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The Kettle Test: A Cognitive Functional Screening Test

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Protocol 2005

Note. It is understood that this instrument should not be changed, modified or translated without permission of the authors.

When referenced it should read: Hartman-Maeir, A., Armon, N., & Katz, N. (2005). The Kettle Test: A Cognitive Functional Screening Test protocol.

To every occupational therapist who intends to use the kettle test:

Dear Colleagues,

The protocol we sent is preliminary before we will complete a formal manual.

Data is still collected on the test in Israel. We welcome correspondence regarding your experiences with this test.

Please contact Dr. Adina Hartman Maeir at maeir@mscc.huji.ac.il or Prof. Noomi Katz at noomi.katz@huji.ac.il

Thanks for your collaboration,

Sincerely,

Noomi Katz and Adina Hartman Maeir

Test Protocol

The task:

Preparing two cups of hot beverage (for the client and for the examiner). The examiner asks the client to prepare him/her a hot drink that differs in two ingredients from the one he/she chose for him/her self.

Materials (see pictures pages 6, 7, 8):

- Electric kettle – empty and disassembled parts (lid and cord removed from body of kettle). It is important not to use kettles that cannot be disassembled, for example ones that lid cannot be separated completely from the body of the kettle.
- Ingredients for beverages are presented on a tray together with other ingredients as distracters (instant coffee, decaffeinated coffee, regular tea, herbal tea, sugar, artificial sweetener, milk, honey, salt, pepper, oil).
- The necessary dishes and utensils together with distracters (3 cups, milk pitcher, a bowl, 2 plates, 3 tea spoons, a large spoon, 2 forks, a knife, can opener) are put in a cutlery holder and tray on the kitchen work surface.

Instructions:

“I am going to ask you to prepare 2 cups of hot beverages. This is a performance test that is intended to give me an idea how you are performing daily tasks. I will observe while you are doing this task. Now we will make the decisions and agreement about the details of the task. Your task is to prepare 2 cups of hot drink, one for you and one for me. You can choose from regular instant coffee, decaffeinated coffee, and many kinds of teas. You can add a sweetener (sugar or artificial sweetener) and also milk. Now tell me, what would you like to drink?”

If the client wants to prepare a beverage for him/her self, determine the details of his/her drink, and then ask for another drink that differs in 2 ingredients from that of the client (for example, if he/she wants coffee with milk, you could ask for tea with one artificial sweetener). You should make sure that at least one drink includes milk. If the client does not want a drink, ask him/her to prepare a beverage that he/she usually drinks even if he/she does not want to drink it now.

Procedure:

- **Before starting the test:** Ask the client to repeat the instructions until you verify that he/she knows the details of the task and understands them. If he/she gets it wrong repeat the instructions. Don't start until the client can repeat the instructions correctly (unless the client has a documented language disorder).
- **During the task** you (the examiner) **stand by** within reaching distance from the client for safety precautions (close enough for intervention if necessary) and **observe** the clients performance **without any cueing or intervention (verbal or physical)** unless one of the following situations occur:
 - a. Performance is unsafe for the client or the environment (for example, mishandling electricity, turning on kettle without water, pouring hot water in an unsafe manner etc.)
 - b. Task progression is stopped: client does not give any indication of action for more than a minute (not including the appropriate waiting time for the water to boil).
 - c. Client demonstrates repeated failure (e.g. cannot put lid on the body of the kettle) or requests assistance and is unable to progress independently with task steps.
- **Cueing Procedure** — if required (a., b. or c. as described above):
 1. General cue, that does not give specific information about the performance or details of the task. Usually, in the format of a general question, such as: “what do you have to do now?”; “what is the next step?”; “what else do you need?” etc.
 2. Specific cue, that guides the client to take specific steps or delineates details of the task, such as: “now you have to turn on the kettle,” “the faucet remained open,” “the spoon is in the utensil holder,” etc.
 3. Physical demonstrations or assistance, such as demonstrating how to connect the electric cord to the body of the kettle, or assisting the client in turning off the faucet.

• **Following performance:**

The examiner notes the process that took place and after that asks the client to recall the instructions and the process, to rate his/her performance and the level of difficulty he/she experienced in performing the task.

Description of the process by the examiner:

Recall of the instructions by the client: “what were the steps you had to do”?

The client’s description of the process: “describe to me what you did from the beginning to the end of the task.

Rating of performance by the client: “how do you rate your performance on this task between 0 to 100%?” (if the client cannot rate his/her performance then suggest the following options: “very good”, “fair”, “not so good”, “not good at all”).

Rating of difficulty by the client: “how difficult was the task for you? easy (able to do by yourself easily); a little difficult or very difficult (I needed help)”.

Additional comments:

Scoring of task performance:

Step	Score (0-4)	Comments
1. Opening the water faucet		
2. Filling the kettle with about 2 cups of water		
3. Turning off the faucet		
4. Assembling the kettle		
5. Attaching the electric cord to the kettle		
6. Plugging the electric cord in an electric socket		
7. Turning on the kettle		
8. Assembling the ingredients		
9. Putting the ingredients into the cups		
10. Picking up the kettle when water boils		
11. Pouring the water into the cups		
12. Adding milk		
13. Indication of task completion (e.g. verbal, gesture, serving)		
Total score (0-52)		

Note. If a cue was given, indicate why and what cue was given in the comments column

Scoring:

Rating of performance on the thirteen steps of the task

Each step scored 0-4:

0 - Intact performance

1 - Slow and/or trial & error, and/or questionable performance, but completes independently

2 - Received general cues

3 - a. Received specific cueing;

b. incomplete performance (for example, puts only part of the ingredients in the cups, lifts the kettle before the water boils etc.) or deficient performance (for example, puts cover upside down, uses wrong ingredients; or c. did not perform (omitted a step, for example did not turn on the kettle, did not put milk etc.)

4 - Received physical demonstration or assistance.

Total score 0-52, higher scores reflecting more severe problems in performance.

