



The Adaptation and Standardization of the Catalan Version of the Comprehensive Aphasia Test (CAT-CAT): a Preliminary Study

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The adaptation and standardization of the Catalan version of the *Comprehensive Aphasia Test* (CAT-CAT): a preliminary study

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Introduction

Very few studies have examined the linguistic abilities of Catalan-speaking aphasics with the purpose to develop an assessment tool. The diagnosis of aphasia in Catalan speakers is mostly based on clinical observations or through assessment tests in their second language. The goal of the present study is to present the preliminary results of the ongoing standardization process of the adaptation of the Catalan version of the *Comprehensive Aphasia Test* (CAT; Swinburn et al., 2005; Howard et al., 2010).

The CAT is a comprehensive test that evaluates the cognitive and linguistic abilities of aphasic subjects. It is being adapted to several languages (Fyndanis et al., 2017) by investigators from the *Collaboration of Aphasia Trialists* project (the Tavistock Trust for Aphasia). Cultural, linguistic and psychometric properties such as frequency or imageability (Rofes et al., 2018) have been controlled during the development of the CAT-CAT.

Methods

Here we present the preliminary data on the cognitive and linguistic parts of the CAT-CAT from 43 healthy participants (age range: 20-80 years old; 27 women and 16 men; 40 right-handed and 3 left-handed) and 9 people with different subtypes of aphasia and etiologies (age range: 45-78 years old, 6 women and 3 men, all right-handed, time post-onset: 5-11 years). All the participants were native speakers of Catalan.

The test consists of 6 cognitive tasks to evaluate the possibility of associated cognitive deficits, such as apraxia or acalculia, and 21 tasks with the purpose to assess the following linguistic behaviors: comprehension, production, repetition, naming, reading and writing.

Results

The descriptive results showed that the performance of healthy individuals on the cognitive and linguistic parts was at ceiling. The performance of aphasic subjects on the cognitive tasks was slightly better than their performance on the linguistic tasks, but worse than the healthy subjects' performance (specially on the verbal fluency and recognition memory tasks). Regarding the linguistic evaluation, meaningful differences could be observed between the performance of both groups on different tasks, more specifically, on the subtests that assess the comprehension of sentences, the verbal digit span, the repetition of sentences, the ability to name

objects both orally and in writing, the written and oral description of a picture, and those that involved reading and repeating pseudowords.



Figure 1. Picture of the written and oral description subtests of the CAT-CAT

Conclusions

The preliminary results suggest that the CAT-CAT was sensitive to the linguistic deficit of the Catalan-speaking aphasic subjects that participated in the study and, hence, that it can be a useful tool to assess their language skills in their native language. We are now broadening our sample to conduct the statistical analysis to determine its reliability as a diagnostic tool.

References

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