

LIST OF EVALUATIONS FOR APHASIA, TBI, Right Hemisphere Disorder and DEMENTIA

<p>Alzheimer's Quick Test of Temporal-Parietal Function (AQT)</p> <p>Wiig, Nielsen, Minthon, Warkentin (2002) The Psychological Corporation</p>	<p>A screening test for the detection of temporal-parietal dysfunction and Alzheimer's Disease in adults.</p>
<p>ASHA Functional Assessment of Communication Skills in Adults (ASHA FACS)</p> <p>Frattali et al. (1995) ASHA</p>	<p>A means for assessing functional communication behaviors at the level of disability in a valid, reliable, sensitive yet efficient manner.</p>
<p>Aphasia Diagnostic Profiles (ADP)</p> <p>Helm-Estabrooks (1992) Applied Symbolix</p>	<p>To provide a systematic method of assessing language and communication impairment associated with aphasia resulting from acquired brain damage.</p>
<p>Arizona Battery for Cognitive-communication Disorders (ABCD-2)</p> <p>Bayles & Tomoeda (2020) ProEd</p>	<p>a standardized test battery for the comprehensive assessment and screening of patients suspected of having mild to moderate neurocognitive disorders, including mild cognitive impairment, dementia, and traumatic brain injury. The test contains 17 brief subtests that evaluate five domains: Mental Status, Episodic Memory, Language Expression, Language Comprehension, and Visuospatial Construction. Four optional screening tasks are available in order to determine whether participants' limitations with vision, reading, and other difficulties will impact their ABCD-2 performance.</p>
<p>Assessment of Language Related Functional Activities (ALFA)</p> <p>Baines, Martin, & McMartin Heeringa (1999) ProEd</p>	<p>To assess language-related functional activities of patients 16 years and older (includes a lot of "functional" problem solving activities). Activities include: managing a medication schedule, counting money, solving daily math problems, interpreting a calendar, listening to a voicemail message and writing a check/balancing a checkbook)</p>
<p>Behavior Rating Inventory of Executive Function (BRIEF)</p> <p>Gioia, Isquith, Guy, Kenworthy (2000) Psychological Assessment Resources</p>	<p>A questionnaire for parents and teachers to complete in order to assess executive function behaviors in the home and school environments. Designed to be used with TBI, LD, Attentional disorders, depression, and other disorders.</p>
<p>Behavioral Assessment of the Dysexecutive System (BADS), including the Dex questionnaire</p> <p>Wilson et al. (1996) Thames Valley Publishing, Inc.</p>	<p>A battery that predicts everyday problems arising from executive disturbances.</p>
<p>Boston Diagnostic Aphasia Examination-III (BDAE-III)</p> <p>Goodglass, Barresi, & Kaplan</p>	<p>To assess functional communication skills (multiple modalities) of adult clients with aphasia.</p>
<p>Boston Naming Test (BNT)</p> <p>Kaplan et al. (1983) Psychological Assessment Resources</p>	<p>Provides a detailed examination of the ability to name pictured objects, which is a problem area for people with aphasia as well as other neuropathological conditions.</p>
<p>Brief Test of Head Injury (BTHI)</p>	<p>Cognitive-communicative assessment tool designed to quickly measure a variety (cognitive, language and memory) of early manifested deficits in adult patients with</p>

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<p>Helm-Estabrooks and Hotz (1991) Riverside Publishing Company</p>	<p>TBI.</p> <p>Specific areas of testing: Orientation/attention, following commands, linguistic organization, reading comprehension, naming, memory, visual-spatial skills. Designed to probe above behaviors in patients that might have paralysis, limited range of motion, visual neglect, and aphonia. To be administered in 25-30 minutes.</p>
<p>Cognitive-Linguistic Quick Test+ (CLQT+) Helm-Estabrooks (2017). ProEd</p>	<p>Quick assessment for attention, memory, language, executive function and visuospatial skills</p>
<p>Communicative Abilities of Daily Living 3 (CADL-3) Holland, Fromm & Wozniak (2018). ProEd</p>	<p>To assess the functional communication skills of adults with neurogenic is an individually administered assessment of the functional communication skills of adults with neurogenic communication disorders. Assesses: Reading, Writing, and Using Numbers; Social Interactions; Contextual Communication; Nonverbal Communication; Sequential Relationships; Humor, Metaphor, and Absurdity; and Internet Basics.</p>
<p>The Famous People Protocol Holland et al. (2014) (Self-published; Aphasiabank.org)</p>	<p>Assessment designed for people with aphasia (PWA). "The intent of this exercise is to provide clinicians with a simple and enjoyable way to assess communicative ability in a systematic fashion. It aims to take advantage of semantic knowledge that is fairly intact and use that knowledge to examine communicative abilities and personal communicative style in demonstrating this knowledge to others. This is also designed to be a positive "testing" experience, so it should be fun, and if the PWA veers off into interesting digressions, please feel free to follow him/her, but do get back to the task so you end up with a total score."</p>
<p>Functional Assessment of Verbal reasoning and Executive Strategies (FAVRES) MacDonald (2005) CCD Publishing</p>	<p>Assesses verbal reasoning, complex comprehension, discourse, and executive functioning during performance on a set of challenging functional tasks. Requires processing of 'real life' amounts of information, analysis of several factors, integration of a variety of types of stimuli, and formulation of written and oral responses. Standardized in an acquired brain injury population.</p>
<p>Montreal Cognitive Assessment (MoCA): Nasreddine (2017).</p>	<p>Designed to identify cognitive impairment and Alzheimer's disease; provides cognitive and linguistic information. Available on paper or as an app. Requires certification/training in order to administer the test which costs money; some hospitals are shifting away from use of the assessment for this reason.</p>
<p>Ravens Progressive Picture Matrices (Raves-2) Raven (2019) Pearson Education Inc</p>	<p>measures high-level observation skills, ability to reason, and intellectual capacity, even in people with communication disorders or English Language Learners (ELL). This is a great non-verbal test for persons with aphasia, and may demonstrate evidence of left inattention in persons with right hemisphere disorder.</p>
<p>RIC Evaluation of Communication Problems in Right Hemisphere Dysfunction-3 (RICE-3) Halper, Cherney & Burns (2017). Shirley Ryan Ability Lab</p>	<p>The RICE-3 includes 5 subtests evaluating right hemisphere cognitive-communication deficits that have clinical relevance to rehabilitation. The Administration Manual details administration, scoring and interpretation of results and provides severity ratings for each subtest.</p>

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<p>Rivermead Behavioral Memory Test- 3 (RBMT-3)</p> <p>Wilson et al (2008) Pearson Education Inc</p>	<p>designed to predict everyday memory problems in people with acquired, non-progressive brain injury and to monitor their change over time.</p>
<p>Ross Information Processing Assessment (RIPA-2)</p> <p>Ross-Swain (1996) ProEd</p>	<p>The RIPA-2 enables the examiner to quantify cognitive-linguistic deficits, determine severity levels for each skill area, and develop rehabilitation goals and objectives. Assess memory, attention and verbal reasoning skills.</p>
<p>Ross Information Processing Assessment- Geriatric, 2nd Edition (RIPA-G:2)</p> <p>Ross-Swain & Fogle (2012) ProEd</p>	<p>comprehensive, norm-referenced, assessment battery designed to identify, describe, and quantify cognitive-linguistic deficits in the geriatric population (individuals 55 years and older).</p>
<p>Scales of Cognitive Ability for Traumatic Brain Injury (SCATBI)</p> <p>Adamovich & Henderson (1992) Pro-Ed</p>	<p>assesses cognitive and linguistic abilities of adolescent and adult patients with head injuries. Its results can be used to establish the severity of the injury and can be charted to show progress during recovery.</p>
<p>Scales of Cognitive and Communicative Ability for Neurorehabilitation (SCCAN)</p> <p>Milman & Holland (2012) ProEd</p>	<p>The Scales of Cognitive and Communicative Ability for Neurorehabilitation (SCCAN) assesses cognitive-communicative deficits and functional ability in patients in rehabilitation hospitals, clinics, and skilled nursing facilities. The SCCAN is appropriate for a broad range of neurological patients, provides a measure of both impairment and functional ability, and can be administered in 30 minutes.</p>
<p>Western Aphasia Battery Revised (WAB-R)</p> <p>Kertesz (2006) Pearson Education Inc</p>	<p>To evaluate the main clinical aspects of language function, content, fluency, auditory comprehension, repetition, naming, reading, writing, and calculations. Nonverbal skills tested as well. Standardized scores will give you a severity of aphasia as well as allow the clinician to determine the "type" of aphasia based on scoring criteria. Good for mild-moderate to profound aphasia.</p>
<p>Woodcock Johnson IV Tests of Cognitive Abilities (WJ IV COG)</p> <p>Schrank, Fredrick A.; Nancy Mather; Kevin S. McGrew (2014) Riverside Publishing</p>	<p>A comprehensive standardized test of cognitive abilities; able to be administered to individuals age 2-90+. Tests very high level cognitive skills (complex attention, memory, executive functioning skills). May be useful for individuals with very mild deficits. Need to consider a person's education background and familiarization with standardized tests as that may impact scores.</p>