**ADAS-COG**

**Section 1 – Initial Conversation Notes**

The first ten minutes are spent in open-ended conversation in order to assess various aspects of expressive and receptive speech. Then the remaining cognitive tests are administered. Language abilities are assessed throughout the interview and on specific tests. Questions eliciting yes or no answers assess comprehension on a very basic level. Other questions should require specific information and well-developed communication skills.

Engage the participant in a short conversation about neutral topics (for example the weather, journey to the clinic or what the subject had for breakfast). This conversation will help to put the subject at ease before the testing begins and will give the examiner an opportunity to observe how well the subject can use and understand language. There are three clinical ratings of language ability on the cognitive part of the ADAS. Use this page to record your interview notes. Documentation should be evident on this form to support the rating of Spoken Language Ability, Word Finding Difficulty and Comprehension. Any rating of impairment must be supported by notes documented on this page.

|  |
| --- |
| **Topics discussed** |
| 1. **Spoken Language ability**
2. **Word finding difficulty**
3. **Comprehension**
 |
| **Testing Comments** |

**ADAS-COG Section 2 Word Learning List**

**Preparation for ten-word list. Please explain to the subject** ‘I am going to read out a list of words. Please listen carefully and I will ask you to repeat them back to me once I have finished’ (read out the words slowly).

**First attempt**: ‘Now tell me all the words you can remember’ (tick on the grid the words remembered, and cross the ones not remembered)

**Second attempt:** Now I will read out the words again, listen carefully and I will ask you to repeat as many as you can. Now tell me all the words you can remember (tick on the grid the words remembered and cross the ones not remembered)

**Third attempt:** Now I will read out the words one last time, listen carefully and I will ask you to repeat as many as you can. Now tell me all the words you can remember (tick on the grid the words remembered and cross the ones not remembered)

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| --- | --- | --- | --- |
| **Section 2** | **First attempt A.** | **Second attempt B** | **Third attempt C** |
| **Butter (siagi)** |  |  |  |
| **Arm (mkono)** |  |  |  |
| **Letter (barua)** |  |  |  |
| **King (mfalme)** |  |  |  |
| **Ticket (tikiti)** |  |  |  |
| **Grass (nyasi)** |  |  |  |
| **Corner (kona)** |  |  |  |
| **Stone (jiwe)** |  |  |  |
| **Book (kitabu)** |  |  |  |
| **Stick (fimbo)** |  |  |  |
| **Total incorrect** |  |  |  |

|  |  |
| --- | --- |
| **2. Total words not remembered over three trials** |  |
| **2. Please divide this total by three for scoring** |  |

**Section 3 Commands**

This item is designed to assess receptive speech (understanding of speech). The subject is asked to carry out 5 separate commands with 1-5 steps per command. Each command should be read once. If the subject looks confused or does not understand or asks for a repetition, the examiner should give the entire command one more time. Then go on to the next command. All commands should be given to every subject.

**To begin testing say ‘now I am going to ask you to do a few things. First**-‘

|  |  |  |  |
| --- | --- | --- | --- |
|  | Task | Correct | Not correct |
| 3a | **Please make a fist** |  |  |
| 3b | **Point to the ceiling and then to the floor** |  |  |

Now the examiner lines up a pencil, watch and paper on the table (please put first the pencil then the watch and then the paper on the table)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Task | correct | Not correct |
| 3c | **Please put the pencil on top of the paper and then put it back** |  |  |
| 3d | **Put the watch on the other side of the pencil and then turn over the paper** |  |  |
| 3e | **Tap each shoulder twice with both fingers, keeping your eyes shut.**  |  |  |

**Section 4 Constructional praxis**

This test assesses the subjects ability to copy 4 geometric forms using matchsticks. The matchstick designs should be presented one at a time. The examiner should first make the shape using the matchsticks and draw attention of the patient to the orientation of the matchsticks (i.e. pointing forwards). If the subject appears confused or dissatisfied with their attempt – they should be allowed a second attempt. If a second attempt is made, ask the subject to indicate which one is better and score only that attempt. The subject should then be asked to copy the diagrams using the matchsticks whilst looking at the drawings. Score these attempts separately.

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| **4** | **Task** | **Correct** | **Not Correct** |
| **4a** | **Shape 1 (including match orientation)** |  |  |
| **4b** | **Shape 2(including match orientation)** |  |  |
| **4c** | **Shape 3(including match orientation)** |  |  |
| **4d** | **Shape 4 (including match orientation)** |  |  |

**1**

**2**



**4**

**3**



1. **Naming objects/body parts**

In 5a, the subject is asked to name 12 randomly presented real objects. Objects should be presented in a random order. Say to the subject ‘**now I am going to show you some objects. I want you to tell me what their names are. What is this called?’** Then present the object. If the subject responds with the objects function say ‘**yes that is what it does, what is its name?’. If the subject does not respond, the examiner should give the semantic cue for that item (see below). If the subject still does not respond or makes an error , proceed to the next object.**

|  |  |  |  |
| --- | --- | --- | --- |
| **5a** | **Object name (semantic cues)** | **correct** | **Not correct** |
|  | **Flower (grows in a garden)** |  |  |
|  | **Bed (used for sleeping)** |  |  |
|  | **Wallet (to keep money in)** |  |  |
|  | **Pencil (used for writing)** |  |  |
|  | **Camera (takes pictures)** |  |  |
|  | **Mask (hides your face)** |  |  |
|  | **Scissors (to cut paper)** |  |  |
|  | **Comb (used for hair)** |  |  |
|  | **Ngoma/drum (makes noise)** |  |  |
|  | **Bead (for making jewellery)** |  |  |
|  | **Watch (for telling time)** |  |  |
|  | **Telephone (for talking)** |  |  |

4b the subject is asked to name parts of the body. The examiner will point to a part of the body and ask the subject to name it. ‘what is this called?’. If easier, the parts of the body can be pointed out on another person.

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| --- | --- | --- | --- |
| **5B** | **Body part** | **correct** | **Not correct** |
|  | **shoulder** |  |  |
|  | **neck** |  |  |
|  | **knee** |  |  |
|  | **thumb** |  |  |
|  | **fingernails** |  |  |

**6. Ideational praxis**

This item is designed to determine whether the subject can perform a familiar but complex series of actions. There are 5 tasks to this item. Place a long envelope, a piece of paper 8 inches by 11 inches a pencil and a stamp in front of the subject.

Give the subject the following instructions. I want you to pretend that you have written yourself a letter. Take this piece of paper, fold it so that it will fit inside the envelope and then put it into the envelope. Then, seal the envelope, write the address or tell me what to write and show me where the stamp goes.

If the subject forgets part of the task, or is having difficulty, the examiner should repeat the instruction for the task where the subject is having difficulty. After a complete instruction has been given, only ONE additional reminder can be given for each task. Record a response/score for each task. **NB if the person cannot write, they may indicate where to write the address and what should be written there.**

|  |  |  |  |
| --- | --- | --- | --- |
| **6** |  | **correct** | **Not correct** |
| **6a** | **Fold the paper** |  |  |
| **6b** | **Put paper in the envelope** |  |  |
| **6c** | **Seal the envelope** |  |  |
| **6d** | **Address envelope or correctly indicate where this is to be written, and what should be written** |  |  |
| **6e** | **Show where stamp goes or put stamp on** |  |  |

**7. Orientation**

|  |  |  |  |
| --- | --- | --- | --- |
| **7** |  | **correct** | **Not correct** |
| **7a** | **Full name** |  |  |
| **7b** | **month** |  |  |
| **7c** | **Date plus minus 1 day** |  |  |
| **7d** | **Year – must be exact** |  |  |
| **7e** | **Day of the week (exact)** |  |  |
| **7f** | **Name of this place/house** |  |  |
| **7g** | **Time to the nearest hour (must be within one hour)** |  |  |

**8. Word Recognition List**

 In the learning portion of this test, the subject is given one trial to learn a list of 12 words. Use picture cards for this. Say ‘**I am going to show you some words and pictures** **printed on these white cards. Please say each one out loud and try to remember it’.**In the recognition portion of this test, the examiner must say ‘**Now I am going to show you another set of words. Some of the words on the list I just showed you are new. For each word I want you to tell me whether it is one of the words that I just showed you. The examiner shows the first word and says either is this one of the words I showed you before, yes or no? ‘ or ‘ did I show you this word before?’ The same instruction ios given before the second test word. For the remaining test words the examiner should say ‘ how about this one? ‘ or ‘just take your best guess’ Check the response to each word, YES or NO. If the subject has forgotten the task and needs to be reminded of it, the examiner should repeat the question and place a check in the reminder column.**

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|  | **Yes**  | **No** | **R\*** |
| **Muuguzi** |  |  |  |
| **Shilingi** |  |  |  |
| **Paka** |  |  |  |
| **Maaziwa** |  |  |  |
| **Shoka** |  |  |  |
| **Dala Dala** |  |  |  |
| **Darasa** |  |  |  |
| **Harusi** |  |  |  |
| **Magogo** |  |  |  |
| **Msitu** |  |  |  |
| **Mto** |  |  |  |
| **Meli** |  |  |  |
| **Chui** |  |  |  |
| **Gari moshi** |  |  |  |
| **Jiwe** |  |  |  |
| **Mchawi** |  |  |  |
| **Mandazi** |  |  |  |
| **Ngoma** |  |  |  |
| **Sokoni** |  |  |  |
| **Kanisa** |  |  |  |
| **Karoti** |  |  |  |
| **Ramani** |  |  |  |
| **Gazeti** |  |  |  |
| **Duka** |  |  |  |

**9. Remembering test instructions (based only on observations during the word recognition task).** This item evaluates the subjects ability to remember the requirements of the Word Recognition task. The number of reminders given on the Word Recognition task are counted to rate this item. If the Word Recognition task was not completed or not attempted, then this item must not be scored. Each instance of memory failure for the test instructions after the first two items is scored.

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| --- | --- | --- |
| **9. Score** |  | **Description** |
| **0** | **None** | **Subject never needs extra reminders of instructions** |
| **1** | **Very mild** | **Forgets once** |
| **2** | **Mild** | **Must be reminded 2 times** |
| **3** | **Moderate** | **Must be reminded 3 or 4 times** |
| **4** | **Moderately severe** | **Must be reminded 5 or 6 times** |
| **5** | **Severe** | **Must be reminded 7 or more times** |

**10. Comprehension**

This item evaluates the subjects ability to understand speech. To rate this item the examiner should consider how well the subject was able to understand the examiners speech during the initial discussion and during the test session. DO not include responses to commands.

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| --- | --- | --- |
| **10. Score** |  | **Description** |
| **0** | **None** | **No evidence of poor comprehension** |
| **1** | **Very mild** | **One or two instances of misunderstanding** |
| **2** | **Mild** | **3-5 instances of misunderstanding** |
| **3** | **Moderate** | **Requires several repetitions and rephrasing** |
| **4** | **Moderately severe** | **Subject only occasionally responds correctly i.e. yes/no questions** |
| **5** | **Severe** | **Subject rarely responds to questions appropriately, not due to poverty of speech** |

**11- Word Finding Difficulty**

To rate this item, the examiner must determine whether the subject has difficulty in finding the desired word in spontaneous speech during the interview and test session. Do not include finger and object nming in this rating. Documentation should be evident on page 1 to support any rating abouve zero.

|  |  |  |
| --- | --- | --- |
| **11. Score** |  | **Description** |
| **0** | **None** | **No evidence of word finding difficulty in spontaneous speech** |
| **1** | **Very mild** | **1 or 2 instances, not clinically significant** |
| **2** | **Mild** | **Noticeable circumlocution or synonym substitution** |
| **3** | **Moderate** | **Loss of words without compensation on occasion** |
| **4** | **Moderately severe** | **Frequent loss of words without compensation** |
| **5** | **Severe** | **Near total loss of content of words, speech sounds empty, one or two word utterances** |

**12 -Spoken Language Ability**

This item is a global rating of the quality of speech i.e. clarity, difficulty in making oneself understood. In rating this item the examiner should consider all of the speech produced by the subject in the initial interview and in the test session. Documentation should be evident on page 1 to support any rating above zero.

|  |  |  |
| --- | --- | --- |
| **12. Score** |  |  |
| **0** | **None** | **No instances where it is difficult to understand the subject** |
| **1** | **Very mild** | **One instance of lack of understandability** |
| **2** | **Mild** | **Subject has difficulty less than 25% of the time** |
| **3** | **Moderate** | **Subject has difficulty 25-50% of the time** |
| **4** | **Moderately severe** | **Subject has difficulty 50% of the time** |
| **5** | **Severe** | **One or two word utterance, fluent but empty speech, mute** |

|  |  |
| --- | --- |
| **13. Subscores** |  |
| **Word learning (Total NOT recalled over 3 trials/3)** |  |
| **Construction (0=all correct, 1= 1 incorrect, 2= 2 incorrect, 3= 3 incorrect, 4 =4 incorrect, 5 = no real attempt)** |  |
| **Commands (total incorrect)** |  |
| **Naming (0=0-2 wrong 1= 3-5 wrong, 2=6-8 wrong, 3=9-11 wrong,** **4=12-14 wrong, 5=15-17 wrong)** |  |
| **Ideational praxis (total incorrect)** |  |
| **Orientation (total incorrect)** |  |
| **Word recognition (total incorrect responses /2)** |  |
| **Remembering test instructions/5** |  |
| **Comprehension/5** |  |
| **Word Finding /5**  |  |
| **Spoken Language /5** |  |
| **Total** |  |