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# ALTERNATE FORMS OF THE EXECUTIVE FUNCTION PERFORMANCE TEST

## TEST PROTOCOL BOOKLET

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## DIRECTIONS FOR ALTERNATE FORM OF EFPT

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\*\* If original EFPT was not assessed prior, use the hand washing task from the original EFPT to determine if participant can follow directions to complete subsequent tasks.

The Alternate form the EFPT is designed to be a re-assessment from the original EFPT. It can also be used to complement the original version with other client centered activities. It was created to avoid the potential learning effect with re-testing the original EFPT. It has been studied for use as an outcome measure with good test re test reliability for administration of the tests in their entirety as well as the meal preparation and cooking tasks. When looking to measure change the total scores should be used from each form.

1. Begin the test with the script and the pre-task questions.
2. Leave all of the items necessary for all of the tasks ***in the box on a table*** (the “materials table”).
3. Ask the person to begin the task, reading the script for that task
4. Offer assistance only after the participant has made a good attempt to process the actions necessary to carry out the step. Use cuing guidelines.
5. Complete score sheet for each task.

## EFPT ALTERNATE FORM SUPPLIES NEEDED

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*All of these items should be placed into a container, placed on a surface during testing. The person needs to obtain the items for the task and place them outside the box before beginning the task.*

- Pan
- Measuring cup (glass) – 1 cup
- Dry measuring cups
- Spoon for stirring
- 1 box of pasta
- Enlarged copy of cooking instructions for the stovetop
- Fork for eating
- Bowl
- Colander
- Salt
- Timer
- Pencil
- Paper
- Phone book
- Magnifying glass
- 3 Prescription Medication Bottles filled with beads for “pretend medication”
- Medication Labels- to write person’s name on and tape to bottles
  - One label directed to take twice a day
  - One label directed to take once a day with a meal
  - One label directed to take in morning
- Medication bottle labeled with another person’s name and another non-prescription bottle both for use as a distracter
- Medication sorter- 7 day container with 2 slots for each day (AM & PM)
- L.L. Bean catalog
- Copies of ordering sheet placed inside catalog
- Checkbook
- Calculator
- Envelope- Labeled with L.L. Bean return address
- Balance sheet for checkbook
  - Should have a line reading \$300 for balance, and a line with a grocery withdrawal of \$30, for a final balance of \$270.
- Pen
- Other distracter items:
- Pepper
- Cup

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## SCRIPT

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*“Today I’ll be asking you to make some noodles, use the telephone book, sort some “fake” medications, and “fake” order from a catalog. You may not be doing these tasks at home, but they have been selected for this test to represent those most like daily tasks. If you need help at any point in this test, let me know. Please follow the directions exactly as I tell you or as they are written.”*

*“All the items you need to do these tasks are here in a box (**show box**). The kitchen has items you might be likely to use, but for this test please use only the items in the box. I want to know a few things about you before I begin the testing, so I’m going to ask you a few questions. Please answer them the best you can.”*

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## PRE-TEST QUESTIONS

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**Do you cook?** 1= Yes 2= No

**Do you use the stove to cook meals?** 1= Yes 2= No

**Have you recently made pasta on the stove?** 1= Yes 2= No

**Will you be able to make pasta?**

0= by yourself.

1= with verbal guidance

2= with physical assistance

3=I won’t be able to do this task

**Do you use the phone on a regular basis?** 1= Yes 2= No

**How many times a day do you use the phone?** \_\_\_\_\_

**What is the phone number you call in an emergency?** \_\_\_\_\_

1= correct 2= incorrect

**Will you be able to make a phone call . . .**

0= by yourself.

1= with verbal guidance

2= with physical assistance

3=I won’t be able to do this task

**Do you take medication?** 1= Yes 2= No

**When do you take your medicine?** \_\_\_\_\_

1=morning

2=afternoon

3=evening

4=before bed

5=more than once a day

***Will you be able to sort medication?***

*0= by yourself.*

*1= with verbal guidance*

*2= with physical assistance*

*3=I won't be able to do this task*

***Do you shop from a catalog? 1= Yes 2= No***

***Does someone help you order items? 1= Yes 2= No***

***Will you be able to order from a catalog?***

*0= by yourself.*

*1= with verbal guidance*

*2= with physical assistance*

*3=I won't be able to do this task*

*The tasks I am about to ask you to do may involve some movements that may be difficult for you. Please ask me for help if you need it.*

## TASK: SIMPLE COOKING

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Items required for task:

- Pan
- Measuring cup (glass) – 1 cup
- Dry measuring cups
- Spoon for stirring
- Colander
- 1 box of pasta
- Enlarged copy of cooking instructions for the stovetop
- Fork for eating
- Bowl
- Timer

Commence Task:

***“I want you to cook pasta. Here is an enlarged version of the instructions (hand to participant). Follow these directions exactly for 1 portion and when you are done, put the pasta in a bowl. The items you need are in the box.”***

Note: The participant should not be penalized if he/she does not clean the bowl or pan.

TASK: Simple Cooking <b>Time for completion of task:</b> _____	Independent 0	Verbal Guidance 1	Gestural Guidance 2	Verbal Direct Instruction 3	Physical Assistance 4	Do For Participant 5	Score
INITIATION: <i>beginning the task.</i>							
Upon your request to start, participant moves to table to gather tools/materials for making pasta.							_____
EXECUTION: <i>carrying out the actions of the task through the use of organization, sequencing, and judgment.</i>							
<b>Organization:</b> <i>arrangement of the tools/materials to complete the task.</i> Participant retrieves the items needed (pan, pot holder, measuring cup, pasta, instructions, spoon).							_____
<b>Sequencing:</b> <i>execution of steps in appropriate order.</i> Participant performs steps according to the directions participant measures water, puts water into pan, turn on stove, sets heat according to what is needed, boils water, measures pasta, puts pasta into boiling water, stirs, turns off stove, uses pot holder to lift hot pan, strains water and pours pasta into bowl. Participant does not confuse steps, e.g., turns off stove before water boils, replacing pasta in cupboard before measuring some out, but may measure pasta before boiling the water or put salt in the water before or as it boils.							_____
<b>Judgment &amp; Safety:</b> <i>avoidance of dangerous situation.</i> Participant prevents or avoids danger, e.g., turns water off, does not lay pot holder near burner, turns burner off, uses pot holder to lift hot pan, etc.							_____
COMPLETION: <i>termination of task.</i>							
Participant knows he/she is finished, e.g., pours pasta into bowl and moves away from pot. If participant washed dishes, he/she moves away from the sink, doesn't continue to scrape the pan, etc.							_____

## TASK: MEDICATION SORTING

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Items required for task:

- 3 Prescription Medication Bottles filled with beads for “pretend medication”
- Medication Labels- to write person’s name on and tape to bottles
- One label directed to take twice a day
- One label directed to take once a day with a meal
- One label directed to take in morning
- Medication bottle labeled with another person’s name and another non-prescription bottle both for use as a distracter
- Medication sorter- 7 day container with 2 slots for each day (AM & PM)

Commence Task:

***“I need you to pretend you have three prescriptions in the box. Find your prescriptions in the box, and sort them into the pill sorter for 7 days, according to the instructions on the medication. Everything you need is in the box.”***



TASK: Medication Sorting <b>Time for completion of task:</b> _____	Independent 0	Verbal Guidance 1	Gestural Guidance 2	Verbal Direct Instruction 3	Physical Assistance 4	Do For Participant 5	Score
INITIATION: <i>beginning the task.</i>							
Upon your request to start, participant moves to table to gather tools/materials for sorting medications.							_____
EXECUTION: <i>carrying out the actions of the task through the use of organization, sequencing, and judgment.</i>							
<b>Organization:</b> <i>arrangement of the tools/materials to complete the task.</i> Participant retrieves the items needed (pill sorter, medicine bottles).							_____
<b>Sequencing:</b> <i>execution of steps in appropriate order.</i> Participant performs steps in an appropriate sequence, e.g. reads the direction on pill bottle, opens pill bottle, pours pills into hand or on table, chooses correct number of pills according to prescription, puts unused pills back into bottle, and places pills into correct location of pill sorter, puts cap back on bottles. Participant does not confuse steps, e.g., uses appropriate pills, places pills in correct slot for all 7 days							_____
<b>Judgment &amp; Safety:</b> <i>avoidance of dangerous situation.</i> Participant prevents or avoids danger, e.g., Uses correct pills, counts correct number of pills, places them in appropriate location in pill sorter.							_____
COMPLETION: <i>termination of task.</i>							
Participant knows he/she is finished, e.g., moves away from task, doesn't continue playing with pills, etc.							_____

## TASK: USING THE TELEPHONE

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Items required for task:

- Pencil
- Paper
- Phone book
- Magnifying glass

Commence Task:

***“I want you to find an eye doctor in the phone book. Call them to ask them if they are accepting new patients. Let me know what you find out. The items you need are in the box.”***

TASK: Using the Telephone <b>Time for completion of task:</b> _____	Independent 0	Verbal Guidance 1	Gestural Guidance 2	Verbal Direct Instruction 3	Physical Assistance 4	Do For Participant 5	Score
<b>INITIATION:</b> <i>beginning the task.</i>							
Upon your request to start, participant moves to table to gather tools/materials for making a phone call.							_____
<b>EXECUTION:</b> <i>carrying out the actions of the task through the use of organization, sequencing, and judgment.</i>							
<b>Organization:</b> <i>arrangement of the tools/materials to complete the task.</i> Participant retrieves the items needed (phone book, paper, pencil).							_____
<b>Sequencing:</b> <i>execution of steps in appropriate order.</i> Participant performs steps in an appropriate sequence, e.g. looks up number, lifts receiver, reaches the correct number, and tells you the correct answer. Participant does not confuse steps, e.g., dials number before looking it up, hands up receiver in middle of dialing, puts away phone book instead of looking number up, etc.							_____
<b>Judgment &amp; Safety:</b> <i>avoidance of dangerous situation.</i> Participant prevents or avoids danger, e.g., dials number correctly, reports information accurately, etc.							_____
<b>COMPLETION:</b> <i>termination of task.</i>							
Participant knows he/she is finished, e.g., hands up phone and does not continue pushing buttons.							_____

## TASK: ORDERING FROM A CATALOG

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Items required for task:

- L.L. Bean catalog
- Copies of ordering sheet placed inside catalog
- Checkbook
- Calculator
- Balance sheet for checkbook
  - Should have a line reading \$300 for balance, and a line with a grocery withdrawal of \$30, for a final balance of \$270.
- Envelope- labeled with return address for L.L. Bean
- Pen

Commence Task:

***“I want you to take what you need to order a shirt from the catalog L.L. Bean, find the catalog, complete ordering form, write a check, balance your checkbook, and put in the envelope. This is a fake check book but I need you to pretend it is your check book as part of this assessment. All the items you need are in the box.”***

Note: use of the calculator is not mandatory

TASK: Ordering From a Catalog <b>Time for completion of task:</b> _____	Independent 0	Verbal Guidance 1	Gestural Guidance 2	Verbal Direct Instruction 3	Physical Assistance 4	Do For Participant 5	Score
INITIATION: <i>beginning the task.</i>							
Upon your request to start, participant moves to table to gather tools/materials for ordering an item from a catalog.							_____
EXECUTION: <i>carrying out the actions of the task through the use of organization, sequencing, and judgment.</i>							
<b>Organization:</b> <i>arrangement of the tools/materials to complete the task.</i> Participant retrieves the items needed (catalog, checkbook, calculator, pen).							_____
<b>Sequencing:</b> <i>execution of steps in appropriate order.</i> Participant performs steps in an appropriate sequence, e.g. Locates catalog, locates item in catalog, locates ordering form, fills out order form, writes check for correct amount, puts check into envelope and address it, seals envelope, checks balance. Participant doesn't confuse steps, e.g., participant writes check before completing form and totals shipping and handling							_____
<b>Judgment &amp; Safety:</b> <i>avoidance of dangerous situation.</i> Participant prevents or avoids danger, e.g., Writes correct amount on check and signs it, subtracts check amount from balance							_____
COMPLETION: <i>termination of task.</i>							
Participant knows he/she is finished, e.g., Puts down checkbook and catalog, moves away from task							_____