**APHASIABANK REPETITION TEST**

**Participant ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Test Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Record this test but do not transcribe.

**I.A. Closed Word List -- Increasing Length, Identical Order**

**Instructions:**

**"Le voy a leer unas listas de palabras. Vamos a comenzar con una palabra, luego vamos a aumentar a dos palabras, luego tres, subiendo hasta ocho palabras. Después que yo diga las palabras, repítamelas en la misma orden que las escuchó. Solo puedo decir cada lista una vez, así que escuche con cuidado.”**

**“Vamos a probar unas para practicar.”**

**“Diga – pato.”** If successful, say, **“Vamos a intentar otra-- pájaro, bote.”**

If the participant repeats these words correctly, say, **“Muy bien, vamos a continuar.”** Begin administration of stimulus items.

If the participant fails to repeat the first round of practice word(s) at any level, offer another chance and repeat the stimuli if necessary. **“Voy a decir una palabra luego usted la dice – arena.” “Vamos a intentar otra—perro, flor.”**

If the participant repeats these practice words correctly, say, **“Muy bien, vamos a continuar.”** Begin administration of stimulus items.

If the participant fails to repeat any of the second round practice items, reinstruct by saying, **“Escuche éstas palabras y repítalas en la misma orden.”** Begin administration of stimulus items.

**Administration Notes:**

Present stimuli with a half second delay between stimulus items in each list. Present each list only once.

Continue this section until the participant fails to repeat 2 consecutive word strings.

**Scoring Notes**:

Score the longest word string the participant successfully repeats, from 1-8. **Successful repetitions include** recognizable approximations of the target (differing by one phoneme, but not forming another word) and mild dysarthric and apraxic errors. Word order changes are acceptable.

**I.A. Stimulus Items:**

**(1st # is the # of syllables in Spanish, 2nd # is the # of syllables in English)**

1. comida (3, 1)

2. comida calcetín (3, 1) total syllables for #2 = (6, 2)

3. comida calcetín noche (2, 1) total syllables for #3 = (8, 3)

4. comida calcetín noche pulgar (2, 1) total syllables for #4 = (10, 4)

5. comida calcetín noche pulgar cárcel (2, 1) total syllables for #5 = (12, 5)

6. comida calcetín noche pulgar cárcel rosa (2, 1) total syllables for #6 = (14, 6)

7. comida calcetín noche pulgar cárcel rosa moneda (3, 1) total syllables for #7 (17, 7)

8. comida calcetín noche pulgar cárcel rosa moneda bruja (2, 1) total syllables for #8 = (19, 8)

**I.B. Open Word Lists – Increasing Length**

**Instructions:**

**“Ahora le voy a leer más listas de palabras comenzando con una luego aumentando. Después que yo las diga, repítalas en la misma orden que las oyó. Acuerde que solo puedo decir cada lista una vez, así que escuche con cuidado.”**

**Administration Notes:**

Present stimuli with a half second delay between stimulus items in each list. Present each list only once.

Continue this section as long as the participant is able to repeat all of the words in any order in at least two of the three lists at a given list length.

**Scoring:**

Spans should be measured for *any order* and for *serial order*. For a list to be correct in *any order*, the participant must repeat each item in the string in any order, (e.g. “dog, cat, sow” may be repeated as “sow, cat, dog”). To be correct in *serial order*, the string must be repeated in the correct order. **Successful repetitions include** recognizable approximations of the target (differing by one phoneme, but not forming another word) and mild dysarthric and apraxic errors.

Span scores are calculated by taking the highest list-length (1-7) in which the participant repeated at least 2 of 3 word sequences correctly (either in *any order* or *serial order* depending on which measure is being calculated), and adding .5 if the participant correctly repeated one of the three lists at the next list-length. Thus if the participant correctly repeated two of the three lists at the four item list-length, and one of three at the five item list-length, s/he would receive a score of *4.5*. Each participant should receive two span scores, one for *any order* and one for *serial order*.

**I.B. Stimulus items:**

(words are on a clear table)

(1st # is the # of syllables in Spanish, 2nd # is the number of syllables in English)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | tren | 1, 1 |  |  |  |  |  |
|  | canasta | 3, 2 |  |  |  |  |  |
|  | pipa | 2, 1 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 2. | Bote 2, 1 | Globo 2, 1 |  |  |  |  |  |
|  | Abanico 4, 1 | Casa 2, 1 |  |  |  |  |  |
|  | Reyna 2, 1 | Pluma 2, 2 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 3. | Carrete 3, 1 | Cinturón 3, 1 | Flor 1, 2 |  |  |  |  |
|  | Vela 2, 2 | Mano 2, 1 | Serrucho 3, 1 |  |  |  |  |
|  | Puerta 2, 1 | Gallina 3, 2 | Pozo 2, 1 |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 4. | Zapato 3, 1 | Niña 2, 1 | Pelota 3, 1 | Camello 3, 2 |  |  |  |
|  | Tambor 2, 1 | Escalera 4, 2 | Chaleco 3, 1 | Sartén 2, 1 |  |  |  |
|  | Portón 2, 1 | Vaca 2, 1 | Pala 2, 2 | Llanta 2, 1 |  |  |  |
|  |  |  |  |  |  |  |  |
| 5. | Gansos 2, 1 | Jalea 3, 2 | Tenedor 3, 1 | Martillo 3, 2 | Piedra 2, 1 |  |  |
|  | Camioneta 4, 1 | Edificio 4, 2 | Mujer 2, 2 | Hilo 2, 1 | Zorro 2, 1 |  |  |
|  | Calle 2, 1 | Caballo 3, 1 | Laguna 3, 1 | Codo 2, 2 | Doctor 2, 2 |  |  |
|  |  |  |  |  |  |  |  |
| 6. | Tortuga 3, 2 | Cuadro 2, 1 | Bosque 2, 2 | Sangre 2, 1 | Ventana 3, 2 | Pájaro 3, 1 |  |
|  | Árbol 2, 1 | Tienda 2, 1 | Maestro 3, 2 | Cárcel 2,1 | Horno 2, 2 | Café 2, 2 |  |
|  | Río 2, 2 | Oro 2, 1 | Carta 2, 2 | Piedra 2, 1 | Clavo 2, 1 | Artista 3, 2 |  |
|  |  |  |  |  |  |  |  |
| 7. | Mesa 2, 2 | Mundo 2, 1 | Niño 2, 1 | Campamento 4, 1 | Limón 2, 2 | Bebé 2, 2 | Nido 2, 1 |
|  | Cama 2, 1 | Martillo 3, 2 | Caro 2, 1 | Regalo 3, 1 | Circulo 3, 2 | Llave 2, 1 | Lago 2, 1 |
|  | Rata 2, 1 | Payaso 3, 1 | Zapato 3, 1 | Lápiz 2, 2 | Vidrio 2, 1 | Hoja 2, 1 | Tanque 2, 1 |

**\*It looks like all of the words in English were only 1 or 2 syllables. We may have to change a few words. \***

**II.A. Sentences -- Increasing Length**

**Instructions:**

**"Ahora voy a decir unas frases y quiero que las repita. Las frases se pondrán más largas cada vez. Si necesita que repita una frase, por favor pregúnteme. Listo/a?"**

**Administration Notes:**

Investigators may repeat stimulus items one time only if the participant requests a repetition or does not respond to an item after 10 seconds. Indicate on the form which sentences were re-administered.

Continue this section until the participant fails to repeat all words or all main words (bus, coming, town, pick, people, hotel, swimming) in the correct order for 2 consecutive sentences.

**Scoring Notes:**

Score the longest sentence number (1-6) successfully repeated. **Successful repetitions include** repetition of all words or all main words (bus, coming, town, pick, people, hotel, swimming) in the correct order.

Also, score one point for each word the participant repeats successfully in each sentence. **Successful responses** are the same as in previous sections. Very minor deviations (e.g., “to” for “into”, “swim” for “swimming”) are acceptable.

Circle the “R” next to each sentence that was re-administered.

**II.A. Stimulus Items:**

(Sentences are on a clear table)

(1st # is the # of words in Spanish, 2nd # is the number of words in English)

|  |  |  |
| --- | --- | --- |
| 1. | Viene el autobús. | \_\_\_\_/ 3 ,4 R |
|  |  |  |
| 2. | Viene el autobús de turista. | \_\_\_\_/ 5, 5 R |
|  |  |  |
| 3. | Viene el autobús de turista a la ciudád. | \_\_\_\_/ 8, 8 R |
|  |  |  |
| 4. | Viene el autobús de turista a la ciudád a recoger a la gente. | \_\_\_\_/ 13, 13 R |
|  |  |  |
| 5. | Viene el autobús de turista a la ciudád a recoger a la gente del hotel. | \_\_\_\_/15, 16 R |
|  |  |  |
| 6. | Viene el autobús de turista a la ciudád a recoger a la gente del hotel para ir a nadar. | \_\_\_\_/19, 19 R |

\*There’s not too much of a difference in the number of words in English and Spanish in the sentences. Only #1 and #5 are different.\*

**II.B. Sentences -- No Errors, Semantic Errors, Interference Effect**

**Instructions:**

**"Ok, aquí hay más frases para que repita. Otra vez, repita exactamente lo que yo diga. Aunque lo que yo diga suene raro, dígalo. Si necesita que repita una frase, pregúnteme. Listo/a?"**

**Administration Notes:**

Investigators may repeat stimulus items once if the participant requests a repetition or does not respond to an item after 10 seconds. Indicate on the form which sentences were re-administered.

Continue this section until the participant gets 2 or fewer words correct for 3 consecutive sentences.

For sentences in the Interference Effect group, if the participant follows the command or answers the question, indicate that on the score sheet. If the participant also repeats the command or the question, score it accordingly; otherwise give a 0 for the repetition score for that item. Re-instruct before the next item is given by saying, "Just repeat what I say."

**Scoring Notes:**

Score one point for each word the participant successfully repeats in each sentence. Again, **successful responses include** recognizable approximations of the target (differing by one phoneme, but not forming another word). Morphological changes (e.g., "is" for "was", "smell" for "smelled", "airplanes" for "airplane") are not considered errors. Adding a word without substantially changing the meaning of the sentence (e.g., “up in the tree” instead of “up the tree”) or substituting “the” for “a” are also not considered errors. Semantic paraphasias are considered errors and should be noted. Changes in word order are also errors and should be noted.

Keep track of re-administrations of stimulus items in the same manner as described in section II.A.

**II.B. Stimulus Items:**

(sentences are in a clear table)

(The 1st # is the # of words in Spanish, 2nd # is the number of words in English.)

|  |  |  |
| --- | --- | --- |
| 1. | El perro persiguió el gato hasta arriba del árbol. | \_\_\_\_/9, 8 R |
|  |  |  |
| 2. | El pájaro fue atrapado por el gusano. | \_\_\_\_/7, 7 R |
|  |  |  |
| 3. | Le gustaría protagonizar en una película. | \_\_\_\_/6, 8 R |
|  |  |  |
| 4. | Libros gustan leer niños.  | \_\_\_\_/4, 5 R |
|  |  |  |
| 5. | Nieve sabe rico en el verano. | \_\_\_\_/6, 7 R |
|  |  |  |
| 6. | Hermosas flores olieron las lindas mujeres. | \_\_\_\_/6, 6 R |
|  |  |  |
| 7. | Cuente a diez lo más rápido que pueda. | \_\_\_\_/8, 8 R |
|  |  |  |
| 8. | El hombre vio el niño que el perro persiguió.  | \_\_\_\_/9, 9 R |
|  |  |  |
| 9. | Digame el nombre de la persona al lado. | \_\_\_\_/8, 9 R |
|  |  |  |
| 10. | ¿Cuantos hay en una docena? | \_\_\_\_/5, 6 R |
|  |  |  |
| 11. | El tigre fue rasguñado por el lion.  | \_\_\_\_/ 7, 7 R |
|  |  |  |
| 12. | Mal tiempo fue causado por retrasos largos de avión. | \_\_\_\_/ 9, 8 R |

\*A few of these sentences have more or less words in Spanish than English.\*

**APHASIABANK REPETITION TEST**

**SCORESHEET**

**Participant ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Test Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**I.A.**

Longest word string \_\_\_\_/ 8

**I.B.**

Span score, any order \_\_\_\_/ 7

Span score, serial order \_\_\_\_/ 7

**II.A.**

Longest sentence successfully (all words or all main words) repeated

 (enter sentence #) \_\_\_\_/ 6

Total # words correct \_\_\_\_/65

Total # sentences re-administered \_\_\_\_/ 6

**II.B.**

**Total**

Total # words correct \_\_\_\_/88

Total # stimuli re-administered \_\_\_\_/12

**No Errors** (NE -- 1, 5, 8, 11)

Total # words correct \_\_\_\_/31

Total # stimuli re-administered \_\_\_\_/ 4

**Interference Effect** (IE – 3, 7, 9, 10)

Total # words correct \_\_\_\_/31

Total # stimuli re-administered \_\_\_\_/ 4

Total # commands followed \_\_\_\_/ 2

Total # questions answered \_\_\_\_/ 2

**Semantic Errors** (SE -- 2, 4, 6, 12)

Total # words correct \_\_\_\_/26

Total # stimuli re-administered \_\_\_\_/ 4