

HALD Speech discrimination test

Developed by members of the Hearing and Learning Disabilities group:

Denny Fransman, Siobhan Brennan, Jess Shaw,
Andrea Jones, Kim Seabrook, Carl Davies

Name:

DoB:

Test

Dates: ...1.....2.....3.....

Test details: Tick all appropriate criteria.

	1	2	3		1	2	3
Live speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recorded speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unaided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Without lip reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	With lip reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intensity measured?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Intensity not measured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information (test environment, materials, conditions etc)

Matching word lists

List 1	Response 1 Date:	dB	Response 2 Date:	dB	Response 3 Date:	dB
bag						
jam						
man						
fan						
hand						
hat						
cap						
cat						
tap						
stamp						
pants						
pan						
grass						
bat						
bath						
List 2	Response 1	dB	Response 2	dB	Response 3	dB
sheet						
sheep						
cheek						
sleep						
feet						
sweet						
cheese						
bee						
key						
tree						
teeth						
leaf						
List 3	Response 1	dB	Response 2	dB	Response 3	dB
stone						
nose						
bone						
comb						
boat						

List 3 (cont)	Response 1	dB	Response 2	dB	Response 3	dB
coat						
coke						
soap						
List 4	Response 1	dB	Response 2	dB	Response 3	dB
sock						
clock						
watch						
dog						
box						
frog						
doll						
List 5	Response 1	dB	Response 2	dB	Response 3	dB
spoon						
moon						
shoe						
tooth						
boot						
juice						
List 6	Response 1	dB	Response 2	dB	Response 3	dB
duck						
cup						
rug						
mug						
List 7	Response 1	dB	Response 2	dB	Response 3	dB
chair						
stair						
hair						
bear						
List 8	Response 1	dB	Response 2	dB	Response 3	dB
pig						
fish						
bin						
ring						
ship						
drink						

Extra sets of words

List 9a	Response 1	dB	Response 2	dB	Response 3	dB
car						
star						
scarf						
9b	Response 1	dB	Response 2	dB	Response 3	dB
bike						
knife						
dice						
9c	Response 1	dB	Response 2	dB	Response 3	dB
thumb						
sun						
brush						
9d	Response 1	dB	Response 2	dB	Response 3	dB
cake						
plate						
snake						
9e	Response 1	dB	Response 2	dB	Response 3	dB
fork						
door						
horse						
9f	Response 1	dB	Response 2	dB	Response 3	dB
ball						
fork						
wall						
9g	Response 1	dB	Response 2	dB	Response 3	dB
shirt						
skirt						
bird						
9h	Response 1	dB	Response 2	dB	Response 3	dB
rug						
mug						
9i	Response 1	dB	Response 2	dB	Response 3	dB
cow						
house						
9j	Response 1	dB	Response 2	dB	Response 3	dB
train						
plane						

Vowel contrast lists

10a	Response 1	dB	Response 2	dB	Response 3	dB
coke						
cake						
cook						
10b	Response 1	dB	Response 2	dB	Response 3	dB
boot						
boat						
bat						
10c	Response 1	dB	Response 2	dB	Response 3	dB
pen						
pan						
pin						
10d	Response 1	dB	Response 2	dB	Response 3	dB
house						
horse						
10e	Response 1	dB	Response 2	dB	Response 3	dB
pig						
peg						

Object test or short test

When to use the test:

- Can be used with people who only respond to objects
- Can be used with the other test materials as a shortened test

Background:

Norms cannot be suggested for this test because you cannot be certain that the errors are due to hearing impairment and not understanding. We therefore suggest that each person should be measured against his or her previous performance on the test for example with and without lip reading cues or before and after the person is fitted with a hearing aid.

B. Carrying out the test:

- Select the objects that are in the person's vocabulary
- Using the test object ask the person to "Show me the". It is essential to use this carrier sentence for each word tested because this provides the transitional cues which are lost if the word is said in isolation. It is also important NOT to pause between the words "the.." and the test word because this too will effect the auditory cues.
- Record the response on the record sheet.

Information about test conditions:

Object test / Short test						
10a	Response 1	dB	Response 2	dB	Response 3	dB
cap/cat						
key/tree						
phone/comb						
sock/clock						
duck/cup						
car/star						
plate/snake						
fork/horse						
train/plane						
pig/peg						