1

Moss Attention Rating Scale

Subject	t's name	ID#	<u></u>
Person	doing rating	Discipline: OT / PT	/ Sp / Nursing (circle) Other:
	ete the ratings based on two of		
*Note: If	f you have worked with the patient all	three days, base your ratings	on the second & third day.
Write th	the 2 dates on which your rating	gs are based on here	<u>&</u>
-	(circle)	•	co-treatment with another rater?
are ration note this	the number key below, please in ing. If any of your sessions during.	ndicate to what degree e ing the 2 days were don that you don't discuss the	ach descriptor applies to the person you e in co-treatment with another rater, please he rating scale at all with your co-rater
Please o	don't leave any items blank. If	You are not sure how to	answer, just make your best guess.
	3 = 3	1 = Definitely false 2 = False, for the most Sometimes true, sometin 4 = True, for the most 5 = Definitely true	part mes false
9 10 11 12 13 14	Sustains conversation we Persists at a task or conversition of the Persists at a task or conversition of the Persists at a task or conversition of the Performance is best early and the Personance is best early a limitiates communication. Fails to return to a task of the Persists with an activity of the Persists of the Persist of the Pers	when given something of for tasks even though the with others after an interruption unless or response after being ing one task or step in oversations rather than the ks which are within his/riorates over several min	ess prompted to do so g told to stop rder to begin the next one current task or conversation her capabilities nutes on a task, but improves after
15 16	Performance of compara Fails to notice situations against table	able activities is inconsist affecting current perfo	stent from one day to the next rmance, e.g., wheelchair hitting

1 = Definitely false 2 = False, for the most part 3 = Sometimes true, sometimes false 4 = True, for the most part 5 = Definitely true

17.	Perseverates on previous topics of conversation or previous actions
18.	Detects errors in his/ her own performance
19.	Initiates activity (whether appropriate or not) without cuing
20.	Reacts to objects being directed toward him /her
21.	Performs better on tasks when directions are given slowly
22.	Begins to touch or manipulate nearby objects not related to task