



Cognitive Communication Checklist for Acquired Brain Injury (CCCABI)

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The CCCABI is a referral tool designed to help flag communication difficulties after a brain injury that require a referral to a speech-language pathologist (SLP). This is a referral tool only and is not intended to replace a thorough SLP assessment or to provide a diagnosis. Further analysis about the presence, functional impact, and severity of cognitive-communication difficulties should be determined by the assessing SLP.

Instructions:

Check all difficulties noted using a checkmark  If 1 or more difficulties are noted, a full SLP evaluation may be beneficial.

Functional Daily Communications (Activity/Participation)

Decreased amount, quality, effectiveness, speed, frequency, independence, or stamina. Changed since the injury

- ☐ Difficulties with family or social communications
- ☐ Difficulties with communication in the community (stores, services, internet, telephone, medical, financial, legal)
- ☐ Difficulties with workplace communications
- ☐ Difficulties with school communications/academic performance
- ☐ Difficulties with communications needed for problem-solving/decision-making or self-advocacy

Specific Functional Difficulties

Auditory Comprehension & Information Processing

Possible factors:

hearing, attention, memory,
receptive language,
comprehension,
integration, reasoning,
and speed of information
processing

- ☐ Hearing what is said, sensitivity to sounds, ringing in ears - *Refer to Audiologist*
- ☐ Understanding words and sentences
- ☐ Understanding long statements (discussions, lectures, news, TV)
- ☐ Understanding complex statements (humor, subtle, implied information)
- ☐ Integrating information – Cannot “glue” information together to draw a conclusion or get the gist
- ☐ Tendency to misunderstand or misinterpret discussions
- ☐ Focusing attention on what is said (distraction, fatigue, interest)
- ☐ Shifting attention from one speaker to another
- ☐ Staying on track with the conversation, staying on topic
- ☐ Holding thoughts in mind while talking or listening
- ☐ Remembering new conversations, events, new information

Expression, Discourse & Social Communication

Possible factors:

Articulation, word finding, language, memory, attention, social communication, fatigue, fluency, reasoning, executive functions, social communication, fatigue, fluency, reasoning, executive functions, social cognition,

- ☐ Speech sounds, muscle movements, voice, fluency, stuttering
- ☐ Word finding, word retrieval, thinking of the word, vocabulary, word choice
- ☐ Sentence planning, sentence construction, grammar
- ☐ Initiating conversation
- ☐ Generating topics of conversation, thinking of what to say, elaborating, adding
- ☐ Vague, nonspecific, disorganized conversation
- ☐ Overly talkative, rambling, verbose conversation
- ☐ Socially unsuccessful comments (impulsivity, anger, swearing, joking, topic selection)
- ☐ Nonverbal skills (eye contact, personal space, facial expression, tone of voice, mannerisms, gestures)
- ☐ Perceiving or understanding conversation partner cues, emotions, context, views

Reading Comprehension

Possible factors:

Any written materials, print or electronic

- ☐ Physical difficulties with vision (double, blurred, field, tracking, pain, fatigue, dizziness - *Refer to Optometrist, Ophthalmologist*)
- ☐ Decoding letters or words, reading aloud fluently
- ☐ Comprehending read sentences, paragraphs, text
- ☐ Retaining read information over time, remembering, organizing
- ☐ Attending to what is read, need to read everything twice
- ☐ Reduced stamina for reading (Reads for ____ min. now; ____ min. prior to onset)

Written Expression

Possible factors:

Any written materials, print or electronic

- ☐ Physical aspects of writing, hand movements - *Refer to Occupational Therapist*
- ☐ Writing words
- ☐ Constructing sentences, formulating ideas for writing (sentence formulation)
- ☐ Organizing thoughts in writing (written discourse)
- ☐ Spelling difficulties relative to pre-injury abilities

Thinking, Reasoning, Problem Solving, Executive Functions, Self-Regulation

(required for communication)

- ☐ Insight, awareness, recognizing there is a problem
- ☐ Making & expressing decisions (getting facts, weighing facts, pros & cons, deciding)
- ☐ Discussing without being overwhelmed, upset, withdrawn
- ☐ Filtering out less relevant information, focusing on priorities, main points
- ☐ Organizing, integrating, analyzing, inferring, seeing the whole picture
- ☐ Summarizing, getting the gist or the bottom line, drawing conclusions
- ☐ Brainstorming, generating ideas, alternatives, thinking creatively
- ☐ Planning, prioritizing, implementing, following through, evaluating, self-monitoring of communication

Total

_____ **# of communication concerns identified**