Functional Cognitive Activities Evaluation Scale

Level	Time Performance	Environmental Performance	Interpersonal Performance
8	Creates time schedule for project	Navigates in unfamiliar community	Generates goals for self-improvement
8	Multi-tasks to maximize time	Plans entire outing before starting	Finds alternative solutions to problems
8	Uses daily/weekly planner effectively	Gathers all materials before starting	Uses compensation for deficits
8	Estimates time needed for project	Identifies shortcuts during outing	Modifies behavior to match situation
8	Completes project in time	Revises route if necessary	Spontaneously engages others
7	Schedules interleaving tasks	Navigates in familiar community	Enters appointments in planner
7	Prioritizes tasks by time	Uses map to find unfamiliar places	Includes key info when taking notes
7	Manages overlapping tasks	Aware of safety hazards on outing	Anticipates consequences of actions
7	Revises time schedule as needed	Plans most efficient route at start	Evaluates own behavior
7	Adjusts work speed to time limits	Uses landmarks to navigate	Accepts criticism of performance
6	Creates a time schedule for session	Navigates multi-level building	Finds appropriate people to ask
6	Estimates time needed for each task	Oriented using map	Spontaneously initiates taking notes
6	Aware of elapsed time during tasks	Keeps workspace organized	Highlights details of written instructions
6	Arranges tasks according to time limits	Avoids back tracking between places	Recognizes/corrects errors
6	Completes tasks at normal speed	Uses signs to navigate	Follows complex instructions
5	Arranges tasks according to number	Navigates on same floor of building	Initiates asking for help when needed
5	Attends to time while navigating	Keeps track of personal belongings	Takes notes when told
5	Writes schedule when dictated	Keeps task materials separated	Clarifies instructions before starting
5	Crosses off tasks when finished	Aware of safety during complex ADL	Denies or argues about performance
5	Completes *complex* multi-step tasks	Uses floor plan/map to navigate	Uses phone/computer to get info
4	Follows time schedule accurately	Navigates to rooms in same area	Solves simple word problems
4	Consistently checks clock	Recalls items in adjacent rooms	Communicates ideas clearly
4	Aware of being off schedule	Recognizes/states when lost	Aware of errors, but don't correct
4	Sets own alarm if needed	Returns to start from different room	States some deficit areas
4	Completes a series of *unrelated* tasks	Navigates by written/verbal directions	Initiates using phone to make call
3	Starts/stops tasks on time	Navigates to multiple places in room	Follows simple written directions
3	Identifies correct date on calendar	Carries checklist from task to task	Initiates communication
3	Understands printed time schedule	States current location when asked	Recalls names of *unfamiliar* persons
3	Uses alarm to switch tasks on time	Returns to start point in same room	Controls emotions
3	Completes series of *related* tasks	States next destination when asked	Appropriately addresses others
2	Initiates next task at correct time	Scans for items within room	Reads simple written phrases
2	Monitors clock during tasks	Returns to task if interrupted	Initiates greeting others
2	Stays on task until completed	Keeps checklist within reach	Recalls names of *familiar* persons
2	Checks time when alarm sounds	Scans area before starting out	Responds with appropriate emotion
2	Completes all *steps* in related *task*	Walks/propels safely	Looks at others when talking
1	Initiates next step on printed checklist	Scans for items within reach	Reads simple *typed* words or numbers
1	Uses message device for next step	Attends to task in distracting room	Follows one-step verbal instructions
1	States time when asked	Finds alarm and turns it off	Responds to name when called
1	Moves to next step when alarm sounds	Looks for checklist of tasks	Emotionally labile
1	Counts exercises or task repetitions	Transfers safely	Answers question when asked

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