APPENDIX I

SOCIO DEMOGRAPHIC DETAILS

1. NAME : 
2. ADDRESS : 
3. AGE AND DATE OF BIRTH : 
4. SEX : 
5. EDUCATION : 
6. OCCUPATION : 
7. AGE OF ONSET OF STUTTERING : 
8. FAMILY HISTORY OF STUTTERING : 
   (If present, give details)
9. HISTORY OF NEUROLOGICAL OR PSYCHIATRIC ILLNESS :
### APPENDIX II

#### EDINBURGH HANDEDNESS INVENTORY

**Surname** ___________________________ **Given Names** ___________________________

**Date of Birth** ___________ **Sex** ___________

Please indicate your preferences in the use of hands in the following activities by putting + in the appropriate column. Where the preference is so strong that you would never try to use the other hand, unless absolutely forced to, put + +. If, in any case you are really indifferent, put + in both columns.

Some of the activities require both hands. In these cases the part of the task, or object, for which hand preference is wanted, is indicated in brackets.

Please try to answer all questions, and only leave a blank if you have no experience at all of the object or task.

<table>
<thead>
<tr>
<th>Left</th>
<th>Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing</td>
<td></td>
</tr>
<tr>
<td>2. Drawing</td>
<td></td>
</tr>
<tr>
<td>3. Throwing</td>
<td></td>
</tr>
<tr>
<td>4. Scissors</td>
<td></td>
</tr>
<tr>
<td>5. Toothbrush</td>
<td></td>
</tr>
<tr>
<td>6. Knife (without fork)</td>
<td></td>
</tr>
<tr>
<td>7. Spoon</td>
<td></td>
</tr>
<tr>
<td>8. Broom (upper hand)</td>
<td></td>
</tr>
<tr>
<td>9. Striking Match (match)</td>
<td></td>
</tr>
<tr>
<td>10. Opening box (lid)</td>
<td></td>
</tr>
</tbody>
</table>

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1. Which foot do you prefer to kick with?
2. Which eye do you use when using only one?

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<table>
<thead>
<tr>
<th>L.Q</th>
<th>Leave these spaces blank</th>
<th>Decile</th>
</tr>
</thead>
</table>
APPENDIX IIIa

STUTTERING SEVERITY INSTRUMENT

Glyndon D. Riley

Frequency (Use A or B, not both)

A. For readers. Use 1 and 2

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage Score</th>
<th>Task</th>
<th>Percentage Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2-3</td>
<td>3</td>
<td>2-3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4-5</td>
<td>5</td>
</tr>
<tr>
<td>5-6</td>
<td>5</td>
<td>6-9</td>
<td>6</td>
</tr>
<tr>
<td>7-9</td>
<td>6</td>
<td>10-16</td>
<td>7</td>
</tr>
<tr>
<td>10-14</td>
<td>7</td>
<td>17-26</td>
<td>8</td>
</tr>
<tr>
<td>15-28</td>
<td>8</td>
<td>27 and up</td>
<td>9</td>
</tr>
</tbody>
</table>

Duration

<table>
<thead>
<tr>
<th>Estimated Length of Three Longest Blocks</th>
<th>Task Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fleeting</td>
<td>1</td>
</tr>
<tr>
<td>One half second</td>
<td>2</td>
</tr>
<tr>
<td>One full second</td>
<td>3</td>
</tr>
<tr>
<td>2 to 9 seconds</td>
<td>4</td>
</tr>
<tr>
<td>10 to 30 seconds (by second hand)</td>
<td>5</td>
</tr>
<tr>
<td>30 to 60 seconds</td>
<td>6</td>
</tr>
<tr>
<td>More than 60 seconds</td>
<td>7</td>
</tr>
</tbody>
</table>

Physical Concomitants

Evaluation scale: 0 = none; 1 = not noticeable unless looking for it; 2 = barely noticeable to casual observer; 3 = distracting; 4 = very distracting; 5 = severe and painful looking.
1. Distracting sounds. Noisy breathing, whistling, sniffing, blowing, clicking sounds....... 012345

2. Facial grimaces. Jaw jerking, tongue protruding, lip pressing, jaw muscles tense ..... 012345

3. Head movement. Back, forward, turning away, poor eye contact, constant looking around .... 012345

4. Extremities movement. Arm and hands movements, hands about face, torso movement, leg movements, foot tapping or swinging .... 12345

Total
Physical
Concomitant
Score

Total
Overall Score

Name ____________________________
Age ____________ Sex ________

Examined by ______________________
APPENDIX IIIb

READING TASK FOR ASSESSING SEVERITY

The vast expanse of air which envelopes the earth is known as Atmosphere. It is a mixture of gases. It extends up to a height of 1,800 kilometres from the surface of the earth. You know that men and animals cannot live without air. Air is also necessary for the growth of plants.

The atmosphere extends up to a great height from the surface of the earth. Air also has weight and therefore it exerts pressure on the surface of the earth.

Suppose, a man is sleeping covered with four blankets, the pressure of the upper three blankets falls on the fourth blanket at the bottom. Similarly, the upper layers of the atmospheric crust pressurise the lower layers. The upper layers of the atmosphere are thin and the lower layers are naturally denser. At the lower level, air is much denser and heavier. The pressure and weight of the atmosphere near the earth is more on the surface of the earth. The atmospheric pressure of a place is measured by an instrument called Barometer.
APPENDIX IVa

WORD RECOGNITION TASK

PRACTICE SET - List 1

make
wrong
bird
case
run
black
fail
good
wall
kite
APPENDIX IVb

WORD RECOGNITION TASK

PRACTICE SET - List 2

face   goose
heard bark
cash wrong
mask kite
crawl
bird black
fight
crawl
make rush
case good
wash run
APPENDIX IVc

WORD RECOGNITION TASK

SET I - List 1

word
mean
mail
dense
card
task
host
shape
day
high
glad
place
stand
same
cool
APPENDIX IVd
WORD RECOGNITION TASK
SET I - List 2

card     stand
coal     fence
host     word
sale     toast
hide     glad
dense    lord
cool     race
grand    high
same     mean
grab     flask
tape     day
task     keen
shape    stray
hard     trail
mail     place
APPENDIX IVa

WORD RECOGNITION TASK

SET II - List 1

gave
close
turn
soar
made
road
yarn
lean
cloud
hold
learn
pint
safe
free
trim
APPENDIX IVf
WORD RECOGNITION TASK
SET II - List 2

earn
trip
hold
learn
soar
pint
glee
safe
prose
roam
your
free
made
sore
lead
turn
gate
lean
road
pinch
burn
bold
trim
yarn
sale
cloud
close
crowd
male
gave
APPENDIX IVg

WORD RECOGNITION TASK

SET III - List 1

such
heal
class
harm
pert
leave
tell
term
gain
stale
few
rest
mint
choose
seen
APPENDIX IVh

WORD RECOGNITION TASK

SET III - List 2

print
rail
shoes
few
germ
suck
stale
alarm
lever
seen
harm
tell
crew
guest
gain

feel
tent
such
class
pert
heal
grass
choose
hurt
plain
seal
rest
mint
term
leave
APPENDIX Va
FACE RECOGNITION TASK
PRACTICE SET - List 1
APPENDIX Vc
FACE RECOGNITION TASK
SET I - List 1
APPENDIX Vd

FACE RECOGNITION TASK

SET I - List 2
APPENDIX VE
FACE RECOGNITION TASK
SET II - List 2
APPENDIX Vg

FACE RECOGNITION TASK

SET III - List 1
APPENDIX Vh

FACE RECOGNITION TASK

SET III - List 2
### APPENDIX VI

**WORD SETS FOR BIMANUAL HANDWRITING STUDY**

<table>
<thead>
<tr>
<th>SET 1</th>
<th>SET 2</th>
<th>SET 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. YET</td>
<td>1. YES</td>
<td>1. SOON</td>
</tr>
<tr>
<td>2. ZINC</td>
<td>2. CARE</td>
<td>2. BUT</td>
</tr>
<tr>
<td>3. NICE</td>
<td>3. NEXT</td>
<td>3. FIND</td>
</tr>
<tr>
<td>4. RATE</td>
<td>4. SEND</td>
<td>4. YOUR</td>
</tr>
<tr>
<td>5. BOTH</td>
<td>5. BET</td>
<td>5. ZONE</td>
</tr>
<tr>
<td>6. QUITE</td>
<td>6. HAS</td>
<td>6. GOOD</td>
</tr>
<tr>
<td>7. CHANCE</td>
<td>7. DEAL</td>
<td>7. NOW</td>
</tr>
<tr>
<td>8. ELSE</td>
<td>8. PACT</td>
<td>8. DOWN</td>
</tr>
<tr>
<td>9. GIVE</td>
<td>9. EACH</td>
<td>9. END</td>
</tr>
<tr>
<td>10. PART</td>
<td>10. QUART</td>
<td>10. KIND</td>
</tr>
<tr>
<td>11. DO</td>
<td>11. FACT</td>
<td>11. PUT</td>
</tr>
<tr>
<td>12. HINT</td>
<td>12. RAISE</td>
<td>12. REAL</td>
</tr>
<tr>
<td>13. ALL</td>
<td>13. KEEN</td>
<td>13. COULD</td>
</tr>
<tr>
<td>14. FEW</td>
<td>14. ACT</td>
<td>14. ASK</td>
</tr>
<tr>
<td>15. KEEP</td>
<td>15. GET</td>
<td>15. QUIT</td>
</tr>
<tr>
<td>16. SOME</td>
<td>16. ZEAL</td>
<td>16. HOW</td>
</tr>
</tbody>
</table>