

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

- ☐ ☐ 2
- ☐ ☐ 3
- ☐ ☐ 4
- ☐ ☐ 5

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

- ☐ ☐ 1
- ☐ ☐ 2
- ☐ ☐ 3
- ☐ ☐ 4
- ☐ ☐ 5

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

- ☐ ☐ 1
- ☐ ☐ 2
- ☐ ☐ 3
- ☐ ☐ 4
- ☐ ☐ 5

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

- ☐ ☐ 1
- ☐ ☐ 2
- ☐ ☐ 3
- ☐ ☐ 4
- ☐ ☐ 5

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

- ☐ ☐ Phonological inhibition
- ☐ ☐ Word selection
- ☐ ☐ Sentence structure
- ☐ ☐ 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):** _____
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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:**
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- **Semantic Processing**

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

- **Age-Related Factors**

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

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

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

- **Response to Interventions**

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

- ☐ How affected features impact daily communication
 - ☐ Examples of communication challenges
 - **Notes:**
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7. Interventions and Strategies

- **Interventions Documented:**

- ☐ Types of interventions used
 - ☐ Effectiveness of interventions
 - **Notes:**
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- **Recommendations and Outcomes:**

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