Quick Aphasia Battery (QAB)

Form 1-Remote

Participant			Date	Time	
Loc	cation		Examiner		
 	material produced Score the first con Verbally presented attention. If an ite	o respond to each item. Correct responses a d in the first 6 seconds, except where a resp nplete response (i.e. not a false start, nor a f d items may be repeated once, if the patient m is repeated, restart the 6 second count. exic errors not affecting the identity of any p	onse is initiated before fragment). t requests, or if the exa	6 seconds, and then conti	nues. g or a lapse in
1.	Level of cons	sciousness			
Can	be approached?	Score as follows: 4 = yes; 0 = no, based on	prior discussion with n	urse(s), doctor(s), etc.	
(a)	Is patient suffi	iciently clinically stable to be approac	thed?		[0 (stop)] [4]
		re as follows: 4 = already awake or rouses to 1 = shows some response but does not rou		ouses to moderate stimula	ation; 2 = rouses, but
(b)	Can patient be	e roused?		[0 (stop)] [1	(stop)] [2] [3] [4]
to a	Il three yes/no qu	follows: 4 = an intelligible, correct answer (ar estions; 2 = correct on 'yes' question and co d; 0 = response shows no sign of understan	orrect on 1/2 'no' question	ons; 1 = equivocal signs of	
(c)	Can you tell n	ne where we are right now?			[0] [1] [2] [3] [4]
	If NR/incorrect:	Are we in a library? Are we at a playground? Are we at [correct place]?		[yes] <u>[no]</u> [NR] [yes] <u>[no]</u> [NR] <u>[yes]</u> [no] [NR]	
(d)	What month i	is it?			[0] [1] [2] [3] [4]
	If NR/incorrect:	Is it [wrong month]? Is it [wrong month]? Is it [correct month]?		[yes] <u>[no]</u> [NR] [yes] <u>[no]</u> [NR] <u>[yes]</u> [no] [NR]	
(e)	How old are y	/ou?			[0] [1] [2] [3] [4]
	If NR/incorrect:	Are you [wrong age]? Are you [correct age]? Are you [wrong age]?		[yes] <u>[no]</u> [NR] <u>[yes]</u> [no] [NR] [yes] <u>[no]</u> [NR]	
com	nmand or imitate a	ds? Score as follows: 4 = follows verbal com action; 0 = response shows no sign of under situational or patient factors dictate, in whice	rstanding the command	, or no response. Alternati	
(f)	Close your ey	res.			
	If not done:	Model closing eyes, indicate to cop	y.		[0] [1] [3] [4]
(g)	Point to the c	eiling.			
	If not done:	Point to the ceiling, indicate to cop	y.		[0] [1] [3] [4]
Ove	erall impression.	Score as follows: 4 = yes; 3 = yes, with reser	rvations (e.g. some laps	es); 2 = on and off; 1 = mai	rginally; 0 = not at all.
(h)	Can patient st	ay awake, maintain attention, and at	tempt commands?		
				[0 (stop)] [1 (stop)] [2 (stop)] [3] [4]

1

2. Connected speech

Converse with the par	ticipant for at le	east three minutes,	around one or mor	e conversation	topics, e.g.:
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 the best trip you ever took your favorite holiday as a child your worst childhood memory when you retired 	 the worst trip you ever took a happy childhood memory when you had your first child what you like about where you live 	when you got marriedyour first jobhow you met your husband/wife/partnera time you were really scared/embarrassed/angry

Rate connected speech using the following scales. Other connected speech produced in the evaluation should also be considered. 4 = normal: not present or within normal range; 3 = mild: detectable but infrequent; 2= moderate: frequent but not pervasive; 1 = marked: pervasive but not ubiquitous; 0 = severe: evident in most or all utterances.

Aphasic connected speech feature	0	1	2	3	4
Reduced length and complexity of utterances	single words	MLU 2 words	MLU 3-4 words	MLU 5-7 words	normal
Reduced speech rate	0-24 wpm	25-49 wpm	50-74 wpm	75-99 wpm	100+ wpm
Agrammatism: omission of words and morphemes, especially closed class; "telegraphic speech"	severe	marked	moderate	mild	normal
Paragrammatism: substitution of closed class items; inappropriate juxtaposition of words and phrases; garbled syntax	severe	marked	moderate	mild	normal
Anomia: word-finding pauses, word-finding failures, abandoned utterances, effective circumlocution	severe	marked	moderate	mild	normal
Empty speech: vague words, overabundance of closed class words, ineffective circumlocution, utterances unclear in meaning and/or tangential	severe	marked	moderate	mild	normal
Semantic paraphasias: substitution of open class items (including perseverations)	severe	marked	moderate	mild	normal
Phonemic paraphasias and neologisms	severe	marked	moderate	mild	normal
Self-correction: false starts, retraced sequences, conduite d'approche	severe	marked	moderate	mild	normal
Overall communication impairment	communication fragmentary; examiner carries burden	communication limited; participant shares burden	can discuss everyday topics; limited beyond that	impairment evident, but can discuss all topics	no impairment evident

If not possible:	[] No spontaneous speech	[] Only incomprehensible muttering	[] Only stereotypies
	[] Fewer than 10 wpm, typic	cally mainly 'yes', 'no', a few single words	s or attempts

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4. Sentence comprehension

Say 'Answer yes or no...' Score as follows: 4 = correct. Nodding and shaking the head, other contextually appropriate alternatives to yes/no, e.g. 'sometimes', 'I don't think so', or idiosyncratic responses that demonstrate understanding are acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = idiosyncratic response where it is unclear whether or not patient understands; 1 = incorrect, but response suggests some partial comprehension; 0 = incorrect/no response within 6 seconds.

(a) Are you a [man/woman]? (Y)	[0] [1] [2] [3] [4]
(b) Am I a [man/woman]? (N)	[0] [1] [2] [3] [4]
(c) Do you cut the grass with an axe? (N)	[0] [1] [2] [3] [4]
(d) Are babies watched by babysitters? (Y)	[0] [1] [2] [3] [4]
(e) Do you open your door with a key? (Y)	[0] [1] [2] [3] [4]
(f) If you're about to leave, have you left yet? (N)	[0] [1] [2] [3] [4]
(g) Are witnesses questioned by police? (Y)	[0] [1] [2] [3] [4]
(h) If I tell you I used to smoke, do you think I smoke now? (N)	[0] [1] [2] [3] [4]
(i) Are doctors treated by patients? (N)	[0] [1] [2] [3] [4]
(j) If I was at the park when you arrived, did I get there first? (Y)	[0] [1] [2] [3] [4]
(k) If you're about to go upstairs, are you still downstairs (Y)	[0] [1] [2] [3] [4]
(l) Are cats chased by mice? (N)	[0] [1] [2] [3] [4]

6. Repetition

Say 'Repeat after me.' Score as follows: 4 = correct. Expanding contraction in (f) is acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = (a-d) at least half of the phonemes are correct, or apraxic error on target; (e-f) at least half of the words are correct; 1 = some relation to target, 2+ words for (e) and (f); 0 = unrelated response, or no response within 6 seconds.

(a)	house		[0] [1] [2] [3] [4]
(b)	breakfast		[0] [1] [2] [3] [4]
(c)	catastrophe		[0] [1] [2] [3] [4]
(d)	undetectable		[0] [1] [2] [3] [4]
(e)	The sun rises in the East.		[0] [1] [2] [3] [4]
(f)	The ambitious journalist discovered where	e we'd be going.	[0] [1] [2] [3] [4]

3

8. Motor speech

Ask patient to perform tasks (a), (c) and (d) as qu Counting can be done at normal rate. If motor sp lips, ta ta ta, ka ka ka, sustained s).					
(a) tongue from side to side					
(b) aaaaaah (voice quality)					
(c) pa pa pa pa pa (rate/rhythm)					
(d) pataka pataka pataka (rate/rhythm)					
(e) catastrophe catastrophe (rate/rhythn	n)				
(f) Count to 10.					
Rate motor speech using the following scales, ba	ased on the w	vhole evaluation, n	ot just this section		
Motor speech feature	0	1	2	3	4
Dysarthria: impairment of muscles used for speech production	severe	marked	moderate	mild	normal
Apraxia of speech: impairment of speech motor planning	severe	marked	moderate	mild	normal
Present stimulus card 1. Ask 'What is happening (a) The boy is pushing the girl. (b) The girl is chasing the boy.	g here?				
5. Picture naming Present stimulus card 5. Ask 'What is this? And correct, but delayed >3 seconds or self-corrected					
relation to target; 0 = unrelated response, or no first two phonemes, and indicate if a correct response.	response wit	hin 6 seconds. If n	ot named in 6 seco		
(a) dog				(c)	[0] [1] [2] [3] [4]
(b) pencil				(c)	[0] [1] [2] [3] [4]
(c) wheelchair				(c)	[0] [1] [2] [3] [4]
(d) octopus				(c)	[0] [1] [2] [3] [4]
(e) hammock				(c)	[0] [1] [2] [3] [4]
(f) escalator				(c)	[0] [1] [2] [3] [4]

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_____ (c) [0] [1] [2] [3] [4]

7. Reading aloud

Present stimulus card 6. Say 'Read these words and sentences out loud.' Score as follows: 4 = correct. Expanding contraction in (f) is acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = (a-d) at least half of the phonemes are correct, or apraxic error on target; (e-f) at least half of the words are correct; 1 = some relation to target, 2+ words for (e) and (f); 0 = unrelated response, or no response within 6 seconds.

(a)	tin		[0] [1] [2] [3] [4]
(b)	dough		[0] [1] [2] [3] [4]
(c)	proposition		[0] [1] [2] [3] [4
(d)	inexperienced		[0] [1] [2] [3] [4]
(e)	The baby cries in the night.		[0] [1] [2] [3] [4
(f)	The popular novelist realized why I'd beer	n calling.	[0] [1] [2] [3] [4

3. Word comprehension

Present stimulus card 2. Say **'Show me the...'** Score as follows: 4 = correct; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 1 = related foil; 0 = unrelated foil, or no response within 6 seconds.

(a) lion	Related: giraffe, horse	[0] [1] [3] [4]
(b) drum	Related: violin, trombone	[0] [1] [3] [4]
(c) violin	Related: drum, trombone	[0] [1] [3] [4]
(d) giraffe	Related: lion, horse	[0] [1] [3] [4]
Present stimulus car	rd 3.	
(e) bone	Related: boat	[0] [1] [3] [4]
(f) kite	Related: coat	[0] [1] [3] [4]
(g) boot	Related: boat	[0] [1] [3] [4]
(h) goat	Related: coat	[0] [1] [3] [4]

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Quick Aphasia Battery (QAB)

Form 2-Remote

Pai	Participant		Date	Time	
Loc	cation		Examiner		
- -	material produced Score the first com Verbally presented attention. If an iter	o respond to each item. Correct responses afted in the first 6 seconds, except where a responsible response (i.e. not a false start, nor a frad items may be repeated once, if the patient remains repeated, restart the 6 second count. xic errors not affecting the identity of any phosphological process.	use is initiated before gment). equests, or if the exa	6 seconds, and then cont	inues. ng or a lapse in
1.	Level of cons	ciousness			
Car	be approached?	Score as follows: 4 = yes; 0 = no, based on pr	ior discussion with n	urse(s), doctor(s), etc.	
(a)	Is patient suffi	ciently clinically stable to be approache	ed?		[0 (stop)] [4]
		e as follows: 4 = already awake or rouses to m 1 = shows some response but does not rouse		ouses to moderate stimul	ation; 2 = rouses, but
(b)	Can patient be	roused?		[0 (stop)] [´	1 (stop)] [2] [3] [4]
to a	Il three yes/no que	ollows: 4 = an intelligible, correct answer (any estions; 2 = correct on 'yes' question and corr d; 0 = response shows no sign of understanding	ect on 1/2 'no' questi	ons; 1 = equivocal signs o	
(c)	Can you tell m	ne where we are right now?			[0] [1] [2] [3] [4]
	If NR/incorrect:	Are we in a library? Are we at a playground? Are we at [correct place]?		[yes] <u>[no]</u> [NR] [yes] <u>[no]</u> [NR] <u>[yes]</u> [no] [NR]	
(d)) What month i	s it?			[0] [1] [2] [3] [4]
	If NR/incorrect:	Is it [wrong month]? Is it [wrong month]? Is it [correct month]?		[yes] <u>[no]</u> [NR] [yes] <u>[no]</u> [NR] <u>[yes]</u> [no] [NR]	
(e)	How old are y	ou?			[0] [1] [2] [3] [4]
	If NR/incorrect:	Are you [wrong age]? Are you [correct age]? Are you [wrong age]?		[yes] [no] [NR] [<u>yes]</u> [no] [NR] [yes] [<u>no]</u> [NR]	
con	nmand or imitate a	ds? Score as follows: 4 = follows verbal commaction; 0 = response shows no sign of understable situational or patient factors dictate, in which	anding the command	d, or no response. Alterna	
(f)	Close your ey	es.			
	If not done:	Model closing eyes, indicate to copy.			[0] [1] [3] [4]
(g)	Point to the co	eiling.			
	If not done:	Point to the ceiling, indicate to copy.			[0] [1] [3] [4]
Ove	erall impression.	Score as follows: 4 = yes; 3 = yes, with reserva	tions (e.g. some laps	ses); 2 = on and off; 1 = ma	arginally; 0 = not at all.
(h)	Can nationt st	av awake maintain attention, and atte	mnt commands?		

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[0 (stop)] [1 (stop)] [2 (stop)] [3] [4]

2. Connected speech

Converse with the	participant for at	least three minutes,	around one or more	conversation topics, e.g.:
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 the best trip you ever took your favorite holiday as a child your worst childhood memory when you retired 	 the worst trip you ever took a happy childhood memory when you had your first child what you like about where you live 	when you got marriedyour first jobhow you met your husband/wife/partnera time you were really scared/embarrassed/angry

Rate connected speech using the following scales. Other connected speech produced in the evaluation should also be considered. 4 = normal: not present or within normal range; 3 = mild: detectable but infrequent; 2= moderate: frequent but not pervasive; 1 = marked: pervasive but not ubiquitous; 0 = severe: evident in most or all utterances.

Aphasic connected speech feature	0	1	2	3	4
Reduced length and complexity of utterances	single words	MLU 2 words	MLU 3-4 words	MLU 5-7 words	normal
Reduced speech rate	0-24 wpm	25-49 wpm	50-74 wpm	75-99 wpm	100+ wpm
Agrammatism: omission of words and morphemes, especially closed class; "telegraphic speech"	severe	marked	moderate	mild	normal
Paragrammatism: substitution of closed class items; inappropriate juxtaposition of words and phrases; garbled syntax	severe	marked	moderate	mild	normal
Anomia: word-finding pauses, word-finding failures, abandoned utterances, effective circumlocution	severe	marked	moderate	mild	normal
Empty speech: vague words, overabundance of closed class words, ineffective circumlocution, utterances unclear in meaning and/or tangential	severe	marked	moderate	mild	normal
Semantic paraphasias: substitution of open class items (including perseverations)	severe	marked	moderate	mild	normal
Phonemic paraphasias and neologisms	severe	marked	moderate	mild	normal
Self-correction: false starts, retraced sequences, conduite d'approche	severe	marked	moderate	mild	normal
Overall communication impairment	communication fragmentary; examiner carries burden	communication limited; participant shares burden	can discuss everyday topics; limited beyond that	impairment evident, but can discuss all topics	no impairment evident

If not possible:	[] No spontaneous speech	[] Only incomprehensible muttering	[] Only stereotypies
	[] Fewer than 10 wpm, typic	ally mainly 'yes', 'no', a few single words	s or attempts

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4. Sentence comprehension

Say 'Answer yes or no...' Score as follows: 4 = correct. Nodding and shaking the head, other contextually appropriate alternatives to yes/no, e.g. 'sometimes', 'I don't think so', or idiosyncratic responses that demonstrate understanding are acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = idiosyncratic response where it is unclear whether or not patient understands; 1 = incorrect, but response suggests some partial comprehension; 0 = incorrect/no response within 6 seconds.

(a)	Are you [sitting/lying down/etc.]? (Y)	[0] [1] [2] [3] [4]
(b)	Am I [sitting/standing/etc.]? (N)	[0] [1] [2] [3] [4]
(c)	Do you eat ice cream with a spoon? (Y)	[0] [1] [2] [3] [4]
(d)	Are spiders bitten by people? (N)	[0] [1] [2] [3] [4]
(e)	Do you wear gloves on your feet? (N)	[0] [1] [2] [3] [4]
(f)	If you're about to go outside, are you still inside? (Y)	[0] [1] [2] [3] [4]
(g)	Are worms eaten by birds? (Y)	[0] [1] [2] [3] [4]
(h)	If I tell you I used to exercise, do you think I exercise now? (N)	[0] [1] [2] [3] [4]
(i)	Are babies delivered by doctors? (Y)	[0] [1] [2] [3] [4]
(j)	If you're about to start, have you started yet? (N)	[0] [1] [2] [3] [4]
(k)	Are parents raised by children? (N)	[0] [1] [2] [3] [4]
(l)	If you were at the party when I arrived, did you get there first? (Y)	[0] [1] [2] [3] [4]

6. Repetition

Say 'Repeat after me.' Score as follows: 4 = correct. Expanding contraction in (f) is acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = (a-d) at least half of the phonemes are correct, or apraxic error on target; (e-f) at least half of the words are correct; 1 = some relation to target, 2+ words for (e) and (f); 0 = unrelated response, or no response within 6 seconds.

(a)	man		[0] [1] [2] [3] [4]
(b)	blanket		[0] [1] [2] [3] [4]
(c)	prosperity		[0] [1] [2] [3] [4]
(d)	insignificant		[0] [1] [2] [3] [4]
(e)	The dog barks at the door.		[0] [1] [2] [3] [4]
(f)	The creative architect understood who we'd	be seeing.	[0] [1] [2] [3] [4]

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8. Motor speech

(f) pyramid

Ask patient to perform tasks (a), (c) and (d) as question Counting can be done at normal rate. If motor splips, t_{Λ} t_{Λ} t_{Λ} , k_{Λ} k_{Λ} k_{Λ} , sustained s).					
(a) tongue from side to side					
(b) aaaaaah (voice quality)					
(c) pa pa pa pa pa (rate/rhythm)					
(d) pataka pataka pataka (rate/rhythm)					
(e) catastrophe catastrophe (rate/rhythn	n)				
(f) Count to 10.					
Rate motor speech using the following scales, ba	ased on the w	whole evaluation, n	ot just this section.		
Motor speech feature	0	1	2	3	4
Dysarthria: impairment of muscles used for speech production	severe	marked	moderate	mild	normal
Apraxia of speech: impairment of speech motor planning	severe	marked	moderate	mild	normal
Present stimulus card 1. Ask 'What is happening (a) The boy is washing the girl. (b) The girl is kicking the boy.	g here?'				
5. Picture naming					
Present stimulus card 5. Ask 'What is this? And correct, but delayed >3 seconds or self-corrected relation to target; 0 = unrelated response, or no first two phonemes, and indicate if a correct res	d; 2 = at least response wit	half of the phoner hin 6 seconds. If n	nes are correct, or ot named in 6 seco	apraxic error or	n target; 1 = some
(a) book				(c) [0][1][2][3][4]
(b) comb				(c) [0][1][2][3][4]
(c) mask				(c) [0][1][2][3][4]
(d) volcano				(c) [0][1][2][3][4]
(e) seahorse				(c) [0][1][2][3][4]

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(c) [0] [1] [2] [3] [4]

7. Reading aloud

Present stimulus card 6. Say 'Read these words and sentences out loud.' Score as follows: 4 = correct. Expanding contraction in (f) is acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = (a-d) at least half of the phonemes are correct, or apraxic error on target; (e-f) at least half of the words are correct; 1 = some relation to target, 2+ words for (e) and (f); 0 = unrelated response, or no response within 6 seconds.

(a) pig		[0] [1] [2] [3] [4]
(b) choir		[0] [1] [2] [3] [4]
(c) graduation		[0] [1] [2] [3] [4]
(d) involuntary		[0] [1] [2] [3] [4]
(e) The sun sets in the West.		[0] [1] [2] [3] [4]
(f) The capable detective discovered why I'd	been waiting.	[0] [1] [2] [3] [4]

3. Word comprehension

Present stimulus card 2. Say **'Show me the...'** Score as follows: 4 = correct; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 1 = related foil; 0 = unrelated foil, or no response within 6 seconds.

(a) guitar	Related: saxophone, harp	[0] [1] [3] [4	4]
(b) tiger	Related: zebra, donkey	[0] [1] [3] [4	4]
(c) zebra	Related: tiger, donkey	[0] [1] [3] [4	4]
(d) saxophone	Related: guitar, harp	[0] [1] [3] [4	4]
Present stimulus car	rd 3.		
(e) pear	Related: chair, hair	[0] [1] [3] [4	4]
(f) crown	Related: clown	[0] [1] [3] [4	4]
(g) cloud	Related: clown	[0] [1] [3] [4	4]
(h) chair	Related: pear, hair	[0] [1] [3] [4	4]

Quick Aphasia Battery (QAB)

Form 3-Remote

Participant		Date	Time _	
Location		Examiner		
material productScore the first controlVerbally present attention. If an	s to respond to each item. Correct response ced in the first 6 seconds, except where a re complete response (i.e. not a false start, no ited items may be repeated once, if the pat item is repeated, restart the 6 second coun praxic errors not affecting the identity of an	esponse is initiated before r a fragment). ient requests, or if the exa it.	e 6 seconds, and then continuing	or a lapse in
1. Level of co	nsciousness			
Can be approache	d? Score as follows: 4 = yes; 0 = no, based	on prior discussion with n	nurse(s), doctor(s), etc.	
(a) Is patient su	fficiently clinically stable to be appro	pached?		[0 (stop)] [4]
	core as follows: 4 = already awake or rouse ie; 1 = shows some response but does not i		ouses to moderate stimula	tion; 2 = rouses, but
(b) Can patient	be roused?		[0 (stop)] [1	(stop)] [2] [3] [4]
to all three yes/no	s follows: 4 = an intelligible, correct answer questions; 2 = correct on 'yes' question and ond; 0 = response shows no sign of unders	d correct on 1/2 'no' questi	ions; 1 = equivocal signs of	
(c) Can you tell	I me where we are right now?			[0] [1] [2] [3] [4]
If NR/incorrect	Are we in a library? Are we at a playground? Are we at [correct place]?		[yes] <u>[no]</u> [NR] [yes] <u>[no]</u> [NR] <u>[yes]</u> [no] [NR]	
(d) What mont	h is it?			[0] [1] [2] [3] [4]
If NR/incorrect	ls it [wrong month]? Is it [wrong month]? Is it [correct month]?		[yes] <u>[no]</u> [NR] [yes] <u>[no]</u> [NR] <u>[yes]</u> [no] [NR]	
(e) How old are	e you?			[0] [1] [2] [3] [4]
If NR/incorrect	:: Are you [wrong age]? Are you [correct age]? Are you [wrong age]?		[yes] <u>[no]</u> [NR] <u>[yes]</u> [no] [NR] [yes] <u>[no]</u> [NR]	
command or imitat	ands? Score as follows: 4 = follows verbal of the action; 0 = response shows no sign of un lif situational or patient factors dictate, in v	derstanding the command	d, or no response. Alternati	
(f) Close your	eyes.			
If not done:	Model closing eyes, indicate to c	гору.		[0] [1] [3] [4]
(g) Point to the	e ceiling.			
If not done:	Point to the ceiling, indicate to c	гору.		[0] [1] [3] [4]
Overall impression	n. Score as follows: 4 = yes; 3 = yes, with re	eservations (e.g. some laps	ses); 2 = on and off; 1 = mar	ginally; 0 = not at all.
(h) Can patient	stay awake, maintain attention, and	attempt commands?		

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[0 (stop)] [1 (stop)] [2 (stop)] [3] [4]

2. Connected speech

Converse with the par	ticipant for at le	east three minutes,	around one or mor	e conversation	topics, e.g.:
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 - the best trip you ever took - your favorite holiday as a child - your worst childhood memory - when you retired 	 - the worst trip you ever took - a happy childhood memory - when you had your first child - what you like about where you live 	when you got marriedyour first jobhow you met your husband/wife/partnera time you were really scared/embarrassed/angry

Rate connected speech using the following scales. Other connected speech produced in the evaluation should also be considered. 4 = normal: not present or within normal range; 3 = mild: detectable but infrequent; 2= moderate: frequent but not pervasive; 1 = marked: pervasive but not ubiquitous; 0 = severe: evident in most or all utterances.

Aphasic connected speech feature	0	1	2	3	4
Reduced length and complexity of utterances	single words	MLU 2 words	MLU 3-4 words	MLU 5-7 words	normal
Reduced speech rate	0-24 wpm	25-49 wpm	50-74 wpm	75-99 wpm	100+ wpm
Agrammatism: omission of words and morphemes, especially closed class; "telegraphic speech"	severe	marked	moderate	mild	normal
Paragrammatism: substitution of closed class items; inappropriate juxtaposition of words and phrases; garbled syntax	severe	marked	moderate	mild	normal
Anomia: word-finding pauses, word-finding failures, abandoned utterances, effective circumlocution	severe	marked	moderate	mild	normal
Empty speech: vague words, overabundance of closed class words, ineffective circumlocution, utterances unclear in meaning and/or tangential	severe	marked	moderate	mild	normal
Semantic paraphasias: substitution of open class items (including perseverations)	severe	marked	moderate	mild	normal
Phonemic paraphasias and neologisms	severe	marked	moderate	mild	normal
Self-correction: false starts, retraced sequences, conduite d'approche	severe	marked	moderate	mild	normal
Overall communication impairment	communication fragmentary; examiner carries burden	communication limited; participant shares burden	can discuss everyday topics; limited beyond that	impairment evident, but can discuss all topics	no impairment evident

		carries burden	shares burden	that	topics	
If not possible:	[] No spontaneous [] Fewer than 10 wp		,		0 ,	٠, ٠

4. Sentence comprehension

Say 'Answer yes or no...' Score as follows: 4 = correct. Nodding and shaking the head, other contextually appropriate alternatives to yes/no, e.g. 'sometimes', 'I don't think so', or idiosyncratic responses that demonstrate understanding are acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = idiosyncratic response where it is unclear whether or not patient understands; 1 = incorrect, but response suggests some partial comprehension; 0 = incorrect/no response within 6 seconds.

(a)	Am I wearing a [color] [shirt/dress]? (Y)	[0] [1] [2] [3] [4]
(b)	Are you wearing a [color] [shirt/dress]? (N)	[0] [1] [2] [3] [4]
(c)	Do you brush your teeth with a comb? (N)	[0] [1] [2] [3] [4]
(d)	Are babies named by parents? (Y)	[0] [1] [2] [3] [4]
(e)	Do you take pictures with a camera? (Y)	[0] [1] [2] [3] [4]
(f)	If you're about to finish, have you finished yet? (N)	[0] [1] [2] [3] [4]
(g)	Are people taxed by governments? (Y)	[0] [1] [2] [3] [4]
(h)	If you're about to go inside, are you still outside? (Y)	[0] [1] [2] [3] [4]
(i)	Are wolves attacked by deer? (N)	[0] [1] [2] [3] [4]
(j)	If he was at the show when you arrived, did he get there first? (Y)	[0] [1] [2] [3] [4]
(k)	Are thieves robbed by victims? (N)	[0] [1] [2] [3] [4]
(l)	If I tell you I used to drink coffee, do you think I drink coffee now? (N)	[0] [1] [2] [3] [4]

6. Repetition

Say 'Repeat after me.' Score as follows: 4 = correct. Expanding contraction in (f) is acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = (a-d) at least half of the phonemes are correct, or apraxic error on target; (e-f) at least half of the words are correct; 1 = some relation to target, 2+ words for (e) and (f); 0 = unrelated response, or no response within 6 seconds.

(a)	head		[0] [1] [2] [3] [4]
(b)	brother		[0] [1] [2] [3] [4]
(c)	proximity		[0] [1] [2] [3] [4]
(d)	inconceivable		[0] [1] [2] [3] [4]
(e)	The baby drinks from a bottle.		[0] [1] [2] [3] [4]
(f)	The confident vocalist realized where we'd	l be staying.	[0] [1] [2] [3] [4]

8. Motor speech

(f) stethoscope

Ask patient to perform tasks (a), (c) and (d) as questions can be done at normal rate. If motor s lips, t_{Λ} t_{Λ} t_{Λ} t_{Λ} t_{Λ} t_{Λ} t_{Λ} t_{Λ} sustained s).					
(a) tongue from side to side					
(b) aaaaaah (voice quality)					
(c) pa pa pa pa pa (rate/rhythm)					
(d) pataka pataka pataka (rate/rhythm)					
(e) catastrophe catastrophe (rate/rhythr	n)				
(f) Count to 10.					
Rate motor speech using the following scales, ba	ased on the w	/hole evaluation, n	ot just this section		
Motor speech feature	0	1	2	3	4
Dysarthria: impairment of muscles used for speech production	severe	marked	moderate	mild	normal
Apraxia of speech: impairment of speech motor planning	severe	marked	moderate	mild	normal
Present stimulus card 1. Ask 'What is happenin' (a) The girl is pulling the boy. (b) The boy is kissing the girl.	g here?'				
5. Picture naming					
Present stimulus card 5. Ask 'What is this? And correct, but delayed >3 seconds or self-correcterelation to target; 0 = unrelated response, or no first two phonemes, and indicate if a correct res	d; 2 = at least response wit	half of the phoner hin 6 seconds. If n	mes are correct, or ot named in 6 seco	apraxic error o	n target; 1 = some
(a) bed				(0	:) [0] [1] [2] [3] [4]
(b) flower				(:) [0] [1] [2] [3] [4]
(c) mushroom				(:) [0] [1] [2] [3] [4]
(d) harmonica				(:) [0] [1] [2] [3] [4]
(e) pelican				(0	:) [0][1][2][3][4]

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(c) [0] [1] [2] [3] [4]

7. Reading aloud

Present stimulus card 6. Say 'Read these words and sentences out loud.' Score as follows: 4 = correct. Expanding contraction in (f) is acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = (a-d) at least half of the phonemes are correct, or apraxic error on target; (e-f) at least half of the words are correct; 1 = some relation to target, 2+ words for (e) and (f); 0 = unrelated response, or no response within 6 seconds.

(a)	pot		[0] [1] [2] [3] [4]
(b)	cough		[0] [1] [2] [3] [4
(c)	prohibition		[0] [1] [2] [3] [4
(d)	unforgettable		[0] [1] [2] [3] [4]
(e)	The dog sleeps on the floor.		[0] [1] [2] [3] [4]
(f)	The ethical accountant understood why I'd	d been hiding.	[0] [1] [2] [3] [4]

3. Word comprehension

Present stimulus card 2. Say **'Show me the...'** Score as follows: 4 = correct; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 1 = related foil; 0 = unrelated foil, or no response within 6 seconds.

(a) elephant	Related: camel, bear	[0] [1] [3] [4]
(b) piano	Related: trumpet, cello	[0] [1] [3] [4]
(c) camel	Related: elephant, bear	[0] [1] [3] [4]
(d) trumpet	Related: piano, cello	[0] [1] [3] [4]
Present stimulus ca	rd 3.	
(e) cat	Related: can	[0] [1] [3] [4]
(f) box	Related: socks, fox	[0] [1] [3] [4]
(g) cane	Related: can	[0] [1] [3] [4]
(h) socks	Related: box, fox	[0] [1] [3] [4]

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Quick Aphasia Battery (QAB)

Form 1A-Remote

Par	ticipant		Date	Time	
Loc	cation		Examiner		
- -	material produced Score the first con Verbally presented attention. If an ite	o respond to each item. Correct responses aft d in the first 6 seconds, except where a respor applete response (i.e. not a false start, nor a fra d items may be repeated once, if the patient r m is repeated, restart the 6 second count. xic errors not affecting the identity of any pho	nse is initiated before agment). requests, or if the exa	e 6 seconds, and then conti	nues. g or a lapse in
1.	Level of cons	sciousness			
Can	be approached?	Score as follows: 4 = yes; 0 = no, based on pr	rior discussion with r	urse(s), doctor(s), etc.	
(a)	Is patient suffi	ciently clinically stable to be approach	ed?		[0 (stop)] [4]
		e as follows: 4 = already awake or rouses to n 1 = shows some response but does not rouse		ouses to moderate stimula	ation; 2 = rouses, but
(b)	Can patient be	e roused?		[0 (stop)] [1	(stop)] [2] [3] [4]
to a	Il three yes/no que	ollows: 4 = an intelligible, correct answer (any estions; 2 = correct on 'yes' question and corr d; 0 = response shows no sign of understandi	ect on 1/2 'no' quest	ons; 1 = equivocal signs of	
(c)	Can you tell n	ne where we are right now?			[0] [1] [2] [3] [4]
	If NR/incorrect:	Are we in a library? Are we at a playground? Are we at [correct place]?		[yes] <u>[no]</u> [NR] [yes] <u>[no]</u> [NR] <u>[yes]</u> [no] [NR]	
(d)	What month i	s it?			[0] [1] [2] [3] [4]
	If NR/incorrect:	Is it [wrong month]? Is it [wrong month]? Is it [correct month]?		[yes] <u>[no]</u> [NR] [yes] <u>[no]</u> [NR] <u>[yes]</u> [no] [NR]	
(e)	How old are y	vou?			[0] [1] [2] [3] [4]
	If NR/incorrect:	Are you [wrong age]? Are you [correct age]? Are you [wrong age]?		[yes] <u>[no]</u> [NR] <u>[yes]</u> [no] [NR] [yes] <u>[no]</u> [NR]	
con	nmand or imitate a	ds? Score as follows: 4 = follows verbal commaction; 0 = response shows no sign of underst situational or patient factors dictate, in which	anding the comman	d, or no response. Alternati	
(f)	Close your ey	es.			
	If not done:	Model closing eyes, indicate to copy.			[0] [1] [3] [4]
(g)	Point to the c	eiling.			
	If not done:	Point to the ceiling, indicate to copy.			[0] [1] [3] [4]
Ove	erall impression.	Score as follows: 4 = yes; 3 = yes, with reserva	ations (e.g. some laps	ses); 2 = on and off; 1 = mai	rginally; 0 = not at all.
(h)	Can patient st	ay awake, maintain attention, and atte	empt commands?	[0 (stan)] [1 (stan)] [2 (cton)] [2] [4]
				[0 (stop)] [1 (stop)	」[∠ (эιυμ)] [၁] [4]

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2. Connected speech

Converse with the	participant for at	least three minutes,	around one or more	conversation topics, e.g.:
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 - the best trip you ever took - your favorite holiday as a child - your worst childhood memory - when you retired 	 - the worst trip you ever took - a happy childhood memory - when you had your first child - what you like about where you live 	when you got marriedyour first jobhow you met your husband/wife/partnera time you were really scared/embarrassed/angry

Rate connected speech using the following scales. Other connected speech produced in the evaluation should also be considered. 4 = normal: not present or within normal range; 3 = mild: detectable but infrequent; 2= moderate: frequent but not pervasive; 1 = marked: pervasive but not ubiquitous; 0 = severe: evident in most or all utterances.

Aphasic connected speech feature	0	1	2	3	4
Reduced length and complexity of utterances	single words	MLU 2 words	MLU 3-4 words	MLU 5-7 words	normal
Reduced speech rate	0-24 wpm	25-49 wpm	50-74 wpm	75-99 wpm	100+ wpm
Agrammatism: omission of words and morphemes, especially closed class; "telegraphic speech"	severe	marked	moderate	mild	normal
Paragrammatism: substitution of closed class items; inappropriate juxtaposition of words and phrases; garbled syntax	severe	marked	moderate	mild	normal
Anomia: word-finding pauses, word-finding failures, abandoned utterances, effective circumlocution	severe	marked	moderate	mild	normal
Empty speech: vague words, overabundance of closed class words, ineffective circumlocution, utterances unclear in meaning and/or tangential	severe	marked	moderate	mild	normal
Semantic paraphasias: substitution of open class items (including perseverations)	severe	marked	moderate	mild	normal
Phonemic paraphasias and neologisms	severe	marked	moderate	mild	normal
Self-correction: false starts, retraced sequences, conduite d'approche	severe	marked	moderate	mild	normal
Overall communication impairment	communication fragmentary; examiner carries burden	communication limited; participant shares burden	can discuss everyday topics; limited beyond that	impairment evident, but can discuss all topics	no impairment evident

		carries burden	snares burden	that	topics	
If not possible:	[] No spontaneous [] Fewer than 10 wp		•		0 ,	· .

4. Sentence comprehension

Say 'Answer yes or no...' Score as follows: 4 = correct. Nodding and shaking the head, other contextually appropriate alternatives to yes/no, e.g. 'sometimes', 'I don't think so', or idiosyncratic responses that demonstrate understanding are acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = idiosyncratic response where it is unclear whether or not patient understands; 1 = incorrect, but response suggests some partial comprehension; 0 = incorrect/no response within 6 seconds.

(a) Are you a [man/woman]? (Y)	[0] [1] [2] [3] [4]
(b) Am I a [man/woman]? (N)	[0] [1] [2] [3] [4]
(c) Do you cut the grass with an axe? (N)	[0] [1] [2] [3] [4]
(d) Are babies watched by babysitters? (Y)	[0] [1] [2] [3] [4]
(e) Do you open your door with a key? (Y)	[0] [1] [2] [3] [4]
(f) If you're about to leave, have you left yet? (N)	[0] [1] [2] [3] [4]
(g) Are witnesses questioned by police? (Y)	[0] [1] [2] [3] [4]
(h) If I tell you I used to smoke, do you think I smoke now? (N)	[0] [1] [2] [3] [4]
(i) Are doctors treated by patients? (N)	[0] [1] [2] [3] [4]
(j) If I was at the park when you arrived, did I get there first? (Y)	[0] [1] [2] [3] [4]
(k) If you're about to go upstairs, are you still downstairs (Y)	[0] [1] [2] [3] [4]
(l) Are cats chased by mice? (N)	[0] [1] [2] [3] [4]

6. Repetition

Say 'Repeat after me.' Score as follows: 4 = correct. Expanding contraction in (f) is acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = (a-d) at least half of the phonemes are correct, or apraxic error on target; (e-f) at least half of the words are correct; 1 = some relation to target, 2+ words for (e) and (f); 0 = unrelated response, or no response within 6 seconds.

(a)	house		[0] [1] [2] [3] [4]
(b)	breakfast		[0] [1] [2] [3] [4
(c)	catastrophe		[0] [1] [2] [3] [4
(d)	undetectable		[0] [1] [2] [3] [4]
(e)	The sun rises in the East.		[0] [1] [2] [3] [4]
(f)	The ambitious journalist discovered where	e we'd be going.	[0] [1] [2] [3] [4

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8. Motor speech

Ask patient to perform tasks (a), (c) and (d) as quickly as possible. Ask them to hold vowel in (b) as long as possible, up to 15 seconds. Counting can be done at normal rate. If motor speech deficits are suspected, additional items may be given (e.g. pursing and retracting lips, the theorem is the total them.

Rate motor speech using the following scales, based on the whole evaluation, not just this section.

Motor speech feature	0	1	2	3	4
Dysarthria: impairment of muscles used for speech production	severe	marked	moderate	mild	normal
Apraxia of speech: impairment of speech motor planning	severe	marked	moderate	mild	normal

4E. Extra sentence comprehension

Say 'Answer yes or no...' Score as follows: 4 = correct. Nodding and shaking the head, other contextually appropriate alternatives to yes/no, e.g. 'sometimes', 'I don't think so', or idiosyncratic responses that demonstrate understanding are acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = idiosyncratic response where it is unclear whether or not patient understands; 1 = incorrect, but response suggests some partial comprehension; 0 = incorrect/no response within 6 seconds.

(a)	Are you [sitting/lying down/etc.]? (Y)	[0] [1] [2] [3] [4
(b)	Am I [sitting/standing/etc.]? (N)	[0] [1] [2] [3] [4
(c)	Do you eat ice cream with a spoon? (Y)	[0] [1] [2] [3] [4]
(d)	Are spiders bitten by people? (N)	[0] [1] [2] [3] [4]
(e)	Do you wear gloves on your feet? (N)	[0] [1] [2] [3] [4]
(f)	If you're about to go outside, are you still inside? (Y)	[0] [1] [2] [3] [4
(g)	Are worms eaten by birds? (Y)	[0] [1] [2] [3] [4]
(h)	If I tell you I used to exercise, do you think I exercise now? (N)	[0] [1] [2] [3] [4]
(i)	Are babies delivered by doctors? (Y)	[0] [1] [2] [3] [4]
(j)	If you're about to start, have you started yet? (N)	[0] [1] [2] [3] [4
(k)	Are parents raised by children? (N)	[0] [1] [2] [3] [4
(l)	If you were at the party when I arrived, did you get there first? (Y)	[0] [1] [2] [3] [4

Present stimulus card 1. Ask 'What is happening here'	?'	
(a) The boy is pushing the girl.		
(b) The girl is chasing the boy.		
5. Picture naming		
correct, but delayed >3 seconds or self-corrected; 2 = ad	etc.' Score as follows: 4 = correct. Accept reasonable alternati t least half of the phonemes are correct, or apraxic error on t ase within 6 seconds. If not named in 6 seconds, provide a cu as provided after the cue.	target; 1 = some
(a) dog	(c)	[0] [1] [2] [3] [4]
(b) pencil	(c)	[0] [1] [2] [3] [4]
(c) wheelchair	(c)	[0] [1] [2] [3] [4
(d) octopus	(c)	[0] [1] [2] [3] [4
(e) hammock	(c)	[0] [1] [2] [3] [4
(f) escalator	(c)	[0] [1] [2] [3] [4]
7. Reading aloud		
	entences out loud.' Score as follows: 4 = correct. Expanding	contraction in (A is
acceptable; 3 = correct, but delayed >3 seconds, self-co	rrected, or repeated; 2 = (a-d) at least half of the phonemes are correct; 1 = some relation to target, 2+ words for (e) and (f	are correct, or
(a) tin		[0] [1] [2] [3] [4
(b) dough		[0] [1] [2] [3] [4
(c) proposition		[0] [1] [2] [3] [4
(d) inexperienced		[0] [1] [2] [3] [4
(e) The baby cries in the night.		[0] [1] [2] [3] [4
(f) The popular novelist realized why I'd bee	en calling.	[0] [1] [2] [3] [4

3. Word comprehension

Present stimulus card 2. Say **'Show me the...'** Score as follows: 4 = correct; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 1 = related foil; 0 = unrelated foil, or no response within 6 seconds.

(a) lion	Related: giraffe, horse	 [0] [1] [3] [4]
(b) drum	Related: violin, trombone	 [0] [1] [3] [4]
(c) violin	Related: drum, trombone	 [0] [1] [3] [4]
(d) giraffe	Related: lion, horse	 [0] [1] [3] [4]
Present stimulus card 3.		
(e) bone	Related: boat	 [0] [1] [3] [4]
(f) kite	Related: coat	 [0] [1] [3] [4]
(g) boot	Related: boat	 [0] [1] [3] [4]
(h) goat	Related: coat	 [0] [1] [3] [4]

3E. Extra word comprehension

Present stimulus card 6. Say **'Show me the...'** Score as follows: 4 = correct; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 1 = related foil; 0 = unrelated foil, or no response within 6 seconds.

(a) guitar	Related: saxophone, harp	[0] [1] [3] [4]
(b) tiger	Related: zebra, donkey	[0] [1] [3] [4]
(c) zebra	Related: tiger, donkey	[0] [1] [3] [4]
(d) saxophone	Related: guitar, harp	[0] [1] [3] [4]
Present stimulus card 7.		
(e) pear	Related: chair, hair	[0] [1] [3] [4]
(f) crown	Related: clown	[0] [1] [3] [4]
(g) cloud	Related: clown	[0] [1] [3] [4]
(h) chair	Related: pear, hair	[0] [1] [3] [4]

3W. Written word comprehension

Present stimulus cards 10, 11, 12, 13. Say **'Show me the picture that matches the word in the middle'** Score as follows: 4 = correct; 3 = correct, but delayed >3 seconds or self-corrected; 1 = related foil; 0 = unrelated foil, or no response within 6 seconds.

(a)	elephant	Related: camel, bear	[0] [1] [3] [4
(b)	piano	Related: trumpet, cello	[0] [1] [3] [4
(c)	camel	Related: elephant, bear	[0] [1] [3] [4
(d)	trumpet	Related: piano, cello	[0] [1] [3] [4
Pres	sent stimulus card	ds 14, 15, 16, 17.	
(e)	cat	Related: can	[0] [1] [3] [4
(f)	box	Related: socks, fox	[0] [1] [3] [4
(g)	cane	Related: can	[0] [1] [3] [4
(h)	socks	Related: box, fox	[0] [1] [3] [4

5W. Writing

Present final page of score-sheet. Ask 'What is this? And this? etc., What is happening here?' Allow 12 seconds. Score as follows: 4 = correct. Accept reasonable alternative labels; 3 = correct, but delayed >6 seconds or self-corrected; 2 = (a-c) at least half of the letters are correct; (d) at least half the words are correct; 1 = some relation to target, 2+ words for (d); 0 = unrelated response, or no response within 12 seconds. If not named in 12 seconds, provide a cue consisting of the first two phonemes (a-c) or the first two words (d), and indicate if a correct response is provided after the cue.

(a)	book	 (c)	[0] [1] [2] [3] [4]
(b)	mask	 (c)	[0] [1] [2] [3] [4]
(c)	pyramid	 (c)	[0] [1] [2] [3] [4]
(d)	The boy is washing the girl.	 (c)	[0] [1] [2] [3] [4]

Quick Aphasia Battery (QAB)

Form 2A-Remote

Par	rticipant		Date	Time	
Loc	cation		Examiner		
- -	material produced Score the first con Verbally presented attention. If an ite	o respond to each item. Correct responses aft d in the first 6 seconds, except where a respon nplete response (i.e. not a false start, nor a fra d items may be repeated once, if the patient is m is repeated, restart the 6 second count. exic errors not affecting the identity of any pho	nse is initiated before agment). requests, or if the exa	6 seconds, and then conti	g or a lapse in
1.	Level of cons	sciousness			
Can	be approached?	Score as follows: 4 = yes; 0 = no, based on p	rior discussion with n	urse(s), doctor(s), etc.	
(a)	Is patient suffi	ciently clinically stable to be approach	red?		[0 (stop)] [4]
		re as follows: 4 = already awake or rouses to r 1 = shows some response but does not rouse		ouses to moderate stimula	ation; 2 = rouses, but
(b)	Can patient be	roused?		[0 (stop)] [1	(stop)] [2] [3] [4]
to a	Il three yes/no que	ollows: 4 = an intelligible, correct answer (any estions; 2 = correct on 'yes' question and cor d; 0 = response shows no sign of understandi	rect on 1/2 'no' questi	ons; 1 = equivocal signs of	
(c)	Can you tell n	ne where we are right now?			[0] [1] [2] [3] [4]
	If NR/incorrect:	Are we in a library? Are we at a playground? Are we at [correct place]?		[yes] <u>[no]</u> [NR] [yes] <u>[no]</u> [NR] <u>[yes]</u> [no] [NR]	
(d)) What month i	s it?			[0] [1] [2] [3] [4]
	If NR/incorrect:	Is it [wrong month]? Is it [wrong month]? Is it [correct month]?		[yes] <u>[no]</u> [NR] [yes] <u>[no]</u> [NR] <u>[yes]</u> [no] [NR]	
(e)	How old are y	vou?			[0] [1] [2] [3] [4]
	If NR/incorrect:	Are you [wrong age]? Are you [correct age]? Are you [wrong age]?		[yes] [<u>no]</u> [NR] [<u>yes]</u> [no] [NR] [yes] [<u>no]</u> [NR]	
con	nmand or imitate a	ds? Score as follows: 4 = follows verbal comn action; 0 = response shows no sign of underst situational or patient factors dictate, in which	tanding the command	l, or no response. Alternat	
(f)	Close your ey	es.			
	If not done:	Model closing eyes, indicate to copy.	•		[0] [1] [3] [4]
(g)	Point to the c	eiling.			
	If not done:	Point to the ceiling, indicate to copy.			[0] [1] [3] [4]
Ove	erall impression.	Score as follows: 4 = yes; 3 = yes, with reserve	ations (e.g. some laps	es); 2 = on and off; 1 = ma	rginally; 0 = not at all.
(h)	Can patient st	ay awake, maintain attention, and atte	empt commands?		
				[0 (stop)] [1 (stop))] [2 (stop)] [3] [4]

2. Connected speech

Converse with the participant for at least three minutes, around one or more conversation topics, e.g.:

 the best trip you ever took your favorite holiday as a child your worst childhood memory when you retired 	 the worst trip you ever took a happy childhood memory when you had your first child what you like about where you live 	 - when you got married - your first job - how you met your husband/wife/partner - a time you were really scared/embarrassed/angry

Rate connected speech using the following scales. Other connected speech produced in the evaluation should also be considered. 4 = normal: not present or within normal range; 3 = mild: detectable but infrequent; 2= moderate: frequent but not pervasive; 1 = marked: pervasive but not ubiquitous; 0 = severe: evident in most or all utterances.

Aphasic connected speech feature	0	1	2	3	4
Reduced length and complexity of utterances	single words	MLU 2 words	MLU 3-4 words	MLU 5-7 words	normal
Reduced speech rate	0-24 wpm	25-49 wpm	50-74 wpm	75-99 wpm	100+ wpm
Agrammatism: omission of words and morphemes, especially closed class; "telegraphic speech"	severe	marked	moderate	mild	normal
Paragrammatism: substitution of closed class items; inappropriate juxtaposition of words and phrases; garbled syntax	severe	marked	moderate	mild	normal
Anomia: word-finding pauses, word-finding failures, abandoned utterances, effective circumlocution	severe	marked	moderate	mild	normal
Empty speech: vague words, overabundance of closed class words, ineffective circumlocution, utterances unclear in meaning and/or tangential	severe	marked	moderate	mild	normal
Semantic paraphasias: substitution of open class items (including perseverations)	severe	marked	moderate	mild	normal
Phonemic paraphasias and neologisms	severe	marked	moderate	mild	normal
Self-correction: false starts, retraced sequences, conduite d'approche	severe	marked	moderate	mild	normal
Overall communication impairment	communication fragmentary; examiner carries burden	communication limited; participant shares burden	can discuss everyday topics; limited beyond that	impairment evident, but can discuss all topics	no impairment evident

		carries barderi	Silai es bai aen	triat	topics	
If not possible:	[] No spontaneous [] Fewer than 10 wp		,		0 ,	, , ,

4. Sentence comprehension

Say 'Answer yes or no...' Score as follows: 4 = correct. Nodding and shaking the head, other contextually appropriate alternatives to yes/no, e.g. 'sometimes', 'I don't think so', or idiosyncratic responses that demonstrate understanding are acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = idiosyncratic response where it is unclear whether or not patient understands; 1 = incorrect, but response suggests some partial comprehension; 0 = incorrect/no response within 6 seconds.

(a)	Are you [sitting/lying down/etc.]? (Y)	[0] [1] [2] [3] [4]
(b)	Am I [sitting/standing/etc.]? (N)	[0] [1] [2] [3] [4]
(c)	Do you eat ice cream with a spoon? (Y)	[0] [1] [2] [3] [4]
(d)	Are spiders bitten by people? (N)	[0] [1] [2] [3] [4]
(e)	Do you wear gloves on your feet? (N)	[0] [1] [2] [3] [4]
(f)	If you're about to go outside, are you still inside? (Y)	[0] [1] [2] [3] [4]
(g)	Are worms eaten by birds? (Y)	[0] [1] [2] [3] [4]
(h)	If I tell you I used to exercise, do you think I exercise now? (N)	[0] [1] [2] [3] [4]
(i)	Are babies delivered by doctors? (Y)	[0] [1] [2] [3] [4]
(j)	If you're about to start, have you started yet? (N)	[0] [1] [2] [3] [4]
(k)	Are parents raised by children? (N)	[0] [1] [2] [3] [4]
(l)	If you were at the party when I arrived, did you get there first? (Y)	[0] [1] [2] [3] [4]

6. Repetition

Say 'Repeat after me.' Score as follows: 4 = correct. Expanding contraction in (f) is acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = (a-d) at least half of the phonemes are correct, or apraxic error on target; (e-f) at least half of the words are correct; 1 = some relation to target, 2+ words for (e) and (f); 0 = unrelated response, or no response within 6 seconds.

(a)	man		[0] [1] [2] [3] [4]
(b)	blanket		[0] [1] [2] [3] [4]
(c)	prosperity		[0] [1] [2] [3] [4]
(d)	insignificant		[0] [1] [2] [3] [4]
(e)	The dog barks at the door.		[0] [1] [2] [3] [4]
(f)	The creative architect understood who we	e'd be seeing.	[0] [1] [2] [3] [4]

8. Motor speech

Ask patient to perform tasks (a), (c) and (d) as quickly as possible. Ask them to hold vowel in (b) as long as possible, up to 15 seconds. Counting can be done at normal rate. If motor speech deficits are suspected, additional items may be given (e.g. pursing and retracting lips, ta ta ta, ka ka, sustained s).

(a) to	ngue from side to side	
(b) aa	aaaaah (voice quality)	
(c) p _A	Λ PΛ PΛ PΛ (rate/rhythm)	
	ataka pataka pataka (rate/rhythm)	
•	atastrophe catastrophe (rate/rhythm)	
	ount to 10.	
(1)	Juni to 10.	

Rate motor speech using the following scales, based on the whole evaluation, not just this section.

Motor speech feature	0	1	2	3	4
Dysarthria: impairment of muscles used for speech production	severe	marked	moderate	mild	normal
Apraxia of speech: impairment of speech motor planning	severe	marked	moderate	mild	normal

4E. Extra sentence comprehension

Say 'Answer yes or no...' Score as follows: 4 = correct. Nodding and shaking the head, other contextually appropriate alternatives to yes/no, e.g. 'sometimes', 'I don't think so', or idiosyncratic responses that demonstrate understanding are acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = idiosyncratic response where it is unclear whether or not patient understands; 1 = incorrect, but response suggests some partial comprehension; 0 = incorrect/no response within 6 seconds.

(a)	Am I wearing a [color] [shirt/dress]? (Y)	[0] [1] [2] [3] [4]
(b)	Are you wearing a [color] [shirt/dress]? (N)	[0] [1] [2] [3] [4]
(c)	Do you brush your teeth with a comb? (N)	[0] [1] [2] [3] [4]
(d)	Are babies named by parents? (Y)	[0] [1] [2] [3] [4]
(e)	Do you take pictures with a camera? (Y)	[0] [1] [2] [3] [4]
(f)	If you're about to finish, have you finished yet? (N)	[0] [1] [2] [3] [4]
(g)	Are people taxed by governments? (Y)	[0] [1] [2] [3] [4]
(h)	If you're about to go inside, are you still outside? (Y)	[0] [1] [2] [3] [4]
(i)	Are wolves attacked by deer? (N)	[0] [1] [2] [3] [4]
(j)	If he was at the show when you arrived, did he get there first? (Y)	[0] [1] [2] [3] [4]
(k)	Are thieves robbed by victims? (N)	[0] [1] [2] [3] [4]
(l)	If I tell you I used to drink coffee, do you think I drink coffee now? (N)	[0] [1] [2] [3] [4]

Present stimulus card 1. Ask 'What is happening here?'		
(a) The boy is washing the girl.		
(b) The girl is kicking the boy.		
5. Picture naming		
correct, but delayed >3 seconds or self-corrected; 2 = at	cc.' Score as follows: 4 = correct. Accept reasonable alternation least half of the phonemes are correct, or apraxic error on the within 6 seconds. If not named in 6 seconds, provide a cuest provided after the cue.	arget; 1 = some
(a) book	(c)	[0] [1] [2] [3] [4
(b) comb	(c)	[0] [1] [2] [3] [4
(c) mask	(c)	[0] [1] [2] [3] [4
(d) volcano	(c)	[0] [1] [2] [3] [4
(e) seahorse	(c)	[0] [1] [2] [3] [4
(f) pyramid	(c)	[0] [1] [2] [3] [4
7. Reading aloud		
acceptable; 3 = correct, but delayed >3 seconds, self-corr	ntences out loud.' Score as follows: 4 = correct. Expanding or rected, or repeated; 2 = (a-d) at least half of the phonemes are correct; 1 = some relation to target, 2+ words for (e) and (f)	re correct, or
(a) pig		[0] [1] [2] [3] [4]
(b) choir		[0] [1] [2] [3] [4]
(c) graduation		[0] [1] [2] [3] [4
(d) involuntary		[0] [1] [2] [3] [4]
(e) The sun sets in the West.		[0] [1] [2] [3] [4]
(f) The capable detective discovered why I'd	been waiting.	[0] [1] [2] [3] [4]

3. Word comprehension

Present stimulus card 2. Say 'Show me the...' Score as follows: 4 = correct; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 1 = related foil; 0 = unrelated foil, or no response within 6 seconds.

(a) guitar	Related: saxophone, harp	 [0] [1] [3] [4]
(b) tiger	Related: zebra, donkey	 [0] [1] [3] [4]
(c) zebra	Related: tiger, donkey	 [0] [1] [3] [4]
(d) saxophone	Related: guitar, harp	 [0] [1] [3] [4]
Present stimulus car	rd 3.	
(e) pear	Related: chair, hair	 [0] [1] [3] [4]
(f) crown	Related: clown	 [0] [1] [3] [4]
(g) cloud	Related: clown	 [0] [1] [3] [4]
(h) chair	Related: pear, hair	 [0] [1] [3] [4]

3E. Extra word comprehension

Present stimulus card 6. Say 'Show me the...' Score as follows: 4 = correct; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 1 = related foil; 0 = unrelated foil, or no response within 6 seconds.

(a) elephant	Related: camel, bear	[0] [1] [3] [4]
(b) piano	Related: trumpet, cello	[0] [1] [3] [4]
(c) camel	Related: elephant, bear	[0] [1] [3] [4]
(d) trumpet	Related: piano, cello	[0] [1] [3] [4]
Present stimulus car	rd 7.	
(e) cat	Related: can	[0] [1] [3] [4]
(f) box	Related: socks, fox	[0] [1] [3] [4]
(g) cane	Related: can	[0] [1] [3] [4]
(h) socks	Related: box, fox	[0] [1] [3] [4]

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3W. Written word comprehension

Present stimulus cards 10, 11, 12, 13. Say **'Show me the picture that matches the word in the middle'** Score as follows: 4 = correct; 3 = correct, but delayed >3 seconds or self-corrected; 1 = related foil; 0 = unrelated foil, or no response within 6 seconds.

(a)	lion	Related: giraffe, horse	[0]	[1] [3] [4]
(b)	drum	Related: violin, trombone	[0]	[1] [3] [4]
(c)	violin	Related: drum, trombone	[0]	[1] [3] [4]
(d)	giraffe	Related: lion, horse	[0]	[1] [3] [4]
Pres	sent stimulus card	1 14, 15, 16, 17.		
(e)	bone	Related: boat	[0]	[1] [3] [4]
(f)	kite	Related: coat	[0]	[1] [3] [4]
(g)	boot	Related: boat	[0]	[1] [3] [4]
(h)	goat	Related: coat	[0]	[1] [3] [4]

5W. Writing

Present final page of score-sheet. Ask 'What is this? And this? etc., What is happening here?' Allow 12 seconds. Score as follows: 4 = correct. Accept reasonable alternative labels; 3 = correct, but delayed >6 seconds or self-corrected; 2 = (a-c) at least half of the letters are correct; (d) at least half the words are correct; 1 = some relation to target, 2+ words for (d); 0 = unrelated response, or no response within 12 seconds. If not named in 12 seconds, provide a cue consisting of the first two phonemes (a-c) or the first two words (d), and indicate if a correct response is provided after the cue.

(a) bed	 (c) [0] [1] [2] [3] [4]
(b) mushroom	 (c) [0] [1] [2] [3] [4]
(c) stethoscope	 (c) [0] [1] [2] [3] [4]
(d) The girl is pulling the boy.	 (c) [0] [1] [2] [3] [4]

Quick Aphasia Battery (QAB)

Form 3A-Remote

Par	rticipant		Date	Time	
Loc	cation		Examiner		
- -	material produced Score the first con Verbally presented attention. If an ite	o respond to each item. Correct responses after d in the first 6 seconds, except where a response of the response (i.e. not a false start, nor a frail d items may be repeated once, if the patient remains repeated, restart the 6 second count. Exic errors not affecting the identity of any phonal counts.	use is initiated before gment). equests, or if the exa	6 seconds, and then cont miner suspects mishearin	g or a lapse in
1.	Level of cons	sciousness			
Can	be approached?	Score as follows: 4 = yes; 0 = no, based on pr	ior discussion with n	urse(s), doctor(s), etc.	
(a)	ls patient suffi	ciently clinically stable to be approache	ed?		[0 (stop)] [4]
		re as follows: 4 = already awake or rouses to m 1 = shows some response but does not rouse;		ouses to moderate stimul	ation; 2 = rouses, but
(b)	Can patient be	e roused?		[0 (stop)] [1	(stop)] [2] [3] [4]
to a	Il three yes/no qu	follows: 4 = an intelligible, correct answer (any estions; 2 = correct on 'yes' question and corred; 0 = response shows no sign of understanding	ect on 1/2 'no' questi	ons; 1 = equivocal signs of	
(c)	Can you tell n	ne where we are right now?			[0] [1] [2] [3] [4]
	If NR/incorrect:	Are we in a library? Are we at a playground? Are we at [correct place]?		[yes] <u>[no]</u> [NR] [yes] <u>[no]</u> [NR] <u>[yes]</u> [no] [NR]	
(d)) What month i	is it?			[0] [1] [2] [3] [4]
	If NR/incorrect:	Is it [wrong month]? Is it [wrong month]? Is it [correct month]?		[yes] [<u>no]</u> [NR] [yes] [<u>no]</u> [NR] [<u>yes]</u> [no] [NR]	
(e)	How old are y	/ou?			[0] [1] [2] [3] [4]
	If NR/incorrect:	Are you [wrong age]? Are you [correct age]? Are you [wrong age]?		[yes] [<u>no]</u> [NR] [<u>yes]</u> [no] [NR] [yes] <u>[no]</u> [NR]	
con	nmand or imitate a	ds? Score as follows: 4 = follows verbal commaction; 0 = response shows no sign of understastituational or patient factors dictate, in which	anding the command	l, or no response. Alternat	
(f)	Close your ey	es.			
	If not done:	Model closing eyes, indicate to copy.			[0] [1] [3] [4]
(g)	Point to the c	eiling.			
	If not done:	Point to the ceiling, indicate to copy.			[0] [1] [3] [4]
Ove	erall impression.	Score as follows: 4 = yes; 3 = yes, with reserva	itions (e.g. some laps	es); 2 = on and off; 1 = ma	rginally; 0 = not at all.
(h)	Can natient st	av awake maintain attention and atte	mnt commands?		

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[0 (stop)] [1 (stop)] [2 (stop)] [3] [4]

2. Connected speech

Converse with the par	ticipant for at le	east three minutes,	around one or mor	e conversation	topics, e.g.:
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 - the best trip you ever took - your favorite holiday as a child - your worst childhood memory - when you retired 	 - the worst trip you ever took - a happy childhood memory - when you had your first child - what you like about where you live 	when you got marriedyour first jobhow you met your husband/wife/partnera time you were really scared/embarrassed/angry

Rate connected speech using the following scales. Other connected speech produced in the evaluation should also be considered. 4 = normal: not present or within normal range; 3 = mild: detectable but infrequent; 2= moderate: frequent but not pervasive; 1 = marked: pervasive but not ubiquitous; 0 = severe: evident in most or all utterances.

Aphasic connected speech feature	0	1	2	3	4
Reduced length and complexity of utterances	single words	MLU 2 words	MLU 3-4 words	MLU 5-7 words	normal
Reduced speech rate	0-24 wpm	25-49 wpm	50-74 wpm	75-99 wpm	100+ wpm
Agrammatism: omission of words and morphemes, especially closed class; "telegraphic speech"	severe	marked	moderate	mild	normal
Paragrammatism: substitution of closed class items; inappropriate juxtaposition of words and phrases; garbled syntax	severe	marked	moderate	mild	normal
Anomia: word-finding pauses, word-finding failures, abandoned utterances, effective circumlocution	severe	marked	moderate	mild	normal
Empty speech: vague words, overabundance of closed class words, ineffective circumlocution, utterances unclear in meaning and/or tangential	severe	marked	moderate	mild	normal
Semantic paraphasias: substitution of open class items (including perseverations)	severe	marked	moderate	mild	normal
Phonemic paraphasias and neologisms	severe	marked	moderate	mild	normal
Self-correction: false starts, retraced sequences, conduite d'approche	severe	marked	moderate	mild	normal
Overall communication impairment	communication fragmentary; examiner carries burden	communication limited; participant shares burden	can discuss everyday topics; limited beyond that	impairment evident, but can discuss all topics	no impairment evident

		examiner carries burden	shares burden	that	topics	
If not possible:	[] No spontaneous [] Fewer than 10 wp		,		0 ,	٠, ٠

4. Sentence comprehension

Say 'Answer yes or no...' Score as follows: 4 = correct. Nodding and shaking the head, other contextually appropriate alternatives to yes/no, e.g. 'sometimes', 'I don't think so', or idiosyncratic responses that demonstrate understanding are acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = idiosyncratic response where it is unclear whether or not patient understands; 1 = incorrect, but response suggests some partial comprehension; 0 = incorrect/no response within 6 seconds.

(a) Am I wearing a [color] [shirt/dress]? (Y)	[0] [1] [2] [3] [4]
(b) Are you wearing a [color] [shirt/dress]? (N)	[0] [1] [2] [3] [4]
(c) Do you brush your teeth with a comb? (N)	[0] [1] [2] [3] [4]
(d) Are babies named by parents? (Y)	[0] [1] [2] [3] [4]
(e) Do you take pictures with a camera? (Y)	[0] [1] [2] [3] [4]
(f) If you're about to finish, have you finished yet? (N)	[0] [1] [2] [3] [4]
(g) Are people taxed by governments? (Y)	[0] [1] [2] [3] [4]
(h) If you're about to go inside, are you still outside? (Y)	[0] [1] [2] [3] [4]
(i) Are wolves attacked by deer? (N)	[0] [1] [2] [3] [4]
(j) If he was at the show when you arrived, did he get there first? (Y)	[0] [1] [2] [3] [4]
(k) Are thieves robbed by victims? (N)	[0] [1] [2] [3] [4]
(l) If I tell you I used to drink coffee, do you think I drink coffee now? (N)	[0] [1] [2] [3] [4]

6. Repetition

Say 'Repeat after me.' Score as follows: 4 = correct. Expanding contraction in (f) is acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = (a-d) at least half of the phonemes are correct, or apraxic error on target; (e-f) at least half of the words are correct; 1 = some relation to target, 2+ words for (e) and (f); 0 = unrelated response, or no response within 6 seconds.

(a) head	-		[0] [1] [2] [3] [4]
(b) brother	-		[0] [1] [2] [3] [4]
(c) proximity	-		[0] [1] [2] [3] [4]
(d) inconceiv	able		[0] [1] [2] [3] [4]
(e) The baby	drinks from a bottle.		[0] [1] [2] [3] [4]
(f) The confi	dent vocalist realized where we'd	l be staying.	[0] [1] [2] [3] [4]

8. Motor speech

Ask patient to perform tasks (a), (c) and (d) as quickly as possible. Ask them to hold vowel in (b) as long as possible, up to 15 seconds. Counting can be done at normal rate. If motor speech deficits are suspected, additional items may be given (e.g. pursing and retracting lips, ta ta ta, ka ka, sustained s).

(a) tongue from side to sa	ide _		
(b) aaaaaaah (voice quality)		
(c) рл рл рл рл рл (rate/r	·hvthm)		
(d) pataka pataka pataka			
(e) catastrophe catastro			
(f) Count to 10.			
(i) Courte to 10.	_	 	

Rate motor speech using the following scales, based on the whole evaluation, not just this section.

Motor speech feature	0	1	2	3	4
Dysarthria: impairment of muscles used for speech production	severe	marked	moderate	mild	normal
Apraxia of speech: impairment of speech motor planning	severe	marked	moderate	mild	normal

4E. Extra sentence comprehension

Say 'Answer yes or no...' Score as follows: 4 = correct. Nodding and shaking the head, other contextually appropriate alternatives to yes/no, e.g. 'sometimes', 'I don't think so', or idiosyncratic responses that demonstrate understanding are acceptable; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 2 = idiosyncratic response where it is unclear whether or not patient understands; 1 = incorrect, but response suggests some partial comprehension; 0 = incorrect/no response within 6 seconds.

Are you a [man/woman]? (Y)	[0] [1] [2] [3] [4]
Am I a [man/woman]? (N)	[0] [1] [2] [3] [4]
Do you cut the grass with an axe? (N)	[0] [1] [2] [3] [4]
Are babies watched by babysitters? (Y)	[0] [1] [2] [3] [4]
Do you open your door with a key? (Y)	[0] [1] [2] [3] [4]
If you're about to leave, have you left yet? (N)	[0] [1] [2] [3] [4]
Are witnesses questioned by police? (Y)	[0] [1] [2] [3] [4]
If I tell you I used to smoke, do you think I smoke now? (N)	[0] [1] [2] [3] [4]
Are doctors treated by patients? (N)	[0] [1] [2] [3] [4]
If I was at the park when you arrived, did I get there first? (Y)	[0] [1] [2] [3] [4]
If you're about to go upstairs, are you still downstairs (Y)	[0] [1] [2] [3] [4]
Are cats chased by mice? (N)	[0] [1] [2] [3] [4]
	Am I a [man/woman]? (N) Do you cut the grass with an axe? (N) Are babies watched by babysitters? (Y) Do you open your door with a key? (Y) If you're about to leave, have you left yet? (N) Are witnesses questioned by police? (Y) If I tell you I used to smoke, do you think I smoke now? (N) Are doctors treated by patients? (N) If I was at the park when you arrived, did I get there first? (Y) If you're about to go upstairs, are you still downstairs (Y)

Pre	sent stimulus card 1. Ask 'What is happening here?'		
(a)	The girl is pulling the boy.		
(b)	The boy is kissing the girl.		
5	Picture naming		
	_	c.' Score as follows: 4 = correct. Accept reasonable alternativ	/e lahels: 3 =
cori rela	rect, but delayed >3 seconds or self-corrected; 2 = at l	east half of the phonemes are correct, or apraxic error on to e within 6 seconds. If not named in 6 seconds, provide a cue	arget; 1 = some
(a)	bed	(c)	[0] [1] [2] [3] [4
(b)	flower	(c)	[0] [1] [2] [3] [4
(c)	mushroom	(c)	[0] [1] [2] [3] [4
(d)	harmonica	(c)	[0] [1] [2] [3] [4]
(e)	pelican	(c)	[0] [1] [2] [3] [4]
(f)	stethoscope	(c)	[0] [1] [2] [3] [4]
_	Panding aloud		
	Reading aloud		
acco apr	eptable; 3 = correct, but delayed >3 seconds, self-corr	ntences out loud.' Score as follows: 4 = correct. Expanding of ected, or repeated; 2 = (a-d) at least half of the phonemes are correct; 1 = some relation to target, 2+ words for (e) and (f)	re correct, or
(a)	pot		[0] [1] [2] [3] [4]
(b)	cough		[0] [1] [2] [3] [4]
(c)	prohibition		[0] [1] [2] [3] [4
(d)	unforgettable		[0] [1] [2] [3] [4]
(e)	The dog sleeps on the floor.		[0] [1] [2] [3] [4
(f)	The ethical accountant understood why I'd	d been hiding.	[0] [1] [2] [3] [4

3. Word comprehension

Present stimulus card 2. Say **'Show me the...'** Score as follows: 4 = correct; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 1 = related foil; 0 = unrelated foil, or no response within 6 seconds.

(a) elephant	Related: camel, bear	 [0] [1] [3] [4]
(b) piano	Related: trumpet, cello	 [0] [1] [3] [4]
(c) camel	Related: elephant, bear	 [0] [1] [3] [4]
(d) trumpet	Related: piano, cello	 [0] [1] [3] [4]
Present stimulus ca	rd 3.	
(e) cat	Related: can	 [0] [1] [3] [4]
(f) box	Related: socks, fox	 [0] [1] [3] [4]
(g) cane	Related: can	 [0] [1] [3] [4]
(h) socks	Related: box, fox	 [0] [1] [3] [4]

3E. Extra word comprehension

Present stimulus card 6. Say **'Show me the...'** Score as follows: 4 = correct; 3 = correct, but delayed >3 seconds, self-corrected, or repeated; 1 = related foil; 0 = unrelated foil, or no response within 6 seconds.

(a) lion	Related: giraffe, horse	[0] [1] [3] [4]
(b) drum	Related: violin, trombone	[0] [1] [3] [4]
(c) violin	Related: drum, trombone	[0] [1] [3] [4]
(d) giraffe	Related: lion, horse	[0] [1] [3] [4]
Present stimulus car	⁻ d 7.	
(e) bone	Related: boat	[0] [1] [3] [4]
(f) kite	Related: coat	[0] [1] [3] [4]
(g) boot	Related: boat	[0] [1] [3] [4]
(h) goat	Related: coat	[0] [1] [3] [4]

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3W. Written word comprehension

Present stimulus cards 10, 11, 12, 13. Say **'Show me the picture that matches the word in the middle'** Score as follows: 4 = correct; 3 = correct, but delayed >3 seconds or self-corrected; 1 = related foil; 0 = unrelated foil, or no response within 6 seconds.

(a)	guitar	Related: saxophone, harp	[0] [1] [3] [
(b)	tiger	Related: zebra, donkey	[0] [1] [3] [
(c)	zebra	Related: tiger, donkey	[0] [1] [3] [
(d)	saxophone	Related: guitar, harp	[0] [1] [3] [
Present stimulus cards 14, 15, 16, 17.						
(e)	pear	Related: chair, hair				
(f)	crown	Related: clown	[0] [1] [3] [
(g)	cloud	Related: clown	[0] [1] [3] [
(h)	chair	Related: pear, hair				

5W. Writing

Present final page of score-sheet. Ask 'What is this? And this? etc., What is happening here?' Allow 12 seconds. Score as follows: 4 = correct. Accept reasonable alternative labels; 3 = correct, but delayed >6 seconds or self-corrected; 2 = (a-c) at least half of the letters are correct; (d) at least half the words are correct; 1 = some relation to target, 2+ words for (d); 0 = unrelated response, or no response within 12 seconds. If not named in 12 seconds, provide a cue consisting of the first two phonemes (a-c) or the first two words (d), and indicate if a correct response is provided after the cue.

(a)	dog	 (c)	[0] [1] [2] [3] [4]
(b)	wheelchair	 (c)	[0] [1] [2] [3] [4]
(c)	escalator	 (c)	[0] [1] [2] [3] [4]
(d)	The boy is pushing the girl.	 (c)	[0] [1] [2] [3] [4]

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