

ID # \_\_\_\_\_

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English 3

CANADIAN STUDY OF HEALTH AND AGING - 3

## NEUROPSYCHOLOGICAL ASSESSMENT

Interview date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ DD  
MM YYYY

 Time started \_\_\_\_ : \_\_\_\_  
(24 Hour clock)

Page 2 completed by coordinator  
Pages 3 to 16 completed by psychometrist  
Pages 18 to 20 completed by neuropsychologist  
All pages to be taken to consensus conference

ID # \_\_\_\_\_

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## IDENTIFYING INFORMATION

(The coordinator completes this page)

Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_  
DD MM YYYY

Patient Age \_\_\_\_\_ Education (from fact sheet) \_\_\_\_\_

Occupation (from fact sheet) \_\_\_\_\_

6 = Professional/technical 5 = Managerial/office/clerical/sales 4 = Skilled Labour  
3 = Not in labour force 2 = Semiskilled labour 1 = Unskilled labour

Maternal Language \_\_\_\_\_ Handedness 1  Right 2  Left

Region of Residence (from fact sheet) 2  Rural  1

Psychometrist Name \_\_\_\_\_ ID \_\_\_\_\_

Psychologist Name \_\_\_\_\_ ID \_\_\_\_\_

Problems: HEARING: 1  Yes 2  No VISION: 1  Yes 2  No

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## NEUROPSYCHOLOGICAL TESTS (p. 3-13)

### 1. WECHSLER MEMORY SCALE: INFORMATION SUBTEST

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### 2. A) BUSCHKE CUED RECALL PROCEDURE

Buschke H. Cued recall in amnesia. J Clin Neuropsychol 1984;6:433-40.

### B) BUSCHKE CUED RECALL PROCEDURE - DELAYED RECALL

### 3. WAIS-R BLOCK DESIGN

From the Wechsler Adult Intelligence Scale-Revised. Copyright © 1981 by the Psychological Corporation, a Harcourt Assessment Company. Reproduced by permission. All rights reserved. "Wechsler Adult Intelligence Scale" and "WAIS" are trademarks of the Psychological Corporation, a Harcourt Assessment Company, registered in the United States of America and/or other jurisdictions.

### 4. VERBAL FLUENCY (the FAS test)

Spreeen O, Benton AL. Manual of instructions. Neurosensory center comprehensive examination for aphasia. 1977 Revision. Victoria, BC: University of Victoria, 1977. No copyright permission needed.

### 5. WAIS-R SIMILARITIES

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### 6. VERBAL FLUENCY – ANIMAL NAMING

Read DE. Neuropsychological Assessment of Memory in Early Dementia: Normative data for a new battery of memory tests. No copyright permission needed.

### 7. BOSTON NAMING TEST

From the Boston Diagnostic Aphasia Examination. Copyright © 1983 by Lea and Febiger.

### 8. WAIS-R DIGIT SYMBOL SUBTEST

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### 9. WRAT-3 READING

Wilkinson, G.S. Wide Range Achievement Test (WRAT-3) Administration Manual. Wilmington Delaware: 1993. Copyright © 1993 by Wide Range, Inc. All rights reserved.

## BEHAVIOUR DURING TESTING

### Completed by Psychometrist after testing

Circle (1) 'Yes' if this impeded testing and (2) 'No' if it did not	Yes	No
Fatigability _____	1	2
Inattention (Distractibility) _____	1	2
Perseveration _____	1	2
Impulsivity _____	1	2
Social Impropriety _____	1	2
Tangentiality _____	1	2
Vision _____	1	2
Hearing _____	1	2
Physical Impediments _____	1	2
(Specify impediment and severity) _____		

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Estimate of Facility with English    Completely Fluent    1    2    3    4    5    Major Difficulty

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### Cooperativeness Rating

A    B    C    D    E

- A    active interest, maximum effort, interest in results.
  - B    shows interest and cooperation, but not primarily because of test itself, but rather through friendliness to please examiner.
  - C    docile, submissive, accepting but no interest, urging required.
  - D    tasks considered disagreeable, unwilling, resentful, resisting, surly, much urging and repeating required. Some refusals or inability to cooperate.
  - E    absolute refusal or inability to cooperate.
-

## NEUROPSYCHOLOGICAL TESTS GROUPED ACCORDING TO THE DSM-III-R CRITERIA FOR DEMENTIA

Completed by Psychometrist \_\_\_\_\_

Tests	Score/ Subject	T score	Standard Deviation <u>or</u> T score						
			-3 (20)	-2 (30)	-1 (40)	0 (50)	1 (60)	2 (70)	3
(80)									

Subject Age: \_\_\_\_\_ yrs      Education: \_\_\_\_\_ yrs

**A1. Long-term Memory**

Wechsler Memory Scale \_\_\_\_\_ -- -- -- -- -- -- -- -- --  
Information Subtest

**A2. Short-term Memory**

Buschke Cued Recall  
FR1      Max. score = 12 \_\_\_\_\_ -- -- -- -- -- -- -- -- --  
Retrieval (FR1 + FR2 + FR3) \_\_\_\_\_ -- -- -- -- -- -- -- -- --  
Max. score = 36  
Acquisition (TR1+TR2+TR3) \_\_\_\_\_ -- -- -- -- -- -- -- -- --  
Max. score = 36  
Buschke - Delayed  
Total Recall (Retention) \_\_\_\_\_ -- -- -- -- -- -- -- -- --  
Max. score = 12  
  
Delay-time \_\_\_\_\_ minutes

**B1. Abstract Thinking**

WAIS-R, Similarities (Short form)  
Max. score = 14 \_\_\_\_\_ -- -- -- -- -- -- -- -- --

**B3. Aphasia**

The Boston Naming Test \_\_\_\_\_ -- -- -- -- -- -- -- -- --  
(Total score) Max. score = 30  
Verbal Fluency  
\*Max. score = 64 \_\_\_\_\_ -- -- -- -- -- -- -- -- --  
Animal Naming  
Max. score = 30 \_\_\_\_\_ -- -- -- -- -- -- -- -- --  
Object Naming  
(from Buschke Cued Recall)

Max. score = 12 \_\_\_\_\_ -- -- -- -- -- -- --

\*If more than 64, verbal fluency should = 64

Tests	Score/ Subject	T score	Standard Deviation or T score						
			-3 (20)	-2 (30)	-1 (40)	0 (50)	1 (60)	2 (70)	3 (80)

**B3. Agnosia**

Visual Identification (from Buschke Cued Recall)

Max. score = 12 \_\_\_\_\_ -- -- -- -- -- -- --

**B3. Construction**

WAIS-R Block Design (short form)

Max. score = 30 \_\_\_\_\_ -- -- -- -- -- -- --

**B3. Others**

WAIS-R Digit Symbol

Max. score = 93 \_\_\_\_\_ -- -- -- -- -- -- --

**B3. Premorbid Intelligence**

Wide Range Achievement Test-3 \_\_\_\_\_ -- -- -- -- -- -- --

## NEUROPSYCHOLOGICAL SUMMARY FORM

Completed by Neuropsychologist

**DSM-III-R***See page 21 for diagnostic criteria*

	<u>Level of Impairment</u>					
	Cannot Assess	None	Quest.	Mild.	Mod.	Sev.
<b>A. Memory</b>						
1) Short-term (inability to learn new information)	<u>6</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2) Long-term (inability to remember info. known in the past)	<u>6</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<b>B. One of the following:</b>						
1) Impaired Verbal Abstract Thinking	<u>6</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2) Impaired Judgement	<u>6</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3) Other Higher Cortical Disturbance						
3.1) Aphasia (language disorder)	<u>6</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3.2) Apraxia (inability to carry out motor activity despite intact comprehen. and motor function)	<u>6</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3.3) Agnosia (failure to recognize or identify objects but intact sensory)	<u>6</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3.4) Constructional Difficulty (inability to copy 3 dim. figure, assemble blocks)	<u>6</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

**Level of Impairment**

Cannot Assess      None      Quest.      Mild      Mod.      Severe

**C. Disturbance in A & B significantly interferes with social activities/relationships**

_ 6 _	_ 1 _	_ 2 _	_ 3 _	_ 4 _	_ 5 _
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**D. Occurring exclusively during the course of delirium**

Cannot Assess	Yes	No
_ 6 _	_ 1 _	_ 2 _

**E. The disturbance can be fully accounted for by any non-organic mental disorder (eg. major depression from Screening CES-D)**

_ 6 _	_ 1 _	_ 2 _
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\*\*\* In order to diagnose dementia, boxed areas corresponding to criteria A, B, C, D and E must all contain an endorsement. For criteria B, only one endorsement for the entire section is required.

Dementia      Yes   1        No   2



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## PRELIMINARY NEUROPSYCHOLOGICAL DIAGNOSTIC CLASSIFICATION

Completed by Neuropsychologist

Criteria 1: Subject is impaired if score on **any test** is 1.5 SD or more below the mean,

OR

Criteria 2: Subject is impaired if score on **more than 1 test** is 1.0 SD or more below the mean.

1. A. No cognitive impairment

B. Cognitive impairment

If cognitive impairment,

B1. Does the subject have dementia?

1 Dementia

2 Cognitive impairment, not dementia (CIND)

3 Can't differentiate

2. How confident are you in your diagnosis with the information available?

1 very confident

2 moderately confident

3 slightly confident

4 not confident at all

specify: \_\_\_\_\_

3. Please give further details, if you wish:

## **DIAGNOSTIC CRITERIA FOR DEMENTIA**

(DSM-III-R, American Psychiatric Association, Washington. 1987)

- A. *Demonstrable evidence of impairment in short- and long-term memory. Impairment in short-term memory (inability to learn new information) may be indicated by the inability to remember three objects after five minutes. Long-term memory impairment (inability to remember past personal information (e.g., what happened yesterday, birthplace, occupation) or facts of common knowledge (e.g., past Prime Ministers, well-known dates)).*
- B. *At least one of the following:*
- (1) *impairment in abstract thinking, as indicated by inability to find similarities and differences between related words, difficulty in defining words and concepts, and other similar tasks*
  - (2) *impaired judgment, as indicated by inability to make reasonable plans to deal with interpersonal, family, and job-related problems and issues*
  - (3) *other disturbances of higher cortical function, such as aphasia (disorder of language), apraxia (inability to carry out motor activities despite intact comprehension and motor function), agnosia (failure to recognize or identify objects despite intact sensory function), and "constructional difficulty" (e.g., inability to copy three-dimensional figures, assemble blocks, or arrange sticks in specific designs)*
- C. *The disturbance in A and B significantly interferes with work or usual social activities or relationships with others.*
- D. *Not occurring exclusively during the course of delirium.*
- E. *Either (1) or (2):*
- (1) *there is evidence from the history, physical examination, or laboratory tests of a specific organic factor (or factors) judged to be etiologically related to the disturbance*
  - (2) *in the absence of such evidence, an etiologic organic factor can be presumed if the disturbance cannot be accounted for by any nonorganic mental disorder, e.g., major depression accounting for cognitive impairment*

