

APPENDIX II: QUESTIONNAIRE

Section 1: Demographic Information

1. Age:

- Under 20
- 21-30
- 31-40
- 41-50
- 51-60
- Over 60

2. Gender:

- Male
- Female
- Other (please specify): _____

3. Occupation:

- Nurse
- Neurolinguist
- Aphasiologist
- Neuropathologist
- Other (please specify): _____

4. Years of Experience in the Field:

- Less than 1 year
- 1-3 years
- 4-6 years
- 7-10 years
- More than 10 years

Section 2: Language Production Impairments

5. To what extent do you agree with the following statements about language production impairments in individuals with aphasia? (1 = Strongly Disagree, 5 = Strongly Agree)

a. Individuals with aphasia often experience difficulty with word retrieval.

- 1

- o 2
- o 3
- o 4
- o 5

b. Speech in individuals with aphasia is frequently characterized by agrammatical sentences.

- o 1
- o 2
- o 3
- o 4
- o 5

c. Aphasics have more difficulty with speech fluency than with comprehension.

- o 1
- o 2
- o 3
- o 4
- o 5

d. The severity of aphasia affects the level of language production impairment-examined.

- o 1
- o 2
- o 3
- o 4
- o 5

6. What specific linguistic features are most commonly affected in individuals with aphasia? (Select all that apply)

- o Phonological inhibition
- o Word selection
- o Sentence structure
- o Articulation

- Semantic processing
- Other (please specify): _____

7. **In your experience, which type of aphasia is most commonly associated with significant language production impairments?**

- Broca's Aphasia
- Wernicke's Aphasia
- Global Aphasia
- Anomic Aphasia
- Other (please specify): _____

Section 3: Relationship Between Location and Impairments

8. **How does the location of brain damage impact language comprehension impairments in individuals with aphasia?** (1 = Not at All, 5 = Very Significantly)

- 1
- 2
- 3
- 4
- 5

9. **Which brain regions are most commonly associated with significant language comprehension impairments?** (Select all that apply)

- Broca's Area
- Wernicke's Area
- Angular Gyrus
- Arcuate Fasciculus
- Other (please specify): _____

Section 4: Individual Variability

10. **To what extent do individual factors (such as age, gender, or education level) influence speech production impairments in individuals with aphasia?** (1 = Not at All, 5 = Very Significantly)

- 1
- 2
- 3
- 4

- 5
- 11. **How do variations in aphasia severity affect individual speech production impairments?** (1 = Not at All, 5 = Very Significantly)
 - 1
 - 2
 - 3
 - 4
 - 5

Section 5: Observations and Recommendations

12. **What specific observations have you made regarding the impact of aphasia on linguistic planning and execution processes?** (Open-ended)

13. **Based on your experience, what are the most effective strategies or interventions for improving language production in individuals with aphasia?** (Open-ended)

14. **What additional factors or variables do you think should be considered when studying language production impairments in aphasia?** (Open-ended)

Section 6: Additional Comments

15. **Please provide any additional comments or insights regarding language production impairments in aphasia.** (Open-ended)

APPENDIX III: INTERVIEW SCHEDULE

- 1. Please briefly describe your professional background and experience working with individuals with aphasia?**
- 2. In your experience, what are the most common language production impairments examined in individuals with aphasia?**
- 3. How do these language production impairments typically manifest in speech? Can you provide examples?**
- 4. How does the location of brain damage impact language production impairments in aphasics? Are there specific regions that you find more frequently associated with these impairments?**
- 5. Please describe any patterns or correlations cross-examined between the severity of aphasia and the extent of language production impairments?**
- 6. What role do individual factors, such as age, gender, or educational background, play in the variability of language production impairments among aphasics?**
- 7. How do you address or accommodate these individual differences in your assessments or interventions?**
- 8. What specific linguistic features are most affected in individuals with aphasia, and how do these features impact their daily communication?**
- 9. Please discuss any effective interventions or strategies you have used to improve language production in individuals with aphasia?**
- 10. What further research or additional factors do you believe are needed to better understand and address language production impairments in aphasia?**

APPENDIX IV: OBSERVATION SCHEDULE

1. General Information

- **Date of Observation:** _____
- **Location:** _____
- **Observer's Name:** _____
- **Subject's Name (if applicable):** _____
- **Type of Aphasia (if known):** _____

2. Language Production Impairments

- **Speech Fluency**
 - Speech is fluent and normal rate
 - Speech is hesitant or labored
 - Speech is fragmented or incomplete
 - Presence of telegraphic speech (minimal grammatical structure)
 - **Notes:**

- **Word Retrieval**
 - Subject frequently pauses or hesitates while searching for words
 - Use of non-specific words (e.g., "thing," "stuff")
 - Frequent use of circumlocution (describing instead of naming)
 - Errors in word selection (incorrect words used)
 - **Notes:**

- **Articulation and Pronunciation**
 - Clear and accurate articulation
 - Difficulty with pronouncing specific sounds or words
 - Presence of phonological errors (e.g., substituting one sound for another)
 - **Notes:**

- **Sentence Structure**
 - Sentences are grammatically correct and complete
 - Sentences are grammatically incorrect or incomplete

- Use of agrammatical structures (e.g., missing function words, incorrect word order)
- **Notes:**

- **Semantic Processing**

- Meaning of speech is clear and appropriate
- Frequent use of neologisms (made-up words)
- Use of unrelated or inappropriate words
- **Notes:**

3. Impact of Brain Damage Location

- **Behavioral Changes Related to Brain Damage**

- Observable changes in communication based on-examined location of damage (if known)
- Specific impairment correlates with damaged brain area
- **Notes:**

- **Speech Patterns Related to Location**

- Specific patterns in speech associated with particular brain damage locations
- Correlation between location and type of language impairment-examined
- **Notes:**

4. Individual Variability

- **Age-Related Factors**

- Observed differences in language production based on age
- Variability in speech patterns due to age differences
- **Notes:**

- **Gender-Related Factors**

- Observed differences in language production based on gender
- Variability in speech patterns due to gender differences
- **Notes:**

- **Educational Background Factors**

- Observed differences in language production related to educational background
- Impact of education level on speech and language production
- **Notes:**

5. Linguistic Features Affected

- **Specific Linguistic Features**

- Phonological features (e.g., sound production)
- Lexical features (e.g., word choice and retrieval)
- Syntactic features (e.g., sentence construction)
- Semantic features (e.g., meaning and relevance)
- **Notes:**

6. Interventions and Strategies

- **Response to Interventions**

- Effectiveness of current interventions-examined
- Subject's response to specific strategies used
- **Notes:**

Additional Notes:

APPENDIX V: DOCUMENT ANALYSIS GUIDE

1. Document Information

- **Document Title:** _____
- **Document Type:** (e.g., medical record, therapy report, assessment tool)
- **Date of Document:** _____
- **Source/Author:** _____
- **Document Reference Number:** _____

2. Content Overview

- **Purpose of the Document:**
 - Diagnosis and assessment of aphasia
 - Therapy and intervention strategies
 - Progress reports
 - Research and academic studies
 - **Notes:**

- **Relevance to Language Production Impairments:**
 - Directly addresses language production impairments
 - Provides context for understanding impairments
 - Offers insights into specific linguistic features
 - **Notes:**

3. Language Production Impairments

- **Types of Impairments Documented:**
 - Phonological deficits
 - Word retrieval issues
 - Grammatical errors
 - Semantic processing difficulties
 - **Notes:**

- **Severity and Frequency of Impairments:**
 - Mild

- Moderate
- Severe
- Frequency of occurrence (e.g., occasional, frequent)
- **Notes:**

4. Impact of Brain Damage Location

- **Details on Brain Damage Location:**
 - Specific brain regions affected
 - Correlation between damage location and language impairments
 - **Notes:**

- **Associated Speech Patterns:**
 - Patterns of speech related to specific brain damage locations
 - Documented observations of changes based on damage location
 - **Notes:**

5. Individual Variability

- **Factors Affecting Variability:**
 - Age
 - Gender
 - Educational background
 - **Notes:**

- **Variability in Language Production:**
 - Differences-examined based on individual factors
 - Impact of individual differences on speech patterns
 - **Notes:**

6. Linguistic Features Affected

- **Features Documented:**
 - Phonological features
 - Lexical features
 - Syntactic features
 - Semantic features
 - **Notes:**

- **Impact on Communication:**
 - How affected features impact daily communication
 - Examples of communication challenges
 - **Notes:**

7. Interventions and Strategies

- **Interventions Documented:**
 - Types of interventions used
 - Effectiveness of interventions
 - **Notes:**

- **Recommendations and Outcomes:**
 - Recommendations for further treatment or therapy
 - Documented outcomes of interventions
 - **Notes:**
