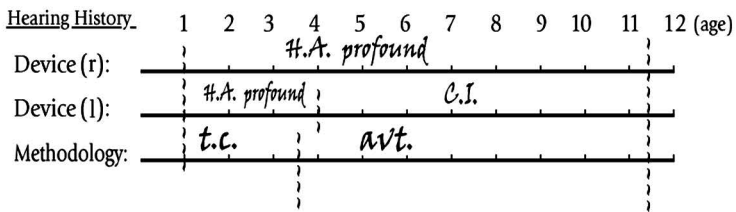


Compass Test of Auditory Discrimination

Print all sheets onto white cardstock paper. There is one sheet that acts as a reference while you are administering the test. The other sheets contain the cards. Cut these out and then carefully fold each along the dotted line. Fold back and glue (stick glue works best) the two halves, making a two sided card. Do this for all 50 cards. You will need to print a test form for each examinee.

The examiner should have 50 test cards, an acoustic screen, and a test form with the student's name and identifying data filled out. The Hearing History is for the examiner to see a rough picture of the child's experience with listening/hearing from birth to the test date. First draw a line through the three bars (Device right, Device left, and Methodology) at the child's current age. Then write along each of the upper two bars notes on device used (hearing aid or cochlear implant). Draw a line across the bars at the age when a child first received his technology and then mark the bar when any significant changes were made. Do the same for Methodology. For example:

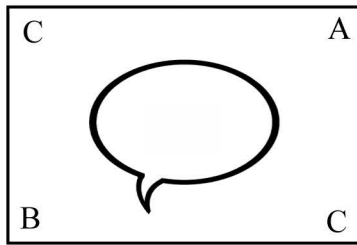


This is only a basic “at a glance” hearing history that may or may not help the examiner put a child's performance into perspective.

Present Ling 6 sound test (and silence) and record child's performance on record form.

To administer this test, use all 50 cards . Shuffle cards well. Have the cards in a pile face up (picture side up). Always keep the side of the cards with speech bubble and letters away from student’s view.

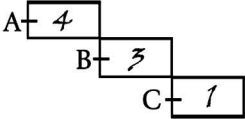
Examiner should present each word without lipreading cues. Examiners should use an acoustic screen to visually shield their productions. Sit no more than 3 feet from student. Hold the card facing the student and say “show me...” followed by the word typed in the speech bubble (between “show me” and the test item there should be a slight pause or “auditory space”). Encourage the student to point to the corner of the card with the picture named. The child may appear to need a repetition of certain items: Give only one repetition, encourage the child to try their best, and move on.



The four corners of the card facing away from the student are marked A, B, and C. As the student indicates which word he has heard by pointing, the examiner will sort the cards according to which corner was indicated. Use the A, B, and C spaces on this page to pile the cards according to student response. If a child refuses to guess a particular item, place that card in the C pile. Do not give the child any feedback regarding the correctness of his response or indicate the significance of the A, B, and C piles that the cards are placed into. Feedback should be general, and nonspecific (example” “You’re trying really hard. That’s great”). If a child seems to be impulsive and points without considering, the examiner can redirect to task with a statement such as “Make sure you look at all the pictures”. The examiner can also add some pause time, allowing the child more time to scan the pictures, before the test item is read.

To record performance, put pile A aside. Unmarked spaces on the test form are assumed correct. First record all of the responses in the B pile. Above each speech bubble there is a number that corresponds to that item's place on the test form. Place a check mark in the B level box for each card in this pile. Next record all of the responses in the C pile. Place a check mark in the C level box for each card in this pile.

For A, B, and C responses, add up each row and enter totals in the spaces to the right. These are the subtotals for each level of the test.



Add A, B, and C totals and enter test totals at the bottom right of the test form.

Totals -	29	15	6
	A	B	C

Multiply the total A score to convert to a percentage score and record in the provided space at the bottom left of the test form.

Score: A $\underline{29} \times 2 = \underline{58} \%$

Test Interpretation

There are three things to consider in a student's performance:

1. overall score as a percentage
 Use this percentage to give an estimate of progress in treatment. Track a child's percentage score in relation to previous performance over time.

2. error pattern
 Each card will picture 1 correct item, matching the word spoken by the examiner, and 3 incorrect items as foils. The cards are arranged to target different levels of difficulty. One of the three foils is designed to challenge the examinee at a certain level in this hierarchy (Marked on the back of the card as "B"). The other two are typically easier to discriminate (Marked on the back of the card as "C"). The correct item is marked on the back with "A". Errors in the "C" category could mean

that the student is not familiar with the words on the test, or that they have not fully mastered skills at earlier levels, or that they are not listening and have adopted a guessing strategy. A high level of B errors in proportion to C is more likely to mean that skill in auditory discrimination is the cause of failure.

3. each level's total

As the child's performance on each card is marked on the test form, responses are organized by the type of discrimination error.

Generally speaking,

most children who are learning to listen have more difficulty as items progress in row number. The shuffling of the cards prior to administration helps to even out the difficulty and sense of performance during testing, so that a child is less likely to sense repeated failure and (A) discontinue listening and adopt a guessing strategy, or (B) resist completion of the test.

The examiner is also given the specific auditory contrast for each test item written in the spaces along the "A" row.

A	5.1 m/n	5.2 m/n	5.3 p/t	5.4 p/t	5.5 t/k
B					

Use test scores at each level to determine goals. Choose the lowest level at which performance starts to suffer. Choose materials in this program to facilitate skills in areas failed by the child on this placement test. Work lower levels towards mastery and then move ahead to goals further along in the test. Typically, within each level, you should work on sounds made towards the front of the mouth first, before moving to back sounds.

Retest every three months to determine areas that continue to require focus in treatment and to measure progress in terms of percentage score.