Cognitive Assessment Tool Guide

Resident/Client _____ Room#: _____

Performed By: _____ Date: _____

This tool is designed to help identify a person's cognitive status through focused, skilled observations and to support the Allen Cognitive Assessment Battery and the Adapted FAST. Check each statement below that is true. The person may be functioning at the highest stage in which the majority of boxes were checked. Remember, always factor in comorbidities that may impact function. Once this document is completed, continue assessments to verify the results using the Allen Battery, Adapted FAST, Global Deterioration Scale (GDS), or other associated tools as needed.

Allen Level 1 – Crosswalk: GDS Stage 7/Adapted FAST Stage 8/End Stage

☐ The person can make sounds or vocalizations.

☐ The person can move his limbs in response to stimulation, even if minimal.

☐ The person can turn her head in response to stimulation.

☐ The person can make facial movement in response to stimulation.

** Consider validating these observations with sensory stimulation.*

Allen Level 2 – Crosswalk: GDS Stage 6 or 7/Adapted FAST Stage 7/Late Stage

☐ The person can say at least one word.

☐ The person can sit unsupported, or stand, or take a few steps during transfers, and/or walk.

☐ The person can make large body movements like raising an arm to push through a sleeve, or hitting a balloon, kicking a ball, etc.

☐ With hands-on cueing, the person can hold a finger food or cup and bring it to her mouth.

** Consider validating these observations with the RTI-E and sensory stimulation.*

Allen Level Low 3 – Crosswalk: GDS Stage 6/Adapted FAST Stage 6/Low Middle Stage

☐ The person can hold and use familiar objects such as a fork or spoon, hairbrush, toothbrush, bingo chip, crayon, or walker, even for a brief period.

☐ The person can follow a one-step direction with verbal cues, visual demonstration, and/or hands-on cues to be sequenced through the steps of a simple, familiar activity (e.g., brush teeth, dress, perform a simple craft or play a simple game).

** Consider validating these observations with the RTI-E, ACLS, placemat test, or other ADM project.*

Allen Level High 3 – Crosswalk: GDS Stage 6/Adapted FAST Stage 6/High Middle Stage

☐ The person can follow a one-step direction with verbal cues only to be sequenced through the steps of a simple, familiar activity (e.g., brush teeth, dress, perform a simple craft, or play a simple game).

☐ Without cues, the person can note effects of her work such as looking in the mirror to check how she looks when combing her hair, feeling his face when shaving to see if a particular area has been shaved, moving from one spot to another when brushing her teeth or washing her face.

☐ The person can do simple sorting, such as sorting green blocks from red blocks, spoons from forks, red socks from black socks, etc.

** Consider validating these observations with the RTI-E, ACLS, placemat test, or other ADM project.*

(Please complete side 2 of this form)

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Resident/Client _____ Room#: _____

Performed By: _____ Date: _____

Allen Level Low 4 – Crosswalk: GDS Stage 5/Adapted FAST Stage 5/Low Early Stage

- ☐ If you place clothing on the bed and say "get dressed," the person can put all of the clothes on without step-by-step assist/cues (can sequence self through every step and know when she's done).
- ☐ If you laid out all of the supplies to brush teeth, shave, or wash face, the person can do every step of these tasks without step-by-step assist/cues (can sequence self through every step and know when he's done).
- ☐ The person can remember the goal of a simple, familiar game such as bingo, dice, or a card game.
- ☐ The person can use/refer to a sample during a craft activity (e.g., if in a craft activity with the goal to duplicate a holiday ornament, the person will look at the sample ornament, after directed to do so, throughout the activity in an attempt to match).

** Consider validating these observations with the RTI-E, ACLS, placemat test, or other ADM project.*

Allen Level High 4 – Crosswalk: GDS Stage 4/Adapted FAST Stage 4/High Early Stage

- ☐ The person can follow a schedule using clocks, watches, and calendars independently to get to appointments or activities at the appropriate time.
- ☐ When doing a leisure activity such as a craft, the person can match the sample exactly, without cues, and/or ask to personalize the craft.
- ☐ The person can do ADLs independently with good quality (e.g., shoes on the correct feet, buttons aligned, clothes are neat) and select own clothing appropriately (e.g., match for season, color, event, etc.).
- ☐ The person can change clothes at appropriate times and brush teeth, wash face, and shave each day without any reminders/cues.
- ☐ The person can scan his environment to find necessary supplies. For example, looks for a toothbrush if it's not in plain sight, looks for a remote when it's not in plain sight, looks for a beverage when it's not in plain sight, etc.

** Consider validating these observations with the RTI-E (unfamiliar task focus), ACLS, or ADM projects.*

Allen Level 5 – Crosswalk: GDS Stage 3/Adapted FAST Stage 3/Mild Cognitive Impairment (MCI)

- ☐ The person can learn something new (e.g., using a new/different appliance, using an inhaler, or playing a new game) with demonstrated directions from another person.
- ☐ The person can perform familiar IADLs (e.g., simple cooking and laundry) independently.

** Consider validating these observations with the RTI-E (unfamiliar task focus), ACLS, or ADM projects.*

Allen Level 6 – Crosswalk: GDS Stage 1 or 2/Adapted FAST Stage 1 or 2/ Normal Cognition

- ☐ The person can learn something new (e.g., using a new/different appliance, using an inhaler, or playing a new game) independently and without demonstration (i.e., the person may follow written instructions or use past experience to figure something out).
- ☐ The person can independently anticipate potential problems and hazards (e.g., opens the window for ventilation before using a cleaning product with fumes). The person can think/plan ahead to avoid errors (e.g., reads the directions and checks for all of the necessary parts before putting together a piece of furniture).

** Consider validating these observations with the RTI-E (unfamiliar task focus), ACLS, or ADM projects.*

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