	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY ITEM SCORE (PASS = 0 CORRECT RESPONSES)

Pass Fail

DO NOT ADMINISTER REMAINING ITEMS
IF CHILD PASSES ITEM 2

00

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

18. PATIENT IDENTIFICATION

17. EXAMINED BY

19. DATE OF EXAM
MO. DAY YEAR

14. ALTERNATE COMPREHENSION (continued)

20. COMMENTS

3. PICTURES AND OBJECT IDENTIFICATION

Objects and Pictures	Pass	Fail
CUP	<input type="checkbox"/>	<input type="checkbox"/>
TOOTHBRUSH	<input type="checkbox"/>	<input type="checkbox"/>
SPOON	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY ITEM SCORE (PASS = 1 CORRECT RESPONSE)

Pass	Fail
1	0

DO NOT ADMINISTER ITEMS IF CHILD PASSES ITEMS

Pass	Fail
1	0

4. MATCHING OBJECT TO PICTURE

Objects and Pictures	Pass	Fail
SPIN	<input type="checkbox"/>	<input type="checkbox"/>
CUP	<input type="checkbox"/>	<input type="checkbox"/>
POSS	<input type="checkbox"/>	<input type="checkbox"/>
SPOON	<input type="checkbox"/>	<input type="checkbox"/>
DOG	<input type="checkbox"/>	<input type="checkbox"/>
TOOTHBRUSH	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY ITEM SCORE (PASS = 1 CORRECT RESPONSE)

Pass	Fail
1	0

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

2. NAME OF CHILD

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

MO. DAY YEAR YEARS MONTHS DAYS M F W C

7. EXAMINED BY 8. DATE OF EXAM.

MO. DAY YEAR MO. DAY YEAR

9. VERBAL EXPRESSION

10. COMMENTS

1. NAMING OBJECTS

Object	Pass	Fail
CHAIR	<input type="checkbox"/>	<input type="checkbox"/>
CRAB	<input type="checkbox"/>	<input type="checkbox"/>
KICKAPOO	<input type="checkbox"/>	<input type="checkbox"/>
DOG	<input type="checkbox"/>	<input type="checkbox"/>
KEY	<input type="checkbox"/>	<input type="checkbox"/>
BUTTON	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY ITEM SCORE (PASS = 4 CORRECT RESPONSES)

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

2. USE OF PHRASES OR SENTENCES

CHECKLIST FOR USE OF PHRASES OR SENTENCES
SEE MANUAL FOR DEFINITION OF TERMS "PHRASE OR
PHRASE LENGTH," "SENTENCE STRUCTURE," ETC., AS
WELL AS SCORING DEFINITIONS.

	Pass	Fail
SENTENCE OR PHRASE LENGTH	<input type="checkbox"/>	<input type="checkbox"/>
SENTENCE STRUCTURE	<input type="checkbox"/>	<input type="checkbox"/>
RELEVANCE	<input type="checkbox"/>	<input type="checkbox"/>
WORD ORDER	<input type="checkbox"/>	<input type="checkbox"/>
USE OF PRONOUNS	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY ITEM SCORE (SEE MANUAL FOR SCORING)

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

DO NOT ADMINISTER REMAINING ITEMS
IF CHILD PASSES AT LEAST 1 ON THE 2
VERBAL EXPRESSION ITEMS

<input type="checkbox"/>

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

12. EXAMINED BY _____

13. DATE OF EXAM
MO - DAY - YEAR

14. ALTERNATE EXPRESSION (ALTERNATE TEST ITEMS):

1 IDENTIFICATION OF PICTURES THROUGH PANTOMIME

Picture	Pass		Fail
	Correct	Incorrect	
TOOTHBRUSH	---	---	---
CUP	---	---	---
SHOE	---	---	---
SUMMARY ITEM SCORE (PASS / 3 CORRECT RESPONSES)			
	---	---	---

DO NOT ADMINISTER ITEM 2
IF CHILD PASSES ITEM 1

2 IDENTIFICATION OF OBJECTS THROUGH PANTOMIME

Object	Pass		Fail
	Correct	Incorrect	
TOOTHBRUSH	---	---	---
CUP	---	---	---
SHOE	---	---	---
SUMMARY ITEM SCORE (PASS / 3 CORRECT RESPONSES)			
	---	---	---

15. COMMENTS

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PATIENT IDENTIFICATION

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

NAME OF CHILD

DATE OF BIRTH: MONTH DAY YEAR AGE SEX
 SEX: MALE FEMALE
 RACE: WHITE NEGRO OTHER

EXAMINED BY: DATE OF EXAM: MONTH DAY YEAR

9. RECALL OF DIGITS

1. TWO-DIGIT SERIES

2-Digit Series	Verbal Response	Pass	Fail
42	_____	___	___
93	_____	___	___
81	_____	___	___
14	_____	___	___

SUMMARY: ITEMS SCORE (PASS) CORRECT RESPONSE: Pass Fail

2. THREE-DIGIT SERIES

3-Digit Series	Verbal Response	Pass	Fail
244	_____	___	___
431	_____	___	___
117	_____	___	___
14	_____	___	___

SUMMARY: ITEMS SCORE (PASS) CORRECT RESPONSE: Pass Fail

11. COMMENTS

10. RECALL OF NONSENSE SYLLABLES

1. TWO-SYLLABLE SERIES

2-Syllable Series	Verbal Response	Pass	Fail
ADD. BAW	_____	___	___
DEE. BDD	_____	___	___
MOP. CAW	_____	___	___
PAW. CDP	_____	___	___

SUMMARY: ITEMS SCORE (PASS) CORRECT RESPONSE: Pass Fail

2. THREE-SYLLABLE SERIES

3-Syllable Series	Verbal Response	Pass	Fail
PAW. BDD. DEE	_____	___	___
MOP. CAW. BDD	_____	___	___
PAW. BDD. CDP	_____	___	___
DEE. CAW. PAW	_____	___	___

SUMMARY: ITEMS SCORE (PASS) CORRECT RESPONSE: Pass Fail

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PS-12

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

1. NAME OF CHILD _____

2. DATE OF BIRTH - AGE 7. SEX _____ G. RACE _____
MO. DAY YEAR MALE FEMALE T O 1 2 3 4 5 6 7 8 9 10 11 12 WHITE NEGRO

3. EXAMINED BY _____ 4. DATE OF EXAM _____
MO. DAY YEAR MO. DAY YEAR

9. SPONTANEOUS WORD TEST (VERBAL)

11. COMMENTS

(METER SETTING IN LIST 1) 2. AMBIENT NOISE LEVEL _____ dB

	Pass	Fail
CORDBY	<input type="checkbox"/>	<input type="checkbox"/>
BASEBALL	<input type="checkbox"/>	<input type="checkbox"/>
TOP DOG	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY SCORE: PASS ALL 3 WORDS REPEATED CORRECTLY

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

2. METER SETTING REPEAT 100

	Pass	Fail
COORBELL	<input type="checkbox"/>	<input type="checkbox"/>
FLASHLIGHT	<input type="checkbox"/>	<input type="checkbox"/>
SOLFISH	<input type="checkbox"/>	<input type="checkbox"/>
LIPSTICK	<input type="checkbox"/>	<input type="checkbox"/>
FOOTBALL	<input type="checkbox"/>	<input type="checkbox"/>
BIGERALP	<input type="checkbox"/>	<input type="checkbox"/>
FOOTPASTE	<input type="checkbox"/>	<input type="checkbox"/>
CATHEAD	<input type="checkbox"/>	<input type="checkbox"/>
CUPCAKE	<input type="checkbox"/>	<input type="checkbox"/>
BATHUB	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY SCORE: PASS IF ANY 5 CONSECUTIVE WORDS REPEATED CORRECTLY OR 7 OF 10 WORDS REPEATED CORRECTLY

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

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

EXAMINED BY

DATE OF EXAM
MO. DAY YEAR

9. SPONDAIC WORD TEST (VERBAL CONTINUED)

13. COMMENTS

9. METER SETTING 20 LIST III

	Pass	Fail
WILSON	---	---
SEESAW	---	---
ICE CREAM	---	---
LASTIC	---	---
HAMBUR	---	---
TOOTHOUSH	---	---
OUTSIDE	---	---
SAILBOAT	---	---
AIRPLANE	---	---
SIXTYDAY	---	---
SUMMARY SCORE PASS ANY 5 CONSECUTIVE WORDS REPEATED CORRECTLY OR 10 OF 10 WORDS REPEATED CORRECTLY	Pass	Fail
	---	---

9. METER SETTING 20 LIST IV

	Pass	Fail
POPCORN	---	---
ICEBOX	---	---
PENCIL	---	---
POPCORN	---	---
SEXTAY	---	---
ICE CREAM	---	---
TOOTHBRUSH	---	---
SIXTYDAY	---	---
HAMBUR	---	---
SIXTYDAY	---	---
SUMMARY SCORE PASS ANY 5 CONSECUTIVE WORDS REPEATED CORRECTLY OR 10 OF 10 WORDS REPEATED CORRECTLY	Pass	Fail
	---	---

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

17. EXAMINED BY _____

18. DATE OF EXAM
_____/_____/_____

19. SPONGIC WORD TEST (NONVERBAL)

19. AMBIENT NOISE LEVEL _____

20. COMMENTS

5. METER SETTING IN LIST V

Pass Fail

CORCOY

== ==

BABEALL

== ==

WET OOB

== ==

SUMMARY SCORE PASS: ALL 3 PICTURES IDENTIFIED CORRECTLY

Pass Fail

== ==

6. METER SETTING IN LIST VI

Pass Fail

BATHUB

== ==

ICE CREAM

== ==

ICEBAO

== ==

RECORD

== ==

HAMBUSH

== ==

ICE CREAM

== ==

RECORD

== ==

HAMBUSH

== ==

RECORD

== ==

BATHUB

== ==

SUMMARY SCORE PASS: ALL 9 CONSECUTIVE PICTURES IDENTIFIED CORRECTLY OR 10 PICTURES IDENTIFIED CORRECTLY

Pass Fail

== ==

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

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

9. SPONDIC WORD TEST (NONVERBAL CONTINUED)

23. COMMENTS

7. METER SETTING 60 DBET VHS

	Pass	Fail
MAILMAN	==	==
BLUEBIRD	==	==
TOOTHBRUSH	==	==
SAILOBOAT	==	==
APPLEONE	==	==
RAILBOAT	==	==
APPLEONE	==	==
MAILMAN	==	==
TOOTHBRUSH	==	==
BLUEBIRD	==	==
SUMMARY SCORE: PASS 4 AND 5 CONSECUTIVE PICTURE SENT FIED CORRECTLY OR 1 OF 13 PICTURES SENT FIED CORRECTLY.	Pass	Fail

8. METER SETTING 60 DBET VHS

	Pass	Fail
POPCORN	==	==
SOLDIER	==	==
NECKTIE	==	==
FLASHLIGHT	==	==
TEASPOON	==	==
TEASPOON	==	==
SOLDIER	==	==
POPCORN	==	==
FLASHLIGHT	==	==
NECKTIE	==	==
SUMMARY SCORE: PASS 4 AND 5 CONSECUTIVE PICTURES SENT FIED CORRECTLY OR 4 OF 13 PICTURES SENT FIED CORRECTLY.	Pass	Fail

24. SUMMARY TOTAL SCORE FOR SPONDIC WORD TEST SUBAREA

Pass	Fail
==	==

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

27. EXAMINED BY _____

28. DATE OF EXAM
MO DAY YEAR
 ___ ___ ___

29. PURE TONE SCREENING TEST

32. COMMENTS

TRIAL ONE 30. AMBIENT NOISE LEVEL _____ dB

Sequence of Tones (at 20 db)	Ear	Pass	Fail
1000 CYCLES	RIGHT	---	---
1250 CYCLES	RIGHT	---	---
1500 CYCLES	RIGHT	---	---
1800 CYCLES	LEFT	---	---
2200 CYCLES	LEFT	---	---
2500 CYCLES	LEFT	---	---

31. SUMMARY TOTAL SCORE FOR PURE TONE SCREENING TEST
SUBAREA

	Pass	Fail
RIGHT EAR	---	---
LEFT EAR	---	---

1. SPEECH, LANGUAGE AND HEARING EXAMINATION
 SPEECH MECHANISM

2. PATIENT IDENTIFICATION

3. NAME OF CHILD

4. DATE OF BIRTH AGE & SEX

MO. YR. LEAD

5. RACE

6. OCCUPATION

7. EXAMINED BY

8. DATE OF EXAM

MO. YR. LEAD

9. EXAMINATION OF THE SPEECH MECHANISM

10. COMMENTS

1. EXAMINATION OF THE LIPS

A. RETRACTION

- PASS
- PASS WITH AIRWAVE
- PASS WITH TREMOR
- DEVIATES TO LEFT
- DEVIATES TO RIGHT
- DOES NOT SUCCEED IN RETRACTION
- OTHER Describe

B. PROTRUSION

- PASS
- PASS WITH AIRWAVE
- PASS WITH TREMOR
- DEVIATES TO LEFT
- DEVIATES TO RIGHT
- DOES NOT SUCCEED IN PROTRUSION
- OTHER Describe

2. EXAMINATION OF THE TONGUE

A. MANDIBLE PROTRUSION

- PASS
- PASS WITH HEAD MOVEMENT
- PASS WITH TREMOR
- DEVIATES TO LEFT
- DEVIATES TO RIGHT
- DOES NOT SUCCEED IN PROTRUSION
- OTHER Describe

B. LATERAL PROTRUSION

- PASS
- PASS WITH AIRWAVE
- PASS WITH TREMOR
- HEAD MOVES TO SAME SIDE
- MANDIBLE MOVES WITH TONGUE
- DOES NOT SUCCEED IN LATERAL PROTRUSION
- OTHER Describe

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

EXAMINED BY _____

DATE OF EXAM
MO. DAY YEAR

26. ARTICULATION

CODE—

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

Test Word	Consonants		Vowels & Diphthongs	Test Word	Consonants		Vowels & Diphthongs
	Initial	Final			Initial	Final	
1. MOUTH	M	θ		18. MOUTH	θ		au
2. NINE	N		ou	19. SET	W		E
3. PEACH	P	ʃ		20. JAR	J		
4. FIVE	F		i	21. WHITE	M	ɪ	
5. CAR	K	r		22. COVER	f	ɪ	
6. BIRD	B		ɪ	23. LAMP	g		
7. DOW	D	ʃ		24. PIN		ɪ	ɛ
8. BARE	G	m		25. ONE		ʊ	
9. FEET	F		ɪ	26. WARE		ʊ	u
10. THREE	G		ʌ	27. THE	θ		
11. SEEN	S		a	28. FARE	f	ɪ	
12. SEND	ʃ	p		29. MORE		u	
13. VAN	V		æ	30. HOME	θ		
14. TUB	ʃ	s		31. HOUSE	ʃ		
15. ZIP	Z		ɪ	32. OIL	l	ɪ	
16. BED	r	d		33. CARE	g		ai
17. LEG	l	g		34. CO			ju

25. SUMMARY EVALUATION

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

INSTRUCTIONS FOR SCORING CATEGORIES

- INITIAL CONSONANTS NORMAL 4 (1 OF ABOVE) SUSPECT 3 (2 OF ABOVE) ABNORMAL 2 (1 OR LESS)
- FINAL CONSONANTS NORMAL 4 (1 OF ABOVE) SUSPECT 3 (2 OF ABOVE) ABNORMAL 2 (1 OR LESS)
- VOWELS AND DIPHTHONGS NORMAL 4 (1 OF ABOVE) SUSPECT 3 (2 OF ABOVE) ABNORMAL 2 (1 OR LESS)
- ALL TESTED SOUNDS NORMAL 4 ALL 3 CATEGORIES NORMAL OR 2 NORMAL AND 1 SUSPECT CATEGORY;
SUSPECT 3 SUSPECT OR ABNORMAL ON ANY 1 CATEGORY AND SUSPECT ON AT LEAST 2 OF THE REMAINING CATEGORIES; OR NORMAL ON ANY 2 CATEGORIES AND ABNORMAL ON THE REMAINING CATEGORY;
ABNORMAL 2 ABNORMAL ON 2 OR MORE CATEGORIES

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

2. EXAMINED BY _____ 18. DATE OF EXAM
MO. DAY YEAR

19. INTELLIGIBILITY OF SPEECH

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

- Comprehension**
- NO DIFFICULTY IN UNDERSTANDING WHAT HE SAYS REGARDLESS OF ANY DEVIATIONS WHICH MAY BE PRESENT IN ARTICULATION, VOICE QUALITY, PITCH, RATE, ETC.
 - SOME DIFFICULTY IN UNDERSTANDING WHAT THE CHILD SAYS.
 - CONSIDERABLE DIFFICULTY IN UNDERSTANDING WHAT THE CHILD SAYS.
 - THE CHILD HAS FORMALIZED BUT IS INTELLECTUALLY _____
 - NO SPEECH
 - OTHER

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

- | | | | |
|----------|--------------------------|--------------|--------------------------|
| RATE | <input type="checkbox"/> | QUALITY | <input type="checkbox"/> |
| PITCH | <input type="checkbox"/> | VOICES | <input type="checkbox"/> |
| LOUDNESS | <input type="checkbox"/> | ARTICULATION | <input type="checkbox"/> |
| PITCH | <input type="checkbox"/> | OTHER | <input type="checkbox"/> |

SUMMARY SCORE	Normal	Language	Abnormal
	1	2	3

20. COMMENTS

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

21. PATIENT IDENTIFICATION

22. EXAMINED BY

23. DATE OF EXAM
MO. DAY YEAR

1A. FLUENCY OF SPEECH PRODUCTION

25. COMMENTS

1. OVSPLURT EVENTS

NONE	SOME OBSERVED	WAS OBSERVED
0	1	2

2. STRUGGLE BEHAVIOR

NONE	SOME OBSERVED	WAS OBSERVED
0	1	2

SUMMARY SCORE	NORMAL	SUSPECT	ABNORMAL
	1	1	2

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

2. NAME OF CHILD

3. DATE OF BIRTH AGE 3. SEX RACE
 MO. DAY YEAR M F OTH
 1 2 3 4 5 6

7. EXAMINED BY

8. DATE OF EXAM
 MO. DAY YEAR

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

11. COMMENTS

10. OBSERVABLE PHYSICAL ANOMALIES

- 1. HEAD - NONE
- EXTREMELY SMALL
- EXTREMELY LARGE
- PECULIAR SHAPE
- OTHER (Describe)
- 2. FACE - NONE
- ASYMMETRY
- WASHLINE
- GRIMACES
- TICS
- OTHER (Describe)
- 3. EARS - NONE
- ATRESIA
- OTHER (Describe)
- 4. EYES - NONE
- STRABISMUS
- NYSTAGMUS
- OTHER (Describe)
- 5. MOUTH - NONE
- CLEFT LIP
- DROOLING
- MOUTH BREATHING
- OTHER (Describe)

Form Item Numbers Linked to Data Items on PS-10, Individual Reception

ITEM ON FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
9	2024..PS-10	1110	14	14	Comprehension, verbal, action word
9	2027..PS-10	1110	14	14	Comprehension, verbal, familiar object
9	2029..PS-10	1110	15	15	Comprehension, verbal, space
14	2033..PS-10	1110	10	14	Comprehension, non-verbal, matching
14	2037..PS-10	1110	18	18	Comprehension, non-verbal, pantomime
14	2030..PS-10	1110	16	16	Comprehension, non-verbal, picture
14	2031..PS-10	1110	17	17	Comprehension, non-verbal, word, object

FORM ITEM NUMBERS LINKED TO DATA ITEMS ON PS-11, LANGUAGE EXPRESSION

ITEM NO	FORM	DATA ITEM ID	CARD NUM	FORM NO	DATA ITEM NAME
0		2034..PS-11	1110	40	EXPRESSION, verbal, naming objects
0		2037..PS-11	1110	43	EXPRESSION, verbal, relevance
0		2035..PS-11	1110	41	EXPRESSION, verbal, sentence length
0		2036..PS-11	1110	42	EXPRESSION, verbal, sentence structure
0		2040..PS-11	1110	46	EXPRESSION, verbal, summary score
0		2030..PS-11	1110	45	EXPRESSION, verbal, use of pronouns
0		2038..PS-11	1110	44	EXPRESSION, verbal, word order
14		2042..PS-11	1110	48	Non-verbal; EXPRESSION, objects
14		2041..PS-11	1110	47	Non-verbal; EXPRESSION, picture

Form Item Numbers linked to Data Items on PS-12, Auditory Memory of Digits and Nonsense Syllables

ITEM NO	FORM	DATA ITEM ID	CARD NUM	ROW	FN	DATA ITEM NAME
9		2043..PS-12	1110	40	40	Auditory memory, recall of digits, 2 digit
9		2044..PS-12	1110	40	40	Auditory memory, recall of digits, 3 digit
10		2045..PS-12	1110	51	51	Auditory memory, recall nonsense syllables, 2 syllable
10		2046..PS-12	1110	52	52	Auditory memory, recall nonsense syllables, 3 syllable

Form Item Numbers linked to Data Items on PS-13, Hearing Test

ITEM ON FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
0	2055..PS-13	1110	01	61	Spontanic word test: summary score
0	2051..PS-13	1110	07	57	Spontanic word tests: non-verbal, water setting 5
0	2052..PS-13	1110	08	58	Spontanic word tests: non-verbal, water setting 6
0	2053..PS-13	1110	09	59	Spontanic word tests: non-verbal, water setting 7
0	2054..PS-13	1110	00	60	Spontanic word tests: non-verbal, water setting 8
0	2047..PS-13	1110	51	53	Spontanic word tests: verbal, water setting 1
0	2048..PS-13	1110	54	54	Spontanic word tests: verbal, water setting 2
0	2049..PS-13	1110	55	55	Spontanic word tests: verbal, water setting 3
0	2050..PS-13	1110	56	56	Spontanic word tests: verbal, water setting 4
0	5023.....VAR		110	110	Spontanic word test: summary score
31	2057..PS-13	1110	01	63	Hearing: pure tone screen summary score left ear
31	2056..PS-13	1110	02	62	Hearing: pure tone screen summary score right ear
31	5025.....VAR		112	112	Hearing: pure tone screen summary score, left ear
31	5024.....VAR		111	111	Hearing: pure tone screen summary score, right ear

Form Item Numbers Linked to Data Items on PS-13, Speech Mechanism

ITEM NO FORM	DATA ITEM ID	CARD NO	FROM TO	DATA ITEM NAME
0	2064..05-14	110	70	70 speech mechanism, glottopharynx, lips
0	2065..05-14	110	71	71 speech mechanism, glottopharynx, tongue
0	2059..05-14	110	65	65 speech mechanism, lips, protrusion
0	2058..05-14	110	64	64 speech mechanism, lips, protrusion
0	2063..05-14	110	69	69 speech mechanism, soft palate, elevation
0	2062..05-14	110	68	68 speech mechanism, tongue, exam of elevation
0	2061..05-14	110	67	67 speech mechanism, tongue, lateral
0	2060..05-14	110	66	66 speech mechanism, tongue, sitting

Form Item Numbers linked to Data Items on PS-15, Speech Production

ITEM ON FORM	DATA ITEM ID	CARD NUM	FORM ID	DATA ITEM NAME
0	2047..PS-15 2110		14	14 Voice loudness
0	2086..PS-15 2110		31	31 Voice pitch
0	2088..PS-15 2110		35	35 Voice quality
0	2080..PS-15 2110		36	36 Voice summary score
14	2091..PS-15 2110		38	38 Articulation, final consonants
14	2090..PS-15 2110		37	37 Articulation, initial consonants
14	2042..PS-15 2110		39	39 Articulation, words and aliterations
15	5014....VAR		1121	1121 Articulation - summary score
15	2043..PS-15 2110		40	40 Articulation, summary score
19	3001..PS-15 2110		48	48 Intelligibility of speech, articulation, summary evaluation
19	2046..PS-15 2110		41	41 Intelligibility of speech, articulation, summary evaluation, degree
19	2047..PS-15 2110		44	44 Intelligibility of speech, loudness, summary evaluation
19	3002..PS-15 2110		49	49 Intelligibility of speech, other, summary evaluation
19	2048..PS-15 2110		45	45 Intelligibility of speech, pitch, summary evaluation
19	2096..PS-15 2110		46	46 Intelligibility of speech, quality, summary evaluation
19	2095..PS-15 2110		41	41 Intelligibility of speech, rate, summary evaluation
19	3003..PS-15 2110		47	47 Intelligibility of speech, rhythm, summary evaluation
19	3004..PS-15 2110		47	47 Intelligibility of speech, stress, summary evaluation
24	3005..PS-15 2110		50	50 Intelligibility of speech, summary score
24	3006..PS-15 2110		51	51 Fluency, signal distress
24	3005..PS-15 2110		51	51 Fluency, summary
24	3005..PS-15 2110		52	52 Fluency, locus alternation

FORM ITEM NUMBER LINKED TO DATA ITEMS ON PS-10, ADDITIONAL OBSERVATIONS

ITEM NO FORM	DATA ITEM ID	CASH NUM	FROM TO	DATA ITEM NAME
10	1000..PS-10	2110	56	56 Anosities, physical, ears, observed by examiner
10	1010..PS-10	2110	57	57 Anosities, physical, eyes, observed by examiner
10	1020..PS-10	2110	58	58 Anosities, physical, face, observed by examiner
10	1012..PS-10	2110	59	59 Anosities, physical, hands/arms, observed by examiner
10	1007..PS-10	2110	54	54 Anosities, physical, head, observed by examiner
10	1011..PS-10	2110	60	60 Anosities, physical, legs, observed by examiner
10	1014..PS-10	2110	61	61 Anosities, physical, mouth, observed by examiner
10	1015..PS-10	2110	62	62 behavior unusual; observation, 1st type
10	1016..PS-10	2110	63	63 behavior unusual; observation, 2nd type
10	1017..PS-10	2110	64	64 behavior unusual; observation, 3rd type
10	1018..PS-10	2110	65	65 behavior unusual; observation, 4th type
10	1019..PS-10	2110	66	66 behavior unusual; observation, total number

Form Item Numbers Linked to Data Items on PS-17, Final Summary of Test Performance

ITEM NUM FORM	DATA ITEM ID	CARD NUM	FROM	TO	DATA ITEM NAME
4	2085..PS-17	2110	37	12	LANGUAGE RECEPTION, SUMMARY, FINAL
4	2026..PS-17	1110	37	12	LANGUAGE RECEPTION, SUMMARY, FINAL
4	2010..PS-17	1110	14	15	AGE
4	2069..PS-17	2110	15	15	AGE
4	5026.....VAR		1113	1113	AGE
5	2011..PS-17	1110	16	16	SEX
5	2070..PS-17	2110	16	16	SEX
6	2012..PS-17	1110	17	17	WACP
6	2071..PS-17	2110	17	17	WACP
7	2072..PS-17	2110	18	19	FRANLET
7	2013..PS-17	1110	19	19	FRANLET
8	2014..PS-17	2110	20	20	LANGUAGE RECEPTION, SUMMARY, FINAL
8	5027.....VAR		20	20	LANGUAGE RECEPTION, SUMMARY, FINAL
9	5028.....VAR		1114	1114	LANGUAGE RECEPTION, SUMMARY, FINAL
10	2015..PS-17	1110	1115	1115	LANGUAGE RECEPTION, SUMMARY, FINAL
10	5029.....VAR		1115	1115	LANGUAGE RECEPTION, SUMMARY, FINAL
11	2016..PS-17	1110	21	21	LANGUAGE EXPRESSION, SUMMARY, FINAL
12	2076..PS-17	2110	21	21	LANGUAGE EXPRESSION, SUMMARY, FINAL
12	2017..PS-17	1110	1116	1116	HEATING, SUMMARY, FINAL
12	5030.....VAR		22	22	HEATING, SUMMARY, FINAL
13	5011.....VAR		23	23	SPEECH MECHANISM, SUMMARY, FINAL
13	2019..PS-17	1110	23	23	SPEECH MECHANISM, SUMMARY, FINAL
13	2077..PS-17	2110	23	23	SPEECH MECHANISM, SUMMARY, FINAL
14	2078..PS-17	2110	1117	1117	SPEECH MECHANISM, SUMMARY, FINAL
14	2019..PS-17	1110	1118	1118	SPEECH MECHANISM, SUMMARY, FINAL
14	5032.....VAR		24	24	SPEECH PRODUCTION, SUMMARY, FINAL
15	2079..PS-17	2110	24	24	SPEECH PRODUCTION, SUMMARY, FINAL
15	2020..PS-17	1110	25	25	SPEECH PRODUCTION, SUMMARY, FINAL
15	2081..PS-17	2110	25	25	SPEECH PRODUCTION, SUMMARY, FINAL
15	2021..PS-17	1110	25	25	GLOBAL SCORING, SUMMARY, FINAL
15	2080..PS-17	2110	1119	1119	GLOBAL SCORING, SUMMARY, FINAL
15	2082..PS-17	2110	26	26	AUDITORY MEMORY, 2 ALIIT, SUMMARY, FINAL
15	2023..PS-17	1110	26	26	AUDITORY MEMORY, 2 ALIIT, SUMMARY, FINAL
15	2083..PS-17	2110	28	28	AUDITORY MEMORY, 2 SYLLABLES, SUMMARY, FINAL
15	2024..PS-17	1110	28	28	AUDITORY MEMORY, 2 SYLLABLES, SUMMARY, FINAL
15	2084..PS-17	2110	27	27	AUDITORY MEMORY, 3 ALIIT, SUMMARY, FINAL
15	2025..PS-17	1110	27	27	AUDITORY MEMORY, 3 ALIIT, SUMMARY, FINAL
16	2085..PS-17	2110	29	29	AUDITORY MEMORY, 3 SYLLABLE, SUMMARY, FINAL
16	2026..PS-17	1110	29	29	AUDITORY MEMORY, 3 SYLLABLE, SUMMARY, FINAL
16	5033.....VAR		30	30	ADEQUACY OF EXAM
17	2086..PS-17	2110	1120	1120	ADEQUACY OF EXAM
17	2025..PS-17	1110	31	31	Referral
17	5022.....VAR		1109	1109	Referral for further SLM examination



1.0



1.1



1.25



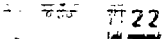
1.4



1.6



1.8



2.0



2.2



2.5

RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A
10X
1.0 1.1 1.25 1.4 1.6 1.8 2.0 2.2 2.5

CONTINUED ON NEXT FICHE



THE NATIONAL ARCHIVES OF THE UNITED STATES

LITTERA
SCRIPTA
MANET

★ 1934 ★

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

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

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

DEFINITION OF CODES (Continued)

FORM PS-10-1
REV 10
Card 1110

FIELD

CARD
COLUMN

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

18-19

FINAL SUMMARY OF TEST PERFORMANCE

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

DEFINITION OF CODES (Continued)

FORM PS-10-11
REV. 11
JAN. 1960

<u>FIELD</u>		<u>CARD COLUMN</u>
17.	<u>Auditory Memory - 2 Syllables</u> PS-17, Item 15 Code: Same as in Field 15	28
18.	<u>Auditory Memory - 3 Syllables</u> PS-17, Item 15 Code: Same as in Field 15	29
19.	<u>Adequacy</u> PS-17, Item 15 Code: 0 - Adequate 1 - Inadequate 9 - Unknown	30
20.	<u>Referral</u> PS-17, Item 17 Code: 0 - No referral indicated 1 - Referred for further professional examination 9 - Unknown	31
21.	<u>Language Used</u> Code: 0 - English 1 - Spanish 2 - Combination of codes 0 and 1 9 - Not tested in English or Spanish	32
LANGUAGE RECEPTION		
22.	<u>Verbal Comprehension: Identification of Familiar Objects</u> PS-10, Item 3 (1) Code: 0 - Fail 1 - Pass 9 - Unknown or not administered	33
23.	<u>Verbal Comprehension: Understanding Action Words</u> PS-10, Item 3 (2) Code: Same as in Field 22	34

DEFINITION OF CODES (Continued)

FORM PS-10-14 as
 17
 Date 11/80

<u>ITEM</u>		<u>FORM</u> <u>COLUMN</u>
24.	<u>Verbal Comprehension: Understanding Spaced Relationships</u> PS-10, Item 9 (3) Code: Same as in Field 22	35
25.	<u>Non-Verbal Comprehension: Word and Picture Identification</u> PS-10, Item 13 (1) Code: 0 - Failed 1 - Pass 3 - Item not administered, previous item(s) passed 9 - Not administered	36
26.	<u>Non-Verbal Comprehension: Word and Object Identification</u> PS-10, Item 14 (2) Code: Same as in Field 25	37
27.	<u>Non-Verbal Comprehension: Picture and Object Identification</u> PS-10, Item 14 (3) Code: Same as in Field 25	38
28.	<u>Non-Verbal Comprehension: Matching Object to Picture</u> PS-10, Item 15 (4) Code: Same as in Field 25	39
LANGUAGE EXPRESSION		
29.	<u>Verbal Expression: Naming Objects</u> PS-11, Item 9 (1) Code: 0 - Failed 1 - Pass 9 - Unknown	40
30.	<u>Verbal Expression: Sentence Length</u> PS-11, Item 9 (2) Code: Same as in Field 29	41
31.	<u>Verbal Expression: Sentence Structure</u> PS-11, Item 9 (3) Code: Same as in Field 29	42
32.	<u>Verbal Expression: Relevance</u> PS-11, Item 9 (4) Code: Same as in Field 29	43

DEFINITION OF SCORES (Continued)

FORM PS-10-11 am
17
Case 1110

FIELD

CAED
COMMENT

33. Verbal Expression: Word Order 14
PS-11, Item 9 (2)
Code: Same as in Field 29
34. Verbal Expression: Use of Prepositions 15
PS-11, Item 9 (3)
Code: Same as in Field 29
35. Verbal Expression: Summary Item Score 16
PS-11, Item 9 (2)
Code: Same as in Field 29
36. Non-Verbal Expression: Identification of Pictures 17
Through Pantomime
PS-11, Item 11 (1)
Code: 0 - Fail
1 - Pass (mixed)
2 - Pass (pantomime)
9 - Item not administered, previous
item(s) passed
9 - Not administered
37. Non-Verbal Expression: Identification of Objects 18
Through Pantomime
PS-11, Item 12 (2)
Code: Same as in Field 36

AUDITORY MEMORY

38. Recall: 2 Digits 19
PS-12, Item 9 (1)
Code: 0 - Fail
1 - Pass
2 - No response
9 - Not administered
39. Recall: 3 Digits 20
PS-12, Item 9 (2)
Code: Same as in Field 38
40. Recall: 2 Variables 21
PS-12, Item 13 (1)
Code: Same as in Field 38

DEFINITION OF CODES (Continued)

FORM PS-10-11
REV 17
OCT 1980

<u>FIELD</u>	<u>CODE</u>	<u>CONTENT</u>
31. <u>Retell: 3 Syllables</u> PS-12, Item 15 (3) Code: Same as in Field 28	32	
READING TEST - SPONSORED WORD TEST		
32. <u>Verbal: Meter Setting RI-List I</u> PS-13, Item 9 (1) Code: 0 - Fail 1 - Pass 9 - Test not administered	33	
33. <u>Verbal: Meter Setting RI-List II</u> PS-13, Item 9 (2) Code: 0 - Fail 1 - Pass 7 - Item not administered, previous item(s) called 8 - Item not administered, previous item(s) passed 9 - Test not administered	34	
34. <u>Verbal: Meter Setting IO-List III</u> PS-13, Item 9 (3) Code: Same as in Field 43	35	
35. <u>Verbal: Meter Setting IO-List IV</u> PS-13, Item 9 (4) Code: Same as in Field 43	36	
36. <u>Non-Verbal: Meter Setting RI-List V</u> PS-13, Item 9 (5) Code: Same as in Field 43	37	
37. <u>Non-Verbal: Meter Setting RI-List VI</u> PS-13, Item 9 (6) Code: Same as in Field 43	38	
38. <u>Non-Verbal: Meter Setting IO-List VII</u> PS-13, Item 9 (7) Code: Same as in Field 43	39	

FIELD

CAID
SCORES

49. Non-Verbal: Motor Section Co-List: TIME 60
 PS-13, Item 9 (3)
 Code: Same as in Field 43
50. Summary Total Score 61
 PS-13, Item 10
 Code: 0 - Fail
 1 - Pass
 9 - Not administered, unknown

HEARING TEST - PURE TONE SCREEN

51. Summary Score: Right Ear 62
 PS-13, Item 11
 Code: 0 - Fail
 1 - Pass
 9 - Test not administered
52. Summary Score: Left Ear 63
 PS-13, Item 12
 Code: Same as in Field 51

SPERM MOTORISM

53. Miss: Retraction 64
 PS-14, Item 9 (1A)
 Code: 1 - Pass
 2 - Pass with grince
 3 - Pass with tremor
 4 - Deviates to left
 5 - Deviates to right
 6 - Does not succeed in retracting
 8 - Other
 9 - Not examined
54. Miss: Protrusion 65
 PS-14, Item 9 (1B)
 Code: 1 - Pass
 2 - Pass with grince
 3 - Pass with tremor
 4 - Deviates to left
 5 - Deviates to right
 6 - Does not succeed in protruding
 8 - Other
 9 - Not examined

DEFINITION OF CODES (Continued)

FORM PS 10-17
 Nov 1947

FIELD

CARD
COLUMN

- | | | |
|-----|---|----|
| 55. | <p><u>Source: Mid-Line Protrusion</u>
 <u>PS-15, Item 9 (2A)</u>
 Code: 1 - Pass
 2 - Pass with Head movement
 3 - Pass with Tremor
 4 - Deviates to Left
 5 - Deviates to Right
 6 - Does not succeed in Protruding
 7 - Other
 9 - Not examined</p> | 66 |
| 56. | <p><u>Source: Lateral Protrusion</u>
 <u>PS-15, Item 9 (2B)</u>
 Code: 1 - Pass
 2 - Pass with Grimace
 3 - Pass with Tremor
 4 - Head moves to same side
 5 - Inaudible moves with Tongue
 6 - Does not succeed in Lateral Protrusion
 7 - Other
 9 - Not Examined</p> | 67 |
| 57. | <p><u>Source: Elevation</u>
 <u>PS-15, Item 9 (2C)</u>
 Code: 1 - Pass
 2 - Pass with Head Movement
 3 - Pass with Tremor
 4 - Does not succeed in Elevation
 5 - Other
 9 - Not Examined</p> | 68 |
| 58. | <p><u>Source: Elevation</u>
 <u>PS-15, Item 9 (2D)</u>
 Code: 1 - Pass
 2 - Limited Mobility
 3 - Asymmetrical Elevation
 4 - Cleft, Repaired or Unrepaired
 5 - Limited Motility and Cleft, Repaired or unrepaired
 6 - Asymmetrical Elevation and Cleft, repaired or unrepaired
 7 - Limited Motility and Asymmetrical Elevation
 8 - Other
 9 - Not Examined</p> | 69 |

DEFINITION OF CODES (Continued)

FORM FS 10-17
DATE 11-11-48

FIELD

CARD
COLUMN

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

70

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

71

DEFINITION OF CODES (Continued)

FORM PS-10-17
 DATE 11-12

FIELD

CARD
COLUMN

1. Card Number
 Code: 1

1

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

2-32

VOICE PRODUCTION

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

33

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

34

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

35

6. Voice: Summary Score
 PS-17, Item 7
 Code: 0 - Normal
 1 - Suspect
 2 - Abnormal
 3 - Examination not administered

36

DEFINITION OF CODES (Continued)

FORM PS-10-17
 (Rev. 11-50)

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

DEFINITION OF CODES (Continued)

FORM PS 10-1
REV. 11-51

FIELD

CRSD
SCORES

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

FIELDCARD
COLUMNS

23. Agency: Summary
Form 25
Note: Same as in Field 20 53
- ADDITIONAL OBSERVATIONS
24. Observable Physical Anomalies: Head
PS-12, Form 26 (1) 54
Code: 0 - None
1 - Excessively Small
2 - Excessively Large
3 - Peculiar Shape
4 - Combination of codes 1 and 2
5 - Combination of codes 1 and 3
6 - Other
9 - Not observed, unknown
25. Observable Physical Anomalies: Face
PS-12, Form 26 (2) 55
Code: 0 - None
1 - Asymmetry
2 - Mask-like
3 - Grinaces
4 - Tics
5 - Other
9 - Not observed, unknown
26. Observable Physical Anomalies: Ears
PS-12, Form 26 (3) 56
Code: 0 - None
1 - Atresia
2 - Other
9 - Not observed, unknown
27. Observable Physical Anomalies: Eyes
PS-12, Form 26 (4) 57
Code: 0 - None
1 - Strabismus
2 - Nystagmus
3 - Combination of codes 1 and 2
4 - Combination of codes 1 and 3
5 - Combination of codes 2 and 3
6 - Other
9 - Not observed, unknown

DEFINITION OF CODES (Continued)

FORM PS-15-17
 Card 2110

FIELD

CARD
COLUMN

28. Observable Physical Anomalies: Mouth
 PS-15, Item 10 (5) 58
 Code: 0 - None
 1 - Cleft Lip
 2 - Drooling
 3 - Mouth breather
 4 - Combination of codes 2 and 3
 8 - Other
 9 - Not observed or unknown
29. Observable Physical Anomalies: Hands and Arms
 PS-15, Item 10 (6) 59
 Code: 0 - None
 1 - Impaired function
 8 - Other
 9 - Not observed or unknown
30. Observable Physical Anomalies: Legs
 PS-15, Item 10 (7) 60
 Code: Same as in Field 29
31. Unusual Behavior Observed During Test Period
 PS-15, Item 17 61-69
 Nine-digit code for:
 First Type (cols. 61-62)
 Second Type (cols. 63-64)
 Third Type (cols. 65-66)
 Fourth Type (cols. 67-68)
 Code for each two columns:
 00 - None
 01 - Purposeless hand motions
 02 - Unusual posturing
 03 - Excessive crying
 04 - Excessive laughing
 05 - Hyperactivity
 06 - Hypoactivity
 07 - Withdrawn
 08 - Perseveration
 09 - Echolalia
 10 - Spontaneous communication, imitating or lacking
 11 - Other
 19 - Unknown
Total Number of Types (col. 69)
 Code: 0 - None
 1 - As given
 2 - 3 or more
 9 - Unknown

3-YEAR SPEECH, LANGUAGE AND HEARING EXAMINERS

All Institutions

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

EXAMINERS (cont.)

- | | |
|------------------------------|------------------------|
| 55 - <u>New York Medical</u> | 92 - <u>Tennessee</u> |
| 00 - Pinkernell | 00 - Boone |
| 01 - Urban | 01 - McGray |
| 02 - Pughs | 02 - Thompson |
| 03 - Howells | 03 - Sewell |
| 04 - Smister | 04 - McGray & Thompson |
| 05 - Weiner | 05 - Durand |
| 06 - Young | 06 - Lindsay |
| 07 - Jedlicka | 07 - Baskin |
| 60 - <u>Oregon</u> | 08 - Southhall |
| 00 - Fay | 09 - Dunlap |
| 01 - Nelson | |
| 02 - Ventura | |
| 03 - Murray | |
| 04 - Haji | |
| 05 - Caney | |
| 06 - Meek | |
| 66 - <u>Pennsylvania</u> | |
| 00 - DiPuis | |
| 01 - Wesley | |
| 02 - Wang | |
| 03 - Tengara | |
| 04 - Gaskins | |
| 05 - Marlov | |
| 06 - Spickard | |
| 07 - Madley | |
| 08 - Winchester | |
| 09 - Silver | |
| 10 - Goldsmith | |
| 11 - Smerling | |
| 12 - Brodkey | |
| 71 - <u>Providence</u> | |
| 00 - Hagan | |
| 01 - Sobola | |
| 02 - Dahill | |
| 03 - Baumstark | |
| 04 - Finck | |
| 05 - Villa | |
| 06 - Jimmegan | |
| 07 - Kishimoto | |
| 08 - Hallett | |
| 09 - Lang | |
| 10 - Syne | |
| 11 - Sawyer | |
| 12 - Silverman | |
| 13 - Ginner | |
| 14 - Fortney | |

LANGUAGE AND HEARING EXAMINATION
FORM PS 10-17

1		15		9		14		19		24		10		15		BLANK											
NAME		PS-17		PS-16		PS-16		PS-16		PS-16		PS-16		PS-16		BLANK											
CAMP #		EXAMINER		AUDITORY MEMORY		VOICE INTONATION		INTELLIGIBILITY OF SPEECH		FLUENCY		OBSERVABLE PHYSICAL ABNORMALITIES		TYPE OF UNUSUAL BEHAVIOR OBSERVED		BLANK											
2110		H.S. #		RECEIVED		SPEECH		COMPREHENSION		REPEATED		SPEECH		SPEECH		BLANK											
1		1		1		1		1		1		1		1		BLANK											
2		2		2		2		2		2		2		2		BLANK											
3		3		3		3		3		3		3		3		BLANK											
4		4		4		4		4		4		4		4		BLANK											
5		5		5		5		5		5		5		5		BLANK											
6		6		6		6		6		6		6		6		BLANK											
7		7		7		7		7		7		7		7		BLANK											
8		8		8		8		8		8		8		8		BLANK											
9		9		9		9		9		9		9		9		BLANK											

* Item numbers refer to form dated: Rev. 4/64

MANUAL FOR ADMINISTRATION OF THE SPEECH, LANGUAGE AND HEARING EXAMINATION

I. General Instructions

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

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

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

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

Although the recommended sequence for administration of the examination will be

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

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

D. Guidelines to Employ in Testing Preschool Children:

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

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Manual for Administration of the Speech, Language and Hearing Examination

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

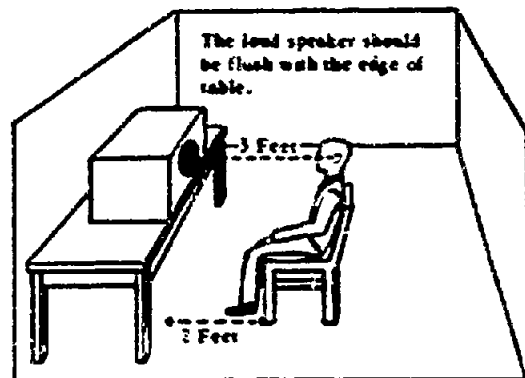
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3. The ambient noise level within the room used for testing hearing should not exceed 40 db. on an ASA accepted sound level meter using the "B" scale.
4. If a sound-conditioned room is not available, the following suggestions for room selection and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

B. Furniture Selection and Placement:

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



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

III. Specific Instructions for Hearing Tests

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

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

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

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

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

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

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

D. Description of Materials Recorded on Tape:

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

a. List I (Meter setting Hi)

cowboy
baseball
hot dog

b. List II (Meter setting Hi)

doorbell
flashlight
goldfish
lipstick
football
sidewalk
toothpaste
oatmeal
cupcake
bathrob

c. List III (Meter setting Lo)

mailman
saw
ice cream
aircut
toothbrush
outside
sailboat
airplane
birthday

d. List IV (Meter setting Lo)

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

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

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a. List V (Meter setting H)

cowboy
baseball
hot dog

b. List VI (Meter setting H)

bathub
ice cream
seesaw
redbird
hairbrush
ice cream
redbird
hairbrush
seesaw
bathub

c. List VII (Meter setting L)

mailman
bluebird
toothbrush
sailboat
airplane
sailboat
airplane
mailman
toothbrush
bluebird

d. List VIII (Meter setting L)

popgun
goldfish
necktie
flashlight
teaspoon
teaspoon
goldfish
popgun
flashlight
necktie

IV. Miscellaneous Instructions

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

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

B. Summary of Test Performance and Additional Observations:

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

C. Summary of Areas and Subareas: Procedures for

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

D. Comments Section: A comments section pertinent to each item has been included on the

scoring record to enable the examiner to record any unusual occurrences, behavior, or actions of the child that he (the examiner) considers indicative of a possible disorder or pathological entity. The examiner should take such comments into account when filling out the summary scoring sheet at the end of the scoring record.

E. Age of Children For Testing:

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

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

Suspect: Two or more suspect scores in the five major areas.
An abnormal score in any of the five major areas and any combination of suspect and normal in the remaining four major areas.

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

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

Normal: Five major areas scored as normal.

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

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

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

AREA: Language Reception (PS-10)

SUBAREA: Verbal Comprehension

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

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

Scoring: Scoring requirements are described for each item respectively.

Item 1: Identification of Familiar Objects

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

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

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

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

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

Item 2: Understanding Action Words

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

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

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

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

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

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

Item 3: Understanding Words Indicating Space Relationships and Direction

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

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

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

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

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

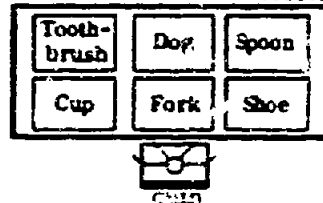
1. Selects *incorrect object* and carries out *inappropriate action*.
2. Selects *incorrect object* and carries out *appropriate action*.
3. Selects *correct object* and carries out *inappropriate action*.

SUBAREA: Alternate Comprehension

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

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

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



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Item 1: Word and Picture Identification

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

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

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

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

Item 2: Word and Object Identification

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

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

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

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

Item 3: Pantomime and Object Identification

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

Materials: Toothbrush, spoon and cup.

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

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

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Item 4: Matching Object to Picture

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

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

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

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

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

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

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

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

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

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

AREA: Language Expression (PS-11)

SUBAREA: Verbal Expression

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

Item 1: Naming Objects

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

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

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

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

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Item 1: Naming Objects (Continued)

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

Item 2: Use of Phrases or Sentences

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

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

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

Picture: "WHAT IS HAPPENING IN THE PICTURE?"

Question: "HOW DID YOU COME HERE TODAY?"

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

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

Fail: Anything below the requirement for pass.

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

Definitions:

1. Sentence or Phrase Length

Pass: Four words or more

Fail: Three words or less

2. Sentence Structure

Pass: Subject and predicate used correctly most of the time

Fail: Subject and predicate used incorrectly most of the time

3. Relevance

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

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

4. Word Order

Pass: Correct grammatical sequence most of the time

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

5. Pronouns

Pass: Uses pronouns correctly most of the time

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

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SUBAREA: Alternate Expression (Single-Word and Pantomime)

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

Materials Required for All Items: Fer-Will Object Kit

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

Item 1: Identification of Pictures Through Pantomime

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

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

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

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

Item 2: Identification of Objects through Pantomime

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

Materials: Toothbrush, cup and shoe.

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

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Item 2: Identification of Objects Through Pantomime (Continued)

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

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

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

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

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

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

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

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

AREA: Hearing Tests (PS-13)

SUBAREA: Spondaic Word Test

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

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

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

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

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

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

Scoring:

Definition of Pass

List I, correct repetition of all three words

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

LIST V, correct pointing to all three pictures

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

Definition of Fail

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

Summary Score for the Spontaneous Word Test Subarea:

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

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

EXPLANATION OF THE CHART OF TEST SEQUENCES - SPONTANEOUS WORD EXAM

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

CHILD PASSES LIST I

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

CHILD ATTEMPTS LIST I AND FAILS

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

CHILD DOES NOT ATTEMPT LIST I AND FAILS

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

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CHART OF TEST SEQUENCES — SPONDAIC WORD EXAM

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

SUBAREA: Pure Tone Screening

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

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

Procedure:

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

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SUBAREA: Pure Tone Screening Test - (Continued)

b. Test Period:

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

Right Ear: 2000, 1000, 500

Left Ear: 500, 1000, 2000

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

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

Summary Score for Pure Tone Screening Test Subarea:

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

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

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

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

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

Normal:

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

Suspect:

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

Abnormal:

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

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

AREA: Speech Mechanism (PS-14)

SUBAREA: Examination of the Speech Mechanism

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

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

Item 1: Examination of the Lips

A. Retraction

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

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

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

B. Protrusion

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

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

Item 2: Examination of the Tongue

A. Mid-Line Protrusion

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

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

B. Lateral Protrusion

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

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

C. Elevation

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

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

Item 3: Examination of the Soft Palate

A. Elevation

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

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

Item 4: Diadochokinesis

A. Lips

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

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

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Item 4: Diadochokinesis — (Continued)

B. Tongue

Procedure: Demonstrate by repeating "tuh" for one second at the rate of 6 to 7 "tuhs" per second. Provide two or three demonstrations if necessary.

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

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

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

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

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

AREA: Speech Production (PS-15)

SUBAREA: Voice

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

Materials: None

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

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

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

SUBAREA: Articulation

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

Materials: Wordlist.

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

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SUBAREA: Articulation - (Continued)

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

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

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

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

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

SUBAREA: Intelligibility of Speech

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

Materials: Checklist with associated definitions.

Procedure: Observation.

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SUBAREA: Intelligibility of Speech — (Continued)

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

How well can you understand this child:

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

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

Impairments in:

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

SUBAREA: Fluency of Speech Production

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

Materials: Checklist.

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

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

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

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SUBAREA: Fluency -- (Continued)

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

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

Normal:

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

Suspect:

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

Abnormal:

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

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

SUBAREA: Recall of Digits

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

Item 1: Two-Digit Series

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

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

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

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

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

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

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

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Item 2: Three-Digit Series

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

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

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

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

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

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

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

SUBAREA: Recall of Nonsense Syllables

Item 1: Two-Syllable Series

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

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

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

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

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

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

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Item 2: Three-Syllable Series

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

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

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

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

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

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

April 1964

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

PATIENT IDENTIFICATION

*Completed by
2/19/64*

1. NAME OF CHILD _____

2. DATE OF BIRTH & AGE & SEX & RACE

MO.	DAY	YEAR	AGE	SEX	RACE

3. EXAMINED BY _____

4. DATE OF EXAM

MO.	DAY	YEAR

V. VERBAL COMPREHENSION **1B. COMMENTS**

1. IDENTIFICATION OF FAMILIAR OBJECTS

OBJECT	Pass	Fail
CAR	---	---
BOX	---	---
PLAN	---	---
MAN	---	---

SUMMARY ITEM SCORE (PASS = 4 CORRECT RESPONSES)

Pass	Fail
---	---
4	0

2. UNDERSTANDING ACTION WORDS

ACTION WORD	Pass	Fail
WALK WARD	---	---
PICK UP MAN	---	---
MAN JUMP	---	---
PUSH CAR	---	---
THROW BOX	---	---
SAVE PLAN	---	---

SUMMARY ITEM SCORE (PASS = 6 CORRECT RESPONSES)

Pass	Fail
---	---
6	0

3. UNDERSTANDING SPACE RELATIONSHIPS

OBJECT AND RELATIONSHIP	Pass	Fail
CAT IN BOX	---	---
CAT ON TABLE	---	---
CAT UNDER TABLE	---	---
PUSH TRUCK BACKWARDS	---	---
CUP UPSIDE DOWN	---	---

SUMMARY ITEM SCORE (PASS = 5 CORRECT RESPONSES)

Pass	Fail
---	---
5	0

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

*Supplemental
2/12/84*

12. EXAMINED BY

13. DATE OF EXAM
MO. DAY YEAR

14. NONVERBAL COMPREHENSION

15. COMMENTS

1. WORD AND PICTURE IDENTIFICATION

Picture	Pass	Fail
CUP	==	==
POCK	==	==
SHOE	==	==
SPOON	==	==
DOG	==	==
*OTHER USE	==	==

SUMMARY ITEM SCORE (PASS = 3 CORRECT RESPONSES)

Pass	Fail
==	==
==	==

DO NOT ADMINISTER REMAINING ITEMS IF CHILD PASSES ITEM 1

2. WORD AND OBJECT IDENTIFICATION

Object	Pass	Fail
Cup	==	==
POCK	==	==
SHOE	==	==
SPOON	==	==
DOG	==	==
*OTHER USE	==	==

SUMMARY ITEM SCORE (PASS = 3 CORRECT RESPONSES)

Pass	Fail
==	==
==	==

DO NOT ADMINISTER REMAINING ITEMS IF CHILD PASSES ITEM 2

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

18. PATIENT IDENTIFICATION

Handwritten notes:
1-2-67

17. EXAMINED BY

18. DATE OF EXAM
MO. - DAY YEAR

19. NONVERBAL COMPREHENSION (continued)

19. COMMENTS

A. PANTOMIME AND OBJECT IDENTIFICATION

Obj. & Pnt. Pass Fail

CUP	==	==
TOOTH BRUSH	==	==
SPoon	==	==

SUMMARY ITEM SCORE (PASS = CORRECT RESPONSE)

Pass	Fail
==	==
==	==

DO NOT ADMINISTER ITEMS IF CHILD PASSES ITEMS

B. MATCHING OBJECT TO PICTURE

Object and Picture

Pass Fail

SPoon	==	==
CUP	==	==
FOUR	==	==
SPoon	==	==
ONE	==	==
TOOTH BRUSH	==	==

SUMMARY ITEM SCORE (PASS = CORRECT RESPONSE)

Pass	Fail
==	==
==	==

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

NAME OF CHILD

DATE OF BIRTH: MO. DAY YEAR SEX: M F RACE: W C O

EXAMINED BY: NO. DAY YEAR DATE OF EXAM. NO. DAY YEAR

*Supervised by
Dr. 4-69*

I. VERBAL EXPRESSION

19. COMMENTS

1. NAMING OBJECTS

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

SUMMARY (YES SCORE PASS + 4 CORRECT RESPONSES)

Pass	Fail
—	—
4	0

2. ELICITED RESPONSES TO QUESTIONS

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

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

SUMMARY (YES SCORE SEE MANUAL FOR DEFINITIONS)

Pass	Fail
—	—
—	0

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

*Impaired by
No 7-84*

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

14. NONVERBAL EXPRESSION (ALTERNATE TEST ITEMS)

15. COMMENTS

1. IDENTIFICATION OF PICTURES THROUGH RANDOMS

Picture	Pass		Fail
	1	2	
TOOTHBRUSH	==	==	==
CUP	==	==	==
SHOE	==	==	==

SUMMARY ITEM SCORE (PASS = 1 CORRECT RESPONSE)

Pass	Fail	
	1	2
==	==	==
==	==	==

DO NOT ADMINISTER ITEM 2 IF CHILD PASSES ITEM 1

2. IDENTIFICATION OF OBJECTS THROUGH RANDOMS

Objects	Pass		Fail
	1	2	
TOOTHBRUSH	==	==	==
CUP	==	==	==
SHOE	==	==	==

SUMMARY ITEM SCORE (PASS = 1 CORRECT RESPONSE)

Pass	Fail	
	1	2
==	==	==
==	==	==

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

*Revised by
10-1-69*

NAME OF CHILD _____

DATE OF BIRTH: AGE _____ SEX: MALE FEMALE OTHER _____

EXAMINED BY: _____ DATE OF EXAM: _____

9. RECALL OF DIGITS

1. TWO-DIGIT SERIES

2-Digit Series	Verbal Response	Pass	Fail
4.2	_____	___	___
7.8	_____	___	___
9.1	_____	___	___
1.0	_____	___	___
SUMMARY ITEM SCORE (PASS = CORRECT RESPONSE)		Pass	Fail
		___	___

2. THREE-DIGIT SERIES

3-Digit Series	Verbal Response	Pass	Fail
1.0.2	_____	___	___
0.2.1	_____	___	___
0.2.0	_____	___	___
1.0.1	_____	___	___
SUMMARY ITEM SCORE (PASS = CORRECT RESPONSE)		Pass	Fail
		___	___

10. COMMENTS

10. RECALL OF NONSENSE SYLLABLES

1. TWO-SYLLABLE SERIES

2-Syllable Series	Verbal Response	Pass	Fail
POO. GAW	_____	___	___
DEE. GCO	_____	___	___
WOW. GAW	_____	___	___
PAW. UO*	_____	___	___
SUMMARY ITEM SCORE (PASS = CORRECT RESPONSE)		Pass	Fail
		___	___

2. THREE-SYLLABLE SERIES

3-Syllable Series	Verbal Response	Pass	Fail
PAW. GCO. DEE	_____	___	___
WOW. GAW. GCO	_____	___	___
PAW. GCO. UO*	_____	___	___
DEE. GAW. PA*	_____	___	___
SUMMARY ITEM SCORE (PASS = CORRECT RESPONSE)		Pass	Fail
		___	___

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

1. NAME OF CHILD _____

2. DATE OF BIRTH: MO. DAY YEAR _____ SEX: MALE FEMALE _____ RACE: _____

3. EXAMINED BY: _____ DATE OF EXAM: MO. DAY YEAR _____

*Supervised by
Dr 4-64*

1. SPONTANEOUS WORD TEST (VERBAL)

11. COMMENTS

1. METER SETTING: LIST 1 (U. AMBIENT NOISE LEVEL _____ dB)

	Pass	Fail
COWBOY	---	---
WHEELS	---	---
HOT COB	---	---

SUMMARY SCORE: PASS ALL 3 WORDS REPEATED CORRECTLY

Pass	Fail
---	---

2. METER SETTING: LIST 2

	Pass	Fail
COWBOY	---	---
CASHMERE	---	---
SOLDIER	---	---
LIPSTICK	---	---
FOOTBALL	---	---
MURDER	---	---
WATERPASTE	---	---
CATHEDRAL	---	---
CUPCAKE	---	---
SHY-TO	---	---

SUMMARY SCORE: PASS ANY 5 CONSECUTIVE WORDS REPEATED CORRECTLY OR 3/3 WORDS REPEATED CORRECTLY

Pass	Fail
---	---

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

*Supervised by
2-7-64*

17. EXAMINED BY _____ 18. DATE OF EXAM
MO. DAY YEAR

9. SPONGAC WORD TEST (VERBAL CONTINUED)

13. COMMENTS

3. METER SETTING 40 (LIST III)

	Pass	Fail
	(A)	(B)
MAILMAN	==	==
BEAN	==	==
ICE CREAM	==	==
LIPSTICK	==	==
WINE	==	==
TOOTHBRUSH	==	==
OUTSIDE	==	==
RAILROAD	==	==
AIRPLANE	==	==
BIRTHDAY	==	==

SUMMARY SCORE (PASS ANY 5 CONSECUTIVE WORDS REPEATED CORRECTLY OR 7 OF 10 WORDS REPEATED CORRECTLY)

Pass	Fail
(A)	(B)
==	==
==	==

4. METER SETTING 50 (LIST IV)

	Pass	Fail
	(A)	(B)
PARCELS	==	==
ICEBERG	==	==
PANCAKE	==	==
PERCHED	==	==
BIRTHDAY	==	==
ICE CREAM	==	==
TOOTHBRUSH	==	==
BIRTHDAY	==	==
WATERLILY	==	==
STREET	==	==

SUMMARY SCORE (PASS ANY 5 CONSECUTIVE WORDS REPEATED CORRECTLY OR 7 OF 10 WORDS REPEATED CORRECTLY)

Pass	Fail
(A)	(B)
==	==
==	==

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

*Supplemental to
10-4-64*

17. EXAMINED BY _____

18. DATE OF EXAM
_____, 19__

19. SPONGIC WORD TEST (NONVERBAL)

19. AMBIENT NOISE LEVEL _____ dB

20. COMMENTS

8. METER SETTING NO. (LIST IT)

	Pass	Fail
COMBOY	---	---
BASBALL	---	---
HOT DOG	---	---

SUMMARY SCORE (PASS = ALL 3 WORDS REPEATED CORRECTLY)

Pass	Fail
---	---

8. METER SETTING NO. (LIST IT)

	Pass	Fail
BATHUB	---	---
ICE CREAM	---	---
SEEDS	---	---
RECORD	---	---
HAMBURGER	---	---
VAN CREAM	---	---
RECORD	---	---
HAMBURGER	---	---
SEEDS	---	---
BATHUB	---	---

SUMMARY SCORE (PASS = ANY 3 CONSECUTIVE WORDS REPEATED CORRECTLY OR 4 OF 10 WORDS REPEATED CORRECTLY)

Pass	Fail
---	---

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

*Revised by
10-4-64*

22. EXAMINED BY _____ 23. DATE OF EXAM
NO. DAY YEAR

9. SPONGIC WORD TEST (SUBAREA CONTINUED)

23. COMMENTS

7. METER SETTING 40 (LIST VII)

	Pass	Fail
	1	2
WAILMAN	---	---
BLUESMO	---	---
TOOTHBRUSH	---	---
RAILBOAT	---	---
AIRPLANE	---	---
RAILROAD	---	---
AIRPLANE	---	---
WAILMAN	---	---
TOOTHBRUSH	---	---
BLUESMO	---	---

SUMMARY SCORE (PASS + SET 5 CONSECUTIVE WORDS REPEATED CORRECTLY OR 10 WORDS REPEATED CORRECTLY)

Pass	Fail
1	2
---	---
---	---

8. METER SETTING 50 (LIST VII)

	Pass	Fail
	1	2
POPSLN	---	---
SELEVEN	---	---
NECKTIE	---	---
FLASHLIGHT	---	---
TEASPOON	---	---
TEASPOON	---	---
DOLPHIN	---	---
POPSLN	---	---
FLASHLIGHT	---	---
NECKTIE	---	---

SUMMARY SCORE (PASS + SET 5 CONSECUTIVE WORDS REPEATED CORRECTLY OR 10 WORDS REPEATED CORRECTLY)

Pass	Fail
1	2
---	---
---	---

14. SUMMARY TOTAL SCORE FOR SPONGIC WORD TEST SUBAREA

Pass	Fail
1	2
---	---
---	---

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

*Sample inserted by
25 4-84*

17. EXAMINED BY _____ 18. DATE OF EXAM _____
MO DAY YEAR

19. PURE TONE SCREENING TEST

20. COMMENTS

1. TRIAL ONE 20. AMBIENT NOISE LEVEL _____ dB

Sequence of Tones (at 20 db)	Ear	Pass	Fail
2000 CYCLES	RIGHT	---	---
1000 CYCLES	RIGHT	---	---
500 CYCLES	RIGHT	---	---
500 CYCLES	LEFT	---	---
1000 CYCLES	LEFT	---	---
2000 CYCLES	LEFT	---	---

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

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

20. AMBIENT NOISE LEVEL _____ dB

Sequence of Tones (at 20 db)	Ear	Pass	Fail
2000 CYCLES	RIGHT	---	---
1000 CYCLES	RIGHT	---	---
500 CYCLES	RIGHT	---	---
500 CYCLES	LEFT	---	---
1000 CYCLES	LEFT	---	---
2000 CYCLES	LEFT	---	---

22. SUMMARY TOTAL SCORE FOR PURE TONE SCREENING TEST SUBAREA

	Pass	Fail
RIGHT EAR	---	---
LEFT EAR	---	---

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

11. PATIENT IDENTIFICATION

3. NAME OF CHILD

7. DATE OF BIRTH OR AGE 3-12

MO. DAY YEAR

8. RACE

WHITE NEGRO OTHER

9. EXAMINED BY:

10. DATE OF EXAM
MO. DAY YEAR

*referred by
no. 4-84*

8. EXAMINATION OF THE SPEECH MECHANISM

10. COMMENTS

1. EXAMINATION OF THE LIPS

A. RETRACTION

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

B. PROTRUSION

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

2. EXAMINATION OF THE TONGUE

A. MID-LINE PROTRUSION

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

B. LATERAL PROTRUSION

- PASS
- PASS WITH SERVICE
- PASS WITH TREMOR
- HEAD MOVED TO SAME SIDE
- MANDIBLE MOVED WITH TREMOR
- DOES NOT SUCCEED IN LATERAL PROTRUSION
- OTHER DESCRIBE:

SPEECH, LANGUAGE AND HEARING EXAMINATION
SPEECH MECHANISM

*Amplified in
Nov 4-64*

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

9. EXAMINATION OF THE SPEECH MECHANISM (continued)

14. COMMENTS

2. EXAMINATION OF THE TONGUE (continued)

C. ELEVATION

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

3. EXAMINATION OF THE SOFT PALATE

A. ELEVATION

- PASS
- LIMITED MOBILITY
- ASYMMETRICAL ELEVATION
- CLEFT REPAIRED OR UNREPAIRED
- OTHER (Describe)

4. DIADYCHOMIES

A. LIPS

- PASS
- UNSTAINED
- OTHER

B. TONGUE

- PASS
- UNSTAINED
- OTHER (Describe)

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

PATIENT IDENTIFICATION

*Impaired articulation
Chr. 11-64*

EXAMINED BY _____ DATE OF EXAM. _____
NO. _____ YEAR _____

II. ARTICULATION

CODE—

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

Test Word	Initial	Final	Consonants Letters & Digraphs	Test Word	Initial	Final	Consonants Letters & Digraphs
1. <u>AVOICE</u>	AV	—	—	16. <u>WAGE</u>	W	—	AV
2. <u>WAGE</u>	W	—	AV	17. <u>ENT</u>	W	—	E
3. <u>BRACE</u>	P	—	—	18. <u>END</u>	J	—	—
4. <u>END</u>	T	—	Ji	19. <u>ONCE</u>	M	—	—
5. <u>END</u>	d	—	r	20. <u>ONCE</u>	—	—	—
6. <u>END</u>	b	—	S	21. <u>UMP</u>	—	—	—
7. <u>END</u>	d	—	S	22. <u>END</u>	—	—	—
8. <u>END</u>	g	—	M	23. <u>END</u>	—	—	—
9. <u>END</u>	f	—	i	24. <u>END</u>	—	—	—
10. <u>END</u>	G	—	A	25. <u>END</u>	—	—	—
11. <u>END</u>	S	—	a	26. <u>END</u>	—	—	—
12. <u>END</u>	S	—	P	27. <u>END</u>	—	—	—
13. <u>END</u>	V	—	2	28. <u>END</u>	—	—	—
14. <u>END</u>	X	—	S	29. <u>END</u>	—	—	—
15. <u>END</u>	Z	—	u	30. <u>END</u>	—	—	—
16. <u>END</u>	r	—	d	31. <u>END</u>	—	—	—
17. <u>END</u>	l	—	g	32. <u>END</u>	—	—	—

III. SUMMARY EVALUATION

	Normal	Suspect	Abnormal
CONSONANTS AND DIGRAPHS	—	—	—
INITIAL CONSONANTS	—	—	—
FINAL CONSONANTS	—	—	—
SUMMARY SCORE ALL TESTED SOUNDS	—	—	—

INSTRUCTIONS FOR SCORING CATEGORIES

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

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

3 PATIENT IDENTIFICATION

*Imperative by
11.3.95*

EXAMINED BY _____ DATE OF EXAM _____
MO. DAY YEAR

19. INTELLIGIBILITY OF SPEECH

21. COMMENTS

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

- 1. Description
- 2. NO DIFFICULTY IN UNDERSTANDING WHAT HE SAYS REGARDLESS OF ANY CONDITIONS WHICH MAY BE PRESENT IN ARTICULATION (VOICE QUALITY, PITCH, RHYTHM, ETC.)
- 3. SOME DIFFICULTY IN UNDERSTANDING WHAT THE CHILD SAYS.
- 4. CONSIDERABLE DIFFICULTY IN UNDERSTANDING WHAT THE CHILD SAYS.
- 5. THE CHILD HAS VERBALIZED BUT IS UNINTELLIGIBLE.
- 6. NO SPEECH
- 7. OTHER

22. SUMMARY EVALUATION

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

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

SUMMARY SCORE	Normal <input type="checkbox"/>	Suspect <input type="checkbox"/>	Abnormal <input type="checkbox"/>
---------------	---------------------------------	----------------------------------	-----------------------------------

SUMMARY SCORING
IF EITHER BOXES 2 & 3 OR BOXES 4 AND 5 ARE CHECKED CHILD IS CONSIDERED TO HAVE AN IMPAIRMENT IN INTELLIGIBILITY AND SHOULD BE MARKED AS ABNORMAL. IF BOX 2 IS CHECKED PACE CHILD AS SUSPECT. IF BOX 4 IS CHECKED PACE CHILD AS NORMAL.

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

Handwritten notes:
27/11/2015
40

27 EXAMINED BY

28. DATE OF EXAM
NO. 247 1988

23. FLUENCY

29. COMMENTS

1. CLOWNS

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

2. TONES

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

Summary SCORE

	Normal	Subnormal	Abnormal
CLOWNS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TONES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FORM 10-64

PATIENT IDENTIFICATION

SPEECH, LANGUAGE AND HEARING EXAMINATION ADDITIONAL OBSERVATIONS

1. NAME OF CHILD _____

2. DATE OF BIRTH & AGE (Y) (M) (D) SEX _____ RACE _____
MO. DAY YEAR

3. EXAMINED BY _____ 4. DATE OF EXAM (MO. DAY YEAR)

Handwritten notes:
2-10-64
10-10-64

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

6. COMMENTS

10. OBSERVABLE PHYSICAL ANOMALIES

- 1. HEAD - NONE
- EXTREMELY SMALL
- EXTREMELY LARGE
- PECULIAR SHAPE
- OTHER Describe:
- 2. FACE - NONE
- ASYMMETRY
- WAX-LIKE
- SCARACES
- TICS
- OTHER Describe:
- 3. EARS - NONE
- ATRESIA
- OTHER Describe:
- 4. EYES - NONE
- STRABISMUS
- NYSTRALGIA
- OTHER Describe:
- 5. MOUTH - NONE
- CLEFT LIP
- DROOLING
- MOUTH PROTRUSION
- OTHER Describe:

COLLABORATIVE RESEARCH
PERNATAL RESEARCH BRANCH WINDS
OF MICHIGAN & CO.

13

PAGE

PS-16

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

*Supervised by
Dr. J. G. J.*

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

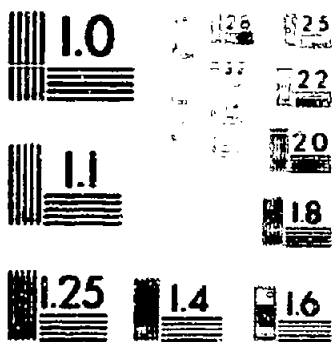
15. OBSERVABLE PHYSICAL ANOMALIES (continued)

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

6. HANDS AND ARMS - none	
impaired function (Describe)	
OTHER (Describe)	
7. LEGS	
none	
impaired function (Describe)	
OTHER (Describe)	

15. UNUSUAL BEHAVIOR OBSERVED DURING TEST PERIOD

none	
PLEASANT/LESS UNPLEASANT	
UNUSUAL POSTURES	
EXCESSIVE CRYING	
EXCESSIVE LAUGHING	
HYPERACTIVITY	
HYPACTIVITY	
HYPERDRAMA	
PERSISTENCE	
ECHOLALIA	
SPONTANEOUS COMMUNICATION LIMITED OR LACKING	
OTHER (Describe)	



MICROCOPY RESOLUTION TEST CHART
 NATIONAL BUREAU OF STANDARDS-1963-A
 PERFORMED BY THE NATIONAL BUREAU OF STANDARDS
 AND UNIVERSITY MICROFILMS

CONTINUED ON NEXT FICHE



THE NATIONAL ARCHIVES OF THE UNITED STATES

LITTERA
SCRIPTA
MANET

★ 1934 ★

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
			<u>33,547</u>
PS-40: Pure Tone Audiometry, Discrimination Test, Auditory Memory	2140	0	15,299
		1	8,523
		2	9,564
		3	154
		4	12
			<u>33,552</u>
PS-40: Auditory Verbal Comprehension, Oral Reading	3140	0	15,488
		1	8,625
		3	165
		4	12
PS-40: Oral Reading, Silent Reading, Morphology, Writing From Dictation	4140	0	15,486
		1	8,623
		3	166
		4	13
PS-40: Speech Mechanism and Production, Observable Anomalies, Observed Aberrations	5140	0	15,489
		1	8,625
		3	165
		4	12
PS-40: Observed Aberrations	6140	0	15,489
		1	8,625
		3	165
		4	12

Data Items Referencing Form PS-40, Final Speech-Language and Hearing Evaluation - Hearing

DATA ITEM ID	ITEM	FROM	CRNO	MIN	FORM	TO	DATA ITEM NAME
1306.....			1140		1	5	CARD NUMBER (SEQUENCE, FORM TYPE, FORM NUMBER, REVISION NUMBER)
1307.....			1140		6	14	MINOR CASE NUMBER
1308..PS-40		4	1140		15	15	AGE (YRS)
1309..PS-40		4	1140		16	17	AGE (MO)
1400..PS-40		7	1140		18	19	EXAMINER FOR FORM PS-40
1401..PS-40		4	1140		20	21	AUSIOLOGY, PURE TONE AIR CONDUCTION, RIGHT EAR 250 CBS
1402..PS-40		4	1140		22	23	AUSIOLOGY, PURE TONE AIR CONDUCTION, RIGHT EAR 500 CBS
1403..PS-40		4	1140		24	25	AUSIOLOGY, PURE TONE AIR CONDUCTION, RIGHT EAR 1000 CBS
1404..PS-40		4	1140		26	27	AUSIOLOGY, PURE TONE AIR CONDUCTION, RIGHT EAR 2000 CBS
1405..PS-40		4	1140		28	29	AUSIOLOGY, PURE TONE AIR CONDUCTION, RIGHT EAR 4000 CBS
1406..PS-40		4	1140		30	31	AUSIOLOGY, PURE TONE AIR CONDUCTION, RIGHT EAR 8000 CBS
1407..PS-40		4	1140		32	33	AUSIOLOGY, PURE TONE AIR CONDUCTION, LEFT EAR 250 CBS
1408..PS-40		4	1140		34	35	AUSIOLOGY, PURE TONE AIR CONDUCTION, LEFT EAR 500 CBS
1409..PS-40		4	1140		36	37	AUSIOLOGY, PURE TONE AIR CONDUCTION, LEFT EAR 1000 CBS
1410..PS-40		4	1140		38	39	AUSIOLOGY, PURE TONE AIR CONDUCTION, LEFT EAR 2000 CBS
1411..PS-40		4	1140		40	41	AUSIOLOGY, PURE TONE AIR CONDUCTION, LEFT EAR 4000 CBS
1412..PS-40		4	1140		42	43	AUSIOLOGY, PURE TONE AIR CONDUCTION, LEFT EAR 8000 CBS
1413..PS-40		4	1140		44	44	AUSIOLOGY, PURE TONE METHOD
1414..PS-40		4	1140		45	45	AUSIOLOGY, PURE TONE; ADEQUACY OF EXAM
1415..PS-40		4	1140		46	47	AUSIOLOGY, PURE TONE; AIR CONDUCTION MASKED, RIGHT EAR 250 CBS
1416..PS-40		4	1140		48	48	AUSIOLOGY, PURE TONE; AIR CONDUCTION MASKED, RIGHT EAR 500 CBS
1417..PS-40		4	1140		50	51	AUSIOLOGY, PURE TONE; AIR CONDUCTION MASKED, RIGHT EAR 1000 CBS
1418..PS-40		4	1140		52	53	AUSIOLOGY, PURE TONE; AIR CONDUCTION MASKED, RIGHT EAR 2000 CBS
1419..PS-40		4	1140		54	55	AUSIOLOGY, PURE TONE; AIR CONDUCTION MASKED, RIGHT EAR 4000 CBS
1420..PS-40		4	1140		56	57	AUSIOLOGY, PURE TONE; AIR CONDUCTION MASKED, RIGHT EAR 8000 CBS
1421..PS-40		4	1140		58	59	AUSIOLOGY, PURE TONE; AIR CONDUCTION MASKED, LEFT EAR 250 CBS
1422..PS-40		4	1140		60	61	AUSIOLOGY, PURE TONE; AIR CONDUCTION MASKED, LEFT EAR 500 CBS
1423..PS-40		4	1140		62	63	AUSIOLOGY, PURE TONE; AIR CONDUCTION MASKED, LEFT EAR 1000 CBS
1424..PS-40		4	1140		64	65	AUSIOLOGY, PURE TONE; AIR CONDUCTION MASKED, LEFT EAR 2000 CBS
1425..PS-40		4	1140		66	67	AUSIOLOGY, PURE TONE; AIR CONDUCTION MASKED, LEFT EAR 4000 CBS
1426..PS-40		4	1140		68	69	AUSIOLOGY, PURE TONE; AIR CONDUCTION MASKED, LEFT EAR 8000 CBS
1427..PS-40		10	1140		70	70	AUSIOLOGY ADAPTATION, RIGHT EAR 4000 CBS, ABNORMAL
1428..PS-40		10	1140		71	71	AUSIOLOGY ADAPTATION, RIGHT EAR 500 CBS, ABNORMAL
1429..PS-40		10	1140		72	72	AUSIOLOGY ADAPTATION, LEFT EAR 4000 CBS, ABNORMAL
1430..PS-40		10	1140		73	73	AUSIOLOGY ADAPTATION, LEFT EAR 500 CBS, ABNORMAL
1431..PS-40		10	1140		74	74	AUSIOLOGY ADAPTATION, ABNORMAL; ADEQUACY OF EXAM
1432.....			1140		75	80	BLANK
1433.....			2140		1	5	CARD NUMBER (SEQUENCE, FORM TYPE, FORM NUMBER, REVISION NUMBER)
1434.....			2140		6	14	MINOR CASE NUMBER
1435..PS-40		4	2140		15	15	AGE (YRS)
1436..PS-40		4	2140		16	17	AGE (MO)
1437..PS-40		7	2140		18	19	EXAMINER FOR FORM PS-40

Data Item's Referencing Form PS-40, Final Speech Language and Hearing Examination - Hearing

DATA	FORM	FORM	FORM	FORM	FORM	DATA ITEM NAME
1729	1724	1724	1724	1724	1724	
171	171	171	171	171	171	
1638..PS-40	11	2140	20	21	21	Audiometry, pure tone bone conduction, right ear 500 cps
1639..PS-40	11	2140	22	21	21	Audiometry, pure tone bone conduction, right ear 1000 cps
1640..PS-40	11	2140	24	25	25	Audiometry, pure tone bone conduction, right ear 2000 cps
1641..PS-40	11	2140	26	27	27	Audiometry, pure tone bone conduction, right ear 4000 cps
1642..PS-40	11	2140	28	26	26	Audiometry, pure tone bone conduction, left ear 500 cps
1643..PS-40	11	2140	30	31	31	Audiometry, pure tone bone conduction, left ear 1000 cps
1644..PS-40	11	2140	32	33	33	Audiometry, pure tone bone conduction, left ear 2000 cps
1645..PS-40	11	2140	34	35	35	Audiometry, pure tone bone conduction, left ear 4000 cps
1646..PS-40	11	2140	36	36	36	Audiometry, pure tone bone conduction, method
1647..PS-40	11	2140	37	37	37	Audiometry, pure tone: adequacy of exam
1648..PS-40	11	2140	38	39	39	Audiometry, pure tone bone conduction masked, right ear 500 cps
1649..PS-40	11	2140	40	41	41	Audiometry, pure tone bone conduction masked, right ear 1000 cps
1650..PS-40	11	2140	42	43	43	Audiometry, pure tone bone conduction masked, right ear 2000 cps
1651..PS-40	11	2140	44	45	45	Audiometry, pure tone bone conduction masked, right ear 4000 cps
1652..PS-40	11	2140	46	47	47	Audiometry, pure tone bone conduction masked, left ear 500 cps
1653..PS-40	11	2140	48	49	49	Audiometry, pure tone bone conduction masked, left ear 1000 cps
1654..PS-40	11	2140	50	51	51	Audiometry, pure tone bone conduction masked, left ear 2000 cps
1655..PS-40	11	2140	52	53	53	Audiometry, pure tone bone conduction masked, left ear 4000 cps
1656..PS-40	17	2140	54	55	55	Discrimination test, right ear hearing level
1657..PS-40	14	2140	56	57	57	Discrimination test, right ear discrimination percent
1658..PS-40	14	2140	58	58	58	Discrimination test, right ear list used
1659..PS-40	14	2140	59	60	60	Discrimination test, left ear hearing level
1660..PS-40	14	2140	61	62	62	Discrimination test, left ear discrimination percent
1661..PS-40	14	2140	63	63	63	Discrimination test, left ear list used
1662..PS-40	17(1)	2140	64	64	64	Discrimination test: adequacy of exam
1663..PS-40	17(1)	2140	65	67	67	Auditory memory, digits, total pass score
1664..PS-40	17(1)	2140	68	68	68	Auditory memory, digits: adequacy of exam
1665..PS-40	17(2)	2140	69	70	70	Auditory memory, nonsense syllables, total pass score
1666..PS-40	17(2)	2140	71	71	71	Auditory memory, nonsense syllables: adequacy of exam
1667.....		2140	72	80	80	blank
167.....		6140	1	3	3	Card number (sequence, form type, form number, revision number)
167.....		6140	6	16	16	ATMOS case number
167.....	4	6140	15	15	15	Age (Yrs)
167.....	4	6140	16	17	17	Age (mos)
167.....	7	6140	18	19	19	Examiner for form PS-45
167.....		6140	24	24	24	PS-40 through PS-45 forms present
167.....		6140	12	12	12	Hearing: conductive
167.....		6140	13	13	13	Hearing: sensorineural

Data Items Referencing Form PS-41, Language Comprehension

DATA ITEM ID	ITEM IN FORM	CASE NUM	FORM ID	DATA ITEM NAME
1663		3140	1	5 Case number (sequence), form LVP, item 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	3140	21	21 COMPREHENSION VERBAL; error identification errors
1674	PS-41	3140	22	22 COMPREHENSION VERBAL; error identification raw score
1675	PS-41	3140	25	25 COMPREHENSION VERBAL; error identification vocabulary raw score
1676	PS-41	3140	29	29 COMPREHENSION VERBAL; error identification; adequacy of exam
1677	PS-41	3140	30	30 COMPREHENSION VERBAL; orientation question 1
1678	PS-41	3140	31	31 COMPREHENSION VERBAL; orientation question 2
1679	PS-41	3140	32	32 COMPREHENSION VERBAL; orientation question 3
1680	PS-41	3140	33	33 COMPREHENSION VERBAL; orientation question 4
1681	PS-41	3140	34	34 COMPREHENSION VERBAL; orientation question 5
1682	PS-41	3140	35	35 COMPREHENSION VERBAL; orientation question 6
1683	PS-41	3140	36	36 COMPREHENSION VERBAL; orientation question 7
1684	PS-41	3140	37	37 COMPREHENSION VERBAL; orientation question 8
1685	PS-41	3140	38	38 COMPREHENSION VERBAL; orientation question 9
1686	PS-41	3140	39	39 COMPREHENSION VERBAL; orientation question 10
1687	PS-41	3140	40	40 COMPREHENSION VERBAL; orientation question 11
1688	PS-41	3140	41	41 COMPREHENSION VERBAL; orientation question 12
1689	PS-41	3140	42	42 COMPREHENSION VERBAL; orientation total score
1690	PS-41	3140	43	43 COMPREHENSION VERBAL; orientation; adequacy of exam
1691	PS-41	3140	45	45 COMPREHENSION VERBAL; understanding a story question 1
1692	PS-41	3140	46	46 COMPREHENSION VERBAL; understanding a story question 2
1693	PS-41	3140	47	47 COMPREHENSION VERBAL; understanding a story question 3
1694	PS-41	3140	48	48 COMPREHENSION VERBAL; understanding a story question 4
1695	PS-41	3140	49	49 COMPREHENSION VERBAL; understanding a story question 5
1696	PS-41	3140	50	50 COMPREHENSION VERBAL; understanding a story raw score
1697	PS-41	3140	51	51 COMPREHENSION VERBAL; understanding a story, grade equivalent
1698	PS-41	3140	52	52 COMPREHENSION VERBAL; understanding a story, age equivalent
1699	PS-41	3140	55	55 COMPREHENSION VERBAL; understanding a story, adequacy of exam
1700	PS-41	3140	56	56 READING, ORAL, PASSAGE A, NUMBER OF ERRORS
1701	PS-41	3140	57	57 READING, ORAL, PASSAGE A, PASSAGE SCORE
1702	PS-41	3140	58	58 READING, ORAL, PASSAGE B, NUMBER OF ERRORS
1703	PS-41	3140	59	59 READING, ORAL, PASSAGE B, PASSAGE SCORE
1704	PS-41	3140	60	60 READING, ORAL, PASSAGE C, NUMBER OF ERRORS
1705	PS-41	3140	61	61 READING, ORAL, PASSAGE C, PASSAGE SCORE
1706	PS-41	3140	62	62 READING, ORAL, PASSAGE D, NUMBER OF ERRORS
1707	PS-41	3140	63	63 READING, ORAL, PASSAGE D, PASSAGE SCORE
1708	PS-41	3140	64	64 READING, ORAL, PASSAGE E, NUMBER OF ERRORS
1709	PS-41	3140	65	65 READING, ORAL, PASSAGE E, PASSAGE SCORE

Data Items Referencing Form PS-61, Language Comprehension

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

DATA ITEMS RELATING TO FORM PS-42, LANGUAGE EXPRESSION

DATA ITEM ID	VIEW	FORM	FORM ID	DATA ITEM NAME
1545..PS-42	12		58	58 Connected discourse, number of concepts expressed
1546..PS-42	15		60	60 Connected discourse, summary evaluation, sequence
1547..PS-42	15		61	61 Connected discourse, summary evaluation, elaboration
1548..PS-42	15		62	62 Connected discourse, summary evaluation, relevance
1549..PS-42	15		63	63 Connected discourse, summary evaluation, transfer
1550..PS-42	15		64	64 Connected discourse, summary evaluation, overall evaluation
1551..PS-42	15		65	65 Connected discourse, summary evaluation, accuracy of evaluation
1552..PS-42	18		66	66 Writing from dictation, total passes, list 1
1553..PS-42	18		67	67 Writing from dictation, total passes, list 2
1554..PS-42	18		68	68 Writing from dictation, total passes, list 3
1555..PS-42	18		70	70 Writing from dictation, total score, list 1-3
1556..PS-42	18		71	71 Writing from dictation, summary, types of errors, illeceivable
1557..PS-42	18		72	72 Writing from dictation, summary, types of errors, reversal
1558..PS-42	18		73	73 Writing from dictation, summary, types of errors, substitution
1559..PS-42	18		74	74 Writing from dictation, summary, types of errors, addition
1560..PS-42	18		75	75 Writing from dictation, summary, types of errors, omission
1561..PS-42	18		76	76 Writing from dictation, summary, types of errors, sequence error
1562..PS-42	18		77	77 Writing from dictation, summary, types of errors, adequacy
1563..PS-42	18		78	78 Writing from dictation, summary, types of errors, adequacy
1564.....			80	80 Blank

DATA ITEMS Referencing Data PS-43, Speech Mechanisms

DATA ITEM	ITEM	FORM	CAUSE	FORM	FORM	DATA ITEM NAME
TU	JW	NUM	NUM	IN		
1565.....		5140	1	5	5	Case number (sequenced, form type, form number, revision number)
1566.....		5140	6	14	14	MINON case number
1567.....		5140	15	15	15	Age (Yrs)
1568.....		5140	16	17	17	Age (mo)
1569.....		5140	18	14	14	Examiner for PS-43
1570..PS-43	y	5140	20	20	20	Speech mechanism, lips, interaction
1571..PS-43	y	5140	21	21	21	Speech mechanism, lips, protrusion
1572..PS-43	y	5140	22	22	22	Speech mechanism, tongue, sagittal protrusion
1573..PS-43	y	5140	23	23	23	Speech mechanism, tongue, lateral protrusion
1574..PS-43	y	5140	24	24	24	Speech mechanism, tongue, elevation
1575..PS-43	y	5140	25	25	25	Speech mechanism, concomitant movements, retraction of lips
1576..PS-43	y	5140	26	26	26	Speech mechanism, concomitant movements, protrusion of lips
1577..PS-43	y	5140	27	27	27	Speech mechanism, concomitant movements, sagittal protrusion, tongue
1578..PS-43	y	5140	28	28	28	Speech mechanism, concomitant movements, lateral protrusion, tongue
1579..PS-43	y	5140	29	29	29	Speech mechanism, concomitant movements, elevation, tongue
1580..PS-43	y	5140	30	30	30	Speech mechanism, soft palate function
6317.....M-R			14	14	14	Speech; articulation

DATA ITEMS Referencing Form PS-44, Speech Production

DATA ITEM	IPPM	CAMP	FORM	DATA ITEM NAME
170M	JV	NUM	NUM	
70	6.104			
1581..05-44	9	5140	11	31 Speech production, rate of speech sounds
1582..05-44	9	5140	12	Speech production, syntactic events
1583..05-44	9	5140	13	Speech production, struggle behavior
1584..05-44	12	5140	14	Speech production, voice pitch
1585..05-44	12	5140	15	Speech production, voice loudness
1586..05-44	12	5140	16	Speech production, voice quality timbre
1587..05-44	12	5140	17	Speech production, voice quality resonance
1588..05-44	15	5140	18	Speech production, intelligibility
1589..05-44	15	5140	19	Speech production, intelligibility, inappropriate rhyme
1590..05-44	15	5140	20	Speech production, intelligibility, inappropriate rate
1591..05-44	15	5140	21	Speech production, intelligibility, inappropriate stress
1592..05-44	15	5140	22	Speech production, intelligibility, inappropriate loudness
1593..05-44	15	5140	23	Speech production, intelligibility, voice quality deviations
1594..05-44	15	5140	24	Speech production, intelligibility, articulatory imprecision
1595..05-44	15	5140	25	Speech production, intelligibility, telegraphic
1596..05-44	15	5140	26	Speech production, intelligibility, difficulty of sounds w/o words
1597..05-44	12	5140	27	Speech production, articulation score

DATA ITEMS REFERENCING FORM 15-44, ADDITIONAL OBSERVATIONS

DATA ITEM NO	ITEM NO	FORM NO	FORM NO	DATA ITEM NAME
1505..05-15	10	5140	40	19 Anomalies, physical, head observation by examiner
1509..05-15	10	5140	50	20 Anomalies, physical, face observation by examiner
1600..05-15	10	5140	51	21 Anomalies, physical, ears observation by examiner
1601..05-15	10	5140	52	22 Anomalies, physical, eyes observation by examiner
1602..05-15	5	5140	53	23 Anomalies, physical, cleft palate observation by examiner
1603..05-15	5	5140	54	24 Anomalies, physical, cleft palate (renormal) observation by examiner
1604..05-15	5	5140	55	25 Anomalies, physical, palate, nasal, very high observation by examiner
1605..05-15	5	5140	56	26 Anomalies, physical, palate, soft, very short observation by examiner
1609..05-15	5	5110	57	27 Anomalies, physical, lingual frenulum, very short observation by examiner
1607..05-15	5	5110	58	28 Anomalies, physical, cleft lip observation by examiner
1608..05-15	5	5140	59	29 Anomalies, physical, radioculusion observation by examiner
1609..05-15	5	5140	60	30 Anomalies, physical, speech missing observation by examiner
1610..05-15	5	5140	61	31 Anomalies, physical, abnormal observation by examiner
1611..05-15	5	5140	62	32 Anomalies, physical, mouth breather observation by examiner
1612..05-15	5	5140	63	33 Anomalies, physical, teeth and jaw, other observation by examiner
1613..05-15	10	5140	64	34 Anomalies, physical, hands and arms observation by examiner
1614..05-15	10	5140	65	35 Anomalies, physical, legs observation by examiner
1615..05-15	10	5140	66	36 Anomalies, physical, general awkwardness observation by examiner
1616..05-15	15	5140	67	37 behavioral aberrations, unresponsive hand motions observation by examiner
1617..05-15	15	5110	68	38 behavioral aberrations, unusual posturing observation by examiner
1618..05-15	15	5140	69	39 behavioral aberrations, excessive crying observation by examiner
1619..05-15	15	5140	70	40 behavioral aberrations, excessive laughing observation by examiner
1620..05-15	15	5140	71	41 behavioral aberrations, hyperactivity observation by examiner
1621..05-15	15	5140	72	42 behavioral aberrations, hyperactivity observation by examiner
1622..05-15	15	5140	73	43 behavioral aberrations, lack of spontaneous communication observation by examiner
1623..05-15	15	5140	74	44 behavioral aberrations, echopraxial observation by examiner
1624..05-15	15	5140	75	45 behavioral aberrations, distractibility observation by examiner
1625..05-15	15	5140	76	46 behavioral aberrations, negativism observation by examiner
1626..05-15	15	5140	77	47 blank
1627..05-15	15	5140	78	48 behavioral aberrations, perseveration observation by examiner
1628..05-15	15	5140	79	49 behavioral aberrations, echolalia observation by examiner
1629..05-15	15	5140	80	50 behavioral aberrations, impulsivity observation by examiner
1630..05-15	15	5140	81	51 behavioral aberrations, echopraxia observation by examiner
1631..05-15	15	5140	82	52 behavioral aberrations, motor disinhibition observation by examiner
1632..05-15	15	5140	83	53 behavioral aberrations, short attention span observation by examiner

DATA FROM REFERENCE IN PAGES 1-40, ADDITIONAL OBSERVATIONS

DATA ITEM TO	ITEM IN FROM	CARD NO	FROM TO	DATA ITEM NAME
1011..015-05	15	0100	26	26 Behavioral observations, first observation by examiner
1012..015-05	15	0100	27	27 Behavioral observations, first observation by examiner
1013..015-05	15	0100	28	28 Behavioral observations, first observation by examiner
1014..015-05	15	0100	29	29 Behavioral observations, first observation by examiner
1015..015-05	15	0100	30	30 Referral for further classification
1016..015-05	15	0100	31	31 School, 1948
1017..015-05	15	0100	32	32 School, 1949
1018..015-05	15	0100	33	33 School, 1950
1019..015-05	15	0100	34	34 School, 1951
1020..015-05	15	0100	35	35 School, 1952

10-10-68

PARENT INFORMATION

PHYSICIAN'S
FACIAL RECORD NUMBER

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION HEARING

1. NAME OF CHILD

2. DATE OF BIRTH

3. SEX

4. RACE

5. ETHNICITY

6. EXAMINED BY

7. DATE OF EXAM

9. PURE TONE ALC. OMEGA - BY CONDUCTION

	250	500	1000	2000	4000	8000	COMMENTS
Right Ear							Normal
Left Ear							Normal
TEST ADEQUATE	ADEQUATE		NOT ADEQUATE				
WHY IS TEST NOT ADEQUATE?							
Right							
Left							

10. ABNORMAL AUDITORY ADAPTATION

	250	500	1000	2000	4000	8000
Right						
Left						
TEST ADEQUATE	ADEQUATE		NOT ADEQUATE			

11. PURE TONE ALC. OMEGA - BY SOME CONDITION

	250	500	1000	2000	4000	8000	COMMENTS
Right Ear							Normal
Left Ear							Normal
TEST ADEQUATE	ADEQUATE		NOT ADEQUATE				
WHY IS TEST NOT ADEQUATE?							
Right							
Left							

12. SIGNATURE OF PHYSICIAN

13. DATE OF EXAMINATION

14. PHYSICIAN'S FACIAL RECORD NUMBER

PS-C

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
HEARING

14. DISCRIMINATION TEST

15. COMMENTS

FORM LIST 1		FORM LIST 2	
Response	dB HL	Response	dB HL
Right	Left	Right	Left
1. 0000	1. 0000	1. 000	1. 000
2. 0001	2. 0001	2. 0001	2. 0001
3. 0002	3. 0002	3. 0002	3. 0002
4. 0003	4. 0003	4. 0003	4. 0003
5. 0004	5. 0004	5. 0004	5. 0004
6. 0005	6. 0005	6. 0005	6. 0005
7. 0006	7. 0006	7. 0006	7. 0006
8. 0007	8. 0007	8. 0007	8. 0007
9. 0008	9. 0008	9. 0008	9. 0008
10. 0009	10. 0009	10. 0009	10. 0009
11. 0010	11. 0010	11. 0010	11. 0010
12. 0011	12. 0011	12. 0011	12. 0011
13. 0012	13. 0012	13. 0012	13. 0012
14. 0013	14. 0013	14. 0013	14. 0013
15. 0014	15. 0014	15. 0014	15. 0014
16. 0015	16. 0015	16. 0015	16. 0015
17. 0016	17. 0016	17. 0016	17. 0016
18. 0017	18. 0017	18. 0017	18. 0017
19. 0018	19. 0018	19. 0018	19. 0018
20. 0019	20. 0019	20. 0019	20. 0019
21. 0020	21. 0020	21. 0020	21. 0020
22. 0021	22. 0021	22. 0021	22. 0021
23. 0022	23. 0022	23. 0022	23. 0022
24. 0023	24. 0023	24. 0023	24. 0023
25. 0024	25. 0024	25. 0024	25. 0024

Circle correct responses. Number of correct responses x 4 = discrimination score in %.

HEARING LEVEL (dB)	Discrimination Percent	1-11 Used
Right		
Left		

TEST Adequacy ADEQUATE NOT ADEQUATE

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
HEARING

17. AUDITORY MEMORY

18. COMMENTS

1. Memory for Digits (Forward)

	Verbal Response	Pass	Fail
72 _____		<input type="checkbox"/>	<input type="checkbox"/>
58 _____		<input type="checkbox"/>	<input type="checkbox"/>
941 _____		<input type="checkbox"/>	<input type="checkbox"/>
536 _____		<input type="checkbox"/>	<input type="checkbox"/>
6149 _____		<input type="checkbox"/>	<input type="checkbox"/>
8251 _____		<input type="checkbox"/>	<input type="checkbox"/>
9232 _____		<input type="checkbox"/>	<input type="checkbox"/>
31481 _____		<input type="checkbox"/>	<input type="checkbox"/>
457182 _____		<input type="checkbox"/>	<input type="checkbox"/>
535274 _____		<input type="checkbox"/>	<input type="checkbox"/>
8679143 _____		<input type="checkbox"/>	<input type="checkbox"/>
5263814 _____		<input type="checkbox"/>	<input type="checkbox"/>
43974258 _____		<input type="checkbox"/>	<input type="checkbox"/>
26769381 _____		<input type="checkbox"/>	<input type="checkbox"/>
818735263 _____		<input type="checkbox"/>	<input type="checkbox"/>
642937684 _____		<input type="checkbox"/>	<input type="checkbox"/>
1962835746 _____		<input type="checkbox"/>	<input type="checkbox"/>
3276215849 _____		<input type="checkbox"/>	<input type="checkbox"/>

Score

TEST ADEQUACY ADEQUATE NOT ADEQUATE

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
HEARING TEST

17. AUDITORY MEMORY (Continued)

20. COMMENTS

2. Memory for Nonsense Syllables (Forward)

Verbatim Response	Pass	Fail
day den _____	<input type="checkbox"/>	<input type="checkbox"/>
lah day _____	<input type="checkbox"/>	<input type="checkbox"/>
den day pah _____	<input type="checkbox"/>	<input type="checkbox"/>
day day lay _____	<input type="checkbox"/>	<input type="checkbox"/>
day gah day lah _____	<input type="checkbox"/>	<input type="checkbox"/>
day day day lah _____	<input type="checkbox"/>	<input type="checkbox"/>
lah day gah day lay _____	<input type="checkbox"/>	<input type="checkbox"/>
day lah day day day _____	<input type="checkbox"/>	<input type="checkbox"/>
day day day day day _____	<input type="checkbox"/>	<input type="checkbox"/>
gah day day day day _____	<input type="checkbox"/>	<input type="checkbox"/>

Score

TEST
ADEQUATE

NOT ADEQUATE

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION

1. PATIENT IDENTIFICATION

LANGUAGE COMPREHENSION

2. NAME OF CHILD _____

3. DATE OF BIRTH: M. _____ D. _____ Y. _____

4. AGE: _____

5. SEX: MALE FEMALE

6. RACE: W N O S

7. EXAMINED BY: _____

8. DATE OF EXAM: M. _____ D. _____ Y. _____

9. AUDITORY VERBAL COMPREHENSION

*1. Word Identification (PPVT)

A. ITEM RESP. KEY WORD

- 1 _____ (2) table 27 _____ (3) wrap
- 2 _____ (4) bus 28 _____ (2) barber
- 3 _____ (2) hero 29 _____ (3) parachute
- 4 _____ (3) dog 30 _____ (4) saddle
- 5 _____ (4) shoe 31 _____ (3) temperature
- 6 _____ (4) finger 32 _____ (1) castle
- 7 _____ (3) best 33 _____ (2) whole
- 8 _____ (2) children 34 _____ (4) cash
- 9 _____ (1) ball 35 _____ (1) balancing
- 10 _____ (4) battle 36 _____ (3) column
- 11 _____ (2) climbing 37 _____ (3) planning
- 12 _____ (1) camp 38 _____ (1) argument
- 13 _____ (3) sailing 39 _____ (3) hydrant
- 14 _____ (2) jacket 40 _____ (4) binocular
- 15 _____ (1) putting 41 _____ (1) locomotive
- 16 _____ (2) ring 42 _____ (2) loop
- 17 _____ (1) mail 43 _____ (4) reel
- 18 _____ (2) hitting 44 _____ (1) meet
- 19 _____ (3) tree 45 _____ (1) growing
- 20 _____ (3) ladder 46 _____ (2) weapon
- 21 _____ (1) shape 47 _____ (3) basement
- 22 _____ (1) rear 48 _____ (1) idol
- 23 _____ (4) ringing 49 _____ (1) globe
- 24 _____ (4) being 50 _____ (3) motor
- 25 _____ (2) cane 51 _____ (1) filing
- 26 _____ (3) engineer 52 _____ (3) shorts
- 27 _____ (4) passing 53 _____ (1) hair
- 28 _____ (1) life 54 _____ (4) chef
- 29 _____ (1) rat 55 _____ (4) harvesting
- 30 _____ (1) time 56 _____ (3) construction
- 31 _____ (4) suit 57 _____ (4) observatory
- 32 _____ (2) ambulance 58 _____ (4) assistance
- 33 _____ (2) trunk 59 _____ (2) erecting
- 34 _____ (4) shrimp 60 _____ (3) theosophy
- 35 _____ (2) book 61 _____ (2) cassette
- 36 _____ (1) sweeper 62 _____ (4) ornament

- 73 _____ (1) cobbler 112 _____ (1) tangent
- 74 _____ (2) column 113 _____ (4) science
- 75 _____ (3) dissatisfaction 114 _____ (4) heavy
- 76 _____ (4) scholar 115 _____ (1) pendant
- 77 _____ (1) essay 116 _____ (1) proffer
- 78 _____ (2) soldering 117 _____ (2) cement
- 79 _____ (3) advertisement 118 _____ (1) quiescent
- 80 _____ (1) beam 119 _____ (4) team
- 81 _____ (2) flannel 120 _____ (1) clew
- 82 _____ (1) jurisprudence 121 _____ (4) lining
- 83 _____ (2) sapling 122 _____ (2) cone
- 84 _____ (3) arch 123 _____ (4) convergence
- 85 _____ (4) smelting 124 _____ (3) apothecary
- 86 _____ (1) lubricating 125 _____ (2) ingrain
- 87 _____ (2) pedestrian 126 _____ (4) edifice
- 88 _____ (1) vein 127 _____ (3) scallion
- 89 _____ (3) pollutant 128 _____ (1) infuse
- 90 _____ (2) ladies 129 _____ (1) oration
- 91 _____ (2) pursuit 130 _____ (2) catapult
- 92 _____ (4) goblet 131 _____ (2) enable
- 93 _____ (2) resent 132 _____ (4) orifice
- 94 _____ (3) confiding 133 _____ (2) reprobate
- 95 _____ (4) rectifying 134 _____ (1) precursive
- 96 _____ (1) thinking 135 _____ (2) dromedary
- 97 _____ (2) mast 136 _____ (1) outwitted
- 98 _____ (3) escholarly 137 _____ (1) sepal
- 99 _____ (2) baron 138 _____ (3) inchoate
- 100 _____ (3) foil 139 _____ (1) detection
- 101 _____ (4) unprosperous 140 _____ (3) amphibian
- 102 _____ (3) comacopia 141 _____ (1) occupation
- 103 _____ (2) ascending 142 _____ (2) cincture
- 104 _____ (1) summit 143 _____ (3) barometer
- 105 _____ (3) cabinet 144 _____ (3) carbon
- 106 _____ (2) tote 145 _____ (2) lance
- 107 _____ (3) patriarch 146 _____ (4) chirography
- 108 _____ (3) sampler 147 _____ (1) musician
- 109 _____ (3) ingenuous 148 _____ (1) salutation
- 110 _____ (1) vesper 149 _____ (2) fluorescence
- 111 _____ (3) constraint 150 _____ (4) calve

B. CALCULATION

Errors _____ Raw Score _____ Vocabulary Age _____

TEST ADEQUACY

ADEQUATE

NOT ADEQUATE (RETEST)

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

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

9. AUDITORY VERBAL COMPREHENSION (Continued)

12. COMMENTS

2. Orientation

	Verbal Response	Pass	Fail
1. When is your birthday?	_____	<input type="checkbox"/>	<input type="checkbox"/>
*2. How many birthdays do you have in a year?	_____	<input type="checkbox"/>	<input type="checkbox"/>
*3. Are you older than your mother?	_____	<input type="checkbox"/>	<input type="checkbox"/>
4. In what month does the Fourth of July come?	_____	<input type="checkbox"/>	<input type="checkbox"/>
5. What season of the year comes just before winter?	_____	<input type="checkbox"/>	<input type="checkbox"/>
6. Tell me the names of the days you go to school?	_____	<input type="checkbox"/>	<input type="checkbox"/>
*7. Put one hand on your head and the other behind you.	_____	<input type="checkbox"/>	<input type="checkbox"/>
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?	_____	<input type="checkbox"/>	<input type="checkbox"/>
9. Show me your left hand.	_____	<input type="checkbox"/>	<input type="checkbox"/>
10. Show me your right eye.	_____	<input type="checkbox"/>	<input type="checkbox"/>
11. Point to my right ear.	_____	<input type="checkbox"/>	<input type="checkbox"/>
12. Point to my left hand.	_____	<input type="checkbox"/>	<input type="checkbox"/>

Total

[]

TEST ADEQUACY ADEQUATE NOT ADEQUATE

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 their mother 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
(insufficient)

15. PATIENT IDENTIFICATION

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

16. READING

1. Oral Reading (Paragraph)*

A. Look, Mother, look.

See me go.

I go up.

I come down.

Come here, Mother.

Come and play with me.

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	<input type="text"/>

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 rabbit.

She wants to eat."

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	<input type="text"/>

17. COMMENTS

A.

B.

**FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION**

16. READING (Continued)

I. Oral Reading (Paragraphs)

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

Father said, "Come with me to the car!

We will take your boat with us."

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

May I play here?"

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

Time (seconds) _____

Total Errors _____

Passage Score _____

TYPES OF ERRORS	NUMBER
1. Aid _____	_____
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 home. They played for a long time and then began to make some sandwiches.

One of the children made a dog. Soon the dog had some cake out of the basket. When he saw the other dog he said, "Bark, bark."

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

Time (seconds) _____

Total Errors _____

Passage Score _____

TYPES OF ERRORS	NUMBER
1. Aid _____	_____
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 not Gay 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 heard the bell 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	<input type="text"/>

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 exotic jungles to our zoos. 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	<input type="text"/>

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

17. COMMENTS

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. Inversion							

TEST
ADEQUACY

ADEQUATE

NOT ADEQUATE

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

COLLEGIATE RESEARCH
PSYCHOLOGICAL RESEARCH BRANCH, WASHINGTON, D.C.
007-6500, MD. 20012

*From Durrell-Sullivan Reading Center by the Achievement Test: Primary Test Form A. Copyright 1939, 1937 by Harcourt, Brace & World, Inc. All rights reserved. Reprinted by permission.

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

COLLABORATIVE RESEARCH—
PERMANENT RESEARCH BRANCH, WASH. D. C.
81-111141-10114

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FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

27. MORPHOLOGY

Sub-Test: Functional Morphemic 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. _____

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

28. COMMENTS

Raw Score

Age Level Score

TEST ADEQUACY

ADEQUATE
 NOT ADEQUATE (explain)

COLLEGE OF RESEARCH
GENERAL RESEARCH BRANCH, 1403 N.W.
BETHESDA, MD. 20814

*The Morph Test of Psycholinguistic Abilities.
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McCarthy. All rights reserved. Published by the
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FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION LANGUAGE EXPRESSION

NAME OF CHILD _____

DATE OF BIRTH: MO / DAY / YEAR _____ SEX _____

EXAMINED BY _____ DATE OF EXAM _____

NOTE: FORMS 2, 10 and 11 of the X-ray (D-66) series are no longer used and have been dropped from the 4-78 printing

II. CONNECTED DISCOURSE

One day Peter had "Goodby" to his dog Sam in front of the house and ran off to catch the school bus. In the middle of the afternoon (about 4:00) he had a strange scratching on the classroom door. The teacher, whose name was Miss Smith, opened the door to see who was there and it came Sam. Sam ran right to Peter and curled up under the chair. Miss Smith said, "My Sam will be very quiet he can stay and) after lunch and take home to the bus with Peter".

THE CHECKLIST - Number of concepts and other observations:

Number check mark - if the concept is being observed (checked)

Concept	II. COMMENTS
Sam (dog)	
dog Sam	
in front of house	
ran off	
to catch school bus	
afternoon (about)	
strange scratching	
on classroom door	
teacher	
Miss Smith	
opened door	
it came Sam	
Sam ran to Peter	
curled up under his chair	
Miss Smith said	
"My Sam will be very quiet	
he can stay and) after lunch	
take home to bus with Peter	

Total number of concepts observed

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" page 11)

Normal _____

Suspect _____

Abnormal _____

TEST ADEQUACY ADEQUATE NOT ADEQUATE

16. COMMENTS

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	_____	_____	_____
wob	_____	_____	_____

3. List 3 -

See the dog.	_____	_____	_____
Look at the dog.	_____	_____	_____

4. Summary

A. NO PASSES	LISTS			TOTAL
	1	2	3	
_____	_____	_____	_____	_____

B. TYPES OF ERRORS

	LISTS		
	1	2	3
Illegible	_____	_____	_____
Reversal	_____	_____	_____
Substitution	_____	_____	_____
Addition	_____	_____	_____
Omission	_____	_____	_____
Sequence Error	_____	_____	_____

5. TEST ADEQUACY ADEQUATE NOT ADEQUATE

6. OBSERVATIONS (enter description in Comments)

7. HAND USED TO WRITE WITH RIGHT LEFT UNDETERMINED

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
SPEECH MECHANISM

11. PATIENT IDENTIFICATION

2. NAME OF CHILD _____

3. DATE OF BIRTH (M. AGE) (Y. SEX) (C. RACE)

MO.	DAY	YEAR	<input type="checkbox"/> MALE	<input type="checkbox"/> FEMALE	<input type="checkbox"/> W	<input type="checkbox"/> B	<input type="checkbox"/> O	<input type="checkbox"/> OTH

7. EXAMINED BY _____ 8. DATE OF EXAM. _____

9. EXAMINATION OF THE SPEECH MECHANISM

10. COMMENTS

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

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

9. EXAMINATION OF THE SPEECH MECHANISM (Continued)

12. COMMENTS

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 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Protrusion of the Lips _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Mid-Line Protrusion of the Tongue _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Lateral Protrusion of the Tongue _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Elevation of the Tongue _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Other (describe) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Examination of the Soft Palate

- 1 Normal
- 2 Abnormal
- 3 Unknown

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION

SPEECH PRODUCTION

2. NAME OF CHILD _____

3. DATE OF BIRTH: MO. DAY YEAR _____

4. AGE _____

5. SEX: MALE FEMALE

6. RACE: W B O OTH

7. EXAMINED BY _____

8. DATE OF EXAM: MO. DAY YEAR _____

9. RATE AND FLUENCY OF CONNECTED SPEECH

1. Rate of Speech Sounds in Sequence

Adequate
1

Too Fast for Intelligibility
2

Too Slow
3

Irregular, Inconsistent
4

Other (describe) _____
5

2. A. Fluency of Speech Production (systemic events)

None
1

Some
2

Many
3

2. B. Struggle Behavior (w/ special effort) to produce speech, accompanying systemic events.

None
1

Some
2

Many
3

2. C. Do you believe you have trouble in talking?

Yes
1

No
2

If "yes" what kind of trouble do you have? (record verbatim)

What do you CAN? (if record verbatim)

10. COMMENTS

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-Resonance and/or excessive nasal emission of air
2
- Hypo-Resonance
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 _____	<input type="checkbox"/>	<input type="checkbox"/>
2. Inappropriate Rate _____	<input type="checkbox"/>	<input type="checkbox"/>
3. Inappropriate Stress _____	<input type="checkbox"/>	<input type="checkbox"/>
4. Inappropriate Loudness _____	<input type="checkbox"/>	<input type="checkbox"/>
5. Voice Quality Deviations _____	<input type="checkbox"/>	<input type="checkbox"/>
6. Articulatory Imprecision _____	<input type="checkbox"/>	<input type="checkbox"/>
7. Telegraphic _____	<input type="checkbox"/>	<input type="checkbox"/>
8. Difficulty in the Sequence of Sounds and/or Words _____ (describe)	<input type="checkbox"/>	<input type="checkbox"/>

16. COMMENTS

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
SPEECH PRODUCTION

18. ARTICULATION*

19. COMMENTS

Mark correct sound (✓), substitutions (non-sound substituted), omitted sounds (—), distorted sounds (X), no response (N)

	1-letters			2-letters	3-letters
1. P	_____	_____	_____	14. pr	27. spr
2. M	_____	_____	_____	15. br	28. sbr
	I	M	F	16. w	29. sw
3. T	_____	_____	_____	17. dr	30. sdr
4. L	_____	_____	_____	18. wr	31. swr
5. S	_____	_____	_____	19. gr	32. sgr
6. Z	_____	_____	_____	20. fr	33. sfr
7. B	_____	_____	_____	21. cr	Other 2-element blends
8. C	_____	_____	_____	22. jr	34. swr
9. J	_____	_____	_____	1-letters	35. wr
10. Z	_____	_____	_____	23. pr	3-element blends
11. J	_____	_____	_____	24. sr	
12. T	_____	_____	_____	25. gr	26. spr
13. B	_____	_____	_____	26. fr	37. swr
					38. swr
					39. swr

Total Number (score) produced correctly

Summary Score: Normal
 Suspect
 Abnormal

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

1. PATIENT IDENTIFICATION

1. NAME OF CHILD

3. DATE OF BIRTH			4. AGE		5. SEX		6. RACE		
MO.	DAY	YEAR			1. MALE	2. FEMALE	1. W	2. B	3. OTH

7. EXAMINED BY

8. DATE OF EXAM.

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	<input type="checkbox"/> None	Yes
EXTREMELY SMALL		<input type="checkbox"/>
EXTREMELY LARGE		<input type="checkbox"/>
PECULIAR SHAPE (describe)		<input type="checkbox"/>
OTHER (describe)		<input type="checkbox"/>
2. FACE	<input type="checkbox"/> None	
ASYMMETRY		<input type="checkbox"/>
MASK-LIKE		<input type="checkbox"/>
GRIMACES		<input type="checkbox"/>
OTHER (describe)		<input type="checkbox"/>
3. EARS	<input type="checkbox"/> None	
ATRESIA		<input type="checkbox"/>
OTHER (describe)		<input type="checkbox"/>
4. EYES	<input type="checkbox"/> None	
STRABISMUS		<input type="checkbox"/>
NYCTAGMUS		<input type="checkbox"/>
OTHER (describe)		<input type="checkbox"/>

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

10. OBSERVABLE ANOMALIES (continued)

11. COMMENTS

5. Mouth		No	Yes
A. TONGUE AND PALATE			
CLEFT PALATE	<input type="checkbox"/>	<input type="checkbox"/>	
CLEFT PALATE (oblique)	<input type="checkbox"/>	<input type="checkbox"/>	
VERY HIGH HARD PALATE	<input type="checkbox"/>	<input type="checkbox"/>	
VERY SHORT SOFT PALATE	<input type="checkbox"/>	<input type="checkbox"/>	
VERY SHORT LINGUAL FRENULUM	<input type="checkbox"/>	<input type="checkbox"/>	
CLEFT LIP	<input type="checkbox"/>	<input type="checkbox"/>	
B. TEETH AND JAW			
MALOCCLUSION (i.e. overbite, underbite, crossbite, reverse, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	
MISSING TEETH (describe)	<input type="checkbox"/>	<input type="checkbox"/>	
C. DROOLING			
MOUTH BREATHING	<input type="checkbox"/>	<input type="checkbox"/>	
OTHER (describe)	<input type="checkbox"/>	<input type="checkbox"/>	
6. Hands and Arms <input type="checkbox"/> None			
IMPAIRED FUNCTION		<input type="checkbox"/>	
OTHER (describe)		<input type="checkbox"/>	
7. Legs <input type="checkbox"/> None			
IMPAIRED FUNCTION		<input type="checkbox"/>	
OTHER (describe)		<input type="checkbox"/>	
8. General Appearance <input type="checkbox"/> No			<input type="checkbox"/>

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

**15. GENERAL BEHAVIOR ABERRATIONS OBSERVED DURING
TEST PERIOD**

16. COMMENTS

	No	Yes
Presence Hand Motions	<input type="checkbox"/>	<input type="checkbox"/>
Unusual Posturing	<input type="checkbox"/>	<input type="checkbox"/>
Excessive Crying	<input type="checkbox"/>	<input type="checkbox"/>
Excessive Laughing	<input type="checkbox"/>	<input type="checkbox"/>
Hyporeactivity	<input type="checkbox"/>	<input type="checkbox"/>
Hyporeactivity	<input type="checkbox"/>	<input type="checkbox"/>
Lack of Spontaneous Communication	<input type="checkbox"/>	<input type="checkbox"/>
Withdrawal	<input type="checkbox"/>	<input type="checkbox"/>
Distractibility	<input type="checkbox"/>	<input type="checkbox"/>
Negativism	<input type="checkbox"/>	<input type="checkbox"/>
Persistence	<input type="checkbox"/>	<input type="checkbox"/>
Echolalia	<input type="checkbox"/>	<input type="checkbox"/>
Impulsivity	<input type="checkbox"/>	<input type="checkbox"/>
Echopraxia	<input type="checkbox"/>	<input type="checkbox"/>
Motor Disinhibition	<input type="checkbox"/>	<input type="checkbox"/>
Short Attention Span	<input type="checkbox"/>	<input type="checkbox"/>
Tics	<input type="checkbox"/>	<input type="checkbox"/>
Tremors	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>

FORM ITEM NUMBERS LINKED TO DATA ITEMS ON PS-40, FINAL SPEECH LANGUAGE AND HEARING EXAMINATION - HEARING

ITEM NO	FORM	DATA ITEM	CARD NUM	FORM TO	DATA ITEM NAME
0	4	3447..PS-40	2140	37	17 Audiometry, pure tone; air conduction masked, left ear 1000 cps
0	4	3448..PS-40	2140	45	Audiometry, pure tone; air conduction masked, left ear 2000 cps
0	4	3449..PS-40	2140	74	Audiometry adaptation, abnormal; adequacy of exam
0	4	3462..PS-40	2140	64	Discrimination test; abnormal; adequacy of exam
0	4	0315.....		12	Hearing; conductive
0	4	0316.....		14	Hearing; sensorineural
0	4	6297.....		24	PS-40 through PS-45 tests present
0	4	3300..PS-40	1140	16	17 Age (MO)
0	4	3436..PS-40	2140	16	17 Age (MO)
0	4	3630..PS-40	6140	16	17 Age (MO)
0	4	3629..PS-40	6140	15	15 Age (YRS)
0	4	3435..PS-40	2140	14	14 Age (YRS)
0	4	3194..PS-40	1140	15	15 Age (YRS)
0	7	3437..PS-40	2140	14	14 Examiner for Form PS-40
0	7	3400..PS-40	1140	14	14 Examiner for Form PS-40
0	0	3431..PS-40	6140	14	14 Examiner for Form PS-45
0	0	3423..PS-40	1140	02	63 Audiometry, pure tone air conduction masked, left ear 1000 cps
0	0	3424..PS-40	1140	04	65 Audiometry, pure tone air conduction masked, left ear 2000 cps
0	0	3421..PS-40	1140	04	69 Audiometry, pure tone air conduction masked, left ear 250 cps
0	0	3425..PS-40	1140	06	67 Audiometry, pure tone air conduction masked, left ear 500 cps
0	0	3122..PS-40	1140	00	61 Audiometry, pure tone air conduction masked, left ear 8000 cps
0	0	3426..PS-40	1140	04	69 Audiometry, pure tone air conduction masked, left ear 1000 cps
0	0	3417..PS-40	1140	50	51 Audiometry, pure tone air conduction masked, right ear 1000 cps
0	0	3418..PS-40	1140	52	53 Audiometry, pure tone air conduction masked, right ear 2000 cps
0	0	3415..PS-40	1140	46	47 Audiometry, pure tone air conduction masked, right ear 250 cps
0	0	3419..PS-40	1140	54	55 Audiometry, pure tone air conduction masked, right ear 500 cps
0	0	3416..PS-40	1140	48	49 Audiometry, pure tone air conduction masked, right ear 1000 cps
0	0	3420..PS-40	1140	56	57 Audiometry, pure tone air conduction masked, right ear 2000 cps
0	0	3400..PS-40	1140	36	37 Audiometry, pure tone air conduction masked, right ear 250 cps
0	0	3410..PS-40	1140	34	39 Audiometry, pure tone air conduction masked, right ear 500 cps
0	0	3407..PS-40	1140	32	41 Audiometry, pure tone air conduction masked, right ear 1000 cps
0	0	3411..PS-40	1140	40	43 Audiometry, pure tone air conduction masked, right ear 2000 cps
0	0	3408..PS-40	1140	34	45 Audiometry, pure tone air conduction masked, right ear 250 cps
0	0	3412..PS-40	1140	42	43 Audiometry, pure tone air conduction masked, right ear 500 cps
0	0	3413..PS-40	1140	44	44 Audiometry, pure tone air conduction masked, right ear 1000 cps
0	0	3603..PS-40	1140	24	25 Audiometry, pure tone air conduction masked, right ear 2000 cps
0	0	3404..PS-40	1140	26	27 Audiometry, pure tone air conduction masked, right ear 2500 cps
0	0	3401..PS-40	1140	20	21 Audiometry, pure tone air conduction masked, right ear 250 cps
0	0	3405..PS-40	1140	28	29 Audiometry, pure tone air conduction masked, right ear 4000 cps
0	0	3402..PS-40	1140	22	23 Audiometry, pure tone air conduction masked, right ear 500 cps
0	0	3406..PS-40	1140	30	31 Audiometry, pure tone air conduction masked, right ear 8000 cps
0	10	3429..PS-40	1140	72	32 Audiometry adaptation, left ear 4000 cps, abnormal

Form Item Numbers Linked to Data Items on PS-10, Final Speech Language and Hearing Examination - Hearing

ITEM CN	ITEM PKW	DATA ITEM LN	CARD NUM	FROM	TO	DATA ITEM NAME
10		1410..PS-40	1140	73	73	73 Auditory Adaptation, left ear 500 cps, abnormal
10		1427..PS-40	1140	70	70	70 Auditory Adaptation, right ear 4000 cps, abnormal
10		1428..PS-40	1140	71	71	71 Auditory Adaptation, right ear 500 cps, abnormal
11		1453..PS-40	2140	48	48	48 Audiometry, pure tone none conduction masked, left ear 1000 cps
11		1454..PS-40	2140	49	49	49 Audiometry, pure tone none conduction masked, left ear 2000 cps
11		1455..PS-40	2140	50	50	50 Audiometry, pure tone none conduction masked, left ear 4000 cps
11		1457..PS-40	2140	52	52	52 Audiometry, pure tone none conduction masked, left ear 500 cps
11		1460..PS-40	2140	46	46	46 Audiometry, pure tone none conduction masked, right ear 1000 cps
11		1450..PS-40	2140	42	42	42 Audiometry, pure tone none conduction masked, right ear 2000 cps
11		1451..PS-40	2140	44	44	44 Audiometry, pure tone none conduction masked, right ear 4000 cps
11		1448..PS-40	2140	38	38	38 Audiometry, pure tone none conduction masked, right ear 1000 cps
11		1443..PS-40	2140	30	30	30 Audiometry, pure tone none conduction masked, right ear 2000 cps
11		1444..PS-40	2140	32	32	32 Audiometry, pure tone none conduction masked, right ear 4000 cps
11		1445..PS-40	2140	14	14	14 Audiometry, pure tone none conduction, left ear 2000 cps
11		1447..PS-40	2140	28	28	28 Audiometry, pure tone none conduction, left ear 4000 cps
11		1446..PS-40	2140	36	36	36 Audiometry, pure tone none conduction, left ear 500 cps
11		1430..PS-40	2140	22	22	22 Audiometry, pure tone none conduction, right ear 1000 cps
11		1441..PS-40	2140	24	24	24 Audiometry, pure tone none conduction, right ear 2000 cps
11		1442..PS-40	2140	26	26	26 Audiometry, pure tone none conduction, right ear 4000 cps
11		1438..PS-40	2140	20	20	20 Audiometry, pure tone none conduction, right ear 500 cps
14		1460..PS-40	2140	61	61	61 Discrimination test, left ear discrimination percent
14		1459..PS-40	2140	59	59	59 Discrimination test, left ear hearing level
14		1457..PS-40	2140	63	63	63 Discrimination test, left ear list used
14		1458..PS-40	2140	56	56	56 Discrimination test, right ear discrimination percent
14		1456..PS-40	2140	54	54	54 Discrimination test, right ear hearing level
14		1458..PS-40	2140	58	58	58 Discrimination test, right ear list used
17(1)		1463..PS-40	2140	65	65	65 Auditory memory, digits, total pass score
17(1)		1464..PS-40	2140	68	68	68 Auditory memory, digits: adequacy of exam
17(2)		1465..PS-40	2140	69	69	69 Auditory memory, nonsense syllables, total pass score
17(2)		1466..PS-40	2140	71	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 ID	CARD NUM	FROM TO	DATA ITEM NAME
0	1518.....	4140	16	17 A7e (no)
0	1671.....	3140	16	17 A7e (70)
0	1517.....	4140	15	15 A7e (VPS)
0	1470.....	3140	15	15 A7e (VPS)
0	1510.....	4140	14	14 Teacher for form PS-41
0	1472.....	3140	14	14 Teacher for form PS-41
0	0119.....	4140	15	15 Adequate indicators: word identification
0	1529..PS-41	4140	16	16 Reading, oral; adequacy of exam
0	1477..PS-41	3140	30	30 Comprehension verbal; orientation question 1
0	1446..PS-41	3140	10	10 Comprehension verbal; orientation question 10
0	1447..PS-41	3140	40	40 Comprehension verbal; orientation question 11
0	1448..PS-41	3140	41	41 Comprehension verbal; orientation question 12
0	1418..PS-41	3140	31	31 Comprehension verbal; orientation question 2
0	1479..PS-41	3140	32	32 Comprehension verbal; orientation question 3
0	1443..PS-41	3140	33	33 Comprehension verbal; orientation question 4
0	1442..PS-41	3140	34	34 Comprehension verbal; orientation question 5
0	1463..PS-41	3140	15	15 Comprehension verbal; orientation question 6
0	1444..PS-41	3140	16	16 Comprehension verbal; orientation question 7
0	1445..PS-41	3140	17	17 Comprehension verbal; orientation question 8
0	1440..PS-41	3140	42	42 Comprehension verbal; orientation question 9
0	1441..PS-41	3140	43	43 Comprehension verbal; orientation total score
0	1449..PS-41	3140	44	44 Comprehension verbal; understanding a story question 1
0	1492..PS-41	3140	45	45 Comprehension verbal; understanding a story question 2
0	1493..PS-41	3140	47	47 Comprehension verbal; understanding a story question 3
0	1494..PS-41	3140	48	48 Comprehension verbal; understanding a story question 4
0	1495..PS-41	3140	49	49 Comprehension verbal; understanding a story question 5
0	1446..PS-41	3140	50	50 Comprehension verbal; understanding a story raw score
0	1449..PS-41	3140	55	55 Comprehension verbal; understanding a story, adequacy of exam
0	1448..PS-41	3140	53	53 Comprehension verbal; understanding a story, age equivalent
0	1447..PS-41	3140	51	51 Comprehension verbal; understanding a story, grade equivalent
0	1473..PS-41	3140	20	20 Comprehension verbal; word identification error
0	1475..PS-41	3140	22	22 Comprehension verbal; word identification raw score
0	1476..PS-41	3140	25	25 Comprehension verbal; word identification vocabulary age
16	1513..PS-41	3140	10	10 Reading, oral; grade equivalent
16	1500..PS-41	3140	56	56 Reading, oral; passage A, number of errors
16	1501..PS-41	3140	57	57 Reading, oral; passage A, passage scores
16	1502..PS-41	3140	58	58 Reading, oral; passage B, number of errors
16	1503..PS-41	3140	59	59 Reading, oral; passage B, passage scores
16	1504..PS-41	3140	60	60 Reading, oral; passage C, number of errors
16	1505..PS-41	3140	61	61 Reading, oral; passage C, passage scores

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

ITEM NO	DATA FILE IN	CARD NUM	FORM	ITEM	DATA ITEM NAME
16	1506..PS-41	1140	62	62	READING, ORAL, PASSAGE 4, NUMBER OF ERRORS
16	1507..PS-41	1140	63	63	READING, ORAL, PASSAGE 4, PASSAGE SCORES
16	1508..PS-41	1140	64	64	READING, ORAL, PASSAGE 6, NUMBER OF ERRORS
16	1509..PS-41	1140	65	65	READING, ORAL, PASSAGE 6, PASSAGE SCORES
16	1510..PS-41	1140	66	66	READING, ORAL, PASSAGE 7, NUMBER OF ERRORS
16	1511..PS-41	1140	67	67	READING, ORAL, PASSAGE 7, PASSAGE SCORES
16	1512..PS-41	1140	68	68	READING, ORAL, TOTAL PASSAGE SCORE
16	1520..PS-41	1140	20	21	READING, ORAL, TYPES OF ERRORS, 114
16	1521..PS-41	1140	22	21	READING, ORAL, TYPES OF ERRORS, GROSS MISPRONUNCIATION
16	1524..PS-41	1140	28	29	READING, ORAL, TYPES OF ERRORS, INSERTION
16	1527..PS-41	1140	33	35	READING, ORAL, TYPES OF ERRORS, INVERSION
16	1528..PS-41	1140	26	27	READING, ORAL, TYPES OF ERRORS, OMISSION
16	1529..PS-41	1140	24	25	READING, ORAL, TYPES OF ERRORS, PART MISPRONUNCIATION
16	1526..PS-41	1140	32	33	READING, ORAL, TYPES OF ERRORS, REPEATITION
16	1529..PS-41	1140	37	37	READING, SILENT, SAMPLE PARAGRAPH QUESTION 1
16	1530..PS-41	1140	38	38	READING, SILENT, SAMPLE PARAGRAPH QUESTION 2
16	1531..PS-41	1140	39	39	READING, SILENT, SAMPLE PARAGRAPH QUESTION 3
16	1532..PS-41	1140	40	40	READING, SILENT, SAMPLE PARAGRAPH, ADEQUACY OF EXAM
16	1533..PS-41	1130	41	31	READING, SILENT, TEST PARAGRAPH QUESTION 1
16	1534..PS-41	1140	42	42	READING, SILENT, TEST PARAGRAPH QUESTION 2
16	1535..PS-41	1140	43	43	READING, SILENT, TEST PARAGRAPH QUESTION 3
16	1536..PS-41	1140	44	44	READING, SILENT, TEST PARAGRAPH QUESTION 4
16	1537..PS-41	1140	45	45	READING, SILENT, TEST PARAGRAPH QUESTION 5
16	1540..PS-41	1130	47	50	READING, SILENT, TEST PARAGRAPH, AIR EQUIVALENT
16	1539..PS-41	1130	47	50	READING, SILENT, TEST PARAGRAPH, TRADE EQUIVALENT
16	1541..PS-41	1140	34	48	READING, SILENT, TEST PARAGRAPH, TOTAL SCORE
16	1543..PS-41	1140	51	51	READING, SILENT, TEST PARAGRAPH, ADEQUACY OF EXAM
27	1547..PS-41	1140	53	53	READING, SILENT, ARBITRARY VOCAL AUTOMATIC TEST, AGE LEVEL SCORE
27	1544..PS-41	1130	57	57	READING, SILENT, ARBITRARY VOCAL AUTOMATIC TEST, ADEQUACY OF EXAM

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

ITEM NO	FORM	DATA ITEM	CARD NO	FROM	TO	DATA ITEM NAME
12		3555..PS-42	4140	69	70	writing from dictation, total score, list 1-3
13		3545..PS-42	4140	58	59	Connected discourse, number of concepts expressed
14		3547..PS-42	4140	61	61	Connected discourse, summary evaluation, elaboration
15		3549..PS-42	4140	63	63	Connected discourse, summary evaluation, grammar
16		3550..PS-42	4140	64	64	Connected discourse, summary evaluation, overall evaluation
17		3548..PS-42	4140	62	62	Connected discourse, summary evaluation, relevance
18		3546..PS-42	4140	60	60	Connected discourse, summary evaluation, sequence
19		3551..PS-42	4140	65	65	Connected discourse, summary evaluation; adequacy of evaluation
20		3552..PS-42	4140	74	74	writing from dictation, summary, types of errors, addition
21		3559..PS-42	4140	74	77	writing from dictation, summary, types of errors, adequacy
22		3562..PS-42	4140	77	77	writing from dictation, summary, types of errors, illegible
23		3556..PS-42	4140	71	71	writing from dictation, summary, types of errors, omission
24		3560..PS-42	4140	75	75	writing from dictation, summary, types of errors, reversal
25		3557..PS-42	4140	72	72	writing from dictation, summary, types of errors, sequence error
26		3561..PS-42	4140	75	76	writing from dictation, summary, types of errors, list 1
27		3554..PS-42	4140	73	73	writing from dictation, summary, types of errors, list 2
28		3552..PS-42	4140	66	66	writing from dictation, total passes, list 1
29		3553..PS-42	4140	67	67	writing from dictation, total passes, list 2
30		3554..PS-42	4140	68	68	writing from dictation, total passes, list 3
31		3563..PS-42	4140	78	78	writing from dictation; handedness

Form Item Numbers Index to Data Items on Form, Speech Mechanism

FORM NO	DATA ITEM	CARD NUM	FORM TO	DATA ITEM NAME
0	1568.....	5140	16	17 Age (mo)
0	1567.....	5140	15	15 Age (yrs)
0	1569.....	5140	18	18 Examiner for DSM-III
0	1570.....	5140	19	19 Speech articulation
0	1571..PS-43	5140	20	20 Speech mechanism, concomitant movements, elevation, tongue
0	1572..PS-43	5140	21	21 Speech mechanism, concomitant movements, lateral protrusion, tongue
0	1573..PS-43	5140	22	22 Speech mechanism, concomitant movements, offline protrusion, tongue
0	1574..PS-43	5140	23	23 Speech mechanism, concomitant movements, protrusion of lips
0	1575..PS-43	5140	24	24 Speech mechanism, concomitant movements, retraction of lips
0	1576..PS-43	5140	25	25 Speech mechanism, lips, protrusion
0	1577..PS-43	5140	26	26 Speech mechanism, lips, retraction
0	1578..PS-43	5140	27	27 Speech mechanism, soft palate function
0	1579..PS-43	5140	28	28 Speech mechanism, tongue, elevation
0	1580..PS-43	5140	29	29 Speech mechanism, tongue, lateral protrusion
0	1581..PS-43	5140	30	30 Speech mechanism, tongue, offline protrusion
0	1582..PS-43	5140	31	31 Speech mechanism, protrusion of lips
0	1583..PS-43	5140	32	32 Speech mechanism, retraction of lips

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

ITEM NO	FORM	DATA ITEM ID	CASH MIN	FROM	TO	DATA ITEM NAME
0		3582..PS-44	5140	32	12	Speech production, dysfluent events
0		3581..PS-44	5140	31	11	Speech production, rate of speech sounds
0		3583..PS-44	5140	31	11	Speech production, struggle behavior
12		3585..PS-44	5140	35	15	Speech production, voice loudness
12		3584..PS-44	5140	34	14	Speech production, voice pitch
12		3586..PS-44	5140	36	16	Speech production, voice quality phonation
12		3587..PS-44	5140	37	17	Speech production, voice quality resonance
15		3588..PS-44	5140	38	18	Speech production, intelligibility
15		3589..PS-44	5140	38	18	Speech production, articulatory imprecision
15		3594..PS-44	5140	44	44	Speech production, difficulty of sounds s/o words
15		3596..PS-44	5140	46	46	Speech production, inappropriateness
15		3592..PS-44	5140	42	42	Speech production, inappropriateness
15		3590..PS-44	5140	40	40	Speech production, inappropriateness
15		3589..PS-44	5140	39	39	Speech production, inappropriateness
15		3591..PS-44	5140	41	41	Speech production, inappropriateness
15		3595..PS-44	5140	45	45	Speech production, inappropriateness
15		3593..PS-44	5140	43	43	Speech production, inappropriateness
15		3597..PS-44	5140	47	48	Speech production, voice quality deviations

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

FORM OR FORM	DATA TYPE	CARD NUM	FROM	TO	DATA ITEM NAME
5	1641..PS-45	6140	29	29	Referential for further GUN examination
5	1641..PS-45	6140	31	32	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	Anomalies, physical, cleft lip observation by examiner
5	1603..PS-45	5140	54	54	Anomalies, physical, cleft palate (repaired) observation by examiner
5	1602..PS-45	5140	53	53	Anomalies, physical, cleft palate observation by examiner
5	1616..PS-45	5140	61	61	Anomalies, physical, frenulum observation by examiner
5	1606..PS-45	5140	57	57	Anomalies, physical, lingual frenulum, very short observation by examiner
5	1608..PS-45	5140	59	59	Anomalies, physical, malocclusion observation by examiner
5	1611..PS-45	5140	62	62	Anomalies, physical, mouth breather observation by examiner
5	1604..PS-45	5140	55	55	Anomalies, physical, palate, hard, very high observation by examiner
5	1605..PS-45	5140	56	56	Anomalies, physical, palate, soft, very short observation by examiner
5	1612..PS-45	5140	63	63	Anomalies, physical, teeth and jaw, other observation by examiner
5	1609..PS-45	5140	60	60	Anomalies, physical, teeth missing observation by examiner
10	1600..PS-45	5140	51	51	Anomalies, physical, ears observation by examiner
10	1601..PS-45	5140	52	52	Anomalies, physical, eyes observation by examiner
10	1609..PS-45	5140	50	50	Anomalies, physical, face observation by examiner
10	1615..PS-45	5140	64	64	Anomalies, physical, general awkwardness observation by examiner
10	1613..PS-45	5140	64	64	Anomalies, physical, hands and arms observation by examiner
10	1608..PS-45	5140	49	49	Anomalies, physical, head observation by examiner
10	1614..PS-45	5140	65	65	Anomalies, physical, legs observation by examiner
15	1624..PS-45	5140	75	75	Behavioral aberrations, distractibility observation by examiner
15	1633..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	29	29	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	CASH NUM	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, lice 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:
 250 cps (cols. 20-21)
 500 cps (cols. 22-23)
 1000 cps (cols. 24-25)
 2000 cps (cols. 26-27)
 4000 cps (cols. 28-29)
 8000 cps (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:
 250 cps (cols. 46-47)
 500 cps (cols. 48-49)
 1000 cps (cols. 50-51)
 2000 cps (cols. 52-53)
 4000 cps (cols. 54-55)
 8000 cps (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

58-69

PS-40 Item 9

Code: Same as in Field 11

ABNORMAL AUDITORY ADAPTATION

13. Right Ear: 4000 cps

70

PS-40 Item 10

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

14. Right Ear: 500 cps

71

PS-40 Item 10

Code: Same as in Field 13

15. Left Ear: 4000 cps

72

PS-40 Item 10

Code: Same as in Field 13

16. Left Ear: 500 cps

73

PS-40 Item 10

Code: Same as in Field 13

17. Adequacy of Exam

74

PS-40 Item 10

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

DEFINITION OF CODES (Continued)

FORM PS-40-45
CARD 2140

<u>FIELD</u>	<u>CARD COLUMN</u>
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

FIELD

CARD
COLUMNS

7. Bone Conduction - Masked: Right Ear

38-45

PS-40 Item 11

Eight digit code for:

500 cps (cols. 38-39)
1000 cps (cols. 40-41)
2000 cps (cols. 42-43)
4000 cps (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. <u>Card Number</u>
Code: 3 | 1 |
| 2. <u>Basic Data</u>
Code: Same as in cols. 2-19 of card 1 | 2-19 |

AUDITORY VERBAL COMPREHENSION

- | | |
|---|-------|
| 3. <u>Word Identification</u>
PS-41 Item 9 (13)
Ten digit code for: | 20-29 |
| <u>Errors</u> (cols. 20-21)
Code: 00-97 - As given
98 - 98 or more
99 - Unknown | |
| <u>Raw Score</u> (cols. 22-24)
Code: 000-150 - As given
999 - Unknown | |
| <u>Vocabulary Age</u> (cols. 25-28)
Code: 0109-1200 - 1 yr. 9 mos. to 12 years
9997 - Above norms
9998 - Below norms
9999 - Unknown | |
| <u>Adequacy of Exam</u> (col. 29)
Code: 1 - Adequate
2 - Not adequate
9 - Unknown | |

- | | |
|--|-------|
| 4. <u>Orientation</u>
PS-41 Item 9 (2)
Fifteen digit code for: | 30-44 |
| <u>Question 1</u> (col. 30) | |
| <u>Question 2</u> (col. 31) | |
| <u>Question 3</u> (col. 32) | |
| <u>Question 4</u> (col. 33) | |
| <u>Question 5</u> (col. 34) | |
| <u>Question 6</u> (col. 35) | |
| <u>Question 7</u> (col. 36) | |
| <u>Question 8</u> (col. 37) | |
| <u>Question 9</u> (col. 38) | |
| <u>Question 10</u> (col. 39) | |
| <u>Question 11</u> (col. 40) | |
| <u>Question 12</u> (col. 41) | |
| Code for each column:
1 - Pass
2 - Fail
9 - Unknown | |
| <u>Total Score</u> (cols. 42-43)
Code: 00-12 - As given
99 - Unknown | |
| <u>Adequacy of Exam</u> (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

45-55

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

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: 1.0-2.2 - Grade 1.0 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 Span (col. 55)

Code: Same as in Field 3 col. 29

ORAL READING

6. Passage A

56-57

PS-41 Item 16 (1G1)

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

58-59

PS-41 Item 16 (1G1)

Code: Same as in Field 6

DEFINITION OF CODES (Continued)

FORM PS-40-45
CARD 3140

FIELD

CARD
COLUMN

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

DEFINITION OF CODES (Continued)

FORM PS-40-45
CARD 4140

NOTE: Card does not exist for Rev. 2

FIELD

CARD
COURSE

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

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

Question 1 (col. 37)
Question 2 (col. 38)
Question 3 (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 4

DEFINITION OF CODES (Continued)

FORM PS-40-15
CARD 410

FIELD

CARD
COUNT

6. Test Paragraph

41-51

PS-41 Item 16 (2B)

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
 36 - 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

52-57

PS-41 Item 27

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 3 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 #140

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-10-15
CARD 414C

FIELD

CARD
COUNT

13. Total Score: Lists 1-3

PS-42 Item 18(4)
Code: 00-14 - As given
99 - Unknown

69-70

14. Summary: Types of Errors

PS-42 Item 18 (4)

Seven digit code for:

<u>Illegible</u>	(col. 71)
<u>Reversal</u>	(col. 72)
<u>Substitution</u>	(col. 73)
<u>Addition</u>	(col. 74)
<u>Omission</u>	(col. 75)
<u>Sequence Error</u>	(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

71-77

15. Handedness

PS-42 Item 18 (6)

Code: 1 - Right
2 - Left
9 - Undetermined

78

DEFINITION OF CODES (continued)

NOTE: Card does not exist for Rev. 2

FORM PS-40-45
CARD 5140

FIELD

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 - Graces
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

- | | | |
|-----|---|----|
| 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 | 31 |
| 8. | <u>Dysfluent Events</u>
PS-44 Item 9 (2A)
Code: 0 - None
1 - Some
2 - Many
9 - Unknown | 32 |
| 9. | <u>Struggle Behavior</u>
PS-44 Item 9 (2B)
Code: Same as in Field 8 | 33 |
| 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 | 34 |
| 11. | <u>Voice: Loudness</u>
PS-44 Item 12 (2)
Code: 1 - Adequate
2 - Too soft
3 - Too loud
8 - Other
9 - Unknown | 35 |
| 12. | <u>Voice Quality: Phonation</u>
PS-44 Item 12 (3A)
Code: 1 - Adequate
2 - Breathiness
3 - Harshness
4 - Combination of codes
8 - Other
9 - Unknown | 36 |

DEFINITION OF CODES (Continued)

FORM PS-40-45
CARD 51-3

<u>FIELD</u>	<u>CARD</u> <u>COLUMN</u>
<p>13. <u>Voice Quality: Resonance</u> PS-44 Item 12 (3B) Code: 1 - Adequate 2 - Hyper-nasality 3 - Hypo-nasality 8 - Other 9 - Unknown</p>	37
<p>14. <u>Intelligibility</u> PS-44 Item 15 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--6 = 8's.</p>	38
<p>15. <u>Checklist</u> PS-44 Item 15 Right digit code for: <u>Inappropriate Rhythm</u> (col. 39) <u>Inappropriate Rate</u> (col. 40) <u>Inappropriate Stress</u> (col. 41) <u>Inappropriate Loudness</u> (col. 42) <u>Voice Quality Deviations</u> (col. 43) <u>Articulatory Imprecision</u> (col. 44) <u>Telegraphic</u> (col. 45) <u>Difficulty of Sounds and/or Words</u> (col. 46) Code for each column: 0 - Absent 1 - Present 8 - Not applicable 9 - Unknown</p>	39-46
<p>16. <u>Articulation: Score</u> PS-44 Item 18 Code: 00-50 - As given 99 - Unknown</p>	47-48

DEFINITION OF CODES

FORM PS-40-45
CARD 5140

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

DEFINITION OF CODES (Continued)

FORM PS-40-45
 GAO 5140

FIELD

CAFD
COLUMN

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

DEFINITIONS OF CODES (Continued)

FORM PS-40-45
CARD 5140

<u>FIELD</u>	<u>CARD</u> <u>COLUMN</u>
32. <u>Lack of Spontaneous Communication</u> PS-45 Item 15 Code: Same as in Field 21	73
33. <u>Withdrawal</u> PS-45 Item 15 Code: Same as in Field 21	74
34. <u>Distractibility</u> PS-45 Item 15 Code: Same as in Field 21	75
35. <u>Negativism</u> PS-45 Item 15 Code: Same as in Field 21	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
<u>OBSERVED ABERRATIONS</u>	
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

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

FEDERAL 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 - Pinsky
14 - Rathfarh
15 - Fiedler
16 - Berger
17 - Wendel (Curi)
18 - Schwitzer
19 - Strominger
20 - Wolman
21 - Cohen

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

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

31 - Columbia
01 - Frost
02 - Goldstein
03 - Grantham
04 - Klein
05 - Poloa
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

FEDERAL BUREAU OF INVESTIGATION
 DIVISION OF INVESTIGATION
 WASHINGTON, D. C.

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

01 - Providence
02 - Sawyer
03 - Wallace
04 - Lang
05 - Lieberman
06 - Sinner
07 - Syge
08 - Fortney
09 - Nezelek
10 - Serminian
11 - Favorite
12 - Jaccoby
13 - Jolley
14 - Pandolfi
15 - Favorite & Serminian
16 - McCabe

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

FORM		PS-40	
1	1	9	10
2	AGE	PURE TONE AITHIOMETRY	
3	MONTHS	AIR CONDUCTION - MASKED	
4	YEARS	RIGHT EAR LEFT EAR	
5	NUMBS	AIR CONDUCTION	
6	CARD	RIGHT EAR LEFT EAR	
7	1140	AIR CONDUCTION - MASKED	
8		RIGHT EAR LEFT EAR	
9		AIR CONDUCTION	
10		RIGHT EAR LEFT EAR	
11		AIR CONDUCTION - MASKED	
12		RIGHT EAR LEFT EAR	
13		AIR CONDUCTION	
14		RIGHT EAR LEFT EAR	
15		AIR CONDUCTION - MASKED	
16		RIGHT EAR LEFT EAR	
17		AIR CONDUCTION	
18		RIGHT EAR LEFT EAR	
19		AIR CONDUCTION - MASKED	
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23		AIR CONDUCTION - MASKED	
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27		AIR CONDUCTION - MASKED	
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29		AIR CONDUCTION	
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31		AIR CONDUCTION - MASKED	
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39		AIR CONDUCTION - MASKED	
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43		AIR CONDUCTION - MASKED	
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46		RIGHT EAR LEFT EAR	
47		AIR CONDUCTION - MASKED	
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49		AIR CONDUCTION	
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51		AIR CONDUCTION - MASKED	
52		RIGHT EAR LEFT EAR	
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55		AIR CONDUCTION - MASKED	
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97		AIR CONDUCTION	
98		RIGHT EAR LEFT EAR	
99		AIR CONDUCTION - MASKED	
100		RIGHT EAR LEFT EAR	

28-075-55

PS-40

1	FORM #								
2	ITEM #	1							
3	AGE	47	11	11	11	11	11	11	11
4	SEX								
5	DATE OF BIRTH								
6	EXAMINER								
7	TYPE OF EXAMINATION	PURE TONE AUCIOMETRY							
8	TEST	DISCRIMINATION TEST							
9	RESULTS	HEARING LEVEL							
10	COMMENTS	RIGHT EAR LEFT EAR							
11	TEST RESULTS	HEARING LEVEL							
12	TEST RESULTS	HEARING LEVEL							
13	TEST RESULTS	HEARING LEVEL							
14	TEST RESULTS	HEARING LEVEL							
15	TEST RESULTS	HEARING LEVEL							
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28	TEST RESULTS	HEARING LEVEL							
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59	TEST RESULTS	HEARING LEVEL							
60	TEST RESULTS	HEARING LEVEL							

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PS-40-45

Exam	PS-41	PS-41	PS-41	PS-41	PS-41	PS-41	PS-41
1	1	4-7	9(6)	4(a)	4(b), 4(b)	16 (16)	100 18
2		AGE					
3		TERMS					
4		PHRASES					
5		SENTENCES					
6		PARAGRAPHS					
7		ARTICLES					
8		CONCORD					
9		GRAMMAR					
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PS-41-6

1	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
	7	16 (a)	16 (b)	27	15	14 (4)		
2	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
3	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
4	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
5	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
6	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
7	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
8	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
9	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
10	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
11	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
12	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
13	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
14	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
15	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
16	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
17	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
18	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
19	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
20	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
21	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
22	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
23	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
24	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
25	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
26	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
27	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
28	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
29	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
30	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
31	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
32	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
33	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
34	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
35	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
36	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
37	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
38	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
39	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45
40	PS-40	4	16 (a)	16 (b)	27	15	14 (4)	PS-45

11-5-53

PS-45	PS-46	PS-47	PS-48	PS-49	PS-50	PS-51	PS-52	PS-53	PS-54	PS-55	PS-56	PS-57	PS-58	PS-59	PS-60		
GENERAL INFORMATION NAME: [REDACTED] TITLE: [REDACTED]		AGE YEARS: [REDACTED]		SEX MALE [] FEMALE []		EDUCATION GRADE: [REDACTED]		EMPLOYMENT HISTORY DATE OF ENTRY: [REDACTED]		PROBATION DATE OF PROBATION: [REDACTED]		CRIMINAL RECORD DATE OF FIRST ARREST: [REDACTED]		PSYCHOLOGICAL TESTS DATE OF TEST: [REDACTED]		REMARKS [REDACTED]	
PHYSICAL AND MENTAL EXAMINATION DATE OF EXAM: [REDACTED]		PERSONALITY TYPE: [REDACTED]		ATTITUDE TOWARDS WORK: [REDACTED]		ADAPTATION TO ENVIRONMENT: [REDACTED]		INTERESTS HOBBIES: [REDACTED]		RELIGIOUS BELIEFS FAITH: [REDACTED]		CHARACTERISTICS STRONG POINTS: [REDACTED]		DEFICIENCIES WEAKNESSES: [REDACTED]		RECOMMENDATIONS [REDACTED]	
PERSONAL HISTORY BIRTH: [REDACTED]		EDUCATION INSTITUTIONS: [REDACTED]		EMPLOYMENT EMPLOYERS: [REDACTED]		LEGAL RECORD ARRESTS: [REDACTED]		PSYCHOLOGICAL TESTS TESTS: [REDACTED]		PROBATION PROBATION OFFICER: [REDACTED]		CRIMINAL RECORD CRIMES: [REDACTED]		REMARKS [REDACTED]		REMARKS [REDACTED]	
PHYSICAL AND MENTAL EXAMINATION PHYSICIAN: [REDACTED]		PERSONALITY TYPE: [REDACTED]		ATTITUDE TOWARDS WORK: [REDACTED]		ADAPTATION TO ENVIRONMENT: [REDACTED]		INTERESTS HOBBIES: [REDACTED]		RELIGIOUS BELIEFS FAITH: [REDACTED]		CHARACTERISTICS STRONG POINTS: [REDACTED]		DEFICIENCIES WEAKNESSES: [REDACTED]		RECOMMENDATIONS [REDACTED]	
PERSONAL HISTORY BIRTH: [REDACTED]		EDUCATION INSTITUTIONS: [REDACTED]		EMPLOYMENT EMPLOYERS: [REDACTED]		LEGAL RECORD ARRESTS: [REDACTED]		PSYCHOLOGICAL TESTS TESTS: [REDACTED]		PROBATION PROBATION OFFICER: [REDACTED]		CRIMINAL RECORD CRIMES: [REDACTED]		REMARKS [REDACTED]		REMARKS [REDACTED]	

10 - 17 - 55

FORM	PS-40	PS-45	AGE	OBSERVED	ABERRATIONS	CARD NUMBER	CLASSIFICATION	PHOTOGRAPH	DESCRIPTION	REMARKS
1	47	15								BLANK

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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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Manual for Administration of the Final Speech, Language and Hearing Examination:

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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Manual for Administration of the Final Speech, Language and Hearing Examination

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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Manual for Administration of the Final Speech, Language and Hearing Examination

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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PS-40

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 |

¹Peabody Picture Vocabulary Test. Copyright 1959 by Lloyd M. Dunn. All rights reserved. Published by American Guidance Service, Inc., Minneapolis, Minnesota. Reproduced by permission.

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		
1		
2	1.8	7-0
3	1.9	7-1
4	2.0	7-2
5	2.1	7-3
	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	Grade	Difficulty
1	Grade I	{ Pre-Primer Primer Book I Grade II Grade III Grade IV
2		
3		
4		
5		
6		

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, hunself (1 error for each)

- c. Omission of one or more elements.

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

- d. Insertion of an element

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

- e. Wrong syllabication.

Examples: pser/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."

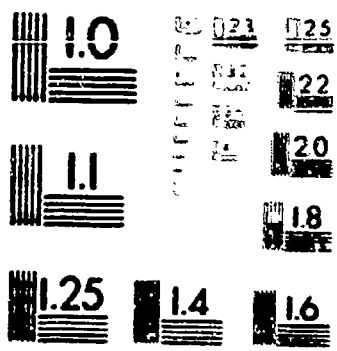
When the child is finished, say: "PUT YOUR FINGER ON QUESTION 1 UNDER THE STORY. (Examiner demonstrates on her copy.) QUESTION 1 SAYS: 'WHAT DID HELEN AND HER BROTHER DO?' WHICH NUMBER TELLS THE RIGHT ANSWER? (Pause) YES, 2 IS RIGHT. SO MAKE A RING AROUND THE NUMBER 2." (Indicate)

"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.



MICROCOPY RESOLUTION TEST CHART
 NATIONAL BUREAU OF STANDARDS-1963-A
 NATIONAL BUREAU OF STANDARDS-1963-A
 NATIONAL BUREAU OF STANDARDS-1963-A

CONTINUED ON NEXT FICHE



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Scoring: Give one point for each correct answer. The age and grade equivalents are as follows

Score	Grade Equivalent	Age
0	Below Norms	
1	1.9	7-1
2	2.1	7-3
3	2.2	7-5
4	2.4	7-7
5	2.5	7-8

SUBAREA. Morphology

Purpose: To sample child's knowledge of linguistic form.

Item 1: KNOWLEDGE OF GRAMMATICAL RULES

Purpose: To sample child's repertoire of grammatical rules by having him complete each test statement with a common inflected word.

Materials: Illinois Test of Psycholinguistic Abilities⁸
Experimental Edition (Auditory-Vocal Automatic Test).
Examiner's Manual and Picture Test Book

Procedure: Present the demonstration item in the Picture Test Book to S and Say:

"HERE (point) IS A BED. HERE (point) ARE TWO ____."

Wait for S to complete the statement.⁹ If S responds incorrectly, supply the correct response and repeat the statement. If S responds correctly, begin the test immediately. If S's mental age is less than 7-0, begin with item 1, if over 7-0, begin with item 5. Continue testing until the ceiling level of six consecutive failures, or the end of the test is reached (whichever is first).

For Ss beginning with item 5, the basal level is reached when six consecutive items are passed. If S fails to pass the first six items administered (5-10 inclusive), continue testing until the ceiling or end of the test is reached, and then administer progressively easier items beginning with item 4 (4, 3, 2, 1) until the basal level is established or no items remain (whichever is first).

No help is given on test items except for the verb items (3, 5, 6, 11, 14, 17, 22); where one follow-up question for each such item is required when S fails to respond, or responds incorrectly. There are two general forms of this question: one is asked to attempt to elicit the progressive (-ing) form of the verb (item 3), and the other is asked to elicit the past tense form of the verb (items 5, 6, 11, 14, 17, 22).

⁸From The Illinois Test of Psycholinguistic Abilities. Copyright 1961 by Samuel A. Kirk and James J. McCarthy. Published by the University of Illinois Press, Urbana, Illinois. All rights reserved. Reproduced by permission.

⁹Occasionally young Ss will completely lack a final "s." See scoring procedures for procedure to be followed.

¹⁰Marked with an asterisk on following pages.

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Progressive Form: "NO. WHAT IS THE MAN DOING. HE IS ____."

If S fails to respond correctly to this question, simply record the failure and go on to the next item

Past Tense Form: "NO. WHAT DID ____ DO TO THE ____? HE (SHE) ____"

In item 11, for example, S may answer "finished." At this point E says

"NO, WHAT DID MOTHER DO TO THE LETTER? SHE ____"

If S fails to respond correctly to this question, simply record the failure and go on to the next item

TEST STATEMENTS

Demonstration. HERE IS A BED. HERE ARE TWO ____.

1. HERE IS AN APPLE. HERE ARE TWO ____.
2. HERE IS A HAT. HERE ARE TWO ____.
- *3. THIS MAN LIKES TO EAT. HERE HE IS ____.
4. HERE IS A DRESS. HERE ARE TWO ____.
- *5. FATHER IS OPENING THE CAN. NOW THE CAN HAS BEEN ____.
- *6. THIS MAN IS GOING TO WRECK HIS CAR. NOW THE CAR IS ____.
7. THIS ____ IS LONG. THIS STICK IS EVEN ____.
8. THIS BOX IS BIG. THIS BOX IS EVEN ____.
9. ALL THESE POTATOES ARE BIG. BUT THIS ONE IS THE ____.
10. THIS MAN IS PAINTING. HE IS A ____.
- *11. MOTHER IS WRITING A LETTER. THIS IS THE LETTER SHE ____.
12. THIS MAN HAS MANY PIPES. THIS MAN HAS EVEN ____.
13. HERE IS A MAN. HERE ARE TWO ____.
- *14. MOTHER IS POLISHING THE COFFEE POT. NOW THE COFFEE POT HAS BEEN ____.
15. HERE IS A LEAF. HERE ARE TWO ____.
16. HERE IS A KNIFE. HERE ARE TWO ____.
- *17. FATHER IS HANGING A PICTURE. NOW THE PICTURE HAS BEEN ____.
18. THIS CAKE LOOKS GOOD. THIS ONE LOOKS EVEN ____.
19. THESE PENCILS ALL LOOK GOOD. BUT THIS ONE LOOKS THE ____.

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20. HERE IS A THIEF HERE ARE TWO _____.
21. HERE IS A MOUSE HERE ARE TWO _____.
- *22. THE THIEF IS STEALING THE JEWELS. THERE ARE THE JEWELS HE _____.

Item 2. SCORING

Score later using the correct responses and common errors listed below. Allow credit for all items below the base level. The raw score is the number of items answered correctly. In judging unlisted responses, allow credit when S gives a meaningfully incorrect but grammatically correct response (e.g. smallest for item 9, where the _____est suffix is required).

In the past tense items (5, 6, and 14) S may give a meaningfully and grammatically correct substitute for the listed correct response; he is not given credit for this response unless the inflections are phonetically identical. For example, in item 14, "cleaned" for "polished" is not given credit because "cleaned" ends with a "d" sound and "polished" (the correct response) ends with a "s" sound. "Refinished" would be a creditable substitute for "polished."

The intent of this test is to assess grammatical, and not articulatory, ability. Therefore, articulation errors are acceptable if the grammatical form is correct. It is unfortunate that the simplest inflection in English, the addition of a final "s," is also one of the last speech sounds to develop. However, most children who do not have an "s" have a substitute sound for "s" which is close enough to it to differentiate the singular case from the plural. In the standardization sample it was found that this test could be administered if the child had speech - that is, his approximations were clear enough to make a judgment about the correctness or incorrectness of his response. There is one exception to this. In a few cases, S had neither the final "s" sound nor an "s" substitute which made it impossible to answer items 1, 2, 4, 9, 14, 15, 16, 19, and 20. In such cases, the following procedure is suggested.

If, in talking to S, prior to the test, E suspects the lack of a final "s," he should ask S to repeat the following words: ball, balls, cat, cats, mess, messes. If S repeats all words correctly assume he has a final "s," use standard test procedure, and mark all test items wrong unless correctly inflected.

If, however, the plural and singular forms of these words sound alike, administer only the following 13 ("non-s") items: 3, 5, 6, 7, 8, 10, 11, 12, 13, 17, 18, 21, and 22. Administer all the items in this list unless S gets six consecutive items wrong; then stop testing.

To score, (1) obtain the proportion of correct responses among the thirteen "non-s" items, (2) multiply this by nine, and (3) add the product to the number of correct "non-s" responses to obtain the raw score.

- EXAMPLE. (1) S gets 5 "non-s" items correct
= 5/13 or about .38 of them correct
- (2) $.38 \times 9 = 3.42 =$ (rounded) 3.00
- (3) Raw score = 3 + 5 = 8

This procedure is used only for children with no final "s." The great majority of children are scored according to the standard procedure given under the specific instructions for this test.

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<u>Item No.</u>	<u>One Point Credit</u>	<u>No Credit</u>
Demonstration	beds .	bed
1	apples	apple, red, ball
2	hats, caps	hat, cap
3	eating	eat, eat that, going to eat, eats, sit, eats eggs, ate
4	dresses	dress, two of them clothes
5	(d) opened	open, beans, opens can, took thing off, broke it, poured, get the soup, turn, top come off, put peas in
6	(t) wrecked, smashed	wreck, break, broken, hit in the dirt, breaked, crashing into mud, busted, going to crash, crashed
7	longer, smaller, bigger, larger, longer than that, shorter, taller	long, short, big, King, broken, bent, large, tall
8	bigger, taller, larger, smaller, longer, shorter	big, little, long, short
9	biggest, largest, fattest, littlest, longest, smallest, tallest	little, bigger one, potato, big one, big, King, small, larger, real potato, bumpy one, mashed
10	painter, worker, paint worker, carpenter, painter-man	painting the gate, paintman, George, painting, dirty, daddy, guy, gate, painting man, man, work man, working man, big one
11	wrote, has written	writted, penced, write, writes, Jsd, is writing, was writing
12	more	many-many, any pipes, two, 2 and 3 and 4, others, some pipes, whole bunch, pipes, a lot of pipes, many, many pipes, 600, some amount
13	men	man, mans, mens, two daddies
14	(t) polished, refinished, finished, washed, wiped	shiny, polish it, polish-ed, polishes coffee pot, clean, all finish, all done, shined, prepared, some it, cleaned, was polishing it, fuled, pretty, painted, new, scrubbed
15	leaves, tree leaves	leafs, leaf, leafy, trees, flowers
16	knives	knifes, knife, knifey
17	hung, hung up	hanged, hanged up, hunged up, hang-ed, put up, hanging, already up, painted, nailed, done, hammered it

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<u>Item No.</u>	<u>One Point Credit</u>	<u>No Credit</u>
18	better	gooder, good, chocolate, bigger, cake awful, pretty different
19	best	goodest, baddest, better, biggest, good, slant, one tallest, prettiest, bigger, terrible, not good, larger, gooder
20	thieves	thiefs, thief, thies, mans, bandits, robbers, cats, bad, bad mans
21	mice	mouses, meese, mouse, more
22	stole, has stolen	stealed, stole, stealing, thiefted, steal, stoll

Translate into Language Age Norms from Table A.

TABLE A Auditory-Vocal Automatic Test	
RAW SCORE	LANGUAGE AGE
0	Below Norms
1	
2	2-4
3	2-6
4	3-1
5	3-6
6	3-10
7	4-3
8	4-7
9	5-0
10	5-4
11	5-9
12	6-1
13	6-6
14	6-10
15	7-3
16	7-7
17	8-0
18	8-4
19	8-9
20	9-1
21	9-6
22	Above Norms

Where no credit is listed for a given score, indicate this on the subject's record form with the words "below norms" or "above norms" as appropriate

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AREA: Language Expression (PS-42)

SUBAREA: None

Item 1: CONNECTED DISCOURSE

Purpose: To evaluate the child's capacity to engage in connected discourse upon presentation of an appropriate, structured stimulus as shown in the following procedure.

Materials: Paragraph consisting of story of "Peter and Spot," illustrations, checklist, and rating scales.

Procedure: Place the illustrations on the table in front of the child. Be sure that they are right side up from his point of view. Say "HERE ARE SOME PICTURES ABOUT PETER AND HIS DOG SPOT." Allow the child to examine the illustrations for 30 seconds. After 30 seconds, or sooner if the child looks up to suggest that he has examined the pictures sufficiently, say: "NOW I AM GOING TO TELL YOU A STORY ABOUT PETER AND HIS DOG SPOT. WHEN I FINISH, I AM GOING TO ASK YOU TO TELL ME ABOUT IT ARE YOU READY?" Examiner tells the story. Remove the pictures and say: "NOW TELL ME THE STORY." Examiner should press for maximal response by saying: "TELL ME MORE ABOUT THE STORY."

One day Peter said "Goodby" to his dog Spot in front of his house and ran off to catch the school bus. In the middle of the arithmetic lesson everyone heard 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 his chair. Miss Smith said, "If Spot will be very quiet he can stay until after lunch and ride home on the bus with Peter."

Scoring: While the child is telling the story, the examiner should tally each of the concepts the child expresses by marking the checklist shown in the scoring record. Additional notations concerning marked deviations from normal, expressive modes, errors in sequence, relevance, or grammar, should also be indicated by comments opposite the checklist to enable the examiner to evaluate the child's performance more objectively.

The summary evaluation of the adequacy of the child's connected discourse consists of the following items.

1. *Number of concepts* (18 in number)

Excellent = (13 - 18)

Adequate = (6 - 12)

Poor = (1 - 5)

2. *Sequence*

Excellent = All of the ideas presented were in sequence

Adequate = most of the ideas presented were in sequence

Poor = very few of the ideas presented were in sequence

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3 *Elaboration*

Excellent = Adds a great many details

Adequate = adds some details

Poor = adds no details

4 *Relevance*

Excellent = All utterances related to story

Adequate = most utterances related to story

Poor = very few utterances related to story

5 *Grammar*

Excellent = Correct usage all of the time

Adequate = Correct usage most of the time

Poor = never demonstrates correct usage or only does so infrequently

An overall evaluation of the child's connected discourse should involve use of the checklist supplemented by (a) the clinical observations of the examiner during administration of this item and (b) observations of any spontaneous connected discourse elicited from the child at any time during the examination. Examiner should make his overall evaluation and check one of the following categories: Normal, Suspect, or Abnormal.

If the child is checked as "Suspect" or "Abnormal," detailed justification for assigning these categories should be made in the comments section of the scoring record.

Item 2: WRITING FROM DICTATION

Purpose: To determine the ability of the child to identify the auditory stimulus with the equivalent written symbol.

Materials: Lined paper, pencil, list 1, letters and numbers, list 2, words, list 3, sentences

Procedure: Give the child a pencil and the scoring form (page 5 of PS-42) and say "USE THIS PENCIL AND PAPER TO WRITE DOWN WHAT I'M GOING TO TELL YOU. START ON THE FIRST LINE OF THE PAPER (indicate) AND USE A DIFFERENT LINE FOR EACH THING I TELL YOU TO WRITE. DO THE BEST YOU CAN AND WRITE ONLY THE THINGS I TELL YOU TO WRITE. PRINT IF YOU LIKE. ARE YOU READY?"

Dictate the first item on List 1, saying "WRITE THE LETTER L." When the child has written the item, proceed to the next, etc. Dictate numbers with the introductory phrase "WRITE THE NUMBER 6", etc. Dictate the first item on List 2, saying "WRITE THE WORD 'BOOK' ". When the child has written the item, proceed to the next, etc. Dictate the first item on List 3, saying "WRITE THE SENTENCE 'SEE THE DOG' ". When the child has written the item, proceed to the next, etc.

List 1 - L S C P 6 3 9 5

List 2 - book bed girl was

List 3 - See the dog. Look at the boy.

Enter the child's name and NINDS number on the scoring record after the child has finished writing all of the dictated items.

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Scoring: Score Pass any item which is legible and without error. Score Fail any item which is illegible or contains one or more errors as defined.

1. **Illegible** elements are those which cannot be identified as letters or numerals.
2. **Reversal** is the inversion of a single letter or numeral. Reversal applies only to the letter, not to its position within a word.

Examples:

d for b	x for k	b9d	(e is reversed)
b for d	Ɔ for P	looɹ	(k is reversed)
Ɔ for 3	g for g	ɹul	(g is reversed)
2 for 5	J for L	bog	(d is reversed)
o for c		doy	(b is reversed)
		dook	(B is reversed)

3. **Substitution is:**

- (a) the replacement of a letter or numeral by another.
- (b) the replacement of one word by another, or a group of letters for a word (these letters need not constitute a formal word).
- (c) substitution of one phrase by another phrase.

Examples:

where	for	was	bay	for	boy
when	for	was	bad	for	bed
whens	for	was	goog	for	dog
went	for	was	lool	for	book
withe	for	was	that	for	at
gog	for	dog	waz	for	was
doy	for	dog	whrth	for	was
bat	for	bed	add	for	at
gll	for	gul	net	for	at
wet	for	at			

4. **Addition** is the adding of one or more letters to a word, or words to a phrase which otherwise would stand correct. That is, if the added elements were deleted the word or phrase would then be correct except possibly for errors in sequence (see example under Combinations). In the case of words, whenever the number of added letters equals or exceeds the number of letters in the correct word, the error is considered a word substitution rather than an error of addition (see example under Substitutions).

Examples: (letters in parentheses are the additions)

grke)	hoork	lookte)
grte))	boyls)	watls
wash)	thert)	whtas

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5. **Omission** is the absence of a letter, numeral, word or phrase which has not been replaced by another letter, numeral, word or phrase

Examples

gl	for	girl	see dog	for	see the dog
be	for	bed	look at boy	for	look at the boy

6. **Sequence error:** Transposition of letters within a word or words within a phrase.

Examples

kool	for	look	gir	for	girl	god	for	dog
saw	for	was	kuoh	for	book	geb	for	bed
aws	for	was	teh	for	the			
gri	for	girl	ta	for	at			

look the at boy for look at the boy

In addition, the examiners should complete observations item A concerning the hand used for writing.

Record under Comments the number of passes for each list and the total number of passes for all lists, thus:

		Lists		
No Passes	1	2	3	Total
	□	□	□	□

AREA: Speech Mechanism (PS-43)

SUBAREA: Examination of the Speech Mechanism

Purpose: To determine the adequacy of the structure of the oral mechanism and the functioning of the articulators. The sequence of examination of subitems is optional.

Materials: Flashlight (Examination of the soft palate)

Scoring: For examination of the lips and tongue there are two categories for scoring, Pass and Fail. "Pass" is defined as the ability to imitate the examiner. "Fail" is defined as partial or complete restriction of the lips or tongue (whichever is being examined) in the attempt to imitate the examiner. The "Unknown" box indicates that the examiner was unable to elicit a response from the child pertinent to the instruction. The box on the scoring record designated as "Concomitant Movement" should be checked, where applicable, and a full description entered under Comments. Please note that the specific act the child performs in imitation of the examiner is to be scored as "Pass" or "Fail" regardless of whether or not the imitative action itself had concomitant movement.

Separate scoring requirements for Concomitant Movements and Examination of the Soft Palate are given in the respective items.

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Item 1: EXAMINATION OF THE LIPS

A. Retraction

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

B. Protrusion

Procedure: Demonstrate by protruding the lips as for blowing and ask the child to imitate. Give two demonstrations if necessary.

Item 2: EXAMINATION OF THE TONGUE

A. Mid-Line Protrusion

Procedure: Demonstrate by protruding the tongue. Give two demonstrations if necessary.

B. Lateral Protrusion

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

C. Elevation

Procedure: Demonstrate by elevating tongue to alveolar ridge. Give two demonstrations if necessary.

Item 3: CONCOMITANT MOVEMENTS

If concomitant movements are observed during the child's performance of the actions specified in items 1 and 2 preceding, note these under Comments. Summarize in the section of the scoring record designated "Concomitant Movements" while performing: "retraction of the lips . . . etc." The concomitant movements are as follows: (1) lateral movements of the head, (2) backward movement of the head, and (3) grimaces.

Item 4: EXAMINATION OF THE SOFT PALATE

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

Scoring: "Normal" is defined as vigorous movement of the soft palate. "Abnormal" is defined as manifestly weak or asymmetrical movements, absence of movement, or obvious lack of velo-pharyngeal approximation.

AREA: Speech Production (PS-44)

SUBAREA: Rate and Fluency of Connected Speech

Purpose: To assess rate and fluency of connected speech.

Procedure: No specific procedures are prescribed. The fluency of words or connected speech should be observed throughout the administration of the examination and in non-test conversation. Boxes are provided on the scoring sheet for the examiner to indicate his rating. "Adequate" means there is nothing unusual noted about the characteristic under consideration.

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Item 1: RATE OF SPEECH SOUNDS IN SEQUENCE

Indicate Adequate, Too Fast for Intelligibility, Too Slow, Irregular/Inconsistent, or Other. If Other is marked, describe the observation.

Item 2a: FLUENCY OF SPEECH PRODUCTION

Determine whether the child exhibits dysfluencies (for example, repetitions, prolongations, hesitations, arrest, etc.) in his speech. If present, describe under Comments.

Item 2b:

Determine whether some struggle or special effort to produce speech accompanies dysfluent events. If present, describe under Comments.

Item 2c:

Ask the child the following question(s): "DO YOU BELIEVE YOU HAVE TROUBLE IN TALKING?" Record "yes" or "no" to this question. If the child answers affirmatively, inquire further as follows: "WHAT KIND OF TROUBLE DO YOU HAVE?" and then ask "WHAT DO YOU CALL IT?" Record his answers verbatim in the space provided.

SUBAF.EA: Voice

Purpose: To determine presence of deviations in voice function.

Procedure: No specific procedures are prescribed. Voice production during the examination should be observed by the examiner for deviations according to the definitions below. Boxes are provided for the examiner to check. "Adequate" means that there is nothing unusual about the characteristic under consideration.

Item 1: PITCH

Indicate Adequate, Too high for age and/or sex, Too low for age and/or sex, Monotonous, or Other. If Other is marked, describe the observation.

Item 2: LOUDNESS

Indicate Adequate, Too soft, Too loud, or Other

Item 3a: VOICE QUALITY (Phonation)

Indicate Adequate, Breathiness (vibration of vocal folds with escape of air), Hoarseness (includes such qualities as harsh, hoarse, grating, rasping), or Other

Item 3b: VOICE QUALITY (Resonance)

Indicate Adequate, Hyper-nasality and/or excessive nasal emission of air, Hypo-nasality, or Other

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SUBAREA: Intelligibility of Speech

Purpose: To evaluate the intelligibility of the connected speech of the child.

Procedure: No specific procedures are presented. The evaluation should be based on the child's verbal performance on the examination up to this point as well as the examiner's observations in general conversation with the child.

NOTE: This evaluation should be completed prior to administration of the articulation evaluation which follows.

Describe by checking only one of the following items:

1. No difficulty in understanding what he says regardless of any deviations which may or may not be present in articulation, voice quality, pitch, rhythms, 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. (If "Other" is marked, describe the observation under Comments.)

Summarize the evaluation by completing the checklist on the scoring record.

SUBAREA: Articulation

Purpose: To measure the child's articulatory skill as evidenced by his ability to produce phonemes within the context of individual words elicited by picture stimulation.

Materials: The "Screening Test" (first 50 pictures, first 16 cards) of the Templin-Darley Tests of Articulation.⁹

Procedure: For each test word a single line drawing is presented to the child telling him that you have some drawings and that you want him to tell you what each is a picture of. Show him each of the 16 cards in order. Many children will continue to name the pictures with little prompting. Others will need to be asked about each picture. In order to avoid a monotonous repetition of "What is this?" use the questions and statements printed on the backs of the cards. These contain neither the test word nor the test sound. If the child does not say the desired test word spontaneously, say it for him and ask him to repeat it.

Recording of responses: Space is provided after each test sound to record the response of the child. For each single consonant, vowel, or diphthong make an entry in the appropriate space using the following symbols:

1. If the child produced the sound correctly, indicate this fact with a check mark (✓)
2. If he substitutes another phoneme, enter the phonetic symbol representing the phoneme he uttered

⁹From the Templin-Darley Tests of Articulation. Copyright 1910 by The University of Iowa, Iowa City, Iowa. All rights reserved. Reproduced by permission.

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3. If he vents a test sound in producing the test word indicate the occasion with a dash (-)
4. If he utters a sound (that is, produces the sound) which although his production can be recognized as being an example of the desired phoneme, enter an X.
5. If the child does not attempt to produce the desired test word, enter the significant "no response."

In the case of the consonant blends adapt the code above so that errors and correct articulation will be readily identifiable for any given sound element. Thus, if one blend is produced correctly while the other is not and transcribe phonetically the correctly produced phoneme and use a dash to indicate the omitted one.

Sample Scoring Sheet

		<u>l</u>	<u>m</u>	<u>n</u>
1	sl	<u>sl</u>	<u>sl</u>	<u>sl</u>
2	sm	<u>sm</u>	<u>sm</u>	
3	sn	<u>sn</u>	<u>sn</u>	<u>sn</u>
4	st	<u>st</u>		

Scoring with Norms: Count those consonant items correctly produced and enter the total in the space provided on the scoring record.

Indicate whether performance is Normal, Severe, or Abnormal on the basis of the total correct responses using the following values:

- Normal - 4 or more
- Severe - 3 or less
- Abnormal - 2 or less

NOTE: These tentative values are subject to adjustment based on experience with score distributions.

11-6111-10
11-66

1. PATIENT IDENTIFICATION

PHYSICAL SPEECH, LANGUAGE AND HEARING EXAMINATION
HEARING

*Supplemented by office copy
40 series - dated 4-70*

NAME OF PATIENT: _____

DATE OF BIRTH: _____ SEX: MALE FEMALE

EXAMINED BY: _____ DATE OF EXAM.: _____

11-6111-10
4-70

1. PURE TONE AIDOMETRY - AIR CONDUCTION

12. COMMENTS

	150	500	1000	2000	4000	8000
Right Ear						
Left Ear						
Hearing Level: JND in dB: SPL						
Right						
Left						

Method Used:
 —
 Ascending
 —
 Descending

2. ABNORMAL AUDITORY ADAPTATION

	4000 cps			500 cps		
	Pass	Fail	SECONDS	Pass	Fail	SECONDS
Right						
Left						

3. PURE TONE AIDOMETRY - BONE CONDUCTION
(Test using AC (1) 25 dB HL (50) 500-4000 cps)

	500	1000	2000	4000
Right Ear				
Left Ear				
Hearing Level: JND in dB: SPL				
Right				
Left				

Method Used:
 —
 Ascending
 —
 Descending

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11-66
11-6111-10

11-6111-10

11-66

PS-40

Handwritten:
2/25/60
4:00

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
HEARING

14. DISCRIMINATION TEST

15. COMMENTS

PB-K List 1		PB-K List 2	
Sample	Dist	Sample	Dist
gpa	gpa	gaf	gaf
cha	cha	sho	sho
cha	cha	sho	sho
chaf	chaf	sho	sho
chaf	chaf	sho	sho
Dist	Dist	Dist	Dist
List 1-A	List 1-B	List 2-A	List 2-B
1. gpa	1. gpa	1. gpa	1. gpa
2. gpa	2. gpa	2. gpa	2. gpa
3. gpa	3. gpa	3. gpa	3. gpa
4. gpa	4. gpa	4. gpa	4. gpa
5. gpa	5. gpa	5. gpa	5. gpa
6. gpa	6. gpa	6. gpa	6. gpa
7. gpa	7. gpa	7. gpa	7. gpa
8. gpa	8. gpa	8. gpa	8. gpa
9. gpa	9. gpa	9. gpa	9. gpa
10. gpa	10. gpa	10. gpa	10. gpa
11. gpa	11. gpa	11. gpa	11. gpa
12. gpa	12. gpa	12. gpa	12. gpa
13. gpa	13. gpa	13. gpa	13. gpa
14. gpa	14. gpa	14. gpa	14. gpa
15. gpa	15. gpa	15. gpa	15. gpa
16. gpa	16. gpa	16. gpa	16. gpa
17. gpa	17. gpa	17. gpa	17. gpa
18. gpa	18. gpa	18. gpa	18. gpa
19. gpa	19. gpa	19. gpa	19. gpa
20. gpa	20. gpa	20. gpa	20. gpa
21. gpa	21. gpa	21. gpa	21. gpa
22. gpa	22. gpa	22. gpa	22. gpa
23. gpa	23. gpa	23. gpa	23. gpa
24. gpa	24. gpa	24. gpa	24. gpa
25. gpa	25. gpa	25. gpa	25. gpa

*Check correct responses. Number of correct responses = 4 = discrimination score (100%)

	Hearing Level in dB	Discrimination Percent	List Used
Right			
Left			
Difference			

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
HEARING

Handwritten notes:
3-1-65
3-1-65
2-1-65

17. AUDITORY MEMORY 18 COMMENTS

1. Memory for Cues - Forward

Cue	Verbal Response	Pass	Fail
72	_____	—	—
68	_____	—	—
341	_____	—	—
536	_____	—	—
6149	_____	—	—
3351	_____	—	—
32174	_____	—	—
31485	_____	—	—
457162	_____	—	—
635214	_____	—	—
4679143	_____	—	—
5263814	_____	—	—
43073258	_____	—	—
26700081	_____	—	—
318735243	_____	—	—
682107684	_____	—	—
1862835746	_____	—	—
3276215849	_____	—	—

Total Pass Score

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
HEARING TEST

*rechecked by
3/5/70
4-70*

17. AUDITORY MEMORY *Continued*

18. COMMENTS

2. Memory for Nonword Sequences (Forward)

Verbatim Response	Pass	Fail
00y 000 _____	<input type="checkbox"/>	<input type="checkbox"/>
000 000 _____	<input type="checkbox"/>	<input type="checkbox"/>
000 000 000 _____	<input type="checkbox"/>	<input type="checkbox"/>
000 000 00y _____	<input type="checkbox"/>	<input type="checkbox"/>
000 000 000 000 _____	<input type="checkbox"/>	<input type="checkbox"/>
00y 000 000 000 _____	<input type="checkbox"/>	<input type="checkbox"/>
000 000 000 000 00y _____	<input type="checkbox"/>	<input type="checkbox"/>
000 000 000 000 00y _____	<input type="checkbox"/>	<input type="checkbox"/>
000 00y 000 000 000 000 _____	<input type="checkbox"/>	<input type="checkbox"/>
000 00y 000 00y 000 000 _____	<input type="checkbox"/>	<input type="checkbox"/>

Total Pass Score

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION

LANGUAGE COMPREHENSION

NAME OF PATIENT _____

DATE OF EXAMINATION _____

EXAMINED BY _____

DATE OF EXAM _____

Handwritten notes:
 11-20-70
 11-20-70

B. AUDITORY VERBAL COMPREHENSION

1. Basic Description (SPVT)

2. Responses (Key words)

- 1 _____ (1) cake
- 2 _____ (1) bus
- 3 _____ (2) horse
- 4 _____ (1) bag
- 5 _____ (1) shoe
- 6 _____ (1) finger
- 7 _____ (2) boat
- 8 _____ (2) chicken
- 9 _____ (1) ball
- 10 _____ (1) hat
- 11 _____ (2) morning
- 12 _____ (1) drum
- 13 _____ (1) string
- 14 _____ (1) card
- 15 _____ (1) morning
- 16 _____ (1) ring
- 17 _____ (1) car
- 18 _____ (1) string
- 19 _____ (1) ring
- 20 _____ (1) ladder
- 21 _____ (1) house
- 22 _____ (1) river
- 23 _____ (1) string
- 24 _____ (1) bearing
- 25 _____ (1) case
- 26 _____ (1) ring
- 27 _____ (1) bearing
- 28 _____ (1) ring
- 29 _____ (1) hat
- 30 _____ (1) ring
- 31 _____ (1) hat
- 32 _____ (2) audience
- 33 _____ (1) cup
- 34 _____ (1) bearing
- 35 _____ (1) hat
- 36 _____ (1) trousers
- 37 _____ (1) hand
- 38 _____ (2) babies
- 39 _____ (1) parachute
- 40 _____ (1) saddle
- 41 _____ (1) temperature
- 42 _____ (1) cast
- 43 _____ (1) wheel
- 44 _____ (1) cash
- 45 _____ (1) balancing
- 46 _____ (1) canoe
- 47 _____ (1) plugging
- 48 _____ (1) plugging
- 49 _____ (1) eye
- 50 _____ (1) bracelet
- 51 _____ (1) locomotive
- 52 _____ (2) nose
- 53 _____ (1) heel
- 54 _____ (1) neck
- 55 _____ (1) plugging
- 56 _____ (2) wagon
- 57 _____ (1) bath
- 58 _____ (1) hat
- 59 _____ (1) glass
- 60 _____ (1) mirror
- 61 _____ (1) ring
- 62 _____ (1) shoes
- 63 _____ (1) paper
- 64 _____ (1) car
- 65 _____ (1) repeating
- 66 _____ (1) construction
- 67 _____ (1) observatory
- 68 _____ (1) assistance
- 69 _____ (1) meeting
- 70 _____ (1) thoughtful
- 71 _____ (1) tobacco
- 72 _____ (1) bracelet

- 73 _____ (1) cabinet
- 74 _____ (2) buttons
- 75 _____ (1) cabinet
- 76 _____ (1) scholar
- 77 _____ (1) stairs
- 78 _____ (1) soldering
- 79 _____ (1) automobile
- 80 _____ (1) bread
- 81 _____ (2) branches
- 82 _____ (1) correspondence
- 83 _____ (2) sailing
- 84 _____ (1) arch
- 85 _____ (1) swimming
- 86 _____ (1) swimming
- 87 _____ (1) swimming
- 88 _____ (1) shoe
- 89 _____ (1) jacket
- 90 _____ (1) shoes
- 91 _____ (2) outside
- 92 _____ (1) guitar
- 93 _____ (2) jacket
- 94 _____ (1) carrying
- 95 _____ (1) carrying
- 96 _____ (1) carrying
- 97 _____ (2) meat
- 98 _____ (2) calculator
- 99 _____ (2) barrier
- 100 _____ (1) hat
- 101 _____ (1) construction
- 102 _____ (1) construction
- 103 _____ (2) construction
- 104 _____ (1) barrel
- 105 _____ (1) barrel
- 106 _____ (1) barrel
- 107 _____ (1) barrel
- 108 _____ (1) barrel
- 109 _____ (1) barrel
- 110 _____ (1) barrel
- 111 _____ (1) barrel
- 112 _____ (1) tangent
- 113 _____ (1) screws
- 114 _____ (1) screw
- 115 _____ (1) screw
- 116 _____ (1) screw
- 117 _____ (2) cabinet
- 118 _____ (1) cabinet
- 119 _____ (1) car
- 120 _____ (1) car
- 121 _____ (1) car
- 122 _____ (2) car
- 123 _____ (1) convergence
- 124 _____ (1) assembly
- 125 _____ (1) assembly
- 126 _____ (1) assembly
- 127 _____ (1) assembly
- 128 _____ (1) assembly
- 129 _____ (1) assembly
- 130 _____ (2) assembly
- 131 _____ (2) assembly
- 132 _____ (1) assembly
- 133 _____ (1) assembly
- 134 _____ (1) assembly
- 135 _____ (1) assembly
- 136 _____ (1) assembly
- 137 _____ (1) assembly
- 138 _____ (1) assembly
- 139 _____ (1) assembly
- 140 _____ (1) assembly
- 141 _____ (1) assembly
- 142 _____ (1) assembly
- 143 _____ (1) assembly
- 144 _____ (1) assembly
- 145 _____ (1) assembly
- 146 _____ (1) assembly
- 147 _____ (1) assembly
- 148 _____ (1) assembly
- 149 _____ (1) assembly
- 150 _____ (1) assembly

3. CALCULATION

Score _____ Raw score _____ Vocabulary Age _____

4. OBSERVATIONS

- 1. Prompts placed to save than 1 page on page _____
- 2. Prompts placed to save location on page, regardless of number _____
- 3. Prompts placed before end was presented _____

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FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION



3. AUDITORY VERBAL COMPREHENSION (Continued)

12 COMMENTS

3. Orientation

	Verbal Response	Pass	Fail
1. When is your birthday?	_____	==	==
*2. How many holidays 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 comes 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 you 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.	_____	==	==
Total:			

COLLABORATIVE RESEARCH
PERCEPTUAL RESEARCH BRANCH - MINNEAPOLIS
SERIALS NO 30016

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PS-41

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

*Discontinued by
3151-41
4-70*

13. AUDITORY VERBAL COMPREHENSION (continued)

14. COMMENTS

13. UNDERSTANDING A STORY*

Pass Fail

1. How did the boys and their father go to the zoo?

== ==

Record verbal response _____

2. What did the old boy enjoy looking at very much?

== ==

Record verbal response _____

3. What did they do at midnight?

== ==

Record verbal response _____

4. What did they do after they finished eating?

== ==

Record verbal response _____

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

== ==

Record verbal response _____

13. CALCULATION

Raw Score _____

Grade Equivalent _____

Age Equivalent _____

13. OBSERVATION

Attentive _____

Responsive _____

Looks at Examiner's Face _____

Does Not Look at Examiner's Face _____

COOPERATIVE RESEARCH
CORPORATE RESEARCH BRANCH
BETHESDA, MD 20814

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100-111-100 1967 PS-41

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

Handwritten notes:
20/10/81
4-20

16. READING

1. Our Reading Program:

A. Listen, Mother, son.

See the girl.

Listen.

Look down.

Come here, Mother.

Come and play with me.

B. A boy said, "Run with me."

Run with me to the boat."

They ran and ran.

"This is fun," said the boy.

"Look," said the girl.

"I see something in the boat."

It is a cat.

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. Repetition	_____
6. Substitution	_____
7. Inversion	_____
8. Overlap	_____
Total Errors	<input type="text"/>

Time (seconds) _____

Total Errors _____

Passage Score _____

TYPES OF ERRORS	NUMBER
1. Add	_____
2. Gross Mispronunciation	_____
3. Partial Mispronunciation	_____
4. Omission	_____
5. Repetition	_____
6. Substitution	_____
7. Inversion	_____
8. Overlap	_____
Total Errors	<input type="text"/>

17. COMMENTS

A.

B.

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

Handwritten notes:
2-20-71
3-15-71
4-20

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 me in the car."

"But I'll have your boat with me."

Soon the boy called, "Please stop. I see 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 back yard when snow. They played for a long time and then began to head some animals.

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, "Baw-wow."

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.

3040-101-01
PS-41
10-69

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PS-41
10-69

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

275-44
4-10

16. READING Comprehension

1. Oral Reading Paragraphs

8. It was one day in the fall. The children were walking to the bridge to get their dog. They had started their dogs to do many different things. Among them was a girl who would get their dog to walk on the road and to take to their house. When it was the time to become quiet. During the bridge it looked to me that it was a girl.

Total Score: _____
Total Errors: _____
Passage Score: _____

TYPES OF ERRORS	NUMBER
1. All	_____
2. Gross Mispronunciation	_____
3. Partial Mispronunciation	_____
4. Omission	_____
5. Insertion	_____
6. Substitution	_____
7. Repetition	_____
8. Overlap	_____

Total Errors

OPTIONAL

9. All the children have many important jobs. They try to do things, to go to the city to another. Sometimes they have something to do in the city and see accidents, and they find where they are and start. They bring things to the city from other places to the city. They also come to the city and see the things that are in the city.

Total Score: _____
Total Errors: _____
Passage Score: _____

TYPES OF ERRORS	NUMBER
1. All	_____
2. Gross Mispronunciation	_____
3. Partial Mispronunciation	_____
4. Omission	_____
5. Insertion	_____
6. Substitution	_____
7. Repetition	_____
8. Overlap	_____

Total Errors

17. COMMENTS

8.

9.

**FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION**

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

16. READING (Continued)

21. COMMENTS

- 1. Oral Reading Paragraph
- 2. Summary

Passage	Time in seconds	No. of Errors	Passage Score
A			
B			
C			
D			
E			
F			
Total Passage Score			
Date Examined			

17. 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. Rejection							
8. Inversion							

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

4-70

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 | | |

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PS-41

FINAL SPEECH LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

200-100-1000
200-100-1000
200-100-1000

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 | = | = |

100-100-1000
100-100-1000
100-100-1000

When done by your doctor, please send to the publisher: name, address, city, state, and zip code. Do not send to the publisher, State & District Office, or to the publisher's representative.

PS-61

FINAL SPEECH LANGUAGE AND HEARING EXAMINATION
LANGUAGE COMPREHENSION

Handwritten scribbles and numbers, possibly a date like 10/15/59.

MORPHOLOGY		28 COMMENTS	
Age Level: (See Appendix Table 1)	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

OVERALL EVALUATION

Normal

Subnormal

Abnormal

COOPERATION RESEARCH
GENERAL RESEARCH BRANCH - WASH DC
95-8800-40 2212

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PS-41

UNIVERSITY OF MICHIGAN

1. PATIENT IDENTIFICATION

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE EXPRESSION

NAME OF CHILD

DATE OF BIRTH: MO. YEAR SEX: MALE FEMALE RACE: W B O

EXAMINED BY: _____ DATE OF EXAM: MO. DAY YEAR

*Specimen sent by
Cecil 3/5/72
4-70*

9. NUMBER*	Pass	Fail
1. Copy	---	---
2. Name	---	---
3. Read	---	---
4. Rep	---	---
5. Dir	---	---
6. Spelling	---	---
7. Copy	---	---
8. Read	---	---
9. Rep	---	---
10. Dir	---	---
11. Spelling	---	---
12. Copy	---	---
13. Read	---	---
14. Rep	---	---
15. Dir	---	---
16. Spelling	---	---
17. Copy	---	---
18. Read	---	---
19. Rep	---	---
20. Dir	---	---
21. Spelling	---	---

10. COMMENTS

Total Fail Score

UNIVERSITY OF MICHIGAN
RESEARCH BRANCH
ST. JEROME HOSPITAL

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PS-42

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
LANGUAGE EXPRESSION

*Supplemental by
201-3051-42
4-70*

12. CONNECTED DISCOURSE

One day Peter said "Gooby" to his dog Spot in front of his house and ran off to catch the school bus. In the middle of the arithmetic lesson everyone heard 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 his chair. Miss Smith said, "If Spot will be very quiet he can stay until after lunch and ride home on the bus with Peter".

CHECKLIST: Number of concepts and other observations.

Insert check mark in the column if child expresses concept.

Concept	13. COMMENTS
said gooby	
to dog Spot	
in front of house	
ran off	
to catch school bus	
arithmetic lesson	
strange scratching	
in classroom door	
teacher	
Miss Smith	
opened door	
in came Spot	
Spot ran to Peter	
curled up under his chair	
Miss Smith said	
if Spot will	
can stay until after lunch	
ride home in bus with Peter	
Total number of concepts expressed <input type="text"/>	

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

*Supplemented by
266-3051-42
4-70*

15. SUMMARY EVALUATION

16. COMMENTS

1. Number of Concepts (N-18)

Excellent (13-18)
Adequate (8-12)
Poor (0-5)

2. Sentence

Excellent
Adequate
Poor

3. Elaboration

Excellent
Adequate
Poor

4. Relevance

Excellent
Adequate
Poor

5. Grammar

Excellent
Adequate
Poor

6. Overall Evaluation of Child's Corrected Decodes
see column under "Stimuli" page 170.

Normal
Suspect
Abnormal

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

*20 [unclear] [unclear]
2000-3157-42
4-70*

18. WRITING FROM DICTATION

Phn Fst

1. List 1 -

1	---	---
5	---	---
0	---	---
8	---	---
5	---	---
2	---	---
9	---	---
5	---	---

2. List 2 -

000	---	---
000	---	---
000	---	---
000	---	---

3. List 3 -

See the dog.	---	---
Look at the dog.	---	---

4. Summary

a. TYPES OF ERRORS

	LISTS		
	1	2	3
Repetition	---	---	---
Reversal	---	---	---
Substitution	---	---	---
Addition	---	---	---
Deletion	---	---	---
Language Error	---	---	---

b. CLASSIFICATION

	LISTS		
	1	2	3
Errors	---	---	---
Repetitions	---	---	---
Phn	---	---	---

5. OBSERVATIONS (check appropriate in comments)

a. HAND USED TO WRITE WITH RIGHT LEFT NONE

b. DEVIATIONS FROM NORMAL DEPTH OF BREATH YES NO

c. TENSION YES NO

19. COMMENTS

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PS-42

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION

SPEECH MECHANISM

1. NAME OF CHILD _____

2. DATE OF BIRTH AGE SEX _____

3. EXAMINED BY _____

4. DATE OF EXAM _____

*Completed by
2-21-75
4-10*

1. EXAMINATION OF THE SPEECH MECHANISM

10. COMMENTS

1. EXAMINATION OF THE LIPS

A. RETRACTION

Pass

Fail

Concentric Movement

Unknown

B. PROTRUSION

Pass

Fail

Concentric Movement

Unknown

2. EXAMINATION OF THE TONGUE

A. MID-LINE PROTRUSION

Pass

Fail

Concentric Movement

Unknown

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

*Completed by
SFC - 3151-43
4-70*

1. EXAMINATION OF THE SPEECH MECHANISM (Continued)

12. COMMENTS

1. Examination of the Tongue (Continued)

A. LATERAL MOTION

- Pass
- Fail
- Circumferential Movement
- Unknown

B. ELEVATION

- Pass
- Fail
- Circumferential Movement
- Unknown

2. Circumferential Movement Present With Retraction:

	None	Good	Not	Good
		Lateral	Secretory	Control
A. Retraction of the Lip	—	Y	Y	Y
B. Retraction of the Lip	—	Y	Y	Y
C. Medial Protrusion of the Tongue	—	Y	Y	Y
D. Lateral Protrusion of the Tongue	—	Y	Y	Y
E. Elevation of the Tongue	—	Y	Y	Y
F. Color (degrees)	—	Y	Y	Y

3. Examination of the Soft Palate

A. SOFT PALATE FUNCTION

- Normal
- Abnormal
- Unknown

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
SPEECH PRODUCTION

*Completed by
3/15/74
4-70*

12. VOICE

13. COMMENTS

1. Pitch

- Adequate
- Too high for age and/or sex
- Too low for age and/or sex
- Monotonous
- Other (describe)

2. Loudness

- Adequate
- Too soft
- Too loud
- Other (describe)

3a. Voice Quality (Phonation)

- Adequate
- Breathiness
- Hoarseness
- Other (describe)

3b. Voice Quality (Resonance)

- Adequate
- Hyper-Nasality and/or excessive nasal emission of air
- Hypo-Nasality
- Other (describe)

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

*Supplemental
- 5151-44
u-70*

15 INTELLIGIBILITY

16 COMMENTS

How well can you understand this child? Check only one of the following:

DESCRIPTION

- No difficulty in understanding what he says regardless of any deviations which may or may not be present in articulation, voice quality, pitch inflections, etc.
- Some difficulty in understanding what the child says
- Considerable difficulty in understanding what the child says
- The child has verbalized, but is essentially unintelligible
- Other (specify):

CHARACTERISTICS

	Absent	Present
1. Intelligible Rhythm	<input type="checkbox"/>	<input type="checkbox"/>
2. Intelligible Rate	<input type="checkbox"/>	<input type="checkbox"/>
3. Intelligible Stress	<input type="checkbox"/>	<input type="checkbox"/>
4. Intelligible Loudness	<input type="checkbox"/>	<input type="checkbox"/>
5. Voice Quality Deviations	<input type="checkbox"/>	<input type="checkbox"/>
6. Articulatory Misarticulation	<input type="checkbox"/>	<input type="checkbox"/>
7. Telegraphic	<input type="checkbox"/>	<input type="checkbox"/>
8. Difficulty in the Sequence of Sounds and or Words	<input type="checkbox"/>	<input type="checkbox"/>

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

*Supplemented by
with 2451-44
4-70*

18. ARTICULATION

19. COMMENTS

Mark correct sounds with checkmarks in the sound columns. Omit
sounds which require special response.

	1-0-0000	1-0-0000
1. P _____	14. P _____	27. S _____
2. B _____	15. B _____	28. S _____
3. M _____	16. M _____	29. S _____
4. F _____	17. F _____	30. S _____
5. V _____	18. V _____	31. S _____
6. D _____	19. D _____	32. S _____
7. G _____	20. G _____	33. S _____
8. Z _____	21. Z _____	Other 2-syllable Words
9. J _____	22. J _____	34. S _____
10. C _____	23. C _____	35. S _____
11. G _____	24. G _____	3-syllable Words
12. T _____	25. T _____	36. S _____
13. D _____	26. D _____	37. S _____
		38. S _____
		39. S _____

Total Number Sounds Produced Correctly

Summary Score: Normal
 Suspect
 Abnormal

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

1. NAME OF CHILD

2. DATE OF EXAMINATION		AGE		SEX		RACE	
MO	DAY	YEAR	MONTHS	DAYS	MALE	FEMALE	WHITE

3. EXAMINED BY		DATE OF EXAM.	
MO	DAY	YEAR	MONTH

*Supplemented by
exam 3.5.75
2-76*

4. STATE OF HEALTH ON DAY OF EXAMINATION. Check in any condition which may affect the child's test performance, e.g., hearing aid, glasses or other appliances, respiratory condition, hearing aids, etc.

11. COMMENTS

10. OBSERVABLE ANOMALIES

	Yes	No
1. Nose		
EXTREMELY SMALL		
EXTREMELY LARGE		
REGULAR SHAPE (normal)		
OTHER (describe)		
2. Face		
ASYMMETRY		
WASHER		
PROTRUSION		
OTHER (describe)		
3. Ears		
ABSENT		
OTHER (describe)		
4. Eyes		
STRABISMUS		
NYSTAGMUS		
OTHER (describe)		

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
ADDITIONAL OBSERVATIONS

*Surgeon General by
letter 3.5.1-45
4.70*

10. OBSERVABLE ANOMALIES (continued)

11. COMMENTS

5. Mouth	Yes	No
a. TONGUE AND PALATE		
CLEFT PALATE		
CLEFT PALATE (partial)		
VERY HIGH HARD PALATE		
VERY SHORT SOFT PALATE		
VERY SHORT LINGUAL FRENCH		
CLEFT LIP		
b. TEETH AND JAW		
MALOCCLUSION (i.e. overbite, underbite, crossbite, reverse, etc.)		
WASHER TEETH (describe)		
c. DROOLING		
MOUTH BREATHING		
OTHER (describe)		
6. Neck and Arms		
IMPAIRED FUNCTION		
OTHER (describe)		
7. Legs		
IMPAIRED FUNCTION		
OTHER (describe)		
8. General Appearance		

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION
ADDITIONAL OBSERVATIONS

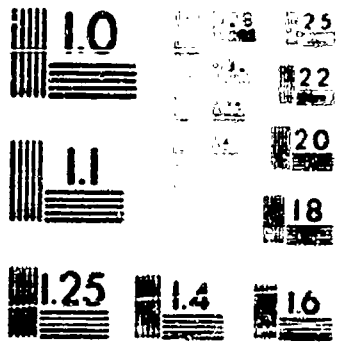
*Dependent by
code - 3151-45
4-70*

15. GENERAL BEHAVIOR ABERRATIONS OBSERVED DURING TEST PERIOD

16. COMMENTS

	Yes	No
Purposeless Hand Motions	—	—
Unusual Posturing	—	—
Excessive Crying	—	—
Excessive Laughing	—	—
Hyperactivity	—	—
Hypactivity	—	—
Lack of Spontaneous Communication	—	—
Imitation	—	—
Imitability	—	—
Neglectful	—	—
Persistence	—	—
Echolalia	—	—
Imitability	—	—
Echolalia	—	—
Motor Disorientation	—	—
Short Attention Span	—	—
Tics	—	—
Tremors	—	—
Other (describe)	—	—

CONTINUED ON NEXT FICHE



RESOLUTION TEST CHART
 NATIONAL BUREAU OF STANDARDS-1963-A
 PERIODICALLY REPRODUCED FROM
 THE NATIONAL ARCHIVES