Summary Form

To accompany "Neuropsychological Assessment of Adults with Visual Impairment
By John T. Gallagher and Katherine Burnham

Examinee: Examiner:

Highest Grade Completed Examinee Age:

Occupation: Date:

Neuropsychological Subtest Scores					
Subtest	Abbreviation	Appendix	Raw Score	Scaled Score	Strength(S)/Weakness(W)
Adapted Token Test	AT				
RAVLT Overall Memory	RA	XI.1			
TFBT Overall Spatial Awareness	TF	XI.5			
Auditory Cancellation Test	AC				
Digit Symbol	DS	XI.8			
Block Design	BD	XI.8			
Object Assembly	OA	XI.8			
Pattern Board	PB	XI.8			
Pattern of Search Total Score	PS	XI.9			

Scaled Score Profile								
Scaled Score	RA	TF	DS	BD	OA	PB	PS	Scaled Score
19								19
18								18
17								17
16								16
15								15
14								14
13								13
12								12
11								11
10								10
9								9
8								8
7								7
6								6
5								5
4								4
3								3
2								2
1								1
0								0

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Summary Form page 2

Sub-Score	Appendix	Raw Score	Scaled Score	Strength/Weakness
RAVLT Sub-Scores				
Delayed Memory (A7+B2)	XI.2			
True Accuracy Memory (TAC)	XI.3			
Learning (A5-A1)	XI.4			
TFBT Sub-Scores				
Spatial Memory (Location 1 + Location 2)	XI.6			
Exploration of Space (Time to Last Piece)	XI.7			
Pattern of Search Sub-Scores				
POS Plan Score	XI.10			
POS Thoroughness Score	XI.11			

Strengths (Scaled Score > 12)		
Sub-score/Subtest	**Scaled Score**	**> 16 Clinical; 13-15 Relative**

Weaknesses (Scaled Score < 8)		
Sub-score/Subtest	**Scaled Score**	**< 4 Clinical; 5-7 Relative**

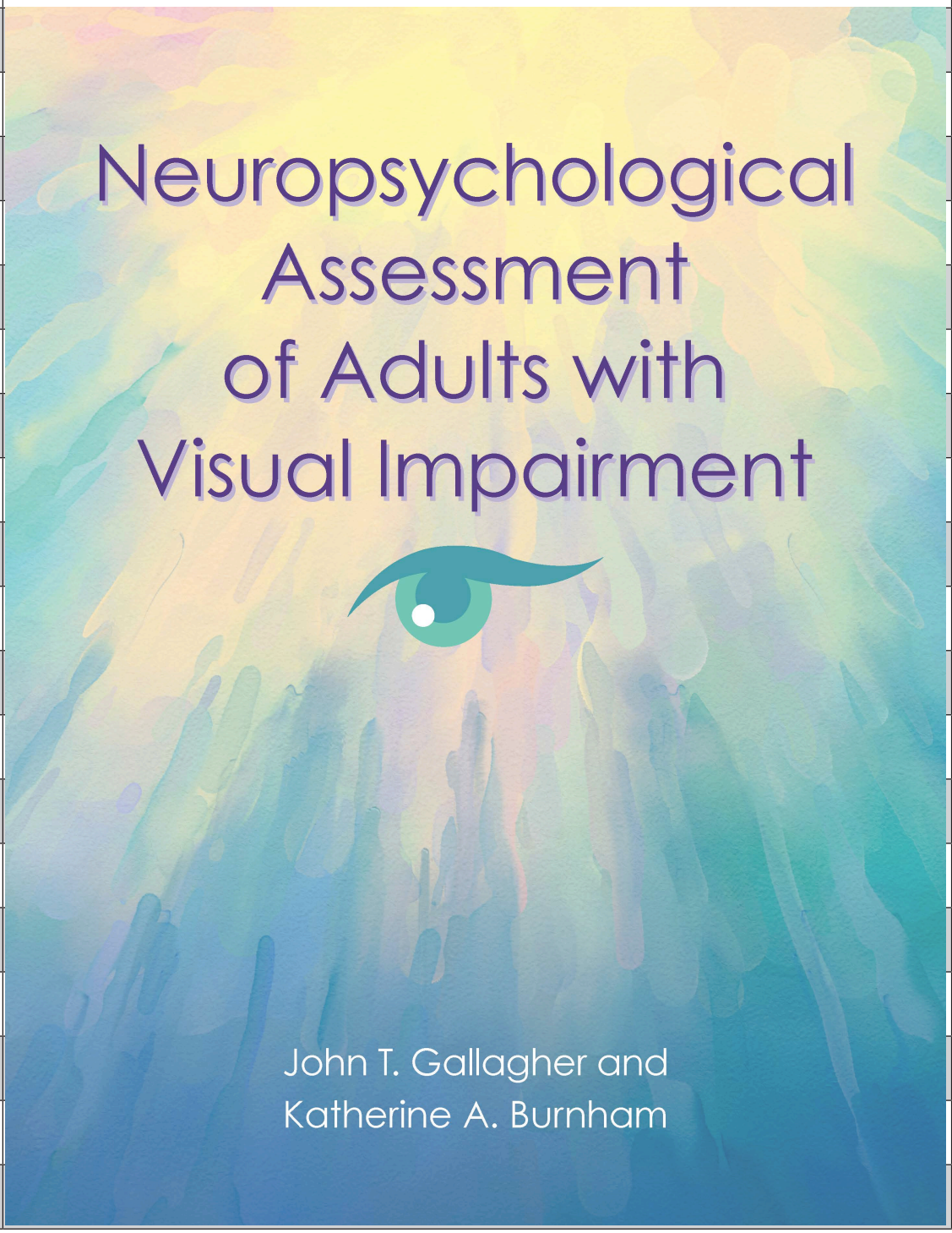
Examiner's Notes:

Adapted Token Test

John T. Gallagher, Ed.D.

READ SLOWLY- DO NOT REPEAT; TELL SUBJECT NOT TO BEGIN UNTIL YOU ARE DONE READING

	Instruction	Correct/Incorrect
1.	Pick up the small block.	
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		



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RAVLT Scoring Sheet

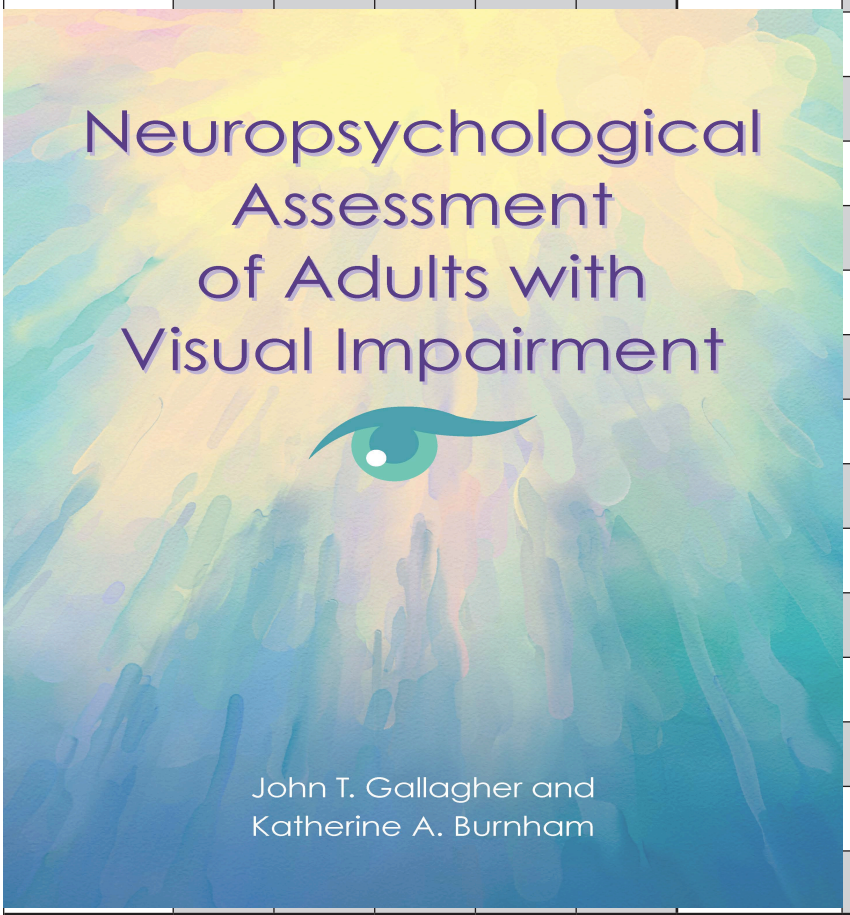
to accompany "Neuropsychological Assessment of Adults with Visual Impairment"
by John T. Gallagher & Katherine Burnham

Examinee: **Examiner:**

Date: **Examinee Age:**

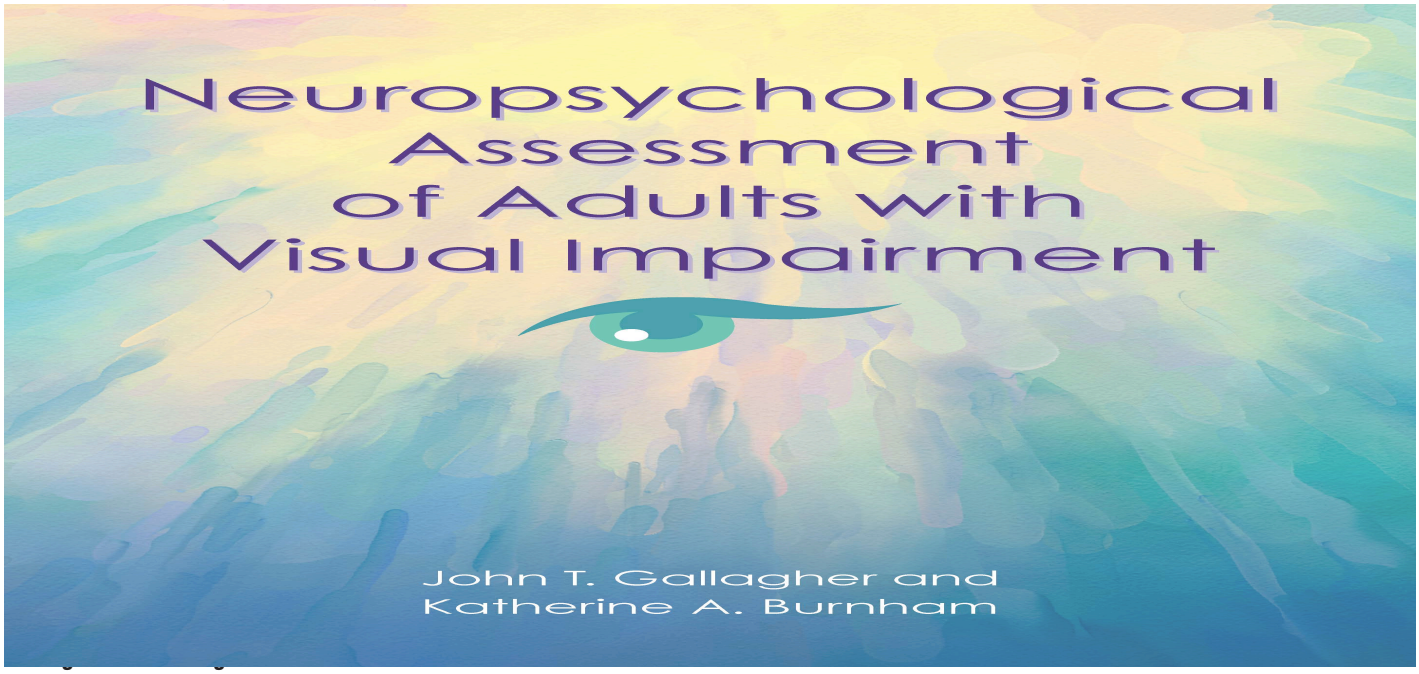
(See Appendix II in Neuropsychological Assessment of Adults with Visual-impairment for administration directions.)
(Note: Do not re-read List A for Recall Trial A6 or A7; do not re-read List B for Recall Trial B2)

List A	A1	A2	A3	A4	A5	List B	B1	A6	A7	B2	TOTALS
Drum						Desk					
# Correct						# Correct					
Repeats						Repeats					
Intrusions						Intrusions					



RAVLT Scoring Sheet page 2

Word List for Testing RAVLT Recognition



Calculation	Score
AC=sum of # correct for List A	AC=
BC=sum of # correct for List B	BC=
SA=# from A list attributed to B	SA=
SB= # from B list attributed to A	SB=
AI= # of N words falsely recognized as from list A	AI=
BI= # of N words falsely recognized as from list B	BI=

Calculation	Score
TA= AC+SA-AI	TA=
TB=BC+SB-BI	TB=
T (Total Recall)= TA+TB	T=
S (Source Errors)= SA+SB	S=
TAC (Total Accurate Recall)=T-S	TAC=

Notes:

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Tactual Formboard Test Score Form

To Accompany "Neuropsychological Assessment of Adults with Visual Impairment"
By John T. Gallagher Ed.D. & Katherine Burnham B.S.

Examinee: **Examiner:**

Highest Grade Completed **Examinee Age:**

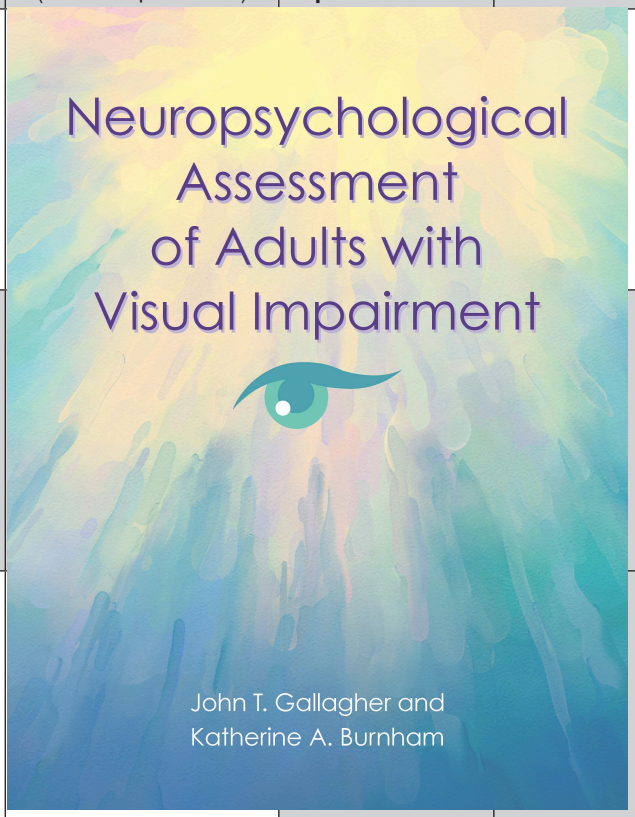
Date/Time:

INSTRUCTIONS FOR THE EXAMINER: Administer the Tactual Formboard Test to the examinee according to directions given in the Appendix of the Neuropsychological Assessment of Adults with Visual-impairment. Record the following in each of the columns.

1) For each Trial, record Y (Yes) or N (No) if examinee was able to place all of the shapes within the 8 minute time limit.
2) If examinee was not able to complete within the 8 minutes, record the total Number of Blocks Placed successfully.
3) Record the Time to Completion. If examinee did not complete, record "480 seconds".
4) Circle the shapes that were correctly placed.
5) Record the time taken for the examinee to first begin to explore the back row (the row furthest from the examinee), such as by feeling the outline of the indented shapes in this row or beginning to try fit the shapes into the indentations, or if the top outline of the board is explored.
6) Record the time taken from the beginning of the trial to the placement of the second block.
7) For Memory Trials Memory Score, circle any shape that was correctly identified. For Memory Trials Location Score, only circle the correctly placed shapes
8) Record Observational Data in the Observational Data table below, circling the appropriate description for each category

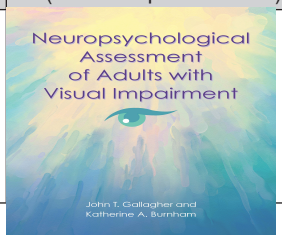
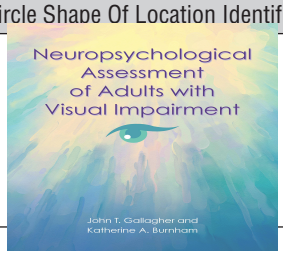
Shape Placement

Trial (Hand[s]-Used)	Avg Time Per Block	Number Of Blocks Placed	Time To Completion	Shapes Correctly Placed (Circle Shapes Placed)	Time To First Explore Back Row	Time To Placement Of Second Block
1 (Dominant)						
2 (Non-Dominant)						
3 (Both) (Both 1)						

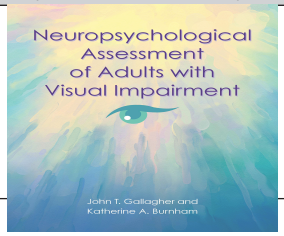


Tactual Formboard Test Score Form page 2

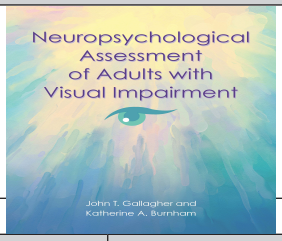
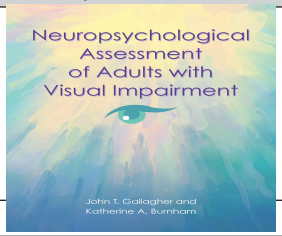
Memory Trials

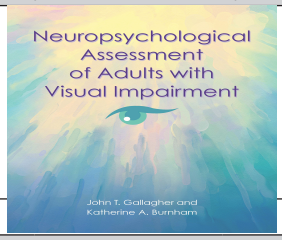
Trial (Hand[s]-Used)	Memory (Circle Shapes Identified)	Memory Score	Location (Circle Shape Of Location Identified)	Location Score
Memory 1, Location 1				

Shape Placement

Trial (Hand[s]-Used)	Avg Time Per Block	Number Of Blocks Placed	Time To Completion	Shapes Correctly Placed (Circle Shapes Placed)	Time To First Explore Back Row	Time To Placement Of Second Block
4 (Both) (Both 2)						

Memory Trials

Trial (Hand[s]-Used)	Memory (Circle Shapes Identified)	Memory Score	Location (Circle Shape Of Location Identified)	Location Score
Memory 2, Location 2				

Trial (Hand[s]-Used)	Avg Time Per Block	Number Of Blocks Placed	Time To Completion	Shapes Correctly Placed (Circle Shapes Placed)	Time To First Explore Back Row	Time To Placement Of Second Block
5- (Both/ Rotated 90°)						

Observational Data	Classification
Motivation	High Average Low Resistant
Emotional Standing	Anxious Frustrated Dysphoric Euphoric Engaged Calm
Approach To Testing	Trial And Error Match Shape To Slo Match Slot To Shape Mixed/Alternating
Handling Shapes	Slow Movements Tries To Force Blocks Light Touch
Rotates Shapes To Fit	Good Fair Poor
Dexterity	Good Fair Poor
Uses Hands Together	Good Fair Poor Uses Only One Hand
Exploration	Thorough Slow Poor
Other	Perseverates On One Slot Able To Find Desired Space With One Hand While Matching Pieces To Slot

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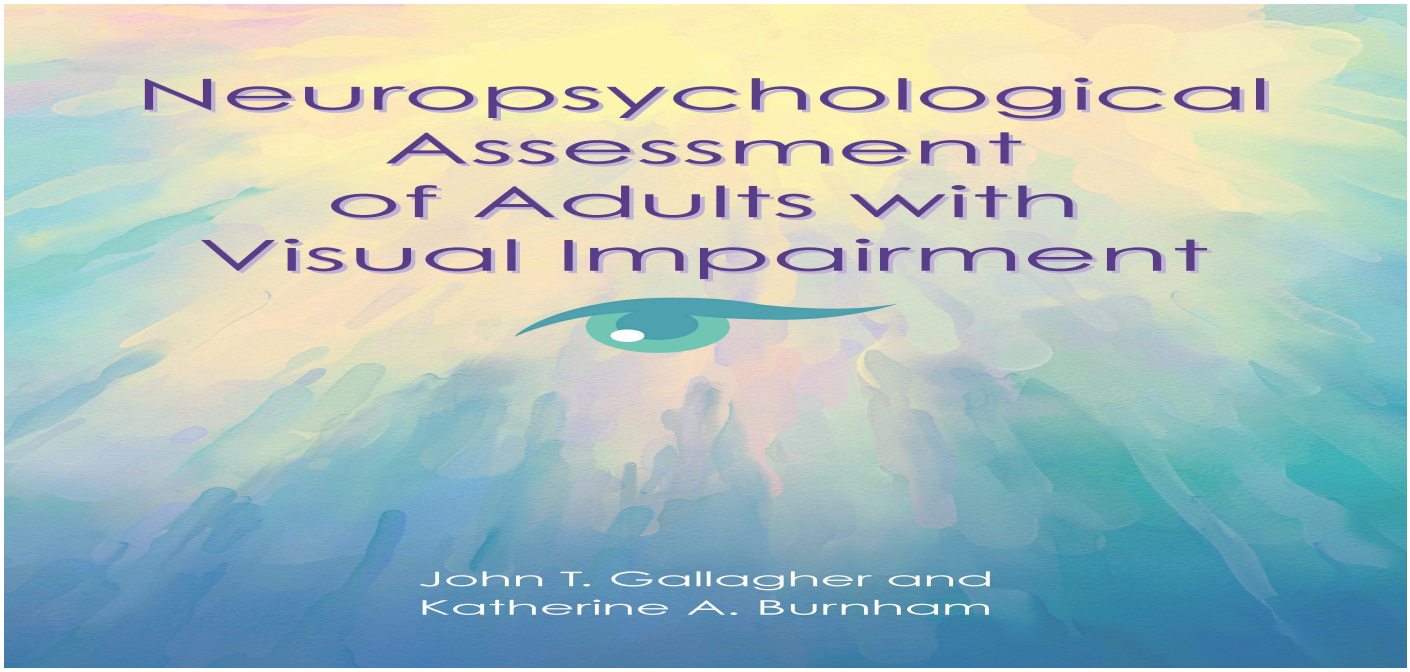
Auditory Cancellation Test

To Accompany "Neuropsychological Assessment Of Adults With Visual Impairment"
By John T. Gallagher Ed.D. & Katherine Burnham B.S.

Examinee: **Examiner:**

Highest Grade Completed **Examinee Age:**

Date/Time:



Directions

1. Read verbal directions from manual to examinee to introduce subtests
2. Circle each "A" that the examinee misses; put a line through "As" correctly tapped
3. Circle each other letter for which the examinee incorrectly taps
4. Record the number of "A" letters that were not tapped as Omission Errors below
5. Record the number of letters that were tapped incorrectly as Commission Errors below

Commission Errors

Omission Errors

Haptic Subtests

Examinee: **Examiner:**

Highest Grade Completed **Examinee Age:**

Occupation: **Date:**

Summary

Subtest	Raw Score	Scaled Score(from Table V.2)
Digit Symbol		
Block Design		
Object Assembly		
Pattern Board		

I. Digit Symbol Subtest

Directions

1. Consult manual for administration directions
2. Circle numbers identified correctly in the correct response grid
3. Put line through numbers incorrectly identified in response grid
4. Stop timing after 120"; record completion time
5. If all items are correct, add bonus pts.
6. Sum number correct and bonus pts; record as raw score

Correct Responses:

Bonus Points

Completed in:	100"-109"	90"-99"	80"-89"	1"-79"
Bonus Points:	1	2	3	4

Number Correct: _____ Number Incorrect: _____

Time Completed: _____ Bonus Points: _____

Digit Symbol Raw Score:
Max Score= 44

Optional Incidental Memory Score

Number Correct: _____ Number Incorrect: _____

II. Block Design Subtest

Directions

1. Consult manual for administration directions
2. Indicate if able to form correct design ("Y") or not ("N")
3. Record time taken to complete design
4. Record points awarded in Score column, based on time
5. Sum Score column; record as raw score

Bonus Points

Completed in:	61"-180"	31"-60"	0"-30"
Points:	1	2	3

Number	Design	Correct Y/N	Time	Score
Sample				
1				
2				
3				
4				
5				
6				
7				
Optional				

Block Design Raw Score:
Max Score = 21

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III. Object Assembly Subtest

Directions

1. Consult manual for administration directions
2. Circle the points awarded, based on the number of correctly assembled components for each object
3. Circle correct number of Time Bonus Points, if all items are correct
4. Sum Total Points; record as Object Summed Scores
5. Sum Object Summed Scores and record as Object Assembly Raw Score

Pieces fit together in time limit	Doll	Block	Hand	Ball
2	1	2	1	2
3	2	3	2	3
4	3	4	3	4
5	4		4	5
6	5		5	
Time Bonus Points				
61”-120”	1	1	1	1
31”-60”	2	2	2	2
0”-30”	3			
Object Summed Scores				

Object Assembly Raw Score:
Max Score = 28

IV. Pattern Board Subtest

Directions

1. Consult manual for administration directions.
2. Indicate if design was correctly constructed with Y/N under Reproduction.
3. Circle the correct number of points to award if correctly completed, based on time limits.
4. Sum Total Points; record as Pattern Board Raw Score.

Pattern Number	Time Limits (in seconds)		Points for Correct Patterns within Time		
	Study	Reproduction	< Limit	16”-30”	0”-15”
Sample	30	30			
1)	30	30	1		
2)	60	60	1		
3)	60	60	1		
4)	60	60	1	2	
5)	60	60	1	2	
Pattern Number	**Time Limits (in seconds)**		**Points for Correct Patterns within Time**		

IV. Pattern Board Subtest page 2

	Study	Reproduction	< Limit	16”-30”	0”-15”
6)	60	60	1	2	3
7)	60	60	1	2	3
8)	60	60	1	2	3
9)	60	60	1	2	3
10)	60	60	1	2	3

Pattern Board Raw Score:
Max Score = 22

Michigan Nonvisual Mathematics Test

To Accompany "Neuropsychological Assessment Of Adults With Visual-Impairment"
By John T. Gallagher Ed.D. & Katherine Burnham B.S.

Examinee: **Examiner:**

Highest Grade Completed **Examinee Age:**

Date/Time: **TOTAL SCORE (MAX=55)**

THIS TEST IS DESIGNED TO BE GIVEN ORALLY. The test subject is not allowed to write down the problems or to use a calculator or abacus. Writing "in the air" with his or her finger is permitted as is counting on fingers. Any test item can be repeated if the subject needs that with the exception of items in the "Accuracy" section - do not repeat them. Items are to be repeated only in their entirety. None of the items are to be timed; but if a subject is taking excessive time on an item, the examiner should move on.

Correct responses are indicated in the "Correct Answer" column. Each question should be given one point if correct, and zero points if incorrect and recorded in the "Score" column for each question. Sum the points for each SECTION and record in the SUBTOTAL row for each section. Sum the SUBTOTALs for all SECTIONS and record in the TOTAL SCORE line at the top of this record form.

Information Section	**Correct Answer**	**Score (0/1)**
1)		
2)		
3)		
4)		
Information Subtotal (/4)		
Decimals Section (Read as digits, not numbers; such as 4.28 = four point two eight, or 923 = nine, two, three) Read "Which is greater?" for each item	**Correct Answer**	**Score (0/1)**
5)		
6)		
7)		
8)		
Decimals Subtotal (/4)		
Accuracy Section Read "I am going to read you a pair of number or letter series. You are to say if the pair is the same or different. For example, '7-3-7' and '7-3-7' would be the same, and 'A-B-C' and 'C-B-A' would be different. Any questions? Are these pairs the same, or different?" (read pairs)	**Correct Answer**	**Score (0/1)**
9)		
10)		
11)		
12)		
13)		
14)		
Accuracy Subtotal (/6)		

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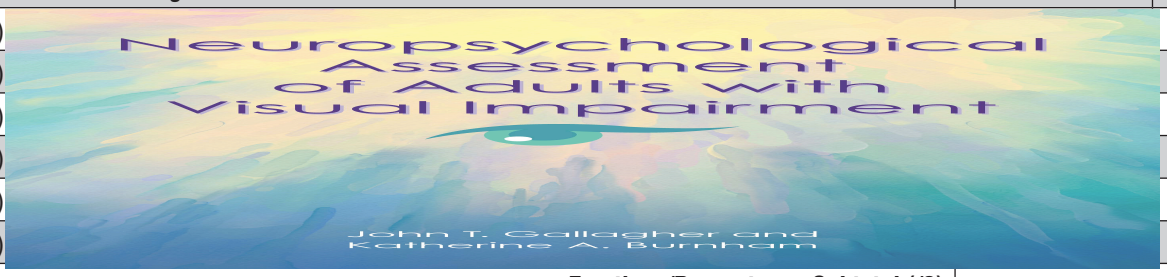
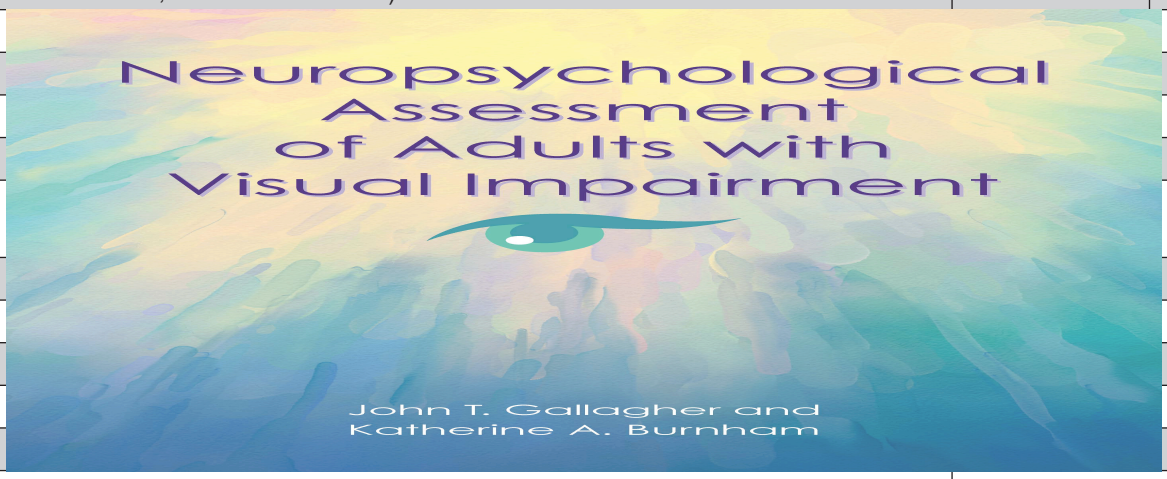
Michigan Nonvisual Mathematics Test page 2

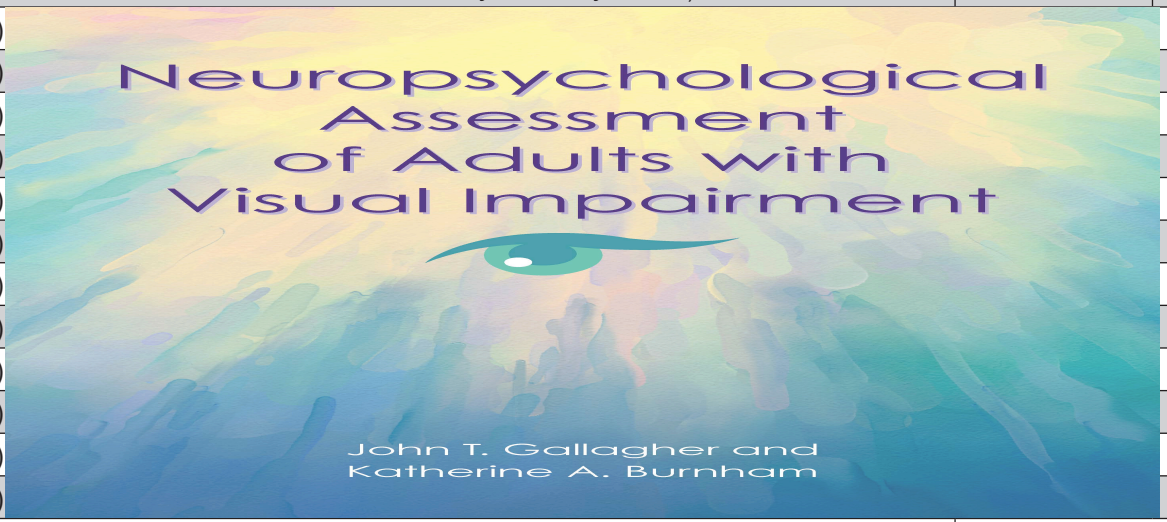
Fractions/Percentages	Correct Answer	Score (0/1)
15)		
16)		
17)		
18)		
19)		
20)		
Fractions/Percentages Subtotal (/6)		



Addition/Subtraction (Read as numbers; 500= "Five hundred")	Correct Answer	Score (0/1)
21)		
22)		
23)		
24)		
25)		
26)		
27)		
28)		
29)		
30)		
Addition/Subtraction Subtotal (/6)		



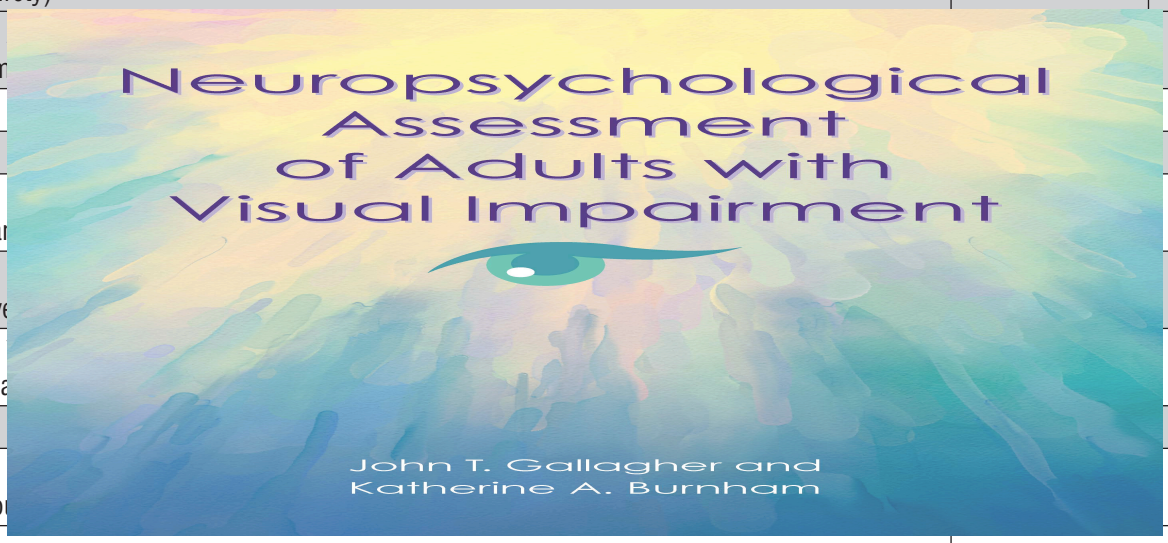
Multiplication/Division (Read as numbers; 120/15= "One hundred twenty divided by fifteen")	Correct Answer	Score (0/1)
31)		
32)		
33)		
34)		
35)		
36)		
37)		
38)		
39)		
40)		
41)		
42)		
Multiplication/Division Subtotal (/12)		



Michigan Nonvisual Mathematics Test page 3

Reasoning (Read as numbers)	**Correct Answer**	**Score (0/1)**
43)		
44)		
45)		
46)		
47)		
Reasoning Subtotal (/5)		

Story Problems (Read as numbers; 120/15= "One hundred twenty divided by fifteen." May be repeated in their entirety)	**Correct Answer**	**Score (0/1)**
48) item		
49)		
50)		
51) char		
52) have		
53) Wha		
54)		
55) shou		
Story Problems Subtotal (/8)		



Notes:

Pattern of Search Scoring Guide

To Accompany "Neuropsychological Assessment of Adults with Visual Impairment"
by John T. Gallagher & Katherine A. Burnham

Examinee: **Examiner:**

Highest Grade Completed **Examinee Age:**

Date/Time:

INSTRUCTIONS FOR THE EXAMINER: Administer the Pattern of Search Test to the examinee, according to directions given in the Appendix of the Neuropsychological Assessment of Adults with Visual-impairment. Record the following in each of the columns. For Thoroughness Score, record extensiveness of the search (0-5, as an integer) within each cell, based on criteria given in the Appendix in the Manual.

Sum the numbers recorded for rectangles 1-12, and record this sum as Thoroughness Score Sum Total.
Under Plan Score, circle the Score for search quality, based on criteria in the manual. Circle the Points that correspond to that Score.
Sum the total score for Thoroughness and the points for Plan Score and record for Total Score.
Record behavioral information based on criteria in Behavioral Checklist.

Thoroughness Score

1	**2**	**3**
4	**5**	**6**
7	**8**	**9**
10	**11**	**12**

Thoroughness Score Sum Total:_____

Plan Score

Points	0	6	12	18	24	30	36	42	48	54	60
Score	0	.5	1.0	1.5	2.0	2.5	3	3.5	4	4.5	5

Total Score= (Plan + Thoroughness): _____ **(total possible: 120)**

Behavioral Checklist

Behavior	Plan Consistency	Understood How to Use Pen	Explored Outside Board Before Placing Pen to Paper
Circle One	☐ Consistent ☐ Changed Plan ☐ No Plan	☐ Proficient ☐ Adequate ☐ Inadequate	☐ Thoroughly ☐ Somewhat ☐ Not at all

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