



Laver Fawcett, Alison ORCID logoORCID: <https://orcid.org/0000-0002-9924-1319> and Marrison, Eden (2025) The Structured Observation Test of Function (SOTOF) 2nd ed: Test manual. Manual. York St John University, York.

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Structured Observational Test of Function (SOTOF) 2nd edition

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Test administration instructions for:

Screening Assessment

Task 1: Eating from a bowl using a spoon

Task 2: Washing and drying hands

Task 3: Pouring and Drinking

Task 4: Dressing – putting on a long-sleeved, front fastening garment

Reference: Laver-Fawcett AJ, Marrison E (2016) **Structured Observational Test of Function (SOTOF) 2nd edition**. York: York St John University

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Key: some items provide the assessor with **two options** for testing:

- **(EL)** items can be administered to a person with expressive language intact
- **(ED)** items provide alternative assessment methods for a person with **expressive dysphasia or dysarthria**



SOTOF Graduated mediation protocol		
0	Independent	The person is independent completing the task. No prompting or assistance is required from the clinician.
1	General verbal cue	This could be a statement (Katz et al., 2011) e.g. 'take your time' or could be a general question e.g. 'what do you think is the next step?' or 'what else might you need to complete this task?' (Baum and Wolf, 2013 p.3). This is not an action or telling the person what to do.
2	Gestural Cue	This could be miming the action that is required to complete the particular task or a movement that may guide the participant. This may include pointing to where they might find an item or pointing to equipment they may need to complete the task (Baum and Wolf, 2013).
3	Specific feedback (verbal cue or prompt)	This can be a verbal cue, in the form of feedback (Katz et al., 2011) such as 'there is a mistake, can you try and correct it' or a specific verbal prompt command such as 'pick up the cup' (Baum and Wolf, 2013 p.3).
4	Physical assistance and / or Co-active assistance and / or Modifications and / or Demonstration	<p>Physical assistance: This clinician physically supports the person to complete an action, e.g. hold the shirt whilst the person puts his / her first arm in the sleeve (Baum and Wolf, 2013).</p> <p>Co-active assistance: The clinician physically guides the movement but allowing the person to lead and withdraws the physical assistance if the person takes over the movement (Sanderson and Gitsham, 1991).</p> <p>Modifications: The clinician reduces the amount of stimuli or modifies the environment to reduce the task demand (e.g. changing the physical environment; Katz et al., 2011).</p> <p>Demonstration: The clinician may also do the action using task items in order for the person to copy (Katz et al., 2011). The person should still be attending to the task (Baum and Wolf, 2013).</p>
5	Do for the person	The person is unable to complete the task so the clinician completes the task, or the part of the task, for the person.

How to follow the SOTOF test administration protocols: All SOTOF administration instructions comprise 4 columns

	<div data-bbox="371 252 528 464" data-label="Image"></div> <p>Task and instruction COLUMN A</p>	<div data-bbox="813 252 969 464" data-label="Image"></div> <p>Possible area of deficit COLUMN B</p>	<div data-bbox="1240 252 1397 464" data-label="Image"></div> <p>Graduated mediation protocol examples COLUMN C</p>	<div data-bbox="1706 260 1863 472" data-label="Image"></div> <p>Further suggested assessment COLUMN D</p>
	<p>Start by following the instructions in column A to administer the standardised element of the SOTOF. <i>Instructions in italics tell you what to say.</i> Note whether the person is able or unable to perform this test item following this instruction. If <u>Able</u> – move to the next item below in column A If <u>Unable</u> - move to column B</p> <div data-bbox="300 1187 383 1251" data-label="Image"></div>	<p>This column advises you of the more common reasons a person may have been unable to successfully complete the item. It is helpful to have these possible areas of deficit in mind for the dynamic assessment element. Now move to column C</p> <div data-bbox="898 1187 981 1251" data-label="Image"></div>	<p>This column gives you example instructions for administering the dynamic assessment for this SOTOF test item. Suggestions for mediation for levels 1 - 4 are provided. Start at level 1. Give 2 instructions at each level before moving to the next level. If the person <u>responds</u> note the level of mediation that was successful. Then go to the next item below in column A</p> <div data-bbox="1256 1187 1339 1251" data-label="Image"></div> <p>If they do <u>not</u> respond to any mediation, do the item for the person. Now move to column D for further ideas</p> <div data-bbox="1196 1347 1279 1410" data-label="Image"></div>	<p>This column provides suggestions for further assessments and / or other things to observe and note down. This information can be useful when completing the SOTOF Scoring form and deciding if any further assessment is required. Then go to the next item below in column A</p> <div data-bbox="1890 1139 1973 1203" data-label="Image"></div>



Instructions for applying the SOTOF graduated mediation protocol

The clinician should provide the prompts/cues in order of the graduated mediation protocol starting at level one before moving to the next higher level. The clinician should allow the person time before intervening with further mediation (Baum and Wolf, 2013). We recommend providing two cues on each level of the graduated mediation protocol before moving to the next level of the graduated mediation protocol (Baum and Wolf, 2013) for at least the first task assessed. For subsequent tasks, if the therapist has established the person does not respond to a level of mediation (e.g. general prompt level 1), they may start mediation at the next level. This must be documented on the record form of the relevant task(s). The clinician must ensure the task is finished even if this requires the highest level of the graduated mediation protocol, 'do for the person' (Baum and Wolf, 2013). This is because it is an interactive procedure and will contribute to maintaining the motivation for both yourself and the client. When using the record form tick the highest level of the graduated mediation protocol carried out in each subtest to complete the task. In the summary section of each task the clinician should comment on the learning potential of the person and how effective the mediation methods (prompts / cues / modifications / assistance) were. The clinician should also comment on which graduated mediation methods were the most effective for that individual, as this could inform future assessments and/or interventions.

The higher the score the more assistance is required by the person. In order to complete the final scoring in the neuropsychological checklist the clinician should look down all the scores within each task and whichever sub-test item scores the highest on the graduated prompt protocol is the one recorded for that task. This is because somewhere within the task the person needed that level of assistance in order to be successful. Examples of mediation methods (prompts / cues / modifications / assistance) for levels 1 to 4 for each sub-test item can be found in the third column of the Instruction Cards. Unless they are not applicable for that type of sub-test item, for example, if the person has their eyes closed to offer a gestural cue is not appropriate. As level four has a variety of different mediation options for the clinician to use, when completing the record form the specific type of prompt / cue / assistance / modification provided at this level should be noted on the form.

Baum CM and Wolf TM (2013) *Executive Function Performance Test (EFPT) Manual*. Available at:

<http://www.ot.wustl.edu/about/resources/executive-function-performance-test-efpt-308> (accessed 12th October 2015).

Katz N, Averbuch S and Erez ABH (2011) *Dynamic Lowenstein Occupational Therapy Cognitive Assessment Geriatric (DLOTCA-G)*. Pequannock NJ: Maddak.

At the start of the assessment, say to the person:

“I am going to ask you some questions, ask you to do some actions with everyday objects and then ask you to do a common activity that is familiar to many people.

I want to see what you can do easily and also see if you experience any problems.

Don’t worry if you feel you cannot manage to do everything.

If you do struggle I will try using some strategies that may make the task easier to do. The results from this test will help us to identify any problems you may be having and then plan your treatment.”

Screening Assessment

Equipment: Table, chair, cup, pen

Set up: The person should be seated at a table on a chair that is the correct height for the person and which provides the appropriate level of support.

Instruction options EL or ED:

Instructions marked with code **(EL)** can be administered to people with expressive language in tact who are able to respond verbally.

Instructions with the code **(ED)** are for alternative instructions and assessment methods that can be used with people with expressive dysphasia or dysarthria.

If the person cannot respond verbally try the ED instruction if one is available for that item.

Screening Assessment

	Screening Assessment Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
1	(EL) Ask: <i>'What is your name?'</i>	<ul style="list-style-type: none"> Hearing Language; comprehension and/or expression Orientation 	<ol style="list-style-type: none"> General verbal cue: <i>'Can you tell me your name out loud?'</i> <i>'What are you called?'</i> Gestural Cue: N/A Specific feedback: <i>'My name is ... What is your name?'</i> Physical Assistance/modifications: N/A 	<p>Check if client uses hearing aid.</p> <p>Test hearing, e.g. free field hearing test.</p> <p>Test comprehension / expression.</p> <p>Test orientation, e.g. CAPE</p>
2	(EL) Ask: <i>'Which is your dominant hand?'</i> Note premorbid dominant hand.	<ul style="list-style-type: none"> Right / left discrimination comprehension 	<ol style="list-style-type: none"> General verbal cue: <i>'Can you show me which hand you write with?'</i> Gestural Cue: Mime the action of writing. Specific feedback: <i>'Tell me which hand you used to write with.'</i> Physical Assistance/modifications: N/A 	<p>If person is unable to respond, ask carer (caregiver), family member or friend.</p>
3	(EL) Ask: <i>'Do you use glasses, a hearing aid or any other equipment?'</i> Note any equipment required, e.g. wheelchair, enlarged cutlery, non-slip mat, cushion support.	<ul style="list-style-type: none"> Comprehension 	<ol style="list-style-type: none"> General verbal cue: <i>'Can you name any equipment you use to help you?'</i> Gestural Cue: Point to any equipment (if there is any). Specific feedback: <i>'Do you use glasses...hearing aids...walking aids...equipment in the kitchen / bathroom.'</i> Physical Assistance/modifications: N/A 	<p>If person is unable to respond, ask carer (caregiver), family member or friend.</p>

Screening Assessment

	Screening Assessment Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
4	(EL) Put cup on the table in front of the client. Ask: <i>'What is this?'</i> (ED) If client unable to name, place cup, spoon and pen on table. Ask: <i>'Which is the... cup, spoon, pen?'</i>	<ul style="list-style-type: none"> Vision Visual agnosia Language: expressive dysphasia (word finding) 	<ol style="list-style-type: none"> General verbal cue: <i>'Have a good look at the item(s).'</i> Gestural Cue: Point to the item. Specific feedback: <i>'You have not named the item correctly...have another look.'</i> Physical Assistance/ modifications: Move the objects around the table/ in front of the person. 	<p>Assess for visual field loss, such as hemianopia.</p> <p>Test near visual acuity, e.g. Keller Near Vision Test.</p> <p>Check if client uses glasses.</p>
5	Instruct: <i>'Copy what I do'.</i> Start with both hands laid flat on the table in front of you, simultaneously lift right (R) hand to touch (R) shoulder and left (L) hand to touch (L) shoulder, and then lower both hands on to the table.	<ul style="list-style-type: none"> Motor deficit – abnormal tone Motor apraxia Proprioception Body image disturbance Unilateral neglect 	<ol style="list-style-type: none"> General verbal cue: <i>'Take your time, have a good look at my movements and copy me'.</i> Gestural Cue: Repeat the action. Specific feedback: <i>'that is incorrect, watch me again and try again'.</i> Physical Assistance/modifications: Complete action much slower, do one part of the action at a time (break down the task). 	<p>Assess motor function for (R) and (L) upper limbs.</p> <p>Assess proprioception.</p> <p>N.B: Apraxia is tested by the four SOTOF ADL tasks.</p>
6	Observe whether the client can sit upright in a chair (with arms and back support) and maintain static / dynamic sitting balance. Note any additional cushioning support required.	<ul style="list-style-type: none"> Motor deficit – abnormal motor tone Body image disturbance – somatognosia Proprioception 	<ol style="list-style-type: none"> General verbal cue: <i>'Can you sit upright in the chair?' 'Are you sat comfortably?'</i> Gestural Cue: Mime sitting upright. Specific feedback: <i>'Can you sit straight in your chair' 'You don't look comfortable in that chair, do you want to re-position yourself?'</i> Physical Assistance/modifications: support the person to sit upright in the chair (if appropriate). Use a cushion for support. Note if they can sustain this position. 	



Screening Assessment

	Screening Assessment Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
7	Instruct: <i>'Hold this'</i> , give the person a cup to hold in (R) hand, then Instruct: <i>'now hold the cup in your other hand'</i>	<ul style="list-style-type: none"> Motor deficit – abnormal tone Decreased grip strength Sensory deficit Motor apraxia Proprioception Unilateral neglect 	<ol style="list-style-type: none"> General verbal cue: <i>'Can you hold this cup and then place it into you other hand'</i>. Gestural Cue: Mime the action. Specific feedback: <i>'Show me how you would pass the cup to your other hand'</i>. Physical Assistance/modifications: support the person's hand but allow the person to lead the movement. Complete the action yourself and ask the person to copy. 	<p>Assess hand function.</p> <p>Assess sensation of (R) and (L) hands: touch, pressures, pain and temperature.</p> <p>Assess proprioception.</p>
8	Ask: <i>'Are you colour blind'</i>	<ul style="list-style-type: none"> Colour blindness 	If yes: <i>'Which colours are affected?'</i>	
9	Ask: <i>'There are couple of things in this assessment where we will ask you to close your eyes. Are you comfortable closing your eyes?'</i>		If No, say <i>'You can turn your head to the side and look away if you prefer not to close your eyes'</i>	

Instructions marked with code **(EL)** can be administered to people with expressive language in tact who are able to respond verbally.
Instructions with the code

(ED) are alternative instructions and assessment methods that can be used with people with expressive dysphasia or dysarthria.

TASK 1: Eating from a bowl using a spoon

Task 1: Eating from a bowl using a spoon

Equipment: Table, chair, bowl, spoon, non-slip mat. Chose items in a range of different colours.

Materials: chosen food (e.g. piece of fruit in juice, cereal in milk, mince in gravy)

Set up: The person should be seated at a table on a chair that is the correct height for the person and which provides the appropriate level of support.

Place an empty bowl on a non-slip mat approximately 4 inches from the edge of the table, in line with the person's mid-line. Note the hand used to hold the spoon for eating.

Important: Do not let the person see the spoon and keep it out of sight as this item is used to test for stereognosis in the first test item for this Task.

The food is added into the bowl by the assessor for item 12 of this task.

Instruction options EL or ED:

Instructions marked with code **(EL)** can be administered to people with expressive language in tact who are able to respond verbally.

Instructions with the code **(ED)** are for alternative instructions and assessment methods that can be used with people with expressive dysphasia or dysarthria.

All the instructions should be given using the EL instructions, unless a problem with expressive language or dysarthria was identified during the screening test, in which case follow and use the instructions marked ED.



TASK 1: Eating from a bowl using a spoon

	Task 1: Eating Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
1	<p>(EL) Instruct: <i>'Please close your eyes. I am putting an object in your hand, and I want you to tell me what it is without looking.'</i></p> <p>Put the spoon in the affected hand first (e.g. for a person with stroke) or start with the non-dominant hand. If the person fails to identify it then try with the other hand. When item is completed put the spoon in front of the bowl.</p>	<ul style="list-style-type: none"> Tactile agnosia Sensory deficit 	<ol style="list-style-type: none"> General verbal cue: <i>'Can you feel what I have placed in your hand?'</i> Gestural Cue: N/A Specific feedback: if they provide a wrong answer, ask: <i>'that is incorrect, have another go' or 'feel around the item more'.</i> Physical Assistance/modifications: support the person's hand to feel around the spoon. 	<p>Assess visual object recognition. Assess sensation (light touch, pressure, pain and temperature) and proprioception of both hands.</p> <p>Reassess with other larger objects; if the person manages the tasks gradually reduce the size of objects to be identified.</p>
2	<p>(EL) Ask: <i>'What can you see on the table?'</i></p> <p>(ED) Instruct: <i>'Point to the... bowl, mat, spoon?'</i></p> <p>Note if person:</p> <ul style="list-style-type: none"> Scans table for objects; Fixes gaze on objects; Recognizes objects by (EL) naming of (ED) pointing. 	<ul style="list-style-type: none"> Visual scanning Visual field loss Visual attention Visual agnosia Figure-ground discrimination 	<ol style="list-style-type: none"> General verbal cue: <i>'Have a good look around the table'.</i> Gestural Cue: Point to an area of the table they have missed. Specific feedback: <i>'You have not named all the items...have another look'.</i> Physical Assistance/ modifications: Move the objects around the table/ in front of the person. 	<p>Assess for visual field loss, such as hemianopia.</p> <p>Assess visual fixation: point to an object and ask the client to look at the object for five seconds.</p> <p>(EL) Ask the person to describe what she can see.</p>



	Task 1: Eating (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
3	Instruct: 'Put the spoon on the right of the bowl'	<ul style="list-style-type: none"> Right/left discrimination Unilateral spatial neglect Visual field loss Apraxia 	<ol style="list-style-type: none"> General verbal cue: 'Think about which is the right side of the bowl'. Gestural Cue: Point to the right of the bowl. Mime the action that is required to complete the task. Specific feedback: 'Firstly pick up the spoon', when the client has done this... 'now place the spoon on the right of the bowl where I just pointed'. Physical Assistance/modifications: support the person's hand but allow the person to lead the movement. Complete the action yourself and ask the person to copy. 	<p>Assess for visual field loss, such as hemianopia.</p> <p>Ask the person to describe the task.</p> <p>Retest (R) and (L) with other objects and body parts.</p>
4	Instruct: 'Put the spoon in front of the bowl.' N.B: The majority of healthy older adults tested to provide normative data for the SOTOF considered the side of the bowl nearest to themselves to represent 'in front'. Note: the side selected by person and note whether he / she consistently selects this side to represent 'in front' on the other SOTOF tasks.	<ul style="list-style-type: none"> Spatial relations 	<ol style="list-style-type: none"> General verbal cue: 'Can you point to which area is 'in front' of the bowl?' Gestural Cue: Mime the action. Specific feedback: 'That is not what you indicated as 'in front', have another go'. Physical Assistance/modifications: Allow person to copy how you do it. Support the person's hand to place the spoon in front of the bowl, but allow him / her to lead the movement. 	<p>Assess spatial relations further by (EL) asking client: to describe the concepts of in/out, in front/behind, up/down, etc.; to indicate planes of an object; and / or to describe the location of objects in relation to each other.</p>



	Task 1: Eating (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
5	Instruct: ‘Put the spoon in the bowl.’	<ul style="list-style-type: none"> Spatial relations 	<ol style="list-style-type: none"> General verbal cue: <i>‘Can you point to inside the bowl?’</i> Gestural Cue: Mime the action. Point to the inside of the bowl. Specific feedback: <i>‘Place the spoon inside the bowl where I just pointed’.</i> Physical Assistance/modifications: Allow person to copy how you do it. Support the person’s hand to place the spoon in the bowl, but allow him / her to lead the movement. 	As above.
6	TASK 1: Eating (cont.) Instruct: ‘Put the spoon behind the bowl.’ Note: if the person selects the side opposite to the one selected to represent ‘in front’. Note consistency across the other SOTOF tasks.	<ul style="list-style-type: none"> Spatial relations 	<ol style="list-style-type: none"> General verbal cue: <i>‘Can you point to which area is ‘behind’ of the bowl?’</i> Gestural Cue: Mime the action. Specific feedback: <i>‘That is not what you indicated as ‘behind’, have another go’.</i> Physical Assistance/modifications: Allow person to copy how you do it. Support the person’s hand to place the spoon behind the bowl, but allow him / her to lead the movement. 	As above.



	Task 1: Eating (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
7	Instruct: <i>'Put the spoon on the table on the left of the bowl.'</i>	<ul style="list-style-type: none"> Right-left discrimination 	<ol style="list-style-type: none"> General verbal cue: If the client puts the spoon on the right of the bowl, (EL) Ask: <i>'Is that your left?'</i> Gestural Cue: Point to the left side of the bowl where the client should place the spoon. Mime the action. Specific feedback: <i>'Pick up the spoon...then place on the left side of the bowl on the table'. 'That is incorrect, have another go to try and correct it'.</i> Physical Assistance/modifications: Allow the person to copy how you do it. Support the person's hand to place the spoon on the left, but allow him / her to lead the movement. 	<p>Further test right-left identification through naming and pointing on command, using body parts and other objects.</p> <p>Clarify that client should place objects in relation to herself for this item.</p>
8	(EL) Ask: <i>'What do you use these objects for?'</i>	<ul style="list-style-type: none"> Ideational apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>'Take your time, think about times when you have used these objects'.</i> Gestural Cue: Mime the action of using each item. Specific feedback: <i>'that is incorrect, what would you use this spoon...bowl...mat for?'</i> Physical Assistance/modifications: Remove two of the items from the table, focus on just one. 	<p>Retest by requesting descriptions of other common objects.</p>



	Task 1: Eating (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
9	<p>Instruct: <i>'Without touching the objects show me how you would use them.'</i></p> <p>If client picks up the objects repeat, <i>'Mime how you would use these objects.'</i></p>	<ul style="list-style-type: none"> Ideomotor apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>'Show me how you would use each item one at a time'.</i> Gestural Cue: Mime the action of using an item. Specific feedback: <i>'Show me how you would use the spoon...bowl...mat without using the objects'.</i> Physical Assistance/modifications: support the person's hand but allow the person to lead the movement. Complete the action yourself and ask the person to copy. Remove two of the items leaving just one item on the table. 	<p>(EL) Ask person to describe the action.</p>
10	<p>Instruct: <i>'Touching the objects, show me how you would use these objects.'</i></p> <p>If client demonstrates through mime or does not respond, repeat, <i>'Touching the objects show me how you would use them.'</i></p>	<ul style="list-style-type: none"> Ideomotor apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>'Take your time, think about a time when you have used these items'.</i> Gestural Cue: hand the client one of the items. Mime the action required. Specific feedback: <i>'Pick up the spoon...bowl...mat and show me how you would use it'.</i> Physical Assistance/modification: Complete the action yourself and ask the client to copy. Remove two of the items leaving just one item on the table. Support the person's hand but allow him / her to lead the movement. 	<p>(EL) Ask person to describe the action.</p> <p>Note whether the person is able to perform action when handed the spoon.</p>



	Task 1: Eating (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
11	<p>(EL) Ask: <i>'What colour is the... bowl...spoon...mat?'</i></p> <p>(ED) <i>'Which is the...red...blue...? (etc.) object?'</i></p>	<ul style="list-style-type: none"> • Colour recognition 	<ol style="list-style-type: none"> 1. General verbal cue: <i>'Have a good look at each item separately.'</i> 2. Gestural Cue: Point to each item individually and ask again. 3. Specific feedback: <i>'that is incorrect, have another look at the bowl...spoon...mat.'</i> 4. Physical Assistance/modifications: Point at an object and say what colour it is. E.g. this is a blue bowl. Ask the person to tell you the colours of the other objects. Remove two items off the table. 	<p>Test colour matching and naming. Start with bright, primary colours.</p> <p>N.B; Colour vision (in particular the blue-green spectrum) alters with increasing age.</p>
12	<p>N.B: If the person is known to have difficulty swallowing, stop testing at this point.</p> <p>Place chosen food in the bowl.</p> <p>Instruct: <i>'Eat the food in the bowl using the spoon.'</i></p> <p>Note if person:</p> <ul style="list-style-type: none"> • Reaches for spoon • Judges the distance to the spoon. 	<ul style="list-style-type: none"> • Spatial relations deficit; • Distance judgement disturbance; • Figure-ground discrimination ; • Motor deficit: abnormal tone; • Apraxia. 	<ol style="list-style-type: none"> 1. General verbal cue: <i>'What do you need to do first in order to eat the food?'</i> 2. Gestural Cue: Point to the spoon and ask the person to pick it up. Mimic the action required. 3. Specific feedback: <i>'Pick up the spoon and place the spoon into the bowl'</i> 4. Physical Assistance: Support the person's hand but allow him / her to lead the movement. If the person does not respond, hand him / her the spoon and repeat instruction. 	<p>(EL) Ask client to describe the relationship of objects to each other.</p> <p>Ask client to describe task.</p>



	Task 1: Eating (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
13	Note if person: <ul style="list-style-type: none"> Places spoon in bowl Judges distance from spoon to bowl Puts food on spoon 	<ul style="list-style-type: none"> Spatial relations: depth and distance Figure-ground discrimination Motor deficit Apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>'What is the next step now the spoon is in the bowl?'</i> Gestural Cue: Mime the action required. Point to the bowl and ask the client to put food on the spoon. Specific feedback: <i>'Scoop some of the food from the bowl onto the spoon.'</i> Physical Assistance/modifications: Support the person's hand to scoop food on to the spoon but allow him / her to lead the movement. 	<p>Note: if the person moves spoon directly to bowl or needs several attempts to judge the distance.</p> <p>Note: the quality of movement (e.g. jerky, smooth).</p>
14	Note if person: <ul style="list-style-type: none"> Lifts spoon to mouth 	<ul style="list-style-type: none"> Body scheme Spatial relations: depth and distance Motor deficit Apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>'Now the food is on the spoon what do you need to do to eat the food?'</i> Gestural Cue: Mime the action. Specific feedback: <i>'Use your hand to bring the spoon to your mouth so you can eat the food.'</i> Physical Assistance: Support the clients hand but allow the client to lead the movement. 	Test identification of body parts through the identification of body parts on command, copying tester touching body parts, and naming body parts.
15	Note if person: <ul style="list-style-type: none"> Takes food into mouth. 	<ul style="list-style-type: none"> Sensory deficit: proprioception Sensory deficit: touch Body scheme 	<ol style="list-style-type: none"> General verbal cue: <i>'Now the spoon is at your mouth, what do you need to do to eat the food off the spoon?'</i> Gestural Cue: Mime the action. Specific feedback: <i>'Open your mouth to put the spoon inside to eat the food.'</i> Physical Assistance/modifications: Support the person's hand to touch the spoon lightly on his / her bottom lip 	<p>Assess sensation: touch, deep pressure, pain, and temperature of face, lips and tongue.</p> <p>Assess proprioception.</p>



	Task 1: Eating (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
16	(EL) Ask: <i>'Can you taste the food?'</i> and <i>'How does it taste?'</i>	<ul style="list-style-type: none"> Sensory deficit: taste 	<ol style="list-style-type: none"> General verbal cue: <i>'Move the food around your mouth with your tongue. Can you taste it now? What does it taste like?'</i> Gestural Cue: N/A Specific feedback: <i>'Does it taste...sweet/salty/sour/bitter?'</i> Physical Assistance/modifications: N/A 	Assess taste: salt, sweet, sour and bitter.
17	Note if person: <ul style="list-style-type: none"> Chews food Swallows food 	<ul style="list-style-type: none"> Motor deficit 	<ol style="list-style-type: none"> General verbal cue: <i>'Have a think about what you would usually do when eating food.'</i> Gestural Cue: Mime the action of chewing and swallowing. Specific feedback: <i>'You will need to chew the food and then swallow it.'</i> Physical Assistance/modifications: N/A 	<p>Assess movements of jaw, tongue and lips.</p> <p>Consider referral to speech therapist if person appears to have problems with mastication and swallowing reflex.</p>
18	Note if person: <ul style="list-style-type: none"> Replaces spoon in bowl. 	<ul style="list-style-type: none"> Spatial relations; Motor deficit. 	<ol style="list-style-type: none"> General verbal cue: <i>'Have you finished eating? What would you now do with the spoon?' 'Where might you place the spoon now you have finished?'</i> Gestural Cue: Point to the bowl. Mime the action. Specific feedback: <i>'Put the spoon in the bowl.'</i> Physical Assistance/modifications: Support the person's hands to bring the spoon back into the bowl but allow him / her to lead the movement. 	Refer to results of later items re. placement of spoon in bowl.



	Task 1: Eating (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
19	Note if person: <ul style="list-style-type: none"> Repeats sequence (i.e. place food on spoon, lift spoon to mouth, take food into mouth, chew food, swallow food, replace spoon in bowl). 	<ul style="list-style-type: none"> Sequencing deficit. 	<ol style="list-style-type: none"> General verbal cue: <i>'What do you need to do to eat another mouthful / some more?'</i> Gestural Cue: Mime scooping food on the spoon, bringing to mouth and chewing. Specific feedback: <i>'You need to scoop more food onto the spoon and bring it to your mouth to eat.'</i> Physical Assistance/modifications: Support the person's hand to scoop food onto the spoon and lift the spoon to the person's mouth, but allow him / her to lead the movement. 	Assess sequencing skill (e.g. using sub-tests from tests such as RPAB and COTNAB) and by testing on other simple, familiar ADL sequences.
20	Note if person: <ul style="list-style-type: none"> Stops feeding sequence when food is finished 	<ul style="list-style-type: none"> Perseveration (if continues action without the stimulus of food) 	<ol style="list-style-type: none"> General verbal cue: <i>'Have you finished all the food?'</i> Gestural Cue: Mime putting the spoon in the bowl and letting go of the spoon. Specific feedback: <i>'Now all the food has gone, what would you do?'</i> <i>'Once the food is finished you can stop.'</i> Physical Assistance/modifications: Support the person to let go of the spoon when in the bowl. 	(EL) Ask the person if she he /she has finished all the food.



	Task 1: Eating (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
21	Note: When the person stops the feeding action sequence, note whether any food is left in the bowl. Note the precise location of any remaining food (e.g. on side of bowl only).	<ul style="list-style-type: none"> Unilateral neglect 	<ol style="list-style-type: none"> General verbal cue: To identify whether the client has chosen to leave the food or has neglected it. (EL) Ask: ‘Have you finished all the food?’ Gestural Cue: Point to where the food is left on the plate. Specific feedback: ‘Turn your head to the left and right (do separately)... is there any food left in the bowl?’ Physical Assistance/modifications: Do the action of looking and scanning for more food and ask the person to copy. 	Unilateral neglect may be tested in more depth using assessments such as the <i>Behavioural Inattention Test</i> .

TASK 2: Washing and drying hands

Task 2: Washing hands in a bowl

Equipment: Table, chair, washing bowl, soap, soap dish and towel, non-slip mat. Chose items in a range of different colours.

Materials: Luke warm water.

Set up: The person should be seated at a table on a chair that is the correct height for the person and which provides the appropriate level of support.

Place an empty washing bowl on a non-slip mat approximately 4 inches from the edge of the table, in line with the person's mid-line. Place the towel on about 2 inches on the right of the washing bowl. Place an empty soap dish about 2 inches on the left of the washing bowl.

Important: Do not let the person see the soap and keep it out of sight as this item is used to test for stereognosis in the first test item for this Task.

The warm water is added into the washing bowl by the assessor for item 12 of this task.

Instruction options EL or ED:

Instructions marked with code **(EL)** can be administered to people with expressive language in tact who are able to respond verbally.

Instructions with the code **(ED)** are for alternative instructions and assessment methods that can be used with people with expressive dysphasia or dysarthria.



	Task 2: Washing and drying hands Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
1	<p>(EL) Instruct: <i>'Please close your eyes. I am putting an object in your hand, and I want you to tell me what it is without looking.'</i></p> <p>Put the soap in the affected hand first, if the person fails to identify it then try with the other hand. Or start with the non-dominant hand. When item completed put the soap in front of the bowl.</p>	<ul style="list-style-type: none"> • Tactile agnosia • Sensory deficit 	<ol style="list-style-type: none"> 1. General verbal cue: <i>'Can you feel what I have placed in your hand?'</i> 2. Gestural Cue: N/A 3. Specific feedback: if they provide a wrong answer, ask: <i>'that is incorrect, have another go' or 'feel around the item more'.</i> 4. Physical Assistance/modifications: support the person's hand to feel around the soap. 	<p>Assess visual object recognition.</p> <p>Assess sensation (light touch, pressure, pain and temperature) and proprioception of both hands.</p> <p>Reassess with other larger objects; if the person manages the tasks gradually reduce the size of objects to be identified.</p>
2	<p>(EL) Ask: <i>'What can you see on the table?'</i></p> <p>(ED) Instruct: <i>'Point to the... bowl...soap...towel?'</i></p> <p>Note if person:</p> <ul style="list-style-type: none"> • Scans table for objects • Fixes gaze on objects • Recognizes objects by (EL) naming of (ED) pointing 	<ul style="list-style-type: none"> • Visual scanning • Visual field loss • Visual attention • Visual agnosia • Figure-ground discrimination 	<ol style="list-style-type: none"> 1. General verbal cue: <i>'Have a good look around the table'.</i> 2. Gestural Cue: Point to an area of the table they have missed. 3. Specific feedback: <i>'You have not named all the items...have another look'.</i> 4. Physical Assistance/modifications: Move the objects around the table / in the person's line of vision. 	<p>Assess for visual field loss, such as hemianopia.</p> <p>Assess visual fixation: point to an object and ask the client to look at the object for five seconds.</p> <p>(EL) Ask the person to describe what she can see.</p>



	Task 2: Washing and drying hands (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
3.	Instruct: 'Put the soap on the table on the right of the bowl'	<ul style="list-style-type: none"> Right/left discrimination Unilateral spatial neglect Visual field loss Apraxia 	<ol style="list-style-type: none"> General verbal cue: 'Think about which is the right side of the bowl'. Gestural Cue: Point to the right of the bowl. Mime the action that is required to complete the task. Specific feedback: 'Firstly pick up the soap', when the client has done this... 'now place the soap on the right of the bowl where I just pointed'. Physical Assistance/modifications: support the person's hand but allow him / her to lead the movement. Complete the action yourself and ask the person to copy. 	<p>Assess for visual field loss, such as hemianopia.</p> <p>Ask the person to describe the task.</p> <p>Retest (R) and (L) with other objects and body parts.</p>
4.	Instruct: 'Put the soap in front of the bowl.' N.B: The majority of healthy older adults tested for the norming study considered the side of the bowl nearest to themselves to represent 'in front'. Note: side selected by the person and note whether he / she consistently selects this side to represent 'in front' on the other SOTOF tasks.	<ul style="list-style-type: none"> Spatial relations 	<ol style="list-style-type: none"> General verbal cue: 'Can you point to which area is 'in front' of the bowl?' Gestural Cue: Mime the action. Specific feedback: 'That is not what you indicated as 'in front', have another go'. Physical Assistance/modifications: Allow person to copy how you do it. Support the person's hand but allow him / her to lead the movement. 	<p>Assess spatial relations further by (EL) asking the person: to describe the concepts of in/out, in front/behind, up/down, etc.; to indicate planes of an object; or to describe the location of objects in relation to each other.</p>



5	Instruct: 'Put the soap in the bowl.'	<ul style="list-style-type: none"> Spatial relations 	<ol style="list-style-type: none"> General verbal cue: 'Can you point to inside the bowl?' Gestural Cue: Mime the action. Point to the inside of the bowl. Specific feedback: 'Place the soap inside the bowl where I just pointed'. Physical Assistance/modifications: Allow the person to copy how you do it. Support the person's hand but allow him / her to lead the movement. 	As above.
6	Instruct: 'Put the soap behind the bowl.' Note if person selects the side opposite to the one selected to represent 'in front'. Again note consistency across the other SOTOF tasks.	<ul style="list-style-type: none"> Spatial relations 	<ol style="list-style-type: none"> General verbal cue: 'Can you point to which area is 'behind' of the bowl?' Gestural Cue: Mime the action. Specific feedback: 'That is not what you indicated as 'behind', have another go'. Physical Assistance/modifications: Allow the person to copy how you do it. Support the person's hand but allow him / her to lead the movement. 	As above.
7.	Instruct: 'Put the soap on the table on the left of the bowl.' If the person puts soap in the bowl on the left repeat instruction: 'Put the soap on the table on the left of the bowl.'	<ul style="list-style-type: none"> Right-left discrimination 	<ol style="list-style-type: none"> General verbal cue: If the person puts the soap on the right of the bowl, (EL) Ask: 'Is that your left?' Gestural Cue: Point to the left side of the bowl where the person should place the soap. Mime the action. Specific feedback: 'Firstly pick up the soap...then place on the left side of the bowl on the table'. 'That is incorrect, have another go'. Physical Assistance/modifications: Allow person to copy how you do it. Support his / her hand but allow the person to lead the movement. 	Further test right-left identification through naming and pointing on command, using body parts and other objects. Clarify that the person should place objects in relation to herself for this item.



	Task 2: Washing and drying hands (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
8	(EL) Ask: <i>'What do you use these objects for?'</i>	<ul style="list-style-type: none"> Ideational apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>'Take your time, think about times when you have used these objects'.</i> Gestural Cue: Mime the action of using an item (soap, bowl, towel). Specific feedback: <i>'That is incorrect, what would you use this soap...bowl...towel for?'</i> Physical Assistance/modifications: Remove two of the items from the table, focus on just one. 	Assess further by requesting descriptions of other common objects.
9	<p>Instruct: <i>'Without touching the objects show me how you would use them.'</i></p> <p>If person picks up the objects repeat, <i>'Mime how you would use these objects.'</i></p>	<ul style="list-style-type: none"> Ideomotor apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>'Show me how you would use each item one at a time without touching them'.</i> Gestural Cue: Mime the action of using an item (soap, bowl, towel). Specific feedback: <i>'Show me how you would use the soap...bowl...towel without using the objects'.</i> Physical Assistance/modification: support the person's hand but allow him / her to lead the movement. Complete the action yourself and ask the person to copy. Remove two of the items leaving just one item on the table. 	(EL) Ask the person to describe the action first and then try to mime.



	Task 2: Washing and drying hands (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
10	<p>Instruct: <i>'Touching the objects, show me how you would use these objects.'</i></p> <p>If person demonstrates through mime or does not respond, repeat, <i>'Touching the objects show me how you would use them.'</i></p>	<ul style="list-style-type: none"> Ideomotor apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>'Take your time, think about a time when you have used these items'.</i> Gestural Cue: hand him / her one of the items. Mime the action required. Specific feedback: <i>'Pick up the soap...bowl...towel and show me how you would use it'.</i> Physical Assistance/modifications: Complete the action yourself and ask the person to copy. Remove two of the items leaving just one item on the table. Support the person's hand but allow him / her to lead the movement. 	<p>(EL) Ask the person to describe the action first and then try to demonstrate.</p> <p>Note whether person is able to perform action when handed the soap.</p>
11	<p>(EL) Ask: <i>'What colour is the... bowl...soap...towel?'</i></p> <p>(ED) Instruct: <i>'Point to the...red...blue...? (etc.) object?'</i></p>	<ul style="list-style-type: none"> Colour recognition 	<ol style="list-style-type: none"> General verbal cue: <i>'Have a good look at each item separately'.</i> Gestural Cue: Point to each item individually and ask again. Specific feedback: <i>'That is incorrect, have another look at the bowl...soap...towel'.</i> Physical Assistance/modifications: Remove two items off the table. 	<p>Test colour matching and naming. Start with bright, primary colours.</p> <p>N.B; Colour vision (in particular the blue-green spectrum) alters with increasing age.</p>



	Task 2: Washing and drying hands (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
12	If the person has hemiplegia test the affected hand first. If not test the non-dominant hand first. (EL) Ask: ‘Place your [right / left] hand into the water. What temperature is the water?’	<ul style="list-style-type: none"> Sensory deficit: temperature 	<ol style="list-style-type: none"> General verbal cue: ‘Can you feel how warm or cold the water is?’ Gestural Cue: Point to the water. Specific feedback: ‘Put your hands in the water and tell me if the water is too hot or too cold or just right’. Physical Assistance/modifications: Support the person to put their hands back in to the water. 	Assess sensation: temperature.
13	Place warm water in the washing bowl. Instruct: ‘Wash your hands in the bowl using the soap, and dry your hands on the towel.’ Note if person: <ul style="list-style-type: none"> Reaches for soap Judges the distance to the soap 	<ul style="list-style-type: none"> Spatial relations deficit Distance judgement disturbance Figure-ground discrimination Motor deficit: abnormal tone Apraxia 	<ol style="list-style-type: none"> General verbal cue: ‘What do you need to do first in order to wash your hands?’ Gestural Cue: Point to the soap. Mimic the action required. Specific feedback: ‘Reach for the soap’ Physical Assistance/modifications: Support the person’s hand to reach for the soap but allow him / her to lead the movement. If the person does not respond, hand him / her the soap and repeat instruction. 	<p>(EL) Ask the person to describe the relationship of objects to each other.</p> <p>Ask the person to describe task.</p> <p>Ask the person to reach and touch objects placed at various distances. Hand the person the soap without a command and observe response. Note whether he / she moves directly to soap or needs several attempts to judge the distance.</p>



	Task 2: Washing and drying hands (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
14	Note if client: <ul style="list-style-type: none"> Picks up soap. 	<ul style="list-style-type: none"> Motor deficit: abnormal tone decreased grip strength manipulation Apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>'What is the next step now you have reached for the soap?'</i> Gestural Cue: Mime the action required. Specific feedback: <i>'Pick up the soap'.</i> Physical Assistance/modifications: Support the person's hand to pick up the soap but allow him / her to lead the movement. 	<p>Note hand grip used to hold soap.</p> <p>Note quality of the person's movement (e.g. jerky, smooth).</p>
15	Note if person: <ul style="list-style-type: none"> Places hand in water Judges distance to bowl <p>If the person has a motor deficit in one upper limb, instruct: <i>'Lift your hand into the bowl of water with your other hand.'</i></p>	<ul style="list-style-type: none"> Spatial relations: depth and distance Motor deficit Apraxia Figure-ground discrimination 	<ol style="list-style-type: none"> General verbal cue: <i>'Now you have the soap, what is the next step to be able to wash your hands in the bowl?'</i> Gestural Cue: Mime the action. Specific feedback: <i>'Your hand(s) will need to be in the water in order to wash them'.</i> Physical Assistance/modifications: Support the person to place hand(s) in the water, but allow him / her to lead the movement. 	<p>Note whether the person moves directly to bowl or needs several attempts to judge distance.</p> <p>Note the quality of the person's movements (e.g. jerky, smooth).</p>
16	Note if person: <ul style="list-style-type: none"> Rubs soap between hands 	<ul style="list-style-type: none"> Sensory deficit Body scheme Motor deficit – bilateral coordination 	<ol style="list-style-type: none"> General verbal cue: <i>'Now the soap and your hands are in the water, what is the next step to washing your hands?'</i> Gestural Cue: Mime the action. Specific feedback: <i>'You will need to use the soap to wash your hands'.</i> Physical Assistance/modifications: Support the person's hand but allow him / her to lead the movement. 	<p>Assess sensation.</p> <p>Assess bilateral hand function.</p> <p>Assess naming and identification of body parts.</p>



	Task 2: Washing and drying Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
17	Note if person: <ul style="list-style-type: none"> • Puts down soap 	<ul style="list-style-type: none"> • Motor deficit • Spatial relations • Apraxia 	<ol style="list-style-type: none"> 1. General verbal cue: <i>'Think about what you would usually do once you have used enough soap'.</i> 2. Gestural Cue: Mime the action of putting the soap down. 3. Specific feedback: <i>'Once you have used the soap you need to put the soap down'.</i> 4. Physical Assistance/modifications: Support the person to open fingers to release the soap. 	As items 12-14 above.
18	Note if person: <ul style="list-style-type: none"> • Rinses hand in water If the person continues to soap hands unnecessarily prompt to stop.	<ul style="list-style-type: none"> • Sensory deficit: feels and/or sees when soap is rinsed off • Motor deficit • Perseveration 	<ol style="list-style-type: none"> 1. General verbal cue: <i>'Have you finished with the soap? What would you do next?'</i> 2. Gestural Cue: Point to the bowl. Mime the action of rinsing hands. 3. Specific feedback: <i>'You still have soap on your hands, how would you finish washing your hands, before drying them?'</i> 4. Physical Assistance/modifications: Support the person to put hands into the water to rinse. 	As items 12-15 above. For perseveration provide verbal or physical prompt to stop current action. (EL) Ask the person to describe the next action in the sequence.
19	Note if person: <ul style="list-style-type: none"> • Reaches for towel. If client fails to reach for towel, prompt by repeating second half of instruction: <i>'Dry your hands on the towel.'</i> Note if person required prompt to remember second part of instruction.	<ul style="list-style-type: none"> • Short-term memory • Spatial relations deficit • Distance judgement disturbance • Figure-ground discrimination • Motor deficit: abnormal tone • Apraxia 	<ol style="list-style-type: none"> 1. General verbal cue: <i>'What would be the last step?' 'Do you need to dry your hands now?'</i> 2. Gestural Cue: Mime the action. Point to the towel. 3. Specific feedback: <i>'To finish you will need to use the towel to dry your hands, can you reach for the towel?'</i> 4. Physical Assistance/modifications: Support arm/hand movement to reach for towel. Ensure he / she is leading the movement. 	(EL) Ask person to describe the relationship of objects to each other. Ask the person to reach and touch objects placed at various distances. Ask the person to describe the task. Hand the person the towel without a command and observe response. Note whether he / she moves directly to towel or needs several attempts to judge distance.



	Task 2: Washing and drying hands (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
20	Note if person: <ul style="list-style-type: none"> Picks up the towel Dries hands on towel If the person continues to dry hands unnecessarily prompt to stop.	<ul style="list-style-type: none"> Bilateral coordination Motor deficit: abnormal tone Apraxia Perseveration 	<ol style="list-style-type: none"> General verbal cue: <i>'Are your hands now dry?'</i> Gestural Cue: Mime the action. Specific feedback: <i>'Once your hands are dry you can stop'.</i> Physical Assistance/modifications: Support person's hands to stop drying hands. 	<p>See item 19.</p> <p>For perseveration see item 18.</p>
21	Note if person: <ul style="list-style-type: none"> Uses correct sequence (i.e. reach for soap, wet hands and rub soap on hands, rinse hands, dry hands) 	<ul style="list-style-type: none"> Sequencing deficit 	<ol style="list-style-type: none"> General verbal cue: Depending on where in the sequence the person has stopped <i>'what do you need to do...reach for soap...wet your hands...lather the soap...rinse your hands...dry your hands'.</i> Gestural Cue: Mime the correct sequence, or the next part of the sequence where the person has stopped Specific feedback: Give a direct instruction depending on where in the sequence the person has stopped <i>'now...reach for the soap...wet your hands...lather the soap...rinse your hands...dry your hands'.</i> Physical Assistance/modifications: Support the person's hand to reach for the soap...wet hands...lather the soap...rinse hands...dry hands, but allow him / her to lead the movement. 	<p>Assess sequencing skill (e.g. using sub-tests from tests like RPAB and COTNAB) and by testing on other simple, familiar ADL sequences.</p>

TASK 3: Pouring a drink from a jug and drinking

Task 3: Pouring a drink from a jug and drinking

Equipment: Table, chair, jug, cup (beaker/glass, non-slip mat. Chose items in a range of different colours.

Materials: Cold drink (e.g. water, juice, squash, milk).

Set up: The person should be seated at a table on a chair that is the correct height for the person and which provides the appropriate level of support.

Place the jug on a non-slip mat approximately 4 inches from the edge of the table, in line with the person's mid-line. Note the hand the person uses to pick up the jug and pour.

Important: Do not let the person see the cup and keep it out of sight as this item is used to test for stereognosis in the first test item for this Task.

The drink is added into the jug by the assessor for item 11 of this task.

Instruction options EL or ED:

Instructions marked with code (EL) can be administered to people with expressive language in tact who are able to respond verbally.

Instructions with the code (ED) are for alternative instructions and assessment methods that can be used with people with expressive dysphasia or dysarthria.

All the instructions should be given using the EL instructions, unless a problem with expressive language or dysarthria was identified during the screening test, in which case follow and use the instructions marked ED.



TASK 3: Pouring a drink from a jug and drinking

	Task 3: Pouring and Drinking Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
1	<p>(EL) Instruct: <i>'Please close your eyes. I am putting an object in your hand, and I want you to tell me what it is without looking.'</i></p> <p>Put the cup in the affected hand first, if the person fails to identify it then try with the other hand. Or start with the non-dominant hand. When item completed put the cup in front of the jug.</p>	<ul style="list-style-type: none"> Tactile agnosia Sensory deficit 	<ol style="list-style-type: none"> General verbal cue: <i>'Can you feel what I have placed in your hand?'</i> Gestural Cue: N/A Specific feedback: if they provide a wrong answer, instruct: <i>'that is incorrect, have another go' or 'feel around the item more'.</i> Physical Assistance/modifications: support the clients hand to feel around the cup. 	<p>Assess visual object recognition.</p> <p>Assess sensation (light touch, pressure, pain and temperature) and proprioception of both hands.</p> <p>Reassess with other larger objects; if the person manages the tasks gradually reduce the size of objects to be identified.</p>
2	<p>(EL) Ask: <i>'What can you see on the table?'</i></p> <p>(ED) Instruct: <i>'Point to the... jug...mug...cup?'</i></p> <p>Note if person:</p> <ul style="list-style-type: none"> Scans table for objects; Fixes gaze on objects; Recognizes objects by (EL) naming of (ED) pointing. 	<ul style="list-style-type: none"> Visual scanning Visual field loss Visual attention Visual agnosia Figure-ground discrimination 	<ol style="list-style-type: none"> General verbal cue: <i>'Have a good look around the table'.</i> Gestural Cue: Point to an area of the table they have missed. Specific feedback: <i>'You have not named all the items...have another look'.</i> Physical Assistance/modifications: Move the objects around the table. 	<p>Assess for visual field loss, such as hemianopia.</p> <p>Assess visual fixation: point to an object and ask the person to look at the object for five seconds.</p> <p>(EL) Ask the person to describe what she can see.</p>



	Task 3: Pouring and Drinking (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
3	Instruct: 'Put the cup on the table on the right of the jug'	<ul style="list-style-type: none"> Right/left discrimination Unilateral spatial neglect Visual field loss Apraxia 	<ol style="list-style-type: none"> 1. General verbal cue: <i>'Think about which is the right side of the jug.'</i> 2. Gestural Cue: Point to the right of the jug. Mime the action that is required to complete the task. 3. Specific feedback: <i>'Firstly pick up the cup', when the person has done this...'now place the cup where I just pointed'.</i> 4. Physical Assistance/modifications: support the person's hand but allow him / her to lead the movement. Complete the action yourself and ask the person to copy. 	<p>Assess for visual field loss, such as hemianopia.</p> <p>Ask the person to describe the task.</p> <p>Retest (R) and (L) with other objects and body parts.</p>
4	Instruct: 'Put the cup in front of the jug.' Note side selected by the person and note whether he / she consistently selects this side to represent 'in front' on the other SOTOF tasks.	<ul style="list-style-type: none"> Spatial relations 	<ol style="list-style-type: none"> 1. General verbal cue: <i>'Can you point to which area is 'in front' of the jug?'</i> 2. Gestural Cue: Mime the action of putting the cup in front of the jug. 3. Specific feedback: <i>'That is not what you indicated as 'in front', have another go'.</i> 4. Physical Assistance/modifications: Allow the person to copy how you do it. Support the person's hand but allow him / her to lead the movement. 	<p>Assess spatial relations further by (EL) asking the person: to describe the concepts of in/out, in front/behind, up/down, etc.; to indicate planes of an object; or to describe the location of objects in relation to each other.</p>



	Task 3: Pouring and Drinking cont. Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
5	Instruct: ‘Put the cup on the table on the left of the jug.’	<ul style="list-style-type: none"> Right-left discrimination 	<ol style="list-style-type: none"> General verbal cue: If the person puts the cup on the right of the jug, (EL) Ask: ‘Is that your left?’ Gestural Cue: Point to the left side of the jug where the person should place the cup. Mime the action. Specific feedback: ‘Firstly pick up the cup...then place on the left side of the jug on the table’. ‘That is incorrect, have another go to try and correct it’. Physical Assistance/modifications: Allow the person to copy how you do it. Support the person’s hand but allow him / her to lead the movement. 	<p>Further test right/left identification through naming and pointing on command, using body parts and other objects.</p> <p>Clarify that the person should place objects in relation to herself for this item.</p>
6	Instruct: ‘Put the cup behind the jug.’ Note if the person selects the side opposite to the one selected to represent ‘in front’. Again note consistency across the other SOTOF tasks. After this item the therapist should move the cup to the left of the jug so it is clearly visible and in line with the jug.	<ul style="list-style-type: none"> Spatial relations 	<ol style="list-style-type: none"> General verbal cue: ‘Can you point to which area is ‘behind’ of the jug?’ Gestural Cue: Mime the action of putting the cup behind the jug. Specific feedback: ‘That is not what you indicated as ‘behind’, have another go’. Physical Assistance/modifications: Allow the person to copy how you do it. Support the person’s hand but allow him / her to lead the movement. 	Refer to 4.
7	(EL) Ask: ‘What do you use these objects for?’	<ul style="list-style-type: none"> Ideational apraxia 	<ol style="list-style-type: none"> General verbal cue: ‘take your time, think about when you would use these objects’. Gestural Cue: Mime the action of using an item. Specific feedback: ‘that is incorrect, what would you use this jug...mug...cup for?’ Physical Assistance/modifications: Remove two of the items from the table, focus on just one. 	Retest by requesting descriptions of other common objects.



	Task 3: Pouring and Drinking (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
8	Instruct: <i>'Without touching the objects show me how you would use them.'</i> If person picks up the objects repeat, <i>'Mime how you would use these objects.'</i>	<ul style="list-style-type: none"> Ideomotor apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>'Show me how you would use each item one at a time without touching them.'</i> Gestural Cue: Mime the action of using an item. Specific feedback: <i>'Show me how you would use the jug...mug...cup without using the objects.'</i> Physical Assistance/modifications: support the person's hand but allow him / her to lead the movement. Complete the action yourself and ask the person to copy. Remove two of the items leaving just one item on the table. 	(EL) Ask person to describe the action.
9	Instruct: <i>'Touching the objects, show me how you would use these objects.'</i> If person demonstrates through mime or does not respond, repeat, <i>'Touching the objects show me how you would use them.'</i>	<ul style="list-style-type: none"> Ideomotor apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>'Take your time; think about a time when you have used these items.'</i> Gestural Cue: hand him / her one of the items. Mime the action required. Specific feedback: <i>'Pick up the jug...mug...cup and show me how you would use it.'</i> Physical Assistance/modifications: Complete the action yourself and ask the person to copy. Remove two of the items leaving just one item on the table. Support the person's hand but allow him / her to lead the movement. 	<p>(EL) Ask the person to describe the action.</p> <p>Note whether the person is able to perform action when handed the jug.</p>
10	(EL) Ask: <i>'What colour is the... jug...mat...cup?'</i> (ED) Instruct: <i>'Point to the...red...blue... (etc.) object?'</i>	<ul style="list-style-type: none"> Colour recognition 	<ol style="list-style-type: none"> General verbal cue: <i>'Look at each item separately.'</i> Gestural Cue: Point to each item individually and ask again. Specific feedback: <i>'that is incorrect, have another look at the...jug...mug...cup.'</i> Physical Assistance/modifications: Remove two items off the table. 	<p>Test colour matching and naming. Start with bright, primary colours.</p> <p>N.B; Colour vision (in particular the blue-green spectrum) alters with increasing age.</p>



	Task 3: Pouring and Drinking (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
11	<p>Place chosen drink in the jug.</p> <p>Instruct: <i>'Pour some drink from the jug into the cup and drink from the cup.'</i></p> <p>Note if person:</p> <ul style="list-style-type: none"> • Reaches for jug • Judges the distance to the jug 	<ul style="list-style-type: none"> • Spatial relations deficit • Distance judgement disturbance • Figure-ground discrimination • Motor deficit: abnormal tone • Apraxia 	<ol style="list-style-type: none"> 1. General verbal cue: <i>'What do you need to do first in order to pour some drink from the jug into the cup?'</i> 2. Gestural Cue: Point to the jug. Mime the action of reaching for the jug. 3. Specific feedback: <i>'Reach for the jug'</i> 4. Physical Assistance/modifications: Support the person's hand but allow him / her to lead the movement. If the person does not respond, hand him / her the jug and repeat instruction. 	<p>(EL) Ask person to describe the relationship of objects to each other.</p> <p>Ask person to describe task.</p> <p>Ask person to reach and touch objects placed at various distances.</p> <p>Hand the person the jug without a command and observe response. Note whether he / she moves directly to jug or needs several attempts to judge the distance.</p>
12	<p>Note if client:</p> <ul style="list-style-type: none"> • Picks up jug 	<ul style="list-style-type: none"> • Motor deficit: abnormal tone, decreased grip strength, manipulation • Apraxia 	<ol style="list-style-type: none"> 1. General verbal cue: <i>'What would you do next now you have reached the jug?'</i> 2. Gestural Cue: Mime the action of picking up the jug. 3. Specific feedback: <i>'Pick up the jug.'</i> 4. Physical Assistance/modifications: Support the person's hand but allow him / her to lead the movement. 	<p>Note hand grip used to hold jug.</p> <p>Note the quality of movement (e.g. jerky, smooth).</p>



	Task 3: Pouring and Drinking (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
13	Note if person: <ul style="list-style-type: none"> • Pours drink into the cup • Judges distance from jug to cup 	<ul style="list-style-type: none"> • Spatial relations: depth and distance • Motor deficit • Apraxia • Figure-ground discrimination 	<ol style="list-style-type: none"> 1. General verbal cue: <i>'Now you have the jug with the drink in, what would you do next to be able to drink from the cup?'</i> 2. Gestural Cue: Mime the action. 3. Specific feedback: <i>'The drink will need to be inside the cup so you can drink from it'.</i> 4. Physical Assistance/modifications: Support the person's hand but allow him / her to lead the movement. 	<p>Note whether the person pours accurately into the cup, or hesitates and needs several attempts to judge distance.</p> <p>Note the quality of movement (e.g. jerky, smooth).</p>
14	Note if person: <ul style="list-style-type: none"> • Stops pouring before cup is completely full, or allows drink to overspill 	<ul style="list-style-type: none"> • Spatial relations: depth and distance • Sensory deficit: visual acuity • Perseveration 	<ol style="list-style-type: none"> 1. General verbal cue: <i>'Have you got the right amount of drink in the cup?'</i> 2. Gestural Cue: Point to either the spillage or the gap in the cup where it is not full. 3. Specific feedback: <i>'The cup should be full but should not spill over the top'.</i> 4. Physical Assistance/modifications: Support the person's hand to pour but allow him / her to lead the movement and if the person stops too early coerce them to continue or if about to pour too much coerce them to stop. 	<p>Assess visual acuity.</p> <p>As items 8-10 above.</p> <p>For perseveration provide verbal or physical prompt to stop current action. (EL) Ask the person to describe the next action in the sequence.</p>
15	Note if person: <ul style="list-style-type: none"> • Puts down jug 	<ul style="list-style-type: none"> • Motor deficit • Spatial relations • Apraxia 	<ol style="list-style-type: none"> 1. General verbal cue: <i>'Think about what you would usually do once you have poured enough drink into the cup'.</i> 2. Gestural Cue: Point to the jug. 3. Specific feedback: <i>'You still have hold of the jug, what might you do with the jug now you have finished using it?'</i> 4. Physical Assistance/modifications: Support the person's hand to put the jug down. Or allow the person to copy your action. 	<p>As items 8-10 above.</p>



	Task 3: Pouring and Drinking (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
16	Note if person: <ul style="list-style-type: none"> Reaches for cup. If the person fails to reach for cup, prompt by repeating second half of instruction: <i>'Drink from the cup.'</i>	<ul style="list-style-type: none"> Short-term memory Visual neglect Motor deficit Spatial relations Apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>'Now you need to drink from the cup, what would you do next?'</i> Gestural Cue: Mime the action. Point to the cup. Specific feedback: <i>'To begin drinking you will need to reach for the cup.'</i> Physical Assistance/modifications: Support arm/hand movement to reach for the cup. Allow the person to copy your action. 	Note if the person required prompt to remember second part of instruction.
17	Note if person: <ul style="list-style-type: none"> Picks up cup 	<ul style="list-style-type: none"> Motor deficit: decreased grip Spatial relations Figure-ground discrimination Apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>'What is the next stage now you have reached for the cup?'</i> Gestural Cue: Mime the action of picking up the cup. Specific feedback: <i>'To be able to drink you will need to pick up the cup.'</i> Physical Assistance/modifications: Allow the person to copy your action. Support his / her hand to pick up cup. 	(EL) Ask the person to describe the relationship of objects to each other. Ask the person to reach and touch objects placed at various distances. Ask the person to describe the task. Hand the person the cup without a command and observe response. Note whether he / she moves directly to cup or needs several attempts to judge distance.



	Task 3: Pouring and Drinking (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
18	Note if person: <ul style="list-style-type: none"> Lifts cup to mouth Takes drink into mouth 	<ul style="list-style-type: none"> Body scheme Sensory deficit Distance judgement disturbance Motor deficit: abnormal tone Apraxia. 	<ol style="list-style-type: none"> General verbal cue: <i>'Now you have hold of cup what would you do next to drink out of it?'</i> Gestural Cue: Mime the action of lifting the cup to the mouth. Point to your mouth. Specific feedback: <i>'To drink from the cup you need to bring the cup towards your mouth and open your mouth'</i> Physical Assistance/modifications: Support arm/hand movement to bring the cup towards the person's mouth. Ensure he / she is leading the movement. 	<p>Test identification of body parts.</p> <p>Assess sensation of face, lips and tongue: touch, pressure, pain and temperature discrimination.</p>
19	Ask: <i>'Can you taste the drink?'</i> and (EL) <i>'Describe how it tastes.'</i>	<ul style="list-style-type: none"> Sensory deficit: taste 	<ol style="list-style-type: none"> General verbal cue: <i>'Move the drink around your mouth with your tongue. Can you taste is now? What does it taste like?'</i> Gestural Cue: N/A Specific feedback: <i>'Does it taste...sweet...sour...salty...bitter?'</i> Physical Assistance/modifications: N/A 	Assess taste: sweet, sour, salt and bitter.
20	Note if person: <ul style="list-style-type: none"> Swallows drink 	<ul style="list-style-type: none"> Motor deficit: swallowing 	<ol style="list-style-type: none"> General verbal cue: <i>'Think about what you would do with the drink when it is in your mouth when drinking'.</i> Gestural Cue: Mime the action of swallowing a drink. Specific feedback: <i>'You will need to swallow the drink'.</i> Physical Assistance/modifications: N/A 	Refer to speech therapist.



	Task 3: Pouring and Drinking (continued) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
21	Note if person: <ul style="list-style-type: none"> Replaces cup on table 	<ul style="list-style-type: none"> Motor deficit Apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>'Have you finished drinking? What would you now do with the cup?'</i> Gestural Cue: Point to the table. Mime the action of placing cup on table. Specific feedback: <i>'Where might you place the cup now you have finished?'</i> Physical Assistance/modifications: Support the person's hands to bring the cup back onto the table but allow him / her to lead the movement. 	As items 8-10 above.
22	Note if person: <ul style="list-style-type: none"> Uses correct sequence 	<ul style="list-style-type: none"> Sequencing deficit 	<ol style="list-style-type: none"> General verbal cue: Depending on where in the sequence the person has stopped <i>'what do you need to do to...reach for the jug...pour the water into the cup...reach for the cup...bring cup to mouth...drink'</i>. Gestural Cue: Mime the correct sequence or the next part of the sequence where the person has stopped. Specific feedback: Give a direct instruction depending on where in the sequence the person has stopped <i>'Now... reach for the jug...pour the water into the cup...reach for the cup...bring cup to mouth...drink'</i>. Physical Assistance/modifications: Support the person's hands to reach for the jug...pour the water into the cup...reach for the cup...bring cup to mouth...drink but allow him / her to lead the movement. 	Assess sequencing skill (e.g.) using sub-tests from RPAB and COTNAB) and by testing on other simple, familiar ADL sequences.

TASK 4: Dressing – putting on a long-sleeved, front fastening garment

Task 4: Dressing

Equipment: Table, chair, large brightly coloured button, long-sleeved front fastening (ideally button up) garment suitable for and to fit the person (preferably their own garment, e.g. shirt, blouse, cardigan, pyjama top, bed jacket).

Set up: The person should be seated at a table on a chair that is the correct height for the person and which provides the appropriate level of support. They should be close enough to the table to be able to reach the garment, but not so close as to hamper getting dressed. When you reach item 7 the chair can be pushed away from the table if the person wants more room for dressing.

Place the garment, turned the right way out and loosely folded in two, on the table in line with the person's mid-line.

Important: Do not let the person see the button and keep it out of sight as this item is used to test for stereognosis in the first test item for this Task.

Instruction options EL or ED:

Instructions marked with code **(EL)** can be administered to people with expressive language in tact who are able to respond verbally.

Instructions with the code **(ED)** are for alternative instructions and assessment methods that can be used with people with expressive dysphasia or dysarthria.

All the instructions should be given using the EL instructions, unless a problem with expressive language or dysarthria was identified during the screening test, in which case follow and use the instructions marked ED.



TASK 4: Dressing – putting on a long-sleeved, front fastening garment

	Task 4: Dressing Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
1	<p>(EL) Instruct: <i>'Please close your eyes. I am putting an object in your hand, and I want you to tell me what it is without looking.'</i></p> <p>Put the button in the affected hand first, if the person fails to identify it then try with the other hand. Or start with the non-dominant hand. When item completed put the button in front of the garment</p>	<ul style="list-style-type: none"> Tactile agnosia Sensory deficit 	<ol style="list-style-type: none"> General verbal cue: <i>'Can you feel what I have placed in your hand?'</i> Gestural Cue: N/A Specific feedback: if they provide a wrong answer, ask: <i>'That is incorrect, have another go' or 'feel around the item more'.</i> Physical Assistance/modifications: support the person's hand to feel around the button. 	<p>Assess visual object recognition.</p> <p>Assess sensation (light touch, pressure, pain and temperature) and proprioception of both hands.</p> <p>Reassess with other larger objects; if the person manages the tasks gradually reduce the size of objects to be identified.</p>
2	<p>(EL) Ask: <i>'What can you see on the table?'</i></p> <p>(ED) Instruct: <i>'Point to the... shirt...button?'</i></p> <p>Note if person:</p> <ul style="list-style-type: none"> Scans table for objects Fixes gaze on objects Recognizes objects by (EL) naming of (ED) pointing 	<ul style="list-style-type: none"> Visual scanning Visual field loss Visual attention Visual agnosia Figure-ground discrimination 	<ol style="list-style-type: none"> General verbal cue: <i>'Have a good look around the table'.</i> Gestural Cue: Point to an area of the table they have missed. Specific feedback: <i>'You have not named all the items...have another look'.</i> Physical Assistance/modifications: Move the objects around the table. 	<p>Assess for visual field loss, such as hemianopia.</p> <p>Assess visual fixation: point to an object and ask the person to look at the object for five seconds.</p> <p>(EL) Ask the person to describe what she can see.</p>



	Task 4: Dressing Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
3	<p>Instruct: ‘Put the button on the right of the shirt/cardigan/jacket.’</p> <p>‘Put the button on top of the shirt/cardigan/jacket.’</p> <p>‘Now, put the button on the left of the shirt/cardigan/jacket.’</p>	<ul style="list-style-type: none"> • Right/left discrimination • Unilateral spatial neglect • Visual field loss • Apraxia 	<ol style="list-style-type: none"> 1. General verbal cue: ‘Think about which is the right side of the shirt’. 2. Gestural Cue: Point to the right of the shirt. Mime the action that is required to complete the task. 3. Specific feedback: ‘Firstly pick up the button’, when the person has done this... ‘now place the button where I just pointed’. 4. Physical Assistance/modifications: support the person’s hand but allow him / her to lead the movement. Complete the action yourself and ask the person to copy. 	<p>Assess for visual field loss, such as hemianopia.</p> <p>Ask the person to describe the task.</p> <p>Retest (R) and (L) with other objects and body parts.</p>
4	<p>(EL) Ask: ‘What do you use these objects for?’</p>	<ul style="list-style-type: none"> • Ideational apraxia 	<ol style="list-style-type: none"> 1. General verbal cue: ‘Take your time, think about when you would use these objects’. 2. Gestural Cue: Mime the action of using an item. 3. Specific feedback: ‘That is incorrect, what would you use this button...shirt for?’ 4. Physical Assistance/modifications: Remove one of the items from the table, focus on just one. 	<p>Retest by requesting descriptions of other common objects.</p>



	Task 4: Dressing Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
5	<p>Instruct: <i>'Without touching the objects show me how you would use them.'</i></p> <p>If the person picks up the objects repeat: <i>'Mime how you would use these objects.'</i></p>	<ul style="list-style-type: none"> Ideomotor apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>'Show me how you would use each item one at a time without touching them.'</i> Gestural Cue: Mime the action of using an item. Specific feedback: <i>'Show me how you would use the button...shirt without using the objects.'</i> Physical Assistance/modifications: support the person's hand but allow him / her to lead the movement. Complete the action yourself and ask the person to copy. Remove one of the items leaving just one item on the table. 	<p>(EL) Ask the person to describe the action first and then try to mime.</p>
6	<p>(EL) Ask: <i>'What colour is the... button...shirt?'</i></p> <p>(ED) Instruct: <i>'Point to the...red...blue... (etc.) object?'</i></p>	<ul style="list-style-type: none"> Colour recognition 	<ol style="list-style-type: none"> General verbal cue: <i>'Have a look at each item separately.'</i> Gestural Cue: Point to each item individually and ask again. Specific feedback: <i>'That is incorrect, have another look at the...button...shirt.'</i> Physical Assistance/modifications: Remove one items off the table. 	<p>Test colour matching and naming. Start with bright, primary colours.</p> <p>N.B; Colour vision (in particular the blue-green spectrum) alters with increasing age.</p>



	Task 4: Dressing (cont.) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
7	<p>Instruct: ‘Put on this...shirt...blouse...cardigan.’</p> <p>Note if person:</p> <ul style="list-style-type: none"> Reaches for garment Judges the distance to garment 	<ul style="list-style-type: none"> Spatial relations deficit Distance judgement disturbance Figure-ground discrimination Motor deficit: abnormal tone Apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>‘What do you need to do first in order to put the garment on?’</i> Gestural Cue: Point to the garment. Mime the action of putting on the garment. Specific feedback: <i>‘In order to put the garment on, firstly you need to hold the garment’</i> Physical Assistance/modifications: Support the person’s hand but allow him / her to lead the movement. If the person does not respond, hand them the garment and repeat instruction. 	<p>(EL) Ask the person to describe the relationship of objects to each other.</p> <p>Ask the person to describe task.</p> <p>Ask the person to reach and touch objects placed at various distances.</p> <p>Hand the person the garment without a command and observe response. Note whether he / she moves directly to garment or needs several attempts to judge the distance.</p>
8	<p>Note if person:</p> <ul style="list-style-type: none"> Picks up garment 	<ul style="list-style-type: none"> Motor deficit: abnormal tone, decreased grip strength, manipulation Apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>‘What would you do next now you have reached the garment?’</i> Gestural Cue: Mime the action of picking up the garment. Specific feedback: <i>‘To get dressed you need to have the garment in your hand’.</i> Physical Assistance/modifications: Support the person’s hand but allow him / her to lead the movement. 	<p>Note hand grip used to hold garment.</p> <p>Note the quality of movement (e.g. jerky, smooth).</p>



	Task 4: Dressing (cont.) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
9	Note if person: <ul style="list-style-type: none"> Organises the garment and orientates correctly before attempting to put it on. 	<ul style="list-style-type: none"> Spatial relations Body scheme Figure-ground discrimination 	<ol style="list-style-type: none"> General verbal cue: <i>'Now you have the garment in hand, do you need to do anything before attempting to put it on?'</i> Gestural Cue: Mime the action of holding out the garment. Specific feedback: <i>'The garment will need to be the correct way (not inside out), what do you need to do to do that?'</i> Physical Assistance/modifications: Support the person's hand but allow him / her to lead the movement. 	Assess figure-ground discrimination using sub-tests from RPAB and COTNAB. For body scheme see item 11.
10	Note if person: <ul style="list-style-type: none"> Locates a sleeve 	<ul style="list-style-type: none"> Object recognition 	<ol style="list-style-type: none"> General verbal cue: <i>'What would you do first when putting on your garment?'</i> Gestural Cue: Point to the sleeve. Specific feedback: <i>'You need to start with the sleeve'.</i> Physical Assistance/modifications: Support the clients hand to find the sleeve hole. 	Ask the person to (EL) name or (ED) indicate parts of the garment (e.g. sleeve, cuff, collar, buttons, buttonholes, front, back).
11	Note if person: <ul style="list-style-type: none"> Puts correct arm into sleeve 	<ul style="list-style-type: none"> Body scheme Unilateral neglect Right/left discrimination Motor deficit Dressing apraxia 	<ol style="list-style-type: none"> General verbal cue: <i>'Is that the correct arm for that sleeve?'</i> Gestural Cue: Point to the correct arm for the sleeve the client is holding. Specific feedback: <i>'You have the wrong arm for that sleeve. Try to correct it'.</i> Physical Assistance/modifications: Support client's correct arm to sleeve. 	Assess body scheme through identification of own body parts, 'draw a man' test, and body jigsaws. Assess identification of right and left body parts.



	Task 4: Dressing (cont.) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
12	Note if person: <ul style="list-style-type: none"> • Puts collar behind neck 	<ul style="list-style-type: none"> • Body scheme • Motor deficit or motor apraxia 	<ol style="list-style-type: none"> 1. General verbal cue: <i>'Think about where the collar would usually be'.</i> 2. Gestural Cue: Point to the collar and the back of person's neck. 3. Specific feedback: <i>'The collar should be in a different position to how you have it at the moment, try and correct it'.</i> 4. Physical Assistance/modifications: Support arm/hand movement to reach for the collar and the back of their neck. 	As item 11.
13	Note if person: <ul style="list-style-type: none"> • Puts other arm in correct sleeve 	<ul style="list-style-type: none"> • Body scheme • Unilateral neglect • Right/left discrimination • Motor deficit • Dressing apraxia 	<ol style="list-style-type: none"> 1. General verbal cue: <i>'What should you do with your other arm?'</i> 2. Gestural Cue: Point to the sleeve 3. Specific feedback: <i>'Put your right/left arm into the sleeve hole'.</i> 4. Physical Assistance/modifications: Support the person e.g. hold out the garment so they can reach the hole easier. If necessary support the person's arm in to the sleeve hole. 	<p>As item 11.</p> <p>Neglect can be further tested on the <i>Behavioural Inattention Test</i>.</p>



	Task 4: Dressing (cont.) Task and instruction	Possible area of deficit	Graduated mediation protocol examples	Further suggested assessment
14	Note if person: <ul style="list-style-type: none"> Fastens garment correctly (e.g. puts correct button into hole). The person may use a button-hook. 	<ul style="list-style-type: none"> Constructional apraxia Body scheme Motor deficits – fine motor skill 	<ol style="list-style-type: none"> General verbal cue: <i>'Is the garment correctly fastened?'</i> Gestural Cue: Point to where the fastening is incorrect. Specific feedback: <i>'To fasten the garment correctly you need to look again at the buttons as they are not all in the correct button holes at the moment, try to correct it',</i> Physical Assistance/modifications: Support person to manipulate fastenings but allow the person to lead the movement. 	<p>Assess on other constructional tasks, e.g. laying a table, 2D and 3D block design tests.</p> <p>Assess hand function.</p>