

Addenbrooke's Cognitive Examination-III (Remote Administration) *Guide for Clinicians*

This guide is to assist clinicians in the remote administration of the Addenbrooke's Cognitive Examination-III (ACE-III) cognitive screening test. *Please note the ACE-III has not been validated as an online assessment.* For more information regarding the test, please visit frontierftd.org or email us on frontier@sydney.edu.au.

In all circumstances, explain the purpose of the test and gain consent before beginning.

IMPORTANT THINGS TO NOTE

Other than the following suggested changes, keep as much as possible to the original standard administration instructions. Any alterations to testing not specified in this document should be noted by the clinician.

- This guide is developed for remote administration of the ACE-III using a video screen-share function with the participant.
- Ensure the carer will be with the participant during the testing.
- Inform them to ensure the room is quiet, well lit, and free of distractions. If the participant requires glasses and/or hearing aids, remind the carer to prepare these. The participant should be seated comfortably at a table with clear view of the screen.
- It is important for you to explain to the carer that they are not to provide any help with the answers or prompts other than ensuring the participant can see the materials and hear the questions.
- Check with the carer before beginning the test where they are. This will be important for the first few questions of the test.
- Ensure the carer has the required materials:
 - 1) One pencil
 - 2) 4 blank sheets of paper

TESTING RESPONSE FORM

Page 1

The instructions are largely verbal and no adaptations are required.

Page 2

- 1) Ask the carer to place the pencil and a piece of paper in front of the participant during the Language task. Instruct them to ensure the camera field of view includes the paper and the pen, and to replace the pencil and paper after each command.
 - a. For the third item, change the instruction from *"Pass me the pencil..."* to *"Pick up the pencil after touching the paper"*.
- 2) The same piece of paper can be used for the sentences. Ask the carer to show the participant's sentences to the camera and take a screenshot. Check with the participant if you are uncertain about anything they have written. Ask the carer to remove the paper from the participant's view.

Page 3

- 1) Share-screen can be used to present the Naming stimuli. Ask the participant to name each one from starting from 1 to 10. You may also use your mouse cursor to indicate which picture the participant is to name.

Page 4

- 1) Continue using share screen for all tasks on this page. Participants may say the number corresponding to the picture for the Language task.
- 2) For the drawing exercises, instruct the carer to use a new piece of paper for each drawing, and remove them promptly after completion.
- 3) Ask the carer to show each drawing to the camera and a screenshot can be taken. Ensure the carer removes all response papers from the participant's view after completion.

Page 5

- 1) Share-screen can also be used to present the stimuli (i.e., dots and fragmented letters).
- 2) Point to each square using your cursor and ask the participant to respond. End share screen after completion.

AFTER TESTING

Explain to the carer if and what assistance you require them to provide after completion of the test. You may want them to mail the participant's response papers to you (e.g., sentences and drawings).