

FOREWORD

The Panjabi Adaptation of the A.S.T. (Whurr) was developed over a period of several years in response to the absence of any other Panjabi test of dysphasia. It is not standardised because of the difficulties in obtaining a homogeneous patient group. Indeed, it is perhaps better to err on the side of flexibility when trying to assess the Panjabi speaking dysphasic. One of the variables encountered is literacy, which may be dependent upon religious background and educational opportunity. Therefore although this test involves Gurmukhi script, it needs to be flexible enough to go some way towards assessing those who are unfamiliar with this script (see Appendix 2).

The test is designed to be easily assessable to English-speaking Speech Therapists whose knowledge of Panjabi is limited. Obviously, where the support of interpreters is available the assessment and treatment of the patient will be greatly enhanced. Appendix 1 gives guidelines for the use of the test materials along with an explanation of the conventions used. The reader is also referred to Appendix 3 and 4 which are intended to assist administration and scoring of the test.

The adaptation is based upon a comparative analysis of Panjabi and English and takes into account features which are likely to be susceptible to dyphasic breakdown. The reader is referred to a paper describing the rationale of the adaptation (Mumby 1988) which provides a detailed analysis of the linguistic and cultural factors involved. A later paper describes the preliminary results from using the test with a small sample, (awaiting publication.) Treatment leaflets designed to operate alongside the assessment are available in English and Gurmukhi from the author. Further copies of the test are available from the same address:-

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I. TESTS OF RECEPTIVE FUNCTION (A1 - A20)

PRE-TEST A1 (Matching pictures)

MATERIALS REQUIRED: Display book. Matching picture cards. Blank paper.

DIRECTIONS:

The examiner opens the display book on the second page (Test A1) and covers the opposite page with a blank sheet of paper. The test begins with the examiner saying :

(I want you to show me another picture which looks like this)

The examiner demonstrates by placing one of the cards above the appropriate picture in the display book and says :

(For example these two go together)

The picture is then removed and the patient is handed a different card. The examiner says :

(Now try this one)

If the patient cannot understand the instructions, the examiner may demonstrate up to three times.

The patient is handed one card at a time, which is withdrawn at the end of each match. Presentation is in the following order:

PEAR CHAIR BOOK BIRD TREE

SCORING:

One point is scored for each correct response. Scores should be recorded on the appropriate record forms (Pass/Fail Record Form or the Assessment Form).

PRE-TEST A2 (Matching Colours)

MATERIAL REQUIRED: Display book. Matching Colour Cards.

DIRECTIONS:

The examiner turns to test A2 in the Display Book ensuring that only Test A2 is in view. No verbal instructions are necessary for this test as it follows the same procedure as for test A1. If the patient fails to understand what is required the examiner may repeat the instructions as in the previous test.

One card is presented at a time and then withdrawn. Presentation is in the following order:

GREEN BLACK BLUE YELLOW RED

SCORING: As for A1

PRE-TEST A3 (Matching Shapes)

MATERIAL REQUIRED: Display Book. Matching shape cards.

DIRECTIONS:

The examiner follows the directions as in test A2. Presentation is in the following order:

SCORING: As for A1

PRE-TEST A4 (Matching Objects to Pictures)

MATERIALS REQUIRED: Display book. Solid Test Objects.

DIRECTIONS:

The examiner arranges the solid test objects in front of the patient in clear line of vision. the examiner begins the test by saying:

(Look at this object. I want you to point to the picture of it.)

The examiner can demonstrate what is required by placing the Comb next to the appropriate picture. The patient is shown one object at a time in the following order:

COMB CUP SPOON PEN SOCKS

SCORING: As for A1

** The Pre-Assessment Tests (A1 - A4) are essentially screening tests to evaluate a person's suitability for formal testing. If the patient fails in all of these subtests it is advisable to discontinue the examination. Otherwise the examination should be continued in full if possible. However, because of variations in education in Panjabi, not all the subtests involving written material may be appropriate, and it is probably best to check this with the patient's relatives.

READING TESTS (A5 - A12)

READING TEST A5 (Matching Numbers)

MATERIAL REQUIRED: Display book. Matching Number cards.

DIRECTIONS:

The examiner follows the directions as for the previous tests. Presentation is in the following order:

SCORING: As for A1

READING TEST A6 (Matching Letters)

MATERIAL REQUIRED: Display book. Matching letter cards.

DIRECTIONS: As for A5.

Presentation is in the following order:

A3

Shapes



A4

* [Is 'dziz Bal deko |
me {dzaondi hĩ k'e tũsũ is di dəsuir val ifaca kəŋ
dzaonda

A5

Numbers



A6

Letters



READING TEST A7 (Matching Words)

MATERIAL REQUIRED: Display book. Matching word cards.

DIRECTIONS: As for A5.

Presentation is in the following order:

COMB
SPOON
SOCKS
CUP
PEN

READING TEST A8 (Matching Sentences)

MATERIAL REQUIRED: Display book. Matching Sentence cards.

DIRECTIONS: As for A5.

Presentation is in the following order:

(What is the time?)
(It is a fine day today)
(Please may I have a cup of tea?)
(Go and post the letter)
(The man went out quickly)

READING TEST A9 (Matching Words to Pictures)

MATERIAL REQUIRED: Display book. Matching word cards as for A7.

DIRECTIONS:

The examiner demonstrates that the printed word is to be matched to the appropriate picture. Presentation is in the following order:

PEN
SPOON
SOCKS
COMB
CUP

READING TEST A10 (Matching Sentences to pictures)

MATERIAL REQUIRED: Display book. Matching Sentence Cards (2).

DIRECTIONS: As for A9

Presentation is in the following order:

(The cat is on the box)
(The dog is in the box)
(The dog is under the box)
(The dogs are in the box)
(The cat is on the boxes)

A7

ਰੰਘੀ (COMB)

ਚਮਚਾ (SPOON)

ਜੁਗਾਬਾਂ (SOCKS)

ਰੱਧ (CUP)

ਪੈਨ (PEN)

A8

Sentences

ਕੀ ਵੱਡੇ ਹੋਇਆ ਹੈ (3)

ਇਹ ਅੱਜ ਚੰਗਾ ਦਿਨ ਹੈ (5)

ਕੀ ਮੈਂ ਚਾਹ ਦਾ ਰੱਧ ਲੈ ਸਕਦਾ ਹਾਂ ਜੀ ? (2)

ਜਾਓ ਅਤੇ ਚਿੱਠੀ ਪੋਸਟ ਕਰੋ (4)

ਆਰਮੀ ਜਲਦੀ ਨਾਲ ਬਾਹਰ ਚਲਾ ਗਿਆ (1)

A9

ਪੈਨ (PEN)

ਚਮਚਾ (SPOON)

ਜੁਗਾਬਾਂ (SOCKS)

ਰੰਘੀ (COMB)

ਰੱਧ (CUP)

A10

ਬਿੱਲੀ ਤੱਬੇ ਉੱਤੇ ਹੈ (4)

ਰੁੱਤਾ ਤੱਬੇ ਵਿੱਚ ਹੈ (1)

ਰੁੱਤਾ ਤੱਬੇ ਥੱਲੇ ਹੈ (3)

ਰੁੱਤੇ ਤੱਬੇ ਵਿੱਚ ਹਨ (2)

ਬਿੱਲੀ ਤੱਬੇਆ ਉੱਤੇ ਹੈ (5)

A7

ਕੰਮ (comb)
 ਚਮਚ (spoon)
 ਸਾੜੀ (socks)
 ਕੱਪੜਾ (cup)
 ਪੈਨ (pen)

A8

Sentences

(3) ਮੈਂ ਕੰਮ ਕਰ ਰਿਹਾ ਹਾਂ।
 (5) ਮੈਂ ਚਮਚ ਵਰਤ ਰਿਹਾ ਹਾਂ।
 (2) ਮੈਂ ਸਾੜੀ ਪਾ ਰਿਹਾ ਹਾਂ।
 (4) ਮੈਂ ਕੱਪੜਾ ਪਾ ਰਿਹਾ ਹਾਂ।
 (1) ਮੈਂ ਪੈਨ ਵਰਤ ਰਿਹਾ ਹਾਂ।

A9

ਪੈਨ (pen)
 ਚਮਚ (spoon)
 ਸਾੜੀ (socks)
 ਕੱਪੜਾ (comb)
 ਕੱਪ (cup)

A10

(4) ਕੰਮ ਕਰ ਰਿਹਾ ਹਾਂ।
 (1) ਕੱਪੜਾ ਪਾ ਰਿਹਾ ਹਾਂ।
 (3) ਚਮਚ ਵਰਤ ਰਿਹਾ ਹਾਂ।
 (2) ਕੱਪੜਾ ਪਾ ਰਿਹਾ ਹਾਂ।
 (5) ਪੈਨ ਵਰਤ ਰਿਹਾ ਹਾਂ।

READING TEST A11 (Carrying out Simple Written Commands)

MATERIALS REQUIRED: Display book. Test Objects. Blank paper.

DIRECTIONS:

The examiner arranges the test objects in front of the patient. The examiner covers the lower four sentences with the blank piece of paper so that only one line is exposed at a time. The examiner says:

(Please read this sentence to yourself and do what the sentence asks)

The examiner may demonstrate if necessary. Care should be taken that only one sentence is exposed at a time, and the remaining sentences are covered.

SCORING: One point is scored for each correct response.

READING TEST A12 (Carrying out Complex Written Commands)

MATERIAL REQUIRED: Display book. Test objects. Blank paper.

DIRECTIONS: As for A11

SCORING: One point is scored if the actions are performed in the correct sequence only. An action performed in an incorrect sequence is scored as 0.

AUDITORY LANGUAGE TESTS A13 - A20

AUDITORY LANGUAGE TEST A13 (Selecting to auditory command - pictures)

MATERIAL REQUIRED: Display book.

DIRECTIONS:

The examiner asks the patient to point to the following objects by saying:

(Show me the.....CUP
PEN
SOCKS
SPOON
COMB)

SCORING: One point is scored for each correct response. (Also for A14 - A18)

AUDITORY LANGUAGE TEST A14 (Selecting to auditory command - colours)

MATERIAL REQUIRED: Display book.

DIRECTIONS:

The examiner asks the patient to point to the following colours by saying:

(Show me..) or (Point to..) GREEN
RED
YELLOW
BLACK
BLUE

A11

* [kɪr pa karkke | ɪs βak^t nũ ap pəɾo | dɛ o kəso...]

* ... dʒo tʊ'hənu 'kiha 'gia hɛ]

- (POINT TO YOUR NOSE (1)
- GIVE ME THE COMB (2)
- RAISE YOUR HAND (3)
- PICK UP THE PEN (4)
- WHERE IS THE SPOON (5))

A12

* as All

- (PICK UP THE PEN AND THE SPOON (1)
- PICK UP THE SOCKET SPOON AND COMB (2)
- PUT THE CUP NEXT TO THE PEN (3)
- AFTER PICKING UP THE COMB,
PLACE IT UNDER THE SPOON (4)
- BEFORE YOU PICK UP THE PEN, TOUCH
THE SPOON (5))

A13

- * [mɛnũ kɪp də'xəv] (2)
- " pen " (5)
- " dʒʊsəbā " (4)
- " tʃɪmtʃə " (1)
- " kɪŋgɪ " (3)

A14

- * [mɛnũ həsa 'ɪŋgɪ də'xəv] (3)
- " ləl " " (2)
- " pɪlə " " (4)
- " kələ " " (1)
- " nɪlə " " (5)

AUDITORY LANGUAGE TEST A15 (Selecting to auditory command - numbers)

MATERIAL REQUIRED: Display book.

DIRECTIONS:

The examiner says:
(Show me.....8
3
6
7
10)

AUDITORY LANGUAGE TEST A16 (Selecting to auditory command - letters)

MATERIAL REQUIRED: Display book.

DIRECTIONS:

The examiner says:
(Show meN
M
B
P
D)

AUDITORY LANGUAGE TEST A17 (Selecting to auditory command - words)

MATERIAL REQUIRED: Display book.

DIRECTIONS:

The examiner says:
(Which word reads...CUP
PEN
SOCKS
SPOON
COMB)

AUDITORY LANGUAGE TEST A18 (Selecting to auditory command - sentences)

MATERIAL REQUIRED: Display book.

DIRECTIONS:

The examiner says:
(Which of these sentences reads....THE CAT IS ON THE BOX
THE DOGS ARE IN THE BOX
THE DOG IS UNDER THE BOX
THE DOG IS IN THE BOX
THE CAT IS ON THE BOXES)

A15

*	[menũ	'atʰ	də'xao]	८	(5)
	"	d̪ɪn	"		३	(1)
	"	ʃɛ	"		६	(2)
	"	sat	"		७	(4)
A16	"	das	"		१०	(3)

*	[menũ	'nəna	də'xao]	ठ	(4)
	"	məma	"		५	(3)
	"	bɪbɪ	"		४	(5)
	"	pəpɪ	"		५	(1)
A17	"	dʰadə	"		५	(2)

*	[kɛsa	'ʃəbəd'	'kɪp	hɛ	?	रँप	(4)
	"	"	pɛɪ	"	"	पैठ	(5)
	"	"	dʒɪsəbã	"	"	सुराबा	(1)
	"	"	tʃəntʃa	"	"	चमचा	(3)
A18	"	"	kɪŋgʱi	"	"	रँगी	(2)

*	[kɛtʃa	wakʰ		bɪli	dʱəbɛ	ɽte	hɛ		hɛ	(4)
	"	"	"	kɽte	dʱəbɛ	βɪtʃ	hɪn	"	"	(2)
	"	"	"	kɽta	dʱəbɛ	h̪ale	hɛ	"	"	(3)
	"	"	"	kɽta	dʱəbɛ	βɪtʃ	hɛ	"	"	(1)
	"	"	"	bɪli	dʱəbɛã	ɽte	hɛ	"	"	(5)

AUDITORY LANGUAGE TEST A19 (Carrying out Simple Oral Commands)

MATERIAL REQUIRED: Display book. Test objects. Blank paper.

DIRECTIONS:

The examiner arranges the objects in front of the patient. Then the examiner reads aloud the commands on the display page, making sure the patient does not see them. The examiner says:

(I am going to ask you to do various things)

The same commands are used for subtests A19 and A20 as for A11 and A12.

SCORING: One point is scored for each correct response. Observations regarding the manner of performance may be noted in the "comment margin" of the record form.

AUDITORY LANGUAGE TEST A20 (Carrying out Complex Oral Commands)

MATERIAL REQUIRED: Display book. Test objects. Blank paper.

DIRECTIONS:

The examiner ensures that the test objects are in front of the patient and are easy to touch. The examiner reads aloud the commands on the display page ensuring that the patient does not see the commands.

The examiner reads aloud the commands slowly and distinctly allowing time between sentences.

SCORING: One point is scored for each command carried out in the correct sequence. An action performed in an incorrect sequence is scored 0.

II TESTS OF RECEPTIVE FUNCTION (B1 - B30)

SPEECH TEST B1 (Repeating sounds)

MATERIAL REQUIRED: Manual. Transcription form. Tape recorder.
The same material is required for subtests B2 - B17)

DIRECTIONS:

The examiner should ensure that the patient does not see this test in the manual.

The examiner says:

(I want you to repeat the following sounds)

B P T D K

The sounds should be said one at a time slowly and clearly. The patient's response should be transcribed and preferably recorded on a tape recorder.

SCORING: One point is scored for each correct response.

SPEECH TEST B2 (Repeating Groups of Sounds)

DIRECTIONS:

The examiner says:

(I want you to repeat this group of sounds)

The five sounds are said slowly and distinctly one after another. The patient's responses should be recorded as for B1.

SCORING: One point is scored if the sound is produced correctly and is also in the correct position in the sequence.

SPEECH TEST B3 (Repeating Words)

DIRECTIONS:

The examiner says:

(I want you to repeat these words)

The words opposite are said slowly and clearly one at a time. Responses should be recorded as in B2.

SCORING: One point is scored for each correct response.

SPEECH TEST B4 (Repeating Sentences)

DIRECTIONS:

The examiner asks the patient to repeat the sentences in the display book, which should be read aloud slowly and clearly. Responses should be recorded as for B2.

SCORING: One point is scored for each word correctly reproduced in the right sequence, and the total divided by 2.

B1

* [mɛ {tʃaondi hĩ | ke tʃũ e a'waz kəho } tʃaonda]

B2

* [mɛ {tʃaondi hĩ | ke tʃũ ɪna a'waza nũ kəho } tʃaonda]

B3

* [mɛ {tʃaondi hĩ ke tʃũ e ʃəbəd kəho } tʃaonda]

B4

* A5 B3

SPEECH TEST E5 (Repeating Sequences - The Alphabet)

DIRECTIONS:

The examiner asks the patient to say the letters of the alphabet (Gurumukhi). The examiner says:

(Please go through the letters of the alphabet, for example, A B C
I will start you with A.
Now you go on.)

Responses should be recorded as in the previous test.

SCORING: The total number correct is divided by seven to obtain the score out of five

SPEECH TEST E6 (Repeating Sequences - Days of the Week)

DIRECTIONS:

The examiner asks the patient to say the days of the week. The examiner says:

(Please go through the days of the week.
For example - Monday Tuesday.
Now you go on.)

Responses should be recorded as in the previous test.

SCORING: One point is scored for each correctly produced day in the correct sequence, starting from the third day (not said by the examiner.)

B5

* ['I'na 'p^henti de a'kranũ kãho]
odan de 'tõs te | u:sa, ãla, isi
me ju:u { 'kardi hã | u:sa ...
 karda
hon 'tusi ju:u kãro]

B6

* [(kis 'paska ke) hãf te de 'dIn kãho
 PLEASE
odan de 'tõs te | somvar, mungalvar
hon 'tusi kãho]

SPEECH TEST B7 (Repeating Sequences - Biographical Information)

DIRECTIONS:

The examiner asks the patient to say their name and address. by saying:

(Please tell me
your name and address)

SCORING: One point is scored for each correct name
(Max 2 - although 3 names may be given)
the number
road name
and town (Max 3)

SPEECH TEST B8 (Repeating Sequences - Counting from 1-20)

DIRECTIONS:

The examiner says:
(Would you count from one to twenty ?)

Responses should be recorded as in the previous test.

SCORING: One point is scored for each correctly produced sequence of numbers as follows:

1 2 3 4 = 1
5 6 7 8 = 1
9 10 11 12 = 1
13 14 15 16 = 1
17 18 19 20 = 1

SPEECH TEST B9 (Reading Aloud - Letters)

ADDITIONAL MATERIAL: Display book.

DIRECTIONS:

The examiner opens the display book at test B9. The examiner says:
(Please read these letters aloud)

The examiner points to one letter at a time. Responses should be recorded as in the previous test.

SCORING: One point is scored for each correct response.

B7

* [(mɪʰɪbani kəɾke)
PLEASE
menũ apɾa 'nã te 'pata də'so]

B8

* [kʰi tʊsũ ɪt do ʔi tak gi'noŋ]

B9

* [kɪɪ 'paɾka ke) e akəs vɪʰi pəɾo]
PLEASE

(𑀅 [sa] or [səsa]
𑀆 ['dha] or ['dhada]
𑀇 [ma] or [məma]
𑀈 [tʰa] or [tʰata]
𑀉 [pa] or [papa])

SPEECH TEST B10 (Reading aloud - Words)

DIRECTIONS:

The examiner opens the display book at test B10 and says:
(Please read these words)

The examiner points to one word at a time. Responses should be recorded as in the previous test.

SCORING: One point is scored for each correct response.

SPEECH TEST B11 (Reading aloud - Sentence)

DIRECTIONS:

The examiner opens the display book at test B11 and says:
(Please read this sentence aloud)

Responses should be recorded as in the previous test.

SCORING: One point is scored for each correctly produced word in the sentence.

LANGUAGE TEST B12 (Naming Objects)

DIRECTIONS:

The examiner opens the display book at test B12 and pointing to one picture at a time, says:
(What is this ?)

Responses should be transcribed.

SCORING: One point is scored for each correct response. This also applies to tests B13 and B14.

LANGUAGE TEST B13 (Naming Colours)

DIRECTIONS:

The examiner turns to test B13 in the display book, and pointing to one colour at a time, says:
(What colour is this?)

Responses should be transcribed.

B10

* [(kis 'paska ke) e 'ʃabəd vɪʃʰi pəɾo]

(ਜਗਾਬਾ [dʒʌbɑbɑ̃]

ਕੰਘੀ [kɪŋgʰi]

ਗਮਰ [tʃɪnmtʃɑ]

ਕੱਪ [kʌʔp]

ਪੈਂਟ [pɛ:n])

B11

* [(kis 'paska ke) e 'wək vɪʃʰi pəɾo]

(ਕੱਤਾ ਤੁੱਥੇ ਵਿੱਚ ਹੈ [kʌtɑ v̪hʌbe vɪʃʰi hɛ]

ਤੁੱਥੇ ਤੁੱਥੇ ਵਿੱਚ ਹਨ [kʌtɛ v̪hʌbe vɪʃʰi hən]

ਕੱਤਾ ਤੁੱਥੇ ਥੱਲੇ ਹੈ [kʌtɛ v̪hʌbe tʰɔle hɛ]

ਬਿੱਲੀ ਤੁੱਥੇ ਉੱਤੇ ਹੈ [bɪli v̪hʌbe utɛ hɛ]

B12

ਬਿੱਲੀ ਤੁੱਥੇਆਂ ਉੱਤੇ ਹੈ [bɪli v̪hʌbeɑ̃ utɛ hɛ])

* [e kʰi , hɛ]

B13

* [e 'ɪŋg 'kʰe:ɪɑ hɛ]

or [e kʰe:ɪɑ 'ɪŋg hɛ]

LANGUAGE TEST B14 (Naming Parts of the Body)

DIRECTIONS:

The examiner says:
(What is this called?)

The examiner points in turn to his/her own EYES
NOSE
MOUTH
EAR
CHIN

LANGUAGE TEST B15 (Oral description - Use of Objects)

DIRECTIONS:

The examiner opens the display book at test B15. Pointing to one picture at a time the examiner says:

(What do you do with this?)

or (What do you use this for?)

Responses should be transcribed.

SCORING: One point is scored for each correct response. Particular note should be made of the presence of verbs. Incorrect responses do not score. If the patient gestures the use of the object, this fact should be noted in the comment margin.

Please see Appendix for examples of acceptable responses other than those listed here.

LANGUAGE TEST B16 (Oral description - Postposition pictures)

DIRECTIONS:

The examiner turns to test B16 in the display book. Pointing to one picture at a time the examiner says:

(Describe this picture)

SCORING: One point is scored for each correct sentence. Note should be taken of this use of postpositions and inflections.

Please see Appendix for further information.

B14

- * [ɪsnũ kʰi keha ˈdʒanda hɛ]
([a:k] EYES
[na:k] NOSE
[mũ] [bɔl] MOUTH
[kʌn] EAR
[tɔdʒi] [kʰand] CHIN

B15

- * [tʊsĩ ɪs nũ kʰi ˈkʌs dɛho]
* [tʊsĩ ˈɪs nũ kɪs lɛɪ ˈvɔtʰ de ho]

B16

- * [ɪna dɔsʻvɪsã base dɔsʻro]

LANGUAGE TEST B17 (Oral description - Composite picture)

DIRECTIONS:

The examiner turns to test B17 in the display book. The examiner shows the patient the composite picture and says:

(Describe this picture)

SCORING: The scoring for this subtest is based on a different criterion from the previous subtests in this section. Speech and language performances can vary widely within the aphasic patient. It was thought desirable to have a "Descriptive" scoring system at the point where the patient has to produce continuous verbal responses.

The scoring system is based on a comprehensibility and intelligibility rating as judged by the examiner (with the aid of interpreters if necessary)

- 0 Completely unintelligible.
- 1 More or less unintelligible apart from one or two recognisable words.
- 2 More or less unintelligible apart from three or four recognisable words.
- 3 Partially intelligible with four or five words being used with some syntactic structure.
- 4 Mostly intelligible, some syntactical and semantic errors.
- 5 Intelligible and comprehensible.

Please see Appendix for further guidelines.

WRITING TESTS B18 - B28

WRITING TEST B18 (Copying - Letters)

MATERIAL REQUIRED: Writing booklet. Pencil or pen. The same material is required for all the remaining tests.

DIRECTIONS:

The examiner shows the patient the printed letters on the first page of the writing booklet. Placing a pencil in the patient's unparalysed hand or preferred hand for writing the examiner says:

(Please copy this letter)

One letter at a time is copied on the page. The examiner may demonstrate copying if necessary.

SCORING: One point is scored for each correct response. The same applies for tests B19, B21 - B23 and B25 - B27.

WRITING TEST B19 (Copying - Words)

DIRECTIONS:

The examiner shows the patient the printed words on page 2 of the writing booklet and says:

(Please copy these words)

B17

* [ɪs dəsɪɪs baɪe də'so]

B18

* [ɪs 'əkər dɪ 'nəkəl kəso]

B19

* [ɪna ʌkə'ɪã dɪ 'nəkəl kəso]

WRITING TEST B20 (Copying - Sentence)

DIRECTIONS:

The examiner shows the patient the sentence on page 3 of the display booklet and says:

(Please copy this sentence)

SCORING: One point is scored for each correct word in the sentence.

WRITING TEST B21 (Writing to dictation - Numbers)

DIRECTIONS:

The examiner turns to page 4 of the writing booklet, on which the patient is to write. The examiner says:

(Please write down this number)

The examiner then reads aloud the numbers opposite one at a time.

WRITING TEST B22 (Writing to dictation - Letters)

DIRECTIONS:

The examiner turns to page 5 in the writing booklet on which the patient is to write. The examiner says:

(Please write down this letter)

The examiner then reads aloud the letters opposite one at a time.

WRITING TEST B23 (Writing to dictation - Words)

DIRECTIONS:

The examiner turns to page 6 in the writing booklet on which the patient is to write. The examiner says:

(Please write down these words)

The examiner then reads aloud the words opposite one at a time.

WRITING TEST B24 (Writing to dictation - Sentence)

DIRECTIONS:

The examiner turns to page 7 in the writing booklet on which the patient is to write. The examiner says:

(Please write down this sentence)

The examiner then reads aloud the sentence opposite.

SCORING: One point is scored for each correctly written word in the sentence.

B20

* [Is 'wak di 'nakal kə'fo]

B21

* [Is 'nambəl nō lɪ'xɔ]

tin	ਤ
ʃɛ	ਫ
sat	ਸ
at	ਅ
das	ਦ

B22

* [Is əkəs nō 'lɪxɔ]

tata	ਤ
kəka	ਕ
papa	ਪ
thathə	ਠ
sasə	ਸ

B23

* [Ina ʃəbədā nō 'lɪxɔ]

pɛn	ਪੈਂਨ
kɪp	ਕੈਪ
kɪŋgɪ	ਕਿੰਗੀ
ʃɪntʃə	ਚਿੰਟਾ
dʒʌfəbā	ਜੁਗਾਬਾ

B24

* [Is wak nō 'lɪxɔ]

[admi dʒaldi doəɟ ɽəhe hɪn]
 ਆਦਮੀ ਜਲਦੀ ਦੋਯ ਰੋਹੇ ਹਨ

WRITING TEST B25 (Writing - Names of objects)

DIRECTIONS:

The examiner turns to page 8 in the writing booklet and to Test B25 in the display book. The examiner shows the patient one object at a time and says:

(Please write down the name of this)

The patient writes on page 8 of the writing booklet.

WRITING TEST B26 (Writing - Description of the use of objects)

DIRECTIONS:

The examiner turns to Test B26 in the display book and showing the patient one object at a time, says:

(Please write down what you would use this object for)

The patient writes on page 9 of the writing booklet.
Please see Appendix for examples of acceptable answers.

WRITING TEST B27 (Writing - Description of postposition pictures)

DIRECTIONS:

The examiner turns to Test B27 in the display book and showing the patient one picture at a time says:

(Please write down a description of this picture)

The patient writes on page 10 of the writing booklet.
Please see Appendix for examples of acceptable responses.

WRITING TEST B28 (Writing - Description of a composite picture)

DIRECTIONS:

The examiner turns to Test B28 in the display book and showing the patient the composite picture says:

(Please write down as much about this picture as you can)

The patient writes on page 11 of the writing booklet.

SCORING: As with speech and language performances, writing performances can vary widely within the aphasic patient, and therefore it is useful to provide a "Descriptive" scoring system at this point where the patient is required to produce continuous written material.

- 0 No intelligible written response.
- 1 More or less unintelligible apart from one or two recognisable words
- 2 More or less unintelligible apart from two or three recognisable words.
- 3 Partially intelligible with four or five recognisable words used with some syntactic structure.
- 4 Mostly intelligible, some syntactical and semantic errors.
- 5 Intelligible and comprehensible.

Please see Appendix for examples and further guidelines.

B25

* [ɪs de 'nã nõ lɪkʰo]
or [ɪs da 'nã lɪxɔ]

B26

* [lɪkʰo kʰe ɪs nũ kɪs lɛɪ 'wɔɪto ge]

B27

* [lɪkʰo kʰe ɪs dəs'βɪɪ vɪtʃ ki ho 'ɪɪha hɛ]

B28

* [ɪs dəs'βɪɪ bɑɪe dʒo tʊsɪ lɪkʰ | sək de ho lɪkʰo]

TESTS OF NUMERICAL SKILLS E29 - E30

TELLING THE TIME E29 (Oral)

MATERIAL REQUIRED: Display book

DIRECTIONS:

(Please tell me what time the clock says
What time is it?)

SCORING: One point for each correct response

E30 (Practical Addition)

MATERIAL REQUIRED: Writing Booklet

a) *DIRECTIONS:*

(Please write down the answer to these problems

Two plus three
Three plus seven
Six plus four
Five plus three
Four plus five

SCORING: One per correct figure

b) *DIRECTIONS FOR THOSE UNFAMILIAR WITH WRITTEN NUMBERS:*

(Please show me on your fingers the answer to these problems)

* USE SAME STIMULI

B29.

[mɪsbani kəʃke] menū dəsə ki ʔhəʒi te ki ʔaim hoia hɛ

[kʰi vəkət ʔhoia hɛ]

[do vədʒɛ] 2 o'clock

[səd e sat] ½ PAST 7

[səd e tɪn] ½ PAST 3

[sə va tʃa] ¼ PAST 4

[pɔ:ɾɛ tʃas] ¼ TO 4

B30

a) [ɪnā səvālā de tʃəvab lɪkʰo :

do te tɪn nū dʒəmə kəʃo

tɪn te sat " " "

ʃɛ te tʃas " " "

pəndʒ te tɪn " " "

tʃa te pəndʒ " " "

b) [(mɪsbani kəʃke) menū ɪnā səvālā de tʃəvab

ʔəʒgəliā te dɪkʰav]

(STIMULI AS FOR a)

APPENDIX 1

GUIDELINES FOR USE OF TEST MATERIALS AND EXPLANATION OF CONVENTIONS

Like the original A.S.T. the Panjabi adaptation comprises:

- 1) Display Book.
- 2) Test Manual.
- 3) Matching Cards.
- 4) Objects.
- 5) Writing booklets.

These differ from the original in the following ways:

- a) CONTENT - some of the test items have not been directly translated, but substituted by other items more appropriate linguistically and/or culturally in Panjabi.
- b) LAYOUT - as far as possible the type of information contained in the manual and in the display book has been kept the same as the original version. However, the following additions will be found:-
 - i) The Manual is set out with English on the left-hand page and the corresponding Panjabi on the right-hand page.
 - ii) The Panjabi in the Manual is transcribed phonetically (based on I.P.A.) so that it can be read by non-speakers of Panjabi. The translations of the commands may be found on the same line of the left-hand page.
 - iii) The items in the Display Book are number-coded in the manual to help avoid confusion:

1		2
	3	
4		5

(viewed right-way-up)

The number coding is the main reason for altering the layout of the Display in subtests A11 and A12.

iv) The Matching Cards are also numbered on the back to show which subtest they are used for.

PHONETIC TRANSCRIPTION CONVENTIONS

The transcription used is based upon I.P.A. (International Phonetic Alphabet). Some basic equivalences can be drawn between Panjabi script (Gurumukhi) and transcriptions of spoken Panjabi since Gurumukhi is predominantly phonetically based. However, there are obviously differences between the written and spoken forms because of factors such as assimilation, so the following should only be taken to be a rough guideline.

VOWELS:

[u] ਊ	[u:] ਊ
[I] ਈ	[i] ਈ
[e] ਏ	[ε] ਏ
[^](ਯ)	[a] ਯ
[o] ਓ	[ao] ਓ

APPENDIX 2

Guidelines for illiterate patients

For patients who are known not to be familiar with Gurmukhi script, some subtests will obviously need to be omitted. (In some cases English numbers may be more appropriate, and the English A.S.T. used in tandem.) The following is a summary:

Guidelines for patients unfamiliar with Gurmukhi

RETAIN SUBTESTS:

A1 - A4 (simple matching)

A13 - A14 (auditory selection non-script)

A15 - MODIFY to showing no. of fingers to auditory command.

A18 - MODIFY to auditory selection of pictures

A19 - A20 (auditory commands)

TOTAL SUBTESTS SECTION A = 10/20 SCORE OUT OF 50

B1 - B4 (repetition)

B6 - B8 (automatic speech)

B12 - B17 (naming/describing)

B29 (telling the time)

B30 (practical addition)

TOTAL SUBTESTS SECTION B = 15/30 SCORE OUT OF 75

TOTAL SUBTESTS A + B = 25/50 SCORE OUT OF 125

The score obtained parallels that of the full test in the proportion of receptive to expressive scores.

Prosody

The phonetics in the manual is marked with tones and intonation where appropriate but for testers who are unfamiliar with Panjabi it is wise to listen to some Panjabi first in order to adjust to the prosody. Short courses in spoken Panjabi such as Athwal and Williams 1987 or Sharma and Sharma 1977 have accompanying audio cassettes which could be very helpful. Shackle 1972 also focusses upon Majhi dialect (Standard Panjabi) in his course for beginners. In addition, a useful analysis of tones in Panjabi may be found in Wells and Roach 1980.

Grammatical Analysis

Subtests have been modified using grammatical analysis where this is appropriate (e.g. A 10 etc.)

The approach to grammatical analysis is based upon the Quirk grammar of English (Quirk and Greenbaum 1973) and L.A.R.S.P. (Crystal Fletcher and Garman 1976). This has been applied to the English version of the test material. Information from Gill and Gleason's "A reference grammar of Punjabi" has formed the basis for the Panjabi analysis, but the terms have been changed so as to allow a comparison to be made between the English and the Panjabi.

Key to abbreviations used in the grammatical analysis (Mumby 1988)**CLAUSAL ELEMENTS**

- S Subject
 V Verb
 O Object O_{dir} - Direct object; O_{ind} - Indirect object
 A Adverb (This replaces PP or Postpositional Phrase.)
 C Complement
 Q Question
 s Subordinator followed by subordinate clause

PHRASAL ELEMENTS

- V Verb
 Part Particle
 N Noun
 D Determiner
 Pr Preposition
 Post Postposition
 XcX Phrasal coordination
 Aux Auxiliary
 Cop Copula
 Pron Pronoun

INFLECTIONS

- 3s Third person singular (English verbs)
 ing -ing
 pl Plural
 sing Singular
 masc Masculine
 fem Feminine
 dir Direct (Type of case)
 obl Oblique (" ")

The full range of grammatical elements is not exemplified in the A.S.T. since it is a screening test. For the same reason it cannot claim to assess semantics in any depth.

APPENDIX

CONSONANTS:

	unaspirated		aspirated		nasal / approximant			
	voiceless	voiced	voiceless	voiced	voiced			
BILABIALS -	p ਪ	b ਬ	ph / p̥ ਫ	'bh ਭ	m ਮ			
LABIODENTALS -			f ਫ	w / β / v ਵ				
DENTAL /								
ALVEOLAR -	t / t̥ ਤ	d / d̥ ਦ	th / th̥ ਥ	s ਸ	dh / dh̥ ਧ	z ਜ	n ਨ	ɳ / l ਰ ਲ
POST-ALVEOLAR /								
RETROFLEX -	ʈ / (ʈ) ਟ	ɖ / (ɖ) ਡ	ʈʰ / (ʈʰ) ਠ	ɖʰ / (ɖʰ) ਢ	ɻ ਲ	ɻ ਲ		
PALATO-ALVEOLAR /								
PALATAL -	ç ਚ	ç̣ ਜ	çʰ ਛ	ç̣ ਜ	çʰ ਛ	ç̣ ਜ	ç̣ ਜ	ç̣ ਜ
VELAR -	k ਕ	g ਗ	kh ਖ	x ਖ	gʰ ਘ	g̣ ਗ	g̣ ਗ	g̣ ਗ
PHARYNGEAL /								
GLOTTAL -			h / ʔ ਹ					

APPENDIX 3

GUIDELINES FOR SCORING OPEN-ENDED SUBTESTS

Interpreting and scoring the responses to subtests B7, B15, B16, B17, B26, B27 and B28 requires some additional knowledge of Panjabi because there is scope for unexpected responses. Ideally assessment would involve the help of an interpreter who would assist the Speech Therapist in the analysis of responses.

The results of a screening test are, by definition, simplistic. A deeper analysis of responses would obviously clarify the problems that arise from various dialects: this test addresses itself to the patient's familiarity with Standard Panjabi, and is scored on this basis. (For a more detailed discussion of Panjabi dialects, see Mobbs, M. 1985, pp20.)

The reader is referred to the standard texts in order to make a fuller linguistic assessment of responses (e.g. Gill and Gleason 1969). Jackson 1982 presents a useful summary of the grammar of Panjabi in the context of error analysis. Where the presence of an interpreter during testing is not possible it may be adequate to record responses and analyse them at a later date.

B7 - Giving personal information:

Naming system

Sikh

1	2	3
Personal name	Singh/Kaur (Male/Female)	Family name (may not often be used)
e.g. <i>Balwinder</i>	<i>Kaur</i>	<i>Sembhi</i>

Muslim

1	2	3
Personal name	Religious name	Clan/Family/Regional name (possibly)
e.g. <i>Mohamed</i>	<i>Akram</i>	

Hindu

1	2	3
Personal name	Complementary name	Family name
e.g. <i>Sushil</i>	<i>Kumar</i>	<i>Chopra</i>

(With acknowledgements to information from Industrial Language Training. More detailed information is available from them at the address in the reference section.)

(B16, B27 - The reader is referred to the manual, subtest B11 for examples of acceptable responses.)

APPENDIX 4

Greetings and Social speech

Users of the Panjabi A.S.T. who do not already speak Panjabi may find the following additional information useful in administering the test.

Greetings

Greetings in Panjabi are dependent upon religious factors. (The Gurumukhi version of the test is intended for use with Sikhs, and the written section would not be appropriate for testing Muslims or Hindus (Mumby 1988) although by using the protocol for illiterate patients as shown in Appendix 2, it is possible to make some assessment of these patients.

The following examples of greetings are taken from Gleason and Gill 1969

SIKH

Mohan Singh: Hello (Lit. Truth is immortal)	[sət sɪɪ əkal]
Sohan Singh: Hello	[sət sɪɪ əkal]
Mohan Singh: How are you?	[ki hal e ?]
Sohan Singh: Fine. How about you?	[əʃʰa tʊsɪ sunao]
Mohan Singh: Fine, thank you.	[mɛsbani]

The Sikh greeting also functions as a farewell.
Another word for thank you is :

HINDU

Ram Lal: Hello	[nəməste]
Moti : Hello	[nəməste]

MUSLIM

Din: Hello (Lit. Peace be with you)	[səlam] or [səlam leɪkʰum]
Beg: Hello	[səlam]

Other items of useful Social Speech include:

Yes	[hã] or [hã dʒi]
No	[nɛhi]
Good/All right	[əʃʰa]

Further information about greetings and other aspects of Asian culture is made available through local Industrial Language Training Centres. See also Athwal and Williams 1986.

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