

Patient's identification: _____

Date of assessment: _____

Duration: _____

Test administrator: _____

V. Guilhem, S. Gomes, K. Prod'homme & B. Köpke

BILINGUAL APHASIA SCREENING TEST

(ENGLISH VERSION)

Part B

ENGLISH BACKGROUND

The following questions are to be read, exactly as given below, to the patient. For multiple choice items, circle the appropriate alternative. For the other items, put the appropriate information in the space provided.

In the body of the test, all instructions to the test administrator are preceded by “•••”. These instructions are not to be read aloud to the patient.

••• Give the patient the following introduction and then proceed with the questions.

Now, I will ask you some questions about your English. Ready?

1	Have you ever lived in a/another country where English was spoken?	+	-	0
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••• If the answer is “no” then go to the question (4)

2	What was the name of the country?	
3	How long did you live there?	

••• In all the responses which contain a scale show the patient the reference scale (page 2 of the stimulus book) and mark the answer.

4	Before your illness, your English speaking was : From not good (1) to very fluent (5)	<div style="display: flex; justify-content: space-around; align-items: center;"> 1 2 3 4 5 </div> <div style="text-align: center; margin-top: 5px;"> 0 </div>
5	How old were you when you learned to speak English?	
6	Before your illness, did you speak English at home?	+ - 0
7	Did you speak English at work?	+ - 0
8	Did you speak English with friends?	+ - 0

9	In your daily life before your illness, did you speak English:	0		
		1	Every day	
		2	Every week	
		3	Every month	
		4	Every year	
		5	Less than once a year	
10	Did you ever learn to read English?	+	-	0

••• If the answer is “no” then go to (Spontaneous speech) (20).

11	How old were you when you learned to read English?			
12	Before your illness, your English reading was: From not good (1) to very good (5)	0		
		1	2	3
13	In your daily life before your illness, did you read English	0		
		1	Every day	
		2	Every week	
		3	Every month	
		4	Every year	
		5	Less than once a year	
14	Did you ever learn to write English?	+	-	0

••• If the answer is “no” then go to (Spontaneous speech) (20).

15	How old were you when you learned to write English?			
16	Before your illness, was your English writing : From not good (1) to very good (5)	0		
		1	2	3
17	In your daily life before your illness, did you write English	0		
		1	Every day	
		2	Every week	
		3	Every month	
		4	Every year	
		5	Less than once a year	

SPONTANEOUS SPEECH

••• Record FIVE MINUTES of the patient’s spontaneous speech. The function of this section of the test is to obtain a sample of the patient’s spontaneous speech, and to allow the test

administrator to establish a comfortable testing atmosphere. To keep the conversation going, it is suggested that you prompt the patient with questions about:

- a) His/her illness
- b) Her/his work
- c) experience in other countries
- d) His/her family, etc.

••• After the patient has finished speaking, the test administrator should turn the voice recorder off and mark the patient's level on a scale from 1 to 5, for each of the following five items.

18	Amount of speech From "mute" (1) to "normal" (5)	1 2 3 4 5 └───┬───┬───┬───┬───┘
19	Fluency From "non-fluent" (1) to "fluent" (5)	1 2 3 4 5 └───┬───┬───┬───┬───┘
20	Articulation From "muffled"(1) to "normal" (5)	1 2 3 4 5 └───┬───┬───┬───┬───┘
21	Syntax From "poor" (1) to "normal" (5)	1 2 3 4 5 └───┬───┬───┬───┬───┘
22	Lexicon From "very small" (1) to "normal" (5)	1 2 3 4 5 └───┬───┬───┬───┬───┘
23	Borrowing or code-switching From "very frequent"(1) to "absent" (5)	1 2 3 4 5 └───┬───┬───┬───┬───┘

NAMING

••• In the following section the patient is required to name the objects shown to him/her. Hold each object up so the patient can easily see it. The objects should be out of the patient's sight before they are presented.

••• Begin reading aloud here.

I will show you some things. Tell me what the thing is called. Ready?

24	Book		+	-	0
25	Glasses		+	-	0
26	Key		+	-	0
27	Fork		+	-	0
28	Envelope		+	-	0
29	Watch		+	-	0

POINTING

••• *To administer this section, the following items must be placed on a table in front of the patient so that he/she is able to touch each individual item. Materials should be arranged in the following order from left to right: button, glove, ring, glass, matches.*

••• *Begin reading aloud here.*

30	Please touch the ring.		+	-	0
31	Please touch the button.		+	-	0
32	Please touch the matches.		+	-	0
33	Please touch the glove.		+	-	0
34	Please touch the glass.		+	-	0

SIMPLE AND SEMI-COMPLEX COMMANDS

••• *Read the following commands to the patient and record his/her response. Scoring criteria for “+”, “-“ and “0” are the same as for “POINTING”. Materials on the table: ring, glass, pencil, fork.*

••• *Begin reading aloud here.*

I’m going to ask you to do a few things for me. Are you ready?

35	Open your mouth.		+	-	0
36	Raise your hand.		+	-	0
37	Stick out your tongue.		+	-	0
38	Put the glass next to the pencil.		+	-	0
39	Put the pencil in front of the ring.		+	-	0
40	Put the fork in the glass.		+	-	0

COMPLEX COMMANDS

••• *The entire command (i.e. all of the subcommands) should be read as a single sentence to the patient. The patient will be asked to do something with a set of three objects. The three objects should be on the table within easy reach of the patient.*

Materials: 3 pieces of paper (small, medium, large).

Circle: "+" if the patient's answer is perfect (all correct in the right order)

If it is not perfect, score the number of commands that were performed correctly, irrespective of the order. Hence a score of:

"3" indicates that all three subcommands were performed, but in the wrong order.

"2" indicates that two subcommands were performed, irrespective of the order in which they were performed.

••• *Begin reading aloud here.*

41	Here are three pieces of paper.	+	3	2	1	0
	Give me the small one, put the middle sized one on your lap, and throw away the large one.					

VERBAL AUDITORY DISCRIMINATION

••• *In this section the patient must touch the picture which best represents the word which he/she hears. The pictures are identified by the number on the top right-hand corner of each frame. For each item, circle the number of the picture (1- 4 or X) that the patient touches. If the patient does not touch any picture nor the "X", then circle "0" in the area provided. To make the scoring easier, the appropriate box is dimmed.*

Present the patient the « verbal auditory discrimination » section of the stimulus book (p.3).

••• *Begin reading here.*

You are going to hear a word. Please touch the picture that shows the meaning of the word. If none of the pictures show the meaning of the word then touch the large "X". So, for example, if I say "rain" you would touch this picture because it represents the rain. If I say "bird" you touch this X because there is no picture of a bird on that page. Are you ready?

42	Mat	X	1	2	0
			3	4	
43	Knees	X	1	2	0
			3	4	
44	Jar	X	1	2	0
			3	4	
45	Plate	X	1	2	0
			3	4	

46	Chip	X	1	2	0
			3	4	
47	Crane	X	1	2	0
			3	4	
48	Drip	X	1	2	0
			3	4	

SYNTACTIC COMPREHENSION

••• *In the following section, the patient must touch the picture which best represents the idea expressed in the sentence read to him/her (stimulus book p. 19). The sentences should be read with normal intonation. The patient's response is recorded by circling, in the area provided, the number of the picture that he/she points to (1-4 or X). If the patient gives no response after FIVE SECONDS, score "0" and move on to the next sentence. The patient should have the section of the picture booklet titled "Syntactic Comprehension" in front of him/her so that it is possible to point easily to any one of the pictures on the page by touching it.*

••• *Begin reading here.*

You are going to hear a sentence. Please touch the picture that shows the meaning of the sentence. So if I say "the boy sits" you should touch this picture that shows the sitting boy. Are you ready?

••• *Page 22*

49	The boy holds the girl.	1	2	0
		3	4	
50	She holds her.	1	2	0
		3	4	

••• *Page 23*

51	The girl is pushed by the boy.	1	2	0
		3	4	
52	It's the boy that the girl pushes.	1	2	0
		3	4	

••• *Page 24*

53	It's the cat that bites the dog.	1	0
		2	
		3	
		4	

••• Page 25

54	The truck does not pull the car.	1	0
		2	
55	The truck is not pulled by the car.	1	0
		2	

••• Page 26

56	Show me the manager of the restaurant.		+	-	0
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••• Page 27

57	Show me the doctor's patient.		+	-	0
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••• Page 28

58	Show me the master's dog.		+	-	0
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REPETITION OF WORDS AND NONSENSE WORDS

••• For each item, first read the word, then wait for the patient to repeat it. The patient must repeat exactly what he/she hears. Circle "+" if the patient's repetition is correct (allowing for differences of accent or dialect). Circle "-" if the patient's response is incorrect. If/she produces no response within FIVE SECONDS, circle "0".

••••• TURN ON THE VOICE RECORDER •••••

••• Begin reading here.

I am going to ask you to repeat some words. Some of these are real English words. Some are not really English words. They don't make sense. Please repeat after me. Ready?

59	Mat		+	-	0
60	Chay		+	-	0
61	Van		+	-	0
62	Rop		+	-	0
63	Bim		+	-	0
64	Barsen		+	-	0
65	Promise		+	-	0
66	Elephant		+	-	0
67	Potato		+	-	0
68	Sollick		+	-	0
69	Disaster		+	-	0
70	Seminar		+	-	0

REPETITION OF SENTENCES

••• *Pause here for a few seconds and read the following instructions to the patient.*

Now you are going to hear some English sentences. All you have to do is repeat them after me. Ready?

71	The boy pushes the girl.		+	-	0
72	He is held by her.		+	-	0
73	The man does not kiss the woman.		+	-	0

SERIES

••• *In this section, the patient is simply asked to recite a series. Circle "+" if the patient does the task perfectly. Circle "-" if the patient makes any errors, leaves any items out, adds incorrect items, or changes the order of items in the list. If the patient does not respond at all,*

you can help the patient by starting the series. If after that you can't obtain any answer from the patient, circle "0".

••• *Begin reading here.*

74	Please name all the days of the week.		+	-	0
75	Could you count from one to fifteen?		+	-	0

VERBAL FLUENCY

••• *This section tests the patient's ability to recite words of a given category. Most important here is the number of words that the patient can produce within ONE MINUTE.*

••• *Begin reading here..*

In this section I will ask you to say as many names of animals as you can. You have one minute.

0 to 30 seconds		30 to 60 seconds			
76	All words are names of animals.	+	-	0	
77	Number of acceptable words.				

SEMANTIC OPPOSITES

••• *In this section, the patient is required to respond with a word that means the opposite of the stimulus word. The response is correct if its meaning is opposite to, but is not morphologically related to the stimulus word. So, in this section, given the stimulus “TRUE”, the response “UNTRUE” would be scored wrong (by circling “-”) because despite meaning the opposite of the stimulus, it is not a DIFFERENT word.*

••• *Begin reading here.*

I will give you a word. You give me a different word that has the opposite meaning. So for example, if I say “BIG” you would say “SMALL” because “big” and “small” have opposite meanings. Ready?

78	True	+ False	or	1	-	0
79	Slow	+ Fast	or	1	-	0
80	Heavy	+ Light	or	1	-	0
81	High	+ Low	or	1	-	0
82	Soft	+ Hard	or	1	-	0

READING

••• *In the following two sections the patient is required to read the stimulus aloud (stimulus book p. 31). For each item circle “+” if the item is read aloud correctly, circle “-” if it is read incorrectly, and circle “0” if nothing is produced.*

••• *Begin reading here.*

You will get some words to read. Read each word aloud. Ready?

83	Cat		+	-	0
84	Mall		+	-	0
85	Chick		+	-	0
86	Bees		+	-	0

87	Fan		+	-	0
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••• *Pause here and read the following instructions to the patient (stimulus book page 32).*

Now I would like you to do the same with the following sentences. Read the sentences aloud. Ready?

88	The boy holds the girl.		+	-	0
89	He washes himself.		+	-	0
90	The dog is bitten by the cat.		+	-	0
91	It's the truck that pulls the car.		+	-	0

••••• *TURN OFF VOICE RECORDER NOW* •••••

COPYING

••• *Give the patient a sheet of paper and then begin reading aloud here.*

I will give you some words to look at. Here is a pencil. Please copy each word on this sheet.

92	Thick		+	-	0
93	Knees		+	-	0

DICTATION

••• *Pause here and read the following instructions to the patient.*

Now I will read you some words. You write them down. Ready?

94	Glue		+	-	0
95	Tramp		+	-	0

••• *In the following section, score “+” if the patient writes the stimulus sentence perfectly. If his/her response is not perfect then put the number of correct words in the space provided.*

••• *Pause here and read the following instructions.*

Now you will hear a sentence. Please write this down. Ready?

96	The boy does not push the car.		+	Incorrect words	0
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READING COMPREHENSION FOR WORDS

••• *In the following two sections the patient is required to read the stimulus SILENTLY and then point to the picture which best corresponds to its meaning (stimulus book p. 35). For each item, record the number of the picture that the patient points to by circling the appropriate number.*

••• *Begin reading here.*

You will get some words to read. Touch the picture that shows the meaning of the word. Ready?

97	Chick	1	2	0
		3	4	
98	Stamp	1	2	0
		3	4	
99	Bear	1	2	0
		3	4	
100	Dice	1	2	0
		3	4	

READING COMPREHENSION FOR SENTENCES

••• *Pause here and read the following instructions to the patient (stimulus book p. 45).*

Now I would like you to do the same with the following sentences. Read the sentences silently and then touch the picture that shows the meaning of the sentence.

101	He washes himself.	1	2	0
		3	4	
102	It's the truck that pulls the car.	1		0
		2		
		3		
		4		
103	The boy does not push the girl.	1		0
		2		
104	The woman is not kissed by the man.	1		0
		2		