

# SCHOOL AMPS TRAINING WORKSHOP SCHEDULE

## Day One

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|---------------|---|
| 8:00 – 8:30   | 1-1. Registration and School AMPS Computer Registration   |
| 8:30 – 8:55   | 1-2. Welcome and General Introduction   |
| 8:55 – 9:50   | 1-3. Introduction to School AMPS  |
| 9:50 – 10:10  | Break   |
| 10:10 – 10:50 | 1-4. Administration Phase I – Steps 1 to 4, Teacher Interview   |
| 10:50 – 11:10 | 1-5. Administration Phase I – Steps 5 and 6, Teacher Interview  |
| 11:10 – 11:20 | Stand-up Break  |
| 11:20 – 11:50 | 1-6. Administration Phase II – Implement a Performance Analysis and Introduction to Skill Item Scoring Criteria |
| 11:50 – 1:05  | Lunch   |
| 1:05 – 1:55   | 1-7. Overview of the School AMPS Motor and Adaptation Skills  |
| 1:55 – 2:35   | 1-8. Case Observation: Chris – Motor Skills   |
| 2:35 – 2:55   | Break   |
| 2:55 – 4:30   | 1-9. Case Scoring: Morgan – Motor and Adaptation Skills   |
| 4:30 – 5:15   | 1-10. Intervention Planning – Morgan  |

**Homework: Read Chapters 4, 5, and 6, School AMPS manual**

**Day Two**

- 8:30 – 9:45 2-1. Overview of School AMPS Process Skills
- 9:45 – 10:05 Break
- 10:05 – 10:40 2-2. Case Observation: Chris – Process Skills
- 10:40 – 11:00 2-3. Rating Overall Quality of Performance and Classroom Environment
- 11:00 – 11:10 Stand-up Break
- 11:10 – 11:35 2-4. Note-taking Strategies: Recording Teacher Comments and Defining Essential Task
- 11:35 – 12:50 Lunch
- 12:50 – 2:40 2-5. Case Scoring: Joe – Process Skills
- 2:40 – 3:00 Break
- 3:00 – 3:30 2-6. Interpreting the School AMPS Graphic Report
- 3:30 – 5:30 2-7. Case Scoring: Taylor – Motor and Process Skills

**Day Three**

- 8:30 – 9:00 3-1. Establish Client-centered Performance Context and Problems of Occupational Performance/Set-up
- 9:00 – 10:25 3-2. Case Scoring: Garrison – Motor and Process Skills
- 10:25 – 10:45 Break
- 10:45 – 12:15 3-3. Discussion of Scores: Garrison (coloring)
- 12:15 – 1:30 Lunch
- 1:30 – 2:30 3-4. Discussion of Scores: Garrison (pasting)
- 2:30 – 2:40 Stand-up Break
- 2:40 – 3:40 3-5. Interpreting the School AMPS and Planning Intervention: Garrison
- 3:40 – 4:00 Break
- 4:00 – 6:30 3-6. Introduction to Calibration and Evaluation Worksheets; Calibration Case 1– Abby

**Day Four**

- 8:30 – 10:30 4-1. Calibration Case 2: Morgan
- 10:30 – 11:00 Break
- 11:00 – 12:45 4-2. Calibration Case 3 and 4: Nathan
- 12:45 – 2:00 Lunch
- 2:00 – 2:50 4-3. Group Feedback: Nathan
- 2:50 – 3:10 Break
- 3:10 – 5:30 4-4. Calibration Case 5: Timmy

**Day Five**

- 8:00 – 8:30 5-1. Validity and Reliability of the School AMPS
- 8:30 – 10:20 5-2. Calibration Case 6 & 7: Rachel
- 10:20 – 10:50 Break
- 10:50 – 11:30 5-3. Group Feedback: Rachel
- 11:30 – 12:00 5-4. Interpreting the Graphic Report and Planning Intervention: Rachel
- 12:00 – 1:15 Lunch
- 1:15 – 2:45 5-5. Calibration Case 8: Ashley
- 2:45 – 3:15 Break
- 3:15 – 3:45 5-6. Resolving Issues
- 3:45 – 4:10 5-7. Rater Calibration Requirements
- 4:10 – 4:30 5-8. Final Thoughts
- 4:30 – 4:45 5-9. Distribute Evaluation Worksheets and Course Certificates

## School AMPS Rater Calibration Requirements



**YOUR DATA IS DUE NO LATER THAN \_\_\_\_\_.**  
All calibration requirements must be completed within 3 months of the last day of the course.



**KEEP YOUR PASSCODE CONFIDENTIAL.** Allowing others to use your Passcode is a serious violation of national and international client confidentiality laws.



**REVIEW YOUR DATA FOR ACCURACY.** It is your responsibility to make sure all data is entered correctly and accurately. Errors may result in your need to retake the course, test additional clients, and pay additional fees.



**DO NOT ATTEMPT TO OPEN FILES.** Doing so will corrupt the data and require you to reinstall and re-enter all evaluations.

### ❑ STEP 1: DOWNLOAD SCHOOL AMPS SOFTWARE

- A. Open your web browser to the School AMPS website, <http://www.SchoolAMPS.com>.
- B. Follow the link for Install Software in the Software menu.
- C. Follow on-screen instructions to download, install, and configure School AMPS computer-scoring software.

### ❑ STEP 2: ENTER COURSE SCORES

- A. Gather all your course evaluation worksheets. *Discarded or lost evaluation worksheets cannot be replaced - you will be required to take the course again.*
- B. Open the software using your assigned Passcode.
- C. Click *Course Scoring*.
- D. Select the correct student and task from the list. Be sure to match the correct name in the list to your evaluation worksheet. For example, choose *Rachel – Coloring shapes and spaces* for her coloring task, not her cut and paste task!

- E. Enter your scores *exactly* as you completed them in the course. If the faculty changed some of your scores, you *must* use those revised scores - *do not* use your original ones.
- F. Click *Save*. A red checkmark will appear next to each completed task.
- G. Repeat steps D, E, and F for each remaining course evaluation worksheet.



*Using scores other than those you originally scored or that were changed by the faculty may result in the need for you to test additional clients, take a new training course, and pay additional fees.*

### ❑ **STEP 3: TEST 10 ADDITIONAL STUDENTS**

- A. Test ten students performing a minimum of two School AMPS tasks each.
- B. You must interview teachers and score live observations; the use of video tapes is *not* acceptable.
- C. You may co-score no more than two evaluations. Co-scoring is defined as two therapists observing a student at the same time, but scoring his or her performance independently.
- D. You may test either typically-developing students 3 to 15 years of age or students with educational delays 3 years of age or older (i.e., students with disabilities may be older than 15 years); *testing at least 5 typically-developing students is required*.
- E. *You are encouraged to use new, not-yet calibrated tasks*. If you do use them, it is ideal if you observe a new, not-yet calibrated task and two calibrated tasks. In order to calibrate, you may also observe one not-yet calibrated task and one calibrated task, but be aware that once you are calibrated, you will not be able to generate all reports unless the student performs two calibrated tasks.

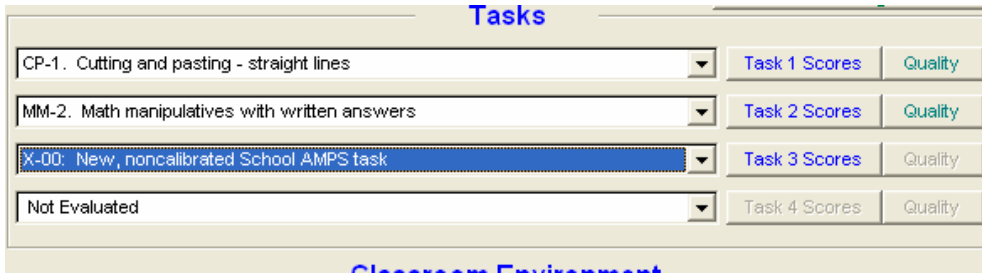
*Note.* The diagnosis code “child, at risk for developmental delay” is only appropriate for students under 10 years of age. Students 10 years or older with developmental or educational delays should be assigned relevant diagnoses from the School AMPS diagnostic categories.

### ❑ **STEP 4: ENTER STUDENT DATA (10 EVALUATIONS)**

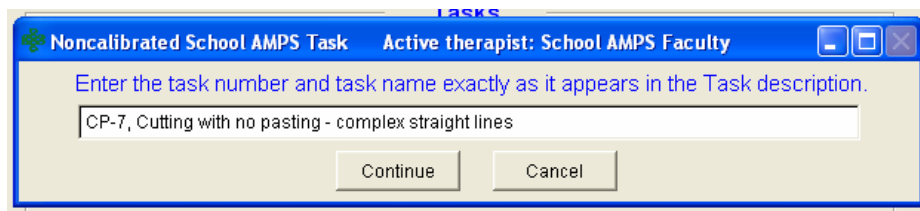
- A. Open the software using your assigned Passcode.
- B. Click *Students*.
- C. Click *Add New Student* and enter demographic information for the student.
- D. Enter dates for the student’s *Date of Birth* and *Date of First Evaluation*. The student’s age at the time of the evaluation will be calculated - but it will only be accurate if the student’s date of birth and each date of evaluation are entered accurately.
- E. Click *Save*.

- F. Select the **EVALUATIONS** tab.
  - i. Click **Add New Evaluation** and enter the evaluation date.
  - ii. Enter tasks, scores, and the quality of the student's performance.
  - iii. Select the **correct** Classroom Environment after reviewing the Classroom Environment Criteria.
- G. Repeat Steps C-F for each of your 10 students.

**Note.** If you've observed a student doing a new, not-yet calibrated School AMPS task, use **Task X-00; New, noncalibrated School AMPS task** from the pull-down menu of task options.



Click **Scores** and enter the task number and task name exactly as it appears in the School AMPS Task Description in your School AMPS manual. Click **Continue**.



Enter scores as you do for all other tasks. You do not need to enter Overall Quality of Performance ratings for new, non-calibrated School AMPS tasks.

## ❑ **STEP 5: EXPORT COURSE SCORES AND EVALUATION DATA**

- A. Export course scores:
  - i. Open the software using your assigned Passcode.
  - ii. Click **Course Scoring**.
  - iii. Click **Export All Scores**. Follow the on-screen instructions to export data. **Export the data to a location (e.g., floppy disk, hard, network, USB flash or zip drive) where you can find them later.**
  - iv. Click **Exit**.

**Note.** If your data is incomplete in any way, the program will display a message about the problem. Correct the problem as reported by the software program, and begin Step 5.A again. Exported course scores are saved in a file called "bexport.amps".

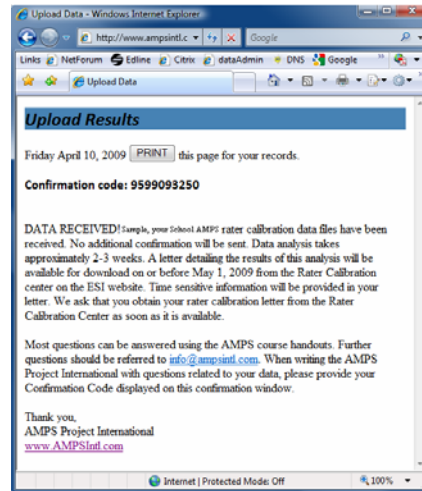
- B. Export the evaluation data for the ten students:
  - i. Click **Export**.
  - ii. Follow on-screen instruction to export data. You need to export your files to someplace where you can find them later. **Export the evaluation data for the ten students to the same location(e.g., floppy disk, hard, network, USB flash or zip drive) as your exported Course Scores.**

**Note.** If your data is incomplete in any way, the program will display a message about the problem. Correct the problem as reported by the software program, and begin Step 5.B again.

## ❑ **STEP 6: SUBMIT EXPORTED DATA FILES TO AMPS PROJECT INTERNATIONAL**

- A. Open your web browser to [www.SchoolAMPS.com](http://www.SchoolAMPS.com)
- B. Follow the Rater Calibration Center link in the Rater Calibration menu.
- C. Login to the Rater Calibration Center:
  - i. Select School AMPS as your course.
  - ii. Enter your School AMPS Passcode.
  - iii. Click **Login**.
- D. Either provide or confirm your contact information.
  - i. Enter a valid e-mail address two times. **This is the e-mail address that AMPS Project International will use to communicate with you.** Please add [info@ampsintl.com](mailto:info@ampsintl.com) to your "safe sender list" to ensure you receive e-mail from AMPS Project International. Contact your e-mail or IT administrator if you do not receive e-mail communications from AMPS Project International.
  - ii. Select the location (country) of your School AMPS training course.
  - iii. Click **Register**.
- E. Click **Upload Data**.
- F. Click **Browse** to locate the files exported in Step 5. The names of these five files are: bexport.amps, tskhist.FPT, tskhist.dbf, therpis.dbf, and register.dbf. If you have trouble finding these files, or if you see more than these five files in the directory, repeat Step 5, ensuring you remember the location (e.g., floppy disk, hard, network, USB flash or zip drive) of the exported data files. **Files stored in your School AMPS 2005 program directory will not be accepted.**
- G. Click **Upload My Files!** to submit your data for analysis.

- H. If all data files are in order, you will immediately receive a confirmation code and a date on which you may acquire the results of your data analysis in the form of a Rater Calibration Letter. Data analysis takes approximately 3 weeks. Refer to Step 7 for downloading your Rater Calibration Letter.



**If you do not receive immediate confirmation in the School AMPS Rater Calibration Center on your web browser that all data files were received, then we did not receive your data. Review your data entry for accuracy. It is your responsibility to make sure your data is entered correctly and accurately. Errors may result in having to retake the course, test additional clients, or pay additional fees. Do not submit backup copies of your data - only exported data will be accepted.**



**It is your responsibility to download your results in a timely manner. Time sensitive information will be provided in your Rater Calibration Letter.**

## ❑ **STEP 7: DOWNLOAD RESULTS OF THE DATA ANALYSIS**

- A. Login to the Rater Calibration Center:
- B. Either Edit or Confirm your name, e-mail address, and course location as you did in Step 6.
- C. Click ***Check Results***.
- D. If the analysis of your data is complete, your Rater Calibration Letter will be available for download.

The letter will summarize the details of the results of your data analysis. If the analysis reveals that your scoring does not demonstrate valid and reliable scoring, you will be asked to test an additional 10 persons or, in the rare case of extreme (and invalid) rater severity, to take the course again.

Submission of data for an additional 10 persons provides the potential School AMPS user with an additional opportunity to learn to administer and score the School AMPS in a valid and reliable manner. Those who do not calibrate as valid

and reliable raters with the second set of data must retake the course if they want to use the School AMPS in clinical practice or research.

## **SOME SUGGESTIONS FOR SUCCESSFUL CALIBRATION**

- Do not change your severity – try to score your own students with the same overall severity that you had when you scored the video cases during the course.
- Be sure that your students perform tasks that will be challenging. Ideally, these will be tasks that the teacher identifies as ones the student has had some difficulty performing. Remember, observing your student perform tasks that are too easy will result in error.
- Read the manual – be sure to match what you observed to the scoring examples in the manual. Also, do not forget to use the criteria in the manual for carefully rating the student's classroom environment and the four qualitative continua.



**If you need technical assistance, please contact AMPS Project International by e-mail: [info@ampsintl.com](mailto:info@ampsintl.com).**

## Software Installation and User Instructions

**School AMPS 2005 OVERVIEW:** School AMPS 2005 is simple to use. Simply click on the button or tab you want to use. There are menus and selections within each folder. You may make your choices using either keystrokes or the mouse.

**SYSTEM REQUIREMENTS:** It is recommended to install School AMPS 2005 on computers which have 32MB RAM, Pentium 90 or higher, and Windows 98, 2000, XP, or NT. We have been able to successfully install and use School AMPS 2005 on computers with using a Windows 95 operating system; however, we cannot guarantee that the software will install or perform correctly, or that the reports will print. It is highly recommended that all print drivers are completely updated in order to generate reports. Updated print drivers are available at your printer company's website. Although not required, Adobe Reader is recommended for viewing, printing, and sharing digital copies of School AMPS 2005 reports. School AMPS 2005 was designed to run across a network. All user profiles must have read/write access to the directory in which School AMPS 2005 is installed.

**CLOSE ALL OTHER SOFTWARE:** You may experience problems if you have any other software running on your computer or network system when you are installing the School AMPS 2005 Computer-scoring Program. If you experience problems with the installation, close other software products (e.g., virus scanning software) before installing School AMPS 2005.

**INSTALLATION: (Have your School AMPS 2005 Passcode ready before starting. Once again, we must remind you that to allow others access to your School AMPS Passcode is a violation of national and international client right-to-privacy laws. Insist that you enter your Passcode yourself.)**

- Step 1: Download the School AMPS 2005 program installer from the School AMPS website, <http://www.schoolamps.com/SA5download.htm>
- Step 2: Double-click the School AMPS 2005 program installer to begin installation. It is recommended that you use this default setting. If you want to change the directory (to a network or other drive), do so now. (*Special note for IT administrators:* Do not attempt to separate the database from the application. Once installed, all School AMPS 2005 files and subdirectories must remain in the same relative location to the school5.exe application file.) Click **OK** to begin installation and follow the prompts to finish installing the software. If you want to stop the installation, click **Exit Setup** and return to the Windows screen.
- Step 3: The software has been successfully installed onto your system. Click **OK**.
- Step 4: At the completion of installation, a window displays stating the software has been successfully installed onto your system. Click **FINISH**.
- Step 5: Follow the prompts to enter your name, date preference, and Passcode.

**ENTERING COURSE DATA:** Click **Course Scoring**. Select and enter the scores for the 8 tasks from your "School AMPS Evaluation Worksheets". Be sure you are selecting the correct students, tasks, and scores. A red check mark will appear by the student once you have entered and saved the task scores. Once all tasks are entered, click **Export All Scores** to save this data to a disk. Please use the same disk used to export your own students' data. See the section below, "Exporting Calibration Data". (For detailed instructions, please refer to the *Rater Calibration Requirements* handout.)

**ENTERING CLIENTS:** Click **Students**. Click **Add New Student**. Using the mouse and keystrokes, enter and select data for your client. Click **School AMPS Diagnostic Categories** to assist you in selecting the correct diagnosis. It is important to correctly enter the Date of Birth and Date of First Evaluation. When finished entering the data for a student, click **Save**.

**ENTERING EVALUATIONS:** After entering the student information, you may enter evaluations for that student by clicking on the **Evaluation** tab. Click **Add New Evaluation**. Follow the prompts to enter a date, task, scores, and quality of performance ratings for each task. Scores may be entered by using the mouse, or by using the number pad on the keyboard. Use the **Classroom Environment Rating Criteria** to assist you in selecting the appropriate classroom environment for that student. Use the **Quality of Performance Rating Scale** to appropriately mark the amount of observed physical effort, efficiency, safety, and independence the student exhibited during each task. Additionally, but not required, you may **select up to 10 skill items** that most impacted the quality of the student's schoolwork task performance. This information will be included in the Narrative Report. When finished entering evaluations, click **Save**. All items must be completed on the page in order to save the evaluation.

**EXPORTING CALIBRATION DATA:** Click **Export**. Your data can be exported to the drive you specify. Verify that the drive where you want to export your data is highlighted in the **Select Destination and Drive** field. Click **Select**. All valid data will be exported to the drive you selected. Use the same disk that was used to export course data (see the "Course Data" section above). Please follow the **Rater Calibration Requirements** instructions you received during the course on how to e-mail your data for analysis.

**SETTING PREFERENCES:** Currently, only the date format may be changed in School AMPS 2005. To change the date format, click **Preferences** and then click the Down Arrow Box to the right of the Date Format field. Click the date format you prefer to use.

**BACKING UP DATA:** It is recommended that you frequently backup your School AMPS 2005 data. You may backup to a directory, different drive, or disk. To restore data from School AMPS 2005 backup files, click **Import** and follow the prompts. Data may be restored from a disk or directory. Data may not be backed-up to the School AMPS 2005 folder.

**IMPORTING DATA:** Data may be imported from a previous version of the School AMPS computer-scoring software. Open the previous version of the School AMPS computer-scoring software using your old passcode. Create a backup of the data on a floppy disk. Close the previous version of the School AMPS computer-scoring software. Open School AMPS 2005 using your School AMPS 2005 Passcode. Click **Import** and follow the prompts.

**REINDEXING THE DATABASE:** Occasionally tables and files embedded within the software need to be re-organized to help the program run more efficiently. This utility does not change any data you have entered. It is recommended that you use this function periodically in order to enhance software performance.

**TECHNICAL SUPPORT:** All questions and concerns regarding Technical Support must be addressed to [info@AMPSIntl.com](mailto:info@AMPSIntl.com). Please be very specific when describing your technical difficulties. All questions will be addressed as quickly as possible.

**School AMPS 2005 is currently only available in English. For free updates to this version of the software, please visit our website at [www.SchoolAMPS.com](http://www.SchoolAMPS.com).**

## Upgrade Policy and Information

At AMPS Project International, we are continually striving to provide School AMPS trained occupational therapists with the most technologically and professionally up-to-date assessment materials. Within this, we have consistently developed new versions of the School AMPS software every 2 to 3 years. Providing consistent updates has allowed us to provide a product that is compatible with the latest network and computer systems utilized by occupational therapists. Additionally, as new research is conducted and as new clinical demands arise, we are able to improve the clinical features and utility of the School AMPS software (e.g., add new tasks, update calibration values, and develop new reports).

As with any assessment tool, AMPS Project International considers it the occupational therapist's personal and professional responsibility to remain informed of School AMPS manual and software updates. The best way to stay apprised of software updates is through the School AMPS website ([www.SchoolAMPS.com](http://www.SchoolAMPS.com)), as announcements for new versions of the manual and software are posted there.

**Those who do not stay current with their School AMPS software may be required to take another course and complete the calibration process before they can receive the latest software and calibration codes.** It is impossible for AMPS Project International or local country coordinators to contact individual School AMPS raters to notify them of available updates. Thus, it is each School AMPS rater's own responsibility to remain current and up-to-date with their assessment materials. AMPS Project International cannot be held responsible for therapists who do not remain advised and updated regarding revisions, updating, and upgrading of the tools and assessments they use.

Therapists often ask the reason for this policy. There are three factors that we have considered very carefully in making the decision to require raters to regularly upgrade their School AMPS software: First, our experience has shown that therapists who consistently upgrade their software are those therapists who most likely administer the School AMPS routinely and score their student's schoolwork task performances in a reliable and valid manner. Second, by using the most current version of the software, the therapist can ensure that they are providing their clients with the most current reports available, based on the most up-to-date calibration and standardization values. Finally, we strive to keep the pricing of all our products as low as possible. Unfortunately, software development is expensive. Our goal is to distribute those costs for software development equally across all School AMPS users. Therefore, each therapist, when purchasing their initial copy of the School AMPS software (typically included in the School AMPS course fee), or when purchasing an upgrade, pays a fee for his or her personal School AMPS software license. Since providing discounted site licenses for multiple users would result in added financial burden to individual users, we have chosen not to make site licenses available.

The upgrades and current pricing for all School AMPS products are posted at our website at [www.SchoolAMPS.com](http://www.SchoolAMPS.com) when available. You may order your upgrade on-line using a valid VISA or MasterCard. Due to current banking regulations, we cannot accept checks, money orders, or international bank drafts of any sort.

Should you have specific questions regarding an upgrade, please contact us at your convenience at [info@AMPSIntl.com](mailto:info@AMPSIntl.com).

## Draft School AMPS Consent Form

This form should be modified or translated as required by the therapist's workplace.

Dear \_\_\_\_\_:

I have recently taken a course where I have learned how to administer and score a school-based occupational therapy evaluation. The name of the tool is the School Version of the Assessment of Motor and Process Skills (School AMPS), and it is used by occupational therapists to evaluate the student's effort, safety, independence, and efficiency as he/she performs everyday, routine schoolwork tasks. Occupational therapists use the School AMPS to help them with planning and implementing effective school-based occupational therapy intervention. We also use it to evaluate whether or not a student has a need for or has benefited from school-based occupational therapy interventions.

In order to complete my training, I am required to assess students performing those tasks that the educational team has identified as being relevant, familiar, and necessary for successful school performance. Examples of tasks include cutting, pasting, writing, drawing, coloring, and using a computer. I must observe each student perform at least two tasks, score the quality of the student's performance based on the standardized criteria in the School AMPS test manual, and then enter the scores into the School AMPS computer scoring software. After I have completed my training, I would like to use this assessment as part of my routine occupational therapy evaluations when students are referred to me for an occupational therapy evaluation.

I would like permission to evaluate your child as part of my training and to subsequently send his/her data to AMPS Project International for evaluation of my skills in administering and scoring the School AMPS. Sending this data to the AMPS Project helps ensure that I am scoring this tool in a valid and reliable manner.

If you give me permission to send this data, your child will in no way be identifiable. The only information that will be sent to AMPS Project International is the tasks that were performed, and your child's age, gender, and diagnoses (if applicable). The School AMPS software does not allow me to export from the software any student names or any official/legal personal identification numbers. Once the data is exported, confidentiality of the data is therefore ensured.

Your signature acknowledges that you have read the information stated and willingly signed this consent form. Your signature also acknowledges that you have received, on the date signed, your personal copy of this document.

\_\_\_\_\_  
Student's name (printed)

\_\_\_\_\_  
Parent's name (printed)

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Therapist signature

\_\_\_\_\_  
Date

July, 2010

## Giving a School AMPS Inservice

The following resources are available from AMPS Project International website ([www.SchoolAMPS.com](http://www.SchoolAMPS.com)):

- A PowerPoint presentation that can be downloaded and customized.
- A complete list of School AMPS references that can be printed and distributed.
- A description of the School AMPS that can be printed and distributed.

### **General considerations:**

- Except for the School AMPS Score Form, please do not photocopy pages from the School AMPS manual.
- For presentation purposes, copying some pages of the manuals onto overheads is acceptable (e.g., the conceptual model schematic).
- You may photocopy and use any of the School AMPS handouts to assist you in your presentation.

### **TAILORING THE PRESENTATION TO SPECIFIC AUDIENCES:**

#### **Audience: Research Colleagues**

- Encourage them to read published School AMPS studies - have copies available of the selected reference list (from the course handouts or from the References page here)
- Refer them to Chapter 2 - validity and reliability studies (offer to let them borrow your copy, but please do not photocopy the chapter)
- Discuss limitations of existing functional assessments (section 1.2, p.3 of the School AMPS manual)
- Show the computer-generated Graphic Report and explain how it can be used to objectively measure outcomes

#### **Audience: Academicians**

- Incorporate the hints above for targeting to an audience of research colleagues
- Explain that the School AMPS is a method of performance analysis (Chapter 5); clarify how a performance analysis is different from a task or activity analysis
- Point out that the School AMPS is a complex assessment and that potential School AMPS raters will need to take a School AMPS workshop to learn to administer and score it
- If you have given several School AMPS evaluations, consider using a case example to demonstrate how the School AMPS can be used in the intervention planning process

#### **Audience: Occupational Therapy Clinicians**

- Use a case example
- Show your computer generated reports
- Allow extra time to discuss how you interpreted results, set goals, and planned intervention

- Audience: Clinicians from Related Disciplines
- Include general information about the unique focus of occupational therapy (the conceptual model is useful to illustrate this) (p. 113)
- Give general information about the School AMPS
- Focus on what we can learn by giving a School AMPS that we cannot learn from other assessments
- Have copies of the selected reference list available

## School AMPS Course Evaluation Form

Your feedback is very important to us as it provides us with important information we can use to plan future courses. As you respond to the following, please try to give us comments that will help us to learn what features to retain or how we should revise future courses.

Course location: \_\_\_\_\_ Date: \_\_\_\_\_

1. What was the **best part** of the course? Why?

2. What additional information would you have liked to have **prior** to attending the course?

3. What recommendations do you have to improve the **design** of the course?

4. Please comment on the quality of teaching of **each** of the course instructors.

Name (optional) \_\_\_\_\_

**EDITS TO SCHOOL AMPS MANUAL TO ACCOUNT  
FOR USE OF SYLLABIC CHARACTERS (E.G.,  
CHINESE CHARACTERS)**

**Edits to General definitions and examples that further clarify the criteria for Pen/Pencil writing tasks, Pages 135-136**

1. **Word:** A word may be a single letter, a series of letters, a single phonic character (e.g., Japanese letter, Korean letter), a series or group of phonic characters, or a single symbolic character (e.g., Chinese character). If the word is written in letters, it must have **recognizable meaning**. Examples of words written with letters that have recognizable meaning include: I, dog, peple (people), gReN (green), and りんご (“apple,” written in Japanese) or 사과 (“apple,” written in Korean). Note that the meaning of the word or single symbolic character (e.g., 人) is **not** judged in terms of whether or not it would be considered the correct answer or a logical word (or character) within a sentence.

In most cases, when the student writes more than one word, each word becomes recognizable as separate units of text (i.e., different words, different combinations of phonic or symbolic characters). When the word is written with letters, they become recognizable as separate units of text when there is a space between otherwise recognizable words (e.g., “blu house” [blue house], “three apples,” 빨가 사과 {“red apple,” written in Korean}). When words are written in Chinese or Japanese characters, there are **may** be no spaces between words. Therefore, they **may** become recognizable as words based on the context and the characters used.

2. **Single recognizable sentence:** A sentence written in letters is a series of **three or more** recognizable “words.” A sentence written in characters (e.g., Japanese or Korean letters or Chinese characters) may be comprised on **two or more** recognizable words. At least two of the words must have two or more letters, two or more phonic characters (e.g., Japanese or Korean letters), or two or more symbolic characters (e.g., Chinese characters).

If the sentence is written with words comprised of letters, the words must be separated by spaces. Examples of single sentences with letters that have recognizable meaning include: “I lv yu” (I love you.) and “dog blue sky.” When sentences are written in characters (e.g., Japanese letters, Korean letters, Chinese characters), and the words **may not** be expected to be separated by spaces (e.g., “I love you.” would be written as “わたしは、あなたをあいしてます。” in Japanese, and “당신을 사랑합니다.” in Korean). The judgment of whether or not there are at least two or three recognizable words in based in the context and the characters used. Moreover, for the series of characters to be defined as a sentence, the series of characters must terminate with a period [full stop]).

Note that a sentence does **not** need to include logical words nor convey recognizable meaning for a series of words to be classified as a sentence. If the student writes more than one sentence, the separate sentences must also become recognizable as separate units of text (see *Series of recognizable sentences* below).

3. **Series of recognizable sentences:** When the student writes more than one “sentence,” the sentences become recognizable as separate units of text when there is (a) a logical

demarcation at the end of one sentence with a period (full stop) and/or (b) an upper case letter at the beginning of the next sentence. When the sentences are written with phonic or symbolic characters, logical demarcation between sentences must be indicated by a period. Again note that a sentence does not need to include logical words or convey recognizable meaning for series of words (or characters) to be classified as sentence. The number of expected words in the sentences is specified in the task descriptions for the respective tasks. Examples of a series of recognizable sentences include the following:

- “I wEnt to store. We at apl The apl ws red.” (I went to store. We ate apple. The apple was red.)
- “dog blue sky Cloud up there It rain wet.” (Dog blue sky. Cloud up there. It rain wet.)
- “わたしわ、あなたをあしています。” (“I love you.” written in Japanese).
- 비가 옵니다. 나느 우산을 씌입니다. (“It is rain. I use the umbrella” written in Korean)

### **Edits to School AMPS task names and/or descriptions, Pages 134**

#### **WR-2 *Word or number copying***

This task involves using a pencil to copy letters, single words, single symbolic or phonic characters (e.g., Chinese characters), or numbers. . . . The use of a pen to copy letters, single words, single symbolic or phonic characters, or numbers is an acceptable alternative. . . .

### **Edits to Table G-1, Page220**

#### **WR-2: Copying letters or symbolic characters**

##### **Task**

- Student copies the number of letters, or symbolic or phonic characters (e.g., Chinese characters, Korean or Japanese letters) specified by the teacher
- Letters, or symbolic or phonic characters are recognizable as letters or characters even if very poorly formed or incorrect

##### **Step**

- Write a letter, or symbolic or phonic character (e.g., “p”, “我”, “あ”, “ㄣ”)

##### **Action**

- *Writing* a letter, or symbolic or phonic character (e.g., “p”, “我”, “あ”, “ㄣ”)

#### **WR-2 or WR-3: Copying or writing words**

##### **Step**

- Write a word (e.g., “Apple”, “苹果”, “りんご”, “사과”)

##### **Action**

- *Writing* a word (e.g., “Apple”, “苹果”, “りんご”, “사과”)

**WR-4: Writing sentences**

**Step**

- Write a word (e.g., “Apple”, “苹果”, “りんご”, “사과”))

**Action**

- *Writing* a word (e.g., "Apple", “苹果”, “りんご”, “사과”))

**WR-5 or WR-6: Writing one to three paragraphs**

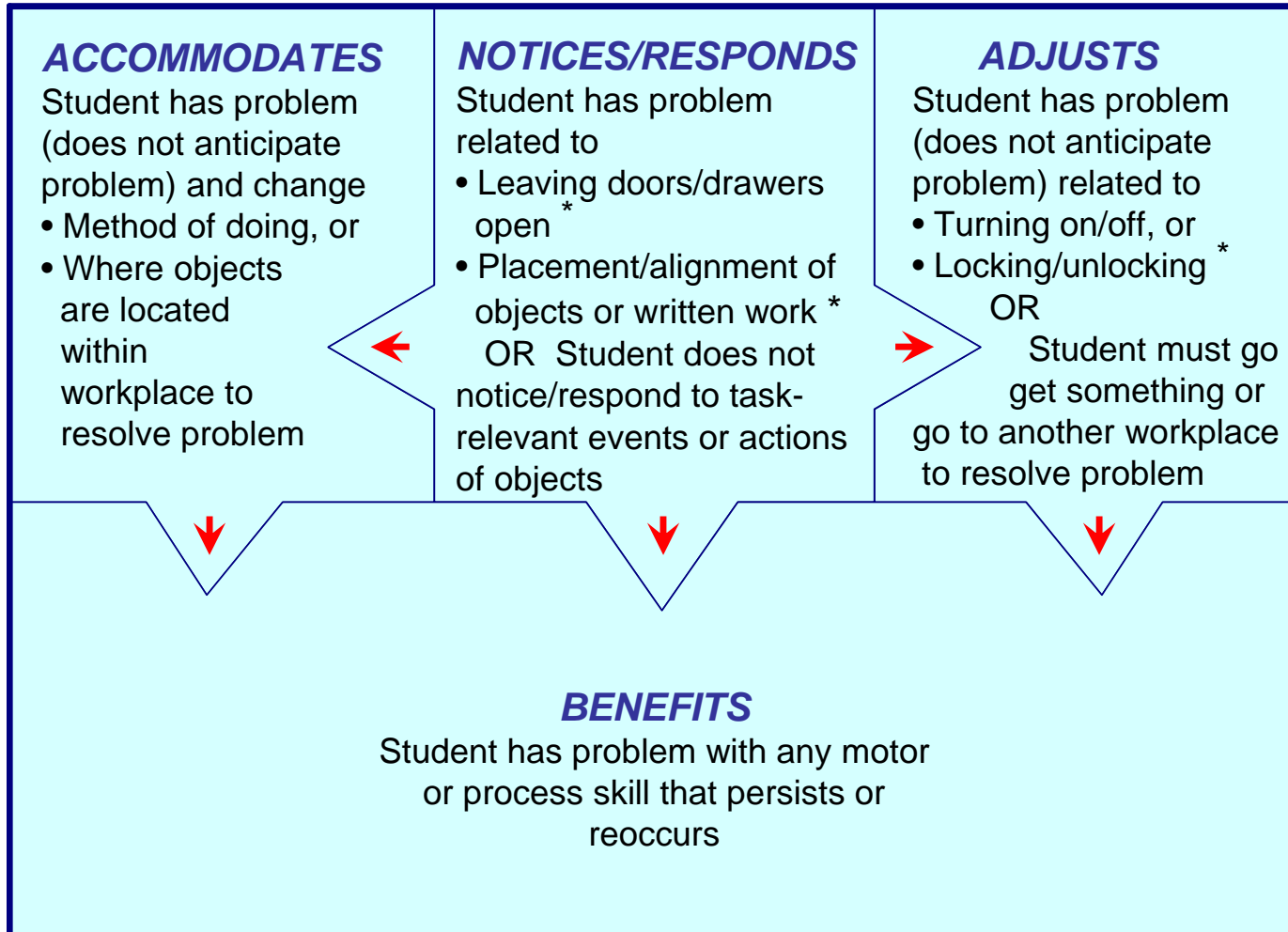
**Step**

- Write a word (e.g., “Apple”, “苹果”, “りんご”, “사과”))

**Action**

- *Writing* a word (e.g., "Apple", “苹果”, “りんご”, “사과”))

## Relationship Among the School AMPS Adaptation Skill Items



\* Observations only scored on these skill items (and Benefits, when the problem persists or reoccurs)