

# BedSideScreeningTest for persons with aphasia-Kannada

*by* Goswamisp Ramyahy

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# Bedside Screening Test for Persons with Aphasia- Kannada

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## CONTENTS

	Page No
Introduction	1
Development of the Screening tool	1
Seating	2
Test instructions	2
Domains and Subsections	3
Scoring Pattern	4
Screening Test Material	5
Overall Score Sheet	16
Normative Data	17
Picture Book	
Set 1	Pointing Task (PT)
Auditory Word Recognition (AWR)	
Confrontation Naming (CN)	
Reading (R)	
Writing (W)	
Set 2	Verification Task (VT)

## Introduction

Humans are unique among animals that have a highly developed symbolic communication called as language. Human communication using language is an exchange of ideas between sender (S) and receiver (R). It involves message transmission and response or feedback. Any disruption in communication from the sender / receiver / in the path of transmit can result in language disorders. There are a host of factors like stroke, trauma, tumor etc which can lead to acquired speech and language disorders. Cerebral disorders rank high in causing structural variations in the central nervous system which in turn results in aphasia. Among this, stroke (vascular diseases) is the common cause leading to aphasia (Tonkonogy, 1986), especially when stroke is in the region of language zone i.e. in the left hemisphere. Generally, aphasia is defined as a disorder of language where linguistic processing and linguistic knowledge is affected.

There are many tools available for assessing the linguistic deficits in aphasia, both for detailed assessment and screening. Detailed examination is possible only when the person is physically stable and can attend to the examination for a long time. During the initial post-acute stages of recovery, screening tools play a very important role to predict whether the person is deviating from normalcy. Majority of the screening tools are developed in western context and hence, it becomes difficult to apply it in the Indian context due to large ethno cultural variation. Thus, in order to improve the quality of assessment and for better understanding of person's strengths and weakness there is a demand for developing test materials in native languages. Furthermore, the availability of the screening tools in Indian languages is limited. Hence, an attempt has been made to develop a bedside screening test in Kannada which can be used to evaluate persons with aphasia. The screening tool can be administered on adults from 18 years and above.

## Development of the Screening tool

The development of the test was carried out in two phases.

- a) **Phase I:** Development of the test material in Kannada – The test material was prepared keeping in mind the syntactic and semantic aspects of Kannada language. The prepared test stimuli were rated for familiarity by five speech language



pathologists who are native speakers of Kannada, proficient in reading and writing Kannada.

- b) **Phase II: Test Administration** – The test was administered on two groups of participants. In Group 1, 30 neurotypical (normal) participants in the age group of 40 - 70 years were included to form a baseline which was considered as normative for this test and in Group 2, bedside evaluation of seven persons with stroke was carried out.

### **Seating**

Since the evaluation is in a bedside condition, it should be done within the person's range of comfort and preferred seating. The picture cards and objects should be placed at a distance where the person with stroke can comfortably visualize.

### **Test instructions**

Initially, the task to be performed by the participant has to be explained in detail to them. Instruct the person that he will need to point to picture cards or objects and to perform actions with objects placed on the table according to examiners instructions. Prior to the actual testing, 'pretest instructions' should be given to make sure whether the person is familiar with the task to be performed and the items that are going to be used in the test. Repeat the instruction if the participant does not perform any part of the test trial correctly. Instruct the person at comfortable listening level and prosodic features of speech such as rate, intonation, stress and juncture should be maintained.

Pre - test instructions should be given as follows:

"I will be administering a test on you now. I will ask you certain questions. You need to answer verbally for some and others require pointing/naming the object/picture card (flash card) placed in front of you. If you feel that you are not able to understand, please stop me and I will repeat the instructions.

After the pretest instructions, ask the person, "Are you now clear about the task you have to do?" / "Shall we start the test?"/ "Are you ready?" Then begin with the administration of the subsections of the test.

## Domains and Subsections

The bedside screening test includes six domains with subsections.

Domain 1	:	Spontaneous Speech	0
Domain 2	:	Auditory Verbal Comprehension	0
		a) Yes / No questions	1
		b) Pointing Task	1
		c) Auditory Word Recognition	1
		d) Verification Task	1
		e) Sequential Commands	1

Domain 3 :

Repetition

a) Automatic Speech

b) Word

c) Phrase

d) Sentence

Domain 4 :

Naming

a) Confrontation Naming

b) Responsive Naming

c) Lexical Generative Naming

Domain 5 :

Reading

Domain 6 :

Writing

### Scoring pattern

Responses should be scored based on the three point rating scale given below:

Rating	Response
0	No response
1	Partially correct / incomplete responses / frequent shifts from correct one to others
2	Correct Response



**BEDSIDE SCREENING TEST – KANNADA**

Person's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Registration No: \_\_\_\_\_ Age/Gender: \_\_\_\_\_ Mother Tongue: \_\_\_\_\_  
 Education: \_\_\_\_\_ Clinician: \_\_\_\_\_

**1) Spontaneous Speech**

Mode of communication – Verbal / Non-verbal

- a) Fluency – Observe and make a note of fluency / non-fluency in person's speech, effort to produce speech, phrase length, word-finding pauses, hesitations or circumlocutions, rate of speaking, any melody and intonation problems, if present.
- b) Content – Observe and make a note of paraphasias (Phonemic/literal, neologistic, semantic), semantic or syntactic errors, if present.

**2) Auditory Verbal Comprehension****a) Yes – No questions**

**Instructions:** Explain the person that you are going to ask few questions and the answers should be either “yes” or “no” only. Initially demonstrate. For e.g.: Are you in theatre? Answer should be “No”. One repetition of each question is allowed, if the person looks confused/when he/she asks for repetition/when there is any kind of disturbance in the stimulus presentation.

Sl. No.	Test Items	0	1	2
1.	ನಿಮ್ಮ ಹೆಸರು ರಾಜುನಾ? nimma hesaru raajunaa?			
2.	ನೀವು ಬಿಳಿಯ ಬಣ್ಣದ ಶರ್ಟ್ ಹಾಕಿದ್ದೀರ? neevu biLiya baNNada SharTu haakiddira?			
3.	ಕಾರು ಆಕಾಶದಲ್ಲಿ ಚಲಿಸುತ್ತದೆಯೆ? kaaru aakaashadalli calisuttadeye?			
4.	ನೀವು ಹಾಸಿಗೆ ಮೇಲೆ ಕುಳಿತಿದ್ದೀರ? neevu haasige meele kuLitiddira?			
5.	ಕಾಗದವು ಬೆಂಕಿಯಲ್ಲಿ ಉರಿಯುತ್ತದೆಯೆ? kaagadavu benkiyalli uriyuttadeye?			

Maximum score: 10

Person's score:----

#### b) Pointing task

**Instructions:** Explain the person that few objects/flash cards will be kept in front of him/her and you are going to ask questions. For e.g.: "point to plate" and the answer should be through pointing to the plate. Placing of the objects/flash cards should be within the person's intact visual field, if there is any obvious visual field deficit seen or reported. One repetition is allowed if the person looks confused/when he/she asks for repetition/when there is any kind of disturbance in the stimulus presentation.

(Use Picture Set 1 : PT-1 to PT-5)

Sl. No.	Test Items	0	1	2
1.	ಚಮಚ / camaca /			
2.	ಹಸು / hasu /			
3.	ಬೆಂಕಿಪಟ್ಟಣ / benkipaTTaNa /			
4.	ಪೆನ್ನು / pennu /			
5.	ಕುರ್ಚಿ / kurchi /			

Maximum score: 10

Person's score:---

**c) Auditory word recognition**

**Instructions:** Instruct the person that you are going to say words and the person has to pay attention to the word. The response can be eye blink or gestures or pointing. One repetition of each word is allowed if the person looks confused/when he/she asks for repetition/when there is any kind of disturbance in the stimulus presentation.

(Use Picture Set 1: AWR-1 to AWR-5)

Sl. No.	Test Items	0	1	2
1.	ಹೂವು - huuvu			
2.	ಕಣ್ಣು - kaNNu			
3.	ಫ್ಯಾನ್ - fyaan			
4.	ಚಾಕು - caaku			
5.	ಹಾಸಿಗೆ - haasige			

Maximum score: 10

Person's score:---

**d) Verification task**

**Instructions:** Instruct the person that a picture card will be kept in front of him/her and he/she will be told to verify and identify one among the other pictures named. Response can be through gesture, eye movement, pointing or verbal. Ask the person for clarification about instructions. Repeat once if he/she looks confused or does not seem to follow the instructions.

(Use Picture Set 2: VT-1 to VT-5)



Sl.No.	Test Items	0	1	2
1.	ತಟ್ಟೆ, ಲೋಟ, ಚಮಚ taTTe, looTa, camaca			
2.	ಬೆಂಚು, ಕುರ್ಚಿ, ಸ್ತೂಲು bencu, kurci, sTuulu			
3.	ಅಸ್ಪತ್ರೆ, ರೈಲು ನಿಲ್ದಾಣ, ಬಸ್ ನಿಲ್ದಾಣ aaspatre, railu nildaaNaa, bas nildaaNaa			
4.	ನೆಗೆಯುವುದು, ಓಡುವುದು, ಕೂರುವುದು negeyuvudu, ooDuvudu, kuuruvudu.			
5.	ತರಕಾರಿ, ವಸ್ತು, ಹಣ್ಣು tarakaari, vastu, haNNu.			

Maximum score: 10

Person's score:----

#### e) Sequential commands

**Instructions:** Explain the person that few objects will be kept in front of him/her. Instruct that you are going to give few commands according to which the person should perform the actions and he/she may require to use one of the objects to perform the actions. Demonstrate initially. For e.g.: "Turn your head to right". Response should be "person turning his head to right". Ask the person for clarification about instructions. Repeat once if he/she looks confused or does not seem to follow the instructions.



Sl. No.	Test Items	0	1	2
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1. ಕಣ್ಣು ಮುಚ್ಚಿ.  
kaNNu mucci
2. ನಿಮ್ಮ ಬಲಕೈಯನ್ನು ಮೇಲಕ್ಕೆ ಎತ್ತಿ.  
nimma balakaiyannu meelakke ctti.
3. ಪೆನ್ನನ್ನು ತೆಗೆದು ಪುಸ್ತಕದ ಹತ್ತಿರ ಇಡಿ.  
pennannu tegedu pustakada hattira iDi.
4. ಮೊದಲು ಪೆನ್ನನ್ನು ಕೊಟ್ಟು ನಂತರ ಪುಸ್ತಕವನ್ನು ಮುಚ್ಚಿ.  
modalu pennannu koTTu nantara pustakavannu mucci.
5. ಪೆನ್ನನ್ನು ಕೊಟ್ಟು ನಂತರ ಲೋಟ ಮತ್ತು ಕನ್ನಡಿಯನ್ನು ಒಟ್ಟಿಗೆ ಕೊಡಿ.  
pennannu koTTa nantara looTa mattu kannaDiyannu oTTige koDi.

Maximum score: 10

Person's score: ----

3) Repetition

a) Automatic speech

**Instructions:** Instruct the person that you are going to ask few questions and the person has to answer it. Ask the person for clarification about instructions. Repeat once if he/she looks confused or does not seem to follow the instructions.

BST - K

Sl. No.	Test Items	0	1	2
1.	ತಿಂಗಳುಗಳನ್ನು ಹೆಸರಿಸಿ /tingaLugalaLannu hesarisi/			
2.	1 ರಿಂದ 10 ಎಣಿಸಿ /1 rinda 10 eNisi/			
3.	ವಾರಗಳನ್ನು ಹೆಸರಿಸಿ /vaaragaLannu hesarisi/			
4.	ವರ್ಷದ ಋತುಗಳನ್ನು ಹೆಸರಿಸಿ /varSada ruthugaLannu hesarisi/			
5.	10 ರಿಂದ ಹಿಂದಕ್ಕೆ ಎಣಿಸಿ /10 rinda hindakke eNisi/			

Maximum score: 10

Person's score: -----

b) Word

**Instructions:** Instruct the person to repeat words after you. Ask the person for clarification about instructions. Repeat once if he/she looks confused or does not seem to follow the instructions.

Sl.No.	Test Items	0	1	2
1.	ಮನೆ - /mane/			
2.	ಶಾಲೆ - /shaale/			
3.	ತಲೆ - /tale/			
4.	ಗಾಜು - /gaaju/			
5.	ಇಪ್ಪತ್ತೊಂದು - /ippatttondu/			

Maximum score: 10

Person's score: -----

10

## c) Phrase

**Instructions:** Instruct the person to repeat phrases after you. Ask the person for clarification about instructions. Repeat once if he/she looks confused or does not seem to follow the instructions.

Sl.No.	Test Items	0	1	2
1.	ಹಸು ಹಾಲನ್ನು ಕೊಡುತ್ತದೆ /hasu haalannu koDuttade/			
2.	ಮಳೆ ಬರುತ್ತದೆ /maLe baruttade/			
3.	ಭಾರತ ನನ್ನ ದೇಶ /bhaarata nanna deesha/			
4.	ಆಕಾಶ ನೀಲಿ ಬಣ್ಣ /aakaasha neeli baNNa/			
5.	ಅವರಿಗೆಲ್ಲ ಗೊತ್ತು /avarigella gottu/			

Maximum score: 10

Person's score: -----

## d) Sentence

**Instructions:** Instruct the person to repeat simple sentences after you. Ask the person for clarification about instructions. Repeat once if he/she looks confused or does not seem to follow the instructions.

BST - K

Sl. No	Test Items	0	1	2
1.	ಅವರಲ್ಲ ಕೆಲಸಕ್ಕೆ ಹೋದರು. avarella kelasakke hoodaru			
2.	ಸೂರ್ಯ ಬೆಳಗ್ಗೆ ಹುಟ್ಟುತ್ತಾನೆ. suurya beLigge huTTuttaane			
3.	ಈ ಸ್ಥಳ ತುಂಬ ಸುಂದರವಾಗಿದೆ. ee sthaLa tumba sundaravaagide			
4.	ಶಿಕ್ಷಕರು ಶಾಲೆಯಲ್ಲಿ ಪಾಠ ಹೇಳುತ್ತಾರೆ. shikshakaru shaleyalli paaTha heeLuttare			
5.	ಹೊಳೆಯುವುದೆಲ್ಲ ಚಿನ್ನ ಅಲ್ಲ hooLeyuvudella cinna alla			

Maximum score: 10

Person's score: -----

#### 4) Naming

##### a) Confrontation Naming

**Instructions:** Instruct the person that flash cards will be shown and he/she has to name the picture presented. For e.g.: when you show the pictures ask "what is this?" "can you name this?" Response should be verbal. Dysarthric errors are scored as correct. Ask the person for clarification about instructions. Repeat once if he/she looks confused or does not seem to follow the instructions. (Use Picture Set 1 : CN-1 to CN-5)



Sl.No.	Test Items	0	1	2
1.	ಬೆಕ್ಕು - /bekku/			
2.	ಬೀಗದ ಕೈ - /beegada kai/			
3.	ಮರ - /mara/			
4.	ದೂರವಾಣಿ - /duuravaaNi/			
5.	ಬಕ್ಕಿಟ್ಟು - /bakkiTTu/			

Maximum score: 10

Person's score: -----

#### b) Responsive naming

**Instructions:** Instruct the person that a question will be asked and he/she has to answer appropriately. Response should be verbal. Dysarthric errors are scored as correct. Ask the person for clarification about instructions. Repeat once if he/she looks confused or does not seem to follow the instructions.

Sl.No.	Test Items	0	1	2
1.	ಬಾಳೆಹಣ್ಣು ಯಾವ ಬಣ್ಣ? baaLehaNNU yaava baNNa?			
2.	ನೀವು ಯಾವುದರಿಂದ ನೀರನ್ನು ಕುಡಿಯುತ್ತೀರಿ? neevu yaavudarinda neerannu kuDiyuttiiri?			
3.	ನೀವು ಅಡಿಗೆ ಮನೆಯಲ್ಲಿ ಏನು ನೋಡಬಹುದು? neevu aDige maneyalli eenu nooDabahudu?			
4.	ನಿಮ್ಮ ಸುತ್ತ ಈಗ ನೋಡಬಹುದಾದ ವಸ್ತುಗಳನ್ನು ಹೆಸರಿಸಿ. nimma sutta eega nooDabahudaada vastugaLannu hesarisi.			
5.	ನೀವು ಮಾರುಕಟ್ಟೆಯಲ್ಲಿ ಏನನ್ನು ನೋಡಬಹುದು? neevu maarukaTTeyalli eenannu nooDabahudu?			

Maximum score: 10

Person's score: -----

BST - K

c) Lexical Generative naming

**Instructions:** Explain the person that a question will be asked based on a category and he/she will need to name items within the same category. For e.g.: When asked to name food items, the person has to name within the category of food items only. Ask the person for clarification about instructions. Repeat once if he/she looks confused or does not seem to follow the instructions.

Sl.No.	Test Items	0	1	2
1.	ತರಕಾರಿಗಳನ್ನು ಹೆಸರಿಸಿ. tarakaarigaLannu hesarisi.			
2.	“ಮನೆ”ಯೆಂಬ ಪದಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಪದಗಳನ್ನು ಹೇಳಿ. “mane” yemba padakke sambandhapaTTante padagaLannu heeLi.			
3.	ಕೆಂಪು ಬಣ್ಣ ಇರುವ ವಸ್ತುಗಳನ್ನು ಹೆಸರಿಸಿ. kempu baNNa iruva vastugaLannu hesarisi			
4.	/ಕ/ ಶಬ್ದದಿಂದ ಬರುವ ಹೆಸರುಗಳನ್ನು ಹೇಳಿ. /ka/ shabdadinda baruva hesarugaLannu heeLi.			
5.	/ಸ/ ಶಬ್ದದಿಂದ ಬರುವ 3 ಹಣ್ಣುಗಳ /sa/ shabdadinda baruva 3 haNNugaLa ಹೆಸರು ಮತ್ತು ಇಲ್ಲಿ ನೋಡಬಹುದಾದ 3 ವಸ್ತುಗಳನ್ನು 1 hesaru mattu illi nooDabahudaada 3 vastugaLannu 1 ನಿಮಿಷದಲ್ಲಿ ಹೆಸರಿಸಿ. nimiSadalli hesarisi.			

Maximum score: 10

Person's score: -----

## 5) Reading

**Instructions:** Ask the person to identify the letters, words and numbers which are written on the cards from a choice of 4 cards. (Dysarthric errors are considered as correct).

Sl. No.	Test Items	0	1	2
1.	ಅ - /a/			
2.	ದೂರವಾಣಿ /duuravaaNi/			
3.	ಹೊಳೆಯುವುದೆಲ್ಲ ಚಿನ್ನ ಅಲ್ಲ /hoLeyuvudella cinna alla/			
4.	106 /ondunuura aaru/			

Maximum score: 8

Person's score: -----

## 6) Writing

**Instructions:** Use an unruled paper with demographic data (name, age, case number, date of examination) of the person written before starting the task.

- ◆ Ask the person to write his / her name, address, names of immediate family members and occupation.
- ◆ Ask the person to write few numbers, days of week/months of year etc for automatic sequential writing (sequential variation can be considered as correct).
- ◆ Ask the person to copy letters and shapes which are written on flash cards (Use Picture Set 1: W-1 to W-3).
- ◆ Ask the person to do simple calculations (addition, subtraction, multiplication etc.).

Maximum score: 8

Person's score: -----



## OVERALL SCORE SHEET

Person's Name : \_\_\_\_\_  
 Age/ Gender : \_\_\_\_\_  
 Mother Tongue : \_\_\_\_\_  
 Education : \_\_\_\_\_

Date : \_\_\_\_\_  
 Registration No : \_\_\_\_\_  
 Clinician : \_\_\_\_\_

DOMAIN OF THE TEST	SUBTEST	Max. Score	Person's Score	Max. Score of Domain	Person's score
6 Spontaneous Speech	a. Content			No scoring	
	b. Fluency				
Auditory Verbal Comprehension	a. Yes / No questions	10		50	
	b. Pointing Task	10			
	c. Auditory Word Recognition	10			
	d. Verification Task	10			
	e. Sequential Commands	10			
Repetition	a. Automatic Speech	10		40	
	b. Word	10			
	c. Phrase	10			
	d. Sentence	10			
Naming	a. Confrontation Naming	10		30	
	b. Responsive Naming	10			
	c. Lexical Generative Naming	10			
Reading		8			8
Writing		8			8
<b>Total</b>					<b>136</b>

**Provisional Diagnosis:** \_\_\_\_\_

**Signature of Clinician** \_\_\_\_\_

**Signature of staff** \_\_\_\_\_



**NORMATIVE DATA**  
**Overall Mean and Standard Deviation Scores of each domain and subtest**

DOMAIN OF THE TEST	SUBTEST	LOWER BOUND SCORE	UPPER BOUND SCORE
Spontaneous Speech	a. Content		
	b. Fluency		
Auditory Verbal Comprehension	a. Yes / No questions	10	10
	b. Pointing Task	10	10
	c. Auditory Word Recognition	10	10
	d. Verification Task	10	10
	e. Sequential Commands	10	10
	<b>TOTAL</b>	<b>50</b>	<b>50</b>
Repetition	a. Automatic Speech	9.2	9.8
	b. Word	10	10
	c. Phrase	10	10
	d. Sentence	10	10
	<b>TOTAL</b>	<b>39.23</b>	<b>39.82</b>
Naming	a. Confrontation Naming	9.6	10.11
	b. Responsive Naming	10	10
	c. Lexical Generative Naming	9.23	9.82
	<b>TOTAL</b>	<b>29.01</b>	<b>29.82</b>
Reading		7.6	8.11
Writing		6.27	7.61
	<b>TOTAL</b>	<b>132.7</b>	<b>134.8</b>

1

## AIISH GENESIS AND GROWTH

1 All India Institute of Speech and Hearing is a premier institute in the country imparting training in the field of Speech and Hearing. Established on 9<sup>th</sup> August 1965 as an autonomous organization, AIISH caters to manpower generation in the field, promoting research and providing rehabilitation services in the area. The Institute is located on a sprawling area of 39 acres (two campuses) in Mysore. The Institute registered as a Society under the Societies Registration Act X of 1860 (Punjab Amendment Act, 1957) and its functioning as an autonomous body under the aegis of the Union Ministry of Health and Family Welfare.

Established primarily as a training institute, it started training programs at postgraduate level in 1967 followed by B.Sc. (Speech and Hearing) in 1968. The institute now offers three Diploma programs: Diploma in Hearing Aids and Ear mould technology, Diploma in training the Young Hearing Impaired, Diploma in Language, Hearing and Speech through distance mode; two graduate programs: Bachelors in Audiology, Speech and Language Pathology (B.Sc - Sp. & Hg) and B.S. ED (Hearing Impairment); three Master Programs (M.Sc. in Audiology, M.Sc. in Speech-Language Pathology and M.S.Ed. in Hearing Impairment); two PG Diploma courses (PG Diploma in Forensic Sciences and Technology, Clinical Linguistics for SLPs); two doctoral programs (Ph.D. in Audiology and Speech-Language Pathology); and Post Doctoral Fellowships. The institute also conducts short - term training and orientation programs for professionals in allied specialities.

AIISH is recognized as a reputed organization for training manpower in the field of speech and hearing and related areas throughout the country. The institute has been recognized as a Centre for Excellence in the area of Deafness (WHO), as a Centre for Advanced Research (UGC) and as a Science and Technology Institute (DST). The institute is affiliated to the University of Mysore for the award of degrees. The academic programs of the institute have the recognition of the Rehabilitation Council of India. The functioning of the institute is under the direction of the Executive Council with the Hon'ble Union Minister for Health and Family Welfare as the Chairman and the Hon'ble Minister of Health and Family Welfare, Government of Karnataka as Vice - Chairman. The other statutory bodies of the Institute are the Finance Committee and the Academic Committee.

The Bedside Screening Test for persons with Aphasia - Kannada was developed as an outcome of the research projects funded by the AIISH research fund. The Bedside Screening Test for Persons with Aphasia - Kannada is a very effective screening tool which can be used by Speech-Language Pathologists as well as care-givers of persons with aphasia. It can also be used to improve their activity and participation in the society.

1

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# Bedside Screening Test

for Persons with Aphasia-

## Kannada

Ramya H. Y.

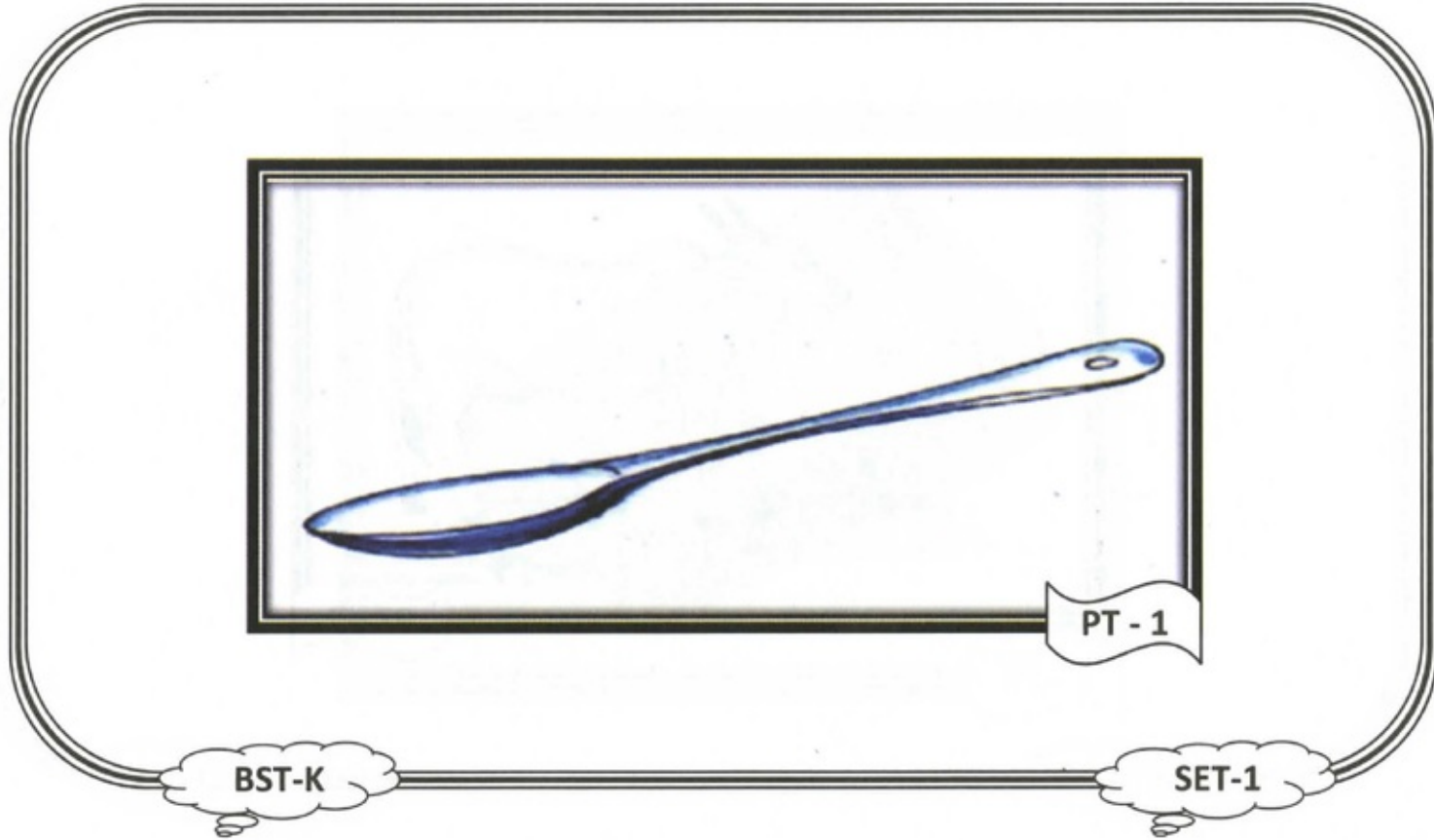
S. P. Goswami

**Picture Book**

2

# PICTURE SET 1



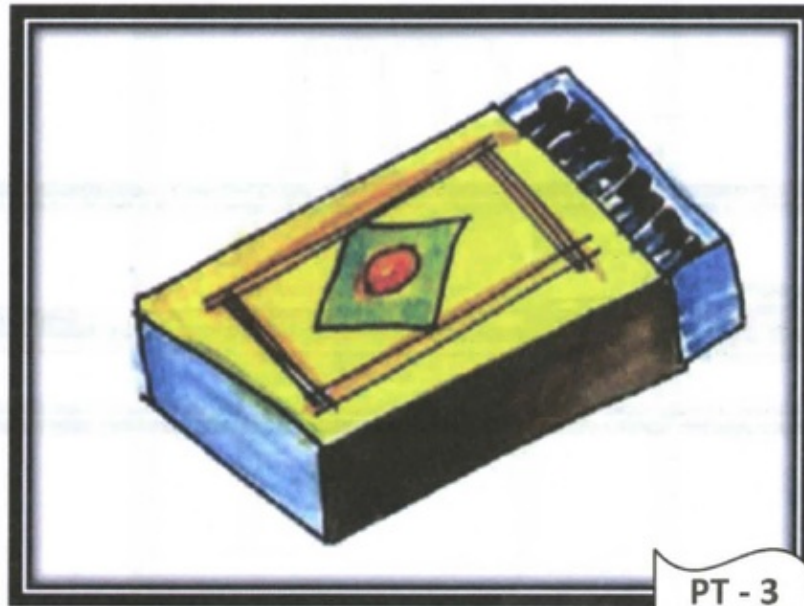




PT - 2

BST-K

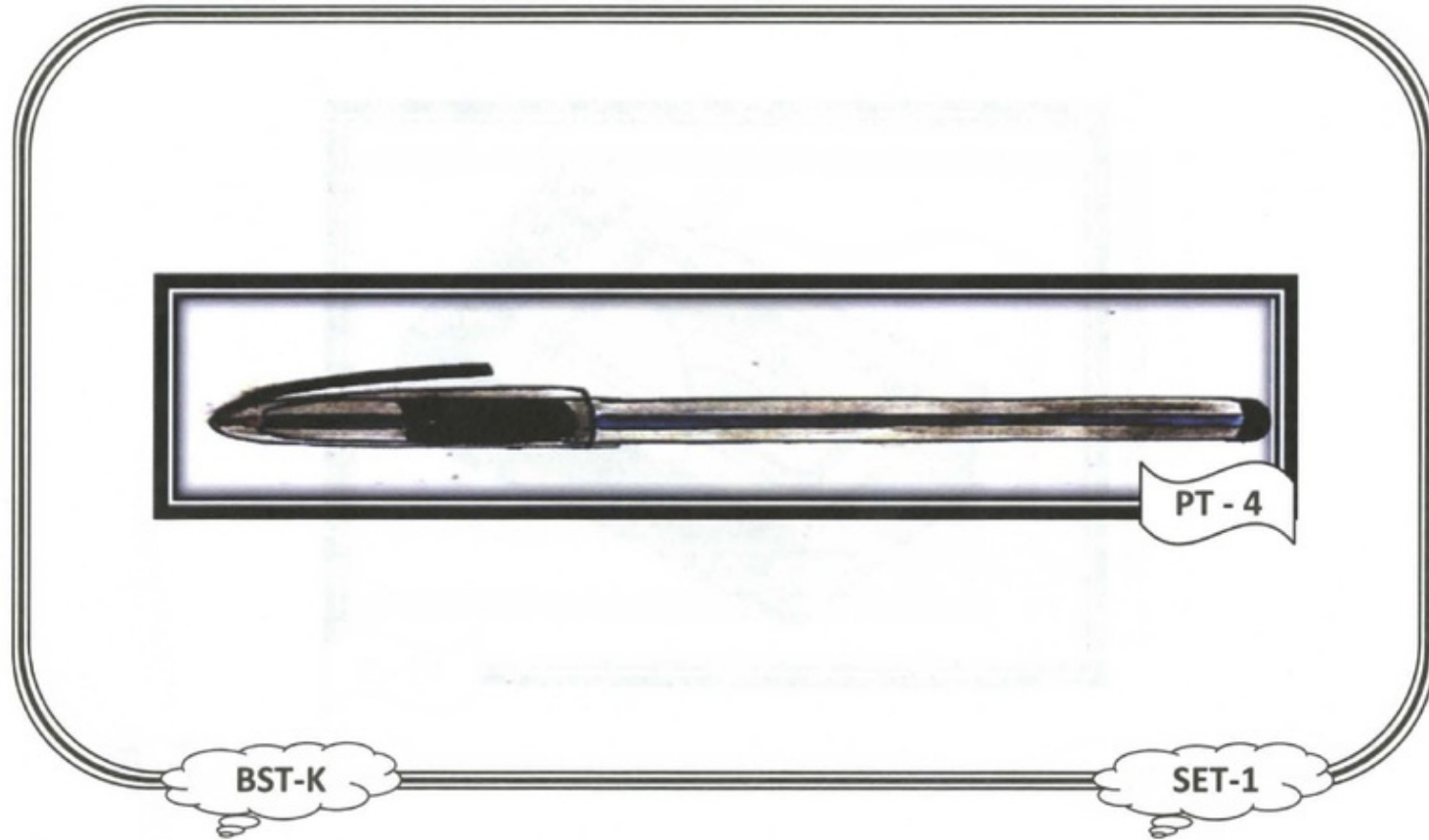
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PT - 3

BST-K

SET-1







BST-K

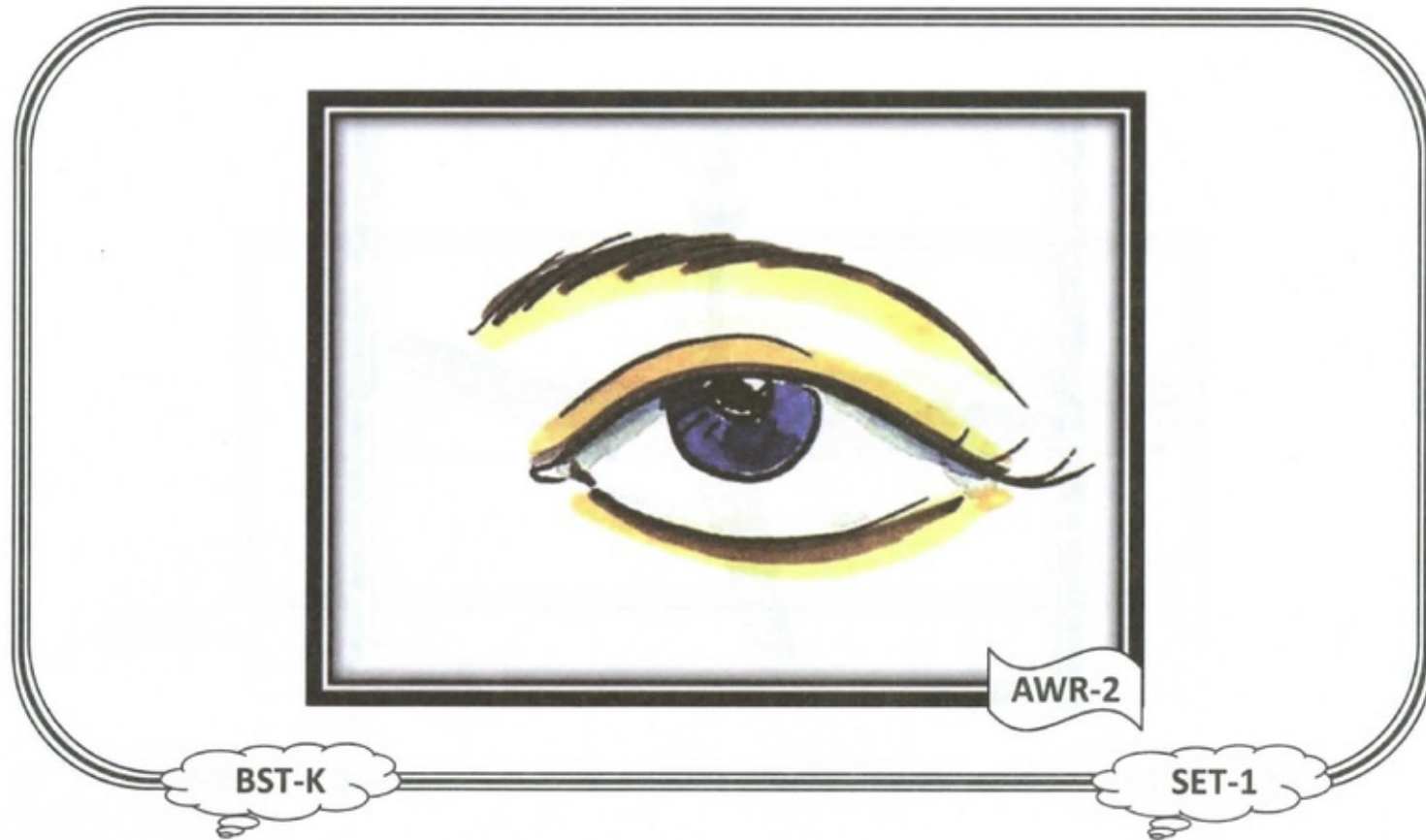
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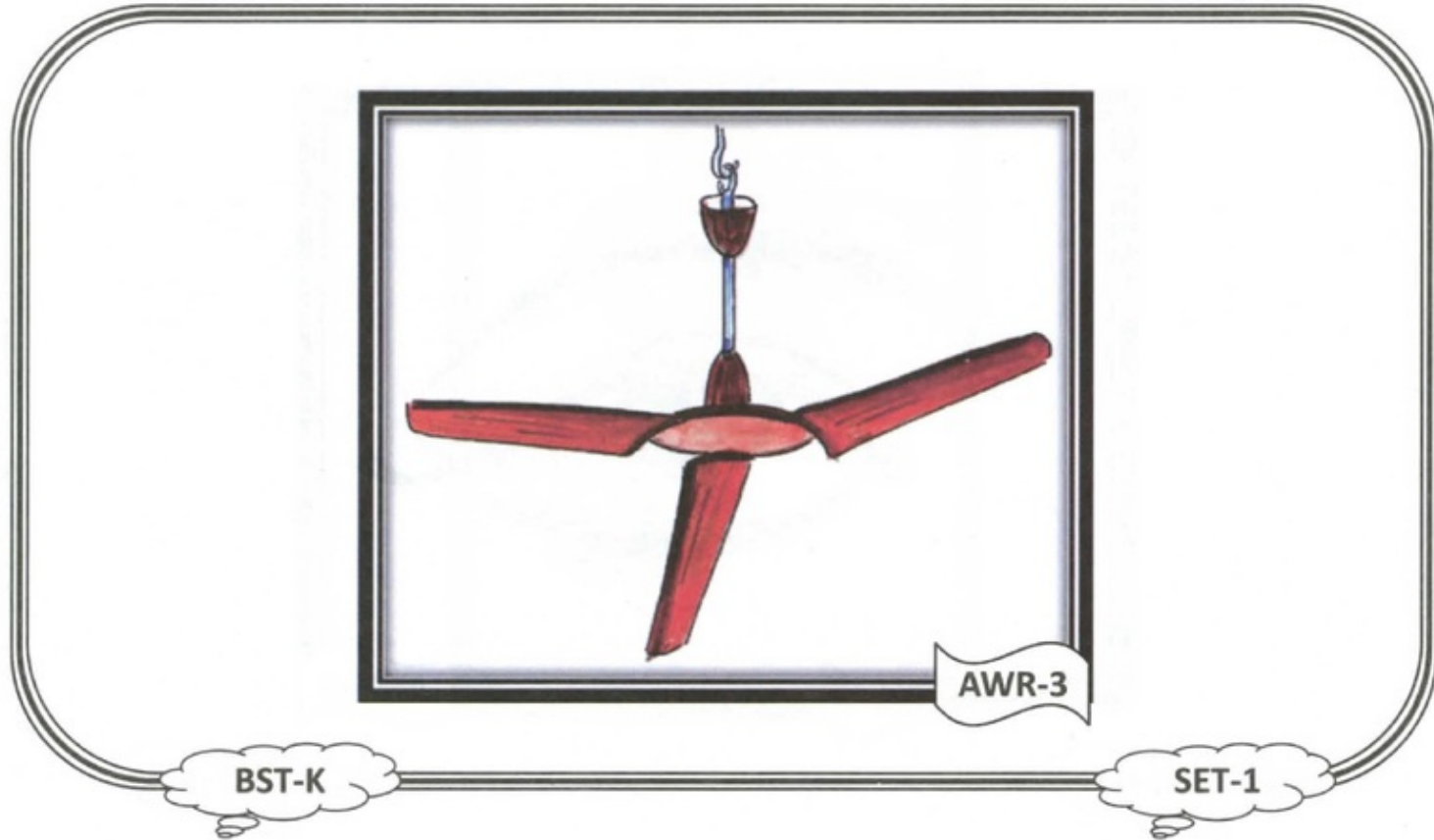


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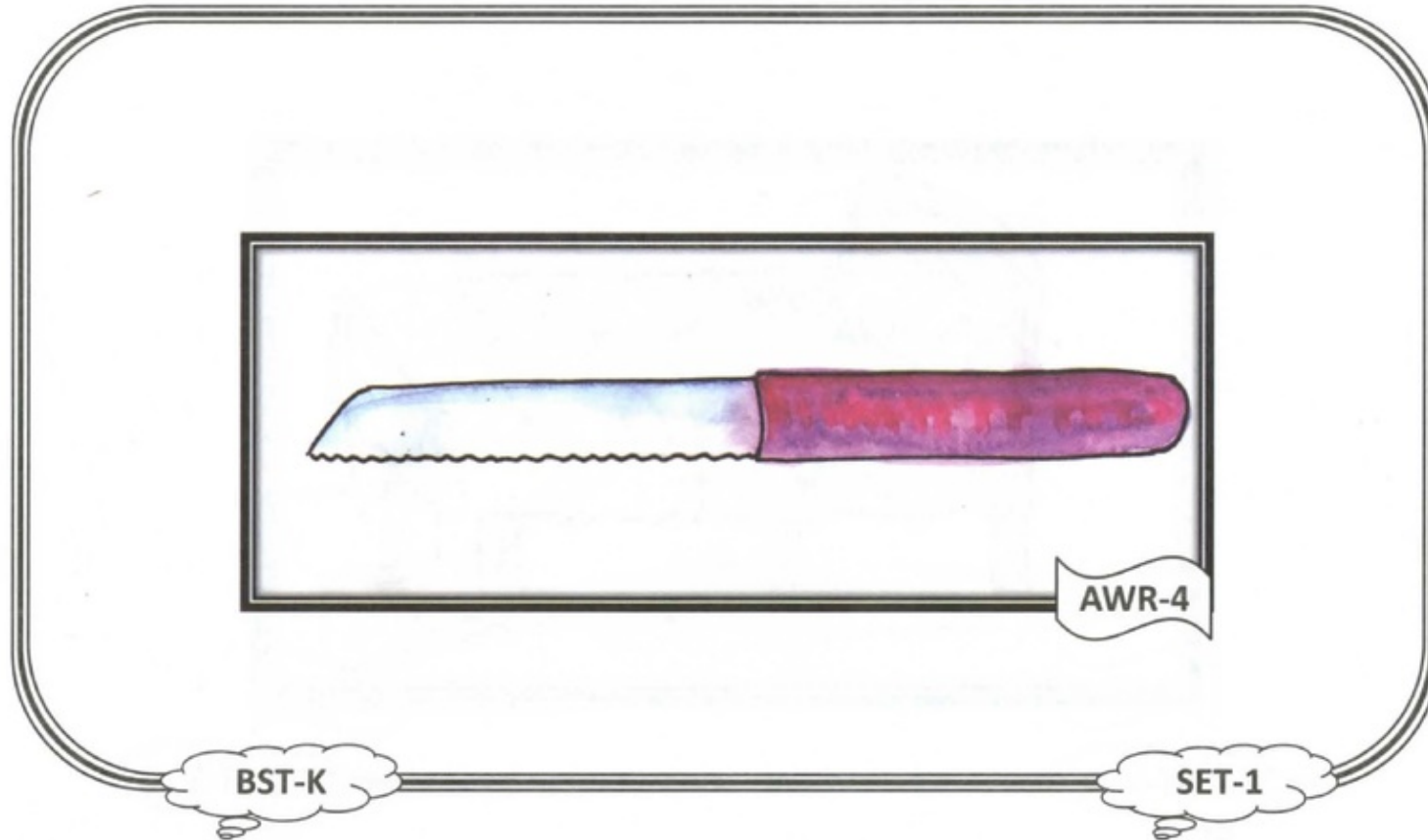
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SET-1











AWR-5

BST-K

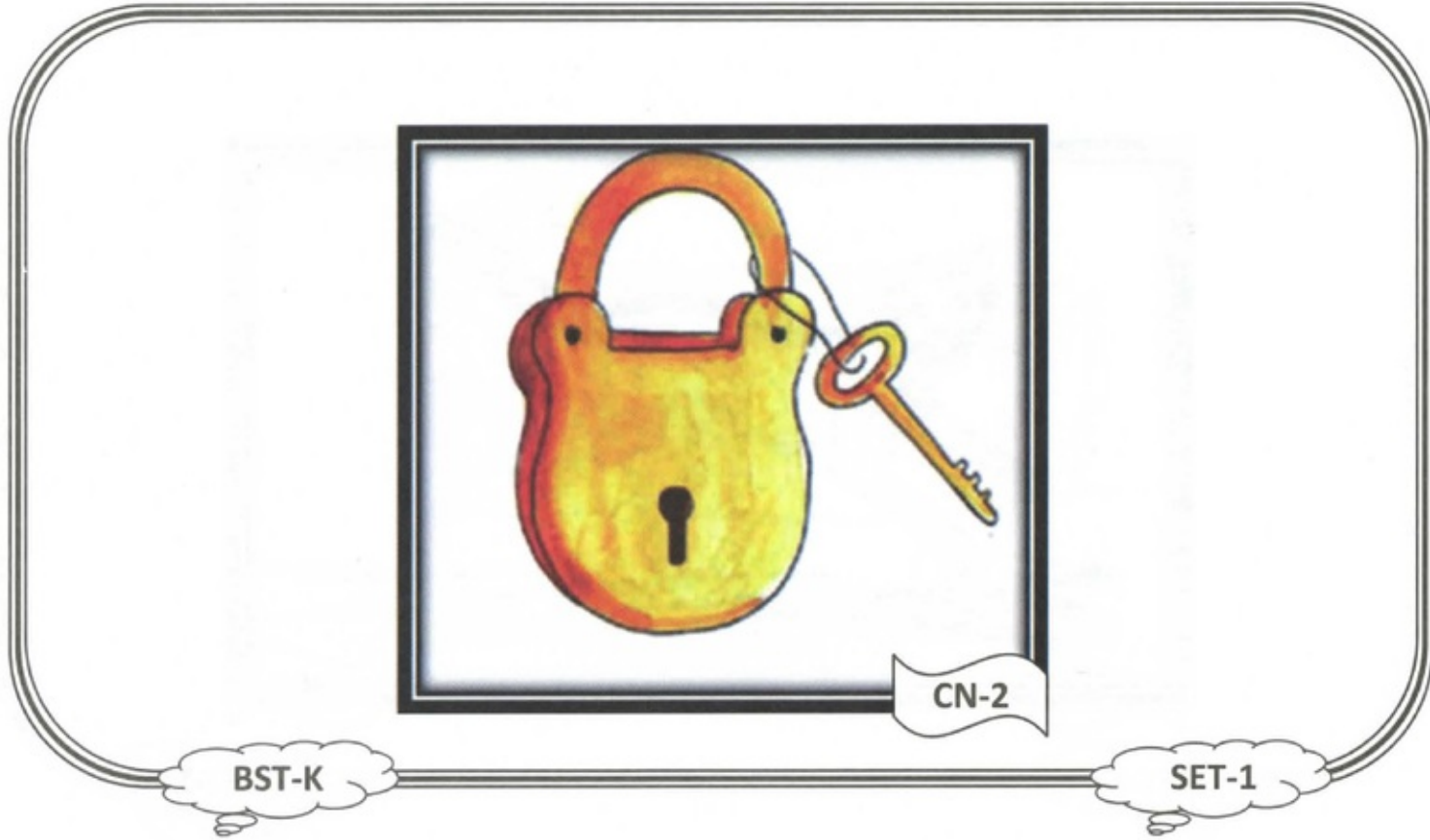
SET-1



CN-1

BST-K

SET-1



BST-K

CN-2

SET-1





CN-3

BST-K

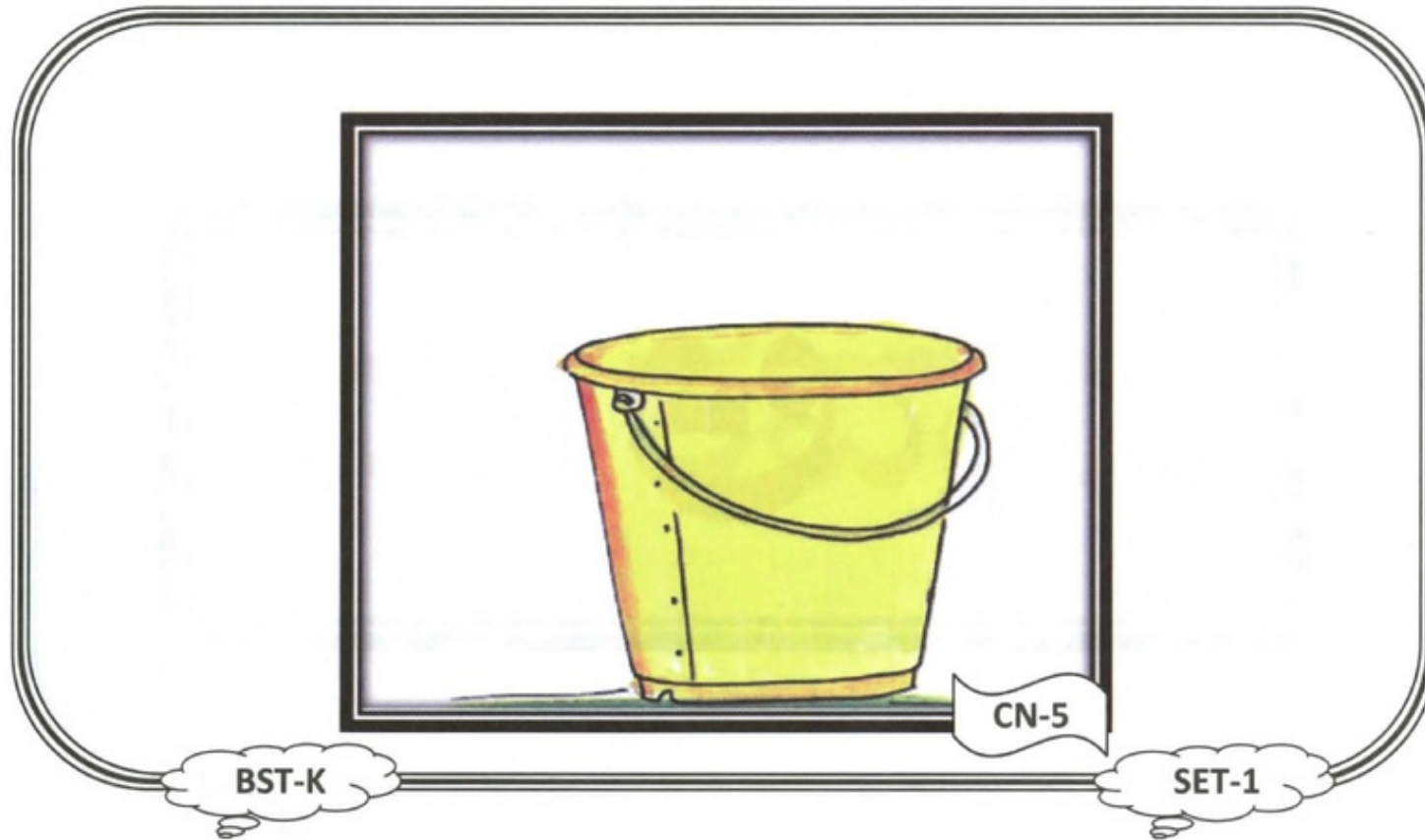
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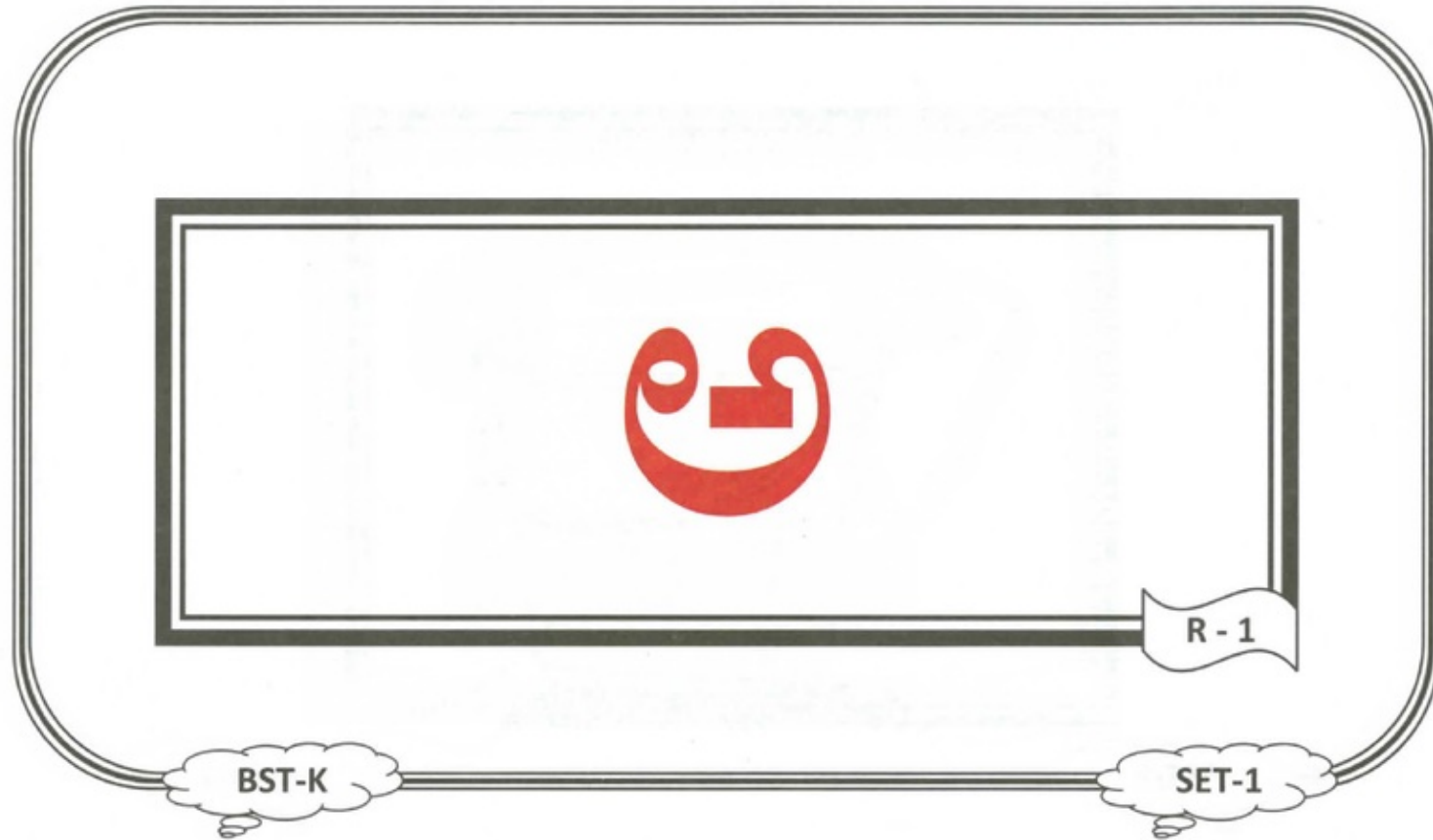


CN-4

BST-K

SET-1







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R-2

BST-K

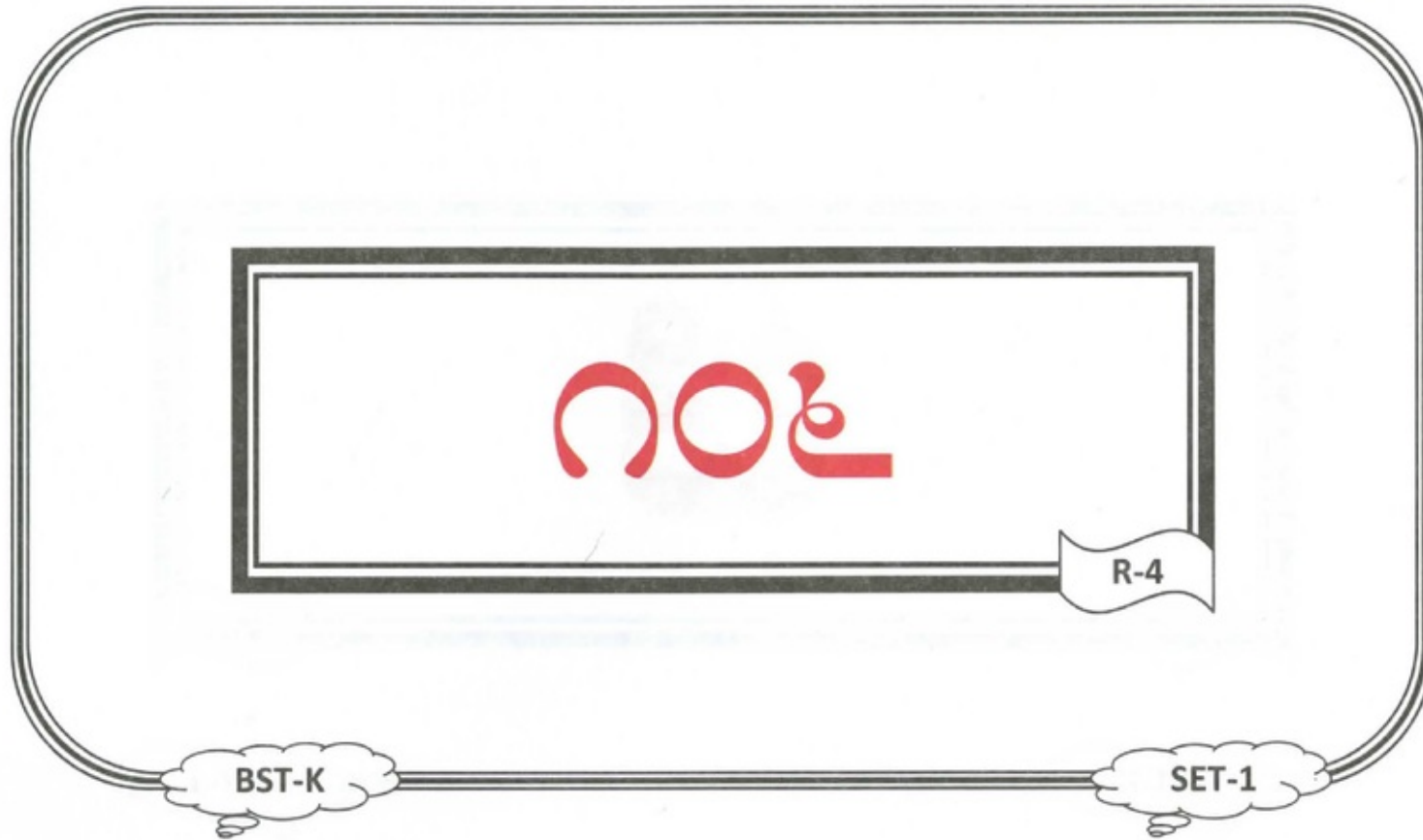
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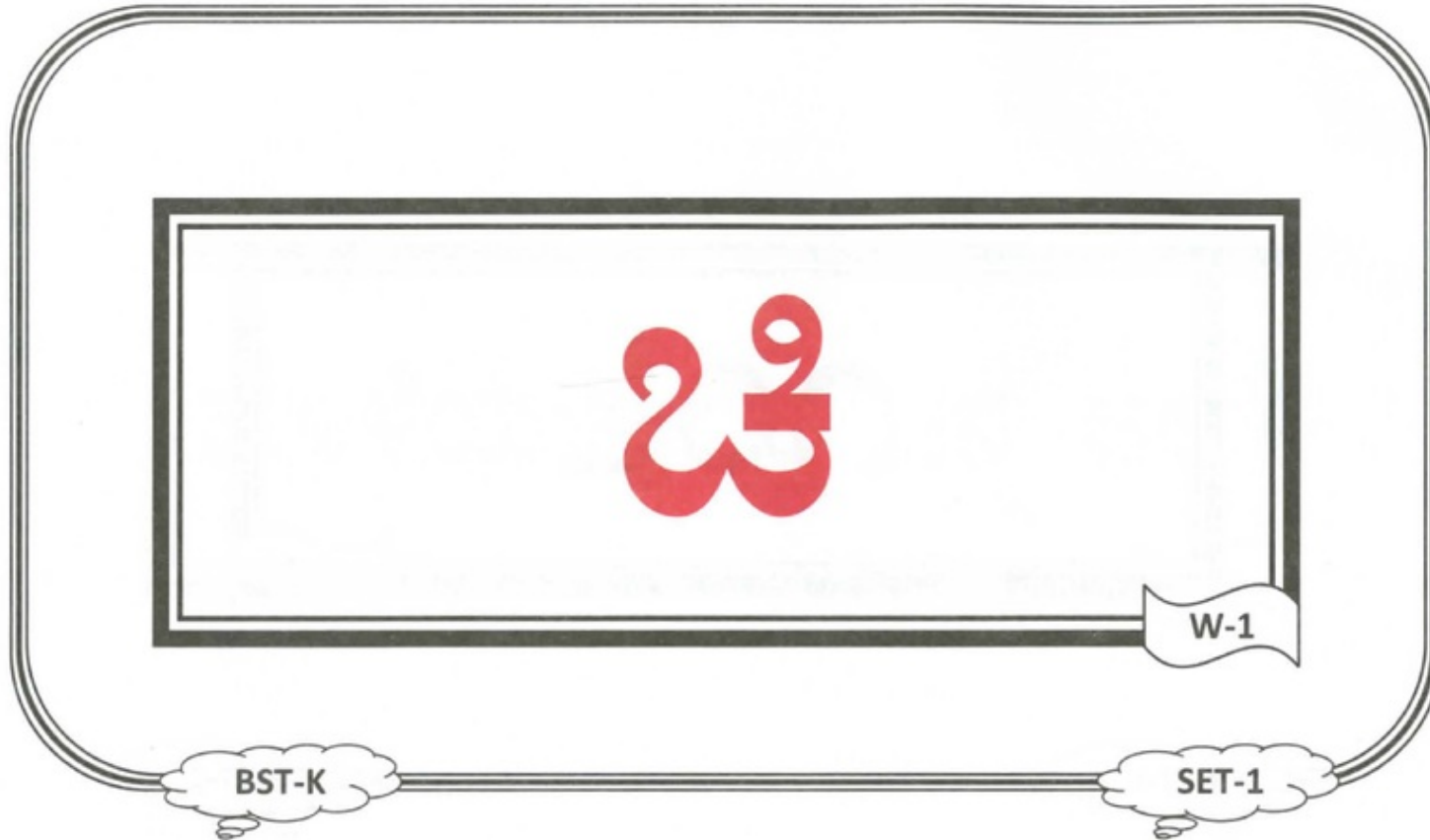
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R-3

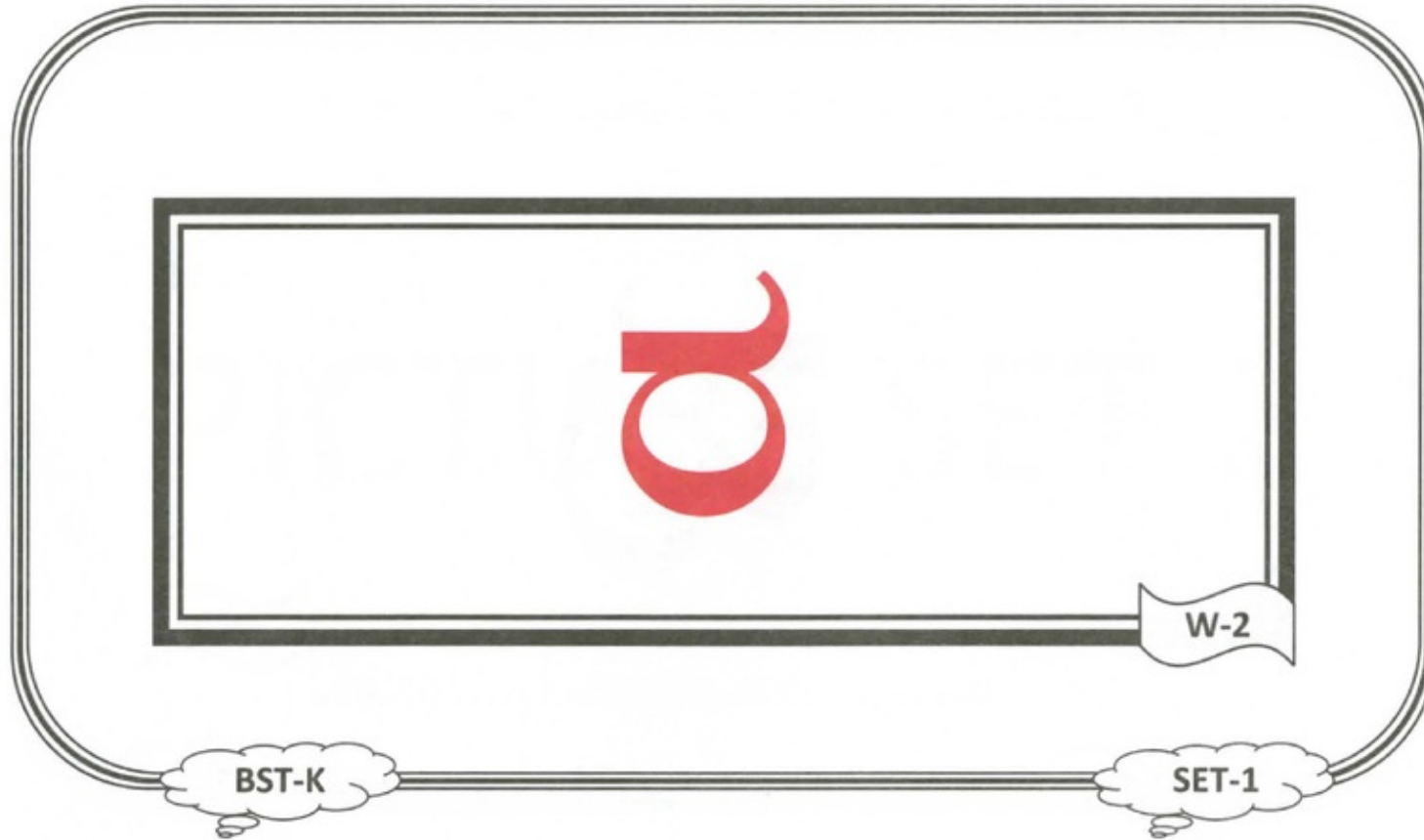
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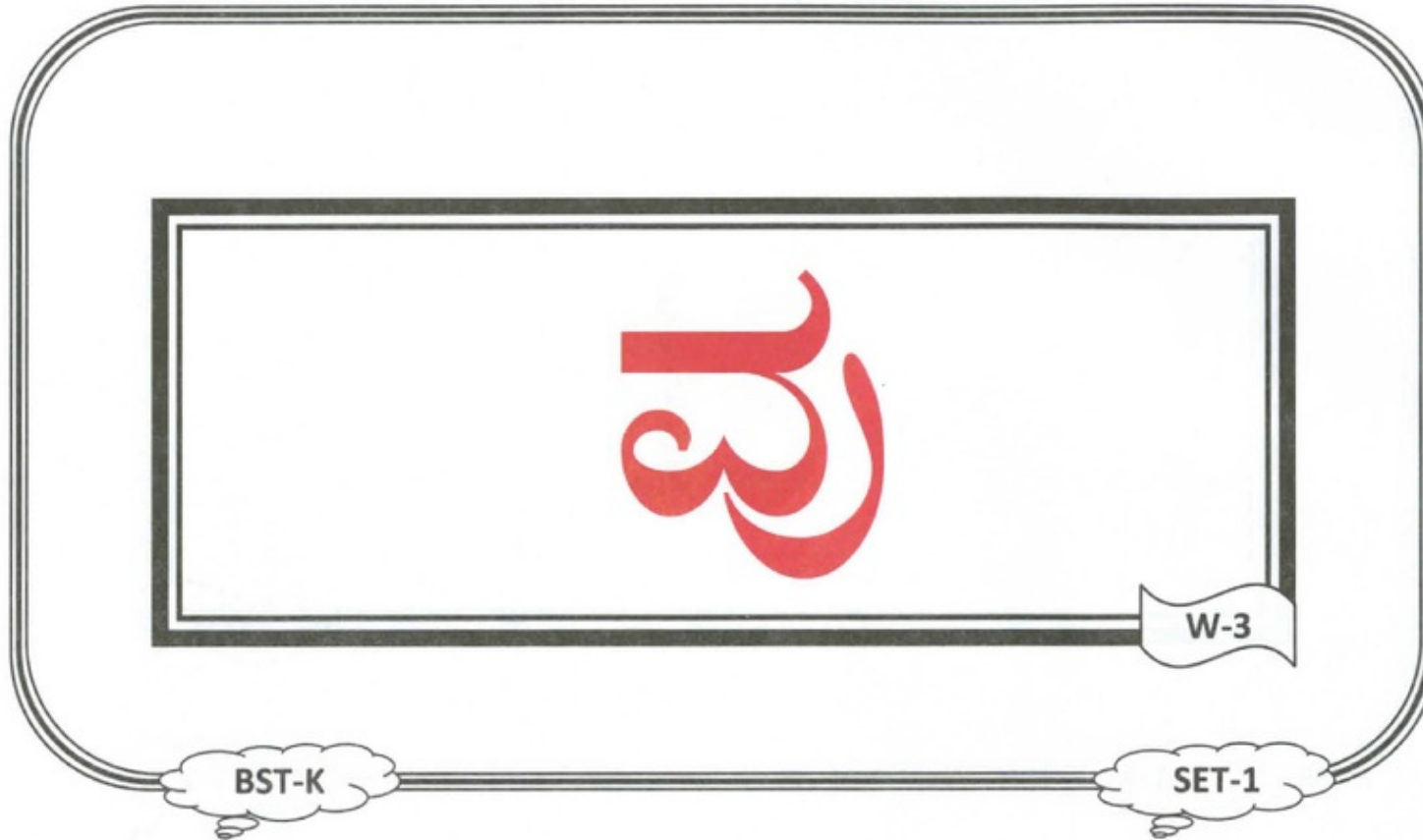
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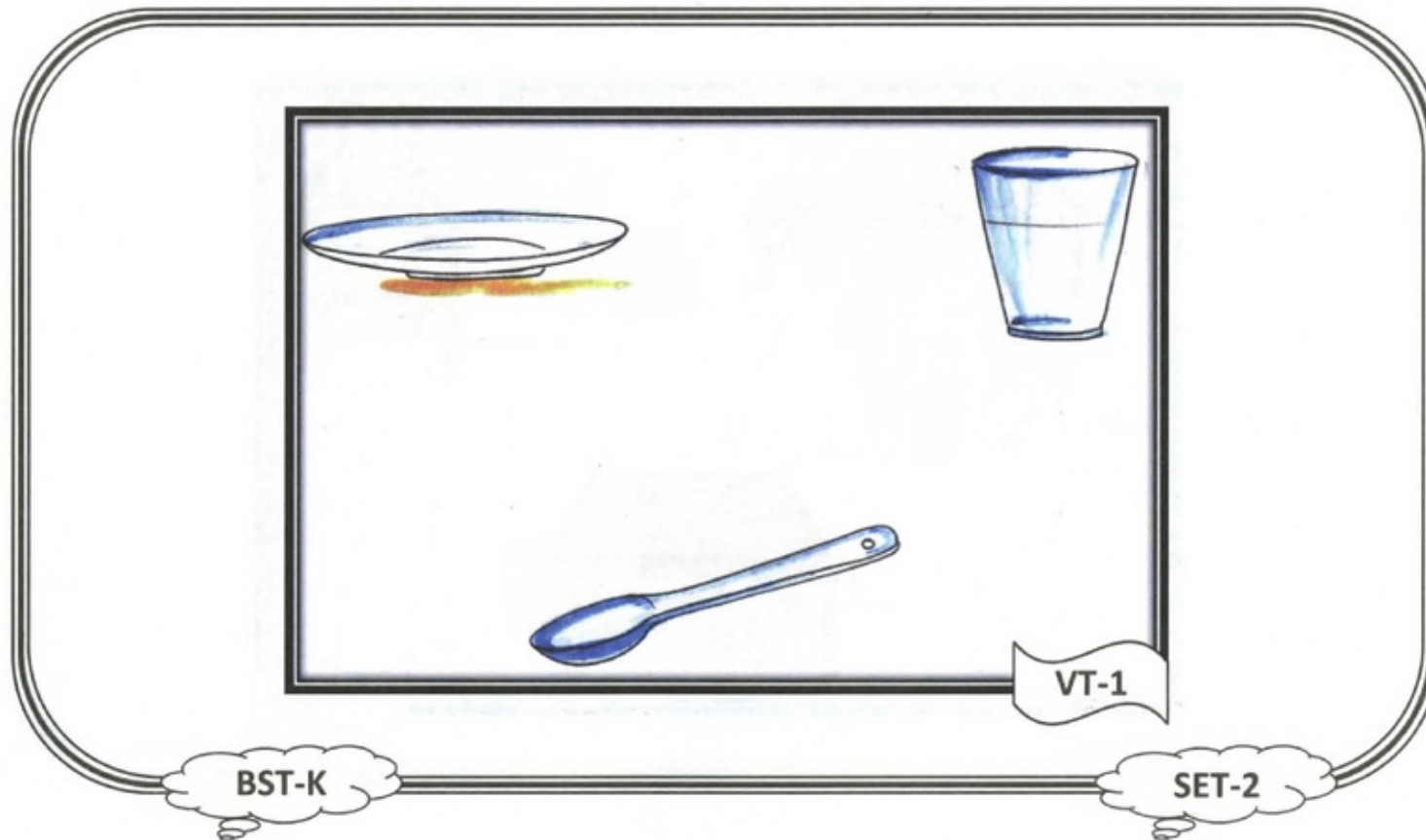




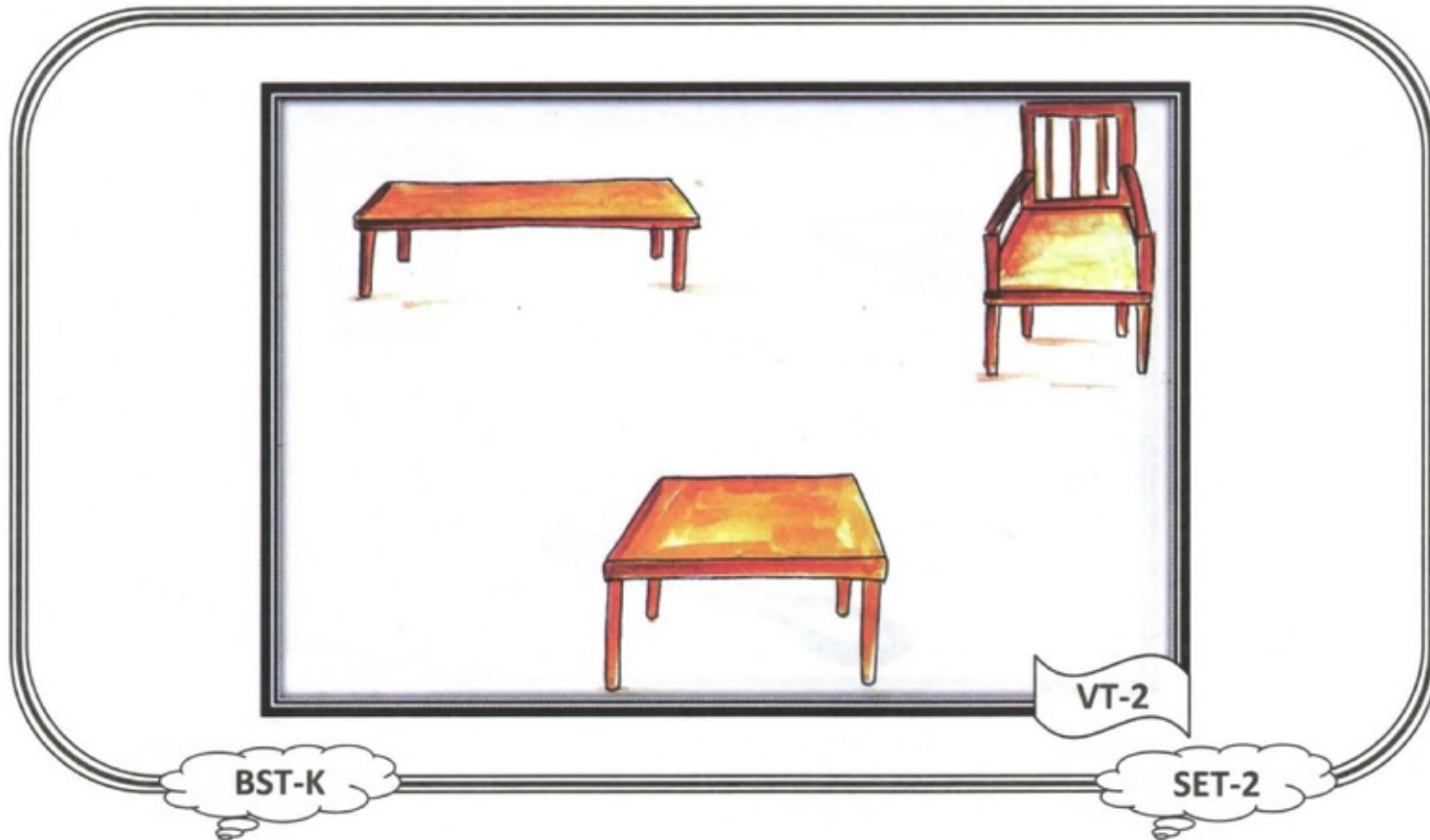




# PICTURE SET 2





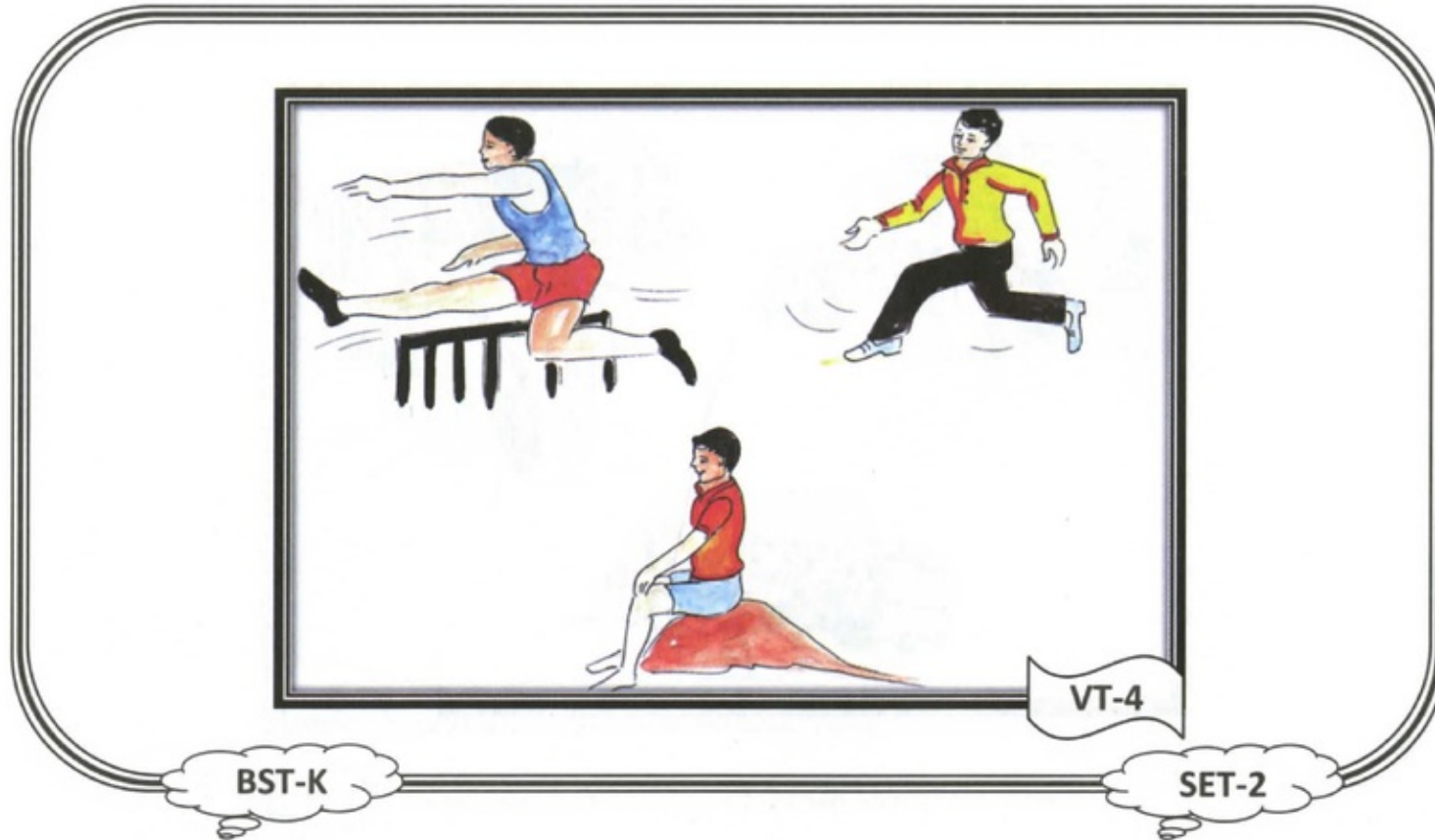




BST-K

VT-3

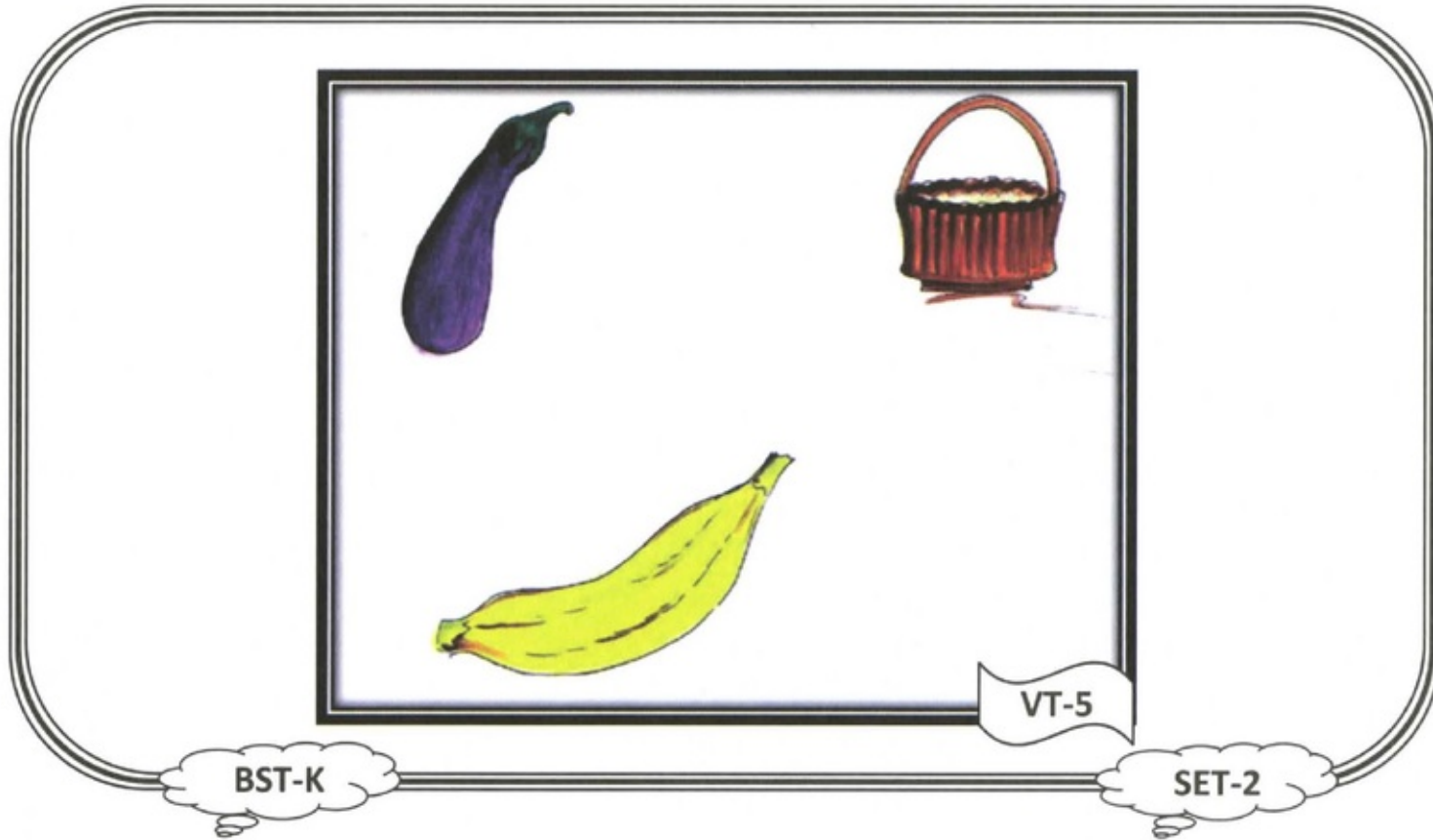
SET-2



BST-K

VT-4

SET-2





# BedSideScreeningTest for persons with aphasia-Kannada

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