2021-0151-D5

COGNITIVE LINGUISTIC INFORMAL EVALUATION

PATIENT'S NAME: _____ **DATE:** _____

ORIENTATION

What is the date? _____ What is the name of this building? _____

What city are you in now? _____ What season is it? _____

AUDITORY COMPREHENSION

COMMANDS

STEP 1: ☐ Make a fist
☐ Point to the ceiling

STEP 2: ☐ Point to the ceiling and then to the floor
☐ Touch your nose and then touch your ear

STEP 3: ☐ Touch your nose, point to me, and blink twice
☐ Tap your shoulder, raise your hand, close your eyes

YES/NO QUESTIONS

SIMPLE

Is your name _____?	☐ Yes	☐ No
Are you in a hotel?	☐ Yes	☐ No
Are you a man/woman?	☐ Yes	☐ No

BASIC

Does a cat bark?	☐ Yes	☐ No
Can windows close?	☐ Yes	☐ No
Does the moon shine?	☐ Yes	☐ No

MODERATE

Do you get coffee from a cow?	☐ Yes	☐ No
Are windows made of glass?	☐ Yes	☐ No
Do you pick up food with a shovel?	☐ Yes	☐ No

COMPLEX

Will meat spoil if not stored in the refrigerator?	☐ Yes	☐ No
Do two pounds of flour weigh more than one?	☐ Yes	☐ No
Does the number 6 comes before 5 and 7?	☐ Yes	☐ No

EXPRESSIVE LANGUAGE

DIVERGENT NAMING

CONVERGENT NAMING

NAME ALL THE ANIMALS/FRUITS YOU CAN THINK OF IN ONE MINUTE

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Simple:

What are red, yellow, and green? _____

What are apples, bananas, and pears? _____

What are shirts, pants, and socks? _____

Complex:

What are planes, taxis, and bicycles? _____

What are buttons, zippers, and snaps? _____

What are water, gasoline, and coffee? _____

RESPONSIVE NAMING

What do you use to tell time? _____

What do you do with soap? _____

What color is grass? _____

AUTOMATIC SPEECH

Count from 1-10: _____

Months of the year: _____

Days of the week: _____

Sing “Happy Birthday”: _____

SEQUENCING

TELL ME THE STEPS FOR MAKING SCRAMBLED EGGS (AT LEAST 5)

MEMORY

IMMEDIATE MEMORY

Say these numbers after me

☐ 3 0 5

☐ 2 0 6 1

☐ 2 0 5 8 1

☐ 4 3 6 2 7 1

☐ 5 2 1 5 3 7 8

Say these words after me

☐ book, house, key

☐ jar, cup, spoon, table

☐ shoe, phone, car, walker, soap

RECENT MEMORY

Remember these words for later: rose, sweater, toast.

How long have you lived here? _____

Who is your doctor? _____

What did you have for your last meal? _____

What are those three words I asked you to remember? _____

PARAGRAPH RETENTION

Jack's doctor recommended that he go on a heart healthy diet. His family asked him to go to lunch at McDonalds. He said that he would not be able to go because of his diet restrictions. He was relieved when his family informed him that McDonalds offers alternatives to fatty foods such as grilled chicken and salads.

Did Jack decide on his own to go on a heart healthy diet? ☐ Yes ☐ No

Did his family want to go to Red Lobster for lunch? ☐ Yes ☐ No

Was Jack concerned about what he could eat? ☐ Yes ☐ No

Was he supposed to eat more fatty foods? ☐ Yes ☐ No

Was grilled chicken one of the healthy alternatives? ☐ Yes ☐ No

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PROBLEM SOLVING

YOU ARE IN BED AND YOU SMELL SMOKE, WHAT DO YOU DO?

WHAT WOULD YOU DO IF YOU RETURNED HOME AND YOUR FRONT DOOR WAS OPEN AND THE LOCK WAS BROKEN?

WHAT WOULD YOU DO IF YOU CUT YOURSELF AND YOU WERE BLEEDING?

WHAT COULD HAPPEN IF YOU LEFT YOUR COFFEE POT ON AND THEN LEFT YOUR HOUSE FOR THE DAY?

WHAT COULD HAPPEN IF YOU TOOK YOUR MEDICATION TWICE BE MISTAKE?

ABSTRACT REASONING

Why do children go to school? _____

Why are windows made of glass? _____

How are a watch and a calendar alike? _____

How are they different? _____

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2021-0151-D5

EATING ASSESSMENT TOOL
EAT-10

DATE: _____ **NAME:** _____

MR#: _____ **HEIGHT:** _____ **WEIGHT:** _____

PLEASE BRIEFLY DESCRIBE YOUR SWALLOWING PROBLEM.

PLEASE LIST ANY SWALLOWING TESTS YOU HAVE HAD. Include where, when, and the results

To what extent are the following scenarios problematic for you?

CIRCLE THE APPROPRIATE RESPONSE	0 = NO PROBLEM				4 = SEVERE PROBLEM
My swallowing problem has caused me to lose weight.	0	1	2	3	4
My swallowing problem interferes with my ability to go out for meals.	0	1	2	3	4
Swallowing liquids takes extra effort	0	1	2	3	4
Swallowing solids takes extra effort.	0	1	2	3	4
Swallowing pills takes extra effort.	0	1	2	3	4
Swallowing is painful.	0	1	2	3	4
The pleasure of eating is affected by my swallowing.	0	1	2	3	4
When I swallow food sticks in my throat.	0	1	2	3	4
I cough when I eat.	0	1	2	3	4
Swallowing is stressful.	0	1	2	3	4
				TOTAL EAT-10	

Interpretation: A score of 3 or more is indicative of possible problems with swallowing efficiently and safely.

Belafsky PC, Mouadeb DA, Rees CJ, Pryor JC, Postma GN, Allen J, and Leonard RJ. Validity and reliability of the Eating Assessment Tool (EAT-10). Ann Otol Rhinol Laryngol 117: 919-924, 2008.

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2021-0151-D5

QUICK APHASIA BATTERY (QAB)

PARTICIPANT: _____ **DATE:** _____

TIME: _____ **LOCATION:** _____ **EXAMINER:** _____

- Allow 6 seconds to respond to each item. Correct responses after 3 seconds count as delayed and receive 3 points. Score only material produced in the first 6 seconds, except where a response is initiated before 6 seconds, and then continues.
- Score the first complete response (i.e., not a false start, nor a fragment).
- Verbally presented items may be repeated once, if the patient requests, or if the examiner suspects mishearing or a lapse in attention. If an item is repeated, restart the 6 second count.
- Dysarthric or apraxic errors not affecting the identity of any phonemes should be ignored, except when rating motor speech.

1. LEVEL OF CONSCIOUSNESS

Can be approached? Score as follows: 4=yes; 0=no, based on prior discussion with nurse(s), doctor(s), etc.

(a) Is patient sufficiently clinically stable to be approached? [0 **(stop)**] [4]

Can be roused? Score as follows: 4=already awake or rouses to mild stimulation; 3=rouses to moderate stimulation; 2=rouses, but does not stay awake; 1=shows some response but does not rouse; 0=no response.

(b) Can patient be roused? [0 **(stop)**] [1 **(stop)**] [2] [3] [4]

Oriented? Score as follows: 4=an intelligible, correct answer (any speech/language errors may be ignored here); 3=correct answers to all three yes/no questions; 2=correct on 'yes' question and correct on 1/2 'no' questions; 1=equivocal signs of understanding and attempting to respond; 0=response shows no sign of understanding the question, or no response.

(c) Can you tell me where we are right now? _____ [0] [1] [2] [3] [4]

If NR/incorrect:	Are we in a library?	[yes] [no] [NR]
	Are we at a playground?	[yes] [no] [NR]
	Are we at [correct place]?	[yes] [no] [NR]

(d) What month is it? _____ [0] [1] [2] [3] [4]

If NR/incorrect:	Is it [wrong month]?	[yes] [no] [NR]
	Is it [wrong month]?	[yes] [no] [NR]
	Is it [wrong month]?	[yes] [no] [NR]

(e) How old are you? _____ [0] [1] [2] [3] [4]

If NR/incorrect:	Are you [wrong age]?	[yes] [no] [NR]
	Are you [wrong age]?	[yes] [no] [NR]
	Are you [wrong age]?	[yes] [no] [NR]

Can follow commands? Score as follows: 4=follows verbal command; 3=imitates action; 1=equivocal attempt to follow verbal
command or imitate action; 0=response shows no sign of understanding the command, or no response. Alternative simple commands may be substituted if situational or patient factors dictate, in which case they should be noted.

(f) Close your eyes. _____

If not done: Model closing eyes, indicate to copy [0] [1] [2] [3] [4]

(g) Squeeze my hand. _____

If NR/incorrect: Squeeze patient's hand, indicate to copy [0] [1] [2] [3] [4]

(h) Can patient stay awake, maintain attention, and attempt commands?

[0 **(stop)**] [1 **(stop)**] [2] [3] [4]

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2. CONNECTED SPEECH

Converse with the participant for at least three minutes, around one or more conversation topics, e.g.:

- the best trip you ever took
- your favorite holiday as a child
- your worst childhood memory
- when you retired
- the worst trip you ever took
- a happy childhood memory
- when you had your first child
- what you like about where you live
- when you got married
- your first job
- how you met your husband/wife/partner
- a time you were really scared/embarrassed/angry

Present stimulus card 1. Ask **'What is happening here?'**

(a) The boy is pushing the girl. _____

(b) The girl is chasing the boy. _____

Rate connected speech using the following scales. Other connected speech produced in the evaluation should also be considered. 4=normal: not present or within normal range; 3=mild: detectable but infrequent; 2=moderate: frequent

APHASIC CONNECTED SPEECH FEATURE	0	1	2	3	4
Reduced length and complexity of utterances	single words	MLU 2 words	MLU 3-4 words	MLU 5-7 words	normal
Reduced speech rate	0-24 wpm	25-49 wpm	50-74 wpm	75-99 wpm	100+ wpm
Agrammatism: omission of words and morphemes, especially closed class; "telegraphic speech"	severe	marked	moderate	mild	normal
Paragrammatism: substitution of closed class items; inappropriate juxtaposition of words and phrases; garbled syntax	severe	marked	moderate	mild	normal
Anomia: word-finding pauses, word-finding failures, abandoned utterances, effective circumlocution	severe	marked	moderate	mild	normal
Empty speech: vague words, overabundance of closed class words, ineffective circumlocution, utterances unclear in meaning and/or tangential	severe	marked	moderate	mild	normal
Semantic paraphasias: substitution of open class items (including perseverations)	severe	marked	moderate	mild	normal
Phonemic paraphasias and neologisms	severe	marked	moderate	mild	normal
Self-correction: false starts, retraced sequences, conduite d'approche	severe	marked	moderate	mild	normal
Overall communication impairment	communication fragmentary; examiner carries burden	communication limited; participant shares burden	can discuss everyday topics; limited beyond that	impairment evident, but can discuss all topics	no impairment evident

If not possible: [ ] No spontaneous speech [ ] Only incomprehensible muttering [ ] Only stereotypies
[ ] Fewer than 10 wpm, typically mainly 'yes', 'no', a few single words or attempts

3. WORD COMPREHENSION

Present stimulus card 2. Say **'Show me the...'** Score as follows: 4=correct; 3=correct, but delayed >3 seconds, self-corrected, or repeated; 1=related foil; 0=unrelated foil, or no response within 6 seconds.

(a) lion Related: giraffe, horse _____ [0] [1] [3] [4]

(b) drum Related: violin, trombone _____ [0] [1] [3] [4]

(c) violin Related: drum, trombone _____ [0] [1] [3] [4]

(d) giraffe Related: lion, horse _____ [0] [1] [3] [4]

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Present stimulus card 3.

(e) bone Related: boat _____ [0] [1] [3] [4]

(f) kite Related: coat _____ [0] [1] [3] [4]

(g) boot Related: boat _____ [0] [1] [3] [4]

(h) goat Related: coat _____ [0] [1] [3] [4]

4. SENTENCE COMPREHENSION

Say **'Answer yes or no...'** Score as follows: 4=correct. Nodding and shaking the head, other contextually appropriate alternatives to yes/no, e.g. 'sometimes', 'I don't think so', or idiosyncratic responses that demonstrate understanding are acceptable; 3=correct, but delayed >3 seconds, self-corrected, or repeated; 2=idiosyncratic response where it is unclear whether or not patient understands; 1=incorrect, but response suggests some partial comprehension; 0=incorrect/no response within 6 seconds.

(a) Are you a [man/woman]? (**Y**) _____ [0] [1] [3] [4]

(b) Am I a [man/woman]? (**N**) _____ [0] [1] [3] [4]

(c) Do you cut the grass with an axe? (**N**) _____ [0] [1] [3] [4]

(d) Are babies watched by babysitters? (**Y**) _____ [0] [1] [3] [4]

(e) Do you open your door with a key? (**Y**) _____ [0] [1] [3] [4]

(f) If you're about to leave, have you left yet? (**N**) _____ [0] [1] [3] [4]

(g) Are witnesses questioned by police? (**Y**) _____ [0] [1] [3] [4]

(h) If I tell you I used to smoke, do you think I smoke now? (**N**) _____ [0] [1] [3] [4]

(i) Are doctors treated by patients? (**N**) _____ [0] [1] [3] [4]

(j) If I was at the park when you arrived, did I get there first? (**Y**) _____ [0] [1] [3] [4]

(k) If you're about to go upstairs, are you still downstairs (**Y**) _____ [0] [1] [3] [4]

(l) Are cats chased by mice? (**N**) _____ [0] [1] [3] [4]

5. PICTURE NAMING

Present stimulus card 5. Ask **'What is this? And this? etc.'** Score as follows: 4=correct. Accept reasonable alternative labels; 3=correct, but delayed >3 seconds or self-corrected; 2=at least half of the phonemes are correct, or apraxic error on target; 1=some relation to target; 0=unrelated response, or no response within 6 seconds.

(a) dog _____ [0] [1] [3] [4]

(b) pencil _____ [0] [1] [3] [4]

(c) wheelchair _____ [0] [1] [3] [4]

(d) octopus _____ [0] [1] [3] [4]

(e) hammock _____ [0] [1] [3] [4]

(f) escalator _____ [0] [1] [3] [4]

6. REPETITION

Say **'Repeat after me.'** Score as follows: 4=correct. Expanding contraction in (f) is acceptable; 3=correct, but delayed >3 seconds, self-corrected, or repeated; 2=(a-d) at least half of the phonemes are correct, or apraxic error on target; (e-f) at least half of the words are correct; 1=some relation to target, 2+ words for (e) and (f); 0 = unrelated response, or no response within 6 seconds.

(a) horse _____ [0] [1] [3] [4]

(b) breakfast _____ [0] [1] [3] [4]

(c) catastrophe _____ [0] [1] [3] [4]

(d) undetectable _____ [0] [1] [3] [4]

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(e) The sun rises in the East _____ [0] [1] [3] [4]

(f) The ambitious journalist discovered where we'd be going. _____ [0] [1] [3] [4]

7. READING ALOUD

Present stimulus card 6. Say **'Repeat these words and sentences out loud.'** Score as follows: 4=correct. Expanding contraction in (f) is acceptable; 3=correct, but delayed >3 seconds, self-corrected, or repeated; 2=(a-d) at least half of the phonemes are correct, or apraxic error on target; (e-f) at least half of the words are correct; 1=some relation to target, 2+ words for (e) and (f); 0=unrelated response, or no response within 6 seconds.

(a) tin _____ [0] [1] [3] [4]

(b) dough _____ [0] [1] [3] [4]

(c) proposition _____ [0] [1] [3] [4]

(d) inexperienced _____ [0] [1] [3] [4]

(e) The baby cries in the night. _____ [0] [1] [3] [4]

(f) The popular novelist realized why I'd been calling . _____ [0] [1] [3] [4]

8. MOTOR SPEECH

Ask patient to perform tasks (a), (c) and (d) as quickly as possible. Ask them to hold vowel in (b) as long as possible, up to 15 seconds. Counting can be done at normal rate. If motor speech deficits are suspected, additional items may be given (e.g. pursing and retracting lips, tʌ tʌ tʌ, kʌ kʌ kʌ, catastrophe catastrophe catastrophe, sustained s).

(a) tongue from side to side _____ [0] [1] [3] [4]

(b) aaaaaah (voice quality) _____ [0] [1] [3] [4]

(c) pʌ pʌ pʌ pʌ pʌ (rate/rhythm) _____ [0] [1] [3] [4]

(d) pʌ tʌ kʌ pʌ tʌ kʌ pʌ tʌ kʌ (rate/rhythm) _____ [0] [1] [3] [4]

(e) Count to 10. _____ [0] [1] [3] [4]

Rate motor speech using the following scales, based on the whole evaluation, not just this section.

MOTOR SPEECH FEATURE	0	1	2	3	4
Dysarthria: impairment of muscles used for speech production	severe	marked	moderate	mild	normal
Apraxia of speech: impairment of speech motor planning	severe	marked	moderate	mild	normal

SUMMARY

Word comprehension _____ Speech motor programming _____

Sentence comprehension _____ Repetition _____

Word finding _____ Reading _____

Grammatical construction _____ QAB overall _____

NOTES

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SHORT BLESSED TEST (SBT)

PATIENT'S NAME: _____ **DATE:** _____ **DATE:** _____

"Now I would like to ask you some questions to check your memory and concentration. Some of them may be easy and some of them may be hard."

1. WHAT YEAR IS IT NOW? _____ ☐ Correct (0) ☐ Correct (1)

2. WHAT MONTH IS IT NOW? _____ ☐ Correct (0) ☐ Correct (1)

Please repeat this name and address after me:

John Brown 42 Market Street Chicago

John Brown 42 Market Street Chicago

John Brown 42 Market Street Chicago

(Check words repeated correctly in each trial.) Trials to learning: (can't do in 3 trials = C)

Good, now remember that name and address for a few minutes.

3. WITHOUT LOOKING AT YOUR WATCH OR CLOCK, TELL ME ABOUT WHAT TIME IT IS.

(If response is vague, prompt for specific response.)

(within 1 hour): _____ ☐ Correct (0) ☐ Correct (1)

Actual time: _____

4. COUNT BACKWARDS FROM 20 TO 1.

If subject starts counting forward or forgets the task, repeat instructions and score one error.

(Mark correctly sequenced numerals.) ☐ 0 ☐ 1 ☐ 2 Errors

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

5. SAY THE MONTHS OF THE YEAR IN REVERSE ORDER.

If the tester needs to prompt with the last name of the month of the year, score one error.

(Mark correctly sequenced months.) ☐ 0 ☐ 1 ☐ 2 Errors

D	N	O	S	A	JL	JN	MY	AP	MR	F	J
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

6. REPEAT THE NAME AND ADDRESS I ASKED YOU TO REMEMBER.

The thouroughfare term "street" is not required.

(Check correct items) ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Errors

John	Brown	24	Market	Street	Chicago
☐	☐	☐	☐	☐	☐

FINAL SBT SCORE AND INTERPRETATION

ITEM #	ERRORS (0-5)	WEIGHTING FACTOR	FINAL ITEM SCORE
1		X4	
2		X3	
3		X3	
4		X2	
5		X2	
6		X2	
			SUM TOTAL = (Range 0-28)

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INTERPRETATION

A screening test in itself is insufficient to diagnose a dementing disorder. The SBT, however, is quite sensitive to early cognitive changes associated with Alzheimer's disease. Scores in the impaired range (see below) indicate a need for further assessment. Scores in the "normal" range suggest that a dementing disorder is unlikely, but a very early disease process cannot be ruled out. More advanced assessment may be warranted in cases where other objective evidence of impairment exists.

- In the original validation sample for the SBT (Katzman et al., 1983), 90% of normal scores 6 points or less. Scores of 7 or higher would indicate a need for further evaluation to rule out a dementing disorder, such as Alzheimer's disease.
- Based on clinical research findings from the Memory and Aging Project[3], the following cut points may also be considered:

  0-4 Normal Cognition
  5-9 Questionable Impairment (evaluate for early dementing disorder)
  10+ Impairment Consistent with Dementia (evaluate for dementing disorder)

Clinician Signature

License Number

[3]Morris JC, Heyman A, Mohs RC, Hughes JP, van Belle G, Fillenbaum G, Mellits ED, Cladk C. (1989). The Consortium to Establish a Registry for Alzheimer's Disease (CERAD). Part I. Clinical and neuropsychological assessment of Alzheimer's disease. Neurology, 39(9):1159-65.

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2021-0151-D5

SAINT LOUIS UNIVERSITY MENTAL STATUS EXAM (SLUMS)

INSTRUCTIONS FOR USE

1. Complete resident demographics at the top of the page.
2. We recommend that you put the date and the name of the evaluator on the bottom of the page as well.
3. Administration should be conducted privately and in the examinee's primary language. Be prepared with the items you need to complete the exam. You will need a watch with a second hand on it.
4. Record the number of years the patient attended school. If the patient obtained an associate's, bachelor's, master's, or doctorate degree, note the degree achieved instead of actual years of school attended.
5. Determine if the patient is alert. Do not answer "yes" or "no", but indicate level of alertness. Alert indicates that the individual is fully awake and able to focus. Other descriptors include: drowsy, confused, distractible, inattentive, preoccupied.
6. Begin by asking the patient the following:
   - Do you have any trouble with your memory?
   - May I ask you some questions about your memory?
   - Then proceed with the exam questions.
7. Read the questions aloud clearly and slowly to the examinee. It is not usually necessary to speak loudly, but it is necessary to speak slowly.
8. Begin by asking the patient something similar to the following:
   - Do you have any trouble with your memory?
   - May I ask you some questions about your memory?
   - I'd like to see how good your memory is be asking you some questions.

   You may need to reassure patients by telling them that this is not a test that they can fail, but merely a tool much like a thermometer that takes temperature is a tool. What this does is checks for the amount of memory they have. Then begin to administer the exam questions.
9. Score the questions as indicated on the examination.
10. On question #4, read the statement as listed on the exam. Ask the patient to repeat each of the five objects (apple, pen, tie, house, care) that you recite to make sure that the patient heard and understood what you said. Repeat them as many times as it takes for the patient to repeat them back to you correctly.
11. On question #5, make sure the patient is focused on you prior to reciting the information. Obtain an answer for the first part of the question (how much did you spend?) before moving onto part two (how much do you have left?). Do not prompt or give hints, but do give ample time to the patient to answer the questions. If the patient asks you to repeat the question you may do
12. Continue with the exam questions in the order that they are listed.
13. On question #8, state each number by its individual name. 87 is pronounce eight, seven; 649 is pronounced six, four, nine; 8537 is pronounced eight, five, three, seven.
14. On question #9, either draw a large circle on the back of the examination form or provide the patient with a separate piece of paper with a larger circle printed on it and attach it to the original examination form. When scoring, give full credit for either all 12 numbers or all 12 ticks. If the patient puts only 4 ticks on the circle, prompt them once to put numbers next to those ticks (12, 3, 6, and 9) for full credit. When scoring the correct

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time, make sure the hour hand is shorter than the minute hand and that the minute hand points at the 10 and the hour hand points at the 11.

15. You may also provide a separate sheet with larger examples of the forms listed on questions #10 for those with vision impairment. This sheet should be created by enlarging the figures on the examination form and can also be attached to the original form.
16. Read question #11 as written, provide ample time to answer each question. Do not repeat the story, but do make sure they are paying attention the first time you read it to them. Do not prompt or give hints. The answer of Chicago as the state she lives in gets no credit, but you may prompt them once by repeating the question.
17. Score the examination as listed at the bottom of the page, circling the level based on the score.
18. Sign and date the form.
19. **Upon completion of the form**, record the score in the patient's record and comment on any indicated changes. Depending upon office protocols, either put the sheet in the patient's record, place it in a separate identified location, or destroy the worksheet once the score is recorded in the patient record (specify based on office center policy).

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2021-0151-D5

PATIENT'S NAME: _____ **DATE:** _____

AGE: _____ **IS THE PATIENT ALERT:** _____ **EDUCATION LEVEL:** _____

Read exam instructions prior to administration. Read clearly and slowly to the patient.

_____ 1. What day of the week is it?

_____ 2. What is the year?

_____ 3. What state are we in?

_____ 4. Please remember these five objects. I will ask you what they are later.
Apple Pen Tie House Car

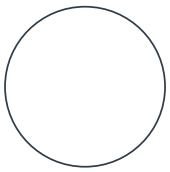
_____ 5. You have $100 and you go to the store and buy a dozen apples for $3 and a tricycle for $20.
(1) How much did you spend? (2) How much do you have left?

_____ 6. Please name as many animals as you can in one minute.
(0) 0-4 animals (1) 5-9 animals (2) 10-14 animals (3) 15+ animals

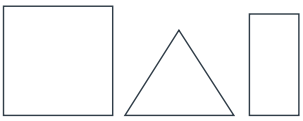
_____ 7. What were the five objects I asked you to remember? (1 point for each one correct)

_____ 8. I am going to give you a series of numbers and I would like you to give them to me backwards. For example, if I say 42, you would say 24.
(0) 87 (1) 649 (2) 8537

_____ 9. This is a clock face. Please put in the hour markers and the time at ten minutes to eleven o'clock. (2) Hour markers okay (2) Time correct



_____ 10. Please place an "X" in the triangle. (1)
Which of the above figures is the largest? (1)



_____ 11. I am going to tell you a story. Please listen carefully because afterwards I am going to ask you some questions.
Jill was very successful stockbroker. She made a lot of money on the stock market. She then met Jack, a devastatingly handsome man. She married him and had three children. They lived in Chicago. She then stopped work and stayed at home to bring up their children. When they were teenagers, she went back to work. She and Jack lived happily ever after.
(2) What was the female's name? (2) What work did she do?
(2) When did she go back to work? (2) What state did she live in?

TOTAL SCORE (0/30): _____ **SCORING**

Score all questions as indicated. The numbers in parentheses will sum to equal the total number of points possible.

HIGH SCHOOL EDUCATION	LESS THAN HIGH SCHOOL EDUCATION
27-30 Normal 21-26 MNCD 01-20 Dementia *Mild Neurocognitive Disorder	27-30 Normal 20-24 MNCD 01-19 Dementia *Mild Neurocognitive Disorder

_____ _____

Clinician Signature License Number

SH Tariq, N Tumosa, JT Chibnall, HM Perry III, and JE Morley. The Saint Louis University Mental Status (SLUMS) Examination for Detecting Mild Cognitive Impairment and Dementia is more sensitive than the Mini-Mental Status Examination (MMSE) – A pilot study. J am Geriatric Psych (in press).

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VOICE HANDICAP INDEX 10 (VHI-10) - TREATMENT

INSTRUCTIONS

We are looking to better understand how a voice-related problem can interfere with daily activities. We present a list of possible problems related to voice. Please answer all questions based on how your voice has been in the past two weeks. There are no wrong or right answers.

These are statements that many people have used to describe their voices and the effects of their voices on their lives. Check the response that indicated how frequently you have the same experience.

0=Never 1=Almost Never 2=Sometimes 3=Almost Always 4=Always

CHECK THE APPROPRIATE RESPONSE	0	1	2	3	4
My voice makes it difficult for people to hear me.	☐	☐	☐	☐	☐
People have difficulty understanding me in a noisy room.	☐	☐	☐	☐	☐
People ask, “What’s wrong with your voice?”	☐	☐	☐	☐	☐
I feel as though I have to strain to produce my voice.	☐	☐	☐	☐	☐
My voice difficulties restrict my personal and social life	☐	☐	☐	☐	☐
The clarity of my voice is unpredictable.	☐	☐	☐	☐	☐
I feel left out of conversations because of my voice.	☐	☐	☐	☐	☐
My voice problem causes me to lose income.	☐	☐	☐	☐	☐
My voice problem upsets me.	☐	☐	☐	☐	☐
My voice makes me feel handicapped.	☐	☐	☐	☐	☐

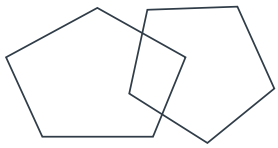
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2021-0151-D5

MINI-MENTAL STATE EXAMINATION (MMSE)

PATIENT'S NAME: _____ **DATE:** _____

INSTRUCTIONS: Ask the questions in the order listed. Score one point for each correct response within each question or activity.

QUESTION	MAXIMUM SCORE	PATIENT SCORE
"What is the year? Season? Date? Day of the week? Month?"	5	
"Where are we now: State? County? Town/City? Hospital? Floor?"	5	
The examiner names three unrelated objects clearly and slowly, then asks the patient to name all three of them. The patient's response is used for scoring. The examiner repeats them until the patient learns all of them, if possible. Number of trials: _____	3	
"I would like you to count backward from 100 by sevens." (93, 86, 79, 72, 65,...) Stop after five answers. Alternative: "Spell WORLD backwards." (D-L-R-O-W)	5	
"Earlier I told you the names of three things. Can you tell me what those three things were?"	3	
Show the patient two simple objects, such as a wristwatch and a pencil. Ask the patient to name them.	2	
"Repeat the phrase: 'No ifs, ands, or buts'."	1	
"Take the paper in your right hand, fold it in half, and put it on the floor." (The examiner gives the patient a piece of blank paper.)	3	
"Please read this and do what it says." (Written instruction is "Close your eyes.")	1	
"Make up and write a sentence about anything." (This sentence must contain a noun and verb.)	1	
"Please copy this picture." (The examiner gives the patient a blank piece of paper and asks him/her to draw the following symbol. All 10 angles must be present and two must intersect.) 	1	
TOTAL SCORE	30	**0**

SOURCES: (1) Folstein MF, Folstein SE, McHugh PR. "Mini-Mental State": A Practical Method for Grading the Cognitive State of Patients for the Clinician. J Psychiatr Res. 1975; 12:189-198.

(2) Rovner BW, Folstein MF. Mini-Mental State Exam in Clinical Practice. Hosp Pract.1987; 22 (1A):99,103,106,110. (3) Tombaugh TN, McIntyre NJ. The Mini-Mental State Examination: A Comprehensive Review. JAGS. 1992;40(9):922-935.

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