BOSTON DIAGNOSTIC APHASIA EXAMINATION

Date:_____

Name_____ Case number_____

Address_____

_____

Age _____   Gender (circle one)   M   F

Date of birth_____   Birthplace_____

Education_____   Grade completed_____

At what age?_____

Occupational History_____

_____

Language History: English only_____   Bilingual Language(s)_____

First Language_____   Language spoken at home_____

Handedness (circle one)   Right   Left   Ambidextrous

Familial sinistrality in first degree relatives (specify relationship and whether maternal or paternal)

_____

_____

Nature and duration of present illness_____

_____

_____

Hemiplegia (circle one)   Right   Left   Recovered   Absent

Hemianopia (circle one)   Right   Left   Recovered   Absent

Localizing Information_____

_____

Source of Localizing information_____

Operative Information_____

_____

I. CONVERSATIONAL AND EXPOSITORY SPEECH

A. <u>Simple Social Responses:</u> (For Short, Standard, and Extended testing)
   Conduct an informal exchange, incorporating suggested questions, to elicit as many of the desired responses as possible. Write responses verbatim. Tape record if possible.

   1. **"HOW ARE YOU TODAY?"** ("Okay," "Fine," or other appropriate response)

   2. **"HAVE YOU EVER BEEN HERE BEFORE?"** or **"HAVE I EVER TESTED YOU BEFORE?"** ("Yes," "No," or other relevant response)

   3. **"DO YOU THINK WE CAN HELP (HAVE HELPED) YOU?"** ("I think so," "Maybe," or equivalent.)

   4. **"DO YOU THINK YOU CAN MAKE ANY MORE PROGRESS?"** ("I hope so" or equivalent.)

   5. **"WHEN ARE YOU GOING TO BE LEAVING HERE?"** ("I don't know," "Pretty soon," etc.)

   6. **"WHAT IS YOUR <u>FULL</u> NAME?"**

   7. **"WHAT IS YOUR FULL ADDRESS?"** (Number, street, and city required. Probe for omitted elements).

   Score: Number of appropriate social responses elicited _____/7

B. <u>Free Conversation:</u> In order to elicit as much conversation as possible, it is suggested that the examiner start with a familiar topic, such as **"WHAT KIND OF WORK WERE YOU DOING BEFORE YOU BECAME ILL?"** or **"TELL ME WHAT HAPPENED TO BRING YOU HERE."** Encourage at least three minutes of conversation, if possible. Avoid questions that would elicit "Yes" or "No" responses. If tape recording is not used, write verbatim as much as possible.

   Verbatim transcript:

   _____

   _____

   _____

   _____

   _____

C. **Picture Description:** (For Short, Standard, and Extended testing)
Present the 'Cookie Theft' picture on card 1 and say, "TELL ME EVERYTHING YOU SEE GOING ON IN THIS PICTURE." Point to neglected features of the picture and ask for elaboration if the patient's response is skimpier than his/her apparent potential. Write verbatim as much as possible. For Standard and Extended administration, tape recording and transcription are recommended in order to facilitate scoring.

Verbatim transcript:

PLEASE TURN TO NEXT PAGE (4) FOR SCORING INSTRUCTIONS AND DEFINITIONS OF THE DISCOURSE ELEMENTS TO BE SCORED BELOW.

number / % of utterances

1. <u>Total number of Utterances</u> _____ / 100%

2. <u>Empty Utterances</u> _____ / _____%

3. <u>Subclausal Utterances</u> _____ / _____%

4. <u>Single Clause Utterances</u> _____ / _____%

5. <u>Multi-clause Utterances</u> _____ / _____%

6. <u>Agrammatic Deletions</u> _____ / _____%

7. <u>Complexity Index</u> (Clauses per utterance) _____

SCORING INSTRUCTIONS TO BE APPLIED TO FREE CONVERSATION AND PICTURE DESCRIPTION AS WELL AS TO NARRATIVE DISCOURSE
(AESOP'S FABLES)

1. <u>Marking off Utterances</u>—Use a slash (/) to identify the end of each utterance in the transcribed sample. An utterance is defined as a <u>sentence</u> or as <u>any effort to express a thought that is terminated by a pause with a falling inflection.</u> Immediate reiterations of the same content should not be included in the count of utterances. The definitions below assign coded abbreviations for types of utterance. Enter the appropriate code directly over each utterance on the transcript for ease in counting.

2. <u>Empty Utterances</u>—(Coded as *e*) Interjections or comments that do not express any content of the picture (e.g., "Oh boy! Hard !"; "I can't say it").

3. <u>Subclausal Utterances</u>—This term (coded as *sc*) applies to any utterance that does not include a subject plus verb, but *does* include contentive words (nouns, verbs, adjectives, adverbs) bearing on the picture.

4. <u>Single Clause Utterances</u>—(Coded as *cl*) Complete or incomplete clauses containing a verb with its subject and/or object.

5. <u>Multi-clause Utterances</u>—(Coded as *mcl*) More than one main verb (e.g., "The fox <u>sees</u> the crow <u>holding</u> a piece of meat"). (Place a mark at each clause of an mcl, for ease in counting.)

6. <u>Agrammatic Deletions</u>—Indicate omissions of grammatically obligatory words or inflectional endings with the code <u>agr</u> and carat (^) at point of omission.

   Examples of Agrammatic deletions
   - a. Articles before concrete singular nouns
      "*(The)* Boy . . . *(the)* girl . . . *(the)* cookie jar"
   - b. Omissions of auxiliary verbs, copulas, inflectional endings, prepositions
      "The boy *(is)* giv *(ing)* cookies *(to the)* girl."
   - c. Omission of verb in an SVO construction
      "Mother *(is washing)* . . . dishes. Uh . . . washin'" (omitted verb may be added as a parenthetical correction).

7. <u>Complexity Index</u>—(Mean number of clauses per utterance) Ratio of all clauses to total number of utterances. (Count includes each clause of a multi-clause utterance.) Exclude empty utterances from the count of total utterances in computing the Complexity Index.

(4)

2. _The mouse and the lion._

1. A MOUSE CAME ACROSS A SLEEPING LION.
2. THE LION WOKE UP SUDDENLY, GRABBED THE MOUSE AND WAS ABOUT TO EAT HIM.
3. THE MOUSE BEGGED FOR HIS LIFE AND PROMISED TO REPAY HIM, AND THE LION LAUGHED BUT LET HIM GO.
4. NOT LONG AFTER THAT SOME HUNTERS CAME AND TIED THE LION UP TO A TREE.
5. THE MOUSE HEARD THE LION GROAN AND CAME AND CHEWED AWAY THE ROPE.
6. YOU NEVER KNOW WHEN A WEAK PERSON MAY RETURN YOUR KINDNESS.

Verbatim transcript:

Score: e __ sc __ cl __ mcl __ agr __ Total utterances (Sum of e + sc + cl + mcl) ____

3. _The fox and the stork._

1. THE FOX MET THE STORK IN THE WOODS AND INVITED HIM HOME FOR DINNER.
2. HE SERVED SOUP IN A FLAT BOWL. THE FOX LICKED HIS PLATE CLEAN, BUT THE STORK COULDN'T GET ANYTHING UP HIS LONG BEAK.
3. THE NEXT TIME THEY MET, THE STORK INVITED THE FOX TO **HIS** PLACE FOR DINNER.
4. THIS TIME THE STORK SERVED THEIR MEAL IN BOTTLES WITH LONG NECKS. HE ENJOYED HIS FOOD BUT THE FOX WENT HUNGRY.
5. THE STORK SAID, "NOW YOU AND I ARE EVEN."

Verbatim transcript:

Score: e __ sc __ cl __ mcl __ agr __ Total utterances (Sum of e + sc + cl + mcl) ____

4. _The rabbit and the turtle_.

1. THE RABBIT CHALLENGED THE TURTLE TO RACE HIM TO THE FLAG ON A FARAWAY HILL.
2. THE RABBIT TOOK OFF AT A GALLOP, AND SOON LEFT THE TURTLE BEHIND.
3. AFTER AWHILE, THE RABBIT WAS SO SURE OF HIMSELF THAT HE STOPPED FOR A NAP.
4. WHEN HE WOKE UP AND FINISHED THE RACE, HE FOUND THAT THE TURTLE HAD BEATEN HIM.
5. SLOW AND STEADY IS THE BEST RULE TO FOLLOW.

Verbatim transcript:

Score: e __ sc __ cl __ mcl __ agr __ Total utterances (Sum of e + sc + cl + mcl) ___

Indexes (based on all stories administered)

1. _Total number_ of utterances _____

2. _Complexity Index:_ Compute ratio of ALL clauses (counting _each_ clause of multi-clause utterances) to total utterances, with exclusion of empty utterances. _____

3. _Agrammatism Index:_ Ratio of grammatical omissions to total utterances, expressed as a percentage. _____ %

SEVERITY AND SPEECH OUTPUT CHARACTERISTICS PROFILE
(BASED ON FREE CONVERSATION, PICTURE DESCRIPTION, AND AESOP'S FABLES)

APHASIA SEVERITY RATING SCALE

0. No usable speech or auditory comprehension

1. All communication is through fragmentary expression; great need for inference, questioning, and guessing by the listener. The range of information that can be exchanged is limited, and the listener carries the burden of communication.

2. Conversation about familiar subjects is possible with help from the listener. There are frequent failures to convey the idea, but the patient shares the burden of communication.

3. The patient can discuss almost all everyday problems with little or no assistance. Reduction of speech and/or comprehension, however, makes conversation about certain material difficult or impossible.

4. Some obvious loss of fluency in speech or facility of comprehension, without significant limitation on ideas expressed or form of expression.

5. Minimal discernible speech handicap; the patient may have subjective difficulties that are not obvious to the listener.

RATING SCALE PROFILE OF SPEECH CHARACTERISTICS

	1	2	3	4	5	6	7
1. ARTICULATORY AGILITY facility at phoneme and syllable level	unable to form speech sounds			sometimes clumsy and effortful			never impaired
2. PHRASE LENGTH longest occasional uninterrupted word runs	1 word			4 words			7 words
3. GRAMMATICAL FORM variety of grammatical constructions; use of grammatical morphemes	no syntactic word groupings			simplified or incomplete forms; omissions of required grammatical morphemes			normal range of syntax; normal facility with grammatical words
4. MELODIC LINE (PROSODY)	word-by-word or aprosodic speech			sentence intonation limited to short phrases			normal speech melody
5. PARAPHASIA IN RUNNING SPEECH (Rate only If PHRASE LENGTH is 4 or more)	present in every utterance			1–2 instances per minute of conversation			absent
6. WORD FINDING RELATIVE TO FLUENCY	fluent but empty speech			informational words proportional to fluency			output primarily content words
7. SENTENCE REPETITION Percentile Score	0–20	30	40	50	60	70–80	90–100
8. AUDITORY COMPREHENSION Mean Percentile of the 3 Standard Subtests	0–20	30	40	50	60	70–80	90–100

VOLUME	Hypophonic	Normal	Loud
VOICE	Whisper	Normal	Hoarse
RATE	Slow	Normal	Fast

(8)

II. AUDITORY COMPREHENSION

A. Word Comprehension

1. <u>Basic word discrimination</u> (Short form items are in boldface type.) Using stimulus items on cards 6 through 37, instruct the patient to point to the picture (color, letter, or number) corresponding to the spoken test word. Score 1 point per item if the response is correct within 5 seconds and 1/2 point if the response is correct in more than 5 seconds.

Enter Erroneous Responses	<5" (1 point)	>5" (1/2 point)	Fail (0)

For Body Parts, Say: "Show me your . . . "
1. **Shoulder**_____ _____ _____ _____
2. **Cheek**_____ _____ _____ _____
3. Ear_____ _____ _____ _____
4. **Nose**_____ _____ _____ _____
5. Knee_____ _____ _____ _____

6. **Candle**_____ _____ _____ _____
7. Bear_____ _____ _____ _____
8. **Peanut**_____ _____ _____ _____
9. Shirt_____ _____ _____ _____
10. Bus_____ _____ _____ _____
11. **Saw**_____ _____ _____ _____
12. Ant_____ _____ _____ _____
13. Tulip_____ _____ _____ _____

(Colors)
14. **Blue**_____ _____ _____ _____
15. **Brown**_____ _____ _____ _____
16. Pink_____ _____ _____ _____
17. Green_____ _____ _____ _____
18. Purple_____ _____ _____ _____

(Letters)
19. **T** _____ _____ _____ _____
20. **N** _____ _____ _____ _____
21. G _____ _____ _____ _____
22. K _____ _____ _____ _____
23. J _____ _____ _____ _____

(Numbers)
24. **4**_____ _____ _____ _____
25. **13**_____ _____ _____ _____
26. 5_____ _____ _____ _____
27. 20_____ _____ _____ _____
28. 257_____ _____ _____ _____

29. Telephone_____ _____ _____ _____
30. Deer _____ _____ _____ _____
31. Hamburger_____ _____ _____ _____
32. Cap_____ _____ _____ _____
33. Wagon_____ _____ _____ _____
34. Screw_____ _____ _____ _____
35. Swan _____ _____ _____ _____
36. Spider _____ _____ _____ _____
37. Iris _____ _____ _____ _____

Totals: **Short Form** _____/16
Standard Form _____/37

(9)

2. <u>Word comprehension by categories</u> **Check off if correct. Indicate incorrect choices by circling item chosen.**

a. <u>Tools/Implements</u> **(Supplemental Test—cards 107 through 116)**

____	1. Spoon	cup	knife	fork
____	2. Fork	corkscrew	spoon	knife
____	3. Pliers	wrench	fork	screwdriver
____	4. Scissors	clip	wrench	pliers
____	5. Knife	saw	hammer	plane
____	6. Corkscrew	pliers	glass	bottle opener
____	7. Hammer	rolling pin	nail	saw
____	8. Funnel	glass	straw	bottle
____	9. Wrench	scissors	screwdriver	hammer
____	10. Thimble	hammer	scissors	screwdriver

Score: ____/10

b. <u>Foods</u> **(Supplemental Test—cards 117 through 126)**

____	1. Bread	pizza	cupcake	pancakes
____	2. Pie	cheese	cake	cookie
____	3. Ice cream	pie	cookie	pancakes
____	4. Egg	soup	cheese	bread
____	5. Cake	ice cream	pizza	bread
____	6. Muffin	pie	hamburger	pretzel
____	7. Cheese	pizza	hamburger	cake
____	8. Pizza	bread	spaghetti	hamburger
____	9. Soup	egg	spaghetti	bread
____	10. Pancakes	cake	ice cream	pizza

Score : ____/10

c. <u>Animals</u> **(Supplemental Test—cards 127 through 136)**

____	1. Horse	bear	bull	cow
____	2. Pig	sheep	rabbit	deer
____	3. Sheep	dog	horse	cow
____	4. Tiger	bear	lion	bull
____	5. Snail	mouse	bat	skunk
____	6. Lion	tiger	zebra	rhino
____	7. Beaver	rabbit	squirrel	cat
____	8. Elephant	rhino	giraffe	hippo
____	9. Bull	gorilla	bear	tiger
____	10. Squirrel	mouse	skunk	frog

Score: ____/10

2. <u>Word comprehension by categories</u> (Extended testing)
   d. <u>Body Parts</u> (Extended testing)
     The patient is asked to point on his/her body to the part named by the examiner

_____	1. Elbow	_____	11. Lips
_____	2. Thumb	_____	12. Wrist
_____	3. Chin	_____	13. Hair
_____	4. Toe	_____	14. Palm
_____	5. Hip	_____	15. Calf
_____	6. Neck	_____	16. Knuckles
_____	7. Ankle	_____	17. Thigh
_____	8. Eyebrow	_____	18. Foot
_____	9. Heel	_____	19. Ring finger
_____	10. Chest	_____	20. Tongue

Score: _____/20

   e. <u>Map Locations</u> (Extended testing—pages 38–42)
     The patient is shown an outline map of the U.S. and is asked to point to the star over the named location. Starting with Map 1 on card 38, turn the card to the next map for each item.

_____ 1. Pacific Ocean

_____ 2. New York

_____ 3. Dallas

_____ 4. California

_____ 5. Canada

(Return to Maps 1 through 5 on cards 38 through 42 for items 6 through 10.)

_____ 6. Mexico

_____ 7. Chicago

_____ 8. Miami

_____ 9. Atlantic Ocean

_____ 10. Maine

(Return to Maps 1 through 5 on cards 38 through 42 for items 11 through 15.)

_____ 11. Washington D.C.

_____ 12. New Orleans

_____ 13. Oregon

_____ 14. Montana

_____ 15. Kansas

Score: _____/15

8. Spider
_____ (C+) Is this an insect? (yes)
_____ (Ph–) Does it have wings? (no)
_____ (Ph+) Is it smaller than a bird? (yes)
_____ (F–) Does it squeak? (no)
_____ (C–) Is it a kind of snake? (no)
_____ (F+) Does it spin a web? (yes)   Named?___

9. Glove
_____ (Ph+) Is it soft? (yes)
_____ (F+) Does it keep you warm? (yes)
_____ (C+) Is it an item of clothing? (yes)
_____ (Ph–) Does it have sleeves? (no)
_____ (F–) Is it good to eat? (no)
_____ (C–) Is it a toy? (no)   Named?___

10. Ambulance
_____ (F–) Is this to carry animals? (no)
_____ (C–) Is it a dwelling? (no)
_____ (Ph+) Does it have a window? (yes)
_____ (C+) Is it a vehicle? (yes)
_____ (Ph–) Is it bigger than a fire engine? (no)
_____ (F+) Does it sound a siren? (yes)   Named?___

Scoring: 'Yes' items   'No' items
             C_____ /10   C_____ /10
             Ph_____ /10   Ph____ /10
             F_____ /10   F____ /10
        Total "yes" _____ /30   Total "no" _____ /30
                                        Overall correct _____ /60

B. Commands (Short Form items 2, 3, and 5 are in boldface type.)
Have the patient carry out the following commands, giving one point of credit for each underlined element that he or she carries out. One repetition is permitted on request, but the whole command must be repeated.

1. Make a fist.

2. Point to the ceiling, then to the floor.

(After lining up a pencil, watch, and card, in that order, on the table in front of the patient, say . . .)
3. Put the pencil on top of the card, then put it back.

4. Put the watch on the other side of the pencil and turn over the card.

5. Tap each shoulder twice with two fingers, keeping your eyes shut.

Score : Short Form _____ /10   Standard Form _____ /15

(13)

3. _Semantic probe_ (Extended testing)
   Show the patient the pictures on cards 137 through 146. Ask probe questions in the order listed. The type of question is indicated in parentheses: C(ategory), Ph(ysical feature), F(unction). The plus or minus sign indicates a positive or negative question. The order of question types has been randomized across the ten items. After asking the six probe questions, ask the patient to name the picture. Enter + or – after the question "Named?"

1. Turkey
   _____ (F+) Do we eat it? (yes)
   _____ (C–) Is it a jungle animal? (no)
   _____ (Ph–) Does it have arms? (no)
   _____ (F–) Is it used to plow the field? (no)
   _____ (Ph+) Does it have wings? (yes)
   _____ (C+) Is it a barnyard fowl? (yes)   Named?____

2. Pelican
   _____ (C+) Is it a bird? (yes)
   _____ (Ph–) Does it have fur? (no)
   _____ (C–) Is it an insect? (no)
   _____ (F–) Do we eat them? (no)
   _____ (Ph+) Does it have feathers? (yes)
   _____ (F+) Do they fly? (yes)   Named?____

3. Camel
   _____ (F+) Is it good for carrying loads? (yes)
   _____ (C–) Is it a farm animal? (no)
   _____ (F–) Do we get ivory from it? (no)
   _____ (Ph+) Is it covered with hair? (yes)
   _____ (C+) Is it a desert animal? (yes)
   _____ (Ph–) Is it covered with scales? (no)   Named?____

4. Whale
   _____ (F–) Does it lay eggs? (no)
   _____ (C–) Is it a jungle animal? (no)
   _____ (Ph+) Is it bigger than a lion? (yes)
   _____ (F+) Does it swim? (yes)
   _____ (Ph–) Does it have feathers? (no)
   _____ (C+) Is it a sea animal? (yes)   Named?____

5. Saw
   _____ (Ph–) Is it soft? (no)
   _____ (C–) Is it a carpenter's tool? (yes)
   _____ (Ph+) Is it sharp? (yes)
   _____ (F–) Do we cut cloth with it? (no)
   _____ (C–) Is it a kitchen tool? (no)
   _____ (F+) Do we use it to cut wood? (yes)   Named?____

6. Rake
   _____ (F–) Do you cut wood with it? (no)
   _____ (C+) Is it a garden tool? (yes)
   _____ (Ph–) Is it made of cardboard? (no)
   _____ (F+) Is it good for gathering leaves? (yes)
   _____ (C–) Is it a kitchen utensil? (no)
   _____ (Ph+) Is it heavier than a
          screwdriver? (yes)   Named?____

7. Celery
   _____ (Ph–) Is it blue? (no)
   _____ (C–) Is it a fruit? (no)
   _____ (F+) Do we eat it? (yes)
   _____ (C+) Is it a vegetable? (yes)
   _____ (F–) Do we broil it? (no)
   _____ (Ph+) Is it green? (yes)   Named?____

8. **Spider**
          _____ (C+) *Is this an insect? (yes)*
          _____ (Ph–) *Does it have wings? (no)*
          _____ (Ph+) *Is it smaller than a bird? (yes)*
          _____ (F–) *Does it squeak? (no)*
          _____ (C–) *Is it a kind of snake? (no)*
          _____ (F+) *Does it spin a web? (yes)*   Named?____

9. **Glove**
          _____ (Ph+) *Is it soft? (yes)*
          _____ (F+) *Does it keep you warm? (yes)*
          _____ (C+) *Is it an item of clothing? (yes)*
          _____ (Ph–) *Does it have sleeves? (no)*
          _____ (F–) *Is it good to eat? (no)*
          _____ (C–) *Is it a toy? (no)*   Named?____

10. **Ambulance**
          _____ (F–) *Is this to carry animals? (no)*
          _____ (C–) *Is it a dwelling? (no)*
          _____ (Ph+) *Does it have a window? (yes)*
          _____ (C+) *Is it a vehicle? (yes)*
          _____ (Ph–) *Is it bigger than a fire engine? (no)*
          _____ (F+) *Does it sound a siren? (yes)*   Named?____

Scoring: 'Yes' items   'No' items
                C _____ /10   C _____ /10
                Ph_____ /10   Ph_____ /10
                F_____ /10   F_____ /10
      Total "yes" _____ /30   Total "no" _____ /30
                                    Overall correct _____ /60

B. _Commands_ (Short Form items 2, 3, and 5 are in boldface type.)
Have the patient carry out the following commands, giving one point of credit for each underlined element that he or she carries out. One repetition is permitted on request, but the whole command must be repeated.

1. Make a <u>fist.</u>

2. **Point to the <u>ceiling,</u> then to the <u>floor.</u>**

(After lining up a pencil, watch, and card, in that order, on the table in front of the patient, say . . .)
3. **Put the <u>pencil</u> <u>on top of the card</u>, then <u>put it back</u>.**

4. Put the <u>watch</u> on the <u>other side of the pencil</u> and <u>turn over</u> the <u>card.</u>

5. **Tap <u>each</u> <u>shoulder</u> <u>twice</u> with <u>two fingers</u>, keeping your <u>eyes shut</u>.**

Score : Short Form _____/10   Standard Form _____/15

C. <u>Complex Ideational Material</u> (Short Form items in boldface are 1, 2, 5, 6, 9, and 10.)
There are 10 pairs of questions, each pair consisting of a yes-item and a no-item. <u>Both
the a and the b questions must be correct to gain 1 point of credit for each numbered
pair.</u> Note that odd and even numbered items are intermingled, to avoid having a
predictable alternation of yes and no responses. Questions 5 through 10 are based on
short paragraphs, to be read to the patient.

1a. Will a cork sink in water?

    2a. Can you use a hammer to pound nails?

1b. Will a stone sink in water?   1 a___ b___

    2b. Is a hammer good for cutting wood?   2 a___ b___

3a. Do two pounds of flour weigh more than one?

    4a. Will water go through a good pair of rubber boots?

3b. Is one pound of flour heavier than two?   3 a___ b___

    4b. Will a good pair of rubber boots keep water out?   4 a___ b___

**"I AM GOING TO READ YOU A SHORT STORY AND THEN I WILL ASK YOU SOME
QUESTIONS ABOUT IT. ARE YOU READY?" (Read at a normal rate).**

Mr. Jones had to go to New York. He decided to take a train. His wife drove him to the
station, but on the way they had a flat tire. However, they arrived at the station just
in time for him to catch the train.

5a. Did Mr. Jones miss his train?

    6a. Was Mr. Jones going to New York?

5b. Did he get to the station on time?   5 a___ b ___

    6b. Was he on his way home from New York?   6 a___ b ___

"I AM GOING TO READ YOU ANOTHER PARAGRAPH. ARE YOU READY?"

A soldier tried to cash a check in a bank near his camp. The teller, firm but sympathetic,
said, "You will have to have identification from some of your friends from the camp."
The discouraged soldier answered, "But I don't have any friends in camp—I'm the
bugler."

7a. Was the soldier's check cashed at once?

    8a. Did the soldier have a friend with him?

7b. Did the teller object to cashing the check?   7 a___ b___

    8b. Did the soldier have trouble finding friends?   8 a___ b___

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"I WILL READ YOU ANOTHER ONE. READY?"

A customer walked into a hotel carrying a coil of rope in one hand and a suitcase in the other. The hotel clerk asked, "Pardon me, sir, but will you tell me what the rope is for?" "Yes," replied the man, "That's my fire escape." "I'm sorry, sir," said the clerk, "but all guests carrying their own fire escapes must pay in advance."

9a. Was the customer carrying a suitcase in each hand?

      10a. Was the clerk suspicious of this guest?

9b. Was the customer carrying something unusual in one hand?   9 a___ b___

      10b. Did the clerk trust this guest?   10 a___ b___

"I AM GOING TO READ ONE MORE PARAGRAPH—LISTEN CAREFULLY."

The lion cub is born with a deep-seated hunting instinct. One cub will stalk and pounce on another with the same eagerness and thrill exhibited by a kitten. During the year and a half of cubhood, this play develops into a hunting and killing technique. Skill comes through long practice, imitation of the old lions, and obedience to warning growls of the mother.

11a. Does this paragraph tell how lions learn to hunt?

      12a. Does this paragraph say that lions are skillful killers from the time they are born?

11b. Does the paragraph tell how to hunt lions?   11 a___b___

      12b. Does it say lions need practice before they can kill their prey?   12 a___b___

Short Form: _____ /6

Standard Form: _____/12

D. Syntactic Processing (Extended testing)

1. Touching A with B "IN THESE PICTURES WE HAVE A FORK, A COMB, SCISSORS, A PENCIL, A KNIFE, AND A SPOON. (The examiner points out each of these items on stimulus cards 43 through 54.) EACH PICTURE SHOWS THE HAND OF A PERSON HOLDING OR TOUCHING THESE OBJECTS. SHOW ME IN WHICH PICTURE IS THE PERSON . . . " (Examiner note: The sentences are coded as "and" items (N = 2), "with +" items (i.e., items that begin by mentioning the agent object first (N = 4), and uncoded items in which the agent is mentioned last (N = 6). The number in parentheses denotes the position of the target picture.

_____1. Touching the spoon and the scissors. (and) (3)

_____2. Touching the fork and the knife. (and) (2)

_____3. With the comb, touching the pencil. (with +) (3)

_____4. With the scissors, touching the knife. (with +) (2)

_____5. Touching the comb with the spoon. (1)

_____6. Touching the scissors with the comb. (3)

_____7. Touching the knife with the spoon. (4)

_____8. With the comb, touching the fork. (with +) (1)

_____9. Touching the pencil with the scissors. (2)

_____10. Touching the comb with the knife. (3)

_____11. With the scissors, touching the fork. (with +) (1)

_____12. Touching the fork with the spoon. (4)

Score: "and"   ____/2

"with + "   ____/4

uncoded   ____/6

Total   ____/12

(16)

2. <u>Reversible possessives</u> (Refer to cards 55 through 59)
   Say, "IN THIS PICTURE, WHICH ONE IS . . . "

		<u>Picture Selected</u>	
1.	The mother's kitten	_____**small cat**	big cat
2.	The trainer's dog	_____**dog**	man
3.	The ship's captain	_____**captain**	ship
4.	The child's father	_____**man**	boy
5.	The jockey's horse	_____**horse**	jockey

(Return to the first 5 pictures on cards 55 through 59 for items 6 through 10)

6.	The kitten's mother	_____ **big cat**	small cat
7.	The dog's trainer	_____**man**	dog
8.	The captain's ship	_____**ship**	captain
9.	The father's child	_____**boy**	man
10.	The horse's jockey	_____**jockey**	horse

Score: _____/10

3. <u>Embedded sentences</u> (Refer to cards 60 through 64)

"I AM GOING TO SHOW YOU SOME PICTURES OF PEOPLE DOING THINGS WITH EACH OTHER. THERE WILL BE FOUR PICTURES ON EACH CARD AND I WOULD LIKE YOU TO LISTEN CAREFULLY TO PICK THE ONE THAT I DESCRIBE." (The number gives the position of the target on the card).

1. The boy wearing a hat kicks the girl. (1)

2. The girl is chasing the boy who is wearing boots. (1)

3. The boy is hitting the girl who is sitting down. (4)

4. The child calling her mother has dark hair. (3)

5. The man kissing his wife is fat. (4)

Return to the first 5 pictures on cards 60 through 64 for items 6 through 10.

6. The girl kicks the boy who is wearing a hat. (3)

7. The boy wearing boots is chasing the girl. (2)

8. The girl hitting the boy is sitting down. (2)

9. The mother is calling her child who has light hair. (4)

10. The woman who is fat is kissing her husband. (1)

Score: _____/10

(17)

B. Automatized sequences (Short Form: Days and Counting)
Have the patient recite each of the following four series, giving assistance with the first word if necessary. Provide further assistance as needed, but discontinue any series when four successive items are failed. Scoring depends on the number of consecutive items given without assistance from the examiner.

			1 point	2 points

1. Days of the week

Sun.	Mon.	Tues.			
Wed.	Thur.	Fri.	Sat.	4 consecutive	all

2. Months of the year

Jan.	Feb.	Mar.	April		
May	June	July	Aug.		
Sept.	Oct.	Nov.	Dec.	5 consecutive	all

3 . Counting to 21

1 2 3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21   8 consecutive   all

4. Alphabet

a b c d e f g h
i j k l m n o p q
r s t u v w x y z   7 consecutive   all

Score: **Short Form** _____/4
Standard Form _____/8

C. Recitation, Melody, and Rhythm (Standard and Extended testing)

1. **Recitation.** Instruct the patient to complete the line for the following rhymes. Words in parentheses may be supplied as an additional cue.

Jack and Jill (went) . . . . . .   Hickory dickory dock (the mouse). . . . .

Baa, baa, black sheep (have) . . . .   There was an old woman who lived in
a shoe (she had) . . . . . .

My country ('tis) . . . . . .
(Sweet) . . . . . .
(Of thee) . . . . . .

2. **Melody.** Have the patient produce the melody for "My Country 'Tis of Thee," with or without the words, or melody for any other song that he/she knows, such as "Happy Birthday."

(19)

3. <u>Rhythm.</u> The examiner taps each of the following rhythms on the table repeatedly (6 times), while inviting the patient to continue.

∪´∪´ (as in "along, along")

∪´∪∪´∪∪ (as in "Longfellow, Longfellow")

∪´´∪´´ (as in "a long time, a long time")

´∪∪´´,´´ (as in "Shave and a haircut, two bits")

		Recitation	Melody	Rhythm

Ratings:
      2 (Good)
      1 (Impaired)
      0 (Failed)

ERROR CODES

The next three standard form Oral Expression subtests as well as the Boston Naming Test provide a column for coding error types. Use the following abbreviations. (For more detailed definitions see Chapter 4, Manual for the BDAE.)

ph	Nonword phonemically based paraphasic error
ph/v	Real word phonemically based paraphasic error
v	Verbal paraphasia (semantically related)
v/u	Verbal paraphasia (unrelated)
n	Neologism
mw	Multi-word paraphasic/paragrammatic error
otu	Other off-target utterances or comments (not considered paraphasias)
cl	Circumlocution (not considered paraphasias)
p	Perseveration

D. <u>Repetition</u>

1. <u>Single words</u> (Boldface items are in the Short Form.)
   Have the patient repeat each of the following words. A single repetition by the examiner may be given if requested. For credit, the word must be intelligible. Make a check mark in the column if there is articulation impairment.

<u>Response</u>	<u>Articulation Impairment</u>	<u>Error Code</u>
1. Brown _____	_____	_____
2. Chair _____	_____	_____
3. What _____	_____	_____
4. Hammock_____	_____	_____
5. Purple _____	_____	_____
6. W _____	_____	_____
7. Fifteen _____	_____	_____
8. 1776 _____	_____	_____
9. Emphasize _____	_____	_____
10. Methodist Episcopal _____		

Score: Short Form ___/5
             Standard Form___/10

(20)

2. <u>Repetition of nonsense words</u> (Extended testing)

   a. stemple_____

   b. grite_____

   c. fowshay_____

   d. purjitain_____

   e. altrinkle_____

Score: ___/5

3. <u>Repetition of sentences</u> (Boldface items 2 and 9 are in the Short Form.)

The entire sentence is presented for repetition. Discontinue if the patient fails to produce more than two words on two successive items or appears frustrated. Check off each correct word, cross out omissions, transcribe erroneous productions in the space provided and check if there is articulation impairment. Tally error types in the error code column using the Error Codes provided on page 20. An item is correct if all words and no extraneous words are given.

Target Sentence	Response	Articulation Impairment	Error Code
1. It's six o'clock. _____		_____	_____
_____			
2. **Father comes home.** _____		_____	_____
_____			
3. He parks the car. _____		_____	_____
_____			
4. It goes between two others. _____		_____	_____
5. He finds the keys in his pocket. _____		_____	_____
6. They are where they should be. _____		_____	_____
7. He unlocks the heavy oak door. _____		_____	_____
_____			
8. It looks as if nobody is around. _____		_____	_____
9. **He picks up the paper from the**		_____	_____
coffee table._____			
10. He opens it to the sports page for		_____	_____
the basketball scores._____			
_____			

Score: Short Form _____/2
        Standard Form _____/10

(21)

E. **Naming**

1. **Responsive Naming** (Boldface items are in the Short Form.)
Have the patient supply the one-word responses required by the stimulus questions.
Make a Check mark in the column showing the approximate time to respond. Check
off if there is articulation impairment. Enter the error code abbreviations from page 20.

Question	Approximate time to respond			Articulation Impairment	Error Code
	1–5" 2 points	>5" 1 point	Fail 0		
1. What do we tell time with?	___	___	___	___	___
2. What you do with a razor?	___	___	___	___	___
3. What do you with soap?	___	___	___	___	___
4. What do you do with a pencil?	___	___	___	___	___
5. What do we cut paper with?	___	___	___	___	___
6. What color is grass?	___	___	___	___	___
7. What do we light a candle with?	___	___	___	___	___
8. How many things are in a dozen?	___	___	___	___	___
9. What color is coal?	___	___	___	___	___
10. Where do you go to buy medicine?	___	___	___	___	___

Short Form score _____ /10
Standard Form score _____ /20

2. **Boston Naming Test** (Transfer the score from the BNT booklet)

Short Form score _____ /15
Standard Form score _____ /60

Tally of paraphasia types Count the number of the following paraphasia types from
the Error Code columns in the Word Repetition, Sentence Repetition, and Responsive
Naming subtests as well as in the Boston Naming Test. Enter these totals here and on
the corresponding lines of the Paraphasia section of the Subtest Summary Profile.

Phonological (sum of ph and ph/v) _____
Verbal (sum of v and v/u) _____
Neologistic (n) _____
Multi-word (mw) _____

(22)

3. <u>Screening of Special Categories</u> (Short Form and Standard testing; refer to cards 65 through 67)

a. Letters
   1. S _____   3. T _____
   2. E _____   4. R _____

   Score:_____/4

b. Numbers
   1. 7 _____   3. 13 _____
   2. 9 _____   4. 200 _____

   Score:_____/4

c. Colors
   1. red _____   3. blue _____
   2. green _____   4. brown _____

   Score:_____/4

   Total Special Categories:_____/12

4. <u>Naming in categories</u> (Extended testing; refer to cards 68 through 77)

c. (continued) Four additional colors for Extended testing. Add credit earned in color naming on Standard Test.

   5. gray _____   7. pink _____
   6. purple _____   8. yellow _____

   Score:_____/8

d. Actions
   On presenting each action picture, say, "WHAT IS (ARE) HE (SHE, IT, THEY) DOING?"
   1. eating _____   7. sewing _____
   2. singing _____   8. sweeping _____
   3. writing _____   9. proposing _____
   4. digging _____   10. kneeling _____
   5. pouring _____   11. juggling _____
   6. praying _____   12. knitting _____

   Score:_____/12

e. Animals
   1. horse _____   7. beaver _____
   2. pig _____   8. elephant _____
   3. sheep _____   9. bull _____
   4. tiger _____   10. squirrel _____
   5. snail _____   11. zebra _____
   6. lion _____   12. skunk _____

   Score:_____/12

f. Tools/Implements
   1. spoon _____   7. hammer _____
   2. fork _____   8. wrench _____
   3. pliers _____   9. stapler _____
   4. scissors _____   10. clip _____
   5. saw _____   11. compass _____
   6. corkscrew _____   12. drill _____

   Score: _____/12

(23)

IV. READING

A. Basic Symbol Recognition

1. Matching across cases and scripts (Cards 78 and 79; Short, Standard, and Extended testing)

____ G	h	Q	g	S	____ b	P	g	B	p
____ F	f	T	s	p	____ pal	pot	PAL	BAT	lap
____ pot	Gat	TOP	pot	dot	____ ARE	and	ask	ear	ARE
____ of	AT	if	To	of	____ T	t	G	S	g

Short Form Score: ____/4
Standard Form Score: ____/8

2. Number matching

a. Fingers to Arabic numbers
The examiner holds up the number of fingers shown and the patient matches this amount to the correct Arabic number on card 80. Circle the patient's choice.

Fingers		Choice			
____ 5	6	4	5	3	2
____ 4	5	1	7	4	6
____ 6	9	6	4	7	5
____ 8	4	8	2	6	10

Subscore: ____/4

b. Arabic numbers matched to dot patterns (Card 81)

Number	Dot Patterns			
____ 3	3	4	7	5
____ 7	5	4	7	8
____ 5	5	3	6	4
____ 2	1	4	3	2

Subscore: ____/4

c. Roman numbers matched to Arabic numbers (Card 82)

Roman	Arabic				
____ VI	9	6	5	4	7
____ X	5	2	8	10	12
____ IV	5	6	9	4	12
____ XI	9	11	8	6	10

Subscore: ____/4
Short Form score ____/4
Total numbers ____/12

(24)

B. Word Identification

1. Picture-word match (Cards 83 through 85; Short Form items 1, 2, 6, and 10 in boldface.)
The examiner points to the picture without naming it and asks the patient to find its name among the four words on the right. Circle the patient's choice.

Picture	Choice of Words
____ **1. CLOCK**	block time watch clock
____ **2. BED**	bib bed sleep nap
____ 3. BOOK	hook page read book
____ 4. HOUSE	room mouse house build
____ 5. GHOST	goat witch dead ghost
____ **6. WEIGHT**	wait weight pounds weight
____ 7. KNIGHT	king sword knight duel
____ 8. TONGUE	tooth tong torque tongue
____ 9. WREATH	reach bow breath wreath
____ **10. BINOCULAR**	telescope ocular binocular binnacle

Short Form Score: ____/4

Standard Form Score: ____/10

2. Lexical Decision (Standard and Extended testing)
Present the first 15 words on card 86 line by line. Have the patient point to the real English words in each row. Score the number correct minus the number of nonwords selected (not less than 0).

____ 1.	asple	glope	trade
____ 2.	equal	croul	pirron
____ 3.	lattoon	where	hin
____ 4.	wrint	ringle	calm
____ 5.	she	whone	taugh

Standard Form score: ____/5

Additional words for Extended testing

____ 6.	aspirin	waigh	phint
____ 7.	bewl	sugar	stuel
____ 8.	pearl	baugh	thraught
____ 9.	chass	whether	fringle
____ 10.	screll	fenal	choir

Total Score: ____/10

(25)

C. Phonics

1. Homophone Matching (Standard and Extended testing)

The patient is required to find which of four words on the line below the target on card 87 has the same sound as the target. For standard administration, do not pronounce the target word. If the patient fails, prompt by saying the target word aloud. (e.g., "THIS WORD IS 'MAIL.' SHOW ME WHICH OF THESE WORDS SOUNDS THE SAME.") Make a note of any assistance provided.

Target	Choices			
____ 1. mail	meal	male	mall	nail
____ 2. weight	wheat	weed	wait	white
____ 3. rain	train	reign	rant	pain
____ 4. right	thigh	rich	height	write
____ 5. where	wear	wire	whether	here

Score: _____/5

2. Advanced Phonic Analysis—Pseudo homophone matching (Extended testing)

The patient is required to show which of the four pseudo-words on the line under the target on card 88 would have the same sound as the target. For standard administration, do not say the target word aloud. If needed, provide assistance in the following form: "THIS WORD SAYS 'OCEAN.' WHICH OF THESE FOUR WOULD ALSO BE PRONOUNCED 'OCEAN'?"

Target	Nonword choices			
____ 1. ocean	ausin	oshen	otchon	osin
____ 2. school	skole	sholl	skule	shull
____ 3. cough	kuff	cowse	choo	kawf
____ 4. high	hy	hiff	hee	hish
____ 5. bright	broit	braik	bryte	breat

Score: _____/5

D. Derivational and Grammatical Morphology

1. Matching to spoken sample (Standard and Extended testing)

Read the target word aloud and ask the patient to find it among the five choices on test card 89.

a. Free grammatical morphemes

Target	Choices					Target	Choices				
___ 1. from	with	from	up	him	at	___ 6. did	am	which	at	did	were
___ 2. her	him	which	her	at	with	___ 7. be	our	than	be	the	in
___ 3. what	are	she	who	what	he	___ 8. so	or	their	from	so	do
___ 4. for	by	for	your	us	but	___ 9. had	had	we	into	any	why
___ 5. is	is	when	if	he	how	___ 10. on	my	their	out	on	is

Score: _____/10

(26)

b. Bound grammatical morphemes (Extended testing)
Read the target word aloud, from the list below, and have the patient find the matching word among the five choices on card 90.

	Target	Choices				
____	1. walked	walking	walker	walked	walks	walk
____	2. broke	broken	break	broke	breaking	broker
____	3. falling	falling	fell	falls	fallen	fall
____	4. goes	going	goes	gone	go	went
____	5. drinks	drank	drink	drunk	drinks	drinking
____	6. taken	took	taken	take	takes	taking
____	7. written	write	written	wrote	writing	writes
____	8. knows	knowing	knew	know	known	knows
____	9. flew	fly	flown	flying	flew	flies
____	10. sees	sees	seeing	seen	see	saw

Score: ____/10

c. Derivational morphemes (Extended testing)
Read the target word aloud, from the list below, and ask the patient to find it among the five choices on card 91.

	Target	Choices				
____	1. sicken	sicker	sickly	sick	sicken	sickness
____	2. height	height	high	higher	highest	highly
____	3. vacate	vacation	vacate	vacancy	vacant	evacuate
____	4. liken	liken	like	likeness	likely	likable
____	5. solve	dissolve	soluble	solvent	solution	solve

(Return to lines 1 through 5 on stimulus card for items 6 through 10.)

____	6. sickly	sicker	sickly	sick	sicken	sickness
____	7. higher	height	high	higher	highest	highly
____	8. vacant	vacation	vacate	vacancy	vacant	evacuate
____	9. likely	liken	like	likeness	likely	likable
____	10. solvent	dissolve	soluble	solvent	solution	solve

Score: ____/10

E. Oral Reading

1. **Basic oral word reading** (Boldface items are in the Short Form.) Have the patient read the words, one at a time from test card 92. The score is adjusted, as shown, to allow for delay in responding. Assistance may be offered, but no credit is allowed for words read with assistance. Enter error code abbreviations from page 20.

Test word	Approximate time to respond				Articulation	Error	Impairment Code
	0–3"	3–10"	10–30"	Fail			
	3 points	2 points	1 point	0			
chair							
circle							
hammock							
purple							
fifteen							
triangle							
seven-twenty-one							
brown							
dripping							
smoking							

Short Form: ___/15

Standard Form: ___/30

2. **Oral Reading of Special Word Lists** (Extended testing)
a. **Mixed morphological types** (Card 93) Irregular verb inflections (v irr), free grammatical morphemes (gr), and derived words (der)

1. be (gr) ___   7. of (gr) ___
2. caught (v irr) ___ 8. drew (v irr) ___
3. opener (der) ___   9. loser (der) ___
4. were (gr) ___   10. who (gr) ___
5. broken (v irr) ___ 11. slain (v irr) ___
6. musician (der) ___ 12. noisier (der) ___

Score: gr ___/4; v irr ___/4; der ___/4   Total Score: ___/12

b. **Semantic paralexia—prone words** (Card 94)

1. loyalty ___   7. detest ___
2. admire ___   8. resist ___
3. celebrate ___   9. conquer ___
4. argue ___   10. victory ___
5. passion ___   11. serious ___
6. envy ___   12. devour ___

Score: ___/12

F. Oral Reading of Sentences with Comprehension
The patient is told to read aloud the sentences from card 95 and that questions will be asked about them later. Record verbatim on the record form. The whole sentence must be read without error for credit. (Five Short Form items are in boldface type.)

_____ 1. Summertime. _____

_____ **2. A good beach day.** _____

_____ **3. Jim and Mary pack a picnic lunch.** _____

_____ 4. They load the car with beach chairs and towels. _____

_____ 5. Off they go with all their equipment. _____

_____ **6. After driving for forty-five minutes they arrive at the seashore.** ____
_____

_____ 7. They decide to go in swimming because the water is warm and calm. __
_____

_____ **8. When they emerge from the water they are famished.** _____
_____

_____ 9. That is when they realize they forgot to load their picnic lunch. _____
_____

_____ **10. Luckily, they discover a refreshment stand with a variety of snacks to choose from.** _____

Reading score: **Short Form ___/5   Standard Form ___/10**

Comprehension The patient is instructed to read each of the comprehension statements aloud on card 96 and then select the correct completion. (The three comprehension items for the Short Form are in boldface.) The examiner may point to each of the four words for the first item and ask the patient to select the best completion for that item. Do not read any of the statements or choices aloud for the patient. The patient may point to his selection, say it aloud, or both. Credit is given only for the selection of the correct item.

1. The weather was . . . . .

  cool   sunny   crisp   rainy

2. Mary and Jim rode in a . . . . .

  train   boat   car   plane

3. The trip took about . . . . .

  half a day   five minutes   45 minutes   two hours

4. The water was . . . . .

  rough   warm   chilly   crowded

5. They forgot to bring a . . . . .

  towel   umbrella   lunch   swim suit

Comprehension Score: **Short Form ___/3**   Standard Form ___/5

(29)

G. Reading Comprehension—Sentences and Paragraphs

The patient is shown the first sample sentence on card 97 and the four choices to complete it. The examiner may read the sentence and each of the choices aloud and select the correct completion. The second sample may also be read aloud by the examiner. The patient is then instructed to read the test sentences on cards 98 through 101 to him/herself and point to the correct completion without further assistance from the examiner. (The four Short Form items are in boldface type.)

Examples: Water is . . . fly wet dry red   Children play . . . door shoe dime ball

1. **A dog can . . . . .**

   talk   bark   sing   cat

2. A mother has a . . . . .

   tree   cook   child   truck

3. **Mr. Jones gives haircuts and shampoos. He is a . . . . .**

   shaving   boy   butcher   barber

4. Many birds come back in the summer. They build . . . . .

   nests   eggs   sparrow   cat

5. **Schools and roads cost money. We all pay for them through . . . . .**

   houses   country   taxes   police

6. Artists are people who make beautiful paintings or statues. Another kind of artist is a . . .

   picture   musician   library   soldier

7. **Aluminum was once very costly to refine. Now, electricity has solved the refining problem, and aluminum has become . . . . .**

   very strong   a miner   electronic   much cheaper

8. The connection between sanitation and disease became clear when Pasteur showed that food would not decay if germs were killed by heat and then sealed out. Sterilization by heat is a result of . . . . .

   sanitation   good food   Pasteur's discovery   germs

9. Favoritism used to be the rule in Civil Service and many jobs paid more than they were worth. Civil Service reform has resulted in classifying positions according to their duties and responsibilities. The aim of Civil Service classification is to . . . . .

   achieve higher salaries   establish favoritism

   effect a reduction in taxes   match the salary to the duties

10. In the early days of this country, the functions of government were few in number. Most of these functions were carried out by local town and country officials, while centralized authority was distrusted. The growth of industry and of the cities has so changed the situation that the farmer of today is concerned with . . . . .

    local affairs above all   the price of lumber

    the actions of the government   the authority of town officials

Score: Short Form ___/4   Standard Form ___/10

(30)

V. WRITING

A. Mechanics of Writing (Short Form in boldface)

Instruct the patient to perform the nine numbered writing tasks listed below on the following page (32) of this booklet. Use page 34 for any overflow. Enter the numerical scoring code in each column on the row corresponding to its item. *Note: In scoring "well-formedness," disregard the correctness of letter or number produced.*

	Well-formedness of letters	Correctness of letter choice	Motor facility
	2 - all well formed	3 - no error	2 - not impaired
	1 - partly malformed	2 - >half	1 - laborious
	0 - illegible	1 - < half	0 - failure of motor control
		0 - <2 correct	

1. **Signature (cursive)** _____ _____ _____

2. **Printed Name** _____ _____ _____

3. **Dictated letters T-G-R-S-B** _____ _____ _____

4. Abbreviations PM MD TV US FBI _____ _____ _____

5. **Copy 'QUICK BROWN FOX'** (see page 32 of this booklet) **Cursive** _____ _____ _____

6. Printed copy of sentence _____ _____ _____

7. Full alphabet _____ _____ _____

8. **Numbers 1–10** _____ _____ _____

9. **Dictated numbers 2-12-9-11-6** _____ _____ _____

Total Short Form _____ /14 _____ /21 _____ /14
Total Standard _____ /18 _____ /27 _____ /18

B. Basic Encoding Skills—Dictated Words

Two pages, numbered 39 and 40, are provided at the end of this booklet for the patient's written performance. Alternatively, the examiner may prefer to use loose sheets of white paper. All performance is to be scored in this booklet.

1. Primer word vocabulary

1. _____ cat
2. _____ run
3. _____ go
4. _____ dog
5. _____ man
6. _____ girl

Short Form Score _____/4
Standard Score _____/6

2. Regular phonics

1. _____ flag
2. _____ apartment
3. _____ tomato
4. _____ backbone
5. _____ telegram

Short Form Score _____/2
Standard Score _____/5

THE QUICK BROWN FOX JUMPS OVER THE LAZY DOG.

3. **Common irregular forms**

_____ 1. nation   _____ 4. laugh
_____ 2. knife   _____ 5. height
_____ 3. cough

                                          Short Form score: _____ /3
                                          Standard Form score: _____ /5

4. **Uncommon irregularities** (Use the carrier sentence.) **(Extended testing)**

_____ 1. reign (The king will _reign_ for a long time.)
_____ 2. choir (He sang with the _choir_.)
_____ 3. yacht (We will take a cruise on his _yacht_.)
_____ 4. gnaw (The dog likes to _gnaw_ on the bone.)
_____ 5. phlegm (He tried to clear the _phlegm_ in his throat.)
_____ 6. colonel (He was promoted from major to _colonel_.)

                                        Extended Testing Score: _____ /6

5. **Nonsense words** Say, **"I AM GOING TO TELL YOU SOME PEOPLE'S NAMES THAT YOU MAY NEVER HAVE HEARD. PLEASE WRITE EACH ONE THE WAY IT SOUNDS TO YOU."** (Extended testing) (Accept alternate spelling.)

_____ 1. Mr. Snope   _____ 4. Mrs. Ploot
_____ 2. Mr. Flisker   _____ 5. Miss Sprokle
_____ 3. Mrs. Ardile   _____ 6. Mr. Chanamack

                                          Score: _____ /6

C. **Oral Spelling** (Extended testing)
The patient is instructed to spell the following words aloud.

_____ 1. shoe   _____ 4. cough
_____ 2. water   _____ 5. theater/theatre
_____ 3. yellow   _____ 6. telephone

                                          Score: _____ /6

D. **Written Picture Naming** (Boldface items are in the Short Form.)
The stimuli consist of objects, actions, and animals. The four items of each type appear on cards 102 through 104. The examiner points to each picture and asks the patient to write the name of the item.

1. **Objects** Say, **"YOU KNOW WHAT THIS IS. HOW DO YOU WRITE IT? WRITE IT HERE."**
_____ 1. **tree**   _____ 3. **canoe**
_____ 2. **hanger**   _____ 4. trellis

2. **Actions** Say, **"WHAT IS (ARE) HE (SHE, THEY) DOING. WRITE IT HERE."** For scoring, accept verb stem if "ing " is omitted.
_____ 1. **eating**   _____ 3. praying
_____ 2. **sweeping**   _____ 4. juggling

3. **Animals** (Same instructions as for objects.)
_____ 1. **horse**   _____ 3. sheep
_____ 2. **beaver**   _____ 4. giraffe

          Score: Objects _____ /4   Actions _____ /4   Animals _____ /4

                                        Short Form score: _____ /4
                                        Standard Form score: _____ /12

E. Cognitive/Grammatical Influences on Written Word-Retrieval (Extended testing)

1. **Part of speech effects—Dictated words**
   a. **Functors**

   _____ 1. was   _____ 4. could

   _____ 2. who   _____ 5. under

   _____ 3. she   _____ 6. but

                                        Score:_____ /6

   b. **Derivational affixes**

   _____ 1. baker   _____ 4. largest

   _____ 2. faster   _____ 5. quickly

   _____ 3. reality   _____ 6. careful

                                        Score:_____ /6

   c. **Verb forms**

   _____ 1. am   _____ 4. drew

   _____ 2. caught   _____ 5. slain

   _____ 3. were   _____ 6. ought

                                        Score:_____ /6

2. **Dictated functor-loaded sentences**

   _____ 1. She is here.

   _____ 2. That was it.

   _____ 3. They were there.

   _____ 4. He cannot do it.

   _____ 5. It could be.

   _____ 6. She didn't have to.

                                        Score:_____ /6

F. Narrative Writing (Short, Standard, and Extended testing)

Present the "Cookie Theft" picture on card 1. Say, "WRITE AS MUCH AS YOU CAN ABOUT WHAT YOU SEE GOING ON IN THIS PICTURE." Have patient write on the 'Written Production' pages 39–40, or use blank paper. Allow the patient roughly 3 minutes to write. If the patient's production falls short of what you judge to be his/her potential, use any of the following five questions to elicit additional writing.

1. How are the people in the picture related?
2. What is going on behind the woman's back?
3. Why is the little girl telling him not to make noise?
4. Why do you think the boy may get hurt?
5. What else is happening right in front of the mother?

<u>Scoring.</u> The entire written production (both spontaneous and prompted) is scored as a whole under the four dimensions listed below. Numerical scoring provided here rates the <u>presence or absence of target-related features</u> (e.g., "the woman;" "the boy"). Do not attempt to force off-target written production into the numerical framework. Use the qualitative descriptors below.

Mechanics	Written vocabulary access	Syntax	Adequacy of content
2 - Well-formed	3 - Adequate	3 - Fully correct	3 - Adequate account
1 - Legible with defects	2 - Some important words are missing	2 - Some defects in sentence structure	2 - Relevant, but incomplete
0 - Mostly illegible	1 - Fewer than 8 important words	1 - Mainly subclausal groupings	1 - Minimal relevant information
	0 - Fewer than 2 important words	0 - No word grouping	0 - No relevant information

Totals _____   _____   _____   _____

Total across columns _____/11

Qualitative: <u>Produces multi-word irrelevant writing</u>   Repeatedly   Rarely   Never

<u>Single word substitutions</u>   Repeatedly   Rarely   Never

<u>Other comments</u>

VI. PRAXIS
(Extended testing)

Administration Each item is first elicited on verbal request. Record the score using the scoring code below, followed by a description of the performance in the space provided.

Scoring Code

> 3—Normal
> 2—Recognizable (including body part as object)
> 1—Unsuccessful attempt (paramimia; vocalization)
> 0—Unrecognizable/no response

Imitation: Upon completion of testing by verbal request, return to the beginning and have the patient imitate your performance on each item for which he/she earned less than a score of 3. Enter the imitation change code to indicate whether performance on imitation is improved (I), unchanged (U), or poorer (P) than performance to verbal request.

A. _Limb/Hand Praxis_

1. _Natural Gestures_ Say, "HOW WOULD YOU SHOW . . . "

Description	Score	Imitation (I, U, P)
a. that something smells terrible_____	_____	_____
b. there is too much noise_____	_____	_____
c. that you are too cold_____	_____	_____
d. that you are too hot_____	_____	_____

2. _Conventional Gestures_ Say, "HOW WOULD YOU PRETEND TO . . ."

	Score	Imitation
a. wave good bye _____	_____	_____
b. salute like a soldier_____	_____	_____
c. beckon someone to come over to you_____	_____	_____
d. stop traffic_____	_____	_____

3. _Use of Pretended Objects_ Say, "SHOW ME HOW YOU WOULD PICK THIS UP AND. . ."
(Cards 105 and 106)

	Score	Imitation
a. write with it—(item 1. pencil) _____	_____	_____
b. unlock a door—(item 2. key)_____	_____	_____
c. look through it—(item 3. binoculars) _____	_____	_____
d. pour a glass of water—(item 4. pitcher)_____	_____	_____

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e. brush your teeth—(item 5. toothbrush)_____ _____ _____

f. comb your hair—(item 6. comb)_____

g. hammer a nail—(item 7. hammer)_____

h. turn a screw with it—(item 8. screwdriver)_____
_____

B. _Bucco-Facial/Respiratory Praxis_ Give the following commands.

a. Let me hear you cough _____ _____ _____
_____

b. Pretend to blow out a candle _____

c. Pretend to sniff a flower _____
_____

d. Pretend to sip through a straw _____
_____

Score: 1. Natural Gestures _____/12

2. Conventional Gestures _____/12

3. Use of Pretended Objects _____/24

4. Bucco-Facial/Respiratory Movements _____/12

Total _____ /60

Imitation: Improved (I) _____

Unchanged (U) _____

Poorer (P) _____

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SUMMARY PROFILE OF STANDARD SUBTESTS

NAME: _____   DATE OF EXAMINATION: _____

Percentiles:		0	10	20	30	40	50	60	70	80	90	100
SEVERITY RATING		0	0	1	1	1	2	3	3	3	4	5
FLUENCY	Phrase Length (Rating Scale)	1	2	4	6	7	7	7	7	7	7	7
	Melodic Line (Rating Scale)	1	2	3	5	5	5	6	7	7	7	7
	Grammatical Form (Rating Scale)	1	2	3	4	5	5	6	6	7	7	7
CONVERSATION/ EXPOSITORY SPEECH	Simple Social Responses	0	3	5	6	6	6	7	7	7	7	7
	Complexity Index	0	0.1	0.4	0.6	0.8	1.0	1.2	1.2	1.4	1.6	2.0
AUDITORY COMPREHENSION	Basic Word Discrimination	14	24	29	31	32	34	35	36	37	37	37
	Commands	0	6	10	11	12	13	14	15	15	15	15
	Complex Ideational Material	0	3	5	6	7	8	9	10	10	12	12
ARTICULATION	Nonverbal Agility	0	4	6	6	7	7	8	9	10	12	12
	Verbal Agility	0	3	6	7	8	9	10	11	12	14	14
	Articulatory Agility (Rating Scale)	1	2	3	3	4	5	6	6	7	7	7
RECITATION & MUSIC	Automatized Sequences	0	1	4	6	6	6	7	7	8	8	8
	Recitation	0	0	0	0	1	1	1	2	2	2	2
	Melody	0	0	1	1	2	2	2	2	2	2	2
	Rhythm	0	0	1	1	1	1	1	2	2	2	2
REPETITION	Words	0	3	6	7	8	9	9	9	10	10	10
	Sentences	0	0	1	1	3	4	7	8	9	10	10
NAMING	Responsive Naming	0	2	4	9	13	16	18	18	19	20	20
	Boston Naming Test	0	3	8	20	25	33	40	43	52	57	60
	Special Categories	0	3	7	10	11	12	12	12	12	12	12
PARAPHASIA	Rating from Speech Profile	1	2	2	3	4	5	6	6	7	7	7
	Phonemic	27	15	9	6	4	3	2	1	1	0	0
	Verbal	19	12	9	7	6	4	3	2	1	0	0
	Neologistic	11	7	4	2	1	0	0	0	0	0	0
	Multi-word	15	7	4	0	0	0	0	0	0	0	0
READING	Matching Cases & Scripts	0	4	6	7	7	8	8	8	8	8	8
	Number Matching	1	8	10	11	11	12	12	12	12	12	12
	Picture-Word Matching	2	4	7	8	9	9	9	10	10	10	10
	Lexical Decision	0	2	3	4	5	5	5	5	5	5	5
	Homophone Matching	0	1	2	3	3	4	4	5	5	5	5
	Free Grammatical Morphemes	0	5	7	9	10	10	10	10	10	10	10
	Oral Word Reading	0	7	11	20	23	27	27	30	30	30	30
	Oral Sentence Reading	0	0	1	2	3	5	6	8	9	10	10
	Oral Sentence Comprehension	0	2	2	3	4	4	5	5	5	5	5
	Sentence/Paragraph Comprehension	0	3	5	6	7	8	8	9	9	10	10
WRITING	Form	7	14	15	16	16	18	18	18	18	18	18
	Letter Choice	7	20	22	23	24	24	25	26	26	27	27
	Motor Facility	6	8	9	11	15	17	18	18	18	18	18
	Primer Words	0	2	3	4	5	6	6	6	6	6	6
	Regular Phonics	0	0	0	1	2	3	4	4	5	5	5
	Common Irregular Words	0	0	0	1	1	2	3	4	5	5	5
	Written Picture Naming	0	0	1	3	5	7	8	9	10	11	12
	Narrative Writing	0	1	4	5	6	7	7	7	9	11	11

SUMMARY PROFILE OF EXTENDED SUBTESTS

NAME: _____   DATE OF EXAMINATION: _____

Percentiles:		0	10	20	30	40	50	60	70	80	90	100
NARRATIVE SPEECH/ FABLES	Complexity Index	0	0.3	0.9	1.0	1.4	1.5	1.6	1.8	2.0	2.0	2.4
	Agrammatism Index	85	34	21	16	8	7	3	1	0	0	0
AUDITORY COMPREHENSION	Tools/Implements	2	7	9	10	10	10	10	10	10	10	10
	Foods	6	7	9	9	10	10	10	10	10	10	10
	Animals	2	6	9	9	10	10	10	10	10	10	10
	Body Parts	0	9	14	17	18	20	20	20	20	20	20
	Map Locations	2	8	11	12	14	15	15	15	15	15	15
	Semantic Probe	35	42	48	54	56	57	58	58	59	60	60
	Touch A with B	0	4	4	6	7	8	9	10	11	12	12
	Reversible Possessives	4	5	6	8	8	9	10	10	10	10	10
	Embedded Sentences	1	4	5	7	8	8	9	9	10	10	10
REPETITION	Nonsense Words	0	1	1	2	3	3	4	4	5	5	5
NAMING	Colors	0	1	3	3	3		4	4	4	4	4
	Actions	0	3	5	7	7	8	9	10	11	12	12
	Animals	0	4	7	9	9	11	11	12	12	12	12
	Tools/Implements	0	4	5	6	8	9	9	11	11	12	12
READING	Lexical Decision	0	3	4	4	5	5	5	5	5	5	5
	Pseudohomophones	0	1	2	3	4	4	4	5	5	5	5
	Bound Morphemes	1	4	6	7	9	9	10	10	10	10	10
	Derivational Morphemes	1	2	5	8	9	10	10	10	10	10	10
	Mixed Morphemes	0	3	8	8	10	11	11	12	12	12	12
	Paralexia-Prone Words	0	3	6	8	9	11	12	12	12	12	12
WRITING	Uncommon Irregular Words	0	0	0	1	1	1	2	3	3	4	6
	Nonsense Words	0	0	0	0	0	1	1	3	4	5	6
	Oral Spelling	0	0	1	2	4	4	5	5	6	6	6
	Dictated Functors	0	1	3	4	5	5	6	6	6	6	6
	Derivational Affixes	0	0	1	2	3	5	5	6	6	6	6
	Verb Forms	0	0	1	1	3	3	5	5	6	6	6
	Sentences	0	0	0	3	3	4	4	6	6	6	6
PRAXIS	Natural Gestures	3	7	10	11	12	12	12	12	12	12	12
	Conventional Gestures	4	7	9	11	12	12	12	12	12	12	12
	Pretended Objects	9	19	21	22	24	24	24	24	24	24	24
	Bucco-Facial	1	7	7	9	11	12	12	12	12	12	12

Computation of Language Competency Index (For purposes of this computation, use the highest percentile applicable to a given raw score or rating)

Expressive component — a) Percentile equivalent of Boston Naming Test score _____

Plus — b) Percentile equivalent of Grammatical Form rating _____

Sum of a and b _____ ÷ 2 = Expression component _____

Auditory comprehension component: Mean of the three auditory comprehension subtest percentiles.

a) Word Discrimination percentile _____

plus b) Commands percentile _____

plus c) Complex Ideational Material percentile _____

Sum of a, b, and c _____ ÷ 3 = Comprehension component _____

Language Competency Index:

Sum of Expression component and Comprehension component ÷ 2 = _____

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