Cognition Workbook

Low-Level Function

Simple, large-print practice for adults with severe cognitive-communication needs. For use in a skilled nursing facility, rehab, or at home.

> Orientation with choices · Memory book and reminiscence · Daily schedule and communication boards · Attention, sorting, and 2–3 step sequences · Everyday safety · Automatic speech and word finding · Functional reading · Cards for staff and family

Very short, concrete tasks. Yes/no and two-choice items. A starter goal bank and a staff and family carryover handout are included. Answer key included where answers are objective.

License. Permission to print and use for one facility, one home-health caseload, or one clinic. Not for resale.

These are practice materials. They do not replace an SLP's evaluation or clinical judgment. They are not a standardized test and are not meant to diagnose any condition.

How to use this workbook

This is the **Low-Level Function** edition. It is for adults with severe cognitive-communication impairment — for example, moderate to severe dementia, or early recovery after a stroke or traumatic brain injury. Use it in a skilled nursing facility, rehab, home health, or at the bedside.

WHAT IS DIFFERENT HERE

Tasks are short, concrete, and highly structured. Many items are yes/no or two-choice. Reading pages use 18-point type or larger. A page may have only a few items so the person can see them clearly. You do not have to use the pages in order.

IN A SESSION

1. Choose a page that matches the person's goals and current level. Keep the page in view.
2. Work on the task together. It is fine to look at a clock, a calendar, a posted board, or something in the room.
3. If errors are frequent or distressing, use errorless support first (see the next page). Fade support only when the person is succeeding.
4. Record a simple result (for example, 4 out of 5 with two choices). For personal pages, write a short comment instead.

DIFFICULTY IN THIS BOOK

Every activity in this book is meant to stay within a low-demand range. **Easier** pages use two choices, yes/no, matching, or a model of the answer. **Harder** pages may add a third choice, three steps, a short delay, or a little more reading. If a page is still too hard, drop back or give the answer and have the person repeat it.

TRACKING

Use the starter goal bank to pick one or two goals, then record cues and accuracy on the session tracking sheet. At the end of a week, use the weekly progress summary. When family or staff will practice between sessions, give them the carryover handout and the practice log.

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Cueing and errorless learning

This is a practical session guide, not a formal protocol. Use the least support that still lets the person succeed, and do not let guessing pile up if errors are sticking.

ERRORLESS LEARNING, IN PLAIN LANGUAGE

Help the person get the answer right the first time. Show or say the correct word, then have them point to it or say it with you. Offer a written choice set that includes the answer. If they start to go down the wrong path, calmly supply the right answer and have them repeat it. Do not leave a wrong answer sitting on the page.

A SIMPLE CUEING ORDER

1. Wait. Give extra time before you step in.
2. Point to the page, a written choice, or something in the room.
3. Give a meaning cue (the category, the function, or a short hint).
4. Offer two choices, spoken and written when you can.
5. Give the answer, then have the person point to it or say it with you.

OPTIONAL SPACED REVIEW

After a correct response, you may ask the same item again a short time later, with support still ready. Keep the delay short at this level. The goal is a successful repeat, not a memory test.

WORKING WITH STAFF AND CAREGIVERS

1. Speak slowly. Give one step at a time.
2. Offer two choices instead of an open question such as “What do you want?”
3. Keep written cues and boards in sight. Point while you speak.
4. Do not quiz (“I just told you”). Do not use a childish tone or a sing-song voice.
5. If the person is wrong, calmly give the right answer and move on. Stop before frustration builds.

PERSONAL PAGES

Fill the memory book, daily schedule, and communication boards with the person and, when appropriate, with family. Post them where they will actually be used. Skip any line the person does not want to share.

What's in this book

You do not have to use the pages in order. Choose a short task that matches the goal, and keep the print in view.

For the SLP and for staff or family 2–10

How to use this workbook, cueing and errorless learning, the contents list, a starter goal bank, a session tracking sheet, a weekly progress summary, a staff and family carryover handout, and a caregiver and staff practice log.

Orientation 11–21

Simple questions about the day, the time, the season, the place, and the people who are here, with choices to mark.

Personal supports and reminiscence 22–38

A memory book, reminiscence pages, a daily schedule, a short posted plan, and word-based communication boards.

Memory 39–46

Looking, listening, matching, and using a written reminder with the cue kept in view.

Attention 47–56

Finding a letter, a number, or a word, and noticing what is the same or different.

Sequencing 57–63

Putting familiar routines in a 2-step or 3-step order.

Everyday safety 64–71

Yes/no and two-choice practice for asking for help, in a facility or at home.

Automatic speech 72–77

Familiar phrases, greetings, days, counting, and sentence completion with choices.

Word finding 78–83

Choosing, matching, and pointing to everyday words, including things in the room.

Functional reading 84–91

Single words, signs, short phrases, a simple plan, a short menu, and a reminder, in large type.

Cards and boards 92–95

Cut-apart yes/no, day, season, and sorting cards for use in a session or between sessions.

Answer key 96–102

Answers for pages with a clear correct response, plus suggested support.

Starter goal bank

These are starting points for adults at this level, not a required set and not test items. Change the wording to fit the person, the setting, and your documentation requirements. Tie each goal you use to a page in this book, and record cues and accuracy on the tracking sheet.

HOW TO WRITE THE CUE AND THE ACCURACY

Name the cue in plain language (for example, “independent,” “two written choices,” “pointed to the answer,” or “model”). A common accuracy target is 4 of 5 opportunities across 3 sessions. Use a different target if that fits this person better.

SKILL GOALS (EXAMPLES)

> **1.** The person will identify morning versus afternoon, given two written choices and no more than a point cue, in 4 of 5 opportunities across 3 sessions. *Try pages: Morning, afternoon, or night; Weekday or weekend.*

> **2.** The person will select the current day of the week from written day cards or a calendar, with a spoken cue as needed, in 4 of 5 opportunities. *Try pages: What day is it; Circle today on the week; Day of the week cards.*

> **3.** The person will select their written name from a choice of two, using a name band, a door sign, or the memory book if needed, in 4 of 5 opportunities. *Try pages: My name; My memory book; Look at this name, then choose it.*

> **4.** Given a personal memory book or daily board, the person will use that support to answer a yes/no or two-choice question about place or the next part of the day, with no more than a point cue, in 4 of 5 opportunities. *Try pages: Today’s board; Where am I today; My daily schedule.*

> **5.** The person will match or sort six familiar written words into two concrete categories (for example, clothes and food), with no more than a model on the first item, in 4 of 5 opportunities. *Try pages: Sort: clothes or food; Sorting cards.*

> **6.** The person will put two familiar daily steps in order, given written steps, with no more than a point cue, in 4 of 5 opportunities. *Try pages: Two steps: washing up; Two steps: getting dressed.*

Starter goal bank, continued

SKILL GOALS, CONTINUED

7. The person will identify a common environmental sign (restroom, exit, or nurse) given a choice of two, with no more than a meaning cue, in 4 of 5 opportunities. *Try pages: Read the sign; Which sign do you need.*

8. After looking at a short written word or name, the person will select the same item from a choice of two, with the first item covered, in 4 of 5 opportunities. *Try pages: Look, then choose; Look at this name, then choose it.*

9. The person will choose a functional action when they need help (use the call light, or tell a person they see), given two written choices, in 4 of 5 opportunities. *Try pages: When to ask for help; Using a call light; Asking for help at home.*

10. Using a yes/no card or a communication board, the person will answer a question about a basic need (bathroom, pain, rest, or a drink), with no more than a point cue, in 4 of 5 opportunities. *Try pages: Yes and no cards; Communication board pages.*

CARE-PARTNER GOALS (EXAMPLES)

11. A staff member or family member will offer a two-choice question, spoken and written, during a familiar daily routine, after a modeled session with the SLP, on 3 of 5 days. *Use: Cueing and errorless learning; Carryover for staff and family; Caregiver and staff practice log.*

12. A staff member or family member will use the daily board or the memory book as a support, not as a quiz, during at least one daily interaction, as trained by the SLP, on 3 of 5 days.

WRITE ONE OF YOUR OWN

Goal:

Pages I will use:

These examples are practice-planning tools. They do not replace an SLP's evaluation, a plan of care, or payer-specific wording.

Session tracking sheet

Use one line for each task, or one line for the session. This sheet is for your notes. It is not a test form and it is not a billing record.

NAME

SLP

GOAL FOCUS

DATES OF THIS SHEET

DATE	TASK / PAGE	LEVEL	SETTING	CUES USED	ACCURACY	NOTES

Level: write Easier or Harder. Setting: facility, home, or other. Accuracy: for example, 4/5, or a short comment when answers vary. Cues: write them in plain language (for example, “independent,” “two choices,” or “model, then repeat”).

Weekly progress summary

Use this sheet at the end of a week to look at the tracking sheet and any carryover notes together. It is for your planning. It is not a test form and it is not a billing record.

NAME

WEEK OF

SLP

GOAL FOCUS THIS WEEK

PAGES USED

TYPICAL CUE LEVEL THIS WEEK

- ☐ Independent or a wait only
- ☐ Two choices or a point
- ☐ A model, or we did it together

HOW DID THIS WEEK COMPARE WITH LAST WEEK?

- ☐ Needed less support, or was more accurate
- ☐ About the same
- ☐ Needed more support
- ☐ The work was too hard or too easy; I will change the page or the support

CARRYOVER

WHAT STAFF OR FAMILY TRIED, AND HOW IT WENT

PLAN FOR NEXT WEEK

Carryover for staff and family

Use this page between therapy sessions, on the unit, or at home. Follow the SLP's instructions for this person, and follow the current care plan, diet order, and mobility plan. This is a practical guide, not a script.

KEEP PRACTICE SHORT AND SUCCESSFUL

- Pick a quiet moment. Five to ten minutes is enough.
- Sit where the person can see your face. Say your name.
- Use short sentences. One idea at a time. Wait before you step in.
- Offer two choices, spoken and written when you can. Point as you name them.
- If the person starts to error, point to the helpful choice and move on. Do not quiz, and do not argue about the date, the place, or a memory.
- Stop if the person is tired, uncomfortable, or distressed. End on something that went well.

GOOD THINGS TO TRY

- Fill in the daily board together, using a clock or a calendar as a support.
- Look at one memory-book page, or one or two photos, and talk about them.
- Use the yes/no cards or a communication board when a spoken answer is hard to read.
- Practice only the pages the SLP lists on the caregiver and staff practice log.

PLEASE DO NOT

Do not use these pages as a test. Do not change a diet, a medication, or the way the person gets out of a chair. If something seems unsafe, stop and tell the nurse or the SLP.

Write a short note for the SLP on the practice log. Thank you for helping this person practice in a calm, adult way.

Caregiver and staff practice log

Use this when family or staff will practice between therapy sessions. Keep notes short. If the person becomes frustrated, stop and try again later with more support.

NAME

PERSON COMPLETING THIS LOG

PAGES TO PRACTICE

DATES OF THIS SHEET

DATE	WHAT YOU PRACTICED	HOW YOU HELPED	HOW IT WENT

How you helped: for example, “pointed,” “gave two choices,” or “said the word, then we said it together.” How it went: a short comment is enough (for example, “needed two choices” or “stopped after three items”).

EASIER

Today's board

Fill this in together at the start of the day or the start of a session. You may look at a calendar, a clock, or the weather outside. Someone can write while you choose.

DAY

Monday	**Tuesday**	**Wednesday**	**Thursday**
Friday	**Saturday**	**Sunday**	

TODAY'S DATE

WEATHER TODAY

TIME OF DAY

- ☐ Morning
- ☐ Afternoon
- ☐ Evening or night

WHERE I AM TODAY

ONE PLAN FOR TODAY

EASIER

What day is it?

Circle today's day. You may look at a calendar or a posted board.

Monday	**Tuesday**	**Wednesday**	**Thursday**
Friday	**Saturday**	**Sunday**	

OR CHOOSE ONE

Is today a weekday or a weekend day?

- ☐ A weekday (Monday through Friday)
- ☐ A weekend day (Saturday or Sunday)

ONE MORE

What is today's date? (Someone may write it for you.)

EASIER

Morning, afternoon, or night?

Circle the time of day it is now. You may look at a clock, a window, or think about the last meal.

Morning The start of the day. Breakfast time. Often lighter outside after sunrise.	**Afternoon** After lunch, before dinner. The middle of the day.
Evening Dinner time, or later. The day is winding down.	**Night** Dark outside, or time to rest and sleep.

Have you already had breakfast today?

- ☐ Yes
- ☐ No
- ☐ I am not sure

Is it light outside or dark outside right now?

- ☐ Light
- ☐ Dark
- ☐ In between

EASIER

What season is it?

Circle this season. You may look outside or at a calendar.

Winter The cold months. In many places there is snow, ice, or bare trees.	**Spring** The weather turns milder. Plants start to grow again.
Summer The warm months. Days are often longer and brighter.	**Fall** The air turns cooler. Leaves may change color and drop.

Is it more often cold or warm outside in this season, where you are?

- ☐ More often cold
- ☐ More often warm
- ☐ It depends

Name one thing you might wear, or one thing you might see, in this season.

EASIER

Where am I today?

Circle the place that fits today. If more than one could be true, circle the place you are in right now. Someone may write the name of the place on the line.

At home	**In a hospital or rehab center**
In a skilled nursing facility	**Some other place**

What is the name of this place, if you know it or if someone tells you?

Are you in your own room, or in another room?

- ☐ My own room, or the room where I stay
- ☐ Another room (a hallway, a dining room, a therapy room, or a living room)

EASIER

Who is with me?

Circle everyone who is with you right now. Then write or say a name if you want to. It is fine if someone helps with the name.

A nurse or an aide	**A therapist**
A family member or a friend	**I am on my own right now**

The first name, or the role, of the person working with you (if someone is here)

Is this person someone you have met before?

- ☐ Yes
- ☐ No
- ☐ I am not sure

HARDER

Today and now

Answer each item. You may look at a calendar, a clock, a window, or today's board.

1. What day is it today? (Look at a calendar if you need to.)

☐ Monday or Tuesday ☐ Wednesday or Thursday ☐ Friday
☐ Saturday or Sunday

2. What time of day is it now?

☐ Morning ☐ Afternoon ☐ Evening or night

3. What season is it?

☐ Winter ☐ Spring ☐ Summer ☐ Fall

4. Where are you right now?

☐ Home
☐ A hospital, rehab center, or skilled nursing facility
☐ Some other place

5. What meal comes next?

☐ Breakfast ☐ Lunch ☐ Dinner
☐ A snack, or no meal right now

HARDER

Circle today on the week

This is a sample week you can use as a model. First circle today's day on the strip. Then look at the plan and answer the questions. You may look back as often as you need.

Mon	Tue	Wed	Thu	Fri	Sat	Sun

MR. HARLAN'S WEEK (SAMPLE)

Tuesday — A haircut at 10:00 in the morning

Thursday — A visit at 2:00 in the afternoon

Saturday — Open day

1. On which day is the haircut?

☐ Tuesday

☐ Thursday

2. On which day is the visit?

☐ Tuesday

☐ Thursday

3. Which day has nothing already planned on this card?

☐ Thursday

☐ Saturday

EASIER

What is the weather today?

Look out a window if you can. Then mark the weather that fits today. You may mark more than one.

Sunny	Cloudy	Rainy	Snowy

Is it a good day to take a coat or a sweater, in case it is cool?

- ☐ Yes
- ☐ No

TODAY THE WEATHER IS

EASIER

Weekday or weekend?

Weekdays are Monday through Friday. The weekend is Saturday and Sunday.

1. Which one is a weekend day?

☐ Friday
☐ Sunday

2. Which one is a weekday?

☐ Tuesday
☐ Saturday

3. What kind of day is it today?

☐ A weekday
☐ The weekend

Staff: items 1 and 2 are fixed. Item 3 depends on the day. Use a calendar if you need to.

EASIER

What month is it?

Circle this month. It is fine to look at a calendar or the daily board.

January	**February**	**March**
April	**May**	**June**
July	**August**	**September**
October	**November**	**December**

THIS MONTH IS

Staff: this is practice, not a quiz. You can fill in the line first and read it together.

EASIER

My name

This page can go at the front of a memory book or a folder you keep nearby. Fill in only what you want to share. Someone may write while you talk.

A photo, if you want one

THE NAME I LIKE PEOPLE TO USE

A FIRST NAME ON MY RECORDS, IF IT IS DIFFERENT

In the morning, I like to be called

- ☐ By my first name
- ☐ By a nickname I will write below
- ☐ I do not have a strong preference

NICKNAME, IF I USE ONE

ONE THING THAT HELPS PEOPLE GREET ME WELL

EASIER

People who matter to me

Write first names, nicknames, or roles (for example, “my son” or “my neighbor”). Skip any line you do not want to use.

PERSON 1

HOW WE ARE CONNECTED

PERSON 2

HOW WE ARE CONNECTED

PERSON 3, IF I WANT TO ADD ONE MORE

SOMEONE TO CALL IF I WANT COMPANY (OPTIONAL)

EASIER

Things I enjoy

Write a few things you like, or have someone write them as you name them. Short answers are fine. Skip any line you do not want to use.

A FOOD OR A DRINK I LIKE

MUSIC, A RADIO PROGRAM, OR A SHOW I LIKE

A PERSON I LIKE TO SPEND TIME WITH

SOMETHING I LIKE TO DO WITH MY HANDS, OR A QUIET ACTIVITY

BEING OUTSIDE, OR A PLACE I LIKE TO SIT

ONE THING THAT USUALLY DOES NOT APPEAL TO ME (SO PEOPLE CAN AVOID IT)

EASIER

My usual day

These lines are about a usual day, not a test of memory. Someone who knows you may help fill them in.

IN THE MORNING, I USUALLY

AT MIDDAY, I USUALLY

IN THE AFTERNOON OR EVENING, I USUALLY

ONE THING THAT HELPS MY DAY GO BETTER

EASIER

My daily schedule

Use this as a posted schedule. Write only a few words in each block. Someone may write while you choose. Change it when the day changes.

MORNING

MIDDAY

AFTERNOON

EVENING

EASIER

A short posted plan

Write three things for today, in the order they will happen. Post this page where it is easy to see. Leave a line blank if you do not need it.

NAME

DAY AND DATE

FIRST

NEXT

LATER

WHO CAN HELP WITH THIS PLAN

EASIER

Communication board: yes, no, help

Point to a word, or have someone point with you. You can also say the word. Keep this page nearby during a conversation or a care task.

Yes	**No**
I need help	**Please wait**
I do not know	**Please say that again**

EASIER

Communication board: things I may need

Point to a word when you need something. Someone may read the words with you. Add one extra word on the last card if you want to.

Water	**Restroom**
I am in pain	**I want to rest**
A blanket	**A family member or friend**

ONE MORE WORD I WANT ON THIS BOARD

EASIER

My memory book

This book is about me. There are no right or wrong answers. Fill in only what you want to share.

Add a photo
if you wish

MY NAME

PEOPLE MAY ALSO CALL ME

ONE THING I WANT PEOPLE TO KNOW ABOUT ME

Staff and family: keep this cover with the personal pages that follow. Review a page or two at a time. Use the person's own words. This is not a test.

EASIER

Where I am from

Tell about a place you have lived. There is no required answer.

Add a photo if you wish

I GREW UP IN

I HAVE ALSO LIVED IN

ONE THING I REMEMBER ABOUT THAT PLACE

EASIER

Work I used to do

Tell about work or daily responsibilities you have had. Home, family, volunteer, military, or paid work all count. There is no required answer.

I USED TO WORK AS, OR I USED TO

I DID THIS WORK AT

ONE THING I REMEMBER ABOUT THAT WORK

EASIER

A familiar place I remember

This can be a house, a town, a workplace, a place of worship, a park, or another place that matters to you. There is no required answer.

Add a photo if you wish

THE PLACE IS

WHAT I REMEMBER DOING THERE

EASIER

Food I have liked

Circle foods you have liked over the years. You may circle more than one. This is about memories and preferences, not a diet order.

Coffee or tea	**Soup**	**Bread**	**Fruit**
Eggs	**A sandwich**	**A home-cooked meal**	**A dessert**

A MEAL I REMEMBER IS

Staff: follow the person's current diet. Do not treat this page as a meal plan or a swallowing recommendation.

EASIER

Music and songs I know

Circle kinds of music you like, or have liked. You may circle more than one. There is no required answer.

Church music	**Country**	**Jazz**	**Classical**
Rock and roll		**Other**	

A SONG, A SINGER, OR A GROUP I REMEMBER

A PLACE I USED TO HEAR MUSIC

EASIER

A holiday or special day

Circle a kind of day you remember, or write your own. There is no required answer. Follow the person's lead.

A birthday	**A wedding**	**A holiday meal**	**A family visit**
Another special day			

WHAT I REMEMBER

WHO WAS THERE

EASIER

Pets I have known

This can be a pet you had, a neighbor's animal, a farm animal, or a bird you remember. There is no required answer. It is also fine if this page does not fit you.

Did you have a pet, or know an animal well?

- ☐ Yes
- ☐ No
- ☐ I am not sure

THE ANIMAL'S NAME, IF YOU REMEMBER IT

WHAT KIND OF ANIMAL

ONE THING I REMEMBER

EASIER

A trip or outing I remember

This can be a trip, a visit, a walk, or an ordinary outing that mattered to you. There is no required answer.

THE PLACE, OR THE KIND OF OUTING

WHO WAS WITH ME, IF I REMEMBER

ONE THING I REMEMBER ABOUT IT

EASIER

Look, then choose

Look at the word in the top box. Say it if you can. Then cover the top box and circle the same word below.

1.

CUP

COVER THE BOX ABOVE BEFORE YOU CHOOSE

BOOK

CUP

2.

DOOR

COVER THE BOX ABOVE BEFORE YOU CHOOSE

DOOR

SHOE

HARDER

Look at two words, then choose

Look at both words. Say them if you can. Then cover the top boxes and circle the two words you just saw.

BED	KEY

COVER THE TWO BOXES ABOVE BEFORE YOU CHOOSE

Circle BED if you saw it, and circle KEY if you saw it.

BED	SOAP	KEY

Which two words were in the top boxes?

- ☐ BED and KEY
- ☐ BED and SOAP
- ☐ SOAP and KEY

EASIER

Which word did you hear?

Someone will read a word, then cover the small box. Circle the word you heard.

1.

> Staff: Read this word aloud, then cover this line. **SOAP**

SOAP	**CHAIR**

2.

> Staff: Read this word aloud, then cover this line. **WINDOW**

BLANKET	**WINDOW**

3.

> Staff: Read this word aloud, then cover this line. **PHONE**

PHONE	**APPLE**

EASIER

A one-line reminder

Read the reminder, or have someone read it with you. Keep it in view. Then answer the questions. This is practice in using a written cue, not a test of memory.

REMINDER

Therapy is at 10:00 this morning.

1. What is this reminder about?

- ☐ Therapy
- ☐ A meal

2. What time is on the card?

- ☐ 10:00 in the morning
- ☐ 2:00 in the afternoon

3. If you want to know the time again, what should you do?

- ☐ Look at this card again
- ☐ Guess

EASIER

Match the same word

Draw a line from each word on the left to the same word on the right.

CUP	····	DOOR
BED	····	CUP
DOOR	····	BED

Now try these.

SOAP	····	PHONE
KEY	····	SOAP
PHONE	····	KEY

HARDER

Remember with the card in view

Keep this card in view the whole time. Read it, or have it read to you. Then answer. Looking back at the card is the right thing to do.

MS. MORA'S CARD

Ms. Mora has a visit at 2:00.

The visit is in the Pine Room.

1. Whose card is this?

- ☐ Ms. Mora's
- ☐ Mr. Harlan's

2. What time is the visit?

- ☐ 10:00
- ☐ 2:00

3. Where is the visit?

- ☐ The Pine Room
- ☐ The front desk

4. If you forget the time, what should you do?

- ☐ Look at the card
- ☐ Guess the time

HARDER

What comes next?

Read Mr. Bram's afternoon plan, or have someone read it with you. Keep it in view. Then answer each question.

MR. BRAM'S AFTERNOON (SAMPLE)

1:00 — Rest in his room

2:30 — Therapy

4:00 — A phone call with his sister

1. What is planned at 1:00?

☐ Rest in his room

☐ Therapy

2. What comes after rest?

☐ A phone call

☐ Therapy

3. What is planned at 4:00?

☐ A phone call with his sister

☐ Rest in his room

4. If therapy runs a little late, should the phone call still come after therapy?

☐ Yes, the call is still later in the afternoon

☐ No, skip the call

EASIER

Look at this name, then choose it

Look at the first name. Then cover the top of the box and choose the same name.

1

RINA

Now cover the name above and choose the same one.

PAT	**RINA**

2

L. HARROW

Now cover the name above and choose the same one.

L. HARROW	**M. COSTA**

Staff: these names are examples only. You may write the person's own name, or a staff name, on a separate card if that is more useful.

EASIER

Find every S

Circle every letter **S**. Work across each row. Take your time. Someone may point to the start of a row if that helps.

S	L	A	S	T
O	S	E	R	M
S	N	S	L	P
H	A	T	S	E
S	R	L	N	S

When you finish, you can count how many you circled.

HOW MANY LETTER S DID YOU FIND?

EASIER

Find every 3

Circle every number **3**. Work across each row. Take your time.

2	3	8	3	5
3	9	1	6	3
4	7	3	2	9
3	5	8	3	1
6	3	4	7	3

HOW MANY NUMBER 3S DID YOU FIND?

EASIER

Same or different

Look at the two words in each row. Mark Same if they are the same word. Mark Different if they are not.

CUP	CUP	☐ Same ☐ Different
BED	KEY	☐ Same ☐ Different
DOOR	DOOR	☐ Same ☐ Different
SHOE	APPLE	☐ Same ☐ Different
SOAP	SOAP	☐ Same ☐ Different
PHONE	CHAIR	☐ Same ☐ Different

EASIER

Circle the two that match

In each row, two words are the same and one is different. Circle the two that match.

1.

CUP	SHOE	CUP

2.

BED	BED	KEY

3.

APPLE	DOOR	DOOR

4.

PHONE	SOAP	PHONE

EASIER

Find the word BED

Circle every word that says **BED**. Leave the other words alone.

CHAIR	BED
CUP	BED
WINDOW	TABLE
BED	DOOR

HOW MANY TIMES DID YOU FIND BED?

HARDER

Find every M and every 2

Circle every letter **M** and every number **2**. Work across each row. You are looking for two kinds of targets on the same page.

M	4	2	A	M	7
2	L	M	9	2	P
S	2	E	M	8	2
M	6	2	T	M	3
5	M	1	2	M	2

HOW MANY LETTER M?

HOW MANY NUMBER 2?

HARDER

Which word does not belong?

In each row, three words go together and one does not. Circle the word that does not belong.

1. THINGS YOU CAN DRINK FROM

CUP	GLASS
SHOE	MUG

2. THINGS YOU CAN SIT ON

CHAIR	APPLE
BENCH	SOFA

3. ROOMS IN A HOME OR ON A UNIT

KITCHEN	BEDROOM
SPOON	BATHROOM

4. THINGS YOU WEAR

COAT	SOCKS
WINDOW	HAT

EASIER

Sort: kitchen or bedroom

For each word, mark kitchen or bedroom.

Word	Kitchen	Bedroom
FORK	Kitchen	Bedroom
PILLOW	Kitchen	Bedroom
PLATE	Kitchen	Bedroom
BLANKET	Kitchen	Bedroom
SPOON	Kitchen	Bedroom
LAMP	Kitchen	Bedroom
TOASTER	Kitchen	Bedroom
SHEET	Kitchen	Bedroom

EASIER

Sort: clothes or food

For each word, mark clothes or food.

Word	Clothes	Food
SOCK	Clothes	Food
BREAD	Clothes	Food
COAT	Clothes	Food
APPLE	Clothes	Food
SHIRT	Clothes	Food
SOUP	Clothes	Food
SHOE	Clothes	Food
RICE	Clothes	Food

EASIER

Sort: hot or cold

For each word, mark whether it is usually hot or usually cold.

Word	Hot	Cold
SOUP	Hot	Cold
ICE	Hot	Cold
COFFEE	Hot	Cold
SNOW	Hot	Cold
OVEN	Hot	Cold
REFRIGERATO	Hot	Cold
TEA	Hot	Cold
ICE CREAM	Hot	Cold

Staff: follow the person’s current diet if this turns into a conversation about food. This is not a meal plan.

EASIER

Two steps: washing up

Write 1 and 2 in the boxes to put the steps in order. The first step is the one you do first.

WASHING YOUR HANDS

☐ Rinse your hands	☐ Put soap on your hands

WASHING YOUR FACE

☐ Dry your face	☐ Wash your face with a cloth

EASIER

Two steps: getting dressed

Write 1 and 2 in the boxes to put the steps in order.

PUTTING ON SHOES

☐ Put on your shoes	☐ Put on your socks

PUTTING ON A COAT

☐ Zip or button the coat	☐ Put your arms in the sleeves

EASIER

Two steps: a drink of water

Write 1 and 2 in the boxes to put the steps in order.

POURING A DRINK

☐ Drink the water	☐ Pour water into the cup

AFTER YOU FINISH

☐ Set the cup down	☐ Take the last sip

HARDER

Three steps: brushing teeth

Write 1, 2, and 3 in the boxes to put the steps in order.

BRUSHING YOUR TEETH

☐ Rinse your mouth	☐ Put toothpaste on the brush	☐ Brush your teeth

HARDER

Three steps: a simple meal

Write 1, 2, and 3 in the boxes to put the steps in order.

EATING A MEAL

☐ Carry or have the plate brought to the table	☐ Eat the meal	☐ Sit down at the table

HARDER

Three steps: getting ready for a visit

Write 1, 2, and 3 in the boxes to put the steps in order.

GETTING READY FOR A VISIT

☐ Sit and visit	☐ Put on your glasses, if you use them	☐ Go to the chair or room where you will sit

HARDER

A short morning routine

Write 1, 2, and 3 in the boxes. Then answer the last question.

A MORNING ROUTINE

☐ Eat breakfast	☐ Get out of bed	☐ Get dressed or have help getting dressed

If you already got dressed, what would you do next on this list?

- ☐ Get out of bed
- ☐ Eat breakfast

EASIER

Yes or no: staying safe

Circle Yes or No. If you are not sure, we can talk it through and then mark an answer together.

1. If you feel dizzy, should you stand up quickly?	**Yes**	**No**
2. If the floor is wet, should you walk around the wet spot or ask for help?	**Yes**	**No**
3. If you need help, is it all right to ask someone?	**Yes**	**No**
4. Should you use someone else’s medicine?	**Yes**	**No**
5. If you are not sure a thing is safe, should you ask before you try it?	**Yes**	**No**

EASIER

When to ask for help

Circle the better choice. Asking for help is a safe choice.

1. You cannot reach a cup on a high shelf.

☐ Stand on the bed or a chair

☐ Ask someone to get the cup

2. You feel short of breath or not well.

☐ Wait a long time and hope it passes

☐ Tell someone and ask for help now

3. You want to walk, but you usually need a person with you.

☐ Walk alone anyway

☐ Wait and ask someone to walk with you

4. You dropped your glasses on the floor.

☐ Bend far over if you feel unsteady

☐ Ask someone to pick them up

EASIER

Using a call light

Use this page in a facility where there is a call light or a call button. Circle the better choice.

1. You need a person to help you get to the restroom.

- [ ] Press the call light or call button
- [ ] Try to go alone if you usually need help

2. You dropped the call light and cannot reach it.

- [ ] Call out for help, or wait for the next person you see and tell them
- [ ] Stay quiet and hope someone comes soon

3. You pressed the call light. What should you do next?

- [ ] Give staff a short time to come, and press again or call out if you still need help
- [ ] Get up right away because no one came in a few seconds

4. The call light is for

- [ ] Asking staff for help
- [ ] Turning on the television

EASIER

Asking for help at home

Use this page when the person is at home, or is planning to be at home. Circle the better choice.

1. You need help and someone is in the house.

☐ Call out, or use a phone or an alert button if you have one

☐ Stay quiet and wait a long time

2. You are alone and you feel unsafe or unwell.

☐ Try to “tough it out” without telling anyone

☐ Call a family member, a neighbor, or emergency services if you need urgent help

3. You want something from another room, but walking alone is not safe for you.

☐ Walk alone anyway

☐ Wait and ask the next person who can help, or call someone

4. A phone or an alert button you use for help should be

☐ Kept where you can reach it

☐ Left in another room

EASIER

If you need the restroom

Circle the better choice. The safe plan is the one that matches how you usually get help.

1. You need the restroom and you usually need help to get there.

- ☐ Ask for help, or press a call light if you have one
- ☐ Walk alone if you feel in a hurry

2. You need the restroom at night.

- ☐ Get up in the dark without help if you usually need a person or a light
- ☐ Turn on a light and ask for help if you usually need it

3. The path to the restroom has a chair or a cord in the way.

- ☐ Walk around it if that is awkward or unsafe, or leave it and go
- ☐ Ask someone to move it, or wait for help

4. If you cannot wait, you should

- ☐ Still ask for help right away
- ☐ Stay silent because you feel embarrassed

EASIER

Hot, wet, or sharp

Circle the safer choice.

1. A cup feels very hot.

- ☐ Wait and ask someone to check it before you drink
- ☐ Take a full sip right away

2. You see water on the floor.

- ☐ Tell someone, and do not walk through it
- ☐ Walk through it to save time

3. You need a knife or a razor.

- ☐ Use it only if that is already safe for you, or ask someone to help
- ☐ Pick it up and use it quickly, even if you are unsure

4. A plate or a pan was just in the oven or on a stove.

- ☐ Touch it with a bare hand to test it
- ☐ Treat it as hot and ask for help if you need it moved

HARDER

Safe or not safe

Circle Safe or Not safe. Then we can talk about a better plan if something is not safe.

1. Sitting down to put on your shoes.

☐ Safe
☐ Not safe

2. Walking on a wet floor to save a little time.

☐ Safe
☐ Not safe

3. Asking someone to move a cord out of the walking path.

☐ Safe
☐ Not safe

4. Getting into a bathtub or shower without the help you usually need.

☐ Safe
☐ Not safe

5. Wearing shoes or non-slip socks to walk, if that is your usual plan.

☐ Safe
☐ Not safe

HARDER

Taking medicine safely

This page is practice only. It is not a medication list and it does not change a doctor's or nurse's orders. Circle Yes or No.

1. Should you take medicine only from the nurse, a pharmacist, or the person who is supposed to give it to you?	**Yes**	**No**
2. Should you take a pill you find in a cup if you are not sure it is yours?	**Yes**	**No**
3. If you already took your morning medicine, should you take it again "just in case"?	**Yes**	**No**
4. If you feel unwell after a medicine, should you tell a nurse, a pharmacist, or the person who helps you?	**Yes**	**No**
5. Should you use someone else's medicine because it is "the same kind"?	**Yes**	**No**

EASIER

Finish the phrase

Listen to the first part, or read it. Then circle the word that finishes the familiar phrase.

1. Salt and _____
- ☐ pepper
- ☐ chair

2. Cup of _____
- ☐ coffee or tea
- ☐ shoes

3. Knife and _____
- ☐ fork
- ☐ window

4. Shoes and _____
- ☐ socks
- ☐ soap

5. Bread and _____
- ☐ butter
- ☐ door

6. Day and _____
- ☐ night
- ☐ cup

EASIER

Familiar greetings

Circle the word that finishes each greeting or polite phrase.

1. Good _____
- ☐ morning
- ☐ table

2. How are _____
- ☐ you
- ☐ door

3. Thank _____
- ☐ you
- ☐ bed

4. Please and thank _____
- ☐ you
- ☐ shoe

5. Nice to meet _____
- ☐ you
- ☐ cup

6. Have a good _____
- ☐ day
- ☐ soap

EASIER

Days in order

The days of the week are listed here so you can look at them. Circle the day that comes next.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

1. Monday, then _____
- ☐ Tuesday
- ☐ Friday

2. Thursday, then _____
- ☐ Wednesday
- ☐ Friday

3. Saturday, then _____
- ☐ Sunday
- ☐ Monday

4. Sunday, then _____
- ☐ Monday
- ☐ Friday

EASIER

Counting to ten

Say the numbers in order, or point to them as someone says them with you. Then fill in the two blank boxes. You may look at the first line the whole time.

A FULL SET TO LOOK AT

1	2	3	4	5	6	7	8	9	10

FILL IN THE MISSING NUMBERS

1	2	3		5	6		8	9	10

Which numbers were missing?

- ☐ 4 and 7
- ☐ 2 and 9

EASIER

Finish the sentence

Circle the word that finishes each sentence in a way that makes sense.

1. I sleep in a _____.

☐ bed
☐ cup

2. I drink from a _____.

☐ cup
☐ shoe

3. I open a _____ to go into a room.

☐ door
☐ pillow

4. I wash my hands with _____.

☐ soap
☐ bread

5. I wear a _____ on my feet.

☐ socks or shoes
☐ a hat

HARDER

More sentences to finish

Circle the word that finishes each sentence. These have three choices, still with a clear everyday answer.

1. I write with a _____.

- ☐ pen or a pencil
- ☐ spoon
- ☐ blanket

2. I look through a _____ to see outside.

- ☐ window
- ☐ plate
- ☐ sock

3. I sit on a _____ at the table.

- ☐ chair
- ☐ lamp
- ☐ clock

4. I use a _____ to dry my hands.

- ☐ towel
- ☐ key
- ☐ radio

5. I put leftovers in the _____ to keep them cold.

- ☐ refrigerator
- ☐ mailbox
- ☐ clock

EASIER

Which word fits?

Listen to or read the short description. Circle the word that fits.

1. You sit on this at a table.

☐ chair
☐ key

2. You put this on your hands after you wash them, to dry them.

☐ towel
☐ spoon

3. You look at this to tell the time.

☐ clock
☐ pillow

4. You open this to go into a room.

☐ door
☐ cup

5. You sleep on this at night.

☐ bed
☐ radio

EASIER

Yes or no: what is it for?

Circle Yes or No.

1. Is a fork something you eat with?	**Yes**	**No**
2. Is a bed something you wear?	**Yes**	**No**
3. Is a coat something you wear when you go out?	**Yes**	**No**
4. Is a cup something you drink from?	**Yes**	**No**
5. Is a key something you use to open a door?	**Yes**	**No**
6. Is a pillow something you cook with?	**Yes**	**No**

EASIER

What group does it belong to?

Circle the group that fits.

1. An apple is a
- ☐ fruit
- ☐ shoe

2. A shirt is a
- ☐ piece of clothing
- ☐ room

3. A nurse is a
- ☐ person who can help you
- ☐ piece of furniture

4. A kitchen is a
- ☐ room
- ☐ kind of drink

5. A bus is a
- ☐ way to get somewhere
- ☐ kind of soup

EASIER

What do you do with it?

Circle the better use.

1. A cup
- ☐ Drink from it
- ☐ Wear it

2. A blanket
- ☐ Use it to stay warm
- ☐ Eat it

3. Soap
- ☐ Wash with it
- ☐ Read it

4. A chair
- ☐ Sit on it
- ☐ Pour it

5. Glasses (the kind you wear)
- ☐ See better with them
- ☐ Cook with them

HARDER

Match the word to its use

Draw a line from each word on the left to what you do with it on the right.

SOAP	····	Open a door
KEY	····	Write a note
PEN	····	Wash your hands

Now try these.

CUP	····	Tell the time
CLOCK	····	Stay warm
COAT	····	Drink

HARDER

Point to it in the room

For each word, point to that thing in the room if it is here. If it is not here, say or mark “not in this room.” Someone may write a short note.

DOOR	**WINDOW**
CHAIR	**BED or COT**
CUP or GLASS	**LIGHT**

ONE MORE THING IN THIS ROOM WE CAN NAME TOGETHER

If a word is not in this room, what should you do?

- ☐ Say or mark “not in this room”
- ☐ Guess and point anywhere

EASIER

Read these words

Read each word, or listen as someone reads it, and point to it. Then draw a line from the word on the left to the same word on the right.

BED
CUP
DOOR
CHAIR

Now match the same words. They are in a different order on the right.

BED	····	DOOR
CUP	····	CHAIR
DOOR	····	BED
CHAIR	····	CUP

EASIER

Read the sign

Read each sign, or have it read with you. Then circle what it means.

EXIT

This sign is about

- ☐ A way out
- ☐ A menu

RESTROOM

This sign is about

- ☐ A bathroom
- ☐ A parking lot

STOP

This sign means

- ☐ Do not go yet; wait or halt
- ☐ Please sit down to eat

NURSE

This sign is about

- ☐ A nurse, or the nurse’s area
- ☐ A gift shop

EASIER

Read YES and NO

First point to the word YES. Then point to the word NO. After that, answer each question by circling YES or NO.

YES	NO

1. Is the word YES on this page?	**Yes**	**No**
2. Is today a day of the week?	**Yes**	**No**
3. Is a cup something you wear as a hat?	**Yes**	**No**
4. Can you look at this page to find the word NO?	**Yes**	**No**

EASIER

Read a short phrase

Read each phrase, or have it read with you. Then circle the better meaning.

Please wait.

This means

- [ ] Stay here for now; do not leave yet
- [ ] Please start eating now

Call for help.

This means

- [ ] Ask someone to help you
- [ ] Turn off the light

Time for lunch.

This means

- [ ] It is the midday meal now, or soon
- [ ] It is time to go to sleep

HARDER

Read a short daily plan

Read Mrs. Quinn’s plan, or have it read with you. Keep it in view. Then answer the questions.

MRS. QUINN’S MORNING (SAMPLE)

Breakfast at 8:00

A walk at 10:00

A visit at 2:00

1. What is planned at 8:00?

- ☐ Breakfast
- ☐ A walk

2. What is planned at 10:00?

- ☐ A visit
- ☐ A walk

3. What happens last on this plan?

- ☐ A visit at 2:00
- ☐ Breakfast at 8:00

HARDER

Today’s lunch

Read this short menu, or have it read with you. Then answer the questions. This is a sample, not a real order form.

THE PINE ROOM

Today’s lunch

Tomato soup

Grilled cheese sandwich

Applesauce

1. Is tomato soup on this menu?

- [ ] Yes
- [ ] No

2. Which of these is on the menu?

- [ ] A grilled cheese sandwich
- [ ] Fish

3. What is listed last?

- [ ] Applesauce
- [ ] Tomato soup

HARDER

A short reminder to read

Read this reminder, or have it read with you. Keep it in view. Then answer the questions.

FOR MS. CALDER

Wear your glasses today.

Therapy is in the morning.

1. Whose reminder is this?

- ☐ Ms. Calder’s
- ☐ Mrs. Quinn’s

2. What should she wear?

- ☐ Her glasses
- ☐ A coat, according to this card

3. When is therapy?

- ☐ In the morning
- ☐ At night

EASIER

Which sign do you need?

Read the situation. Then mark the sign you would look for.

1. You need to leave the building.

- [ ] EXIT
- [ ] MENU

2. You need the bathroom.

- [ ] RESTROOM
- [ ] DINING ROOM

3. You need a nurse.

- [ ] NURSE
- [ ] EXIT

4. The floor looks wet.

- [ ] WET FLOOR
- [ ] QUIET

EASIER

Yes and no cards

Cut on the dashed lines. Use these cards when a spoken yes or no is hard to read.

YES

CUT OUT THIS CARD

NO

CUT OUT THIS CARD

EASIER

Day of the week cards

Cut on the dashed lines. Use the cards to choose today's day, or to put the days in order.

Sunday	**Monday**
Tuesday	**Wednesday**
Thursday	**Friday**
Saturday	

EASIER

Season and time-of-day cards

Cut on the dashed lines. Use the cards to choose the season or the time of day.

Winter	**Spring**
Summer	**Fall**
Morning	**Afternoon**
Evening	

EASIER

Sorting cards: clothes and food

Cut on the dashed lines. Sort the words into two groups: clothes and food.

Clothes	Food
SOCK	BREAD
COAT	APPLE
SHIRT	SOUP
SHOE	RICE

Answer key

Use this key when a task has a clear answer. Accept reasonable wording. Personal pages (the memory book, reminiscence pages, the schedule, the posted plan, and the communication boards) have no single required response; they are useful when they are accurate for that person and easy to use. Cut-apart cards are tools, not test items. Orientation answers should match the real day, place, and people. Suggested support is a starting point, not a formal protocol.

ORIENTATION

Today's board. Answers depend on the real day, date, weather, time of day, place, and plan. Accept a marked choice that matches the day and setting. A staff member may write the place and the plan. *Suggested support.* Offer two choices at a time if seven days is too many. Point to a calendar or a window. Supply the answer and have the person point to it if needed.
What day is it?. Circle the actual day. Weekday = Monday through Friday. Weekend day = Saturday or Sunday. The date should match today. *Suggested support.* Start by pointing to today on a calendar. If needed, give two day names, then have the person point to the matching box.
Morning, afternoon, or night?. Circle the actual time of day. Breakfast and light/dark answers should match the real time and the view from the room. "I am not sure" and "In between" are acceptable when they fit. *Suggested support.* Look at a window or a clock together. Offer two choices (for example, morning or afternoon) rather than all four at once if needed.
What season is it?. Circle the current season. Cold/warm should fit the local season; "It depends" is fine in mild climates or during a change of season. Clothing or outdoor details should reasonably match the season chosen. *Suggested support.* Look outside or at a calendar together. If needed, give two seasons, then have the person point to the matching card. Accept any reasonable seasonal clothing or outdoor detail.
Where am I today?. Circle the actual setting. The written name may be supplied by staff or family. The room question should match where the session is taking place. *Suggested support.* Offer two place choices at a time. You may write the facility or home name and have the person read or point to it. Do not press for a year or a street address.
Who is with me?. Circle the people who are actually present. A first name or a role (for example, "therapist" or "daughter") is enough. "I am not sure" is acceptable for the last item. *Suggested support.* Point to yourself or to the other person. Offer a first name and a role as two written choices. Do not quiz on last names or job titles.
Today and now. Each choice should match the real day, time of day, season, place, and next meal. "Some other place" and "A snack, or no meal right now" are fine when they are true. Day pairs are correct if they include the actual day. *Suggested support.* Keep a calendar or today's board in view. If a four-choice item is too much, cover two options and offer the remaining two.
Circle today on the week. Circling today depends on the real day. For the sample card: 1. Tuesday. 2. Thursday. 3. Saturday. *Suggested support.* Point to each line of the card as you read it. Leave the card in view. If needed, read a question and immediately point to the matching line, then have the person point to the choice.
What is the weather today?. Answers depend on the real weather. Accept any marked choice that matches what you can see from the room. The coat-or-sweater item is a judgment call; either answer can be reasonable. *Suggested support.* Look out a window together. Offer two choices at a time (for example, sunny or cloudy) if four choices are too many.
Weekday or weekend?. 1. Sunday. 2. Tuesday. 3. Depends on the real day: weekday = Monday through Friday; weekend = Saturday or Sunday. *Suggested support.* Read the short definition at the top first. For item 3, point to today on a calendar, then offer the two choices.
What month is it?. Circle the current month. The written line should match. *Suggested support.* Point to a current calendar first. If twelve months are too many, cover all but two or three nearby months, then have the person point.

PERSONAL SUPPORTS AND REMINISCENCE

My name. Answers vary. The page is complete when the preferred name is clear and useful for staff or family. *Suggested support.* Offer a written model of the preferred name and have the person confirm it. Do not insist on a legal name, a photo, or any line the person wants to skip.

Answer key, continued

PERSONAL SUPPORTS AND REMINISCENCE

People who matter to me. Answers vary. A role without a name is enough. This page should not be used to collect private contact information the person does not want to share. *Suggested support.* Ask one person at a time. Offer two names the family has already approved if open recall is hard. Do not press for last names, phone numbers, or painful details.
Things I enjoy. Answers vary. Short, specific likes and dislikes are more useful than long lists. *Suggested support.* Offer two familiar choices ("coffee or tea," "music or a ball game"). Confirm with family when the person cannot say. Never treat a skipped line as a failure.
My usual day. Answers vary. Look for a simple, accurate routine the person or a caregiver can recognize. *Suggested support.* Use two-choice prompts tied to the real routine ("Do you usually eat breakfast in the dining room or in your room?"). Staff or family may write the final wording.
My daily schedule. Answers vary. A useful schedule is short, accurate for that day, and posted where the person will see it. *Suggested support.* Offer two options for each block. Keep the wording very short (for example, "Breakfast," "A walk," "A visit"). Update it rather than leaving yesterday's plan in view.
A short posted plan. Answers vary. The three lines should be in a real order for that day and easy to read from a short distance. *Suggested support.* Model a three-part plan from the real day, then have the person confirm each line. Keep each line to a few words.
Communication board: yes, no, help. There is no single correct response. Success is that the person can point to or confirm a word and that partners honor it. *Suggested support.* Practice each cell once with a model ("I will point to Yes. Now you point to Yes."). During conversation, point as you speak. Do not turn practice into a quiz of all six words at once.
Communication board: things I may need. There is no single correct response. If "I am in pain" is selected, treat it as a real report and follow facility or home procedures. Add only a word the person actually wants. *Suggested support.* Practice with real situations when you can ("Would you like water?" and point). Confirm pain or restroom requests immediately; do not use those cells only as a drill.
My memory book. Answers vary. The page is useful when a preferred name is clear and the book is kept where staff or family will actually use it. *Suggested support.* Write the name first and have the person confirm it if that will help. Do not insist on a photo or on any line the person wants to skip.
Where I am from. Answers vary. There is no required response. *Suggested support.* Follow the person's lead. A town, a neighborhood, or a simple "I lived in a few places" is enough. Do not press for details that cause distress.
Work I used to do. Answers vary. Home, family, volunteer, military, or paid work all count. There is no required response. *Suggested support.* Offer two familiar roles the family has already shared if open recall is hard. Do not press for employers, dates, or painful job details.
A familiar place I remember. Answers vary. There is no required response. *Suggested support.* Follow the person's lead. One named place is enough. Stop if the memory is distressing.
Food I have liked. Answers vary. This page is about memories and preferences. It is not a diet order. *Suggested support.* Follow the current diet order. Do not use this page to recommend foods, textures, or swallowing strategies.
Music and songs I know. Answers vary. There is no required response. *Suggested support.* Hum or name a familiar style only if you already know it is welcome. Do not quiz for titles or artists.
A holiday or special day. Answers vary. There is no required response. *Suggested support.* Follow the person's lead. Stop if a holiday or a family memory is distressing. Do not press for names or dates.
Pets I have known. Answers vary. It is fine to skip this page if it does not fit the person. *Suggested support.* Accept a species without a name. Do not continue if the topic is sad or unwelcome.

Answer key, continued

PERSONAL SUPPORTS AND REMINISCENCE

A trip or outing I remember. Answers vary. There is no required response. *Suggested support.* A short outing is as useful as a long trip. Follow the person's lead and do not press for dates or destinations.

MEMORY

Look, then choose. 1. CUP. 2. DOOR. *Suggested support.* Read the target word together and have the person say or point to it before covering. If covering leads to a guess, uncover the word, model the match, and try again. Do not leave an error marked.
Look at two words, then choose. Circle BED and KEY. The choice line is "BED and KEY." SOAP was not in the top boxes. *Suggested support.* Name both target words with the person before covering. If needed, uncover one word at a time and match it. Fade to covering both only after success with one.
Which word did you hear?. 1. SOAP. 2. WINDOW. 3. PHONE. *Suggested support.* Say the word clearly once, then cover the staff line. If the person is unsure, say the two choices and have them point. Repeat a trial with a model rather than adding extra new words.
A one-line reminder. 1. Therapy. 2. 10:00 in the morning. 3. Look at this card again. *Suggested support.* Point to each word on the card as you read the question. Praise looking back at the card. If you later make a real reminder, use the same short format.
Match the same word. First set: CUP to CUP, BED to BED, DOOR to DOOR. Second set: SOAP to SOAP, KEY to KEY, PHONE to PHONE. (The right-hand words are in a different order.) *Suggested support.* Start with one pair. Point to CUP on the left, then find CUP on the right together. Fade to a pointing cue, then to independent matching.
Remember with the card in view. 1. Ms. Mora's. 2. 2:00. 3. The Pine Room. 4. Look at the card. *Suggested support.* Point back to the matching line for each question. If you use a later delayed trial, keep the delay short and have the card ready to bring back into view.
What comes next?. 1. Rest in his room. 2. Therapy. 3. A phone call with his sister. 4. Yes, the call is still later in the afternoon. *Suggested support.* Point to each line in order before the questions. For item 2, trace 1:00 then 2:30 with a finger. Item 4 is a simple judgment; if it is too much, skip it or model the answer.
Look at this name, then choose it. 1. RINA. 2. L. HARROW. These names are examples only. *Suggested support.* Give the person time to look, then cover the top name. If needed, point to the correct choice and have the person point to it too.

ATTENTION

Find every S. There are **8** letters S. Locations (row, column), counting from 1 at the top and left: (1,1), (1,4), (2,2), (3,1), (3,3), (4,4), (5,1), (5,5). *Suggested support.* Cover all but one row if the full grid is too much. Point to the first cell and move left to right. If an S is missed, point to that cell and have the person circle it.
Find every 3. There are **9** numbers 3. Locations (row, column), counting from 1 at the top and left: (1,2), (1,4), (2,1), (2,5), (3,3), (4,1), (4,4), (5,2), (5,5). *Suggested support.* Same support as the letter grid: one row at a time if needed, and point to a missed 3 rather than saying only "you missed one."

Answer key, continued

ATTENTION

Same or different. 1. Same. 2. Different. 3. Same. 4. Different. 5. Same. 6. Different. *Suggested support.* Point to both words and read them aloud. Ask "Are these the same word?" If needed, give the answer and have the person mark it. Differences are obvious on purpose.
Circle the two that match. 1. CUP and CUP. 2. BED and BED. 3. DOOR and DOOR. 4. PHONE and PHONE. *Suggested support.* Read the three words. Point to the first word and scan for its match. If the person circles the odd word, model the two that are the same and have them circle those.
Find the word BED. BED appears **3** times (first row right, second row right, and fourth row left, if you read across the two columns). *Suggested support.* Point to a sample of the word BED at the top of the page if you write it on a card. Scan one row of two words at a time.
Find every M and every 2. There are **8** letters M and **8** numbers 2. Total marks: **16**. M locations: (1,1), (1,5), (2,3), (3,4), (4,1), (4,5), (5,2), (5,5). 2 locations: (1,3), (2,1), (2,5), (3,2), (3,6), (4,3), (5,4), (5,6). *Suggested support.* If two targets at once is too much, do a first pass for M only, then a second pass for 2. Cover unused rows.
Which word does not belong?. 1. SHOE. 2. APPLE. 3. SPOON. 4. WINDOW. *Suggested support.* Read the category first, then each word. If needed, give two words ("Is it SHOE or CUP?"). For this level, the odd word is clearly from another category.
Sort: kitchen or bedroom. Kitchen: fork, plate, spoon, toaster. Bedroom: pillow, blanket, lamp, sheet. *Suggested support.* Do the first word together. If needed, point to the correct column and have the person mark it too. A lamp in a kitchen is uncommon here; accept a reasonable explanation and move on.
Sort: clothes or food. Clothes: sock, coat, shirt, shoe. Food: bread, apple, soup, rice. *Suggested support.* Do the first word together. The sorting cards at the back of this book can be used instead if marking columns is hard.
Sort: hot or cold. Hot: soup, coffee, oven, tea. Cold: ice, snow, refrigerator, ice cream. *Suggested support.* A refrigerator is a cold place. If the person says tea can be iced, accept that and move on. Do not treat this page as a diet or swallowing recommendation.

SEQUENCING

Two steps: washing up. Washing your hands: 1 Put soap on your hands, 2 Rinse your hands. Washing your face: 1 Wash your face with a cloth, 2 Dry your face. (If the person includes turning on the water before soap, that is also reasonable; still score a clear first-then-next order.) *Suggested support.* Mime or briefly describe the routine, then point to both cards. Give the first step and have the person mark 1, then mark 2 together. Do not use a childish tone.
Two steps: getting dressed. Putting on shoes: 1 Put on your socks, 2 Put on your shoes. Putting on a coat: 1 Put your arms in the sleeves, 2 Zip or button the coat. *Suggested support.* Use real objects if they are at hand (a sock and a shoe). Offer "which one first?" with both cards still in view.
Two steps: a drink of water. Pouring a drink: 1 Pour water into the cup, 2 Drink the water. After you finish: 1 Take the last sip, 2 Set the cup down. *Suggested support.* A real cup of water makes this easier and more meaningful. If pouring is not safe or not allowed, talk through the sequence without doing the pour.
Three steps: brushing teeth. 1 Put toothpaste on the brush, 2 Brush your teeth, 3 Rinse your mouth. Accept "wet the brush" as part of the first step if the person mentions it. *Suggested support.* Lay the three cards in a line and move them physically if writing a number is hard. Give step 1 first if the person stalls, then ask for the next step.
Three steps: a simple meal. 1 Carry or have the plate brought to the table, 2 Sit down at the table, 3 Eat the meal. If someone else brings the plate after the person is already seated, accept that order and note the real routine. *Suggested support.* Tie this to the person's real mealtime routine. The wording includes help with carrying a plate so the task stays usable for people who do not walk with trays.

Answer key, continued

SEQUENCING

Three steps: getting ready for a visit. 1 Put on your glasses, if you use them, 2 Go to the chair or room where you will sit, 3 Sit and visit. If glasses are not used, skip that card and order the remaining two: go to the chair, then sit and visit. *Suggested support.* If the person does not wear glasses, cover that card and use a two-step version. Keep the tone like a real plan, not a puzzle.
A short morning routine. 1 Get out of bed, 2 Get dressed or have help getting dressed, 3 Eat breakfast. Last question: Eat breakfast. (Some people eat before dressing; accept a well-explained personal routine and note it.) *Suggested support.* If the person's real routine is different (for example, breakfast in bed, then dressing), honor that order and write it on the page. The printed answer is a common order, not a rule.

EVERYDAY SAFETY

Yes or no: staying safe. 1. No. 2. Yes. 3. Yes. 4. No. 5. Yes. *Suggested support.* Read one item at a time. If the person says the unsafe choice, calmly give the safe answer and have them mark it. Do not scold.
When to ask for help. 1. Ask someone to get the cup. 2. Tell someone and ask for help now. 3. Wait and ask someone to walk with you. 4. Ask someone to pick them up. *Suggested support.* Emphasize that asking is appropriate, not a failure. If shortness of breath is reported as a real symptom during the task, stop the worksheet and get help.
Using a call light. 1. Press the call light or call button. 2. Call out for help, or wait for the next person you see and tell them. 3. Give staff a short time to come, and press again or call out if you still need help. 4. Asking staff for help. *Suggested support.* Practice with the real call light in the room when that is allowed. Item 3 should match the facility's usual response time; the point is not to stand up unassisted while waiting.
Asking for help at home. 1. Call out, or use a phone or an alert button if you have one. 2. Call a family member, a neighbor, or emergency services if you need urgent help. 3. Wait and ask the next person who can help, or call someone. 4. Kept where you can reach it. *Suggested support.* Fill in the real phone, neighbor, or alert-button plan on a separate reminder if the household has one. If urgent symptoms are reported for real, stop and follow the home safety plan.
If you need the restroom. 1. Ask for help, or press a call light if you have one. 2. Turn on a light and ask for help if you usually need it. 3. Ask someone to move it, or wait for help. 4. Still ask for help right away. *Suggested support.* Keep the tone matter-of-fact and adult. Match the answers to the person's actual transfer plan. If they are independent for toileting, say so and use only the items that still apply (light, path, asking when needed).
Hot, wet, or sharp. 1. Wait and ask someone to check it before you drink. 2. Tell someone, and do not walk through it. 3. Use it only if that is already safe for you, or ask someone to help. 4. Treat it as hot and ask for help if you need it moved. *Suggested support.* Use real, present examples when you can (a warm cup, a marked wet floor sign) rather than long imagined scenes. Skip the stove item if the person has no contact with a kitchen.
Safe or not safe. 1. Safe. 2. Not safe. 3. Safe. 4. Not safe. 5. Safe. (If a person's clinical plan differs, follow that plan and note it.) *Suggested support.* If an item is marked unsafely, give the safer choice and have the person mark it. Keep the discussion short. Follow the therapy or nursing plan when it differs from the printed key.
Taking medicine safely. 1. Yes. 2. No. 3. No. 4. Yes. 5. No. *Suggested support.* Do not use real medication names or the person's private list on this practice page. If the person is fully dependent for medication, treat this as a recognition and safety-awareness task, not as independent medication training.

AUTOMATIC SPEECH

Finish the phrase. 1. pepper. 2. coffee or tea. 3. fork. 4. socks. 5. butter. 6. night. *Suggested support.* Say the phrase with a natural pause and offer both choices in writing. If needed, say the full phrase and have the person point to the last word. These are familiar pairs, not a test of cleverness.
Familiar greetings. 1. morning (or afternoon, evening, or night, if that is the greeting you used). 2. you. 3. you. 4. you. 5. you. 6. day (or "evening," if you modeled that). *Suggested support.* Use the greeting that matches the real time of day for item 1. You can say the phrase in a natural voice, then have the person say it with you. This is practice, not a social test.
Days in order. 1. Tuesday. 2. Friday. 3. Sunday. 4. Monday. *Suggested support.* Keep the week strip in view and point along it. The task is to follow a familiar sequence with support, not to recite the days from memory.

Answer key, continued

AUTOMATIC SPEECH

Counting to ten. The missing numbers are 4 and 7. *Suggested support.* Count aloud together while pointing to the top row, then point to each blank. If writing is hard, the person can say the number or point to it on the top row.
Finish the sentence. 1. bed. 2. cup. 3. door. 4. soap. 5. socks or shoes. *Suggested support.* Read the sentence and both choices. If needed, say the finished sentence and have the person point to the last word. Accept "shoes" or "socks" as spoken answers for item 5.
More sentences to finish. 1. pen or a pencil. 2. window. 3. chair. 4. towel. 5. refrigerator. *Suggested support.* If three choices are too many, cover one foil and offer two. "Pencil" alone or "pen" alone is a correct spoken answer for item 1.

WORD FINDING

Which word fits?. 1. chair. 2. towel. 3. clock. 4. door. 5. bed. *Suggested support.* This is two-choice recognition, not open naming. If you later ask the person to say the word, give it first and have them repeat if naming is hard.
Yes or no: what is it for?. 1. Yes. 2. No. 3. Yes. 4. Yes. 5. Yes. 6. No. *Suggested support.* If you have the real object, show it as you ask. For a "no" item, you can follow with the real use ("A pillow is for your head when you rest") and have the person confirm.
What group does it belong to?. 1. fruit. 2. piece of clothing. 3. person who can help you. 4. room. 5. way to get somewhere. *Suggested support.* Read the item and both groups. These foils are far apart on purpose. Accept a spoken category that is accurate even if the wording differs slightly ("food" for apple, "clothes" for shirt).
What do you do with it?. 1. Drink from it. 2. Use it to stay warm. 3. Wash with it. 4. Sit on it. 5. See better with them. *Suggested support.* Show the object when you can. If the person uses a word like "sip" or "keep warm," accept it and then point to the matching choice.
Match the word to its use. First set: SOAP to Wash your hands, KEY to Open a door, PEN to Write a note. Second set: CUP to Drink, CLOCK to Tell the time, COAT to Stay warm. *Suggested support.* Do one pair at a time. Read both sides. If line-drawing is hard, number the pairs or point from left to right and have the person confirm.
Point to it in the room. Answers depend on the room. Accept accurate pointing, or "not in this room." The last choice is: Say or mark "not in this room." Do not score a missing object as an error. *Suggested support.* Stand so the person can see the object. Say the word, then point with them if needed. Skip any item that is absent rather than forcing a substitute, unless you brought the object on purpose.

FUNCTIONAL READING

Read these words. Match BED to BED, CUP to CUP, DOOR to DOOR, and CHAIR to CHAIR. *Suggested support.* Point and read each large word first. For matching, find one pair together, then fade support. This page is printed in large type on purpose; do not shrink it.
Read the sign. EXIT: A way out. RESTROOM: A bathroom. STOP: Do not go yet; wait or halt. NURSE: A nurse, or the nurse's area. *Suggested support.* If 18–22 point type is still hard, cover all but one sign. You may walk to a real sign in the building after this page, if that is practical and safe.
Read YES and NO. 1. Yes. 2. Yes. 3. No. 4. Yes. *Suggested support.* Have the person point to each target word before the questions. This page also practices using a yes/no response. Item 2 is true every day; if it confuses the person, rephrase: "Monday through Sunday are days of the week. Is today one of those days?"
Read a short phrase. Please wait: Stay here for now; do not leave yet. Call for help: Ask someone to help you. Time for lunch: It is the midday meal now, or soon. *Suggested support.* Read the phrase while pointing, then read both meanings. These phrases can later be used on a real reminder card or board.

Answer key, continued

FUNCTIONAL READING

Read a short daily plan. 1. Breakfast. 2. A walk. 3. A visit at 2:00. *Suggested support.* Point to the matching line for each question. The heading says “morning,” but the visit is at 2:00; if that is confusing, note that the last item is in the afternoon and still comes last on the card.
Today’s lunch. 1. Yes. 2. A grilled cheese sandwich. 3. Applesauce. *Suggested support.* You may later swap this sample for the real meal list, written in the same large type. Do not turn it into a nutrition or diet-order task unless that is already part of the plan.
A short reminder to read. 1. Ms. Calder’s. 2. Her glasses. 3. In the morning. *Suggested support.* Point back to each line. A coat is not mentioned on the card, even if a coat would also be reasonable in real life. After this page, you can write a real reminder in the same short format.
Which sign do you need?. 1. EXIT. 2. RESTROOM. 3. NURSE. 4. WET FLOOR. *Suggested support.* Read the situation aloud and point to both signs. If needed, point to the correct sign and have the person point to it too.

CARDS AND BOARDS

Yes and no cards. These are tools, not test items. There is no answer key. *Suggested support.* Hold both cards in view. Point as you name them. Confirm an important answer (pain, toileting, leaving the room) with a gesture or a second choice if the yes or no seems uncertain.
Day of the week cards. These are tools, not test items. Today’s card should match the real day. *Suggested support.* Start with two or three cards, including today. A calendar in view is a fair support.
Season and time-of-day cards. These are tools, not test items. The season and time-of-day cards should match the real day. *Suggested support.* Look at a window or a clock together, then offer two cards at a time.
Sorting cards: clothes and food. Clothes: sock, coat, shirt, shoe. Food: bread, apple, soup, rice. *Suggested support.* Lay out the two header cards first. Sort the first word together, then fade support. These cards can be reused with the “Sort: clothes or food” page.