

D-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 quickly as you can without skipping any or making mistakes. When you finish this line (sweep across the first practice line of five squares with your finger), **go on to 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 the rest of the colors. Begin here** (point to the first square on the first line of 10 squares below the practice lines) **and say each color, one after the other, without skipping any. When you finish this line** (sweep across the first row with your finger), **go on to this one** (point to the first square of the second row). **Keep saying the colors until you reach the end of the last line** (point to the last square) **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 letter of the incorrect color name beneath the correct response and record any nonsense words (e.g., "bleen") verbatim. Indicate self-corrections by 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 examinee skips a line accidentally, point out the error immediately and redirect the examinee to the correct line. Keep the stopwatch running while pointing out line-skipping errors.

If the examinee does not complete the task at the end of 90 seconds, say, **Stop** and indicate the last item 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 2: Word Reading.

			green	red	blue	green	blue			
			red	blue	green	blue	green			
red	blue	red	green	red	blue	green	blue	red	green	
blue	green	red	green	red	green	blue	red	blue	green	
red	green	blue	red	green	red	green	blue	green	red	
blue	red	green	blue	red	green	blue	red	blue	green	
red	blue	red	green	blue	green	blue	red	blue	green	

Condition 1: Color Naming

Total
Uncorrected
Errors

Total
Self-Corrected
Errors

Total
Time To
Complete

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 of the first line of 10 words below the practice lines) and read each word, one after the other, without skipping any. Keep reading the words until you reach the end (point to the last word on the last line). Read the words 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 letter of the incorrect word beneath the correct response and record any nonsense words (e.g., "bleen") verbatim. Indicate self-corrections by 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 examinee skips a line accidentally, point out the error immediately and redirect the examinee to the correct line. Keep the stopwatch running while pointing out line-skipping errors.

If the examinee does not complete the task at the end of 90 seconds, say, **Stop**. Indicate the last item 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 green red blue
green blue green red green
green red blue green blue red blue green blue green
red green blue green blue green red blue red green
red green blue green red blue green red blue red
blue green red blue green red blue green blue red
green red blue red blue green red blue red green

Condition 2: Word Reading

Total
Uncorrected
Errors

Total
Self-Corrected
Errors

Total
Time To
Complete

D-KEFS Color-Word Interference Test (continued)

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 allow the examinee to respond. Correct any errors.) Good. And this one? (Point to the next two practice items. Correct any errors.) Good. Now try these first two lines for practice.

If the examinee has difficulty understanding the task, you may demonstrate it by naming the ink colors on the first practice line, then inviting the examinee to respond to the second line. If the examinee requires four corrections on the two practice lines, discontinue this 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 them. Say 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 10 words 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 without making mistakes. Ready? Begin.

Start timing. Follow the examinee's progress item by item. The single letter (r for red, b for blue, g for green) printed in parentheses next to each correct response represents the error response if the examinee reads the word rather than naming the ink color. Record errors by circling the letter or by writing the initial letter of other incorrect color names over the correct 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 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 running while pointing out line-skipping errors.

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

If the examinee does not complete the task at the end of 180 seconds, say, Stop. Indicate the last item attempted and record 180 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 4: Inhibition/Switching.

green(r) red(b) blue(g) green(b) red(g)
blue(r) red(b) green(r) red(g) green(r)
red(b) blue(r) red(b) green(r) red(b) blue(r) green(b) blue(r) red(b) green(r)
red(b) blue(r) green(b) blue(g) green(r) blue(g) red(b) green(r) red(b) blue(g)
green(r) 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

Total
Uncorrected
Errors

Total
Self-Corrected
Errors

Total
Time To
Complete

D-KEFS Color-Word Interference Test (continued)

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 Condition 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 and not name the ink color. (Point to the first three items in the first practice line of five words.) For example, what would you say for these first three words? (Allow the examinee to respond and provide corrections if necessary.) Good. Now try the first two lines for practice.

If the examinee has difficulty understanding the task, you may demonstrate it by responding to the items on the first practice line, then inviting the examinee to respond to the second line. If the examinee requires four corrections on the two practice lines, 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 test. Say the color 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 of the first line of 10 words below the practice lines) and keep going until you reach the end (point to the last word of the last line). Say 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 for blue, g for green) printed in parentheses next to each correct response represents the error response if the examinee either (a) reads the word rather than naming the ink color for an item not contained in a rectangle or (b) names the ink color rather than reading the word for an item contained in a rectangle. Record errors by circling the letter or by writing the initial letter of other incorrect colors below the correct 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 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 running while pointing out line-skipping errors.

If the examinee makes three consecutive errors, prompt him or her either to name the ink color or to read the word in the rectangle. Provide this prompt only once during this condition and keep the stopwatch running.

If the examinee does not complete the task at the end of 180 seconds, say, Stop. Indicate the last item attempted and record 180 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.

		red(b)	blue(r)	green(r)	blue(r)	green(b)			
		blue(g)	red(g)	blue(g)	green(r)	blue(r)			
red(g)	blue(g)	red(b)	green(b)	red(b)	green(r)	blue(r)	green(r)	green(r)	blue(r)
red(b)	blue(r)	green(r)	red(g)	blue(g)	red(g)	green(b)	red(b)	green(r)	blue(r)
green(b)	blue(r)	green(r)	red(g)	blue(r)	green(r)	green(b)	red(b)	green(b)	red(b)
red(b)	green(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)

Condition 4: Inhibition/Switching

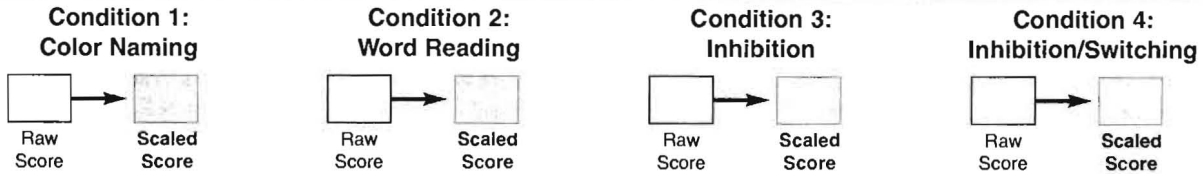
Total
Uncorrected
Errors

Total
Self-Corrected
Errors

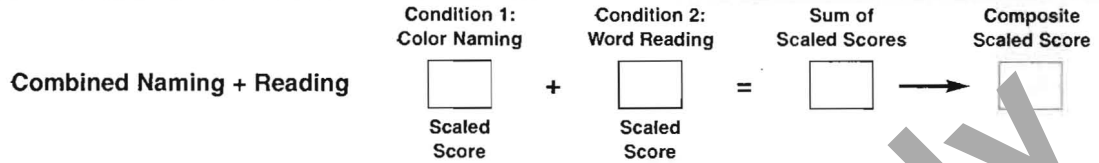
Total
Time To
Complete

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

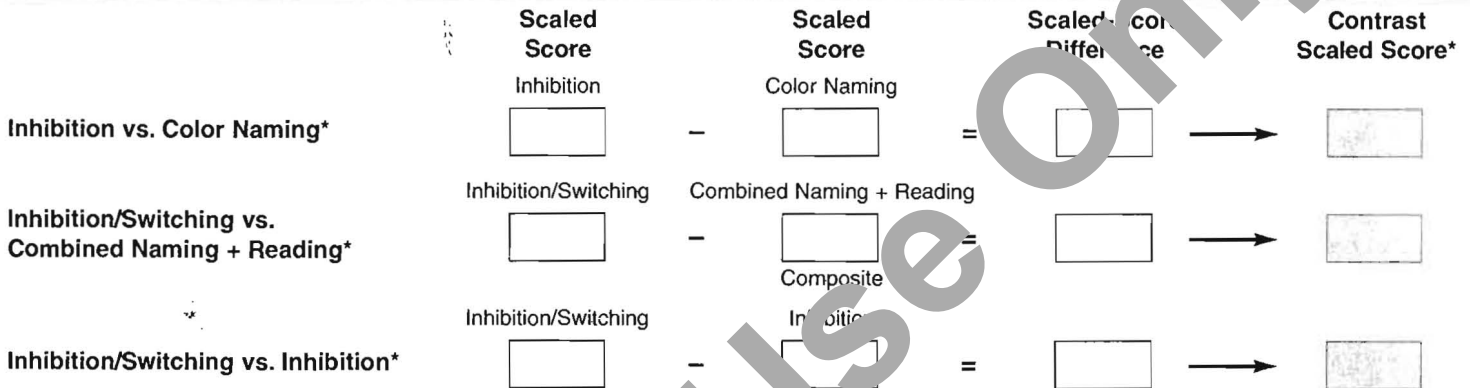
Primary Measures: Completion Times



Primary Combined Measure: Completion Times

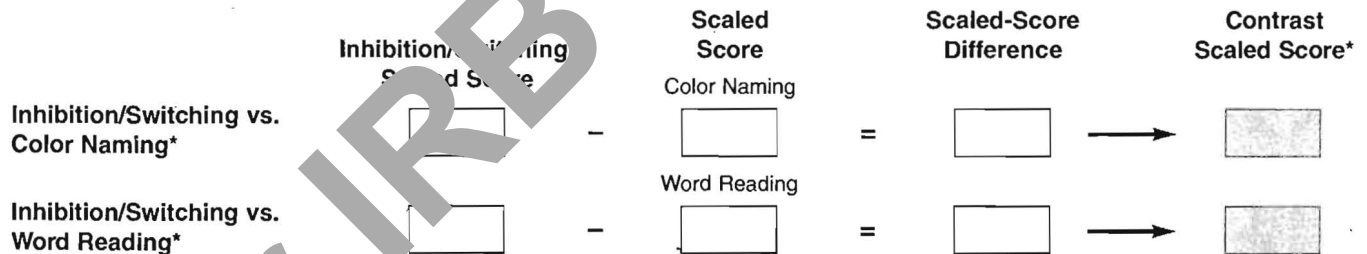


Primary Contrast Measures: Completion Times



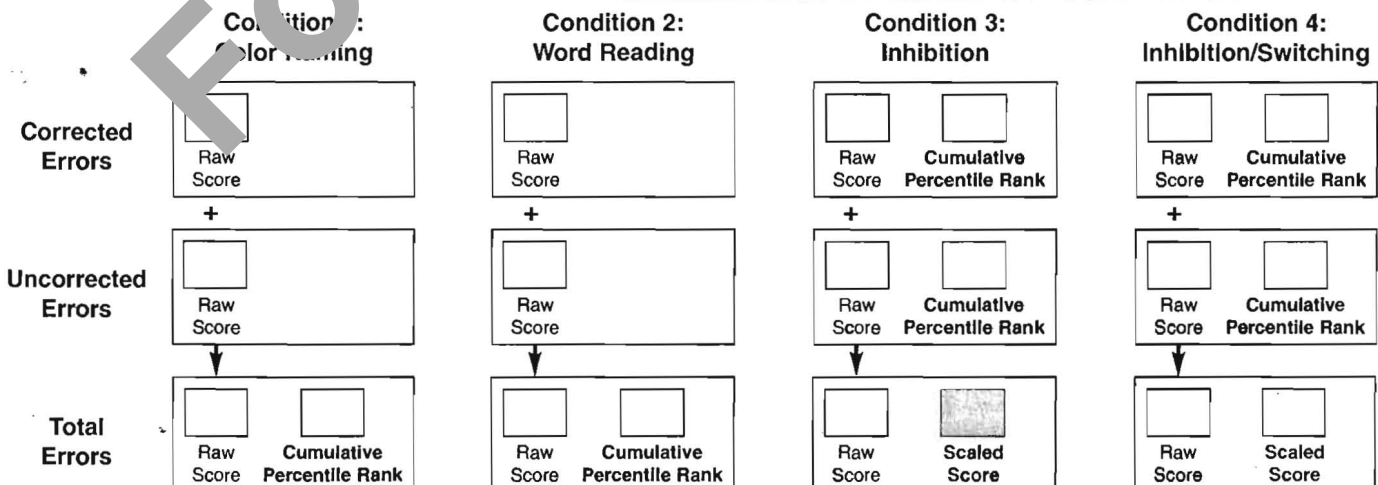
* A low or high contrast scaled score may reflect different cognitive problems; see examiner's manual.

Optional Contrast Measures: Completion Times



* A low or high contrast scaled score may reflect different cognitive problems; see examiner's manual.

Optional Measures: Error Analysis



Note: Cumulative percentile ranks for the D-KEFS were scaled to reflect the percentage of the normative sample that obtained raw scores equal to or worse than the raw score obtained by the examinee.