

OCCUPATIONAL THERAPY EVALUATION OF SCHOOLWORK TASK PERFORMANCE

Results and Interpretation of a School Version of the Assessment of Motor and Process Skills (School AMPS) Evaluation

Occupational Therapist: Ling Huang
Student: Jessica Sample
Age: 4 years, 1 month
Date of Birth: September 17, 2000
Date of Evaluation: October 17, 2004

SCHOOL AMPS EVALUATION

The School Version of the Assessment of Motor and Process Skills (School AMPS) was administered to Jessica Sample as a means of evaluating the quality of her schoolwork task performance. As part of the School AMPS assessment, the occupational therapist conducted a collaborative interview with her teacher to gain a better understanding of the everyday schoolwork task performances (occupations) that have been presenting a challenge for her, as well as those everyday schoolwork task performances that present her with little difficulty. Jessica performed two relevant schoolwork tasks that her teacher had identified as presenting problems: "Coloring shapes and spaces" and "Pasting with no cutting." When the School AMPS was administered, the occupational therapist assessed the amount of effort, independence, efficiency, and safety that she exhibited during the performance of these schoolwork tasks. The result is an evaluation of the quality of her schoolwork performance, which is summarized below.

OVERALL QUALITY OF PERFORMANCE

Jessica showed evidence of potentially unsafe, minimally effortful, and moderately inefficient schoolwork task performance, and she needed frequent assistance to complete the two schoolwork tasks.

SPECIFIC TASK ACTIONS (SKILLS) THAT MOST IMPACTED PERFORMANCE

More specifically, Jessica's performance of the above noted schoolwork tasks was limited by:

- Difficulty grasping or manipulating task objects when using two body parts (Coordinates)
- Using too much or too little force, speed, or extent of movement when writing or coloring (Calibrates)
- Looking away from the task performance, disrupting the task progression (Attends)
- Failing to carry out and complete the task specified by the teacher (Heeds)
- Failing to choose, choosing different, or choosing extra tools and materials (Chooses)
- Failing to start task steps (Initiates)
- Pausing during actions or task steps, delaying task progression (Continues)
- Failing to stop actions or task steps at the appropriate time (Terminates)
- Failing to notice and respond to the alignment or spatial arrangement of written work (Notices/Responds)
- Decreased skill accommodating for and preventing problems from occurring, and problems persisted or recurred during task performances (Accommodates and Benefits)

OVERALL SCHOOL MOTOR QUALITY OF PERFORMANCE

The school motor quality of performance measure is an overall measure of Jessica's observed skill when moving herself or task objects as needed for schoolwork task performance. Jessica's school motor quality of performance measure of 1.20 logits is plotted in relationship to the school motor cutoff measure on the School AMPS Graphic Report. Her school motor quality of performance is below the School AMPS motor cutoff, but within age expectations. This indicates that she has increased effort when she performs schoolwork tasks, as would be expected for a student of her age. To put this in perspective, approximately 95% of typically-developing students of Jessica's age have school motor quality of performance measures between 1.18 and 2.50 logits.

OVERALL SCHOOL PROCESS QUALITY OF PERFORMANCE

The school process quality of performance measure is a global measure of the student's observed skill in efficiently (a) selecting, interacting with, and using task tools and materials; (b) carrying out individual task actions and steps; and (c) modifying task performance when problems are encountered. On the School AMPS Graphic Report, Jessica's school process quality of performance measure of -0.45 logits is below the School AMPS process scale cutoff and below age expectations. This indicates that she is experiencing decreased safety, independence, and/or efficiency when she performs familiar schoolwork tasks. As a basis for comparison, 95% of typically-developing students of Jessica's age have school process quality of performance measures between -0.30 and 1.66 logits.

SUMMARY OF MAIN FINDINGS

Jessica's school motor and school process quality of performance measures (logits) have been transformed into standardized z-scores, normalized standard scores, and a percentile rank (percentage of typically-developing students with lower scores). Approximately two-thirds (68 percent) of typically-developing students of Jessica's age have school quality of performance measures within plus or minus one (+/- 1) standard deviation and 95 percent have school quality of performance measures within plus or minus two (+/- 2) standard deviations.

School quality of performance	Logits	Standardized z-score (mean=0, standard deviation=1.0)	Normalized standard score (mean=100, standard deviation=15)	Percentile rank
School motor	1.20	-1.9	72	2
School process	-0.45	-2.3	66	1

When compared to typically-developing peers, Jessica's

- School motor quality of performance measure is in the very low average range, but within age expectations, and her
- School process quality of performance measure is below age expectations.

Based on Jessica's performance on the School AMPS, and the skill items that most impacted her performance, occupational therapy services are recommended to improve her schoolwork task performance. She will most likely experience more success in her schoolwork performance if adaptive occupation is provided. Specific suggestions would need to be developed through collaborative consultation between her occupational therapist and her teacher.

If there are any questions regarding this evaluation, please do not hesitate to contact me.

Ling Huang