Quick Aphasia Battery (QAB)

Form 1-Remote

Participant _____ Date _____ Time _____

Location _____ Examiner _____

1. Level of consciousness

Can be approached? Score as follows: 4 = yes; 0 = no, based on prior discussion with nurse(s), doctor(s), etc.

(a) *Is patient sufficiently clinically stable to be approached?* [0 **(stop)**] [4]

Can be roused? Score as follows: 4 = already awake or rouses to mild stimulation; 3 = rouses to moderate stimulation; 2 = rouses, but does not stay awake; 1 = shows some response but does not rouse; 0 = no response.

(b) *Can patient be roused?* [0 **(stop)**] [1 **(stop)**] [2] [3] [4]

Oriented? Score as follows: 4 = an intelligible, correct answer (any speech/language errors may be ignored here); 3 = correct answers to all three yes/no questions; 2 = correct on 'yes' question and correct on 1/2 'no' questions; 1 = equivocal signs of understanding and attempting to respond; 0 = response shows no sign of understanding the question, or no response.

(c) Can you tell me where we are right now? _____ [0] [1] [2] [3] [4]

　　If NR/incorrect:　Are we in a library?　　　　　　　　　　[yes] [no] [NR]
　　　　　　　　　　Are we at a playground?　　　　　　　　　[yes] [no] [NR]
　　　　　　　　　　Are we at [correct place]?　　　　　　　　[yes] [no] [NR]

(d) What month is it? _____ [0] [1] [2] [3] [4]

　　If NR/incorrect:　Is it [wrong month]?　　　　　　　　　　[yes] [no] [NR]
　　　　　　　　　　Is it [wrong month]?　　　　　　　　　　[yes] [no] [NR]
　　　　　　　　　　Is it [correct month]?　　　　　　　　　　[yes] [no] [NR]

(e) How old are you? _____ [0] [1] [2] [3] [4]

　　If NR/incorrect:　Are you [wrong age]?　　　　　　　　　　[yes] [no] [NR]
　　　　　　　　　　Are you [correct age]?　　　　　　　　　　[yes] [no] [NR]
　　　　　　　　　　Are you [wrong age]?　　　　　　　　　　[yes] [no] [NR]

Can follow commands? Score as follows: 4 = follows verbal command; 3 = imitates action; 1 = equivocal attempt to follow verbal command or imitate action; 0 = response shows no sign of understanding the command, or no response. Alternative simple commands may be substituted if situational or patient factors dictate, in which case they should be noted.

(f) Close your eyes. _____

　　If not done:　*Model closing eyes, indicate to copy.* [0] [1] [3] [4]

(g) Point to the ceiling. _____

　　If not done:　*Point to the ceiling, indicate to copy.* [0] [1] [3] [4]

Overall impression. Score as follows: 4 = yes; 3 = yes, with reservations (e.g. some lapses); 2 = on and off; 1 = marginally; 0 = not at all.

(h) *Can patient stay awake, maintain attention, and attempt 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	– the worst trip you ever took	– when you got married
– your favorite holiday as a child	– a happy childhood memory	– your first job
– your worst childhood memory	– when you had your first child	– how you met your husband/wife/partner
– when you retired	– what you like about where you live	– 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

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

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 we'd be going. [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, tʌ tʌ tʌ, kʌ kʌ kʌ, sustained s).

(a) *tongue from side to side*   _____

(b) aaaaaah (voice quality)   _____

(c) pʌ pʌ pʌ pʌ pʌ (rate/rhythm)   _____

(d) pʌtʌkʌ pʌtʌkʌ pʌtʌkʌ (rate/rhythm)   _____

(e) catastrophe catastrophe (rate/rhythm) _____

(f) Count 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

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

Present stimulus card 5. Ask **'What is this? And this? etc.'** Score as follows: 4 = correct. Accept reasonable alternative labels; 3 = correct, but delayed >3 seconds or self-corrected; 2 = at least half of the phonemes are correct, or apraxic error on target; 1 = some relation to target; 0 = unrelated response, or no response within 6 seconds. If not named in 6 seconds, provide a cue consisting of the first two phonemes, and indicate if a correct response is provided after the cue.

(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

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 been 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]

Quick Aphasia Battery (QAB)

Form 2-Remote

Participant _____   Date _____   Time _____

Location   _____   Examiner _____

– Allow 6 seconds to respond to each item. Correct responses after 3 seconds count as delayed and receive 3 points. Score only material produced in the first 6 seconds, except where a response is initiated before 6 seconds, and then continues.
– Score the first complete response (i.e. not a false start, nor a fragment).
– Verbally presented items may be repeated once, if the patient requests, or if the examiner suspects mishearing or a lapse in attention. If an item is repeated, restart the 6 second count.
– Dysarthric or apraxic errors not affecting the identity of any phonemes should be ignored, except when rating motor speech.

1. Level of consciousness

Can be approached? Score as follows: 4 = yes; 0 = no, based on prior discussion with nurse(s), doctor(s), etc.

(a) *Is patient sufficiently clinically stable to be approached?*   [0 **(stop)**] [4]

Can be roused? Score as follows: 4 = already awake or rouses to mild stimulation; 3 = rouses to moderate stimulation; 2 = rouses, but does not stay awake; 1 = shows some response but does not rouse; 0 = no response.

(b) *Can patient be roused?*   [0 **(stop)**] [1 **(stop)**] [2] [3] [4]

Oriented? Score as follows: 4 = an intelligible, correct answer (any speech/language errors may be ignored here); 3 = correct answers to all three yes/no questions; 2 = correct on 'yes' question and correct on 1/2 'no' questions; 1 = equivocal signs of understanding and attempting to respond; 0 = response shows no sign of understanding the question, or no response.

(c) Can you tell me where we are right now?   _____   [0] [1] [2] [3] [4]

    If NR/incorrect: Are we in a library?   [yes] [<u>no</u>] [NR]
                        Are we at a playground?   [yes] [<u>no</u>] [NR]
                        Are we at [correct place]?   [<u>yes</u>] [no] [NR]

(d) What month is it?   _____   [0] [1] [2] [3] [4]

    If NR/incorrect: Is it [wrong month]?   [yes] [<u>no</u>] [NR]
                        Is it [wrong month]?   [yes] [<u>no</u>] [NR]
                        Is it [correct month]?   [<u>yes</u>] [no] [NR]

(e) How old are you?   _____   [0] [1] [2] [3] [4]

    If NR/incorrect: Are you [wrong age]?   [yes] [<u>no</u>] [NR]
                        Are you [correct age]?   [<u>yes</u>] [no] [NR]
                        Are you [wrong age]?   [yes] [<u>no</u>] [NR]

Can follow commands? Score as follows: 4 = follows verbal command; 3 = imitates action; 1 = equivocal attempt to follow verbal command or imitate action; 0 = response shows no sign of understanding the command, or no response. Alternative simple commands may be substituted if situational or patient factors dictate, in which case they should be noted.

(f) Close your eyes.   _____

    If not done: *Model closing eyes, indicate to copy.*   [0] [1] [3] [4]

(g) Point to the ceiling.   _____

    If not done: *Point to the ceiling, indicate to copy.*   [0] [1] [3] [4]

Overall impression. Score as follows: 4 = yes; 3 = yes, with reservations (e.g. some lapses); 2 = on and off; 1 = marginally; 0 = not at all.

(h) *Can patient stay awake, maintain attention, and attempt 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	– the worst trip you ever took	– when you got married
– your favorite holiday as a child	– a happy childhood memory	– your first job
– your worst childhood memory	– when you had your first child	– how you met your husband/wife/partner
– when you retired	– what you like about where you live	– 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
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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
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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, typically mainly 'yes', 'no', a few single words or attempts

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]

_____

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, tʌ tʌ tʌ, kʌ kʌ kʌ, sustained s).

(a) *tongue from side to side* _____

(b) aaaaaah (voice quality) _____

(c) pʌ pʌ pʌ pʌ pʌ (rate/rhythm) _____

(d) pʌtʌkʌ pʌtʌkʌ pʌtʌkʌ (rate/rhythm) _____

(e) catastrophe catastrophe (rate/rhythm) _____

(f) Count 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

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

Present stimulus card 5. Ask **'What is this? And this? etc.'** Score as follows: 4 = correct. Accept reasonable alternative labels; 3 = correct, but delayed >3 seconds or self-corrected; 2 = at least half of the phonemes are correct, or apraxic error on target; 1 = some relation to target; 0 = unrelated response, or no response within 6 seconds. If not named in 6 seconds, provide a cue consisting of the first two phonemes, and indicate if a correct response is provided after the cue.

(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]

QAB v2.43

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]

(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 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]

Quick Aphasia Battery (QAB)

Form 3-Remote

Participant _____ Date _____ Time _____

Location _____ Examiner _____

- Allow 6 seconds to respond to each item. Correct responses after 3 seconds count as delayed and receive 3 points. Score only material produced in the first 6 seconds, except where a response is initiated before 6 seconds, and then continues.
- Score the first complete response (i.e. not a false start, nor a fragment).
- Verbally presented items may be repeated once, if the patient requests, or if the examiner suspects mishearing or a lapse in attention. If an item is repeated, restart the 6 second count.
- Dysarthric or apraxic errors not affecting the identity of any phonemes should be ignored, except when rating motor speech.

1. Level of consciousness

Can be approached? Score as follows: 4 = yes; 0 = no, based on prior discussion with nurse(s), doctor(s), etc.

(a) *Is patient sufficiently clinically stable to be approached?*   [0 **(stop)**] [4]

Can be roused? Score as follows: 4 = already awake or rouses to mild stimulation; 3 = rouses to moderate stimulation; 2 = rouses, but does not stay awake; 1 = shows some response but does not rouse; 0 = no response.

(b) *Can patient be roused?*   [0 **(stop)**] [1 **(stop)**] [2] [3] [4]

Oriented? Score as follows: 4 = an intelligible, correct answer (any speech/language errors may be ignored here); 3 = correct answers to all three yes/no questions; 2 = correct on 'yes' question and correct on 1/2 'no' questions; 1 = equivocal signs of understanding and attempting to respond; 0 = response shows no sign of understanding the question, or no response.

(c) Can you tell me where we are right now?   _____ [0] [1] [2] [3] [4]

    If NR/incorrect: Are we in a library?   [yes] [<u>no</u>] [NR]
                         Are we at a playground?   [yes] [<u>no</u>] [NR]
                         Are we at [correct place]?   [<u>yes</u>] [no] [NR]

(d) What month is it?   _____ [0] [1] [2] [3] [4]

    If NR/incorrect: Is it [wrong month]?   [yes] [<u>no</u>] [NR]
                         Is it [wrong month]?   [yes] [<u>no</u>] [NR]
                         Is it [correct month]?   [<u>yes</u>] [no] [NR]

(e) How old are you?   _____ [0] [1] [2] [3] [4]

    If NR/incorrect: Are you [wrong age]?   [yes] [<u>no</u>] [NR]
                         Are you [correct age]?   [<u>yes</u>] [no] [NR]
                         Are you [wrong age]?   [yes] [<u>no</u>] [NR]

Can follow commands? Score as follows: 4 = follows verbal command; 3 = imitates action; 1 = equivocal attempt to follow verbal command or imitate action; 0 = response shows no sign of understanding the command, or no response. Alternative simple commands may be substituted if situational or patient factors dictate, in which case they should be noted.

(f) Close your eyes.   _____

    If not done: *Model closing eyes, indicate to copy.*   [0] [1] [3] [4]

(g) Point to the ceiling.   _____

    If not done: *Point to the ceiling, indicate to copy.*   [0] [1] [3] [4]

Overall impression. Score as follows: 4 = yes; 3 = yes, with reservations (e.g. some lapses); 2 = on and off; 1 = marginally; 0 = not at all.

(h) *Can patient stay awake, maintain attention, and attempt 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	– the worst trip you ever took	– when you got married
– your favorite holiday as a child	– a happy childhood memory	– your first job
– your worst childhood memory	– when you had your first child	– how you met your husband/wife/partner
– when you retired	– what you like about where you live	– 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

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

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 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, tʌ tʌ tʌ, kʌ kʌ kʌ, sustained s).

(a) *tongue from side to side* _____

(b) aaaaaah (voice quality) _____

(c) pʌ pʌ pʌ pʌ pʌ (rate/rhythm) _____

(d) pʌtʌkʌ pʌtʌkʌ pʌtʌkʌ (rate/rhythm) _____

(e) catastrophe catastrophe (rate/rhythm) _____

(f) Count 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

Present 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

Present stimulus card 5. Ask **'What is this? And this? etc.'** Score as follows: 4 = correct. Accept reasonable alternative labels; 3 = correct, but delayed >3 seconds or self-corrected; 2 = at least half of the phonemes are correct, or apraxic error on target; 1 = some relation to target; 0 = unrelated response, or no response within 6 seconds. If not named in 6 seconds, provide a cue consisting of the first two phonemes, and indicate if a correct response is provided after the cue.

(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]

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 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 card 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]

Quick Aphasia Battery (QAB)

Form 1A-Remote

Participant _____   Date _____   Time _____

Location _____   Examiner _____

– Allow 6 seconds to respond to each item. Correct responses after 3 seconds count as delayed and receive 3 points. Score only material produced in the first 6 seconds, except where a response is initiated before 6 seconds, and then continues.
– Score the first complete response (i.e. not a false start, nor a fragment).
– Verbally presented items may be repeated once, if the patient requests, or if the examiner suspects mishearing or a lapse in attention. If an item is repeated, restart the 6 second count.
– Dysarthric or apraxic errors not affecting the identity of any phonemes should be ignored, except when rating motor speech.

1. Level of consciousness

Can be approached? Score as follows: 4 = yes; 0 = no, based on prior discussion with nurse(s), doctor(s), etc.

(a) *Is patient sufficiently clinically stable to be approached?*   [0 **(stop)**] [4]

Can be roused? Score as follows: 4 = already awake or rouses to mild stimulation; 3 = rouses to moderate stimulation; 2 = rouses, but does not stay awake; 1 = shows some response but does not rouse; 0 = no response.

(b) *Can patient be roused?*   [0 **(stop)**] [1 **(stop)**] [2] [3] [4]

Oriented? Score as follows: 4 = an intelligible, correct answer (any speech/language errors may be ignored here); 3 = correct answers to all three yes/no questions; 2 = correct on 'yes' question and correct on 1/2 'no' questions; 1 = equivocal signs of understanding and attempting to respond; 0 = response shows no sign of understanding the question, or no response.

(c) Can you tell me where we are right now?   _____   [0] [1] [2] [3] [4]

    If NR/incorrect: Are we in a library?   [yes] [<u>no</u>] [NR]
                             Are we at a playground?   [yes] [<u>no</u>] [NR]
                             Are we at [correct place]?   [<u>yes</u>] [no] [NR]

(d) What month is it?   _____   [0] [1] [2] [3] [4]

    If NR/incorrect: Is it [wrong month]?   [yes] [<u>no</u>] [NR]
                             Is it [wrong month]?   [yes] [<u>no</u>] [NR]
                             Is it [correct month]?   [<u>yes</u>] [no] [NR]

(e) How old are you?   _____   [0] [1] [2] [3] [4]

    If NR/incorrect: Are you [wrong age]?   [yes] [<u>no</u>] [NR]
                             Are you [correct age]?   [<u>yes</u>] [no] [NR]
                             Are you [wrong age]?   [yes] [<u>no</u>] [NR]

Can follow commands? Score as follows: 4 = follows verbal command; 3 = imitates action; 1 = equivocal attempt to follow verbal command or imitate action; 0 = response shows no sign of understanding the command, or no response. Alternative simple commands may be substituted if situational or patient factors dictate, in which case they should be noted.

(f) Close your eyes.   _____

    If not done: *Model closing eyes, indicate to copy.*   [0] [1] [3] [4]

(g) Point to the ceiling.   _____

    If not done: *Point to the ceiling, indicate to copy.*   [0] [1] [3] [4]

Overall impression. Score as follows: 4 = yes; 3 = yes, with reservations (e.g. some lapses); 2 = on and off; 1 = marginally; 0 = not at all.

(h) *Can patient stay awake, maintain attention, and attempt 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

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

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 we'd be going. [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, tʌ tʌ tʌ, kʌ kʌ kʌ, sustained s).

(a) *tongue from side to side* _____

(b) aaaaaah (voice quality) _____

(c) pʌ pʌ pʌ pʌ pʌ (rate/rhythm) _____

(d) pʌtʌkʌ pʌtʌkʌ pʌtʌkʌ (rate/rhythm) _____

(e) catastrophe catastrophe (rate/rhythm) _____

(f) Count 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) 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

Present stimulus card 5. Ask **'What is this? And this? etc.'** Score as follows: 4 = correct. Accept reasonable alternative labels; 3 = correct, but delayed >3 seconds or self-corrected; 2 = at least half of the phonemes are correct, or apraxic error on target; 1 = some relation to target; 0 = unrelated response, or no response within 6 seconds. If not named in 6 seconds, provide a cue consisting of the first two phonemes, and indicate if a correct response is provided after the cue.

(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

Present stimulus card 9. 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 been 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]

Present stimulus cards 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

Participant _____   Date _____   Time _____

Location _____   Examiner _____

1. Level of consciousness

Can be approached? Score as follows: 4 = yes; 0 = no, based on prior discussion with nurse(s), doctor(s), etc.

(a) *Is patient sufficiently clinically stable to be approached?*   [0 **(stop)**] [4]

Can be roused? Score as follows: 4 = already awake or rouses to mild stimulation; 3 = rouses to moderate stimulation; 2 = rouses, but does not stay awake; 1 = shows some response but does not rouse; 0 = no response.

(b) *Can patient be roused?*   [0 **(stop)**] [1 **(stop)**] [2] [3] [4]

Oriented? Score as follows: 4 = an intelligible, correct answer (any speech/language errors may be ignored here); 3 = correct answers to all three yes/no questions; 2 = correct on 'yes' question and correct on 1/2 'no' questions; 1 = equivocal signs of understanding and attempting to respond; 0 = response shows no sign of understanding the question, or no response.

(c) Can you tell me where we are right now?   _____   [0] [1] [2] [3] [4]

  If NR/incorrect: Are we in a library?   [yes] [<u>no</u>] [NR]
                     Are we at a playground?   [yes] [<u>no</u>] [NR]
                     Are we at [correct place]?   [<u>yes</u>] [no] [NR]

(d) What month is it?   _____   [0] [1] [2] [3] [4]

  If NR/incorrect: Is it [wrong month]?   [yes] [<u>no</u>] [NR]
                     Is it [wrong month]?   [yes] [<u>no</u>] [NR]
                     Is it [correct month]?   [<u>yes</u>] [no] [NR]

(e) How old are you?   _____   [0] [1] [2] [3] [4]

  If NR/incorrect: Are you [wrong age]?   [yes] [<u>no</u>] [NR]
                     Are you [correct age]?   [<u>yes</u>] [no] [NR]
                     Are you [wrong age]?   [yes] [<u>no</u>] [NR]

Can follow commands? Score as follows: 4 = follows verbal command; 3 = imitates action; 1 = equivocal attempt to follow verbal command or imitate action; 0 = response shows no sign of understanding the command, or no response. Alternative simple commands may be substituted if situational or patient factors dictate, in which case they should be noted.

(f) Close your eyes.   _____

  If not done: *Model closing eyes, indicate to copy.*   [0] [1] [3] [4]

(g) Point to the ceiling.   _____

  If not done: *Point to the ceiling, indicate to copy.*   [0] [1] [3] [4]

Overall impression. Score as follows: 4 = yes; 3 = yes, with reservations (e.g. some lapses); 2 = on and off; 1 = marginally; 0 = not at all.

(h) *Can patient stay awake, maintain attention, and attempt 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   – the worst trip you ever took   – when you got married
– your favorite holiday as a child   – a happy childhood memory   – your first job
– your worst childhood memory   – when you had your first child   – how you met your husband/wife/partner
– when you retired   – what you like about where you live   – 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

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

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]

_____

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, tʌ tʌ tʌ, kʌ kʌ kʌ, sustained s).

(a) *tongue from side to side* _____

(b) aaaaaah (voice quality) _____

(c) pʌ pʌ pʌ pʌ pʌ (rate/rhythm) _____

(d) pʌtʌkʌ pʌtʌkʌ pʌtʌkʌ (rate/rhythm) _____

(e) catastrophe catastrophe (rate/rhythm) _____

(f) Count 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

Present stimulus card 5. Ask **'What is this? And this? etc.'** Score as follows: 4 = correct. Accept reasonable alternative labels; 3 = correct, but delayed >3 seconds or self-corrected; 2 = at least half of the phonemes are correct, or apraxic error on target; 1 = some relation to target; 0 = unrelated response, or no response within 6 seconds. If not named in 6 seconds, provide a cue consisting of the first two phonemes, and indicate if a correct response is provided after the cue.

(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

Present stimulus card 9. 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]

(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 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 card 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]

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]

Present stimulus card 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

Participant _____ Date _____ Time _____

Location _____ Examiner _____

1. Level of consciousness

Can be approached? Score as follows: 4 = yes; 0 = no, based on prior discussion with nurse(s), doctor(s), etc.

(a) *Is patient sufficiently clinically stable to be approached?*   [0 **(stop)**] [4]

Can be roused? Score as follows: 4 = already awake or rouses to mild stimulation; 3 = rouses to moderate stimulation; 2 = rouses, but does not stay awake; 1 = shows some response but does not rouse; 0 = no response.

(b) *Can patient be roused?*   [0 **(stop)**] [1 **(stop)**] [2] [3] [4]

Oriented? Score as follows: 4 = an intelligible, correct answer (any speech/language errors may be ignored here); 3 = correct answers to all three yes/no questions; 2 = correct on 'yes' question and correct on 1/2 'no' questions; 1 = equivocal signs of understanding and attempting to respond; 0 = response shows no sign of understanding the question, or no response.

(c) Can you tell me where we are right now?   _____ [0] [1] [2] [3] [4]

  If NR/incorrect: Are we in a library?   [yes] [<u>no</u>] [NR]
                Are we at a playground?   [yes] [<u>no</u>] [NR]
                Are we at [correct place]?   [<u>yes</u>] [no] [NR]

(d) What month is it?   _____ [0] [1] [2] [3] [4]

  If NR/incorrect: Is it [wrong month]?   [yes] [<u>no</u>] [NR]
                Is it [wrong month]?   [yes] [<u>no</u>] [NR]
                Is it [correct month]?   [<u>yes</u>] [no] [NR]

(e) How old are you?   _____ [0] [1] [2] [3] [4]

  If NR/incorrect: Are you [wrong age]?   [yes] [<u>no</u>] [NR]
                Are you [correct age]?   [<u>yes</u>] [no] [NR]
                Are you [wrong age]?   [yes] [<u>no</u>] [NR]

Can follow commands? Score as follows: 4 = follows verbal command; 3 = imitates action; 1 = equivocal attempt to follow verbal command or imitate action; 0 = response shows no sign of understanding the command, or no response. Alternative simple commands may be substituted if situational or patient factors dictate, in which case they should be noted.

(f) Close your eyes.   _____

  If not done: *Model closing eyes, indicate to copy.*   [0] [1] [3] [4]

(g) Point to the ceiling.   _____

  If not done: *Point to the ceiling, indicate to copy.*   [0] [1] [3] [4]

Overall impression. Score as follows: 4 = yes; 3 = yes, with reservations (e.g. some lapses); 2 = on and off; 1 = marginally; 0 = not at all.

(h) *Can patient stay awake, maintain attention, and attempt 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   – the worst trip you ever took   – when you got married
– your favorite holiday as a child   – a happy childhood memory   – your first job
– your worst childhood memory   – when you had your first child   – how you met your husband/wife/partner
– when you retired   – what you like about where you live   – 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

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

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 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, tʌ tʌ tʌ, kʌ kʌ kʌ, sustained s).

(a)   *tongue from side to side*   _____

(b)   aaaaaah (voice quality)   _____

(c)   pʌ pʌ pʌ pʌ pʌ (rate/rhythm)   _____

(d)   pʌtʌkʌ pʌtʌkʌ pʌtʌkʌ (rate/rhythm)   _____

(e)   catastrophe catastrophe (rate/rhythm)   _____

(f)   Count 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)   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]

Present 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

Present stimulus card 5. Ask **'What is this? And this? etc.'** Score as follows: 4 = correct. Accept reasonable alternative labels; 3 = correct, but delayed >3 seconds or self-corrected; 2 = at least half of the phonemes are correct, or apraxic error on target; 1 = some relation to target; 0 = unrelated response, or no response within 6 seconds. If not named in 6 seconds, provide a cue consisting of the first two phonemes, and indicate if a correct response is provided after the cue.

(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]

7. Reading aloud

Present stimulus card 9. 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 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 card 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 card 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]

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] [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 cards 14, 15, 16, 17.

(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]

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]