**BNT Transcription Information**

**Portland State University**

**Inclusionary criteria:**

Archival audiovisual recordings of BNT-SF administration from 132 individuals were obtained from the AphasiaBank database (MacWhinney et al., 2011) on March 6, 2019, for use in the present study. Participants were right-handed individuals who had experienced a single, left-hemisphere stroke resulting in aphasia. A diagnosis of aphasia was operationally defined as an Aphasia Quotient (AQ) of <93.8 on the Western Aphasia Battery - Revised Aphasia Quotient (WAB-R; Kertesz, 2006) or <11 on the Boston Naming Test - Short Form (BNT-SF). Individuals with a concomitant clinical diagnosis of apraxia of speech (AOS) or dysarthria were also included. All spoke English as their primary language, were judged to have adequate hearing and vision (aided or unaided) for testing purposes, and had no significant comorbid neurologic or psychiatric illness.

**Transcription procedure:**

Participant responses were phonemically transcribed by two research assistants at Portland State University in a pseudorandom order. Any disagreements in transcription between the two research assistants were resolved by a research speech-language pathologist.

A response was defined as a first complete attempt, following the guidelines of the Philadelphia Naming Test (PNT; Roach et al., 1996), which is a minimally consonant-vowel or vowel-consonant (not including schwa) response that is either: 1) not self-interrupted and has an overt downward or upward intonation; or 2) not self-interrupted, spoken at an even intonation, and followed by a noticeable pause. Any responses verbalized after provision of an examiner cue were not considered.

Responses that met criteria for the PNT’s definition of a description (e.g., single verb, adjective, or adverb) or no response (e.g., oral spelling, sound effects) were not transcribed and instead coded as such. If the person produced no meaningful linguistic output, the response was coded using a house-made code. Please see below for a description of the codes used.

Phonemic transcriptions were broad and followed Standard American English and, as such, variations in dialect were written in the standardized form. Phoneme notation and primary stress assignment followed conventions developed by our laboratory for the purposes of use with a computer algorithm. Please see below for our phoneme conventions, a list of target phonemic transcriptions, and an explanation of stress assignment.

**Coding conventions:**

The following codes from the PNT’s scoring guidelines were used:

|  |  |
| --- | --- |
| **Code** | **Definition** |
| Description (D) | A response that provides a characterization of the target or attempts to explain its function/purposes. These may include a single verb, adjective, or adverb that has a semantic relationship to the target or is unrelated to the target; a response that negates the target; a response that includes a carrier phrase with the name of the target; or a response that uses the superordinate of the target to say it is a “type of X”. |
| No Response (NR) | A response where the participant verbally or nonverbally communicates that he or she cannot name the picture. This includes oral spelling, sound effects, and whispered responses. |

The following house-made code was also used:

|  |  |
| --- | --- |
| **Code** | **Definition** |
| No verbal output (NVO) | The participant provided no verbal response to the presented picture or made vocalizations that were judged to not carry linguistic meaning (e.g., filled pauses). |

**Missing data:**

A code of -999 was assigned to data missing at random (e.g., examiner skipped a particular item on accident). A code of -888 was used for data missing for a known reason (e.g., a discontinuation rule was applied.

**Transcription conventions:**

Phoneme Notation:

See the chart below for a list of the phoneme notations used by our laboratory, as well as lists of examples:

|  |  |
| --- | --- |
| **IPA** | **Examples** |
| /p/ | "pat" |
| /b/ | "bat" |
| /t/ | "ten" |
| /d/ | "den" |
| /ɾ/ | "butter" |
| /k/ | "coat" |
| /g/ | "goat" |
| /f/ | "fan" |
| /v/ | "van" |
| /θ/ | "thin" |
| /ð/ | "then" |
| /s/ | "see" |
| /z/ | "zoo" |
| /ʃ/ | "shoe" |
| /ʒ/ | "occasion" |
| /tʃ/ | "church" |
| /dʒ/ | "judge" |
| /m/ | "man" |
| /n/ | "nose" |
| /ŋ/ | "sing" |
| /ɹ/ | "red" |
| /l/ | "late" |
| /w/ | "win" |
| /j/ | "yes" |
| /h/ | "hat" |
| /t/ | "cotton" |
| /i/ | “she”, “fleece” |
| /æ/ | “cat” |
| /ɛ/ | “red” |
| /ɪ/ | “fit”, “oily” |
| /u/ | “boot”, “goose” |
| /ʊ/ | “wood” |
| /ɔ/ | “dawn” |
| /ɑ/ | “not” |
| /ʌ/ | “but” (stressed) |
| /ə/ | “alone” (unstressed) |
| /ɝ/ | “heard” (stressed) |
| /ɚ/ | “perhaps” (unstressed) |
| /aɪ/ | “kite” |
| /aʊ/ | “cow” |
| /ɔɪ/ | “boy” |
| /eɪ/ | “state” (stressed), or at the end of word, e.g., “display” as a noun. Also, use for “rebate” (unstressed) |
| /oʊ/ | “vote” (stressed), or at the end of word, e.g., “below”  Also, use for “obese” (unstressed) |
| /ɪɹ/ | “deer” |
| /ɔɹ/ | “door” |
| /ɑɹ/ | “dark” |
| /ɛɹ/ | “dare” |
| /ʊɹ/ | “cure” |

Stress assignment:

Our laboratory notated primary stress by placing an apostrophe after the primary stressed vowel. For example, the word *cat* would be transcribed as /kæ’t/.

Target transcriptions:

Phonemic transcriptions of the targets were as follows:

|  |  |
| --- | --- |
| **BNT Item** | **IPA Target** |
| house | haʊ's |
| comb | koʊ'm |
| toothbrush | tu'θbɹəʃ |
| octopus | ɑ'ktəpʊs |
| bench | bɛ'ntʃ |
| volcano | vɑlkeɪ'noʊ |
| canoe | kənu' |
| beaver | bi'vɚ |
| cactus | kæ'ktəs |
| hammock | hæ'mək |
| stethoscope | stɛ'θəskoʊp |
| unicorn | ju'nɪkɔɹn |
| tripod | tɹaɪ'pɑd |
| sphinx | sfɪ'ŋks |
| palette | pæ'lət |