Cognition Workbook

Moderate Level

Ready-to-print therapy worksheets for adults with a moderate cognitive-communication impairment. For use in a skilled nursing facility, rehab, or home health.

> Orientation and a calendar · Memory aids and a memory book · Short- and delayed recall · Attention and sequencing · Safety and simple problem-solving · Categorization and word finding · Functional reading · Simple money and time

Large print. Structured tasks with some cueing built in. Easier and Harder pages within this level. Includes a starter goal bank, a progress sheet, a staff and family carryover handout, and an answer key 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 **Moderate Level** cognition workbook, a companion to the General Edition, not a reprint. It is written for adults with a moderate cognitive-communication impairment, such as mild to moderate dementia, a moderate stroke or brain injury, or recovery after a hospital delirium. Settings include a skilled nursing facility, rehab, and home health.

IN A SESSION

1. Choose a page that matches the person's goals and current level. You do not have to use the pages in order.
2. Complete the task together, or send a copy for practice on the unit or at home when that is appropriate. Use the carryover handout and "This week's practice" page when you want staff or family to help.
3. Give only the support the person needs. Use the cueing hierarchy on the next page. Note the cues you used on the tracking sheet.
4. Record accuracy in a simple way (for example, 7 out of 10). For open-ended tasks, write a short comment instead. The progress sheet can show change across sessions.

DIFFICULTY WITHIN THIS LEVEL

Easier pages use shorter items, written choices, word banks, or permission to look back. **Harder** pages add more steps, more to hold in mind, more reading, or more than one safe option to weigh. Both are still written at a moderate level. Move to the Low or High Function book if the demand is a poor fit.

WHAT ELSE IS IN THIS BOOK

A short starter goal bank you can individualize, a session tracking sheet and a progress-at-a-glance page, a staff and family carryover handout, a weekly practice assignment page, and an answer key where answers are objective.

> These are practice materials for speech-language pathologists (SLPs) and the adults they work with. 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.

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

Cueing at this level

Use the least support that still lets the person succeed. This is a practical session guide, not a formal protocol, and it is not a scoring system from a standardized test.

CUEING HIERARCHY

1. **Wait.** Give extra time before you step in. Many people at this level need a few extra seconds to start.
2. **Point.** Point to the page, a written choice, a calendar, or something in the room.
3. **Give a meaning cue.** Name the category, the function, or a short hint ("you use it to walk more steadily").
4. **Give a sound or letter cue.** For a specific word, give the first sound or the first letter.
5. **Offer two choices.** Spoken or written ("walker or cane?").
6. **Give a model,** then ask the person to try it.

BUILT-IN SUPPORTS

Easier pages often already include choices, a word bank, or permission to look back at a calendar, a schedule, or notes. If you add still more support, write that on the tracking sheet so the page is not scored as independent.

DELAYED RECALL PAGES

On the "words to remember" and "story to remember" spreads, have the person read or hear the material, then turn the page. Wait about two to three minutes. You may use a short attention page or a brief conversation. Ask for a free recall first, then use the hints on the question page if needed. Score free and cued recall separately. This is practice, not a test.

HOW TO RECORD YOUR WORK

Write the cue level in plain language (for example, "independent," "meaning cue," or "two choices"). For safety and planning items, look for a specific, safe plan rather than one exact sentence. Do not treat these percentages as standardized scores, and do not use this book to diagnose a condition.

Contents

Pages are marked Easier or Harder within this moderate level. You do not have to use them in order.

FOR THE SLP AND HELPERS

How to use this workbook		2
Cueing at this level		3
Starter goal bank		6
Session tracking sheet		7
Progress at a glance		8
Practice at home or on the unit		9
This week's practice		10

ORIENTATION AND A CALENDAR

Starting the day	EASIER	11
Today's orientation	EASIER	12
Reading a monthly calendar	EASIER	13
This week's calendar	EASIER	14
Finding a date and planning ahead	HARDER	15
A plan for one day	HARDER	16
Using a weekly plan	HARDER	17
Which appointment comes first	HARDER	18

MEMORY AIDS AND RECALL

Memory book page	EASIER	19
A page about my daily routine	EASIER	20
A reminder you will actually use	EASIER	21
A morning checklist	EASIER	22
Using a memory book	HARDER	23
A visit and phone log	HARDER	24
Short-story recall	EASIER	25
Take notes, then recall	HARDER	26
Immediate recall: four words	EASIER	27
Immediate recall: a short list of plans	EASIER	28
Words to remember	EASIER	29
Delayed recall: the four words	EASIER	30
A short story to remember	HARDER	31
Delayed recall: the story	HARDER	32

ATTENTION

Find every K	EASIER	33
Find every R	EASIER	34
Find every 3	EASIER	35
Scan the list	EASIER	36
Circle every H, underline every 4	HARDER	37
Switch between two jobs	HARDER	38
Mark the mistakes	HARDER	39
Find every P	HARDER	40
Mark the days of the week	HARDER	41

SEQUENCING

Three-step sequences	EASIER	42
A morning routine, in order	EASIER	43
Getting ready to leave	EASIER	44
Making a simple lunch	HARDER	45
Fix the sequence	HARDER	46
Five-step sequences	HARDER	47
If you feel dizzy: put the steps in order	HARDER	48

Contents, continued

Contents, continued.

SAFETY

Using the call light	EASIER	49
Fall safety choices	EASIER	50
If you feel unsteady	EASIER	51
Asking for help	EASIER	52
When to ask for help right away	EASIER	53
A medication schedule (practice only)	HARDER	54
Choosing a safer next step	HARDER	55
Kitchen and bathroom safety	HARDER	56

PROBLEM-SOLVING

Simple problems with two choices	EASIER	57
What would you do?	EASIER	58
What do you need for the task?	EASIER	59
A schedule with a conflict	HARDER	60
Solving a problem in steps	HARDER	61
Choosing between two plans	HARDER	62
What is missing?	HARDER	63

CATEGORIZATION AND WORD FINDING

Name the word	EASIER	64
Naming with a word bank	EASIER	65
What fits all the clues	EASIER	66
Categories	EASIER	67
Which one does not belong?	EASIER	68
Name as many as you can	HARDER	69
More than one way	HARDER	70
Features, uses, and differences	HARDER	71
What goes together?	HARDER	72

FUNCTIONAL READING

Reading everyday signs	EASIER	73
Reading a café menu	EASIER	74
Reading a weekly schedule	EASIER	75
Reading a short notice	EASIER	76
Reading a medication label	HARDER	77
Reading a medication card	HARDER	78
Reading an appointment letter	HARDER	79
Reading a label and a short instruction	HARDER	80

MONEY AND TIME

Reading the time	EASIER	81
Simple money practice	EASIER	82
Reading a receipt	EASIER	83
Paying a small tab	HARDER	84
Do you have enough?	HARDER	85
A short shopping list with a budget	HARDER	86
Planning around time	HARDER	87
A morning time plan	HARDER	88

ANSWER KEY

Answer key (pp. 89–97)	89

Starter goal bank

These are starter goals for a moderate cognitive-communication level. Individualize the setting, the supports, and the accuracy target. They are not a required set, and they are not a standardized protocol.

ORIENTATION

The person will complete a daily orientation board (day, date, place, and next plan), using a clock, calendar, or posted schedule and no more than a meaning cue, on 4 of 5 sessions.

MEMORY AIDS

The person will write or use a short reminder (or a memory-book page) to answer a functional question about a plan, a visit, or a needed item, with no more than a pointing cue, on 4 of 5 opportunities.

RECALL

After hearing or reading a short message and writing notes, the person will recall the day, time, and one action after a 2–3 minute delay, on 4 of 5 opportunities.

ATTENTION

The person will complete a structured cancellation or list-scanning task, working left to right, with no more than one redirect to stay on task, at 80% accuracy or better on 2 of 3 pages.

SEQUENCING

The person will put a familiar 3- to 5-step daily task in a safe order, using a written list if needed, with no more than a meaning cue, on 4 of 5 opportunities.

SAFETY AND PROBLEM-SOLVING

Given a short everyday situation, the person will state a safe next step and who to ask for help if needed, with no more than two choices provided, on 4 of 5 opportunities.

WORD FINDING

The person will name a common object from a short description, or generate at least four items in a familiar category, with no more than a first-sound cue, on 4 of 5 opportunities.

FUNCTIONAL READING, MONEY, OR TIME

The person will answer detail and simple inference questions about a menu, schedule, label, receipt, or written time, looking back as needed, at 80% accuracy or better on 2 of 3 pages.

Write your own, if you want:

Match the goal to the person's real routine and care plan. Reduce or increase support as the person changes. Do not copy these word for word into a record unless they fit.

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	SETTING	CUES USED	ACCURACY	NOTES

Level: write Easier or Harder (both are within the moderate level). Setting: facility, home, or other. Accuracy: for example, 7/10, or a short comment when answers vary. Use the progress sheet for a view across sessions.

Progress at a glance

Use this page to see change across sessions. One mark or short note per domain is enough. This sheet is for your notes. It is not a test form and it is not a billing record.

NAME **DATE RANGE**

DOMAIN	DATE / NOTES	DATE / NOTES	DATE / NOTES	DATE / NOTES
Orientation / calendar				
Memory aids				
Short- or delayed recall				
Attention				
Sequencing				
Safety / problem-solving				
Word finding				
Functional reading				
Money / time				
Carryover / home or unit practice				

Overall impression or next step

In each cell you can write an accuracy (for example, 7/10), a cue level (for example, “meaning cue”), or a short comment. Leave a domain blank when you did not work on it.

Practice at home or on the unit

The SLP may send a worksheet for short practice on the unit or at home. This page is for nurses, aides, and family members who are helping. Follow the person's care plan for walking, medications, and getting up.

HOW TO PRACTICE

1. Pick a time when the person is alert and not rushed. About 5 to 10 minutes is enough.
2. Do one task at a time. Read the directions together, or read them aloud if that helps.
3. Give the person time to think before you step in.
4. If the page says it is all right to look at a calendar, a clock, a memory book, or notes, let the person look.
5. If the person gets stuck, you can point to the page, give a short hint, or offer two choices. Avoid jumping straight to the answer.
6. Stop if the person is tired, frustrated, or unsafe. Practice should not feel like a test.

WHAT NOT TO DO

Do not guess about medications, walking, or getting out of bed. Do not treat a missed answer as a failure. Do not add extra hard questions to "test" the person.

WHAT TO TELL THE SLP

A short note is enough: what you practiced, about how long it took, what was easy, and what kind of help was needed.

> These are practice materials. They do not replace an SLP's evaluation or the care team's instructions. If you are worried about a change in thinking, safety, or swallowing, tell the nurse or the SLP.

This week's practice

The SLP can fill this in and send it with one or two worksheets. Staff or family can use the note box at the bottom after practice.

NAME **WEEK OF**

PAGES OR TASKS TO PRACTICE

WHEN TO PRACTICE **ABOUT HOW LONG**

SUPPORTS THAT ARE ALL RIGHT TO USE

PLEASE STOP AND TELL THE SLP OR NURSE IF

NOTE BACK TO THE SLP

DATE PRACTICED **WHO HELPED**

WHAT WENT WELL, AND WHAT KIND OF HELP WAS NEEDED

See also "Practice at home or on the unit." This is practice, not a test.

EASIER

Starting the day

Fill this in at the start of a session or at the start of the day. You may look at a calendar, a clock, or what is around you.

What day of the week is it today?

What is today's date? You may copy it from a calendar.

What month is it, and what season?

Where are you right now?

- ☐ Home
- ☐ A hospital or rehab center
- ☐ A skilled nursing facility
- ☐ Other

Look at a clock if you have one. About what time is it?

What is one thing already on your calendar or plan for today?

Who is working with you right now?

EASIER

Today's orientation

Answer in your own words, or mark a choice. It is fine to look at a clock, a calendar, or a posted board.

1. What day of the week is it today?

2. What is today's date?

3. What season is it?

- ☐ Winter
- ☐ Spring
- ☐ Summer
- ☐ Fall

4. Where are you right now?

- ☐ Home
- ☐ A hospital or rehab center
- ☐ A skilled nursing facility
- ☐ Other

5. What meal comes next?

6. Name one thing you already did today, or one thing you plan to do.

EASIER

Reading a monthly calendar

This is a sample month, not necessarily this month. Shaded dates have a note below. You may look back at the calendar as often as you need.

JUNE (SAMPLE)

MON	TUE	WED	THU	FRI	SAT	SUN
1	2	**3**	4	5	6	7
8	9	10	11	**12**	13	14
15	16	17	**18**	19	20	21
22	23	**24**	25	26	27	28
29	30					

This month's notes (highlighted dates)

Wednesday, June 3 — Lab work at 8:30 in the morning. Do not eat before the lab.

Monday, June 8 — Family visit at 2:00 in the afternoon

Friday, June 12 — Eye clinic at 10:15 in the morning

Thursday, June 18 — Care meeting at 1:00 in the afternoon

Wednesday, June 24 — Pharmacy pickup at 11:00 in the morning

1. What day of the week is June 12? What is planned that day?

2. What should a person remember before the June 3 lab work?

3. How many days are there from the family visit (June 8) to the eye clinic (June 12)?

EASIER

This week's calendar

Fill in this week. Use a real calendar, a posted schedule, or what you already know. Empty boxes are fine when nothing is planned.

Week of (date) _____

Filled in by _____

DAY	MORNING	AFTERNOON
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

What is one thing planned for this week?

_____

Which day looks the most open?

_____

HARDER

Finding a date and planning ahead

Use this sample week. Today is Tuesday, June 9. That is not necessarily today's real date. You may look back at the notes as often as you need.

> **Today:** Tuesday, June 9
> Friday, June 12 — Eye clinic at 10:15 in the morning
> Thursday, June 18 — Care meeting at 1:00 in the afternoon
> Wednesday, June 24 — Pharmacy pickup at 11:00 in the morning

1. How many days from today until the eye clinic? What day of the week is that visit?

2. What day of the week is the care meeting, and at what time?

3. You want a haircut on a morning that is open during the week of June 15. Suggest a date and say why it does not conflict.

4. If the pharmacy pickup moves to Thursday, June 18 at 1:00 in the afternoon, is there a conflict? Why or why not?

HARDER

A plan for one day

Use this sample day. It is not necessarily today's date. Read the calendar notes, then answer the questions. You may look back as often as you need.

TIME	WEDNESDAY, JUNE 17 (SAMPLE)
7:30	Wake and get ready
8:00	Breakfast
9:15	Blood pressure check
10:00	Open
12:00	Lunch
1:30	Therapy
3:00	Open
5:00	Dinner

1. What is the first appointment after breakfast?

2. You want 45 minutes to sit outside. Which open time would you choose, and why?

3. If therapy lasts 50 minutes, what time does it end? How much time is left before dinner?

4. Write a simple plan for this day in the order you would follow it.

HARDER

Using a weekly plan

This is a sample week, not necessarily this week. Read the plan, then answer. You may look back as often as you need.

DAY	PLAN
Monday	Occupational therapy at 9:30 in the morning
Tuesday	Blood work at 11:00. Drink water, but do not eat after 8:00.
Wednesday	Open morning. A chaplain visit at 2:00 in the afternoon
Thursday	Family meeting at 10:00 in the morning in The Elm Room
Friday	Physical therapy at 1:15 in the afternoon
Saturday	Open
Sunday	Music at 3:00 in the afternoon, if you want to go

1. What is planned for Thursday morning, and where is it?

2. You hope to shower at 9:30 on Monday. Does that time conflict? Why or why not?

3. What should you remember about eating on Tuesday?

4. Which days have no required appointments?

HARDER

Which appointment comes first

These appointments are not in order. You may look back as often as you need. The clinic and gym names are made up for practice.

APPOINTMENT	WHEN
Lumen Ridge Clinic, Room 3	Thursday at 2:00 in the afternoon
Fenwick Therapy Gym	Wednesday at 10:15 in the morning
A blood pressure check on the unit	Wednesday at 8:30 in the morning
A video call with family	Friday at 4:00 in the afternoon
A follow-up at Lumen Ridge Clinic	Friday at 9:00 in the morning

1. Which appointment comes first in the week?

2. Which days have two appointments? List both days, in order.

3. You are offered a haircut at 10:00 on Wednesday. Does that time work? Why or why not?

4. How many visits to Lumen Ridge Clinic are on this list, and on which days?

EASIER

Memory book page

This page can go in a memory book or a folder you keep nearby. Fill in only what you want to share. Skip any line you do not want to use.

The name I prefer people to use

People who are important to me

Where I live or where I am staying now

A usual part of my day I want people to know

How I like people to help me remember things

One thing I want others to know about me

EASIER

A page about my daily routine

Write your usual routine in your own words. If your days vary, write a typical day. This page can stay in a memory book.

In the morning, I usually...

Around midday, I usually...

In the afternoon or evening, I usually...

I like to have help with...

I can usually do this on my own...

EASIER

A reminder you will actually use

A written reminder can take the pressure off your memory. Practice making one you could really use this week.

> Imagine this: Your glasses will be ready for pickup on Monday at 10:30 in the morning. You also want to ask about the laundry before supper today.

1. Write a short reminder about the glasses pickup. Include the day and the time.

2. Write a short reminder about asking about the laundry. Include when you want to ask.

3. Where will you put these reminders so you will see them in time?

4. When will you check the reminders (for example, after breakfast, or at the start of the afternoon)?

EASIER

A morning checklist

A short checklist can help you start the day without holding every step in mind. Read this sample list. Then make it your own.

- [ ] Put on my glasses, if I use them
- [ ] Use the bathroom and wash up
- [ ] Get dressed
- [ ] Eat breakfast
- [ ] Check my written reminders for the day

1. Add two morning steps that matter in your own day. Write them as short checklist items.

2. Where will you keep this list so you will see it in the morning?

3. When during the morning will you check the list off?

4. Name one afternoon task that would also be easier with a short checklist.

HARDER

Using a memory book

This is a sample memory-book page for practice. It is not about you. Read it, then answer. You may look back as often as you need.

About Ms. Rowan

I like to be called **Ellen**.
My daughter is **Priya**. She usually visits on Thursday afternoons.
I wear glasses to read. They stay in the case on the bedside table.
I like coffee in the morning, but not after lunch.
I get tired after therapy. A rest in my room helps.
I enjoy talking about gardening and old movies.

1. What does Ms. Rowan like to be called?

2. When does her daughter usually visit?

3. If she cannot find her glasses, where should you look first?

4. It is 3:30 in the afternoon. She asks for coffee. What does her book suggest?

HARDER

A visit and phone log

Read the two notes. Fill in the log. Then answer the questions. The names are made up for practice.

> **Note 1.** Tuesday, 2:15 in the afternoon. Priya visited Ms. Rowan in her room for about 45 minutes. They looked at photos. Priya will come again next Thursday.
>
> **Note 2.** Wednesday, 10:40 in the morning. Mr. Pendleton called from Lumen Ridge Clinic. The Thursday appointment is still at 2:00. Bring the medication list.

DAY / TIME	WHO	VISIT OR CALL	WHAT TO REMEMBER

What should Ms. Rowan remember to bring on Thursday?

Who is planning to visit next Thursday?

EASIER

Short-story recall

Read this short story, or have it read to you. Then cover the story and answer the questions. The order of your answers does not have to match the story.

> On Friday morning, Ms. Darnell put a yellow sweater on the chair by the door. She planned to wear it to the music hour in the Cedar Lounge at 3:00. Before she left her room, she wrote a short note to her son and set it next to her reading glasses.

Cover the story now. You may ask to hear it one more time before you cover it.

1. What day is named in the story?

2. What color was the sweater, and where did she put it?

3. Where was the music hour, and at what time?

4. What did she do before she left her room, and where did she put the note?

HARDER

Take notes, then recall

Listen to or read the message below. You may take notes in the box while you hear or read it. Then cover the message (you may keep your notes) and answer the questions.

> Please tell Mr. Brennan that his ride to Lumen Ridge Clinic has been changed from Tuesday at 1:15 to Wednesday at 10:00 in the morning. He should bring his medication list and his insurance card. The driver will wait in the lobby, not at the curb. If he cannot go, he should call the transportation desk at 555-0172 before 4:00 on Tuesday.

Notes (you may keep these):

Cover the message now. Use your notes if you need them.

1. What day and time is the ride now?

2. What two things should he bring?

3. Where will the driver wait?

4. If he cannot go, what should he do, and by when?

EASIER

Immediate recall: four words

Part A. Read these four words, or have them read to you. Then cover the list and write the words you remember. The order does not have to be the same.

lantern meadow cookie ticket

Words I remember:

Part B. Look back at the list if you need to. Write each word next to the hint.

1. Something you might eat...

2. A grassy field...

3. You need this to go to a show or a train...

4. You can carry this to light a path...

EASIER

Immediate recall: a short list of plans

Read this list of four plans, or have it read to you. Then cover the list and write what you remember. The order does not have to be the same.

> 1. Pick up a newspaper.
> 2. Return a library book.
> 3. Buy a bar of soap.
> 4. Call the pharmacy.

Plans I remember:

If you remembered only some of the plans, look back now and write any you missed, or tell your SLP which ones were harder to keep in mind.

EASIER

Words to remember

Read these four words, or have them read to you. Say them once if that helps. Do not turn the page until your SLP says to.

kettle postcard sweater orchard

> **For the SLP.** After the person has read or heard the words, turn to the next page. Wait about two to three minutes. You may use a short attention page or a brief conversation. Then ask for the words. Do not give the answers. This is practice, not a test.

You can write the words once below to help yourself, then cover this page when you turn it.

My notes (optional):

EASIER

Delayed recall: the four words

Do not look back at the last page unless your SLP asks you to. Write the words you remember. The order does not have to be the same.

Words I remember:

If you want a hint, try these, one at a time:

1. Something you wear when you are cold...

2. You write this and mail it...

3. A place where fruit trees grow...

4. You heat water in this...

HARDER

A short story to remember

Read this story, or have it read to you. You may read it twice. Do not turn the page until your SLP says to.

Saturday morning, Mr. Voss walked to Larkwright Market for a loaf of bread and a bunch of bananas. The market closes at 3:00. He also needed to pick up a newspaper for his neighbor, Ms. Keene. After he paid, he sat on the bench outside for a few minutes before walking home.

For the SLP. After the story has been read, turn to the next page. Wait about two to three minutes. Then ask the questions. The person should not look back unless you are changing the demand on purpose.

Optional: write two or three key points you want to remember.

My notes (optional):

HARDER

Delayed recall: the story

Do not look back at the story unless your SLP asks you to.

1. What day is named in the story?

2. Where did Mr. Voss go?

3. What two foods did he want to buy?

4. What time does the market close?

5. Who was the newspaper for?

6. What did he do after he paid, before he walked home?

EASIER

Find every K

This is practice for staying with one target. Mark every letter **K**. Work across each row from left to right. Try not to mark other letters.

A	R	T	K	L	M	P	S
K	O	N	E	F	G	H	I
J	L	K	Q	V	W	X	Y
Z	A	B	C	K	D	E	F
G	H	I	J	L	K	M	N
K	P	Q	R	S	T	V	W
X	Y	Z	A	K	B	C	K

How many K's did you mark?

_____

Did you miss any, or mark any other letter?

_____

What helped you keep your place in the rows?

_____

EASIER

Find every R

Look at each letter. Mark every letter **R**. Work across each row from left to right, then go to the next row. Take your time.

A	M	R	T	L	S	E	R
R	O	P	K	R	D	F	G
H	I	J	R	L	S	R	U
V	R	W	X	Y	R	Z	A
B	C	R	D	E	F	R	G
R	H	I	J	K	R	L	M

How many R’s did you mark?

When you finish, you or your SLP can check the count in the answer key.

EASIER

Find every 3

Look at each number. Mark every **3**. Work across each row from left to right. Take your time.

2	8	3	5	1	9	6	3
3	7	4	0	3	2	8	1
5	3	9	6	1	3	4	7
0	2	8	3	5	9	3	1
6	4	3	7	2	0	8	3
3	1	5	9	3	6	4	2

How many 3’s did you mark?

When you finish, you or your SLP can check the count in the answer key.

EASIER

Scan the list

Read the list once, slowly. Check the box next to every item that has a specific time. Leave the other items unmarked.

- [ ] Fold the towels and put them on the shelf
- [ ] Physical therapy at 10:30 in the morning
- [ ] Call your sister when you have a minute
- [ ] Care meeting at 1:00 in the afternoon
- [ ] Water the plant by the window
- [ ] Eye clinic at 2:45 in the afternoon
- [ ] Write a short thank-you note
- [ ] Blood pressure check at 9:00 in the morning
- [ ] Snack cart at 3:15 in the afternoon
- [ ] Pack a sweater in case the dining room is cool

1. How many items have a specific time?

2. Which timed item comes first in the morning?

3. Which timed item is the first one in the afternoon?

HARDER

Circle every H, underline every 4

This page has two targets, and the job switches as you go. Circle every letter **H**. Underline every number **4**. Work across each row from left to right. Do not mark other letters or numbers.

H	A	4	T	L	2	S	E
B	H	P	4	N	K	D	F
4	I	N	J	H	7	Q	S
H	T	V	4	W	X	8	C
4	F	G	H	I	N	J	8
H	4	L	M	4	P	Q	H

How many H's did you circle? _____

How many 4's did you underline? _____

What was the total number of marks (H's plus 4's)? _____

HARDER

Switch between two jobs

This list mixes times and places. Circle every **time**. Underline every **place**. Then use what you marked to answer the questions.

> 9:30 · the dining room · 11:15 · the lobby
> 2:00 · the Cedar Lounge · 4:45 · the front patio
> 8:00 · the activity room · 12:30 · Room 14

1. How many times did you circle? How many places did you underline?

2. Write the times in order, from earliest to latest.

3. Which place is listed just after 2:00?

4. If you need to be in the lobby at 11:15, which listed time comes next after that?

HARDER

Mark the mistakes

The original plan is on the left. A recopied plan is on the right. Mark each mistake on the right-hand list. You may look back as often as you need.

ORIGINAL PLAN

9:00	Blood pressure check
10:30	Therapy in the gym
12:00	Lunch in the dining room
2:15	Visit from Priya
4:00	Rest in your room

RECOPIED PLAN

9:00	Blood pressure check
10:00	Therapy in the gym
12:00	Lunch in the dining room
2:15	Visit from Pendleton
4:30	Rest in your room

1. How many mistakes did you find?

2. List each mistake.

HARDER

Find every P

Mark every letter **P**. Some nearby letters look similar, such as B, R, D, and F. Work across each row from left to right. Try not to mark the other letters.

B	R	P	D	F	P	B	R
P	D	B	R	P	F	D	B
R	P	F	B	D	P	R	F
D	B	P	R	F	B	P	D
P	F	R	D	B	P	F	R
B	P	D	F	P	R	B	D
F	R	P	B	D	F	P	R

How many P’s did you mark?

When you finish, you or your SLP can check the count in the answer key.

HARDER

Mark the days of the week

Read the list. Mark every word that is a day of the week. Leave the other words unmarked.

> window Tuesday onion Friday blanket March
> Sunday hallway Thursday button Monday river
> August Wednesday coffee Saturday nurse July

1. How many days of the week did you mark?

2. Which days, if any, are missing from the list?

3. Name one word you did not mark, and say why it is not a day of the week.

EASIER

Three-step sequences

Each task has three steps. Write 1, 2, and 3 in the blanks to show a safe, sensible order.

BRUSHING YOUR TEETH

____ Brush the teeth and then spit.

____ Put toothpaste on the brush.

____ Rinse your mouth, if you use a rinse.

PUTTING ON SHOES

____ Put on your shoes.

____ Put on your socks.

____ Sit down so you are steady.

GETTING A GLASS OF WATER

____ Fill the glass.

____ Take a clean glass.

____ Sit or stand in a safe place to drink.

READY FOR A TRAY MEAL

____ Begin eating when you are settled.

____ Make sure the tray is close and steady.

____ Sit at the table, or sit up in a safe position.

EASIER

A morning routine, in order

These steps are out of order. Number them so they make a safe, sensible morning routine. Use 1 for the first step. If two steps could reasonably go in either order, pick one and stay consistent.

____ Eat breakfast

____ Sit at the edge of the bed and get your balance

____ Get dressed

____ Wash your face and hands

____ Wake up

____ Put on your glasses, if you use them

____ Use the bathroom

____ Check your written reminders for the morning

In one sentence, why did you put your first three steps in that order?

EASIER

Getting ready to leave

You have an appointment and need to leave your room or your house. Number the steps in a safe order. Use 1 for the first step.

____ Tell a staff member or family member that you are leaving, or ask for help if you need it

____ Check the appointment time

____ Put on your shoes

____ Get your folder or insurance card

____ Use the bathroom if you need to

____ Get your walker or cane, if you use one

____ Go to the meeting place (the lobby, the front door, or the clinic desk)

What would you add if the weather was cold or wet?

HARDER

Making a simple lunch

Number these steps so they make a safe order for making a cheese sandwich and a piece of fruit. Use 1 for the first step.

____ Add cheese (and any other filling you use)

____ Sit down to eat

____ Wash your hands

____ Close the sandwich

____ Get a clean plate

____ Add a piece of fruit or another side

____ Take two slices of bread

____ Put leftover food away, or ask for help to put it away

What if there is no bread? What is a safe substitute, or who could you ask?

HARDER

Fix the sequence

Someone wrote these steps for doing a load of laundry. Two steps are in the wrong place. Find the problem, then write a corrected order.

> 1. Check the pockets.
> 2. Start the machine.
> 3. Put the clothes in the machine.
> 4. Add detergent.
> 5. Close the door or lid.
> 6. Come back when the machine is done.

1. Which steps are in the wrong place, and why?

2. Write the six steps in a safe, corrected order.

HARDER

Five-step sequences

Each task has five steps. Write 1 through 5 in the blanks to show a safe, sensible order.

DOING A SMALL LOAD OF LAUNDRY

____ Start the machine.

____ Close the door or lid.

____ Check the pockets.

____ Add detergent.

____ Put the clothes in the machine.

LEAVING THE ROOM WITH A WALKER, IF ONE IS RECOMMENDED

____ Stand and get your balance.

____ Tell someone, or use the call light, if you need help.

____ Sit at the edge of the bed or chair.

____ Hold the walker and take a first step only when you are steady.

____ Place the walker in front of you.

HARDER

If you feel dizzy: put the steps in order

These steps are mixed up. Use the word bank if you want. Write 1 through 5 to show a safe order. Follow your own care plan if it is different.

> **Word bank:** Sit or lie back Stay put and wait for help Call or use the call light Do not get up to walk it off Tell someone what happened

A SAFE NEXT SEQUENCE

_____ Tell someone what happened, once you are safe.

_____ Sit or lie back, if you can do so safely.

_____ Do not get up to walk it off.

_____ Call or use the call light.

_____ Stay put and wait for help.

Why is “do not get up to walk it off” an important step?

EASIER

Using the call light

These situations take place in a facility where a call light is used. Write a safe next step for each one.

1. You woke up and need help to change position in bed. No one is in the room.

2. You dropped your book on the floor near the bed, and you are not supposed to get up alone.

3. You pressed the call light a few minutes ago. No one has come yet, and you are not sure the button stayed down.

4. You feel dizzy sitting at the edge of the bed. Someone passing in the hall says it will be faster if you walk to the desk yourself. What do you do?

EASIER

Fall safety choices

Mark the safer choice. Follow your own care plan if it is different.

1. You need something from across the room, and you are not supposed to walk alone.

☐ Walk over quickly so you do not bother anyone.

☐ Use the call light or ask someone to bring it.

2. Your slippers feel loose, and you want to walk to the bathroom.

☐ Put on shoes that fit, or ask for help before you walk.

☐ Walk carefully in the loose slippers this time.

3. There is a puddle in the hallway.

☐ Walk around it only if you can do so safely, and tell someone.

☐ Walk through it if you are in a hurry.

4. You feel a little dizzy after standing.

☐ Sit back down and tell someone.

☐ Keep standing so it will pass.

EASIER

If you feel unsteady

These are practice situations. Follow your own care plan and the instructions of your care team. Write a safe next step for each one.

1. You stand up and the room feels like it is tilting. Your walker is a step away.

2. You caught yourself on the back of a chair after a stumble. You are not hurt, but you feel shaky.

3. You have already sat back down after feeling unsteady. What is a safe next step?

4. At home, you feel unsteady in the hallway at night. The light is off. What should you do?

EASIER

Asking for help

Asking for help is a skill, not a failure. For each situation, write who you could ask and what you would say, or what you would do first.

1. You cannot open a packaged snack.

2. You were handed a paper and you are not sure what it says.

3. You need a sweater from a high hook or a high shelf.

4. You do not remember whether lunch is in your room or in the dining room.

5. When is it better to ask right away, instead of waiting?

EASIER

When to ask for help right away

For each situation, mark whether you should ask for help right away or whether it can usually wait a little. If you are not sure, choose “ask right away.”

1. You feel short of breath and it is new for you.

☐ Ask right away

☐ It can usually wait

2. You want a different TV channel.

☐ Ask right away

☐ It can usually wait

3. You need to use the bathroom and you are not supposed to get up alone.

☐ Ask right away

☐ It can usually wait

4. You want to look at a magazine later this afternoon.

☐ Ask right away

☐ It can usually wait

5. You are not sure which tablet is yours.

☐ Ask right away

☐ It can usually wait

6. In your own words, when is it better to ask right away?

HARDER

A medication schedule (practice only)

This is a practice schedule. It is not a real prescription. Follow the person's actual medication list and the care team's instructions.

TIME OF DAY	MEDICATION (FICTIONAL)	HOW TO TAKE IT
Morning, with food	Telmira 10 mg, 1 tablet	Take with breakfast or a snack
Bedtime	Quendil 25 mg, 1 capsule	Take at bedtime, as listed

Prescriber on this practice card: Dr. K. Belmont. Pharmacy: Harbor Lane Pharmacy.

1. What time of day is Telmira taken? Should it be taken on an empty stomach?

2. Mr. Soto has already had breakfast. Is it all right to take the morning Telmira now, according to this card?

3. He falls asleep before taking Quendil. What should he do about that dose when he wakes?

4. A roommate offers one of their own capsules because the Quendil bottle looks empty. What should he do?

HARDER

Choosing a safer next step

For each situation, write a safer next step. If you would ask for help, say who you would ask.

1. The bathroom floor is wet, and you need to go in.

2. The hallway is dark, and you want to walk to another room.

3. Someone you do not know knocks and says they are there to inspect the smoke alarm. You are alone.

4. You find a tablet on the bedside table, and you are not sure it is yours.

HARDER

Kitchen and bathroom safety

These situations take place at home. Write a safe next step. Follow your own care plan if it is different.

1. A pot on the stove is boiling over, and you feel unsteady on your feet.

2. The bathroom floor is wet after a shower.

3. You cannot reach a mug on a high shelf.

4. You are home alone and feel dizzy in the kitchen.

EASIER

Simple problems with two choices

Mark the choice that solves the problem in a safe, practical way.

1. You cannot find your glasses, and you want to read a menu.

☐ Guess at the words and order anyway.

☐ Look in the usual place, or ask someone to help you look.

2. A visitor is coming at 2:00, and it is already 1:40.

☐ Start a long shower now.

☐ Get ready with the time you have, or let someone know you may be a few minutes late.

3. You are thirsty, but the pitcher is empty.

☐ Go without a drink until the next meal.

☐ Ask someone to refill it, or use the call light.

4. You have two cards to send and only one stamp.

☐ Send one card now and ask how to get another stamp.

☐ Put both cards in the same envelope and hope it is all right.

EASIER

What would you do?

Write a safe, practical next step for each situation. Say who you would ask if you would ask for help.

1. You packed a sweater for therapy, and now you cannot remember which bag it is in.

2. The activity you wanted is already finished when you arrive.

3. You left your hearing aid in another room.

4. A family member calls and asks you to repeat an appointment time you are not sure of.

EASIER

What do you need for the task?

For each task, write two things you would need. A word bank is there if you want it. You may also write something that is not in the bank.

> **Word bank:** glasses a pen a coat a medication list shoes a written reminder a phone number a wallet or card soap a clean towel

1. Going to an appointment at Lumen Ridge Clinic

2. Writing a short note to a family member

3. Washing your hands

4. Going outside on a cold day, if that is part of your plan

HARDER

A schedule with a conflict

Read the plan and the new request. Then answer. You may look back as often as you need.

> Therapy is at 2:00 in the afternoon in the gym and lasts 45 minutes.
> Your friend Ms. Keene asks to visit at 2:15 in your room.
> Dinner is at 5:00.

1. Why is 2:15 a problem?

2. Suggest one time that would work for a 30-minute visit, and say why.

3. What could you tell Ms. Keene?

HARDER

Solving a problem in steps

Read the problem. Then write the next steps in order.

> You cannot find your glasses. You need them to read an appointment letter from Lumen Ridge Clinic. The letter is on the bedside table. You last remember putting the glasses in their case after lunch.

1. What is the first thing you would do?

2. If they are not in the case, what is a safe next step?

3. Who could you ask, and what would you say?

4. Once you have the glasses, what should you do with the letter?

HARDER

Choosing between two plans

You have $8.00 and about 45 minutes before therapy at 2:00. You may look back at both plans as often as you need. Do not add tax.

Plan A

Walk to the gift shop (10 minutes each way, if walking is part of your care plan). Buy a $3.50 card and a $2.00 snack. Sit and write the card. Be back 10 minutes before therapy.

Plan B

Stay on the unit. Ask a staff member to bring a $2.00 snack. Write a note on paper you already have. Rest until therapy.

1. Do you have enough money for Plan A? How much would be left?

2. Is there enough time for Plan A? Why or why not?

3. Which plan would you choose today, and why?

HARDER

What is missing?

Each plan is missing something important. Write what is missing, and what you would do about it.

1. “I will go to the clinic tomorrow.” The person has not written the time or the room.

2. “I will make tea.” The person is not supposed to use a hot stove or kettle alone.

3. “I will pay for lunch with a $5 bill.” Lunch costs $6.25.

4. “I will rest, then go to therapy.” The person has not checked what time therapy starts.

EASIER

Name the word

Read each description and write the word that fits. If more than one word could work, pick one clear answer.

1. This person works at a pharmacy and fills prescriptions.

2. You heat a bowl of soup in this on a kitchen counter.

3. You write a short message, put it in an envelope, and send it to someone who is not in the room.

4. This is a list of times and events for the day or the week.

5. This has four legs, and you push it in front of you to walk more steadily, if it has been recommended for you.

6. This is the midday meal.

7. You press numbers on this to call a family member.

EASIER

Naming with a word bank

Read each description and write the word that fits. Use the word bank if you want. Not every word in the bank will be used.

> **Word bank:** calendar walker blanket refrigerator stamp spoon flashlight envelope

1. You put this on a letter so it can be mailed.

2. You look at this to see the day and any appointments.

3. You use this to eat soup.

4. This keeps food cold.

5. You might pull this up if you are cold in bed.

6. You hold this in front of you to walk more steadily, if it has been recommended for you.

EASIER

What fits all the clues

Each set of clues points to one word. Write the word that fits all of the clues.

1. It has pages. You can write in it. You might keep a list of appointments there.

2. It is used in the bathroom. It holds toothpaste. It has bristles.

3. You sit at it to eat. It has a flat top. It is not a desk.

4. It is often served hot in the morning. It comes in a cup or a mug. It is not juice.

5. It has four wheels. You can sit in it if you need help getting down the hall. Someone may push it.

6. You put this on your feet after your socks. You usually wear a pair. You use them to walk outside.

EASIER

Categories

Name items that belong in each group. Try to write three for each one. Spelling does not have to be perfect.

1. Things you might see in a bathroom

2. Drinks a person might have with a meal

3. Places a person might sit

4. Things you might write on a calendar

5. People who work in a hospital, rehab, or nursing facility (jobs or roles)

EASIER

Which one does not belong?

Cross out the word that does not belong. Then write why, in a short sentence.

1. fork, spoon, napkin, toothbrush

2. Monday, Friday, March, Sunday

3. nurse, pillow, aide, therapist

4. coat, sweater, umbrella, soup

5. breakfast, lunch, kitchen, dinner

HARDER

Name as many as you can

This is practice, not a test. Try to name at least four items in each group. Stay in the category. If you get stuck, skip ahead and come back. Spelling does not have to be perfect.

1. Things you might take to an appointment

2. Foods that are usually served hot

3. Things you can read

4. People you might call or ask if you need help (jobs or roles, not private names unless you want to use them)

HARDER

More than one way

These questions ask for more than one idea. There is not only one right answer. Write complete thoughts when you can.

1. Name three ways you could remember a Thursday appointment.

2. You need to write a note and you have no pen. Name two other things that could work.

3. Name three reasons a person might use a call light or ask for help.

4. Name two places you could put a written reminder so you will see it in time.

HARDER

Features, uses, and differences

These questions ask you to go a little further than naming. Use a full sentence when you can.

1. Name two things you might keep in a kitchen drawer. How are they different?

2. What do a calendar and a clock both help you do? How are they used differently?

3. Describe a walker without using the word “walker.” What is it for, and how do you use it?

4. Which would you use to take a short note to a nurse, a phone call or a written message? Why?

HARDER

What goes together?

Write a word that commonly goes with the first word. Then say how the two are used together.

1. Toothbrush and _____

2. Envelope and _____

3. Lock and _____

4. Cup and _____

5. Choose one pair and explain when a person would use both.

EASIER

Reading everyday signs

Read each sign. Write what you would do, or what the sign is telling you.

WET FLOOR

1. What should you do when you see this sign?

_____

VISITING HOURS 10:00–8:00

2. A friend wants to come at 8:30 in the evening. What do you tell them?

_____

PLEASE USE CALL LIGHT FOR HELP

3. What is this sign asking you to do?

_____

OUT OF ORDER

4. This sign is on an ice machine. What should you do?

_____

EASIER

Reading a café menu

Read the Brookside Café menu. Then answer the questions. You may look back at the menu as often as you need. Do not add tax.

BROOKSIDE CAFÉ	PRICE
Tomato soup	$3.75
Garden salad	$4.50
Grilled chicken sandwich	$7.25
Tuna melt	$6.80
Apple slices	$1.75
Coffee	$1.50
Iced tea	$1.60
Lunch plate (soup, sandwich, and coffee)	$10.50

1. What is the price of the tuna melt?

2. What is the total for a garden salad and iced tea?

3. Compare the lunch plate with soup, a grilled chicken sandwich, and coffee ordered separately. Which costs less, and by how much?

4. You have $8.00. Can you get the grilled chicken sandwich and apple slices? If not, what could you get instead?

EASIER

Reading a weekly schedule

This is a sample activity schedule for Pine Court. It is not necessarily this week's schedule. You may look back as often as you need.

WHEN	ACTIVITY
Monday 10:00	Current events, the Cedar Lounge
Monday 2:30	Chair exercise, activity room
Tuesday 11:00	Library cart, hallway
Wednesday 3:00	Music hour, the Cedar Lounge
Thursday 10:30	Outdoor walk, front patio (weather permitting)
Friday 1:30	Bingo, activity room
Daily 3:15	Snack cart, near the nurse station

1. Where is current events held, and on which day?

2. What time is the snack cart, and where do you find it?

3. You want to go to music hour and still see the snack cart. Does the schedule allow both? Why or why not?

4. Thursday's walk depends on the weather. If it is raining, what could you do instead?

EASIER

Reading a short notice

Read this sample notice. Then answer the questions. You may look back as often as you need. The facility name is made up for practice.

PINE COURT · ACTIVITY OFFICE

Friday music is moved

This Friday, music hour will be in The Elm Room at 2:00 in the afternoon, not in the Cedar Lounge at 3:00.

The snack cart will still come at 3:15, near the nurse station.

If you need help getting to The Elm Room, please use the call light by 1:30.

1. What day is the change for, and what activity is moved?

2. Where and when will music hour be held?

3. Does the snack cart change?

4. If you need help getting there, what should you do, and by when?

HARDER

Reading a medication label

This is a practice label. It is not a real prescription. Follow the person's actual medication list and the care team's instructions.

HARBOR LANE PHARMACY · PRACTICE LABEL ONLY

Veslora 5 mg tablets

Take 1 tablet twice a day, morning and evening, with a full glass of water.

Do not lie down for 15 minutes after taking.

If you miss a dose and it is close to the next one, skip the missed dose. Do not take two at once.

Refills left: 1 Prescriber: Dr. K. Belmont

1. How often is Veslora taken, and at what times of day?

2. What should the person do right after taking a tablet?

3. How many refills are left on this label?

4. The morning dose was forgotten until late afternoon, close to the evening dose. What does the label say to do?

HARDER

Reading a medication card

This wallet card is practice only. It is not a real prescription. You may look back at the card as often as you need.

HARBOR LANE PHARMACY · PRACTICE CARD ONLY

Daily medication card

Morning, with food: Telmira 10 mg, 1 tablet

Bedtime: Quendil 25 mg, 1 capsule

If you miss a dose, ask the nurse or the person who helps you. Do not take two doses at once. Do not take anyone else's medication.

Prescriber: Dr. K. Belmont

1. Which medication is taken in the morning, and how should it be taken?

2. Which medication is taken at bedtime?

3. What should the person do if a dose is missed?

4. Why is this card useful even if the bottles are already labeled?

HARDER

Reading an appointment letter

Read the letter, then answer. You may look back as often as you need. The clinic and phone number are made up for practice.

LUMEN RIDGE CLINIC

Dear Patient,

Your follow-up visit with Dr. B. Harlan is on Monday, April 20, at 1:15 in the afternoon, in Clinic Room 4. Please bring your current glasses and your medication list. If you cannot come, call 555-0162 before 4:00 on Friday, April 17.

The Clinic Office

1. What day and time is the visit?

2. Which room, and who is the visit with?

3. What should the person bring?

4. If the person cannot come, what should they do, and by when?

HARDER

Reading a label and a short instruction

This laundry card is made up for practice. Read it, then answer. You may look back as often as you need.

CARE LABEL · PRACTICE ONLY

Wash on gentle

Wash in cold water. Do not use bleach.

Tumble dry on low, or lay flat to dry.

If the item has a stain, ask for help before you wash it.

1. What water temperature should be used?

2. May bleach be used?

3. Name one safe way to dry the item.

4. What should the person do if there is a stain?

EASIER

Reading the time

Write the time shown on each clock. Then answer the questions. This is practice in reading a clock, not a clock-drawing task.

Clock A



_____

Clock B



_____

Clock C



_____

Clock D



_____

1. Which clock shows 7:15?

_____

2. Therapy is at 10:30. Which clock shows that time?

_____

EASIER

Simple money practice

A small shop counter has these prices. Do not add tax. You may write your math in the margin.

ITEM	PRICE
A pack of envelopes	$2.40
A notepad	$1.85
A box of tea	$3.10
A greeting card	$3.00

1. What is the total for a notepad and a pack of envelopes?

2. You pay for those two items with $10.00. How much change should you get?

3. After that purchase, can you also get the box of tea with the change? How much would be left?

4. If you also wanted the $3.00 card, would the remaining change be enough? If not, what could you do?

EASIER

Reading a receipt

Read this practice receipt. Then answer the questions. You may look back as often as you need. Do not add tax. The store name is made up for practice.

Larkwright Market
PRACTICE RECEIPT ONLY

Loaf of bread	$2.40
Bananas	$1.15
Newspaper	$1.50
Total	**$5.05**
Paid with	$10.00
Change	$4.95

1. How much did the newspaper cost?

2. What is the total of all three items?

3. Is the printed total correct? If not, what should it be?

4. If the printed total were right, would the printed change from $10.00 be right?

HARDER

Paying a small tab

Use the snack-counter prices below. Do not add tax. You pay with a $10.00 bill.

ITEM	PRICE
Coffee	$1.50
Banana bread	$2.25
Yogurt	$1.80
Bottle of water	$1.25

1. What is the total for coffee and banana bread?

2. How much change should you get from $10.00 for those two items?

3. You also want yogurt. What is the new total, and what change would you get from $10.00?

4. A friend gives you $2.00 toward the three-item tab. How much do you still pay, and what change would you get from $10.00?

HARDER

Do you have enough?

You have $12.00. Use the prices below. Do not add tax. You may write the math in the margin.

ITEM	PRICE
A sandwich	$6.50
A cup of soup	$3.25
A piece of fruit	$0.90
A bottle of water	$1.50
A cookie	$1.25

1. You want a sandwich and fruit. Do you have enough? How much would be left?

2. You want soup, a cookie, and water. What is the total, and how much would be left?

3. Can you get a sandwich, soup, and fruit with $12.00? If not, what could you drop?

HARDER

A short shopping list with a budget

You have $15.00 to spend at Larkwright Market. Do not add tax. You may look back at the prices as often as you need.

ITEM	PRICE
Milk	$3.40
Eggs	$2.80
Bread	$2.40
Apples (bag)	$4.15
Soap	$1.90
Tea bags	$3.10

1. You need milk, eggs, and bread. What is the total? Do you have enough?

2. After that purchase, can you also buy the bag of apples? Why or why not?

3. Write one list that stays at or under $15.00 and includes soap.

HARDER

Planning around time

Use the times as they are written. You may look back at each fact as often as you need. This is not a clock-drawing task.

> Therapy starts at 2:00 in the afternoon and lasts 45 minutes.
> It takes you 15 minutes to get from your room to the therapy room.
> You want to rest for 30 minutes before you leave for therapy.
> The dining room serves dinner at 5:00 in the afternoon.

1. What time does therapy end?

2. What time should you leave your room to arrive on time?

3. What time should you start resting so you still leave on time?

4. After therapy ends, how much time is left before dinner?

HARDER

A morning time plan

Read this sample morning. Then answer the questions. You may look back at the plan as often as you need.

TIME	PLAN
7:30	Wake
8:00	Breakfast
9:00	Blood pressure check
10:30	Physical therapy
12:00	Lunch

1. How much time is there between the end of breakfast time and the blood pressure check?

2. If the blood pressure check lasts 20 minutes, what time does it end?

3. Can you rest for 30 minutes after the check and still be ready for physical therapy at 10:30? Why or why not?

4. Write this morning in order, including any rest you would plan.

Answer key

Use this key where answers are objective. For open-ended items, look for a safe, complete idea rather than one exact sentence. Accept close synonyms and logical variations.

ORIENTATION

Starting the day. Answers vary. They should match the real day, date, place, and plan. The person may use a calendar, a clock, or what is around them.
Today's orientation. Answers depend on the real day, place, and plan. Accept a correct day, date, season, and setting. "Other" is fine when the person names the place.
Reading a monthly calendar. 1. Friday. Eye clinic at 10:15 in the morning. 2. Do not eat before the lab (lab work at 8:30 in the morning). 3. Four days (the clinic is four days after the June 8 visit).
This week's calendar. Answers vary. Look for a week that matches a real calendar or schedule, and answers that follow what the person wrote.
Finding a date and planning ahead. 1. Three days; Friday. 2. Thursday at 1:00 in the afternoon. 3. Answers vary. A valid date is a morning in the week of June 15 that does not overlap the Thursday 1:00 care meeting (for example, Monday the 15th, Tuesday the 16th, Wednesday the 17th, Thursday morning the 18th, or Friday the 19th). 4. Yes. The pickup would be at the same time as the care meeting, Thursday, June 18 at 1:00.
A plan for one day. 1. Blood pressure check at 9:15. 2. Answers vary. The 10:00 open time runs until lunch at 12:00; the 3:00 open time runs until dinner at 5:00. Either works for a 45-minute outing if the reason is clear. 3. Therapy ends at 2:20. There are 2 hours and 40 minutes before dinner at 5:00. 4. Answers vary. A workable plan keeps the listed times in order and may use one or both open times.
Using a weekly plan. 1. Family meeting at 10:00 in the morning in The Elm Room. 2. Yes — occupational therapy is at 9:30 on Monday. 3. Drink water, but do not eat after 8:00. 4. Saturday is fully open. Sunday's music is optional. Wednesday morning is also open (the chaplain visit is at 2:00).
Which appointment comes first. 1. The blood pressure check on Wednesday at 8:30 in the morning. 2. Wednesday and Friday each have two. Wednesday: blood pressure at 8:30, then Fenwick Therapy Gym at 10:15. Friday: Lumen Ridge Clinic at 9:00, then the family video call at 4:00. 3. It is a tight fit or a conflict. Therapy is at 10:15, so 10:00 does not leave enough time. A safer answer is to choose a different time. 4. Two visits: Thursday afternoon and Friday morning.

MEMORY

Memory book page. Answers vary. Look for information the person is willing to share.

MEMORY AIDS

A page about my daily routine. Answers vary. Look for a routine that is specific enough to use, and a clear split between help needed and tasks the person can do.

MEMORY

A reminder you will actually use. Answers vary. Look for reminders that include the Monday 10:30 glasses pickup and asking about laundry before supper, and a real place and time to check them.
A morning checklist. Answers vary. Look for a checklist the person can actually use, with a real place and time to check it.

Answer key, continued

Use this key where answers are objective. For open-ended items, look for a safe, complete idea rather than one exact sentence. Accept close synonyms and logical variations.

MEMORY AIDS

Using a memory book. 1. Ellen. 2. Thursday afternoons (daughter Priya). 3. In the case on the bedside table. 4. She likes coffee in the morning, but not after lunch, so afternoon coffee is not her usual preference. Accept "she usually does not have coffee after lunch" or an offer to check with her or a staff member.
A visit and phone log. Log row 1: Tuesday, 2:15 in the afternoon; Priya; visit; looked at photos, and Priya will come again next Thursday. Log row 2: Wednesday, 10:40 in the morning; Mr. Pendleton, Lumen Ridge Clinic; call; Thursday appointment still at 2:00, bring the medication list. 1. Her medication list. 2. Priya.

MEMORY

Short-story recall. 1. Friday. 2. Yellow; on the chair by the door. 3. The Cedar Lounge at 3:00. 4. She wrote a short note to her son and set it next to her reading glasses.
Take notes, then recall. 1. Wednesday at 10:00 in the morning. 2. His medication list and his insurance card. 3. In the lobby, not at the curb. 4. Call the transportation desk at 555-0172 before 4:00 on Tuesday.

RECALL

Immediate recall: four words. Part A. lantern, meadow, cookie, ticket (any order). Score the number recalled. Part B. 1. cookie 2. meadow 3. ticket 4. lantern. Part B may be used as a cued condition if free recall is incomplete.
Immediate recall: a short list of plans. The four plans are: pick up a newspaper, return a library book, buy a bar of soap, and call the pharmacy (any order). Score the number recalled before the person looks back.
Words to remember. See the next page. Stimulus words: kettle, postcard, sweater, orchard.
Delayed recall: the four words. Free recall: kettle, postcard, sweater, orchard (any order). Score free recall separately from cued recall. Cued: 1. sweater 2. postcard 3. orchard 4. kettle.
A short story to remember. See the next page (Delayed recall: the story).
Delayed recall: the story. 1. Saturday (morning). 2. Larkwright Market. 3. A loaf of bread and a bunch of bananas. 4. 3:00. 5. His neighbor, Ms. Keene. 6. He sat on the bench outside for a few minutes.

Answer key, continued

Use this key where answers are objective. For open-ended items, look for a safe, complete idea rather than one exact sentence. Accept close synonyms and logical variations.

ATTENTION

Find every K. There are 8 K's, at these cells (row, column, counting from the top left): (1,4), (2,1), (3,3), (4,5), (5,6), (6,1), (7,5), (7,8). The last question is open: a finger, a bookmark, or saying each row out loud can all help.
Find every R. There are **12** letters R. Locations (row, column), counting from 1 at the top and left: (1,3), (1,8), (2,1), (2,5), (3,4), (3,7), (4,2), (4,6), (5,3), (5,7), (6,1), (6,6).
Find every 3. There are **12** numbers 3. Locations: (1,3), (1,8), (2,1), (2,5), (3,2), (3,6), (4,4), (4,7), (5,3), (5,8), (6,1), (6,5).
Scan the list. 1. 5 items have a specific time (physical therapy 10:30, care meeting 1:00, eye clinic 2:45, blood pressure check 9:00, snack cart 3:15). 2. Blood pressure check at 9:00 in the morning. 3. Care meeting at 1:00 in the afternoon.
Circle every H, underline every 4. 7 H's and 7 4's. Total marks: 14.
Switch between two jobs. 1. 6 times and 6 places. 2. 8:00, 9:30, 11:15, 12:30, 2:00, 4:45. 3. The Cedar Lounge. 4. 12:30.
Mark the mistakes. There are **3** mistakes on the recopied plan: therapy is written as 10:00 (should be 10:30); the visit is written as Pendleton (should be Priya); rest is written as 4:30 (should be 4:00). Lunch and the 9:00 check are copied correctly.
Find every P. There are **14** letters P. Locations: (1,3), (1,6), (2,1), (2,5), (3,2), (3,6), (4,3), (4,7), (5,1), (5,6), (6,2), (6,5), (7,3), (7,7).
Mark the days of the week. 1. Seven days are in the list: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. 2. None are missing. 3. Answers vary. March, August, and July are months, not days. The other unmarked words (window, onion, blanket, hallway, button, river, coffee, nurse) are not days of the week.

Answer key, continued

Use this key where answers are objective. For open-ended items, look for a safe, complete idea rather than one exact sentence. Accept close synonyms and logical variations.

SEQUENCING

Three-step sequences. Brushing your teeth: 2 put toothpaste on, 1 brush and spit, 3 rinse (toothpaste before brushing; rinse last). Putting on shoes: 3 sit down, 2 put on socks, 1 put on shoes — sitting first, then socks, then shoes. Getting a glass of water: 2 take a clean glass, 1 fill the glass, 3 sit or stand in a safe place to drink. Tray meal: 3 sit first, 2 make sure the tray is close and steady, 1 begin eating when settled. Accept a close, safe order if the person explains it.

A morning routine, in order. Accept a logical order. A strong sequence is: wake up; sit at the edge of the bed and get your balance; put on your glasses, if used; use the bathroom; wash your face and hands; get dressed; eat breakfast; check written reminders. Glasses may come just after sitting. Reminders may be checked just before or after breakfast. The first three steps should start with waking and sitting up before walking or dressing.

Getting ready to leave. Accept a logical order that checks the time early, gathers needed items (bathroom if needed, shoes, folder or card, walker or cane) before walking out, and tells someone before or as the person leaves.

Making a simple lunch. A strong sequence is: wash your hands; get a clean plate; take two slices of bread; add cheese and any other filling; close the sandwich; add fruit or another side; sit down to eat; put leftover food away or ask for help. If there is no bread, a safe substitute is crackers, a wrap, cheese and fruit on a plate, or asking for another option.

Fix the sequence. “Start the machine” is too early (step 2). A corrected order: 1. Check the pockets. 2. Put the clothes in the machine. 3. Add detergent. 4. Close the door or lid. 5. Start the machine. 6. Come back when the machine is done. Accept detergent before loading if the person gives a reason (for example, a dispenser drawer).

Five-step sequences. Laundry: 3 check pockets, 5 put clothes in, 4 add detergent, 2 close the door or lid, 1 start the machine. Accept detergent before loading if the person gives a reason (for example, a dispenser drawer). Walker: 3 sit at the edge, 1 stand and get your balance, 5 place the walker in front, 4 hold the walker and take a first step only when steady, 2 tell someone or use the call light if help is needed (asking for help can also come first). The first step should not be walking off unsteadily.

If you feel dizzy: put the steps in order. A strong order is: sit or lie back; do not get up to walk it off; call or use the call light; stay put and wait for help; tell someone what happened once you are safe. Calling can come right after sitting. “Do not get up to walk it off” matters because walking while dizzy raises the chance of a fall. Follow the person’s care plan if it differs.

Answer key, continued

Use this key where answers are objective. For open-ended items, look for a safe, complete idea rather than one exact sentence. Accept close synonyms and logical variations.

PROBLEM-SOLVING AND SAFETY

Using the call light. 1. Use the call light and wait for help. 2. Use the call light; do not get up alone to pick up the book if the person is not supposed to get up alone. 3. Press again to be sure, wait a short time, call out calmly, or ask a roommate or someone in view to get help. Do not get up unsafely. 4. No. Sit or lie back and use the call light. Dizziness is a reason to ask for help, not to walk to the desk alone.

Fall safety choices. Safer choices: 1. Use the call light or ask someone to bring it. 2. Put on shoes that fit, or ask for help before you walk. 3. Walk around the puddle only if you can do so safely, and tell someone. 4. Sit back down and tell someone.

If you feel unsteady. 1. Sit back down if possible. Do not step out to grab the walker if already tilting. Call or ask for help. 2. Stay still or sit; do not hurry to walk it off. Tell someone or use the call light. 3. Tell a staff member, family member, or caregiver what happened. Do not get up again until steady or someone is with you, per the care plan. 4. Do not walk in the dark. Turn on a light if that can be done safely, sit or wait, and call or ask for help.

Asking for help. Answers vary. Look for a specific person and a clear request. 1. Ask someone to open the package; do not use a sharp object unsafely. 2. Ask someone to read the paper with or to the person. 3. Ask for help; do not climb or reach if unsteady. 4. Check a schedule or calendar, or ask. 5. Ask right away when waiting could cause a safety problem (dizziness, toileting, pain, a time-sensitive appointment, or a task the person cannot do safely alone).

When to ask for help right away. 1. Ask right away. 2. It can usually wait. 3. Ask right away. 4. It can usually wait. 5. Ask right away. 6. Ask right away when waiting could cause a safety problem, such as breathing trouble, toileting, dizziness, pain, or a medication question.

A medication schedule (practice only). Telmira and Quendil are fictional. 1. Morning. No; it should be taken with food. 2. Yes, according to this practice card, because breakfast has already been eaten. 3. Ask the nurse or the person who helps with medications. Do not take two doses, and do not guess. 4. Decline. Do not take another person's medication. Tell the nurse or the person who helps with medications that the bottle looks empty.

Choosing a safer next step. 1. Do not walk on the wet floor if it can wait. Tell staff, or wipe it only if that is safe; ask for help. 2. Turn on a light first. Do not walk in the dark. 3. Do not let a stranger in. Check a badge, call the desk or a family member, or ask them to come back when someone else is there. 4. Do not take the tablet. Tell the nurse or the person who helps with medications.

Kitchen and bathroom safety. Look for a specific, safe plan. 1. Do not rush to the stove if unsteady. Sit if needed and call for help, or turn the burner off only if that can be done safely from a steady position. 2. Do not walk on the wet floor. Wipe it if that is safe to do, wait, or ask someone to dry it. 3. Do not climb. Ask for help, or use a lower mug. 4. Sit down, do not walk it off, and call a known person or emergency number if the dizziness is new or severe.

Answer key, continued

Use this key where answers are objective. For open-ended items, look for a safe, complete idea rather than one exact sentence. Accept close synonyms and logical variations.

PROBLEM-SOLVING

Simple problems with two choices. Better choices: 1. Look in the usual place, or ask someone to help you look. 2. Get ready with the time you have, or let someone know you may be a few minutes late. 3. Ask someone to refill the pitcher, or use the call light. 4. Send one card now and ask how to get another stamp.
What would you do?. Answers vary. Look for a specific, workable plan: 1. Look in the bags, or ask staff or a family member to help look; do not rush or climb. 2. Ask what else is available, rest, or join the next activity. 3. Ask someone to get it, or go with help if that is safe; do not walk alone if that is not allowed. 4. Look at a calendar, a memory book, or a written reminder, or offer to call the person back after checking.
What do you need for the task?. Answers vary. Look for two relevant items each. Examples: 1. medication list, glasses, a wallet or card, a written reminder of the time. 2. a pen, paper (or a card), glasses if needed. 3. soap and a clean towel (water is implied). 4. a coat and shoes.
A schedule with a conflict. 1. Therapy starts at 2:00 and lasts until 2:45, so a 2:15 visit in the room overlaps therapy. 2. Accept any time that does not overlap 2:00–2:45 and leaves enough time before dinner at 5:00 (for example, 3:00 or 3:15, or a morning time). 3. A clear message: therapy is at 2:00, and a later (or earlier) time would work.
Solving a problem in steps. 1. Look in the case, or in the last place remembered, without rushing or climbing. 2. Look in other usual places, or stop and ask for help rather than searching unsafely. 3. Ask a staff member or family member to help look, and mention the case and “after lunch.” 4. Put the glasses on and read the letter, or ask someone to read it with you, and write the appointment on a calendar or reminder if needed.
Choosing between two plans. 1. Yes. $3.50 + $2.00 = $5.50; $8.00 − $5.50 = $2.50 left. 2. It is tight. Ten minutes each way is 20 minutes of walking, plus shopping and writing the card, plus being back 10 minutes before 2:00, so about 30 minutes of walking-and-buffer already, leaving little time to shop and write. A careful answer notices the tight timing or chooses Plan B if walking or time is a concern. Follow the care plan for walking. 3. Answers vary if the reason is clear and safe.
What is missing?. 1. The time and room are missing. Check the letter or calendar and write them down, or call the clinic. 2. Help or a safer way to heat water is missing. Ask for help, or use a method allowed on the care plan. 3. $1.25 more is needed (or a different payment). Ask for change from a larger bill, or choose a lower-cost item. 4. The start time is missing. Check the schedule and set the rest so there is enough time to get there.

Answer key, continued

Use this key where answers are objective. For open-ended items, look for a safe, complete idea rather than one exact sentence. Accept close synonyms and logical variations.

WORD FINDING

Name the word. Accept close synonyms. 1. Pharmacist. 2. Microwave (toaster oven is also acceptable). 3. A letter, a card, or mail. 4. A schedule, a calendar, or a planner. 5. A walker. 6. Lunch. 7. A telephone, phone, or cellphone.
Naming with a word bank. 1. stamp 2. calendar 3. spoon 4. refrigerator 5. blanket 6. walker. Envelope and flashlight are unused.
What fits all the clues. 1. A notebook, planner, calendar, or appointment book. 2. A toothbrush. 3. A table or dining table. 4. Coffee or tea. 5. A wheelchair. 6. Shoes (or boots).
Categories. Answers vary. Look for at least a few items that stay in category. Examples: bathroom — soap, towel, toothbrush, sink; drinks — water, coffee, tea, milk, juice; places to sit — chair, sofa, wheelchair, bench; calendar — appointments, birthdays, visits; jobs — nurse, aide, therapist, doctor, pharmacist.
Which one does not belong?. 1. Toothbrush — the others are used at a meal (a napkin is still meal-related). 2. March — it is a month, not a day of the week. 3. Pillow — the others are people / jobs. 4. Soup — the others are worn or carried for weather. 5. Kitchen — the others are meals. Accept a clear, reasonable explanation if the odd item is the same.
Name as many as you can. Answers vary. Look for at least a few items that stay in category. Examples: appointment — insurance card, medication list, glasses, a folder, a written reminder; hot foods — soup, coffee, oatmeal, eggs, tea; things to read — a newspaper, a menu, a calendar, a letter, a book; people to ask — a nurse, a family member, a therapist, a pharmacist, a caregiver, a doctor.
More than one way. Answers vary. Examples: remember an appointment — write it on a calendar, set a reminder, tell someone, keep a note by the phone; write a note without a pen — a pencil, a marker, a typed message, asking someone to write it; reasons to ask for help — feeling dizzy, needing the bathroom, not being able to reach something safely, not understanding a paper, pain; places for a reminder — a notebook, a door card, by the phone, on a daily board, in a memory book.
Features, uses, and differences. Answers vary. Look for two specific drawer items and one clear difference; a shared time-keeping function with date vs. time of day; a description of a walking aid with four legs (or wheels) that you push in front of you; and a choice with a reason (a written message can be left if the nurse is busy; a call may be faster in an urgent situation).
What goes together?. Accept common partners: 1. toothpaste (or a cup, or floss). 2. a stamp, a letter, or an address. 3. a key. 4. a saucer, a lid, or a drink (coffee, tea, water). 5. Answers vary if the use is clear.

Answer key, continued

Use this key where answers are objective. For open-ended items, look for a safe, complete idea rather than one exact sentence. Accept close synonyms and logical variations.

FUNCTIONAL READING

Reading everyday signs. 1. Slow down, walk around the wet area if you can do so safely, or wait and tell someone. Do not walk through the wet floor if you can avoid it. 2. Visiting hours end at 8:00, so 8:30 is too late. Suggest a time between 10:00 and 8:00. 3. Use the call light when you need help, rather than getting up unsafely or leaving to find someone. 4. Do not use the ice machine. Use a different one, or ask staff.
Reading a café menu. 1. $6.80. 2. $4.50 + $1.60 = $6.10. 3. Ordered separately, soup, a grilled chicken sandwich, and coffee are $3.75 + $7.25 + $1.50 = $12.50. The lunch plate is $10.50, which costs $2.00 less. 4. No. $7.25 + $1.75 = $9.00, which is more than $8.00. Accept any combination at or under $8.00 (for example, the tuna melt at $6.80, or a garden salad and iced tea at $6.10).
Reading a weekly schedule. 1. The Cedar Lounge, on Monday. 2. 3:15 daily, near the nurse station. 3. It may be tight. Music hour starts at 3:00 in the Cedar Lounge, and the snack cart is at 3:15 near the nurse station. Accept a plan that names the overlap in time and the different places. 4. Answers vary: stay inside, choose another listed activity, rest, or ask what is offered instead.
Reading a short notice. 1. Friday; music hour is moved. 2. The Elm Room at 2:00 in the afternoon. 3. No. The snack cart is still at 3:15 near the nurse station. 4. Use the call light by 1:30.
Reading a medication label. Veslora is fictional. 1. Twice a day, morning and evening. 2. Do not lie down for 15 minutes after taking it (and take it with a full glass of water). 3. 1 refill. 4. Skip the missed dose. Do not take two at once.
Reading a medication card. Telmira and Quendil are fictional. 1. Telmira 10 mg, 1 tablet, in the morning with food. 2. Quendil 25 mg, 1 capsule. 3. Ask the nurse or the person who helps you. Do not take two doses at once, and do not take anyone else's medication. 4. Answers vary: it keeps the times and names together, is easy to carry, and is useful when the bottles are not in front of the person.
Reading an appointment letter. 1. Monday, April 20, at 1:15 in the afternoon. 2. Clinic Room 4, with Dr. B. Harlan. 3. Current glasses and a medication list. 4. Call 555-0162 before 4:00 on Friday, April 17.
Reading a label and a short instruction. 1. Cold water. 2. No. 3. Tumble dry on low, or lay flat to dry. 4. Ask for help before washing it.

Answer key, continued

Use this key where answers are objective. For open-ended items, look for a safe, complete idea rather than one exact sentence. Accept close synonyms and logical variations.

MONEY AND TIME

Reading the time. Clock A is 3:00. Clock B is 10:30. Clock C is 7:15. Clock D is 12:45. 1. Clock C. 2. Clock B.
Simple money practice. 1. $1.85 + $2.40 = $4.25. 2. $10.00 – $4.25 = $5.75. 3. Yes. $5.75 – $3.10 = $2.65 left. 4. No. $2.65 is less than $3.00. Put the card back, pay the difference if more money is available, or skip another item.
Reading a receipt. 1. $1.50. 2. $2.40 + $1.15 + $1.50 = $5.05. 3. Yes, the printed total is correct. 4. Yes. $10.00 – $5.05 = $4.95.
Paying a small tab. 1. $1.50 + $2.25 = $3.75. 2. $10.00 – $3.75 = $6.25. 3. $3.75 + $1.80 = $5.55; change is $10.00 – $5.55 = $4.45. 4. $5.55 – $2.00 = $3.55 still to pay; change from $10.00 is $6.45.
Do you have enough?. 1. Yes. $6.50 + $0.90 = $7.40; $12.00 – $7.40 = $4.60 left. 2. $3.25 + $1.25 + $1.50 = $6.00; $6.00 left. 3. $6.50 + $3.25 + $0.90 = $10.65, which is less than $12.00, so yes, with $1.35 left. (If the person mis-adds and says no, look at the math.)
A short shopping list with a budget. 1. $3.40 + $2.80 + $2.40 = $8.60. Yes, with $6.40 left. 2. Yes. $8.60 + $4.15 = $12.75, which is under $15.00 ($2.25 left). 3. Answers vary. Any combination that includes soap and totals $15.00 or less. Example: milk, eggs, bread, and soap = $10.50; or milk, apples, soap, and tea = $12.55.
Planning around time. 1. 2:45. 2. 1:45. 3. 1:15. 4. 2 hours and 15 minutes (2:45 to 5:00).
A morning time plan. 1. 1 hour from the 8:00 breakfast time to the 9:00 check. 2. 9:20. 3. Yes. The check ends at 9:20; 30 minutes of rest ends at 9:50, which leaves 40 minutes before physical therapy at 10:30. 4. Answers vary. A workable plan keeps the listed times and may include rest after the check.