



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

Directory of Speech-Language Pathology Assessment Instruments

IV. Cognitive Communication Assessment

**American Speech-Language-Hearing Association
2007**

Note: Descriptions for each assessment instrument are adapted from publishers' own information sources.

Title: Alzheimer's Quick Test (AQT) Assessment of Temporal-Parietal Function

Author: Elisabeth H. Wiig, Niels Peter Nielsen, Lennart Minthon, and Siegbert Warkentin

Publisher: Harcourt Assessment

Year: 2002

Age range: Adult

Administration time (minutes): 3–5

Language(s): English

Computerized scoring: No

Description: Screens for Alzheimer's disease and other parietal impairments using rapid, automatic naming tasks.

Title:	Arizona Battery for Communication Disorders of Dementia (ABCD)
Author:	Kathryn A. Bayles and Cheryl K. Tomoeda
Publisher:	PRO-ED
Year:	1993
Age range (years):	Adults suspected of having Alzheimer's disease
Administration time (minutes):	45–90
Language(s):	English and The Recent Memory subtest translated in French, Spanish
Computerized scoring:	No
Description:	<p>A normed assessment that quantifies cognitive-linguistic impairments in people suspected of having Alzheimer's disease. Screens speech discrimination, visual perception, and literacy. Eighteen subtests assess mental status, immediate and delayed recall of stories, auditory comprehension, repetition, word learning, reading, naming, drawing, and figure copying. Many subtests useful for head trauma patients. Test provides norms for young adults.</p> <p>Reviewed in <i>Asha</i>, Dec. 1992</p>

Title: Brief Test of Head Injury (BTHI)

Author: Nancy Helm-Estabrooks and Gillian Hotz

Publisher: PRO-ED

Year: 1991

Age range (years): 14–adult

Administration time (minutes): 20–30

Language(s): English

Computerized scoring: No

Description: Probes cognitive, linguistic, and communication abilities of patients with severe head trauma. Useful in tracking overall and modality-specific recovery patterns during spontaneous recovery; may provide a baseline for later testing. Scores gestural and verbal responses. Test items are clustered into Orientation/Attention, Following Commands, Linguistic Organization, Reading Comprehension, Naming Memory, and Visual-Spatial Skills. Reviewed in *Asha*, May 1994

Title:	Burns Brief Inventory of Communication and Cognition (Burns Inventory)
Author:	Martha S. Burns
Publisher:	Harcourt Assessment
Year:	1997
Age range (years):	18–80
Administration time (minutes):	30
Language(s):	English
Computerized scoring:	No
Description:	Helps evaluate individuals with communication or cognitive deficits resulting from neurological injury; assists in selecting appropriate treatment targets and functional treatment goals. Includes three inventories: Right Hemisphere, Left Hemisphere, and Complex Neuropathology.

Title: The Butt Non-Verbal Reasoning Test (BNVR)

Author: Pamela Butt and Romola Bucks

Publisher: Speechmark Publishing

Year: 2004

Age range: Adult

Administration time (minutes): 10–15

Language(s): English

Computerized scoring: No

Description: Identifies whether cognitive and/or linguistic deficits exist in individuals with acquired aphasia using real-life situations.

Title:	California Verbal Learning Test, Second Edition (CVLT-II)
Author:	Dean C. Delis, Joel H. Kramer, Edith Kaplan, and Beth A. Ober
Publisher:	Harcourt Assessment
Year:	2000
Age range (years):	16–89
Administration time (minutes):	15–30
Language(s):	English
Computerized scoring:	Yes
Description:	A comprehensive and detailed assessment of verbal learning and memory available for older adolescents and adults. In addition to recall and recognition scores, it measures encoding strategies, learning rates, error types, and other process data.

Title: Cognitive Abilities Scale–Second Edition (CAS-2)

Author: Sharon Bradley-Johnson and C. Merle Johnson

Publisher: PRO-ED

Year: 2001

Age range (years;months): 0;3–3;0

Administration time (minutes): 20–30

Language(s): English

Computerized scoring: No

Description: Identifies children deficient in cognitive development and provides a measure of performance for children who do not talk or whose speech is unintelligible.

Title: Cognitive Abilities Test, Form 6 (CogAT)

Author: Robert L. Thorndike and Elizabeth P. Hagen

Publisher: Riverside Publishing Company

Year: 2001

Age range (years): Grades K–12

Administration time (minutes): Varies

Language(s): English

Computerized scoring: No

Description: Assesses students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal abilities.

Title: Cognitive (Intelligence) Test: nonverbal (C(I)T: nv)

Author: Morrison F. Gardner

Publisher: Academic Therapy Publications

Year: 2000

Age range (years): 4–15

Administration time (minutes): 10–20

Language(s): English

Computerized scoring: No

Description: Two subtests use discrimination tasks and visual analogies. Well-suited for children who have impaired verbal skills, who are from different cultures or from a nonstimulating environment, or who have motor impairments.

Title:	Cognitive Linguistic Quick Test (CLQT)
Author:	Nancy Helm-Estabrooks
Publisher:	Harcourt Assessment
Year:	2001
Age range (years):	18–89
Administration time (minutes):	15–30
Language(s):	English and Spanish
Computerized scoring:	No
Description:	A screening tool that assists in identifying strengths and weaknesses quickly in five cognitive domains (attention, memory, executive functions, language, and visuospatial skills) of adults with neurological impairment due to strokes, head injury, or dementia.

Title: Communication Outcome Measures of Functional Independence: The COMFI Scale

Author: Mary Jo Santo Pietro and Faerella Boczko

Publisher: The Speech Bin

Year: 1997

Age range (years): Adult dementia

Administration time (minutes): 10

Language(s): English

Computerized scoring: No

Description: Measures everyday function and communication; can be administered by anyone familiar with the dementia patient.

Title: Dementia Rating Scale–2 (DRS-2)

Author: Steven Mattis

Publisher: Psychological Assessment Resources

Year: 2001

Age range (years): 55+

Administration time (minutes): 15–30

Language(s): English

Computerized scoring: No

Description: Evaluates the cognitive status of adults with cortical impairments. Measures the progression of behavioral, neuropathological, and cognitive decline. Can be administered in an office or at a bedside.

Title: Functional Linguistic Communication Inventory (FLCI)

Author: Kathryn A. Bayles and Cheryl Tomoeda

Publisher: PRO-ED

Year: 1995

Age range (years): Adult

Administration time (minutes): 30

Language(s): English

Computerized scoring: No

Description: Tests functional communication for patients with moderate and severe dementia. Results are valuable for completing MDS forms, designing functional maintenance programs, counseling caregivers, and making management decisions. Assessment areas include greeting/naming, answering questions, writing, comprehension of signs/pictures, following commands, conversation, reminiscing, gesture/pantomime, and word reading/comprehension.

Title: Kaufman Short Neuropsychological Assessment Procedure (K-SNAP)

Author: Alan S. Kaufman and Nadeen L. Kaufman

Publisher: AGS Publishing/Pearson Assessments

Year: 1994

Age range (years): 11–adult

Administration time (minutes): 30

Language(s): English

Computerized scoring: No

Description: Measures the cognitive functioning of adolescents and adults. Subtests include Mental Status (attention orientation), Number Recall (simple memory and perception skills), Gestalt Closure (simple memory and perception skills), and Four-Letter Words (complex intellectual functioning and planning ability).

Title: Measure of Cognitive-Linguistic Abilities (MCLA)

Author: Wendy Ellmo, Jill Graser, Beth Krchnavek, Kimberly Hauck, and Deborah Calabrese

Publisher: The Speech Bin

Year: 1995

Age range (years): Adolescents and adults

Administration time (minutes): 45–60

Language(s): English

Computerized scoring: No

Description: Evaluates cognitive linguistic impairments caused by trauma-induced brain injuries (TBI), measuring paragraph comprehension, discourse, pragmatic, functional reading, story recall, verbal abstract reasoning, narrative discourse, visual confrontation naming, written narrative skills, and oral mechanism function.

Title: Mini Inventory of Right Brain Injury, Second Edition (MIRBI-2)

Author: Patricia Pimental and Jeffrey Knight

Publisher: PRO-ED

Year: 2000

Age range (years): 20–80

Administration time (minutes): 30

Language(s): English

Computerized scoring: No

Description: Quick screener of neurocognitive deficits associated with right hemisphere lesions. Includes a revised Right-Left Differential Scale with an updated cutoff score for right-brain impairment.

Title: Ross Information Processing Assessment, Second Edition (RIPA-2)

Author: Deborah G. Ross-Swain

Publisher: PRO-ED

Year: 1996

Age range (years): 15–90

Administration time (minutes): 45–60

Language(s): English

Computerized scoring: No

Description: Assesses auditory processing and retention, immediate and recent memory, temporal orientation (recent and remote), information recall, environmental orientation, organization, spatial orientation, problem solving, and reasoning skills.

Title: Ross Information Processing Assessment–Geriatric (RIPA-G)

Author: Deborah G. Ross-Swain and Paul Fogle

Publisher: PRO-ED

Year: 1996

Age range (years): 55 and up

Administration time (minutes): 45–60

Language(s): English

Computerized scoring: No

Description: Assesses cognitive-linguistic deficits in geriatric patients who are residents in skilled nursing facilities, hospitals, and clinics. Includes *Geriatric Treatment Manual*.

Title: Ross Information Processing Assessment–Primary (RIPA-P)

Author: Deborah Ross-Swain

Publisher: PRO-ED

Year: 1999

Age range (years;months): 5;0–12;11

Administration time (minutes): 30

Language(s): English

Computerized scoring: No

Description: Identifies and quantifies information processing skill impairments in children who have had a traumatic brain injury, have experienced other neuropathologies that affect information processing such as seizure disorders or anoxia, and who exhibit learning disabilities or weaknesses that interfere with learning acquisition or educational achievement.

Title: Scales of Cognitive Ability for Traumatic Brain Injury (SCATBI)

Author: Brenda B. Adamovich and Jennifer Henderson

Publisher: PRO-ED

Year: 1992

Age range (years): Adolescents and adults

Administration time (minutes): 30–120

Language(s): English

Computerized scoring: No

Description: Assesses cognitive abilities of head-injured patients. Subtests include Perception/Discrimination, Orientation, Organization, Recall, and Reasoning. Results can be used to establish the severity of the injury and to chart progress during recovery. Items progress in difficulty to levels that some normal adults do not typically master. Thus, patients who functioned at very high levels prior to their injuries can continue to be measured with the same instrument as they regain the use of higher level abilities (such as complex organization and abstract reasoning).

Title: Test of Cognitive Skills, Second Edition (TCS/2)

Author: CTB/McGraw-Hill

Publisher: CTB/McGraw-Hill

Year: 1996

Age range (years;months): 6;8–18;0

Administration time (minutes): 50–55

Language(s): English

Computerized scoring: No

Description: Measures skills and abilities that are important for academic success and scores for three critical cognitive factors: verbal, nonverbal, and memory. Subtests include Sequences, Analogies, Memory, and Verbal Reasoning.

Title: Test of Problem Solving 3–Elementary Test (TOPS 3: Elementary)

Author: Rosemary Huisingh, Linda Bowers, and Carolyn LoGiudice

Publisher: LinguiSystems

Year: 2005

Age range (years;months): 6;0–12

Administration time (minutes): 35

Language(s): English

Computerized scoring: No

Description: Assesses a student’s language-based thinking abilities and strategies using logic and experience. Addresses critical thinking based on students’ language in the following areas: making inferences, negative questions, predicting, sequencing, problem solving, and determining causes.