Quick Aphasia Battery (QAB)

Form 1

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] [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.  [0] [1] [3] [4]

If not done:  Model closing eyes, indicate to copy.

(g) Squeeze my hand.  [0] [1] [3] [4]

If not done:  Squeeze patient’s hand, indicate to copy.

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
– 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

Present stimulus card 1. Ask ‘What is happening here?’

(a) The boy is pushing the girl.

(b) The girl is chasing the boy.

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.

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<td>MLU 5-7 words</td>
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<tr>
<td>&quot;telegraphic speech&quot;</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Paragrammatism: substitution of closed class items; inappropriate</td>
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<td>tangential</td>
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</tr>
<tr>
<td>perseverations)</td>
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</tr>
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</table>

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
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
(b) drum Related: violin, trombone
(c) violin Related: drum, trombone
(d) giraffe Related: lion, horse

Present stimulus card 3.

(e) bone Related: boat
(f) kite Related: coat
(g) boot Related: boat
(h) goat Related: coat

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)
(b) Am I a [man/woman]? (N)
(c) Do you cut the grass with an axe? (N)
(d) Are babies watched by babysitters? (Y)
(e) Do you open your door with a key? (Y)
(f) If you’re about to leave, have you left yet? (N)
(g) Are witnesses questioned by police? (Y)
(h) If I tell you I used to smoke, do you think I smoke now? (N)
(i) Are doctors treated by patients? (N)
(j) If I was at the park when you arrived, did I get there first? (Y)
(k) If you’re about to go upstairs, are you still downstairs (Y)
(l) Are cats chased by mice? (N)
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]

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]

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]
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 ʌ).

(a) tongue from side to side

(b) aaaaaah (voice quality)

(c) 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.

<table>
<thead>
<tr>
<th>Motor speech feature</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dysarthria: impairment of muscles used for speech production</td>
<td>severe</td>
<td>marked</td>
<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
<tr>
<td>Apraxia of speech: impairment of speech motor planning</td>
<td>severe</td>
<td>marked</td>
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Summary

Word comprehension

Sentence comprehension

Word finding

Grammatical construction

Speech motor programming

Repetition

Reading

QAB overall

Notes
Quick Aphasia Battery (QAB)
Form 2

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] [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.* [0] [1] [3] [4]

If not done: *Model closing eyes, indicate to copy.*

(g) *Squeeze my hand.* [0] [1] [3] [4]

If not done: *Squeeze patient's hand, indicate to copy.*

**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
- your first job
- what you like about where you live
- when you got married
- how you met your husband/wife/partner
- your first child
- a time you were really scared/embarrassed/angry

_______________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

____________________________________________________________________________________________________

________________________________________________________________________________________________________________

Present stimulus card 1. Ask ‘What is happening here?’

(a) The boy is washing the girl.

(b) The girl is kicking the boy.

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.

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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
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]

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]
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) mask
    __________________________________________
(d) volcano
    __________________________________________
(e) seahorse
    __________________________________________
(f) pyramid
    __________________________________________   (c) [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
    __________________________________________
(b) blanket
    __________________________________________
(c) prosperity
    __________________________________________
(d) insignificant
    __________________________________________
(e) The dog barks at the door.
    __________________________________________
(f) The creative architect understood who we'd be seeing.
    __________________________________________

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
    __________________________________________
(b) choir
    __________________________________________
(c) graduation
    __________________________________________
(d) involuntary
    __________________________________________
(e) The sun sets in the West.
    __________________________________________
(f) The capable detective discovered why I'd been waiting.
    __________________________________________
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.

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**Summary**

Word comprehension

Sentence comprehension

Word finding

Grammatical construction

Speech motor programming

Repetition

Reading

QAB overall

**Notes**
Quick Aphasia Battery (QAB)

Form 3

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] [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. __________________________________________ [0] [1] [3] [4]

If not done: Model closing eyes, indicate to copy.

(g) Squeeze my hand. __________________________________________ [0] [1] [3] [4]

If not done: Squeeze patient’s hand, indicate to copy.

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
- 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

Present stimulus card 1. Ask ‘What is happening here?’

(a) The girl is pulling the boy.

(b) The boy is kissing the girl.

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.

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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
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
(b) piano Related: trumpet, cello
(c) camel Related: elephant, bear
(d) trumpet Related: piano, cello

Present stimulus card 3.

(e) cat Related: can
(f) box Related: socks, fox
(g) cane Related: can
(h) socks Related: box, fox

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)
(b) Are you wearing a [color] [shirt/dress]? (N)
(c) Do you brush your teeth with a comb? (N)
(d) Are babies named by parents? (Y)
(e) Do you take pictures with a camera? (Y)
(f) If you’re about to finish, have you finished yet? (N)
(g) Are people taxed by governments? (Y)
(h) If you’re about to go inside, are you still outside? (Y)
(i) Are wolves attacked by deer? (N)
(j) If he was at the show when you arrived, did he get there first? (Y)
(k) Are thieves robbed by victims? (N)
(l) If I tell you I used to drink coffee, do you think I drink coffee now? (N)
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]

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]

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]
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 (rate/rhythm)

(d) pʌkʌ pʌkʌ pʌkʌ (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.

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Summary

Word comprehension

Sentence comprehension

Word finding

Grammatical construction

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QAB overall

Notes
Quick Aphasia Battery (QAB)
Form 1A

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] [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.* [0] [1] [3] [4]

   If not done:  *Model closing eyes, indicate to copy.*

   (g) *Squeeze my hand.* [0] [1] [3] [4]

   If not done:  *Squeeze patient’s hand, indicate to copy.*

   **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
– when you had your first child
– how you met your husband/wife/partner
– your first job
– when you retired
– what you like about where you live
– a time you were really scared/embarrassed/angry

______________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

_____________________________________________________________________________________________________

________________________________________________________________________________________________________________

Present stimulus card 1. Ask ‘What is happening here?’

(a) The boy is pushing the girl.

(b) The girl is chasing the boy.

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.

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If not possible:  [ ] No spontaneous speech  [ ] Only incomprehensible muttering  [ ] Only stereotyped

[ ] Fewer than 10 wpm, typically mainly ‘yes’, ‘no’, a few single words or attempts
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
(b) drum Related: violin, trombone
(c) violin Related: drum, trombone
(d) giraffe Related: lion, horse

Present stimulus card 3.

(e) bone Related: boat
(f) kite Related: coat
(g) boot Related: boat
(h) goat Related: coat

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)
(b) Am I a [man/woman]? (N)
(c) Do you cut the grass with an axe? (N)
(d) Are babies watched by babysitters? (Y)
(e) Do you open your door with a key? (Y)
(f) If you’re about to leave, have you left yet? (N)
(g) Are witnesses questioned by police? (Y)
(h) If I tell you I used to smoke, do you think I smoke now? (N)
(i) Are doctors treated by patients? (N)
(j) If I was at the park when you arrived, did I get there first? (Y)
(k) If you’re about to go upstairs, are you still downstairs (Y)
(l) Are cats chased by mice? (N)
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
(b) pencil
(c) wheelchair
(d) octopus
(e) hammock
(f) escalator

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
(b) mask
(c) pyramid
(d) The boy is washing the girl.

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
(b) breakfast
(c) catastrophe
(d) undetectable
(e) The sun rises in the East.
(f) The ambitious journalist discovered where we’d be going.
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]

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]
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

(b) dough

(c) proposition

(d) inexperienced

(e) The baby cries in the night.

(f) The popular novelist realized why I’d been calling.

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

(b) piano Related: trumpet, cello

(c) camel Related: elephant, bear

(d) trumpet Related: piano, cello

Present stimulus cards 14, 15, 16, 17.

(e) cat Related: can

(f) box Related: socks, fox

(g) cane Related: can

(h) socks Related: box, fox
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 (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.

<table>
<thead>
<tr>
<th>Motor speech feature</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dysarthria: impairment of muscles used for speech production</td>
<td>severe</td>
<td>marked</td>
<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
<tr>
<td>Apraxia of speech: impairment of speech motor planning</td>
<td>severe</td>
<td>marked</td>
<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
</tbody>
</table>

Summary

Word comprehension
Sentence comprehension
Word finding
Grammatical construction
Speech motor programming
Repetition
Reading
QAB overall

Notes
Quick Aphasia Battery (QAB)
Form 2A

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] [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.  

[0] [1] [3] [4]  

If not done: Model closing eyes, indicate to copy.

(g) Squeeze my hand.  

[0] [1] [3] [4]  

If not done: Squeeze patient’s hand, indicate to copy.

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
- your first job
- when you got married
- how you met your husband/wife/partner
- what you like about where you live
- a time you were really scared/embarrassed/angry

______________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________

Present stimulus card 1. Ask ‘What is happening here?’

(a) The boy is washing the girl.

(b) The girl is kicking the boy.

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.

<table>
<thead>
<tr>
<th>Aphasic connected speech feature</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduced length and complexity of utterances</td>
<td>single words</td>
<td>MLU 2 words</td>
<td>MLU 3-4 words</td>
<td>MLU 5-7 words</td>
<td>normal</td>
</tr>
<tr>
<td>Reduced speech rate</td>
<td>0-24 wpm</td>
<td>25-49 wpm</td>
<td>50-74 wpm</td>
<td>75-99 wpm</td>
<td>100+ wpm</td>
</tr>
<tr>
<td>Agrammatism: omission of words and morphemes, especially closed class; “telegraphic speech”</td>
<td>severe</td>
<td>marked</td>
<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
<tr>
<td>Paragrammatism: substitution of closed class items; inappropriate juxtaposition of words and phrases; garbled syntax</td>
<td>severe</td>
<td>marked</td>
<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
<tr>
<td>Anomia: word-finding pauses, word-finding failures, abandoned utterances, effective circumlocution</td>
<td>severe</td>
<td>marked</td>
<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
<tr>
<td>Empty speech: vague words, overabundance of closed class words, ineffective circumlocution, utterances unclear in meaning and/or tangential</td>
<td>severe</td>
<td>marked</td>
<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
<tr>
<td>Semantic paraphasias: substitution of open class items (including perseverations)</td>
<td>severe</td>
<td>marked</td>
<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
<tr>
<td>Phonemic paraphasias and neologisms</td>
<td>severe</td>
<td>marked</td>
<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
<tr>
<td>Self-correction: false starts, retraced sequences, conduite d'approche</td>
<td>severe</td>
<td>marked</td>
<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
<tr>
<td>Overall communication impairment</td>
<td>communication fragmentary; examiner carries burden</td>
<td>communication limited; participant shares burden</td>
<td>can discuss everyday topics; limited beyond that</td>
<td>impairment evident, but can discuss all topics</td>
<td>no impairment evident</td>
</tr>
</tbody>
</table>

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
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]

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]
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
(b) comb
(c) mask
(d) volcano
(e) seahorse
(f) pyramid

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
(b) mushroom
(c) stethoscope
(d) The girl is pulling the boy.

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
(b) blanket
(c) prosperity
(d) insignificant
(e) The dog barks at the door.
(f) The creative architect understood who we'd be seeing.
**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

(b) piano  Related: trumpet, cello

(c) camel  Related: elephant, bear

(d) trumpet  Related: piano, cello

Present stimulus card 7.

(e) cat  Related: can

(f) box  Related: socks, fox

(g) cane  Related: can

(h) socks  Related: box, fox

**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)

(b) Are you wearing a [color] [shirt/dress]? (N)

(c) Do you brush your teeth with a comb? (N)

(d) Are babies named by parents? (Y)

(e) Do you take pictures with a camera? (Y)

(f) If you’re about to finish, have you finished yet? (N)

(g) Are people taxed by governments? (Y)

(h) If you’re about to go inside, are you still outside? (Y)

(i) Are wolves attacked by deer? (N)

(j) If he was at the show when you arrived, did he get there first? (Y)

(k) Are thieves robbed by victims? (N)

(l) If I tell you I used to drink coffee, do you think I drink coffee now? (N)
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
(b) choir
(c) graduation
(d) involuntary
(e) The sun sets in the West.
(f) The capable detective discovered why I’d been waiting.

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
(b) drum Related: violin, trombone
(c) violin Related: drum, trombone
(d) giraffe Related: lion, horse

Present stimulus card 14, 15, 16, 17.

(e) bone Related: boat
(f) kite Related: coat
(g) boot Related: boat
(h) goat Related: coat
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 (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.

<table>
<thead>
<tr>
<th>Motor speech feature</th>
<th>0</th>
<th>1</th>
<th>2</th>
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<tbody>
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<td>Dysarthria: impairment of muscles used for speech production</td>
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**Summary**

Word comprehension

Sentence comprehension

Word finding

Grammatical construction

Speech motor programming

Repetition

Reading

QAB overall

**Notes**
Quick Aphasia Battery (QAB)
Form 3A

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] [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. __________________________ [0] [1] [3] [4]
   If not done: Model closing eyes, indicate to copy.
(g) Squeeze my hand. __________________________ [0] [1] [3] [4]
   If not done: Squeeze patient's hand, indicate to copy.

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
- when you retired
- what you like about where you live
- a time you were really scared/embarrassed/angry

Present stimulus card 1. Ask *What is happening here?*

(a) The girl is pulling the boy.  
(b) The boy is kissing the girl.

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.

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<tr>
<th>Aphasic connected speech feature</th>
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<td>Agrammatism: omission of words and morphemes, especially closed class; &quot;telegraphic speech&quot;</td>
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<td>moderate</td>
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<td>Paragrammatism: substitution of closed class items; inappropriate juxtaposition of words and phrases; garbled syntax</td>
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<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
<tr>
<td>Anomia: word-finding pauses, word-finding failures, abandoned utterances, effective circumlocution</td>
<td>severe</td>
<td>marked</td>
<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
<tr>
<td>Empty speech: vague words, overabundance of closed class words, ineffective circumlocution, utterances unclear in meaning and/or tangential</td>
<td>severe</td>
<td>marked</td>
<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
<tr>
<td>Semantic paraphasias: substitution of open class items (including perseverations)</td>
<td>severe</td>
<td>marked</td>
<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
<tr>
<td>Phonemic paraphasias and neologisms</td>
<td>severe</td>
<td>marked</td>
<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
<tr>
<td>Self-correction: false starts, retraced sequences, conduite d'approche</td>
<td>severe</td>
<td>marked</td>
<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
<tr>
<td>Overall communication impairment</td>
<td>communication fragmentary; examiner carries burden</td>
<td>communication limited; participant shares burden</td>
<td>can discuss everyday topics; limited beyond that</td>
<td>impairment evident, but can discuss all topics</td>
<td>no impairment evident</td>
</tr>
</tbody>
</table>

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
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]

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]
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
(b) flower
(c) mushroom
(d) harmonica
(e) pelican
(f) stethoscope

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
(b) wheelchair
(c) escalator
(d) The boy is pushing the girl.

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
(b) brother
(c) proximity
(d) inconceivable
(e) The baby drinks from a bottle.
(f) The confident vocalist realized where we’d be staying.
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
(b) drum Related: violin, trombone
(c) violin Related: drum, trombone
(d) giraffe Related: lion, horse

Present stimulus card 7.

(e) bone Related: boat
(f) kite Related: coat
(g) boot Related: boat
(h) goat Related: coat

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) 
(b) Am I a [man/woman]? (N) 
(c) Do you cut the grass with an axe? (N) 
(d) Are babies watched by babysitters? (Y) 
(e) Do you open your door with a key? (Y) 
(f) If you’re about to leave, have you left yet? (N) 
(g) Are witnesses questioned by police? (Y) 
(h) If I tell you I used to smoke, do you think I smoke now? (N) 
(i) Are doctors treated by patients? (N) 
(j) If I was at the park when you arrived, did I get there first? (Y) 
(k) If you’re about to go upstairs, are you still downstairs (Y) 
(l) Are cats chased by mice? (N)
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]

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]
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) patʌka patʌka patʌka (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.

<table>
<thead>
<tr>
<th>Motor speech feature</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dysarthria: impairment of muscles used for speech production</td>
<td>severe</td>
<td>marked</td>
<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
<tr>
<td>Apraxia of speech: impairment of speech motor planning</td>
<td>severe</td>
<td>marked</td>
<td>moderate</td>
<td>mild</td>
<td>normal</td>
</tr>
</tbody>
</table>

Summary

Word comprehension

Sentence comprehension

Word finding

Grammatical construction

Speech motor programming

Repetition

Reading

QAB overall

Notes