

*[SAMPLE THESIS ABSTRACT]*

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ABSTRACT

An abstract of the thesis of Rosa Marie Wilcox for the Master of Science in Speech and Hearing Sciences presented November 2, 2001 [*defense date*].

Title: Comparative Scores of Hearing-Impaired and Normally Hearing Children Given the Carolina Picture Vocabulary Test.

It is important that educators use adequate assessment procedures when placing hearing-impaired children in mainstreamed settings. Receptive vocabulary tests are part of the standardized test battery and can provide educators with valuable information. Although there has been a receptive vocabulary test recently developed for use with hearing-impaired children (CPVT), the most commonly used test with this population is the PPVT-R, which is standardized on normally hearing children. In order to further explore the difference between the receptive vocabulary of hearing-impaired and normally hearing children, a test standardized on hearing-impaired children should be used.

The purpose of the present study was to determine if differences exist between the receptive vocabulary scores of hearing-impaired and normally hearing children on the CPVT. This study also sought to answer the following questions: 1) What is the correlation between the CPVT and the PPVT-R?, and 2) Is there a difference between the z-scores and age equivalent scores of the normally hearing children on the CPVT and the PPVT-R?

Fifty 7- and 8-year olds were selected from the Portland Metropolitan area as subjects. Each subject passed a puretone audiometric screening, had a negative history of

ear infections, had not received any speech, language, hearing, or reading services, and received parental permission to be in the study.

Mean *z*-scores and age equivalent scores on the CPVT and the PPVT-R were computed for the subjects in the study. Two tailed *t*-tests were computed to determine if a difference exists between the performance of the normally hearing subjects on the CPVT and the normative data for the hearing-impaired. The tests were considered significant at the .05 level. A highly significant difference was found between the *z*-scores and age equivalent scores of the 7- and 8-year old normally hearing subjects and the normative data for the hearing-impaired. The normally hearing subjects scored higher on the CPVT than the standardized data. These results are consistent with previous research showing that hearing-impaired children perform significantly lower than their normally hearing peers on vocabulary tests.