

# Appendix VIII

## Guided Clinical Interview and Assessment

### Assessment Of Adults With Visual Impairment

Assessment Guide To Accompany “Neuropsychological Assessment Of Adults With Visual Impairment”  
By John T. Gallagher, Katherine A. Burnham, & Brian Syzdek

Examinee: \_\_\_\_\_ Examiner: \_\_\_\_\_

Highest Grade Completed \_\_\_\_\_ Examinee Age: \_\_\_\_\_

Date/Time: \_\_\_\_\_

**DIRECTIONS:** Complete assessment with examinee during interview, based on clinical history, observational data, and informant information.

**Testing Conditions** (Quiet, Light adjusted to examinee’s needs, Orient examinee to room, Table with chairs)

**Materials** (Assessments, Visual aids, Appropriately-printed material, Braille material, Blindfold, Guide dog accommodations)

Notes about Testing Conditions or Materials-  
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Referral Question (including referral source)-  
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\_\_\_\_\_  
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#### Assessment Plan

I. Initial Assessments/Areas to Assess-  
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II. Secondary Assessments/Areas-  
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III) Observations (Natural Behavior, Eye Movements, Extraneous Movements, Emotional Response, Other Senses, Post-Assessment Observations)-  
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**Observations**

Type of Behavior	Behavior	Present	Not Present
<b>Natural Behavior</b>	Orients to voice		
	Looks at speaker		
	Uses cane		
	Negotiates obstacles		
	Walks independently		
	Gropes with hands		
	Abnormalities		
	Uses hands together		
<b>Eye Movements</b>	Nystagmus		
	Able to track objects		
	Conjugate gaze		
	Eyes do not tire over time		
<b>Extraneous Movements</b>	Rocking		
	Touching eyes often		
	Grimacing		
	Tics		
	Hand Flapping		
<b>Emotional Response</b>	Remains motivated		
	Possesses frustration tolerance		
	Explores environment		
<b>Other Senses</b>			
<b>A) Hearing</b>	No history of hearing impairments		
	<b>B) Speech</b>	Can repeat words (“specific, statistics, pomegranate”)	
<b>Post-Assessment</b>	Finds way out of testing area		
	Able to eat		
	Interacts with others		

**Interview**

(Developmental History, Perception of Sight-Loss, Medical History, Educational & Occupational History, Mental Health History, Current Functioning)-

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**Interview**

Type of Behavior	Behavior	Present	Not Present
<b>Developmental History</b>	Sees anything		
	Sees light/dark		
	Sees shadows		
	Sees figures		
	Sees colors		
	Reads print		
	Gropes with hands		
	Recognizes faces		
<b>Perception of Sight-Loss</b>	Born Blind		
	No excessive loss of friends		
	Family reaction to loss of sight reasonable		
	Appropriately indulged by others		
<b>Other Medical History</b>	Head injuries		
	Neurologic Illnesses		
	High fevers		
	Seizures		
	Past medications		
	Current medications		
	Diabetes		
	Substance use		
	Allergic Reactions		
<b>Health Behaviors</b>	Exercises		
	Explores environment		
<b>Educational History</b>	Braille reader		
	Nemeth system		
	Computer literate		
	Uses adaptive systems		
<b>Work Hisgtory</b>	Past employment		
	Current employment		
	Volunteer work		
	Training		
<b>Mental Health History</b>	Diagnosis		
	Mental Health treatment		
	Self-harm		
<b>Current Functioning</b>	Receiving current training		
	No sleep difficulties		
	No eating difficulties		

**III) The Visual System (Specific Issues with Sight, Eyes, Brain, Agnosias)-**

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**Visual Perception**

Collateral Reports- (Source, Summary)-

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**Visual Screening**

Acuity (enter level)-

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Peripheral Vision (degrees)-

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Colorblindness (list colors unable to see)-

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**Recognition and Discernment**

Type of Behavior	Behavior	Present	Not Present
<b>Perception</b>	No illusory contours		
	Recognizes visual stimuli		
	Can draw		
	Assembles guided by vision		
<b>Saccadic movements</b>	Can look back and forth		
	Can see objects on right		
	Can see objects on left		
	Eyes can converge		
	Pupils respond to light		
	Can detect motion		

**V) Other Sensory Information**

Hearing (Auditory Discrimination, Speech Articulation), Touch (Able to read Braille), Olfactory, Balance-

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### Sensory Information

Type of Behavior	Behavior	Present	Not Present
<b>Hearing</b>	Hears fingers rubbed (right)		
	Hears fingers rubbed (left)		
	Hears voices in presence of background noise		
	Assembles guided by vision		
<b>Speech Articulation</b>	No excessive phonetic errors		
	Can discern similar words		
<b>Touch</b>	Can detect letters written on hand		
	Detects missing parts		
	Finds matching items		
	Reads standard Braille		
	Reads jumbo Braille		
<b>Olfactory</b>	Discriminates between smells		
<b>Balance</b>	Can stand on one foot (right)		
	Can stand on one foot (left)		
	Can stand with feet together		
	Walks straight line		
	No complaints of dizziness		

### VI) Intelligence Testing

Verbal-

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Performance-

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### Intelligence Testing

Domain	Tests Given	Score/CI	Percentile	Strength/Weakness
<b>Verbal</b>				
<b>Performance</b>				

**VII) Speech and Language**

(Auditory Perception, Speech Articulation, Language, Vocabulary, Word Fluency, Word Finding, Lateralization of Language, Verbal Comprehension)-

**Speech and Language**

Type of Behavior	Behavior	Present	Not Present
<b>Auditory Perception</b>	Discerns similar words		
	Able to reproduce sounds		
	Able to reproduce words		
<b>Speech Articulation</b>	Stuttering		
	Perseverative speech		
	Echolalia		
	Palilalia		
<b>Vocabulary</b>	Grade level knowledge of vocabulary		
	Able to define vocabulary		
	Able to use vocabulary		
<b>Word Fluency</b>	Generates words in given category		
	No discrepancy between semantic, phonemic, & category fluency		
<b>Word Finding</b>	Able to name objects presented		
<b>Lateralization</b>	Able to understand words presented in right ear		
	Able to understand words presented in left ear		
<b>Comprehension</b>	Follows one step instructions		
	Follows multiple step instructions		
	Grade level grammar		

**VIII) Verbal Learning & Memory**

(Associative Learning, Digit Memory, Narrative Memory, List Learning, Incidental Memory, Long Term Memory)-

**Verbal Learning & Memory**

Domain	Metric	Score	Strength/Weakness
<b>Associate Learning</b>	Number of pairs learned		
<b>Digit Memory</b>	Number of digits memorized forward		
	Number of digits memorized backward		
<b>Narrative Memory</b>	Percent of narrative story able to recall		
<b>List Learning</b>	Percent of items able to be recalled from a list initially		
	Percent of items able to be recalled from a list after rehearsal		
	Percent of items able to be recalled from a list after interference		
<b>Incidental Memory</b>	Percent of items recalled from list after delay		
<b>Long-Term Memory</b>	Percent of facts recalled about distant events		



**IX) Episodic Memory**

(Amnesia, Episodic Memory, Prospective Memory, Autobiographical Memory)-

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**Episodic Memory**

Type of Behavior	Behavior	Present	Not Present
<b>Amnesia</b>	Anterograde amnesia		
	Retrograde amnesia		
<b>Episodic Memory</b>	Can recall activities from previous day		
	Can recall number of tests in assessment battery		
<b>Prospective Memory</b>	Can remember cued future tasks		
	Can remember uncued future tasks		
<b>Autobiographical Memory</b>	Can remember historical personal facts		

**X) Tactile Discrimination**

(Ability to Learn Braille, Able to Sort by Size)-

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**Tactile Discrimination**

Type of Behavior	Behavior	Present	Not Present
<b>Tactile Discrimination</b> (Indicate Differences between right & Left hands)	Discriminates shapes		
	Discriminates pressure		
	Discriminates temperature		
	Discriminates texture		
	Discriminates pain		
<b>Ability to Learn Braille</b>	Discerns between 1 or 2 points of paperclip (small)		
	Discerns between 1 or 2 points of paperclip (large)		
	Able to identify numbers written on fingertips		
<b>Able to Sort by Size</b>	Able to sort coins of different sizes		
	Able to sort objects by size		

## XI) Spatial Ability

(Directions, Position in Space, Exploration, Tactual Formboard Test, Parts & Whole)-

### Spatial Ability

Type of Behavior	Behavior	Present	Not Present
<b>Directions</b>	Discerns up, down, left, right		
	Discerns compass directions		
<b>Position in Space</b>	Able to recognize relationship to objects (small space)		
	Able to recognize relationship to objects (large space)		
<b>Exploration</b>	Explores environment (nearby)		
	Explores environment (distant)		
	Able to sort objects by size		
<b>Tactual Formboard Test</b>	Uses strategy		
	Able to rotate piece		
	Able to accommodate rotated board		
<b>Parts and Whole</b>	Able to recognize missing parts		
	Able to disassemble and reassemble		

## XII) Spatial Learning & Memory

(Patterns, Retrieval, Problem Solving)-

### Spatial Learning & Memory

Type of Behavior	Behavior	Present	Not Present
<b>Spatial Learning &amp; Memory</b>	Able to recognize and replicate patterns		
	Searches entire area		
<b>Retrieval</b>	Able to find object set down again		
<b>Problem Solving</b>	Able to articulate search strategy		
	Able to reproduce patterns		

## XIII) Spatial Distortion

(Side dominance, Visual Field Dominance, Searching of Areas)-

Type of Behavior	Behavior	Present	Not Present
<b>Neglects One Side of Body</b>	Searches both sides for an object		
	Reaches far enough on one side		
	Doesn't bump into objects (e.g. door) on one side		

### Pattern of Search Test

Domain	Metric	Score	Strength/Weakness
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<b>Thoroughness of Search</b>	Percent of grids searched		
	Average number of times each grid searched		
<b>Search Strategy</b>	Number of times deviated from methodical search		
<b>Missed areas</b>	Location of areas not searched (1=upper left, 2=upper middle, etc.)		

**Tactual Formboard Test**

Domain	Metric	Score	Strength/Weakness
<b>Side dominance</b>	Percent of shapes placed on one side compared to other (specify dominant side)		
	Percent of shapes placed in front compared to back (specify dominant side)		

**XIV) Attention**

(Auditory Attention, Tactual Attention, Alternating Attention) -

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Type of Behavior	Behavior	Present	Not Present
<b>Auditory Attention</b>	Able to perform calculations of auditory information		
	Able to recover after making a mistake		
	Able to discern target stimuli from distractors		
<b>Alternating Attention</b>	Able to alternate tasks		
	Able to attend to multiple sources of information		

**XV) Executive Functions**

(Reasoning, Self-Monitoring, Categorizing, Planning, Strategizing)-

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**20 Questions Test**

Domain	Metric	Score	Strength/Weakness
<b>Reasoning Errors</b> (Percent of Total Questions)	Abstract constraint		
	Pseudo-abstract		
	Concrete hypothesis scanning		
<b>Types of Reasoning Questions</b> (and type of problem suggested)	Constraint question		
	Previously negated question (working memory or categorization)		
	Pseudo-constraint (monitoring, problem-solving, strategizing)		
	Concrete question		
<b>Overall Reasoning</b>	Number of Questions to Answer (<12 is average)		

Type of Behavior	Behavior	Present	Not Present
Reasoning	Can identify an object within 20 questions		
Self-monitoring	Does not repeat information		
Conventional Reasoning	Can identify what is expected in social situations		

**XVI) Achievement**

(Reading, Spelling, Writing, Math)-

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Type of Behavior	Behavior	Present	Not Present
Reading	Able to read		
	Eyes don't get excessively sore when reading		
	Able to comprehend read information		
Spelling	Able to spell at grade-level		
	No indication of dyslexia		
	Able to phonetically decode		
Writing	Able to type		
	Grade-level abilities in grammar		
Mathematics	Performs math related to skills of daily living		
	Can perform business math		

**XVII) Abstract Reasoning-**

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Type of Behavior	Behavior	Present	Not Present
Abstract Reasoning	Comprehends proverbs		
	Recognizes similarities between objects		
	Can identify analogies		

**XIX) Personality and Pathology-**

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Personality Domain	Behavior	Present	Specifier
Depression/Anxiety	Depression		
	Anxiety		
Personality	Personality Disorder		
Behavioral	ADHD		
	Behavioral Disorder		
Learning Disability	LD/ED		

**XX) Vocational Abilities/Interests-**



Vocational Domain	Behavior	Rating (1-10)	Notes
<b>Abilities</b>	Tactual Description		
	Mobility/Discrimination Skills		
	Spatial Organization/Memory		
	Assembly/Packaging		
	Auditory Perception		

**XXI) Rehabilitation/Recommendations (General):**

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**A) Visual Recommendations:**

1) Goal:

Objective:

Plan:

2) Goal:

Objective:

Plan:

**B) Occupational Therapy/Physical Therapy Recommendations:**

1) Goal:

Objective:

Plan:

2) Goal:

Objective:

Plan:

**C) Cognitive/Academic Recommendations:**

11) Goal:

Objective:

Plan:

2) Goal:

Objective:

Plan:

**D) Therapeutic/Emotional Recommendations:**

1) Goal:

Objective:

Plan:

2) Goal:

Objective:

Plan:

