



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

**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 Abilities<sup>8</sup>  
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.<sup>9</sup> 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).

<sup>8</sup>From 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.

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

<sup>10</sup>Marked 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 STICK 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 basal 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)  $.38 \times 9 = 3.42 = \text{(rounded)} 3.00$
- (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, pencil, write, writes, did, 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, shine it, cleaned, was polishing it, fueled, 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, shiny, one tallest, prettiest, bigger, terrible, not good, larger, gooder |
| 20              | thieves                 | thiefs, thief, thies, mans, bandits, robbers, cats, men, bad mans                                                  |
| 21              | mice                    | mouses, meese, mouse, more                                                                                         |
| 22              | stole, has stolen       | stealed, stole, stealing, thieved, lost, steal                                                                     |

Translate into Language Age Norms from Table A.

| TABLE A<br>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 | q for p | looX | (k is reversed) |
| E for 3 | g for g | g ul | (g is reversed) |
| 2 for 5 | J for L | bog  | (d is reversed) |
| c 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 |
| withc | 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 | gll | 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)

|        |         |         |
|--------|---------|---------|
| gr(k)e | hoo(l)k | loo(k)e |
| gr(t)e | boy(s)  | wa(t)s  |
| wa(s)h | thet(n) | wh(t)as |

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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

|      |     |      |      |     |      |     |     |     |
|------|-----|------|------|-----|------|-----|-----|-----|
| look | for | look | girl | for | girl | god | for | dog |
| saw  | for | was  | look | for | book | Jeb | 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                |                      |  | Total                |
| No Passes | 1                    | 2                    | 3                    |  |                      |
|           | <input type="text"/> | <input type="text"/> | <input type="text"/> |  | <input type="text"/> |

## 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.

**SUBAREA: 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.<sup>9</sup>

**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.

<sup>9</sup>From 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 emits a test sound in producing the test word indicate the emission with a check (✓)
- 4 If he emits a sound (that is, produces the sound) 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 an (X) signifying "no response."

In the case of the consonant vowels 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>I</u> | <u>M</u> | <u>F</u> |
|---|---|----------|----------|----------|
| 1 | 3 | <u>h</u> | <u>u</u> | <u>u</u> |
| 2 | 4 | <u>h</u> | <u>u</u> |          |
| 3 | 5 | <u>h</u> | <u>u</u> | <u>u</u> |
| 4 | 6 | <u>h</u> | <u>u</u> | <u>u</u> |
| 5 | 7 | <u>h</u> | <u>u</u> | <u>u</u> |

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

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

|          |            |
|----------|------------|
| Normal   | 49-50      |
| Suspect  | 48-49      |
| Abnormal | 47 or less |

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

April 1970  
PS-44

1. PATIENT IDENTIFICATION

**PHASE SPEECH, LANGUAGE AND HEARING EXAMINATION  
HEARING**

NAME OF PATIENT: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_ SEX: ☐ MALE ☐ FEMALE

EXAMINED BY: \_\_\_\_\_ DATE OF EXAM: \_\_\_\_\_

**1. PATIENT IDENTIFICATION**

*Superintended by physician accepted  
40 hours - dated 4-70*

1. 11 3151-Y0

4-70

**2. PURE TONE AUCIOMETRY - AIR CONDUCTION**

|                          | 150 | 500 | 1000 | 2000 | 4000 | 8000 |
|--------------------------|-----|-----|------|------|------|------|
| Right Ear                |     |     |      |      |      |      |
| Left Ear                 |     |     |      |      |      |      |
| Meaning Level: dB HL SPL |     |     |      |      |      |      |
| Right                    |     |     |      |      |      |      |
| Left                     |     |     |      |      |      |      |

**12. COMMENTS**

Marked Used:  
—  
Ascending  
—  
Descending

**3. ABNORMAL AUDITORY ADAPTATION**

|       | 4000 cps |      |         | 500 cps |      |         |
|-------|----------|------|---------|---------|------|---------|
|       | PASS     | FAIL | SECONDS | PASS    | FAIL | SECONDS |
| Right |          |      |         |         |      |         |
| Left  |          |      |         |         |      |         |

**4. PURE TONE AUCIOMETRY - BONE CONDUCTION**  
(Test range: 125-8000 Hz)

|                          | 500 | 1000 | 2000 | 4000 |
|--------------------------|-----|------|------|------|
| Right Ear                |     |      |      |      |
| Left Ear                 |     |      |      |      |
| Meaning Level: dB HL SPL |     |      |      |      |
| Right                    |     |      |      |      |
| Left                     |     |      |      |      |

Marked Used:  
—  
Ascending  
—  
Descending

1. 11 3151-Y0  
40 hours - dated 4-70

1. 11 3151-Y0

4-70

PS-40





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

*Handwritten notes:*  
3-25-45  
2-20

**17. AUDITORY MEMORY**

**18. COMMENTS**

**1. Memory for Digits - Forward**

| Stimulus Response | Pass | Fail |
|-------------------|------|------|
| 72 _____          | —    | —    |
| 68 _____          | —    | —    |
| 341 _____         | —    | —    |
| 536 _____         | —    | —    |
| 6149 _____        | —    | —    |
| 3351 _____        | —    | —    |
| 32174 _____       | —    | —    |
| 31485 _____       | —    | —    |
| 457162 _____      | —    | —    |
| 635214 _____      | —    | —    |
| 4679143 _____     | —    | —    |
| 5263814 _____     | —    | —    |
| 43073258 _____    | —    | —    |
| 26700001 _____    | —    | —    |
| 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*

2. Memory (in Random Sequence) (Forward)

| Verbal Response               | Pass                     | Fail                     |
|-------------------------------|--------------------------|--------------------------|
| Boy 100 _____                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 100 100 _____                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 100 100 100 _____             | <input type="checkbox"/> | <input type="checkbox"/> |
| 100 100 100 _____             | <input type="checkbox"/> | <input type="checkbox"/> |
| 100 100 100 100 _____         | <input type="checkbox"/> | <input type="checkbox"/> |
| 100 100 100 100 _____         | <input type="checkbox"/> | <input type="checkbox"/> |
| 100 100 100 100 100 _____     | <input type="checkbox"/> | <input type="checkbox"/> |
| 100 100 100 100 100 _____     | <input type="checkbox"/> | <input type="checkbox"/> |
| 100 100 100 100 100 100 _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 100 100 100 100 100 100 _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Total Pass Score

18. COMMENTS

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION

LANGUAGE COMPREHENSION

NAME OF PATIENT

DATE OF EXAMINATION

EXAMINER

DATE OF EXAM

9. AUDITORY VERBAL COMPREHENSION

1. Basic Description (BPD)

2. Test Results (TR)

- |                    |                   |
|--------------------|-------------------|
| 1. _____ 1) name   | 37. _____ 3) name |
| 2. _____ 2) name   | 38. _____ 2) name |
| 3. _____ 3) name   | 39. _____ 3) name |
| 4. _____ 4) name   | 40. _____ 4) name |
| 5. _____ 5) name   | 41. _____ 3) name |
| 6. _____ 6) name   | 42. _____ 3) name |
| 7. _____ 7) name   | 43. _____ 2) name |
| 8. _____ 8) name   | 44. _____ 4) name |
| 9. _____ 9) name   | 45. _____ 3) name |
| 10. _____ 10) name | 46. _____ 3) name |
| 11. _____ 11) name | 47. _____ 3) name |
| 12. _____ 12) name | 48. _____ 3) name |
| 13. _____ 13) name | 49. _____ 3) name |
| 14. _____ 14) name | 50. _____ 4) name |
| 15. _____ 15) name | 51. _____ 3) name |
| 16. _____ 16) name | 52. _____ 3) name |
| 17. _____ 17) name | 53. _____ 4) name |
| 18. _____ 18) name | 54. _____ 3) name |
| 19. _____ 19) name | 55. _____ 3) name |
| 20. _____ 20) name | 56. _____ 2) name |
| 21. _____ 21) name | 57. _____ 3) name |
| 22. _____ 22) name | 58. _____ 3) name |
| 23. _____ 23) name | 59. _____ 3) name |
| 24. _____ 24) name | 60. _____ 3) name |
| 25. _____ 25) name | 61. _____ 3) name |
| 26. _____ 26) name | 62. _____ 3) name |
| 27. _____ 27) name | 63. _____ 3) name |
| 28. _____ 28) name | 64. _____ 4) name |
| 29. _____ 29) name | 65. _____ 4) name |
| 30. _____ 30) name | 66. _____ 3) name |
| 31. _____ 31) name | 67. _____ 4) name |
| 32. _____ 32) name | 68. _____ 4) name |
| 33. _____ 33) name | 69. _____ 3) name |
| 34. _____ 34) name | 70. _____ 3) name |
| 35. _____ 35) name | 71. _____ 3) name |
| 36. _____ 36) name | 72. _____ 3) name |

- |                    |                     |
|--------------------|---------------------|
| 73. _____ 3) name  | 112. _____ 11) name |
| 74. _____ 2) name  | 113. _____ 4) name  |
| 75. _____ 3) name  | 114. _____ 3) name  |
| 76. _____ 4) name  | 115. _____ 3) name  |
| 77. _____ 3) name  | 116. _____ 3) name  |
| 78. _____ 3) name  | 117. _____ 2) name  |
| 79. _____ 3) name  | 118. _____ 3) name  |
| 80. _____ 4) name  | 119. _____ 4) name  |
| 81. _____ 2) name  | 120. _____ 3) name  |
| 82. _____ 3) name  | 121. _____ 4) name  |
| 83. _____ 2) name  | 122. _____ 3) name  |
| 84. _____ 3) name  | 123. _____ 4) name  |
| 85. _____ 4) name  | 124. _____ 3) name  |
| 86. _____ 3) name  | 125. _____ 3) name  |
| 87. _____ 3) name  | 126. _____ 3) name  |
| 88. _____ 3) name  | 127. _____ 3) name  |
| 89. _____ 3) name  | 128. _____ 3) name  |
| 90. _____ 3) name  | 129. _____ 3) name  |
| 91. _____ 3) name  | 130. _____ 3) name  |
| 92. _____ 3) name  | 131. _____ 3) name  |
| 93. _____ 3) name  | 132. _____ 3) name  |
| 94. _____ 3) name  | 133. _____ 3) name  |
| 95. _____ 3) name  | 134. _____ 3) name  |
| 96. _____ 3) name  | 135. _____ 3) name  |
| 97. _____ 3) name  | 136. _____ 3) name  |
| 98. _____ 3) name  | 137. _____ 3) name  |
| 99. _____ 3) name  | 138. _____ 3) name  |
| 100. _____ 3) name | 139. _____ 3) name  |
| 101. _____ 3) name | 140. _____ 3) name  |
| 102. _____ 3) name | 141. _____ 3) name  |
| 103. _____ 3) name | 142. _____ 3) name  |
| 104. _____ 3) name | 143. _____ 3) name  |
| 105. _____ 3) name | 144. _____ 3) name  |
| 106. _____ 3) name | 145. _____ 3) name  |
| 107. _____ 3) name | 146. _____ 3) name  |
| 108. _____ 3) name | 147. _____ 3) name  |
| 109. _____ 3) name | 148. _____ 3) name  |
| 110. _____ 3) name | 149. _____ 3) name  |
| 111. _____ 3) name | 150. _____ 3) name  |

10. CALCULATION

Score \_\_\_\_\_ Raw Score \_\_\_\_\_ Vocabulary Age \_\_\_\_\_

11. OBSERVATIONS

1. Frequency of words is more than 1 page on page.
2. Frequency of words is more than 1 page on page.
3. Frequency of words is more than 1 page on page.

12. REFERENCES

1. American Speech-Language-Hearing Association (ASHA) (1993). Manual of standardized clinical assessment of language.

2. American Speech-Language-Hearing Association (ASHA) (1993). Manual of standardized clinical assessment of language.

3. American Speech-Language-Hearing Association (ASHA) (1993). Manual of standardized clinical assessment of language.

4. American Speech-Language-Hearing Association (ASHA) (1993). Manual of standardized clinical assessment of language.

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

**3. AUDITORY VERBAL COMPREHENSION (Continued)**

**12 COMMENTS**

**2. 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

COLLAPSED RESEARCH  
RESEARCH BRANCH  
RESEARCH NO 20016

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PS-41

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION  
LANGUAGE COMPREHENSION

*Interpreted by  
3151-41  
4-70*

1. AUDITORY VERBAL COMPREHENSION (continued)

14. COMMENTS

1A. UNDERSTANDING & STORY

Pass Fail

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

== ==

Record verbal response \_\_\_\_\_

2. What did the boys 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 \_\_\_\_\_

1B. CALCULATION

Raw Score \_\_\_\_\_

Grade Equivalent \_\_\_\_\_

Age Equivalent \_\_\_\_\_

1C. OBSERVATION

Attending \_\_\_\_\_

Responsive \_\_\_\_\_

Looks at Examiner's Face \_\_\_\_\_

Does Not Look at Examiner's Face \_\_\_\_\_

COOPERATIVE RESEARCH  
SERIALS RESEARCH BRANCH WASH DC  
RESEARCH NO 2210

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FORM 12-501 PASS PS-41  
3 OF 10

### 2. On Spring Prayers:

509 79 63

1835.

4-2-2009

CONFIDENTIAL

CONFIDENTIAL

9. 404 142, 754, 658 121.

THE UNIVERSITY OF CHICAGO

2025 12 24 14:00 - 14:05

1990-1991 1991-1992

1200-1201-1202

THE SPRINTING 2 THE 200M.

**4. 3. 2. 2. 2.**

She wants to say, "I'm sorry."

54 0-2413 \_\_\_\_\_

**Total Error:** \_\_\_\_\_

**College Score** \_\_\_\_\_

• 4075 30 800000

● ● ● ● ●

\_\_\_\_\_

2. Case Management

3. Printed Name \_\_\_\_\_

8. 00:00:00

5. ~~FOUO~~ b6  
b7C

3. Subject: \_\_\_\_\_

\_\_\_\_\_

2. Copy 1 - 10/1/81

**Topic: Essay**

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

**Year:** \_\_\_\_\_

011100 3/50 \_\_\_\_\_

[illegible]

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

\_\_\_\_\_

7. Other information \_\_\_\_\_

[illegible]

3 02-14-20

9. **NAME** \_\_\_\_\_

3. ~~Subsequent~~ \_\_\_\_\_

\_\_\_\_\_

**1. 5. 2002** \_\_\_\_\_

22, 1991

## 17 COMMENTS



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

*Handwritten notes:*  
2-2-73  
3-15-73  
4-20

**15. 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."  
He will have your boat with you."  
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: \_\_\_\_\_

1. Add \_\_\_\_\_
2. Omit Mispronunciation \_\_\_\_\_
3. Partial Mispronunciation \_\_\_\_\_
4. Omission \_\_\_\_\_
5. Insertion \_\_\_\_\_
6. Substitution \_\_\_\_\_
7. Repetition \_\_\_\_\_
8. Inversion \_\_\_\_\_

Total Errors

D. One day two children went out to play in the back yard while snow. They played for a long time and then began to read some stories.  
One of the stories was a dog. Soon the dog had come came out of the house. When he saw the other dog he said, "Bew-bow."  
The children laughed. "Now we have a dog that can read."

Time (seconds) \_\_\_\_\_

Total Errors \_\_\_\_\_

Passage Score \_\_\_\_\_

Types of errors: \_\_\_\_\_

1. Add \_\_\_\_\_
2. Omit Mispronunciation \_\_\_\_\_
3. Partial Mispronunciation \_\_\_\_\_
4. Omission \_\_\_\_\_
5. Insertion \_\_\_\_\_
6. Substitution \_\_\_\_\_
7. Repetition \_\_\_\_\_
8. Inversion \_\_\_\_\_

Total Errors

**19. COMMENTS**

C.

D.

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Form B-10  
1963

PS-41

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

275-41  
4-10

**15. READING Comprehension**

**1. Oral Reading Paragraphs**

1. I have one day in the past. The children were waiting for  
the parade to go back to school. They had started their jobs  
to do many different things. Among them was a girl who  
would give them a book or two. The book was a book  
to read only. When I read the book I became very  
tired. The book I could not read it with a book.

Time Spent: \_\_\_\_\_

Total Errors: \_\_\_\_\_

Passage Score: \_\_\_\_\_

Types of Errors: \_\_\_\_\_

1. All \_\_\_\_\_
2. Gross Misreading \_\_\_\_\_
3. Partial Misreading \_\_\_\_\_
4. Omission \_\_\_\_\_
5. Insertion \_\_\_\_\_
6. Substitution \_\_\_\_\_
7. Repetition \_\_\_\_\_
8. Correction \_\_\_\_\_

Total Errors:  

**OPTIONAL**

9. A. I have one day in the past. The children were waiting for  
the parade to go back to school. They had started their jobs  
to do many different things. Among them was a girl who  
would give them a book or two. The book was a book  
to read only. When I read the book I became very  
tired. The book I could not read it with a book.

Time Spent: \_\_\_\_\_

Total Errors: \_\_\_\_\_

Passage Score: \_\_\_\_\_

Types of Errors: \_\_\_\_\_

1. All \_\_\_\_\_
2. Gross Misreading \_\_\_\_\_
3. Partial Misreading \_\_\_\_\_
4. Omission \_\_\_\_\_
5. Insertion \_\_\_\_\_
6. Substitution \_\_\_\_\_
7. Repetition \_\_\_\_\_
8. Correction \_\_\_\_\_

Total Errors:  

**21. COMMENTS**

8.

9.



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

*Supplied by  
LTC - 3051-91  
4-72*

**16. READING (Continued)**

1. Oral Reading Paragraph

2. Summary

**21. COMMENTS**

| Passage | Time<br>(in seconds) | No. of<br>Errors | Passage<br>Score |
|---------|----------------------|------------------|------------------|
| A       |                      |                  |                  |
| B       |                      |                  |                  |
| C       |                      |                  |                  |
| D       |                      |                  |                  |
| E       |                      |                  |                  |
| F       |                      |                  |                  |

Total Passage Score

Date Examined

| 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                |         |   |   |   |   |   |       |

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION  
LANGUAGE COMPREHENSION

Completed by 11-1-69  
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

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 |   |   |

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\*From "The Story of the Boy Who Went to Camp" by Mary and John. Copyright © 1945 by the American Speech and Hearing Association, Inc. All rights reserved. Printed in the United States of America.

PS-41

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

*[Handwritten notes and scribbles]*

| MORPHOLOGY                     |      | 25 COMMENTS |  |
|--------------------------------|------|-------------|--|
| Age-Specific Addressed Types * | 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 ☐

20-ABSTRACTED RESEARCH  
PER NATAL RESEARCH BRANCH WIND 4  
98-8888 NO 2016

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PS-41

1. PATIENT IDENTIFICATION

2. FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION  
LANGUAGE EXPRESSION

NAME OF CHILD \_\_\_\_\_

DATE OF BIRTH: MO. \_\_\_\_ DAY \_\_\_\_ YEAR \_\_\_\_

SEX: ☐ MALE ☐ FEMALE

RACE: ☐ WHITE ☐ BLACK ☐ OTHER \_\_\_\_\_

DATE OF EXAM: MO. \_\_\_\_ DAY \_\_\_\_ YEAR \_\_\_\_

*Examination by  
Cecil 3/5/7-42  
4-70*

| 9. MARKING* | Pass                     | Fail                     |
|-------------|--------------------------|--------------------------|
| 1. Copy     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Name     | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Read     | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. W        | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. D        | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Copy     | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Name     | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Read     | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. W        | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. D       | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Copy    | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Name    | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Read    | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. W       | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. D       | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Copy    | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Name    | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Read    | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. W       | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. D       | <input type="checkbox"/> | <input type="checkbox"/> |

10. COMMENTS

Total Fail Score  

UNIVERSITY OF MICHIGAN  
RESEARCH BRANCH  
ST. LOUIS, MO. 63108

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Form 10-601 PS-42

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

*Supervised by  
Col. 3851-42  
4-70*

**12. CONNECTED DISCOURSE**

One day Peter said "Goody" to his dog Spot in front of his house and ran off to catch the school bus. In the middle of the argument  
outside everyone heard a strange screaming 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 column if child expresses concept.

| Concept                            | 13. COMMENTS |
|------------------------------------|--------------|
| said goody                         |              |
| to dog Spot                        |              |
| in front of house                  |              |
| ran off                            |              |
| to catch school bus                |              |
| in classroom door                  |              |
| strange screaming                  |              |
| 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 quiet                      |              |
| can stay until after lunch         |              |
| ride home in bus with Peter        |              |
| Total number of concepts expressed |              |

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

*Supervised by  
661-3051-42  
4-70*

**15. SUMMARY EVALUATION**

**16. COMMENTS**

**1. Number of Concepts (N-18)**

Excellent (13-18) \_\_\_\_\_  
Adequate (9-12) \_\_\_\_\_  
Poor (0-8) \_\_\_\_\_

**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 Corrected Decourse  
see column under "Scoring" page 17.**

Normal \_\_\_\_\_  
Subnormal \_\_\_\_\_  
Abnormal \_\_\_\_\_

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

*20-10-10-10*  
*20-10-10-10*  
*7-70*

**18. WRITING FROM DICTATION**

Page 1 of 1

**1. List 1 -**

|    |  |  |
|----|--|--|
| 1  |  |  |
| 2  |  |  |
| 3  |  |  |
| 4  |  |  |
| 5  |  |  |
| 6  |  |  |
| 7  |  |  |
| 8  |  |  |
| 9  |  |  |
| 10 |  |  |

**2. List 2 -**

|   |  |  |
|---|--|--|
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

**3. List 3 -**

|   |  |  |
|---|--|--|
| 1 |  |  |
| 2 |  |  |

**4. Summary**

| Types of errors |  | Lists |   |   |
|-----------------|--|-------|---|---|
|                 |  | 1     | 2 | 3 |
| Phonetic        |  |       |   |   |
| Reversal        |  |       |   |   |
| Substitution    |  |       |   |   |
| Addition        |  |       |   |   |
| Deletion        |  |       |   |   |
| Sequence Error  |  |       |   |   |

| Classification |  | Lists |   |   |
|----------------|--|-------|---|---|
|                |  | 1     | 2 | 3 |
| Errors         |  |       |   |   |
| Accuracy       |  |       |   |   |
| Phon           |  |       |   |   |

**5. Observations on the patient's response**

|                            |       |      |       |
|----------------------------|-------|------|-------|
| 1. HAND USED TO WRITE WITH | RIGHT | LEFT | OTHER |
| 2. DEVIATIONS FROM NORMAL  | YES   | NO   | OTHER |
| 3. REASON                  | YES   | NO   | OTHER |



351-42  
4-70

COLLATERAL RECORDS  
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WASHINGTON, D.C. 20535

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FORM 100

PS-42

10-10-10

PATIENT IDENTIFICATION

**FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION**

**SPEECH MECHANISM**

|                  |                 |
|------------------|-----------------|
| 1. NAME OF CHILD |                 |
| 2. DATE OF BIRTH | 3. AGE          |
| 4. SEX           | 5. RACE         |
| 6. EXAMINED BY   | 7. DATE OF EXAM |

*Completed by  
Lab-7151-413  
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**

*Reviewed by  
SAC - 3151-43  
4-70*

**1. EXAMINATION OF THE SPEECH MECHANISM (Continued)**

**12. COMMENTS**

**1. Examination of the Tongue (Continued)**

**a. LATERAL MOTION**

- ☐ Pass
- ☐ Fail
- ☐ Complete Absence
- ☐ Unknown

**b. ELEVATION**

- ☐ Pass
- ☐ Fail
- ☐ Complete Absence
- ☐ Unknown

**2. Consonant Sounds (Present While Retreating)**

|                                       | None | Good | Not | Good |
|---------------------------------------|------|------|-----|------|
|                                       | None | Good | Not | Good |
| A. Retraction of the Lip              | —    | Y    | Y   | Y    |
| B. Retraction of the Uvula            | —    | Y    | Y   | Y    |
| C. Back-Ling Retraction of the Tongue | —    | Y    | Y   | Y    |
| D. Lateral Retraction of the Tongue   | —    | Y    | Y   | Y    |
| E. Elevation of the Tongue            | —    | Y    | Y   | Y    |
| F. Consonant Sounds                   | —    | Y    | Y   | Y    |

**3. Examination of the Soft Palate**

**a. SOFT PALATE FUNCTION**

- ☐ Normal
- ☐ Abnormal
- ☐ Unknown

### FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION

**SPEECH PRODUCTION**

**STAKEHOLDERS**

**SECRET**

440. 347. 422. 440

1999

10

**NOTE**

1

1-1-1

8

**\* KIAMER AV**

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— 20 —

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3151-44  
4-70

### 9. RATE AND FLUENCY OF CONNECTED SPEECH

## 112. COMMENTS

## 1. Rate of Speech Sounds in Sentences

— **THE**

— Too Fast for Reading 0-25

**- The Sun**

**070908Z MAR 68**

**- OCH / 000000**

## 2. A. Fluency of Source Production

\_\_\_\_\_

**Cystostoma (describa)**

2. 8. Strong's Behavior in social efforts to produce speech, accompanying physical events.

**Present - 6:25-7:00**

**NAME** \_\_\_\_\_

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

☒ Yes

— 2 —

Q "Yes" what kind of trouble do you have? record number

\_\_\_\_\_

---

\_\_\_\_\_

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

*Supervised by  
Jedi. 3151-44  
4-70*

**12. VOICE**

**1. Pitch**

- ☐ Adequate
- ☐ Too high for age and sex
- ☐ Too low for age and 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)

**13. COMMENTS**

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

*Supplemental*  
*5/15/74*  
*u-70*

**15. INTELLIGIBILITY**

"How well I can 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, rhythm, 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):

**DESCRIPTORS**

|                                                      | Absent                   | Present                  |
|------------------------------------------------------|--------------------------|--------------------------|
| 1. Understands Rhythm                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Understands Rate                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Understands Stress                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Understands Loudness                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Voice Quality Deviations                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Articulatory Mechanism                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Telegraphic                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Difficulty in the Sequence of Sounds and in Words | <input type="checkbox"/> | <input type="checkbox"/> |
| (Specify)                                            | <input type="checkbox"/> | <input type="checkbox"/> |

**16. COMMENTS**

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

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Vol. 251-44  
4-70*

**18. ARTICULATION**

**19. COMMENTS**

Mark correct sound \_\_\_\_\_  
Mark incorrect sound \_\_\_\_\_

|       |       |        |       |        |       |
|-------|-------|--------|-------|--------|-------|
| 1. p  | _____ | 14. sh | _____ | 27. sh | _____ |
| 2. b  | _____ | 15. zh | _____ | 28. zh | _____ |
| 3. m  | _____ | 16. ch | _____ | 29. ch | _____ |
| 4. n  | _____ | 17. ng | _____ | 30. ng | _____ |
| 5. t  | _____ | 18. w  | _____ | 31. w  | _____ |
| 6. d  | _____ | 19. r  | _____ | 32. r  | _____ |
| 7. k  | _____ | 20. l  | _____ | 33. l  | _____ |
| 8. g  | _____ | 21. y  | _____ | 34. y  | _____ |
| 9. f  | _____ | 22. v  | _____ | 35. v  | _____ |
| 10. c | _____ | 23. s  | _____ | 36. s  | _____ |
| 11. j | _____ | 24. z  | _____ | 37. z  | _____ |
| 12. t | _____ | 25. g  | _____ | 38. g  | _____ |
| 13. d | _____ | 26. h  | _____ | 39. h  | _____ |
|       |       |        |       | 40. h  | _____ |
|       |       |        |       | 41. h  | _____ |

Total Number Score Produced Correctly

Summary Score: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10-6-1970  
1244

PATIENT IDENTIFICATION

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION  
ADDITIONAL OBSERVATIONS

1. NAME OF CHILD

2. DATE OF EXAM. AGE 18.500

3. SEX MALE FEMALE

4. 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 appliances, respiratory condition, hearing aids, etc.

11. COMMENTS

10. OBSERVABLE ANOMALIES

|                           | Yes                      | No                       |
|---------------------------|--------------------------|--------------------------|
| 1. Head                   |                          |                          |
| EXTREMELY SMALL           | <input type="checkbox"/> | <input type="checkbox"/> |
| EXTREMELY LARGE           | <input type="checkbox"/> | <input type="checkbox"/> |
| REGULAR SHAPE (spherical) | <input type="checkbox"/> | <input type="checkbox"/> |
| OTHER (describe)          | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Face                   |                          |                          |
| ASYMMETRY                 | <input type="checkbox"/> | <input type="checkbox"/> |
| MASK-LIKE                 | <input type="checkbox"/> | <input type="checkbox"/> |
| CONCAVES                  | <input type="checkbox"/> | <input type="checkbox"/> |
| OTHER (describe)          | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ears                   |                          |                          |
| ABNORMAL                  | <input type="checkbox"/> | <input type="checkbox"/> |
| OTHER (describe)          | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Eyes                   |                          |                          |
| STROBILUS                 | <input type="checkbox"/> | <input type="checkbox"/> |
| NYSTAGMUS                 | <input type="checkbox"/> | <input type="checkbox"/> |
| OTHER (describe)          | <input type="checkbox"/> | <input type="checkbox"/> |

10-6-1970  
1244  
10-6-1970

PS43



FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION  
ADDITIONAL OBSERVATIONS

*Surrounded by  
2-61 3.51-45  
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 FRENUM

— —

CLEFT LIP

— —

6. TEETH AND JAW

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

— —

MISSING TEETH (describe)

— —

7. DROOLING

— —

MOUTH BREATHING

— —

OTHER (describe)

— —

8. HANDS AND ARMS

IMPAIRED FUNCTION

— —

OTHER (describe)

— —

9. Legs

IMPAIRED FUNCTION

— —

OTHER (describe)

— —

10. General Appearance

— —

FINAL SPEECH, LANGUAGE AND HEARING EXAMINATION  
ADDITIONAL OBSERVATIONS

*Supervised by  
Cecil - 3151-45  
4-70*

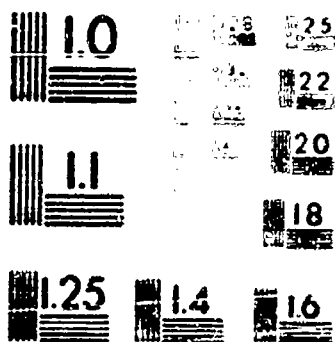
15. GENERAL BEHAVIOR ABERRATIONS OBSERVED DURING  
TEST PERIOD

16 COMMENTS

|                                   | Yes                                 | No                       |
|-----------------------------------|-------------------------------------|--------------------------|
| Purposeless Hand Motions          | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Unusual Posturing                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Excessive Crying                  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Excessive Laughing                | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Hyperactivity                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Hypactivity                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Lack of Spontaneous Communication | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Stuttering                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Clonality                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Negativism                        | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Persistence                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Echolalia                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Imitability                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Echolalia                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Motor Disorientation              | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Short Attention Span              | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tics                              | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tremors                           | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Other (describe)                  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |



CONTINUED ON NEXT FICHE



2011年12月20日  
 2011年12月20日  
 2011年12月20日  
 2011年12月20日