Brisbane Evidence-Based Language Test

Clinician: _____

Date: _____

Patient Name: _____

Address: _____

ID: _____

Complete Test

Subtests:

- **Perceptual**
- **Auditory Comprehension**
- **Verbal Expression**
- **Reading**
- **Writing**

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Results Summary

SUBTEST	SCORE	COMMENTS	TOTAL
PERCEPTUAL			
1. Copying Gestures	/2		
2. Object to Object Matching	/2		
3. Demonstrating Object Use	/2		
4. Demonstrating Object Use from Pictures	/2		
5. Object to Picture Matching	/2		
6. Picture to Picture Matching (semantic links)	/5		/15
AUDITORY COMPREHENSION			
7. Yes No Questions	/12		
8. Following Verbal Commands	/8		
9. Identifying pictures by description	/6		
10. Identifying objects by function	/2		
11. Odd-one-out	/2		
12. Complex Question	/6	*(13) Self-reported difficulty? (Yes/No)*	
14. Synonyms	/2		/38
*VERBAL EXPRESSION			
15. Automatic Speech	/1		
16. Sentence Completion	/2		
17. Personal / Orientation Questions	/6		
18. Repetition	/4		
19. Object Naming	/2		
20. Naming Actions	/2		
21. Picture Naming	/4		
22. *Naming objects from the room	/4		
23. Naming gestures	/2		
24. Verbal Fluency – Animals	/45		
24. Verbal Fluency – Words starting with F	/35		
25. Picture Description	/16	*(26) Self-reported difficulty? (Yes/No)*	
27. Word Definitions	/4		
28. Similarities and Differences	/2		
29. Proverbs	/3		/132
READING			
30. Object to Word Matching	/2		
31. Single Word Reading	/2		
32. Written Word to Picture Matching	/6		
33. Following Written Commands	/4		
34. Sums	/2		
35. Reading Aloud	/1		
36. Medicine Label	/3		
37. High Level Sentence Comprehension	/2		
39. *Delayed Recall	/21	*(38) Self-reported difficulty? (Yes/No)*	
40. Inference	/1		/44
WRITING			
41. Drawing Completion	/1		
42. Simple Copying	/2		
43. Functional Writing – Name	/2		
44. Functional Writing – Address	/3		
45. Writing to Dictation	/6		
46. Written Naming – Object	/1		
47. Written Naming – Gesture	/1		
48. Sentence Construction	/13	*(49) Self-reported difficulty? (Yes/No)*	/29

Total Brisbane EBLT Score	/258

Adapted Brisbane EBLT Total Scores	
Adapted score: excluding hospital ward items *If test is not administered at hospital bedside omit *Subtest 22 (which requires the naming of hospital ward objects) (note total possible test score is now 254)*	/254
Adapted score: excluding verbal expression subtests *If patient performance is proportionally more affected in Verbal Expression, query the presence of other expressive conditions (such as apraxia of speech) which may impact test score. If significant other expressive co-morbidities exist, exclude the *Verbal Expression section Q 15 - 29 and *Delayed Recall Q 39 and calculate total test score from the remaining items in the four following areas (Perceptual, Auditory Comprehension, Reading and Writing) (note total possible test score is now 105)*	/105

Perceptual
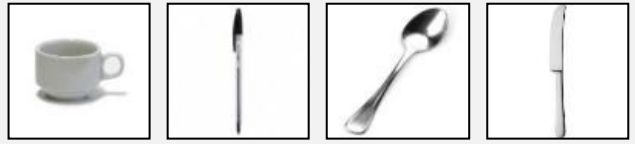
Presence of cognitive impairment?	Nature of impairment:
☐ Yes ☐ No	_____

Premorbid Cognitive impairment:	New Cognitive impairment:	Impacting on test performance?
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No ☐ Sometimes

1	**COPYING GESTURES**			
*'Copy what I'm doing.'* [Wave at patient] *'Copy me.'* [If required gently assist patient to lift arm and wave] *'Let's try the next one.'* [Point to nose] *'Copy me.'*				
Pointing to nose	Patient copies – points to nose		__/1	
Opening mouth	Patient copies – opens mouth		__/1	**__/2**

PLACE ONE CUP, PEN, SPOON and KNIFE IN FRONT OF PATIENT
(Second set of objects is kept out of patient's sight)

2	**OBJECT TO OBJECT MATCHING**			
[Take out second KNIFE] *'Which object matches with this? I'll do the first one.'* [Hold second KNIFE next to first knife]. *'This one matches.'* [Remove second knife]. [Now, take out the second CUP and give to patient] *'Which one matches with this?'*				
CUP	Matches it with first CUP		__/1	
PEN	Matches it with first PEN		__/1	**__/2**

ALL OBJECTS TAKEN OUT OF SIGHT - NOW GIVE ONE AT A TIME

3	**DEMONSTRATING OBJECT USE**			
'Show me how you would use these objects. I'll do the first one.' [Pick up KNIFE and pretend to saw/cut]. *'Now your turn'* [Give patient → PEN]				
PEN	Pretends to write		__/1	
CUP	Pretends to drink		__/1	**__/2**

4	**GIVE STIMULUS SLIDE 1**	**DEMONSTRATING GESTURES (Object Use) FROM PICTURES**		
'Show me the action that goes with each picture. I'll do the first one.' [Point to 'Hammer' and pretend to use a hammer] *'Now your turn.'* [Point to KEY]				
If needed, physically assist patient to copy your action in practice task (hammer) to demonstrate task aim				
Key	Pretends to turn key in lock		__/1	
Toothbrush	Pretends to clean teeth		__/1	**__/2**

5	**GIVE STIMULUS SLIDE 2**	**OBJECT TO PICTURE MATCHING**		
'Match the object with the right picture. I'll do the first one.' [Get out KNIFE → point to the picture of the KNIFE or place the KNIFE on picture of the KNIFE]. *'It goes there.'* [Take the KNIFE away]. *'Now your turn.'* [Give patient the PEN]				
PEN	Match PEN with picture of PEN		__/1	
SPOON	Match SPOON with picture of SPOON		__/1	**__/2**

PUT OBJECTS AWAY (required again later)

6	**GIVE STIMULUS SLIDE 3**	**PICTURE to PICTURE MATCHING (Semantic Links)**		
'Which of these bottom two pictures goes best with the middle one?' [Point to pictures] *'I'll do the first one.'* [Point to GLOVES and HANDS]. *'These go together.'* *'Now your turn.'*				
Scoring: patient can either point or say name of target picture name in response				
Apple	Banana (left)		Fruit (noun)	__/1
Saw	Scissors (left)		Cutting tools (adjective)	__/1
Mop	Tissue (right)		Cleaning (verb)	__/1	**__/3**

'Now let's try pictures of actions.'   [Verbs]

Eating	Drinking (left)		Consuming/imbibing (verb)	__/1
Fencing	Boxing (right)		Combat sports (noun)	__/1	**__/2**
				__/5

Auditory Comprehension

Presence of Impairment
☐ Hearing impairment *(mild / moderate / profound)*
☐ Presence of hearing aids ☐ Left ☐ Right
Impacting on test performance? ☐ Yes ☐ No

7 YES/NO QUESTIONS

'Answer these questions.' *Patient can respond verbally via gesture or provide written response and still achieve correct score.*

Is your name 'MARK'/ 'JAMES'? *(male patients)* (or) **Is your name 'EMMA'/ 'KATE'?** *(female patients)* [CHOOSE *INCORRECT* PATIENT NAME]	'NO'		__/1
Is your name...? [INSERT CORRECT FIRST NAME]	'YES'		__/1
Are you a woman?	'YES' or 'NO'		__/1
Are you a man?	'YES' or 'NO'		__/1
Are we in Moscow? [INCORRECT]	'NO'		__/1
Are we in…….? [INSERT CORRECT CITY/TOWN]	'YES'		__/1 __/6
Is it night time?	'YES' or 'NO'		__/1
Is this a hospital?	'YES' or 'NO'		__/1
Are you in bed?	'YES' or 'NO'		__/1 __/3
Do fish swim?	'YES'		__/1
Is sugar salty?	'NO'		__/1
Does 6 come before 3?	'NO'		__/1 __/3
		TOTAL:	___/12

8 FOLLOWING VERBAL COMMANDS

'I'd like you to do what I say. If I say 'wave' you then...' [WAVE to demonstrate]. If required gently assist patient to lift arm and wave. *'Now your turn. I want you to…Smile.'* *(All components must be correct to achieve score)*

CAN REPEAT COMMAND AGAIN ONCE. However ask patient to RE-START their response from beginning.

1 Stage

Close your eyes			
			__/1
Point to the ceiling			*(point = indication with finger/ arm/ hand)*
			__/1 __/2

'These commands now get longer. Please wait until I've finished before you respond.'
NOTE - Score patient normally even if patient starts responding before you finish speaking (do not penalise)

2 Stage

Touch your nose then point to the floor			*(can use the same or different hands, though must complete in this order)*
			__/1
Point to me while shaking your head			*(both actions must be completed together)*
			__/1 __/2

3 Stage

Point to your eyes, your nose and then your mouth			*(pointing to single eye for 'eyes' acceptable)*
			__/1
Scratch your head and then point to the ceiling with your eyes closed			*(eyes closed during whole task = mark correct)*
			__/1 __/2

4 Stage

Touch your ear, your shoulder, your nose and then point to your chin with your thumb		*(must be in this order)*
		__/1

Before you scratch your head, touch your ear, your shoulder and then your nose

Touch	ear	shoulder	then	nose	then	scratch	head	*(must be in this order)*
								__/1 __/2

NOTE: 'touch' only refers to first item 'ear', patient may point/indicate shoulder or nose = correct. SCORING: Score target modality only (ignore unrelated vocalisations). However, inclusion of unrelated underlined gestural responses (purposeful actions) = mark incorrect. (e.g. 'Point to the ceiling' = patient pointed to ceiling and floor = incorrect).

TOTAL ___/8

9	GIVE STIMULUS SLIDE 4	IDENTIFYING PICTURES BY DESCRIPTION			
'Point to the…'					

Toilet Sign/Washroom Sign (N)	Points to Toilet Sign		__/1
Boat (N)	Points to Boat		__/1

'Now point to the one that...'

Slithers (V)	Points to Snake		__/1
Sails (V)	Points to Boat		__/1

'Now point to the one which...'

Is Poisonous (A)	Points to Snake		__/1	
Is Thorny (A)	Points to Rose		__/1	__/6

10	IDENTIFYING OBJECTS BY FUNCTION
'I would like you to point to some different body parts.'	

Point to where you would wear a hat	Head		__/1	
Point to a place where someone would usually wear a ring	Finger		__/1	__/2

SCORING: Patient can indicate body part by showing it to you, waving it or pointing to it.

11	ODD ONE OUT
'Tell me which of these words is the odd one out or doesn't belong.' [Wait for response, then ask] ***'Why?'*** [Ask 'why' even for incorrect answers]	*(patient can verbally respond or write response = correct)*

GIGGLE, BLUSH, LAUGH, CHUCKLE	Blush		__/1	
'Why?' *If patient is unable to verbally respond hold up 4 fingers and point to each finger as you say the 4 stimulus words. Patient can then point to appropriate finger as response (2nd finger = correct).*	☐ Happy/ laughter vs. shy/ embarrassment *(or)* ☐ Noise vs. noiseless *(or)* ☐ Mouth vs. not mouth *(or)* ☐ Involves movement vs. no movement		__/1	__/2

NOTE: Giving one component e.g. 'the rest are happy' = correct response. If patient says "others are all the same" say **"Why?"**

12	COMPLEX QUESTIONS
'Answer these questions.'	*(patient can verbally respond or write response = correct)*

I had a coffee and then washed my hair <u>AFTER</u> I spoke to Michael. What did I do second? *Patient can think out aloud. Score final response.*	☐ Had a coffee *(or)* ☐ [Had a coffee <u>and</u> washed my hair] *('washed my hair' = incorrect)*						__/1

Repeat these words in alphabetical order: TIGER, RED, BUTTER, ASTRONAUT, GLOBE *(Speak slowly and clearly - no repetitions allowed)*	ASTRONAUT	BUTTER	GLOBE	RED	TIGER		__/5
							__/6

SCORING: recalling 1 word only = 0 score. Score 1 for each word recalled in alphabetical order e.g. 'Globe, Butter, Astronaut, Red' = 2 (1 x 'Butter' and 1 x 'Red'). Don't penalise for word omissions/ substitutions/additional words.

13	SELF REPORT
'Do you think these last few questions are harder for you now since you have had your stroke?'	

Self-Report	Tick response: *(patient can nod/shake head/gesture/write in response)* ☐ 'YES' I found them harder now than would have previously ☐ 'NO', no change ☐ 'UNSURE', 'I don't know'

14	SYNONYM GENERATION
'What is ONE WORD that means the same as...surprised or shocked?' *(give BOTH words as example)* *Patient is able to reason and think out loud. Only score their final response. Patient can write or say response = correct.*	

'Surprised or shocked'	startled staggered floored astounded amazed dumbfounded flabbergasted dazed astonished stupefied stunned aghast		__/1	
'Wealthy or rich'	comfortable prosperous moneyed flush affluent loaded opulent well-off		__/1	__/2

Answer MUST be a single word ADJECTIVE (e.g. 'millionaire'/'in the money' = incorrect). Only one synonym answer required per question. Scoring - Surprised or Shocked: Words containing a strong negative element (e.g. frightened, alarmed = incorrect)

Verbal Expression

Subtest requires stethoscope and items found at hospital bedside

Presence of Expressive Impairment	Impacting on performance:
☐ Dysarthria *(mild / mod / severe)*	☐ Yes ☐ No ☐ Sometimes
☐ Verbal dyspraxia *(mild / mod / severe)*	☐ Yes ☐ No ☐ Sometimes
☐ Other condition *(e.g. dysphonia)* _____	☐ Yes ☐ No ☐ Sometimes

15	AUTOMATIC SPEECH

'Count from 1 to 10.'   *'I'll start ... one, two, three...'*

4	5	6	7	8	9	10		__/1

16	SENTENCE COMPLETION

'Finish what I say. Boys and ... [Pause] *GIRLS.'*   *'Now your turn.'* *'Up and ...'*

Up and...	☐ 'DOWN' *(or)* ☐ 'AT 'EM' *(or)*		
	☐ 'AWAY' *(or)* ☐ 'COMING' *(or)*		__/1
	☐ 'GO' *(or)* ☐ 'RUNNING'		
Knife and...	'FORK'		__/1	__/2

17	PERSONAL/ ORIENTATION QUESTIONS

Tell me, what is your name?	As listed in medical chart *First name scored only. Accept appropriate alternative e.g. 'Bob'*		__/1
What is your address? *(if patient has recently moved accept either new or old address)*	As listed in medical chart *Must include all basic elements of address as included in medical chart. Does not need: city or post/ZIP code.*		__/1
What is your date of birth?	D, M, Y (any order)		__/1
What month is it now?	Current month		__/1
Who is your next of kin, or your closest relative?	As listed in medical chart/as per family report		__/1
If you needed to call an ambulance (or paramedic) what number would you call?	Emergency number		__/1
			__/6

18	REPETITION

'Repeat what I say...'   *(Score LANGUAGE component, not motor speech/other deficits)*

Book	Impossible	Uncharacteristically		__/3

The	ship	shone	the	light	on	the	shore	*(repetition must be perfect e.g. 'lights' = incorrect)*	__/1	__/4

OBJECTS REQUIRED

19	OBJECT NAMING

[Get out a KNIFE] *'What is this called? I'll do the first one. This is a knife.'*
[Next, get out a CUP] *'What's this called?'*

CUP	Patient says 'CUP' or 'MUG'		__/1	
SPOON	Patient says 'SPOON' or 'TEASPOON'		__/1	__/2

20	NAMING ACTIONS (VERBS)

'What do you call this action?' [Pick up KNIFE and pretend to saw/cut] *'I am CUTTING.'*
[Next, pick up a CUP and pretend to drink] *'Tell me, what am I doing?'*

CUP – DRINKING	'Drinking'/ 'Sipping'/ 'Having a drink' *('drink' = incorrect)*		__/1	
PEN – WRITING	'Writing' *('write' = incorrect)*		__/1	__/2

*SCORING: Score **verb** response only (e.g. patient answers with grammatically incorrect phrase 'Writing a pen' = correct, as task aim = naming the <u>verb</u> ('writing'). Further example: 'Writing a feather' = correct (as **verb** is named correctly)*

21	GIVE STIMULUS SLIDE 5	PICTURE NAMING			
'Look at these pictures.' [Point to Car] *'What is this?'*					
Car	Car/Motorcar/Automobile/Sedan *(if patient responds with 'vehicle' or 'motor-vehicle' say **'Can you be more specific?'**)*		__/1	
Toilet	Toilet/Lavatory/WC *(if patient responds with 'Loo/Dunny/Toot' say **'Can you give me another word for it?'**)*		__/1	
Helicopter	Helicopter *(if patient responds with 'chopper' say **'Can you give me another word for it?'**)*		__/1	
Skeleton	Skeleton		__/1	__/4
SCORING: Semantically correct description given in addition to target word – do not penalise (e.g.' Hospital bed' for bed) = correct. Semantically incorrect description given in addition to target word (e.g. 'double bed' for single bed) = incorrect.					

TAKE PICTURES AWAY   NOTE: STETHOSCOPE NOW REQUIRED

22	NAMING OBJECTS FROM ROOM				
'Let's name some items in the room.' [Point to item in room → BED] *'What's this called?'*					
Bed	'Bed' *(if patient responds with 'mattress/sheet' indicate more generally to the entire bed)*		__/1	
Chair	'Chair'		__/1	
Pillow	'Pillow' *('cushion' = incorrect)*		__/1	
Stethoscope	'Stethoscope'		__/1	__/4

23	NAMING GESTURES				
'Tell me what action I'm doing?' [Pretend to Wave] *'I am waving.'*					
'Now your turn.' [Perform next action→ Salute] *'What am I doing?'*					
Salute (hand to forehead)	Saluting/ a salute		__/1	
Pretend to sneeze. Say: *'achoo'*	Sneezing/ a sneeze		__/1	__/2

24	VERBAL FLUENCY	
'I want you to think of items that are similar.'		*Score 1 point for each correct response.*
Name as many different animals as you can in 1 minute		
		__/45
'Animal' definition: Any multicellular organism including vertebrates (mammals, birds, reptiles, fish), molluscs (clams, oysters, snails) arthropods (insects) annelids (leeches), sponges and jellyfish (excl: bacteria, plants, algae, fungi, viruses). SCORING: Must be different animal species e.g. 'brown cow' and 'white cow' = 1 score. However, 'brown snake' and 'tree snake' = 2 different species = 2 scores. Award score for most specific category only e.g. 'dogs', 'spaniel', 'cocker spaniel' and 'springer spaniel' score most specific responses only: 'cocker spaniel' and 'springer spaniel' = 2 scores.		
Name as many words starting with the letter 'F' as you can in 1 minute		
		__/35
SCORING F WORDS: Must be real English words. 'Fast', 'faster' and 'fastest' = 3 scores. Proper nouns acceptable. Hyphenated words or multiple-word responses e.g. 'fire engine' = score first word only. E.g. 'fire engine' and 'fire hydrant' score 'fire' only = 1 score.		

| **25** | **GIVE STIMULUS SLIDE 6** | **PICTURE DESCRIPTION: COOKIE THEFT PICTURE** | *(Goodglass, Kaplan & Barresi, 2001)* |

[NOTE – COOKIE THEFT PICTURE IS NOT INCLUDED IN TEST FORM. CLINICIANS TO OBTAIN OWN COPY]

'Look at this picture, it tells a story. Tell me what you see. Use full sentences. Please speak slowly and clearly.'

☐ BOY/brother (he) (TWO CHILDREN)	☐ GIRL/sister (she)	☐ WOMAN/mother/lady (she)	☐ KITCHEN
☐ TRYING TO GET/ stealing	☐ WANTS COOKIE	☐ WASHING UP/ drying	☐ WATER/ SINK OVERFLOWING/ spilling water
☐ COOKIES FROM JAR/ cookie	☐ REACHING UP/getting	☐ DAYDREAMING/ ignoring	☐ TAP LEFT ON
☐ ON STOOL ☐ ABOUT TO FALL	☐ SAYING 'shh'/ smiling	☐ WINDOW	**TOTAL ___/16**

SCORING: Tick the appropriate boxes the patient refers to. There is no need to transcribe the response. Scoring = single word responses = 1 score for each correct word. NOTE: He/ she must be used in a phrase/ sentence to obtain a score. (e.g. He's on the stool = score 2 ('he' = 1 and 'stool' = 1) (scoring system adapted from Yorkston & Beukelman, 1980)

26	**SELF REPORT**

'Did you find that task difficult? Did you feel you had any difficulty thinking of the right words to describe the picture?' ☐ 'YES, some difficulty' ☐ 'NO, no problem' ☐ 'UNSURE'	*If 'YES', ask: 'Is that difficulty new since your stroke?'* ☐ 'YES' If 'YES', specify nature of ☐ 'NO' difficulty: ☐ 'UNSURE'

27	**WORD DEFINITIONS**

'Tell me what these words mean. Explain the word as fully as you can. Tell me, what is a SCHOOL?'
Score 1 for each point mentioned. If response relates to collective noun (e.g. 'school' of fish) clarify for the singular noun

☐ Institution/place/somewhere/where/building/organisation *(AND)* ☐ Learning/teaching/education/study *(AND)* ☐ Children/young people/students/people/kids /(gives ages)	___/3

'Now, explain to me, what does the word UNUSUAL mean?'

☐ Not habitually/typically/commonly occurring or done *(e.g. out of the ordinary) (OR)*	___/1
☐ Different/rare or atypical *(OR)* ☐ Strange/odd/abnormal *(OR)* ☐ Remarkable for being <u>better</u> than others *(e.g. extraordinary, unique)*	**___/4**

28	**SIMILARITIES AND DIFFERENCES**

'Tell me what is similar and what is different about these things.'	*Only 1 answer required for each section*

What is similar between an ELECTION BALLOT PAPER and a MENU?

☐ Both involve reviewing options/ information ☐ Both involve making a choice/choosing ☐ Both viewed/have words/ numbers/can have pictures/ written/printed/on paper ☐ Both are produced in multiple copies	___/1

How are they different?

☐ One is choosing politicians/who you vote for/elect vs. foods/prices ☐ One is sometimes compulsory vs. voluntary ☐ One is in polling booth/ can go in box vs. restaurant/café ☐ One you mark/write on vs. verbally choose/point ☐ Voting is secret vs. choosing on a menu is not ☐ Outcome is short in duration (food/drink consumed) vs. longer outcome (duration of power) ☐ One outcome depends on others vs. dependant on you (will get what you want)	___/1
SCORING: score based on meaning (not grammatical content). Explaining one component of item e.g. 'You choose food from a menu' (inferring you do not choose food from a ballot paper) = correct. Do not penalise if patient answers in different order i.e. second question first e.g. patient first describes <u>differences</u> between items = mark the second part of the question and then go back and ask the 'What is similar…" test item.	**___/2**

29	PROVERBS	
'Tell me, what does this saying mean?'	*Patient is able to reason and think out loud. Only score final response.*	

'Beauty is only skin deep.'	
☐ Pleasing/nice appearance is not a good guide/indication of overall worth (OR)	
☐ It's what is inside that counts (OR)	
☐ Can be pleasing on the outside but not on the inside	__/1

'You can lead a horse to water, but you can't make him drink.'	
☐ You can give advice/show an opportunity/way to do something/tell someone something (AND)	
☐ But you can't make **people** act/do it/ act the way that you think they should/it may not be what they want/are stubborn (Answer MUST relate to *human* behaviour)	__/2
	__/3

Reading

SCORING INSTRUCTIONS: Score *READING language* performance. Do not penalise for any visual or perceptual deficits (e.g. hemianopia). *If required provide patient with an enlarged version of test items.*

Presence of Impairment
☐ Presence of hemianopia? *(mild / mod / severe)*
☐ Presence of other visual impairment? _____

Impacting on Test Performance?
☐ Yes ☐ No ☐ Sometimes
☐ Yes ☐ No ☐ Sometimes

OBJECTS REQUIRED

30	GIVE STIMULUS SLIDE 7	OBJECT TO WORD MATCHING		
'Match the object with the right WORD. I'll do the first one.' [Take out KNIFE and match it with the word 'KNIFE']				
'Now your turn.' [Give patient the SPOON]				
SPOON	Match with word SPOON		__/1	
CUP	Matches with word CUP		__/1	**__/2**

31	GIVE STIMULUS SLIDE 8	SINGLE WORD READING		
'Read these words and then point to the body part. I'll do the first one. Watch me. If I point to this' [Point to word 'HAND']*, 'You do this'* [Point to your own HAND] *'Now your turn.'* [Point to word 'EAR']				
EAR	Patient points to their ear		__/1	
NOSE	Patient points to their nose		__/1	**__/2**

32	GIVE STIMULUS SLIDE 9	WRITTEN WORD TO PICTURE MATCHING		
'Read each of these words aloud and then point to the right picture.' [Point to the first word 'CAT']				
1	Cat (N)	Cat		__/1	
2	Hospital (N)	Hospital Sign (cross)		__/1	
	Verbs				
3	Burns (V)	Fire		__/1	
4	Sparkling (V)	Diamond		__/1	
	Adjectives				
5	Hot (A)	Fire		__/1	
6	Furry (A)	Cat		__/1	**__/6**

SCORING: NOUNS: patients MUST point to picture to answer. VERBS/ADJECTIVES: patients may verbally respond (e.g. 'fire'). Do NOT penalise for any errors reading aloud (simply make note of the response). Task assesses reading comprehension only.

33	GIVE STIMULUS SLIDE 10	FOLLOWING WRITTEN COMMANDS

'Read this and do what it says' 'I'll do the first one.' [Point to word 'Wave' and wave to demonstrate].
[If required gently assist patient to lift arm and wave] *'Now your turn.'* [Point to '*Point to the floor*'].

Patient is able to complete task as they read along the text. Can read silently or aloud. Score target modality only.

1 stage

Point to the floor		__/1

2 stage

Raise your arm while you close your eyes	*(raising both arms = mark as correct)*		
		__/3	**__/4**

SCORING Incorrect responses: Omissions = 0; Substitutions = 0; Additional actions = penalise - 1 per additional action. (e.g. 'Point to the floor' = patient points to ceiling and floor. Total score = 0 (point to floor =1; additional action = -1. Total = 0). Min = 0.

34	KEEP STIMULUS SLIDE 10	SUMS

'Solve these.' [Point to the calculations]

Patient can reason out loud. Do not score this incorrect as self-correction. Only mark final response. Pen and paper allowed.

4 + 2 =	6		__/1	
146 – 17 =	129		__/1	**__/2**

35	KEEP STIMULUS SLIDE 10	READING ALOUD

[Point to the sentence 'My father had...'] *'Read this aloud.'* *(Score language performance, not other deficits e.g. speech)*

My	father	had	only	one	shoe	
						__/1

Mark patient's first response. Response must be perfect to achieve score. Score incorrect if any additional/incorrect sounds or words.

36	GIVE STIMULUS SLIDE 11	FUNCTIONAL READING: MEDICINE LABEL

'Here is a medicine label.' [Point to LABEL]. *'I am going to ask you some questions about it.'*
[Point to each question and READ ALOUD to patient] *'How many tablets per day?'*

NOTE - Questions are provided in BOTH written and verbal form. Patient may use pen/paper and write response OR verbally answer.

'How many tablets per day?'	☐ '3' *(or)* 'Three'		__/1
'Do you take this tablet on an empty stomach?'	☐ No /No, with food		__/1
'It is 3pm in the afternoon. When should the next tablet be taken?'	**Any of the following:** ☐ Dinner/tea time/next meal ☐ In the evening ☐ Gives appropriate time (e.g. 5, 6, 7 or 8 pm)		__/1 **__/3**

37	GIVE STIMULUS SLIDE 12	HIGH LEVEL SENTENCE COMPREHENSION

'Read these instructions and answer the questions.' [Point to final Q's DO NOT READ THESE ALOUD to patient]

'Is someone's aunt their mother's sister or their sister's mother?'	Their mother's sister		__/1	
'The best ground produces weeds as well as flowers.'	b. Even with preparation bad things always accompany good things		__/1	**__/2**

38	GIVE STIMULUS SLIDE 13	WRITTEN PARAGRAPH COMPREHENSION and SELF REPORT

'Read this story.' [Daylight Robbery]. *'I will then ask you some questions about it.'*
Patient can choose to read silently or aloud. **NOW REMOVE THE STORY FROM PATIENT'S SIGHT**

'Did you feel you had any difficulty reading and understanding the words as you read?'

☐ 'YES, some difficulty'	☐ NO	☐ UNSURE

If YES, ask: *'Is that difficulty new since your stroke?'*

☐ 'YES, it's new' (Specify nature of difficulty):	☐ NO, not new ☐ UNSURE

SCORING: Score YES if ANY difficulty is reported, regardless of how minor; Score NO only if there is NO difficulty whatsoever (For example: If a patient reports 'YES' they had difficulty reading, but this is due to their longstanding poor sight. Score 'YES, some difficulty' and then can report 'NO, not new' indicating that this visual deficit is not new since the stroke).

39   DELAYED RECALL and READING COMPREHENSION

'Now, tell the EXACT story back to me. Tell me as much as you can remember.'

Order does not matter. Tick/circle relevant boxes as patient recalls the story items and then total the overall score.

SALLY	☐ SALLY woman/lady/ girl/she	☐ OPENED DOOR came home/ walked in/ returned home	☐ GASPED in astonishment/ shocked/surprised	☐ THOUGHT SHE HAD BEEN ROBBED/ burgled/items stolen	
ROOM	☐ LAMP/ light	☐ PHOTOGRAPHS/ pictures/picture frames	☐ THINGS FALLEN OFF/ SMASHED/ state of mess	☐ CURTAINS IN TATTERS/ wrecked/ destroyed/ ruined	
BIRD/ CAGE	☐ BIRDCAGE/ cage	☐ KNOCKED FROM STAND/ on floor	☐ DOOR OPEN	☐ CHIRPY/ AFRICAN GREY PARROT/ bird	☐ MISSING/ gone/ stolen
PHONE/ CAT	☐ RAN TO PHONE/ went to phone	☐ CALLED POLICE/ called for help	☐ FELT/LOOKED DOWN at/ saw/ noticed	☐ SYLVESTER/ RUSSIAN BLUE/ cat	☐ RUBBED against her/ legs/came up
	☐ PURRING	☐ LUMP IN STOMACH/ bulging belly	☐ HUNG UP PHONE/ put down phone	**TOTAL: ___/21**	

SCORING: Patient can their use own words to recall points but semantic content must remain fundamentally the same. No additional points for recall of the 'actual' story including inference. Items recalled in different but logical order = still mark correct.

40   INFERENCE

'Why did sally put down the phone?' or 'What do you think really happened?'

Inference	**Tick box that semantically matches patient response:** ☐ She realised she hadn't been robbed (or) ☐ The cat had eaten the bird (or) ☐ Cat caused the mess (not a burglar) (or) ☐ Patient explicitly said correct response ***previously***	*SCORING: Only one of the points is required to achieve the score. Patient can use own words to indicate understanding of story inference.*	**___/1**

Writing

SCORING: Score WRITTEN LANGUAGE performance not upper limb motor performance. *Patients may need to use their non-dominant hand.*

Dominant writing hand: ☐ Left   ☐ Right

Presence of hemiparesis impacting on writing ability?
   ☐ No   ☐ Yes *(mild / mod / severe)*

Hand used for writing tasks: ☐ Left   ☐ Right
☐ Unaffected dominant   ☐ Hemparetic dominant   ☐ Non-dominant

Legibility of writing: ☐ Legible   ☐ Partially Legible   ☐ Illegible   ☐ Unable

41   GIVE WRITTEN RESPONSE FORM 1   DRAWING COMPLETION

'Look at this picture. Draw in the part that is missing.'

Face (mouth)	Draws in mouth		**___/1**

SCORING: Response should indicate a general horizontal/curved shape located in general region under nose. Single line is acceptable. Do not penalise for motor weakness. Score based on understanding of concept only (awareness the mouth is missing).

42   KEEP WRITTEN RESPONSE FORM 1   SIMPLE COPYING

'Look at these.' [Point to '87' and 'man']. *'Copy them below.'*   *SCORING: must be legible and spelt correctly = correct score.*

Give patient time to respond, however if patient clearly does not comprehend task, score 87 as incorrect and provide patient with answer (write in '87 'for patient). Then point to the second copying task (copying 'man') to initiate patient response.

87	87		**___/1**	
man	man *(lower case or capitals = correct)*		**___/1**	**___/2**

43   KEEP WRITTEN RESPONSE FORM 1   FUNCTIONAL WRITING

'Write your full name here.' [Point to line below]

Full name	☐ First Name		**___/1**	
	☐ Second Name (surname)		**___/1**	**___/2**

44	GIVE WRITTEN RESPONSE FORM 2	FUNCTIONAL WRITING		

'Please fill in the form.' *(patient required to select correct gender box and fill out their address)*

Gender	Selects correct box		__/1	
Address *Post code/ZIP code not required*	**As listed in medical chart:** *(items as appropriate, address may not have both number and street)*			
	☐ House/flat/apartment number		__/1	
	☐ Street			
City/Town:	☐ Suburb/district/area/region		__/1	**__/3**

*Note: If patient has recently moved house, accept either the new or old address. SCORING: Total score of 'Address' item = 1 for single or both components as applicable (house/flat/apartment no. **and/or** street) (some people may not have a house number).*

45	KEEP WRITTEN RESPONSE FORM 2	WRITING TO DICTATION		

'Write down what I say...'

Write the number '4'	4		__/1	
Write the word 'young'	Young *(or)* young		__/1	
Write the sentence 'The dog is brown'	The *(or)* the		__/1	
Scoring: Response must be written correctly and in correct position e.g. 'The brown is dog' = 2 scores (1 score = 'The', 1 score = 'is')	dog		__/1	
	is		__/1	__/4
	brown		__/1	
				__/6

46	KEEP WRITTEN RESPONSE FORM 2	WRITTEN OBJECT NAMING		

'I am going to point to something. Write down what it's called.' [Point to your own index finger]
'What is this? Write it down.' If patient verbally replies, say: **'Write it down.'**

Index finger	finger/index finger/forefinger		**__/1**

(Index finger = first finger next to thumb)

47	KEEP WRITTEN RESPONSE FORM 2	WRITTEN GESTURE NAMING		

'Watch what I am doing, and then write it down.'

Clapping *(clap multiple times)*	Clapping /clapping/clapped/clap your hands *(clap = incorrect)*		**__/1**

48	GIVE WRITTEN RESPONSE FORM 3	SENTENCE CONSTRUCTION		

'Read the instruction and do what it says.' [Patient completes task quietly – no further instruction provided. Response <u>must</u> include at least one other word other than stimulus words (e.g. must be an attempt at phrase or sentence response) – if nil other words included = score 0.

cat scared bed	☐ Contains all target words *(e.g. 'scare' = incorrect)*		__/1	
	☐ Makes sense (semantically)		__/1	
	☐ Grammatically correct *(morphology and syntax)*		__/1	
	☐ Correct spelling *(all words, not just target words)*		__/1	
	☐ No self-correction evident		__/1	
	☐ Contains full stop, capital letter, correct spacing		__/1	__/6
accidentally ran after rain	☐ Contains all target words *(e.g. 'run' 'rained'=incorrect)*		__/1	
	☐ In correct order *(of target words included)*		__/1	
	☐ Makes sense (semantically) *(note: Accidentally = inadvertently, by mistake, or fluke)*		__/1	
	☐ Grammatically correct *(morphology and syntax)*		__/1	
	☐ Correct spelling *(all words, not just target words)*		__/1	
	☐ No self-correction evident		__/1	
	☐ Contains full stop, capital letter, correct spacing		__/1	__/7
			Total	**__/13**

*SCORING: **Self-correction**: Is the <u>attempt</u> at correction (can be successful or unsuccessful) of <u>language</u>-related mistakes (e.g. fixing letters facing wrong way/ correcting spelling errors) = mark as incorrect. If patient is neatening their response due to poor hand dexterity = do not penalise.*
Scoring of 'Makes Sense (semantically)': *correct score = sentences that would have meaning in context of a paragraph (e.g. 'I accidentally ran after the cat in the rain' = correct, as sentence could be part of a paragraph describing why a person was not supposed to run/ go in the rain).*

49	SELF REPORT		

'How did you feel about your ability to make up these sentences and write them down? Do you think you found it harder than you would have before your stroke?'

☐ 'YES' I found them harder now	☐ 'NO'	☐ 'UNSURE'
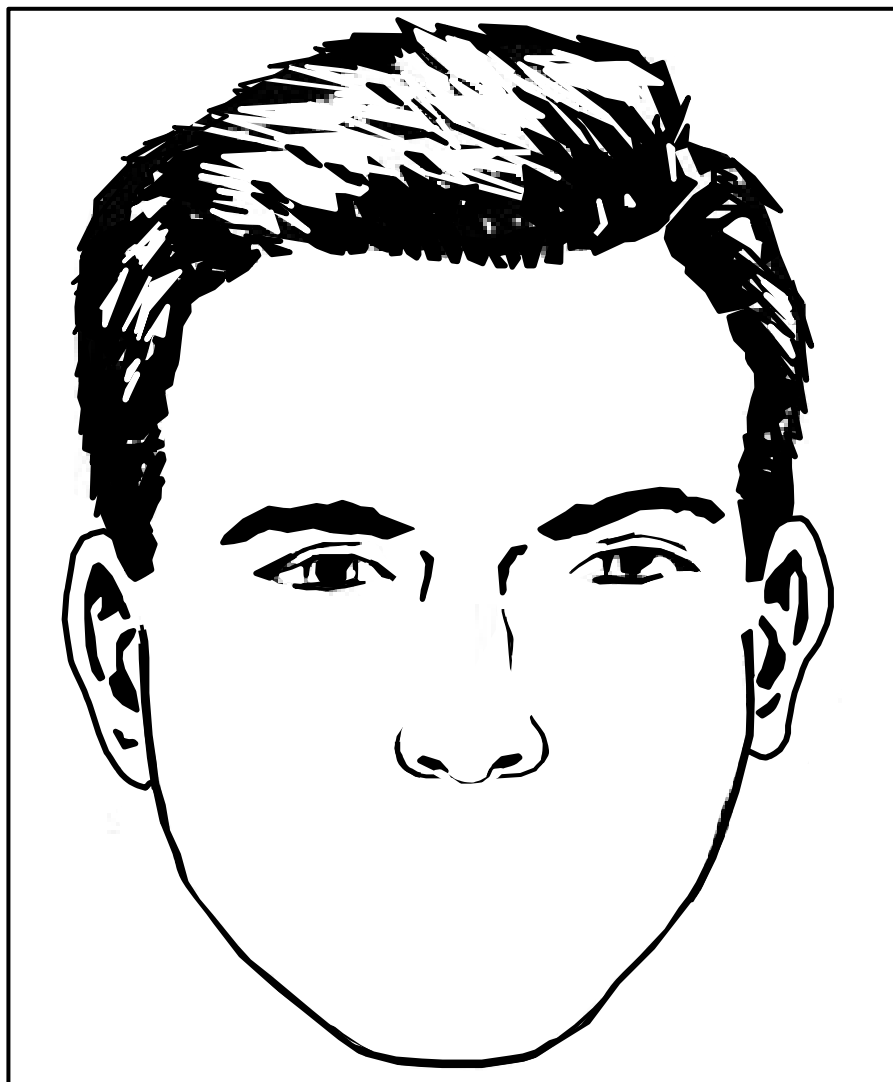
Copy these:

87 man

_____   _____

Write your full name:

Fill in the form:

Gender: **Male** ☐ **Female** ☐

Address: _____

_____

City/Town:_____

Please write the following sentences:

Write ONE sentence which contains ALL of these words (in any order):   cat,   scared,   bed

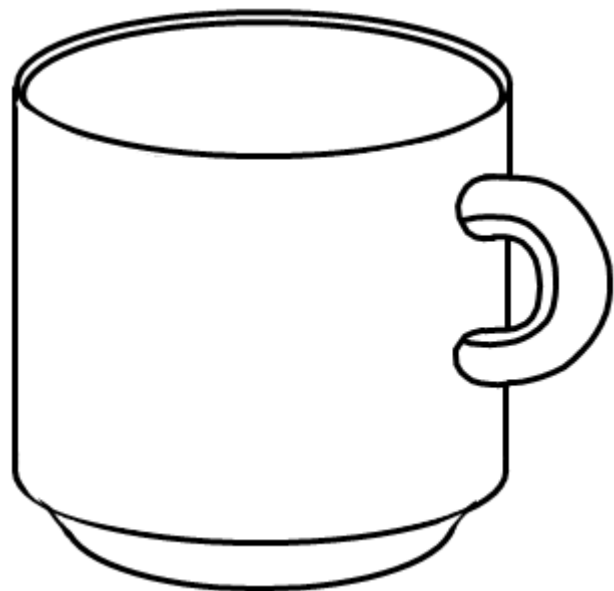## Write ONE sentence which contains ALL of these words in THIS order: accidentally, ran, after, rain

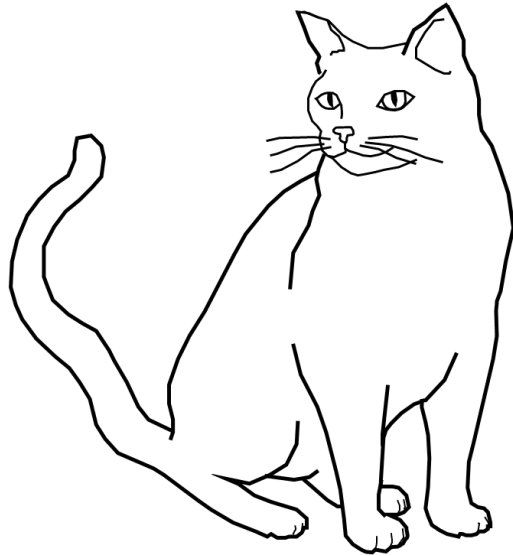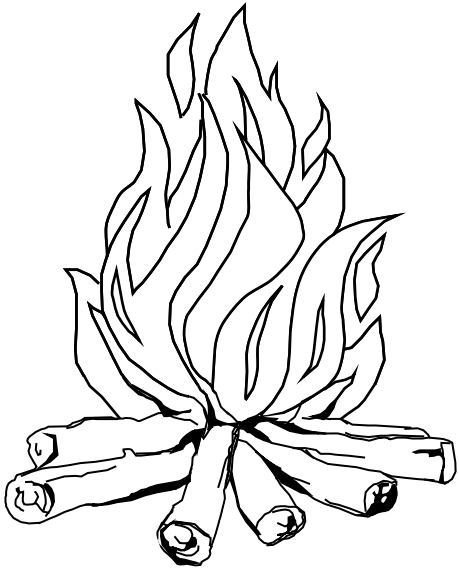# Stimulus Forms

Complete Test
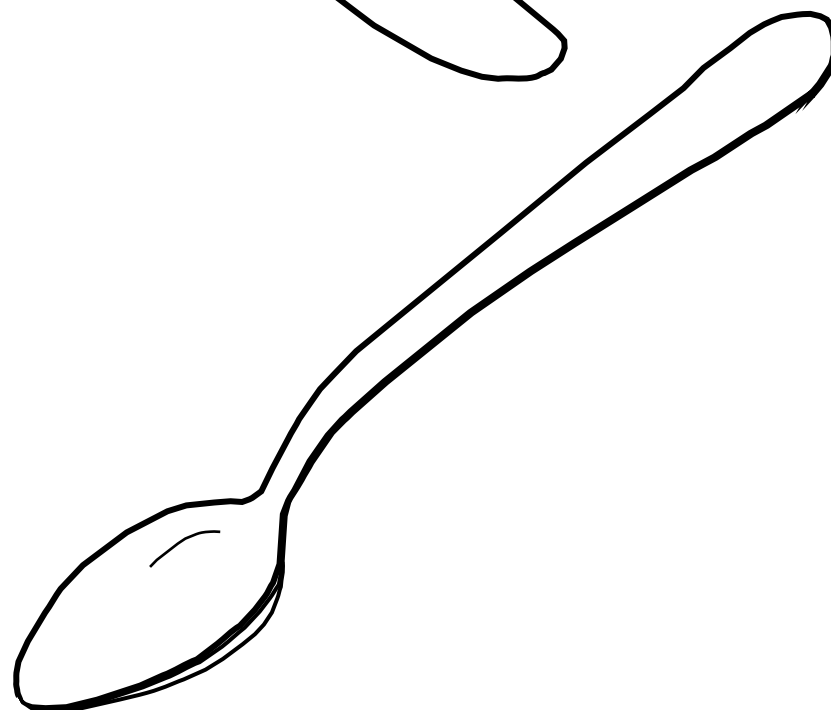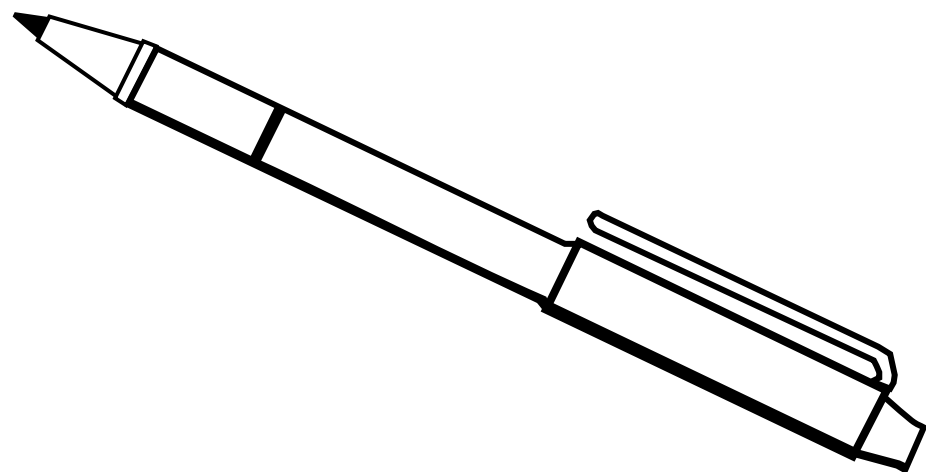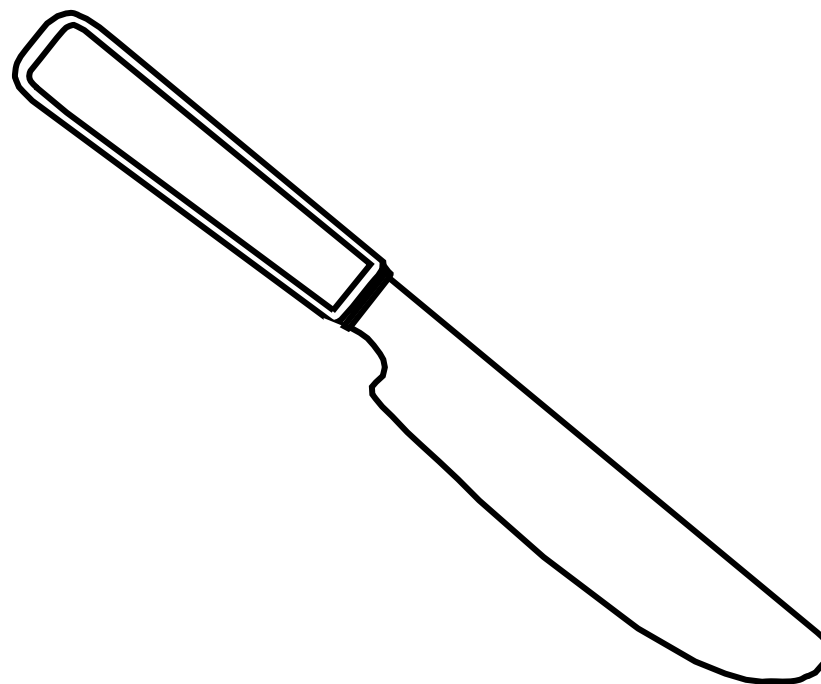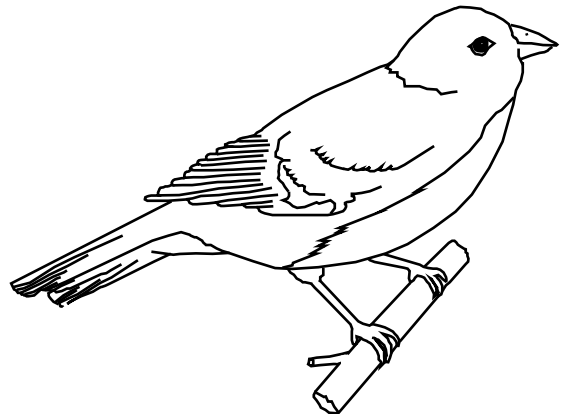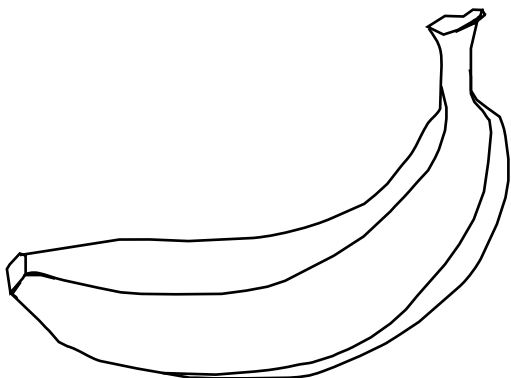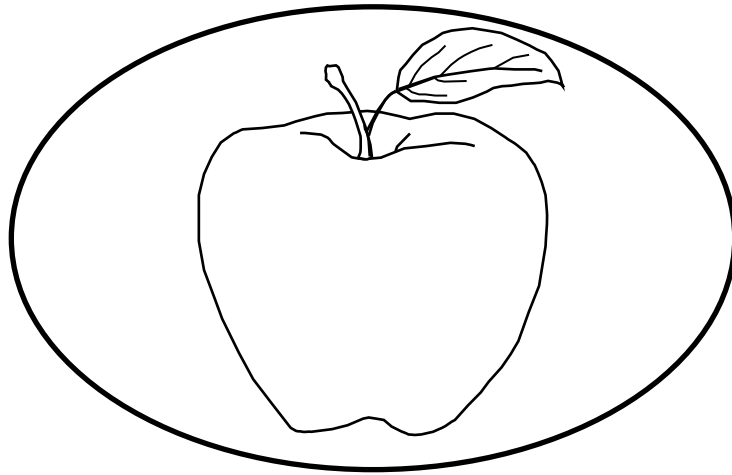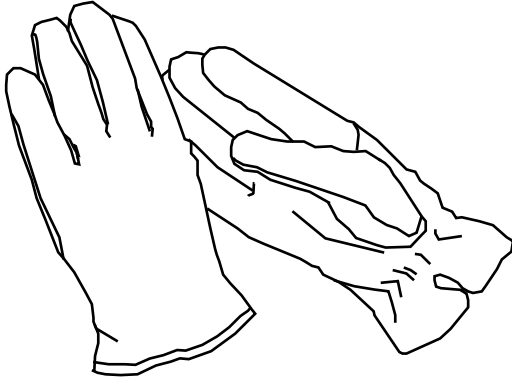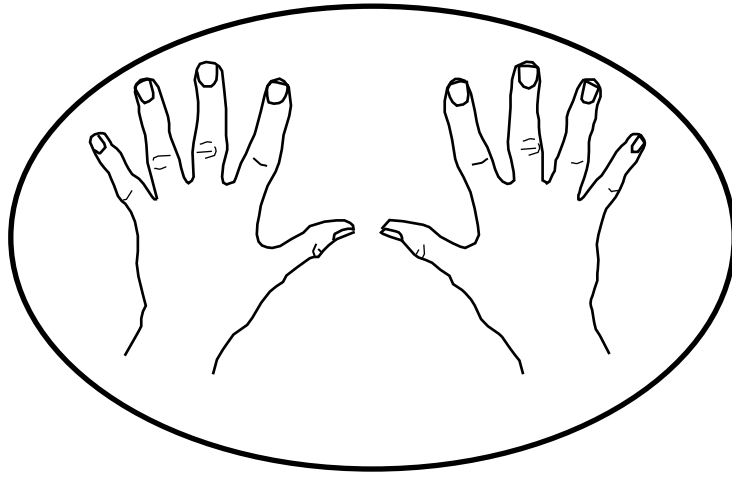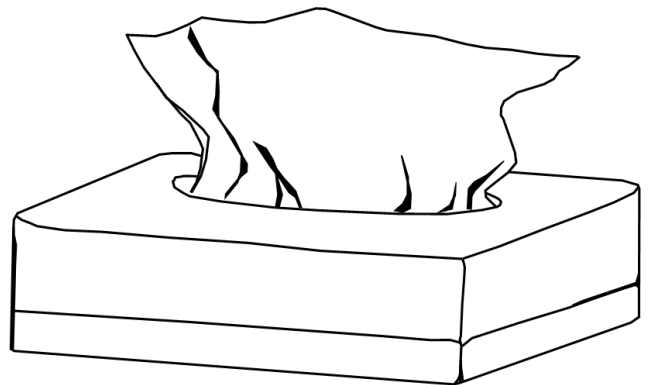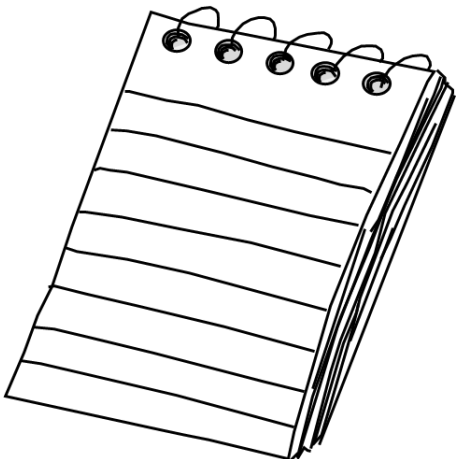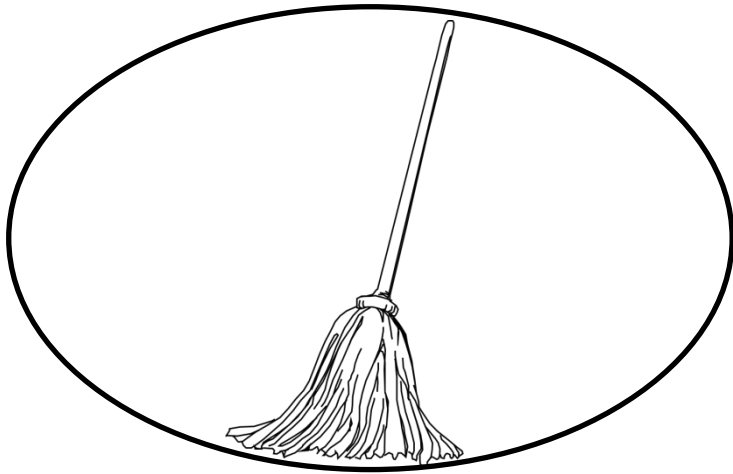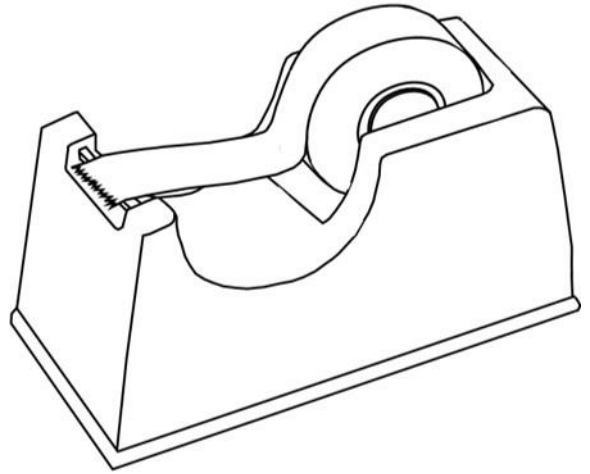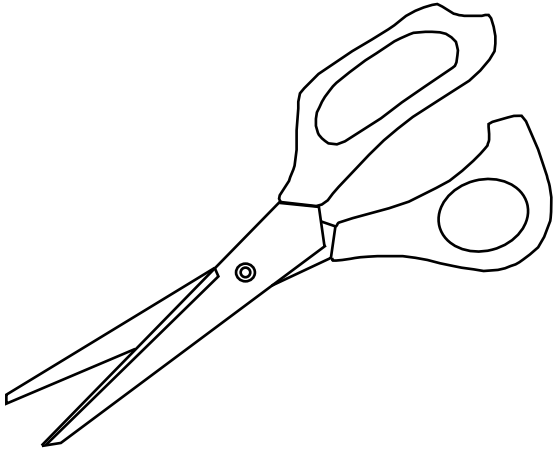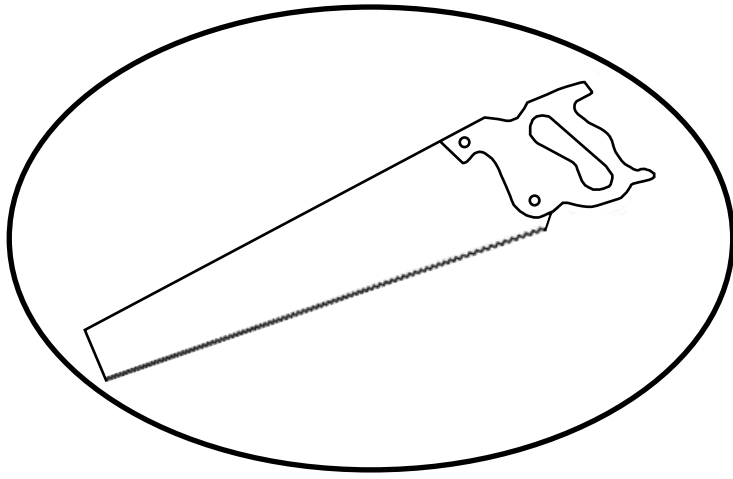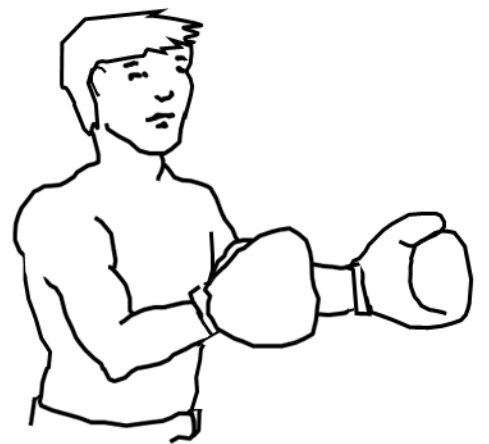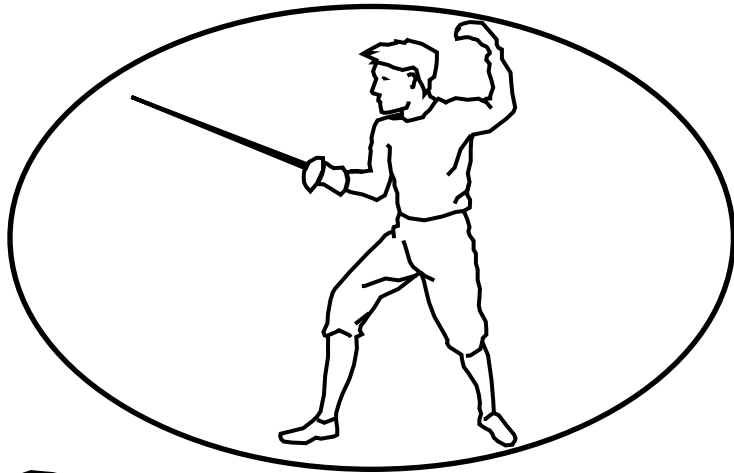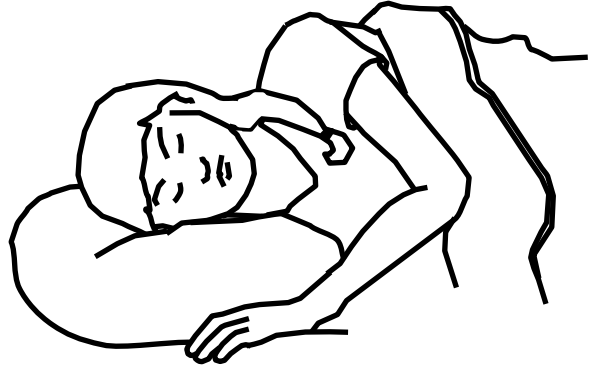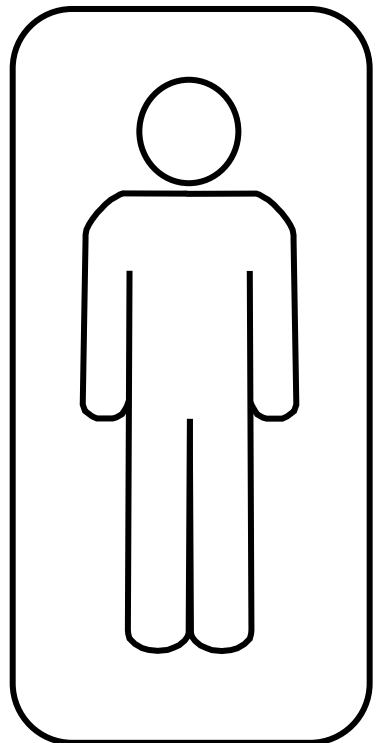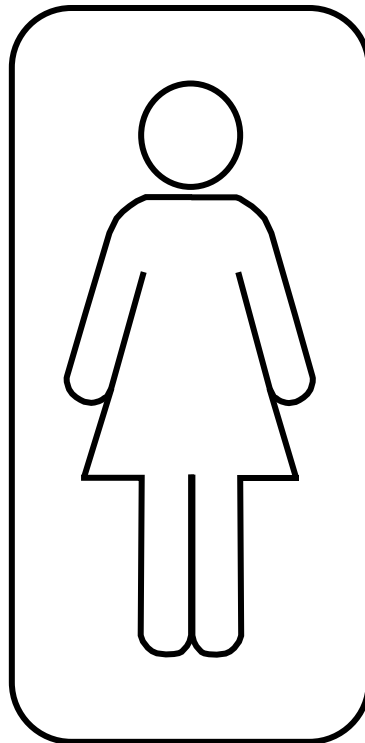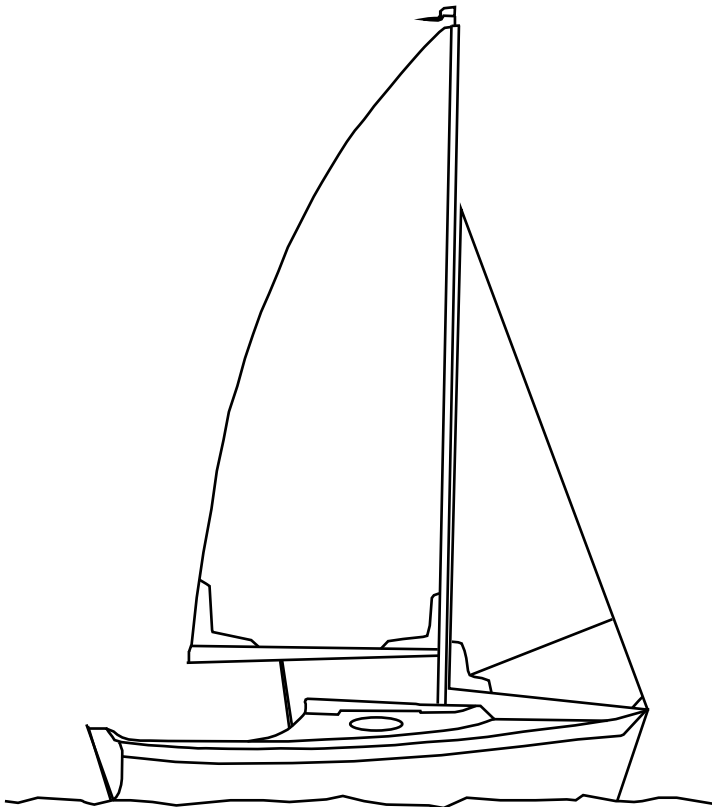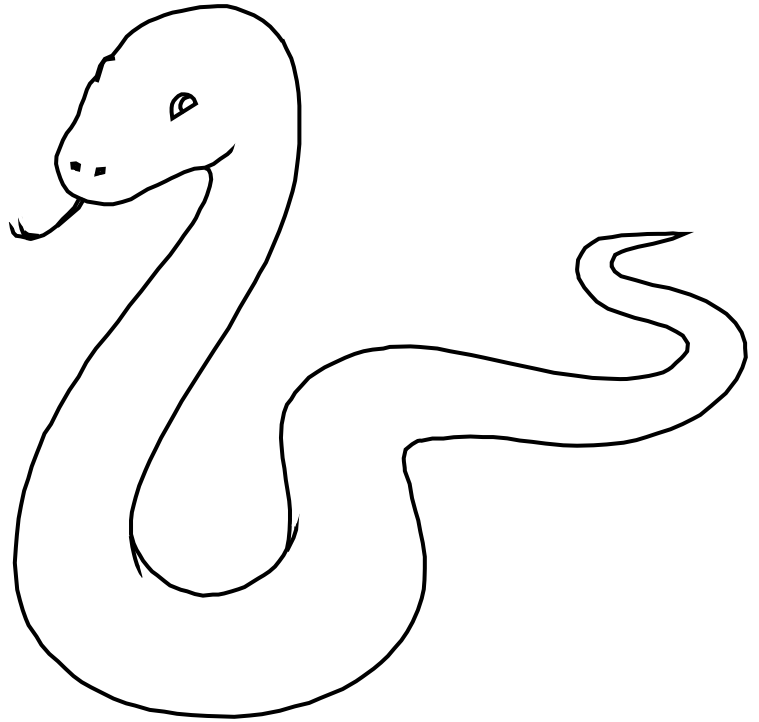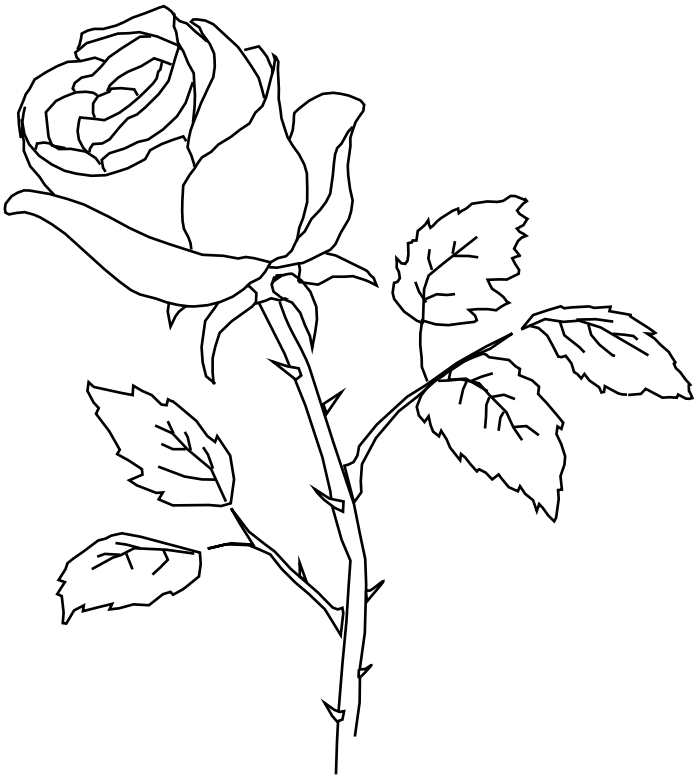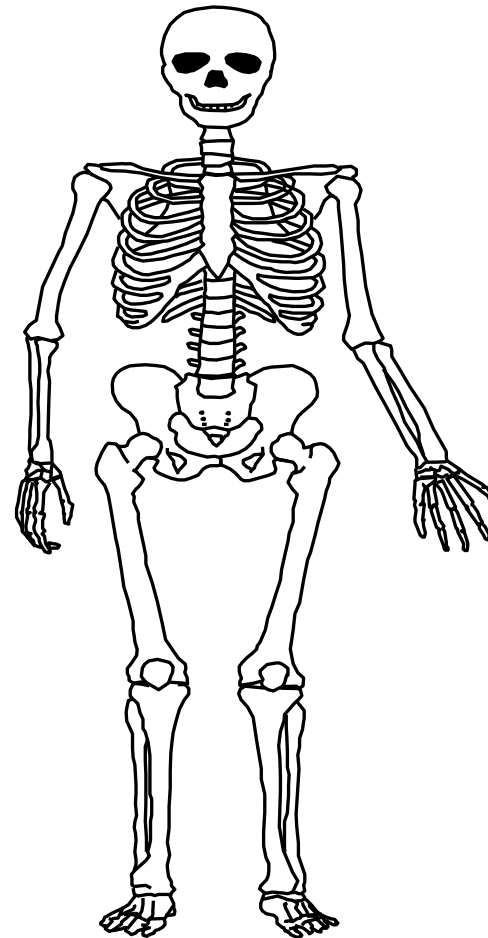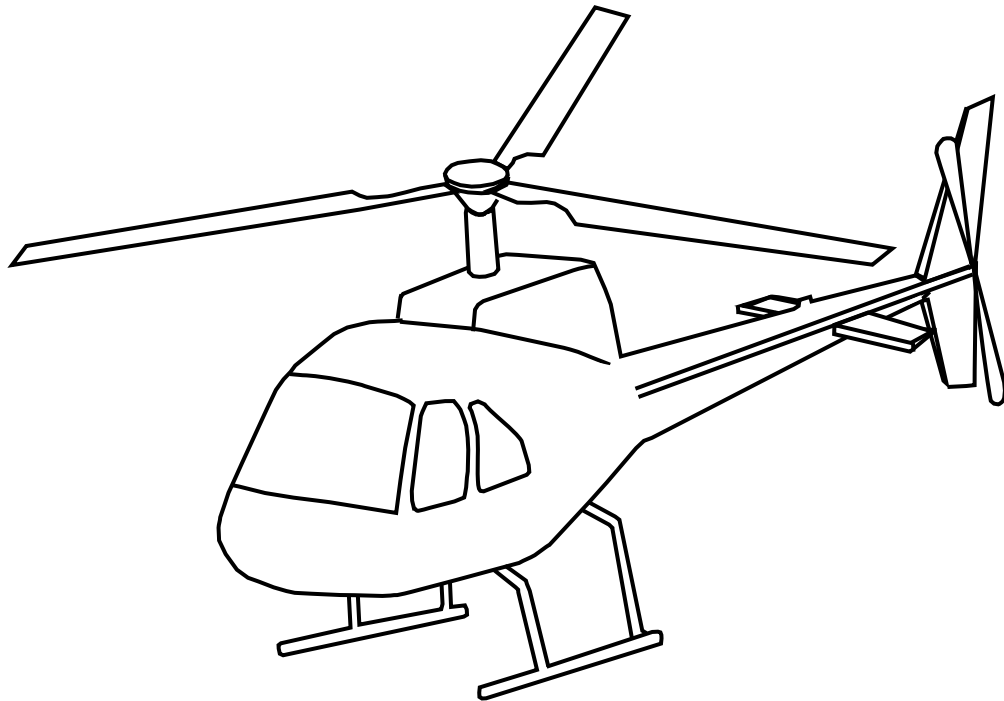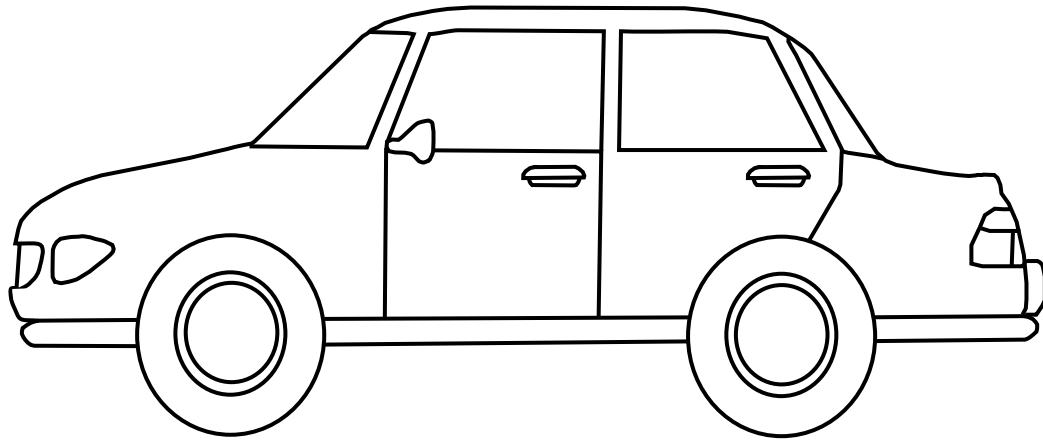
[COOKIE THEFT STIMULUS ITEM REQUIRED]

Knife

Pen

Cup

Spoon

Hand

Ear

Nose
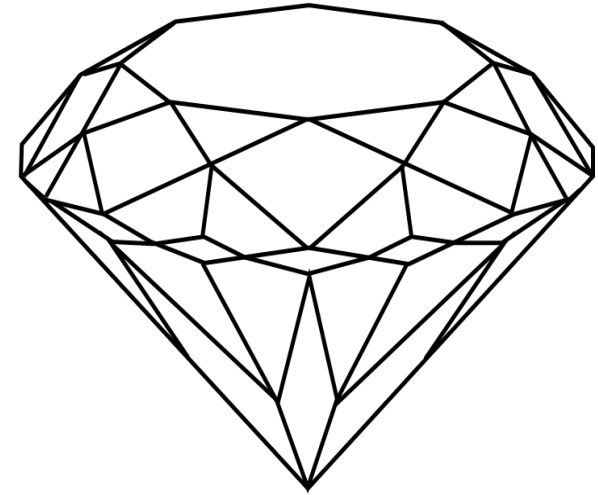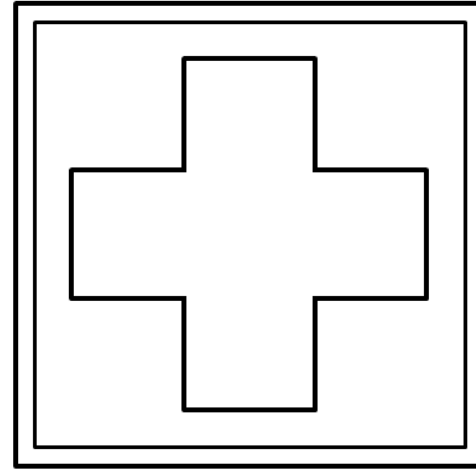
Cat   Hospital   Burns

Sparkling   Hot   Furry

Wave

Point to the floor

Raise your arm while you close your eyes

Solve these:

$$4 + 2 = \qquad 146 - 17 =$$

Read this aloud:

My father had only one shoe.

Read this medicine label:

40 ZENTRASTATIN [Stimalamer] 650

KEEP OUT OF REACH OF CHILDREN
TAKE WITH MEALS
1 TABLET
3 TIMES PER DAY
AVOID ALCOHOL

Dr D. McAllister
(77) 438900022

Langham's
570 Upper Richmond Street, Newstead 4000

- **How many tablets per day?**

- **Do you take the tablet on an empty stomach?**

- **It is 3pm in the afternoon. When should the next tablet be taken?**

Read this and then tell me the answer:

Is someone's aunt their mother's sister or their sister's mother?

Point to the answer that best reflects the meaning of this statement:

'The best ground produces weeds as well as flowers.'

a. Weeds always grow among the flowers.

b. Even with preparation bad things always accompany good things.

c. Fertile ground must always be well prepared in order to grow flowers.

Daylight Robbery

Sally opened the door to her house and gasped in astonishment. Her lamp and photographs had fallen off the table and lay smashed on the floor. One of the curtains was in tatters and in the corner of the room the birdcage had been knocked from its stand and the cage door was open. There was no sign of Chirpy her gorgeous African grey parrot. She had been robbed!

Shocked, Sally ran to the phone to call the police. Distractedly she felt Sylvester, her Russian Blue rub himself against her legs, purring loudly. She looked down and noticed he seemed to have a large lump in his stomach. Sally put down the phone.