Assessments that can be used by School Occupational Therapists

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(Please note that more than one company may sell the assessment. Also, this is just a sample of tests used by Occupational Therapists in School Systems. This is just a general overview.)

Company that sells the following tests: Pro-Ed

School Functional Assessment (SFA) - The School Function Assessment measures a student's performance of functional tasks that support participation in the academic and social aspects of an elementary school program (grades K-6). It was designed to facilitate collaborative program planning for students with a variety of physical and cognitive disabilities.

Developmental Test of Visual Perception–Adolescent and Adult (DTVP-A) - The DTVP-A is a battery of six subtests that measure different but interrelated visual-perceptual and visual-motor abilities. The battery, which is designed for use with individuals ages 11-0 through 74-11, has empirically established reliability and validity. The subtests and indexes also will suggest areas of emphasis in cognitive and fine motor rehabilitation. The DTVP-A is particularly useful in distinguishing true visual-perceptual deficits from problems solely with complex eye-hand or perceptual-motor actions.

Developmental Test of Visual Perception 2 -The DTVP2 is suitable for children ages 4 to 10, measures both visual perception and visual motor integration skills, has eight subtests, is based on updated theories of visual perceptual development, and can be administered to individuals in 35 minutes. The DTVP2 subtests are Eye-Hand Coordination, Copying, Spatial Relations, Position in Space, Figure-Ground, Visual Closure, Visual-Motor Speed, and Form Constancy.

Beery VMI, 5th Edition - The Beery VMI helps assess the extent to which individuals can integrate their visual and motor abilities. The Short Format and Full Format tests present drawings of geometric forms arranged in order of increasing difficulty that the individual is asked to copy.

Clinical Observation of Motor and Postural Skills (COMPS-2) - The Clinical Observations of Motor and Postural Skills, Second Edition (COMPS-2) is a reliable, standardized screening tool that identifies children with motor coordination problems who may benefit from sensorimotor or sensory integration therapy. Motor control characteristics assessed relate to cerebellar function, postural control, and motor control. The six CO items included are: slow movements, rapid forearm rotation, finger-nose touching, prone extension posture, asymmetric tonic neck reflex (ATNR), and supine flexion posture. This test is designed to assess children with subtle motor coordination problems, also called developmental coordination.
disorder (DCD). It is not recommended for use with children diagnosed with neurological problems, such as cerebral palsy.

**Motor-Free Visual Perception Test (MVPT-3)** - Designed to assess visual perception without reliance on an individual's motor skills, the MVPT-3 is particularly useful with those who may have learning, cognitive, motor, or physical disabilities. The MVPT-3 measures skills without copying tasks. It contains many new, more difficult items at the upper end for older children and adults. Tasks include matching, figure-ground, closure, visual memory, and form discrimination.

**Test of Visual Motor Integration (TVMI)** - The TVMI measures visual motor ability in students ages 4 to 17 by asking them to copy a series of increasingly complex geometric figures.

**Test of Handwriting Skills (THS)** - The THS measures neurosensory integration ability in either manuscript or cursive, in both uppercase and lowercase forms from the following: writing letters of the alphabet in alpha sequence (upercases and lowercases) from memory; writing letters of the alphabet out of alpha order (upercases and lowercases) from dictation; writing eight numbers out of numerical order from dictation; copying 12 uppercase selected letters of the alphabet out of alpha sequence; copying 10 lowercase selected letters of the alphabet out of alpha sequence; copying six words (21 letters); copying two sentences (6 words, 29 letters); and writing six words (21 letters) from dictation.

**Peabody Developmental Motor Scales (PDMS-2)** - The PDMS2 is an early childhood motor development program that provides (in one package) both in-depth assessment and training or remediation of gross and fine motor skills. The assessment is composed of six subtests that measure interrelated motor abilities that develop early in life. It is designed to assess the motor skills of children from birth through 5 years of age.

**Bruininks-Oseretksy Test of Motor Proficiency (BOTMP)** - The *Bruininks-Oseretksy Test of Motor Proficiency* (BOTMP) thoroughly assesses the motor proficiency of able-bodied students, as well as students with serious motor dysfunctions and developmental handicaps. It provides a comprehensive picture of a child's motor development. The test can also be useful in developing and evaluating motor training programs.

**Spatial Awareness Skills Program** - The *Spatial Awareness Skills Program* (SASP) assesses and teaches the fundamental analysis and organization abilities that enable children to make sense out of arithmetic and, more generally, to address written work and multi-step listening and reading comprehension tasks in an efficient, step-by-step fashion. SASP focuses on analysis and organization skills. SASP is intended for use by occupational therapists, developmental optometrists, and teachers who work with pre-kindergarten through elementary-school-age LD, ADD, or dyslexic children, individually or in groups.

**Functional Evaluation for Assistive Technology (FEAT)** - The *Functional Evaluation for Assistive Technology* (FEAT) is an easy-to- use, systematic, comprehensive,
multidimensional, and ecologically-based assessment protocol that can be used with people of all ages (i.e., elementary aged students through postsecondary adults). The scale can be used to determine the most appropriate and effective assistive technology devices to help individuals with learning problems (e.g., learning disabilities, mental retardation) compensate for their difficulties and meet the demands of specific tasks and contexts.

**Company that sells the following tests: Psychological Corporation:**

**MHA (Minnesota Handwriting Assessment)** - Use the *Minnesota Handwriting Assessment* with first and second grade students to analyze handwriting skills, including standard manuscript and D'Nealian styles of print. This test has normative information, substantiating its test/retest reliability. Use the test to identify how students are performing in relationship to their peers. It also demonstrates progress as a result of intervention. Scores are based on rate and five quality categories-Legibility, Form, Alignment, Size, and Spacing.

**Sensory Profile** – Use the Sensory Profile to determine how well children process information in everyday situations and to profile the sensory system’s effect on functional performance.

**Adolescent / Adult Sensory Profiles** – Adolescent/Adult version of the Sensory Profile


**MAP (Miller Assessment for Preschoolers)**

**Movement ABC (Movement Assessment Battery for Children)**

**PEDI (Pediatric Evaluation of Disability Inventory)** - Assess key functional capabilities and performance in children ages **six months to seven years** with this practical resource. Use it to evaluate older children whose functional abilities are lower than those of seven-year-olds without disabilities. *Pediatric Evaluation of Disability Inventory* (PEDI) lets you measure both capability and performance by observing—Self-care, Mobility, Social function

**DeGangi-Berk Test of Sensory Integration (TSI)** - permits early detection of even subtle developmental deficits that could lead to learning difficulties if ignored in children from **3 to 5 years**. The 36-items can be administered in 30 minutes and measure overall sensory integration as well as three clinically significant sub domains: Postural Control, Bilateral Motor Integration, and Reflex Integration.

**Company that sells the following tests: Thearpro:**

**Evaluation Tool of Children's Handwriting (ETCH)**-The ETCH evaluates the manuscript and handwriting skills of students in Gr. 1-6. It assesses handwriting speed and legibility in writing tasks similar to those required of classroom students. Writing speed is measured in letters per
minute and percentages of numeral, letter, and word legibility. Each writing task is scored and a Combined Score for all tasks is given.

**Pediatric Evaluation Form** - Finally, there is a formalized and organized checklist of all the observations made during the administration of standardized and other testing for OTs and PTs. This Form conserves time; during the evaluation, it eliminates the time needed to write sentences and phrases and, because of its organized format, it assists in the writing of the report. The Form includes such sections as Background Information, Sensory Processing, ADL, Testing Conditions, Social Emotional /Behavior, Physical/Neuromuscular Status, Gross Motor and Fine Motor Skills. The Manual provides definitions of each observation item. You won't forget to write any observation ever again!

**Sensory Integration Inventory Revised for Individuals with Developmental Disabilities** - Appropriate for all ages, this Inventory and accompanying User's Guide is a preliminary assessment for occupational therapists who serve people with developmental delays and disabilities. It is designed to screen for clients who might benefit by a sensory integration treatment approach. Skills and behaviors have been clustered into three categories: tactile, vestibular, and proprioceptive sensory systems. Each item is stated as an observable behavior. The User's Guide gives a rationale for inclusion of each item as an indicator of sensory integrative dysfunction.

**Quick Neurological Screening Test-II: 2nd Revised Edition (QNST-II)**-The QNST-II offers a quick and accurate way to detect soft neurological signs often associated with learning disabilities. Designed for use with individuals from 5 years to adulthood, this updated edition provides extensive literature reviews, clarified directions, and reformatted test protocol sheets. 15 sub-tests can be completed in 20-30 minutes.

**The Sensorimotor Performance Analysis [SPA]**- This criterion-referenced assessment provides a qualitative record of performance of gross and fine motor tasks. Designed for ambulatory clients who have developmental disabilities, it consists of four gross-motor tasks and three fine-motor tasks. Manual describes the use and interpretation of the SPA, gives examples of SPA based treatment plans, and provides scoring criterion. Scoring Profile groups the performance components of each test item according to their related sensorimotor components.

**Test of Visual Motor Skills: Upper Level [TVMS:UL]**- *Ages 12-40* This test is an upper-level companion to the Test of Visual-Motor Skills. Both levels offer practical information about how a subject visually perceives non-language forms, and how the subject reproduces in his head what is visually perceived. An excellent tool to diagnose possible motor control dysfunction delayed or impaired motor coordination, poor motor accuracy, and motor confusion.

**The Loewenstein Occupational Therapy Cognitive Assessment (LOTCA™)**- *2nd Edition* - A battery of tests for the evaluation and OT treatment of both adults and children. There are established adult norms for traumatic brain injury and stroke patients as well as normal control adults. Findings from psychiatric populations suggest that the LOTCA™ battery may be useful in pointing out possible underlying organic dysfunction. Takes only 30-45 minutes to administer and score. 20 comprehensive tests assess the extent of cognitive dysfunction in brain-damaged
patients in the following areas: orientation, visual and spatial perception, visual/motor organization, and thinking operations (abstract reasoning). Includes card decks, colored blocks, peg and pegboard set, scissors, 56pp manual, and other materials. Packaged in a plastic carrying case with handle. The Second Edition has some minor modifications in the administration and scoring of the test, a separate sub-test on logic has been added to assess everyday mathematical logic, and the manual now has a spiral-bound and larger format.

**Preschool Visual Motor Integration Assessment (PVMIA) Ages 3.5-5.5 years** - At last, a standardized test specifically devoted to the perceptual abilities of the preschooler. The PVMIA was developed to identify visual motor integration deficits of children 3-1/2 to 5-1/2 years old. Specific skills addressed by the PVMIA include: perception of position in space, awareness of spatial relationships, color and shape discrimination, matching two attributes simultaneously, and the ability to reproduce what is seen and what is interpreted. A total of 510 children were tested during the pre-standardization and standardization of the assessment. It can be administered in approximately 20 minutes and scored in approximately 25-30 minutes. The PVMIA consists of two subtests: a Drawing subtest (8 items), which examines the ability to recognize and reproduce lines and shapes on paper, and a Block Patterns subtest (25 items), which examines the abilities to recognize color and shape using three-dimensional blocks and to recognize and reproduce patterns created by assembling the same blocks. The drawings used in the Drawing subtest are novel to children and developmental in nature. The Block Pattern Subtest uses parquetry blocks that fit small hands rather than the one inch cubes typically used in other tests. The test items are presented in order of increasing difficulty. In addition, there are two Behavioral Observation Checklists which assist in the interpretation of the test results. Raw scores are converted to Standard Scores and Percentile Ranges for each of the Subtests and for the Total Test. The Complete Kit includes: Manual, 20 Record Forms, Test Plates, Shapes Blocks (14), Scoring Tools (Templates, Ruler, Primary Pencil, Screen) and a Carrying Case.

**Visual Skills Appraisal (VSA) Grades K-4** - The VSA is a screening tool developed to assist educational personnel in identifying visual inefficiencies that may affect school performance. Six subtests assess pursuit, scanning, alignment, locating movements, eye-hand coordination, and fixation unity. When visual deficiencies are noted, the student should be referred for a comprehensive visual examination. The VSA is a self-contained instrument which does not require the use of other equipment. The Manual includes many visual skill training techniques keyed to each subtest.

**Test of Visual-Motor Skills: Revised Edition [TVMS-R] Ages 3-13 years 11 months** - This well-accepted, well-normed, and standardized test has been revised. The changes are: addition of new geometric forms, deletion of some original geometric forms, revised norms for subjects ages 3 years to 13 years 11 months, revised standardization, and revised method of scoring. New scoring requires each geometric form to be evaluated by visual-motor characteristics, unlike the right or wrong method. A scoring-criterion form for each test booklet is needed. Still easy to administer, the revised form of the TVMS can be administered to groups as well as to individuals. Complete Set includes: Manual, 15 Test Booklets, 15 Scoring-Criterion Forms, Protractor.
Test of Visual-Motor Skills-Revised: Alternate Scoring Method [TVMS-R (ASM)]
Even though the scoring method of the TVMS-R is well accepted, it requires more time than a simplified, less elaborate method of scoring. For this reason, the author developed an Alternate Scoring Method. Instead of each geometric form being scored for up to 8 specific characteristics, the Alternate Scoring Method scores only the most common types of visual-motor errors. The scoring is a zero, a one, a two, or a three. The Test Booklet of geometric forms used with the TVMS-R is the same booklet used with the TVMS-R Alternate Scoring Method. While either scoring method can be used to score the same geometric forms, each scoring method has its own manual of statistics and norms.

Test of Visual Perceptual Skills-Non Motor [TVPS-NM] Ages 4-13 Addresses the perceptual areas of visual discrimination, memory, spatial relationships, form constancy, sequence memory, figure-ground, and closure. It is thought that, in order for a child to read and spell adequately, he needs well developed visual-perceptual and auditory-perceptual skills (i.e. auditory-visual association). The Test of Auditory Perceptual Skill [TAPS] measures seven areas of auditory perception.

Test of Visual Perceptual Skills-Non Motor: Upper Level [TVPS-NM:UL] Ages 12-19 The Upper Level TVPS-NM measures the same seven visual-perceptual skills. Developed to provide a more detailed and precise measurement of the subject's visual-perceptual strengths and weaknesses than had previously been available.

Test of Pictures/Forms/Letters/Numbers/Spatial Orientation & Sequencing Skills (TPFLNOSS) Ages 5-8 developed to help professionals determine a child's ability to visually perceive forms, letters, and numbers in the correct direction. Also helps determine a child's ability to visually perceive words with the letters in the correct sequence. This test is motor reduced, and no verbal responses are required. The child does not have to rely on his or her understanding of language symbols- only the orientation of language and non-language symbols.