

# 1. INTRODUCTION

## 1.1 Occupational Therapy Practice in School Settings

Occupational therapists are concerned with people's abilities to engage in and perform those occupations that are relevant to their daily lives. *Occupations are purposeful and meaningful task performances*, and people engage in task performances that they experience as having meaning, purpose, and relevance to their lives. When considering children and young adults, performing routine tasks at school is vital. A child or young adult is able to *fully participate* at school only to the extent that he<sup>1</sup> can perform effectively those tasks integral to the school environment.

***Focus of occupational therapy:***

**People's abilities to perform those daily life tasks that they perceive as having meaning, purpose, and relevance to their lives.**

### 1.1.1 Role of Occupational Therapy in School Settings

In school settings, *occupational therapy is increasingly provided within the classroom and in collaboration with teachers* (Giangreco, Prelock, Reid, Dennis, & Edelman, 2000). The role of occupational therapists in school settings is to enhance the student's occupational performance, specifically the student's ability to perform the schoolwork and other school-related tasks necessary for his full participation in the school setting.

Bundy (1991) was instrumental in defining the occupational therapist's role in school settings. One of the most important results of her work was an articulation of *four performance areas* that, when combined, clarified the relevance of the variety of tasks students perform in school settings to occupational therapy. The four performance areas are (a) acquiring knowledge, (b) expressing learning, (c) performing activities of daily living (ADL) and mobility, and (d) engaging in classroom and student routines and other activities related to the school setting. The *occupational therapist* is most concerned with the performance areas of expressing learning, performing ADL, and engaging in classroom and student routines and other school-related tasks. The performance area of acquiring knowledge is the primary focus of the *teacher*; whereas, mobility training is a major focus of the *physical therapist*.

***Educationally-relevant occupational therapy services focus on the student:***

- **Expressing what he has learned (schoolwork)**
- **Performing ADL tasks at school**
- **Engaging in classroom routines and other school-related tasks**

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<sup>1</sup> Note that we have just referred to the student using the male pronoun, "he." Because we often will be talking about a student, a teacher, and an occupational therapist who are working together, we have decided to try to avoid confusion by using male pronouns to refer to the student, and female pronouns to refer to the teacher and the occupational therapist.

To clarify, tasks related to the performance area of expressing learning pertain to *schoolwork tasks* (e.g., writing a narrative entry into a daily journal, playing an interactive mathematics game using a computer, cutting out and gluing construction paper flowers for a springtime project). Other tasks that support full participation in school settings may have less impact on a student's academic success, per se, yet support his overall success within the educational environment. These tasks pertain to ADL (e.g., washing one's hands before lunch, donning one's coat before going outside), mobility (e.g., maneuvering one's wheelchair through the classroom to hand in a worksheet), and classroom and student routines and other school-related tasks (e.g., packing one's backpack at the end of the day, erasing the blackboard, organizing the items in one's desk, turning in assignments on time, passing from class to class, playing on the playground). Occupational therapists address all of these areas, as needed, to enhance the student's occupational performance and full participation.

### 1.1.2 Educational Relevance of Occupational Therapy Services

One of the ongoing challenges for school-based occupational therapists pertains to the *concept of educational relevance*. Educational relevance refers to the idea that all occupational therapy services must be directed toward enhancing the student's potential for academic achievement by enabling him to take advantage of his academic placement and function effectively in the school environment (Individuals with Disabilities Education Improvement Act of 2004 [IDEA]; Kellegrew & Allen, 1996; Hall, Robertson, & Turner, 1992). Ensuring equal opportunity and full participation are critical (IDEA).

Philosophically and historically, occupational therapy has been predicated upon a holistic view of individuals, and how they engage in meaningful and purposeful activities so as to fully participate in their daily lives. The *concept of educational relevance demands, however, that occupational therapists confine their therapeutic services within school settings to educationally-related issues* (Madill, Tirrul-Jones, & Magill-Evans, 1990). While this logic is more than reasonable to educational personnel, occupational therapists rarely receive training related to the depth and breadth of educationally-relevant service delivery (Bundy, 1991, 1995; Case-Smith, 1997).

This means, therefore, that the occupational therapist must strive to maintain the focus of her practice within the school setting on educationally-relevant issues. Moreover, since the focus of occupational therapy provided in school settings should be educationally relevant, occupational therapists must use assessment and intervention methods that *relate directly* to the student's performance of those tasks that support his full participation in the school setting. *The specific focus of occupational therapy must be on the student's ability to perform school tasks* within the performance areas of expressing learning, ADL, and engaging in routines and activities related to the school setting.

**Occupational therapists must use assessment and intervention methods that relate directly to the student's performance of those tasks that support his full participation in the school setting.**

## 1.2 Occupational Therapy Assessment in School Settings

Schoolwork task performances, like all occupational performances, involve a transaction between the student and the environment as the student enacts the schoolwork task (Fisher, 1998). *It is imperative, therefore, that the student is evaluated by the occupational therapist within the natural classroom environment as he performs schoolwork tasks assigned by the teacher.* Only by entering the classroom and observing the student's regular classroom routine can the occupational therapist ensure valid assessment of the student's schoolwork task performances. Students should be assessed while they are "working on problems, projects, or products which genuinely engage them, which hold their interest, and motivate them to do well" (Gardner, 1992, p. 93). While this form of assessment may be more difficult to design, contextual assessment is "far more likely to elicit a student's full repertoire of skills" (Gardner, p. 93).

While tests of body functions (e.g., motor coordination, visual perception, sensory processing) may have obvious benefits for determination of diagnosis, they do not clarify the problems the students experience in the classroom. That is, they are not designed to evaluate the student-environment interaction or competence within natural contexts; they ignore the very contexts where teaching and learning takes place (Griswold, Barnhill, Myles, Hagiwara, & Simpson, 2002; Wolery, 2000). In contrast, Griswold et al. (2002) stressed that assessments that are *based on direct observation of the student while he is engaged in academic schoolwork tasks* enable the classroom teacher to gain a clearer understanding of the process the student engages in to solve problems. Such assessments, therefore, enable occupational therapists, teachers, and researchers alike to be able to better evaluate the student's ability to demonstrate his knowledge (i.e., express learning). Such assessments should include the possibility for "an individual item analysis of skills and deficits" (Griswold et al., 2002, p. 98). They also *must meet the demand for basing decisions about students on objective data* (IDEA).

**Tests of underlying physical, cognitive, and psychological functions do not clarify the student's occupational performance problems.**

Finally, it is essential that the *occupational therapy evaluation focus on* those aspects of the student's *schoolwork task performances* that interfere with his success in the school setting. While the student's success in school may be affected by his difficulties performing ADLs, classroom routines, and/or other school-related tasks, the student's inability to successfully accomplish schoolwork tasks (e.g., writing, drawing, cutting and pasting) often has the greatest deleterious effect on his occupational performance within the classroom. Difficulty or inability to perform schoolwork tasks is also a major contributor to decreased participation in school settings (Hemmingsson & Borell, 2002). This, of course, does not mean that the occupational therapist should not also evaluate (and plan interventions related to) other performance areas.

### 1.3 Overview of the School AMPS

The School AMPS is an *innovative observational assessment* designed to be used by occupational therapists to measure the effectiveness of a student's ability to perform schoolwork tasks in natural classroom environments. The School AMPS has *several unique features*:

1. The School AMPS is an occupational-therapy-specific evaluation tool that focuses on *quality of schoolwork task performance*, not the student's diagnosis, impairments, or body functions.
2. The items on the School AMPS represent the *smallest observable units of occupational performance* – the school motor and school process skills that are linked together one by one as the student enacts schoolwork task performances.
3. Because a 4-point rating scale is used to score each of 16 school motor and 20 school process skills for each of tasks performed, the School AMPS is a very **sensitive evaluation** of the quality of the student's schoolwork task performance.
4. All of the schoolwork tasks the student is observed performing are to be performed according to the specific cultural influences of that classroom within that country. This allows the School AMPS to be an assessment that is *both culture-specific, yet free from cross-cultural bias*.
5. The School AMPS has been *standardized, internationally and cross-culturally*.
6. The administration of the School AMPS requires *no special equipment*, and the School AMPS can be administered in *any classroom setting* within a 30 to 40 minute period.
7. The School AMPS is designed so that it can be *administered to students, 3 years of age and older*, including older students for whom there is concern about schoolwork task performance.
8. School AMPS can be used with all students *without regard for their diagnosis or the reasons for the student's disability*.
9. The measurement model used to develop the School AMPS and to analyze the student's scores allows the occupational therapist to measure the student's quality of schoolwork task performance while *adjusting the student's final school motor and school process quality of performance measures to account for* (a) the relative *challenge of each of the tasks* the student performed, as well as (b) the *severity of the occupational therapist* who observed and scored the student's performance (Bond & Fox, 2001; Fisher, 1993, 1994; Linacre, 1993).
10. The unique design of the School AMPS allows the occupational therapist to *compare the quality of performance of a student who performed one set of tasks upon initial evaluation with the quality of his performance on a different set of tasks upon reevaluation*. In a like manner, the School AMPS can be used to *compare performances among several students who each performed a different set of School AMPS tasks*.

11. The School AMPS provides occupational therapists with a **powerful and sensitive** tool. The School AMPS, therefore, is an ideal tool for use in identifying need for service, planning effective interventions, and documenting effectiveness of occupational therapy interventions.

In fact, the School AMPS is the **only existing standardized assessment** of the quality of the student's schoolwork task performance. More specifically, the School AMPS is a **naturalistic, observation-based assessment** conducted in the student's **regular classroom, during his typical routine**. When the occupational therapist uses the School AMPS to evaluate the quality of skill the student demonstrates when performing schoolwork tasks, the teacher determines what schoolwork tasks students perform and the specific criteria for those tasks. Moreover, the teacher-specified task criteria are intended for other students in the classroom as well as for the one being evaluated. Other than the **unobtrusive presence** of the occupational therapist who observes the student performing schoolwork tasks, an important feature of the School AMPS is that **no disruption of the normal classroom routine occurs** during its administration.

**School AMPS:**  
**The only standardized assessment of quality of schoolwork performance currently available.**

The School AMPS, like the original Assessment of Motor and Process Skills used to test a person's ability to perform personal and domestic (instrumental) ADL tasks (Fisher, 2005a, 2005b), is an evaluation of the quality of occupational performance evaluated at the most sensitive level of performance skills – the universal, **goal-directed** school motor and school process skill **actions** that are compiled to enact schoolwork task performances. More specifically, performance skills are the smallest units of observable action (occupational performance) that are linked together, one after another, in the process of executing a daily life task performance. That is, if we think of a schoolwork task performance as a being **a chain of actions**, then the School AMPS performance skills (skill items) are the individual links that must be connected together to construct the more global, larger whole – the chain (the schoolwork task performance). For example,

*As Johanna colors in a picture of a barn, she (a) **reaches** for; **chooses**, **grasps (grips)**, and **lifts** a red crayon; (b) **alters** her grasp on the crayon in preparation for coloring (**manipulates**); and (c) **initiates** coloring the barn. As she **continues** to color, she presses the crayon down onto the paper with an appropriate amount of force (**calibrates**), and smoothly slides the crayon back and forth across the figure of the barn (**flows**) as she colors it in. Action by action she enacts her schoolwork task performance.*

Each link, the smallest unit of observable action (e.g., reaching for the crayon, initiating coloring the barn), is **goal-directed because it is enacted in the context of carrying out and completing a schoolwork task** that has been assigned by the teacher (e.g., to color a barn). We call these actions performance skills because when we observe a student performing a task, we might observe more or less skilled task performance. When we observe skilled

performance, the *individual actions the student performs will be observable and recognized as skilled actions* (e.g., skilled reaching, skilled choosing). Likewise, if the student carries out a task performance that reflects less skill, at least some of the actions the student performs will be observable and recognized as reflecting less skill (e.g., ineffective manipulation, ineffective initiating) (Fisher, 1998, in press).

**Performance skills:**

**The smallest observable units of occupational performance that are linked together, one by one, as the person enacts a daily life task.**

It is the quality of each of 16 school motor and 20 school process goal-directed actions (skill items) that is scored when the occupational therapist administers the School AMPS. More specifically, the occupational therapist uses a 4-point rating scale to score each skill item. A score of 4 reflects skilled (competent) performance and a score of 1 indicates very unskilled (deficit or markedly deficient) performance. The School AMPS skill items are listed in Table 1-1.

The scoring criteria in the School AMPS manual (Chapter 11) reflect the *quality (ease, efficiency, safety, and independence)* of each of the smallest units of observable action listed in Table 1-1, as well as the impact of diminished performance skill on the quality of the overall task performance. The result is a *highly sensitive evaluation of occupational performance*.

The scoring criteria are based on specific scoring examples for each school motor and school process skill item that have been developed using examples that pertain to the student's performance of schoolwork tasks. For example, the school process skill item *Heeds* has scoring examples that an occupational therapist can use to rate a student's heeding skill when performing a cutting and pasting task (e.g., cutting out the newly colored barn). The occupational therapist scores the student's heeding skill as competent (i.e., a score = 4) when she observes the student to *readily and consistently* use goal-directed task actions that are focused toward carrying out and completing the cutting and gluing task (i.e., the outcome expected by the teacher – cutting out the barn, not the picture of the cow), using task materials that were specified. In like manner, the occupational therapist gives a score of 3 when she observes the student to have *questionable* heeding skill that possibly disrupts the task performance or possibly impacts other skill items. The occupational therapist gives a score of 2 when she observes the student to have *ineffective* heeding skill that disrupts the task performance or other skill items, or results in inefficient use of time or increased effort (e.g., the student receives a score of 2 on Heeds if he pastes the barn on his worksheet, but does not paste the barn in the general location indicated by the teacher). Finally, the occupational therapist scores the student's heeding skill as *markedly deficient* (i.e., a score = 1) if she observes the student to have a severe heeding skill deficit that results in unacceptable delay, unacceptable effort, task breakdown, imminent risk of damage to task objects or danger to the student, or need for teacher assistance.

To date, five categories of schoolwork tasks have been developed for the School AMPS – pen/pencil writing tasks, drawing and coloring tasks, cutting and

**Five categories of schoolwork tasks:**

- **Pen/pencil writing**
- **Drawing and coloring**
- **Cutting and pasting**
- **Computer writing**
- **Manipulatives**

**Table 1-1 School Motor and School Process Skills that are Defined in the School Version of the Assessment of Motor and Process Skills**

School motor skills	School process skills
<i>Body position</i>	<i>Sustaining performance</i>
Stabilizes	Paces
Aligns	Attends
Positions	Heeds
<i>Obtaining and holding objects</i>	<i>Applying knowledge</i>
Reaches	Chooses
Bends	Uses
Grips	Handles
Manipulates	Inquires
Coordinates	<i>Temporal organization</i>
<i>Moving self and objects</i>	Initiates
Moves	Continues
Lifts	Sequences
Walks	Terminates
Transports	<i>Space and objects</i>
Calibrates	Searches/Locates
Flows	Gathers
<i>Sustaining performance</i>	Organizes
Endures	Restores
Paces	Navigates
	<i>Adapting performance</i>
	Notices/Responds
	Adjusts
	Accommodates
	Benefits

pasting tasks, computer writing tasks, and manipulative tasks. Except for the manipulative task category, which includes two tasks, each of the other categories of schoolwork tasks includes four to seven specific tasks, for a total of **25 School AMPS tasks**. These School AMPS tasks reflect the most commonly performed schoolwork tasks in preschool and primary or elementary schools. They are also applicable to older students who have disabilities that affect their schoolwork task performances. The School AMPS tasks have been calibrated according to their relative difficulty to identify the hierarchies of schoolwork task challenges.

The schoolwork tasks included in the School AMPS are operationally defined and described *only in terms of the essential goal and specified objects or materials that may be used* by the student. While defining the School AMPS tasks has been important for purposes of standardization, our experience indicates that the School AMPS task descriptions do not need

to specify precisely the details of how the schoolwork tasks are to be performed by the students. In fact, by designing the School AMPS task criteria to allow for flexibility in the content or methods used has permitted wide applicability of the schoolwork tasks across classrooms, students, teachers, and cultures (Atchison, Fisher, & Bryze, 1998; Fisher, Bryze, & Atchison, 2000; Magalhães, 1995).

Finally, in order to enable assessment of naturalistic classroom task performance, a detailed interview is conducted in which the occupational therapist obtains specific information from the teacher about (a) what schoolwork task performances are of most concern, (b) the specific tools and materials the students are to use, and (c) the essential elements that must be included in the task to be performed. The information gathered during the teacher interview also ensures client-centered assessment.

In its broadest conceptualization, the School AMPS offers a systematic and thorough way of examining the transaction between the student, the schoolwork task, and the environment, and evaluating the quality of a student's schoolwork task performance, measured at the level of activity and participation and not impairments of body functions (World Health Organization, 2001). The School AMPS offers a new way of thinking about and a vocabulary to describe what and how a student does what he needs and wants to do given the demands of the schoolwork task and the resources and demands of the physical and social school environment.

***The School AMPS offers:***

- **A new way of thinking about, and**
- **A vocabulary to describe a student's quality of occupational performance.**

## 1.4 Limitations of the School AMPS

While there are several advantages of the School AMPS that make it an innovative observational assessment, there also are some limitations that arise because of its unique design:

1. The School AMPS is not suitable for evaluation of children under the age of 3 years.
2. The School AMPS is not intended to be used to evaluate the quality of the student's performance of school-related tasks other than schoolwork. The occupational therapist is encouraged to use other assessments to evaluate those performance areas whenever their evaluation is indicated.
3. The School AMPS is not appropriate for evaluation of students' schoolwork task performances outside of the natural classroom environment.
4. If the School AMPS is to be used for documenting the efficacy of occupational therapy interventions, quality assurance, or research, it must be computer-scored. The School AMPS computer-scoring software is used to compute overall *school motor*

**The use of raw School AMPS item or total scores for documenting efficacy or in research is never valid.**

*and school process quality of performance* measures that have been adjusted to account for the challenge of the schoolwork tasks the student performed and the severity of the occupational therapist who scored the student's performance. The use of raw item or total scores for documenting efficacy of interventions or in other forms of research is never valid.

5. The School AMPS computer-scoring software is provided only to occupational therapists who participate in School AMPS training and calibration workshops.
6. Because the estimation of a student's school quality of performance measures must take into account the relative severity of the School AMPS rater, occupational therapists who take School AMPS training courses cannot generate School AMPS computer-generated reports until they have completed rater calibration requirements.

### 1.5 Rater Training and Calibration Requirements

In the process of developing the School AMPS, we have found that valid and reliable administration and interpretation requires that interested occupational therapists (a) participate in a training workshop, and (b) become calibrated as a School AMPS rater. The 5-day training workshops provide critical information related to the theoretical basis of the School AMPS as well as experiential learning of the School AMPS administration and scoring procedures. Rater calibration requires that potential raters view and score videotaped School AMPS observations during the course and then complete 10 live observations after the course.

Rater calibration allows us to determine if the occupational therapist is scoring the School AMPS reliably and in a valid manner. We also use rater calibration to determine each occupational therapist's personal rater severity calibration value that is used in the School AMPS computer-scoring software to adjust the student's *school motor and school process quality of performance* measures to account for the severity of the occupational therapist who scored the student's performance.

### 3. ADMINISTRATION OVERVIEW: PLACING THE SCHOOL AMPS IN THE OCCUPATIONAL THERAPY INTERVENTION PROCESS

As we discussed in Chapter 1, occupational therapy services are increasingly provided within the classroom and focused directly on the student's ability to engage in and perform those tasks that are relevant to the school setting and important for his full participation. We firmly believe that the implementation of *client-centered* and *occupation-based* occupational therapy assessment and intervention *within the classroom* enhances the entire occupational therapy intervention process. We also believe that the implementation of such occupational therapy services demands that the occupational therapist works *collaboratively with the student's teacher*.

Consistent with this view is our belief that the administration of the School AMPS must be *integrated into the occupational therapy intervention process*. This process begins with the initial referral. While occupational therapy services formally end when the student is discharged, the end of the intervention process cycle may be conceptualized as the time when the occupational therapist reevaluates to ensure that her services have been effective. Moreover, the occupational therapist may cycle back and forth within as well as through the occupational therapy intervention process many times within the context of providing services.

**With best practice, administration of the School AMPS is fully integrated into the natural flow of school-based occupational therapy services.**

Figure 3-1 shows the stages of the occupational therapy intervention process as conceptualized in the Occupational Therapy Intervention Process Model (OTIPM) (Fisher, 1998, in press). When occupational therapists follow this model, they implement *true top-down, client-centered*, and *occupation-based* services. This means that they follow a top-down evaluation process that begins with gathering broad information related to the client-centered performance context. The initial *client-centered performance context* provides the occupational therapist with a *global view* of the student's personal characteristics, as well as the environmental, societal, cultural, social, and societal factors that provide the context for what the student does, why he does it, how he does it, and why he performs schoolwork and other school-related tasks effectively or ineffectively.

From there, the occupational therapist focuses in on what school task performances present problems for the student (*strengths and problems of occupational performance*). In school settings, the student's teacher is the primary informant, with input from the student and/or his parents, as appropriate. This means that the teacher is the one who identifies which schoolwork tasks are especially challenging for the student, and therefore would be helpful for the occupational therapist to observe. That is, it is the teacher, in collaboration with the occupational therapist, who prioritizes which of the student's school task performances they will focus on first. In this process, the occupational therapist implements a *performance analysis*, and in doing so, may choose to administer the School AMPS, a standardized performance

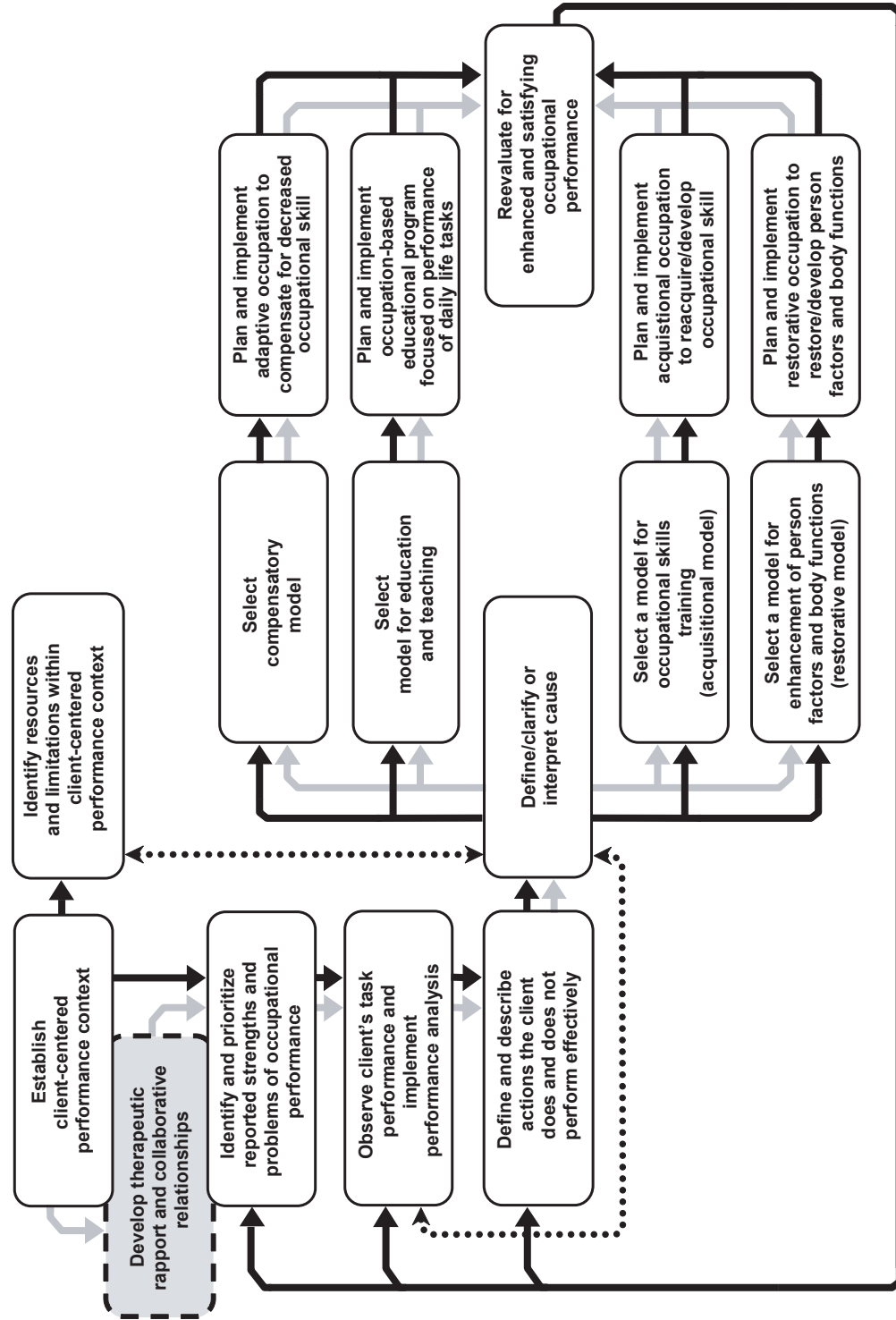


Figure 3-1. Occupational Therapy Intervention Process Model. Adapted from A. G. Fisher (2002). *A model for planning and implementing top-down, client-centered, and occupation-based occupational therapy interventions*. Ft. Collins CO: Three Star Press. (Revised May 30, 2007)

analysis of schoolwork task performances. Finally, after interpreting the results of the performance analysis (*defining actions that the student did and did not perform effectively*), the occupational therapist considers the cause of the student's problems of occupational performance.

We feel that it is important to stress the importance of following a *true top–down evaluation and professional reasoning process*. Notice that the occupational therapist begins broadly by gathering client-centered background information, and then she focuses in on occupation – those schoolwork and other school-related task performances that are relevant to the student being evaluated. Even when the occupational therapist focuses in on occupation, the process is from global (which task performances are strengths and which are of concern) to specific (which performance skills are strengths and which are of concern).

Recall that performance skills are the smallest observable units of occupational performance. This means that up to and including the step in the occupational therapy intervention process where the occupational therapist defines the actions (performance skills) that the student does and does not perform effectively, the focus of the occupational therapy evaluation has stressed occupational performance and not environmental or personal factors that may be causing the student or others problems of occupational performance. These are addressed later in the occupational therapy intervention process, and only as needed.

In the chapters that follow, we will present the details of the School AMPS administration procedures. Because we have developed the School AMPS as a tool that is to be integrated into the occupational therapy intervention process, *the administration of the School AMPS can be viewed as beginning when the student is referred to occupational therapy*, and as the occupational therapist has her first contact with the student's teacher and initiates an occupational therapy interview with the teacher.

When the School AMPS is fully integrated into the occupational therapy intervention process, the *School AMPS administration procedures progress over seven phases*. These seven phases are shown in Table 3-1 in relation to the occupational therapy intervention process as conceptualized in the OTIPM. In *Chapter 4*, we will address Phase I, teacher interview. We will cover Phase II, the schoolwork task observation and implementation of a standardized School AMPS performance analysis, in *Chapter 5*. In *Chapter 6*, we will discuss how we score the School AMPS, and in *Chapter 7* we will present how student-related data and school motor and

***School AMPS administration procedures:***

- ***Chapter 4: Phase I, teacher interview***
- ***Chapter 5: Phase II, implement a standardized School AMPS performance analysis***
- ***Chapter 6: Phase III, score the School AMPS***
- ***Chapter 7: Phase IV, enter scores into the computer and generate reports***
- ***Chapter 8: Phase V, interpret the results of the School AMPS performance analysis***
- ***Chapter 9: Phase VI, use of the School AMPS results to plan and implement occupation-based interventions***
- ***Chapter 9: Phase VII, readminister the School AMPS to evaluate efficacy of intervention***

school process raw scores are entered into the School AMPS computer-scoring software and School AMPS reports are generated. In *Chapter 8*, we will discuss how we interpret the results of a School AMPS observation. In *Chapter 9*, we will demonstrate how the results of a School AMPS observation can be used to plan and implement occupation-based occupational therapy interventions in school settings. Finally, in *Chapter 9*, we will also discuss the role of the School AMPS in reevaluation and documentation of the efficacy of occupational therapy services. Included in each of these chapters will be a *case illustration*, based on a 4-year-old preschool student named Jessica.

**Table 3-1 Phases of a School AMPS Administration in Relation to the Occupational Therapy Intervention Process Model (OTIPM)**

<b>Occupational therapy intervention process</b>	<b>School AMPS administration</b>
<ul style="list-style-type: none"> <li>• Initial referral</li> <li>• Establish the client-centered performance context</li> <li>• Develop therapeutic rapport and collaborative relationships</li> </ul>	<p><i>Phase I – Teacher interview</i></p> <ul style="list-style-type: none"> <li>• Framing the nature and purpose of occupational therapy and the School AMPS</li> <li>• Establish global client-centered performance context and simultaneously develop therapeutic rapport and collaborative relationships</li> </ul>
<ul style="list-style-type: none"> <li>• Identify strengths and problems of performance</li> </ul>	<p><i>Phase I – Teacher interview</i></p> <ul style="list-style-type: none"> <li>• Identify strengths and problems of schoolwork task performance</li> </ul>
<ul style="list-style-type: none"> <li>• Identify resources/limitations within the client-centered performance context</li> </ul>	<p><i>Phase I – Teacher interview</i></p> <ul style="list-style-type: none"> <li>• Identify resources/limitations within the client-centered performance context</li> </ul>
<ul style="list-style-type: none"> <li>• Observe and implement performance analyses</li> </ul>	<p><i>Phase I – Teacher interview</i></p> <ul style="list-style-type: none"> <li>• Identify client’s (teacher, student, and parent) priorities and what School AMPS tasks to observe</li> <li>• Establish the task-specific client-centered performance context and schedule the School AMPS task observation</li> </ul> <p><i>Phase II – Observe and implement performance analyses</i></p> <ul style="list-style-type: none"> <li>• Observe the student perform at least two School AMPS tasks in the natural classroom environment</li> <li>• Take observational notes</li> </ul> <p><i>Phase III – Score each School AMPS task observation</i></p> <ul style="list-style-type: none"> <li>• Determine what School AMPS tasks were observed</li> <li>• Fill in the student information on the School AMPS Score Form</li> </ul>

(continued)

Table 3-1 (continued)

Occupational therapy intervention process	School AMPS administration
	<ul style="list-style-type: none"> <li>• Rate the quality of the student’s performance of each School AMPS task</li> <li>• Rate the quality of the classroom environment</li> <li>• Score each School AMPS task observation</li> </ul>
	<i>Phase IV – Enter the student’s raw scores into the computer and generate School AMPS reports</i>
<ul style="list-style-type: none"> <li>• Define/describe actions the person does/does not perform effectively</li> </ul>	<p><i>Phase V – Interpret the student’s School AMPS results</i></p> <ul style="list-style-type: none"> <li>• Summarize the student’s overall quality of performance</li> <li>• Interpret the student’s <i>school motor and school process quality of performance</i> measures relative to a criterion of competence</li> <li>• Interpret the student’s <i>school motor and school process quality of performance</i> measures using a norm-based perspective</li> <li>• Define and describe actions the student does and does not perform effectively</li> <li>• Group actions the student does not perform effectively into meaningful clusters</li> </ul>
<ul style="list-style-type: none"> <li>• Define/clarify or interpret cause</li> </ul>	<p><i>Phase V – Interpret the student’s School AMPS results</i></p> <ul style="list-style-type: none"> <li>• Determine what/how resources/limitations within the client-centered performance context contribute to the student’s ineffective task performance (consider each meaningful cluster)</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Note.</i> This step can occur anywhere during Phases I to V, the evaluation process, but <i>must</i> occur before the therapist progresses to the next step of the intervention process.</li> </ul>	<p><i>Phase I to V – Establish the student’s goals</i></p> <ul style="list-style-type: none"> <li>• Collaborate with the teacher, student, and parents to identify and write the student’s goals for enhanced schoolwork task performance.</li> </ul>

(continued)

**Table 3-1 (continued)**

<ul style="list-style-type: none"><li>• Select compensatory, acquisitional, restorative, or education/teaching model</li></ul>	<p><b><i>Phase VI – Plan and implement intervention</i></b></p> <ul style="list-style-type: none"><li>• Select compensatory, education/teaching model, acquisitional model, or restorative model</li></ul>
<ul style="list-style-type: none"><li>• Plan and implement adaptive occupation, acquisitional occupation, and/or restorative occupation</li><li>• Plan and implement an occupation-based education program</li></ul>	<p><b><i>Phase VI – Plan and implement intervention</i></b></p> <ul style="list-style-type: none"><li>• Plan and implement one or more of the following:<ul style="list-style-type: none"><li>○ Adaptive occupation</li><li>○ An occupation-based education program</li><li>○ Occupational skills training</li><li>○ Enhancement of person factors or body function</li></ul></li></ul>
<ul style="list-style-type: none"><li>• Reevaluate for enhanced occupational performance</li></ul>	<p><b><i>Phase VII – Reevaluate for enhanced schoolwork performance</i></b></p> <ul style="list-style-type: none"><li>• Readminister the School AMPS</li><li>• Evaluate the effectiveness of intervention</li></ul>