ACTIVITY 1: A Decision-Making Process for Selecting an Assessment Tool for Diagnosis

Instructions:
Select a vignette below and identify a test to use in assessment. Work through the diagnostic decision-making tree to determine the appropriateness of the test for diagnosis by answer the questions for each vignette.

Vignette 1 (Audiology)
A 22-year-old university student is going to be coming to your audiology clinic for an evaluation. Her chief complaint is difficulty understanding speech in noisy environments. She has previously had her hearing tested and her pure-tone thresholds are within normal limits ($\leq$ 25 dB HL, 250 – 8000 Hz). When the speech was presented at 50 dB HL, her word recognition scores in quiet were 95% for both ears. A prior neurological examination ruled out the presence of any tumors or other disorders that may interfere with the auditory brainstem and central pathways. You decide that this patient should be assessed for an auditory processing disorder (APD).

1. Find a potential test that could be used to assess for an auditory processing disorder. Which test did you select?
   Attempt 1:
   Attempt 2:
   Attempt 3:

   Note: If you cannot get past Item 6 in the decision tree, select a new test to evaluate for up to three attempts.

2. Can you use this test for diagnosis?
3. Is there acceptable evidence of diagnostic accuracy?
4. Does the normative sample reflect the person being tested?
5. Does the test accurately measure the relevant skill(s) for diagnosis?
6. Does the test consistently measure a person's ability?
7. Is this test sufficient for diagnostic decision-making?
8. Reflection:
   a. What went well when working through the decision tree?
   b. What were some challenges faced while working through the decision tree?
   c. What are some potential ways to overcome those challenges in the future?

Vignette 2 (Adult SLP)
A 59-year-old male is sent by neurology for speech production evaluation. His native language is French, but he considers himself bilingual, learning English at a very young age. The patient reports a 9-month history of progressive changes in speech functioning; he has difficulty pronouncing words that are noticeable when speaking both languages. He has isolated speech changes, in the absence of any other physical symptoms. He came in with an outside diagnosis of Primary Progressive Aphasia (PPA). However, he and his partner both deny any difficulty with word finding, word choice error (except for sometimes reversing yes and no), or difficulty with comprehension. He has no trouble understanding or retaining what he reads. No changes in spelling or handwriting were noted. While the patient came in with a diagnosis of PPA, there is no report or evidence of language difficulties during your case history or language screen. You suspect the patient may have apraxia of speech (AOS) and would like to administer a test to document support of this diagnosis.

1. Find a potential test that could be used to assess for an apraxia of speech diagnosis. Which test did you select?
   Attempt 1:
   Attempt 2:
   Attempt 3:

   Note: If you cannot get past Item 6 in the decision tree, select a new test to evaluate for up to three attempts.
2. Can you use this test for diagnosis?
3. Is there acceptable evidence of diagnostic accuracy?
4. Does the normative sample reflect the person being tested?
5. Does the test accurately measure the relevant skill(s) for diagnosis?
6. Does the test consistently measure a person's ability?
7. Is this test sufficient for diagnostic decision-making?
8. Reflection:
   a. What went well when working through the decision tree?
   b. What were some challenges faced while working through the decision tree?
   c. What are some potential ways to overcome those challenges in the future?

Vignette 3 (Pediatric SLP)
A five-year-old boy is coming into your clinic next week and you need to plan his assessment session. His mother reports that he has been living on the Navajo reservation with his grandmother who primarily speaks the native language (Navajo). The child is now back in his mother's full-time care and his mother primarily speaks English. The mother reports that she is concerned because the child "doesn't talk much." The mother has a history of drug use but claims that she did not use while she was pregnant. The child was born full-term and there were no reported complications by the mother. The mother reports no history of learning disabilities on her side; although, she does not know about the father's history. The child was referred to the audiologist prior to your evaluation and the audiologist found no concerns of hearing loss. The mother reports that the child can say around 50 single words across Navajo and English (i.e., some words the child knows are in English and other words are in Navajo). The mother reports that there are no other developmental concerns and that she really wants him to be ready for kindergarten. You decide that as part of your evaluation, you are going to assess the child for a language disorder.

1. Find a potential test that could be used to assess for an apraxia of speech diagnosis. Which test did you select?
   Attempt 1:
   Attempt 2:
   Attempt 3:

   Note: If you cannot get past Item 6 in the decision tree, select a new test to evaluate for up to three attempts.
2. Can you use this test for diagnosis?
3. Is there acceptable evidence of diagnostic accuracy?
4. Does the normative sample reflect the person being tested?
5. Does the test accurately measure the relevant skill(s) for diagnosis?
6. Does the test consistently measure a person's ability?
7. Is this test sufficient for diagnostic decision-making?

8. Reflection:
    a. What went well when working through the decision tree?
    b. What were some challenges faced while working through the decision tree?
    c. What are some potential ways to overcome those challenges in the future?