

Flu-ID Aphasia Reference Sheet

STEP 1: Transcribe 20-30 utterances from a monologic narrative task into Transcript sheet column B.

- Include errors, pauses, fillers, and empty or automatic/stereotypical utterances.
- Use syntactic and prosodic information (e.g., intonation, pausing) to segment utterances.
- Delete utterance-initial conjunctions, and utterance-initial and utterance-final *nonverbal* fillers and pauses.
- Split or spell out contractions, e.g., she's → **she 's** or **she is**; hafta → **haf ta** or **have to**.
- Transcribe real-word errors orthographically and non-word errors phonemically.
- Include a gloss after phonological errors with known targets, e.g., /gaTmXner/:godmother
- Time the sample and include the start and end time in minutes and seconds on the Transcript sheet.

STEP 2: Add manual codes for the following spontaneous speech behaviors in Transcript sheet column C.

- Copy original utterances from Transcript sheet column B to Transcript sheet column C and add codes:

Behavior	Definition	Code	Examples
Phonemic paraphasias	Phonemic error (substitution, addition, omission, misordering) with known target	/*/	wicked /stEtmxdr/:stepmother glass /slikxrz/:slippers
Abstruse neologisms	Phonological errors with unknown targets; may use !xxx! if phonemes are unclear	!*	a beautiful !bAsInxm! she !xxx! it
Pauses	Within-utterance pauses > 1 second	#	she put on the# shoe
Verbal & nonverbal fillers	Filled pauses (e.g., um, uh, like, you know); self-cues, hedges, asides	*	she put on the \like um\ shoe \J-K-L-M\ mice helped her prince was \you know\ handsome
Repairs	Repetitions, retraces, and reformulations, at word and utterance levels	<*>	</sI- sInxrElx/ I mean> Cinderella went to the <party or> ball
Non-meaningful but grammatically essential speech	Empty speech, stereotypies, perseverations, semantically unrelated errors, which serve a grammatical function	[*]	godmother waved her [thing] the [whole idea] was able to [do that]
Non-meaningful and grammatically extraneous/unclear speech	Empty speech, stereotypies, perseverations, unrelated errors/jargon, with extraneous or unclear grammatical function	(*)	the mice made a dress (or whatever) the [female took] (opened) with her danced (and !xxx!) all night
Effort	Perceived effort arising from articulatory distortions, prosodic disruptions, or repeated false starts	1/0	1 = presence of effort 0 = absence of effort (from Transcript sheet column D)

Coding Tips:

- Leave no spaces between codes and corresponding word(s), e.g., the# shoe.
- Group together consecutive words/elements meeting criteria for a given code, e.g., She had to go /brY fwElv okat/:by twelve o'clock; <no but I mean> she \um uh\ <does r-> \uh\ runs <to> \uh\ out.
- Use overlapping codes when applicable, e.g., <she 's \um\ so she# and> she <lea-> leaves his place.

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STEP 3: Trim the utterances in Analysis sheet column D

- Your coded utterances will automatically transfer from Transcript sheet column C to Analysis sheet column B.
- Copy the range of utterances from column B and paste into column D. [**IMPORTANT: Paste values only.**]
- For the macro-enabled workbook, click *Click to Remove Coded Items* button at the top of column D.
- For the macro-disabled version, manually find and replace the following codes: #, *, <*>, (*), /*/. Put the code (with wildcard symbol, if appropriate) in the *Find* field and leave the *Replace with* field empty.

STEP 4: Code utterance grammaticality in Analysis sheet column Q

The following codes denote whether syntax is disrupted by omission, addition, substitution, or misordering.

Code	Definition of utterance type	Examples
Frag	Incomplete and abandoned by the speaker	she went to \uh\ the fairy godmother was
Gram	Complete and grammatically well formed	she went to the ball Cinderella danced
Agram	Agrammatic, characterized by omission of one or more obligatory elements (e.g., function words/morphemes)	Prince fall in love Cinderella she dance all night
Pgram	Paragrammatic, characterized by substitution, addition, or misordering of elements	she mades her all beautiful she was married by the prince
Ag/Pg	Both agrammatic and paragrammatic	stepmother and stepsisters was ugly woman Cinderella and prince is going to marry
UK	Grammatical structure unknown	Cinderella !xxx! it is !frAzbx!
NA	No narrative words (narrative utterance cell is blank)	

TIP: Use prosodic cues to distinguish between fragments and agrammatic utterances

NOTE: Agram and Pgram codes take precedence, i.e., if agrammatic or paragrammatic elements are evident in fragments, code the utterance as agrammatic/paragrammatic.

STEP 5: View PwA's fluency profile in Summary sheet

- Values from Analysis sheet will automatically transfer to Summary sheet to generate rating scores for **12 Fluency Dimensions** (Speech Rate, MLU, MaxLU, Agrammatism, Paragrammatism, Pauses, Fillers, Repairs, Empty Speech, Phonological Errors, Abstruse Neologisms, and Articulatory Effort).
- Ratings are used to compute **4 Summary Scores**: Grammatical Competence (GC), Lexical Availability (LA), Articulatory Facility (AF), and Overall Fluency.
- An **automatically populated bar chart** at the bottom of the sheet can be used to visualize how spontaneous speech dimensions contribute to the PwA's overall fluency profile. These should help guide therapy.