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| **Basic Skills** | **Assessment** | **Abnormality** | | **Treatment** | |
| Alertness/ Arousal | -Is the patient alert and aware of his surrounding?  -Is the patient sleepy or awake during a session? | The patient is sleeping or dizzy | | Give the patient sensory input to promote arousal, or give him a topic that he is interested in. | |
| Orientation\*#   * Time * Place * Person * Situation | Ask the patient about time, where you are? who are you? and why are you here? | Patient is confused or gives wrong answers | | We can put a wall clock in front of him, tell the patient or ask the caregiver to clarify. | |
| Attention \*#  (focused)   * Sustained * Selective * Divided * Alternative | 1. Simple trail test, Digit repetition test  2. Letter cancellation, Random letter test  3.Read the words, read the colors  4. Reverse digit span, Serial addition  5. Modified trail (N+L) | Patient gets distracted | | Minimize distractions around the patient, or grade the activity down (matching with his abilities to give the right challenge) | |
| Initiation & termination of activity | -Is the patient able to initiate ADLs independently, or require cues and setup?  -If started an ADL, can the patient terminate activity when completed, or continue to carry out the activity without external cues to stop? | Patient does not start or end simultaneously, only when asked to | Forward and backward chaining | |
| Memory\*#  (immediate)   * Short Term * Long Term | 1.Name the objects you have seen? (ask immediately)  2. What did you have for breakfast today? Name the objects you have seen? (after giving patient 2 to 5 minutes)  3. In what year were you born? In what year were you married?  Exp: Tell me an event you remember in childhood?  Proc: How do you cook rice? | Patient does not recall information or gives wrong answers | | External and internal memory strategies like calendars, and giving the patient techniques to memories things, practice activities like math blocks with patterns. | |
| New Learning | Can the patient remember the names of familiar clinical staff members? | Patient does not memories new information | |

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| **Higher Skills** | **Assessment** | **Abnormality** | **Treatment** |
| Command Following\* | -Write your name, address, and phone number on a piece of paper  -Take a piece of paper and fold it into half | Patient is confused, does not obey command or does mistakes | -Be consistent. Use the same cue for the same command each time.  -Start simple and gradually make it harder.  -Don't repeat the command.  -Time it right.  -Make rewards sporadic, then phase them out. |
| Sequencing | -Count forward and backward  -State the months of the year in sequence  -Describe the steps of preparing a sandwich | Patient gives wrong order, miss some steps, gives unrelated steps, or does not know how to complete steps | -Forward and backward chaining  -First and last. Then rearranging three steps to familiar events. Ordering three steps and re-telling the event. Sequencing three steps without pictures. Increasing the number of steps. Sequencing steps from stories and past events. |
| Planning/Organization | -Plan a monthly budget for himself or herself  -Plan a weekend vacation | Patient gives unrealistic plans, gets confused, or plan misses major components | Give cues, and help in planning each aspect or step |
| Abstract Thinking# | -The ability to calculate, sort, categorize, conceptualize, draw conclusions, or interpret and condense complex ideas  -The ability to interpret a complex set of ideas having symbolic meaning | Patient cannot imagine the concept | Enhance patient imagination |
| Decision Making | -When trying to make a good decision, a person must weigh the positives and negatives of each option, and consider all the alternatives  -For effective decision-making, a person must be able to forecast the outcome of each option as well, and based on all these Items, determine which option best for that particular situation | Patient makes a bad decision, or does not consider the consequences | Help the patient step by step |
| Safety/ Judgment | -You are asleep in your room at home. The smoke. alarm goes on. What should you do?  -You lose your keys and are locked out of your house. What should you do? | Patient gives unrelated answer, gets confused or gives partially right answer | Teach the patient safety considerations |
| Problem Solving | -You get on the bus to go to work but find that you have taken the wrong bus and have ended up at a destination 10 miles from your work site. You are now 45 minutes late for work. What should you do? What are your options? | Patient gets confused, fails to problem solve and struggles to give solutions | -Problem recognition  -Problem analysis  -Problem resolution  (possible resolutions? Is the patient able to select the best option for resolution? ls the patient able to implement the selected resolution?)  -Resolution assessment:  -Resolution revision  If the first attempted resolution did not work optimally? |
| Mental Flexibility | -Simultaneously monitor the preparation of soup (on the stove) and toast in the toaster. Can the patient switch back and forth between two tasks involved in meal preparation?  -Simultaneously boil water for tea while completing a crossword puzzle, making a weekly shopping list, or reading a newspaper. Can the patient switch back and forth between unrelated tasks? | Patient cannot manage to switch back and forth between two separate tasks and shows lack of or decreased selective and alternative attention | Practice activities that promote selective and alternative attention |
| Self-Awareness/ Insight | -Ask the patient to describe both personal strengths and weaknesses  -Note whether the patient is aware of deficit areas  -Ask the patient to describe how his deficits have affected daily life skills. | Patient is not aware about his abilities, over or underestimate | Make the patient do activities that helps him to identify his strength and weaknesses |
| Generalization of Learning | -Can the patient transfer the skills already learned for using the washing machine in apartment building to skills needed to operate a similar but different washing machine in new residence or OT kitchen?  Demonstrate how to use the washing machine in the OT kitchen and ask the patient to wash a load of laundry using the new washing machine | Patient does not know how to use this different machine | Give the patient similar but different tasks or machines |
| Categorization | -Sort utensils into groups of spoons, forks and knives  -Sort food into groups of fruits, vegetables and breads | Patient fails to sort things | Practice sorting on simple categories |
| Self-Control/ Impulse Control | -Does the patient verbalize inappropriate sexually related comments?  -Does the patient act impulsively?  -Is the patient verbally or physically aggressive? | Patient verbalize inappropriate comments, or gets impulsive and agitated easily | Give punishment when patient gives inappropriate responses and teach the patient calming techniques |

\*Stared sections are tested in MMSE

#square sections are tested in MOCA