

### Introduction and Background:

This examiner's manual serves to support the overall examination process of individuals who experience everyday life impairments as a result of disturbances in complex thinking abilities that include, but are not limited to, their ability to develop goals, solve problems, plan, recall future intentions (prospective memory), inhibit actions when necessary, self-monitor and make decisions that support prior established goals. The Multiple Errands Test-Revised (MET-R) is one of several tests used by Morrison and colleagues to identify how to support individuals who experience executive deficits. The MET-R is used as a *performance-based test* to support rehabilitative efforts (Morrison, Edwards, Giles, 2015). The MET was originally developed by Drs. Shallice and Burgess (1991) for the purposes of theoretical development. Thanks to this work, experienced clinicians and clinical researchers may now support individuals with these subtle yet profoundly troublesome deficits. The MET-R scoring system designed by Morrison and colleagues (2013) reduces rater error to better inform upon performance-based issues participants may be experiencing. The MET-R rating system is purposefully designed to reduce the rater burden during clinical examination. The differences between applied performance-based testing and scientific theoretical testing can be provided through review of the scientific literature.

The MET-R requires site-specific task set-up and is best supported through video-footage and discussion. Please contact Dr. Morrison for permission to use this manual, and for additional information including tutorial videos about the site-specific task set-up for the MET-R.

[Marytmorrisong@gmail.com](mailto:Marytmorrisong@gmail.com) or [Mmorrison@astate.edu](mailto:Mmorrison@astate.edu)

### References:

- Morrison, M., Edwards, D. F., & Giles, GM. (2015). The Issue Is—Performance-based testing in mild stroke: Identification of unmet opportunity for occupational therapy. *American Journal of Occupational Therapy*, 69, 6901360010. [http:// dx.doi.org/10.5014/ajot.2015.011528](http://dx.doi.org/10.5014/ajot.2015.011528)
- Morrison, T. M., Giles, G. M., Ryan, J. D., Baum, C. M., Dromerick, A. W., Polatajko, H. J., & Edwards, D. F. (2013). Multiple Errands Test–Revised (MET–R): A performance-based measure of executive function in people with mild cerebrovascular accident. *American Journal of Occupational Therapy*, 67, 460-468. doi:10.5014/ajot.2013.007880
- Shallice, T., & Burgess, P. W. (1991). Deficits in strategy application following frontal lobe damage in man. *Brain*, 114, 727–741. <http://dx.doi.org/10.1093/brain/114.2.727>

**Recording Sheet for Collection of Biographical Information for the MET-R**

Tester Initials: \_\_\_\_\_

Time of Day: \_\_\_\_\_

Male OR Female

Environmental Load:

**Traffic Flow:**

Examiner Rating	Videotaper Rating	Consensus
<input type="checkbox"/> LIGHT (few people)	<input type="checkbox"/> LIGHT	<input type="checkbox"/> LIGHT
<input type="checkbox"/> MODERATE (intermittent number of people)	<input type="checkbox"/> MODERATE	<input type="checkbox"/> MODERATE
<input type="checkbox"/> HEAVY (constant flow of people)	<input type="checkbox"/> HEAVY	<input type="checkbox"/> HEAVY

Noise Level: 1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_ Mean) \_\_\_\_\_

Behavioural State:

- Lethargic
- Uncooperative
- Anxious/Tense
- Unusual Complaints
- Suspicious
- Inappropriate thought or action
- Talkative
- Irritable
- Frustrated
- Other \_\_\_\_\_

Stride Length: \_\_\_\_\_ inches      **and**      \_\_\_\_\_ feet \_\_\_\_\_ inches

Total Steps Taken: \_\_\_\_\_

Total Distance Traveled (miles): \_\_\_\_\_

Amount spent: \_\_\_\_\_

**Examiner's SET-UP Checklist**

		Please Check
Participant's Items	Wristwatch with GPS for footage and distance	

ID #: \_\_\_\_\_  
Date: \_\_\_\_\_

	Carrier Bag (backpack recommended)	
	<i>\$ total money amount here</i>	
	Pen	
	<u>Participant's Package:</u> <ul style="list-style-type: none"><li>• Clipboard</li><li>• Test Instructions</li><li>• Map</li></ul>	
	<u>Examiner's package:</u> <ul style="list-style-type: none"><li>• Google Eyeglasses/spy glasses</li><li>• Clipboard</li><li>• Test Package</li><li>• Scoring sheet</li><li>• GPS watch with footage and disance</li></ul>	

## **Multiple Errands Test –R**

### **EXAMINER INSTRUCTIONS:**

*MET explanation: This should be told to the participant upon the initial greeting and prior to taking the participant to the testing area.*

**Today I'll be asking you to do an exercise for me. It involves doing things that are similar to those you do every day. Before we go, there are a few things we need to do to get ready.**

**In this exercise I want you to complete some tasks. Each task is listed on this sheet (examiner to show instruction sheet to participant). Would you please read each task aloud to me? (Be sure participant reads EACH task!!) if the participant pauses or asks questions, redirect them to reading the task sheet.**

*Note to examiners: This process requires patience and a light communication style to avoid creating stress on the participant. Remember: the goal is support the participant in encoding the information without giving clues about the overall "gist" of the test. The goal is not to trick the participant.*

**Respond: "you will have an opportunity to answer questions later, but for now please just read the tasks and rules out loud."**

**There are some rules you must follow while carrying out these tasks. Each rule is also listed on this sheet (examiner to show rules to participant). Would you please read each rule aloud to me. (Be sure participant reads EACH rule) if the participant pauses or asks questions, redirect them to reading the rules.**

**Respond: "you will have an opportunity to answer questions later, but for now please just read the tasks and rules out loud."**



Let's go to the (*staring point*) lobby now. Once we get there, and you are ready to begin, you may do so. During the exercise we will be following you from a distance to observe and record what you are doing. Please do not speak to us unless this is part of the exercise.

**IN THE Lobby** (*starting point*):

*Go through checklist.*

<b><i>MET-R: EXAMINER'S CHECKLIST</i></b>		Please Check
<b>BEFORE TIMING BEGINS</b>		
Examiner	Record traffic flow and participant's behavioral state	

<b><i>MET-R: EXAMINER'S CHECKLIST</i></b>		Please Check
<b>BEGIN TIMING</b>		
Participant	Give participant package and familiarize him/her with the items: <ul style="list-style-type: none"> <li>• Bag</li> <li>• \$\$ Monetary amount allocated to the participant</li> <li>• Watch</li> <li>• Clipboard with task/rule list</li> </ul>	
	Ask participant to explain procedure and ask questions (record participant's level of understanding of instructions)	
	Ask participant to rate efficiency and familiarity (questions #1-4)	

**We are almost ready to begin the exercise. There are a few more things we need to do. I am going to ask you to wear this watch. Would you please let me carry your watch while you do this exercise? I'll give it back to you once you've finished.**

**Now, let's look at the map again.**

**When you look at the map do you see that we are starting here (examiner to point to the starting location)? If no, than the examiner should orient the subject to the location by pointing to a common landmark (the information desk) in the map and in view.**

**You may begin whenever you feel ready. When you feel you've finished the task, please tell me that you've completed the exercise.**

**Before you begin the task, I would like to ask you some questions about your familiarity with the hospital and how you do tasks in real life.**

**Multiple Errands Test –R:  
Efficiency and Familiarity Ratings**

*Participant to mark score him/herself below:*

*1. How efficient would you say you are with shopping?*

hopeless      1      2      3      4      5      6      7      8      9      10      excellent

*2. How efficient would you say you are with finding out information?*

hopeless      1      2      3      4      5      6      7      8      9      10      excellent

*3. How efficient would you say you are with meeting people on time?*

hopeless      1      2      3      4      5      6      7      8      9      10      excellent

*4. How well would you say you know the main floor of this medical center?*

not at all      1      2      3      4      5      6      7      8      9      10      extremely well  
well

*5. How many times have you been to this medical center? \_\_\_\_\_*





*When participant has indicated he/she has completed the task, STOP timing and record length of time to completion of test (from stopwatch).*

**Time to Completion of Test:** \_\_\_\_\_

*Environmental Load:*

**Traffic Flow:**

Examiner Rating

Videotaper Rating

Consensus

LIGHT (few people)

LIGHT

LIGHT

MODERATE (intermittent number of people)

MODERATE

MODERATE

HEAVY (constant flow of people)

HEAVY

HEAVY

*Obtain the rating for how well the participant felt he/she executed the task (see scale on the following page).*

**Then say: “Now we are going to go back to the test room and I will ask you some questions about the exercise you just did.”**

*Return to test room and administer debriefing interview.*

<b>AFTER TEST IS COMPLETED</b>		
Examiner	Ask participant to rate feeling of task accomplishment (question #5)	
	Record amount of money returned by participant	
	Administer debriefing interview	
	Record participant ID# and date on every page of package	

ID #: \_\_\_\_\_  
Date: \_\_\_\_\_

**Multiple Errands Test – R version**  
**Subjective Rating of Test Completion**

*Participant to mark/score him/herself below:*

*5. How well do you think you did with the task?*

not well      1      2      3      4      5      6      7      8      9      10      extremely well

**Multiple Errands Test-Revised Debriefing Interview**

**Examiner instructions:** *This interview is to be conducted in a quiet test room. Write participants' answers in spaces below each question*

1. **The first thing I'd like to ask you about is the rules you memorized earlier. I want to see how many you can remember now. I know it sounds difficult, but try to recall as many of the rules as you can, in any order. Just do the best you can. Record each rule recalled in the table below.**

**TABLE 1**

<b>Rule</b>	<b>Response</b> (record exactly what participant recalls)	<b>Score</b>
You should carry out all the tasks but may do so in any order		/1
You should spend no more than \$4.50		/1
You should stay on the main floor of the hospital (i.e. the first floor)		/1
You should not enter of the staff only areas or patient treatment areas		/1
You should buy no more than 2 items in the Gift Shop		/1
You should as little time to complete this exercise without rushing excessively		/1
You should enter a place you have already been in (i.e. Gift Shop, Information Desk)		/1
You should not speak to us <i>unless</i> this is part of the exercise		/1
<b>Total :</b>		<b>/8</b>

2. **Why do you think we asked you to perform these tasks?**

**3. How did you get the tasks done?**

3a. Clarifying question: How did you decide which order to do the tasks in?

3b. Clarifying question: How did you remember to do all the things you needed to do?

**4. How did you find your way around?**

4a. *Clarifying question:* Did you use anything in the hospital environment to help you complete these tasks? Can you give me some examples?

4b. *Clarifying question:* Did you use any other strategies to help you accomplish these tasks? Can you give me some examples?

**5. If you did this assignment again, is there anything you would do differently?**

**6. Prior to beginning, were there any of the tasks listed that you thought you might have difficulty completing?**

**7. Did you actually have trouble with these tasks, or did other tasks cause you problems?**