

# **Supplemental Material S1. Assessments included in the survey.**

## Right Hemisphere Batteries.

| <b>Test (Authors)</b>                                                                                                                     | <b>Areas covered</b>                                                                                                                    | <b>% Respondents<br/>who use test</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Burns Brief Inventory<br>(Burns, 1997)                                                                                                    | RH Inventory: visuospatial skills, prosody,<br>abstract language<br>Complex Neuropathology inventory:<br>orientation, memory, attention | 17.9                                  |
| Mini Inventory of Right<br>Brain Injury-2 (Pimental<br>& Kingsbury, 2000)                                                                 | Visual processing, unilateral neglect,<br>reading/writing, non-literal language,<br>emotion/affect, conversation, general<br>behavior   | 23.6                                  |
| Montreal Evaluation of<br>Communication – English<br>version (Joanette et al.,<br>2015)*                                                  | Prosody, non-literal language, conversation,<br>pragmatic inference, discourse, lexico-<br>semantics, awareness of deficits             | N/A^                                  |
| Rehab Institute of<br>Chicago (RIC) Evaluation<br>of Communication<br>Problems in RH<br>Dysfunction-3 (Halper,<br>Cherney, & Burns, 2010) | Behavioral observation, pragmatic<br>communication, visual scanning & tracking,<br>writing, metaphorical writing                        | 18.9                                  |
| Right Hemisphere<br>Language Battery, 2 <sup>nd</sup> Edn<br>(Bryan, 1994)                                                                | Lexical semantics, non-literal language,<br>humor, inferences, prosody                                                                  | 6.6                                   |
| Ross Information<br>Processing Assessment-2<br>(Ross-Swain, 1996)                                                                         | Memory, problem solving, auditory<br>processing                                                                                         | 44.3                                  |

\* Also available in French, Brazilian Portuguese and European Portuguese (Ferrerres et al., 2007; Joanette, Ska, & Cote, 2004; Kerr et al., 2015)

^ Due to an error in the survey construction, the data from the MEC could not be interpreted.

## Cognitive Assessments.

| <b>Test (Authors)</b>                                                                             | <b>Areas Covered</b>                                                               | <b>% Respondents<br/>who use test</b> |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------|
| Cognitive-Linguistic Quick Test + (Helm-Estabrooks, 2017)                                         | Attention, Memory, Language, Executive Functions, Visuospatial Skills              | 76.4                                  |
| Mini Mental State Exam (Folstein, Folstein, & McHugh, 1975)                                       | Orientation, memory, attention, language, visuoception                             | 22.6                                  |
| Neuropsychological Assessment Battery (NAB) (Stern & White, 2003)                                 | Attention, memory, language, visuoception, executive function                      | 7.6                                   |
| The Oxford Cognitive Screen (Demeyere, Riddoch, Slavkova, Bickerton, & Humphreys, 2015)           | Apraxia, unilateral neglect, memory, language, exec function, and number abilities | 0                                     |
| Repeatable Battery for Assessment of Neurological Status (Randolph, 1998)                         | Attention, memory, language, visuoception, executive function                      | 6.6                                   |
| Scales of Cognitive & Communicative Ability for Neurorehabilitation (Milman & Holland, 2012)      | Problem solving, language, memory                                                  | 26.4                                  |
| Scales of Cognitive Ability for Traumatic Brain Injury (Adamovich & Henderson, 1992)              | Perception/discrimination, orientation, organization, recall, and reasoning        | 2.8                                   |
| Saint Louis University Mental Status Examination (Tariq, Tumosa, Chibnall, Perry, & Morley, 2006) | Screening for orientation, attention, memory and executive function                | 1.8                                   |

## Pragmatic Assessments.

| <b>Test (Authors)</b>                                                                                           | <b>Areas Covered</b>                                                                                                                                                                                | <b>% Respondents<br/>who use test</b> |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Behaviorally Referenced Rating System of Intermediate Social Skills (BRISS) (Wallander, Conger, & Conger, 1985) | Verbal (e.g., conversation content, style, speech characteristics)<br>Non-verbal (eye contact, body language)                                                                                       | 0                                     |
| Communication Performance Scale (Ehrlich & Sipes, 1985)                                                         | Conversational interaction behaviors (e.g., eye contact, initiation, coherence, intelligibility)                                                                                                    | 4.7                                   |
| LaTrobe Communication Questionnaire (Douglas, Bracy, & Snow, 2000; Douglas, O'Flaherty, & Snow, 2000)           | Rating scales for communication behaviors based on quantity, quality, relation and manner (e.g., word finding, keeping track of topics, changing topics, non-verbals). Self and other rating forms. | 4.7                                   |
| Pragmatic Protocol (Prutting & Kirchner, 1987)                                                                  | Linguistic, paralinguistic, and non-verbal communication                                                                                                                                            | 4.7                                   |
| Profile of Pragmatic Impairment in Communication (PPIC) (Linscott, Knight, & Godfrey, 2003)                     | Conversational interactions; content, style, organization, etc.                                                                                                                                     | 5.7                                   |
| The Awareness of Social Inference Test (TASIT) (McDonald, Flanagan, & Rollins, 2002)                            | Videos of 1-3 people interacting; Identification of emotion, interpretation of white lies, sarcasm, etc.                                                                                            | 3.8                                   |

## Tests of Attention.

| <b>Test/Authors</b>                                                         | <b>Areas Assessed</b>                                                                                      | <b>% Respondents<br/>who use test</b> |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Brief Test of Attention (Schretlen, 1997)                                   | Auditory divided attention                                                                                 | 13.3                                  |
| Moss Attention Rating Scale (Whyte, Hart, Bode, & Malec, 2003)              | Observation of behaviors indicative of attention deficits                                                  | 2.9                                   |
| Paced auditory serial addition task (Gronwall, 1977)                        | divided and sustained attention (also working memory, information processing speed)                        | 8.6                                   |
| Rating Scale of Attentional Behavior (Ponsford & Kinsella, 1991)            | Observational rating of behaviors indicative of attentional deficits                                       | 3.8                                   |
| Ruff selective attention test (Ruff, 1995)                                  | sustained and selective visual attention                                                                   | 0                                     |
| Sustained Attention to Response Task (Robertson et al., 1997)               | Sustained attention                                                                                        | 7.6                                   |
| Symbol Digit Modalities Test (Smith, 1973)                                  | divided visual attention, processing speed                                                                 | 8.6                                   |
| Test of Everyday Attention (Robertson, Ward, Ridgeway, & Nimmo-Smith, 1994) | visual selective attention/speed, attention switching, sustained attention, auditory-verbal working memory | 30.5                                  |

## Tests of Unilateral Neglect.

| Scale                                                                                                                                       | Areas Covered                                                        | % Respondents<br>who use test |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------|
| Apples Test (part of BCoS)<br>(Bickerton, Samson,<br>Williamson, & Humphreys,<br>2011; Humphreys,<br>Bickerton, Samson, &<br>Riddoch, 2012) | Peri-personal viewer- and stimulus-<br>centered visuospatial neglect | 0                             |
| Balloons Test<br>(Edgeworth, Robertson, &<br>McMillan, 1998)                                                                                | Extra-personal, viewer-centered,<br>visuospatial neglect             | 0                             |
| Behavioural Inattention Test<br>(Wilson, Cockburn, &<br>Halligan, 1987)                                                                     | Peri-personal viewer centered visuospatial<br>neglect                | 6.9                           |
| Catherine Bergego<br>Scale (Azouvi et al., 2006,<br>1996)                                                                                   | Personal, peri-personal, and extra-<br>personal neglect              | 1.4                           |
| Line Bisection Test<br>(Schenkenberg, Bradford, &<br>Ajax, 1980)                                                                            | Peri-personal, viewer-centered,<br>visuospatial neglect              | 34.7                          |
| Ota / gap detection task<br>(Marsh & Hillis, 2008; Ota,<br>Fujii, Suzuki, Fukatsu, &<br>Yamadori, 2001)                                     | Peri-personal viewer- and stimulus-<br>centered visuospatial neglect | 1.4                           |
| Wheelchair Collision Test<br>(Qiang, Sonoda, Suzuki,<br>Okamoto, & Saitoh, 2005)                                                            | Extrapersonal visuospatial neglect                                   | 0                             |

## Tests of Executive Function.

| <b>Scale</b>                                                                                                 | <b>Areas Covered</b>                                                                                                                                                                                          | <b>% Respondents<br/>who use test</b> |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Behavioral Assessment of the Dysexecutive Syndrome (BADS) (Wilson, Emslie, Evans, Alderman, & Burgess, 1996) | organization, planning, problem solving, self-monitoring                                                                                                                                                      | 17.9                                  |
| Behavior Regulation Index of Executive Function (BRIEF) – Adult version (Roth, Isquith, & Gioia, 2005)       | Self-regulation in natural environment                                                                                                                                                                        | 9.4                                   |
| Delis-Kaplan Executive Function System (Delis, Kaplan, & Kramer, 2001)                                       | Nine tests of executive function: Word Context test, Sorting Test, Twenty Questions test, Tower test, Color-Word Interference test, Verbal Fluency test, Design Fluency test, Trail Making test, Proverb test | 3.8                                   |
| Dysexecutive Questionnaire (DEX) (Burgess, Alderman, Wilson, Evans, & Emslie, 1996)                          | Intentionality, inhibition, executive memory, affect                                                                                                                                                          | 4.7                                   |
| Functional Assessment of Verbal Reasoning and Executive Strategies (FAVRES) (MacDonald, 2005)                | Verbal reasoning, executive function                                                                                                                                                                          | 44.3                                  |
| Hayling Sentence Completion Test (Burgess & Shallice, 1997)                                                  | Response inhibition, fluid ability                                                                                                                                                                            | 0                                     |
| Multiple Errands Test-R (Morrison et al., 2013)                                                              | Strategy allocation, planning                                                                                                                                                                                 | 2.8                                   |
| Naturalistic Action Test (Schwartz, Buxbaum, Ferraro, Veramonti, & Segal, 2002)                              | Planning, sequencing and strategy allocation                                                                                                                                                                  | 0                                     |

|                                                                                        |                                                                                    |      |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------|
| Revised Strategy Application Test (B. Levine, Dawson, Boutet, Schwartz, & Stuss, 2000) | Executive function & strategy allocation                                           | 0    |
| Ruff Figural Fluency Test (Ruff, 1996)                                                 | "Cognitive fluency" – shift, cognitive set, planning strategies, executive ability | 0.9  |
| Trail Making Test (Reitan & Wolfson, 1985)                                             | Attention, planning, working memory                                                | 46.2 |

# Tests of Awareness (anosognosia).

| Scale                                                                                                 | Areas Assessed                                                                                   | % Respondents who use test |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------|
| Awareness Questionnaire (Sherer, Bergloff, Boake, High Jr, & Levin, 1998; Sherer, Hart, & Nick, 2003) | Cognition, emotion/pragmatics, functional implications, implicit awareness, hemiparesis, neglect | 10.4                       |
| Bisiach scale (Bisiach, Ballar, Perani, Papagno, & Berti, 1986)                                       | Hemiplegia, neglect                                                                              | 0                          |
| Head Injury Behavior Scale (HIBS) (Godfrey et al., 2003)                                              | Emotion/pragmatics, functional implications                                                      | 0.9                        |
| Impaired Self-Awareness (ISA) scale (Prigatano & Klonoff, 1998)                                       | Cognition                                                                                        | 1.9                        |
| Levine Denial of Illness Scale (J. Levine et al., 1987)                                               | Prognosis/compliance                                                                             | 0                          |
| Patient Competency Rating Scale (PCRS) (Prigatano & Klonoff, 1998)                                    | Cognition, emotion/pragmatics, functional implications                                           | 0.9                        |
| Patient Competency Rating Scale for Neurorehabilitation Unit (Borgaro & Prigatano, 2003)              | Cognition, emotion/pragmatics, functional implications                                           | 0.9                        |
| Self Awareness of Deficit Interview (SADI) (Fleming, Strong, & Ashton, 1996)                          | Cognition, emotion/pragmatics, functional implications, treatment compliance                     | 3.8                        |
| Structured Awareness Interview (SAI) (Marcel, Tegnér, & Nimmo-Smith, 2004)                            | Implicit awareness hemiplegia vision/neglect                                                     | 1.9                        |
| Visual-Analogue Test for Anosognosia Language (Cocchini, Gregg, Beschin, Dean, & Della Sala, 2010)    | Functional implications of language disorders; aphasia                                           | 1.9                        |

# Tests of memory.

| Test                                                                                                                   | Areas Covered                                   | % Respondents who use test |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------|
| Brief Assessment of Prospective Memory (Man, Fleming, Hohaus, & Shum, 2011)                                            | Prospective memory                              | 0                          |
| California Verbal Learning Test - 2nd edition (Delis, Kramer, Kaplan, & Ober, 1983)                                    | Verbal learning                                 | 13.2                       |
| Cambridge Prospective Memory Test (Wilson et al., 2005)                                                                | Prospective memory                              | 1.9                        |
| Everyday Memory Questionnaire-Revised (Royle & Lincoln, 2008)                                                          | Metamemory                                      | 9.4                        |
| Hopkins verbal learning test - Revised (Brandt & Benedict, 2001)                                                       | Verbal learning                                 | 4.7                        |
| Memory Test for Older Adults (Hubley & Tombaugh, 2002)                                                                 | Visual & verbal memory                          | 2.8                        |
| Oxford Cog Screen - Memory Subtests (Demeyere et al., 2015)                                                            | Orientation; Recall recognition episodic        | 0.9                        |
| Rey Complex Figure Test and Recognition Trial (Meyers & Meyers, 1995)                                                  | Visuospatial ability and visuospatial memory    | 7.6                        |
| Rivermead Behavioral Memory Test, 2 <sup>nd</sup> edition (Wilson, Cockburn, Baddeley, Ivani-Chalian, & Aldrich, 2003) | "Everyday" memory                               | 34.9                       |
| Wechsler Memory Scales - 4th edition (Wechsler, 2009)                                                                  | Verbal and visual short-term and working memory | 12.3                       |

## Language Tests.

| <b>Test (Authors)</b>                                                                                                           | <b>Areas covered</b>                                                                                                    | <b>% Respondents who use test</b> |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Cookie Theft picture description (Goodglass, Kaplan, & Barresi, 2001; Myers, 1999)                                              | Can evaluate content units, inferred vs. literal concepts, efficiency of speech, etc.                                   | 80.2                              |
| Discourse Comprehension Test (Brookshire & Nicholas, 1983)                                                                      | Comprehension of main ideas and details, both explicitly stated and inferred; auditory & written versions               | 14.2                              |
| Familiar and Novel Language Comprehension Protocol (Kempler & Van Lancker, 1996; Kempler, Van Lancker, Marchman, & Bates, 1999) | Comprehension of literal and non-literal (idioms, metaphors) phrases                                                    | 0.9                               |
| Listening Behaviors Checklist (Hartley, 1985)                                                                                   | Checklist for pragmatic behaviors such as nonverbal responses to indicate listening or attending, appropriate responses | 0.9                               |
| Social Comprehension and Judgment Screening Test (Sohlberg & Mateer, 1989)                                                      | Open ended questions to elicit rationale, judgment, insight into social behaviors                                       | 2.8                               |
| Test of Language Competence- Expanded Edition* (Wiig & Secord, 1989)                                                            | Inferencing, figurative language, ambiguous and multiple meanings                                                       | 4.7                               |
| The Word Test 2: Adolescent (L. Bowers, Huisinigh, LoGiudice, & Orman, 2005)                                                    | Generation of synonyms, antonyms, multiple meanings of ambiguous words                                                  | 1.9                               |

\* Now out of print; assessments contained within CELF-5 Metalinguistics (Wiig & Secord, 2014).

## Tests of Prosody.

| <b>Test</b>                                                       | <b>Areas assessed</b>                                                                                          | <b>% Respondents<br/>who use test</b> |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Aprosodia Battery (Ross, 1981)                                    | Identification and production of emotional prosody via words, monosyllabic sentences, and asyllabic sentences  | 1.9                                   |
| Florida Affect Battery (D. Bowers, Blonder, & Heilman, 1991)      | Identification of facial expression and emotional prosody;<br>Matching emotional prosody and facial expression | 6.6                                   |
| New York Emotion Battery (NYEB) (Borod, Welkowitz, & Obler, 1992) | Identification, discrimination, and production of facial expression & prosody (linguistic & emotional)         | 0                                     |

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