

COGNITIVE COMMUNICATIVE ASSESSMENT

SKILL AREA	SUGGESTED FORMAL MEASURES (Use selected subtests from the following lists based on individual needs)	INFORMAL MEASURES (Clinician or family members may present stimuli)	FUNCTIONAL IMPLICATIONS
<u>Auditory comprehension</u>		Yes/No questions re: familiar information (family, toys, interests, photos)	Difficulty attending in distracting environments
Basic understanding of language; - yes/no questions - picture vocabulary	Clinical Evaluation of Language Fundamentals-5 (CELF-5)- Processing Subtest	Indicate named aspects of familiar/unfamiliar pictures and/or items/toys	Unable to screen ambient noise difficulty with concentration
Processing/analysis/ integration	Illinois Test of Psycholinguistic Abilities-3 (ITPA-3)- Auditory Reception	Informal commands with familiar items/toys	Act as if ignoring input at times
Phrases and sentences	Peabody Picture Vocabulary Test-4 (PPVT-4); Test of Adolescent and Adult Language (TOAL #1);Test of Language Development (TOLD #1)	Ability to follow simple general conversation	Slow/delayed processing of verbal information, (especially in classroom, or shopping malls)
Complex ideations	TOLD: Grammatic Und. Test for Auditory Comprehension of Language-3 (TACL-3)	Recognition of favorite music/melodies	Difficulty following even simple directions and/or game rules
Relationships and ambiguities	Assessment of Children's Language Comprehension	Abilities under varied noise conditions	Greater difficulty understanding length and complexity increase
Sequential commands	ITPA-3: Auditory Assoc.	Following multi-step directions	Problems with future language learning (e.g. vocabulary, concrete abstraction)
Managing increasing length, complexity and abstraction (decreased space-comparable)	Revised TOKEN Test	Following multi-step directions	
	TOAL-4: Listening Grammar		
	Fullerton Language Test for Adolescents (FLTA) - Auditory synthesis - Oral commands - Grammatic Competency		
	Boston Diagnostic Aphasia Examination (BDAE)- Section II		
	Detroit DTLA-II – Oral Directions		

SKILL AREA	SUGGESTED FORMAL MEASURES (Use selected subtests from the following lists based on individual needs)	INFORMAL MEASURES (Clinician or family members may present stimuli)	FUNCTIONAL IMPLICATIONS
<u>Integrative Language/Verbal Formulation</u>	TOAL-4: Listening Vocabulary	Provide biographical information	Decreased use of courtesies
Expressive Vocabulary <ul style="list-style-type: none">- Word retrieval- Word knowledge	TOLD: Picture Vocabulary	Picture description (Familiar/Unfamiliar)	Excessive talking; unable to self-monitor
Verbal organization	DLTA-II: Word opposites	Narrative	Ignore rules of conversation
pragmatics	Expressive One Word Picture Vocabulary-4 (EOWVT-4)	Ability to explain simple game rules; simple functional tasks	Difficulty with vocabulary; circumlocutions, paraphasias
	TOLD- Sentence Imitation	Responsive naming	Failed attempts at oral responses in class
	Boston Naming Test (BNT)	Use of automatic speech	Impaired vocabulary-decreased word retrieval, decreased abilities with synonyms/antonyms, analogies, circumlocutions, paraphasias
	W-J <ul style="list-style-type: none">- Picture Vocabulary- Antonyms/synonyms- Analogies	Language sample	Decreased verbal organization for discussion; embarrassment, withdrawal, frustration
		Analysis of conversational speech	Get lost in conversations, discussions
	CELF – Production subtest		Impulsive, interruptive
	DLTA-II: Story construction		Problems with socialization
	DLTA: Similarities & Differences		Poor awareness of body posture, facial expression, prosody
	TOAL-4 <ul style="list-style-type: none">- speaking vocabulary- Speaking grammar		
	BDAE – Section III		
	Fullerton Language Test for Adolescents-2 (FLTA-2) <ul style="list-style-type: none">- Morphology comprehension- Convergent production- Divergent production		

SKILL AREA	SUGGESTED FORMAL MEASURES (Use selected subtests from the following lists based on individual needs)	INFORMAL MEASURES (Clinician or family members may present stimuli)	FUNCTIONAL IMPLICATIONS
<u>Cognition</u>	Test of Memory and Learning – 2 (TOMAL) DTLA	Obtain thorough developmental/educational history with parents and school personnel	Rigid, inflexible behavior
Attention, concentration, Perseverance	ITPA: Visual Association	Observe approach to toys (e.g. Fisher Price, action toys, activities)	Unable to cope with decreased structure
Reasoning - Categorization - Sequencing - Organization	W-J: Reasoning and perceptual speed cluster	Attention/Concentration games (e.g. Blocks, Boggle, Simon, Card games)	Get lost in familiar environments
	DLTA II: - Symbolic Relations - Conceptual Match	Computer baseline testing (e.g. Bracy, Hartley, Lambert)-sustained attention, perseverance	Continue one activity, even though another has begun (difficulty shifting set)
	FLTA – Auditory Synthesis - Convergent Production - Production Production - Idioms	Ability to make inferences from given material	Poor concept learning
	TOPS – Test of Problem Solving	Functional problems solving-realistic circumstances	Complain of difficulty thinking
Problem Solving - Judgment - Planning - Flexibility of thought		Ability to engage in board games (e.g. Monopoly, Trivial Pursuit, etc.)	Difficulty drawing conclusions, making inferences, solving problems/ identifying main ideas
	Ross Information Processing Test-2 (RIPA-2)	DLM- categorization, sequencing	Trouble organizing-backpack/ desk disaster
	Test of Nonverbal Intelligence-4 (TONI-4)	Ability to plan details of an event (e.g. party, vacation)	Knows schedule, always late
			Problems with abstraction
			Denial of deficits

<u>Memory/Orientation/New Learning</u>	TOMAL		Poor awareness, little insight re: existence and implications of deficits
Orientation	Rivermead	Informal orientation games	Difficulty planning and making decisions
Mental Control	WJ - Memory for sentences - Numbers reversed	Ability to relate to a schedule	Frustration, anger
Immediate	FLTA: Oral Commands	Ability to sustain attention on music, familiar sounds	Confusion
Short Term	DLTA II: - Sentence Imitation - Oral Directions - Design reproduction - Letter sequences	Simple counting and rehearsal games	Seem to learn new input but appear unable to access previously learned information (e.g. multiplication tables)
Long term	CELF: Processing Oral Directions - Processing Spoken Paragraphs	Recall of familiar rhythm and music games, songs	Unable to demonstrate learning; decreased ability to learn new information
New Learning	FLTA: Oral Commands - Convergent Product - Divergent Product	Effect of delays & interference on short term, recent & new learning material	Seem “scattered”
	WJ: Auditory Visual Learning	Observe differences between recognition, recall and use of cues	Poor memory in conversation and class discussion, gets lost
	California Verbal Learning Test-2 (CVLT-2)	Use of memory/concentration games (pictures, computer)	Frequent requests for repetition
	TOMAL	Retention of information from day to day	Unable to study for tests
			Decreased information processing transfer to long term memory
			Forget to complete assignments

SKILL AREA	SUGGESTED FORMAL MEASURES (Use selected subtests from the following lists based on individual needs)	INFORMAL MEASURES (Clinician or family members may present stimuli)	FUNCTIONAL IMPLICATIONS
<u>Reading Comprehension</u>	Test of Early Reading Ability-3	Matching tasks (objects, pictures, symbols)	Visual neglect, field cuts
Pre-reading skills <ul style="list-style-type: none"> - Visual orientation - Matching 	Rivermead TOMAL	Identify famous faces (politicians, rock/TV stars)	Confused by complex, busy text
Functional reading <ul style="list-style-type: none"> - Recognition of familiar faces - Home, School, Community - Sentences, Paragraphs, Text - Appreciation of humor 	Woodcock Reading Mastery Test Test of Word Reading Efficiency Test of Reading Comprehension	Reading comic strips, advertisements, schoolbooks, maps, schedules	Unable to locate information in text
	BDAE: Section IV	Newspaper reading	Difficulty with recall of reading material
		Ability to derive main ideas and answer simple content questions re: lengthy and complex material	Difficulty in appreciating main ideas/themes
			Difficulty with abstract symbols
			Difficulty with sound/symbol skills

SKILL AREA	SUGGESTED FORMAL MEASURES (Use selected subtests from the following lists based on individual needs)	INFORMAL MEASURES (Clinician or family members may present stimuli)	FUNCTIONAL IMPLICATIONS
<u>Motor Speech/ Feeding</u>	Darley Motor Speech Exam	Imitation tasks, games	Dysarthria/unintelligibility
Oral – Peripheral	Computerized Assessment of Dysarthric Speech	Blowing bubbles, use of straw	Apraxia
Articulation	Fisher-Logemann	Sound/rhythm games	Articulation disorders
	Goldman-Fristoe	Ability to sing/hum	Decreased rate
	TOLD: Word articulation	Response to oral motor stimulation	Grimacing
Feeding/Swallowing		Response to food items	Decreased awareness of musculature
			Telegraphic speech
			Monotone/decreased voice quality
			Behavioral outbursts
			Unable to eat due to NG, G, J tube
			Aspiration/choking
			Discomfort during swallowing
			Wet, gurgly voice quality

SKILL AREA	SUGGESTED FORMAL MEASURES (Use selected subtests from the following lists based on individual needs)	INFORMAL MEASURES (Clinician or family members may present stimuli)	FUNCTIONAL IMPLICATIONS
<u>Written Expression</u>	BDAE: Section V	Ability to trace or copy solid or broken lines	Impaired gross/fine motor skills
Copy Writing	DTLA: Memory for Designs	Ability to trace/draw simply designs	Can't take notes
Functional Writing - Dictation - Formulation - Construction	TOAL-4 - Writing vocabulary - Writing grammar	Ability to write simple postcard, short letter and/or descriptive paragraph	Unable to complete writing assignments
	Test of Written Language-4 (TOWL-4)		Difficulty with essays; disorganized, illegible
	Rey Diagram		Varied learning disabilities
	Parietal Lobe Battery		Difficulty playing with toys and peers