-KEFS Color-Word Interference Test

Ages 8-89

Materials: Record Form, Stimulus Booklet (Flat Position), Stopwatch

Condition 1: Color Naming

Discontinue

Discontinue if the examinee has marked difficulty or makes four uncorrected errors on the practice lines. Otherwise, discontinue the scored task after 90 seconds.

Administration and Recording

Place the stimulus booklet flat on the table in a horizontal (landscape) position directly in front of the examinee so that the two practice lines of Condition 1 are positioned at the top of the page from the examinee's perspective. Say,

This page has patches of color on it. I'd like you to say the colors as guickly as you can without skipping by or making mistakes. When you finish this line (sweep across the first practice line of five squares with your finger), go on this one (point to the first square of the second row). Now try these first two lines for practice.

If the examinee is able to complete the two practice lines, say, Good. Now, when I say begin, I want you to say be result the colors. Begin here (point to the first square on the first line of 10 squares below the practice lines) and say each control of the other, without skipping any. When you finish this line (sweep across the first row with your finger), go on this concerning (point to the first square of the second row). Keep saying the colors until you reach the end of the last line (point) co is as quickly as you can without making mistakes. Ready? Begin.

Start timing. Follow the examinee's progress item by item. Record errors by writing the first le of the accorrect color name beneath the correct response and record any nonsense words (e.g., "bleen") verbatim. Indicate self-correction drawing a slash mark through the letter or word. Record total completion time in seconds.

Allow the examinee to use a finger to maintain his or her place on the stimulus page If the xaminee skips a line accidentally, point out the error immediately and redirect the examinee to the correct line. Keep the stopward run ing while pointing out line-skipping errors.

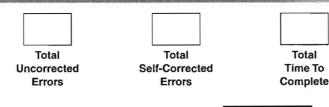
If the examinee does not complete the task at the end of 90 seconds may, tor ate the last item attempted and record 90 seconds as the total completion time. Items to which the examinee did not resp. because he time limit was reached are not counted as errors. Turn the page in the stimulus booklet to Condition 2: Word Reading.

				green	red	' Je	green	blue		
				re	ы Э	green	blue	green		
	red	blue	red	gr en	red	blue	green	blue	red	green
	blue	green	ret.	en ج	red	green	blue	red	blue	green
	red	green	blue	red	green	red	green	blue	green	red
	blue	d	green	blue	red	green	blue	red	blue	green
¥	rد	blue	red	green	blue	green	blue	red	blue	green

Condition 1: Color Naming

Total

Color



8

D-KEFS Color-Word Interference Test (continued)

Condition 2: Word Reading

Discontinue

Discontinue if the examinee has marked difficulty or makes four uncorrected errors on the two practice lines. Otherwise, discontinue the scored task after 90 seconds.

Administration and Recording

Place the stimulus booklet flat on the table in a horizontal (landscape) position directly in front of the examinee, with the rows of words printed in black ink facing the examinee. Say,

Now look at this page with words printed on it. I'd like you to read the words aloud as quickly as you can without skipping any or making mistakes. When you finish this line (sweep across the first practice line of five words with your finger), go on to this one (point to the first word of the second row). Now try reading these first two lines for practice.

If the examinee is able to complete the two practice lines, say,

Good. Now, when I say begin, I want you to read the rest of the words. Begin here (point to the first word the first ne of 10 words below the practice lines) and read each word, one after the other, without skipping any. Kr add, the ords until you reach the end (point to the last word on the last line). Read the words as quickly as you with ut making mistakes. Ready? Begin.

Start timing. Follow the examinee's progress item by item. Record errors by writing the first letter of the increative word beneath the correct response and record any nonsense words (e.g., "bleen") verbatim. Indicate self-corrections by d. ving a sign h mark through the letter or word. Record total completion time in seconds.

Allow the examinee to use a finger to maintain his or her place on the stimulus page. If the examinee skips a line accidentally, point out the error immediately and redirect the examinee to the correct line. Keep the stopwatch up a while pointing out line-skipping errors.

If the examinee does not complete the task at the end of 90 seconds, say, **Stop**. Indicate the stitute attempted and record 90 seconds as the total completion time. Items to which the examinee did not respond because the time limit was reached are not counted as errors. Turn the page in the stimulus booklet to Condition 3: Inhibition.

			red	blue	gree	red	blue		:
			green	hlue	groon	red	green		
green	red	blue	green	Jue	red	blue	green	blue	green
red	green	blue	rer	blue	green	red	blue	red	green
red	green	blue	TREA	red	blue	green	red	blue	red
blue	green	d	blue	green	red	blue	green	blue	red
green	red	ue	red	blue	green	red	blue	red	green

Condition 2: Word Reading



Condition 3: Inhibition

Discontinue

Discontinue if the examinee has marked difficulty or requires four corrections on the two practice lines. Otherwise, discontinue the scored task after 180 seconds.

Administration and Recording

Place the stimulus booklet flat on the table in a horizontal (landscape) position directly in front of the examinee, with the rows of words printed in dissonant ink colors facing the examinee. Say,

Now look at this page. It's going to be a little harder than the other pages because the color names are printed in a different-colored ink. For example (point to the first word on the first practice line of five words), do you see how the word red is printed in green ink here? This time, you are to name the color of the ink that the letters are printed in and not read the word. So, what would you say for this one? (Point again to the first word on the first practice line and "low the examinee to respond. Correct any errors.) Good. And this one? (Point to the next two practice items." The provement of the practice items.

If the examinee has difficulty understanding the task, you may demonstrate it by naming the ink colors on first activities, then inviting the examinee to respond to the second line. If the examinee requires four corrections on the transmission of the second line, then condition and do not administer Condition 4: Inhibition/Switching.

If the examinee is able to complete the two practice lines, say,

Good. Now, when I say begin, I want you to do the same thing for the rest of then, by the color of the ink the letters are printed in; do not read the words. Begin here (point to the first word on the first line of read the below the practice lines) and say each ink color, one after the other, without skipping any. Keep saying the ink colors until you reach the end (point to the last word of the last line). Say the ink colors as quickly as you can with at aking mistakes. Ready? Begin.

Start timing. Follow the examinee's progress item by item. The single letter (*r* for receptor blue, *g* for green) printed in parentheses next to each correct response represents the error response if the examinee reads the world rather than naming the ink color. Record errors by circling the letter or by writing the initial letter of other incorrect color, energy or rect response. Also record any nonsense words (e.g., "bleen") verbatim. Indicate self-corrections by drawing a slash through the letter or word. Record total completion time in seconds.

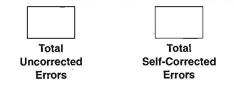
Allow the examinee to use a finger to maintain his or her place concerning us page. If the examinee skips a line accidentally, point out the error immediately and redirect the examinee to the correct line. The stopwatch running while pointing out line-skipping errors.

If the examinee makes three consecutive errors of regime the words, prompt him or her to name the ink color. Provide this prompt only once during this condition and keep the stopwatch anim

If the examinee does not complete the task at the encoded as the conds, say, **Stop.** Indicate the last item attempted and record 180 seconds as the total completion time. Items to which we mine an ot respond because the time limit was reached are not counted as errors. Turn the page in the stimulus by step to condition 4: Inhibition/Switching.

			⊾_en(r)	red(b)	blue(g)	green(b)	red(g)			
			blue(r)	red(b)	green(r)	red(g)	green(r)			
•	red(b) blu	d(b)	green(r)	red(b)	blue(r)	green(b)	blue(r)	red(b)	green(r)	
	red) bi (a)	green(b)	blue(g)	green(r)	blue(g)	red(b)	green(r)	red(b)	blue(g)	
	gree. 1 blue(g)	green(r)	red(b)	blue(g)	green(r)	red(g)	blue(r)	green(b)	red(g)	
	green(b) blue(g)	red(b)	green(r)	blue(g)	red(b)	green(r)	blue(g)	green(r)	red(g)	
	blue(g) green(b)	blue(r)	red(b)	blue(g)	green(r)	red(b)	blue(g)	green(r)	red(b)	

Condition 3: Inhibition



Color

Total Time To

Complete

Condition 4: Inhibition/Switching

Discontinue

Do not administer Condition 4 if the examinee had marked difficulty or did not finish before the time limit was reached on Condition 3: Inhibition. Discontinue if the examinee has marked difficulty or requires four corrections on the practice lines of Condiditon 4. Otherwise, discontinue the scored task after 180 seconds.

Administration and Recording

Place the stimulus booklet flat on the table in a horizontal (landscape) position directly in front of the examinee, with the rows of words printed in dissonant ink colors, half of which are contained in rectangles, facing the examinee. Say,

This is the fourth and last page. This time, for many of the words, you are to do the same thing you just did: Name the color of the ink and do not read the words. But if a word is inside a little box, you should read the word a, 'not name the ink color. (Point to the first three items in the first practice line of five words.) For example, what wou'd you say for these first three words? (Allow the examinee to respond and provide corrections if necessary.) Good. We try first two lines for practice.

If the examinee has difficulty understanding the task, you may demonstrate it by responding to the items on the two provides line, then inviting the examinee to respond to the second line. If the examinee requires four corrections on the two provides line, so discontinue this condition. If the examinee is able to complete the practice lines, say,

Very good. Now, when I say begin, I want you to do the same thing for the rest of the Say the olor of the ink the letters are printed in or read the word if it is in a box. Begin here (point to the first word) the first word the first word the first word of the last word of the ink colors or words as quickly as you can without making mistakes. Ready? Begin.

Start timing. Follow the examinee's progress item by item. The single letter (r for red, b or b or b or g for green) printed in parentheses next to each correct response represents the error response if the examinee either (a) reads the progress rather than naming the ink color for an item not contained in a rectangle or (b) names the ink color rather than reading the pord for an item contained in a rectangle. Record errors by circling the letter or by writing the initial letter of other incorrect colors be with a correct response. Also record any nonsense words (e.g., "bleen") verbatim. Indicate self-corrections by drawing a slash through a letter of word. Record total completion time in seconds.

Allow the examinee to use a finger to maintain his or her place on the timulus age. If the examinee skips a line accidentally, point out the error immediately and redirect the examinee to the correct line. Kee, be pwatch running while pointing out line-skipping errors.

If the examinee makes three consecutive errors, prompt bit there either to name the ink color or to read the word in the rectangle. Provide this prompt only once during this condition and sep to owatch running.

If the examinee does not complete the task at the end of seconds, say, Stop. Indicate the last item attempted and record 180 seconds as the total completion time. Items to which the amove diversespond because the time limit was reached are not counted as errors.

		re '1)	blue(r)	green(r)	blue(r)	green(b)		
		bi⊒e(g)	red(g)	blue(g)	green(r)	blue(r)		
red(g) blue	(g) rec)	green(b)	red(b)	green(r)	blue(r)	green(r)	green(r)	blue(r)
red(b) blue	e(i, en(r)	red(g)	blue(g)	red(g)	green(b)	red(b)	green(r)	blue(r)
green(b) [_] lue	(r) green(r)	red(g)	blue(r)	green(r)	green(b)	red(b)	green(b)	red(b)
red(b) greer	n(b) red(b)	green(b)	red(g)	blue(r)	green(r)	blue(r)	blue(g)	red(g)
green(r) red(g) blue(r)	red(b)	green(b)	red(b)	blue(r)	green(r)	blue(g)	red(g)
		Conditio	n 4: Inhi	bition/Sv	vitching	2 Carlos	2012	
			-					
	Tot Uncorr		To Self-Co		Tot Time			
	oncon		-		-			

Errors

Complete

Errors

Color

D-KEFS Color-Word Interference Test: Summary of Scores

		Primary Measur	es: Completion Ti	imes	
Condition 1: Color Naming		Condition 2: Word Reading	Condition 3 Inhibition		ndition 4: on/Switching
	Raw Scaled Score Score	Raw Scaled Score Score	Raw Scal Score Sco		Scaled Score
and a said	P	rimary Combined M	leasure: Completi	ion Times	
			lition 1: Condition 2: Naming Word Reading	Sum of Scaled Scores	Composite Scaled Score
	Combined N	aming + Reading	+	=	
			caled Scaled		
	P	rimary Contrast Me	MARKING THE REAL PROPERTY AND	on Times	
		Scaled Score	Scaled Score	Scaled - con	Contrast Scaled Score*
		Inhibition	Color Naming	ilei .e	Scaled Scole
Inhibition vs. (Color Naming*		=		
Inhibition/Swit	abing vo	Inhibition/Switching C	ombined Naming + Reading		
	ning + Reading*		Composite		-
	**	Inhibition/Switching	In oitic		
Inhibition/Swit	ching vs. Inhibition*	-		-	
* A low or high cont	rast scaled score may reflect	different cognitive problems; see e.	iner's mual.		
	0	ptional Contrast Me	s: Completi	on Times	
		Inhibition, '' , (ing	Scaled Score	Scaled-Score Difference	Contrast Scaled Score*
		.c dS∖ 'e	Color Naming		
	ition/Switching vs. [•] Naming*	-	=	-	
Inhihi	ition/Switching vs.		Word Reading		
Word	Reading*	-	=	·	
* A low or high contr	rast scaled score ma, "ect	different cognitive problems; see ex	aminer's manual. ures: Error Analys	cie	ATTA CALL AND A CALL
	Co. "ition :	Condition 2:	Conditio		Condition 4:
		Word Reading	Inhibiti		oltion/Switching
Corrected					
Errors	Raw Score	Raw Score		nulative Raw ntile Rank Scor	
	+	- <u>+</u>			
Uncorrected					
Errors	Raw Score	Raw Score	(1010) (1010) (1010) (1010)	nulative Raw Score	
Total Errors	Raw Cumulative	Raw Cumulativ		caled Raw	
	Score Percentile Rank		ank Score S	core Score	e Score

Color