

**Date:** \_\_\_\_\_

**Patient Initials / ID:** \_\_\_\_\_

**Clinician:** \_\_\_\_\_

**Treatment Phase:** \_\_\_\_\_

**SEMEL  
INSTITUTE**  
UCLA



# CAI

## Cognitive Assessment Interview

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<b>Background Information Section</b>		
<b>PATIENT - DOMAINS</b>		
	<b>Patient</b>	
<b>Observation/Evaluation</b>		
Appearance - general cleanliness and hygiene, clothing (correctness of clothing for season, neatness, matching colors/prints, fasteners done).	Make notes:	
Use all sources of information	Record sources:	
<b>Compliance</b>		
Takes medications at correct doses and at correct times as prescribed?		
Medication Changes		
<b>General Orientation</b>		
Time (Day, Year, Date), Place (City, State, Clinic), Person		
Describe patient's living situation		
Is patient experiencing psychotic symptoms, e.g., hallucinations?	Please describe:	
Handedness (Hand used for writing)		
Ask patient to describe relationship to Informant, e.g., mother, case worker, and number of contact hours per week	Record information:	
<b>PATIENT- AND INFORMANT DOMAINS</b>		
	<b>Patient</b>	<b>Informant</b>
<b>Relevant History</b>		
Recent relevant clinical events, illnesses of the patient, the informant or other family members, significant social or personal events. Major fluctuations in clinical state. [For Follow-up Exam: clinical events since baseline interview]		
<b>Demographics</b>		
Education Level (Years; HS=12)		
Occupation / Student status		
Date of Birth		
Duration of interview	Record in minutes:	Record in minutes:
Record Notes		

DOMAIN: Working Memory (Short-Term Memory)																							
<b>1. Difficulty maintaining newly learned verbal information in mind for brief periods (long enough to use)?</b>																							
<i>Do you forget names of people you just met? Do you have trouble recalling telephone numbers you hear? Do you have trouble remembering what your Dr. just said during visits? Do you find you need to write down information to remember?</i>																							
Patient Examples:					Informant Examples:																		
Patient			Informant				Composite																
N/A	1	2	3	4	5	6	7	N/A	1	2	3	4	5	6	7	N/A	1	2	3	4	5	6	7
<b>2. Difficulty performing "on the spot" mental manipulations or computations?</b>																							
<i>Do you have difficulty knowing how much change to expect when shopping? Do you have trouble keeping figures in mind while paying bills or balancing your checkbook?</i>																							
Patient Examples:					Informant Examples:																		
Patient			Informant				Composite																
N/A	1	2	3	4	5	6	7	N/A	1	2	3	4	5	6	7	N/A	1	2	3	4	5	6	7

DOMAIN: Attention / Concentration																							
<b>3. Problems sustaining concentration over time (without distraction)?</b>																							
<i>Do you have trouble concentrating? Do you take breaks frequently? Do you have trouble paying attention while reading, listening to the radio or watching television, long enough to read/listen/see a whole article/chapter/program?</i>																							
Patient Examples:					Informant Examples:																		
Patient			Informant				Composite																
N/A	1	2	3	4	5	6	7	N/A	1	2	3	4	5	6	7	N/A	1	2	3	4	5	6	7
<b>4. Difficulty focusing on select information (if there is not obvious distraction) ?</b>																							
<i>Do you have trouble finding what you need at the supermarket? Is it difficult for you to pick out the correct route on a bus map?</i>																							
Patient Examples:					Informant Examples:																		
Patient			Informant				Composite																
N/A	1	2	3	4	5	6	7	N/A	1	2	3	4	5	6	7	N/A	1	2	3	4	5	6	7

SEVERITY ANCHOR POINTS			
N/A = Rating not applicable, or insufficient information	1. Normal, not at all impaired	2. Minimal cognitive deficits but functioning is generally effective	3. Mild cognitive deficits with some consistent effect on functioning
4. Moderate cognitive deficits with clear effects on functioning	5. Serious cognitive deficits which interfere with day-to-day functioning	6. Severe cognitive deficits that jeopardize independent living	7. Cognitive deficits are so severe as to present danger to self/others

<b>DOMAIN: Verbal Learning and Memory (Long-term Memory)</b>														
<b>5. Trouble learning and remembering verbal material?</b>														
<i>Do you have trouble learning and remembering instructions or other important information (e.g., names of medications)? Do you have trouble learning and remembering later the names of people you meet? Do you need to have things written down to remember?</i>														
Patient Examples:					Informant Examples:									
Patient N/A 1 2 3 4 5 6 7					Informant N/A 1 2 3 4 5 6 7					Composite N/A 1 2 3 4 5 6 7				
<b>6. Difficulty recalling recent events ?</b>														
<i>Do you find you have to be reminded by others of events that occurred? Do you recall what you had for dinner last night? What's been in the news lately?</i>														
Patient Examples:					Informant Examples:									
Patient N/A 1 2 3 4 5 6 7					Informant N/A 1 2 3 4 5 6 7					Composite N/A 1 2 3 4 5 6 7				

<b>DOMAIN: Reasoning and Problem-Solving</b>														
<b>7. Lack of flexibility in generating alternate plans when needed?</b>														
<i>Do you have trouble coming up with alternatives when your plans are disturbed (e.g., what if your normal mode of transport was not available, or the store you usually go to were closed)?</i>														
Patient Examples:					Informant Examples:									
Patient N/A 1 2 3 4 5 6 7					Informant N/A 1 2 3 4 5 6 7					Composite N/A 1 2 3 4 5 6 7				
<b>8. Problems in situations requiring judgment?</b>														
<i>What would you do if... (your power went out...you were locked out of your home...your only sink was clogged... a light bulb went out)?</i>														
Patient Examples:					Informant Examples:									
Patient N/A 1 2 3 4 5 6 7					Informant N/A 1 2 3 4 5 6 7					Composite N/A 1 2 3 4 5 6 7				

<b>SEVERITY ANCHOR POINTS</b>			
N/A = Rating not applicable, or insufficient information	1. Normal, not at all impaired	2. Minimal cognitive deficits but functioning is generally effective	3. Mild cognitive deficits with some consistent effect on functioning
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DOMAIN: Speed of Processing															
<b>9. Performs tasks slowly?</b>															
<i>Do you find things take you longer than they should (e.g., performing tasks such as cooking or shopping, assembling materials, reading instructions)?</i>															
Patient Examples:					Informant Examples:										
Patient		Informant			Composite										
N/A	1	2	3	4	5	6	7	N/A	1	2	3	4	5	6	7

DOMAIN: Social Cognition(Thinking Skills in Social Situations)															
<b>10. Difficulty appreciating another person's intentions/point of view?</b>															
<i>Do you have trouble understanding other people's point of view (if you disagree with them; even if they don't say it outwardly)? If you are talking and someone looks at their watch, what do you think they may be feeling?</i>															
Patient Examples:					Informant Examples:										
Patient		Informant			Composite										
N/A	1	2	3	4	5	6	7	N/A	1	2	3	4	5	6	7

CLINICAL GLOBAL IMPRESSION OF COGNITIVE IMPAIRMENT									
<b>Considering all sources of information gathered for this patient as compared to a community comparison sample on how the domains of neurocognitive functioning influence daily living, rate global severity of cognitive impairment, how cognitively impaired is this person? (Circle one)</b>									
<b>GLOBAL SEVERITY OF COGNITIVE IMPAIRMENT – From PATIENT INTERVIEW</b>									
N/A = Not assessed	4 = Moderately impaired			Notes					
1 = Normal, no cognitive impairment	5 = Markedly impaired								
2 = Borderline impairment	6 = Severely impaired								
3 = Mildly impaired	7 = Among the most extremely impaired								
<b>GLOBAL SEVERITY OF COGNITIVE IMPAIRMENT – From INFORMANT INTERVIEW</b>									
N/A = Not assessed	4 = Moderately impaired			Notes					
1 = Normal, no cognitive impairment	5 = Markedly impaired								
2 = Borderline impairment	6 = Severely impaired								
3 = Mildly impaired	7 = Among the most extremely impaired								
<b>GLOBAL SEVERITY OF COGNITIVE IMPAIRMENT – RATER COMPOSITE IMPRESSION</b>									
N/A = Not assessed	4 = Moderately impaired			Notes					
1 = Normal, no cognitive impairment	5 = Markedly impaired								
2 = Borderline impairment	6 = Severely impaired								
3 = Mildly impaired	7 = Among the most extremely impaired								

SEVERITY ANCHOR POINTS			
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<b>Global Assessment of Function – Cognition in Schizophrenia (GAF-CogS)</b>	
100 : 91	Superior cognitive functioning in a wide range of activities, is sought out to work on cognitively demanding problems, maintains superior level of functioning in a cognitively demanding vocation.
90 : 81	Absent or minimal cognitive deficits (e.g., occasional lapses of memory or word finding difficulty), good functioning in all cognitive areas, effective functioning and engagement in cognitive tasks, no more than everyday concerns about cognitive performance.
80 : 71	If cognitive deficits are present, they are transient and expectable reactions to stressors (e.g., difficulty concentrating after family argument), no more than slight impairment in social, occupational or school functioning due to cognitive deficits.
70 : 61	Some mild cognitive symptoms (e.g., difficulty concentrating or memory lapses) OR some difficulty in social, occupational or school functioning due to cognitive problems (e.g., had to repeat a course in college due to cognitive problems).
60 : 51	Moderate cognitive symptoms (e.g., persistent problems paying attention or forgetting of scheduled events) OR moderate difficulty in social, occupational or school functioning due to cognitive problems (e.g., had to take a leave of absence from school).
50 : 41	Serious cognitive problems (e.g., continuous problems with attention, memory, or planning) OR any serious impairment in social, occupational or school functioning due to cognitive problems (e.g., family problems caused by deficits, unable to keep a job).
40 : 31	Severe cognitive problems interfering with multiple social, occupational, or school functions (e.g., an individual is unable to work in competitive employment, has difficulty in supported employment, and has difficulty assisting with chores at residence).
30 : 21	Cognitive deficits are so pronounced that they interfere with virtually all aspects of functioning, including meaningful communication and goal directed activity (e.g., difficulty sustaining conversation, performing basic activities of daily living).
20 : 11	Some danger of harm to self or others due to cognitive deficits (gross impairments of planning/judgment, failure to recognize consequences of actions, frequently disoriented, wandering, or confused).
10 : 1	Persistent danger of harm to self or others OR inability to maintain personal hygiene due to cognitive deficits (e.g., no meaningful communication, inability to perform even basic self care due to problems organizing behavior)
0	Inadequate information

<b>Global Assessment of Function – Cognition in Schizophrenia</b>			
<b>Study Phase</b>	<b>Patient</b>	<b>Informant</b>	<b>Composite</b>
Baseline			
Follow-Up			