



# Interpretation Support for the CLQT+ by Assessment Task

Each task of the CLQT™+ represents a specific cognitive or cognitive/linguistic skill. The following information may help in the interpretation of examinee performance across the test.

## Personal Facts

This task helps to assess memory and language abilities. Examinees with aphasia may respond poorly to the items due to language problems. In such cases, the memory severity rating within the Traditional Administration may not accurately reflect memory skills. Note whether examinees demonstrate better recall of lifelong facts (e.g., date and place of birth) vs. newer facts (e.g., current age and address), a pattern seen especially in individuals with dementia and closed head injury. Delayed and/or self-corrected responses may indicate milder memory problems.

## Symbol Cancellation\*

This is a nonlinguistic task of visual attention and perception. It also offers information regarding the integrity of the upper and lower quadrants of left and right visual fields. Observe examinees' scanning strategies. Are they searching laterally from left to right, down and up, or scanning unsystematically? Notice if examinees failed to cancel symbols in one or more of the four quadrants. Errors of omission (i.e., correct symbols not cancelled) and commission (i.e., incorrect symbols cancelled) may be secondary to: 1) generalized inattention, 2) visual discrimination problems, 3) partial or full hemianopsia, 4) visual neglect, or 5) inattention to one side or quadrant of space. Observe whether there are similar visual field deficits on Clock Drawing, Symbol Trails, and Mazes tasks. See Chapter 3 in the Examiner's Manual for more information.

## Confrontation Naming

Deficits in confrontation naming are a key symptom of aphasia that can result from various forms of brain damage (e.g., stroke, head injury, dementia, tumors, infections). Delayed responses suggest mild word-retrieval problems. Note immediate or delayed perseverations (i.e., repeated responses) of all or part of a previous word. Although no points are deducted, an elaborated response may be symptomatic of verbosity or inability to limit information. Ask the examinee to give a single word response. Use of seldom-used words may be a symptom of word-finding problems. Request a "common name." The types of errors examinees make can guide treatment of word-retrieval problems. See Chapter 3 in the Examiner's Manual for various types of naming errors that may provide differential diagnostic information.

## Clock Drawing

This task can serve as a mini-screening tool for all cognitive domains. Clock Drawing can be re-administered to sample and monitor examinees' progress, deterioration, or stability across several cognitive domains. Watch carefully as examinees draw the clock and note the strategies used. See Chapters 2 and 3 in the Examiner's Manual for information on scoring and analyzing visuospatial, planning, number, and time concept deficits.

## Story Retelling

This task helps to assess the examinee's auditory working memory and comprehension for facts embedded in a story narrative and to assess auditory processing and verbal production skills. Unrelated responses may indicate loss of topic or memory problems. If partially correct information is provided, note whether recall is better for initial, medial, or final parts of the story as indications of arousal, attention, and storage capacity. Story Retelling is an easy way to assess narrative skills. Although no points are deducted for retelling the story out of sequence, you can analyze for recall of consecutive events building to the story conclusion by numbering each story element in the order reported.

## Symbol Trails\*

This is a nonlinguistic task used to help assess planning, self-monitoring, working memory, and visual attention even in examinees with compromised language skills. The two trial items introduce the concepts of graduating size and then alternating shapes. Examinees are required to manipulate both concepts in the Scored Item. As you observe examinees perform the task, check to see whether there is

inattention to one side or quadrant of space and/or impulsivity. Note whether examinees self-monitor and correct errors.

### Generative Naming

In addition to quantifying word search and retrieval skills by one superordinate semantic category (Animals) and one phonetic category (m Words), the Generative Naming task enables you to qualitatively assess performance. Observe if examinees subcategorize animals (e.g., farm, zoo, pets) to aid word retrieval. Perseveration Ratio: A ratio of 0.08 or greater indicates notable perseveration, which is indicative of brain damage. Example: 3 perseverations divided by 13 total Animals responses = 0.23 (notable perseveration). Abnormal perseveration ratios may have diagnostic value for mild/borderline dementia. Note “quick decay” (decreasing number of responses over the 15-second segments) or “slow rise” (increasing numbers of responses in later 15-second segments) during the Animals and m Words subtasks. Note whether examinees fail to maintain task (“loss of set”). Observe if they have difficulty switching from Animals to m words (“stuck in set”). See Chapter 3 in the Examiner’s Manual for more information.

### Design Memory

This is a nonlinguistic task that can provide information about visual discrimination and analysis, attention, and visual memory even in examinees with severe aphasia. Examinees with brain damage confined to the left hemisphere may perform normally, whereas those with right-hemisphere damage may perform poorly. This information can guide choice and use of treatment stimuli. In analyzing errors, look for impulsive choices and/or perseverations (e.g., pointing to designs in the same position across trials). See Chapter 3 in the Examiner’s Manual for more information.

### Mazes\*

Satisfactory performance on this task requires planning, mental flexibility, self-monitoring, and visual discrimination. Poor planning and/or impulsivity will be reflected in lines going down incorrect paths and/or crossing walls. See Chapter 2 in the Examiner’s Manual for scoring examples. Look for the ability to self-correct errors. Note neglect or inattention to one side of the examinee’s space. Compare performance on this task with that on the Symbol Trails task.

### Design Generation

This is a nonlinguistic task of creativity and mental flexibility. The Design Generation task helps you to assess the examinee’s executive skills of productivity, the ability to vary responses rapidly, to self-monitor, to remember and follow rules, and to develop and use effective strategies, placing minimal demands on the examinee’s language skills. Look for perseverative responses, failure to maintain four straight lines connecting four dots, and/or neglect of stimuli on one side of space. Refer to Chapters 2 and 3 in the Examiner’s Manual for examples of these and other error types.

### Semantic Comprehension

New to CLQT+, this task and the resulting Auditory Comprehension score were developed to enhance the assessment of individuals with diminished language capabilities/aphasia. Individuals with an Auditory Comprehension task score markedly lower than 19 are likely experiencing difficulty understanding what they hear, and further evaluation might be warranted.

*The above tasks marked with an asterisk (\*) indicate that additional points are now scored for following auditory directions within selected tasks for the Aphasia Administration.*