APHASIABANK PROTOCOL DESCRIPTION

The protocol is designed for efficient elicitation of a cross-section of language behaviors. In our experience non-verbal encouragers work as well as verbal ones in eliciting language and make the task of transcription immeasurably easier.

We use a written script to administer the protocol. We try to make it sound as natural and conversational as possible, but we also try to deviate from the script as little as possible to keep the data collection uniform.

When administering the protocol, be sure to record all discourse tasks (items I-IV below) as well as the Repetition test and the Boston Naming test.

I. Free Speech Samples

A. Stroke Story and Coping - This is the participant's story of his or her stroke (adapted from Gloria Olness). Follow-up questions (inspired by Kleinman, Eisenberg, & Good, 1978) probe recovery and coping. Essentially, this method calls for embedding questions in a conversational exchange to elicit a personal narrative. This seems to be a salient topic for most aphasic patients, and it often evokes a rich narrative.

B. Important Event - This task is also intended to evoke a personal narrative with a wide range of possible topics.

II. Picture Descriptions

A. Broken Window - Lise Menn and her group have used this four-panel sequence to support the production of descriptive narratives. Copyright has been assigned by Lise Menn to AphasiaBank. No attribution needed, no restrictions on reproduction.

B. Refused Umbrella –This six-panel sequence is similar to one used by Lise Menn and Lorraine Obler to elicit descriptive narratives in their research. This stimulus picture was commissioned by AphasiaBank; no attribution needed, no restrictions on reproduction.

C. Cat Rescue – Linda Nicholas and Robert Brookshire have used this picture successfully to evoke descriptive narratives in their aphasia research. Reprinted for AphasiaBank by authors' permission. For any other reproduction, authors' permission must be obtained.

D. Flood – Gloria Olness has used this photograph successfully to elicit descriptive narratives from aphasic participants. **Discontinued from protocol as of 8/15/10.**

III. Story Narrative

Cinderella – These pictures illustrate central events from the classic Cinderella story to support a narrative with both story structure and descriptive details.

IV. Procedural Discourse

Peanut Butter and Jelly Sandwich - Michael Chial and Michael Flahive have successfully used this method to elicit procedural discourse.

V. Tests

Note: Give BNT and WAB only if no recent scores (within 6 months) are available.

Go to the Test Results Collection for spreadsheets to record the data.

A. AphasiaBank Repetition Test - This test is a joint effort of Audrey Holland, Brian MacWhinney, Davida Fromm, and Margie Forbes. Section I assesses repetition of additive word lists using a closed word list (from 1-8 words in length with 1 trial at each list length) and then an open word list (1-7 words in length with 3 trials at each list length). Section II assesses repetition of sentences using a set of 6 sentences of increasing length (from 4 to 19 words) and then a set of 12 sentences (4 with no errors, 4 with semantic errors, and 4 with a potential interference effect.

B. Boston Naming Test, Second Edition, Short Form (Kaplan, Goodglass, & Weintraub, 2001) – This picture test assesses noun naming.

C. Verb Naming Test from Northwestern Assessment of Verbs and Sentences-Revised (Cho-Reyes & Thompson, 2012) -- This picture test assesses verb naming.

D. The Western Aphasia Battery-Revised (Kertesz, 2007) – This is intended to provide a standardized measure of aphasia type and severity (Aphasia Quotient).

E. Complex Ideational Material-Short Form -- from the Boston Diagnostic Aphasia Examination (Goodglass, Kaplan, & Weintraub, 2001) – This sentence comprehension task assesses receptive language.

F. Sentence Comprehension -- Adapted from the Philadelphia Comprehension Battery (Saffran, Schwartz, Linebarger, Martin, & Bochetto, 1988) – This sentence comprehension task assesses comprehension of grammatically complex sentences.

VI. Demographic Data

Go to the Demographics Collection for coding sheets to collect demographic data and spreadsheets for recording the data.