

Two-Site Feasibility Test

DRAFT COGNITIVE ASSESSMENT FORM [PCP]

Site ID _____ Participant ID _____

1. Participant Name: [ALL]

(Last) _____ (First) _____ (MI) _____ (Suffix) _____

2. Reason for Assessment: [HEA, PCP, REHAB, SW, RT, RD, PSQ, CSQ]

- ☐ 1 - Initial assessment
☐ 2 - Reassessment
☐ 3 - Annual reassessment

3. Date Assessment Completed: ____ / ____ / ____ [INTAKE, HEA, PCP, RN, REHAB, SW, RT, RD, EOL, UTIL]
month day year

4. Behavioral Dyscontrol Scale (BDS): Rate the participant's performance in response to the instructions below.

Instructions to Interviewer: (Read aloud statements in bold face to participant.)

I want you to tap twice with your right hand and once with your left like this. Demonstrate on table top or other surface. **Keep going until I tell you to stop.** Give participant 3-5 practice trials. **Now try to go as fast as you can.** Keep track of participant's performance for 10 consecutive repetitions. (If the participant is left-handed, alter the instructions to tap twice with left hand and once with right.)

a. Tap twice with the right hand and once with the left in a series. (10 repetitions after allowing practice.)

- ☐ 3 - Learned quickly and *performed rapidly* with no errors
☐ 2 - Smooth but slower performance with no errors, *or* faster performance with no more than two errors
☐ 1 - Three or four perseverative errors, *or* poor timing and slow, effortful performance with fewer errors
☐ 0 - Poor performance, five or more errors

Instructions to Interviewer: (Read aloud statements in bold face to participant.)

Take the participant's dominant hand as though shaking hands. **I want you to take my hand, and if I say "red," squeeze my hand like this.** Demonstrate a quick, light squeeze. **If I say "green," don't do anything.** Allow the participant to practice a few times, giving the stimulus ("red" and "green") in random order at a rate of about 1 per second. If the participant delays before squeezing on red, encourage him or her to squeeze more quickly. If the participant holds the squeeze for more than a very brief time (> 0.5 second), demonstrate a quick squeeze once again and ask the participant to perform the activity quickly and briefly. During practice, make sure the participant has the right idea, correcting mistakes if he or she seems not to understand the task. After enough practice to determine that the participant understands the task, begin keeping track of errors for 15 repetitions. In randomizing the order of stimuli, it is good to mix alternating stimuli with several consecutive repetitions of either red or green. For example: **red red green red green red green green green red green red red green red.**

b. If I say "red," squeeze my hand. If I say "green," do nothing. (15 repetitions)

- ☐ 3 - Rapid responses to verbal stimuli with no errors
☐ 2 - Slower responses to verbal stimuli and no errors, *or* rapid responses and no more than one error
☐ 1 - Two to four errors, including self-corrected errors
☐ 0 - More than four errors of either inhibition or initiation

Instructions to Interviewer: (Read aloud statements in bold face to participant.)

I am going to tap on the table. If I tap two times, you tap once. If I tap one time, you tap twice. Do the opposite of what I do. Do you understand? Allow the participant to practice a few times, giving the stimulus in random order at a rate of about 1 per second. As soon as the participant has responded, give a new stimulus. If the participant delays before responding, encourage him or her to tap more quickly. During practice, make sure the participant has the right idea, correcting mistakes if he or she seems not to understand the task. After enough practice to determine that the task is understood, begin counting errors for 10 repetitions of the task.

c. If I tap twice, you tap once. If I tap once, you tap twice. (10 repetitions)

- ☐ 3 - Rapid responses to stimuli with no errors
- ☐ 2 - Rapid responses to stimuli with one error, or slow responses and no errors
- ☐ 1 - Two or three errors
- ☐ 0 - More than three errors

Instructions to Interviewer. (Read aloud statements in bold face to participant.)

Now I'd like you to watch me, and make the same hand movements I make. The examiner should ask the participant to use the dominant hand, and demonstrate the movements, performing them along with the participant. **First make a fist, like this.** Place the fist with knuckles on the table, as though knocking on a door. **Now put your hand on the edge, like this.** Place the edge of the hand, with fingers extended, on the table. **Now put your palm flat on the table, like this.** Place the palm down on table, fingers extended and together. **Now do that with me a few times.** Slowly at first (about one movement per second, or less if necessary for the particular participant), the examiner should cue the participant verbally while performing the movements himself or herself. **Fist ... Edge ... Palm ... Fist ... Edge ... Palm.** Continue for 2-5 trials to make sure participant has the idea. Then the examiner should ask the participant to say the words while the participant and examiner perform the task together. **Now we'll keep doing it together, but you say the words as we do it.** The examiner should let the participant cue himself or herself aloud, while simultaneously performing the movements, for 2-3 trials. **Now do it by yourself. Keep saying the words.** Allow the participant to perform the task independently from this point on. Occasional coaching is permissible, but must be taken into consideration when scoring. As (or if) the participant improves, ask him or her to speed up. **Now go as fast as you can, without saying anything. You might make some errors, but that's okay. Just try to go as fast as you are able to go.**

d. Fist - Edge - Palm

- ☐ 3 - Rapid performance with no errors or hesitancy. Movements quickly becoming automatic.
- ☐ 2 - Learns task with only a few errors. Movements becoming relatively automatic with practice.
- ☐ 1 - Difficulty in learning the task. Makes many errors (even if self-corrected), or best performance remains deliberate and effortful, never automatic.
- ☐ 0 - Failure to learn the task, no improvement following practice without the examiner as a model.

5. **Standardized Mini Mental Status Examination**

I am going to ask you some questions and give you some problems to solve. Please try to answer the best you can.

- a. (Allow 10 seconds for each reply) **MAX SCORE (5)**
- | | | |
|--|-------|---|
| 1) What year is this? <i>(accept exact answer only)</i> | _____ | 1 |
| 2) What season is this? <i>(during the last week of the old season or the first week of a new season, accept either season)</i> | _____ | 1 |
| 3) What month of the year is this? <i>(on the first day of new month, or last day of the previous month, accept either)</i> | _____ | 1 |
| 4) What is today's date? <i>(accept previous or next date, e.g., on the 7th accept the 6th or 8th)</i> | _____ | 1 |
| 5) What day of the week is this? <i>(accept exact answer only)</i> | _____ | 1 |
- b. (Allow 10 seconds for each reply) **MAX SCORE (5)**
- | | | |
|--|-------|---|
| 1) What country are we in? <i>(accept exact answer only)</i> | _____ | 1 |
| 2) What state/county are we in? <i>(accept exact answer only)</i> | _____ | 1 |
| 3) What city/town are we in? <i>(accept exact answer only)</i> | _____ | 1 |
| 4) (IN CLINIC) What is the name of this hospital/building? <i>(accept exact name of hospital or institution only)</i> | _____ | 1 |
| (IN HOME) What is the street address of this house? <i>(accept street name and house number or equivalent in rural areas)</i> | _____ | 1 |
| 5) (IN CLINIC) What floor of the building are we on? <i>(accept exact answer only)</i> | _____ | 1 |
| (IN HOME) What room are we in? <i>(accept exact answer only)</i> | _____ | 1 |
- c. **I am going to name three objects. After you have said all three objects, I want you to repeat them. Remember what they are because I am going to ask you to name them again in a few minutes.**
(say them slowly at approximately 1 second intervals)
- | | |
|---|------------------|
| Ball Car Man | MAX SCORE |
| For repeated use | 3 |
| Bell Jar Fan | |
| Bill Tar Can | |
| Please repeat the three items for me. | |
| <i>(Score 1 point for each correct reply on the first attempt)</i> | |
| <i>Allow 20 seconds for reply, if participant did not repeat all three, repeat until they are learned or up to a maximum of five times.</i> | |
- d. **Spell the word WORLD** *(you may help subject to spell world correctly). Say "Now spell it backwards, please."*
(Allow 30 seconds to spell backwards. If the participant cannot spell world even with assistance – score 0.)
- | |
|------------------|
| MAX SCORE |
| 5 |
| _____ |
| MAX SCORE |
| 3 |
| _____ |
- e. **Now what were the three objects that I asked you to remember?**
Ball Car Man
Score 1 point for each correct response regardless of order, allow 10 seconds
- | |
|------------------|
| MAX SCORE |
| 1 |
| _____ |
| MAX SCORE |
| 1 |
| _____ |
- f. Show wristwatch. Ask: **What is this called?**
Score 1 point for each correct response. Accept "wristwatch" or "watch". Do not accept "clock," "time," etc. (allow 10 seconds)
- | |
|------------------|
| MAX SCORE |
| 1 |
| _____ |
| MAX SCORE |
| 1 |
| _____ |
- g. Show pencil. Ask: **What is this called?**
Score 1 point for each correct response, accept pencil only, --score 0 for pen.
- | |
|------------------|
| MAX SCORE |
| 1 |
| _____ |
- h. **I'd like you to repeat a phrase after me: "no ifs, ands, or buts"**
Allow 10 seconds for response. Score 1 point for a correct repetition. Must be exact, e.g., no ifs or buts -- score 0.
- | |
|------------------|
| MAX SCORE |
| 1 |
| _____ |

- i. **Read the words on this page and then do what it says:**
Hand participant the laminated sheet with CLOSE YOUR EYES on it.

MAX SCORE
1

CLOSE YOUR EYES

*If participant just reads and does not then close eyes – you may repeat: **read the words on this page and then do what it says** to a maximum of three times. Allow 10 seconds, score 1 point if participant closes eyes. Participant does not have to read aloud.*

- j. Ask if the participant is right or left-handed. Alternate right/left hand in statement, e.g., if the participant is right-handed, say, **"Take this paper in your left hand."** Take a piece of paper – hold it up in front of the participant and say the following:

"Take this paper in your right/left hand, fold the paper in half once with both hands and put the paper on the floor."

MAX SCORE
3

Takes paper in correct hand **1**
Folds it in half **1**
Puts it on the floor **1**

Allow 30 seconds. Score 1 point for each instruction correctly executed.

- k. Hand participant a pencil and paper. Say: **"Write any complete sentence on this piece of paper."**

MAX SCORE
1

Allow 30 seconds. Score 1 point. The sentence should make sense. Ignore spelling errors.

- l. Place design (two five-sided figures intersected by a four-sided figure), pencil, eraser, and paper in front of the participant.
Say: **"Copy this design please."**

MAX SCORE
1

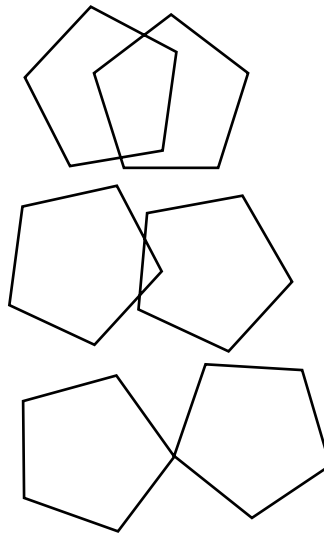
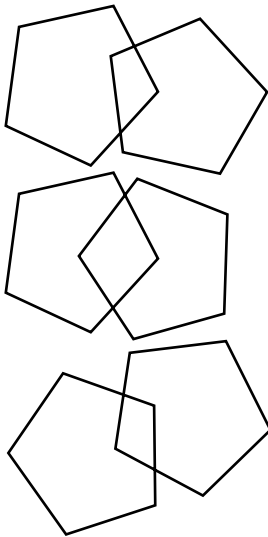
Allow multiple tries until participant is finished and hands it back. Score 1 point for correctly copied diagram. The participant must have drawn a 4-sided figure between two 5-sided figures. Maximum time – 1 minute.

Scoring the Figure

The subject must draw two five-sided figures intersected by a four-sided figure.

CORRECT - Score 1

INCORRECT - Score 0



Time completed: _____ (minutes)

Total Test Score _____

MAX SCORE
30