

Appendix of Definitions and Real-Life Impact

| Skill | Description |
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| Neglect | Definition: Visual information presented on one side (e.g. right or left) is ignored. |
| | Real Life Impact: Missing information presented on board or on paper; safety concerns at home and in the community such as: driving, crossing the street, cooking; difficulty completing ADLS: missing food on one side of plate, grooming one side |
| Acuity | Definition: How clearly you can see near you. |
| | Real Life Impact: Driving, reading, using computer, completing work or school-related activities |
| Colour Blindness | Definition: Inability or difficulty perceiving colour differences under normal lighting. |
| | Real Life Impact: interpreting traffic signs, ability to perform some occupations (e.g. pilot) |
| Visual Perception | Definition: Being able to determine subtle differences in objects, pictures, letters/words; ability to recall visual traits of an object; being able to recognize a shape is the same even when rotated; being able to find a target object against a background. |
| | Real Life Impact: Difficulty with reading and writing, safety concerns at home and in the community, driving (depth perception) |
| Hearing | Definition: Ability to detect low, medium, and high frequencies in left, right, or both ears. |
| | Real Life Impact: Hearing important information (e.g. at work meetings, school lectures), conversations with family/peers, safety concerns in the community (e.g. pedestrian) |
| Fine Motor Coordination | Definition: Coordination of the smaller muscles of the hand to produce small, precise movements. |
| | Real Life Impact: Handwriting, dressing tasks (e.g. buttons), typing, feeding, grooming |
| Static Balance | Definition: Ability to maintain balance while standing still in various positions. |
| | Real Life Impact: Gross motor skills, sports, walking, sitting/standing for long periods in class or at work, driving posture, walking on uneven surfaces |
| Impulsivity | Definition: Displaying behaviour characterized by little or no forethought, reflection, or consideration of the consequences. |
| | Real Life Impact: Money and medication management, emotional regulation, conflict resolution, risky behaviours (i.e. drug use, sexual activity), rushing through tasks at work or at school |
| Emotional Regulation | Definition: Ability to accurately identify emotions from facial expressions and body language. |
| | Real Life Impact: Social skills, communicating with others, relationships (working, friends/family, partners), emotional dysregulation, lack of insight into own/other emotions |
| Memory – Immediate (Auditory) | Definition: Ability to remember a small amount of information, presented verbally, immediately. |
| | Real Life Impact: Meeting new people (remembering names), listening to lectures or meetings |
| Memory – Immediate (Visual) | Definition: Ability to remember a small amount of information, presented visually, immediately. |
| | Real Life Impact: Instructions written on the board displayed visually at a meeting, traffic/construction signs while driving, meeting new people (remembering faces) |

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| Memory – Immediate (Auditory, Complex, Novel) | Definition: Ability to remember more complex and new information, presented verbally, immediately. |
| | Real Life Impact: Meeting new people (remembering names), listening to lectures or meetings |
| Temporal Awareness | Definition: Awareness of the passage of time. |
| | Real Life Impact: Remembering appointments, scheduling (work/life/leisure balance), becoming consumed in certain activities (e.g. watching TV or playing video games) |
| Attention – Selective (Visual Distraction) | Definition: Ability to pay attention to one aspect of information, presented visually, despite other visual information competing for attention. |
| | Real Life Impact: Focusing in class/while studying or while at work, driving , unable to complete tasks before starting new task |
| Attention – Selective (Audio Distraction) | Definition: Ability to pay attention to one aspect of information presented despite other audio information competing for attention. |
| | Real Life Impact: Focusing in class/while studying or while at work, driving, unable to complete tasks fully before starting new task, becoming overwhelmed with sensory input |
| Memory – Delayed (Written and Cued) | Definition: Ability to recall information presented in written format from some time ago (minutes, hours, days). |
| | Real Life Impact: Test taking, remembering appointments/when to take meds, lectures/meetings |
| Memory – Delayed (Auditory and Written) | Definition: Ability to recall information presented verbally and then write it down at a later time (minutes, hours, days). |
| | Real Life Impact: Test taking, remembering appointments/when to take meds, lectures/meetings |
| Memory – Working | Definition: Ability to hold information temporarily and manipulate it in your head. |
| | Real Life Impact: Keeping track of conversations or test-taking, remembering appointments/when to take meds, lectures/meetings |
| Problem Solving (Numerical) | Definition: Ability to find a solution to an (arithmetic) problem. |
| | Real Life Impact: Work (e.g. cashier), assignments at school, money, time, and medication management |
| Constructive Ability | Definition: Understanding the way in which something is built or put together. |
| | Real Life Impact: Breaking down steps/tasks (e.g. cooking, building objects/furniture, school projects, morning/night routine), seeing big picture concepts from smaller things |
| Route Finding | Definition: Ability to efficiently find your way between different locations. |
| | Real Life Impact: Driving, navigating surroundings, managing time efficiently when going to destinations (e.g. jobs, school, classes) |
| Sequencing | Definition: Ability to accurately arrange items in a particular order. |
| | Real Life Impact: Cooking/baking, morning routines, school work, learning a new skill |
| Attention – Divided | Definition: Attending to multiple tasks completed at the same time. |
| | Real Life Impact: Multi-tasking (e.g. listening to lecture while taking notes, certain jobs, driving, conversation in busy environment). |
| Memory – Delayed (Faces and Names) | Definition: Ability to recall information from some time ago (minutes, hours, days), presented visually and in written format, while auditory distraction is present. |
| | Real Life Impact: Networking with people, social relationships, job interview, scheduling appointments (e.g. knowing who your clinician is) |
| Memory – Prospective (Auditory, 2 Steps) | Definition: Ability to remember to do something in the future that requires two steps to complete, starting with an auditory cue. |

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| | Real Life Impact: Test taking, remembering appointments/when to take meds, remembering tasks given at work or school, instructions from bosses |
| Mental Flexibility | Definition: Ability to handle situations in multiple different ways; seeing things from various perspectives. |
| | Real Life Impact: Conversations/communication with others (e.g. seeing their point of view), problem solving around barriers (e.g. driving and construction, everyday routine tasks) |
| Abstract Reasoning | Definition: Process of generalizing from concrete examples/experiences to larger/broader principles; uncover themes; generalize according to categories; appreciate double meanings. |
| | Real Life Impact: School lectures (e.g. picking up on key themes), transferring skills (e.g. math with money management), training at work/school and applying into daily life scenarios (e.g. scheduling with all tasks for remembering, school) |
| Judgement for Safety | Definition: Capacity to assess situations or circumstances and draw safe and sound conclusions. |
| | Real Life Impact: Cooking, driving, independent living skills, risky behaviours |
| Foresight for Safety | Definition: Ability to uncover the nature and significance of unsafe events before they occur. |
| | Real Life Impact: Risky behaviours (sex, drugs, smoking), cooking (e.g. leaving oven unattended), other independent living skills |
| Comprehension and Humour Inferences with Distraction | Definition: Ability to understand humour and implied information from conversations. |
| | Real Life Impact: Conversations, social interactions, self-awareness, understanding leisure activities (movies, TV, comedy shows) |
| Executive Functioning and Combined Skills | Definition: Ability to make decisions; ability to arrange things by importance; ability to list activities required to create a desired future action; ability to arrange elements according to one or more rules. |
| | Real Life Impact: IADLs (laundry, med management, driving, prioritizing activities, scheduling), decision making (weighing pros and cons) |
| Information Processing Speed | Definition: Rate that data is manipulated in order to produce useful information. |
| | Real Life Impact: assignments/exams at school, work projects, completing tasks at home, driving, cooking |
| Mood and Behaviour | Definition: The ability to self-regulate emotions during cognitive activities. |
| | Real Life Impact: Relationships, self-awareness, motivation/confidence/self-efficacy to complete tasks |
| Endurance | Definition: To sustain cognitive processes without degradation of abilities. |
| | Real Life Impact: Being able to complete a full work or school day, completing complex tasks (ex. online banking, cooking), potential for burnout or safety concerns (rushing), additional carryover fatigue into other activities |
| Comprehension and Communication | Definition: Ability to understand information that is written, verbally or visually presented; exchange of thoughts, messages, or information through speech, signals, writing, or behaviour. |
| | Real Life Impact: School and work, reading and writing, driving |