

### **F-13. Open-face chocolate-hazelnut spread sandwich — one person**

**Note.** This task is not yet calibrated. Raters are encouraged to use this task during rater calibration in order to facilitate its standardization. Raters who already are calibrated may also use this task, but will need to score the person on at least two other AMPS tasks to be able to generate **Graphic Reports**. Calibrated raters interested in contributing to the standardization of this task may send their data to AMPS Project International.

#### **Essential task**

The person is expected to (a) prepare an open-face chocolate-hazelnut spread sandwich, (b) cut the sandwich in half, and (c) serve the sandwich on a plate.

#### **Specific criteria**

1. The sandwich should be prepared with one slice of presliced bread.
2. The presliced bread should be fully enclosed in a bread bag or other similar storage container (e.g., coated freezer or waxed paper).
3. The bread for the sandwich should **not** be toasted.
4. Cutting the sandwich in half is expected.

#### **Options**

1. Appropriate breads include any type of presliced white, whole grain, or other type of soft, presliced bread.
2. Appropriate spreads include chocolate-hazelnut spread, Nutella®, Speculoos®, peanut butter, or other spreads of comparable consistency.
3. The person may use butter or margarine in addition to the spread.

#### **Restoration**

The person is to return unneeded items in appropriate coverings to their original storage places, place dirty utensils in or beside the sink, wipe up any crumbs or spills, and discard any waste into a garbage container.

#### **Prior to beginning, the person should**

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials and the operation of water taps. A variety of alternative choices should be included among the tools and materials stored.

#### **Prior to beginning, the occupational therapist should**

1. Ascertain what type of bread and spread the person intends to use and whether he or she intends to also use butter or margarine to prepare the sandwich.

2. Ensure that any new, unopened containers or factory-sealed plastic wrappings (e.g., chocolate-hazelnut spread jars, bread bags) have been opened and reclosed by the person or by the occupational therapist.
3. Ensure that the bread has been presliced and rewrapped, if needed, either by the person or by the occupational therapist.
4. Ensure that homemade spread, if used, is prepared in advance and stored in an appropriate container by the person or by the occupational therapist.

**Special rule**

Do **not** score down if the person uses a plate that is appropriate but different than the one the person may have indicated he or she would use.

**Required tools and materials**

- Full or partial loaves or packages of presliced soft bread
- Spreads (e.g., chocolate-hazelnut spread, Nutella®, Speculoos®, peanut butter)
- Butter or margarine
- Kitchen

## **H-5. Tossed green salad with packaged lettuce and dressing, served in a large bowl — two to four persons**

**Note.** This task is not yet calibrated. Raters are encouraged to use this task during rater calibration in order to facilitate its standardization. Raters who already are calibrated may also use this task, but will need to score the person on at least two other AMPS tasks to be able to generate **Graphic Reports**. Calibrated raters interested in contributing to the standardization of this task may send their data to AMPS Project International.

### **Essential task**

The person is expected to (a) prepare two to four portions of a tossed green salad using packaged salad greens and two or three additional ingredients, (b) add salad dressing, and (c) serve the salad in a large bowl.

### **Specific criteria**

1. Salad greens include packaged “bite sized” lettuce leaves (e.g., spring salad mix, mache) or other leafy greens (e.g., baby spinach).
2. The packaged lettuce should be obtained from a **previously unopened** bag, package, or container.
3. If any of the packaged salad greens are from lettuce varieties with large leaves (e.g., romaine, iceberg, red endive), the packages must contain precut lettuce leaves.
4. The person is expected to wash the lettuce or other leafy greens, even if the packaged salad greens have been prewashed.
5. Additional ingredients should **not** be peeled, sliced, or chopped prior to initiating the task observation.

### **Options**

1. Appropriate additional ingredients to add to the packaged lettuce or other leafy greens include tomato, cucumber, green or red pepper, radishes, carrots, onions, avocado, or celery.
2. Appropriate salad dressing options include bottled salad dressing, plain oil and vinegar, or homemade salad dressing.

### **Restoration**

The person is to return unneeded items in appropriate coverings to their original storage places, place dirty utensils in or beside the sink, wipe up any crumbs or spills, and discard any waste into a garbage container.

### **Prior to beginning, the person should**

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials and the operation of water taps.

A variety of alternative choices should be included among the tools and materials stored.

**Prior to beginning, the occupational therapist should**

1. Ascertain what additional ingredients and salad dressing the person intends to use, and how many servings of salad he or she intends to prepare. It may also be desirable to determine if the person typically prewashes or peels any of the additional ingredients.
2. Ensure that homemade salad dressing, if used, is prepared in advance and stored in an appropriate container by the person or by the occupational therapist.

**Special rules**

1. Do **not** score down for failure to prewash additional ingredients unless visible soil is present.
2. Do **not** score down if the person uses a serving dish that is appropriate but different than the one the person may have indicated he or she would use.

**Required tools and materials**

- Unopened bags, packages, or containers of packaged salad greens
- At least three additional ingredients not precut or peeled (e.g., tomato, cucumber, peppers, radishes, carrots, onions, avocado, celery)
- Salad dressings (e.g., bottled, oil and vinegar)
- Kitchen

## **J-10. *Putting away clean dishes from a dishwasher***

**Note.** This task is not yet calibrated. Raters are encouraged to use this task during rater calibration in order to facilitate its standardization. Raters who already are calibrated may also use this task, but will need to score the person on at least two other AMPS tasks to be able to generate **Graphic Reports**. Calibrated raters interested in contributing to the standardization of this task may send their data to AMPS Project International.

### **Essential task**

The person is expected to put away clean dishes and silverware and/or related utensils from a dishwasher.

### **Specific criteria**

1. The dishwasher must be a front-loading model.
2. If a portable dishwasher is used, the power cord must be unplugged and the water hose disconnected from the sink faucet by the occupational therapist or the person prior to initiating the task observation.
3. The person must put away approximately 25 dishes and approximately 20 pieces of silverware and/or kitchen utensils.
4. The person is expected to restore the items to cupboards, shelves, or drawers.

### **Options**

1. Appropriate items include an assortment of dishes (e.g., plates, bowls, glasses, cups, mugs, small pans, plastic storage containers) as well as an assortment of silverware (e.g., knives, forks, spoons) and/or kitchen utensils (e.g., serving spoons, spatulas).
2. If some of the items are still wet, the person may dry off the items before putting them away.
3. The person may leave items with obvious food or soap residue in the dishwasher or place them in or beside the sink to be washed.
4. If there are any items which have overturned and filled with water or have fallen to the bottom of the dishwasher, the person may place them back in the dishwasher to be washed again, place them aside to dry, or place them in or beside the sink.

### **Restoration**

The person is expected to restore the silverware basket or other similar dishwasher organizer, if removed, to the dishwasher, close the dishwasher door, turn off the dishwasher if it is on, return any items used to dry dishes and/or wipe up spills to their original storage places, and discard any waste into a garbage container.

### **Prior to beginning the person should**

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials and the operation of the dishwasher and water taps. A variety of alternative choices should be included among the tools and materials stored.

### **Prior to the beginning, the occupational therapist should**

1. Ascertain if the person typically dries any wet items before putting them away. **Note:** This information is gathered so that the occupational therapist can be sure that an appropriate towel is available, if needed.
2. Ensure that if a portable dishwasher is used, the power cord is disconnected and the water hose is unplugged from the sink faucet prior to initiating the task observation.
3. Ensure that approximately 25 clean dishes and approximately 20 clean pieces of silverware and/or kitchen utensils are in the dishwasher and the dishwasher is closed prior to initiating the task observation.
4. Ensure that the items in the dishwasher have sufficiently cooled after washing so they may be safely handled by the person.

### **Special rules**

1. Score putting the items away in locations other than where they are usually kept under **Heeds**.
2. Score putting away items which have obvious soap or food residue under **Heeds** and **Notices/Responds**; the person is **not** scored based on if her or she leaves items with obvious food or soap residue in the dishwasher or places them in or beside the sink.
3. Because some people put wet items away and others dry them before putting them away, the person is **not** scored based on **if** he or she dries the items.

### **Required tools and materials**

- Front-loading dishwasher
- Clean dishes (approximately 25 items)
- Silverware and/or kitchen utensils (approximately 20 items)
- Towels
- Sponge or dishrag
- Kitchen

## **P-17. Washing and drying hands**

**Note.** This task is not yet calibrated. Raters are encouraged to use this task during rater calibration in order to facilitate its standardization. Raters who already are calibrated may also use this task, but will need to score the person on at least two other AMPS tasks to be able to generate **Graphic Reports**. Calibrated raters interested in contributing to the standardization of this task may send their data to AMPS Project International.

### **Essential task**

The person is expected to wash and dry his or her hands.

### **Specific criterion**

The person is expected to obtain all needed items from nearby surfaces (e.g., sink, towel rack, table, medicine cabinet) that are within easy reach.

### **Option**

The person may perform the task either at a sink or at two wash basins positioned at bedside.

### **Restoration**

The person is to return all tools and materials in appropriate coverings to their original storage places, wipe up any spills, and discard any waste into a garbage container.

### **Prior to beginning, the person should**

Be completely familiarized with the set up of the environment, including the location of all needed tools and materials and the operation of the water taps. A variety of alternative choices should be included among the tools and materials stored.

### **Prior to beginning, the occupational therapist should**

Ascertain what tools and materials (e.g., towels, soap) the person usually uses to wash and dry his or her hands. **Note.** This information is gathered so that the occupational therapist can be sure that all needed tools and materials are available to the person.

### **Special rules**

1. Because observation of this task begins with the person sitting at bedside or sitting or standing in front of the sink, the person is **not** scored on any actions observed as he or she is setting up the environment and/or getting to the bed or sink. There is one exception to this rule: **Walks** is scored based on the occupational therapist's knowledge of the person's ability to ambulate on level surfaces as it pertains to **this** task (e.g., as

the person is getting to the bed or sink for **this** task observation). Do **not** score **Walks** based on how the person was scored on **Walks** for another AMPS task.

2. Do **not** score down if the person uses tools and materials such as towels or soap that are appropriate but different than the ones the person may have indicated he or she would use.

**Required tools and materials**

- Cloth or paper towels
- Soap
- Storage places within easy reach (e.g., counter, medicine cabinet)
- Sink or wash basins

## **Q-5. Repair a bicycle tube puncture or hole**

**Note.** This task is not yet calibrated. Raters are encouraged to use this task during rater calibration in order to facilitate its standardization. Raters who already are calibrated may also use this task, but will need to score the person on at least two other AMPS tasks to be able to generate **Graphic Reports**. Calibrated raters interested in contributing to the standardization of this task may send their data to AMPS Project International.

### **Essential task**

The person is expected to (a) loosen or remove the front tire from the rim of the bicycle wheel, (b) separate the tube from the tire, (c) find and patch the puncture or hole in the tube, (d) reinsert the tube into the tire and replace the tire onto the bicycle wheel, and (e) inflate the tire.

### **Specific criteria**

1. Mountain bicycles and bicycles with a quick release mechanism on the front wheel are acceptable alternatives.
2. The person is expected to remove the front wheel from the bicycle frame in the process of finding and repairing the leak.
3. The tube must be flat at the beginning of the task.
4. The tube must have a puncture or hole, not a rip or tear.
5. The puncture or hole must be located in the front wheel of the bicycle; a puncture or hole in the back wheel is **not** an acceptable alternative.

### **Options**

1. The person may place the bicycle upright on the floor, upside down on the floor, or suspend it on a hook or bicycle stand.
2. The person may either partially or entirely remove the damaged tube from the tire.
3. The person may use a variety of methods to find the puncture or hole in the tube (e.g., use a container of water, listen to or feel for the air escaping from the hole).
4. The person may use either a foot or hand pump to inflate the repaired tube; the use of a pressurized or an electric air pump is **not** an acceptable alternative.

### **Restoration**

The person is expected to reclose opened containers, return all tools and materials to their original storage places, clean up any spills, and discard any waste into a garbage container.

**Prior to beginning, the person should**

Be completely familiarized with the setup of the environment, including the operation and location of all needed tools and materials and the operation of any water taps. A variety of alternative choices should be included among the tools and materials stored.

**Prior to beginning, the occupational therapist should**

1. Ascertain whether the person will place the bicycle upright on the floor, upside down on the floor, or suspend it on hooks or bicycle stand. **Note.** This information is gathered so that the occupational therapist can be sure that all needed tools are available to the person.
2. Ascertain which method (e.g., use a container of water, listen to or feel for air escaping from the hole) the person will use to locate the hole in the tube. **Note.** This information is gathered so that the occupational therapist can be sure that all needed tools are available to the person.
3. Ascertain whether the person will use a foot or hand pump to inflate the tube.

**Required tools and materials**

- Tube patch and repair kit (e.g., tire lever, patches of assorted sizes, sandpaper, glue)
- Bicycle which has a puncture or hole in the front wheel tube
- Hand or foot pump
- Tools (e.g., screwdriver, wrench, crescent wrench, scissors)
- Newspaper
- Paper towels
- Sink
- Garbage container
- Optional: container for water (e.g., tub, bucket, bowl), hooks, bicycle stand