

Outcome Measure	Measure of Cognitive Linguistic Abilities (MCLA)
Sensitivity to Change	Unknown
Population	Adult and adolescents
Domain	Language and Communication Neuropsychological Impairment
Type of Measure	Objective test
ICF-Code/s	B1
Description	<p>The MCLA (Ellmo, 1995) evaluates cognitive linguistic impairments caused by trauma-induced brain injuries (TBI), measuring paragraph comprehension, discourse, pragmatic, functional reading, story recall, verbal abstract reasoning, narrative discourse, visual confrontation naming, written narrative skills, and oral mechanism function.</p> <p>MCLA Application:</p> <ol style="list-style-type: none"> 1) Mild to moderate impairments caused by TBI; 2) Assess linguistic ability and identify cognitive deficits; 3) Determines clients high level cognitive deficits in order to identify their strengths to assist in therapy planning; 4) Oral mechanism screening; 5) Focuses on higher functioning clients; 6) Goes beyond the single word level; 7) Verbal and abstract reasoning. <p>Administration time is 45-60 minutes. Consists of test booklet, evaluation summary and family questionnaire: communication skills.</p>
Properties	<p>See Ellmo (1995) for information.</p> <p>If shortlisted, specify reliability and validity, and additional psychometric property information.</p>
Advantages	Information gained allows examiners to develop appropriate intervention programmes to treat linguistic deficits following mild and moderate TBI.
Disadvantages	<ol style="list-style-type: none"> 1) Not for younger age groups 2) Lengthy 3) Not a commonly used tool in clinical setting and lack of research data
Additional Information	-

Reviewers	Vicki Anderson (paediatrics) Cathy Catroppa (paediatrics) Leanne Togher (adults – Language and Communication Domain) Angela Morgan (adults – Language and Communication Domain) Skye McDonald (adults – Neuropsychological Impairment Domain)
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References

Turkstra L, Coelho C, Ylvisaker M. (2005). The use of standardized tests for individuals with cognitive-communication disorders. *Seminars in Speech and Language* 26 (4), 215–222