

FORM:	39 and 39B- COGNITIVE ASSESSMENT
Version:	2 – March 1, 2001
Description:	Completed by CC staff on subsample of HRT participants 65 years and older, 8-page form, data entered at CC.
When used:	During screening process before randomization and at selected follow-up visits.
Purpose:	To record responses and scoring of responses to cognitive functioning questions.

GENERAL INSTRUCTIONS

1. The form is printed in two different versions (*Form 39* and *Form 39B*). During the interview, participants are asked to remember three words (in Question 2) and to repeat the same three words later (in Questions 5 and 17). The current literature suggests that the words should be rotated to prevent participants from remembering them from the year before. To accommodate this, *Form 39*, Ver. 2 includes the words “socks, blue, and charity” and *Form 39B*, Ver. 2, includes the words “shirt, brown, and honesty”.

To facilitate implementation at the CCs, the two versions are printed and used in different calendar years, rather than different participant study year. *Form 39*, Ver. 2, will be used in year 2003, and *Form 39B*, Ver. 2 will be used in years 2001, 2002, 2004, and 2005.

Each version of the form is also printed in both English (*Form 39* and *Form 39B*) and Spanish (*Form 39S* and *Form 39BS*). The English versions are in mark-sense format and the Spanish versions are in key-entry format.

For both forms, follow the instructions on the front of the form for marking answers.

2. Affix a participant barcode label to:
 - The first page of *Form 39*
 - A sheet of blank paper for writing the sentence in Question 14 and drawing overlapping pentagons for Question 15.
3. Assemble the following other materials necessary for administering and scoring the interview:
 - Two #2 lead pencils with erasers for recording answers on the form and for the participant to use on Questions 8.1, 14, and 15.
 - Stopwatch and/or wristwatch with a second hand for Question 8.2 and for timing Questions 9 and 15.
 - Laminated Card 39-1: “Close your eyes” for Question 13.
 - Laminated Card 39-2: “overlapping pentagons” for Question 15.
4. Complete items 1 - 4, identifying the date, staff person completing the form, contact type, and visit number.

For the mark-sense formatted form, record the responses in the spaces provided and fill in the corresponding ovals. Note that there are no ovals for a “0”. If a number contains a “0”, fill in the ovals for the other digits in the number.

Examples:

- For an Interviewer staff code of “105,” fill in the “100” oval and the “5” oval.
- For the day number “20,” fill in the “20” oval.
- For the day number “09,” fill in the “9” oval.

For the key-entered format, mark the appropriate boxes.

5. Read the scripts on the form and in the form instructions to the participant and complete the items. Follow the instructions under step 4 above for filling in the ovals where needed.
6. Review the form for completeness, paperclip the 1 page pentagon drawing to the form, and forward to the data entry area.
7. Data Entry: Review the form for completeness and consistency. Return to the interviewer with any problems noted. When problems have been resolved, scan the English version of the form or key-enter the Spanish version of the form. Initial the first page of the form after scanning or key-entry.
8. File the scanned or key-entered form and the pages of drawings in the participant's file.

Item Instructions

Contact date	Date you conducted the interview
Completed by	Standard 3-digit WHI employee ID of staff person performing the interview. (See common data items.)
Contact type	Mark appropriate box. (See common data items.)
Visit type	The contact at which you conducted the interview. Mark the appropriate box for the Visit Type and number or write in the screening visit number. (See common data items.)
1-21. 3MSE: Concentration and Memory	<p>General Instructions:</p> <p>Use the scripts on the form. Most items are marked generally as follows:</p> <p style="padding-left: 40px;">1 - Correct: Mark if participant answers correctly.</p> <p style="padding-left: 40px;">0 - Error/refused: Mark if participant answers incorrectly or is unable or refuses to respond to the question for any reason other than physical impairment.</p> <p style="padding-left: 40px;">9 - Not attempted/disabled: Mark if a physical or functional impairment prevents the participant from responding, for example:</p> <p style="padding-left: 80px;">-vision</p> <p style="padding-left: 80px;">-hearing</p> <p style="padding-left: 80px;">-writing problems due to injury or illness</p> <p style="padding-left: 80px;">-illiteracy/lack of education</p> <p style="padding-left: 80px;">-language</p> <p>If you cannot determine whether an answer is correct, record notes under the question and ask a supervisor to review the scoring later. Do not write on the mark-sense form near the ovals, timing track or skunk marks.</p> <p>Make sure participant is attentive before each question.</p> <p>When a participant is illiterate or physically impaired (e.g., scoring 9), specify the problem and the question(s) affected under item 19.</p> <p>When the interviewer does not attempt to administer a question, code as "0." Reasons might include:</p> <ul style="list-style-type: none"> • The participant would "just not be able to do" the task. • Attempting the task would cause too much stress.
1.-1.2.	<p>Date/place of birth</p> <p>Question 1 is a measure of long-term memory. It is assumed that everyone has had repeated opportunities to learn and report her date and place of birth.</p>
1.	<p>When were you born</p> <p>Fill in the month, day, and year reported by the participant; convert the month into numerical format (e.g., write April 12, 1920 as 04-12-1920). You must record 4 digits for the year. Use leading zeros for months January through September and for days that only have a single digit.</p> <p>You do not need to prompt for the first two digits of the year if the participant responds with just the last two digits. For example, if the participant responds "5-1-35" to the question, you do not need to ask her for the full year. Assume she is referring to 1935.</p>

- If partial or unrelated information is given, clarify the question by telling the participant you are looking for the month, day and year in which she was born.
- If the participant gives a partial response, such as month and day but not year, record the items given and leave blank those items for which no response is given.
- If no response is given for any item, leave blank.

This item will be computer-scored by comparing the date reported here to the birth date already entered into the database.

1.1-1.2. Where were you born

If the participant gives only a partial answer (e.g., only the city/town), ask for the missing information.

If an unrelated answer is given (e.g., hospital name), clarify the question by telling the participant you are looking for the city/town and state or country in which she was born.

In rare instances, participants may state that they have been born in rural areas, not a town. Ask the participant to name the postal address or the town through which she received mail. If she still says there is no town, the location that the participant considers to be her place of birth and routinely uses on documents when this question is asked (e.g., county, parish) is acceptable. It is important that this is not an arbitrary location, but truly the participant's "place of birth" so that the same answer will be given when this question is repeated at the end of the questionnaire.

If the participant gives a response, record the city-town and state/country reported. Mark items as follows:

- 1 - Answer given: Mark if the participant gives a response.
- 0 - Error/refused: Mark if the participant gives no response, refuses to answer, or says that she can't remember.
- 9 - Not attempted/disabled: Mark if a physical or functional disability prevents the participant from answering.

SCORING NOTE: Because we have no independent source for determining the accuracy of the response, the question is repeated in Question 18 if a response is given at this time. When the participant's responses on both occasions are the same, the answer is considered correct. This strategy assumes that when the participant does not remember, it is unlikely that the two responses will be identical

2. Registration

"I am going to say three words for you to remember. Repeat them after I have said all three words: 'socks,' 'blue,' 'charity,' (*Form 39*) or 'shirt', 'brown', 'honesty' (*Form 39B*)."

- Use the words printed on the form you are administering.
- Make sure the participant is attentive when beginning the question.
- Say the three words distinctly at the rate of approximately 1.5 seconds per word.
- The participant may repeat the words in any order.
- If the participant repeats each word right after you read it, at the end of your presentation say, "Tell me the three words again" and mark the score according to the responses to this request.

- Do not repeat the words for the participant until after the first trial. When there are errors on the first trial, repeat the items up to six times until they are all learned.
 - Be sure that the correct suffix of the word is repeated. For example, do NOT accept “sock” for “socks” or “charitable” for “charity.” The exact form of the word must be repeated.
 - Record the number of presentations necessary for the participant to repeat the sequence (up to 7).
- 3.-4.2. Mental Reversal This item has two parts: counting backward from 5 to 1 and spelling WORLD backwards. For each part, ask the participant to do the forward version first; coach once when needed.
- 3.-3.2. Count from 1 to 5 “I would like you to count from 1 to 5.” Wait as the participant counts.
- If the participant cannot count forward to 5, prompt with “Say ‘one, two, three, four, five’” at the rate of 1.5 seconds per digit.
 - Coach only once, then continue with Question 3.2. even when the performance in counting forward is not perfect.
- Script:** “Now I would like you to count backwards from 5 to 1.”
- Write the numbers in the sequence given in the blanks provided.
- If the participant gives incorrect numbers that are not 1-5, record the numbers given, but leave the corresponding ovals (or boxes) blank.
- If no response is given, leave the corresponding ovals (or boxes) blank.
- 4.-4.2. Spell 'W O R L D' “Spell 'WORLD'.” Wait as the participant spells.
- If the participant cannot spell “world” forward, prompt with “It is spelled W O R L D” at the rate of 1.5 seconds per letter.
 - Coach only once, then continue with Question 4.2. even when the performance in spelling forward is not perfect.
- Script:** “Now spell 'WORLD' backwards.”
- Code each letter as it is stated.
- Record each letter given, in order, and mark the corresponding oval (or box). If a letter not in WORLD is given, record it as given, but leave the corresponding ovals (or boxes) blank.
5. First Recall of Three Words “What three words did I ask you to remember earlier?”
- The words may be repeated in any order.
 - For each word not readily reported, provide the category under the second “2” (for instance, “it is something to wear”). Followed by the multiple choices under “1” when necessary. Do not wait more than 3 seconds for spontaneous recall and do not wait more than 2 seconds after giving the category before providing the next level of help.
 - If the participant gives an incorrect answer in the correct category (e.g., says “shoes” or “coat” instead of “socks”), provide the three alternatives under “1” for her to choose from, and mark “1” when the choice is correct.

- If the participant cannot give the correct answer even after multiple choices, code “0” and **tell** her the correct answer for the benefit of the second recall to be requested later.
- If the participant repeats an incorrect form of the correct word, e.g., “sock” for “socks” or “charitable” for “charity,” mark the first “2” to reflect this answer (“correct word/incorrect form”). In these cases it is very important to **repeat** the word with the correct ending back to the participant for the subsequent recall.

Scoring: For each word mark:

- 3 - Spontaneous recall;
- 2 - Correct word/incorrect form (first “2”) or correct recall after cueing with category (second “2”)
- 1 - “Was it ...”: Correct identification from the three alternatives
- 0 - Unable to recall/refused. An inaccurate response was given after both prompts or the appropriate time limit has elapsed.
- 9 - Not attempted/disabled. A physical or functional disability prevents the participant from answering, for example:
 - vision
 - hearing
 - writing problems due to injury or illness
 - illiteracy/lack of education
 - language

Example:

Examiner: “What three words did I ask you to remember earlier?”

Participant: “Socks....” (3 second pause)

Examiner: “Another word is about a color.”

Participant: “Blue!”

Examiner: “Good. Another word is about a good, personal quality.”

Participant: “Modesty?”

Examiner: “I’ll give you three words to choose from - honesty, charity, modesty.”

Participant: “Modesty!” (Or: No response for 2 seconds)

Examiner: “No. The word is ‘charity.’”

For the above example the scores are 3, 2, and 0, respectively, for socks, blue and charity.

6.1.-6.3. Temporal Orientation

6.1. Today's date Ask the participant "What is today's date?" Fill in the month, day, and year reported by the participant; convert the month into numerical form (e.g., June 15, 2000 as 06-15-2000). You must record 4 digits for the year. Use leading zeros for months January through September and for days that only have a single digit.

- If the participant responds, "June 2, 01," assume she is referring to 2001, and if she responds "June 2, '98," assume she means 1998. If the participant responds with 4 digits for the year, record it as given by the participant.
- If the participant gives a partial response, such as month and day but does not give a response for year, record the items for which a response is given and leave the rest blank.
- If no response is given for any item, leave blank.

6.2. Day of the week Ask "What is the day of the week?" Mark:

1 - Correct if participant answers correctly.

0 - Error/refused if participant answers incorrectly or is unable or refuses to respond for any reason other than physical impairment.

9 - Not attempted/disabled if a physical or functional impairment prevents the participant from responding, for example:

-vision

-hearing

-writing problems due to injury or illness

-illiteracy/lack of education

-language

If the participant gives no answer or the question is not even attempted, mark an "X" on the adjacent line. If she makes an error, write her answer on the line.

6.3. Ask "What season of the year is it?"

Since distinctions between seasons can be difficult during certain months, the following schedule has been created. For months with two seasons listed, either answer is correct.

Month	Correct Response
January	Winter
February	Winter
March	Winter or Spring
April	Spring
May	Spring
June	Spring or Summer
July	Summer
August	Summer
September	Summer or Fall (Autumn)
October	Fall (Autumn)
November	Fall (Autumn)
December	Fall (Autumn) or Winter

Mark:

- 1 - Correct: Mark if participant answers correctly.
- 0 - Error/refused: Mark if participant answers incorrectly or is unable or refuses to respond to the question for any reason other than physical impairment. If the participant makes an error, write her answer on the adjacent.
- 9 - Not attempted/disabled: Mark if a physical or functional impairment prevents the participant from responding, for example:
 - vision
 - hearing
 - writing problems due to injury or illness
 - illiteracy/lack of education
 - language

If the participant gives no answer or the question is not even attempted, mark an “X” on the adjacent line.

7.1.-7.4. Spatial Orientation

For these questions, mark:

- 1 - Correct: Mark if participant answers correctly.
- 0 - Error/refused: Mark if participant answers incorrectly or is unable or refuses to respond to the question for any reason other than physical impairment. If the participant makes an error, write her answer on the adjacent. If she refuses to answer, mark an “X” on the line.
- 9 - Not attempted/disabled: Mark if a physical or functional impairment prevents the participant from responding, for example:
 - vision
 - hearing
 - writing problems due to injury or illness
 - illiteracy/lack of education
 - language

If the participant gives no answer or the question is not even attempted, mark an “X” on the adjacent line.

- | | | |
|------|---------------------|---|
| 7.1. | State | Ask “What state are we in?” |
| 7.2. | Country | Ask “What country are we in?” |
| 7.3. | City/town | Ask “What (city/town) are we in?” |
| 7.4. | Clinic, store, home | Ask “Are we in a clinic, store, or home?” |

This question assumes that the test is being administered in a clinic setting. When the correct answer is not among the three alternatives (e.g., test is being conducted in a hospital or nursing home), substitute the correct response for the middle alternative (store).

If the participant responds that neither “clinic,” “store”, nor “home” is the correct answer, ask her to make the best choice out of the three options.

- 8.-8.7. Naming This set of questions tests whether or not the participant can **promptly** name the two objects and the five body parts.
- Mark items:
- 1 - Correct: Mark if participant answers correctly.
 - 0 - Error/refused: Mark if participant answers incorrectly or is unable or refuses to respond to the question for any reason other than physical impairment.
 - 9 - Not attempted/disabled: Mark if a physical or functional impairment prevents the participant from responding, for example:
 - vision
 - hearing
 - writing problems due to injury or illness
 - illiteracy/lack of education
 - language
- 8.1.-8.2. Pencil, watch Ask "What is this?"
- Show the pencil and wrist watch to the participant.
- NOTE: The pencil should be a standard sharpened wooden pencil with eraser.
- Correct responses for Question 8.2. include:
- Watch
 - Wrist watch
 - Timepiece
- If the participant cannot name the item **within 2 seconds** or gives an incorrect answer, do not help or question again. Code "0" and continue with Question 8.3.
- 8.3.-8.7. Ask "What do you call this part...?"
- Ask each question while pointing to the appropriate part on your body.
- Correct responses for each item are:
- 8.3. - forehead or brow
 - 8.4. - chin
 - 8.5. - shoulder or shoulders
 - 8.6. - elbow or elbows
 - 8.7. - knuckle or knuckles
- If the participant gives a scientific or medical version of the name for any of the body parts (e.g., "olecranon"), ask her to provide the common name.
- If the participant cannot name the item **within 2 seconds** or gives an incorrect answer, do not help or question again. Mark "0" and continue with Question 9.

9. Four Legged Animals Ask “What animals have four legs? Tell me as many as you can.”
- Record each animal named in the spaces provided.
 - If the participant says “All animals have four legs,” say “Tell me their names.”
 - Discontinue after 30 seconds. Record the total number of correct responses.
 - If the participant gives no response in 10 seconds and there are still at least 10 seconds remaining, gently remind her (**once only**): “What (other) animals have four legs?” If she still gives no response, record “0”.
 - The first time an incorrect answer is provided, say “I want four-legged animals.” Do not correct for subsequent errors.
 - Score one point for each correct animal.
 - Accept marginal cases such as:
 - monkey
 - chimp
 - baboon
 - kangaroo
 - Different names for the same animal of different age or sex count as one animal. For example:
 - kitten/cat
 - puppy/dog
 - deer/doe
 - Those animals with similarities, but true technical differences, may be counted as two separate animals; e.g., pony and horse may be counted as two; mule and donkey may be counted as two; but ass and donkey are the same animal and must be counted as one.
 - Other oddities:
 - a sea lion does not have four legs
 - a seal does not have four legs
 - a platypus is acceptable

Example script:

Examiner: “What animals have four legs? Tell me as many as you can.”

Participant: “Dog...Cat...Bird...”

Examiner: “I want four-legged animals.”

Participant: “Oh, ok! Elephant...” (Ten seconds pass and there are still ten seconds left of the 30 seconds.)

Examiner: “What other animals have four legs?”

Participant: “Hippo...Dog...Kitten...Cow...Pig...Chicken...Sheep...” (Thirty seconds are up.)

Score: 7

- 10.1.-10.3. Similarities This question is designed to measure abstraction or conceptual thinking. In general, points are given for conceptual similarities that are primarily pertinent for both members of the pair. **No prompting or coaching is allowed.** Always accept the first answer given. If two concepts are given simultaneously (e.g., within the first statement provided back by the participant), score the higher value of the two concepts.
- 10.1. Arm and a leg Ask “In what way are an arm and a leg alike?”
- Mark “2” when the response is that they are both:
 - limbs
 - extremities
 - appendages
 - Mark “1” when the response is that both:
 - are body parts
 - bend
 - move
 - are long
 - have joints
 - other similar responses
 - Mark “Error” when the participant gives an incorrect similarity, tells how they are different, says “They are different” or “I don’t know,” or refuses to answer. Other examples of “0” answers:
 - fingers and toes
 - Mark “Not attempted/disabled” when a physical or functional disability prevents the participant from answering.
- If the initial response is scored “1” or “0,” coach the participant by saying “An arm and a leg are both limbs or extremities” to reinforce the correct answer. **Coach only for Question 10.1.** No other prompting or coaching is allowed for 10.2. or 10.3.
- 10.2. Laughing and crying Ask “In what way are laughing and crying alike?”
- Mark “2” when the participant responds that they are both expressions of:
 - feelings
 - emotions
 - Mark “1” when the participant responds that both are:
 - sounds
 - expressions
 - both have tears
 - both are satisfying to you
 - you cry with both
 - other similar responses

- Mark “Error” when the participant gives an incorrect similarity, tells how they are different, says “They are different” or “I don't know,” or refuses to answer. Other examples of “0” answers:
 - When you laugh, you laugh; when you cry, you cry.
 - Mark “Not attempted/disabled” when a physical or functional disability prevents the participant from answering.
- 10.3. Eating and sleeping Ask “In what way are eating and sleeping alike?”
- Mark “2” when the response is that they are both:
 - necessary bodily functions
 - essential for life
 - Mark “1” when the response is that both are:
 - body functions
 - relaxing
 - good for you
 - other similar responses
 - Mark “Error” when the participant gives an incorrect similarity, tells how they are different, says “They are different” or “I don't know,” or refuses to answer.
 - Mark “Not attempted/disabled” when a physical or functional disability prevents the participant from answering.
- 11.-12. Repetition
11. Would like to go out “Repeat what I say: 'I would like to go out!'.”
- Pronounce the individual words distinctly but with normal tempo of a spoken sentence.
 - Mark “Correct” when the sentence is repeated exactly.
 - Mark “1 or 2 words missed” when one or two incorrect words are given.
 - Mark “3 or more words missed” when three or more incorrect words are given, there is no response or the participant refuses.
 - Mark “not attempted/disabled” when a physical or functional disability prevents the participant from answering.
- 12.-12.3. No ifs, ands or buts Question 6 - “Now repeat: 'No ifs, ands or buts!'.”
- Mark “Correct” for each part (e.g., ifs, ands, buts) correctly repeated; give no credit if the participant misses the “s.”
 - Mark “Error” when the word is not correctly repeated (including when the “s” is not pronounced), no response is given or the participant refuses.
 - Mark “not attempted/disabled” when a physical or functional disability prevents the participant from answering.

13. Close your eyes Hold up Card 39-1 and say, "Please do this."
- If the participant does not close her eyes within 5 seconds, prompt by pointing to the sentence and saying "Read and do what this says."
 - If the participant has already read the sentence aloud spontaneously, simply say, "Do what this says." Allow 5 seconds for the response.
 - As soon as the participant closes her eyes, say: "Open."
 - Mark 3 - "Closes eyes without prompting" when participant performs the command spontaneously.
 - Mark 2 - "Closes eyes after prompting" when participant performs the command only after the prompt: "Read and do what this says."
 - Mark 1 - "Reads aloud, but does not close eyes" when participant reads the command aloud either spontaneously or after the prompt, but does not close her eyes.
 - Mark 0 - "Does not read aloud or close eyes" when the participant neither reads the sentence aloud nor closes her eyes, or otherwise does not respond.
 - Mark "not attempted/disabled" when a physical or functional disability prevents the participant from answering
- 14.-14.5 Writing "Please write the following sentence: 'I would like to go out.'"
- Hand participant a piece of blank paper and a standard lead pencil with eraser. If necessary, repeat the sentence word by word as the participant writes.
 - Allow a maximum of 1 minute after the first reading of the sentence for scoring the task.
- NOTE: If the participant is still working at the end of one minute, allow her to complete the task for the sake of maintaining rapport and morale. Mark the 1-minute point on the list of words (do not write in the margins of the mark-sense form near the ovals) and do not credit for parts finished after 1 minute.
- Mark "Correct" for each completely correct word, except "I."
 - The following are considered acceptable:
 - Printing or cursive writing
 - All capital letters
 - Self corrected errors
 - The following are considered errors:
 - Portions of sentence written after the one minute time limit.
 - Spelling errors
 - Incorrect mixed capitalizations, e.g., **I Would Like To Go Out.**
 - Mark "error/refused" for each word which has any error listed above or if the participant does not respond.
 - Mark "not attempted/disabled" when a physical or functional disability prevents the participant from answering

- 14.6. Hand used for writing
Observe which hand the participant uses to write and record on Question 18a. You will need this information later in Question 20. If this task was not performed due to a functional disability, ask the participant if they are right- or left-handed and record.
- 15.-15.3. Copying two pentagons
“Here is a drawing. Please copy the drawing onto this piece of paper.”
- Hand participant Card 39-2. Allow one minute for copying.
 - For right-handed participants, present the sample on the left side; for left-handed participants, present the sample on the right side.
 - Allow a maximum of 1 minute for response.
- NOTE: If the participant is still working at the end of one minute, allow her to complete the task for the sake of rapport and morale. Mark the 1-minute point on the drawing and do not credit for parts finished after 1 minute.
- 15.1.-15.2. Pentagons
Scoring:
- Do not penalize for self-corrected errors, tremors, minor gaps or overshoots.
 - When gaps are found in the drawing, they are permissible if the shape of the pentagon can be perceived.
- 15.3. Intersection
- The intersection is scored as follows:
 - Mark “2” when there is a 4-cornered intersection.
 - Mark “1” when it is not a 4-cornered intersection.
 - Mark “0” when there is no enclosure or the participant refuses to do the task.
 - Mark “9” when the participant does not attempt the task due to a functional disability such as visual impairment or severe arthritis.
 - Each pentagon is scored as follows:
 - Mark “4” when there are 5 approximately equal sides.
 - Mark “3” when there are 5 unequal sides, and the longest:shortest side ratio is $> 2:1$.
 - Mark “2” when another enclosed figure is drawn.
 - Mark “1” when there are 2 or more lines, but it is not an enclosed figure.
 - Mark “0” when there are less than 2 lines or the participant refuses to do the task.
 - Mark “9” when the participant does not attempt the task due to a physical or functional disability such as visual impairment or severe arthritis, etc.
- 16.-16.3. Three-stage command
Hold up the piece of paper in plain view of the participant, but out of her reach, and say: “Take this paper with your left hand (right for left handed person), fold it in half, and hand it back to me.”
- Refer to Question 14.6. to check whether the participant is right- or left-handed. Ask her to take the paper in her non-dominant hand.
- After saying the whole command, hold the paper within reach of the participant.

NOTE:

- Do not repeat any part of the command.
- If the participant requests the examiner to repeat a portion of the command and it is felt appropriate to oblige for sake of maintaining rapport, score according to the participant's response(s) before repeating the command.
- Do not move the paper toward the participant.
- Do not move your hand toward the participant as a gesture to take the paper back.
- If the participant reaches for the paper right after hearing the first portion of the command, move your hand away from the participant so that the paper is out of reach and continue to state the next two parts of the command without interruption.
- The participant may hand back the paper with either hand.
- Mark "Correct" for each portion of the command completed correctly.
- Mark "Error/refused" for each portion of the command incorrectly completed, including:
 - First portion: Participant uses dominant/preferred hand.
 - Second portion: Participant folds the paper more than once.
 - Third portion: Participant puts the paper down instead of handing it back to the examiner.
 - Participant refuses to do the part of the task.
- Mark "Not attempted/disabled" when a physical or functional disability (such as severe arthritis) prevents the participant from answering.

17.-17.3. Second recall of three words

What three words did I ask you to remember earlier?

- Administer this item even when the participant scored one or more "0's" on Question 5.
- The words may be repeated in any order.
- For each word not readily given, provide the category followed by multiple choices when necessary. Do not wait more than 3 seconds for spontaneous recall and do not wait more than 2 seconds after category cueing before providing the next level of help.
- If the participant repeats an incorrect form of the correct word, e.g., "sock" for "socks" or "charitable" or "charity," a code has also been added to reflect this answer ("Correct word/incorrect form").
- If the participant gives an incorrect answer in the correct category (e.g., says "shoes" or "coat" when the correct answer is "socks"), provide the three alternatives for her to choose from, and score "1" if the choice is correct.

- If the participant cannot get the correct answer even after multiple choices or an incorrect response is given after both prompts or when the appropriate time limit has elapsed, mark “Unable to recall/refused.”
- Mark “Unable to recall/refused” if an incorrect response is given after both prompts, or when the appropriate time limit has elapsed.

Mark “not attempted/disabled” when a physical or functional disability prevents the participant from answering.

Example script:

Examiner: “What three words did I ask you to remember earlier?”

Participant: “Socks...” (3 second pause)

Examiner: “Another word is about a color.”

Participant: “Blue!”

Examiner: “Good. Another word is about a good personal quality.”

Participant: “Modesty?”

Examiner: “I’ll give you three words to choose from - honesty, charity, modesty.”

Participant: “Modesty!” (or: No response for 2 seconds.)

Examiner: “No. The word is ‘honesty.’”

For the above example the scores are 3, 2, and 0, respectively, for socks, blue and honesty

18. Validation of birthplace

Question 22 - “Would you please tell me again where you were born.”

- Ask this question only when a response was given in Questions 1.1.-1.2.
- Score the response by checking against the response in Questions 1.1.-1.2

19. Special problems

If physical/functional disabilities or other problems exist that cause the participant difficulty in completing any of the tasks, mark the box coded “Yes” and record the nature of the problem from the following problems codes:

-vision

-hearing

-writing problems due to injury or illness

-illiteracy/lack of education

-language

-other (please record the specific problem in the space provided.

If no special problems were noted, mark “No.”

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- 20.-21. Dominant hand. A participant’s dominant hand (the hand used in normal or routine circumstances) may not necessarily be the hand with which she writes. These two questions determine the dominant hand.
- If the response is either “right” or “left”, ask: “always right (left) or usually right (left)?”
 - If she says she both hands, clarify by asking if s/he “usually uses a specific hand” or has “no preference.”
 - If she says she’s not sure, mark 9 - “unknown.”
- 20 Hand for throwing Say, “Please tell me which hand you would normally use to throw a ball to hit a target.” Record the appropriate answer based on the participant’s response.
21. Hand for holding a toothbrush Say, “Please tell me which hand you would normally use to hold a toothbrush while cleaning teeth.” Record the appropriate answer based on the participant’s response.

Figure 1
Laminated Display Cards