

I. Spontaneous speech

Ask the patient the following questions and record their answers. After finishing these, you will use the following page to score their fluency and information content.

1. How are you today?
2. Have you been here before?
3. What is your name?
4. Where do you live?
5. What is your major / What do you study?
6. Why are you here today?
7. Tell me what you see in this picture (last page of this handout). Try to talk in complete sentences. Try to pay attention to all aspects of the picture.

Scoring for the "spontaneous speech" section

A. Information Content. Circle the following category that describes how the patient responded to the questions.

- (0) No responses provided
- (1) Incomplete responses only (e.g., first name or last name only, instead of full name)
- (2) Correct response to any 1 item
- (3) Correct responses to any 2 items
- (4) Correct responses to any 3 items.
- (5) Correct responses to any 3 of the first six items, plus some response to the picture
- (6) Correct responses to any 4 of the first six items, plus some response to the picture
- (7) Correct responses to 4 of the first six items, and mentioning at least 6 items in the picture
- (8) Correct responses to 5 of the first six items, and an incomplete description of the picture. (Mis-pronunciations can be counted as correct; for example, if the person says "pouse" instead of "house", this can be considered a correct answer.)
- (9) Correct responses to all 6 of the first items. An almost complete description of the picture: at least 10 people, objects, or actions should be named. There may be some circumlocution ("circumlocution" means when people avoid using a word they don't know, by finding another way to express the thing. For example, if someone forgets the word for "plate", they might say, "The round dish you eat from". The word "circumlocution" literally means "talking around [something]")
- (10) Correct responses to all 6 of the first items, and to the picture. Sentences of normal length and complexity, referring to most of the items and activities. A reasonably complete description of the picture.

B. Fluency, grammatical competence, and pronunciation. Circle the following category that describes how the patient responded to the questions.

- (0) No words; or just short, meaningless utterances

- (1) Recurrent stereotypic utterances (i.e., repeating the same sound many times) with varied intonation, conveying some meaning
- (2) Single words, often mis-pronunciations, effortful and hesitant
- (3) Fluent recurrent utterances (repeating the same things a lot) or mumbling, very low volume jargon
- (4) Halting, telegraphic speech (simple one- or two-word utterances without much grammar, e.g. "Give cookie" or "Go class"). Mostly single words, often with pronunciation mistakes. Sentences only occur in automatic, memorized chunks like "Oh I don't know"
- (5) Often telegraphic speech, but is more fluent, and with some grammatical organization. Mis-pronunciations may be prominent. Few full sentences.
- (6) More complete sentences. Normal grammatical pattern may be present. Mis-pronunciations may be present.
- (7) Phonemic jargon (i.e., meaningless words, but spoken fluently so that it sounds like the speaker thinks it's normal) that seems like normal syntax and rhythm, with a variety of phonemes (i.e., not just repeating the same sounds all the time) and variety of made-up words. May be loud or quiet; must be fluent (流利)
- (8) Fluent speech with a lot of circumlocutions (talking around words that the person forgot; see the explanation in the section above). Clear difficulty remembering specific words. Mis-pronunciations. Might have words that are real words but don't fit in the context. The sentences are often complete, but may be irrelevant or not making much sense.
- (9) Mostly complete, relevant sentences; occasional hesitations or mis-pronunciations. Some difficulty remembering words. May have some difficulty speaking.
- (10) Sentences of normal length and complexity, without obvious slowing, halting, or difficulty. No mis-pronunciations.

Total score (add the two circled number together): _____ (out of 20)

II.A. Auditory verbal comprehension: yes-no questions

Explain to the patient that you are going to ask some questions, and the answers should be either "yes" or "no". If it is difficult to establish a consistent verbal or gestural yes/no response, then you can tell them to blink their eyes for "yes" or keep their eyes open for "no". If necessary, you can repeat the instructions during the test. If the patient corrects themselves, you should make your score based on the first answer they give. If they give an ambiguous response, repeat the instructions and the question; if their response is still ambiguous, give a score of 0 for that question. Score 3 points for each correct answer. Record their responses in the appropriate column (they only need one response per question).

	Correct answer	Verbal response	Gesture response	Eye-blink response
1. Is your name Smith?	No			
2. Is your name <another wrong name>?	No			
3. Is your name <their real name>?	Yes			
4. Do you live in Taipei?	No			
5. Do you live in Hong Kong?	Yes			
6. Do you live in Singapore?	No			
7. Are you a <man/woman>?	Yes			
8. Are you a doctor?	No			
9. Am I a <man/woman>?	Yes			
10. Are the lights on in this room?	Yes			
11. Is the door closed?	Yes			
12. Is this a hotel?	No			
13. Is this a classroom?	Yes			
14. Are you wearing red pajamas?	No			
15. Will paper burn in fire?	Yes			
16. Does March come before June?	Yes			
17. Do you eat a banana before you peel it?	No			
18. Does it snow in July?	No			
19. Is a horse larger than a dog?	Yes			
20. Do you cut grass with an axe?	No			

Total score: _____ (out of 60)

II.C. Auditory verbal comprehension: sequential commands

Score for partial execution of the commands according to the numbers above each segment that is correctly executed. (For example, for the sentence "point to the window, then to the door", if they only point to the window they get 2 points for that part.) If the participant requests repetition or looks confused, repeat the command as a full sentence. On the table before the patient line up the pen, comb, and book in that order and point out each one. (If you don't have these objects, you can instead use other objects, like phone, marker, bag, lipstick, etc.)

Raise ²your hand.

Shut ²your eyes.

Point ²to the chair.

Point to ²the window, then to the ²door.

Point to ²the pen and the ²book.

Point with ⁴the pen to ⁴the book.

Point to ⁴the pen with ⁴the book.

Point to ⁴the comb with ⁴the pen.

With ⁴the book, point to ⁴the comb.

Put ⁴the pen on top of the ⁶book then give it ⁴to me.

Put the ⁵comb on the ⁵other side of the pen and ⁵turn over the ⁵book.

Total score: _____ (out of 100)

SCORE SHEET

		<i>Maximum</i>	<i>Patient's Subscores</i>	<i>Total For AQ</i>
Global Aphasia	Spontaneous Speech			
	Information Content	<u>10</u>		
	Fluency	<u>10</u>		
	<i>Total</i>	<u>20</u>		
Broca's Aphasia	Comprehension			
	Yes/No Questions	<u>60</u>		
	Auditory Word Recognition	<u>60</u>		
	Sequential Commands	<u>80</u>		
	<i>Total</i>			
	(Divide By 20 For AQ)	<u>10</u>		
Isolation Aphasia	Repetition	<u>100</u>		
	<i>Total</i>			
	(Divide By 10)	<u>10</u>		
Transcortical Sensory Aphasia	Naming			
	Object Naming	<u>60</u>		
	Word Fluency	<u>20</u>		
	Sentence Completion	<u>10</u>		
	Responsive Speech	<u>10</u>		
	<i>Total</i>			
Conduction Aphasia	(Divide By 10)	<u>10</u>		
	Aphasia Quotient			
	(Add Totals And Multiply by 2 For AQ)			
	Reading And Writing			
	Reading	<u>100</u>		
	Writing	<u>100</u>		
Anomic Aphasia	<i>Total</i>			
	(Divide By 10)	<u>20</u>		
	Praxis	<u>60</u>		
Anomic Aphasia	<i>Total</i>			
	(Divide By 6)	<u>10</u>		
	Construction			
	Drawing	<u>30</u>		
	Block Design	<u>9</u>		
	Calculation	<u>24</u>		
Anomic Aphasia	Raven's Score	<u>37</u>		
	<i>Total</i>			
	(Divide By 10)	<u>10</u>		
Anomic Aphasia	Cortical Quotient			
	<i>Add Totals</i>	<u>100</u>		

- Total 93.8 or greater is considered not aphasic. 93.8 or below is considered aphasic.

