

1-Manual for Adult Aphasia Therapy in Kannada

by Goswamisp Shanbaljc

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MANUAL FOR ADULT APHASIA THERAPY IN KANNADA (MAAT-K)



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Foreword

This therapy manual is the outcome of the AIISH Research Fund projects titled “Field testing of Manual for Adult Non-Fluent Aphasia Therapy in Kannada (MANAT-K)” and “Field testing Manual for Adult Fluent Aphasia Therapy in Kannada (MAFAT-K)”. The manual is intended to provide a structured, evidence based approach ² for the treatment of persons with aphasia. The manual will help both the clinicians and care-givers of persons with aphasia. The activities provided in this ¹ manual have been field tested and proven to be effective in improving ² the communication skills of persons with non-fluent aphasia. There have been few such structured therapy manuals available, especially in the area of aphasia therapy. However, this has been a first attempt in that direction in the Indian context.

² Persons with aphasia commonly exhibit deficits in linguistic and reading-writing skills. This manual covers all these aspects thereby enhancing their activity and participation in the society.

I trust that speech-language pathologists would extend their services to persons with aphasia using this manual and care-givers will use it. I would appreciate your feedback (forms enclosed) which may be sent to director@aiishmysore.in with the subject **MAAT-K, 2011**.

Dr. S. R. Savithri
Director

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MANUAL FOR ADULT APHASIA IN KANNADA (MAAT-K)**List of domains in the manual**

Sl. No.	Domain	Materials required
I.	Functional Communication	Booklet -1
II.	Repetition	Booklet - 4
III.	Comprehension and Expression	Booklet - 1, 2, 4, 5
IV.	Naming	Booklet - 3
V.	Reading and Writing	Booklet - 4, 5

List of materials enclosed in the kit

- Therapy manual
- Three booklets with pictures and two booklets with letters/words (Booklets 1,2,3,4,5)
- Treatment recording sheet, profile analysis form of the overall communication skills

Chapter I: Introduction

The management of persons with aphasia is an obscure task that involves the coordinated efforts of professionals representing several disciplines. Persons with aphasia specifically exhibit difficulties in auditory comprehension, verbal production, repetition, naming and aspects of reading and writing. An effective treatment program should cover all aspects of the person's deficits, while simultaneously ensuring independence in performance of activities of daily living. Hence, speech language pathologists must use language treatment programs that have been proved to be effective, so that these can be reliably utilized by practicing clinicians.

Authors have proposed a number of therapy techniques and manuals for the treatment of person with aphasia but, majority of them refer to the western population (English language). In the Indian context, limited number of therapy materials have been developed. To quote a few, are the Manual for Adult Non-Fluent Aphasia Therapy- in Kannada (MANAT-K, Venugopal & Goswami 2008) and Manual for Adult Fluent Aphasia Therapy- in Kannada (MAFAT-K, Chaitra & Goswami 2010) developed for the treatment for persons with aphasia. The sub-sections of the different domains cover a series of activities which can be carried out by the clinicians to fortify a wide range of responses from the persons with non-fluent and fluent aphasia. MANAT-K and MAFAT-K were modified and field tested by Goswami, Shanbal, Samasthitha and Navitha (2010) and Goswami, Shanbal, Chaitra and Ranjini (2011) respectively. Ten persons with non-fluent aphasia and nine persons with fluent aphasia were provided with speech and language therapy using these manuals, and it proved to be effective.

These field tested manuals are quite flexible and can be used by speech language pathologists, student clinician and caregivers of persons with non- fluent and fluent aphasia to improve the communication abilities. Also, the treatment material in these manuals can be easily customized to suit the individual needs of persons with aphasia. All the activities in these manuals are applicable for persons with both non-fluent and fluent aphasia and the goals and their related activities needs to be prioritized based upon the type of aphasia and severity and range of deficits exhibited by persons with aphasia. Thus, the present manual, "Manual for Adult Aphasia Therapy in Kannada (MAAT-K)" is the accumulative outcome of both MANAT-K and MAFAT-K.

Features of MAAT-K

- Wide range of activities for persons with aphasia of varying severity
- Hierarchy of stimuli, stimulus mode and response mode [adapted from Manual for Adult Fluent Aphasia Therapy in Kannada (MAFAT-K), Chaitra & Goswami, 2010]
- Methodical means of choosing goals
- Easy scoring using the treatment recording sheet and the profile analysis form of the overall communication skills for persons with aphasia (Forms enclosed)
- Clinician Feedback Outcome Rating Scale (CF-ORS) provided for documentation of efficacy using this manual (Forms enclosed)
- Clear and culturally appropriate color pictures (adapted from MAFAT-K, Chaitra & Goswami, 2010) and black and white word cards
- Evidence based practice

Purpose of MAAT-K

MAAT-K is intended for persons with any severity of aphasia. It can be used by speech language pathologists to make baseline assessment of the individual and subsequently assist them in choosing goals for the treatment program. The manual can also be used for developing home training for the care-givers of the persons with aphasia.

Layout of MAAT-K

The broad domains are as listed below:

- Functional communication (FC)
- Repetition (R)
- Comprehension and Expression (C&E)
- Naming (N)
- Reading and writing (R&W)
- Each of these domains is further sub-divided into several sub-sections.

Chapter 2: About MAAT-K

Domains and sub-sections

I. Functional Communication (FC)

This domain aims at enabling the person with aphasia to use language required in his/her daily life. It also includes a sub-section on activities of daily living (ADL) and activities of independence (AOI) to help the person with aphasia to cope up with everyday situations. Pictures are provided where required (booklet-1). The eight aspects covered under functional skills are:

1. Responding to own name
2. Recognition of family members
3. Recognition of familiar objects
4. Comprehension of simple verbal commands
5. Comprehension of action verbs
6. Functional verbal language
7. Activities of daily living
8. Activities of independence

II. Repetition (R)

The person with aphasia is expected to repeat the target stimulus using auditory and graphic cues. Booklet 4 can be used for the same. This domain is sub-divided into five sub-sections:

1. Equivocal response
2. Automatic speech
3. Egocentric stimuli
4. Environmental stimuli
5. Phrases and sentences

III. Comprehension and Expression (C&E)

This domain aims at improving auditory comprehension and expression through intensive training at various linguistic levels like semantic, syntactic and discourse levels and improving the communication of persons with aphasia through verbal/nonverbal

mode, by reducing apraxic errors, perseverative errors, jargon utterances and paraphasias. In case of persons with non-fluent aphasia, along with working on enhancing their comprehension skills, additional emphasis should be given on improving their verbal expression. Activities for the same are addressed as 'Comprehension and Expression' (MANAT-K) in the picture booklet. Whereas, in case of persons with fluent aphasia, the receptive skills are more affected compared to the expressive skills. Therefore, it is suggested that goals and activities for improving receptive skills need to be targeted prior to expression skills. The activities for the same are addressed as 'Auditory Comprehension' (MAFAT-K) in the picture booklet. Treatment hierarchy is provided, keeping the specific therapy techniques as base. These sub-sections are:

1. Semantic level
2. Syntax level
3. Discourse level
4. Advanced Discourse level

1. Semantic level

- A. Gross phonemic level
- B. Finer phonemic level
- C. Word level
 - i. Vocabulary
 - ii. Antonyms
 - iii. Synonyms
 - iv. Syntagmatic and paradigmatic relations
 - v. Semantic similarity
 - vi. Semantic contiguity
 - vii. Semantic anomaly

2. Syntax level

- A. Person Number Gender (PNG) markers
- B. Tenses
- C. Answering yes-no (polar) questions

- i. Egocentric
 - ii. Environmental
 - D. Following body part command
 - i. One-step
 - ii. Two step and
 - iii. Multi-step commands
 - E. Following commands with visual stimuli
 - i. One-step
 - ii. Two step and
 - iii. Multi-step commands
 - F. Identification of objects described by function
 - G. Sentence types
 - i. Imperative
 - ii. Declarative
 - iii. Negatives
 - iv. Exclamation
 - v. Comparatives
 - vi. Voice
 - vii. Case markers
 - viii. Clause
- 3. Discourse level**
 - A. Listening comprehension
- 4. Advanced Discourse level**
 - A. Picture description
 - B. Narration
 - C. Spontaneous speech

IV. Naming (N)

Pictures are provided only for the confrontation naming activities (booklet-3). This domain is sub-divided into three sub-sections as listed below:

1. Confrontation naming
2. Lexical generative naming: Phoneme fluency, word fluency, category specific
3. Responsive naming

V. Reading and Writing (R & W)

This domain aims at improving the reading and writing skills of persons with aphasia at both functional and advanced levels. A sub-section on arithmetic skills has also been included through which the concept of money and its usage can be worked upon. This domain is sub-divided into four sub-sections as listed below:

1. Functional reading and writing
2. Advanced reading
3. Advanced writing
4. Arithmetic

In addition, the manual also provides methods to improve the articulation of persons with aphasia post-stroke.

- Treatment for Apraxia of Speech (AOS) - Eight Step Continuum (Rosenbek, Lemme, Ahern, Harris & Wertz, 1973): It is an eight-step sequence of structured activities that moves the person with aphasia from repeating target phonemes with the clinician to independent productions of utterances in role-playing situations.
- Oro-motor exercises: A wide range of activities are included to improve the oromuscular strength.

Instructions

The specific instructions for each domain are explained under each sub-section.

Scoring

- 0 = No response/ incorrect response/ unintelligible response
- 1/2 = Partially correct and intelligible response
- 1 = Fully correct and intelligible response

Details of the scoring and pattern are provided specifically under each sub-section. The cueing hierarchy scoring given under the naming section may be used where-ever applicable. A treatment recording sheet is provided to document the performance of

persons with aphasia for every session (adapted from MAFAT-K, Chaitra & Goswami, 2009) and a profile analysis form of the overall communication skills for persons with aphasia is given to record the average performance of all the domains over 'N' number of sessions. Use of these forms quantifies the responses which will aid in better documentation and provide feedback both to clinicians and caregivers of persons with aphasia. Exemplars of the same are provided at the end of this chapter (Pg. 12-14).

Progression criteria list

In choosing the goals for therapy after baseline assessment, the following progression criteria can be followed.

- Begin with functional communication and comprehension domains simultaneously. When the total score in each of these domains reaches 50%, move to the next level.
- The activities of the repetition and activities of functional reading and writing domain should be introduced now. When a score of 25% in repetition, functional reading and writing is achieved and 75% in functional communication and comprehension each, proceed to the next level.
- When the person with aphasia scores 100% on both functional communication, comprehension and 50% on repetition, functional reading and writing move to the next level.
- The activities in expression should be introduced now. When 25% score in the expression domain, 75% in repetition and 100% on functional reading and writing is reached move to the next level.
- The activities in expression should be continued till a score of 75% is achieved. Naming should be introduced and worked on till 75% score is achieved. Move to the next level.
- The advanced reading, writing and arithmetic skills should be introduced now and worked upon till 75% of the score is achieved.
- At the end of the manual, it is expected that in each domain, the performance of person with aphasia is 75% or above and in overall 90% and above.

Note: To generalize the learnt skills, it is advised that in every session clinician should take up activities from each domain even though he/she would have achieved a score of 75% or more in that particular domain.

Guidelines for clinician/care-giver before commencing speech language therapy

(adapted from Manual for Adult Non-fluent Aphasia Therapy in Hindi, MANAT-H, Deshpande & Goswami, 2008)

Treatment with MAAT-K should ideally be at the speech language clinic or the person's home.

- Communicate in a quiet, well lit and ventilated room.
- Limit the number of people, avoid large groups.
- Encourage the person with aphasia to communicate.
- Recognize and reinforce communication gains.
- Do not ask the person with aphasia to talk and do something else at the same time.
- Respect the privacy of the person with aphasia.
- Keep the person with aphasia informed about what is happening.
- Be aware of fatigue.
- Encourage the person with aphasia to be independent.
- Keep the person with aphasia occupied.
- Be sensitive to the person with aphasia

As a speaker

- Talk slowly.
- Avoid rising your voice.
- Use appropriate language in the form of:
 - Short sentences
 - Simple sentences
 - Familiar words
 - Do not bombard the person with aphasia with too many questions.
- Stress the important words in sentences.
- Accompany a message with gestures or repeat if the person with aphasia does not understand.

As a listener

- Listen and do not interrupt.
- Be patient.
- Enough time should be given to the person with aphasia to respond.
- Accept language errors.

Repair strategies

The various repair strategies that the clinician can use to improve the overall communication skills for persons with aphasia are:

1. **Vocal/sub vocal rehearsal:** In this strategy persons with aphasia are requested to repeat the command loudly or by whispering while or before performing the task.
2. **Self-correction:** In the self monitoring strategy, person with aphasia is asked to correct him/herself, if the response with reference to the stimuli is incorrect. The clinician should provide realistic feedback and also encourage him/her to monitor their response.
3. **Repetition:** It is a repair strategy in which person with aphasia is encouraged to ask for the repetition of the presented stimuli when he/she does not comprehend.
4. **Cue:** Certain cues provided by the clinician/communication partner which facilitates persons with aphasia to produce the target response. Hierarchy of six cues can be used which is as listed below:
 - a. Providing the first sound or sound combination
 - b. Providing a super ordinate (animal to cue as a dog)
 - c. Providing an environmental context or location of the target
 - d. Providing a rhyming word
 - e. Providing a statement of function
 - f. Providing a sentence completion cue

The following steps involve organized way from most to least facilitating based.

- Step one: First sound or sound combination
- Step two: Sentence completion
- Step three: Rhyme
- Step four: Super-ordinate, function, location

The other cues such as graphic, combination of auditory, visual, graphic can also be used.

1. Rephrasing: It is a repair strategy which either a clinician or a person with aphasia can use. In this strategy the complex stimuli is simplified or is broken down into several parts.
2. Reducing the presentation of the rate of stimuli: The clinician is expected to slow down the presentation of the stimulus in order to facilitate the comprehension ability of persons with aphasia.
3. Reducing the rate of speaking: This strategy can be used either by the clinician or by persons with aphasia where the rate of speaking is slowed down. This will improve the self monitoring and also intelligibility of speech.
4. Feed back: It is a repair strategy in which the clinician or communication partner gives feedback through auditory / visual modality to the person with aphasia to let him/her know whether the response was as expected or not.
5. Usage of alternative communicative strategy: All possible modes of communication should be considered to improve overall communication of persons with aphasia.

It is expected that the clinician demonstrates, illustrates or instructs to adhere to these strategies for improving the overall communication skills. Further, the clinician is also expected to provide appropriate model, realistic feedback and communication opportunities. These above mentioned strategies can be used either in isolation or in combination. Clinicians are free to add any other strategy which they feel will facilitate the communication.

An exemplar depicting the use of treatment recording sheet.

Name of the person with aphasia: XX
 Age/gender 60yrs/M
 Provisional Diagnosis: Transcortical motor aphasia
 Session No. : 1
 Case No. : XX
 Date: DD/MM/YYYY
 Clinician: XX

Activity	Stimulus number	Stimulus mode	Response mode	Target response	No. of trials										% correct responses		
					1	2	3	4	5	6	7	8	9	10			
Functional Communication-ADL-Brushing (Level-2)	2	*A+V	Verbal	/pe:stu/	½	½	½	1									62.5%
Comprehension at Semantic Level-Gross Phonemic Level (Level-1)	1-10	A+V	Pointing	To point the named item	1	-	-	-	-	-	-	-	-	-	-	-	100%
Expression-Semantic Level-Vocabulary (food items)	1	A+V	Verbal	/idli/	0	0	0	0	½	1							25%
Naming to picture-Animals	3	A+V	Verbal	/bekku/	0	0	0	1									25%
Expression-Syntactic level-Case markers (Nominatives)	8	A+V	Verbal	/a:ne/	0	½	½	½	1								50%

Scoring = Total Score / No. of trials taken x 100

Note: *A+V =Auditory + Visual mode

KEY**Functional communication domain**

- 1 Responding to own name
- 2 Recognition of family members
- 3 Recognition of familiar objects
- 4 Comprehension of action verbs
- 5 Comprehension of simple verbal commands
- 6 Functional verbal language
- 7 Activities of daily living
- 8 Activities of independence

Repetition domain

- 1 Equivocal response
- 2 Automatic speech
- 3 Egocentric stimuli
- 4 Environmental stimuli
- 5 Phrases and sentences

Comprehension domain

- 1 Semantic level
- 2 Syntax level

3 Discourse level

4 Advanced discourse level

Expression domain

1 Semantic level

2 Syntax level

3 Discourse level

4 Advanced discourse level

Naming domain

1 Confrontation naming

2 Responsive naming

3 Lexical generative naming

Reading and writing domain

1 Functional reading and writing

2 Advanced reading

3 Advanced writing

4 Arithmetic skill

Chapter 3: MANUAL FOR ADULT APHASIA THERAPY IN KANNADA (MAAT-K)

Functional Communication (FC)

This section is sub-divided into:

1. Responding to own name
2. Recognition of family members
3. Recognition of familiar objects
4. Comprehension of action verbs
5. Comprehension of simple verbal commands
6. Functional verbal language
7. Activities of daily living
8. Activities of independence

Scoring

- 0 = No response/ incorrect response/ unintelligible response
- $\frac{1}{2}$ = Partially correct and intelligible response
- 1 = Fully correct and intelligible response

Progress criteria: 75% of the total score

1. Responding to own name

The main goal is to encourage the person with aphasia to respond to his/her name call using any response modality and also to indicate that name has been recognized.

Stimulus hierarchy

- Combination of auditory and gesture (A+G)
- Auditory (A)

Response mode: Could be in the form of;

- Eye blinking (EB)
- Head nod (HN)
- Hand movement (HM)
- Verbal utterances: Partially or complete meaningful (VU)

2. Recognition of names of family members

Level 1 and 2

Stimulus hierarchy

- Combination of Visual and auditory (V+A)

Response hierarchy

- Pointing/ Gesture (P/G)

Level 3

Stimulus hierarchy

- Combination of visual, auditory and pointing/gesture (V+A+P/G)
- Combination of visual and pointing/gesture (V+P/G)

Response hierarchy

- Combination of verbal and pointing/gesture (V+P/G)
- Verbal only (V)

Level 1 : By placing the photograph of the family members on the table, ask the person with aphasia to point to each as they are named one by one.

Level 2 : Ask the person with aphasia to point to the photograph of each family member as the relations are named.

E.g., ನಿಮ್ಮ ಮಗನನ್ನು ತೋರಿಸಿ? /nimma maganannu to:risi?/

Level 3 : Ask the person with aphasia to name the family members name and how they are related to them as the clinician points to the photographs.

E.g., ಇವರು ಯಾರು? /ivaru ja:ru?/

3. Recognition of familiar objects (15 stimuli)

Stimulus hierarchy: Combination of visual and auditory (V+A)

Response hierarchy: Pointing/gesture (P/G)

1 ಕುರ್ಚಿ /kurtʃi/	6 ಫೋನು /fo:nu/	11 ಬ್ರಾಫು /brɑʃʃu/
2 ಬಾಗಿಲು /Ba:gilu/	7 ತಟ್ಟೆ /tʌtte/	12 ಚಾಚಣಿಗೆ /ba:tʃaɳige/
3 ಕಿಟಕಿ /kitʌki/	8 ಲೋಟೆ /lo:tʌ/	13 ಶರ್ಟು /ʃartu/
4 ಮೇಜು /me:dʒu/	9 ಪೆನ್ನು /pennu/	14 ಸೀರೆ /si:re/
5 ಫ್ಯಾನು /fænu/	10 ಪೇಪರ್ /pe:par/	15 ಪ್ಯಾಂಟು /pa:nʌtu/

Level 1 : Pictures of familiar objects should be shown and the person with aphasia is expected to point to each one as they are named.

Note : For pictures, refer vocabulary sub-section of semantic level under comprehension and expression domain.

Level 2: Ask simple questions to the person with aphasia regarding the items targeting a gestural response.

Stimuli (5 stimuli)

1. ನೀವು ವಾಚನ್ನು ಕಟ್ಟಿಕೊಂಡಿದ್ದೀರಾ?
/ni:vu va:t } annu kattikondiddi:ra?/
2. ನಿಮ್ಮ ಕೈಯಲ್ಲಿ ಪೆನ್ನು ಇದೆಯಾ?
/nimma kaijalli pennu iddeya?/
3. ಈ ರೂಮಲ್ಲಿ ಫ್ಯಾನು ಇದೆಯಾ?
/i: ru:malli fa:nu iddeya?/
4. ನೀವು ಕುರ್ಚಿ ಮೇಲೆ ಕೂತಿದ್ದೀರಾ?
/ni:vu kurt } i me:le ku:tiddi:ra:~/
5. ನೀವು ಶರ್ಟು ಹಾಕಿದ್ದೀರಾ?
/ni:vu }artu ha:kiddi:ra:~/

Note : Along with these examples, add at least 10 more questions which are relevant to the person.

4. Understanding action verbs (15 stimuli)

Stimulus hierarchy

- Combination of visual and auditory (V+A)
- Auditory only (A)

Response hierarchy

- Pointing (P)
- Gesture/action (G)

1	ತಿನ್ನುವುದು	/tinnuvudu/	4	ಓದುವುದು	/o: duvudu/
2	ಕುಡಿಯುವುದು	/kudijuvudu/	5	ಬರೆಯುವುದು	/barejuvudu/
3	ಮಲಗುವುದು	/malaguvudu/	6	ನಗುವುದು	/naguvudu/

7	ಅಳುವುದು	/aɭuvuɖu/	12	ಓಡುವುದು	/o:ɖuvuɖu/
8	ಕೂರುವುದು	/ku:ruvuɖu/	13	ಅಟವಾಡುವುದು	/a:ɽava:ɖuvuɖu/
9	ನಿಲ್ಲುವುದು	/nilluvuɖu/	14	ಕಡಿಯುವುದು	/kaɖijuvuɖu/
10	ನಡೆಯುವುದು	/naɖejuvuɖu/	15	ತೆಗೆಯುವುದು	/tegejuvuɖu/
11	ಜಿಗಿಯುವುದು	/ɖɔɔigijuvuɖu/			

Level 1: Show pictures of different action verbs and the person with aphasia is expected to point to the picture named by the clinician.

Level 2: Ask the person with aphasia to perform or act out an action (gesture) to the action verb named by the clinician.

5. Understanding simple verbal commands (10 stimuli)

1	ನೇರ ನಡೆಯಿರಿ	/ne:ra naɖejiri/	6	ದಾರಿ ಬಿಡಿ	/ɖa:ribidji/
2	ಎಡಗಡೆಗೆ ತಿರುಗಿ	/jedagaɖeɔe ɽirugi/	7	ಬನ್ನಿ	/banni/
3	ವಾಪಸ್ಸು ಬನ್ನಿ	/va:passubanni/	8	ಕೂರಿ	/ku:ri/
4	ಬಲಗಡೆಗೆ ತಿರುಗಿ	/balagaɖeɔe ɽirugi/	9	ಎದ್ದೇಳಿ	/eddeɭi/
5	ನಿಲ್ಲಿ	/nilli/	10	ನಡೆಯಿರಿ	/naɖejiri/

6. Verbal language

Language for functional communication

Language for social conduct

A. Saying own name

Level 1 : Instruct the person with aphasia to initiate the oro-motor movements for sounds in his/her name. Physical assistance may be required.

Level 2 : Drill combinations of sounds into the name of the person with aphasia.

B. Saying yes/no: Use the technique of equivocal response

C. Saying names of family members

Level 1: Drill sounds and initiate combinations of sounds into names

Level 2: Point to the photograph and ask "who is this?"

D. Saying names of familiar or personal items

Level 1: Drill the production of familiar items given in the section-3 (recognition of familiar objects).

Level 2: Show the pictures of the same items and ask "what is this?". Drill till a consistent response is achieved.

E. Saying verbs

Level 1: Ask the person with aphasia to initiate oro-motor movements for verbs given in section-4 (understanding action verbs).

Level 2: Point to the action pictures and ask "what is going on here?". Drill till an accurate response is achieved consistently.

F. Saying noun-verb combination

Level 1: Present action pictures and motivate the person with aphasia to use two word descriptions for each.

(e.g., /u:ʈa ma: dʊ/)

Level 2: Write a verb and noun in separate cards and present them together. Drill till an accurate response is achieved.

G. Saying small phrases

Drill 2-3 word phrases contextually

e.g., /illi banni/, /na:[e baṭi:ni/

H. Saying short complete sentences:

Combine short phrases contextually to make short complete sentence.

e.g., /na:nu tʃenna:giḍi:ni/, /ni:vu tʃenna:giḍi:ra?/

I. Saying the day and time:

Ask the person with aphasia to say the day and time every session he/she attends therapy.

7. Activities of Daily Living (ADL) (source: MAFAT-K, Chaitra & Goswami, 2010)

ADL includes routine activities like brushing, bathing, dressing, eating, drinking and sleeping.

General instructions: First, familiarize the person with aphasia with all the objects required for each activity.

Level 1: Describe the entire activity step by step using the flow chart. Then, to check whether the person with aphasia has comprehended the activity, ask yes/no questions.

Level 2: Ask questions regarding the activity. The person with aphasia is expected to answer in a word or a phrase or a simple sentence.

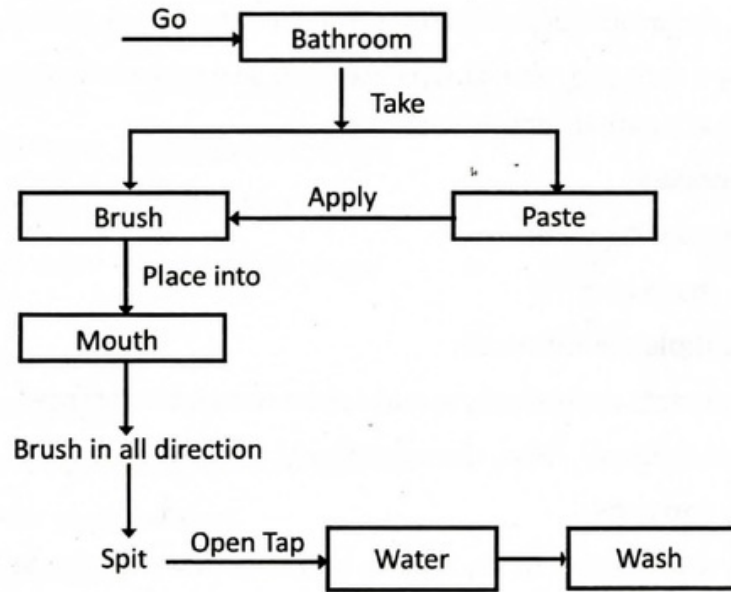
Level 3: Ask the person with aphasia to describe the entire activity in complete sentences.

Note: The flow chart illustrated for the various activities of daily living and independence helps the clinician to explain the person with aphasia the various steps involved in different activities.

A. Brushing

Materials required: tooth brush, tooth paste, water

Level 1: Flow chart



Yes/No questions (5 stimuli)

1. ನೀವು ಟೂತ್‌ಬ್ರಷ್ ನಿಂದ ಹಲ್ಲು ಉಜ್ಜುತ್ತೀರಾ?
/ni:vu tu:t braʃninda hallu udʒuttɪ:ra:?/
2. ನೀವು ಬ್ರಷ್ ಮೇಲೆ ಪೇಸ್ಟ್ ಹಾಕುತ್ತೀರಾ ?
/ni:vu braʃ me:le pe:stu ha:kuttɪ:ra:?/
3. ಬ್ರಷ್ ಮಾಡಿದ ಮೇಲೆ ನಿಮಗೆ ನೀರು ಬೇಕೆ?
/braʃ ma:dʒɪda me:le nimage ni:ru be:ke?/
4. ನೀವು ಬಾಯಿ ಮುಚ್ಚಿಕೊಂಡು ಬ್ರಷ್ ಮಾಡುತ್ತೀರಾ?
/ni:vu ba:ji mutʃikɒndu braʃ ma:duttɪ:ra:?/

5. ಬ್ರಷ್ ಮಾಡಿದ ಮೇಲೆ ನೀವು ಪೇಸ್ಟ್ ನುಂಗುತ್ತೀರಾ?

/braʃ ma:ɖiɖa me:le ni:vu pe:st nuŋuʈti:ra:ʔ/

Level 2: Questions (5 stimuli)

1. ನೀವು ಬ್ರಷ್ ಮಾಡಲು ಎಲ್ಲಿಗೆ ಹೋಗುತ್ತೀರಾ?

/ni:vu braʃ ma:ɖalu elliɣe ho:guʈti:ra:ʔ/

2. ನಿಮ್ಮ ಹಲ್ಲನ್ನು ಬ್ರಷ್ ಮಾಡಲು ಏನು ಉಪಯೋಗಿಸುತ್ತೀರಿ?

/nimma hallannu braʃ ma:ɖalu e:nu upajo:gisuʈti:ri:ʔ/

3. ಬ್ರಷ್ ಮೇಲೆ ಏನು ಹಾಕುತ್ತೀರಿ?

/braʃ me:le e:nu ha:kuʈti:ri:ʔ/

4. ಬ್ರಷ್ ಮಾಡಿದ ಮೇಲೆ ಏನು ಮಾಡುತ್ತೀರಿ?

/braʃ ma:ɖiɖa me:le e:nu ma:ɖuʈti:ri:ʔ/

5. ನಿಮ್ಮ ಬ್ರಷ್‌ನ್ನು ಹೇಗೆ ತೊಳೆಯುತ್ತೀರಿ ?

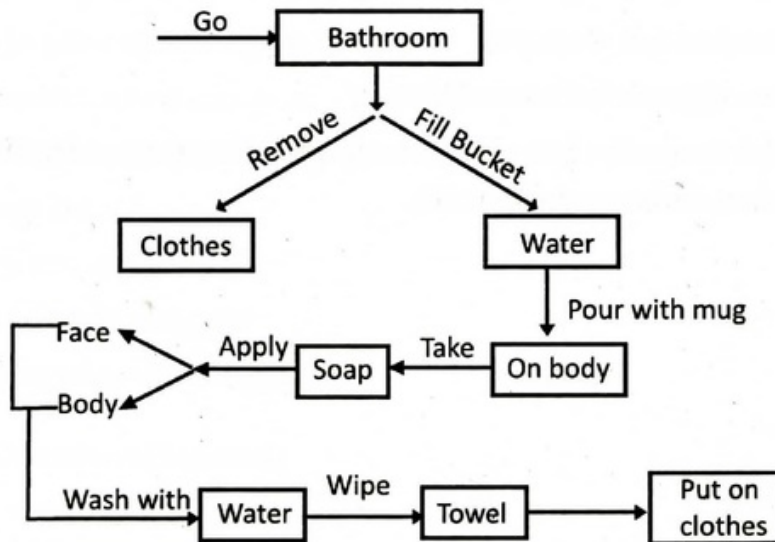
/nimma braʃannu he:ge tolejuʈti:ri:ʔ/

Level 3: Ask the person with aphasia to describe the process of brushing (the flow chart can be used as the cue)

B. Bathing

Materials required: water, bucket, mug, soap, and towel

Level 1: Flow chart



Yes/no questions (5 stimuli)

1. ನೀವು ಸ್ನಾನ ಮಾಡಲು ಬಚ್ಚಲು ಮನೆಗೆ ಹೋಗುತ್ತೀರಾ?
/ni:vu sna:na ma:dalu batʃʃalu manege ho:gutti:ra:?/
2. ನೀವು ಬಟ್ಟೆ ಹಾಕಿಕೊಂಡು ಸ್ನಾನ ಮಾಡುತ್ತೀರಾ?
/ni:vu batte ha:kikondʊ sna:na ma:duutti:ra:?/
3. ನೀವು ಬಕೆಟ್‌ನಲ್ಲಿ ನೀರು ತುಂಬಿಸುತ್ತೀರಾ?
/ni:vu bakteɳalli ni:ruɳtumbisutti:ra:?/
4. ನಿಮಗೆ ಸೋಪು ಬೇಕೆ?
/nimage so:pu be:ke?/
5. ಸ್ನಾನ ಮಾಡಿದ ಮೇಲೆ ನೀವು ಟವಲ್‌ನಲ್ಲಿ ಒರೆಸಿಕೊಂಡು ಬಟ್ಟೆ ಹಾಕಿಕೊಳ್ಳುತ್ತೀರಾ?
/sna:na ma:dida me:le ni:vu ɳavallnalli oresikondʊ batte hakikoɳutti:ra:?/

Level 2: Questions (4 stimuli)

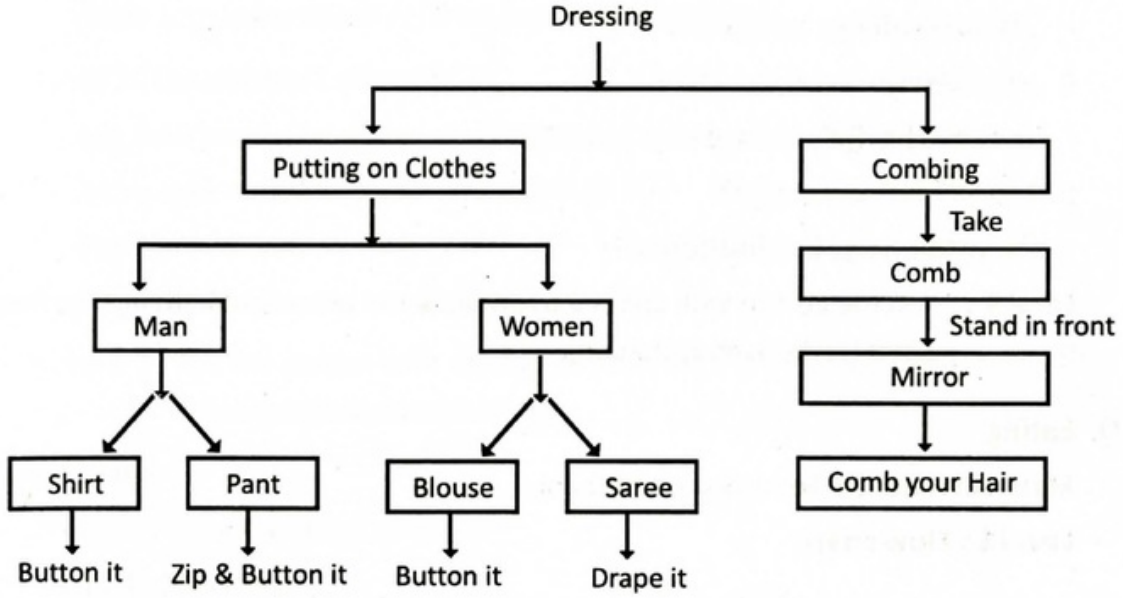
1. ಸ್ನಾನ ಮಾಡಲು ಎಲ್ಲಿಗೆ ಹೋಗುತ್ತೀರಿ?
/sna:na ma:dalu jallige ho:gutti:ri:?/
2. ಸ್ನಾನ ಮಾಡಲು ನಿಮಗೆ ಏನು ಬೇಕು?
/sna:na ma:dalu nimage e:nu be:ku ?/
3. ಬಕೆಟ್‌ನಲ್ಲಿ ಏನು ತುಂಬುತ್ತೀರಿ?
/bakeɳalli e:nuɳtumbutti:ri:?/
4. ಸ್ನಾನ ಮಾಡಿದ ಮೇಲೆ ಏನು ಮಾಡುತ್ತೀರಿ?
/sna:na ma:dida me:le e:nu ma:duutti:ri:?/

Level 3 : Ask the person with aphasia to describe the process of bathing (the flow chart can be used as the cue).

C. Dressing

Materials required: clothes, comb, and mirror

Level 1: Flow chart



Yes/No questions (5 stimuli)

1. ನೀವು ಸೀರೆ ಉಡುತ್ತೀರಾ?
/ni:vu si:re uɖuttɪ:ra:?/
2. ನೀವು ಶರ್ಟ್, ಪ್ಯಾಂಟ್ ಹಾಕುತ್ತೀರಾ ?
/ni:vu ʃɑrtʃu pæntʃu ha:kuttɪ:ra:?/
3. ನೀವು ಬಾಚಣಿಗೆಯಿಂದ ತಲೆ ಬಾಚುತ್ತೀರಾ?
/ni:vu ba:ʃɑŋigejɪndɑ tɑle ba:ʃuttɪ:ra:?/
4. ನಿಮಗೆ ಕನ್ನಡಿ ಬೇಕೆ?
/nimɑge kɑnnɑɖi be:ke?/
5. ನೀವು ಶರ್ಟ್‌ಗೆ ಗುಂಡಿ ಹಾಕುತ್ತೀರಾ?
/ni:vu ʃɑrtʃe ɡuɒɖi ha:kuttɪ:ra:?/

Level 2: Questions (5 stimuli)

1. ನೀವು ಈಗ ಯಾವ ಬಳೆ ಹಾಕಿದ್ದೀರ?
/ni:vu i:ɡɑ jɑ:vɑ bɑle ha:kiddi:ra:?/

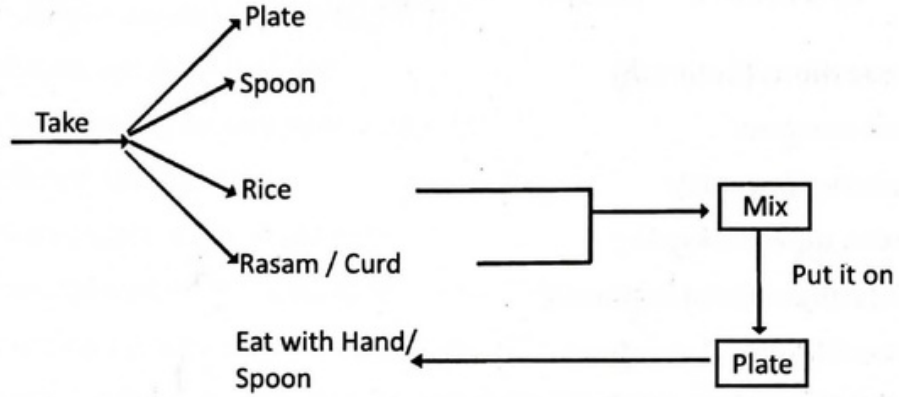
2. ನೀವು ಶರ್ಟನ್ನು ಹೇಗೆ ಹಾಕಿಕೊಳ್ಳುತ್ತೀರಿ?
/ni:vu ʃartannu he:ge ha:kiko[ʈuttɪ:ra:ʔ/
3. ನೀವು ಸೀರೆ ಹೇಗೆ ಉಡುತ್ತೀರಿ?
/ni:vu si:re he:ge uduʈuttɪ:ri:ʔ/
4. ತಲೆ ಬಾಚಿಕೊಳ್ಳಲು ನಿಮಗೆ ಏನು ಬೇಕು?
/tʌle ba:tʃiko[ʈalu nɪmɑ:ge e:nu be:ku ʔ/
5. ನೀವು ತಲೆ ಹೇಗೆ ಬಾಚಿಕೊಳ್ಳುತ್ತೀರಿ?
/ni:vu tʌle he:ge ba:tʃiko[ʈuttɪ:ri:ʔ/

Level 3 : Ask the person with aphasia to describe the process of bathing (the flow chart can be used as the cue).

D. Eating

Materials required: Food, plate, and spoon

Level 1 : Flow chart



This is an exemplar which can be extended using other food items.

Yes/no questions (5 stimuli)

1. ನೀವು ಊಟ ಮಾಡುತ್ತೀರಾ?
/ni:vu u:ʈ a ma:ʈuttɪ:ra:ʔ/
2. ನಿಮಗೆ ಊಟ ಮಾಡಲು ತಟ್ಟೆ ಬೇಕೆ?
/ni:mɑ:ge u:ʈa ma:ʈalu tʌttɪ be:keʔ/
3. ನೀವು ಅನ್ನವನ್ನು ತಿನ್ನುತ್ತೀರಾ?
/ni:vu annavannu tɪnnuʈuttɪ:ra:ʔ/

4. ನೀವು ಅನ್ನವನ್ನು ತಟ್ಟೆಯಲ್ಲಿ ಹಾಕುತ್ತೀರಾ?

/ni:vu annavannu t̪aʈt̪ejalli ha:kutti:ra:?/

5. ನೀವು ಊಟವನ್ನು ಕೈಯಲ್ಲಿ /ಚಮಚದಲ್ಲಿ ಮಾಡುತ್ತೀರಾ?

/ni:vu u:ʈavannu kaijalli /ʃamaʃadalli ma:ɖutti:ra:?/

Level 2: Questions (2 stimuli)

1. ನೀವು ಊಟ ಮಾಡಲು ಏನನ್ನು ಉಪಯೋಗಿಸುತ್ತೀರಿ?

/ni:vu u:ʈa ma:ɖalu e:nannu upajogisutti:ri?/

2. ನೀವು ಯಾವ ರೀತಿ ಊಟ ಮಾಡುತ್ತೀರಿ?

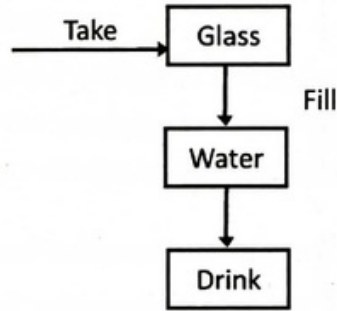
/ni:vu ja:va ri:ʈi u:ʈa ma:ɖutti:ri?/

Level 3 : Ask the person with aphasia to describe the process of eating (the flow chart can be used as the cue).

E. Drinking

Materials required: water, glass

Level 1: Flow chart



This is an exemplar which can be extended using other items e.g., Coffee

Yes/no questions (4 stimuli)

1. ನೀವು ನೀರನ್ನು ಕುಡಿಯುತ್ತೀರಾ?

/ni:vu ni:rannu kudijutti:ra:?/

2. ನೀವು ನೀರನ್ನು ತಟ್ಟೆಯಲ್ಲಿ ತುಂಬಿಸುತ್ತೀರಾ?

/ni:vu ni:rannu t̪aʈt̪ejalli tumbisutti:ra:?/

3. ನೀವು ಕಿವಿಯಿಂದ ನೀರು ಕುಡಿಯುತ್ತೀರಾ?

/ni:vu kivijinda ni:ru kudijutti:ra:?/

4. ನೀವು ಲೋಟದಲ್ಲಿ ನೀರು ತುಂಬಿಸುತ್ತೀರಾ?

/ni:vu lo:ʃadalli ni:ru tumbisuṭṭi:ra:?/

Level 2: Questions (2 stimuli)

1. ನೀವು ಬಾಯಾರಿಕೆಯಾದಾಗ ಏನನ್ನು ಕುಡಿಯುತ್ತೀರಿ ?

/ni:vu ba:jarikejaḍa:ga e:nannu kuḍijuttu:ri:ri?/

2. ನೀವು ನೀರು ಕುಡಿಯಲು ಏನನ್ನು ಬಳಸುತ್ತೀರಿ?

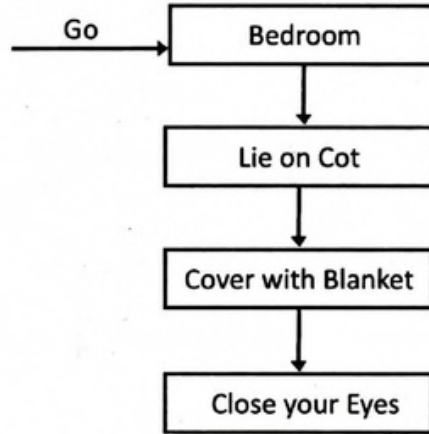
/Ni:vu ni:ru kuḍijalu e:nannu ba[asuṭṭi:ri:ri?/

Level 3: Ask the person with aphasia to describe the process of drinking (the flow chart can be used as the cue).

F. Sleeping

Materials required: Bed, blanket, and pillow

Level 1: Flow chart



Yes/no questions (4 stimuli)

1. ನೀವು ರೂಮಿನಲ್ಲಿ ಮಲಗುತ್ತೀರಾ?

/ni:vu ru:minalli malaguṭṭi:ra:?/

2. ನೀವು ನಿಂತುಕೊಂಡು ನಿದ್ರೆ ಮಾಡುತ್ತೀರಾ?

/ni:vu nintukonḍu niḍḍe ma:ḍuṭṭi:ra:?/

3. ನೀವು ಹೊದಿಕೆಯನ್ನು ಹೊದೆಯುತ್ತೀರಾ?

/ni:vu hoḍikejannu hoḍejuṭṭi:ra:?/

4. ನೀವು ಕಣ್ಣು ತೆರೆದು ನಿದ್ರೆ ಮಾಡುತ್ತೀರಾ?

/ni:vu kaṅṅu tereḍu niḍḍe ma:ḍuṭṭi:ra:?/

Level 2: Questions (3 stimuli)

1. ನೀವು ಎಲ್ಲಿ ಮಲಗುತ್ತೀರಿ?
/ni:vu elli malagutti:ri ?/
2. ನೀವು ಯಾವುದರ ಮೇಲೆ ಮಲಗುತ್ತೀರಿ?
/ni:vu ja:vudara me:le malagutti:ri?/
3. ನೀವು ಏನನ್ನು ಹೊದೆಯುತ್ತೀರಿ?
/ni:vu e:nannu hodejutti:ri ?/

Level 3: Ask the person with aphasia to describe the process of sleeping (the flow chart can be used as the cue).

General guidelines for caregivers for carrying out activities of daily living (ADL)

- Try to make the surrounding area barrier free as much as possible for mobility, visual and auditory purpose.
- Create easy access to the bathroom.
- Make sure bathroom floor tiles are anti-skid type.
- Ask the person with aphasia not to latch the door from inside (in case, assistance is needed).
- Give colour coding to the objects used by the person with aphasia (e.g., blue colour-for brush, green colour-plate etc...) or keep the objects in a separate place, without mixing with other objects, to make it easy for the person to access.

8. Activities of Independence (source: MAFAT-K, Chaitra & Goswami, 2010)

Activities of independence helps the persons with aphasia to carry out activities like bank/ post office transaction, travelling by bus/train, going to the market etc...

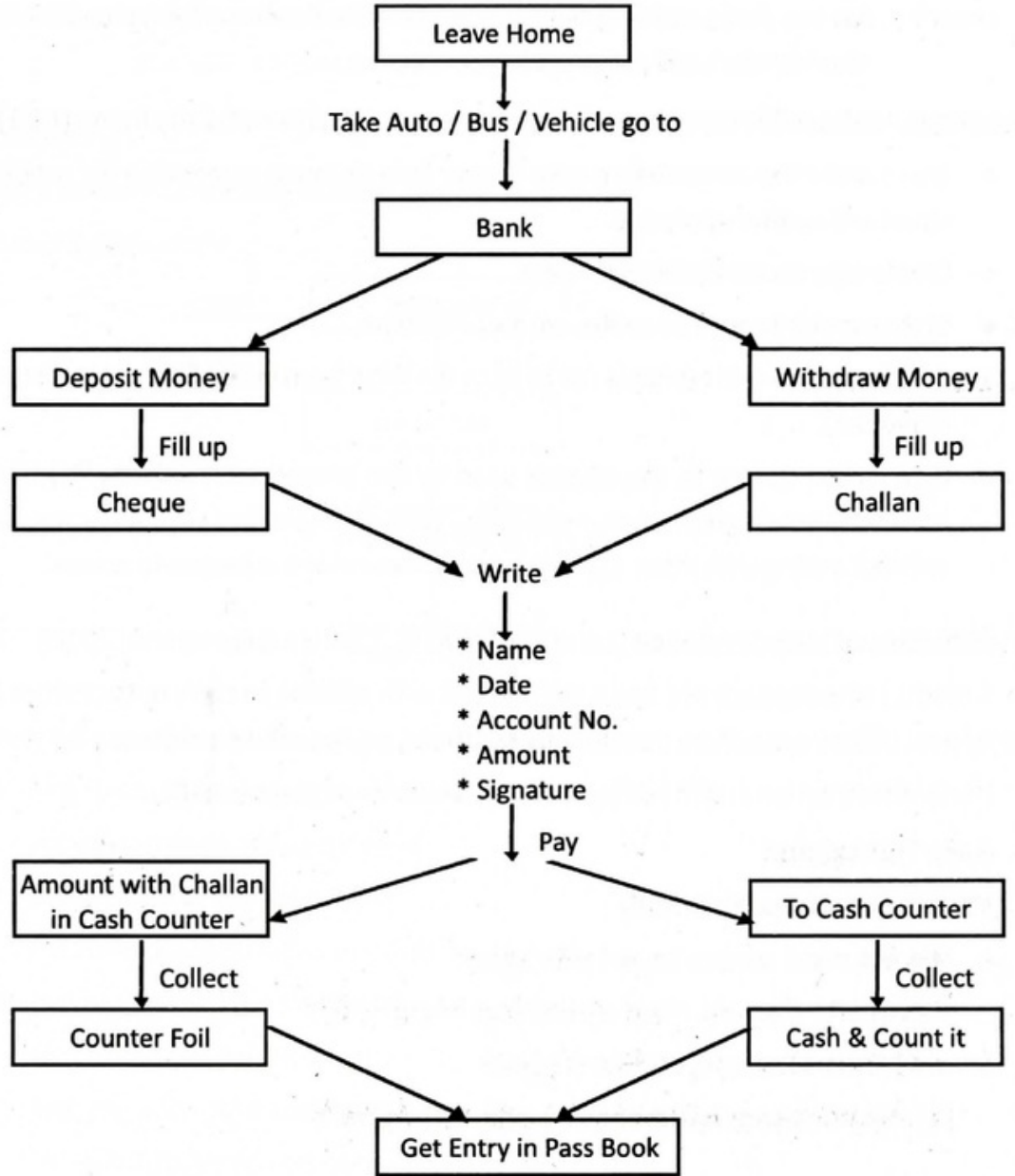
General instruction and the different levels are same as given for ADL.

A. Bank Transaction**Yes/no questions (5 stimuli)**

1. ನೀವು ಹಣ ಠೇವಣಿ ಮಾಡಲು ಬ್ಯಾಂಕಿಗೆ ಹೋಗುತ್ತೀರಾ?
/ni:vu haŋa t^he:vaŋi ma:ɖ alu bænkige hogutti:ra:?/
2. ಚಲನ್ ತುಂಬಿಸದೆ ಹಣವನ್ನು ಹಾಗೆಯೇ ಕಟ್ಟುತ್ತೀರಾ?
/tʃalan tumbisade haŋavannu ha:geje kattutti:ra:?/

3. ಹಣವನ್ನು ಕ್ಯಾಷ್ ಕೌಂಟರ್‌ನಲ್ಲಿ ಕಟ್ಟುತ್ತೀರಾ?
/haŋavannu kæʃ kaunt arnalli kattuttiri:ra:?/
4. ಚಲನ್‌ನಲ್ಲಿ ನಿಮ್ಮ ಸಹಿ ಮಾಡುವುದಿಲ್ಲವೆ?
/tʃalan nalli nimma sahi ma:ɖ uvudillave?/
5. ಹಣ ಕಟ್ಟಿದ್ದಕ್ಕೆ ರಶೀತಿ ಪಡೆಯುತ್ತೀರಾ?
/haŋa kattiddakke raʃi:ti paɖ ejutti:ra:?/

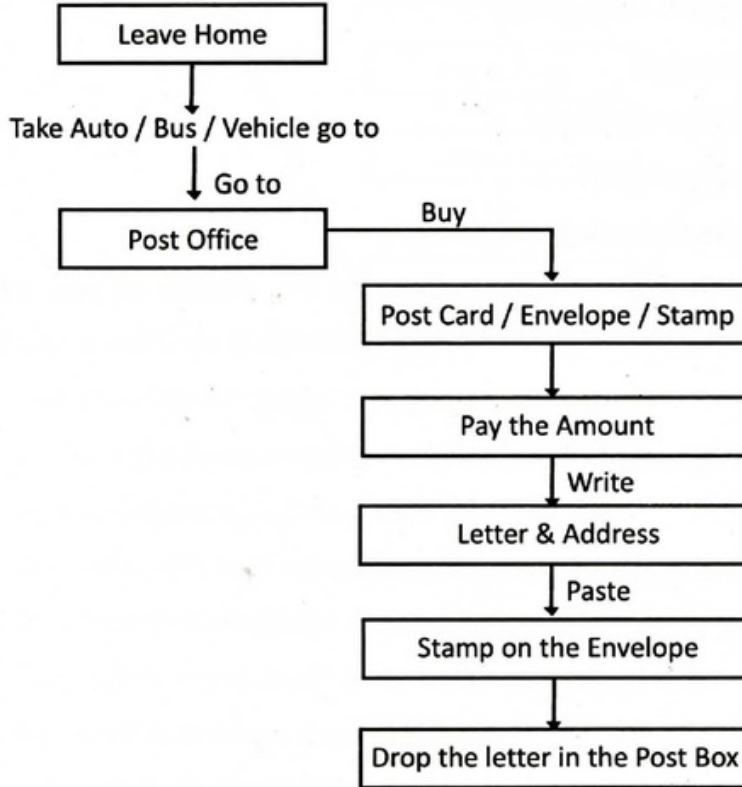
Level 1: Flow chart



Level 2: Questions (4 stimuli)

1. ಹಣ ಠೇವಣಿ ಮಾಡಲು ನೀವು ಎಲ್ಲಿಗೆ ಹೋಗುತ್ತೀರಿ?
/haŋa tʰe:vaŋi ma:ɖalu ni:vu ellipse ho:guttʰi:ri?/
2. ಹಣ ಕಟ್ಟಲು ಬ್ಯಾಂಕಿನಲ್ಲಿ ಏನನ್ನು ತುಂಬಿಸಬೇಕು?
/haŋa kattʰalu bæŋkinalli e:nannu tʰumbisabe:ku?/
3. ಹಣವನ್ನು ಬ್ಯಾಂಕಿನಲ್ಲಿ ಎಲ್ಲಿ ಕಟ್ಟಬೇಕು?
/haŋavannu bæŋkinalli elli kattʰabe:ku?/
4. ಹಣ ಕಟ್ಟಿದ್ದಕ್ಕೆ ದಾಖಲೆಯಾಗಿ ಏನನ್ನು ಪಡೆಯಬೇಕು?
/haŋa kattʰiddakke ɖa:kaleja:gi e:nannu paɖejabe:ku?/

Level 3: Ask the person with aphasia to describe the process of bank transaction (the flow chart can be used as the cue).

B. Post Office**Level 1: Flow chart**

Similar steps can be followed for carrying out other activities in post office.e.g. Depositing money.

Yes/No questions (5 stimuli)

1. ನೀವು ಕಾರ್ಡ್/ಅಂಚೆ ಚೀಟಿ ಕೊಳ್ಳಲು ಅಂಚೆ ಕಛೇರಿಗೆ ಹೋಗುತ್ತೀರಾ ?
/ni:vu ka:rd/antʃe tʃi:ʃi kol[alu antʃe katʃe:rige ho:gutti:ra:?/
2. ಅಂಚೆ ಕಛೇರಿಯಲ್ಲಿ ಕಾರ್ಡ್/ಅಂಚೆ ಚೀಟಿಯನ್ನು ಹಣ ಪಡೆಯದೆ ಕೊಡುತ್ತಾರೆಯೆ?
/antʃe katʃe:rijalli ka:rd u/antʃe tʃi:tijannu haṇa: paɖejade kodutta:reje?/
3. ಕಾಗದದ ಮೇಲೆ ವಿಳಾಸ ಬರೆಯುತ್ತೀರಾ?
/ka:gadaɖa me:le vi[ʌ:sa barejutti:ra?/
4. ಕಾಗದದಲ್ಲಿ ವಿಳಾಸ ಬರೆಯದೆ ಹಾಗೆಯೇ ಪೋಸ್ಟ್ ಮಾಡುತ್ತೀರಾ?
/ka:gadaɖalli vi[ʌ:sa barejade ha:geje po:st ma:dutti:ra?/
5. ಕಾಗದವನ್ನು ಅಂಚೆ ಪೆಟ್ಟಿಗೆಯಲ್ಲಿ ಹಾಕುತ್ತೀರಾ?
/Ka: gaɖavannu antʃe peʃʃigejalli ha: kutti: ra?/

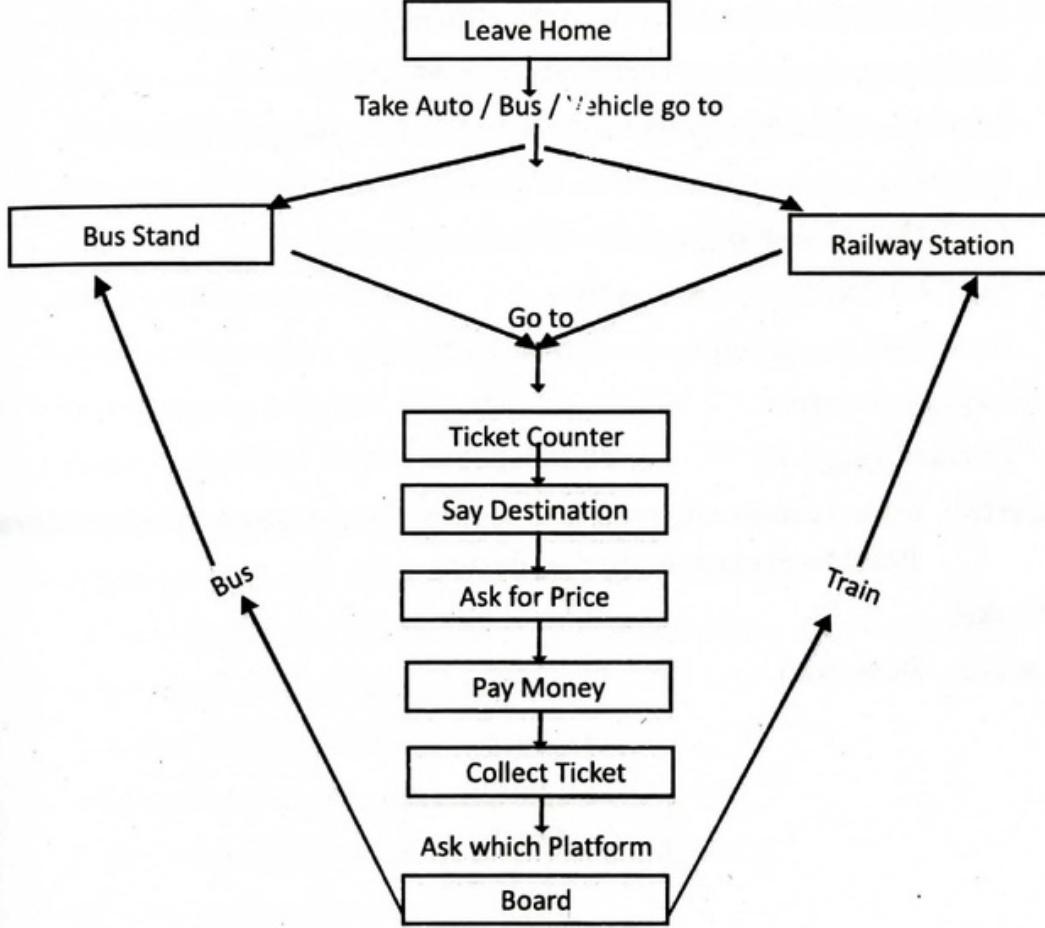
Level 2: Questions (3 stimuli)

1. ನೀವು ಅಂಚೆ ಚೀಟಿಗಾಗಿ ಎಲ್ಲಿ ಹೋಗುತ್ತೀರಿ?
/ni:vu antʃe tʃi:ʃiga:gi elli ho:gutti:ri?/
2. ನೀವು ವಿಳಾಸವನ್ನು ಎಲ್ಲಿ ಬರೆಯುತ್ತೀರಿ?
/ni:vu vi[ʌ:savannu elli barejutti:ri?/
3. ನೀವು ಬರೆದ ಕಾಗದವನ್ನು ಎಲ್ಲಿ ಹಾಕುತ್ತೀರಿ?
/ni:vu bareɖa ka:gadaɖannu elli ha:kutti:ri?/

Level 3 : Ask the person with aphasia to describe the process of post office transaction (the flowchart can be used as the cue).

C. Bus Stand/ Railway Station

Level 1: Flow chart



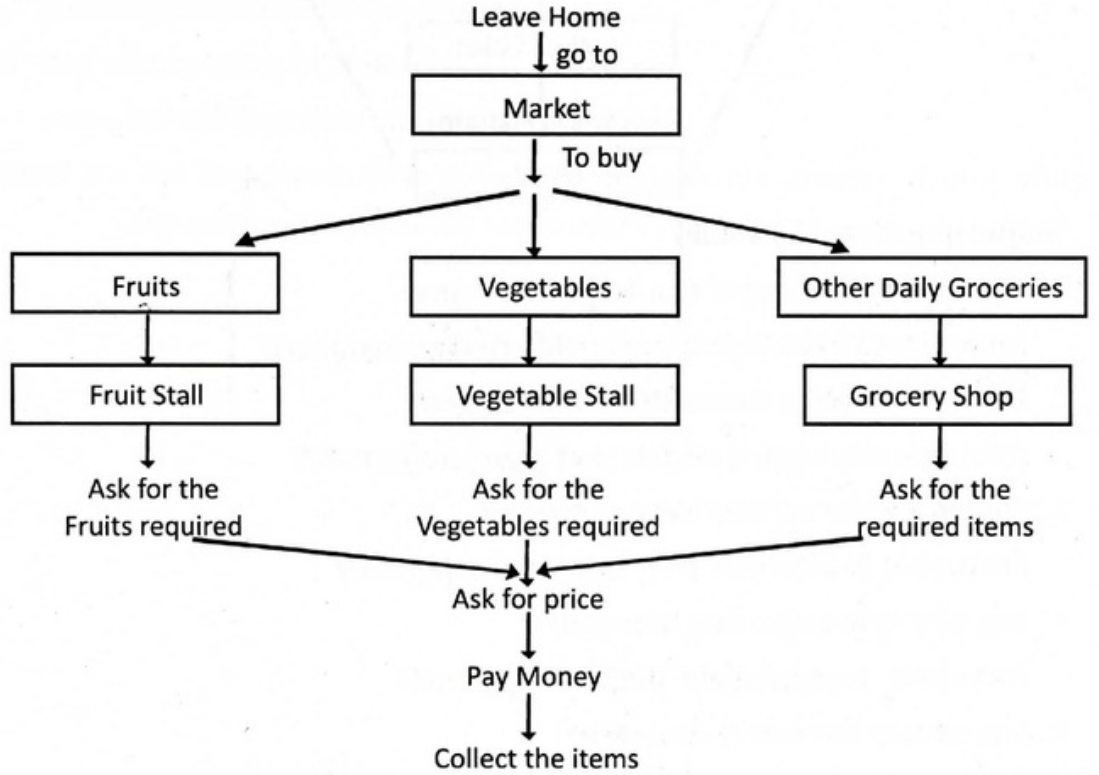
Yes/no questions (5 stimuli)

1. ನೀವು ಆಟೋದಲ್ಲಿ ಬಸ್ ನಿಲ್ದಾಣ/ ರೈಲು ನಿಲ್ದಾಣಕ್ಕೆ ಹೋಗುತ್ತೀರಾ?
/ni:vu a:tɔdalli bas nilɖa:ŋa/ railu nilɖa:ŋakke ho:guttɪ:ra?/
2. ನೀವು ಬಸ್/ರೈಲು ಹತ್ತುವ ಮೊದಲು ಟಿಕೆಟ್ ತೆಗೆದುಕೊಳ್ಳುತ್ತೀರಾ?
/ni:vu bas railu hattuva moɖalu tɪkɛt tɛgeɖuko[[uttɪ:ra?/
3. ನೀವು ಟಿಕೆಟ್ ಕೌಂಟರ್‌ನಲ್ಲಿ ಟಿಕೆಟ್ ಬೆಲೆಯನ್ನು ಕೇಳುತ್ತೀರಾ?
/ni:vu tɪkɛt kauntɔrnalli tɪkɛt belejannuke:[uttɪ:ra?/
4. ನೀವು ಟಿಕೆಟ್ ತೆಗೆದುಕೊಳ್ಳಲು ದುಡ್ಡು ಕೊಡುತ್ತೀರಾ?
/ni:vu tɪkɛt tɛgeɖuko[[alu ɖuɖɖu koɖuttɪ:ra?/
5. ನೀವು ಇಳಿಯುವ ಜಾಗ ಬಂದಾಗ ಇಳಿಯುತ್ತೀರಾ?
/ni:vu iljuva dʒa:ga banda:ga iljuttɪ:ra?/

Level 2: Questions (5 stimuli)

1. ನೀವು ಬಸ್/ ರೈಲು ನಿಲ್ದಾಣಕ್ಕೆ ಹೇಗೆ ಹೋಗುತ್ತೀರಿ ?
/ni:vu bas/railu nilda:ŋakke he:ge ho:gutti:ri?/
2. ನೀವು ಬಸ್/ರೈಲಿನಲ್ಲಿ ಪ್ರಯಾಣ ಮಾಡುವ ಮೊದಲು ಏನು ತೆಗೆದುಕೊಳ್ಳುತ್ತೀರಿ ?
/ni:vu bas/ railinalli praja:ŋa ma:duva moḍalu e:nu tegeḍuko[[utti:ri?/
3. ನೀವು ಟಿಕೆಟ್‌ನ್ನು ಎಲ್ಲಿ ಕೊಳ್ಳುತ್ತೀರಿ ?
/ni:vu tikeṭ annu elli ko[[utti:ri?/
4. ನೀವು ಟಿಕೆಟ್ ತೆಗೆದುಕೊಳ್ಳಲು ಏನು ಕೊಡಬೇಕು ?
/ni:vu tikeṭ tegeḍuko[[alu e:nu koḍabe:ku ?/
5. ನೀವು ಎಲ್ಲಿ ಇಳಿಯುತ್ತೀರಿ?
/ni:vu elli ilijutti:ri?/

Level 3: Ask the person with aphasia to describe the process traveling by bus/train (the flow chart can be used as the cue)

D. Market**Level 1: Flow chart**

Yes/no questions (5 stimuli)

1. ನೀವು ಹಣ್ಣು, ತರಕಾರಿ ಅಥವಾ ಇತರ ಸಾಮಾನು ಕೊಳ್ಳಲು ಮಾರ್ಕೆಟ್‌ಗೆ ಹೋಗುತ್ತೀರಾ?
/ni:vu haŋɳu, taraka:ri at^hava: itara sa:ma:nu kol[alu ma:rket[tige ho:gutti:ra?/
2. ನೀವು ಸೋಪು, ಶ್ಯಾಂಪೂ ತೆಗೆದುಕೊಳ್ಳಲು ಅಂಗಡಿಗೆ ಹೋಗುತ್ತೀರಾ ?
/ni:vu so:pu, Ńæmpu: tegeduko[alu aŋgadige ho:gutti:ra?/
3. ನೀವು ಎಷ್ಟು ಕೆ.ಜಿ. ಹಣ್ಣು ತೆಗೆದುಕೊಳ್ಳುವಿರಿ ಎಂದು ಯೋಚಿಸಿರುತ್ತೀರಾ ?
/ni:vu eŃtu ke:dʒi haŋɳu tegeduko[uviri endu jo:tʃisirutti:ra?/
4. ತರಕಾರಿ ಬೆಲೆ ಎಷ್ಟು ಎಂದು ಕೇಳುತ್ತೀರಾ?
/taraka:ri bele eŃtu endu ke[utti:ra?/
5. ಅಂಗಡಿಯಲ್ಲಿ ದುಡ್ಡು ಕೊಟ್ಟು ಬಿಲ್ ಪಡೆಯುತ್ತೀರಾ ?
/aŋgadijalli dudu kottu billu padējutti:ra ?/

Level 2: Questions (5 stimuli)

1. ನೀವು ಹಣ್ಣು/ತರಕಾರಿ ಇತರ ಸಾಮಾನು ತೆಗೆದುಕೊಳ್ಳಲು ಎಲ್ಲಿಗೆ ಹೋಗುತ್ತೀರಿ?
/ni:vu haŋɳu/taraka:ri/ itara sa:ma:nu tegeduko[alu ellipse ho:gutti:ri?/
2. ತರಕಾರಿ ಕೊಳ್ಳಲು ನೀವು ಎಲ್ಲಿಗೆ ಹೋಗುತ್ತೀರಿ?
/taraka:ri kol[alu ni:vu ellipse ho:gutti:ri?/
3. ಹಣ್ಣಿನ ಅಂಗಡಿಯಲ್ಲಿ ಯಾವ ಹಣ್ಣು ತೆಗೆದುಕೊಳ್ಳುತ್ತೀರಿ?
/haŋɳina aŋgadijalli jaava haŋɳu tegeduko[utti:ri?/
4. ತರಕಾರಿ ಅಂಗಡಿಯಲ್ಲಿ ಎಷ್ಟು ಕೆ.ಜಿ. ಈರುಳ್ಳಿ ಕೊಳ್ಳುತ್ತೀರಿ ?
/taraka:ri aŋgadijalli eŃtu ke:dʒi i:rulli kol[utti:ri?/
5. ಅಂಗಡಿಯಲ್ಲಿ ಸಾಮಾನಿಗೆ ದುಡ್ಡು ಕೊಟ್ಟ ಮೇಲೆ ಏನು ಕೇಳುತ್ತೀರಿ?
/aŋgadijalli sa:ma:nige dudu kotta me:le e:nu ke[utti:ri?/

Level 3: Ask the person with aphasia to describe the process of shopping at a market (the flow chart can be used as the cue). Other activities like going to a hospital, paying electricity / p hone / other bills etc. can be carried out on similar guidelines.

General guidelines for caregivers for carrying out these activities:

- Make sure that the person with aphasia carries a card which mentions that he/she is an aphasic individual (stroke patient). Also it should contain basic information like the person's name, address, phone number, blood group.

- For easy access, book a vehicle for the aphasic person to travel to the desired destination.
- Initially accompany person with aphasia to the particular place until he/she gets familiar with the setting.
- Make the person with aphasia rehearse the steps involved for a particular situation before actually facing/attending it.

REPETITION (R)

This section is sub-divided into 5 sections.

1. Equivocal response
2. Automatic speech
3. Egocentric stimuli
4. Environmental stimuli
5. Phrases

No pictures are provided for this section. However, the clinician is free to use any pictures given in this manual.

Scoring

- 0 = No response/ incorrect response/ unintelligible response
- ½ = Partially correct and intelligible response
- 1 = Fully correct and intelligible response

Progress criteria: 75% of the total score

Repair strategies: Appropriate strategies can be selected (as mentioned previously). These should be used to strengthen the responses.

Stimulus mode hierarchy

- Combination of auditory and graphic (A+G)
- Auditory mode only(A)

Response mode hierarchy

- Verbal only (V)

1. Equivocal responses (Yes/No)

Along with verbal repetition task equivocal response technique can also be employed in this section for all the items.

Level 1 : Ask the person with aphasia to answer with "yes" after you.

Level 2 : Ask the person with aphasia to answer with "no" after you.

2. Automatic speech

Level 1: Ask the person with aphasia to repeat each item in the following list of stimuli.

Level 2: Ask the person with aphasia to repeat the entire series of items.

A. Days of the week (7 stimuli)

ಸೋಮವಾರ	/so:mava:ra/	ಶುಕ್ರವಾರ	/ʃukrava:ra/
ಮಂಗಳವಾರ	/maŋga[ava:ra/	ಶನಿವಾರ	/ʃaniva:ra/
ಬುಧವಾರ	/budʰava:ra/	ಭಾನುವಾರ	/bʰa:nuva:ra/
ಗುರುವಾರ	/guruva:ra/		

B. Months (12 stimuli)

ಜನವರಿ	/dʒanavari/	ಜುಲೈ	/dʒulai/
ಫೆಬ್ರವರಿ	/febravari/	ಆಗಸ್ಟ್	/a:gast/
ಮಾರ್ಚ್	/ma:rtʃi/	ಸೆಪ್ಟೆಂಬರ್	/sept[ambar/
ಏಪ್ರಿಲ್	/e:pril/	ಅಕ್ಟೋಬರ್	/akt̩o:bar/
ಮೇ	/me:/	ನವಂಬರ್	/navambar/
ಜೂನ್	/dʒu:n/	ಡಿಸೆಂಬರ್	/d̩isembar/

C. Numbers (20 stimuli)

ಒಂದು	/ond̩u/	ಹನ್ನೊಂದು	/hannond̩u/
ಎರಡು	/eraɖu/	ಹನ್ನೆರಡು	/hannerad̩u/
ಮೂರು	/mu:ru/	ಹದಿಮೂರು	/had̩imu:ru/
ನಾಲ್ಕು	/na:ku/	ಹದಿನಾಲ್ಕು	/had̩inalku/
ಐದು	/aid̩u/	ಹದಿನೈದು	/had̩inaid̩u/
ಆರು	/a:ru/	ಹದಿನಾರು	/had̩ina:ru/
ಏಳು	/e:l̩u/	ಹದಿನೇಳು	/had̩ine:l̩u/
ಎಂಟು	/ent̩u/	ಹದಿನೆಂಟು	/had̩inent̩u/
ಒಂಬತ್ತು	/ombatt̩u/	ಹತ್ತೊಂಬತ್ತು	/hatt̩ombatt̩u/
ಹತ್ತು	/hatt̩u/	ಇಪ್ಪತ್ತು	/ippatt̩u/

D. Alphabets (49 stimuli)

ಅ	ಆ	ಇ	ಈ	ಉ	ಊ	ಋ	ಎ	ಏ	ಐ	ಒ	ಓ	ಔ	ಅಂ	ಅಃ
/a/	/a:/	/i/	/i:/	/u/	/u:/	/ru/	/æ/	/æ:/	/ai/	/o/	/o:/	/ao/	/am/	/aha/
ಕ	ಖ	ಗ	ಘ	ಜ										
/Ka	/kʰa/	/ga/	/gʰa/	/ɟa/										

ಚ ಛ ಜ ಝ ಞ
/tʃ/ /tʃʰ/ /dʒ/ /dʒʰ/ /nya/

ಟ ಠ ಡ ಢ ಣ
/t/ /tʰ/ /d/ /dʰ/ /ɳa/

ತ ಥ ದ ಧ ನ
/ta/ /tʰa/ /da/ /dʰa/ /na/

ಪ ಫ ಬ ಭ ಮ
/pa/ /pʰa/ /ba/ /bʰa/ /ma/

ಯ ರ ಲ ವ ಶ ಷ ಸ ಹ ಳ
/Ja/ /ra/ /la/ /va/ /ʃa/ /ʃʰa/ /sa/ /ha/ /ʌ/

3. Egocentric stimuli

A. Name

Level 1: Ask the person with aphasia to repeat his name. Provide auditory and graphic cues.

Level 2: Ask the person with aphasia to repeat his name with auditory cues only.

B. Family members

Level 1: Present the name of each family member along with photo with graphic cues.

Level 2: Present the name of each family member along with photo without graphic cues.

Level 3: Present the name of each family member along with auditory cues.

4. Environmental stimuli

A. Body parts (15 stimuli)

ತಲೆ	/tʌle/	ಹಲ್ಲು	/hallu/	ತುಟಿ	/tuʃi/
ಕತ್ತು	/kattu/	ಕೈ	/kai/	ನಾಲಿಗೆ	/na:lige/
ಕಣ್ಣು	/kaɳɳu/	ಕಾಲು	/ka:lu/	ಕೂದಲು	/Ku:dalu/
ಕಿವಿ	/kivi/	ಹೊಟ್ಟೆ	/hotte/		
ಮೂಗು	/mu:gu/	ಬೆನ್ನು	/bennu/		
ಬಾಯಿ	/ba:ji/	ಬೆರಳು	/beraʌ/		

B. Food items (6 stimuli)

ಇಡ್ಲಿ	/idli/	ಪಲ್ಯ	/palja/
ದೋಸೆ	/do:se/	ಉಪ್ಪು	/uppittu/
ಚಪಾತಿ	/tʃapa:ti/	ಮೂರಿ	/pu:ri/

C. Furniture (5 stimuli)

ಮೇಜು	/me:dʒu/	ಕಿಟಕಿ	/kitaki/
ಕುರ್ಚಿ	/kurtʃi/	ಮಂಚ	/mantʃa/
ಬಾಗಿಲು	/ba:gilu/		

D. Gadgets (5 stimuli)

ಫ್ಯಾನು	/fænu/	ರೆಡಿಯೋ	/re: dʒiʒo/
ಟಿ.ವಿ.	/ti:vi/	ಫ್ರಿಡ್ಜ್	/fridʒ/
ಫೋನು	/fo:nu/		

E. Kitchen ware (5 stimuli)

ತಟ್ಟೆ	/tattʃe/	ಪಾತ್ರೆ	/pa:tre/
ಚಮಚ	/tʃamatʃa/	ಚಾಕು	/tʃa:ku/
ಲೋಟ	/lo:tʌ/		

F. Stationery (5 stimuli)

ಪೆನ್ನು	/Pennu/	ರಬ್ಬರು	/rabbaru/
ಪೇಪರ್	/pe:par/	ಸ್ಲೇಟು	/sle:tʌ/
ಪೆನ್ಸಿಲ್	/pensil/		

G. Lavatory kit (5 stimuli)

ಬ್ರಷು	/braʃʃu/	ಕನ್ನಡಿ	/Kannadʒi/
ಪೇಸ್ಟ್	/pe:stu/	ಸೋಪು	/So:pu/
ಬಾಚಣಿಗೆ	/ba: tʃaŋige/		

H. Clothing (5 stimuli)

ಶರ್ಟು	/ʃartʃu/	ಲಂಗ	/langa/
ಪ್ಯಾಂಟು	/Pæntʃu/	ಐವಲ್	/ʃaval/
ಸೀರೆ	/Si:re/		

5. Phrases and sentences (20 stimuli)

- | | |
|-------------------------------------|--|
| 1. ಇಲ್ಲಿ ಬನ್ನಿ | /illi banni / |
| 2. ಅಲ್ಲಿ ಹೋಗಿ | /alli ho:gi/ |
| 3. ಒಳಗೆ ಬನ್ನಿ | /o[age banni/ |
| 4. ಹೊರಗೆ ಹೋಗಿ | /horage ho:gi/ |
| 5. ನೀರು ಕುಡಿಯಿರಿ | /ni:ru kudijiri/ |
| 6. ನನಗೆ ಊಟ ಬೇಕು | /nanage u:t̪a be:ku/ |
| 7. ದಿನ ಪತ್ರಿಕೆಯನ್ನು ಓದಿ | /d̪ina paʈrikejannu o:di/ |
| 8. ಟಿ.ವಿ.ಯನ್ನು ಆನ್ ಮಾಡಿ | /ʈi:vijannu a:n ma:di/ |
| 9. ನಿಧಾನವಾಗಿ ಮಾತನಾಡಿ | /niḍa:nava:gi ma:t̪ana:di/ |
| 10. ಪುಸ್ತಕವನ್ನು ಕೊಡಿ | /puʈʈakavannu ko:di/ |
| 11. ನಾನು ತಿಂಡಿ ತಿಂದೆ | /na:nu t̪inḍi t̪inḍe/ |
| 12. ನನ್ನ ಹೆಸರು | /nanna hesaru/ |
| 13. ನಾನು ಆಸ್ಪತ್ರೆಗೆ ಹೋಗುತ್ತೇನೆ | /na:nu a:spa t̪rege ho:gutt̪t̪t̪ini/ |
| 14. ನಿಮ್ಮ ಊರು ಯಾವುದು | /nimma u:ru ja:vud̪u/ |
| 15. ಏನೂರ ಎಂಬತ್ತೈದು | /ainu:ra emba t̪aidu/ |
| 16. ಒಂದು ಸಾವಿರ ರೂಪಾಯಿ | /onḍu sa:vira ru:pa:ji/ |
| 17. ಇದು ವಾಕ್ ಶ್ರವಣ ಸಂಸ್ಥೆ | /idu va:k ʃravaṇa samʈte/ |
| 18. ನನಗೆ ಚಲನ ಚಿತ್ರ ನೋಡುವುದಕ್ಕೆ ಇಷ್ಟ | /nanage t̪ʃalana t̪ʃitra no:ḍuvud̪akke iʃʈa/ |
| 19. ನನ್ನ ಜನ್ಮ ಸ್ಥಳ | /nanna d̪ʒanma ʈʈa[ra/ |
| 20. ರಾವಣನು ಸೀತೆಯನ್ನು ಅಪಹರಿಸಿದನು | /ra:va ṇanu si:t̪ejannu apaharisi ḍanu/ |

COMPREHENSION & EXPRESSION

(Adapted from auditory comprehension section of MAFAT-K, Chaitra & Goswami, 2010)

1. Semantics level

- A. Gross phonemic level
- B. Finer phonemic level
- C. Word level
 - i) Vocabulary
 - ii) Antonyms
 - iii) Synonyms
 - iv) Syntagmatic and paradigmatic relations
 - v) Semantic similarity
 - vi) Semantic contiguity
 - vii) Semantic anomaly

2. Syntax level

- A. PNG markers
- B. Tenses
- C. Answering yes-no (polar) questions
 - i) Egocentric
 - ii) Environmental
- D. Following body part command: One-step, two-step and multi step commands
- E. Following commands with visual stimuli: One-step, two-step and multi step commands.
- F. Identification of objects described by function
- G. Sentence types: Imperative, declarative, negatives, comparatives, clauses, case markers

3. Discourse level

- A. Listening comprehension

4. Advanced Discourse level

- A. Picture description
- B. Narration
- C. Spontaneous speech

Stimulus mode hierarchy

- Combination of auditory, visual and graphic (A+V+G)
- Combination of auditory and visual (A+V)
- Auditory only (A)

Response mode hierarchy

- Pointing (P)
- Combination of pointing and verbal (P+V)
- Verbal only (V)

Scoring

- 0 = No response/ incorrect response/ unintelligible response
- 1/2= Partially correct and intelligible response
- 1 = Fully correct and intelligible response

Progress criteria: 75% of the total score

1. Semantics level**A. Gross phonemic level**

¹C-Ask the person with aphasia to point to correct picture

²E-Ask the person with aphasia to name the stimulus that is pointed by the clinician.

Follow the stimulus and response mode hierarchy.

Level 1: Widely variant phonemes in a word.

Stimuli (10 stimuli)

1.	ನಾಯಿ - ಹೂವು	/na:ji-hu:vu/
2.	ಪೆನ್ನು - ಊಟ	/pennu- u:tʌ/
3.	ಕಾರು - ಮೂಗು	/ka:ru-mu:gu/
4.	ಕಾಲು - ಹಸು	/ka:lu- hasu/
5.	ಲೋಟ - ಬಟ್ಟೆ	/lo:tʌ- batte/
6.	ಹುಡುಗ - ಕಿಟಕಿ	/huduga- kiʈaki/
7.	ಚಮಚ - ಕೋಳಿ	/tʃamatʃa- ko:li/
8.	ಮಲಗು - ಕೂದಲು	/malagu- ku:dalu/
9.	ತಟ್ಟೆ - ಚಪ್ಪಲಿ	/tʌtte- tʃappali/
10.	ನಕ್ಷತ್ರ - ಅಗಸ	/nakʃatra- a:gasa/

¹C=Comprehension

²E=Expression

Level 2: Lesser variant phonemes in a word**Stimuli (10 stimuli)**

- | | | |
|-----|-----------------|----------------------|
| 1. | ಪುಸ್ತಕ - ಪುರುಷ | /puʃtʌka-puruʃa/ |
| 2. | ಚಮಚ - ಚರಕ | /tʃamatʃa -tʃaraka/ |
| 3. | ಪದಕ - ಚಿಲಕ | /padʌka-tʃilaka/ |
| 4. | ಚಿರತೆ - ಹಣತೆ | /tʃirate-haɳate/ |
| 5. | ಈರುಳ್ಳಿ - ಈಶ್ವರ | /i:ruʃʃli- i:ʃvara/ |
| 6. | ಕತ್ತರಿ - ಕಮಲ | /kattari- kamala/ |
| 7. | ಕಡಿಮೆ - ಕವಚ | /kadime- kavatʃa/ |
| 8. | ಕೂದಲು - ಕೂಗಾಟ | /ku:ɖalu- ku:ga:t a/ |
| 9. | ಬಡವ - ಗಿಡುಗ | /baɖava- giduga/ |
| 10. | ಮೂಲಂಗಿ - ಮೂಷಿಕ | /mu:lʌŋgi-mu:ʃika/ |

B. Finer phonemic level

C-Ask the person with aphasia to name the stimulus that is pointed by the clinician.

E-Ask the person with aphasia to name the stimulus that is pointed by the clinician.

Follow the stimulus and response mode hierarchy.

Less variant phonemes which are visually or acoustically similar in a word.

Level 1: Finer phonemic difference in bisyllabic words.**Stimuli (10 stimuli)**

- | | | |
|-----|-----------------|-----------------|
| 1. | ಊಟ - ಆಟ | /u:tʌ- a:tʌ/ |
| 2. | ಕಾಲು - ಹಾಲು | /ka:lu-ha:lu/ |
| 3. | ಮೂರು - ಆರು | /mu:ru-a:ru/ |
| 4. | ಹೂವು - ಹಾವು | /hu:vu-ha:vu/ |
| 5. | ತಟ್ಟೆ - ಬಟ್ಟೆ | /tʌtte- batte/ |
| 6. | ಪೆನ್ನು - ಬೆನ್ನು | /pennu- bennu/ |
| 7. | ತಲೆ - ಬಲೆ | /tʌle- bale/ |
| 8. | ಬಾಯಿ - ನಾಯಿ | /ba:ji-na:ji/ |
| 9. | ಕಲ್ಲು - ಹಲ್ಲು | /kallu- hallu/ |
| 10. | ಬೀಜ - ಬೀಗ | /bi:dʒa- bi:ga/ |

Level 2: Finer phonemic difference in trisyllabic/polysyllabic words.

Stimuli (8 stimuli)

- | | |
|----------------------------|-------------------------|
| 1. ಹುಡುಗ - ಹುಡುಗಿ | /huduga-hudugi/ |
| 2. ಗಂಡಸು - ಹೆಂಗಸು | /gandasu-hengasu/ |
| 3. ಮೊಸರು - ಮರಳು | /mosaru-maralu/ |
| 4. ಚಪ್ಪರ - ಚಪ್ಪಲಿ | /tʃappara-tʃappali/ |
| 5. ಕರಡಿ - ಹರಡಿ | /karaɖi- haraɖi/ |
| 6. ತೊಂಬತ್ತು - ಒಂಬತ್ತು | /tombattu- ombattu/ |
| 7. ಇಪ್ಪತ್ತು - ಎಪ್ಪತ್ತು | /ippattu-eppattu/ |
| 8. ನಿಂಬೆಹಣ್ಣು - ಸಿಂಬೆಹಣ್ಣು | /nimbehaṅṅu-si:behaṅṅu/ |

C-Ask the person with aphasia to point to correct picture

E-Ask the person with aphasia to name the stimulus that is pointed by the clinician.

Follow the stimulus and response mode hierarchy.

C. Word level

I. Vocabulary

a. Body parts (15 stimuli)

- | | | | |
|-----------|-----------|------------|------------|
| 1. ತಲೆ | /tale/ | 9. ಹಲ್ಲು | /hallu/ |
| 2. ಕತ್ತು | /kattu/ | 10. ಕೈ | /kai/ |
| 3. ಕಣ್ಣು | /kaṅṅu/ | 11. ಕಾಲು | /ka:lu/ |
| 4. ಕಿವಿ | /kivi/ | 12. ಹೊಟ್ಟೆ | /hoṭṭe/ |
| 5. ಮೂಗು | /mu:gu/ | 13. ಬೆನ್ನು | /bennu/ |
| 6. ಬಾಯಿ | /ba:ji/ | 14. ಬೆರಳು | /beralu/ |
| 7. ತುಟಿ | /tuṭi/ | 15. ಕೂದಲು | /ku: ḍalu/ |
| 8. ನಾಲಿಗೆ | /na:lige/ | | |

b. Common objects

• Furniture (5 stimuli)

- | | | | |
|-----------|-----------|----------|----------|
| 1. ಮೇಜು | /me:dʒu/ | 4. ಕಿಟಕಿ | /kiṭaki/ |
| 2. ಕುರ್ಚಿ | /kurtʃi/ | 5. ಮಂಚ | /mantʃa/ |
| 3. ಬಾಗಿಲು | /ba:gilu/ | | |

● **Gadgets (5 stimuli)**

- | | | | |
|-----------|---------|-------------|-----------|
| 1. ಫ್ಯಾನು | /fænu/ | 4. ರೇಡಿಯೋ | /re:dijo/ |
| 2. ಟಿ.ವಿ. | /ti:vi/ | 5. ಫ್ರಿಡ್ಜ್ | /fridʒ/ |
| 3. ಫೋನು | /fo:nu/ | | |

● **Kitchen ware (5 stimuli)**

- | | | | |
|----------|------------|-----------|----------|
| 1. ತಟ್ಟೆ | /tatte/ | 4. ಪಾತ್ರೆ | /pa:tre/ |
| 2. ಚಮಚ | /tʃamatʃa/ | 5. ಚಾಕು | /tʃa:ku/ |
| 3. ಲೋಟ | /lo:tʌ/ | | |

● **Stationery (5 stimuli)**

- | | | | |
|-------------|----------|-----------|----------|
| 1. ಪೆನ್ನು | /pennu/ | 4. ರಬ್ಬರ್ | /rabbar/ |
| 2. ಪೇಪರ್ | /pe:par/ | 5. ಸ್ಲೇಟು | /sle:tʌ/ |
| 3. ಪೆನ್ಸಿಲ್ | /pensil/ | | |

● **Lavatory kit (5 stimuli)**

- | | | | |
|------------|--------------|-----------|-----------|
| 1. ಬ್ರಷು | /braʃʃu/ | 4. ಕನ್ನಡಿ | /kannaɖi/ |
| 2. ಪೇಸ್ಟ್ | /pe:stʌ/ | 5. ಸೋಪು | /so:pʌ/ |
| 3. ಬಾಚಣಿಗೆ | /ba:tʃʌŋige/ | | |

● **Clothing (5 stimuli)**

- | | | | |
|------------|---------|---------|---------|
| 1. ಶರ್ಟು | /ʃartʌ/ | 4. ಲಂಗ | /langʌ/ |
| 2. ಪ್ಯಾಂಟು | /pæntʌ/ | 5. ಟವಲ್ | /taval/ |
| 3. ಸೀರೆ | /si:re/ | | |

c. **Food items (7 stimuli)**

- | | |
|--------------|------------|
| 1. ಇಡ್ಲಿ | /idli/ |
| 2. ದೋಸೆ | /do:se/ |
| 3. ಚಪಾತಿ | /tʃapa:ti/ |
| 4. ಪಲ್ಯ | /palja/ |
| 5. ಉಪ್ಪಿಟ್ಟು | /uppittʌ/ |
| 6. ಮೂರಿ | /pu:ri/ |
| 7. ಅನ್ನ | /anna/ |

d. Animals (15 stimuli)

- | | | | |
|-----------|----------|-----------|---------|
| 1. ನಾಯಿ | /na:ji/ | 9. ಆನೆ | /a:ne/ |
| 2. ಬೆಕ್ಕು | /bekku/ | 10. ಹುಲಿ | /huli/ |
| 3. ಹಸು | /hasu/ | 11. ಸಿಂಹ | /simha/ |
| 4. ಎಮ್ಮೆ | /emme/ | 12. ಇಲಿ | /ili/ |
| 5. ಕೋಳಿ | /ko:l/ | 13. ಮೊಲ | /mola/ |
| 6. ಮೇಕೆ | /me:ke/ | 14. ಹಾವು | /ha:vu/ |
| 7. ಕುದುರೆ | /kudure/ | 15. ಕಪ್ಪೆ | /kappe/ |
| 8. ಕೋತಿ | /ko:ti/ | | |

e. Fruits (13 stimuli)

- | | | | |
|------------------|------------------|----------------|------------------|
| 1. ಬಾಳೆ ಹಣ್ಣು | /ba:lehanḡu/ | 8. ಸಪೋಟ | /sapo:ṭa/ |
| 2. ನೇಬು | /se:bu/ | 9. ಹಲಸಿನ ಹಣ್ಣು | /halasina hanḡu/ |
| 3. ಕಿತ್ತಳೆ ಹಣ್ಣು | /kitta[le hanḡu/ | 10. ಕಲ್ಲಂಗಡಿ | /kallangadi/ |
| 4. ಮಾವಿನ ಹಣ್ಣು | /ma:vina hanḡu/ | 11. ಸೀಬೆ ಹಣ್ಣು | /si:be hanḡu/ |
| 5. ದ್ರಾಕ್ಷೆ | /dra:kʃi/ | 12. ದಾಳಿಂಬೆ | /da:limbe/ |
| 6. ಅನಾನಸ್ | /ana:nas/ | 13. ಸೀತಾಫಲ | /si:ta:pala/ |
| 7. ಪರಂಗಿ ಹಣ್ಣು | /parangi hanḡu/ | | |

f. Vegetables (15 stimuli)

- | | | | |
|--------------|-----------------|-----------------|------------------|
| 1. ಟೊಮಟೋ | /toma:to/ | 9. ಮೆಣಸಿನಕಾಯಿ | /meṅasina ka:ji/ |
| 2. ಆಲೂಗಡ್ಡೆ | /a:lugeḡḡe/ | 10. ಬೆಂಡೆ ಕಾಯಿ | /bende ka:ji/ |
| 3. ಈರುಳ್ಳಿ | /i:ru[li/ | 11. ಎಲೆ ಕೋಸು | /ele ko:su/ |
| 4. ಕ್ಯಾರೆಟ್ | /kæreṭ / | 12. ಹೂ ಕೋಸು | /hoo kos:u/ |
| 5. ಸೌತೆಕಾಯಿ | /souṭeka:ji/ | 13. ಕುಂಬಳಕಾಯಿ | /kumba[aka:ji/ |
| 6. ಮೂಲಂಗಿ | /mu:langi/ | 14. ನಿಂಬೆ ಹಣ್ಣು | /nimbe hanḡu/ |
| 7. ಹುರಳಿಕಾಯಿ | /hura[lika:ji / | 15. ಹಾಗಲಕಾಯಿ | /ha:gala ka:ji/ |
| 8. ಬಟಾಣಿ | /baṭa:ṅi/ | | |

g. Vehicles (12 stimuli)

- | | | | |
|----------|---------|----------|----------|
| 1. ಬಸ್ಸು | /bassu/ | 3. ಜೀಪ್ | /dʒi:pu/ |
| 2. ಕಾರು | /ka:ru/ | 4. ಸೈಕಲ್ | /saikal/ |

- | | |
|----------------------|----------------------------------|
| 5. ಆಟೋ /a:tɔ/ | 9. ಹಡಗು /hadɔɡu/ |
| 6. ಸ್ಕೂಟರ್ /sku:tɔr/ | 10. ರೈಲು /railu/ |
| 7. ಬೈಕ್ /baik/ | 11. ವಿಮಾನ /vima:na/ |
| 8. ಲಾರಿ /la:ri/ | 12. ಎತ್ತಿನ ಬಂಡಿ /jattina ɡa:dʒi/ |

h. Numbers (16 stimuli)

- | | |
|-----------------------|---|
| 1. ಒಂದು /onɖu/ | 9. ನೂರ ನಲವತ್ತು /nu:ra nalavattu/ |
| 2. ಮೂರು /mu:ru/ | 10. ನೂರ ಅರವತ್ತೊಂಬತ್ತು /nu:ra aravattombattu/ |
| 3. ಏಳು /e:lʉ/ | 11. ಸಾವಿರ /sa:vira/ |
| 4. ಹತ್ತು /hattu/ | 12. ಸಾವಿರದ ಇಪ್ಪತ್ತು /sa:viraɖa ippattu/ |
| 5. ಎಂಟು /enɖu/ | 13. ಐದು ಸಾವಿರದ ನಾನೂರು /aiɖu sa:viraɖa na:nu:ru/ |
| 6. ಇಪ್ಪತ್ತು /ippattu/ | 14. ಆರು ಸಾವಿರದ ಏನೂರು /a:ru sa:viraɖa ainu:ru/ |
| 7. ಐವತ್ತು /aivattu/ | 15. ಆರು ಸಾವಿರದ ಏನೂರ ಮೂವತ್ತು /a:ru sa:viraɖa ainu:ra mu:vattu/ |
| 8. ನೂರು /nu:ru/ | 16. ಹತ್ತು ಸಾವಿರ /hattu sa:vira/ |

i. Colours (10 stimuli)

- | | |
|--------------------|---------------------|
| 1. ಕೆಂಪು /kempu/ | 6. ಬಿಳಿ /bi i/ |
| 2. ಹಸಿರು /hasiru/ | 7. ಕಪ್ಪು /kappu/ |
| 3. ಹಳದಿ /ha adi/ | 8. ಕಂದು /kandu/ |
| 4. ನೀಲಿ /ni:li/ | 9. ಗುಲಾಬಿ /gula:bi/ |
| 5. ಕೇಸರಿ /ke:sari/ | 10. ನೇರಳೆ /ne:ra e/ |

j. Geometric forms (10 stimuli)

- | | |
|---------------------------|---------------------------------|
| 1. ವೃತ್ತ /vrutʃta/ | 6. ನಕ್ಷತ್ರ /nakʃatʃra/ |
| 2. ತ್ರಿಕೋಣ /tʃriko:ɳa/ | 7. ಅರ್ಧಚಂದ್ರ /arɖʰatʃandra/ |
| 3. ಕೋನ /ko:na/ | 8. ಚುಕ್ಕೆ/ಬಿಂದು /tʃukke /bindu/ |
| 4. ಚೌಕ /tʃauka/ | 9. ಬಾಣ //ba:ɳa/ |
| 5. ಆಯತಾಕಾರ /a:jatʃaka:ra/ | 10. ಗೆರೆ/ರೇಖೆ /gere /re:kʰe/ |

ii. Antonyms

Pictures are provided only for level-1 task.

Level 1: Stimuli (14)

1. ದೊಡ್ಡದು: ಚಿಕ್ಕದು, ಪೇಪರ್ /ɖoɖɖaɖu, tʃikkadu, pe:pa:r/

- | | |
|------------------------------|-----------------------------|
| 2. ಉದ್ದ: ಗಿಡ್ಡ, ದಪ್ಪ | /udda:, dappa, gidḍa/ |
| 3. ಮೇಲೆ: ಕೆಳಗೆ, ಬಲಗಡೆ | /me:le, keḷage, balagaḍe/ |
| 4. ಒಳಗೆ: ಆಫ್, ಹೊರಗೆ | /oḷage, a:f, horage/ |
| 5. ಹತ್ತಿರ: ದೂರ, ಮುಂದೆ | /hattira, du:ra, munde/ |
| 6. ಬೆಳಿಗ್ಗೆ: ನಕ್ಷತ್ರ, ರಾತ್ರಿ | /beligge, nakṣatra, ra:tri/ |
| 7. ಶ್ರೀಮಂತ: ಕಾಸು, ಬಡವ | /ṣrimanta: ka:su, baḍava/ |
| 8. ನಗು: ಆಳು, ಸಿಟ್ಟು | /nagu, aḷu, siṭṭu/ |
| 9. ತೆಗೆ: ಆನ್, ಮುಚ್ಚು | /ṭegi, a:n, mutṣu/ |
| 10. ಕುಳಿತುಕೊ: ನಿಂತುಕೊ, ಮಲಗು | /kuḷituko, malagu, nintko/ |
| 11. ಯುವಕ: ಮುದುಕ, ಹುಡುಗ | /juvaka, muduka, huḍuga/ |
| 12. ಹತ್ತು: ಇಳಿ, ನಿಂತುಕೊ | /hattu, iḷi, nintuko/ |

Level 2 : Stimuli (15)

- | | |
|-----------------------------|-----------------------------|
| 1. ಸತ್ಯ - ಅಸತ್ಯ, ಬಿಳಿ | /saṭja-asaṭja, bili/ |
| 2. ಒಳ್ಳೆಯದು - ಕೆಟ್ಟದು, ಸುಲಭ | /oḷḷejaḍu-keṭṭaḍu, sulabha/ |
| 3. ಸಂತೋಷ - ದುಃಖ, ಕಷ್ಟ | /santo:ṣa-ḍukha, kaṣṭa/ |
| 4. ಲಾಭ - ನಷ್ಟ, ಸುಖ | /la:bha-naṣṭa, sukha/ |
| 5. ಜಯ - ಅಪಜಯ, ಸಿಹಿ | /dṣaja-apadṣaja, sihi/ |
| 6. ಭಾರ - ಹಗುರ, ಹಾಸಿಗೆ | /bha:ra-hagura, ha:sige/ |
| 7. ಸುಂದರ ಕುರೂಪ, ದಪ್ಪ | /sundara-kuru:pa, dappa/ |
| 8. ಜಾಣ - ದಡ್ಡ, ಪುಸ್ತಕ | /dṣa:ṇa-ḍaḍḍa, puṣṭaka/ |
| 9. ಗಟ್ಟಿ - ಮೃದು, ನೀರು | /gatti-mruḍu, ni:ru/ |
| 10. ನಿಧಾನ - ಬೇಗ, ನಿಲ್ಲು | /nid:ana-be:ga, nillu/ |
| 11. ಸರಿ - ತಪ್ಪು, ಸುಳ್ಳು | /sari-ṭappu, suḷḷu/ |
| 12. ಉತ್ತರ - ದಕ್ಷಿಣ, ಪೂರ್ವ | /uttara-dakṣiṇa, pu:rva/ |
| 13. ಬಲ - ಎಡಗಡೆ, ಮೇಲೆ | /balagaḍe-eḍagaḍe, me:le/ |
| 14. ಇಲ್ಲಿ - ಅಲ್ಲಿ, ಮೇಲೆ | /illi-alli, me:le/ |
| 15. ಜಾಣ - ದಡ್ಡ, ಬುದ್ಧಿವಂತ | /dṣa:ṇa-ḍaḍḍa, budhivaṅta/ |

iii. Synonyms

Level 1: Words having one synonym

Stimuli (10)

- | | |
|-----------------------------|-------------------------------|
| 1. ರಾಜ : ಮರ, ಅರಸ | /ra:dʒa: mara arasa/ |
| 2. ಶ್ರೀಮಂತ : ಸಾಹುಕಾರ, ಹಕ್ಕಿ | /srimanta:, sahuka:ra, hakki/ |
| 3. ಮರ : ಹುಲಿ, ವೃಕ್ಷ | /mara, huli, vrukʃa/ |
| 4. ಹತ್ತು : ನಾಯಿ, ಏರು | /hattu: ,na:ji, e:ru/ |
| 5. ರಸ್ತೆ : ದಾರಿ, ಗಿಡ | /rastē: d̄a:ri, giḍa/ |
| 6. ಸಮಯ : ಘಂಟೆ, ಮೇಜು | /samaja: ghante, me:dʒu/ |
| 7. ದೇಹ : ಶರೀರ, ಶರ್ಟು | /de:ha:, ʃari:ra, ʃartu/ |
| 8. ಸಮುದ್ರ : ಸಾಗರ, ಮೀನು | /samudra: sa:gara, mi:nu/ |
| 9. ಕಾಡು : ಆನೆ, ಅರಣ್ಯ | /ka:ḍu: a:ne, aranja/ |
| 10. ಚಿಕ್ಕ : ಸಣ್ಣ, ಪುಟ್ಟ | /tʃikka: san̄ṇa, puṭṭa/ |

Level 2: A word, having more than one synonym

Stimuli (9)

- | | |
|------------------------------------|---|
| 1. ಹಸ್ತ : ಕರ, ಕಾಲು, ಕೈ | /hasta:kara,ka:l̄u, kai/ |
| 2. ಕಣ್ಣು : ಹೊಟ್ಟೆ, ನಯನ, ನೇತ್ರ | /kaṇṇu:, hoṭṭe, najana, ne:t̄ra/ |
| 3. ದೇವಸ್ಥಾನ : ದೇವಾಲಯ, ಗುಡಿ, ಚರ್ಚ್ | /devas̄ta:na:, de:va:l̄aja, guḍi, tʃartʃ/ |
| 4. ಮನೆ : ಗೃಹ, ನಿವಾಸ, ಆಸ್ಪತ್ರೆ | /mane, gruha, niva:sa, a:spatre/ |
| 5. ದುಡ್ಡು : ಹಣ, ಕಾಸು, ಡಬ್ಬಿ, ರೊಕ್ಕ | /duḍḍu:, haṇa, ka:su, ḍabbi, rokka/ |
| 6. ಭೂಮಿ : ಭುವಿ, ಭಾರತ, ಇಳೆ | /bhu:mi:, bhuvi, bha:rata, il̄e/ |
| 7. ಆಕಾಶ : ಹಕ್ಕಿ, ಆಗಸ, ಭಾನು | /a:ka:ʃa:, hakki, a:gasa, b̄a:nu/ |
| 8. ಸಿಟ್ಟು : ಕೋಪ, ಅಧ್ಯಾಪಕಿ, ಕ್ರೋಧ | /siṭṭu: ko:pa, aḍja:paki, kro:d̄ha/ |
| 9. ಮದುವೆ : ವಿವಾಹ, ಊಟ, ಲಗ್ನ | /maḍuve:, viva:ha, u:t̄a, lagna/ |

iv. Syntagmatic and paradigmatic relations

Syntagmatic relations are ones that linguistic units have with other units because they occur together in a sequence

Paradigmatic relations are ones that linguistic units share because they may be substituted by another.

Pictures are not provided for this section. However, the clinician is free to use any related picture from the manual

Syntagmatic relations**Stimuli (10)**

- | | | | |
|------------|-----------------|-----------------|---------------------------------------|
| 1. ಹಾಲು | : ಬಿಳಿ | - ಕೂದಲು | : |
| /ha:lu/ | : /bi:l/ | - /ku:ḍalu/ | :__ (/kappu/, /ni:li/) |
| 2. ಮೈದಾನ | : ಆಟ | - ಶಾಲೆ | : |
| /maida:na/ | : /a:tʌ/ | - /ʃa:le/ | :__ (/u:tʌ/, /pa:tʌ/) |
| 3. ಪೆನ್ನು | : ಬರಿ | - ಬಾಲು | : |
| /pennu/ | : /bari/ | - /ba:lu/ | :__ (/a:ḍu/, /o:ḍu/) |
| 4. ಸಕ್ಕರೆ | : ಸಿಹಿ | - ಹಾಗಲಕಾಯಿ | : |
| /Sakkare/ | : /sihi/ | - /ha:ga[akaji/ | :__ (/hu:li/, /kahi/) |
| 5. ಕಾಗೆ | : ಕಪ್ಪು | - ಹಂಸ | : |
| /ka:ge/ | : /kappu/ | - /hamsa/ | :__ (/bi:li/, /hasiru/) |
| 6. ಕುದುರೆ | : ಓಡು | - ಮೀನು | : |
| /kudure/ | : /o:ḍu/ | - /mi:nu/ | :__ (/naḍe/, /i:ḍu/) |
| 7. ಪುಸ್ತಕ | : ಭಾರ | - ಪೇಪರ್ | : |
| /puṣṭaka/ | : /bhara/ | - /pe:par/ | :__ (/hagura/, /saṅṅa/) |
| 8. ಬ್ರೆಡ್ | : ತಿನ್ನು | - ಕಾ | : |
| /bredḍu/ | : /tinnu/ | - /ka:fi/ | :__ (/ma[agu/, /kuḍi/) |
| 9. ಆನೆ | : ದೊಡ್ಡದು | - ಇಲಿ | : |
| /a:ne/ | : /ḍoḍḍaḍu/ | - /iliz/ | :__ (/tʃikkadu/, /agala/) |
| 10. ಜಿಂಕೆ | : ಸಸ್ಯಹಾರಿ | - ಹುಲಿ | : |
| /dʒinke/ | : /sasja:ha:ri/ | - /huli/ | :__ (/ma:msa:ha:ri/,
/Miʃraha:ri/) |

Paradigmatic relations**Stimuli (10)**

- | | | | |
|----------|-----------|-------------|---------------------------|
| 1. ಗಿಳಿ | : ಹಕ್ಕಿ | - ಹುಲಿ | : |
| /gi:l/ | : /hakki/ | - /huli/ | :__ (/pra:ṅi/, /dʒinke/) |
| 2. ರೋಜ | : ಹೂವು | - ಕ್ಯಾರೆಟ್ | : |
| /ro:dʒa/ | : /hu:vu/ | - /kja:ret/ | :__ (/ko:su/, /tʌrakari/) |

3. ತಾತಾ : ಅಜ್ಜಿ - ಅಪ್ಪ : __
/tɑ:tɑ:/ : /ɑdʒdʒi/ - /ɑppɑ/ : __ (/ɑmmɑ/, /mɑgɑ/)
4. ಸೇಬು : ಹಣ್ಣು - ಮೇಜು : __ (/vɑ:hɑnɑ/, /vɑstʃu/)
/se:bʊ/ : /hɑŋŋu/ - /medʒu
5. ಅಕ್ಕಿ : ಕಾಳು - ಮಲ್ಲಿಗೆ : __ (/hɑ:vʊ/, /u:tɑ/)
/ɑkki/ : /kɑ:lʊ/ - /mɑllige/
6. ಈರುಳ್ಳಿ : ತರಕಾರಿ - ಬಾಳೆಹಣ್ಣು : __ (/kɑlʊ/, /hɑŋŋu/)
/i:ru[lɪ/ : /tɑrɑkɑ:ri/ - /bɑ:lɛhɑŋŋu/
7. ಅಣ್ಣ : ತಂಗಿ - ಮಗ : __ (/mɑgɑlʊ/, /ɑppɑ/)
/ɑŋŋɑ/ : /tɑŋgi/ - /mɑgɑ/
8. ನಾಯಿ : ಪ್ರಾಣಿ - ಕಾಗೆ : __ (/gi:lɪ/, /hɑkki/)
/nɑ:ji/ : /prɑ:ŋi/ - /kɑ:ge/
9. ಸೀರೆ : ಬಟ್ಟೆ - ಸ್ಕೂಟರ್ : __ (/vɑ:hɑnɑ/, /tʃɑkrɑ/)
/si:re/ : /bɑttɛ/ - /skʊ:tɑr/
10. ದೋಸೆ : ತಿಂಡಿ - ಅನ್ನ : __
/dʊ:se/ : /tɪndi/ - /ɑnnɑ/ : __ (/u:tɑ/, /kudɪ/)

v. Semantic similarity

C-Ask the person with aphasia to indicate the correct pair by drawing lines

E- Ask the person with aphasia to tell the other member of the pair.

Stimuli (15)

- | | | | |
|---------------|-----------------|----------|--------------|
| 1. ಆಟವಾಡುವುದು | /ɑ:tɑvɑ:ɖʊvʊɖu/ | ಅಸೂಯೆ | /ɑsʊ:j/ |
| 2. ಓಡುವುದು | /o:ɖʊvʊɖu/ | ಹಾಡು | /hɑ:ɖu/ |
| 3. ಹಾಡುವುದು | /hɑ:ɖʊvʊɖu/ | ಬಾಯಾರಿಕೆ | /bɑ:jɑ:rike/ |
| 4. ನೋಡುವುದು | /no:ɖʊvʊɖu/ | ಹಾಡು | /hɑ:ɖu/ |
| 5. ಕುಡಿಯುವುದು | /kudɪjʊvʊɖu/ | ಲೇಖನ | /le:kʰɑnɑ/ |
| 6. ಓಡುವುದು | /o:ɖʊvʊɖu/ | ಆಟ | /ɑ:tɑ:/ |
| 7. ಬರಿಯುವುದು | /bɑrijuvʊɖu/ | ದೃಷ್ಟಿ | /druʃtʃɑ/ |
| 8. ಮಾಡುವುದು | /mɑ:ɖʊvʊɖu/ | ಓಟ | /u:tɑ/ |
| 9. ಕೂರುವುದು | /kʊ:ruvʊɖu/ | ಕೂಗು | /kʊ:gu/ |

10. ಮಲಗುವುದು	/malaguvudu/	ಕಾರ್ಯ	/ka:rja/
11. ಭೇಟಿ	/b ^h e:ti/	ನಿದ್ದೆ	/nidde/
12. ಕಿರುಚುವುದು	/kirut ^h uvudu/	ಮಿಲನ	/mi ana/
13. ಹೊಟ್ಟೆ ಕಿಚ್ಚು	/hot ^h tekitt ^h u/	ಮಾತು	/ma:tu/
14. ಎಚ್ಚರ	/et ^h tfara/	ಕುರ್ಚಿ	/kurt ^h fi/
15. ಹೇಳುವುದು	/he:l ^h uvudu/	ಜಾಗರಣೆ	/ja:gara ^h ne/

Answer key :

1-6, 2-4, 3-2, 4-7, 5-3, 6-8, 7-5, 8-10, 9-14, 10-11, 11-12, 12-9, 13-1, 14-15, 15-13.

vi. Semantic contiguity

C-Ask the person with aphasia to indicate the correct pair by drawing lines

E-Ask the person with aphasia to tell the other member of the pair

Stimuli (19)

1. ಮುಗುಳ್ಳಗೆ	/mugul ^h nage/	ಸಿನಿಮಾ	/sinima:/
2. ನೂಲು	/nu:l ^h u/	ಮನೆ	/mane/
3. ಹಣ್ಣು	/han ^h nu/	ನಗು	/nagu/
4. ಇಟ್ಟಿಗೆ	/ittige/	ಬಟ್ಟೆ	/batte/
5. ಹಾಡು	/ha:d ^h u/	ತಿನ್ನು	/tin ^h nu/
6. ಅಕ್ಕಿ	/akki/	ಜಡೆ	/d ^h 3ade/
7. ಬೀಜ	/bhi:ja/	ಮಡಿಕೆ	/madike/
8. ದುರ್ವಾಸನೆ	/durva:sane/	ರೊಟ್ಟಿ	/rot ^h ti/
9. ಮಣ್ಣು	/man ^h nu/	ಗಿಡ	/gida/
10. ಹುಡುಗಿ	/hud ^h ugi/	ಚರಂಡಿ	/t ^h farandji/
11. ಲೋಟೆ	/lot ^h a/	ಮಳೆ	/male/
12. ನೀರು	/ni:ru/	ಬೆಣ್ಣೆ	/ben ^h ne/
13. ಸ್ವೀಲು	/sti:l ^h u/	ಸುತ್ತಿಗೆ	/sut ^h tige/
14. ಹಾಲು	/ha:lu/	ಕುಡಿ	/kudji/
15. ಮೋಡ	/mo:da/	ಪಾತ್ರೆ	/pa:tre/
16. ಚಿನ್ನ	/t ^h finna/	ಬತ್ತಿ	/bat ^h ti/
17. ಕಬ್ಬು	/kab ^h bu/	ಶಾಲು	/ ^h ja:lu/
18. ಹತ್ತಿ	/hatti/	ಆಭರಣ	/a:b ^h arana/
19. ಚಳಿ	/t ^h jali/	ಸಕ್ಕರೆ	/sakkare/

vii. Semantic anomaly

- C - Ask the person with aphasia to indicate whether the sentences are right/wrong
 E - Ask the person with aphasia to tell whether the sentences are right/wrong .If wrong explain why.

Stimuli (23)

- | | |
|--------------------------------------|--|
| 1. ಬೆಳಿಗ್ಗೆ ಕತ್ತಲೆ ಇರುತ್ತದೆ. | /be igge kattale iruttade/ |
| 2. ಬೆಕ್ಕು ಬೊಗಳುತ್ತದೆ. | /bekku boga uttade/ |
| 3. ಅವನು ಬಿಸಿಲಿನಲ್ಲಿ ನೆನೆದುಹೋದ | /avanu bisilanalli nenuduhoda/ |
| 4. ಮೇಜು ಅಳುತ್ತಿದೆ. | /me:dzu a uttide/ |
| 5. ಹುಡುಗ ಚಮಚದಲ್ಲಿ ಬರೆಯುತ್ತಿದ್ದಾನಾ | /huduga t amat adalli barejuttidda:na: / |
| 6. ಪಾತ್ರೆಯಲ್ಲಿ ಕಪ್ಪು ಹಾಲಿದೆ. | /pa:trejalli kappu ha:lidge/ |
| 7. ರಾಮು ನನ್ನ ಅಕ್ಕ | /ra:mu nanna akka/ |
| 8. ರಾಧ ನನ್ನ ಅಣ್ಣ | /ra:dh ^h a nanna an na/ |
| 9. ಆಕಾಶದ ಬಣ್ಣ ಹಸಿರು ಇರುತ್ತದೆ. | /a:ka: ada ban na hasiru iruttade/ |
| 10. ಮೀನುಗಳು ನೆಲದ ಮೇಲೆ ಇರುತ್ತವೆ. | /mi:nuga u nela da me:le iruttave/ |
| 11. ನಾವು ಕಣ್ಣಿನಿಂದ ಕೇಳುತ್ತೇವೆ. | /na:vu ka n nininda ke: utteve/ |
| 12. ಕುರ್ಚಿ ವೇಗವಾಗಿ ಓಡುತ್ತದೆ. | /kurt ji ve:gava:gi o: uttade/ |
| 13. ನಾವು ಕಿವಿಯಿಂದ ತಿನ್ನುತ್ತೇವೆ | /na:vu kivijinda tinnutte:ve/ |
| 14. ಹುಡುಗರು ಪುಸ್ತಕವನ್ನು ತಿನ್ನುತ್ತಾರೆ | /hudugaru pustakavannu tinnutta:re/ |
| 15. ಪಕ್ಷಿ ನೀರಿನಲ್ಲಿ ಹಾರುತ್ತದೆ. | /pak ji ni:rinalli ha:ruttade/ |
| 16. ಹುಡುಗ ರೊಟ್ಟಿಯನ್ನು ಕುಡಿಯುತ್ತಾನೆ | /huduga rot tijannu kudijuttane/ |
| 17. ನೂಲು ತುಂಬಾ ಭಾರವಿರುತ್ತದೆ. | /nu:lu tumba: bha:raviruttade/ |
| 18. ನನ್ನ ಮಗ ಒಳ್ಳೆಯ ಹುಡುಗಿ | /nanna maga ol leja hudugi/ |
| 19. ಹುಡುಗ ಹುಲ್ಲು ತಿಂದನು. | /huduga hullu t indanu/ |
| 20. ಇದು ಕಪ್ಪು ಬಣ್ಣದ ಗಿಳಿ | /idu kappu ban nada gil / |
| 21. ಅನೆ ತುಂಬಾ ಸಣ್ಣ ಪ್ರಾಣಿ | /a:ne tumba: san na pra: ni/ |
| 22. ಹುಲಿ ಹುಲ್ಲು ತಿಂದಿತು. | /huli hullu t inditu/ |
| 23. ಹಾಗಲಕಾಯಿ ಸಿಹಿಯಾಗಿರುತ್ತದೆ | /ha:ga aka:ji sihijiruttade/ |

2. Syntactic Level

A. Person Number Gender markers

Person: It is a grammatical category which determines the choice of pronouns in a sentence according to certain principles.

Number: It is a grammatical distinction which determines whether nouns, verbs, adjectives in a language are singular or plural.

Gender: It is a grammatical distinction in which words such as nouns, articles, adjectives, and pronouns are marked according to a distinction between masculine and feminine.

Person

C-Ask the person with aphasia to indicate whether the sentence is right or wrong.

E-Ask the person with aphasia to tell, if the sentence is right or wrong. If wrong, explain why. Follow the stimulus and response mode hierarchy.

Stimuli (10)

- | | |
|------------------------|------------------------|
| 1. ನಾನು ಹೋಗುತ್ತೀನಿ | /na:nu ho:guttini/ |
| 2. ನಾವು ಹೋಗುತ್ತೇವೆ | /na:vu ho:gutte:ve/ |
| 3. ನಾವು ತಿನ್ನುತ್ತೀನಿ | /na:vu tinnuttini/ |
| 4. ರಾಮು ಬರುತ್ತಾನೆ | /ra:mu baru:ta:ne/ |
| 5. ರಾಮು ಹಾಡುತ್ತಿದೆ | /ra:mu ha:du:ta:de/ |
| 6. ನೀವು ಮಲಗುತ್ತೀರೋ? | /ne:vu malagu:ti:ro:?/ |
| 7. ನೀನು ಕೆಮ್ಮುತ್ತೀರಾ ? | /ni:nu kemmu:ti:ra:?/ |
| 8. ರಾಮು ಮಲಗುತ್ತಾನೆ | /ra:mu malagu:ta:ne/ |
| 9. ಅವರು ಹೋಗುತ್ತಾನೆ | /avaru ho:guttane/ |
| 10. ನಾವು ಮಲಗುತ್ತೇವೆ | /na:vu malagu:te:ve/ |

Number

C-Ask the person with aphasia to indicate the correct picture as named by the clinician.

E-Ask the person with aphasia to tell the plural of the words as named by the clinician. Follow the stimulus and response mode hierarchy.

Stimuli (10)

1. ಹುಡುಗಿ - ಹುಡುಗಿಯರು	/hudugi - hudugijaru/
2. ಹುಡುಗ - ಹುಡುಗರು	/huduga - hudugaru/
3. ನಾಯಿ - ನಾಯಿಗಳು	/na:ji - najiga[u/
4. ಮರ - ಮರಗಳು	/mara - maraga[u/
5. ಎಲೆ - ಎಲೆಗಳು	/ele - elega[u/
6. ಬಾಗಿಲು - ಬಾಗಿಲುಗಳು	/ba:gilu - ba:giluga[u/
7. ಬೆಕ್ಕು - ಬೆಕ್ಕುಗಳು	/bekku - bekkuga[u/
8. ಹೂವು - ಹೂವುಗಳು	/hu:vu - hu:vuga[u/
9. ಪುಸ್ತಕ - ಪುಸ್ತಕಗಳು	/puṣṭaka - puṣṭakaga[u/
10. ತಟ್ಟೆ - ತಟ್ಟೆಗಳು	/ṭatte - ṭattega[u/
11. ಚೆಂಡು - ಚೆಂಡುಗಳು	/tʃendu - tʃenduga[u/
12. ಪೆನ್ನು - ಪೆನ್ನುಗಳು	/pennu - pennuga[u/
13. ಪೇಪರ್ - ಪೇಪರ್‌ಗಳು	/pe:par - pe:parga[u/
14. ಕುರ್ಚಿ - ಕುರ್ಚಿಗಳು	/kurtʃi - kurtʃiga[u/
15. ಗಡಿಯಾರ - ಗಡಿಯಾರಗಳು	/gadɪja:ra - gadɪja:raga[u/

Gender

C-Ask the person with aphasia to indicate the correct picture opposite in gender as named by the clinician.

E-Ask the person with aphasia to tell the opposite gender of the words as named by the clinician. Follow the stimulus and response mode hierarchy.

Stimuli (11)

1. ಹುಡುಗ - ಹುಡುಗಿ	/huduga - hudugi/
2. ಗಂಡಸು - ಹೆಂಗಸು	/gandasu - hengasu/
3. ಮುದುಕ - ಮುದುಕಿ	/muduka - muduki/
4. ರಾಜ - ರಾಣಿ	/ra:dʒa - ra:ɳi/
5. ಎತ್ತು - ಹಸು	/jettu - hasu/
6. ಸಿಂಹ - ಸಿಂಹಿಣಿ	/simha - simhiṅi/
7. ಹುಂಜ - ಕೋಳಿ	/hundʒa - ko:lɪ/
8. ಅಗಸ - ಅಗಸಗಿತ್ತಿ	/agasa - agasagitti/

9. ಹಾಡುಗಾರ - ಹಾಡುಗಾರ್ತಿ /ha:ɖuga:ra - ha:ɖugarthi/
 10. ಲೇಖಕ - ಲೇಖಕಿ /lekhaka - lekhaki/
 11. ಹೂಗಾರ - ಹೂವಾಡಗಿತ್ತಿ /hu:ga:ra - hu:vaɖagitti/

B. Tenses

Past tense: It is a form of a verb which is usually used to show that the act or state described by the verb occurred at the time before the present.

Present tense: A tense, which typically relates the time of an action or state to the present moment of time.

Future tense: A tense form used to indicate that the event described by the verb will take place at a future time.

C-Ask the person with aphasia to point to the picture which depicts the sentence as named by the clinician

E-Ask the person with aphasia to describe the picture that the clinician points to. Follow the stimulus and response mode hierarchy.

Stimuli (15)

1. ಹುಡುಗ ಮಲಗುವನು /huɖuga malaguvanu/
 ಹುಡುಗ ಮಲಗುತ್ತಿದ್ದಾನೆ /huɖuga malaguttidda:ne/
 ಹುಡುಗ ಮಲಗಿದ /huɖugamalagida/
2. ಹುಡುಗಿಯು ಮಾವಿನ ಹಣ್ಣನ್ನು ತಿನ್ನುತ್ತಾಳೆ /huɖugiju ma:vina haŋŋannu tinnutta:[e]/
 ಹುಡುಗಿಯು ಮಾವಿನ ಹಣ್ಣನ್ನು ತಿನ್ನುತ್ತಿದ್ದಾಳೆ /huɖugiju ma:vina haŋŋannu tinnuttidda:[e]/
 ಹುಡುಗಿಯು ಮಾವಿನ ಹಣ್ಣನ್ನು ತಿಂದಳು /huɖugiju ma:vina haŋŋannu tinda[u]/
3. ಹುಡುಗನು ಬರೆಯುತ್ತಾನೆ /huɖuganu barejutta:ne/
 ಹುಡುಗನು ಬರೆಯುತ್ತಿದ್ದಾನೆ /huɖuganu barejuttidda:ne/
 ಹುಡುಗನು ಬರೆದನು /huɖuganu bareɖanu/
4. ಹುಡುಗಿಯು ನೀರು ಕುಡಿಯುತ್ತಾಳೆ /huɖugiju ni:ru kuɖijutta:[e]/
 ಹುಡುಗಿಯು ನೀರು ಕುಡಿಯುತ್ತಿದ್ದಾಳೆ /huɖugiju ni:ru kuɖijuttidda:[e]/
 ಹುಡುಗಿಯು ನೀರು ಕುಡಿದಳು /huɖugiju ni:ru kuɖida[u]/
5. ಹೆಂಗಸು ಅಡಿಗೆ ಮಾಡುತ್ತಾಳೆ /hengasu aɖige ma:ɖutta:[e]/
 ಹೆಂಗಸು ಅಡಿಗೆ ಮಾಡುತ್ತಿದ್ದಾಳೆ /hengasu aɖige ma:ɖuttidda:[e]/
 ಹೆಂಗಸು ಅಡಿಗೆ ಮಾಡಿದಳು /hengasu aɖige ma:ɖida[u]/

6. ಹುಡುಗನು ಬಾಗಿಲು ತೆಗೆಯುತ್ತಾನೆ /huɖuganu ba:gilu tegejutta:ne/
ಹುಡುಗನು ಬಾಗಿಲು ತೆಗೆಯುತ್ತಿದ್ದಾನೆ /huɖuganu ba:gilu tegejutta:ne/
ಹುಡುಗನು ಬಾಗಿಲು ತೆಗೆದನು /huɖuganu ba:gilu tegeɖanu/
7. ಅವನು ಚೆಂಡನ್ನು ಎಸೆಯುತ್ತಾನೆ /avanu tʃendannu esejutta:ne/
ಅವನು ಚೆಂಡನ್ನು ಎಸೆಯುತ್ತಿದ್ದಾನೆ /avanu tʃendannu esejuttidda:ne/
ಅವನು ಚೆಂಡನ್ನು ಎಸೆದ /avanu tʃendannu eseda/
8. ಅವಳು ಪೇಪರ್ ಹರಿಯುತ್ತಾಳೆ /avalu pe:par harijutta:le/
ಅವಳು ಪೇಪರ್ ಹರಿಯುತ್ತಿದ್ದಾಳೆ /avalu pe:par harijuttidda:le/
ಅವಳು ಪೇಪರ್ ಹರಿದಳು /avalu pe:par harida/
9. ಹೆಂಗಸು ಬಟ್ಟೆ ಒಗೆಯುತ್ತಾಳೆ /hengasu batt egejutta:le/
ಹೆಂಗಸು ಬಟ್ಟೆ ಒಗೆಯುತ್ತಿದ್ದಾಳೆ /hengasu batt egejuttidda:le/
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