



Neurocognitive Test Battery Examiner's Packet
MODIFIED FOR PET CLINIC VISIT

ID NUMBER:								
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ADMINISTRATIVE INFORMATION

0a. Completion Date:

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 0b. Staff ID:

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Month Day Year

Materials Needed to Complete the Battery:

Neurocognitive Test Battery Examiner's Packet
Card with intersecting pentagons (MMSE) – 5x8
Card with "close your eyes" (MMSE) – 5x8
~~WRAT3 Reading Test – laminated card~~
MMSE Scoring Key for Spelling WORLD Backwards
Digit Symbol Substitution Form and scoring transparency
Set of 10 cards for the Delayed Word Recall – 5x8
Incidental Learning Template
Set of 2 Trail Making Tests (A and B) on card stock per participant. Each card
will have the sample on the front and the test on the back.
Tapper for Finger Tapping Test
Boston Naming picture book
Set of 11 cards for Clock Reading test – 5x8
~~Smell Pens for Smell Test~~
~~Odor cards~~
~~Odorless gloves~~
Stop watch
Wrist watch
Pencil
2 sheets of paper
Audio recorder
Do Not Disturb sign (for the door during the exam)
Clipboard



MMSE

Materials: Black pen, pencil, wrist watch, two sheets of paper, pentagons and close you eyes card.

“In this next part of the exam I will ask you some questions and give you some short tasks that will require memory and concentration. Some may be a little bit more difficult than others.”

	Correct	Incorrect / Don't know	Not Attempted / Refused
1. What year is this?	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
2. What season is this?	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
<div>Winter: Dec., Jan., Feb., March Spring: March, April, May, June Summer: June, July, August, Sept. Fall/Autumn: Sept., Oct., Nov., Dec.</div>			
3. What month is this?	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
4. What is the day of the week?	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
<i>If the participant gives the date instead of the day, give credit for date if correct, and say: “Good, and what day of the week is it?”</i>			
5. What is the date?	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
6. What state are we in?	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
7. What city is this?	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
8. What county do you live in?	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
9. What is the name of this place where we are right now?	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
<i>Prompt for more detail, if a generic or vague response is given.</i>			
10. Are we on the ground floor or a higher floor of this building?	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0

"I am going to name three objects. After I have said them, I want you to repeat them all back to me. Ready? Repeat these words after me: apple - penny - table. Please try to remember what they are, because I am going to ask you to name them again in a few minutes."

If participant is unable to recall all three words, repeat up to 3 trials until he/she correctly names all three, but score only the first trial.

	Correct	Incorrect / Don't Know	Not Attempted / Refused
11. Apple	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
12. Penny	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
13. Table	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0

How do you spell the word "World"? (If unable to spell: It's spelled *W-O-R-L-D*). Coach only once and then continue with the second part of the question, even if the performance in spelling forward is not perfect.

How would you spell it backwards?

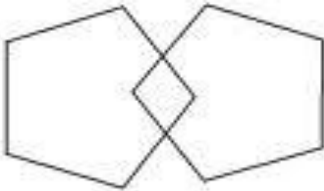
Record the order of the letters given. Refer to scoring template to assign credit (e.g., DROW = 4 correct). Allow additional trials if requested.

Record response:

	Correct	Incorrect / Don't Know	Not Attempted / Refused
14. D	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
15. L	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
16. R	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
17. O	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
18. W	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0

	Correct	Incorrect / Don't Know	Not Attempted / Refused
19. Point to a pencil. Ask, "What is this called?"	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
20. Point to a watch. Ask, "What is this called?"	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
21. Repeat this phrase after me: "No ifs, ands, or buts."	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
22. Please write any complete sentence you can think of on this piece of paper.	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0

Have the participant write a sentence of his/her choice. Ignore grammar, spelling and punctuation. If needed, prompt by saying: "write a sentence about the weather".

	Correct	Incorrect / Don't Know	Not Attempted / Refused
<p>23. Here is a drawing. Please copy the drawing on this piece of paper.</p> 	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
<p><i>Hand the participant a piece of paper and the pentagons card. Orient the card as shown. Allow 1 minute for copying. Score 1 if all sides and angles are preserved and two five-sided figures intersect to form a four-sided figure. Ignore tremor, rotation, minor gaps, and self-correction. Note dominant hand used for drawing task.</i></p>			
<p>Now, what were those three objects I asked you to remember? <i>Provide no hints.</i></p>	Correct	Incorrect / Don't Know	Not Attempted / Refused
24. Apple	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
25. Penny	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
26. Table	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
<p>Listen carefully, because I'm going to ask you to do something. <i>Hold up a piece of paper in plain view of the participant but out of reach. Take this paper in your <non-dominant> hand (pause), fold it in half (pause), and put it on the floor (substitute "hand it back to me," if participant is disabled or bed-bound).</i></p> <p><i>After saying the entire command, hold the paper within reach of the participant (but not in favor of either hand). Do not repeat any individual part of the command. One repetition is permitted at the participant's request, but the entire command must be repeated verbatim. If the participant reaches for the paper immediately after hearing the first portion of the command, move your hand away so that the paper is out of reach and continue to state the next two parts of the command without interruption.</i></p>			
	Correct	Incorrect / Don't Know	Not Attempted / Refused
27. Takes paper in correct hand	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
28. Folds paper in half	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
29. Places paper on the floor	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0
<p>Please read this sentence out loud and then do what it says. <i>Display sentence command "CLOSE YOUR EYES." Score 1 point only if the participant closes his/her eyes. As soon as the participant closes his/her eyes, say open.</i></p>			
30. Closes eyes	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0

DELAYED WORD RECALL – EXPOSURE

Materials: Black pen, Word Cards, *stopwatch*.

Instructions and script: “I am going to show you some words that I'd like you to try to remember. I will read each word first. I would like you to repeat the word I say out loud, and then use it in a sentence. Do not use words from a previous card in your sentence. The first word is...” *Present the first card, etc.*

Check each word in column A after the participant has read it aloud and used it in a sentence. If the participant has trouble forming a sentence, the examiner may offer suggestions. Encourage the participant to form sentences that convey the meaning of the word, e.g., do not allow sentences like "The chimney is nice", but encourage statements like, "The smoke went up the chimney". Sentences linking multiple words from the word list are not allowed. If this occurs, say “please use only one word from the cards in each sentence.” Do not correct for homophone (sentence with flour vs. flower) or plurals. For other incorrect suffixes (e.g., “ing”, etc), politely remind the participant of the correct word.

After column A is completed, say “To help you remember, we'll go through the words again. Just like before, I will read each word, then I would like you to repeat the word and use it in a sentence. You may use the same sentence you used the first time or make up a different one. The first word is...” Again present each card to the participant.

Check each word in column B after the participant has read it aloud and used it in a sentence the second time.

Words	A) Check after sentence	B) Check after sentence
Chimney	<input type="checkbox"/>	<input type="checkbox"/>
Salt	<input type="checkbox"/>	<input type="checkbox"/>
Harp	<input type="checkbox"/>	<input type="checkbox"/>
Button	<input type="checkbox"/>	<input type="checkbox"/>
Meadow	<input type="checkbox"/>	<input type="checkbox"/>
Train	<input type="checkbox"/>	<input type="checkbox"/>
Flower	<input type="checkbox"/>	<input type="checkbox"/>
Finger	<input type="checkbox"/>	<input type="checkbox"/>
Rug	<input type="checkbox"/>	<input type="checkbox"/>
Book	<input type="checkbox"/>	<input type="checkbox"/>

DIGIT SYMBOL SUBSTITUTION (DSS) TASK

Materials: Black pen, Digit Symbol form, stopwatch.

Instructions and script: Place Digit-Symbol form in front of the participant.

“This is the digit-symbol task. Look at these boxes across the top of the page. On the top of each box are numbers from one through nine. On the bottom of each box there is a special mark. Each number has its own mark.”

Point to 1 and its mark, then to 2 and its mark.

“Down here are boxes with numbers in the top part, but the bottom part is empty.” Point to the four rows. “I want you to put the correct mark in each box like this.”

“Here is a 2; the 2 has this mark.” *Point to the first sample item, then to the mark below the 2 in the key.*
“So I put it in this box, like this.” *Write in the symbol.*

“Here is a 1; the 1 has this mark.” *Point to the second sample item, then to the mark below the 1 in the key.*
“So I put it in this box.” *Write in the symbol.*

“Here is a 3; the 3 has this mark.” *Point to the third sample item, then to the mark below the 3 in the key.*
“So I put it in this box.” *Write in the symbol.*

“Now, just for practice, you fill in all the boxes up to this heavy line.”

If the participant makes an error on a sample item, correct the error immediately and review the use of the key. Continue to help (if necessary) until the seven sample items have been filled in correctly. Do not proceed with the test until the participant clearly understands the task.

Look to see if a left-handed participant blocks the key when filling in the marks. If so, fold a separate template in half, exposing only the key, for the participant to use.

“Yes, now you know how to do them.”

“When I tell you to begin, start here” *point to the first test item* **“and fill in as many boxes as you can, one after the other, without skipping any. Work as quickly as you can. When you finish one line”** *sweep finger across the first row,* **“go on to the next one”** *sweep finger across the second row.* **“Keep working until I tell you to stop and remember to work as quickly as you can.”**

“Ready, go ahead.” *Begin timing. At the end of 90 seconds, say: “Stop. That’s good, thank you.”* Examiner should be vigilant that timing is precise.

If the participant skips an item or starts doing only one type (e.g., only the 1’s), say, “Do them in order. Don’t skip any.” Point to the first item skipped and say, “Do this one next.” Do not stop timing. Credit is not given for items completed out of sequence (e.g., doing all the 1’s). Credit is given for skipped items that are subsequently completed after being pointed out.

Do not intervene if the participant fills in a wrong symbol, but if the participant has clearly lost focus as to what to do (e.g., starts filling in something other than symbols), you may give the following reminder: “Remember, you are to fill in the mark that goes below each number, as indicated in the key up above.”

If the participant pauses at the end of a row or stops working, encourage him/her to continue, say “Good, keep going.” Point to the beginning of the next row, if necessary.

Using the DSST transparency, count the number of correctly completed blocks and record the score on the summary form (the seven sample items are not included in the total score).

DELAYED WORD RECALL

Materials: Black pen.

Instructions: A few minutes ago, you read and made a sentence with several words.

Please tell me all of the words you can remember.

Allow 60 seconds. After the participant's response (or after a pause of 10-15 seconds), provide one prompt for more words, say “**can you think of any more words.**” Credit is given for plurals.

Score: 1 point for each word recalled.

Words	Check all words recalled
Chimney	<input type="checkbox"/>
Salt	<input type="checkbox"/>
Harp	<input type="checkbox"/>
Button	<input type="checkbox"/>
Meadow	<input type="checkbox"/>
Train	<input type="checkbox"/>
Flower	<input type="checkbox"/>
Finger	<input type="checkbox"/>
Rug	<input type="checkbox"/>
Book	<input type="checkbox"/>

Administrative use
only totals: _____

INCIDENTAL LEARNING

Materials: Black pen, IL template, stopwatch.

Instructions / Script: Place IL template in front of the participant.

PART A

Now I'd like you to write down all of the symbols you can remember (point to the bottom row of the IL template), in any order, from the task you did a moment ago. **Tell me when you have finished.**

Allow 60 seconds.

PART B

Now I'd like you to fill in the numbers that you think goes with each symbol (point to the top row of the IL template). **Tell me when you are finished.**

Allow 60 seconds.

Administrative use only:

1) Total symbols: (regardless of pairing) _____ (Max = 9)

2) Total Digit-Symbol Pairs:
(number of correct symbols
correctly paired with
corresponding numbers) _____ (Max = 9)

WORD FLUENCY TASK

Materials: Black pen, stopwatch.

Instructions and script: “On this next task, I will say a letter. Then I want you to tell me as many different words as you can think of, as fast as you can, that begin with that letter.

Leave out names of people, names of places, and numbers. So, if I were to say ‘T,’ you should not say words like ‘Thomas,’ ‘Texas,’ or the number ‘Ten.’ But you could say words like ‘table,’ ‘take,’ or ‘turtle.’

Also, do not use the same word again with a different ending. For example, if you said ‘take,’ then you should not say ‘takes,’ or ‘taking.’ These would all be considered the same word. Are you ready? Tell me as many words as you can think of that start with the letter F. I will tell you when to stop. Ready, go.”

Start the stopwatch. Record all words produced (use the back of the page if more space is needed). Place a single strike mark through inadmissible words, i.e., proper nouns (names or places), simple variations (adding “ed” or “ly”), plurals, and repetitions.

If the participant stops for more than 10 seconds, encourage further responses, say: “Can you think of any more words that start with the letter F?” Allow 60 seconds for each letter. The next letter is not given until the entire 60 second period has passed.

*After 60 seconds, instruct the participant to stop and proceed to the letter A: “**Stop. Thank you. Now, tell me as many words as you can think of that start with the letter A. I will tell you when to stop. Ready, go.**” Begin timing. Allow 60 seconds.*

*After 60 seconds, instruct the participant again to stop and proceed to the letter S: “**Okay, thank you. Now, tell me as many words as you can think of that start with the letter S. I will tell you when to stop. Ready, go.**” Begin timing. Allow 60 seconds.*

*Do not intervene for the occasional inadmissible word, however, if the participant has clearly lost focus as to what to do (e.g., begins naming only inadmissible words, such as numbers, or begins to name only variants of a previous word, such as “flower” followed by “rose,” “daisy” etc.), clarify the instructions: “**Tell me words that start with F (A or S) but do not include numbers**” (or people, etc. depending on the error).*

Score: is the total number of admissible words (new examiners should check their word count with audio tape).

	F	A	S
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
Admin use only totals:	_____	_____	_____

ANIMAL NAMING FORM

Materials: Black pen, stopwatch.

Now we'll try something different. On this task, I want you to tell me as many different animals as you can think of. Name them as quickly as you can. I will tell you when to stop. Ready? Go ahead.

Start timing. Allow 60 seconds. If there is a pause of 15 seconds or more, repeat basic instructions and give the starting word "dog." If the participant discontinues before the end of the time period, encourage him/her to produce more names.

Place a single strike mark through repetitions or plurals, these should only be counted once. Names of extinct, imaginary, or magical animals are admissible. Given names like "Fido" or "Spot" are not counted. Credit is given for: breeds (e.g., terriers); male, female, infant names of a species (e.g., bull, cow, calf); both superordinate and subordinate examples of a species (e.g., both dog and terrier are credited); birds; fish; reptiles; and insects. Prompt participant not to provide given names, after 3 consecutive occurrences.

Score: is the total number of admissible animals (new examiners should check their count by audio tape).

Animals

1		17	
2		18	
3		19	
4		20	
5		21	
6		22	
7		23	
8		24	
9		25	
10		26	
11		27	
12		28	
13		29	
14		30	
15		31	
16		32	

Administrative use only totals: _____

5 MINUTE BREAK

Following Animal Naming

Give the participant some encouraging words, for example, **“You are doing a great job. Now we’ll take a 5-minute break. After that we’ll try a few more tasks and finish up this part of the exam.”**

LOGICAL MEMORY I

Materials: Black pen, stopwatch.

Script: I am going to read you a little story. Listen carefully, and try to remember as many details of the story as you can. When I am through, I want you to tell me everything you can remember. The story is...

Read the story slowly (~ 30 seconds), articulating clearly, with normal inflections. No repetitions are allowed.

Story A

Score

Anna / Thompson / of South / Boston /, employed / as a cook /
in a school / cafeteria /, reported / at the City Hall / Station /
that she had been held up / on State Street / the night before /
and robbed / of fifty-six dollars /. She had four /
small children /, the rent was due /, and they had not eaten /
for two days /. The police /, touched by the woman's story /,
took up a collection / for her/.

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Now, begin at the beginning and tell me everything you can remember from the story.
(Allow 90 seconds. If the participant indicates that he or she cannot recall any more details from the story, there is no need to wait the full 90 seconds).

To simplify the scoring, make a check mark by any words of the story that the participant repeats unchanged. In general, record the participant's words verbatim between the lines of the story above. Make sure that the examiner's hand written record is decipherable before proceeding. New examiners should check their hand-written record with audio tape of the responses. Scoring is deferred until after the cognitive battery is completed. Score one point for each item/story element correctly repeated. For questionable responses, refer to the qxq for this test.

Administrative Use Only:

Total number of words/ideas correctly identified for story A.

<input type="text"/>	<input type="text"/>	(Max 25)
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Say: **Okay, that was fine. Allow at least 10 seconds to pass before moving on to Story B. Now I am going to read you another little story. Just like you did with the first story, listen carefully, and try to remember as many details of the story as you can. When I am through I want you to tell me everything you can remember. The story is...**

Read the story slowly (~ 30 seconds), articulating clearly, with normal inflections. No repetitions are allowed.

Story B

Score

Robert /	Miller /	was driving /	a ten-ton /	truck /	<input type="text"/>	<input type="text"/>
down a highway /	at night /	in the Mississippi /	Delta /,		<input type="text"/>	<input type="text"/>
carrying eggs /	to Nashville /,	when his axle /	broke /.		<input type="text"/>	<input type="text"/>
His truck skidded /	off the road /,	into a ditch /.			<input type="text"/>	<input type="text"/>
He was thrown /	against the dashboard /	and was badly shaken /.			<input type="text"/>	<input type="text"/>
There was no traffic /	and he doubted that help would come /.				<input type="text"/>	<input type="text"/>
Just then his two-way radio /	buzzed /.	He quickly answered /,			<input type="text"/>	<input type="text"/>
"This is Grasshopper /."					<input type="text"/>	<input type="text"/>

Now, begin at the beginning and tell me everything you can remember from the story.
(Allow 90 seconds. If the participant indicates that he or she cannot recall any more details from the story, there is no need to wait the full 90 seconds).

Scoring is as noted above.

After 90 seconds, say: **Okay, good. Later on I will ask you to tell me these stories again, so try not to forget them.**

Allow at least 10 seconds to elapse before beginning the next subtest.

Administrative Use Only:

Total number of words/ideas correctly identified for story B.

(Max 25)

DIGITS BACKWARD

Materials: Black pen.

Now I am going to say some numbers. When I stop, I want you to say them backwards. For example, if I say: 1-2-3, what would you say? *If the participant responds correctly (3-2-1), say “that’s right” and proceed to item 1. If the participant fails the practice trial, say “no, you would say 3-2-1. I said 1-2-3, so to say those numbers backwards, you would say: 3-2-1. “Now try these numbers.”*

Read the digits clearly and at a rate of 1 per second. Remember to administer both trials of each item. Begin Trial 2 and beyond, saying: “Here’s another.” Voice inflection should drop slightly on the last digit of each sequence. Each trial may be presented only once.

Record responses verbatim. Scoring: completely correct trial = 1 point (e.g., Item 1, Trial a: 1-5 = 1 point). Incorrect trial = 0 points. Total the number correct at the bottom of the form.

Discontinue after two consecutive errors of the same length item (e.g., missing two 5-digit sequences).

Trial Sequence	Response	Correct	Error/Refused
1. Trial a: 5-1 (1-5)		<input type="checkbox"/>	<input type="checkbox"/>
Trial b: 3-8 (8-3)		<input type="checkbox"/>	<input type="checkbox"/>
2. Trial a: 4-9-3 (3-9-4)		<input type="checkbox"/>	<input type="checkbox"/>
Trial b: 5-2-6 (6-2-5)		<input type="checkbox"/>	<input type="checkbox"/>
3. Trial a: 3-8-1-4 (4-1-8-3)		<input type="checkbox"/>	<input type="checkbox"/>
Trial b: 1-7-9-5 (5-9-7-1)		<input type="checkbox"/>	<input type="checkbox"/>
4. Trial a: 6-2-9-7-2 (2-7-9-2-6)		<input type="checkbox"/>	<input type="checkbox"/>
Trial b: 4-8-5-2-7 (7-2-5-8-4)		<input type="checkbox"/>	<input type="checkbox"/>
5. Trial a: 7-1-5-2-8-6 (6-8-2-5-1-7)		<input type="checkbox"/>	<input type="checkbox"/>
Trial b: 8-3-1-9-6-4 (4-6-9-1-3-8)		<input type="checkbox"/>	<input type="checkbox"/>
6. Trial a: 4-7-3-9-1-2-8 (8-2-1-9-3-7-4)		<input type="checkbox"/>	<input type="checkbox"/>
Trial b: 8-1-2-9-3-6-5 (5-6-3-9-2-1-8)		<input type="checkbox"/>	<input type="checkbox"/>

Administrative use only

totals: _____

TRAILS A

Materials: Black pen, Trails A tracing sheet, pencil, stopwatch.

SAMPLE

Place SAMPLE A on the table in front of the participant. Give the participant a pencil.

On this page (point) are some numbers. Begin at number 1 (point to 1) and draw a line from 1 to 2 (point to 2), 2 to 3 (point to 3), 3 to 4 (point to 4), and so on, in order, until you reach the end (point to the circle marked “end”). Try not to lift the pencil as you move from one number to the next. Draw the lines as fast as you can. Ready? Go ahead.

Good. Let's try the next one. Proceed to Test A.

*If the participant makes an error, marked through the line and go back to the point where the error was made and say, for example, “**you were at number 2. What is the next number?**” Wait for the participant’s response. If he/she indicates 3, say, “**correct, please start here and continue.**” If the participant indicates any other numbers say, “**The next number would be 3. Please start here and continue.**”*

If the participant cannot complete the sample and clearly does not comprehend the task, do not administer Test A (code as not attempted due to task difficulty).

TEST A

On this page are numbers from 1 to 25. Do this the same way: Begin at number 1 (point to 1) and draw a line from 1 to 2, (point to 2), 2 to 3 (point to 3), 3 to 4 (point to 4), and so on, in order, until you reach the end (point to end). Try not to lift the pencil as you move from one number to the next. Remember, work as fast as you can. Ready? Go ahead.

Start timing. Call all errors to the participant's attention immediately (draw a small dash through the incorrect line) and have the participant proceed from the point the mistake occurred. Say, "that one was not correct." Point to the last correct number and say, "Please start here and continue." Do not stop timing.

If the participant makes 5 errors or exceeds 4 minutes, stop the test. Record errors and time. If errors are greater than 5, record time as 4 minutes.

At the end, say, “That’s fine,” or “very good.”

Administrative Use Only:

1) Total time to complete: _____ : _____ _____ (Max = 4:00)
m s s

2) Total number of errors: _____ (Max = 5)

TRAILS B

Materials: Black pen, Trails B tracing sheet, pencil, stopwatch.

SAMPLE

Place SAMPLE B on the table in front of the participant. Give the participant a pencil.

On this page are some numbers and letters. Please take the pencil and draw a line, alternating in order between the numbers and letters. Start at number 1 (point to 1), then go to the first letter, A (point to A), then go to the next number, 2 (point to 2), then the next letter, B (point to B), and so on until you reach the end (point to end). Remember, first you have a number, then a letter, then a number, then a letter, and so on. Try not to lift the pencil as you move from one number or letter to the next. Draw the lines as fast as you can. Ready? Go ahead.

*If the participant makes an error, marked through the line and go back to the point where the error was made and say, for example, “**you were at number 2. What is the next letter?**” Wait for the participant’s response. If the answer is correct say, “**correct, please start here (point to the 2) and continue.**” If the participant picks the wrong item say, “**the next letter would be B**” (point to B). Then point to the 2 and say, **Please start here and continue.**”*

If the participant cannot complete the sample and clearly does not comprehend the task, do not administer Test B (code as not attempted due to task difficulty).

TEST B

Good. Let's try the next one. On this page are some numbers and letters. Begin at number 1 (point) and draw a line from 1 to A (point to A), A to 2 (point to 2), 2 to B (point to B), B to 3 (point to 3), 3 to C (point to C) and so on in order until you reach the end (point to end). Remember, first you have a number, then a letter, then a number, then a letter, and so on. Try not to lift the pencil as you move from one number or letter to the next. Draw the lines as fast as you can. Ready? Go ahead.

*Start timing. Call all errors to the participant's attention immediately (draw a small dash through the incorrect line) and have the participant proceed from the point the mistake occurred. Say, "**that one was not correct.**" Point to the last correct number (or letter) and say, "**Please start here and continue.**" Do not stop timing.*

If the participant makes 5 errors or exceeds 4 minutes, stop the test. Record errors and time. If errors are greater than 5, record time as 4 minutes.

At the end, say, “That’s fine,” or, “very good.”

Administrative Use Only:

1) Total time to complete: ____:____ ____ (Max = 4:00)
m s s

2) Total number of errors: (Max = 5)

FINGER TAPPING

Materials: Black pen, finger tapper, stopwatch.

Instructions:

“In this next task, we will measure how quickly you can tap your fingers. Which hand would you use to throw a ball to hit a target? (pause for the response) Okay, we’ll start with that hand.”

Ask the participant to place his/her dominant hand palm down with index finger slightly bent on the tapping board. On the very first attempt, have participant practice 3 taps, in order to demonstrate to the participant the range required for a successful tap (i.e., causing the number on the counter to change). Reset the counter.

Instruct the participant to tap as quickly as he/she can, moving only the index finger, not the entire hand or arm. Note that the base of the palm, side of thumb, and fingertips of the remaining fingers must remain on the board.

Say, “When I say “start”, tap as quickly as you can with your index finger, and keep going until I say stop. Are you ready? Start.”

After 10 seconds, say “Stop.” Record the number of taps, and reset the counter.

Say, “Thank you. Let’s try that once more. (verify the proper positioning of the participant’s hand). Remember to tap as quickly as you can. Are you ready? Start.”

After 10 seconds, say: “Stop.” Record the number of taps, and reset the counter

Say, “Thank you. Now let’s try the same thing with your other hand. (verify the proper positioning of the participant’s hand). Remember to tap as quickly as you can. Are you ready? Start.”

Stop after 10 seconds and do one more trial. Timing must be precise.

Note: the base of the palm, side of thumb, and fingertips of the remaining fingers must remain on the board. Conduct 4 trials, two with each hand. Allow 10 seconds per trial, with 10 seconds rest between trials.

Administrative Use Only:

1) Total number of taps (dominant hand).

a) Trial 1: _____ b) Trial 2: _____

2) Total number of taps (non-dominant hand).

a) Trial 1: _____ b) Trial 2: _____

BOSTON NAMING TEST

Materials: Black pen, stopwatch, Boston Naming Picture Book.

Next, I am going to show you a series of pictures. For each picture, I want you to try to tell me what the picture is. If you can't tell me, that's okay. After we complete each picture, we we'll go on to the next one. Let's begin. Show the pictures one at a time and write down any incorrect responses. If the participant is unable to name the item in 20 seconds mark the item as an "error" and move on to the next picture. Introduce each picture, saying: **What is this?**

The examiner should provide no help (hints or clues). The examiner may prompt if the participant gives a general or circumlocutory response (e.g., "you sleep on it" for "bed"), say **"Can you think of a specific name for it?"** It is preferred to record all responses to avoid cueing the participant about his/her performance.

Mark 1 for correct and 0 for incorrect responses. See the qxq for acceptable alternate response for some items. Discontinue after 6 consecutive failures. Record the total score at the bottom of this form.

	Correct	Error / Refused
1. bed.....	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2. pencil	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3. whistle	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4. comb	<input type="checkbox"/> 1	<input type="checkbox"/> 0
5. saw	<input type="checkbox"/> 1	<input type="checkbox"/> 0
6. helicopter	<input type="checkbox"/> 1	<input type="checkbox"/> 0
7. octopus	<input type="checkbox"/> 1	<input type="checkbox"/> 0
8. hanger.....	<input type="checkbox"/> 1	<input type="checkbox"/> 0
9. camel	<input type="checkbox"/> 1	<input type="checkbox"/> 0
10. pretzel	<input type="checkbox"/> 1	<input type="checkbox"/> 0
11. racquet.....	<input type="checkbox"/> 1	<input type="checkbox"/> 0
12. volcano.....	<input type="checkbox"/> 1	<input type="checkbox"/> 0

	Correct	Error / Refused
13. dart.....	<input type="checkbox"/> 1	<input type="checkbox"/> 0
14. globe	<input type="checkbox"/> 1	<input type="checkbox"/> 0
15. beaver	<input type="checkbox"/> 1	<input type="checkbox"/> 0
16. rhinoceros	<input type="checkbox"/> 1	<input type="checkbox"/> 0
17. igloo	<input type="checkbox"/> 1	<input type="checkbox"/> 0
18. dominoes	<input type="checkbox"/> 1	<input type="checkbox"/> 0
19. escalator	<input type="checkbox"/> 1	<input type="checkbox"/> 0
20. hammock	<input type="checkbox"/> 1	<input type="checkbox"/> 0
21. pelican	<input type="checkbox"/> 1	<input type="checkbox"/> 0
22. pyramid	<input type="checkbox"/> 1	<input type="checkbox"/> 0
23. unicorn	<input type="checkbox"/> 1	<input type="checkbox"/> 0
24. accordion	<input type="checkbox"/> 1	<input type="checkbox"/> 0
25. asparagus	<input type="checkbox"/> 1	<input type="checkbox"/> 0
26. latch	<input type="checkbox"/> 1	<input type="checkbox"/> 0
27. scroll	<input type="checkbox"/> 1	<input type="checkbox"/> 0
28. sphinx	<input type="checkbox"/> 1	<input type="checkbox"/> 0
29. trellis	<input type="checkbox"/> 1	<input type="checkbox"/> 0
30. protractor.....	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Administrative use only	total: _____	

CLOCK TIME PERCEPTION

Materials: Black pen, stopwatch, clock cards.

Instructions: Say to the participant, “Next, I am going to show you some pictures of clocks. For each clock, I want you to tell me what time it shows. If you’re not sure what time the clock is telling, feel free to guess. After we complete each clock, we’ll go on to the next one. Are you ready? Let’s begin.” Present each clock card, in order, and record the response. If the participant is unable to tell the time after 20 seconds, mark the item as “error” and move on to the next clock.

Introduced each clock, saying “What time does this clock show?”

Record 1 for correct (within +/- 1 minute) and 0 for incorrect responses. Credit is given for any correct time, regardless of how it is expressed (e.g., 15 minutes after the hour may be called “quarter past” or “quarter after;” 30 minutes past the hour may be called “half past” or “half after;” military time is also acceptable, etc.). Total the score and record at the bottom of this form.

	Correct	Error / Refused
1) 4:30	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2) 9:05	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3) 12:50	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4) 9:35	<input type="checkbox"/> 1	<input type="checkbox"/> 0
5) 10:45	<input type="checkbox"/> 1	<input type="checkbox"/> 0
6) 2:25	<input type="checkbox"/> 1	<input type="checkbox"/> 0
7) 6:45	<input type="checkbox"/> 1	<input type="checkbox"/> 0
8) 10:10	<input type="checkbox"/> 1	<input type="checkbox"/> 0
9) 1:20	<input type="checkbox"/> 1	<input type="checkbox"/> 0
10) 5:10	<input type="checkbox"/> 1	<input type="checkbox"/> 0
11) 8:20	<input type="checkbox"/> 1	<input type="checkbox"/> 0

administrative use only total number correct: _____

LOGICAL MEMORY II

Materials: Black pen, stopwatch.

Okay, this is the last task. Do you remember the little stories I read to you a few minutes ago? Now I want you to tell me the stories again. Tell me everything that you can remember about the stories.

*If the participant does not recall one or both of the stories, after 15 seconds, offer a reminder. For Story A, say: **One story was about a woman who was robbed.** Allow ~ 90 seconds (if the participant indicates that he or she cannot recall any more details from the story, there is no need to wait the full 90 seconds). No further help is provided for Story A, other than general encouragement.*

*If the participant asks a question about the story or for repetition of some or all of it, say: **"Please tell me as much as you can remember about the story."** Use the same scoring procedure as used for Logical Memory I.*

Story A

	Score
Anna / Thompson / of South / Boston /, employed / as a cook /	<input type="text"/> <input type="text"/>
in a school / cafeteria /, reported / at the City Hall / Station /	<input type="text"/> <input type="text"/>
that she had been held up / on State Street / the night before /	<input type="text"/> <input type="text"/>
and robbed / of fifty-six dollars /. She had four /	<input type="text"/> <input type="text"/>
small children /, the rent was due /, and they had not eaten /	<input type="text"/> <input type="text"/>
for two days /. The police /, touched by the woman's story /,	<input type="text"/> <input type="text"/>
took up a collection / for her/.	<input type="text"/> <input type="text"/>

Administrative Use Only:

Total number of words/story elements correctly identified for story A.

(Max 25)

If the participant does not mention Story B, offer a prompt, say: **One story was about a man who had trouble on the highway.** Allow ~90 seconds. No further help is provided for Story B, other than general encouragement. Use the same scoring procedure as used for Logical Memory I.

Story B

Score

Robert /	Miller /	was driving /	a ten-ton /	truck /	<input type="text"/>	<input type="text"/>
down a highway /	at night /	in the Mississippi /	Delta /,		<input type="text"/>	<input type="text"/>
carrying eggs /	to Nashville /,	when his axle /	broke /.		<input type="text"/>	<input type="text"/>
His truck skidded /	off the road /,	into a ditch /.			<input type="text"/>	<input type="text"/>
He was thrown /	against the dashboard /	and was badly shaken /.			<input type="text"/>	<input type="text"/>
There was no traffic /	and he doubted that help would come /.				<input type="text"/>	<input type="text"/>
Just then his two-way radio /	buzzed /.	He quickly answered /,			<input type="text"/>	<input type="text"/>
"This is Grasshopper /."					<input type="text"/>	<input type="text"/>

Administrative Use Only:

Total number of words/story elements correctly identified for story B.

(Max 25)

1) Which story was recalled first? (*check one*)

☐ 1 - Story A

☐ 2 - Story B

☐ 3 - Neither

2) Was a reminder offered for Story A?

☐ 1 - Yes

☐ 0 - No

3) Was a reminder offered for Story B?

☐ 1 - Yes

☐ 0 - No