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# SOTOF Workshop

## Role-play: notes for person role-playing patient

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### Mrs Wilson

#### Background to case:

Mrs. Iris Mary Wilson is a 76-year-old lady. Iris was diagnosed with Alzheimer's dementia four years ago. Iris has recently been referred to community mental health team due to a decline in her ability to perform activities of daily living (ADLs) independently. Iris is a retired secretary who lives with her 78-year-old husband Paul in a detached two-bedroom bungalow. The couple have lived there for 17 years and Iris is orientated to her home. Iris scored 61 on the ACE III and she is categorised as exploratory activity level by the Pool Activity Level. Iris has been referred to occupational therapy to maximise her task performance potential and establish the level of support she will need when completing ADLs. This information will inform her home care plan and provide her husband Paul with strategies to support his wife effectively.

Mrs Wilson is compliant and motivated to answer questions and attempt assessment tasks. She is a bit nervous and hesitant throughout as she is aware of her memory deficit despite some insight and judgement deficiencies.

**When role-playing this woman exhibits the following problems when undertaking the on the SOTOF:**

**Note: You will probably find it easiest to look at these instructions before each sub-test, rather than trying to remember the role-play for the whole test. You may have these notes in front of you if necessary (e.g., on your lap so you can glance down) but please DO NOT let the therapist or observers see your instructions!**

## **Mrs Wilson role-play**

### **Screening assessment:**

#### **Do all the SOTOF items as requested EXCEPT:**

- Remain silent and appear confused when asked “which is your dominant hand”, respond to a general verbal cue.
- Struggle with word finding for the cup but state the purpose of its use i.e. it’s for when you are thirsty, drinking, to put juice in. Point at the correct items for the second segment of the task.
- Watch the therapist intently and slowly and hesitantly copy movement however raise one hand at a time and touch the opposite shoulders then correct yourself.
- When holding the cup use appropriate calibration but be unsure as to what to do with it, wait for a gestural cue to complete the task of transferring between hands.

### **Task 1: Eating**

#### **Directions specific to this task**

- Be hesitant throughout when decision-making and during spatial positioning tasks. Appear uncertain as to whether your decisions are correct.
- Be aware of contextual use of items however, occasionally struggle with word finding during sentence formulation and when naming specific objects and colours i.e. be unable to name bowl when asked to.
- Await specific feedback to correctly name spoon, and first name another type of cutlery. Struggle with manipulation of the spoon.
- Be able to identify objects by pointing to them
- Hesitate to initiate spatial positioning task awaiting gestural cue. During spatial positioning task appear confused and hesitant, and await verbal cues or gestural cues.
- Place the spoon in the bowl when asked to place the spoon in front of the bowl, appear confused and unsure as to how to complete the task, and wait for the therapist to complete the task for you.
- Place the spoon on the right side of the bowl when requested to place the spoon to the left.
- When asked to mime the use of objects, pick up the spoon when given specific feedback put the spoon down but remain unable to mime the task.
- When asked to identify colours, wait for a gestural cue.
- When asked to describe taste simply state it tastes nice but be unable to describe the flavour.

## **Task 2: Washing and drying hands**

### **As before**

- Be hesitant throughout when decision-making and during spatial positioning tasks. Appear uncertain as to whether your decisions are correct.
- Be aware of contextual use of items however, occasionally struggle with word finding during sentence formulation and when naming specific objects or colours, i.e., be unable to name towel when asked to. Be able to identify 2/3 objects by pointing them out when asked to.

### **Specific to this task**

- Struggle to name the soap when asked to give several incorrect words await specific prompt from the therapist.
- Hesitate to initiate spatial positioning task awaiting gestural cue. During spatial positioning task appear confused and hesitant, and await verbal cues or gestural cues.
- Place the soap in front of the bowl when asked to place the soap to the right of the bowl, appear confused and unsure as to how to complete the task, and wait for the therapist to complete the task for you.
- Place the soap to the left of the bowl, correct when given a gestural cue.
- When asked to place the soap in front of the bowl place to the right, then left etc until given physical assistance to place it correctly.
- Place the soap in the bowl once given a gestural cue by the therapist.
- Await physical assistance to place the soap behind the bowl.
- Be aware of contextual use of these objects but struggle to verbally describe use, utilise gestural actions such as circular motions over the face and armpits.
- When asked to mime use of objects pick them up and use them until given physical assistance to mime action.
- When naming the colours of objects be hesitant and struggle with word finding, use some incorrect words (not necessarily colours) get 2/3 correct in total. Wait for the therapist to use gestural cues.
- When washing hands be slow to initiate, display mild deficit when manipulating the soap, only terminate lathering of soap hand washing once prompted to do so by the therapist. Await physical assistance of hand movement to reach for the towel. Again, only terminate drying hands once given specific feedback.

### **Task 3: Pouring and drinking**

#### **As before**

- Be hesitant throughout when decision making and during spatial positioning tasks. Appear uncertain as to whether your decisions are correct.
- Display word finding difficulties during sentence formulation and when naming specific objects or colours, however, be aware of context of use.

#### **Specific to task**

- Await specific feedback when naming the cup with eyes closed.
- Struggle to name the objects on the table and get 1/3 correct, when pointing to objects take a few attempts to correctly identify items.
- Hesitate to initiate task when asked to put the cup to the right of the jug and await physical assistance.
- Place the cup inside the jug then need physical assistance to place it correctly in front of the jug.
- Await gestural cue to place the cup to the left of the jug.
- When asked to mime the use of objects pick up the cup and put it to your mouth, appear confused, and be unable to complete task.
- Await gestural cue to show the use of objects.
- When naming the colours of objects be hesitant and struggle with word finding, use some incorrect words (not necessarily colours) and get 1/3 correct in total. Wait for the therapist to use gestural cues.
- Appear confused when asked to pour the drink from the jug into the cup, wait to be given a gestural cue before initiating task. Pick up the empty cup and raise it to mouth wait to be given physical assistance/modification to pick up the jug but do not support the cup, allow the drink to overflow slightly then stop yourself. Await verbal cue to complete the task of drinking from the cup. Await specific feedback to facilitate description of the drink's taste, however, be minimal with descriptive feedback of taste.

## **Task 4: Dressing**

### **As before**

- Be hesitant throughout when decision making and during spatial positioning tasks. Appear uncertain as to whether your decisions are correct.
- Display word finding difficulties during sentence formulation and when naming specific objects or colours, however, be aware of context of use.

### **Specific to this task**

- Be unable to name the button but state its shape, misname the button as a coaster or coin.
- Hesitate to initiate task when asked to put the button to the right of the garment await physical assistance to complete the task.
- Await specific feedback to complete spatial tasks correctly.
- Be unable to mime use of the button, e.g. to put button through a buttonhole, repeatedly touch the garment when asked to mime their use.
- Be unable to name one of the colours when asked to. Be able to correctly point to the corresponding coloured objects when asked to.
- Have problems orientating the garment for dressing- i.e. back to front or inside out. Display issues when searching for correct holes of the garment but correct when given gestural cue. Display problems with manipulation of the buttons.

## **SOTOF Workshop**

### **Role-play: notes for scoring deficits**

**Mrs Wilson**

**Deficits exhibited by Mrs Wilson role-play:**

**At the end of the role-play, once the therapists have finished scoring, check whether the following problems were identified and recorded on the Neuropsychological checklist:**

**Screening test:**

- ✓ **Language: Comprehension**
- ✓ **Language: Expressive aphasia**
- ✓ **Sensation: Proprioception**
- ✓ **Apraxia: Motor apraxia**
- ✓ **Spatial relations: Position in space**
- ✓ **Cognition: Short-term memory**

**Task 1: Eating**

- ✓ **Language: Comprehension**
- ✓ **Language: Expressive aphasia**
- ✓ **Cognition: Short-term memory**
- ✓ **Cognition: Initiation**
- ✓ **Motor: Fine motor coordination/dexterity**
- ✓ **Sensation: Taste discrimination**
- ✓ **Agnosia: Visual object agnosia**
- ✓ **Apraxia: Ideomotor apraxia**
- ✓ **Spatial relations: Position in space**
- ✓ **Spatial relations: Form consistency**
- ✓ **Body scheme: Right/Left discrimination**

**Task 2: Washing**

- ✓ Language: Comprehension
- ✓ Language: Expressive aphasia
- ✓ Cognition: Short-term memory
- ✓ Cognition: Initiation
- ✓ Motor: Fine motor coordination/dexterity
- ✓ Agnosia: colour agnosia
- ✓ Apraxia: Ideomotor apraxia
- ✓ Apraxia: motor apraxia
- ✓ Spatial relations: position in space
- ✓ Body scheme: Right/Left discrimination
- ✓ Perseveration

### **Task 3: Pouring and Drinking Language: Comprehension**

- ✓ Language: Expressive aphasia
- ✓ Cognition: Short-term memory
- ✓ Cognition: Initiation
- ✓ Motor: Fine motor coordination/dexterity
- ✓ Agnosia: colour agnosia
- ✓ Apraxia: Ideomotor apraxia
- ✓ Apraxia: motor apraxia
- ✓ Spatial relations: position in space
- ✓ Spatial relations: Depth perception
- ✓ Spatial relations: Distance perception
- ✓ Body scheme: Right/Left discrimination
- ✓ Perseveration
- ✓ Sensation: Taste discrimination

### **Task 4: Dressing**

- ✓ Language: Expressive aphasia
- ✓ Language: comprehension
- ✓ Cognition: Short-term memory
- ✓ Cognition: Initiation
- ✓ Motor: Fine motor coordination/dexterity
- ✓ Agnosia: colour agnosia
- ✓ Apraxia: motor apraxia
- ✓ Apraxia: Dressing apraxia
- ✓ Spatial relations: position in space
- ✓ Spatial relations: Form constancy
- ✓ Sensation: Proprioception
- ✓ Body scheme: Left and right discrimination



## **SOTOF Workshop**

### **Role-play: notes for person role-playing the therapist**

#### **Mrs Wilson**

##### **Referral information:**

Mrs. Iris Mary Wilson is a 76-year-old lady. Iris was diagnosed with Alzheimer's dementia four years previously. Iris is a retired secretary who lives with her 78-year-old husband Paul in a detached two-bedroom bungalow. The couple have lived there for 17 years and Iris is orientated to her home. Iris scored 61 on the ACE III and she is categorised as exploratory activity level by the Pool Activity Level. Following a decline in ADLs Iris has been referred to occupational therapy to maximise her task performance potential and establish the level of support she will need when completing ADLs. This information will inform her home care plan and provide her husband Paul with strategies to support his wife effectively. Following an initial interview, you decide to administer the Structured Observational Test of Function (SOTOF).