
COGNITIVE FUNTION

II. TRAIL-MAKING TASK

1. Background and Rationale

The Trail Making Task was originally published by the Adjutant General's Office, War Department, U.S. Army, in 1944. The test was one of the performance subtests of the Army Individual Test Battery. It consists of Parts A and B, with a sample preceding the test in each part. We will be using Part B only. The Trail Making Task has been incorporated into the Halstead-Reitan neuropsychological test battery. We will be using a modified version of the Halstead-Reitan protocol for administration and scoring. Normative data on performance and on learning effects are available. A number of factors may affect performance, including central processing time, motor speed, motor coordination (tremor), vision, and motivation/depression.

2. Equipment and Supplies

- No. 2 pencils with eraser
- Part B sample sheet
- Test Part B
- Stopwatch

3. Safety Issues and Exclusions

None.

4. Participant and Exam Room Preparation

The participant should be seated at a table in a comfortable position so that she can write easily. Have a supply of number 2 pencils and a large rubber eraser handy.

"Now we're going to try a couple of paper and pencil tasks. These are not tests with right or wrong answers, but a set of tasks that will be used for comparison purposes with themselves over several years. There will be time limits for each task."

Reassure the participant that she is doing well; make her feel OK about what she is doing. Make sure she understands that there are time limits for each task.

5. Detailed Measurement Procedures

5.1 SAMPLE PART B

- a) When ready to begin the test, place the Part B Sample sheet, sample side up, flat on the table directly in front of the subject so that she can easily write on it. Give the subject a pencil and say:

"On this page (point) are some numbers and letters. When I tell you to, please begin at number 1 (point to 1) and draw a line from 1 to A (point to A), then from A to 2 (point to 2), from 2 to B (point to B), B to 3, (point to 3), 3 to C (point to C), and so on, in order, until you reach the end (point to the circle marked "end"). Remember, first you have a number (point to 1), then a letter (point to A), then a number (point to 2), then a letter (point to B). Work as fast and accurately as you can. Try not to lift your pencil from the page. Ready! Begin!"

- b) If the subject completes the sample correctly, say: *"Good. Let's try the next one."* Mark 'Yes' on the data collection form and proceed immediately to Part B test sheet.
- c) If the subject makes a mistake on Sample B, point it out and explain it. The following explanations of mistakes serve as illustrations:
- *"That's not quite right. Let me show you how it should be done."*
 - *"You started with the wrong circle. This is where you start (point to No 1)."*
 - *"You skipped this circle* (point to circle omitted). You should go from number 1 (point) to A (point), A to 2 (point), 2 to B (point), B to 3 (point), and so on, until you reach the circle marked 'end' (point)." (Do not actually draw on the page.)*

*If it is clear that the subject intended to touch a circle but missed it, do not count it as an omission. Caution the subject, however, to touch the circles.

Erase the incorrect lines for the participant. Point to the last circle completed correctly and ask her to begin again from that point.

- d) If the subject still cannot complete Sample B correctly, take her hand and guide her pencil (eraser end down) through the trail. Return the pencil to the subject with the point down and say: *"Remember, begin at number 1 (point) and draw a line from 1 to A (point), from A to 2 (point), 2 to B (point), from B to 3 (point), and so on, in order, until you reach the circle marked 'end' (point). Then say: "Now you try it."*

If the subject succeeds this time, indicate "Yes" on the data collection form and go on to Test Part B. If the subject cannot complete the test or refuses, indicate "No" on the data collection form. In this case, do not administer Test B.

- e) If the participant is unable to see the test circles, has severe difficulty holding a pencil due to hand problems, or has a severe tremor which prevents testing, record "No" on the data collection form and indicate "Unable due to physical problems (hand tremor, cast, etc)" as the reason. Do not proceed to Test B.

5.2 TEST PART B

- a) Turn the page to Test Part B and say:

"Here is another page with numbers and letters. Do this page the same way. Begin at number 1 (point to 1) and draw a line from 1 to A (point to A), A to 2 (point to 2), 2 to B (point to B), and so on, in order, until you reach the end (point to the circle marked "end"). Work as fast and as accurately as you can. Try not to lift the pencil from the page. I will be watching you as you work so I can point out any problems as they occur. I'll be drawing a line across any incorrect lines as we go along. You will have three minutes to do as much of this as you can. "

"Ready! Begin!"

- b) Start timing as soon as the subject is asked to begin.
- c) Be alert for mistakes. If the subject makes an error, call it to her attention immediately by saying *"Excuse me, this line's not quite right."* Erase the mistake, and have her proceed from the point the mistake occurred. Do not show her which circle to go to next. Do not stop timing.

Note: To maintain the reliability of the test results, errors must be noted as soon as they occur and erased immediately, and the subject asked to continue immediately.

If she is having difficulty, say *"Just do the best that you can."*

Errors count only in the increased time of performance.

- d) If the subject completes Part B without error within 3 minutes (180 seconds), remove the test sheet. Record the time as how many minutes and seconds (ex. 2 min 30 seconds) it took to complete.
- e) If the subject does not complete the trail within 3 minutes, ask her to stop and thank her for her efforts. Record the last number **OR** letter completed correctly.
- f) Rate each subject for hand tremor while performing the sample and/or the test, and record on the scoring form.

6. Procedures for Performing the Measurement at Home

Same as for in-clinic measurement.

7. Alert Values/Follow-up/Reporting

To be determined.

8. Quality Assurance

8.1 Training Requirements

The examiner requires no special qualifications or prior experience to perform this assessment. Training should include:

- Read and study manual
- Attend SOF training session on techniques (or observe administration by experienced examiner)
- Practice on volunteers
- Discuss problems and questions with local expert or QC officer

8.2 Certification Requirements

- Complete training requirements
- Conducts exam while being observed by QC officer

8.3 Quality Assurance Checklist

- Subject given correct instructions and demonstration
- Mistakes on sample pointed out and corrected (if any)
- Subject told of 3 minute time limit
- Test scored correctly
 - last item reached correctly
 - number of circles and time in seconds recorded correctly
 - erases mistakes as they occur
- Hand tremor noted