**Reviewer Rubric**

The green text is instructions for reviewers. It has been overlaid on the submission template.

Gentle reminder – please keep criticism constructive.

Reviewers will generally receive the direct comments made, which, because of the way the “Teams” system works, includes your name with the comments.

**Auditory Processing**

# **Descriptive Title of Case. Replace this heading with your title.**

Suggest an alternative title if the title is not sufficiently descriptive.

# **Authors**

Check that appropriate format has been used.

Jane Doe, Ph.D., University of Where Ever

John Smith, B.S., Doctoral Student of Audiology, University of Where Ever

ACKNOWLEDGEMENT: Mary Jane, Au.D., Cool Medical Externship Site, City, State

# **User Agreement**

The user agreement is within the Submission Guidelines ([www.AudCases.com](http://www.AudCases.com)) Type the initials of the authors below to electronically sign the user agreement, most importantly, that you have thoroughly checked that the case is completely de-identified:

Return without reviewing if the initials of ALL authors were not included.

# **Table of Content Items**

List the items for your table of content here. Do not indent. Use a separate line per item.

Content items should be listed in the order they appear in the case to facilitate your review. Add or recommend deleting items as you think appropriate.

# **Educational Level**

Choose one educational level that most adequately describes your case and delete the others.

 Introductory

 Intermediate

 Advanced

Recommend a different educational level if needed.

# **Learning / Assessment Objectives**

Replace the list below with your own objectives. Use the format provided.

By completing this case, the student will be able to:

1. Identify the type of auditory processing disorder
2. Describe the functional weaknesses associated with this individual’s diagnosis.
3. Develop an intervention plan for the patient to include recommendations for management and remediation.

Evaluate the objectives and consider if they match the educational level. Introductory cases should use terms from the left-hand side of the list; advanced cases from the right-hand side. Considerable latitude can be permitted.



If any of the “avoid terms” are used, suggest an alternative verb.



Below is guidance from the “New” Bloom’s Taxonomy.

**New Bloom’s Taxonomy**

**I. Remembering**

Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.

Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why •

**II. Understanding**

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

 Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate •

**III. Applying**

Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

 Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize •

**IV. Analyzing**

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme •

**V. Evaluating**

Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.

 Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value •

**VI. Creating**

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory • Maximize • Minimize

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

<https://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf>

Please check each question throughout the sections.

If a question is not clearly written or contains grammar or spelling errors, please provide suggested improvements.

For multiple choice questions, if the student could deduce the correct answer because it is the longest one, either suggest a revision or point out the problem and return it to the author(s) to correct. Confirm that there is only one correct answer – and that it is completely correct.

* Questions should be bulleted in this style.
* Answers should appear immediately after the question asked

# **Case History**

Initials, a \_\_ year old (gender if appropriate), . . .

Evaluate appropriateness of the case history. Introductory-level cases merit a clear, even leading, case history. In contrast, an advanced-level case probably should not, if a purpose of the case is to establish pathology.

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used.

*Omit tests/sections that are not salient to the case*

# **Otoscopy**

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used.

# **Audiometric Data**

Create a digital audiogram using this link. <http://www.audsim.com/audgenJS/> If alternative symbols such as S are required, use the “annotate” feature. The submission guidelines document details when other formats can/should be used.

If the standard format audiogram is not used, is there an educationally relevant reason for the substitution?

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used.

Review all sections for appropriateness, clarity. The standard tables must be used unless the submitter has justified the use of an alternative format. Send submissions with poor quality graphics back to the submitter.

Use this table for speech testing results, inserting patient-specific results. If using alternative stimuli (e.g. QuickSIN) then use your preferred format.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **PTA (dB HL)** | **SRT (dB HL)** | **WRS** | **WRS Intensity (dB HL)** |
| **Right Ear** | 80 | 80 | 44 | 100 |
| **Left Ear** | 10 | 15 | 100 | 50 |
|  |  |  |  |
| Spondee Technique | MLV | WRS Technique | Recorded |
|  |  | List and Number | NU-6 Right: 1A Left: 1B |
|  |  | Number of Items |  Right: 50 Left: 10 MD |

MLV = Monitored Live Voice NU-6 = Northwestern University List 6

CID W-22 = Central Institute of the Deaf, Word List 22.

PB-K = Phonetically Balanced – Kindergarten 10 MD = 10 Most Difficult

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used.

# **Tympanometry**

226 Hz / Y tympanograms should be included in this section

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used.

# **Acoustic Reflex Studies**

## **Thresholds**

Please put acoustic reflex results in the table below. Thresholds are assumed to be in dB HL. If in dB SPL then change the upper left-hand table notation AND note in text.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **(dB HL)****Probe Ear** | **Hz à****Stimulated Ear (Mode)** | **500** | **1000** | **2000** | **4000** | **BBN** |
| Right | Right(Ipsi) | 85 | 105 | 110 | Absent | 95 |
| Right | Left(Contra) | 80 | 100 | Absent | Absent | 90 |
| Left | Left(Ipsi) | 90 | 105 | 110 | Absent | 100 |
| Left | Right(Contra) | 95 | 110 | Absent | Absent | 95 |

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used.

## **Acoustic Reflex Decay**

Insert high-quality reproductions of the test results.

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used.

# **Neurodiagnostic ABR**

The following template can be used if appropriate to the case.

Click Intensity: 80 dB nHL, 21.7 clicks/second stimulus repetition rate

**I.** **Wave Peak Latencies Interpeak Latencies**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **I** | **III** | **V** | **I-III** | **III-V** | **I-V** |
| **Right Ear** |  |  |  |  |  |  |
| Left Ear |  |  |  |  |  |  |
| Mean \* | 1.54 | 3.70 | 5.60 | 2.20 | 1.84 | 4.04 |
| Range of Normal (ms) (+/- 2 SD)\* |  1.34-1.74 |  3.40-4.00 |  5.22-5.98 |  1.88-2.52 |  1.50-2.18 | 3.68-4.40 |
| Outer Limits for Cochlear\*\* |  |  |  | 2.55 | 2.35 | 4.60 |

1. **Interaural Latency Differences**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **I** | **III** | **V** | **I-III** | **III-V** | **I-V** |
| **Difference** |  |  |  |  |  |  |
| Range of Normal (ms) (+/- 2 SD)\* | .21 | .26 | .29 | .25 | .25 | .28 |
| Outer Limits for Cochlear\*\* | .65 | .59 | .52 | .41 | .37 | .46 |

**III. Latency Increase with Stimulus Repetition Rate Increase**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Wave V Latency(at 71.1 cl/sec) | Latency Increase(with rate increase) | Significance |
| Right Ear |  |  |  |
| Left Ear |  |  |  |

**IV.**  **Amplitude Ratio of Waves I/V**

Right Ear: \_\_\_ Normal \_\_\_ Wave I larger than Wave V \_\_\_ Wave I more than 2x Wave V

Left Ear: \_\_\_ Normal \_\_\_ Wave I larger than Wave V \_\_\_ Wave I more than 2x Wave V

**V.**  **Morphology and Replicability**

**VI. Quality of Traces - Assessment of Control Run, Artifact Rejection**

­­

**VII. Additional Comments**

**\*** Schwartz et al., 1989

\*\* Hall & Mueller, 1997

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used.

# **cABR**

Presentation of results is at the submitter’s discretion.

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used

# **FFR**

Presentation of results is at the submitter’s discretion.

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used

*The submitter may choose to present the test form and allow the student to score it or may summarize the results. If summarizing, please use the default tables.*

*Omit tests that are salient to the case*

Auditory Processing Evaluations

Auditory Processing Evaluation

# **Questionnaires**

## **S.I.F.T.E.R.**

## **Fisher’s**

## **CHAPS**

## **Auditory Processing Domain Questionnaire**

## **Buffalo Model Questionnaire – Revised**

## **Scale of Auditory Behaviors: MAPA-2**

# **Dichotic Listening Tests**

## **SSW**

If using the Buffalo model, note significant qualifiers below. (Omit if using the Bellis-Ferre model.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | RNC | RC | LC | LNC |
| Total Errors |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Order Effect |  |  |  |
| 1 | 2 | 3 | 4 |
| (A+E)   | (B+F) | (C+D) | (E+F) |
| Total 1st Spondee | ## | Total 2nd Spondee | ## |
|  Significant Non-Significant  |  |  |  |

Strike through either Significant or Non-Significant.

|  |
| --- |
| Ear Effect |
|

|  |  |  |
| --- | --- | --- |
| Total | REF | LEF  |

 |
|  Significant Non-Significant  |

|  |  |
| --- | --- |
| Type A Pattern? |  Yes No |

|  |
| --- |
| Reversals |
| Total = |

|  |
| --- |
| Qualifiers |
| List significant Qualifiers Using Full Name |  |

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used

## **Dichotic Digits**

Use one or both of the provided tables

|  |  |  |
| --- | --- | --- |
| DD  | Single Digits Test Raw Score | Double Digits Test Raw Score |
| Right Ear |  |  |
| Left Ear |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| MAPA-2 DD | Triple Digits Raw Score | Scaled Score | Percentile Rank |
|  Total Score |  |  |  |
|  |  |  |  |

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used

## **Competing Sentences Tests**

Use one or both of the provided tables.

|  |  |
| --- | --- |
| CS | Binaural Separation Raw Score  |
| Right Ear only |  |
| Left Ear only  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| CS MAPA-2 Binaural Integration | Raw Score | Scaled Score | Percentile Rank |
| Total Score |  |  |  |

SCAN-3 NOTES: If the complete SCAN-3 test is administered, you may wish to present results together in the “other tests” section, possibly instead of including it here. Please change the SCAN-3 to either SCAN-3:C or SCAN-3:A (adult/child version) in the upper left box.

|  |  |  |  |
| --- | --- | --- | --- |
| SCAN-3 Competing Sentences | Raw Score | Scaled Score | Percentile Rank |
| Total Score |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| SCAN-3 Competing Words | Raw Score | Scaled Score | Percentile Rank |
| Directed Ear |  |  |  |
| Free Recall |  |  |  |

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used.

## **Dichotic Rhyme Test**

|  |  |
| --- | --- |
| DRT | Raw Score |
| Right Ear |  |
| Left Ear |  |

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used

## **Dichotic Sentence Identification Test**

|  |  |
| --- | --- |
| DST | Binaural Separation Raw Score |
| Right Ear |  |
| Left Ear |  |

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used

## **Other Dichotic Listening Test**

Put test name in the heading above. Create a box as similar as possible to other examples to display results.

# **Temporal Processing Tests**

## **PPS – Labeling**

Use one or both of the provided tables

|  |  |  |
| --- | --- | --- |
| Pitch Patterns Sequencing - Labeling | “Slow” Version Raw Score | “Fast” Version Raw Score |
| Right Ear |  |  |
| Left Ear |  |  |
| Soundfield presentation |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| MAPA-2 Tap Test | Raw Score | Scaled Score | Percentile Rank |
|  Total Score |  |  |  |

* What question do you want to insert here? Delete if no question is to be used.

If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used

## **PPS-Mimicking**

Use one or both of the provided tables.

|  |  |  |
| --- | --- | --- |
| Pitch Patterns Sequencing -Humming | “Slow” Version Raw Score | “Fast” Version Raw Score |
| Right Ear |  |  |
| Left Ear |  |  |
| Soundfield presentation |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| MAPA-2 Pitch Pattern Labeling | Raw Score | Scaled Score | Percentile Rank |
|  Total Score |  |  |  |

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used

## **Gaps in Noise**

|  |  |  |
| --- | --- | --- |
| GIN | Detection Threshold | Detection Accuracy |
| Right Ear |  |  |
| Left Ear |  |  |
| Soundfield presentation  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| MAPA-2 Gap Detection Test | Raw Score | Scaled Score | Percentile Rank |
| Total Score |  |  |  |

SCAN NOTE: Change SCAN-3 to either SCAN-3:C or SCAN-3:A and put pass or fail under the result column.

|  |  |
| --- | --- |
| SCAN-3 Gap Detection | Results |
|  |  |

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used

## **Duration Pattern Test**

Use one or both of the provided tables.

|  |  |  |
| --- | --- | --- |
| DPT | Raw Score - labelled | Raw score - mimicked |
| Right Ear |  |  |
| Left Ear |  |  |
| Soundfield presentation  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| MAPA-2 Duration Pattern Test | Raw Score | Scaled Score | Percentile Rank |
|  Total Score |  |  |  |

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used

## **Auditory Fusion Test - Revised**

|  |  |
| --- | --- |
| Test Name Here | Raw Score |
| Right Ear |  |
| Left Ear |  |

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used

## **Other Temporal Processing Test**

Put test name in the heading above. Create a box as similar as possible to other examples to display results.

# **Monaural Low Redundancy Tests**

## **Time-Compressed Speech**

% Time Compression = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| TCS | Raw Score |
| Right Ear |  |
| Left Ear |  |

|  |  |  |  |
| --- | --- | --- | --- |
| SCAN-3 TCS | Raw Score | Scaled Score | Percentile Rank |
| Total Score |  |  |  |

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be us

## **Time-Compressed Speech w/Reverberation**

 % Time Compression = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| TCS-R | Raw Score |
| Right Ear |  |
| Left Ear |  |

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be us

## **Monaural-Selective Auditory Attention Test of MAP-2**

|  |  |  |  |
| --- | --- | --- | --- |
| MAPA-2 Monaural Select Attention Test | Raw Score | Scaled Score | Percentile Rank |
|  Total Score |  |  |  |

## **Speech-in-Noise for Children of MAPA-2**

|  |  |  |  |
| --- | --- | --- | --- |
| SINCA | Raw Score | Scaled Score | Percentile Rank |
|  Total Score |  |  |  |

## **Filtered Speech Test**

 Word List Used: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| FST | Raw Score |
| Right Ear |  |
| Left Ear |  |

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used

|  |  |  |  |
| --- | --- | --- | --- |
| SCAN-3 Filtered Words | Raw Score | Scaled Score | Percentile Rank |
|  Right Ear |  |  |  |
| Left Ear |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| SCAN-3 AFG 0  | Raw Score | Scaled Score | Percentile Rank |
| Total Score |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| SCAN-3 AFG +8 | Raw Score | Scaled Score | Percentile Rank |
| Total Score |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| SCAN-3 AFG +16 | Raw Score | Scaled Score | Percentile Rank |
| Total Score |  |  |  |

## **CID W-22 Quiet vs Noise**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Word Rec | % Correct | Level (dB HL) | SNR | % Correct | Level (dB HL) | SNR |
| Right Ear |  |  |  |  |  |  |
| Left Ear |  |  |  |  |  |  |

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used

## **Other Monaural Low-Redundancy Test**

Put test name in the table on the upper left. If only one other test is used, then rename the heading with the test name. If using two or more tests, then retain the “Other” heading and describe the tests in text.

|  |  |
| --- | --- |
| Test Name | Raw Score |
| Right Ear |  |
| Left Ear |  |

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used

# **Binaural Interaction Tests**

## **Spondee Binaural Fusion**

|  |  |
| --- | --- |
| Test Name | Raw Score |
| Dichotic I (RE = high band/LE = low band  |  |
| Dichotic II (RE = low band, LE = high band)  |  |
| Diotic (both bands to each ear)  |  |

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used

## **Masking Level Difference**

Signal Level \_\_\_\_\_\_\_\_\_\_ Signal Frequency \_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| MLD | SoNo Threshold | S**π No Threshold** | **SoNπ Threshold** |
| Right Ear |  |  |  |
| Left Ear |  |  |  |

## **Masking Level Difference for Speech**

Signal Level \_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| MLD | SoNo Threshold | S**π No Threshold** | **SoNπ Threshold** |
| Right Ear |  |  |  |
| Left Ear |  |  |  |

* What questions do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used

## **Other Binaural Interaction Test**

Put test name in the table on the upper left. If only one other test is used, then rename the heading with the test name. If using two or more tests, then retain the “Other” heading and describe the tests in text.

|  |  |
| --- | --- |
| Test Name | Raw Score |
| Right Ear |  |
| Left Ear |  |

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used

# **Other Tests**

## **Soundfield Speech-in-Noise Testing: Words**

 List used: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SF SIN: Words | % correct Quiet  | O S:N  | -5 S:N  | -10 S:N  | -15 S:N  | -20 S:N  |
| Auditory only  |  |  |  |  |  |  |
| Auditory-visual |  |  |  |  |  |  |

## **Soundfield Speech-in-Noise Testing: Sentences**

 List used: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SF SIN: Sentences | % correct Quiet  | O S:N  | -5 S:N  | -10 S:N  | -15 S:N  | -20 S:N  |
| Auditory only  |  |  |  |  |  |  |
| Auditory-visual |  |  |  |  |  |  |

## **SCAN-3:C Tests of Auditory Processing Disorders for Children**

Age: \_\_\_\_\_\_\_\_\_\_

**Diagnostic Score Summary**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Test | Raw Score | Scaled Score (SS) | SS Points +/- | CI\_\_% Level | %ile Rank |
| AFG +8 |  |  |  |  |  |
| FW |  |  |  |  |  |
| CW-DE Total |  |  |  |  |  |
| CW |  |  |  |  |  |
| Sum of SS |  |  |  |  |  |
| AP Composite |  |  |  |  |  |

**Scaled Score Chart**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SS19181716151413121110987  | AFG-0 | FW | CW-DE | CS | CW-FR | AFG+8 | AFG+12 | TCS | Normal |
| 654 |  |  |  |  |  |  |  |  | Borderline |
| 321 |  |  |  |  |  |  |  |  | Disordered |

*Replace the bullets with bolded X marks above*

**Supplementary Score Summary**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Test | Raw Score | Scaled Score (SS) | SS Points +/- | CI\_\_% Level | %ile Rank |
| CW-FR |  |  |  |  |  |
| AFG 0 |  |  |  |  |  |
| AFG+12 |  |  |  |  |  |
| TCS |  |  |  |  |  |

**Ear Advantage Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| Test | Ear Advantage (+ or – value) RE LEScore - Score = EA | Typical | Cumulative Prevalence |
| AFG-0 |  | Y N | If No, % |
| CW-FR |  | Y N | If No, % |
| FW |  | Y N | If No, % |
| CW-DE Directed RE |  | Y N | If No, % |
| CW-DE Directed LE |  | Y N | If No, % |
| CS |  | Y N | If No, % |
| AFG+8 |  | Y N | If No, % |
| AFG+12 |  | Y N | If No, % |
| TCS |  | Y N | If No, % |

**Note:** A positive value = right ear advantage; a negative value = left ear advantage

*Above, delete Y or N in the Typical column so that one letter remains*

## **SCAN-3:A Tests for Auditory Processing Disorders for Adolescents and Adults**

Age: \_\_\_\_\_\_\_\_\_\_

**Diagnostic Score Summary**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Test | Raw Score | Scaled Score (SS) | SS Points +/- | CI\_\_% Level | %ile Rank |
| AFG 0 |  |  |  |  |  |
| FW |  |  |  |  |  |
| CW-DE Total |  |  |  |  |  |
| CW |  |  |  |  |  |
| Sum of SS |  |  |  |  |  |
| AP Composite |  |  |  |  |  |

**Scaled Score Chart**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SS19181716151413121110987  | AFG-0 | FW | CW-DE | CS | CW-FR | AFG+8 | AFG+12 | TCS | Normal |
| 654 |  |  |  |  |  |  |  |  | Borderline |
| 321 |  |  |  |  |  |  |  |  | Disordered |

*Replace the bullets with bolded X marks above*

**Supplementary Score Summary**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Test | Raw Score | Scaled Score (SS) | SS Points +/- | CI\_\_% Level | %ile Rank |
| CW-FR |  |  |  |  |  |
| AFG+8 |  |  |  |  |  |
| AFG+12 |  |  |  |  |  |
| TCS |  |  |  |  |  |

**Gap Detection Screening Result:** Pass / Fail

**Ear Advantage Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| Test | Ear Advantage (+ or – value) RE LEScore - Score = EA | Typical | Cumulative Prevalence |
| AFG-0 |  | Y N | If No, % |
| CW-FR |  | Y N | If No, % |
| FW |  | Y N | If No, % |
| CW-DE Directed RE |  | Y N | If No, % |
| CW-DE Directed LE |  | Y N | If No, % |
| CS |  | Y N | If No, % |
| AFG+8 |  | Y N | If No, % |
| AFG+12 |  | Y N | If No, % |
| TCS |  | Y N | If No, % |

**Note:** A positive value = right ear advantage; a negative value = left ear advantage

*Above, delete Y or N in the Typical column so that one letter remains*

**Behavioral Observations**

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used.

## **Phonemic Synthesis Test**

Quantitative Score: #correct / 25

Qualitative Score:

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used.

Introductory-level cases do not need to include these a summary / discussion. If the case does not include synthesis- and/or evaluation-category objectives, then it probably is not appropriate to ask the student to summarize or recommend. It may be appropriate to use the section to allow the student to tie together the facets of the case, but if “summary” questions seem redundant with questions in each section, you may want to recommend that they be omitted.

# **Summary and Discussion**

Omit this category if not appropriate to the case. You may reorder this heading vs recommendations as fits your case.

## **MAPA-2 Summary**

If using the MAPA-2 Summary Form, consider using this placement.

Chronological Age: Years, Months, Days

Remove the 90% or 95% CI notations as appropriate to your results. Remove this instruction.

|  |  |
| --- | --- |
| Assessment |  Domain 90% 95% Scaled Standard Confidence Percentile Score Score Score Interval Rank |
| **Scale of Auditory Behaviors** |  |  |  |  |  |
| Parent Score |  |  |  |  |
| Professional Score |  |  |  |  |
|  |  |  |  |  |
| **Monaural Domain** |  |  |  |  |
| Subtest 1: MSAAT |  |  |  |  |
| Subtest 2: SINCA |  |  |  |  |
| Sum of Scaled Scores |  |  |  |
|  |  |  |  |  |
| **Temporal Domain** |  |  |  |  |
| Subtest 3: Tap Test |  |  |  |  |
| Subtest 4: Pitch Pattern Test |  |  |  |  |
| Sum of Scaled Scores |  |  |  |  |
|  **Temporal Supplemental** |  |  |  |  |  |
|  Subtest 7: Duration Pattern Test |  |  |  |  |
|  Subtest 8: Gap Detection Test |  |  |  |  |
|  |  |  |  |  |
| **Binaural Domain** |  |  |  |  |
| Subtest 5: Dichotic Digits |  |  |  |  |
| Subtest 6: Competing Sentences |  |  |  |  |
| Sum of Scaled Scores |  |  |  |  |
|  |  |  | OverallStd Score |  |  |
| **OVERALL SCORE CONVERSION** |  |  |  |  |
| **Monaural Domain** |  |  |  |  |
| **Temporal Domain** |  | + |  |  |
| **Binaural Domain** |  | + | 90% 95% Confidence Interval | Percentile Rank |
| Overall Sum of Scaled Scores | = |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SINCA Estimated Signal-to-Noise Ratio |  |  Dichotic Advantage Score |  |  Gap Detection Estimated Gap Threshold |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Raw Score | Ratio |  | Raw Score | Scaled Score | Percentile |  | Raw Score | Threshold |
| Right |  | dB |  |  |  |  |  |  | ms |
| Left |  | dB |

What question do you want to insert here? Delete if no question is to be used.

* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used.

# **Recommendations**

* What question do you want to insert here? Delete if no question is to be used.
* If a question is given, please provide the answer to the question as it would appear in the Instructor Guide. Delete this bullet if no question is to be used.

# Decision –

# Does the case have educational merit?

* Reject cases that do not represent appropriate audiological assessment, unless the case has been designed to highlight the testing weakness.
* Use your discretion if the case is like other case(s). If similar cases are well represented within ACES, adding another may bloat the site.

# Is the case quality high enough to merit inclusion?

* The writing clarity, the graphics quality, and the nature of the questions and answers should all be good for a case to be accepted. A highly useful / highly educational case can be accepted if there is legitimate reason that revision and resubmission cannot overcome the deficit. For example, an unusual pathology case could be accepted with a poor-quality image.

# Case Category. This case has been submitted under Auditory Processing. Would it be a better fit to one of the other categories? The categories are listed below for your convenience.

Amplification

Auditory Electrophysiology

Audiogram Interpretation

Auditory Processing

Audiologic Rehabilitation

Counseling

Educational Audiology

Ethics

Hearing Conservation

Immittance and OAE

Implantables (CI and other)

Medical Audiology

Pediatric Audiology

Tinnitus and Sound Sensitivity

Vestibular Evaluation and Management