**Boston Naming Test Instructions**

This is a naming vocabulary test consisting of 60 pictures, ordered from easiest to most difficult. The test booklet also contains a multiple-choice version which appears on the reverse side of each of the 60 pictures.

Short Form. A 15-item short version of the test precedes the standard 60-items in both the stimulus card booklet and the answer booklet. This is provided for examiners who are using this procedure in conjunction with the Short Form of the Boston Diagnostic Aphasia Examination or for other applications where testing time is limited. The choice of 15 items is based on research published by Mack, Freed, Williams, and Henderson, (1992), *Journals of Gerontology: Psychological Sciences,* *477*:154-158.

**PROCEDURES FOR ADMINISTRATION**

**General Instructions for All Subjects**

The pictures are presented in order, allowing up to 20 seconds for a response, unless the subject indicates that he or she does not know the word before 20 seconds have elapsed. If the answer is correct, place a check in the first column and enter the latency in seconds in the second column of the Boston Naming Test Scoring Booklet. Record verbatim any response other than the correct one.

*Stimulus Cues.* If the subject gives a response that may be a misperception of the picture, he or she is supplied with the stimulus cue, which is printed in brackets under the response line for each item. For example, if the response to picture 14, Stimulus Form (mushroom), is given as “umbrella”, say, “It looks a little like that, but what the artist meant to draw was something to eat.” The subject is again allowed up to 20 seconds to name the picture after being provided with the stimulus cue. If he or she succeeds, place a check in the column “Stimulus Cue”, otherwise, write the response verbatim. Items that are correct following a stimulus cue are to be credited as correct responses.

The stimulus cue is provided only when the subjects response reflects misperception of the pictures or a lack of recognition (e.g., “I don’t know what it is”). If the subject still does not recognize the picture after receiving the stimulus cue, or misnames the picture, the examiner should note the response and proceed to phonemic cueing.

*Phonemic Cues.* Phonemic cues assist the subject by providing the beginning sound of the target word. The phonemic cue consists of the underlined portion of the target word on the record form, in most cases, the first consonant and vowel of the word. It is recommended that the phonemic cue be given after every failure to respond correctly either spontaneously or following a stimulus cue. If the subject succeeds in completing the word correctly, enter a check in the column “Phonemic Cue;” otherwise, write the response verbatim in that column.

Providing a phonemic cue affords a number of advantages. First, it may allow for the possibility of success, thus relieving the subject’s frustration at failure. Second, it differentiates among types of aphasic patients who respond in characteristically different ways to phonemic priming. Finally, it provides some evidence as tow whether a word is in the subject’s lexicon.

Starting and Stopping Points. In using the standard 60-item test, begin with the first item (bed) with children under the age of 10, aphasic patients, and other subjects who may be expected to have failure early in the examination. For older children and non-aphasic adults, begin with item 30 (harmonica) giving credit for all preceding items not administered. Continue forward unless the subject encounters a failure before item 38 (harp). In the event of such a failure, return to item 29 (beaver) and work backwards until there are eight consecutive pictures correctly named without any assistance. Credit is automatically allowed for items preceding this new starting point.

The Short Form always begins with item 1.

Discontinue (Short Form and Standard Form) after eight consecutive failures.

**CODING CATEGORIES**

The following error codes are used to categorize all incorrect responses. The error code(s) should be entered in the appropriate column.

ph Nonword phonemically based paraphasic error (more than half of the target word phonology is preserved)

ph/v Real word phonemically based paraphasic error

v Verbal paraphasia, semantically related to the target word

v/u Verbal paraphasia, unrelated to the target word

n Neologism (less than 50% overlap with the phonology of the target word)

mw Multi-word paraphasic error

otu Other off-target utterances or comments

cl Circumlocution

p Perseveration

perc Perceptual misnaming

*Multiple Choice.* After completing the administration of the Boston Naming Test (either Standard or Short Form), return to the first item that was not named correctly after a phonemic cue, and present the multiple-choice form of that item (on the reverse side of the original stimulus card). Read each of the four printed choices aloud, while pointing to it, asking the patient to point to or repeat the one he or she thinks is correct. Record the patient’s choice under the Multiple Choice column in the answer booklet. Proceed in turn to each item that was not named in the original administration and present the multiple-choice card in the same way.