

This is a **Sample** version of the
Western Aphasia Battery (WAB)

The **full version** of the Western Aphasia Battery (WAB) comes without 'sample' watermark

The full complete version includes –

- Overview
- Administration Instructions + Scoring
- Full WAB Test Assessment
- Evaluates content, fluency, auditory comp, repetition, naming, reading, writing, and calculation
- Includes Raven's Colored Progressive Matrices (RCPM) Test
- Come with additional WAB Test Material this includes all criteria, cards and prop objects needed for WAB test.

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Part 1: WESTERN APHASIA BATTERY (WAB)

TEST BOOKLET

Part 2: – WAB Test Material (separate file)

You will need both parts 1 and 2 to fully administer test appropriately.

Includes: Raven's Colored Progressive Matrices (RCPM). Find at the back of this WAB test.

The Western Aphasia Battery (WAB) is used routinely to evaluate adult language function, and has high internal consistency, test-retest reliability, and validity. WAB is also widely used to determine the presence, type, and severity of aphasia .

The Western Aphasia Battery (WAB) -

- Evaluates content, fluency, auditory comp, repetition, naming, reading, writing, and calculation
- Also evaluates some nonverbal abilities: drawing, block design, praxis and visual thinking
- Relatively short, take 1 to 2 hours
- Aphasia Quotient, number that allows you to make a sensitivity rating
- 93.8 or greater is considered not aphasic 93.8 or below is considered aphasic
- Classifies into 1 of 8 categories: Global, Brocca's, Isolation, Transcortical Sensory,, conduction and Anomic

Reliability and validity characteristics of the Western Aphasia Battery (WAB).

[Shewan CM, Kertesz A. J Speech Hear Disord. 1980 Aug;45\(3\):308-24.](#)

Abstract

The reliability and validity characteristics of the Western Aphasia Battery (WAB) are described. High internal consistency measures and high test-retest reliability argue for stability of the test both because its parts contribute to the composite index and because of its temporal reliability. Inter- and intrajudge reliability are both very high, suggesting consistent scoring within and between scorers. The WAB satisfies face- and content-validity criteria. Results from the WAB and the Neurosensory Center Comprehensive Examination for Aphasia (NCCEA) highly correlate, indicating good construct validity. WAB AQ scores and Raven's Coloured Progressive Matrices scores significantly correlate, suggesting that the language portions of the WAB are not totally independent from nonverbal functioning. WAB AQ scores reliably differentiate between aphasic and control groups, with only a small overlap for high functioning anomic aphasic subjects.

PATIENT DATA

Name _____ Age _____ Birthdate _____

Address _____

Languages _____

Handedness _____ Writing _____ Throwing _____ Cutting _____ Drawing _____ Spoon _____ Brush _____

Education (Number of Grades) _____

Occupation _____

Present Illness _____

Hemiplegia _____ Side _____

Signs _____ Severe _____ Moderate _____ Mild _____ Recovered _____ Hemianopia _____ Sensory Loss _____

Investigations: _____ Date _____ Size _____ *Lesion* _____ Side _____ Location _____

E.E.G. _____

Isotope Scan _____

C.T. Scan _____

Arteriograms _____

Operative Data _____

Autopsy Data _____

Date _____ File Number _____

Institution _____

Examiner _____

Referred by _____

I. Spontaneous Speech

Record patient's speech on paper and tape. Substitute similar questions if necessary or appropriate. Score fluency and information content according to criteria on page 3.

1. How Are You Today?
2. Have You Been Here Before?
3. What Is Your Name?
4. What Is Your Address?
5. What Is Your Occupation?
6. Tell Me A Little About Why You Are Here? or What Seems To Be The Trouble?
7. Description Of Picture.
*Present test picture Card 1 (pg. 2 in test material) and say: "Tell me what you see. Try to talk in sentences."
Encourage the patient to pay attention to all aspects of the picture. Move the picture towards the patient's intact visual field. Ask for more complete response if only a few words are produced.*

SCORING OF SPONTANEOUS SPEECH

A. *information Content*

Circle one

- (0) No Information.
- (1) Incomplete responses only, e.g., first name or last name only.
- (2) Correct response to any 1 item.
- (3) Correct responses to any 2 items.
- (4) Correct responses to any 3 items.
- (5) Correct responses to any 3 of the first 6 items plus some response to the picture.
- (6) Correct responses to any 4 of the first 6 items plus some response to the picture.
- (7) Correct responses to 4 of the first 6 items on page 2 and a mention of at least 6 of the items in the picture.
- (8) Correct responses to 5 of the first 6 items, and an incomplete description of the picture. Recognizable phonemic paraphasias are to be counted as correct.
- (9) Correct responses to all 6 items on page 2. An almost complete description of the picture: at least 10 people, objects, or actions should be named. Circumlocution may be present.
- (10) Correct responses to all 6 items on page 2 and to the picture. Sentences of normal length and complexity, referring to most of the items and activities. A reasonably complete description of the picture.

B. *Fluency, Grammatical Competence, and Paraphasias*

Circle one

- 0) No words or short, meaningless utterances.
- 1) Recurrent stereotypic utterances with varied intonation, conveying some meaning.
- 2) Single words, often paraphasias, effortful and hesitant.
- 3) Fluent recurrent utterances or mumbling, very low volume jargon.
- 4) Halting, telegraphic speech. Mostly single words, often paraphasic but with occasional verbs or prepositional phrases. Automatic sentences only, e.g., "Oh I don't know."
- 5) Often telegraphic but more fluent speech with some grammatical organization. Paraphasias may be prominent. Few propositional sentences.
- 6) More complete propositional sentences. Normal syntactic pattern may be present. Paraphasias may be present.
- 7) Phonemic jargon with semblance to English syntax and rhythm with varied phonemes and neologisms. May be voluble; must be fluent.
- 8) Circumlocutory, fluent speech. Marked word finding difficulty. Verbal paraphasias. May have semantic jargon. The sentences are often complete but may be irrelevant.
- 9) Mostly complete, relevant sentences; occasional hesitation and/or paraphasias. So;po word finding difficulty. May have some articulatory errors.
- 10) Sentences of normal length and complexity, without definite slowing, halting, or articulatory difficulty. No paraphasias.

Maximum Score 20
Patient's Score _____

II. Auditory Verbal Comprehension

4. Yes/No Questions

Explain to the patient that you are going to ask some questions and that the answers should be either "yes" or "no." If it is difficult to establish a consistent verbal or gestural yes/no response, then eye closure for "yes" should be established. The instructions should be repeated, if necessary, during the test. Reinforce the patient when he or she gets into the set of answering as requested, but avoid nodding or commenting on specific items! If the patient self-corrects, the fast answer is scored. If a patient gives an ambiguous or confabulatory response, repeat the instructions and the question and score accordingly. If the response is still ambiguous, score 0. Score 3 points for each correct answer. Record responses in the appropriate column: 'verbal, gestural, or eye blink.

	Verbal	Gestural	Eye blink
1. Is Your Name Smith? ("no" should be correct)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is Your Name Brown? ("no" should be correct)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is Your Name _____ (real name) ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do You Live In Toronto? (no should be correct)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do You Live In ? _____ (real residence)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do You Live In Windsor? ("no" should be correct)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are You A Man/Woman? ("yes" should be correct)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are You A Doctor? ("no" should be correct)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Am I A Man/Woman? ("yes" should be correct)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are The Lights On In This Room? ("yes" should be correct)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is The Door Closed? ("yes" should be correct)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is This A Hotel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is This _____ (real test location) ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are You Wearing Red Pajamas? ("no" should be correct)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Will Paper Burns In Fire?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does March Come Before June?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Do You Eat A Banana Before You Peel It?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Does It Snow In July?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Is A Horse Larger Than A Dog?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Do You Cut The Grass With An Axe ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Maximum Score 60
Patient's Score _____

B. Auditory Word Recognition

Place the *real objects* (listed below) in a random cluster making sure that they are within the patient intact field if hemianopsia is present. *Present cards of the pictured objects, forms, letters, numbers, and colors.* (pg. 4 to 15 in test material) Ask the patient to point to the furniture, his or her body parts, and fingers, in the order listed. Ask the patient to point to each item, by saying, "Point to the, or, "Show me the." One repetition of each command is allowed. If the patient points to more than one item, score 0, unless it is clear that the patient recognizes his or her error and corrects it. For the seven items requiring left-right discrimination, the patient must get both the side and body part correct to receive credit. If the room does not have certain furniture, substitute comparable items.

<i>Real Objects</i>	<i>Drawn Objects</i>	<i>Forms</i>	<i>Letters</i>	<i>Numbers</i>
Cup	Matches	Square	J	5
Matches	Cup	Triangle	F	61
Pencil	Comb	Circle	B	500
Flower	Screwdriver	Arrow	K	1867
Comb	Pencil	Cross	M	32
Screwdriver	Flower	Cylinder	D	5000

<i>Colors</i>	<i>Furniture</i>	<i>Body Parts</i>	<i>Fingers</i>	<i>Right Left</i> -
Blue	Window	Ear	Thumb	Right Shoulder
Brown	Chair	Nose	Ring Finger	Left Knee
Red	Desk	Eve	Index Finger	Left Ankle
Green	Light	Chest	Little Finger	Right Wrist
Yellow	Door	Neck	Middle Finger	Left Elbow
Black	Ceiling	Chin	Right Ear	Right Cheek

Maximum Score 60
Patient's Score _____

C. Sequential Commands

Score for partial execution of the commands according to the numbers above each segment that is correctly executed. If the patient requests repetition or looks confused, repeat the command as a full sentence. On the table before the patient line up the **pen, comb, and book** (real objects) in this respective order and label each verbally: "See the pen, the comb, and the book? I will ask you to point to them and do things with them, just as I say. Are you ready?" If the patient does not seem to understand the task, point with the comb to the pen to demonstrate, and start again.

	Scores
<u>Raise your hand.</u>	2
<u>Shut your eyes.</u>	2
<u>Point to the chair.</u>	2
<u>Point to the window, then to the door.</u>	4
<u>Point to the pen and the book.</u>	4
<u>Point with the pen to the book.</u>	8
<u>Point to the pen with the book.</u>	8
<u>Point to the comb with the pen.</u>	8
<u>With the book point to the comb.</u>	8
<u>Put the pen on top of the book then give it to me.</u>	14
<u>Put the comb on the other side of the pen and turn over the book.</u>	20

This is the end of the sample version of the WAB test. Full version has complete assessment and scoring criteria.

Maximum Score 100
 Patients Score _____

SCORE SHEET

		<i>Maximum</i>	<i>Patient's Subscores</i>	<i>Total For AQ</i>
Global Aphasia	Spontaneous Speech			
	Information Content	<u>10</u>		
	Fluency	<u>10</u>		
	<i>Total</i>	<u>20</u>		
Broca's Aphasia	Comprehension			
	Yes/No Questions	<u>60</u>		
	Auditory Word Recognition	<u>60</u>		
	Sequential Commands	<u>80</u>		
	<i>Total</i>			
	(Divide By 20 For AQ)	<u>10</u>		
Isolation Aphasia	Repetition	<u>100</u>		
	<i>Total</i>			
	(Divide By 10)	<u>10</u>		
Transcortical Sensory Aphasia	Naming			
	Object Naming	<u>60</u>		
	Word Fluency	<u>20</u>		
	Sentence Completion	<u>10</u>		
	Responsive Speech	<u>10</u>		
	<i>Total</i>			
Conduction Aphasia	(Divide By 10)	<u>10</u>		
	Aphasia Quotient			
	(Add Totals And Multiply by 2 For AQ)			
	Reading And Writing			
	Reading	<u>100</u>		
	Writing	<u>100</u>		
Anomic Aphasia	<i>Total</i>			
	(Divide By 10)	<u>20</u>		
	Praxis	<u>60</u>		
Anomic Aphasia	<i>Total</i>			
	(Divide By 6)	<u>10</u>		
	Construction			
	Drawing	<u>30</u>		
	Block Design	<u>9</u>		
	Calculation	<u>24</u>		
Anomic Aphasia	Raven's Score	<u>37</u>		
	<i>Total</i>			
	(Divide By 10)	<u>10</u>		
Anomic Aphasia	Cortical Quotient			
	<i>Add Totals</i>	<u>100</u>		

- Total 93.8 or greater is considered not aphasic. 93.8 or below is considered aphasic.

Raven's Colored Progressive Matrices (RCPM)

This test includes 36 questions.

Ask patient to identify the missing element that completes a pattern. Assign one point for each correct answer.

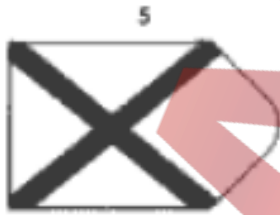
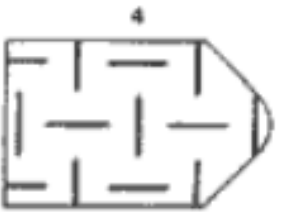
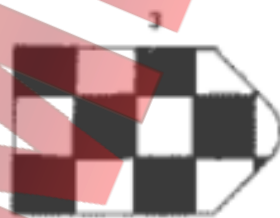
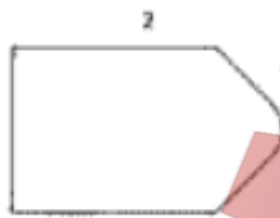
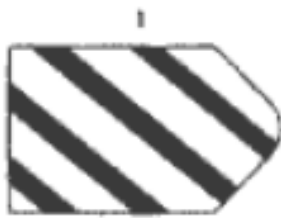
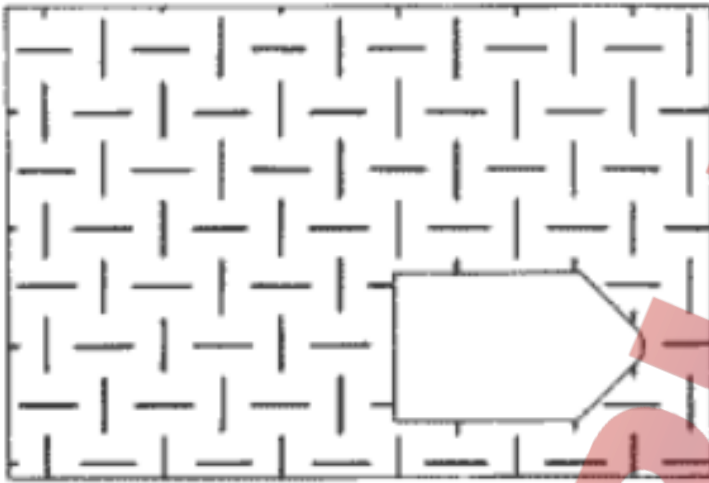
Answer form –

Test number –	Correct answer	Patient answer
1	6	
2	5	
3	1	
4	2	
5	6	
6	3	
7	6	
8	1	
9	1	
10	3	
11	5	
12	4	
13	2	
14	6	
15	1	
16	2	
17	1	
18	3	
19	5	

20	6	
21	4	
22	3	
23	4	
24	5	
25	6	
26	2	
27	3	
28	8	
29	7	
30	4	
31	5	
32	1	
33	6	
34	1	
35	3	
36	3	
	Total	/ 36

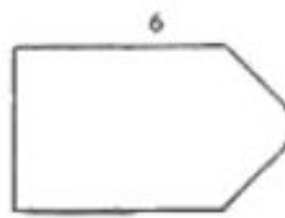
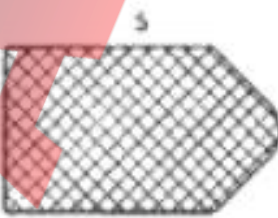
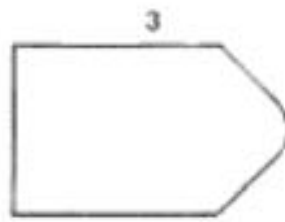
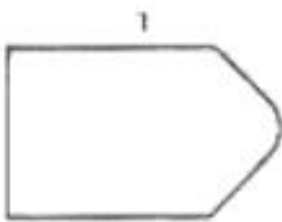
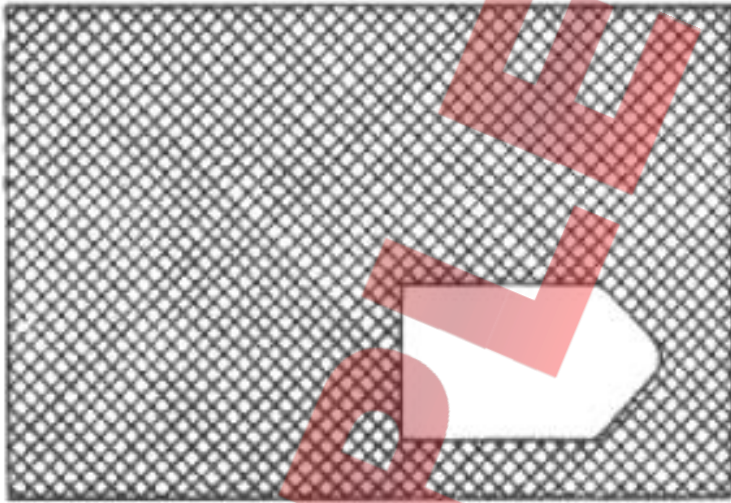
SAMPLE

1



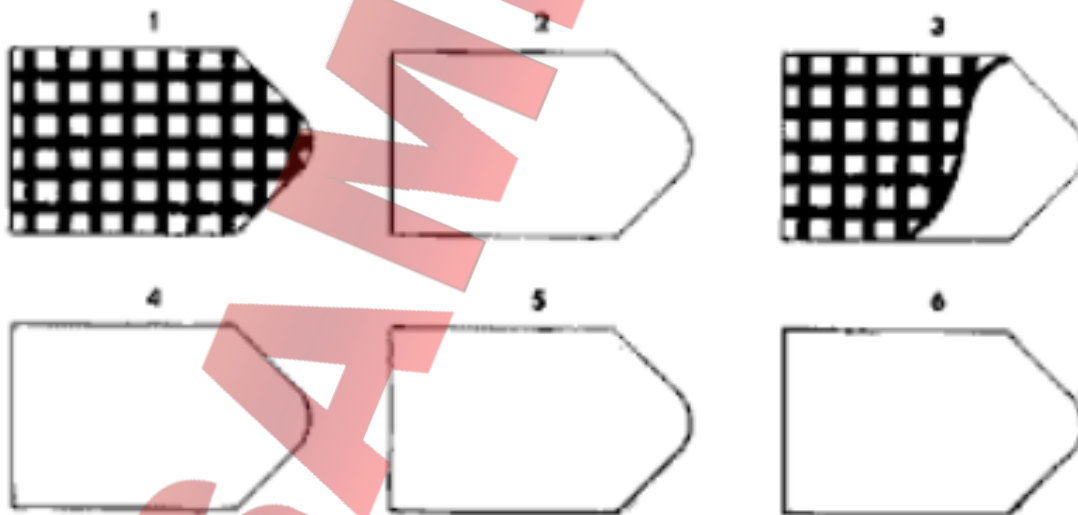
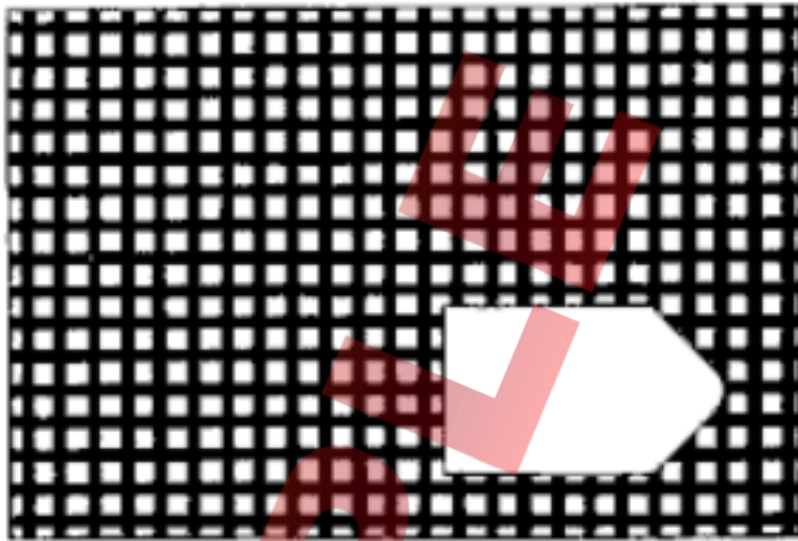
- 1 2 3 4 5 6

2



- 1 2 3 4 5 6

3



- 1 2 3 4 5 6

This is the end of the sample version of the (RCPM). Full version has complete 36 sets of test criteria.