

Speech Sound	3 ft a - a			3 ft e - e			10 ft a - a			10 ft e - e		
	R	L	B	R	L	B	R	L	B	R	L	B
T												
V												
N												
P												
M												
G												
K												
Z												
V												
F												
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THE IOWA MEDIAL CONSONANT TEST

Name: _____

Date: _____

Technology: _____

Why perform this test? The Ling Sounds and standard word discrimination testing do not provide specific information on how a child perceives each consonant, which are the most essential elements for understanding speech clearly. A child who does not perceive all of the consonant sounds clearly will have increased difficulty comprehending speech.

Children demonstrating consonant perception errors need to have their hearing technology settings changed.

Test conditions: Quiet setting needed!
With the hearing device worn, test each ear separately and then both ears together (R, L, B). Test at 3 feet and again at 8-10 feet (R, L, B). Listening only, no visual cues.

Presenting the consonants:
Say all of the consonants embedded in the ah sound: aba; asa; ata; ava
Say all of the consonants embedded in the ee sound: ebe; ese; ete; eve
Alternate: Present the consonants in isolation but be careful to present at a natural volume, not emphasizing the consonant. Thus, the /s/ and /f/ sounds will be considerably quieter than the /b/ and /d/ sounds. If you make them equally loud when you say them, you will not know how the sound is heard in normal conversation.

Recording: As the child repeats the sounds, mark the box for each correct sound. Write in substitutions when an error occurs. For example, if the child was presented asa and produced asha, you would write sh in the box. Errors may be different R, L, B.

Scoring: Desired score is 100%.

Shared by Jane R. Madell, PhD
Developed by: Tyler, RS, Preece, JP, Lowder, MW,;
The Iowa Cochlear Implant Test Battery: Iowa City, University of Iowa, 1983.
Reformatted 2014. Karen Anderson, Supporting Success for Children with Hearing Loss