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## ICPSR 4248

# ACTIVE (Advanced Cognitive Training for Independent and Vital Elderly), 1999-2001 [United States]

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Form 410 PT Individual Assessment Codebook

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# ACTIVE

## Question by Question Specifications Guide for Administration of the
## **Individual Post Test Measurements Form 410**

### I.      Purpose

The measures in the Individual Post Test are designed to measure aspects of the subject's cognitive functioning.  The results of the measures completed at the Post Test visit will be compared to results obtained at baseline and later points in the study.

### II.      Study Sample and Administration

The Individual Post-Test will be completed on all ACTIVE subjects after completion of the interventions. The ideal order of administration of Post Test Measures is as follows:

1. Individual Post Test Measurements
2. Group Post Test Measures

However, this order is not strict.  You may need to alter the order of administration to accommodate either subject or Field Site scheduling conflicts.

### III.      Administration Protocol

The following items should be assembled in advance of the subject's appointment time.

#### A.  Materials

- Individual Assessment – Post Test Form #410 with ID label attached
- HVLT Subject Data Forms Packet #310a with ID labels attached to all pages
- Word Series Data Form #311 with ID label attached
- HVLT Recognition Data Form #312 with ID label attached
- QxQ Specifications Guide for Administration of the Individual Post Test Measurements

### B. Equipment

- Sony Boom Box Model CFS-B15
- The HVLT Administration Audiotape for the Post Test Visit
- Electronic timer
- Digital stopwatch
- Pencils for subject's use
- Timed IADL Administration Kit
- Useful Field of View (UFOV) and Complex Reaction Time (CRT) supplies:
    - computer
    - UFOV software
    - CRT software
    - Spare batteries should be carried for all battery operated equipment

### C. Preparation

1. Testers must successfully complete all requirements for Certification as an ACTIVE Tester.

2. Ideally, all Individual Post Test Measurements can be completed at 2 workstations. A table for two with a smooth working surface is needed for the subject and tester for recording and testing during administration of the HVLT, Word Series, and Timed IADL tests. A computer station is used for the UFOV and CRT computer tests.

3. The area selected must allow for private, confidential testing and interviewing with minimal background noise.

4. In advance of the subject's appointment time, testers should assemble a packet with all forms necessary for completion of the Individual Post Test Measurements. All forms should be pre-labeled with the subject's full study ID Labels.

5. Prior to the start of measurement, the tester must remove phone book, digital stopwatch, coins, the three food cans, and the two medicine containers from the Timed IADL kit. Close up the kit so the food array in the box is not visible to the subject.

6. Prior to the start of the session, the tester should set up and test equipment to be sure that all equipment is in proper working order, including the audiotape player, electronic timer, digital stopwatch, computer and related software for UFOV and the CRT tests. Spare batteries should be carried for all battery operated equipment.

**D. Order of Administration**

The ACTIVE Steering Committee has prescribed the order of administration for the tests included in the Individual Post Test Measurement battery.  The order is:

1. HVLT
2. Word Series
3. HVLT Recognition
4. Timed IADL
5. UFOV
6. CRT

**IV.      Section by Section Review**

**A. Section A:      Identifying Information**

Items A1. – A3. should be completed by the ACTIVE tester prior to the start of the measurement.

**A1.**    Study ID:  Affix the subject's study ID label in the space provided.

**A2.**    Visit #: I2 This item will be pre-coded. The code for Individual Post Test is I2.   Various forms will be used at the time of the Individual Post Test Assessment (Visit # I2).

**A3.**    Form Version:  Be sure the form version on the form matches the current approved version.

**B. HVLT**

1. Description

The Hopkins Verbal Learning Test (HVLT) is a test of new verbal learning and memory. The test is administered in two parts with the second part being administered after the Word Series Test. Three trials are conducted in the first part of the test. Read the Introduction and give the subject the pre-labeled packet of forms entitled "HVLT Data Forms Packet." This is a timed test. Allow precisely 2 minutes for completion of each of Trials 1-3.

2. Materials / Equipment Needed

- Sony Boom Box Model CFS-B15
- The HVLT Administration Audiotape for the Post Test Visit
- Electronic timer
- Pencils for subject's use
- Individual Assessment – Post Test Form #410 with ID label attached
- HVLT Subject Data Forms Packet #310a with ID labels attached to <u>all</u> pages

3. Administration

The instructions for this task have been audiotaped for consistency in administration across sites. <u>Be certain to use the HVLT audiotape prescribed for the Post Test visit.</u> In the event of tape or cassette player failure, the tester should administer the test using the Instructions provided as Attachment A. In the event of a mechanical failure during the test, administer using the script. Re-start the test at the beginning of the Trial in which the failure occurred, e.g., if the tape fails after the second word in Trial 2, start Trial 2 again with instructions. It is not necessary to go back to Trial 1 if the failure occurs during Trial 2 or Trial 3.

In situations where <u>interruptions</u> occur that might interfere with hearing the tape or concentration (e.g., a fire drill; someone entering the testing room; loud noise lasting more than a few seconds), rewind the tape to the <u>beginning</u> of the word list. If interruption occurs during the instructions, rewind and replay the instructions in their entirety.

4. Coding

Record the Trial 3 end time in item B1 of the Individual Assessment Post Test data form, page 5. All other HVLT coding should be completed after the testing session is completed and the subject has left. For each word in Trial 1-3, code 1 (YES) if the subject wrote (recalled) the word, and code 2 (NO) if the subject did not write (recall) the word. The subject's total scores will be computed by the DMS.

### C. Word Series Test

1. <u>Description</u>

This is a test of inductive reasoning in which the subject is shown a series of days of the week or months of the year and must select the next week/month in the series from among five choices.

2. <u>Materials / Equipment Needed</u>

- Electronic timer
- Pencils for subject's use
- Individual Assessment – Post Test Form #410 with ID label attached
- Word Series Data Form #311 with ID label attached

3. <u>Administration</u>

Follow the script and directions <u>on the test form</u> precisely.  Use a copy of the test form (#311) to read the script.  This is a timed test of 6 minutes.  You may suggest that subjects use a ruler or card to keep their place in the test form.  Be sure subjects are on the <u>last page</u> of the instructions before you tell them to turn the page and begin the test.  Go over each example no more than 2 times.  If the subject does not understand the pattern for the example after 2 tries, move to the next example. Once the subject starts the test, if you notice that s/he is spending a very long time on a problem, encourage her/him to move to the next problem.  A long time is defined as being on problem #1, 2, or 3 at the end of 3 minutes.

4. <u>Scoring</u>

The Word Series data from the subject's data form will be entered directly into the ACTIVE DMS. Scores will be computed by the DMS.

### D. HVLT Recognition

1. Description

The HVLT Recognition task is the second part of the Hopkins Verbal Learning Test (HVLT) conducted earlier in the assessment. It is a test of new verbal learning and memory.

2. Materials/Equipment Needed

- Sony Boom Box Model CFS-B15
- The HVLT Administration Audiotape for the Post Test Visit
- Pencils for subject's use
- HVLT Recognition Data Form #312 with ID label attached
- Individual Assessment – Post Test Form #410 with ID label attached

3. Administration

The instructions for this task have been audiotaped for consistency in administration across sites. <u>Be certain to use the HVLT audiotape prescribed for the Post Test visit.</u> In the event of tape or cassette player failure, the tester should administer the test using the Instructions provided as Attachment A.

In the event of a mechanical failure, continue to administer the test using the script. If in the middle of the instructions, re-read the instructions. If in the middle of the word list, start reading the script at that point in the list. <u>Do not</u> go back to the beginning of the word list.

In situations where <u>interruptions</u> occur that might interfere with hearing the tape or concentration (e.g., a fire drill; someone entering the testing room; loud noise lasting more than a few seconds), rewind the tape to the <u>beginning</u> of the word list. If interruption occurs during the instructions, rewind and replay the instructions in their entirety.

4. Scoring

The HVLT Recognition data from the subject's data form will be entered directly into the ACTIVE DMS. Scores will be computed by the DMS.

### E. Timed IADL

1. <u>Description</u>

The phenomenon of age-related slowing is the best documented and least contested of any in the field of aging and cognition.  The Timed IADL task consists of five common activities of daily living, all of which involve searching for, and processing information regarding, target objects or information.  All activities are timed to facilitate a measurement of the speed of information processing and visual search while engaging in these everyday activities.

The measures are designed to assess the effects of the cognitive interventions on functional outcomes.  The five simple tasks are basic to activities of daily living and are easily amenable to being timed.  They come from the domains of telephone communication, shopping, financial abilities, medication usage, and nutrition evaluation.  The brevity of the tasks, and the ease with which they can be standardized across sites, and used in repeated testing situations, were important considerations in their choice.

2. <u>Materials / Equipment Needed</u>

- Individual Assessment – Post Test Form #410 with ID label attached
- Timed IADL kit which includes:
  - Phone book (Timed IADL Task A)
  - Coins (3 quarters, 4 dimes, 3 nickels, & 4 pennies) (Timed IADL Task B)
  - Three cans of food (Timed IADL Task C)
  - Array of food items (Timed IADL Task D)
  - Two medicine containers (Timed IADL Task E)
  - Digital stopwatch (All Timed IADLs)

3. <u>Administration</u>

This guide provides background information on, and procedural details relevant to, the 5 Timed IADL tasks.  Testers administering this assessment must master this protocol.  Since performance on these activities is timed, the tester should ensure that the subject is focused on the task at hand.

The time taken to perform an activity should be recorded from the stopwatch in the following format: minutes: seconds: hundredths of seconds.  For example, a task taking one minute thirty two and forty eight hundredths seconds would be simply recorded as 1:32:48 in the appropriate space.

<u>NOTES AND CAUTION:</u>

- Since all five tasks involve the use of near vision, and some involve reading small print, make sure that the subject is wearing the optical correction (reading glasses) that they typically wear for near vision activities prior to the start of the Timed IADL tasks.

- Always check to ensure that the digital stopwatch has been reset to zero and starts properly at the start of timing each of the Timed IADL activities.  If it hasn't, you must start the task over again.  Be sure to have the timer ready before starting each activity.

- Since the correct answers are on your data form, make sure that the subject cannot see your data form at any time during testing.

## **Task A**      **Finding a Telephone Number**

**Description of task**

The subject is instructed that s/he will be given a name of an individual whose number s/he should look up in the phone book and say aloud.  At the Post Test visit, the subject is given the name Nicole B. Parker (the tester then spells out PARKER).  The subject, to ensure comprehension, is asked to repeat the name for which he/she will be searching.  The subject is handed the phone book and the timer is started when the subject opens the book.  The timer is stopped when the subject finds the number and says it aloud.  There is a time limit of 3 minutes.

**Instrumentation**

- Phone book (included in the Timed IADL Kit);
- Digital stopwatch.

Multiple copies of an identical, real phone book (Birmingham, AL 1996 - '97) have been provided to each of the ACTIVE Field Sites.  Multiple copies will be provided since the phone book will need to be replaced periodically because of the wear and tear associated with heavy use in testing.

**Procedure**

To eliminate any memory effects and reduce wear and tear on specific pages of the phone book, the subject will be asked to lookup different names during different assessments.  All the names are from the middle portion of the phone book, contain a middle initial, and are not found at the beginning of a page, column, or surname listing.

Watch subject do the task.  If s/he asks what the name was, give the target name again, spelling it out if necessary.  If the subject has questions relating to alphabetical order, do not give help, just restate the target name.  (Allowable prompts: target name only).

## Task B     Making change

**Description of task**

The subject is told to count out 67 cents in change and place it on the table.  The subject is then handed a handful of change (3 quarters, 4 dimes, 3 nickels, & 4 pennies), and the stopwatch is started.  Be sure the stopwatch is reset to zero.  Putting the change in the person's hand reduces the contribution of motor deficits the subject might have in picking up coins off of a flat surface.  The subject picks out the change and places it on the table.  The timer is stopped when the subject has selected the change.  There is a time limit of 2 minutes on this task.

**Instrumentation**

- Coins (3 quarters, 4 dimes, 3 nickels, 4 pennies)
- Digital stopwatch

NOTES AND CAUTIONS:

- The coins should be placed in the <u>non-dominant hand</u> so they can be picked out with the dominant hand.

- **Motor problems/deficits**: If the subject is unable to hold the coins in one hand and select the appropriate coins with the other, spread the coins on the table and cover them with your hand. Ask the person to count out 67 cents by moving 67 cents to a different location on the table. Start the timer when you uncover the coins.

- Watch the person doing the task.  If the person asks what the target amount is, tell them "67 cents" again.  Do not give feedback about their accuracy during the task or indicate to the subject how much they have already counted out.  (Allowable prompts: target amount only).

## Task C     Reading Can Ingredients

**Description of task**

The subject is instructed to find and read aloud the ingredients on three cans of food. This is a real-life visual search task that provides important nutritional information. The subject is handed one can at a time. The stopwatch is started when the subject is handed the can.  The stopwatch is stopped after the subject reads the third ingredient listed.  There is a time limit of two minutes on this task. This task is a modified version of a three-can task used previously in a gerontological study at the University of Alabama at Birmingham.

**Instrumentation**

- Digital stopwatch
- An identical set of three different cans, labeled '1', '2', and '3' has been provided to all sites.  Cans have been covered with clear tape to avoid wear and tear with continued use.

NOTES AND CAUTIONS:

- Start the stopwatch when you hand the can of food to the subject.  Hand the can to the person with the front label facing him/her. (The arrow on top of the can should point toward the subject).

- The only prompt to be given to the subject in response to any question is: "I want you to read the ingredients.  It will say the word 'ingredients' on there."  This prompt should only be given in response to a question.

- It is common for the subject to read the nutritional information (protein, fat, etc.).  If the subject reads the nutrition information and continues, without asking any questions, to read the list of ingredients, simply let the timer go until the third ingredient is read.  If the subject asks you something like, "Is that what you want me to read, the response is: "I want you to read the list of ingredients."

- <u>Stop the timer</u> when the subject reads the third ingredient.  Record the elapsed time, and check the appropriate accuracy category.

## **Task D**    **Finding Items on a Shelf**

### **Description of task**

This is a timed visual search task using real targets and distractors to simulate locating items on a supermarket shelf.  The subject is given two food items to locate in a standardized array of food products. The location of the targets and distractors will be standardized by providing identical kits to each testing site. The shelf containing the food items is placed on a table within arm's reach of a seated subject. The subject is told what two items s/he has to find.  After establishing that the subject understands what items s/he is looking for, the array is uncovered and the timer is started.  The stopwatch is stopped when the subject has touched the two target items.  There is a time limit of 2 minutes on these tasks.

### **Instrumentation**

- Digital stopwatch
- Kit with arrangement of food items

### **Procedure**

Move the closed Timed IADL Kit with the food array to a location on a table within easy reach of the subject. Place the box directly in front of the subject.  The shelf should be at eye level.  Placing the array on a table with the subject sitting at the table is fine.  Ensure that the array is <u>not</u> open such that the subject can view the contents prior to this task.

**Description of task**

This task involves instructing the subject to read the directions on two medicine bottles.  The ability to find instructions on a medicine container and read them correctly is an important one in the lives of most elderly people.  Two real medicine containers are used (supplied in the Timed IADL Kit). The stopwatch is started after giving the subject the medicine container and is stopped when s/he finishes reading the directions.  Timing for the two medicine containers is done separately.  The time limit for each task is 2 minutes.

**Instrumentation**

- Digital stopwatch
- Two medicine containers labeled '#1', & '#2'  All sites will use identical medicine containers with identical labels.  The labels have been covered with clear plastic to avoid the effects of wear and tear.

## I. Useful Field of View (UFOV)

1. Description

The UFOV is comprised of three subtests, each of which builds on the previous subtest. The first subtest requires the subject to identify which of two objects (a silhouette of a car or a truck) was presented inside a fixation box. The exposure duration of the target is manipulated to determine a threshold value for correct identification. The second test includes a central identification task, but in addition, the subject is required to locate a peripheral target. The location of the target is varied randomly from trial to trial and once again a threshold for both the identification of the central target AND correct localization of the peripheral target is determined by manipulating the duration of exposure to the display. The third test requires the subject to perform the central identification task and the peripheral localizing task, however, the peripheral target is embedded in a field of distracters. Once again, the threshold exposure duration for correct performance of both the identification and localization tasks is determined.

2. Administration

These instructions provide general guidelines to follow during testing. They will be better understood after administering the test.

**Verbal responses:** You may have to remind the subject to touch the screen to respond to the questions. In the beginning, many like to respond verbally only. If the subject continues to respond verbally throughout the trials, inform her that she does not have to tell you the name of the vehicle, she just needs to touch the vehicle on the screen when she is asked to identify which vehicle was inside the white box. If she continues to make verbal responses throughout the trials, no harm is done.
**Responses not timed:** You may have to explain to some that their responses are not timed. It doesn't matter how long it takes them to touch the screen. It matters whether their responses are correct/incorrect.

**Practice trials:** For Task 1 and Task 2, if the subject does not get all four practice trials correct, repeat the practice. Depending upon his/her performance, you may want to go through the demo screens and then the practice trials again. If some of the practice trials are missed, then say "You missed a few of those exercises so we're going to review/practice some more." For Task 3, not all individuals will be able to get all practice trials correct. As long as the subject understands the task and can get half the practice trials correct, you may begin the test trials. For Task 4, where the center task changes, the criterion for moving to the actual test is that the subject correctly discriminates ¾ of the center task discrimination.

**Task 2, 3 and 4:** Since the targets are generated randomly, when going through the demonstrations, you will have to note the identity of the center target and the location of the peripheral target for each trial.

Often at this point you'll have questions whether the vehicle inside the box and the vehicle on the outside the box are the same. Inform the subject that the vehicle on the outside is always a car. He/she doesn't have to worry about what it is, but where it is. If he/she responds verbally throughout the task that the vehicle on the outside is the same or opposite of the vehicle inside the box, you may explain again that the identity of the outside vehicle plays no part in his/her score.

Starting off, you may have to lead subjects through the questions. Sometimes they want to jump to locating the outside car before answering what was inside the box. As you go through the demonstration trials, provide feedback whether the center and peripheral responses were correct. If the peripheral response was incorrect, inform the participant of the correct location.

Point out that the correct identification of the center target is more important than the correct location of the peripheral target. The trial will not count if the center target is missed, even if the peripheral target is located correctly.

Throughout Task 2, Task 3 and Task 4, if the subject misses the identity of the vehicle in the white box two or more times, remind the person to focus on the box and identify the vehicle inside.

**Answers to common questions:** Subjects can do the test with their glasses on or off-whichever way they are most comfortable.

Viewing distance from the screen is variable, but the recommended distance is approximately 24 inches. The subject should sit at a distance at which they are comfortable, but this distance should be comfortable to the extent that the subject can touch the screen to enter their responses.

If a subject has a physical limitation which makes it difficult for him/her to touch the screen, the subject may verbally respond and the tester may touch the screen for him/her.

**Program Flow:** The first screen presents the Main Menu with four options. Select the UFOV option to access the screening software. You will notice a green dot on the button for the UFOV option. In general, the green dot appears on the buttons corresponding to the normal program flow to be used during the screening.

The next screen is for the input of subject identification information. The software is set up for double entry of the information. That is, once the information has been entered, the software requires a second entry of the SAME information. The two sets of information must match EXACTLY in order to proceed.

The third screen contains copyright information. Touch the continue box and proceed.
At this point you are ready to begin the actual test. To do so, read the script below, and then follow the directions on the screen. You should read the directions along with the subject. Once the UFOV screening program has been completed, select the exit button from the menu and the software will automatically move to the Complex Reaction Time (CRT) software.
  Reminders:

  1. Allow the subject to use/not use eyeglasses as they choose.
  2. Try to maintain a viewing distance of 24 inches $\pm$ 8 inches.
  3. When the prompts on the screen identify an object, point to that object.
  4. Responses are not timed.
  5. Practice Criteria:

**Task   Criteria**

      1    4 out of 4 correct

      2    4 out of 4 correct (a correct response includes both correct central
            target identification <u>and</u> peripheral target localization).

      3    2 out of 4 correct (same definition of correct as for task 2).

      4    3 out of 4 correct for central discrimination task <u>only</u>.

3.  <u>Tester's Script</u>

*The next test is a visual attention test called the Useful Field of View. This test will measure how well you can notice objects around you when you are paying attention to something in front of you. This ability to divide your attention and notice things to the side is needed for getting around safely in the environment.*

*You will go through a series of  brief exercises.  These exercises will become harder and harder. For each exercise, you will quickly reach a point where it will become too fast for you to see everything.  This is OK.  We are looking for the speed at which the exercise becomes too difficult.  At this point, you will have to guess at the correct response.  Guessing is OK because many times you will be correct even when you are not sure.*

READ DIRECTIONS ON SCREEN.

### J. Complex Reaction Time

1. Description

The Complex Reaction Test involves a measurement of how quickly a subject can recognize that one of four possible traffic signs has changed relative to the other three signs.

2. Administration

This test is administered on a computer terminal. The stimuli consist of international road signs (pedestrian, bicycle, right and left turn arrows) with and without a red slash through them. Subjects are instructed to ignore signs containing a red slash and to react to signs without a red slash. One of three reactions is required. For bicycle and pedestrian signs without a slash the subject is required to press a button on a computer mouse as quickly as possible. The action signaled by the right or left turn arrow without a slash is to move the mouse in the direction indicated by the arrow as quickly as possible. The number of stimuli on the screen at any given time ranges from three to six signs. Within a trial, the number of stimuli is held constant although the positions of the signs change throughout the frames.

The initial screen has three options - Begin, Subject Info and Exit. If the current testing session is for the same subject who has just completed the UFOV screening, select the "Begin" button. The software will pick up the identifying information about the subject from the UFOV software. **If, however, you have chosen the "Bypass to CRT" option from the main menu, you must select the "Subject Info" button. If the subject has not just completed the UFOV software, it will be necessary to enter the identifying information, otherwise the current subject's performance may be attributed to the wrong subject.** once you have selected either the "Begin" button, or have completed the Subject Information screen, begin using the CRT script on the computer monitor.

3. Script

Introduction:  *This is a traffic sign recognition test. It will measure how fast you can recognize that one sign has changed relative to other signs. This ability to notice and react to changes in objects is helpful for mobility in everyday life.*

**MOUSE PRACTICE:** *Before we begin the actual task, I want you to practice using the mouse. Let us read the directions together from the computer screen.*

REMINDER: AT SOME POINT DURING THE INTRODUCTION, TRACE THE RED SLASHES TO MAKE THEM CLEAR TO THE SUBJECT.

# ACTI♥E

## HVLT and HVLT RECOGNITION INSTRUCTIONS

This next section is a measure of your ability to learn and remember a list of words.  For this section you will use these forms.  (HAND THE SUBJECT A PRE-LABELED PACKET OF FORMS TITLED "HVLT DATA FORMS PACKET.")  We will start with the form marked Number 1.

**TRIAL 1**:  The first thing I will do is read you a list of words one at a time.  Listen carefully because when I stop, I want you to write down as many of the words that you can remember on the form marked NUMBER 1.  It doesn't matter in what order you write them.  Just try to remember and write down as many of the words as you can.  When you can no longer remember any more words, place your pencil on the table.

FOR EACH TRAIL, AFTER INSTRUCTIONS AND BEFORE THE WORD LIST, ASK IF THERE ARE ANY QUESTIONS.  ANSWER APPROPRIATELY.

Are there any questions?  I will not be able to answer questions once I start reading.  Please do not talk during the test.  Ready?

PAUSE 10 SECONDS.  THEN READ THE WORD LIST ALOUD.  USING A TIMER, PAUSE 2 SECONDS BETWEEN EACH WORD.

|  | # Seconds |
|---|---|
| FORK | 1 |
| RUM | 4 |
| PAN | 7 |
| PISTOL | 10 |
| SWORD | 13 |
| SPATULA | 16 |
| BOURBON | 19 |
| VODKA | 22 |
| POT | 25 |
| BOMB | 28 |
| RIFLE | 31 |
| WINE | 34 |

PAUSE 2 SECONDS AND THEN SAY:  Now write all the words you can remember.


START TIMER.  AT THE END OF 2 MINUTES, SAY: *Stop*!

**TRIAL 2**: (<u>COLLECT THE NUMBER 1 DATA FORM</u>)

Now I am going to read the same list again. When I stop, I want you to write down as many words as you can remember,<u> including the words you wrote down the first time</u>.  This time use the form marked NUMBER 2.  It doesn't matter in what order you write them, just write as many of the words as you can remember whether or not you wrote them down before.  When you can no longer remember any more words, place your pencil on the table.  Ready?  PAUSE 10 SECONDS, THEN READ THE WORD LIST ALOUD.  PAUSE 2 SECONDS BETWEEN EACH WORD.

PAUSE 2 SECONDS AND THEN SAY:  Now write all the words you can remember.

START TIMER.  AT THE END OF 2 MINUTES, SAY:  *Stop*!


**TRIAL 3:**  (<u>COLLECT THE NUMBER 2 DATA FORM</u>).

Now I'm going to read the same list once more. When I stop I want you to write down as many word as you can remember<u> including the words you wrote down the first two times</u>. Remember it doesn't matter in what order you write them, just write as many words as you can remember whether or not you wrote them down before.  When you can no longer remember any more words, place your pencil on the table.  Ready?  PAUSE 10 SECONDS, THEN READ THE WORD LIST ALOUD.  PAUSE 2 SECONDS BETWEEN EACH WORD.

PAUSE 2 SECONDS AND THEN SAY:  Now write all the words you can remember.

START TIMER.  AT THE END OF 2 MINUTES, SAY:  *Stop*!

RECORD THE TRIAL 3 END TIME IN B1.

# HVLT RECOGNITION INSTRUCTIONS

HAND THE SUBJECT THE FORM #312.

Now I am going to read you another list of words. Some of them are from the list I read before, some of them are new words.  For each of the words I read, please write down Y for YES if the word is from the original list.  If the word is not from the original list, write N for NO.  Again, write Y in the box if the word is from the original list and N if the word is not from the original list. You will only have time to write a Y or an N because the words will be read very quickly.  Remember, do not write YES or NO, just Y or N.

AFTER INSTRUCTIONS AND BEFORE THE WORD LIST, ASK IF THERE ARE ANY QUESTIONS.  ANSWER APPROPRIATELY.

Are there any questions?  I will not be able to answer questions once I start reading.  Please do not talk during the test.  Ready?

PAUSE 10 SECONDS.  THEN READ BOTH THE ITEM NUMBER AND RECOGNITION WORD LIST ALOUD.  PAUSE <u>2</u> SECONDS BETWEEN EACH WORD.

| | | | |
|---|---|---|---|
| 1. | Spoon | 13. | Knife |
| 2. | Pistol | 14. | Rum |
| 3. | Doll | 15. | Trout |
| 4. | Whiskey | 16. | Bomb |
| 5. | Fork | 17. | Pan |
| 6. | Pot | 18. | Gold |
| 7. | Harmonica | 19. | Wine |
| 8. | Can Opener | 20. | Lemon |
| 9. | Sword | 21. | Spatula |
| 10. | Pencil | 22. | Bourbon |
| 11. | Gun | 23. | Beer |
| 12. | Vodka | 24. | Rifle |