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Questions refer to Vaughan et al, "Investigation of Potential Cognitive Tests for Use with Older Adults in Audiology Clinics," pp. 533–541.

Learner Outcomes

Each reader of this article should be able to

- Explain how cognitive deficits that accompany aging can affect speech understanding.
- Name two neurocognitive tests that assess speed of processing.
- Identify the neurocognitive test demonstrating the strongest association with sentence test performance in a group of older adults.

1. Two age-related cognitive deficits that may affect speech understanding in older adults are:
   a. memory loss and speed of processing declines
   b. verbal recall and declining IQ
   c. working memory and speed of processing declines
   d. speed of processing and decision-making declines

2. Specific cognitive deficits may be associated with lack of benefit from hearing aids in some older adults because:
   a. cognitive limitations increase difficulty learning to use hearing aids
   b. speech processed through hearing aids may be cognitively demanding
   c. poor recall makes remembering instructions difficult
   d. speech in noise is more challenging with hearing aids

3. A computerized working memory test that has been used with functional MRI studies of brain function is the:
   a. N-Back Test
   b. Self-Ordered Pointing Test
   c. WAIS-III Digit Span subtest
   d. WAIS-III Letter-Number Sequencing subtest

4. The WAIS-III Letter-Number Sequencing subtest (LNS) measures:
   a. attention
   b. visual working memory
   c. auditory working memory
   d. verbal working memory

5. Neurocognitive tests *in this study* that assessed speed of processing included:
   a. Conners' Continuous Performance Test and Brief Test of Attention
   b. Self-Ordered Pointing Test and WAIS-III Digit Span subtest
   c. California Verbal Learning Test-II and WASI IQ test
   d. Choice Reaction Time and WAIS-III Digit Symbol Coding test

6. Auditory items from neurocognitive tests were:
   a. recorded speech presented via earphones
   b. live voice
   c. recorded speech presented via loudspeaker
   d. no tests with auditory items were used

7. Speech recognition materials were equated for difficulty by varying:
   a. presentation levels
   b. time compression
   c. signal-to-noise ratios
   d. low-pass filtering cutoff frequencies

8. The three cognitive components of the principle component analysis:
   a. accounted for 61% of the total variance of the common sentence recognition score (CSRS) results
   b. were derived from age-adjusted individual cognitive test scores
   c. reduced ten individual cognitive test scores to three factors not reported by Vaughn et al (2006)
   d. reduced ten individual cognitive test scores to three cognitive factors

9. In this study, age, hearing loss, and cognitive variables accounted for what percentage of the variance of CSRS results?
   a. 28%
   b. 42%
   c. 65%
   d. 80%

10. The neurocognitive measure that demonstrated the strongest association with sentence performance was:
    a. LNS
    b. N-Back Test
    c. Conners' Continuous Performance Test
    d. California Verbal Learning Test-II