Department of Occupational Therapy and Occupational Science

# OCTH 678 Assessment Across the Life Span

# Measurement Tools

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| Name of Measurement Tool | Purpose | Age Range/Population | Format | Description |
| Academic Intervention Monitoring System (AIMS)  (2001) | Guidebook designed to provide teachers and other school-based professionals with the resources they need for developing, monitoring, and evaluating classroom-based, empirically supported interventions for academic difficulties | Kindergarten-12th grade  Pediatric, Young Adult | Description of three intervention planning questionnaires, AIMS teacher, parent, and student intervention forms | Framework for organizing thinking about interventions  Tools for identifying possible intervention strategies  Empirically based intervention strategies  Methods for monitoring intervention effectiveness |
| Activity Card Sort (ACS)  (2008) | Describe their instrumental, leisure, and social activities in order to help client build routines that are meaningful | Adult, Geriatric | Self Report on photographs based on ranking and sorting | 80 photographs depicting activities that fall into four categories: instrumental, leisure with or without physical strength/endurance, and social activities |
| Adaptive Behavior Assessment System- 2nd Edition (ABAS-II)  (2003) | Assesses adaptive skills for individuals in order to track progress over time and determine strengths and limitations | Birth- 89 years | Questionnaire for parents, family members, teachers, daycare staff, care providers, supervisors, or counselors  Self Report questionnaire (for adult) | Areas assessed include communication, community use, functional academics, home living, health and safety, leisure, self-care, self-direction, social, motor, and work |
| Adolescent/Adult Sensory Profile  (2002) | Promote self-evaluation of behavioral responses to everyday sensory experiences | Individuals 11 to 65+  Pediatric, Young Adult, Adult, Geriatric | Self Report Questionnaire | Taste/Smell, Movement, Visual, Touch, Activity Level, and Auditory |
| Adolescent Role Assessment | Investigates performance in a variety of roles throughout the occupational choice process | Adolescence (13-17 years) | Semi-structured interview, score based on responses | Rank answers and identify deficits in role performance in order to tailor interventions |
| AIR Self-Determination Scale  (1994) | Provides an easy to use tool to assess and develop strategies for improving a student’s level of self-determination | Kindergarten- 21 years | Educator, Student, or Parent Rating Scale | Helps to ID IEP specific goals and objectives, individual filling out forms rates child on a Likert scale on a range of behaviors, evaluate capacity and opportunity to self-determine |
| Allen Cognitive Level  (1990) | Assess cognitive level | Psychiatric adults | Administer and score | Test for levels 3.0-5.8 |
| Assessment of Life Habits  (2003) | Gather information on the accomplishments of life habits in own environment | Children 5 to 13 years  Pediatric | Questionnaire | Quality of social participation or the intensity of the handicap situations experienced by that person |
| Assessment of Motor Processing Skills (AMPS) 7th Edition  (2010) | Occupation and top-down based evaluation of ADL performance | 2 years and older | Interview, observation, and score | ADL skills are performed and rated on a scale of 1 to 4 by the therapist from the 16 ADL motor areas and the 20 ADL process skills |
| Autism Diagnostic Interview (ADI)  (2003) | Provides a range of information to assist in diagnosing autism and other autism spectrum disorders (ASDs). | Child-Adult  Mental age of 2 years and 0 months | Parent/caregiver interview  85 page protocol booklet used to record, code, and analyze responses | Interview takes 1 ½ to 2 ½ hours to complete, individual who you are assessing is not present during the interview, focuses on 3 domains: language/communication, reciprocal social interactions, and restricted, repetitive, and stereotyped behaviors and interests |
| Autobiographical Memory Interview  (1990) | Assessment of a subject’s personal remote memory | Adult | Interview and score | Recall facts from their past life, relating to childhood, early adult life, and recent facts |
| Balance Assessments | Assess level of balance and gait issues  Assess risks of falls | Adult, Geriatric | Checklist, observation, report | Includes the Tinetti Gait & Balance Instrument, the Dynamic Gait Index, the Timed Up and Go, and the Berg Balance Scale |
| The Balzar-Martin Preschool Screening Program  (1992) | Identifies possible developmental problems in children  Screening Tool | Ages 3-5 | Parent Questionnaire, Teacher Checklist, Direct screening of child (tasks and observation) | Screening takes approximately 10 minutes |
| The Barth Time  (1978) | Assess fine motor skills, patients values and interests | Allen Cognitive level four or higher | Self report activity by filling out time chart | Report how one spends time in sleep, activities of daily living, work, and leisure areas |
| Battelle Developmental Inventory, 2nd Edition (BDI-2)  (2004) | Assessment battery of key developmental skills and functional abilities. | Children  birth- 7 years | Structured test (tasks), parent interview, and observation  Administer and score | Five Domains: Adaptive, personal-social, communication, motor, cognitive  Provides varies accommodations for disabilities |
| Bay Area Functional Performance Evaluation (BaFPE)  (1978) | Assess general components of functioning and cognition that are needed to perform activities of daily living | Adult  Psychosocial | Administer and score | Two Parts: Task Oriented Assessment (5 tasks) and the Social Interaction Scale, older assessment |
| Bayley- III  (2005) | Assesses motor development. Identify children with developmental delays of motor functioning and providing information for intervention planning | Infants and young children between 1 month and 42 months  Pediatric | Administer subtests and score (norm-referenced scores; scaled scores; composite scores; percentile ranks and growth scores) | Two subtests (Fine motor and gross motor |
| Beck Depression Inventory-Second Edition (BDI-II)  (1996) | Assess the severity of depression in correlation with the DSM-IV criteria for depressive disorder | 13 years and older | Self-report questionnaire | 21 items measuring: sadness, pessimism, past failure, loss of pleasure, guilty feelings, punishment feelings, self-dislike, self-criticalness, suicidal thoughts or wishes, crying, agitation, loss of interest, indecisiveness, worthlessness, loss of energy, changes in sleeping pattern, irritability, changes in appetite, concentration difficulty, tiredness or fatigue, and loss of interest in sex |
| Beery Developmental Test of Visual-Motor Integration (Beery VMI) 6th edition  (2010) | Assess the extent to which individuals can integrate their visual and motor abilities (eye-hand coordination)  Help identify, through early screening, children who may need special assistance | Children ages 2 through 18 years (6th edition has updated norms)  Short form 21-item version is available for children ages 2 through 7 years  Pediatric | Group or individually administered in about 10 to 15 minutes  Administer the Full Form booklet then score | Developmental sequence of geometric forms to be copied with paper and pencil  30 items |
| Behavior Rating Inventory of Executive Functioning (BRIEF)  (2000) | Assess executive function behaviors in the home and school environments | Children ages 5 to 18  Pediatric | Questionnaire | Measures inhibit, shift, emotional control, initiate, working memory, plan/organize, organization of materials, and monitor |
| Behavioral Assessment of the Dysexecutive Syndrome (BADS)  (1996) | Predicting everyday problems arising from the Dysexecutive Syndrome | Dysexecutive Syndrome of children and up  Pediatric, Young Adult, Adult, Geriatric | Administer tests  Questionnaire | Real life activities to work on executive abilities such as ability to initiate their use, monitor their performance and use this information to adjust their behavior |
| Behavioural Inattention Test  (1987) | Measures unilateral visual neglect | Adult | Administer and score | Nine subtests |
| Brain Injury Visual Assessment Battery for Adults  (1998) | Measures visual perception in individuals with CVA, traumatic brain injury, brain tumor, anoxia, and degenerative neurological diseases | Children as young as 8 years (with modification)  14 and older (without modification) | Administer and Score | Assesses acuity, oculomotor function, visual field, and contrast sensitivity function |
| Bruininks Motor Ability Test (BMAT)  (2012) | Determines if client’s motor function is appropriate for independent living | Adults 40 and older | Administer and score | Assesses gross and fine motor skills; subtests include: fine motor integration, manual dexterity, coordination, balance and mobility, as well as strength and flexibility |
| Bruininks-Oseretsky Test of Motor Proficiency (BOT 2)  (2005) | Test that uses engaging, goal-directed activities to measure a wide array of motor skills | Children aged 4 through 21  Pediatric, Young Adult | Administer subtests and score | Kit included.  Four motor-area components that are tested: fine manual control, manual coordination, body coordination, and strength and agility |
| Canadian Occupational Performance Measure (COPM)  (2004) | Measure self perception of occupational performance over time | Young Adult, Adult, Geriatric | Administer with rating scale | Identifies problems and rates through performance and satisfaction |
| Comprehensive Evaluation of Basic Living Skills (CEBLS)  (1976) | Measure of basic ADL and IADL | Adults | Observation, interview, and/or observations from other disciplines | Three categories assessed: personal care and hygiene, practical evaluation (plans meal, uses bus and telephone), written evaluation (read, write, tell time, manage money, solve math problems). |
| Child Occupational Self Assessment (COSA)  (2005) | Client directed assessment tool and an outcome measure designed to capture children’s and youth’s perceptions regarding their own sense of occupational competence and the importance of everyday activities. | Children and youths between the ages of 8 to 13 years  Pediatric | Self-rating by completing the checklist form version or the card sort version | Series of statements that are self rated  Provides with the opportunity to express their views about their strengths as well as their concerns and to indicate their values as they pertain to the occupational participation statements |
| Childhood Autism Rating Scale (CARS-2)  (2010) | Identify children with autism, place children in mild to moderate or moderate to severe range | Children | Observe and Score | Rates child on skills related to: relating to people, imitation, emotional response, body use, object use, adaptation to change, visual response, listening response, taste, smell, and touch response and use, fear or nervousness, verbal communication, nonverbal communication, activity level, level and consistency or intellectual response, and general impression |
| Children’s Assessment of Participation and Enjoyment & Preferences for Activities of Children (CAPE/PAC)  (2004) | CAPE is a measure designed to document how children with or without disabilities participate in everyday activities outside of their mandates school activities. PAC determines activity preferences | Children ages 6 to 21  Pediatric, Young Adult | Record form that can be completed by the child with assistance from the parent or caregiver (self-administered)  Child respond to each item using the Activity Cards and Visual Response Pages (Interviewer-administered) | The set of cards can assess a child’s participation diversity, intensity, and enjoyment of these activities; with who and where a child participates; and his or her preferences  Scores are examined by overall, domain, or activity type |
| Clinical Observations of Motor and Postural Skills (COMPS)  (1994) | Screening tool for the identification of motor problems | Children ages 5 to 9  Pediatric | Administer items and score | Consists of six items: slow movements, rapid forearm rotation, finger-nose touching, prone extension posture, asymmetrical tonic neck reflex, and supine flexion posture |
| The Cognitive Assessment of Minnesota  (1993) | Assesses a wide range of cognitive skills in brain-injured adults, screening tool | Brain-injured adults WITHOUT severe visual-perceptual-motor deficits | 17 subtests that address different skill areas, record in score booklet as each item is completed | Takes approximately 40 minutes to administer, clear directions, subtests are familiar tasks |
| Cognitive Performance Test (CPT)  (2008) | Assess cognitive level | Adults | Administer and score | Perform everyday activities |
| Community Integration Questionnaire (CIQ) | Brief measure of an individual’s level of integration into the home and community | Adults | Completed by individual being assessed OR someone who knows the individual well | Subscales: home integration, social integration, productivity.  Also obtain overall community integration score |
| Comprehensive Occupational Therapy Evaluation Scale (COTE)  (1976) | Measures specific behaviors within an acute psychiatric setting | Adults | Administer and score | 25 items measure 3 categories of behavior including: general behavior, interpersonal behavior, and task behavior  Each item is scored on a scale of 0 to 4  Each item has specific criteria for each number on the scale |
| Contextual Memory Test (CMT)  (1993) | Assess awareness of memory capacity, strategy use, and recall | Adults with memory dysfunction | Administer and score | Uses pictures of related objects as the items to be remembered |
| Craig Hospital Inventory of Environmental Factors (CHIEF) | Assess the frequency and magnitude of perceived physical, attitudinal, and policy barriers that keep people with disabilities from doing what they want or need to do | Individuals with and without disabilities from 16 years old to 95 years old | Administer and score | 25-item self-administered questionnaire or interview format, measuring the following 5 domains of environmental factors: policies, physical and structural, work and school, attitudes and support in addition to services and assistance |
| DeGangi-Berk Test of Sensory Integration  (1983) | Overall measure of sensory integration | Preschool, ages 3-5 | Administer 36 items and score | Measures 3 subdomains of sensory integration including: postural control, bilateral motor coordination, and reflex integration, child performs tasks, older test (1983) |
| Denver Developmental Screening Test  (1992) | Screening tool for well children to determine potential problems | Birth to 6 years | Administer and score | 125 items within four areas: personal-social, fine motor-adaptive, language, and gross motor |
| Denver Handwriting Analysis  (1983) | Informal, criterion-referenced cursive handwriting scale | Students in grades three through eight  Pediatric | Five subtests are administered and scored | Task analysis approach to be able to identify handwriting difficulties |
| Developmental Indicators for the Assessment of Learning- Revised (DIAL-R)  (1990) | Screening test designed to identify young children in need of further diagnostic assessment or curricular modification | Children between the ages of 2-0 and 5-11 years  Pediatric | Administer and score | Three screening areas: Motor, conceptual, and language behaviors. Items are subdivided into tasks and a checklist of social/emotional behaviors. |
| Developmental Test of Visual Perception (DTVP 2)  (1993) | Measure different but interrelated visual perception and visual motor abilities | Children ages 4 through 10  Pediatric | Administer and score subtests | Eight subtests include eye-hand coordination, position in space, copying, figure-ground, spatial relations, visual closure, visual-motor speed, and form constancy |
| Devereux Early Childhood Assessment (DECA)  (1999) | Evaluating within- child protective factors | Preschool children ages two to five  Pediatric | Rating scale | 27 positive behaviors  Identify strengths and comparative weaknesses |
| Devereux Early Childhood Assessment for Infants and Toddlers  (2007) | Screen for potential risk in the social and emotional development | Infant and toddlers ages 1 month up to 36 months  Pediatric | Rating scale filled out by family members or early care and education professionals | Evaluates the frequency of positive behaviors associated with protective factors |
| Devereux Early Childhood Assessment for Preschoolers, Second Edition (DECA-P2)  (2012) | Assessment used for planning and promotion of resiliency | Children ages 3 to 5 years old  Pediatric | Administer and score | Measures and describes the strengths and needs of a child in regard to within-child protective factors |
| Early Childhood Environment Rating Scale- Revised Edition  (2005) | Evaluation of children’s environment within the age range | Classrooms that serve children 2.5-5 years of age | Observation, interview, and score | 43 items divided into the following 7 subscales: space and furnishing, personal care routines, language-reasoning, activities, interaction, program structure, and parents and staff  Items scored on a scale of 1 to 7 |
| Early Screening Inventory- Revised (ESI-R)  (2008) | Screen to identify children who may require special education services within school | 3 to 5 years of age | Individual is assessed through a variety of tasks and then scored on performance ability | Evaluates visual-motor/adaptive, language and cognition, and gross motor |
| Evaluation of Social Interaction  (2010) | Evaluates a person’s social interaction in the context of occupational performance | 2 years and up | Interview, performance, score | Clients are scored on the social performance of at least two occupations that require social interaction. |
| Evaluation Tool of Children’s Handwriting (ETCH)  (1995) | Evaluate manuscript and cursive handwriting skills of children who are experiencing difficulty with written communication  Legibility and speed of handwriting | Children grades 1 through 6  6 years 0 months to 12 years 5 months  Pediatric | Individual is tested by completing the tasks through the response booklet and observation  booklet is scored | Writing tasks are scored individually  Seven cursive writing tasks and six manuscript writing tasks plus items addressing the child’s ability to handle the writing tool and paper |
| F & G Fine Motor Evaluation | Evaluation of upper extremity ability | Not Stated | Questionnaire or Interview | 15 items scored on a scale of 0 to 4 in the areas of feeding and grooming  Scores reflect grip and release, bimanual activities, finger dexterity, and functional and automatic movements |
| First Step  (1993) | Administered screening test designed to identify children who may have mild to severe school-related problems | Young children aged 2 years, 9 months to 6 years, 2 months  Pediatric | It is the first step in evaluating children with special needs. It is reliable, valid, and quickly administered.  Subtests are administered and scored. | Screen presence of developmental delays in cognition, communication, motor, social emotional, and adaptive functioning |
| Functional Living Skills Assessment | Identifies functional level of an individual and is used to create goals  Part of the Ohio Functional Assessment Battery | Individuals with lower-moderate to severe cognitive impairments  Tasks are appropriate for adolescent to adult | Administer and score | 30 items measure decision making, problem solving, money management, reality orientation, attention span, motor performance, verbal communication, nonverbal communication  Each item is scored on a scale of 0 to5 |
| Functional Needs Assessment | Provides an integrated, systematic method for assessing functional abilities | Chronic psychiatric patients | Approx 45 minutes to administer, semi-structured interview and observation | Looks at physical abilities, ADLS, IADLS, social skills, and communication skills |
| Health Enhancement Lifestyle Profile (HELP) | Identifies level of health and areas of improvement | Young Adult to Geriatric | Administer and Score | Evaluates areas of: Exercise, diet, productive activities and social participation, leisure, activities of daily living, stress management and spiritual participation, and other health promotion and risk behaviors |
| HELP for Preschoolers  (Hawaii Early Learning Profile)  (1995) | Curriculum-based assessment for children who are developing as normal preschoolers or developmental delays | Children three to six  OR Birth-3  Pediatric | Administer activities and score | Six domains: cognitive, language, gross motor, fine motor, social, and self help skills |
| Home Fall Hazards: Westmead Home Safety Assessment (WeHSA)  (1997) – unable to find right now | Identify hazards in the homes of elderly persons at risk of falls | Geriatric | Observation and walkthrough of home, fill out form and provide recommendations | Manual is a supplement that explains fall risks and variables associated with falls. The assessment is similar to the SAFER in that it evaluates the environment |
| Independent Living Scales (ILS)  (1996) | Determining the most appropriate living setting for adults who are experiencing a decline in cognitive functioning | 65 years and older  Geriatric | Administer and score | Five scales: memory/orientation, managing money, managing home and transportation, health and safety, and social adjustment |
| Infant/Toddler Environment Rating Scale-Revised Edition  (2006) | Evaluation of child-care center or setting | Infants- birth to 11 months  Toddlers- 12 months to 30 months | Observation | 39 items divided by the following subscales: space and furnishings, personal care routines, listening and talking, activities, interaction, program structure, and parents and staff  Items are rated on a scale of 1 to 7 |
| Infant/Toddler Sensory Profile  (2002) | Describes the child’s responses to sensory stimuli | Birth-3 years | Parent/caregiver questionnaire | Parent/caregiver fills out questionnaire, results place a child in one of the four quadrants in order to understand their sensory processing needs |
| The Infant/Toddler Symptom Checklist  (2006) | Identifies infants/toddlers who are at risk for sensory-integrative disorders, attentional deficits, and emotional or behavioral problems. | 7-30 months  Pediatric | Age specific checklist or general screening checklist. Parent or caregiver completes checklist, therapist scores and interprets | Measures domains of self-regulation, attention, modulation of sleep-wake states, responses to sensory stimulation, attachment, and emotional functioning. |
| Interest Checklist | gathers information on a client’s strength of interest and engagement in 68 activities in the past, currently, and in the future | Adolescent or Adult | Self-Assess fill out form | Leisure interests that can influence activity choices, identifies current, past, or future interests, can be used in intervention planning |
| Inventory of Environmental Factors | Identifies barriers that occur in the environment | Adolescent or adult | Have client fill out form | Identify if barriers occur and how big they perceive the problem is |
| Kitchen Task Assessment | Records the clients level of cognitive support required to compete a cooking task successfully | Adult  Made for adults with Alzheimer’s but can be applied to other psychiatric diagnoses also | Client completes cooking task, therapist scores and interprets scores | Can be used to help clinicians understand level of support needed in the home or upon discharge |
| Klein-Bell Activities of Daily Living Scale | Identify critical and easily observable components of behaviors comprising activities of daily living to be considered independent | Adult | Administer and score | Receives points when completing dressing, mobility, elimination, bathing/hygiene, eating, and emergency communication |
| Kohlman Evaluation of Living Skills (KELS)  (1992) | Determine a person’s ability to function in basic living skills | Elderly  Psychiatric  Cognitive Disabilities | Interview and tasks | Identify problem performance areas  Determine level of independence of a person and make recommendations for appropriate living situations |
| Learning Accomplishment Profile Diagnostic Edition (LAP-D)  (1992) | Provides a developmental assessment | Children ages 30-72 months  Pediatric | Administer and score | 4 major developmental areas: Fine motor, language, cognitive, and gross motor |
| Learning Accomplishment Profile-Revised (LAP-R) | Provide the teacher to identify developmentally appropriate learning objectives and measure in seven areas of development | Children 36-72 months  Pediatric | Administer and score | Personal/Social, Self Help, Language, Cognitive, Pre-writing, Fine motor, and Gross motor |
| Leisure Boredom Scale | Assesses leisure and boredom | Not stated | Self-report | 16 items rated on a likert scale (1-5) |
| Loewenstein Occupational Therapy Cognitive Assessment (LOTCA)  (1974) | Assesses neuropsychological abilities and disabilities | Brain-damaged adults | Administer subtests and score | Divided into orientation, perception, visuomotor organization, and thinking operations |
| Loewenstein Occupational Therapy Cognitive Assessment for Geriatric Population (LOTCA G) | Assess basic cognitive skills | Geriatric Population | Administer kit and score | Areas tested are orientation, perception, and praxis, visuomotor organization and thinking operations |
| The Manual Ability Measure (MAM-20)  (2011) | Measures hand function in musculoskeletal and neurologic patients | Adult | Administer and score | 20 items based on ADL and some IADL measured on a scale of 1 (I can’t do) to 4 (Easy) |
| Middlesex Elderly Assessment of Mental State (MEAMS)  (1989) | Screening test to detect gross impairment of specific cognitive skills | Geriatric | Perform tasks and score | 12 subtests |
| Miller Function & Participation Scales (M-FUN)  (2008) | Developmental assessment toll that determines how a child’s motor competency affects his or her ability to engage in home and school activities and to participate socially in his or her world | Children 2 years, 6 months to 7 years, 11 months  Pediatric | Administer components and score | Performance component includes workbook activities to tap visual motor abilities and play activities that measure fine and gross motor abilities. Participation based assessment includes checklists to rate child’s participation in home and school environments. Kit included. |
| The Milwaukee Evaluation of Daily Living Skills (MEDLS)  (1988) | Assessment of basic daily living skills | Chronically Mentally Ill | Skills assessed by actually performing or simulating performance | Provide baseline data for establishing treatment objectives for a specific client |
| Minnesota Handwriting Assessment  (1999) | Assess manuscript and handwriting | Children beginning in January of first grade  Pediatric | Administer and score | Copy words from a printed stimulus sheet onto the lines below that are marked by triangles |
| MNREAD Acuity Chart  (1994) | Measures reading acuity, reading speed, and critical print size | Normal and low-vision individuals | Administer and score | Client reads the chart while the administrator scores |
| Montreal Cognitive Assessment (MoCA)  (2009) | Screening instrument for mild cognitive dysfunction | Adult  Psychosocial | Administer and core | Attention, concentration, executive functions, memory, language, visoconstructional skills, conceptual thinking, calculations, and orientation |
| Motor –Free Visual Perception Test (MVPT 3)  (2003) | Assess overall visual perceptual ability | Children ages 4 years 0 months through 95 years old and above  Pediatric, Adult, Geriatric | Series of test plates and asked to identify a series of test plates and asked to identify the correct answer from among 4 alternatives for each item  A single raw score is obtained and converted to a standard score, percentile rank, and age equivalent | Test plates include the motor free tasks of spatial relationships, visual discrimination, figure ground, visual closure, and visual memory |
| The Motor Skills Acquisition Checklist | Evaluates and monitors a baby’s progress in motor skill acquisition, evaluates components of age appropriate motor skills, guides treatment, evaluates progress | Birth- 12 Months | Observation and/or parent report. Check item if skill has been acquired. | Clinical judgment needed to determine if item is or is not acquired by the infant. Observe baby and check items. Atypical items included |
| The Occupational Circumstances Assessment Interview and Rating Scale (OCAIRS)  (2005) | Gathers information regarding individual’s occupational participation | Adults with psychiatric and physical disabilities and have the cognitive and emotional ability  Psychosocial | Semi structured interview  Rating Scale  Summary Form | 12 major areas that the interviewer collects |
| The Occupational Performance History Interview II (OPHI-II)  (2004) | Interview that explores a client’s occupational life history | Young Adult, Adult, Geriatric | Interview | There is also a rating scale and life history narrative |
| Occupational Questionnaire  (1986) | Record usual weekday occupational engagement from waking up to bed | Adults | Non standardized  Informational | Response to activities: How well you do activities, how important and how much one enjoys them |
| Occupational Role History | Measures how and under what condition the individual learned to perform roles and approach role expectations, and when if ever the individual was more competent than they now appear | Adult  Psychosocial | Semi-structured interview | Information is gathered on role status (functional, temporarily impaired, or dysfunctional) and role balance. Treatment ideas stem from areas in need of improvement |
| The Occupational Self Assessment (OSA)  (2006) | Evaluates clients satisfaction and importance of everyday tasks in order to plan intervention | Young adult or adult with the ability to self-assess | Questionnaire | Provides information that can be used to collaborate with client on their self-reported goals, also provides information on the environment |
| Occupational Therapy Psychosocial Assessment of Learning (OT PAL)  (1998) | Examine environmental factors to determine the best fit between a child and environment | Children 6 to 12 years  Pediatric | Observation  Interview | For children having difficulty meeting functional expectations and roles in classroom |
| Ohio Functional Assessment Battery | Obtain the functional level of a client in order to develop measurable treatment objectives | Adult | Test Options: Functional Living Skills Assessment, Quick Functional Screening Test, and Recreation and Leisure Profile | Six Activities: Recreation and Leisure Profile, Domino Patterns, Draw a Box, Beads, Sporting Goods Shopping Trip, and Rainy Day |
| Oral-Motor/Feeding Rating Scale  (1990) | Assesses individuals with oral-motor feeding dysfunction. Can be used as an initial observation/screening or to re-evaluate skills | Pediatric to adult  One year to adulthood | Observation of feeding/eating and complete forms, rate skill/item on 1-5 scale to obtain numerical score | Section 1: Identifying Information (Name, age, etc), Section 2: Oral-Motor/Feeding Patterns (Lip/Cheek, tongue, and jaw movement), Section 3: Related Areas of Feeding Function (Self-Feeding, Position, Sensitivity, etc), Section 4: Optional-Respiration/Phonation Function and Gross Motor and Fine Motor Function, Section 5: Rating Scale Synopsis |
| Paracheck Geriatric Rating Scale (3rd ed) | To determine individual capabilities in order to plan treatment programs | Geriatric | Obervation and Score | Tales 3-5 minutes, completed once a month to monitor progress, rated in physical, self-care, and socialization skills, older tool |
| Peabody Developmental Motor Scales 2 (PDMS 2)  (2000) | Assess motor skills | Children  birth to 6 years  Pediatric | Administer six subtests (reflexes, stationary, locomotion, object manipulation, grasping, and visual-motor integration) then record scores | Contains multiple pieces of equipment that measure interrelated motor abilities that develop early in life |
| Pediatric Activity Card Sort (PACS)  (2004) | Determine their levels of occupational performance and engagement | Children ages 5 to 14  Pediatric | Self Report that is administered through cards and scored | 83 cards depicting 75 activities of four categories: personal care, school/productivity, hobbies/social activities, and sports |
| Pediatric Evaluation of Disability Inventory (PEDI)  (1992) | Measures capability and performance of functional activities in self care, mobility, and social function  Serve as an instrument that can identify children who show patterns of delay in achieving age appropriate functional abilities | Children ages 6 months to 7.5 years but can be evaluated with older adults if their function abilities fall below 7.5 year old with no disabilities  Pediatric | Options include structured interview with parents, observation of child by caregivers, teachers or therapist, and professional judgments by the child’s therapists/ teachers | Books consists of 197 functional items and 20 items that assess caregiver assistance and modifications |
| Pediatric Interest Profiles  (2000) | Gathers information about play interests directly from the child or adolescent | Kid Play Profile- Children 6 to 9; Preteen Play Profile- Children 9 to 12; Adolescent Leisure Interest Profile-12 to 21  Pediatric, Young Adult | Activity items, questions about the activities, and the response formats of each version | Lists/ depicts via pictures a variety of play and leisure activities and questions about the activity |
| The Pediatric Volitional Questionnaire  (2002) | Examines motivation by capturing how a child reacts to and acts within his/her environment | Children 2 to 7 years of age  Pediatric | Observation | Evaluate volitional components in children who have significant limitations in cognitive, verbal or physical abilities |
| The Perceived Efficacy and Goal Setting System (PEGS)  (2004) | Designed to enable young children with disabilities to self report their perceived competence in everyday activities and to set goals for intervention | Children who are chronologically or developmentally at a 6 to 9 year old level  Pediatric, Young Adult (developmental Level) | Administered cards and scored or caregiver and teacher questionnaire | Cards illustrate children performing self care tasks, school tasks, and leisure activities. Child identifies the tasks that are challenging and what they would like to work on. |
| Personal Wellbeing Index- Adult  (2006) | Measures satisfaction | Adult | Administer and score | Eight items corresponding to a quality of life domain |
| Personal Wellbeing Index- Pre School/ School Children  (2004) | Assesses seven items of satisfaction with each one corresponding to a quality of life domain | Pre-school and School age children  Pediatric | Administer scale and score | Standard of living, health, life achievement, personal relationships, personal safety, community connectedness, and future security |
| Pier’s Harris Children’s Self Concept Scale  (2002) | Assessment of self concept | Children at least 7 years old and have at least a second grade reading ability to 18 years  Pediatric | Self Report Questionnaire | Domains include behavioral adjustment, intellectual and school status, physical appearance and attributes, freedom from anxiety, popularity, and happiness and satisfaction |
| Play History | Measures past to present play occupations with quantitative and qualitative findings | Children 1.7 to 19.5 years | Open ended questionnaire of parent/guardian/caregiver and observation | Domains include availability of appropriate toys, play space, play preferences and play friends, nature of play with objects, animals, and humans, and quantity of play |
| Preschool Visual Motor Integration Assessment (PVMIA)  (2001) | Identify visual motor integration deficits and to ascertain the areas on which any necessary intervention should be focused | Children 3.5 to 5.5 years  Pediatric | Administer and score | Two subtests (drawing and block patterns) and two behavioral observations checklists |
| Prevocational Skills Checklist | Identify skill level of skills needed to obtain and maintain a job position  Un-standardized assessment | Young Adult to Adult | Complete checklist and interpret | Each skill is ranked from excellent too much improvement needed to identify strengths and areas of improvement |
| Profile of Occupational Engagement in People with Schizophrenia | Gather and conclude information about occupational engagement in persons with schizophrenia | People with Schizophrenia | Data collection 24 hour time diary and interview and assess | Provide therapist with systematic data about progress and status of the engagement in daily occupations |
| Quality of Life Inventory (QOLI)  (1994) | Measures life satisfaction and dissatisfaction | Adults (17 and older) with a 6th grade reading level | Questionnaire or interview if the client is below a 6th grade reading level | 36 items assess QOL in 16 areas |
| Quality of Upper Extremity Skills Test (QUEST)  (1992) | Evaluates quality of upper extremity functions | Children 18 months to 8 years of age that exhibit neuromotor dysfunction with spasticity  Pediatric | Administer and score | Four domains: dissociated movement, grasp, protective extension, and weight bearing |
| Quick Functional Screening Test  *Part of the OHIO* | Short version of the Functional Living Skills Assessment  One of three tools within the Ohio Functional Assessment Battery | Individuals with upper-moderate to mild cognitive impairment | Administer and score | Assesses the following 12 domains: money management, motor abilities, nonverbal communication, motivation, nonproductive behavior, attention-seeking behavior, retention span, verbal communication, self-esteem, verbal communication, self-esteem, frustration tolerance, cooperation, and attention span |
| Recreation and Leisure Profile  *Part of the OHIO* | Measurement of leisure participation  One of three tools within the Ohio Functional Assessment Battery  Used to gather information on treatment, leisure education, and recreation participation | Adolescents to adults | Interview and observation | Assesses the following domains: leisure interest, resource knowledge, leisure participation style, motivational attitudes for leisure participation, leisure barriers, and leisure awareness and involvement |
| The Residential Environment Impact Survey (REIS)  (2008) | Evaluation of the environmental impact of a residential facility on the residents | Residential facilities for people with a history of substance abuse, homelessness, HIV/AIDS, mental illness, or behavioral disorders | Observation, group interview with residents, staff interview | Observation includes an overview of the entire facility and 2 activities. 24 items rated on a scale of 1 to 4  Group interview includes the following domains: spaces, objects, tasks/activities, and social groups/social environment  Staff interview provides staff perscpective of strengths and limitations |
| Rivermead Behavioral Memory Test- II (RBMT 2) | Detect impairment of everyday memory functioning and to monitor change following treatment for memory difficulties | Adults with brain damage | Observation and Questionnaire | Subtests aimed to provide analogues of everyday memory situations that appear to prove troublesome for certain patients |
| Role Checklist | Elicit information about a person’s occupational roles | Adolescent and Adult | Self Report | Perception and value of their roles through their lifespan |
| Rosenbusch Test of Finger Dexterity | Compare the tested hand to the function of a normal hand | Adult | Administer and score | Number of objects manipulated, the speed, and the accuracy of performance |
| Routine Task Inventory | Activity analysis and a functional evaluation instrument | Adult | Self report, caregiver report, and observation | Multiple tasks |
| Safety Assessment of Function and the Environment for Rehabilitation (SAFER) Tool | Provide OTs with a comprehensive, consistent measure of a client’s ability to safely carry out functional activities in his or her own home | Adult | Observe  Interview | 97 items in detail to stimulate OTs to consider different safety issues and to initiate suggestions that address the safety concerns |
| Safety Assessment of Function & the Environment for Rehabilitation (SAFER) Health Outcome Measurement and Evaluation (HOME) | Evaluate the changes following home safety intervention in daily practice | Adult | Observation | Assess a person’s ability to safely carry out functional activities in his or her home and to plan interventions |
| Satisfaction with Life Scale | Brief rating scale on life satisfaction | Adult | Questionnaire | 5 items rated on a scale of 1 to 7 |
| School-Age Care Environment Rating Scale (SACERS)  (1996) | Evaluate child care programs | Elementary school-aged children | Observation | 43 items divided between 6 subscales including: space and furnishings, health and safety, activities, interactions, program structure, and staff development  Each item is rated on a scale of 1 to 7 |
| School Function Assessment (SFA)  (2005) | Measure a student’s performance of functional tasks that support his or her participation in the academic and social aspects in their educational program | Elementary school program (grades K-6)  Pediatric | Judgment based (questionnaire) by 1 or more school professionals | Child is rated on participation, task supports, and activity performance. |
| Scorable Self-Care Evaluation (Revised) | Assess clients performance of self-care tasks  Obatin a baseline in order to identify problems in basic living skills | Adults | Questions and tasks  Need materials to complete (no kit so need to obtain youself)  Similar to the format of the KELS | Four subscles: Personal Care, Housekeeping, Work and Leisure, and Finanacial Management |
| Self Discovery Tapestry  (2005) | Acknowledge and review the client’s life nonverbally and to help analyze patterns of coping | Individuals who are experiencing important transitions  Psychosocial | Fill out assessment sheet | Visually illustrate their own continuing occupational patterns and analyze adaptive behaviors surrounding critical events |
| Self Perception Profile for Children  (1998) | To gain domain-specific judgments of their competence as well as a global perception of their worth or esteem | Children  Pediatric | Questionnaire and scale | Scholastic competence, social acceptance, athletic competence, physical appearance, behavioral conduct as well as global self worth |
| Senior Fitness Test Manual | Assess physical fitness | Older Adults 60 to 90 years | Administer and score | Assess mobility related fitness parameters (strength, endurance, flexibility, agility, and balance |
| Sensory-Motor Cognitive Assessment | Screening tool for patients who demonstrate impairments in sensory-motor and/ or cognitive | 10 years and older | Observation and score | Simple screening tool that evaluates general motor capacity and perceptual cognitive functioning  Ordinal rating scale used for 17 items |
| Sensorimotor Performance Analysis  (1989) | Criterion-referenced assessment intended to provide a qualitative record of individual performance | Educable, trainable, and profoundly mentally delayed children, adolescents, and young adults aged 5 to 21 years  Pediatric, Young Adult | Administer and score based upon how the tasks are accomplished | Presented with tasks and able to perform in any manner  Sensorimotor components of performance |
| Sensory Profile  (1999) | Measure sensory processing abilities and to profile the effect of sensory processing on functional performance in daily life | Children 5 to 10 years  Infant/Toddler: Birth to 3 years  Pediatric | Judgment based caregiver questionnaire  Supplement: additional scores and intervention plans | Three main sections: Sensory Processing, Modulation, and Behavioral and Emotional Responses  Link strength and barriers |
| Sensory Processing Measure (SPM)  (2007) | Unique and comprehensive perspective on a child’s sensory functioning in home, school, and community environments | Children ages 5 through 12  Pediatric | Each item is rated on the questionnaire | Integrated system of rating scales that enables assessment of sensory processing issues, praxis, and social participation |
| Sensory Processing Measure- Preschool (SPM-P)  (2010) | Broad perspective on sensory functioning (sensory processing, social participation, praxis) in home, preschool, and community  Based in Ayres Sensory Integration Theory | Children 2- 5 years old  Pediatric | Judgment based questionnaire  Home Form filled out by parent  Classroom Form filled out by main teacher or day care provider | 75 items  Standard scores in social participation, vision, hearing, touch, body awareness, balance and motion, planning and ideas, and total sensory systems |
| Social Communication Questionnaire  (2003) | Screening Tool used to identify possible Autism spectrum disorder (ASD),  Can be used as a compliment to the ADI | Pediatric  Mental age of 2 years, 0 months to 3 years, 11 months | Parent or caregiver fill out questionnaire | Determines if more extensive testing is needed |
| Social Emotional Evaluation (SEE)  (2008) | Evaluate aspects of emotional and social awareness | Children ages 6:0 to 12:11  Pediatric | Administer subtests  Social Emotional Questionnaire | Subtests include identifying common emotions and emotional reactions as well as a supplemental subtest of recognizing facial expressions |
| Social Responsiveness Scale (SRS)  (2005) | Assess interpersonal behavior, communication, and repetitive/stereotypic behavior that are characteristics of autism spectrum disorders | Child or Adolescent between the ages of 4 to 18 years  Pediatric | Report is completed by teacher, parent, or caretaker who is familiar with the child’s current behavior and developmental history.  Results are graphed and a single total score reflects the sum of responses | 65 item questionnaire  Measures the severity of autistic social impairment |
| A Systematic Approach to Cognitive Rehabilitation | Measures cognition, comprehensive, provides a basis for cognitive rehabilaition | Individual with head trauma of TBI | Observation and supplement with other standardized assessments | Extensive, tracks progress |
| Test of Grocery Shopping Skills (TOGSS)  (2009) | Assess the independent living skills of grocery shopping | People with psychiatric disorders | Administer and score | 27 items  Correct items, correct size, and lowest price |
| Test of Handwriting Skills Revised  (2007) | Un timed assessment of neurosensory integration through manuscript and cursive handwriting | Students ages 6 years 0 months through 18 years  Pediatric | Test and score 10 subtests  Scores are based on characteristics of letters rather than specific letter forms | Results can identify handwriting problems and monitor progress in handwriting, particularly for students with disabilities |
| Test of Sensory Functions in Infants (TSFI)  (1989) | Provides an overall measure of sensory processing and reactivity in infants | Ages 4-18 months | Administer items and score | Measures 5 subdomains of sensory processing and reactivity including: reactivity to tactile deep pressure, adaptive motor functioning, visual-tactile integration, ocular-motor control, and reactivity to vestibular stimulation, 24 items, older test (1989) |
| Test of Visual-Motor Skills-Revised (TVMS-R)  (1997) | Untimed test of visual-motor skills | Children 3 years through 13 years and 11 months  Pediatric | Test and score the 23 geometric designs | Determine a subject’s visual-motor strengths and weaknesses in specific areas such as closure, angles, intersecting and overlapping lines, size, rotation or reversal, line length, over penetration and under penetration, and modification of design |
| Test of Visual Perceptual Skills (TVPS 3)  (2006) | Assess an individual’s visual perceptual abilities without requiring motor involvement when making a response | School age children up to age 18  Pediatric | Individual goes through the subtests and answers the choices verbally by saying the number underneath the answer choice shown on the page. This is recorded on the record form. Raw scores are reported as scaled scores, percentile ranks, and age equivalent scores. | 112 black and white designs  Multiple choice format  Subtest are arranged in order of difficulty which are visual discrimination, visual memory, spatial relationships, form constancy, sequential memory, visual figure ground, and closure |
| Toddler and Infant Motor Evaluation (TIME)  (1994) | Assess motor abilities | Children 4 months to 3.5 years old  Pediatric | Administer using observations of spontaneous and elicited movements in supine, prone, sit, quadruped, and stand positions and score | Five primary subtests: Mobility, Stability, Motor Organization, Social/Emotional Abilities, and Functional Performance |
| The Toglia Category Assessment | Establish categories and switch conceptual set | Brain injured and schizophrenic patients with negative symptoms, ages 18-86 | Administer and score | Ability to profit from cues and/or task modifications |
| Tools for Parents  (2005) | Help parents, caretakers, therapists and children bring sensory integration into the home | Children  Pediatric | Worksheets | Addresses challenging behaviors and enhance attention and motor skills |
| Transdisciplinary Play-Based Assessment (TPBA)  (2008) | Developmental observations of cognitive, social-emotional, communication, and sensorimotor domains in structured and nonstructured play situations | Infancy through 6 years of age  Pediatric | Observation | Help identify areas of concern, evaluate progress and develop intervention plans |
| Underlying Characteristics Checklist (EI, UCC-HF, or UCC-CL)  (2007) | Un-standardized assessment tool used to identify characteristics across a number of domains associated with ASD for the purpose of intervention design | Individuals previously diagnosed with ASD  Early Intervention (EI)-3 months through 72 months  High Functioning (HF)- high functioning autism, Asperser Syndrome, and PDD-NOS  Classic (CL)- Classic Autism, may include PDD-NOS | Completed individually or as a team. Individual who is being assessed can be included if appropriate.  Respondents: parents, teachers, occupational therapists, speech pathologists, or psychologists.  Checklist of behaviors | Seven domains: social, restricted patterns of behavior, interests, and activities, communication characteristics, sensory differences, cognitive differences, motor differences, and emotional vulnerability. Also included is known medical and other biological factors |
| Transition Planning Inventory  (2006) | Identifies the strengths and needs or students who are preparing to move from high school to any number of available postschool settings. | Young Adults | Home Form, School Form, and Student Form  Further Assessment and Recommendations Form  Planning Notes Form | Provides assessment and areas of recommendations to tailor interventions. Currently TU does not have the forms other than the “Modified Form for Students with Significant Disabilities” |
| Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)  (2008) | Behaviorally based language assessment program for all children with language delays | 0-48 months  Pediatric | Administer and score | Milestones: evaluates existing skills, Barriers: assessment of common language acquisition barriers, Transition: is the child making progress, Task Analysis and Skills Tracking: breakdown of skills, Placement and IEP: specific direction and goals based on the four previous sections |
| Vineland Adaptive Behavior Scale  (2005) | Assess personal and social sufficiency of individuals | Birth to Adulthood  Pediatric, Adult | Survey Form, Expanded Form, Classroom Edition | Assesses adaptive behavior in four domains (communication, daily living skills, socialization, and motor skills) |
| The Volitional Questionnaire  (2003) | Evaluate volitional components | Adults with limitations in cognitive or verbal abilities | Observations | Indicate expression of personal causation, interests, values and motivation |
| WeeFim System  (1998) | Performance measurement system that documents functional performance in children with special healthcare needs | Children and adolescents from 6  Pediatric | Administer by direct observation, interview of a parent or caregiver or telephone contact | 18 item instrument that measures performance in daily functional skills of self care, mobility, and cognition |
| Wide Range Assessment of Visual Motor Abilities (VMA)  (1995) | Assessment of visual motor abilities | 3-17 years | Task performance and administrator score | Assesses the following domains: visual-motor, visual-spatial, and fine motor |
| Work Environment Impact Scale (WEIS)  (1998 | Evaluates the impact of the work setting on a person’s performance, satisfaction, and well-being | Adults, Physical or psychosocial disabilities  Employed or planning to get a job  NOT for chronically unemployed | Semi-structured interview with a 4-point rating scale | Helps therapist to understand how individuals with physical or psychosocial disabilities experience and perceive their work environments. Helps to facilitate a successful work experience. |
| Work Readiness Assessment Tool | Helps jobs seekers to evaluate the kind of work they would like to do and the issues to consider in getting the right job | Young adult or adult seeking a job | Self-assessment checklist | Answer questions and assists in providing plans to deal with possible problems |