Part C – High Level Test

Subtests:

- Auditory Comprehension
- Verbal Expression
- Reading
- Writing
## Results Summary

<table>
<thead>
<tr>
<th>SUBTEST SCORE</th>
<th>SCORE</th>
<th>COMMENTS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUDITORY COMPREHENSION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Following Verbal Commands</td>
<td>/6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Odd-one-out</td>
<td>/2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Complex Question</td>
<td>/6</td>
<td>(4) Self-reported difficulty? (Yes/No)</td>
<td></td>
</tr>
<tr>
<td>5. Synonyms</td>
<td>/2</td>
<td></td>
<td>/16</td>
</tr>
<tr>
<td><strong>VERBAL EXPRESSION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Personal / Orientation Questions</td>
<td>/6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Verbal Fluency – Animals</td>
<td>/45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Verbal Fluency – F words</td>
<td>/35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Picture Description</td>
<td>/16</td>
<td>(9) Self-reported difficulty? (Yes/No)</td>
<td></td>
</tr>
<tr>
<td>10. Word Definitions</td>
<td>/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Similarities and Differences</td>
<td>/2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Proverbs</td>
<td>/3</td>
<td></td>
<td>/111</td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Sums</td>
<td>/2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Reading Aloud</td>
<td>/1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Medicine Label</td>
<td>/3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. High Level Sentence Comp</td>
<td>/2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Delayed Recall</td>
<td>/21</td>
<td>(17) Self-reported difficulty? (Yes/No)</td>
<td></td>
</tr>
<tr>
<td>19. Inference</td>
<td>/1</td>
<td></td>
<td>/30</td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Writing to Dictation</td>
<td>/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Written Naming – Object</td>
<td>/1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Written Naming – Gesture</td>
<td>/1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Sentence Construction</td>
<td>/13</td>
<td>(24) Self-reported difficulty? (Y/N)</td>
<td>/19</td>
</tr>
</tbody>
</table>

### TOTAL Part C – High Level Brisbane EBLT SCORE

A Total Brisbane EBLT Score of [pending publication] or below is indicative of language impairment /176
1  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.

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

__(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 gestural responses (purposeful actions) = mark incorrect. (e.g. ‘Point to the ceiling’ = patient pointed to ceiling and floor = incorrect).

TOTAL __/8

2  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

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?”

3  COMPLEX QUESTIONS

‘Answer these questions.’ (patient can verbally respond or write response = correct)

I had a coffee and then washed my hair AFTER I spoke to Michael. What did I do second? Patient can think out aloud. Score final response.

Had a coffee  (or)
Had a coffee and 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)

<table>
<thead>
<tr>
<th>ASTRONAUT</th>
<th>BUTTER</th>
<th>GLOBE</th>
<th>RED</th>
<th>TIGER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

---

**4 SELF REPORT**

‘Do you think these last few questions are harder for you now since you have had your stroke?’

<table>
<thead>
<tr>
<th>Self-Report</th>
<th>Tick response: (patient can nod/shake head/gesture/write in response)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>‘YES’, I found them harder now than would have previously</td>
</tr>
<tr>
<td></td>
<td>‘NO’, no change</td>
</tr>
<tr>
<td></td>
<td>‘UNSURE’, ‘I don’t know’</td>
</tr>
</tbody>
</table>

---

**5 SYNONYM GENERATION**

‘What is ONE WORD that means the same as...surprised or shocked?’

Patient is able to reason and think out loud. Only score their final response. Patient can write or say response = correct.

<table>
<thead>
<tr>
<th>‘Surprised or shocked’</th>
<th>started</th>
<th>staggered</th>
<th>floored</th>
<th>astounded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>amazed</td>
<td>dumbfounded</td>
<td>flabbergasted</td>
<td>dazed</td>
</tr>
<tr>
<td></td>
<td>astonished</td>
<td>stupefied</td>
<td>stunned</td>
<td>aghast</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>‘Wealthy or rich’</th>
<th>comfortable</th>
<th>prosperous</th>
<th>moneyed</th>
<th>flush</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>affluent</td>
<td>loaded</td>
<td>opulent</td>
<td>well-off</td>
</tr>
</tbody>
</table>

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)

---

**6 PERSONAL/ ORIENTATION QUESTIONS**

Tell me, what is your name?

As listed in medical chart

First name scored only. Accept appropriate alternative e.g. ‘Bob’

What is your 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.

What is your date of birth?

D, M, Y (any order)

What month is it now?

Current month

Who is your next of kin, or your closest relative?

As listed in medical chart/as per family report

If you needed to call an ambulance (or paramedic) what number would you call?

Emergency number

---

**7 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

| An animal is defined as: Any multicellular organism: vertebrates (mammals, birds, reptiles, fish), molluscs (clams, oysters, snails) arthropods (insects) annelids (leeches), sponges and jellyfish. EXCLUDED: bacteria, plants, algae, fungi, viruses. SCORING ANIMALS: Answer must be different animals e.g. ‘brown cow’ and ‘white cow’ = 1 score only. However ‘brown snake’ and ‘tree snake’ = 2 different animal species = 2 scores. ANIMAL CLASSIFICATION: For ordinal classification of animal categories award score for most specific animal category only (e.g. patient responds: ‘dogs’, ‘spaniel’, ‘cocker spaniel’ and ‘springer spaniel’ = award scores for most specific responses only: ‘cocker spaniel’ + ‘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.

8 GIVE STIMULUS SLIDE 1   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
☐ SAYING ‘shh’/ smiling
☐ WINDOW

☐ ABOUT TO FALL

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)

9 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’
☐ ‘NO’
☐ ‘UNSURE’

If ‘YES’, specify nature of difficulty:

10 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

‘Now, explain to me, what does the word UNUSUAL mean?’
☐ Not habitually/typically/commonly occurring or done
(e.g. out of the ordinary) (OR)
☐ Different/rare or atypical (OR)
☐ Strange/odd/abnormal (OR)
☐ Remarkable for being better than others
(e.g. extraordinary, unique)

☐/3

☐/1

☐/4

11 SIMILARITIES AND DIFFERENCES

‘Tell me what is similar and what is different about these things.’

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/cafè
- 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)

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 differences between items = mark the second part of the question and then go back and ask the “What is similar...” test item.

__/1

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

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

13 GIVE STIMULUS SLIDE 2 FUNCTIONAL READING: 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 =  _/1

146 – 17 = 129 _/1 _/2

14 KEEP STIMULUS SLIDE 2 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

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

__/1
**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.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘How many tablets per day?’</td>
<td>‘3’ (or) ‘Three’</td>
<td>___/1</td>
</tr>
<tr>
<td>‘Do you take this tablet on an empty stomach?’</td>
<td>No /No, with food</td>
<td>___/1</td>
</tr>
<tr>
<td>‘It is 3pm in the afternoon. When should the next tablet be taken?’</td>
<td>Any of the following:</td>
<td>___/3</td>
</tr>
<tr>
<td></td>
<td>Dinner/tea time/next meal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In the evening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gives appropriate time (e.g. 5, 6, 7 or 8 pm)</td>
<td></td>
</tr>
</tbody>
</table>

**HIGH LEVEL SENTENCE COMPREHENSION**

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Is someone’s aunt their mother’s sister or their sister’s mother?’</td>
<td>Their mother’s sister</td>
<td>___/1</td>
</tr>
<tr>
<td>‘The best ground produces weeds as well as flowers.’</td>
<td>b. Even with preparation bad things always accompany good things</td>
<td>___/2</td>
</tr>
</tbody>
</table>

**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).

**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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SALLY</td>
<td>SALLY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>woman/lady/girl/she</td>
<td></td>
</tr>
<tr>
<td>ROOM</td>
<td>LAMP/ light</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHOTOGRAPHS/pictures/picture frames</td>
<td></td>
</tr>
<tr>
<td>BIRD/CAGE</td>
<td>BIRDCAGE/cage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>KNOCKED FROM STAND/on floor</td>
<td></td>
</tr>
<tr>
<td>PHONE/CAT</td>
<td>PHONE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CALLED POLICE/called for help</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LUMP IN STOMACH/bulging belly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PURRING</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HUNG UP PHONE/put down phone</td>
<td></td>
</tr>
</tbody>
</table>

**SCORING**: Patient can use their 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.
19  **INFEERENCE**

‘Why did Sally put down the phone?’ or ‘What do you think really happened?’

<table>
<thead>
<tr>
<th>Inference</th>
<th>Tick box that semantically matches patient response:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ She realised she hadn’t been robbed (or)</td>
</tr>
<tr>
<td></td>
<td>□ The cat had eaten the bird/ caused the mess (or)</td>
</tr>
<tr>
<td></td>
<td>□ Patient explicitly said correct response</td>
</tr>
</tbody>
</table>

SCORING: Only one of the points is required to achieve the score. Patient can use own words to indicate understanding of story inference.

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

20 **GIVE WRITTEN RESPONSE FORM**

‘Write down what I say…’

<table>
<thead>
<tr>
<th>Write the sentence ‘The dog is brown’</th>
<th>Scoring: Response must be written correctly and in correct position e.g. ‘The brown is dog’ = 2 scores (1 score = ‘The’, 1 score = ‘is’).</th>
</tr>
</thead>
<tbody>
<tr>
<td>dog</td>
<td>__/1</td>
</tr>
<tr>
<td>is</td>
<td>__/1</td>
</tr>
<tr>
<td>brown</td>
<td>__/1</td>
</tr>
</tbody>
</table>

21 **KEEP WRITTEN RESPONSE FORM**

‘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.*’

<table>
<thead>
<tr>
<th>Index finger (first finger next to thumb)</th>
<th>finger/index finger/forefinger</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>__/1</td>
</tr>
</tbody>
</table>

22 **KEEP WRITTEN RESPONSE FORM**

‘Watch what I am doing, and then write it down.*’

<table>
<thead>
<tr>
<th>Clapping (clap multiple times)</th>
<th>Clapping/clapping/clapped/clap your hands (clap = incorrect)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>__/1</td>
</tr>
</tbody>
</table>

23 **KEEP WRITTEN RESPONSE FORM**

‘Read the instruction and do what it says.’ [Patient completes task quietly – no further instruction provided. Response must 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.]

24 **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’
Response Form:

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

Part C – High Level Test
[COOKIE THEFT STIMULUS ITEM REQUIRED]
Solve these:

\[ 4 + 2 = \quad 146 - 17 = \]

Read this aloud:

My father had only one shoe.
Read this medicine label:

- 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?
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.