

FIM COGNITIVE

Patient:

Assessment period:

Circle one: Admission Discharge

The rating scale below should be used for each item. The syllabus provides additional detail on the ratings specific to the items.

Ratings should be based on the poorest performance during the 72-hour assessment period.

Rating Scale

- 7 - Complete Independence (Timely, safely)
- 6 - Modified Independence (Extra time, device)
- 5 - Supervision (performs 100%, but needs supervision)
- 4 - Minimal Assist ($\geq 75\%$)
- 3 - Moderate Assist (50 - 74%)
- 2 - Maximal Assist (25 - 49%)
- 1 - Total Assist ($< 25\%$)

<u>Item</u>	<u>Rating</u>
Comprehension	
Expression	
Social Interaction	
Problem-solving	
Memory	

FIM Cognitive Syllabus

Narrative Version 1

Comprehension: Comprehension of *complex or abstract information* includes (but is not limited to) understanding current events appearing in television programs or newspaper articles, or abstract information on subjects such as religion, humor, math, or finances used in daily living. It may also include understanding information given during a group conversation. Information about *basic daily needs* refers to conversation, directions, and questions or statements related to the subject's need for nutrition, fluids, elimination, hygiene or sleep (physiological needs).

- 7= No help from another person, extra time, or special equipment needed for either abstract or basic needs
- 6= If either: a) takes more time than is reasonable to understand complex and abstract information AND/OR uses any special equipment such as glasses for visual comprehension or a hearing aid for auditory comprehension
- 5= Help needed (slowed speech rate, repetition, stressing certain words or phrases, pauses, or visual or gestural cues) to understand directions and conversation about basic daily needs, such as hunger, thirst, or discomfort, only rarely (less than 10% of the time)? [*Participant understands lengthy instructions most of the time*]
- 4= ONLY occasional help needed to understand directions and conversation about basic daily needs (about 25% of the time)? (*Participant understands short sentences*)
- 3= Understand questions about basic daily needs half or more of the time? (Participant understands 2-3 word sentences)
- 2= Can understand or respond appropriately and consistently with prompting (*one word, one thought at a time*)
- 1= Unable to understand or responds inappropriately or inconsistently despite prompting (*understands VERY little*)

Expression: Expression includes clear vocal or non-vocal expression of language. This item includes either intelligible speech or clear expression of language using writing or a communication device.

- 7= No help from another person, extra time, or special equipment needed to express complex and abstract ideas, such a family matters, current events or household finances
- 6= If either: a) takes more time than is reasonable to express complex and abstract information AND/OR uses any special equipment such augmentative communication system AND/OR has mild difficulty with word-finding problems or mild dysarthria
- 5= Help needed such as repetition or prompting to express basic daily needs, such as hunger, thirst or discomfort, only rarely (less than 10% of the time)?
- 4= ONLY occasional help to express basic daily needs (about 25% of the time)?
- 3= Express basic daily needs half or more of the time
- 2= Can express appropriately and consistently with prompting
- 1= Unable to express or expresses inappropriately or inconsistently despite prompting

Social Interaction: Social Interaction includes skills related to getting along and participating with others in therapeutic and social situations. It represents how one deals with one's own needs together with the needs of others. Examples of socially inappropriate behaviors include temper tantrums; loud, foul, or abusive language; excessive laughing or crying; physical attack; or very withdrawn or non-interactive behavior.

- 7= No help from another person, extra time, or special equipment needed to interact with others in social and therapeutic situations?
- 6= If either: a) takes more time in social situations AND/OR interacts appropriately only in structured or modified environments AND/OR requires medication for social interaction
- 5= Help needed to interact appropriately only rarely or only when under unfamiliar or stressful conditions (less than 10% of the time)
- 4= ONLY occasional help need to interact appropriately with others (help needed about 10-25% of the time)?
- 3= Interacts appropriately half or more of the time (helper stays with them at activity)
- 2= Interacts appropriately 25-50% of the time with assistance (*helper stays for interaction*)
- 1= Unable to interact appropriately even with assistance

Problem Solving: Problem solving includes skills related to solving problems of daily living. This means making reasonable, safe, and timely decisions regarding financial, social and personal affairs,

as well as the initiation, sequencing, and self-correcting tasks and activities to solve problems.

- 7= No help from another person, extra time, or special equipment needed to solve complex problems like managing a checking account or confronting interpersonal problems
- 6= If either: a) takes more time in make appropriate decisions or solve problems AND/OR slight difficulty deciding what to do when a problem arises or initiating and carrying out steps to solve a problem (Participant less confident, more uncertain in making decisions and solving problems)
- 5= Help needed to solve routine problems only rarely or only when under stressful conditions (less than 10% of the time)? (Participant asks for help)
- 4= ONLY occasional help need to to solve routine problems effectively (help needed about 25% of the time)?
- 3= Solves routine problems appropriately half or more of the time
- 2= Participant solves routine problems 25-50% of the time
- 1= Unable to solve problems, needs constant 1:1 help

Memory: Memory includes daily activities in an institutional or community setting. It includes the ability to store and retrieve information, particularly verbal and visual. The functional evidence of memory includes recognizing people frequently encountered, remembering daily routines, and executing requests without being reminded. A deficit in memory impairs learning as well as performance of tasks.

- 7= No help from another person, extra time, or special equipment needed to to remember people, routines and requests
- 6= If either: a) has slight difficulty recognizing people, remembering daily routines and carrying out requests without need for repetition AND/OR uses self-initiated or environmental cues, prompts or aids to recognize people, remember daily routines, or to carry out requests
- 5= Needs help from another person ONLY rarely to recognize and remember people, daily routines, or to carry out requests(less than 10% of the time)
- 4= Need ONLY occasional help to remember people, daily routines, or to carry out requests (about 25% of the time)?
- 3= Remembers people, routines and requests half or more of the time
- 2= Participant remembers 25-50% of time
- 1= Participant needs help to remember all of the time or does s/he not effectively recognize and remember? (Participant remembers less than 25% or the time)