APHASIA

INSTRUCTIONS FOR DISCOURSE TASKS

These instructions explain how to administer the discourse tasks of the AphasiaBank protocol and include the detailed script for examiners to follow. Allow ample time for as full a response as each participant can provide using this protocol script.

For those unable to respond to any of the prompts for the *Stroke Story,* skip the *Important Event* task and proceed to the first Picture Description (*Broken Window*). If the participant responds to the *Broken Window* picture description prompt, continue with the protocol, changing the order if that helps, and returning to the initial questions if appropriate. If the participant does not respond to the *Broken Window* picture, and you believe these tasks are too difficult, you can discontinue as you see fit.

To facilitate transcription, the examiner's speech, including verbal encouragers, should be kept to a minimum. Use nonverbal encouragers (e.g., head nods, facial expressions, eye contact) instead of verbal encouragers (e.g., "I see", "mhm", "yeah") whenever possible.

SECTION I: FREE SPEECH SAMPLES

Start with a preliminary unrecorded conversation for social exchanges, signing consent forms, explaining about recording the session, answering any questions, and so forth.

BEGIN RECORDING

If your institution requires it, record the following preamble about informed consent, then lead in to the first recorded protocol item (*Stroke Story*). If not, go straight to the *Stroke Story.*

Investigator: **"This participant has signed an informed consent form. These data can be used for _____ (specify: research, teaching, or any purpose). These data are not to be used for _____ (specify any restrictions)."**

A. STROKE STORY and COPING

1. **"I'm going to be asking you to do some talking. How do you think your speech is these days?"**

    If no response in approximately 10 seconds, prompt:

    "How's your talking?"

    Listen, encourage full response.

    If no response, prompt:

    "Are you having trouble with your talking?"

2. **"Do you remember when you had your stroke?"**
    If yes, **"Please tell me about it."**
    If no, **"Well, how about your first memories after the stroke. What can you tell me about that?"**

    If no response in approximately 10 seconds, prompt:

    "Try to tell me about the day you had your stroke."

    Listen, encourage full response.

    If no response, prompt:

    "Do you remember your stroke?"

At a natural juncture add:

3. **"Tell me about your recovery. What kinds of things have you done to try to get better since your stroke?"**

    If no response in approximately 10 seconds, prompt:

    "Tell me about any changes you've needed to make in your daily life."

    If no response, prompt:

    "Did you have any therapy after your stroke?"

"Now I'm going to ask you to do a few more things where you need to talk. Please talk as much as you can about each one, because we're really interested in knowing about your language."

B. IMPORTANT EVENT

"Thinking back, can you tell me a story about something important that happened to you in your life? It could be happy or sad or from any time -- from when you were a kid or more recently."

> If no response in approximately 10 seconds, prompt:

> **"For instance, you could tell me about a trip you took or something about your family or your work -- anything."**

> If no response, go on to Picture Descriptions.

SECTION II: PICTURE DESCRIPTIONS

A. BROKEN WINDOW

"Now I'm going to show you these pictures."

Present picture series.

"Take a little time to look at these pictures. They tell a story. Take a look at all of them, and then I'll ask you to tell me the story with a beginning, a middle, and an end. You can look at the pictures as you tell the story."

> If no response in 10 seconds, give second prompt:

> **"Take a look at this picture** (point to first picture) **and tell me what you think is happening."** If needed, point to each picture sequentially, giving the prompt: **"And what happens here?"**

>> For each panel, if no response, provide the prompt:

>> **"Can you tell me anything about this picture?"**

>> If no response at all, prompt:

>> **"Is the boy kicking the ball through the window?"**

B. REFUSED UMBRELLA

Present picture series.

"Here are some more pictures that tell a story. Take a look at all of them, and then I'll ask you to tell me the story with a beginning, a middle, and an end. Again, you can look at the pictures as you tell the story."

If no response in 10 seconds, give second prompt:

"Look at this picture (point to first panel) **and tell me what you think is happening."** If needed, point to each panel sequentially, giving the prompt: **"And what happens here?"**

For each panel, if no response, provide the prompt:

"Can you tell me anything about this picture?"

If no response at all, prompt:

"Did the boy refuse the umbrella?"

C. CAT RESCUE

Present picture.

"Here is another picture. Look at everything that's happening and then tell me a story about what you see. Tell me the story with a beginning, a middle, and an end."

If no response in 10 seconds, give second prompt:

"Take a look (point to picture) **and tell me any part of the story."**

If fewer than 2 utterances, give third prompt:

"Anything else you can tell me about the story?"

If no response at all, prompt:

"Is the cat stuck in the tree?"

SECTION III: STORY NARRATIVE

CINDERELLA

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Present picture book.

"I'm going to ask you to tell a story. Have you ever heard the story of Cinderella?
(Make note of answer for demographic data. If answer is no, ask participant to tell a fairy tale s/he knows.)

Do you remember much about it? These pictures might remind you of how it goes. Take a look at the pictures, and then I'll put the book away and ask you to tell me the story in your own words."

Allow participant to look through book (assist with page turning if needed), and then prompt:

"Now tell me as much of the story of Cinderella as you can. You can use any details you know about the story, as well as the pictures you just looked at."

> If participant gives a response of fewer than three utterances, or seems to falter, allow 10 seconds, then prompt:

> "**What happened next?"** or **"Go on."**

Continue until participant concludes story or has clearly finished.

> If no response, prompt:

> **"Did Cinderella go to the ball and meet the prince?"**

SECTION IV: PROCEDURAL DISCOURSE

PEANUT BUTTER AND JELLY SANDWICH
(non-U.S. test sites may substitute another simple sandwich)

Do not use a picture stimulus for this task.

"Let's move on to something a little different. Tell me how you would make a peanut butter and jelly sandwich."

> If no response in 10 seconds, give second prompt:

> **"If you were feeling hungry for a peanut butter and jelly sandwich, how would you make it?"**

> If no response, prompt:
> **"Do you like eating peanut butter and jelly sandwiches?"**