

BRIEF EXECUTIVE LANGUAGE SCREEN (BELS)

Materials: Stopwatch, Voice Recorder, Stimuli Sheets x3

Version: 2026 1.1

Patient ID		Lesion Type	
Date		Lesion Location	
DOB (Age)		Pathology Type	
Education		Vision	Normal / Corrected
Handedness		Hearing Aids	Y / N
First Language		Learning Disability	Y / N
Occupation		Healthy	Y / N

1. SPONTANEOUS SPEECH – OZ BEACH SCENE

Materials	Oz Beach Scene Stimulus, Stopwatch, Voice Recorder	Time	60 Seconds
Instructions	Say: "Describe everything you see going on in this scene."		
Prompting	Do <u>NOT</u> prompt specifics.	Okay to cue "Anything else?" <u>ONCE</u>	Cue Given: ☐

2. SPONTANEOUS SPEECH (GOAL) – COOKIE THEFT

Materials:	Cookie Theft Stimulus, Stopwatch, Voice Recorder	Time	60 Seconds
Instructions	Say: "Talk <u>continuously</u> for <u>one minute</u> about what you see going on in this picture"		
Prompting	Do <u>NOT</u> prompt specifics.	Okay to cue "Anything else?" <u>ONCE</u>	Cue Given: ☐

RATE CLINICAL CHARACTERISTICS OF SPEECH

Score: Tick qualities that best fits speech characteristics or type of error				Oz Beach		Cookie Theft	
Speech Quantity	Adequate ☐ OB ☐ CT	Reduced (Oz < 74 / CT < 107)	☐ OB ☐ CT	0	1	0	1
Grammar/Syntax	None ☐ OB ☐ CT	Grammar Errors ☐ OB ☐ CT	Syntax Errors ☐ OB ☐ CT	0	1	0	1
Errors	None ☐ OB ☐ CT	Semantic ☐ OB ☐ CT	Phonological ☐ OB ☐ CT	0	1	0	1
Novel Ideas	Adequate ☐ OB ☐ CT	Repeated Ideas	☐ OB ☐ CT	0	1	0	1
Topic-Related Ideas	Content Related ☐ OB ☐ CT	Non-Content Related	☐ OB ☐ CT	0	1	0	1
BELS SCORE				/5		/5	

3. ORAL APRAXIA

Instructions	Ask the patient to do the following actions:		
Scoring	Unable (0)	Partial/Effortful (1)	Correct (2)
Cough			
Blow out a match			
Make a clucking sound (with tongue)			
Whistle			
Puff up cheeks			
BELS SCORE			/10

4. SENTENCE REPETITION

Instructions	Ask the patient to repeat the following:	Correct
	We enjoyed the movie	
	It was very cold	
	The shop was crowded	
	It was a moonlit evening	
	I like bananas	
BELS SCORE		/5

5. ORAL NAMING

Materials	Oral Naming Stimulus Card		
Task	Naming	Repetition	Comprehension
Instructions	Point to each picture and ask: “ what is this? ”	Say each item aloud and ask the participant to BOTH : <u>Repeat it aloud</u> (repetition) AND <u>point to it on the stimulus sheet</u> (comprehension)	
	Okay to prompt “ <u>is there another word for it?</u> ” if response is closely related.		
Tuning Fork			
Dolphin			
Harp			
Sunflower			
Saxophone			
Tiara			
Koala			
Wrench			
Caterpillar			
Celery			
Correct	/10	/10	/10
BELS SCORE	(Divide by 2) /5	(Divide by 4) /2.5	(Divide by 4) /2.5

6. ACTION NAMING

Materials	Action Naming Stimulus Card	
Task	Action Naming	Past Tense Naming
Instructions	Point to each picture and say: “ What is the action you see? What are they doing? ”	“ What is the past tense of each of these actions? ” “For example, if the action was ‘run’, the past tense would be ‘ran’”
	Okay to prompt “ <u>is there another word for it?</u> ” if response is closely related.	
Shoot		Shot
Bite		Bit
Dig		Dug
Drink		Drank
Swim		Swam
Correct		/10
BELS SCORE	(Divide by 2)	/5

7. VERBAL FLUENCY

Materials	Stopwatch			
Instructions	Phonemic Fluency	I am going to give you a letter of the alphabet. I want you to tell me as many words as you can that begin with this letter until I tell you to stop. You are not allowed to use numbers, proper nouns (names, products, locations). You cannot change the ending of words (eat, eating, eats). Try not to repeat any items. <u>Repeat instructions here as necessary.</u> Tell me as many words as you can beginning with the letter 'S'.		
	Semantic Fluency	I am going to give you a category. I want you to say as many items in this category starting with any letter. Try not to repeat any items. The category is "Animals".		
	GOAL Versions	I am going to give you another (letter/category). I want you to try and get to X. <i>X = 20% higher than amount obtained on standard (S/Animals)</i>		
Task	S	Animals	B (GOAL):	Fruit/Veg (GOAL):
15"				
30"				
45"				
60"				
Total Correct				
Perseverations				
Errors				
BELS SCORE	/2	/2	/2	/2
2/2	≥ 12	≥ 19	≥ 13	≥ 18
1/2	7-11	14-18	8-12	13-17
0/2	≤ 6	≤ 13	≤ 7	≤ 12

8. SENTENCE COMPLETION - INITIATION

Materials		Stopwatch						
Instructions		Say: “I am going to tell you a sentence that has the last word omitted. I would like you to say 1 word that completes the sentence meaningfully”						
		Record response and note time from when you finish presenting sentence until they respond. Record in seconds to 2 decimal places (e..g, 2.55s). No response by 20s is marked as an error.						
Constraint		Sentence		Response		Time		
High	HC	The lecture should last about one...						
Low	LC	The Smiths had never visited that...						
Low	LC	The kind old man asked us to...						
High	HC	I could not remember his...						
High	HC	The paint turned out to be the wrong...						
Low	LC	The sun went down before we could...						
High	HC	She went to the salon to colour her...						
Low	LC	Sometimes success is simply a matter of...						
High	HC	They sat together without speaking a single...						
Low	LC	He wondered if the storm would be....						
Sum of HC RT's			4 = (≤ 4.08)	2 = (4.09 – 5.30)	0 = (≥ 5.31)	HC RT Score	/4	
Sum of LC RT's			4 = (≤ 14.50)	2 = (14.51-19.70)	0 = (≥ 19.71)	LC RT Score	/4	
Total Correct		/10	Weighted Correct = Total Correct ÷ 5			Weighted Correct	/2	
Initiation Weighted Total							(Total = HC RT + LC RT + Weighted Correct)	/10

9. SENTENCE COMPLETION - INHIBITION

Materials		Stopwatch										
Instructions		Say: “I am going to tell you a sentence that has the last word omitted. This time finish my sentence with 1 word completely unconnected to the sentence - that is a nonsense word ”.										
		Record response and note time from when you finish presenting sentence until they respond. Record in seconds to 2 decimal places (e.g, 2.55s). No response by 20s is marked as an error.										
		If they complete the sentence <i>meaningfully</i> on either of the first two items <u>repeat the instructions</u> Mark whether they used a strategy to (e.g., saying items visually present in room) to aid response.										
Constraint		Sentence			Response		Time		Strat			
High	HC	The lecture should last about one...										
Low	LC	The Smiths had never visited that...										
Low	LC	The kind old man asked us to...										
High	HC	I could not remember his...										
High	HC	The paint turned out to be the wrong...										
Low	LC	The sun went down before we could...										
High	HC	She went to the salon to colour her...										
Low	LC	Sometimes success is simply a matter of...										
High	HC	They sat together without speaking a single...										
Low	LC	He wondered if the storm would be....										
Sum of HC RT's			Sum of LC RT's			HC Correct		/5	LC Correct		/5	
Inhibition Total										(Total = HC Correct + LC Correct)		/10
Strategy Score		2 = > 2 Strategies		1 = 1-2 Strategies		0 = 0 Strategies		Total		/2		
BELS SCORE										(Total = Initiation Total + Inhibition Total + Strategy)		/22

10.MOTOR GO-NO-GO (Luria Rhythm Tapping Task)					
Part 1 – Congruent					
Instructions	1. Say: “When I tap once, you tap <u>once</u> .” (Do this two times as a practice).				
	2. Say: “When I tap twice, you tap <u>twice</u> .” (Do this two times as a practice).				
	3. Say: “Now let’s do this a few times” (Complete the pattern below)				
Pattern	1-1-2-2-1-2-2				
Score	1 = Correct Pattern		0 = Incorrect Pattern		Total /1
Part 2 – Incongruent					
Instructions	1. Say: “When I tap once, you tap <u>twice</u> .” (Do this two times as a practice).				
	2. Say: “When I tap twice, you tap <u>once</u> .” (Do this two times as a practice).				
	3. Do <u>NOT</u> proceed if participant cannot complete practice items.				
	4. Say: “Now let’s do this a few times” (Complete the pattern below)				
Pattern	1-1-2-2-1-2-2				
Score	2 = Correct Pattern	1 = Partial Completion	0 = Incorrect Pattern		Total /2
Total Score (Total = Congruent + Incongruent Score)					/3
BELS SCORE (Total of 3 = 2 / Total of ≤ 2 = 0)					/2
11.INCIDENTAL VERBAL MEMORY					
Instructions	Say: “Can you tell me any of the 10 items that were on the card that you pointed to earlier?”				
Item	Response				Correct
Tuning Fork					
Dolphin					
Harp					
Sunflower					
Saxophone					
Tiara					
Koala					
Wrench					
Caterpillar					
Celery					
BELS SCORE					/10

BELS-Extended (BELS-E) – Extra Subtests

12. VERBAL RECOGNITION MEMORY

Instructions	Say: "I'm going to say some words. I want you tell me if each item was on the card that you pointed to earlier." (e.g., "Was cucumber on the page, yes or no?")				
Cucumber	Y	N	Sunflower	Y	N
Koala	Y	N	Kangaroo	Y	N
Daisy	Y	N	Harp	Y	N
Dolphin	Y	N	Saxophone	Y	N
Metronome	Y	N	Donkey	Y	N
Tiara	Y	N	Telephone	Y	N
Bench	Y	N	Caterpillar	Y	N
Butterfly	Y	N	Celery	Y	N
Tuning Fork	Y	N	Tarp	Y	N
Necklace	Y	N	Wrench	Y	N
Total					/20
BELS-E SCORE (Divide by 2)					/10

13. VISUAL RECOGNITION MEMORY

Materials	Recognition Memory Stimulus Card, Highlighter	
Instructions	Say: “Can you circle all of the items on this card that were on the card that you pointed to earlier?” <i>Note: Keep the card on the table for the following task.</i>	
False Positives		
BELS-E SCORE		/10

14.SENTENCE COMPREHENSION	

Materials	Recognition Memory Stimulus Card, Stopwatch, Pen
Instructions	Say: "Listen carefully and complete the following actions." <i>Note: Change <u>left</u> to <u>right</u> (or vice versa) if hemiplegia precludes use of a limb.</i>
Sentence	Correct
Point to the bottom <u>right</u> corner of your bed [<i>chair</i>] with your <u>right</u> hand.	
Point to a musical instrument that needs air to make sound.	
Point to the vegetable.	
Tap your <u>left</u> shoulder with your <u>right</u> hand.	
Point to the tail of the dolphin, then to the stalk of the sunflower.	
Show me your <u>left</u> palm, then point to my <u>right</u> eye with the same hand.	
Point to something that a princess would wear.	
Pick up the paper, and then the pen.	
Point to my watch [<i>stopwatch</i>] after you blink twice.	
Point to all items that are <u>living</u> on this page.	
BELS-E SCORE	/10

15. ORAL NAMING II (BELS-E)

Materials	Oral Naming II Stimulus Card		
Task	Naming	Repetition	Comprehension
Instructions	Point to each picture and ask: “ what is this? ”	Say each item aloud and ask the participant to <u>BOTH</u> : <u>Repeat it aloud</u> (repetition) AND <u>point to it on the stimulus sheet</u> (comprehension)	
	Okay to prompt “ <u>is there another word for it?</u> ” if response is closely related.		
Tutu			
Artichoke			
Chisel			
Banjo			
Shuttlecock			
Raccoon			
Pillar			
Fern			
Oboe			
Accordion			
Correct	/10	/10	/10
BELS-E SCORE	(Divide by 2) /5	(Divide by 4) /2.5	(Divide by 4) /2.5

BELS & BELS-E SCORESHEET				
Subtest Number and Name		Raw Score	BELS Score	5 th %ile Cutoff
Oromotor Functioning				
3	Oral Apraxia	/10	/10	8/10
Nominal Language				
4	Sentence Repetition	/5	/5	5/5
5	Oral Naming (Objects) I	/10	/5	7/10
5	Word Repetition I	/10	/2.5	10/10
5	Word Comprehension	/10	/2.5	10/10
6	Action Naming	/10	/5	8/10
Total Nominal (BELS Standard)			/20	17.90/20
14	Sentence Comprehension	/10	/10	8/10
15	Oral Naming (Objects) II	/10	/5	5/10
15	Word Repetition II	/10	/2.5	10/10
15	Word Comprehension II	/10	/2.5	10/10
Total Nominal (BELS-E)			/40	35/40
Propositional Language and Executive Functions				
Spontaneous Speech		Oz Beach Scene	Cookie Theft	74 wpm (Oz) 107 wpm (CT)
1/2	Speech Quantity	/1	/1	
1/2	Grammar/Syntax	/1	/1	
1/2	Errors	/1	/1	
1/2	Novel Ideas	/1	/1	
1/2	Topic-related Ideas	/1	/1	
1/2	Total (Beach + Cookie Theft Scenes)		/10	
1/2	Spontaneous Speech Total x2		/20	10/20
Phonemic Verbal Fluency				
7	'S' words per minute		/2	10 (S wpm)
7	'B' words per minute		/2	10 (B wpm)
7	Total ('S' + 'B')		/4	
7	Phonemic Fluency Total x2		/8	4/8
Semantic Verbal Fluency				
7	'Animals' words per minute		/2	17 (Ani wpm)
7	'Fruit and Vegetables' words per minute		/2	14 (FV wpm)
7	Total ('Animals' + 'Fruit & Vegetables')		/4	
7	Semantic Fluency Total x 2		/8	4/8
Sentence Completion				
8	Sentence Completion Initiation Weighted Total		/10	5.90/10
9	Sentence Completion Inhibition Total		/10	4/10
9	Use of a Strategy		/2	1/2
8/9	Sentence Completion Total		/22	15/22
10	Motor Go-No-Go	/3	/2	1/2
Total Propositional Language and Executive Functions			/60	41.20/60
Memory				
11	Incidental Verbal Memory	/10	/10	4/10
12	Verbal Recognition Memory	/20	/10	10/10
13	Visual Recognition Memory	/10	/10	10/10
Total Memory			/30	23/30
BELS Total		(Subtests 1-11)	/100	77/100
BELS-E Total		(Subtests 1-15)	/140	112.16/140