
EXECUTIVE FUNCTION PERFORMANCE TEST (EFPT)

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INTRODUCTION

The Executive Function Performance Task was developed to provide a performance-based standardized assessment of cognitive function (Baum and Edwards, 1993). Generally, traditional neuropsychological tests gather information about specific aspects of cognition, such as memory, attention, or planning (Duchek, 1997). The EFPT takes a macro-level view of cognition: Functioning as a whole is examined as individuals perform an entire task.

The EFPT was designed to examine executive functions in the context of performing a task. **Executive functions** are a group of cognitive processes which mediate goal-directed activity (Kaye et al., 1990; Stuss, 1992). Thus, executive functions are involved in task execution.

The EFPT serves three purposes:

- (1) to determine which executive functions are impaired.
- (2) to determine an individual's capacity for independent functioning.
- (3) to determine the amount of assistance necessary for task completion.

Unlike other tests of IADL, the EFPT does *not* examine what individuals cannot do. Rather, it identifies what they can do, and how much assistance is needed for them to carry out a task. The EFPT does not simply discriminate between individuals who can do the test and those who cannot. By using a cueing system, a wider range of abilities are captured in people previously thought to be untestable. ***The cueing system is standardized and relates to the degree of cognitive impairment.*** Finally, the cueing system gives the tester a straightforward assessment of the assistance that the individual will require to safely perform tasks; thus, it is a clinically useful test that can be used in practice and research.

ASSESSMENT

The EFPT examines the execution of four basic tasks that are essential for self-maintenance and independent living: simple cooking, telephone use, medication management, and bill payment.

The EFPT assesses an individual’s ability to complete the following components of the task (an elaboration of definitions is given below).

Initiation, execution, and completion have been operationally defined to guide the development of this test. Using these definitions, the rater is able to analyze the executive functions that mediate each task. Accordingly, the EFPT allows the rater to observe how executive functioning is impaired in the individual and ascertain the type and amount of help the individual needs to maintain self-sufficiency. This valuable information can then be shared with team members, caregivers and care providers.

The following table describes how these cognitive constructs are used in the EFPT. The person administering the assessment will respond to the person’s need for help to be successful in performing the task. It is very important that the test administrator accurately records the level of cue the person needs in the right category of the test. The performance to observe is in **bold** for each category.

EXECUTIVE FUNCTION COMPONENT	DEFINITION	EXPECTED BEHAVIOR
Initiation	The start of motor activity that begins a task.	The individual moves to the materials table to collect items needed for the task.
Execution	The proper completion of each step, consisting of three requirements: organization, sequencing, and safety and judgment (see below).	The individual carries out the steps of the task.
Organization	The physical arrangement of the environment, tools, and materials to facilitate efficient and effective performance of steps.	The individual correctly retrieves and uses the items that are necessary for the task.
Sequencing	The coordination and proper ordering of the steps that comprise the task, requiring a proper allotment of attention to each step.	The individual carries out the steps in an appropriate order, attends to each step appropriately, and can switch attention from one step to the next.
Judgment and Safety	The employment of reason and decision-making capabilities to intentionally avoid physically, emotionally, or financially dangerous situations.	The individual exhibits an awareness of danger by actively avoiding or preventing the creation of a dangerous situation.
Completion	The inhibition of motor performance driven by the knowledge that the task is finished. The person does not persevere and keep going	The individual indicates that he/she is finished or moves away from the area of the last step.

CUE TYPE	CUE DESCRIPTION
No Cues Required	The participant requires no help or reassurance, does not ask questions for clarification, goes directly to the task and does it. Self-cueing is acceptable. Ex. speaking to oneself.
Indirect Verbal Guidance	The person requires verbal prompting, such as an open-ended question or an affirmation that will help them move on. Indirect cues are also not task specific and should come in the form of a question: Do you need anything else?, Is there anything you need to do first?, Do you need another item?, What do you need to do next?, Is there another way to do that?, Is there anything you forgot?, Anything else you need to consider? Avoid direct phrases such as “read the instructions” or “turn on the stove.”
Gestural Guidance	The person requires gestural prompting. At this level, you are not physically involved with any portion of the task. Instead, you should make a gesticulation that mimics the action that is necessary to complete the subtask, or make a movement that guides the participant, e.g., you may move your hands in a stirring motion, point to where the participant may find the item, point to the appropriate level on the measuring cup, etc. You may not physically participate, such as handing the participant an item.
Direct Verbal Assistance	You are required to deliver a one-step command, so that you are cueing the participant to take the action. For example, say, “pick up the pen” or “pour the water into the pan.”
Physical Assistance	You are physically assisting the participant with the step, but you are not doing it for him/her. You may hold the cup while he/she pours, hold the check book while he/she writes, loosen the cap on the medicine container, etc., but the participant is still attending to and participating in the task.
Do for the Subject	You are required to do the step for the subject.

NOTE: *This assessment is designed to determine what level of cue is required for the person to be successful with the task. The person should be given time to process but should not commit errors. The idea is to keep them going. The level of cue required to do the task is the support given by the test administrator and it indicates the persons need for assistance. The test administrator must deliver the cue to support the person’s performance; the cue should not be given until the person demonstrates that they need help to move to the next step. In other words do not overcue: But do not let them commit errors. Even people with severe cognitive impairment can complete this test because the test administrator “provides the help that makes the doing possible.”*

If the person has a motor impairment and asks for assistance, the assistance is not recorded as a cue. It indicates that the person know what needs to be done to continue with the task.

Cueing Instructions - See Appendix A for a detailed Cue Sheet

The test administrator delivers the cues necessary to help the person avoid errors and complete the task. Do not wait for the person to make an error to cue.

- Unless the participant is in danger (e.g., putting the pitcher of water down where it could fall off the table and break, putting a hot pad on the burner, touching the burner to see if it is on, placing their sleeve in the fire, etc.), do not intervene until the participant shows he/she is not processing to move to the next step.
- If the person has difficulty with any aspect of any of the tasks, you must wait to give them time to process before giving the participant a cue, don't wait to allow them to make an error, the cue avoids the error.
- Give two cues of each kind before progressing to the next cueing level.
- Give cues progressively (see below) from verbal guidance → gestural guidance → direct verbal assistance → physical assistance. If the participant is still unable to perform a step in a task, the examiner should do the step for him/her, then the participant should be cued back to the next sequential step of the task.
- Once you have determined that the person needs direct verbal cues in one aspect of the observation (organization, sequencing, safety and judgement) go ahead and give the verbal cues to finish the task without starting over each time at a verbal and then gestural levels .
- You will often find yourself combining different levels of cues (several verbal prompts, a gestural movement, a specific direction, or assistance). The score of your degree of assistance must reflect the highest level of cue used to get the task done.
- Do not initiate conversations during the test, and do not "cheer lead," i.e., do not give positive or negative feedback.

The rater observes the person performing the task, focusing specifically on the 5 executive functions (initiation, organization, sequencing, judgment and safety and completion). The tester records the level of cue that was necessary for the person to perform the task. The highest level of cue needed is the score, not the number of cues required. (See sample form). Record the time for each task.

TASK: Simple Cooking	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 oatmeal.	X						<u>0</u>
EXECUTION: <i>carrying out the actions of the task through the use of organization, sequencing, and judgment.</i>							
Organization: <i>arrangement of the tools/materials to complete the task.</i> Participant retrieves the items needed (pan, pot holder, measuring cup, oats, instructions, spoon).		X	X	X			<u>3</u>
Sequencing: <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 oats, puts oats into boiling water, stirs, turns off stove, uses pot holder to lift hot pan, and pours oats into bowl. Participant does not confuse steps, e.g., turns off stove before water boils, replacing oats in cupboard before measuring some out, but may measure oats before boiling the water or put salt in the water before or as it boils.		X	X	X			<u>3</u>
Judgment & Safety: <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.		X	X	X			<u>3</u>
COMPLETION: <i>termination of task.</i>							
Participant knows he/she is finished, e.g., pours oatmeal 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.	X						<u>0</u>

Task Score 9 Time 805 seconds

The EFPT is a formal cognitive test which requires strict adherence to testing protocol. **There should be no modifications of the instructions.** Any deviation from standard testing procedure will decrease validity. In order to avoid bias, the rater must not form preconceived ideas about the participant's capacity to perform the tasks. **Test items must be administered regardless of the participant's preferences or experiences towards/with task items (one exception, if the person has never used a check book and does not know how to use it you would find yourself cueing to give directions so you do not do that task)..** The EFTP was designed to accommodate all levels of functioning and to establish the levels of support needed for a range of tasks. Therefore, all participants can be scored on this measure, especially because it is possible to score when physical assistance is provided and when the person is not able to perform the task.

FREQUENTLY ASKED QUESTIONS

How do you score if a client does not want to do one of the subtests?

You have told them in the beginning that these are tests and that they may or may not do them in their own daily lives. Take the time to explain that it is important to have information on all of the tests and use your persuasion to help them proceed. Ask them if they want to do another test before coming back to the one that they are not anxious to do.

What if a person has never used a checkbook?

You will ask them a pre-test question, have you ever used a checkbook? Follow by, do you know how to use a checkbook?

If they do not know how to use a checkbook, skip this test as you will be cueing them based on lack of knowledge, rather than on cognitive performance.

How do I differentiate physical assistance because of a motor deficit vs. physical assistance from a cognitive deficit?

You will tell the person before they begin that they may ask you for help for any step that they will have difficulty with. If they ask you to perform the step you do it and record it as a 0- By knowing to ask for help they are processing the step that is needed to accomplish the task. You are scoring their cognitive performance, not the motor difficulties.

PREPARING THE TESTING ITEMS

(to be placed in a clear storage box 27"x16"x12" deep)

- Hand soap in dispenser (as one would find in a home)
- Paper Towels (if you use cloth they will need to be washed after each use)
- Pan (with handle that gets hot and requires a pot holder)
- Pot holder
- Measuring cup (glass) – 1 cup
- Dry measuring cups
- Spoon for stirring
- Rubber spatula
- Old-fashioned Oats
- Bowl
- Spoon for eating
- Salt shaker
- Timer – a timer with a dial rather than a digital timer
- Pencil
- Paper
- Phone book
- Magnifying Glass
- Medicine bottle with instructions with the person's name on it – filled with sugar-free candy
- Medicine bottle with instructions with another person's name on it filled with sugar-free candy
- Crackers
- Claritin (or other over the counter) bottle (non-prescription) as a distracter – filled with sugar-free candy
- Drinking cups
- Two bills (one cable (due in 30 days), one phone (due immediately) with pre-addressed envelopes) mixed with 5 other pieces of mail (letter from credit card company, postcard, flier, letter in a plain white envelope, mail order catalog.) in a Ziploc bag
- Checkbook with person's name on the check
- Balance sheet (i.e., account book) with a balance \$5.00 less than the bills total
- Pen
- Calculator
- Other distracter items
- Tongs
- Pepper shaker
- Restaurant / apartment guide
- Catalog
- An enlarged direction sheet for the cooking task exactly as on the oatmeal box (they may not be able to read it in small print).
- A stop watch (or you may use your phone as a timer)
- Prepare a response card for the pre-test questions.
- Scissors
- Put Bills and distracter mail in a gallon plastic bag
- Put medications in a quart plastic bag

DIRECTIONS FOR THE EFPT

The tasks should be carried out in the following order:

- Simple Meal Preparation (Score Sheet B)
- Telephone (Score Sheet C)
- Taking Medication (Score Sheet D)
- Paying Bills (Score Sheet E)
- **Be sure that the area is clear of other items so there is room for the participant to work.**

1. Begin the EFPT with the script and all of the pre-test questions.
2. Leave all of the items necessary for all of the tasks ***in the box on a table*** (the “materials table”). Put it on a lower table or stool if the person sits in a wheel chair

[Bills and mail should be mixed together in a Ziploc bag. The account/check book should have checks included inside. All other items are loose in the box.]

3. Ask the person to begin the task (use the script).
4. Offer assistance only after the participant has made a good attempt to process the actions necessary to carry out the step. The cueing guidelines should be used.
5. Complete the cueing chart and behavior assessment chart for each task.
6. Time each of the tasks and write down the time in minutes and seconds on each task sheet.
7. Complete the score sheet with the information from each task sheet.

When administering the test in an office like environment make sure the table top burner is where they can reach the controls and the water pitcher is at least half full and where they can see and reach it.

SCRIPT

“Today I’ll be asking you to make some oatmeal, use the telephone, take some “fake” medication, and pay some “fake” bills. You may not be doing these tasks at home, but they have been selected for this test as representing those most like daily tasks. If you need help at any point in this test, let me know”.

This is an assessment and I will respond to questions that you ask me but we will not have a conversation during the test, I wanted to let you know so you would not think I was not friendly.

*“All the items you need to do these tasks are here in the box **(show it to them)**. 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 as best as you can. This card should guide your responses.” **(Show the participant the response card and read directly from it.)***

PRE-TEST QUESTIONS

Do you cook? 1= Yes 2= No

Do you use the stove to cook meals?

1= Yes 2= No

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

Will you be able to make oatmeal?

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 week 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

Can you tell me where you keep your medications? 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

_ other times ex. 2x week

Will you be able to take the medicine?

0= by yourself.

1= with verbal guidance

2= with physical assistance

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

Do you pay your bills? 1= Yes 2= No

Does someone help you with your bills? 1= Yes 2= No

Have you ever used a checkbook? 1=Yes 2=No

Do you know how to use a checkbook? 1= Yes 2= No

Note: If they have NEVER used a checkbook and they say they do not know how to use one, avoid the bill paying task (Form E) as you will be cuing because of lack of knowledge, not lack of processing.

Will you be able to pay the bills?

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

Items required for task:

- Pan (with handle that gets hot and requires a pot holder)
- Pot holder
- Measuring cup (glass) – 1 cup
- Dry measuring cups
- Spoon for stirring
- Rubber spatula
- Old-fashioned Oats
- Enlarged copy of the instructions for the stovetop version only
- Bowl
- Spoon for eating
- Salt shaker
- Timer – a timer with a dial rather than a digital recording

Commence Task:

“I want you to make oatmeal. The instructions are on the oatmeal box. Here is an enlarged version of the instructions if you need them (hand to participant). Please read the directions to me so that I know that you understand what it is that you are to do. Follow these directions and when you are done, put the oatmeal in a bowl. The items you need are in the box.”

If they do not have all the items they need first ask them “do you need to get anything else?”, second- point to the box, third, give them a direct cue as to what to pick up, or assist them] If they have a motoric limitation they may ask you to get the items from the box for them (do not score a cue when they request physical help).

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

Executive Function Performance Test (EFPT): Form B

TASK: Simple Cooking	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 oatmeal.							_____
EXECUTION: <i>carrying out the actions of the task through the use of organization, sequencing, and judgment.</i>							
Organization: <i>arrangement of the tools/materials to complete the task.</i> Participant retrieves the items needed (pan, pot holder, measuring cup, oats, instructions, spoon).							_____
Sequencing: <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 oats, puts oats into boiling water, stirs, turns off stove, uses pot holder to lift hot pan, and pours oats into bowl. Participant does not confuse steps, e.g., turns off stove before water boils, replacing oats in cupboard before measuring some out, but may measure oats before boiling the water or put salt in the water before or as it boils.							_____
Judgment & Safety: <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 oatmeal 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 Score _____ Time _____

TASK: USING THE TELEPHONE

Items required for task:

- Pencil
- Paper
- Phone book
- Magnifying Glass

“I want you to look up a local grocery store in the phone book, telephone them, and ask them if they deliver groceries. Let me know what you find out. The items you need are in the box.”

Put the phone on speaker phone so that you can hear that the number has been dialed and hear if you need to cue them.

If they do not have all the items they need first ask them “do you need to get anything else?“, second- point to the box, third, give them a direct cue as to what to pick up, or assist them] If they have a motoric limitation they may ask you to get the items from the box for them (do not score a cue when they request).

Executive Function Performance Test (EFPT): Form C

TASK: Using the Telephone	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 a phone call.							—
EXECUTION: <i>carrying out the actions of the task through the use of organization, sequencing, and judgment.</i>							
Organization: <i>arrangement of the tools/materials to complete the task.</i> Participant retrieves the items needed (phone book, pencil, paper).							—
Sequencing: <i>execution of steps in appropriate order.</i> Participant performs steps in appropriate sequence, e.g., looks up number, lifts receiver, dials number, reaches correct number, and tells you the correct answer. Participant does not confuse steps, e.g., dials number before looking it up, hangs up receiver in middle of dialing, puts away phone book instead of looking up number, etc.							—
Judgment & Safety: <i>avoidance of dangerous situation.</i> Participant prevents or avoids danger, e.g., dials the correct number, reports information accurately to you, replaces receiver on hook so phone can be used, etc.							—
COMPLETION: <i>termination of task.</i>							
Participant knows he/she is finished, e.g., hangs up phone and does not continue pushing buttons.							—

Task Score _____ Time _____

TASK: TAKING MEDICATION

Task: Taking Medication

Items required for task:

- Medicine bottle with instructions on it- with the person's name on it – filled with sugar-free candy
- Medicine bottle as a distractor (another person's prescription) – filled with sugar-free candy
- Claritin bottle (non-prescription) as a distractor – filled with sugar-free candy
- Drinking cup
- Magnifying Glass
- Crackers so there will be something for them to eat when they take the pill

Note: They may have recently eaten and tell you that, if so they do not need to eat the cracker

Commence Task:

"I need you to pretend you have a prescription in the box. Find your prescription and do what the instructions tell you to do. The pills in all of the bottles are safe--they are sugar-free candy."

If they do not have all the items they need first ask them "do you need to get anything else?," second-point to the box, third, give them a direct cue as to what to pick up, or assist them] If they have a motoric limitation they may ask you to get the items from the box for them (do not score a cue when they request).

After they take the drug, ask the following questions in order to rate judgment and safety:

"What times during the day are you supposed to take this medicine?"

"What are you supposed to take with this medicine?"

"What do you need to be careful of when you take this medicine?" Note: it is OK if they chew the pill.

Executive Function Performance Test (EFPT): Form D

TASK: Taking Medication	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 taking medication.							—
EXECUTION: <i>carrying out the actions of the task through the use of organization, sequencing, and judgment.</i>							
Organization: <i>arrangement of the tools/materials to complete the task.</i> Participant retrieves the items needed (medicine bottle, instructions, pills, glass).							—
Sequencing: <i>execution of steps in appropriate order.</i> Participant performs steps in appropriate sequence, e.g., reads the directions on the pill bottle, opens pill bottle, pours pills into hands or onto table, chooses correct number of pills according to prescription, puts unused pills back into bottle, puts pills into mouth, swallows, and puts cap back on bottle. Participant does not confuse steps, e.g., puts cap on before takes pills out and counts them, drinks all the water before puts pills into mouth, etc.							—
Judgment & Safety: <i>avoidance of dangerous situation.</i> Participant prevents or avoids danger, e.g., takes correct pills, counts and takes correct number of pills, doesn't put water too near to the edge of table, doesn't pour water outside of the cup, etc.							—
COMPLETION: <i>termination of task.</i>							
Participant knows he/she is finished, e.g., moves away from the task, doesn't open pill bottle and play with pills, etc.							—

Task Score _____ Time _____

TASK: PAYING BILLS

Note: If they have NEVER used a checkbook, ask them if they know how checkbooks are used. If they say they do not know how to use one, avoid this test as you will be cuing because of lack of knowledge, not lack of processing.

Note: This task will be skipped if they answered “no” to both questions of (1)ever using a checkbook and (2)if they know how to use a checkbook in the pre-test questions.

Items required for task:

- Two bills (one cable, one phone) mixed with 5 other pieces of mail (letter from credit card company, announcement of a sale, etc.) in a Ziploc bag
- Checks
- Balance sheet (i.e., account book) with a balance \$5.00 less than the bills total
- Pen
- Calculator

Note: One of the bills is past due; the other is due upon receipt so they need to review both bills before they start to pay one. This may require cues.

Commence Task:

“I want you to take what you need to pay the bills out of the bag, find all the bills, open all the bills, pay them, and balance the account. These are fake bills and this is not your account but I need you to pretend that these are your bills and your account as this is part of the assessment.”

If they do not have all the items they need first ask them if they need to get other materials, second- point to the box, third, give them a direct cue as to what to pick up, or assist them] If they have a motoric limitation they may ask you to get the items from the box for them (do not score a cue when they request).

Note: use of the calculator is not mandatory.

Be sure to know which bill is due immediately so that you cue them to pay the bill that is due immediately if they start paying the wrong bill.

Note: some have a strategy of paying part of each bill and calling the company to tell them that this is their plan. This should not be counted wrong if they tell you what they are doing and why and don't exceed the balance.

Executive Function Performance Test (EFPT): Form D

TASK: Paying Two Bills	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 paying two bills.							—
EXECUTION: <i>carrying out the actions of the task through the use of organization, sequencing, and judgment.</i>							
Organization: <i>arrangement of the tools/materials to complete the task.</i> Participant retrieves the items needed (pen, checkbook, bills, envelope, stamp).							—
Sequencing: <i>execution of steps in appropriate order.</i> Participant performs steps in appropriate sequence, e.g., locates the bill due immediately, checks the balance, writes the check for the correct amount, puts check into envelope, seals it. Participant does not confuse steps, e.g., writes check before checking the balance, seals envelope before putting check in, puts check into envelope before signing it, etc.							—
Judgment & Safety: <i>avoidance of dangerous situation.</i> Participant prevents or avoids danger, e.g., makes check out in the correct amount and signs it, writes correct address, subtracts check amount from the balance, doesn't write second check (or indicates in some way that there are insufficient funds in the account to write the second check), etc.							—
COMPLETION: <i>termination of task.</i>							
Participant knows he/she is finished, e.g., puts down the checkbook, doesn't continue writing checks or fussing with the bills or checkbook, etc.							—

Task Score _____ Time _____

EFPT SCORING SUMMARY SHEET

CONSTRUCTS					
<i>Must review all 4 task sheets to count totals; the highest in each construct goes on this form</i>					
CONSTRUCT	Cook	Telephone	Meds	Bills	TOTAL SCORE
Initiation					
Organization					
Sequencing					
Judgment & Safety					
Completion					
TOTAL Construct Score <i>(should match total task score, if not recheck):</i>					

TASKS		
<i>Add from the total on each task sheet</i>		
Task	Total Task Score	Time
Cooking		
Telephone		
Medication		
Bills		
TOTAL		

PRE-TEST SELF EFFICACY			
<i>Person's Report</i>			
	No Help	Help	Can't Do
Cook	0	1	2
Telephone	0	1	2
Medication	0	1	2
Bills	0	1	2

ACTUAL PERFORMANCE			
<i>Administrator's Experience</i>			
	No Help	Help	Can't Do
Cook	0	1	2
Telephone	0	1	2
Medication	0	1	2
Bills	0	1	2

POTENTIAL AWARENESS PROBLEM		
	Yes	No
Accurately estimated need for help (if 100% match between pre-test and actual performance). <i>If no, please specify:</i>	<input type="checkbox"/>	<input type="checkbox"/>
Overestimated need for help	<input type="checkbox"/>	<input type="checkbox"/>
Underestimated need for help	<input type="checkbox"/>	<input type="checkbox"/>
# Estimated Incorrectly: _____ of 4 <i>(If greater than 1 of 4, mark yes below.)</i>		
Possible Awareness Problem: <input type="checkbox"/> Yes <input type="checkbox"/> No		