

continued

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continued

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continued



ONLINE CONTINUING EDUCATION FOR THE LIFE OF YOUR CAREER

Using the CLQT⁺ to Shape Clinical Decisions, presented in partnership with Pearson Clinical Assessment

Nancy Helm-Estabrooks, Sc.D

Moderated by:

Amy Natho, MS, CCC-SLP, CEU Administrator, SpeechPathology.com



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- Two opportunities to pass the exam



Using the CLQT+ to Shape Clinical Decisions

NANCY HELM-ESTABROOKS, SC.D.
BREWER-SMITH DISTINGUISHED PROFESSOR EMERITA
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
WESTERN CAROLINA UNIVERSITY



continued[®]

LEARNER OUTCOMES

As a result of this webinar, participants will be able to:

1. Identify individuals appropriate for CLQT+ testing.
2. Explain how to interpret CLQT+ performance results.
3. Describe how to use CLQT+ results as guidelines for more in-depth testing for treatment purposes.



TIME ORDERED AGENDA

- | | |
|--------------|---|
| 5 minutes - | Introduction to CLQT+ |
| 20 minutes - | CLQT+ Case Results with Subtests Performance, Scoring, Profiles |
| 15 minutes - | Diagnostic Considerations: How CLQT+ Provides a Framework for Thinking About Cognitive/Linguistic Skills
&
Further Testing: The “Deeper Dive” |
| 10 minutes - | Using the CLQT+ and the “Deeper Dive” Results to Inform Treatment |
| 5 minutes - | Summary and Q & A |

Disclosures

- Nancy Helm-Estabrooks receives royalties from sales of the Cognitive Linguistic Quick Test-Plus (CLQT+), the Problem Solving Therapy Program (PSTP), and the Manual of Aphasia and Aphasia Therapy – 3rd Edition.

Acknowledgements

- Pearson Publishing
- Simucase
- Dr. Colleen Karow, Associate Professor, Worcester State University



The Cognitive Linguistic Quick Test-Plus (CLQT+; 2017) is an *overview assessment* that gives you a broad perspective on the status of the primary domains of cognition:

- Attention
- Memory
- Executive Functions
- Language
- Visuospatial Skills

The CLQT+ is the updated version of the Cognitive Linguistic Quick Test (2001).

CLQT+ offers two standard administration paths - a Traditional Administration and an Aphasia Administration.

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- **Age Range:** 18:0–89:11
- **Publication Date:** 2001 (CLQT); 2017 (CLQT+)
- **Qualification Level:** B
- **Completion Time:** 15–30 minutes
- **Administration:** Paper-and-pencil
- **Scores/Interpretation:** Criterion cut scores with descriptive severity ratings
- **Other Languages:** Spanish (CLQT only)

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What's new in the CLQT update to CLQT+?

Traditional Administration

- Personal Facts
- Symbol Cancellation
- Confrontation Naming
- Clock Drawing
- Story Retelling
- Symbol Trails
- Generative Naming
- Design Memory
- Mazes
- Design Generation

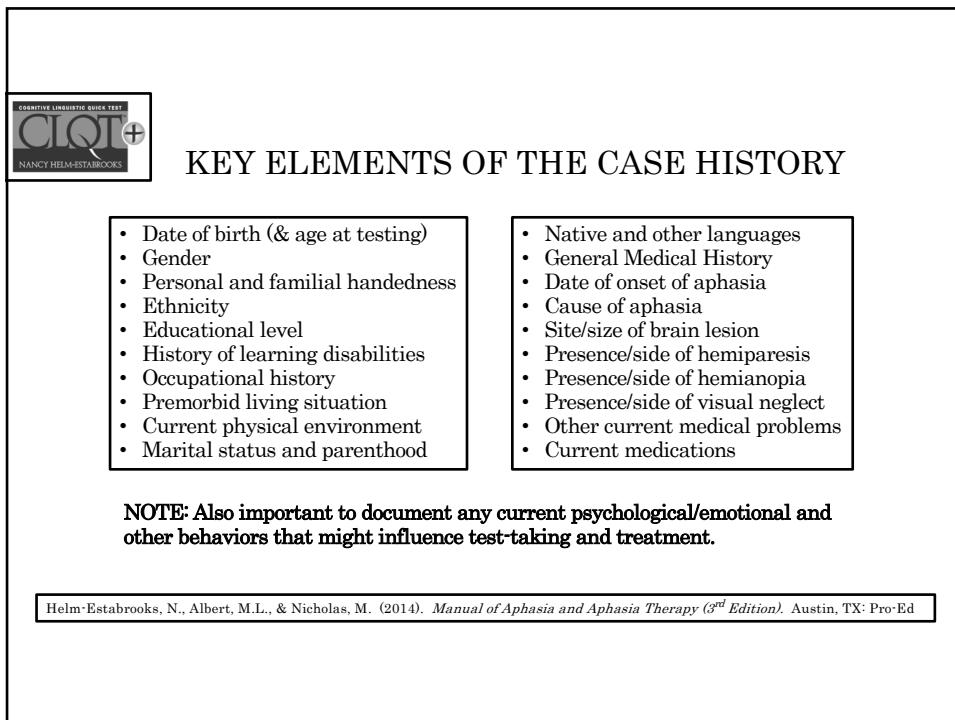
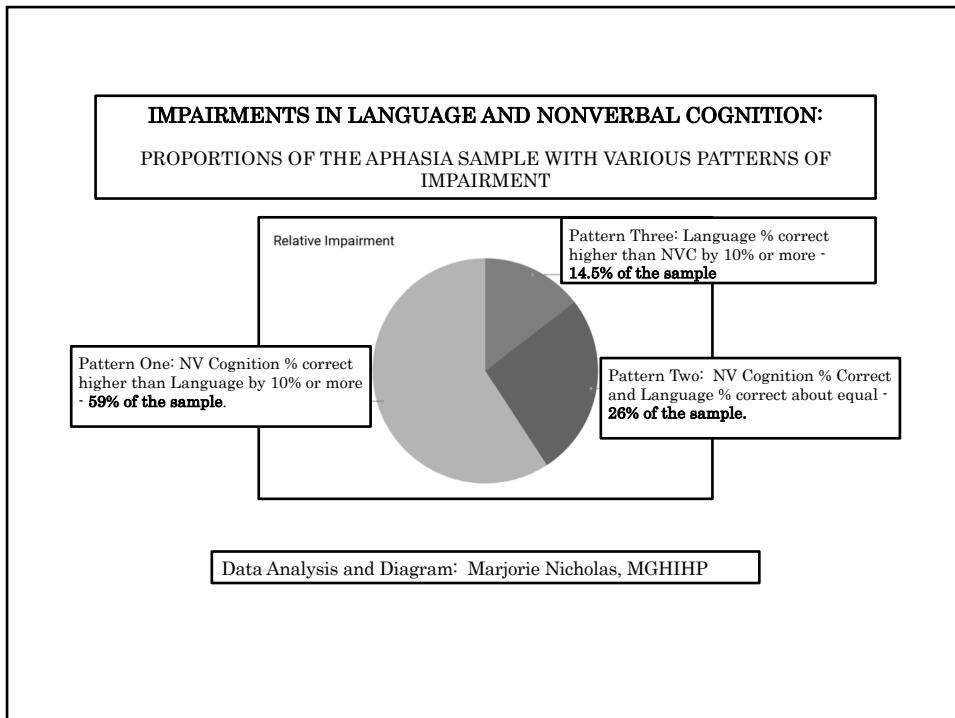
Aphasia Administration

- Personal Facts
- Symbol Cancellation*
- Confrontation Naming
- Clock Drawing
- Story Retelling
- Symbol Trails*
- Generative Naming
- Design Memory
- Mazes*
- Design Generation
- Semantic Comprehension
- *Additional points scored for following auditory directions within task for the Aphasia Administration.

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DEMOGRAPHICS OF APHASIA SAMPLE									
<p>N = 76 PWA; 31 women, 45 men</p> <p>Race/Ethnicity: White (67), Black (5), Asian (3), Hispanic (1)</p> <p>Mean age: 64.3 years (range 36-85 yrs)</p> <p>Mean education: 14.8 years (9- 22 yrs)</p>					<p><i>Geographic Distribution</i></p> <p>16 different US states in:</p> <ul style="list-style-type: none"> Northeast Southeast Central/Midwest West 				
<p><i>Medical Information</i></p> <p>All Left CVA; 46 with R hemiparesis; 30 without</p> <p>Severity of hemiparesis: 14 mild; 12 moderate, 20 severe</p> <p>Mean months post onset: 33.5 months (range 10 days-18yrs;9 mos.)</p>									

CLQT+ Scoring Worksheet																																																																																																			
<p>3. Determine Domain & Composite Severity Ratings</p> <p>3a Transfer domain/index scores from 1c 3b Circle severity range and number 3c Calculate Composite Severity Rating (if applicable)</p>																																																																																																			
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COGNITIVE LINGUISTIC QUICK TEST-PLUS CASE



CLQT+ SIMUCASE

- Date of birth (& age at testing): 76
- Gender: Male
- Personal and familial handedness: Right
- Ethnicity: Caucasian/Italian
- Educational level: 12 years; High School Diploma
- History of learning disabilities: None
- Occupational history: Printing business & supervising printing machinist
(Note: Boxed as a young man)
- Premorbid living situation: Free-standing home with wife
- Current physical environment: Condominium (not retirement condo)
- Marital status and parenthood: Married; four children from 1st marriage

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CLQT+ SIMUCASE

- Native and other languages: English only
- General Medical History: Type 1 diabetes; hypertension; diabetes-related below R knee amputation & retinopathy.
- Date of onset of aphasia: Approximately 3/8/16
- Cause of aphasia: Left hemisphere stroke
- Site/size of brain lesion Large *hemorrhagic* evolution of infarct involving *left* parietal, occipital, and mesial temporal lobes, thalamus and cerebral peduncle &*left* posterior hippocampus. Mild *scattered bilateral white matter* hyperintensities (chronic small vessel changes). Tiny *lacunar* infarct - *right* lentiform nucleus.
- Presence/side of hemiparesis: Mild right
- Presence/side of hemianopia: None
- Presence/side of visual neglect: Right
- Other current medical problems: None
- Current medications: 5

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QUANTATIVE AND QUALITATIVE ANALYSES OF TEST RESULTS

- *Standardized tests provide us with:*
 - Norms for weighing performance of one neurologically impaired person with another and with non-clinical populations.
 - Reliable and valid measures of performance.
 - Scores to track patterns of natural recovery, stabilization, or decline.
 - Quantitative data for determining the effects of treatment.
 - Documentation required by third-party payers to continue services.
- According to Kaplan (1988)... reliance on test scores often obscures critical information about individual differences:
 - Cognitive styles and strategies.
 - Preserved abilities.
 - The way in which a task was passed or failed.
- *Both quantitative and qualitative analyses of test performance are necessary for a comprehensive picture of the person with aphasia.*

Kaplan, E. (1988). A process approach to neuropsychological assessment. In T. Boll & B. K. Bryant (Eds.), *Clinical neuropsychology and brain function: Research, measurement, and practice* (pp. 129–167). Washington, DC: American Psychological Association.
Helm-Estabrooks, N., Albert, M.L., & Nicholas, M. (2014). (Chapter 9: The Process Approach to Assessment of Aphasia.) *Manual of Aphasia and Aphasia Therapy* (3rd Edition). Austin, TX: Pro-Ed. (Pg. 103)

**COGNITIVE LINGUISTIC QUICK TEST
CLQT⁺**
NANCY HELM-ESTABROOKS

Scoring Method	Response Scoring	Additional Materials	Probes	Repetitions	Time Limit	Aphasia Administration
N/A	N/A	None	Probe as instructed for individual items.	You may repeat each item 1 time.	N/A	No modification

Personal Facts

Directions: Administer each item in the order listed. Do not allow the examinee to use reminders (e.g., calendar, address book) or write answers. Repeat the item if requested or if there is no response after 10 seconds.

Say, "I want to check some facts."

Probes: Probes are listed after items 1, 2, and 4. Administer once if the examinee gives an incomplete response or does not understand the item.

Recording and Scoring: Write the examinee's response to each item and circle the score. Circle one or more of the descriptions if applicable.

Item	Response	Score	Description
1. "When were you born?" (or if you do not know, probe for month, day, or year)	Month <input checked="" type="checkbox"/> Day <input checked="" type="checkbox"/> Year <input checked="" type="checkbox"/>	0 0 0	SD SC PR P UN NR
2. "Where were you born?" (or if you do not know, probe for city and state)	City <input checked="" type="checkbox"/> State/Country <input checked="" type="checkbox"/>	0 0	SD SC PR P UN NR
3. "What is your age now?"	Age <input checked="" type="checkbox"/>	0 0	SD SC PR P UN NR
4. "What is your complete current address?" (or if you do not know, probe for city, state, and street) Show me how to code a house number.	Number <input checked="" type="checkbox"/> City <input checked="" type="checkbox"/> State <input checked="" type="checkbox"/> & Street <input checked="" type="checkbox"/>	0 0 0	SD SC PR P UN NR

The examinee must state both the city and state (country) to receive 1 point. If you don't know the examinee's city and state (country) of birth, score 1 point for a plausible response.

Episodic Memory

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**COGNITIVE LINGUISTIC QUICK TEST
CLQT⁺**
NANCY HELM-ESTABROOKS

Left Upper Visual Attention

Symbol Cancellation

Directions: Open the Response Booklet so that pages 1 and 2 are facing the examinee. Present the demonstration item on page 1. Lay a pen (not a pencil) in the stippled crease of the response booklet. Say, "Look at the symbol I'm pointing to." Point to the symbol on page 1. Say, "Now look at the symbol I'm pointing to on page 2." Point to page 2 of the Response Booklet. Point to one. Wait for the examinee's response. Count an incorrect response by pointing to a symbol near the center of the page.) I'm going to cross out the symbol." Go back to page 1 and point to the pen. On the next page on the Demonstration item, point to a large letter "G". Say, "Please show me how to cancel out an example of this symbol." Point to the target symbol on page 1 or this page (point to page 2). Do you have any questions? Repeat the instructions if necessary. You have 2 minutes. Start now." If the examinee does not pick up the pen and begin, have them do so. Encourage the examinee to continue until time is up.

Prompts: If the examinee abandons the task before completion, encourage him or her to continue just 1 minute beyond by saying something like, "Keep going; you have time left," or "Are you finished? Go back and do your work." Do not provide any information regarding the accuracy of the responses and do not provide feedback for errors.

Recording and Scoring: Use the Symbol Cancellation Scoring Transparency to determine which and incorrectly cancelled symbols by examinee. Record the numbers in the appropriate boxes below.

Scoring Method	Response Scorer	Additional Materials	Probes	Repetitions	Time Limit	Aphasia Administration	
N/A	Pages 1-2	Pen for examinee, Response Booklet	Pen for examinee, Response Booklet	Prompt to encourage task continuation.	You may repeat each item 1 time.	2 minutes	2 examiner-rated items later

Symbol Cancellation	
Upper Left	Upper Right
Lower Left	Lower Right

Total the numbers from the first row = Total the numbers from the second row = If the difference is a negative number, score as 0.

Total Correct = Total Incorrect = Total Incomplete = Number of Excluded Responses =

Following Directions

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**COGNITIVE LINGUISTIC QUICK TEST
CLQT⁺**
NANCY HELM-ESTABROOKS

Confrontation Naming

Item	Visual	Auditory	Object	Category	Description	No.
1. car	○	○	○	○	○	10
2. chair	○	○	○	○	○	10
3. bicycle	○	○	○	○	○	10
4. house	○	○	○	○	○	10
5. tree	○	○	○	○	○	10
6. bus	○	○	○	○	○	10
7. coat	○	○	○	○	○	10
8. jacket	○	○	○	○	○	10
9. shirt	○	○	○	○	○	10
10. pants	○	○	○	○	○	10
11. shoes	○	○	○	○	○	10
12. jacket	○	○	○	○	○	10
13. pants	○	○	○	○	○	10
14. shoes	○	○	○	○	○	10

Directions: Give "Show me what you can name some pictures." To the right of the Simucase Manual and present the first picture and say "What is this?" Then present the remaining pictures (pages 2-10). You may say "What is this?" or "...and this one?" as you present each picture.
 Purpose: If a patient cannot name objects even when asked, then it is best to use the confrontation naming test. This requires the examinee to name objects presented to them. It can provide valuable information on verbal abilities.
 Recording and Scoring: Record incorrect responses verbatim. Circle a plus sign (+) for a correct response, an acceptable variation of a correct response, a dialect version, or a commonly accepted synonym for the item. Circle a minus sign (-) if the examinee produces at least half of the phonemes or syllables correctly. Give no credit for responses that have less than half of the phonemes or syllables correct. Circle one or more of the descriptions if applicable.

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**COGNITIVE LINGUISTIC QUICK TEST
CLQT⁺**
NANCY HELM-ESTABROOKS

Larry CLQT+ Clock Drawing

SimucaseTM2018

Draw a clock.

- Put in all the numbers.
- Set the hands to "ten minutes after eleven."
- Be careful.
- Be neat.

Concept of time as indicated by hands.

Difficulty maintaining circular pattern.

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Clock Drawing		Clock Drawing	
 Score: 3 / 10	 Score: 3 / 10	 Score: 3 / 10	
<p>Directions: This page is for you to practice drawing a clock. On this page, draw a circle with a vertical line through the center. Then, set the hands to "10 o'clock". After 10, be creative. Be neat. Stay away from the lines and do not go outside the circle.</p> <p>Problems: You will have three trials to practice drawing the clock correctly and very neatly. If it is "10:10", then draw the hands to "10:10". If it is "10:00", then draw the hands to "10:00". If it is "10:50", then draw the hands to "10:50". If it is "10:30", then draw the hands to "10:30". If it is "10:45", then draw the hands to "10:45". If it is "10:25", then draw the hands to "10:25". If it is "10:15", then draw the hands to "10:15". If it is "10:05", then draw the hands to "10:05". If it is "10:00", then draw the hands to "10:00". If it is "10:55", then draw the hands to "10:55". If it is "10:40", then draw the hands to "10:40". If it is "10:20", then draw the hands to "10:20". If it is "10:10", then draw the hands to "10:10". If it is "10:00", then draw the hands to "10:00".</p> <p>*What is this? Look around! If it is 10:10, then it is time for a break!</p> <p>Recording and Scoring: Score each of the four boxes according to the scale for each answer. Last place a checkmark in the top right corner to indicate that all four boxes are correct.</p>		<p>Directions: This page is for you to practice drawing a clock. On this page, draw a circle with a vertical line through the center. Then, set the hands to "10 o'clock". After 10, be creative. Be neat. Stay away from the lines and do not go outside the circle.</p> <p>Problems: You will have three trials to practice drawing the clock correctly and very neatly. If it is "10:10", then draw the hands to "10:10". If it is "10:00", then draw the hands to "10:00". If it is "10:50", then draw the hands to "10:50". If it is "10:30", then draw the hands to "10:30". If it is "10:45", then draw the hands to "10:45". If it is "10:25", then draw the hands to "10:25". If it is "10:15", then draw the hands to "10:15". If it is "10:05", then draw the hands to "10:05". If it is "10:00", then draw the hands to "10:00". If it is "10:55", then draw the hands to "10:55". If it is "10:40", then draw the hands to "10:40". If it is "10:20", then draw the hands to "10:20". If it is "10:10", then draw the hands to "10:10". If it is "10:00", then draw the hands to "10:00".</p> <p>*What is this? Look around! If it is 10:10, then it is time for a break!</p> <p>Recording and Scoring: Score each of the four boxes according to the scale for each answer. Last place a checkmark in the top right corner to indicate that all four boxes are correct.</p>	
<p>1. Are hands on the correct position? Are they right size? _____</p> <p><input type="checkbox"/> A) No hands on the correct position or hands are not connected.</p> <p><input checked="" type="checkbox"/> B) If there are two hands, they are connected.</p> <p><input type="checkbox"/> C) If there are one of the following, it is correct: <input type="checkbox"/> One hand is at 10 and the other is at 10. <input type="checkbox"/> One hand is at 10 and the other is at 11. <input type="checkbox"/> One hand is at 10 and the other is at 9. <input type="checkbox"/> One hand is at 10 and the other is at 8. <input type="checkbox"/> One hand is at 10 and the other is at 7. <input type="checkbox"/> One hand is at 10 and the other is at 6. <input type="checkbox"/> One hand is at 10 and the other is at 5. <input type="checkbox"/> One hand is at 10 and the other is at 4. <input type="checkbox"/> One hand is at 10 and the other is at 3. <input type="checkbox"/> One hand is at 10 and the other is at 2. <input type="checkbox"/> One hand is at 10 and the other is at 1. <input type="checkbox"/> One hand is at 10 and the other is at 0.</p> <p><input type="checkbox"/> D) If there are two hands, they are present.</p> <p><input type="checkbox"/> E) If there are two hands, they are present.</p> <p><input type="checkbox"/> F) If there are two hands, they are present.</p> <p><input type="checkbox"/> G) If there are two hands, they are present.</p> <p><input type="checkbox"/> H) If there are two hands, they are present.</p> <p><input type="checkbox"/> I) If there are two hands, they are present.</p> <p><input type="checkbox"/> J) If there are two hands, they are present.</p> <p><input type="checkbox"/> K) If there are two hands, they are present.</p> <p><input type="checkbox"/> L) If there are two hands, they are present.</p> <p><input type="checkbox"/> M) If there are two hands, they are present.</p> <p><input type="checkbox"/> N) If there are two hands, they are present.</p> <p><input type="checkbox"/> O) If there are two hands, they are present.</p> <p><input type="checkbox"/> P) If there are two hands, they are present.</p> <p><input type="checkbox"/> Q) If there are two hands, they are present.</p> <p><input type="checkbox"/> R) If there are two hands, they are present.</p> <p><input type="checkbox"/> S) If there are two hands, they are present.</p> <p><input type="checkbox"/> T) If there are two hands, they are present.</p> <p><input type="checkbox"/> U) If there are two hands, they are present.</p> <p><input type="checkbox"/> V) If there are two hands, they are present.</p> <p><input type="checkbox"/> W) If there are two hands, they are present.</p> <p><input type="checkbox"/> X) If there are two hands, they are present.</p> <p><input type="checkbox"/> Y) If there are two hands, they are present.</p> <p><input type="checkbox"/> Z) If there are two hands, they are present.</p> <p>2. Does the clock show 12:00 with 12 o'clock? _____</p> <p><input type="checkbox"/> A) No hands on the correct position.</p> <p><input type="checkbox"/> B) One hand is at 12 and the other is at 12.</p> <p><input type="checkbox"/> C) One hand is at 12 and the other is at 11.</p> <p><input type="checkbox"/> D) One hand is at 12 and the other is at 10.</p> <p><input type="checkbox"/> E) One hand is at 12 and the other is at 9.</p> <p><input type="checkbox"/> F) One hand is at 12 and the other is at 8.</p> <p><input type="checkbox"/> G) One hand is at 12 and the other is at 7.</p> <p><input type="checkbox"/> H) One hand is at 12 and the other is at 6.</p> <p><input type="checkbox"/> I) One hand is at 12 and the other is at 5.</p> <p><input type="checkbox"/> J) One hand is at 12 and the other is at 4.</p> <p><input type="checkbox"/> K) One hand is at 12 and the other is at 3.</p> <p><input type="checkbox"/> L) One hand is at 12 and the other is at 2.</p> <p><input type="checkbox"/> M) One hand is at 12 and the other is at 1.</p> <p><input type="checkbox"/> N) One hand is at 12 and the other is at 0.</p> <p>3. Are numbers clearly visible? _____</p> <p><input type="checkbox"/> A) No numbers are visible.</p> <p><input type="checkbox"/> B) Some numbers are visible.</p> <p><input type="checkbox"/> C) Most numbers are visible.</p> <p><input type="checkbox"/> D) All numbers are clearly visible.</p> <p>4. Are hands in the correct position? _____</p> <p><input type="checkbox"/> A) No hands on the correct position.</p> <p><input type="checkbox"/> B) If there are two hands, they are connected.</p> <p><input type="checkbox"/> C) If there are one of the following, it is correct: <input type="checkbox"/> One hand is at 10 and the other is at 10. <input type="checkbox"/> One hand is at 10 and the other is at 11. <input type="checkbox"/> One hand is at 10 and the other is at 9. <input type="checkbox"/> One hand is at 10 and the other is at 8. <input type="checkbox"/> One hand is at 10 and the other is at 7. <input type="checkbox"/> One hand is at 10 and the other is at 6. <input type="checkbox"/> One hand is at 10 and the other is at 5. <input type="checkbox"/> One hand is at 10 and the other is at 4. <input type="checkbox"/> One hand is at 10 and the other is at 3. <input type="checkbox"/> One hand is at 10 and the other is at 2. <input type="checkbox"/> One hand is at 10 and the other is at 1. <input type="checkbox"/> One hand is at 10 and the other is at 0.</p> <p><input type="checkbox"/> D) If there are two hands, they are present.</p> <p><input type="checkbox"/> E) If there are two hands, they are present.</p> <p><input type="checkbox"/> F) If there are two hands, they are present.</p> <p><input type="checkbox"/> G) If there are two hands, they are present.</p> <p><input type="checkbox"/> H) If there are two hands, they are present.</p> <p><input type="checkbox"/> I) If there are two hands, they are present.</p> <p><input type="checkbox"/> J) If there are two hands, they are present.</p> <p><input type="checkbox"/> K) If there are two hands, they are present.</p> <p><input type="checkbox"/> L) If there are two hands, they are present.</p> <p><input type="checkbox"/> M) If there are two hands, they are present.</p> <p><input type="checkbox"/> N) If there are two hands, they are present.</p> <p><input type="checkbox"/> O) If there are two hands, they are present.</p> <p><input type="checkbox"/> P) If there are two hands, they are present.</p> <p><input type="checkbox"/> Q) If there are two hands, they are present.</p> <p><input type="checkbox"/> R) If there are two hands, they are present.</p> <p><input type="checkbox"/> S) If there are two hands, they are present.</p> <p><input type="checkbox"/> T) If there are two hands, they are present.</p> <p><input type="checkbox"/> U) If there are two hands, they are present.</p> <p><input type="checkbox"/> V) If there are two hands, they are present.</p> <p><input type="checkbox"/> W) If there are two hands, they are present.</p> <p><input type="checkbox"/> X) If there are two hands, they are present.</p> <p><input type="checkbox"/> Y) If there are two hands, they are present.</p> <p><input type="checkbox"/> Z) If there are two hands, they are present.</p> <p>5. Are the numbers written in the correct position? _____</p> <p><input type="checkbox"/> A) No numbers are written in the correct position.</p> <p><input type="checkbox"/> B) Some numbers are written in the correct position.</p> <p><input type="checkbox"/> C) Most numbers are written in the correct position.</p> <p><input type="checkbox"/> D) All numbers are written in the correct position.</p> <p>6. Are the numbers written in the correct size? _____</p> <p><input type="checkbox"/> A) No numbers are written in the correct size.</p> <p><input type="checkbox"/> B) Some numbers are written in the correct size.</p> <p><input type="checkbox"/> C) Most numbers are written in the correct size.</p> <p><input type="checkbox"/> D) All numbers are written in the correct size.</p> <p>7. Are the numbers written in the correct orientation? _____</p> <p><input type="checkbox"/> A) No numbers are written in the correct orientation.</p> <p><input type="checkbox"/> B) Some numbers are written in the correct orientation.</p> <p><input type="checkbox"/> C) Most numbers are written in the correct orientation.</p> <p><input type="checkbox"/> D) All numbers are written in the correct orientation.</p> <p>8. Are the numbers written in the correct color? _____</p> <p><input type="checkbox"/> A) No numbers are written in the correct color.</p> <p><input type="checkbox"/> B) Some numbers are written in the correct color.</p> <p><input type="checkbox"/> C) Most numbers are written in the correct color.</p> <p><input type="checkbox"/> D) All numbers are written in the correct color.</p>		<p>1. Are hands in the right position? _____</p> <p><input type="checkbox"/> A) No hands on the correct position.</p> <p><input checked="" type="checkbox"/> B) One hand is at 10 and the other is at 10.</p> <p><input type="checkbox"/> C) One hand is at 10 and the other is at 11.</p> <p><input type="checkbox"/> D) One hand is at 10 and the other is at 9.</p> <p><input type="checkbox"/> E) One hand is at 10 and the other is at 8.</p> <p><input type="checkbox"/> F) One hand is at 10 and the other is at 7.</p> <p><input type="checkbox"/> G) One hand is at 10 and the other is at 6.</p> <p><input type="checkbox"/> H) One hand is at 10 and the other is at 5.</p> <p><input type="checkbox"/> I) One hand is at 10 and the other is at 4.</p> <p><input type="checkbox"/> J) One hand is at 10 and the other is at 3.</p> <p><input type="checkbox"/> K) One hand is at 10 and the other is at 2.</p> <p><input type="checkbox"/> L) One hand is at 10 and the other is at 1.</p> <p><input type="checkbox"/> M) One hand is at 10 and the other is at 0.</p> <p>2. Are the hands correctly oriented? _____</p> <p><input type="checkbox"/> A) One hand is at 10 and the other is at 10.</p> <p><input type="checkbox"/> B) One hand is at 10 and the other is at 11.</p> <p><input type="checkbox"/> C) One hand is at 10 and the other is at 9.</p> <p><input type="checkbox"/> D) One hand is at 10 and the other is at 8.</p> <p><input type="checkbox"/> E) One hand is at 10 and the other is at 7.</p> <p><input type="checkbox"/> F) One hand is at 10 and the other is at 6.</p> <p><input type="checkbox"/> G) One hand is at 10 and the other is at 5.</p> <p><input type="checkbox"/> H) One hand is at 10 and the other is at 4.</p> <p><input type="checkbox"/> I) One hand is at 10 and the other is at 3.</p> <p><input type="checkbox"/> J) One hand is at 10 and the other is at 2.</p> <p><input type="checkbox"/> K) One hand is at 10 and the other is at 1.</p> <p><input type="checkbox"/> L) One hand is at 10 and the other is at 0.</p> <p>3. Are the numbers clearly visible? _____</p> <p><input type="checkbox"/> A) No numbers are visible.</p> <p><input type="checkbox"/> B) Some numbers are visible.</p> <p><input type="checkbox"/> C) Most numbers are visible.</p> <p><input type="checkbox"/> D) All numbers are clearly visible.</p> <p>4. Are the numbers correctly oriented? _____</p> <p><input type="checkbox"/> A) No numbers are correctly oriented.</p> <p><input type="checkbox"/> B) Some numbers are correctly oriented.</p> <p><input type="checkbox"/> C) Most numbers are correctly oriented.</p> <p><input type="checkbox"/> D) All numbers are correctly oriented.</p> <p>5. Are the numbers correctly sized? _____</p> <p><input type="checkbox"/> A) No numbers are correctly sized.</p> <p><input type="checkbox"/> B) Some numbers are correctly sized.</p> <p><input type="checkbox"/> C) Most numbers are correctly sized.</p> <p><input type="checkbox"/> D) All numbers are correctly sized.</p> <p>6. Are the numbers correctly colored? _____</p> <p><input type="checkbox"/> A) No numbers are correctly colored.</p> <p><input type="checkbox"/> B) Some numbers are correctly colored.</p> <p><input type="checkbox"/> C) Most numbers are correctly colored.</p> <p><input type="checkbox"/> D) All numbers are correctly colored.</p>	

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Story Retelling

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**COGNITIVE LINGUISTIC QUICK TEST
CLQT⁺**
NANCY HELM-ESTABROOKS

Understanding & remembering verbally related stories.

Story Retelling (continued)

Directions: Say "Now I'm going to ask some questions about the story. Just answer 'yes' or 'no.'"
(Head nods are acceptable responses from people with aphasia.) Read the questions in order.

Recording and Scoring: Circle Y for yes or N for no. The correct response is in **bold type**. Circle 1 for each column with both responses correct. Circle 0 for each column with only one or no responses correct.

Questions	Item 1	Item 2	Item 3
1. Was the woman's name Alice? <i>Y (1)</i>	Y (1)		
2. Did her husband give her a ring for her birthday? <i>I don't remember if he did</i>	Y (1)		
3. Did she accidentally show her present away? <i>Thank So - Yes! (0)</i>	N	Y (1)	
4. Was the woman's name Anna? <i>Anna</i>	Y (1)		
5. Did her husband give her a diamond ring for her birthday? <i>I think so - yes! (0)</i>	N	Y (1)	
6. Did she find her present in her pocket? <i>Yes (0)</i>		Y (1)	

Score: Score 1 for each column with both responses correct. Circle 0 for each column with only one or no responses correct.

Subscore 1: For Aphasia Examinees: Subscore 2 is entered into the Auditory Comprehension Score on page 15.

Subscore 2: For Non-Aphasia Examinees: Subscore 2 = $\frac{1}{2}$ (Score 1 + Score 2)

Symbol Trails (continued)

Directions: Place page 9 of the Response Booklet in front of the examinee. Say "Now look at these circles and triangles. I will connect them by drawing lines between them. I will start with this circle and draw a line to a triangle. (Draw the first line as directed at right) Now I will draw a line from the triangle to the other circle. (Draw the second line) Now I will draw a line to the last triangle." Draw the third line.

Turn to page 10 and say, "That's what I want you to do on this page. Start from this circle. (Point to the circle in the center of the page) Draw a line from this circle to a triangle, and then keep going." Provide the examinee with a pen.

Precepts: If the examinee asks for help, repeat the directions. If the examinee asks for additional help, say, "I'm not allowed to help you. Just do the best you can." If the examinee is still working after 2 minutes, say, "Okay, time is up."

Scoring Item: Alternating Size and Shapes

Directions: Place page 9 of the Response Booklet in front of the examinee. Say "Look at these shapes. I will start with the smallest circle and draw a line to the next biggest triangle. (Draw the first line as directed at right) Now I will draw a line to the next biggest circle, and then to the next biggest triangle." Draw the second and third lines. Turn to page 10 and say what I want you to do on this page. Point to the smallest circle. (Point to the circle in the center of the page) Draw a line from that circle to the smallest triangle and then keep going...circle, triangle, circle, and so on." Provide the examinee with a pen.

Precepts: If the examinee asks for help, repeat the directions. If the examinee asks for additional help, say, "I'm not allowed to help you. Just do the best you can." If the examinee is still working after 3 minutes, say, "Okay, time is up." or "It's time to stop," and take the pen.

Recording and Scoring: Place the Symbol Trail Scoring Transparency on page 10 of the Response Booklet. Score 1 point for each correct or self-corrected line.

Symbol Trails (continued)

Scoring: Score 1 for each correct or self-corrected response.

Symbol Trails Total Max = 10

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Left upper Visuospatial Attention

Attention; Planning; Concentration; Working Memory, Mental Flexibility; Self-Monitoring

Symbol Trails (continued)

Directions: Place page 9 of the Response Booklet in front of the examinee. Say "Look at these shapes. I will start with the smallest circle and draw a line to the next biggest triangle. (Draw the first line as directed at right) Now I will draw a line to the next biggest circle, and then to the next biggest triangle." Draw the second and third lines. Turn to page 10 and say what I want you to do on this page. Point to the smallest circle. (Point to the circle in the center of the page) Draw a line from that circle to the smallest triangle and then keep going...circle, triangle, circle, and so on." Provide the examinee with a pen.

Precepts: If the examinee asks for help, repeat the directions. If the examinee asks for additional help, say, "I'm not allowed to help you. Just do the best you can." If the examinee is still working after 3 minutes, say, "Okay, time is up." or "It's time to stop," and take the pen.

Scoring Item: Alternating Size and Shapes

Directions: Place page 9 of the Response Booklet in front of the examinee. Say "Look at these shapes. I will start with the smallest circle and draw a line to the next biggest triangle. (Draw the first line as directed at right) Now I will draw a line to the next biggest circle, and then to the next biggest triangle." Draw the second and third lines. Turn to page 10 and say what I want you to do on this page. Point to the smallest circle. (Point to the circle in the center of the page) Draw a line from that circle to the smallest triangle and then keep going...circle, triangle, circle, and so on." Provide the examinee with a pen.

Precepts: If the examinee asks for help, repeat the directions. If the examinee asks for additional help, say, "I'm not allowed to help you. Just do the best you can." If the examinee is still working after 3 minutes, say, "Okay, time is up." or "It's time to stop," and take the pen.

Recording and Scoring: Place the Symbol Trail Scoring Transparency on page 10 of the Response Booklet. Score 1 point for each correct or self-corrected line.

Symbol Trails (continued)

Scoring: Score 1 for each correct or self-corrected response.

Symbol Trails Total Max = 10

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Generative Naming

Subtask 1—Animals

Directions: Turn to page 14 if the Dementia Module or you the word attempts to the previous. Say, "I want you to name as many animals as you can in 1 minute. (Marvin, I'm Dementia Module) What animals can you think off? (pertaining)

Hints: If the examinee does not respond within 15 seconds, repeat the directions, allowing the word attempt. If the examinee still does not respond, name a specific animal, say, "What's not the name of a bird?" If the examinee still does not respond, say, "Please give me another animal."

Recording and Scoring: Write the responses in two boxes provided according to the four types of responses. (a) Initial Correct Response (IC), (b) Perseverated Response (PR), (c) Other Type of Incorrect Response (OT), (d) No Response (NR). Record the total number of IC, PR, OT, and NR. Total the number of responses in the four categories to get the total number of responses. Total the IC.

Notes to the Examiner: See Step 1 of the test directions.

Annals

Subtask	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total Number of Responses
1. lion	✓															1
2. tiger	✓															1
3. elephant	✓															1
4. bear	✓															1
5. cat	✓															1
6.																0
7.																0
8.																0
9.																0
10.																0
11.																0
12.																0
13.																0
14.																0
15.																0

Subtask 2—m Words

Directions: Turn to page 13 in the Dementia Module and name the letter m. Now I want you to name as many words as you can that start with the letter m. More are the rules. Do not name words that begin with a capital m. Do not say the same word again with a different ending, like mos. Show me your list.

Say, "Okay, you have 1 minute to name as many words as you can that start with the letter m."

Prongs: If the examinee does not respond within 15 seconds, repeat the directions, allowing the word attempt. If the examinee still does not respond, name a specific word, say, "What's not the name of a bird?" If the examinee still does not respond, say, "Please give me another animal."

Recording and Scoring: Write the responses in two boxes provided according to the four types of responses. (a) Initial Correct Response (IC), (b) Perseverated Response (PR), (c) Other Type of Incorrect Response (OT), (d) No Response (NR). Calculate Correct Response (CR), Percentage Correct (PC), or Other type of Incorrect Response (OR). Total the number of responses in each column. Calculate the total number of IC, PR, and OR responses and place the numbers in the bottom right corner of the score area.

To determine the Generative Naming Score:

Working Memory; Suppression of perseveration; Self-monitoring

Phonological knowledge; Mental search.

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Design Memory

Item 1

Directions: Turn page 14 if the Stimulus Module is front of the examinee, so the designs are presented initially. Say, "Look at these designs carefully. I want you to remember what they look like. Try to remember them because I will show them to you again." After 20 seconds, turn the page. Present page 12 of the Stimulus Module and say, "Point to the designs I just showed you."

Item 2

Directions: Present page 14 and say, "Look at these carefully. Try to remember them." 160320 records, then turn to page 17. "Point to the designs I just showed you."

Item 3

Directions: Present page 14 and say, "Look at these carefully. Try to remember them." 160320 records, then turn to page 18. "Point to the designs I just showed you."

Recording and Scoring: Circle each design the examinee identifies. (Excluded responses appear in dark blue below.) Score 1 point for each correct response. Circle NR if no response is given. Total the 30 stimulus cards and calculate a percentage.

Perseverative choices when visual memory fails

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Attention; Concentration; Planning; Visuospatial; Self-Monitoring & Control

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**COGNITIVE LINGUISTIC QUICK TEST
CLQT+
NANCY HELM-ESTABROOKS**

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Mazes

Specialty Manual	Response Booklet	Additional Materials	Percent Pen for examinee	Percent Time to measure test completion	Directions	Time Limit	Age/Grade Administration
N/A	Pages 11 & 12					Mark 2 + 2 minutes	Examiner administration Performed by test administrator Time limit: 10 minutes

Maze 1
Directions: Open the Response Booklet to page 1 and place it in front of the examinee. Hand the examinee a pen. Point to the opening of the first maze, set an "X" where the examinee is to start, and point to the exit. Hand the examinee a pen. Point to the opening of the second maze, set an "X" where the examinee is to start, and point to the exit. **Stay in the alleys and don't go through any walls. You have 2 minutes to complete the maze. Do you have any questions? (Repeat directions if needed.) Begin at the arrow. If the examinee does not immediately begin at the arrow, point to the arrow. Start now! Point to the arrow and begin timing.**

Maze 2
Directions: Turn to page 12 of the Response Booklet. Say, "You have 2 minutes to trace a path through this maze. Do you have any questions? (Repeat the directions if needed.) Begin at the arrow." If the examinee does not immediately begin at the arrow, point to the arrow. Start now! Begin timing.

Point to the money in Maze 2. Do not indicate to the examinee whether he or she is comprising the maze correctly or give suggestions to assist him or her if the examinee stops before completing the maze, just prompt by saying, "Keep trying. Just try to figure it out the best you can."

Recording and Scoring: Score 4 points for a correct solution or 0 points for an incorrect solution for each maze. A solution is correct when the examinee's line begins at the arrow, follows the path, and ends at the money without crossing any walls. See Appendix D for Maze 1 scoring.

Score 0 when at least one of the following occurs:

- a. The examinee's line does not begin at the arrow.
- b. The examinee's line crosses a wall.
- c. The examinee's line goes through the money before reaching the endpoint.
- d. The examinee's line does not go through all the correct openings.
- e. The examinee's line traces a wall and does not follow the path.

An additional point is deducted if the line stops at or crosses the wall directly above the money in Maze 2. In that case, deduct 1 point. See Chapter 2 in the Examiner's Manual for examples.

Understanding Instructions

I can go outside the block? I can stop outside the block like I just did. I didn't see that.

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Larry CLQT+ Design Generation

Simucase™2018

Connect each set of dots using 4 lines.
Make each design different.

Design Generation

Breakthrough	Repetition	Automaticity	Planning	Intuition	Imagination	Decisiveness	Adaptability
4.0	3.5	Perseverative	Planning	Intuition	No Plan, Spontaneous	Decisive	Adaptable

Directions: Place page 13 of the Response Section in front of the examinee.
Say: "Here are four dots. Connect the dots, using four lines to make a square".
Prompt: If the examinee says "I can't do it", say: "Can you draw a square?"
Continue turning the board from 90 degrees until yes, are drawing your designs for the examinee.
"I used four lines to connect the four dots, I will make another design."
Connect the dots on the right. (Answered: Gold is Adaptable)

"I made a different design using four lines. I want you to make as many different designs as possible, but don't use the same one four straight lines. (The examinee has 10 minutes to draw) Make sure each line begins at a dot and ends at a dot. (Point to dot - happy) You have 3 minutes. Remember to use four lines for each design. Start now!"

Prompt: If the examinee takes less or more than 3 minutes to make a design, say: "Use four lines and only four lines." Only give one more minute if the examinee asks for more time.

Recording and Scoring: Record the total number of designs drawn by the examinee according to the examiner's directions. Add points to those on the initial board. Subtract from that the total the other 2 types of responses design drawn by the examinee to get the Design Generation score.

Can it be the same dot?

Scoring

Scoring	Total Number of Designs	Score
1	1	-1
2	2	-3
3	3	-5
4	4	-7
5	5	-9
6	6	-11

Clinician's comment:
Raced through tasks; Never monitored design responses.

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COGNITIVE LINGUISTIC QUICK TEST
CLQT+
NANCY HELM-ESTABROOKS

Understanding verbally presented semantic information

Semantic Comprehension (Aphasia Administrations only)

Directions: Now, I am going to show you some pictures, and I want you to point to the pictures that I describe. It's up to you to respond within 10 seconds, or if you need more time, you can pick up. For each 10 seconds, I want the examinee to indicate his or her choice by pointing to the item. If he or she responds in any way other than pointing, say, Point to it.

Prompt: If the examinee fails to respond within 10 seconds, or if he or she responds in any way other than pointing, say, Point to it.

Recording and Scoring: Record all examinee pointing and non-pointing responses in the table below. Then score the first 10 responses to 10. Record and count immediate self-corrections. After 10 questions are administered, add the score from the responses on this page to the scores for the administrator sections performed on the Semantic Comprehension, Symbol Test. Note: Never score to 10 unless you score to 10.

Question Answered	Picture	Non-Pointing	Pointing	Score
1 Is a place of furniture?	sofa	1 ()	1 ()	1 ()
2 Is a train?	train	1 ()	1 ()	1 ()
3 Is a house?	house	1 ()	1 ()	1 ()
4 Is a hammer?	hammer	1 ()	1 ()	1 ()
5 Is a shirt?	shirt	1 ()	1 ()	1 ()
6 Is a banana?	banana	1 ()	1 ()	1 ()
7 Is a car?	car	1 ()	1 ()	1 ()
8 Is a blackboard?	blackboard	1 ()	1 ()	1 ()
9 Is a chair?	chair	1 ()	1 ()	1 ()
10 Is a pencil?	pencil	1 ()	1 ()	1 ()

Scoring: Total of 10 comprehendible responses divided by 10 = P. Total of 10 non-pointing responses divided by 10 = NP. Total of 10 pointing responses divided by 10 = PT. Total of 10 non-pointing responses divided by 10 = NPT. Total of 10 pointing responses divided by 10 = PTP.

Symbol Test

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 <p>Scoring Worksheet</p> <p>1. Score Each Task & Domain/Index</p> <p>Record each task score. Score domains/indexes for the appropriate administration. Calculate domain/index scores.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Task</th> <th rowspan="2">Total Score</th> <th colspan="4">Domain/Index Scores Table</th> <th rowspan="2">Non-Linguistic/Linguistic/Non-linguistic Index</th> </tr> <tr> <th>Attention</th> <th>Memory</th> <th>Executive Function</th> <th>Language</th> </tr> </thead> <tbody> <tr> <td>Personal Facts p. 2</td> <td>11</td> <td>x 0 = 99</td> <td>x 7 = 49</td> <td>x 1 = 7</td> <td>x 2 = 22</td> <td>x 1 = 11</td> </tr> <tr> <td>Conformation Naming p. 3</td> <td>5</td> <td>x 0 = 0</td> <td>x 5 = 5</td> <td>x 1 = 5</td> <td>x 2 = 22</td> <td>x 1 = 5</td> </tr> <tr> <td>Conformation Naming p. 4</td> <td>1</td> <td>x 0 = 0</td> <td>x 1 = 1</td> <td>x 1 = 1</td> <td>x 2 = 22</td> <td>x 1 = 1</td> </tr> <tr> <td>Symbol Cancellation p. 5</td> <td>10</td> <td>x 0 = 0</td> <td>x 10 = 10</td> <td>x 1 = 1</td> <td>x 2 = 22</td> <td>x 1 = 5</td> </tr> <tr> <td>Clock Drawing p. 6</td> <td>8</td> <td>x 2 = 10</td> <td>x 0 = 0</td> <td>x 1 = 8</td> <td>x 2 = 12</td> <td>x 1 = 5</td> </tr> <tr> <td>Memory Test p. 7</td> <td>5</td> <td>x 3 = 18</td> <td>x 1 = 4</td> <td>x 1 = 4</td> <td>x 2 = 12</td> <td>x 1 = 5</td> </tr> <tr> <td>Design Memory p. 11</td> <td>8</td> <td>x 2 = 8</td> <td>x 10 = 40</td> <td>x 1 = 8</td> <td>x 4 = 16</td> <td>x 1 = 4</td> </tr> <tr> <td>Design Generation p. 12</td> <td>6</td> <td>x 2 = 8</td> <td>x 1 = 0</td> <td>x 1 = 6</td> <td>x 2 = 12</td> <td>x 1 = 4</td> </tr> <tr> <td>Design Generation p. 13</td> <td>6</td> <td>x 1 = 6</td> </tr> <tr> <td>Design Generation p. 14</td> <td>6</td> <td>x 1 = 6</td> </tr> <tr> <td>Adjusted Domain/Index Scores</td> <td>141</td> <td>123</td> <td>16</td> <td>21</td> <td>56</td> <td>27</td> <td>30</td> </tr> </tbody> </table> <p>2. Compare Task Scores to Cut Scores (optional)</p> <p>Record each task score. Find cut scores. Record which task scores are below the cut scores.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Task</th> <th rowspan="2">Total Score</th> <th colspan="4">Cut Scores</th> <th rowspan="2">Age/Grade</th> <th rowspan="2">Score</th> </tr> <tr> <th>2a</th> <th>2b</th> <th>2c</th> <th>2d</th> </tr> </thead> <tbody> <tr> <td>Personal Facts p. 2</td> <td>2</td> <td>8</td> <td>10</td> <td>8</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Symbol Cancellation p. 3</td> <td>11</td> <td>10</td> <td>10</td> <td>10</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Conformation Naming p. 4</td> <td>1</td> <td>10</td> <td>10</td> <td>10</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Clock Drawing p. 6</td> <td>10</td> <td>12</td> <td>12</td> <td>12</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Memory Test p. 7</td> <td>5</td> <td>6</td> <td>5</td> <td>5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Design Memory p. 11</td> <td>6</td> <td>9</td> <td>6</td> <td>6</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Design Generation p. 12</td> <td>6</td> <td>5</td> <td>5</td> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Design Generation p. 13</td> <td>6</td> <td>7</td> <td>4</td> <td>4</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Design Generation p. 14</td> <td>6</td> <td>6</td> <td>5</td> <td>5</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>*Cut scores are not calculated for Auditory Comprehension.</p> <p>3. Determine Domain & Composite Severity Ratings</p> <p>Transfer domain/index scores from 1c. Circle severity range and number. Calculate Composite Severity Rating if applicable.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Domain</th> <th rowspan="2">Score</th> <th colspan="4">Severity Rating Table for Attention</th> <th rowspan="2">Severity Rating Table for Non-linguistic</th> </tr> <tr> <th>Very Low</th> <th>Low</th> <th>Med</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Attention</td> <td>141</td> <td>122</td> <td>122</td> <td>124</td> <td>126</td> <td>27</td> </tr> <tr> <td>Memory</td> <td>123</td> <td>141</td> <td>141</td> <td>141</td> <td>141</td> <td>30</td> </tr> <tr> <td>Executive Function</td> <td>16</td> <td>14</td> <td>14</td> <td>14</td> <td>14</td> <td>10</td> </tr> <tr> <td>Language</td> <td>21</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> <td>10</td> </tr> <tr> <td>Hausseiter Index</td> <td>56</td> <td>56</td> <td>56</td> <td>56</td> <td>56</td> <td>56</td> </tr> <tr> <td>Clock Drawing</td> <td>20</td> <td>19</td> <td>19</td> <td>19</td> <td>19</td> <td>19</td> </tr> </tbody> </table> <p>Composite Severity Range Very Low: 1a-1.5 1b-1.8 Low: 1.6-2.1 Med: 2.2-2.5 High: 2.6-3.0</p> <p>Composite Severity Rating = 2.8</p> <p><small>(c)2017 NCS Pearson, Inc. 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Not to be reproduced, adapted, and/or translated in whole or in part without prior written permission of Simucase</small></p>	Task	Total Score	Domain/Index Scores Table				Non-Linguistic/Linguistic/Non-linguistic Index	Attention	Memory	Executive Function	Language	Personal Facts p. 2	11	x 0 = 99	x 7 = 49	x 1 = 7	x 2 = 22	x 1 = 11	Conformation Naming p. 3	5	x 0 = 0	x 5 = 5	x 1 = 5	x 2 = 22	x 1 = 5	Conformation Naming p. 4	1	x 0 = 0	x 1 = 1	x 1 = 1	x 2 = 22	x 1 = 1	Symbol Cancellation p. 5	10	x 0 = 0	x 10 = 10	x 1 = 1	x 2 = 22	x 1 = 5	Clock Drawing p. 6	8	x 2 = 10	x 0 = 0	x 1 = 8	x 2 = 12	x 1 = 5	Memory Test p. 7	5	x 3 = 18	x 1 = 4	x 1 = 4	x 2 = 12	x 1 = 5	Design Memory p. 11	8	x 2 = 8	x 10 = 40	x 1 = 8	x 4 = 16	x 1 = 4	Design Generation p. 12	6	x 2 = 8	x 1 = 0	x 1 = 6	x 2 = 12	x 1 = 4	Design Generation p. 13	6	x 1 = 6	x 1 = 6	x 1 = 6	x 1 = 6	x 1 = 6	Design Generation p. 14	6	x 1 = 6	x 1 = 6	x 1 = 6	x 1 = 6	x 1 = 6	Adjusted Domain/Index Scores	141	123	16	21	56	27	30	Task	Total Score	Cut Scores				Age/Grade	Score	2a	2b	2c	2d	Personal Facts p. 2	2	8	10	8	✓			Symbol Cancellation p. 3	11	10	10	10	✓			Conformation Naming p. 4	1	10	10	10	✓			Clock Drawing p. 6	10	12	12	12	✓			Memory Test p. 7	5	6	5	5				Design Memory p. 11	6	9	6	6				Design Generation p. 12	6	5	5	4				Design Generation p. 13	6	7	4	4	✓			Design Generation p. 14	6	6	5	5				Domain	Score	Severity Rating Table for Attention				Severity Rating Table for Non-linguistic	Very Low	Low	Med	High	Attention	141	122	122	124	126	27	Memory	123	141	141	141	141	30	Executive Function	16	14	14	14	14	10	Language	21	20	20	20	20	10	Hausseiter Index	56	56	56	56	56	56	Clock Drawing	20	19	19	19	19	19
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DIAGNOSTIC CONSIDERATIONS

HOW CLQT+ PROVIDES A FRAMEWORK FOR THINKING ABOUT COGNITIVE/LINGUISTIC SKILLS & FURTHER TESTING THE “DEEPER DIVE”

SUMMARY OF CLQT+ PERFORMANCE

<p><i>Aphasia Administration</i></p> <ul style="list-style-type: none"> • Non-Linguistic Cognition – Mild Impairment • Linguistic/Aphasia – Moderate Impairment <p><i>Traditional Administration</i></p> <p>Mild Impairment</p> <ul style="list-style-type: none"> • Composite Severity Rating & <ul style="list-style-type: none"> • Attention • Memory • Executive Functions • Language • Visuospatial Skills • Clock Drawing: Mild Impairment 	<p>Qualitative Analysis</p> <p>Particular Problem Areas</p> <ul style="list-style-type: none"> • Semantic Aspects of Language • Phonological knowledge • Auditory Comprehension: <ul style="list-style-type: none"> • Following verbal instructions • Semantic comprehension • Story comprehension/Memory • Visuoperception • Episodic memory • Working memory • Planning • Self-monitoring & Pacing • Mental search & Flexibility • Rule adherence • Perseveration • <i>Clinician Noted:</i> <ul style="list-style-type: none"> • Impulsiveness • Self-Deprecating Comments, e.g., "I should get this. I'm stupid."
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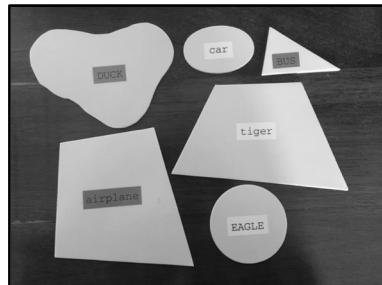
<p>WESTERN APHASIA BATTERY (REVISED) A. KERTESZ COPYRIGHT 2017 NCS PEARSON, INC.</p> <p>Aphasia Quotient = 80.6</p> <p>Visuospatial? Semantic?</p> <p>Perseverative</p>	<p>Naming and Word Finding</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Item</th> <th rowspan="2">Other Response</th> <th colspan="3">Type of Error (if provided)</th> <th rowspan="2">Score</th> </tr> <tr> <th>T</th> <th>P</th> <th>S</th> </tr> </thead> <tbody> <tr> <td>1. Book</td> <td>peel</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2. Ball</td> <td>t</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>3. Kite</td> <td>spoon</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>4. Cup</td> <td>cup</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>5. Safety Pin</td> <td>steak</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>6. Hammer</td> <td>steak</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>7. Toothbrush</td> <td>t</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>8. Eraser</td> <td>t</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>9. (Pork) Chop</td> <td>lock</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>10. Pencil</td> <td>t</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>11. Screwdriver</td> <td>toothbrush, toothbrush</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>12. Key</td> <td>babbypen</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>13. Spoon</td> <td>elastie</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>14. Watch</td> <td>t</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>15. Comb</td> <td>t</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>16. Rubber Band</td> <td>elastie</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>17. Spoons</td> <td>Comb, spoons</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>18. Tape</td> <td>Comb, Comb, spoons</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>19. Fork</td> <td>t</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>20. Marionette</td> <td>paper, paper</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td colspan="3">Object Naming Score 42 Max = 60</td> <td></td> </tr> </tbody> </table>	Item	Other Response	Type of Error (if provided)			Score	T	P	S	1. Book	peel	1	0	0	0	2. Ball	t	1	0	0	0	3. Kite	spoon	0	1	0	0	4. Cup	cup	1	0	0	0	5. Safety Pin	steak	1	0	0	0	6. Hammer	steak	1	0	0	0	7. Toothbrush	t	1	0	0	0	8. Eraser	t	1	0	0	0	9. (Pork) Chop	lock	1	0	0	0	10. Pencil	t	1	0	0	0	11. Screwdriver	toothbrush, toothbrush	1	0	0	0	12. Key	babbypen	1	0	0	0	13. Spoon	elastie	1	0	0	0	14. Watch	t	1	0	0	0	15. Comb	t	1	0	0	0	16. Rubber Band	elastie	1	0	0	0	17. Spoons	Comb, spoons	1	0	0	0	18. Tape	Comb, Comb, spoons	1	0	0	0	19. Fork	t	1	0	0	0	20. Marionette	paper, paper	1	0	0	0			Object Naming Score 42 Max = 60			
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7. Toothbrush	t	1	0	0	0																																																																																																																																			
8. Eraser	t	1	0	0	0																																																																																																																																			
9. (Pork) Chop	lock	1	0	0	0																																																																																																																																			
10. Pencil	t	1	0	0	0																																																																																																																																			
11. Screwdriver	toothbrush, toothbrush	1	0	0	0																																																																																																																																			
12. Key	babbypen	1	0	0	0																																																																																																																																			
13. Spoon	elastie	1	0	0	0																																																																																																																																			
14. Watch	t	1	0	0	0																																																																																																																																			
15. Comb	t	1	0	0	0																																																																																																																																			
16. Rubber Band	elastie	1	0	0	0																																																																																																																																			
17. Spoons	Comb, spoons	1	0	0	0																																																																																																																																			
18. Tape	Comb, Comb, spoons	1	0	0	0																																																																																																																																			
19. Fork	t	1	0	0	0																																																																																																																																			
20. Marionette	paper, paper	1	0	0	0																																																																																																																																			
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Boston Naming Test (2nd Edition) Kaplan, Goodglass, Weintraub Pro-Ed, 2000	STANDARD FORM <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Item</th> <th>Response</th> <th>Correct Response</th> <th>Latency Seconds</th> <th>Stimulus Cue</th> <th>Phonemic Cue</th> <th>Error Code(s)</th> <th>Multiple Choice</th> </tr> </thead> <tbody> <tr><td>1. bed</td><td>Small table. (a piece of furniture)</td><td>1</td><td></td><td></td><td>V, p, r, c</td><td></td><td></td></tr> <tr><td>2. tree</td><td>bush (something that grows outdoors)</td><td>3</td><td></td><td></td><td>V</td><td></td><td></td></tr> <tr><td>3. pencil</td><td>..... (used for writing)</td><td>✓</td><td>2</td><td></td><td></td><td></td><td></td></tr> <tr><td>4. house (home)</td><td>desk (a kind of building)</td><td>2</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>5. whistle</td><td>..... (used for blowing)</td><td>✓</td><td>3</td><td></td><td>V, u</td><td></td><td></td></tr> <tr><td>6. scissors (shears)</td><td>..... (used for cutting)</td><td>✓</td><td>1</td><td></td><td></td><td></td><td></td></tr> <tr><td>7. comb</td><td>..... (used for fixing hair)</td><td>✓</td><td>1</td><td></td><td></td><td></td><td></td></tr> <tr><td>8. flower</td><td>..... (grows in a garden)</td><td>✓</td><td>4</td><td></td><td></td><td></td><td></td></tr> <tr><td>9. saw</td><td>Knife (used by a carpenter)</td><td>8</td><td></td><td></td><td>✓</td><td></td><td></td></tr> <tr><td>10. toothbrush</td><td>..... (used in the mouth)</td><td>✓</td><td>2</td><td></td><td></td><td></td><td></td></tr> <tr><td>11. helicopter</td><td>..... (used for air travel)</td><td>✓</td><td>12</td><td>✓</td><td></td><td></td><td></td></tr> <tr><td>12. broom</td><td>brysh (used for cleaning)</td><td>2</td><td></td><td></td><td>p, h, V</td><td></td><td></td></tr> </tbody> </table>	Item	Response	Correct Response	Latency Seconds	Stimulus Cue	Phonemic Cue	Error Code(s)	Multiple Choice	1. bed	Small table. (a piece of furniture)	1			V, p, r, c			2. tree	bush (something that grows outdoors)	3			V			3. pencil (used for writing)	✓	2					4. house (home)	desk (a kind of building)	2						5. whistle (used for blowing)	✓	3		V, u			6. scissors (shears) (used for cutting)	✓	1					7. comb (used for fixing hair)	✓	1					8. flower (grows in a garden)	✓	4					9. saw	Knife (used by a carpenter)	8			✓			10. toothbrush (used in the mouth)	✓	2					11. helicopter (used for air travel)	✓	12	✓				12. broom	brysh (used for cleaning)	2			p, h, V			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Item</th> <th>Response</th> <th>Correct Response</th> <th>Latency Seconds</th> <th>Stimulus Cue</th> <th>Phonemic Cue</th> <th>Error Code(s)</th> <th>Multiple Choice</th> </tr> </thead> <tbody> <tr><td>13. octopus</td><td>.....</td><td>20</td><td></td><td>✓</td><td></td><td></td><td></td></tr> <tr><td>14. mushroom</td><td>(toadstool) (something to eat)</td><td>✓</td><td>1</td><td></td><td></td><td></td><td></td></tr> <tr><td>15. hunger</td><td>..... (found in a closet)</td><td>✓</td><td>1</td><td></td><td></td><td></td><td></td></tr> <tr><td>16. wheelchair</td><td>Chair (found in a hospital)</td><td>20</td><td>✓</td><td></td><td>V</td><td></td><td></td></tr> <tr><td>17. camel (dromedary)</td><td>..... (an animal)</td><td>✓</td><td>7</td><td></td><td></td><td></td><td></td></tr> <tr><td>18. mask (false face)</td><td>..... (part of a costume)</td><td>✓</td><td>1</td><td></td><td></td><td></td><td></td></tr> <tr><td>19. pretzel</td><td>..... (something to eat)</td><td>✓</td><td>1</td><td></td><td></td><td></td><td></td></tr> <tr><td>20. bench</td><td>Chair (used for sitting)</td><td>7</td><td></td><td></td><td>V, P</td><td></td><td></td></tr> <tr><td>21. racquet</td><td>..... (used for sports)</td><td>✓</td><td>14</td><td>✓</td><td></td><td></td><td></td></tr> <tr><td>22. spail</td><td>..... (an animal)</td><td>✓</td><td>1</td><td></td><td></td><td></td><td></td></tr> <tr><td>23. volcano</td><td>.....</td><td>17</td><td>✓</td><td></td><td></td><td></td><td></td></tr> <tr><td>24. seahorse (horsefish)</td><td>..... (an ocean animal)</td><td>1</td><td></td><td></td><td>P</td><td></td><td></td></tr> <tr><td>25. dart</td><td>..... (you throw it)</td><td>20</td><td>✓</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Item	Response	Correct Response	Latency Seconds	Stimulus Cue	Phonemic Cue	Error Code(s)	Multiple Choice	13. octopus	20		✓				14. mushroom	(toadstool) (something to eat)	✓	1					15. hunger (found in a closet)	✓	1					16. wheelchair	Chair (found in a hospital)	20	✓		V			17. camel (dromedary) (an animal)	✓	7					18. mask (false face) (part of a costume)	✓	1					19. pretzel (something to eat)	✓	1					20. bench	Chair (used for sitting)	7			V, P			21. racquet (used for sports)	✓	14	✓				22. spail (an animal)	✓	1					23. volcano	17	✓					24. seahorse (horsefish) (an ocean animal)	1			P			25. dart (you throw it)	20	✓				
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DELIS KAPLAN EXECUTIVE FUNCTIONS SYSTEM

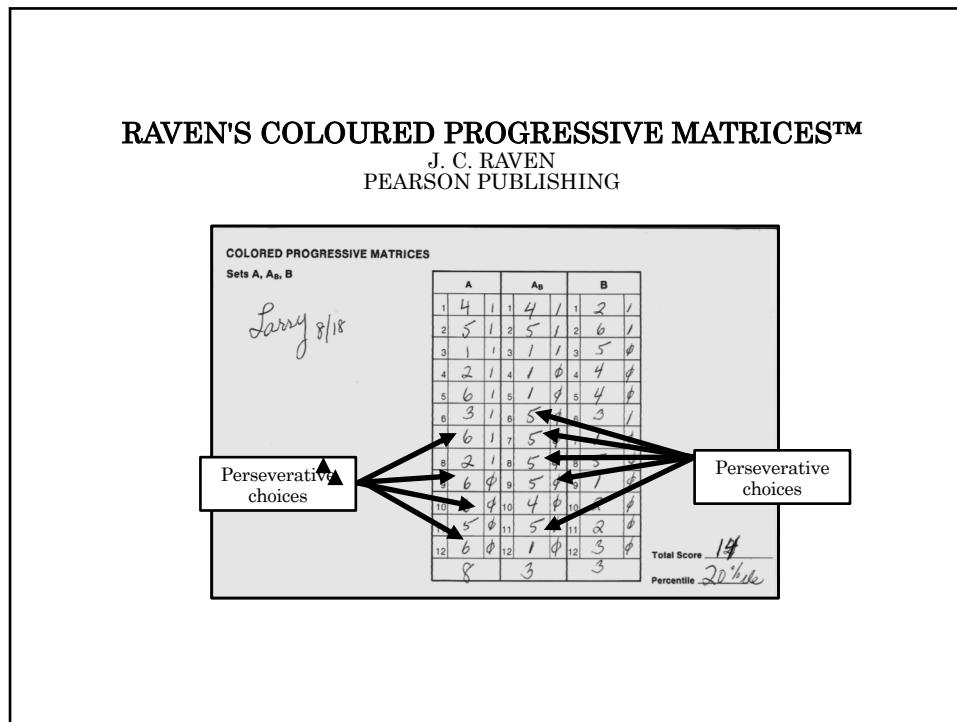
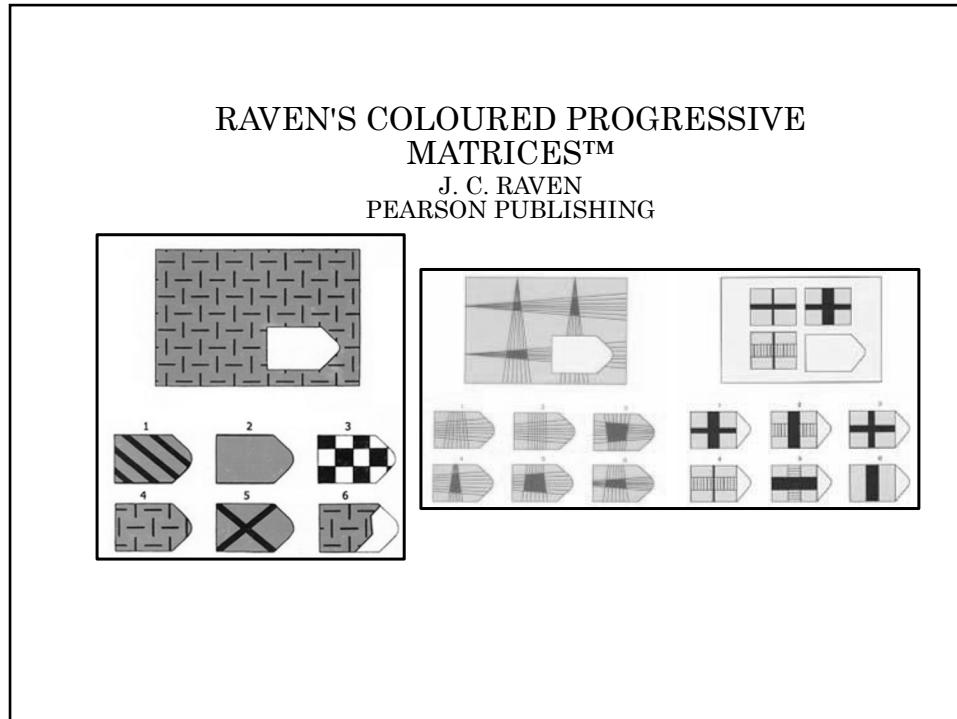
(DELIS, KAPLAN, KRAMER, 2001, PEARSON PUBLISHING)

**Card Sorting Subtest***Six ways to sort:*

- Color: Blue/Yellow
- Semantic Category: Animals/Transportation
- Shape: Rounded edges/Straight edges
- Font: Capital Letters/Lower Case Letters
- Size: Large/Small
- Word Background Color: Red/White

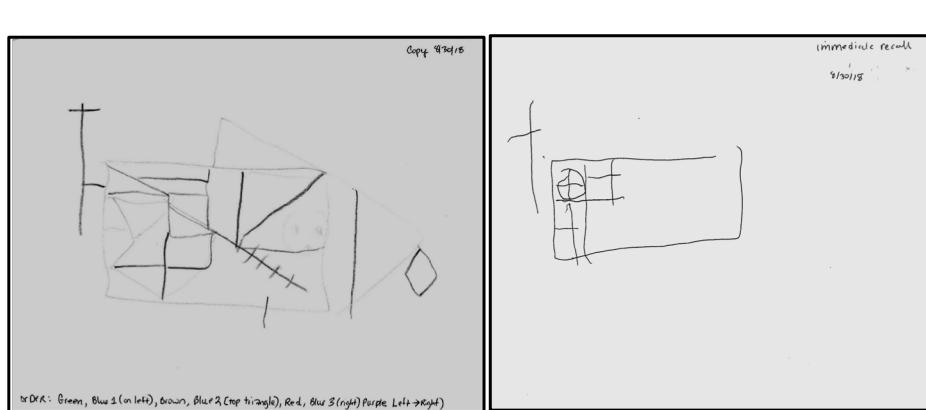
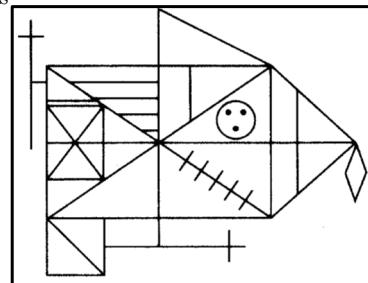
Performance: *Only Animals/Transportation.*His comment: *"I know there should be more but I just can't see them."***RAVEN'S COLOURED PROGRESSIVE MATRICES™**J. C. RAVEN
PEARSON PUBLISHING

- Assesses concept formation, reasoning, and analogical thinking.
- Requires only a pointing response.
- Ages: 5 through 11 years, elderly persons, and mentally and physically impaired persons
- Untimed: 15-30 minutes
- Single raw score can be converted to percentile rank based on normative data from various groups.



REY OSTERRIETH COMPLEX FIGURE

- A pen and paper test requiring examinees to copy the figure and then to reproduce it from memory.
- The ROCF assesses several cognitive abilities including:
 - Visuospatial perceptual and motor skills
 - Attention
 - Memory
 - Executive Functions:
 - Planning
 - Working Memory



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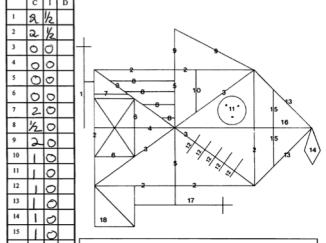
Rey-Osterrieth Complex Figure Test (ROCF)
Taylor Scoring Criteria

Client Name: L.B. Date of Exam: 9/25/0 B.D.: _____ Age: _____

C	I	D
1		
2	1/2	
3	2/2	
4	0	
5	0	
6	0	
7	2/2	
8	1/2	
9	2/2	
10	1/2	
11	1/2	
12	1/2	
13	1/2	
14	1/2	
15	1/2	
16	0	
17	0	
18	0	
T	45	1

Comments/Observations:
 - Appears to be aware of detail 4 & 5 (copy)
 - Notable perseveration of detail 1 on copy
 - Client unable to recall @ 30 mins.
 (no detailed recall).

*Below 2nd %ile for both copy and recall for age.



PLANNING CONSIDERATIONS HOW THE CLQT+ PROVIDES DIRECTION FOR FURTHER ASSESSMENT AND TREATMENT

CLQT+ Assessment Indicated Problems of *Language* and *Nonlinguistic Cognitive Skills*

<ul style="list-style-type: none"> • Semantic Aspects of Language • Phonological knowledge • Auditory Comprehension: <ul style="list-style-type: none"> • Following verbal instructions • Semantic comprehension • Story comprehension/Memory 	<ul style="list-style-type: none"> • Visuoperception • Episodic memory • Working memory • Planning • Self-monitoring & Pacing • Mental search & Flexibility • Rule adherence • Perseveration
--	--

Further testing with (WAB) Western Aphasia Battery, (BNT) Boston Naming Test, (D-KEFS) Delis-Kaplan Executive Functions Systems, (RCPM) Raven's Coloured Progressive Matrices, (ROCF) Rey-Osterrieth Complex Figure **confirmed** these problems.

RCPM revealed problems with:

- Concept formation
- Reasoning
- Analogical thinking

One Approach to treating Case's Language and Non-Linguistic Cognitive Problems

**McCarthy and Warrington
Framework for Problem-solving**

- Focused & distributed attention
- Higher-order inferences
- Formulation of strategies
- Cognitive flexibility
- Evaluation of outcome

McCarthy, RA & Warrington, E (1990). Problem-solving. (Chapter 16) In: RA McCarthy & EK Warrington (Eds). *Cognitive Neuropsychology*. San Diego: Academic Press (pgs: 343-364).

Helm-Estabrooks, N. & Karow, C.M. (2010). Problem Solving Therapy Program. Northborough, MA: Communication Disorders Resources.

Note about treatment of auditory comprehension problems.

- See Chapter 23 (“Cognitive Approach to Improving Auditory Comprehension”) in *Manual of Aphasia and Aphasia Therapy – 3rd Edition* for rationale and research.

Helm-Estabrooks, N., Albert, M.L., & Nicholas, M. (2014). *Manual of Aphasia and Aphasia Therapy* (3rd Edition). Austin, TX: Pro-Ed

**FOCUSED AND DISTRIBUTED ATTENTION
COGNITIVE SKILLS TARGETED**

- Self-monitoring & self-regulation.
- Inhibiting responses to irrelevant stimuli.
- Detecting rare occurrences of targets.
- Sustaining attention and concentration.
- Suppressing habitual responses.
- Distributing attention to selected stimuli.
- Employing working memory.

- Employing systematic search strategies.
- Avoiding perseveration.
- Ignoring irrelevant stimuli.
- Regulating graphomotor responses.
- Employing visuoperceptual skills.
- Displaying incidental learning.

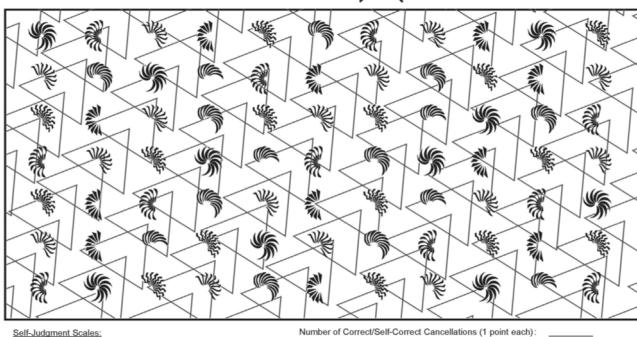
Helm-Estabrooks, N. & Karow, C.M. (2010). *Problem Solving Therapy Program*. Northborough, MA: Communication Disorders Resources.

Section One: Focused and Distributed Attention

1. Cancellation Tasks. Set A, Level II, Rows with Background Distractors

Directions: Cross out all examples of  Like This: 

Date: _____ Client ID: _____
Time Allocated: _____ Time at Task: _____



Self-Judgment Scales:
Speed Scale #: _____ Accuracy Scale %: _____

Number of Correct/Self-Correct Cancellations (1 point each): _____
Number of Incorrect Items Cancelled (-1 point each): _____
Score (correct - incorrect) = _____
Score ÷ Number of Correct Targets = _____ % correct

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Problem Solving Therapy Program © 2010 Helm-Estabrooks & Karow

Section One: Focused and Distributed Attention:

3. Graphomotor Patterns:

Directions: In ink complete the patterns displayed to the right edge of the page. Maintain spaces between each set. Maintain size. Do not pick up your pen once you start the task. Then, for each do a complete second row.

Set: *le* Example: *lelelelelele*

1.	
2.	
3.	
4.	

Accuracy Scoring:

Self-Judgment Scales:
Speed Scale #: _____
Accuracy Scale %: _____

Number of sets correct (1 point each): _____
Number of sets self-corrected (1/2 point each): _____
A. Correct Score: _____

Number of perseverations (1 point each): _____
Number of other errors (-1 point each): _____
B. Error Score: _____
A. Correct Score - B. Error Score = Total Score: _____

Problem Solving Therapy Program © 2010 Helen-Eustache & Kavoussi

Section One: Focused and Distributed Attention:

4. Number-Symbol Associations - Set A - Part I

Directions: Each number is associated with its own symbol. (See key). In the space provided draw the symbol that goes with each number. Be neat. Be careful.

Key:

				
1	2	3	4	5

2	1	3	4	2	1	4	5
3	5	2	4	3	1	5	2
3	2	4	5	1	2	1	3
5	4	5	2	1	3	4	5

Accuracy Scoring:

Self-Judgment Scales:
Speed Scale #: _____
Accuracy Scale %: _____

Number of items correct (1 point each): _____
Number of items self-corrected or partially correct (1/2 point each): _____
Total number of items/total possible (32) Score: _____%

Problem Solving Therapy Program © 2010 Helen-Eustache & Kavoussi

HIGHER ORDER INFERENCES

COGNITIVE SKILLS TARGETED

- Organizing the world into meaningful classifications according to one or more characteristics.
- Generating concepts of classes of things and distinguish the items that belong and do not belong to these classes.
- Formulating unifying principles.
- Abstracting attributes common to superficially dissimilar objects.
- Handling multiple pieces of information.
- Employing mental flexibility by shifting from one attribute to another.
- Maintaining focused attention.
- Employing working memory skills.

Helm-Estabrooks, N. & Karow, C.M. (2010). *Problem Solving Therapy Program*. Northborough, MA: Communication Disorders Resources.

Section Two: Higher Order Inferences

1. Classification by Superordinate Categories

Directions: Circle the seven items that go together. Indicate (verbally, physically, or in writing) why they go together.

Date: _____
Client ID: _____
Time Available: _____
Time at Task: _____

Why: _____

Accuracy Scoring:

A. Number of Correct Items Circled (1 point each): _____/7
Number of Items Incorrectly Circled (1 point each): _____

B. Good Explanation (2 points): _____
Fair Explanation (1 point): _____
Poor No Explanation (0 points): _____
Score: _____
Total Score (Part A score + Part B score / 9) %

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Section Two: Higher-Order Inferences		Date: _____
3. Eliminations (Semantic: Pictured Items)		Client ID: _____
Directions: For each set, indicate the one (1) item that does not belong with the other three (3). Explain why it does not belong. Explanations can be written, spoken, or gestured and recorded by clinician.		Time Allocated: _____
		Time at Task: _____
Set A	Set B	
Self-Assessment Scores: Speed Scale: _____ Accuracy Scale %: _____	Assessing Errors: Number of each correct selection (1 point each): Number of each self-corrected (1/2 point each): Number of each correct/best reason (1 point each): Number of each lesser, but possible reason (1/2 point each): Total Correct: _____ Total score A + B = _____ = % Correct: _____%	Set A Set B
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FORMULATION OF STRATEGIES

COGNITIVE SKILLS TARGETED

- Making estimations based on world knowledge.
- Temporally sequencing conceptual information.
- Mentally manipulating (often inexact) world knowledge in working memory.
- Devising alternative strategies.
- Inhibiting responses to irrelevant stimuli.
- Shifting between concepts or actions.
- Viewing the environment objectively.
- Assuming an abstract attitude.
- Demonstrating mental flexibility and creativity.
- Switching attention and avoid perseveration.
- Devising suitable plans for efficient task completion.
- Conducting mental searches.
- Utilizing visuoconstruction skills.

Helm-Estabrooks, N. & Karow, C.M. (2010). *Problem Solving Therapy Program*. Northborough, MA: Communication Disorders Resources.

Section Three: Formulation of Strategies
1. Cognitive Estimates: C. Order by Speed
 Directions: Number the items 1 (the slowest) to 6 (the fastest).

Date _____	Client ID _____
Time Allocated _____	Time at Task _____

Self-Judgment Scales:
 Speed Scale # _____
 Accuracy Scale % _____

Accuracy Scores (the lower the score the better):

A. Correct Sequence _____	B. Inverse Sequence _____
C. Point Difference - A & B _____	Score = Total Points Different _____

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Section Two: Higher-Order Inferences:
5. Eliminations - Semantic (Written)
 Directions: For each set, indicate the one (1) item that does not belong with the other three (3), and then tell why it does not belong. Explanations can be written, spoken, or gestured and recorded by clinician.

fog moon mist haze <i>Why?</i> _____	lake brook river stream <i>Why?</i> _____
lotion salve shampoo ointment <i>Why?</i> _____	restaurant store cafe diner <i>Why?</i> _____

Self-Judgment Scales:
 Speed Scale # _____
 Accuracy Scale % _____

Accuracy Scores:

A. Number of each correct selection (1 point each, 4 possible): _____
B. Number of items self corrected (1/2 point each, 4 possible): _____
C. Number of items self explained (1/2 point each, 4 possible): _____
D. Number for each lesser, but possible reason (1/2 point each): _____
Total Score _____ = % Correct _____

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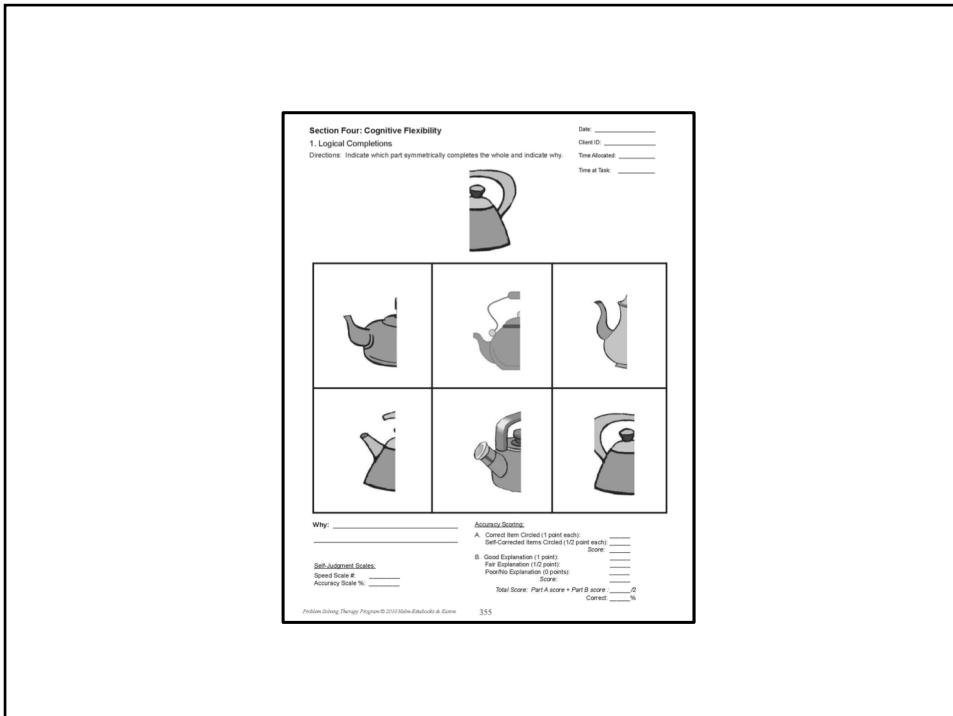
COGNITIVE FLEXIBILITY

COGNITIVE SKILLS TARGETED

- Making plans and using forethought.
- Shifting fairly rapidly between different concepts.
- Sustaining and shifting attention.
- Adopting different perspectives on concepts.
- Changing and modifying responses flexibly while adhering to rules.
- Using working memory.
- Complying with stimulus restraints.
- Employing graphomotor skills.
- Inhibiting impulsive responding.
- Employing perceptual integration.

Helm-Estabrooks, N. & Karow, C.M. (2010). *Problem Solving Therapy Program*. Northborough, MA: Communication Disorders Resources.

Section Four: Cognitive Flexibility		Date: _____ Client ID: _____ Time Allocated: _____ Time of Task: _____
5. Two-Way Paired Concepts Directions: For each set of three words, indicate two that go together and why they go together. Then indicate another pair (using one word you used before) and indicate why they go together. <small>Example: news, paper, pen. 1. The paper and pen go together because you write on paper with a pen. 2. The paper and news go together because the news is reported in the paper.</small>		
Set 1 <div style="border: 1px solid black; padding: 10px; display: inline-block;"> left abandoned right </div> <div style="border: 1px solid black; padding: 10px; display: inline-block;"> First pair: Why? Second pair: Why? </div>	Set 2 <div style="border: 1px solid black; padding: 10px; display: inline-block;"> dog bark tree </div> <div style="border: 1px solid black; padding: 10px; display: inline-block;"> First pair: Why? Second pair: Why? </div>	Scoring Set 1 Set 2 Total First pair correct reason (1 point) _____ /2 First pair correct reason (1 point) _____ /2 Second pair correct reason (1 point) _____ /2 Second pair correct reason (1 point) _____ /2 Total _____ /4 _____ /8 Correct _____ %
<small>Problem Solving Therapy Program © 2010 Helm-Estabrooks & Karow</small>		



EVALUATION OF OUTCOMES COGNITIVE SKILLS TARGETED

- Noting consequences of actions.
- Registering feedback.
- Using feedback to modify future behavior.
 - *The process often involves:*
 - Adhering to rules.
 - Recognizing errors
 - Inhibiting impulsive responses & avoiding perseveration.
 - Closely allied skills:
 - Judgment and insight.
 - Self-awareness.
 - Metacognition, i.e., the extent to which a person has an accurate mental representation of their abilities.

Helm-Estabrooks, N. & Karow, C.M. (2010). *Problem Solving Therapy Program*. Northborough, MA: Communication Disorders Resources.

<p>Section Five: Evaluation of Outcomes</p> <p>Directions: First, on a scale of 0% to 100% predict how well you think you will do with the task. Second, when you finish, mark the score you earned and compare the two scales.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Accuracy Scale Self-Prediction</th> <th style="text-align: center; padding: 5px;">Accuracy Scale Performance Score</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">  100%</td> <td style="text-align: center; padding: 5px;">  100%</td> </tr> <tr> <td style="text-align: center; padding: 5px;">  50%</td> <td style="text-align: center; padding: 5px;">  50%</td> </tr> <tr> <td style="text-align: center; padding: 5px;">  0%</td> <td style="text-align: center; padding: 5px;">  0%</td> </tr> </tbody> </table> <p>Problem Solving Therapy Program © 2010 Helen Eshel & Karen 470</p>	Accuracy Scale Self-Prediction	Accuracy Scale Performance Score	 100%	 100%	 50%	 50%	 0%	 0%	<p>Section Five: Evaluation of Outcomes</p> <p>Directions: First, on the Self-Prediction Speed Scale indicate how quickly you think you will do the task. Second, when you finish, mark the score you earned and compare the two scales.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Speed Scale Self-Prediction</th> <th style="text-align: center; padding: 5px;">Speed Scale Performance</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">  Very Fast</td> <td style="text-align: center; padding: 5px;">  Very Fast</td> </tr> <tr> <td style="text-align: center; padding: 5px;">  So-So</td> <td style="text-align: center; padding: 5px;">  So-So</td> </tr> <tr> <td style="text-align: center; padding: 5px;">  Very Slow</td> <td style="text-align: center; padding: 5px;">  Very Slow</td> </tr> </tbody> </table> <p>Problem Solving Therapy Program © 2010 Helen Eshel & Karen 471</p>	Speed Scale Self-Prediction	Speed Scale Performance	 Very Fast	 Very Fast	 So-So	 So-So	 Very Slow	 Very Slow
Accuracy Scale Self-Prediction	Accuracy Scale Performance Score																
 100%	 100%																
 50%	 50%																
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Speed Scale Self-Prediction	Speed Scale Performance																
 Very Fast	 Very Fast																
 So-So	 So-So																
 Very Slow	 Very Slow																

<p>Section Five: Evaluation of Outcomes</p> <p>1. Record the client/patient's NUMERIC scores: AP = Accuracy Prediction Score: use an O at the intersecting point ES = Earned Score: use an X at the intersecting point</p> <p>2. a. Draw a line to connect all the X's b. Draw a line to connect all the O's</p> <p>Section Two: Higher Order Inferences</p> <p>3. Eliminations (Semantic: Pictured Items)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Tasks</th> <th style="text-align: center; padding: 5px;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">100%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">90%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">80%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">70%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">60%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">50%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">40%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">30%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">20%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">10%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">0%</td> <td style="text-align: center; padding: 5px;"></td> </tr> </tbody> </table> <p>3. Eliminations (Visuospatial: Abstract Figures)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Tasks</th> <th style="text-align: center; padding: 5px;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">100%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">90%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">80%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">70%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">60%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">50%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">40%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">30%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">20%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">10%</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">0%</td> <td style="text-align: center; padding: 5px;"></td> </tr> </tbody> </table> <p>Problem Solving Therapy Program © 2010 Helen Eshel & Karen 475</p>	Tasks		100%		90%		80%		70%		60%		50%		40%		30%		20%		10%		0%		Tasks		100%		90%		80%		70%		60%		50%		40%		30%		20%		10%		0%		
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SUMMARY AND Q & A



Asheville, North Carolina

CLQT+ results led us to further assessment of case's language and non-linguistic cognitive skills employing:

- Western Aphasia Battery
 - Boston Naming Test
 - Delis-Kaplan Executive Functions Systems
 - Raven's Coloured Progressive Matrices
 - Rey Osterrieth Complex Figure
-
- *This further testing confirmed all problems shown on CLQT+ and additional problems with concept formation, reasoning, and analogical thinking.*
 - *Case's profile of impairments suggested the Problem Solving Therapy Program as one approach to addressing most of his issues.*

Questions?