

For Healthcare Professionals Interested in the OT Evaluation Process



Dodson, M. (2019). Cognitive rehabilitation for practicing clinicians. Lecture conducted through Matheson Education and Training Solutions. Bedford, NH.



OT Evaluation: Interview

- What is this person's **functional status at home, in the community, and at work.**
- **Is the person struggling at home?**
 - Can't make appointments
 - Forgets important information
 - Concerns with cooking, bill pay, medication management
 - Can't keep an organized home
 - Distressed due to inability to complete favored activities knitting, reading, etc.
- How does this person **perceive** they are doing?
 - If possible the interview is completed with a family or friend if memory issues are present or the client has poor insight.

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OT Evaluation: Cognitive Screen

- Subjective questionnaires: Post Concussion Symptom Scale, BREIF
- Montreal Cognitive Assessment (MOCA)
- Trails making parts A and B
- Cognistat (similar to MOCA but does have a block design, story recall, and functional problem to solve)
- Lowenstein Occupational Therapy Cognitive Assessment



Standardized "Bottom Up"/Component Based Evaluation

- Using the areas of concern identified by the cognitive screening tool and patient interview, the OT picks additional assessment tools.
 - Test of Everyday Attention
 - Hopkins Verbal Learning
 - Rivermead Behavioral Memory Test
 - Motor Free Visual Perceptual Test (MVPT4)



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Standardized "Top Down"/Performance Based Evaluation

- **Executive Functional Performance Test**
 - Cooking, telephone use, medication management, and bills
- **Toglia Scheduling Test**
 - 3 levels schedule appointments into week
- **Complex Task Performance Assessment**
 - Librarian needing to complete inventory
- **Doll Chair Assembly Work & Situational Assessment**
 - 3 chairs of increasing difficulty
 - Standardized scores for both placing parts onto mat and building chair
 - Add situational challenge-by answering/recording telephone calls



"Top Down"/Performance Tests

- Did s/he predict his/her ability to complete the task?
 - Can the person make a plan?
 - Can s/he stick to the plan?
 - Does s/he get lost or distracted by something else?
 - Does s/he make errors?
 - Recognize errors?
 - Did s/he ask clarifying questions?
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- Tests use rating scales to improve objectivity

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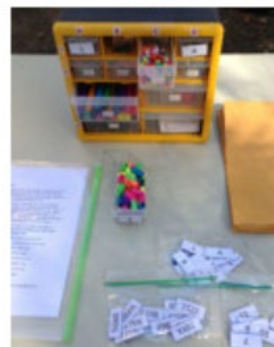
Non-standardized Executive Function Assessment

- Following standardized testing, a scavenger hunt is sometimes completed requiring a combination of cognitive skills in a community environment.
- The Scavenger hunt: uses hospital maps to find locations and items
 - Skills required include:
 - Following written directions
 - Awareness of time, time lapsed
 - Map reading skills
 - Problem solving
 - Body/spatial awareness (bumping into other people)
 - Social skills
 - Visual alternating attention (looking down at the map, up at the environment)

Treatment Resources:

Functional Levels by Rob Koch

- Level 1: Initiating the next step
- Level 2: What time is it
- Level 3: Look around the room
- Level 4: Follow a time schedule
- Level 5: Beyond the room
- Level 6: Organize the Therapy hour
- Level 7: Out the door
- Level 8: Planning/Multitasking



www.functionaltherapyactivities.com

- HOT Evidence: Cognitive Interventions for Adults with Traumatic Brain Injury
- <https://www.aota.org/-/media/corporate/files/practice/hot-evidence/hot-evidence-tbi-cognition.pdf>

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- <https://www.aota.org/practice/practice-essentials/evidencebased-practiceknowledge-translation/evidence-informed-intervention-ideas-addressing-cognition-for-adults-with-traumatic-brain-injury>
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