

Auditory Perception Test for the Hearing Impaired

THIRD EDITION

SUSAN G. ALLEN, MED, CED, MED, CCC-SLP, LSLS Cert. AVEEd

Copyright © 2015 by Plural Publishing, Inc. All rights reserved. Printed in Korea by Four Colour Print Group. Photocopies of the record and profile forms are permitted for administration of the APT-HI test; however, no section of the manual, plate book or multimedia materials may be reproduced, stored in a retrieval system or transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without prior written permission from the publisher.

General Instructions

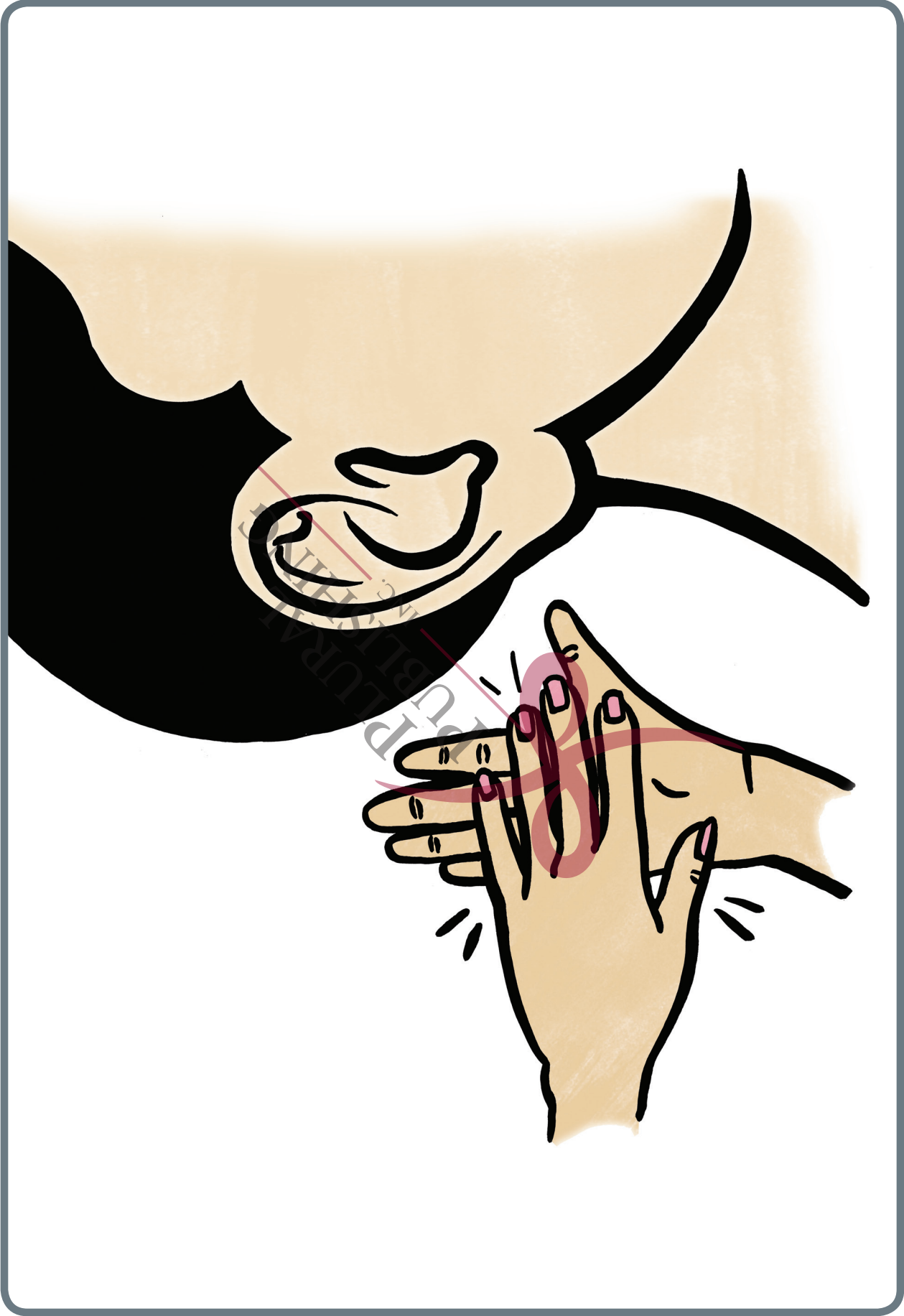


- Administration of the APT-HI and charting of progress using the profile form(s) is recommended every six months as part of comprehensive testing.
 - **The examiner should read the entire manual, located on the accompanying companion website, and review the plate book and record form before attempting to administer the test.** Northampton symbols used as student visuals are distinguished by color as black (voiceless) or red (voiced).
 - The examiner should position the plate book so that the picture plates face the student and the task explanations face the examiner.
 - For trial (auditory + visual) items, the examiner should present the stimulus so that the student can see the examiner's mouth while listening.
 - As needed, prior to administering each trial (auditory + visual) portion, the examiner should introduce the stimulus first and then point to the correct picture while vocalizing. Do **not** do so for the test portion.
 - It may not be necessary to complete all of the trial items. After introducing the information as directed prior to initiating the trial portion and after attempting the first few trial items, the individual may demonstrate understanding of the task. At this point, it is acceptable to proceed to the auditory-only test portion without completing the remaining trial items.
- Note:** The examiner should administer all of the trial items if interested in obtaining an auditory-visual profile (next bullet).
- The auditory-visual profile is an optional exercise. The examiner will not need the additional auditory-visual information for auditory learners (e.g., young children who are learning to listen using a listening developmental continuum without visual cues). The examiner will find the additional auditory-visual information more valuable with children who have yet to connect meaning to sound, who are transitioning from a visual system (e.g., sign language, speechreading) to an auditory-only mode and/or with children who have additional issues that may require visual cueing initially to understand information.
 - For test (auditory only) items, the examiner should withhold all visual cues (e.g., facial expressions, mouth movements) by using a screen to cover the mouth and face.
 - To qualify as a correct response, the student must vocalize before selecting the appropriate picture on the picture plate.



You can access the companion website here:

<http://pluralpublishing.com/publication/apthi3e>



AA1 Awareness of Nonspeech Sound

The student responds consistently to nonspeech sounds. The nonspeech sound used is the clapping of hands or beating on a drum. For younger students, a box and a set of blocks or the game Barrel of Monkeys will be needed.

ADMINISTRATION

Trial — Auditory + Visual

- Clap hands twice up to five times to train the student, or
- Beat on the drum once up to five times to train the student.
- Pauses between each presentation should vary in length.

Test — Auditory Only

- The evaluator should present the stimulus (two claps or one beat on the drum) five times.
- Pauses between each presentation should vary in length.

STUDENT RESPONSE

- Younger student: Drop a block into a box or monkey into a barrel for each nonspeech presentation.
- Older student: Raise hand for each nonspeech presentation.

SCORING

- D**eveloped = 5 correct responses
- E**merging = 4 correct responses
- M**issing = 0–3 correct responses



AA2 Awareness of Speech Sound

The student responds consistently to speech sounds. The speech sound used is /ba/. For younger students, a box and a set of blocks or the game Barrel of Monkeys will be needed.

ADMINISTRATION

Trial — Auditory + Visual

- Say /**bababa**/ five times to train the student.
- Pauses between each presentation should vary in length.

Test — Auditory Only

- Say /**bababa**/ five times.
- Pauses between each presentation should vary in length.

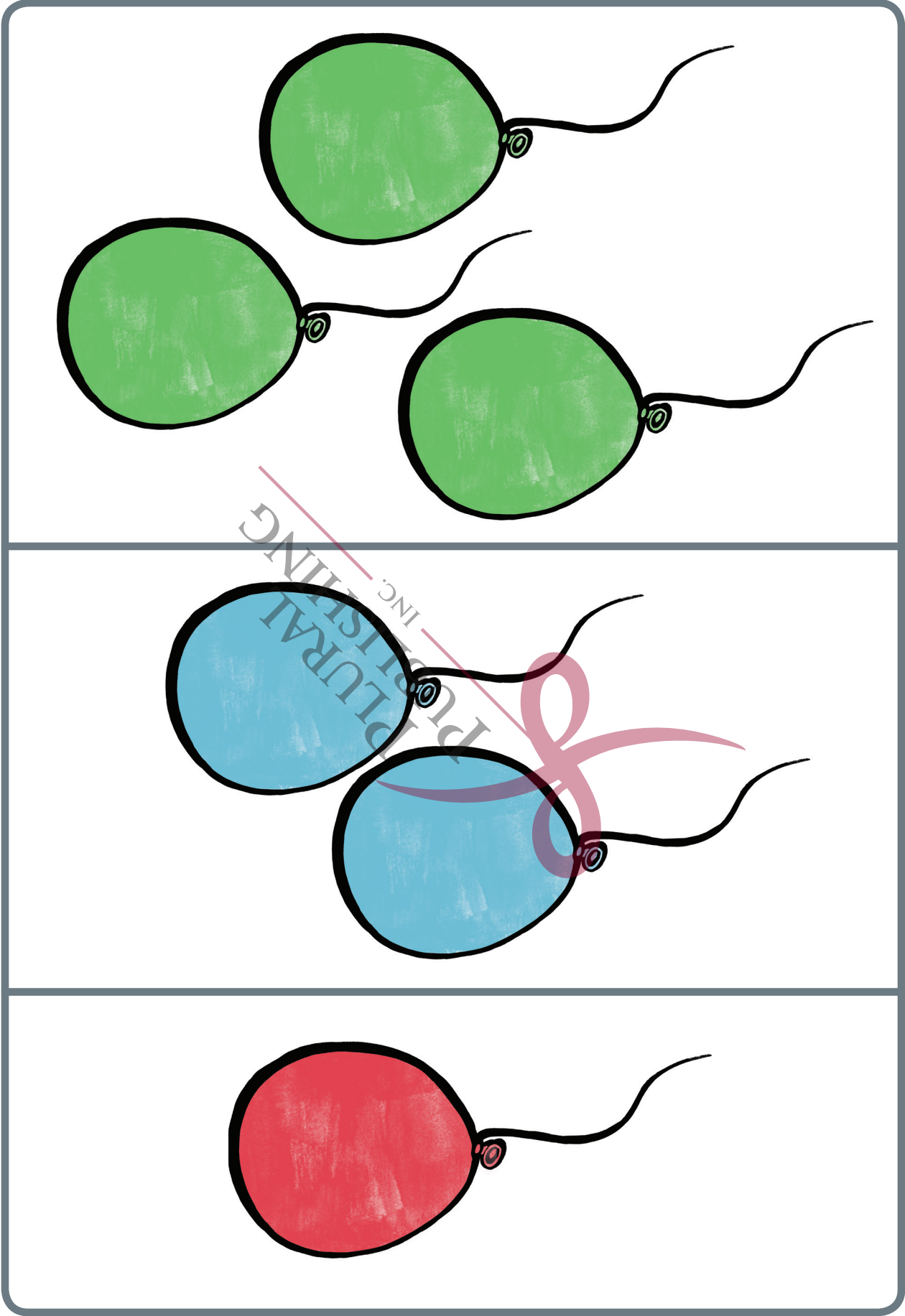
STUDENT RESPONSE

- Younger student: Drop a block into a box or a monkey into a barrel for each speech presentation.
- Older student: Raise hand for each speech presentation.

SCORING

- D**eveloped = 5 correct responses
- E**merging = 4 correct responses
- M**issing = 0–3 correct responses

Note: If a student fails **AA1** and **AA2**, the examiner should discontinue testing and practice auditory conditioning skills with the student. Refer to the Early Listening Basic Skills on the accompanying companion website.



AA3 Identification of Number of Beats in a Speech Sound

The student identifies the number of repetitions of a speech sound. The speech sound used is /ba/.

ADMINISTRATION

The examiner says /ba/ one to three times as directed.

Trial — Auditory + Visual

Number of repetitions of the speech sound:

- 3
- 2
- 2
- 1
- 1

Test — Auditory Only

Number of repetitions of the speech sound:

- 2
- 1
- 3
- 1
- 3

STUDENT RESPONSE

- Orally repeats the number of repetitions presented by the examiner, and then
- Points to the number of balloons that corresponds to the vocalization.

SCORING

Developed = 5 correct responses

Emerging = 4 correct responses

Missing = 0–3 correct responses

Note: If a student fails this item, the examiner still should continue testing.

