

OT/PT Assessments



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CDE Guidelines for OT/PT in CA Schools

- Standardized tests, while not required by law, provide reliable and evidence based methods of examining discrete abilities or skills to identify or rule out the possible factors that contribute to a child's ability to participate in the general education curriculum.
- Key Consideration: Degree of the child's access to the general education curriculum, as well as the child's progress in meeting the state standards.

CDE Guidelines for OT/PT in CA Schools

OT/PT assessments in public schools address

1. Child's abilities
2. Participation in educational environment
3. Child's equipment needs

IDEA

The goal of IDEA's regulations for evaluation is:

1. To help minimize the number of misidentifications
 2. To provide a variety of assessment tools and strategies.
 3. To prohibit the use of any single evaluation as the sole criterion of which a student is placed in special education services.
 4. To provide protections against evaluation measures that are racially or culturally discriminatory.
- Overall, the goal of appropriate evaluation is to get students who need help, extra help that is appropriate for the student and help that specific student to reach his or her goals set by the IEP team.

OT Fine/Visual Motor Assessments

1

Assessment	Age / Standardized or Criterion	Districts
Peabody Developmental Motor Scales-2 (PDMS-2)	Standardized assessment for ages Birth-5 y/o.	N.M., OCDE, Irvine, P.Y.L, Anaheim City, TUSD, WOCCE, H.B., Fountain Valley, Ocean View, Westminster, G.A. SELPA
Bruininks - Oskerty Test of Motor Proficiency (BOT)	Standardized assessment for ages 4-21 y/o	N.M. Wocce, OCDE, Irvine, P.Y.L., Anaheim City, TUSD, G.A. SELPA
Beery-Buktenica Developmental Test of Visual Motor Integration (VMI)	Standardized assessment for ages 2-7 y/o (short form) and 2-100 y/o (standard form)	N.M. WOCCE, Irvine, P.Y.L., Anaheim City, TUSD
Miller Function and Participation Scales (M-FUN)	Standardized assessment for kids 2 yrs., 6 mo.–7 yrs., 11 mo.	N.M., OCDE, Irvine, P.Y.L, Anaheim City, G.A. SELPA
Developmental Test of Visual Perception (DTVP-3)	Standardized assessment for ages 4 y/o – 12 yrs., 11 mo.	WOCCE, Irvine, TUSD, SDUSD, G.A. SELPA
Motor-Free Visual Perception (MVPT)	Standardized assessment for ages 3-95 y/o	WOCCE, Irvine, P.Y.L., TUSD
Handwriting Without Tears (HWT) Print Tool	Criterion based assessment for Grades K-5	N.M., P.Y.L. Anaheim City, G.A. SELPA
Test of Visual Perceptual Skills (TVPS)	Standardized assessment for 4 y/o – 18 yrs, 11 mo.	N.M., SDUSD, G.A. SELPA, TUSD
So Cal Ordinal Scales of Development (SCOSD)	Standardized assessment	WOCCE, TUSD
Evaluation Tool of Childrens Handwriting (ETCH)	Criterion based assessment for Grades 1-6	WOCCE, P.Y.L., G.A. SELPA

OT Fine/Visual Motor Assessments

2

Assessment	Age / Standardized or Criterion	Districts
THS-R (Teacher Test of Handwriting Skills Revised)	Standardized assessment for ages 5 y/o – 18 yrs, 11 mo.	N.M., Anaheim City, G.A. SELPA
Benbows Observation of Hand Skills	Criterion Based Assessment	WOCCSE, TUSD
DeCoste Writing Protocol (DWP) previously Written Productivity Profile M.H.I.W.	Criterion Based Assessment	Irvine Anaheim City
H.D.Y.E.R. Sensory Motor Preference		Anaheim City
Preferences for Activities of Children P.C.		Anaheim City
Bayley Scales of Infant and Toddler Development	Criterion Based Assessment for ages 1-42 m/o	TUSD
Millers Assessment for Preschoolers (MAP)	Criterion Based Assessment for ages 2.9-5 yrs. 8 mo.	TUSD
Garder Reversal Frequency Test	Standardized Assessment for ages 5 y/o – 14 years, 11 mo.	SDUSD
Jordan Left/Right Reversal Test	Criterion Based Assessment for ages 5 y/o-18 y/o	SDUSD
Wide Range Assessment of Visual Motor Ability (WRAVMF)	Criterion Based Assessment for ages 3 y/o – 17 y/o	SDUSD

OT Fine/Visual Motor Assessments

Best Practice Research

- Review of the Bruininks-Oseretsky Test of Motor Proficiency, Second Edition (BOT-2)
 - http://www.tandfonline.com/doi/abs/10.1080/J006v27n04_06
- Validity and Reliability of the Developmental Test of Visual Perception - Third Edition (DTVP-3).
 - <http://www.ncbi.nlm.nih.gov/pubmed/26913939>
- Developmental Test of Visual–Motor Integration (VMI): An Effective Outcome Measure for Handwriting Interventions for Kindergarten, First-Grade, and Second-Grade Students?
 - <http://ajot.aota.org/article.aspx?articleid=2360704>

OT Fine/Visual Motor Assessments

Best Practice Research (cont.)

- Reliability, Sensitivity to Change, and Responsiveness of the Peabody Developmental Motor Scales–Second Edition for Children With Cerebral Palsy
 - <http://ptjournal.apta.org/content/86/10/1351>
- Reliability and validity of the fine motor scale of the Peabody Developmental Motor Scales-2.
 - <http://www.ncbi.nlm.nih.gov/pubmed/15962696>
- The Miller Assessment for Preschoolers: Construct Validity and Clinical Use With Children With Developmental Disabilities
 - <http://ajot.aota.org/article.aspx?articleid=1862620>

OT Fine/Visual Motor Assessments

Best Practice Research (cont.)

- Validity of the Miller Function and Participation Scales
 - <http://www.tandfonline.com/doi/pdf/10.1080/19411243.20>
- Reliability and Validity of the Southern California Ordinal Scales of Development for a Sample of Young Children with Disabilities
 - <http://jpa.sagepub.com/content/16/1/4.abstract>

OT Sensory Processing Assessments

Assessment	Age / Standardized or Criterion	Districts
Sensory Processing Measure (SPM) Home/Classroom	Criterion based assessment for ages 3-5 (pre-k) and 5-12	N.M., WOCCE, OCDE, Irvine, P.Y.L., Anaheim City, TUSD, G.A. SELPA
Sensory Profile + School Companion	Criterion based assessment for ages 3-11.11 y/o	N.M., WOCCE, OCDE, Irvine, P.Y.L., TUSD, G.A SELPA, G.A. SELPA
Sensory Integration and Praxis Test (SIPT)	Standardized assessment for children ages 4-8 y/o	P.Y.L., Anaheim City, N.M., G.A. SELPA
Sensory Integration Inventory for Individuals with Developmental Disabilities - Revised	Criterion based assessments for all ages	OCDE
Analysis of Sensory Behavior Inventory		OCDE
ACSD Medical, Developmental and Sensory History – Occupational Profile	Questionnaire	Anaheim City
Blanche Clinical Observations: Revised	Criterion based assessment for varying ages and skill levels	Anaheim City

OT Sensory Processing Assessments Best Practice Research

- **Validity of The Postrotary Nystagmus Test for Measuring Vestibular Dysfunction.**
 - Mulligan, S. (2011). Validity of the postrotary nystagmus test for measuring vestibular function. *OTJR*, 31(2), 97-104.
 - <http://dx.doi.org/10.3928/15394492-20100823-02>
- **State of Measurement in Occupational Therapy Using Sensory Integration**
 - Schaaf, R. C., Burke, J. P., Cohn, E., May-Benson, T., Schoen, S. A., Roley, S. S., . . . Mailloux, Z. (2014). State of measurement in occupational therapy using sensory integration. *The American Journal of Occupational Therapy*, 68(5), e149-53
 - <http://www.ncbi.nlm.nih.gov/pubmed/25184475>

OT Functional Assessments (Leisure, Transition, ADL)

Assessment	Age / Standardized or Criterion	Districts
Comprehensive Observation of Motor Postural Skills (COMPS)	Standardized Assessment for ages 5-15 years	NMUSD, WOCCSE, OCDE, IUSD, PYLUSD, TUSD, GASELPA
Role Evaluation of Activities of Life (REAL)	Standardized Assessment 2 to 18.11 years	OCDE
Goal Oriented Assessment Life Skills (GOAL)	Standardized Assessment for ages 7 to 17 years	OCDE, GASELPA
Behavior Rating Inventory of Executive Function (BRIEF)	Ages 2-90	Irvine, GASELPA
Childrens Assessment of Participation and Enjoyment (CAPE)	6 years – 21 years	Anaheim City
Vineland Adaptive Behavior	Birth – 90 years	Anaheim City

OT Functional/ADL Assessments

Best Practice Research

- Clinical Observation of Motor Postural Skills (COMPS)
 - <http://www.therapro.com/Clinical-Observations-of-Motor-and-Postural-Skills-2nd-Edition-COMPS-P7628.aspx>

PT Assessments

Assessment	Age / Standardized	District Use
Peabody Developmental Motor Scales -2 (PDMS-2)	Standardized Assessment for kids Birth-5 y/o	WOCCSE, Irvine, PYL
School Function Assessment (SFA)	Criterion Based assessment for Grades k-6	Irvine, PYL, TUSD
So Cal Ordinal Scales of Development (SCOSD)	Standardized Assessment	WOCCSE, TUSD
Timed Up and Go (TUG)	Criterion Based Assessment for ages 8-14	WOCCSE
Shuttle Run	Criterion Based Assessment for all ages	WOCCSE
6 Min. Walk Test	Criterion Based Assessment for all ages	WOCCSE
Pediatric Reach	Criterion Based Assessment for all ages	WOCCSE
Cal Fitness (C-Fit) Standards	Criterion Based Assessment for all ages	WOCCSE
MOVE	Criterion Based Assessment for all ages	OCDE

PT Assessments (Cont)

Assessment	Age/Standardized or Criterion-Based	District (s)
Gross Motor Function Measure (GMFM)	Criterion Based assessment for kids 5 mo. – 16 y/o	Irvine, TUSD
Battelle	Standardized Assessment from birth to 7 y/o. 11 mo.	Irvine, TUSD
Test of Gross Motor Development (T.G.M.D.)	Standardized Assessment for years 3 y/o – 10 y/o, 11 mo.	Anaheim City
Bayley Scales of Infant and Toddler Development	Standardized Assessment for 1-42 mo.	TUSD
Development Assessment of Young Children (DAY-C)	Standardized Assessment for Birth – 5 y/o	TUSD
Vineland	Standardized Assessment for Birth – 90	TUSD
Developmental Profile	Standardized Assessment for birth – 12 y/o, 11 mo.	TUSD
Movement Assessment Battery for Children	Standardized Test for children 3 y/o – 12 y/o, 11 mo. (Checklist 5 – 12 y/o)	TUSD

PT Assessments Best Practice Research

- **Concurrent Validity of the Bayley-III and the Peabody Developmental Motor Scale–2** *Barbara H. Connolly, PT, DPT, EdD; Nancy Oberg McClune, PT, DPT, PCS; Roberta Gatlin, PT, BS, PCS.*

Emerging School Based OT Assessments

- **Classroom Sensory Environment Assessment (CSEA)**
 - Reason: Promotes teacher–therapist collaboration, provides a means of understanding the impact of a classroom’s sensory environment on student behavior. No tools specifically focus on the sensory aspects of the classroom environment on the basis of Ayres Sensory Integration™ theory.
- **Handwriting Proficiency Screening Questionnaire for Children (HPSQ–C)**
 - Reason: Serves as a tool for raising children’s awareness concerning daily confrontations with handwriting difficulties and creating a dialogue with the occupational therapist about those difficulties. A quick and practical tool to identify children with self-reported handwriting difficulties.

Emerging School Based OT Assessments

- **Child Occupational Self-Assessment (COSA)**
 - Reason: Promote client-centered individualized education program (IEP) goals by ensuring the child's priorities are included in the IEP process. Designed to capture their perceptions regarding their own sense of competence in and the importance they place on their everyday activities.
- **Drawing Proficiency Screening Questionnaire (DPSQ)**
 - Reason: Quick and practical tool for teachers and occupational therapists to use to identify children who may be at risk for drawing difficulties. The DPSQ enables public school personnel to screen entire classrooms.

Emerging School Based OT Assessments

- **Motor Planning Maze Assessment (MPMA)**
 - Reason: Few praxis assessments are available for preschool children. The MPMA was adapted from wire grommet mazes originally developed by A. Jean Ayres and used in her initial factor analyses of sensory integration. Quick and reliable way to screen for motor planning problems in preschool-age children.
- **School AMPS**
 - Reason: Currently are limited tools within a naturalistic setting. Evaluates a student's quality of schoolwork task performance (cutting, pasting, writing, drawing, computing).

Emerging School Based OT Assessments

- **Assessment of Children's Hand Skills (ACHS):**
 - Reason: Evaluates hand skills using **real-life hand skill performance** when engaged in various types of daily activities in everyday contexts. No standardized materials, methods, or test settings for children's activity observations are required.
- **Preschool Imitation and Praxis Scale (PIPS)**
 - Reason: Imitation is essential to learning social behavior and skilled acts or praxis. Imitation is frequently implicitly assessed in the context of standardized cognitive and motor developmental testing. Assessments lack age-specific tasks for preschoolers, they consider imitation to be a one-dimensional construct and are limited to bodily imitation tasks. The PIPS was designed to assess the accuracy of bodily and procedural imitation performances in young children.

Emerging School Based OT Assessments

- **Test of Ideational Praxis (TIP)**

- Reason: Ayres noted that a child's knowledge of objects and their potential uses develops out of purposeful activity and engagement with the objects. Children with poor ideation tend to have difficulty knowing what to do or how to interact with novel objects in their environment. Praxis skills have rarely been examined in preschool children.

Best Practice?

- Discussion at Round Table
- Please refer to associated handouts for more information on the research articles mentioned in this presentation.
- Please see prepared questions.