

## AMPS Training Workshop Schedule

### Day One

8:00 – 8:30	1. Registration and AMPS Computer Registration
8:30 – 9:20	2. Introduction to the AMPS
9:20 – 9:40	<b>Break</b>
9:40 – 10:35	3. AMPS Administration Procedures: Part 1 – Preparing to Test a Client
10:35 – 10:45	Stand-up Break
10:45 – 11:55	4. Overview of Motor Skills and Adaptation
11:55 – 1:10	<b>Lunch</b>
1:10 – 2:25	5. Case Observation: Bev, Task A-3, Motor and Adaptation
2:25 – 2:45	<b>Break</b>
2:45 – 4:20	6. Case Scoring: Kevin, Task F-2, Motor and Adaptation
4:20 – 5:30	7. Overview of Process Skills and Adaptation
Homework:	Re-read Vol. 1, Chapters 1 and 3 of the AMPS Manual

### *Note.*

We have planned our time carefully, and we will make every effort to adhere to the schedule. You are encouraged to stay until the end of the course on the fifth day so that you may complete the rater calibration. Completion of scoring of all calibration cases is required for rater calibration.

Also, please be aware that people vary in the time they take to score the videotape cases. We ask that you be understanding of those who may take more time than you do.

## Day Two

- |               |                                                                                   |
|---------------|-----------------------------------------------------------------------------------|
| 8:30 – 9:50   | 1. Case Observation: Virginia, Task F-3, Process                                  |
| 9:50 – 10:10  | <b>Break</b>                                                                      |
| 10:10 – 10:40 | 2. Interpreting the AMPS Graphic Report                                           |
| 10:40 – 12:05 | 3. Case Scoring: Phyllis, Task B-2, Process                                       |
| 12:05 – 1:20  | <b>Lunch</b>                                                                      |
| 1:20 – 2:15   | 4. Discussion of Scores, Phyllis, Task B-2                                        |
| 2:15 – 2:35   | <b>Break</b>                                                                      |
| 2:35 – 3:20   | 5. Administration of the AMPS, Part 2 – Preparing to Integrate AMPS into Practice |
| 3:20 – 3:30   | Stand-up break                                                                    |
| 3:30 – 5:30   | 6. Case Scoring: Renia, Task G-2, Motor and Process                               |
| Homework:     | Read Chapter 4                                                                    |

## Day Three

- |               |                                                                                                                                                  |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:30 – 8:50   | 1. Introduction to Interpreting the AMPS and Planning Intervention: Renia                                                                        |
| 8:50 – 10:10  | 2. Establish the Client-centered Performance Context and Problems of Occupational Performance<br>Case Scoring: Joan, Task C-1, Motor and Process |
| 10:10 – 10:30 | <b>Break</b>                                                                                                                                     |
| 10:30 – 11:30 | 3. Discussion of Scores: Joan, Task C-1                                                                                                          |
| 11:30 – 12:20 | 4. Case Scoring: Joan, Task L-5, Motor and Process                                                                                               |
| 12:20 – 1:35  | <b>Lunch</b>                                                                                                                                     |
| 1:35 – 2:25   | 5. Discussion of Scores: Joan, Task L-5                                                                                                          |
| 2:25 – 2:35   | Stand-up Break                                                                                                                                   |
| 2:35 – 3:15   | 6. Interpreting the AMPS and Planning Intervention: Joan                                                                                         |
| 3:15 – 3:35   | <b>Break</b>                                                                                                                                     |
| 3:35 – 4:05   | 7. Plan Live Observation: Issues of Space and Appropriate Task Challenge                                                                         |
| 4:05 – 6:30   | 8. Introduction to Rater Calibration and AMPS Evaluation Worksheets<br>Calibration Case Scoring: Rosemary, Task F-9                              |

## Day Four – Calibration

- |               |                                                                   |
|---------------|-------------------------------------------------------------------|
| 8:30 – 10:00  | 1. Calibration Case: Chris, Task C-1                              |
| 10:00 – 10:30 | <b>Break</b>                                                      |
| 10:30 – 12:00 | 2. Calibration Case: Jordon, Task P-5                             |
| 12:00 – 1:15  | <b>Lunch</b>                                                      |
| 1:15 – 3:30   | 3. Calibration Case: Skip, Task A-2 and Task P-3                  |
| 3:30 – 3:50   | <b>Break</b>                                                      |
| 3:50 – 4:30   | 4. Group Feedback: Skip                                           |
| 4:30 – 4:50   | 5. Validity and Reliability Studies                               |
| 4:50 – 5:25   | 6. Plan for Live Observation: Rater Preparations and Case Details |
| 5:25 – 5:30   | 7. Review Homework Assignment                                     |

Homework: Prepare for Practice Interview

## Day Five – Calibration

- |               |                                                                                        |
|---------------|----------------------------------------------------------------------------------------|
| 8:00 – 9:20   | 1. Practice Interview                                                                  |
| 9:20 – 10:00  | 2. Practice Setting Up the Environment                                                 |
| 10:00 – 10:15 | <b>Break</b>                                                                           |
| 10:15 – 12:15 | 3. Calibration Case: Live Observation                                                  |
| 12:15 – 1:15  | <b>Lunch</b>                                                                           |
| 1:15 – 1:30   | 4. Group Feedback: Live Calibration Case                                               |
| 1:30 – 3:00   | 5. Calibration Case Scoring                                                            |
| 3:00 – 3:15   | <b>Break</b>                                                                           |
| 3:15 – 3:45   | 6. AMPS Computer-scoring Software: Installation, Entering Data, and Generating Reports |
| 3:45 – 4:15   | 7. Rater Calibration Requirements                                                      |
| 4:15 – 4:45   | 8. Returning Home – Integrating AMPS into Practice                                     |
| 4:45 – 5:15   | 9. Final Thoughts                                                                      |

## Practice Interview Homework

Tomorrow, you will be administering an AMPS interview to one of the other course participants (and you, in turn, will be interviewed by that other course participant). In order to prepare for this interview, you will need to do the following:

1. Think about your own workplace and the spaces/equipment that you have available. You are to plan with the idea that *you will be testing your partner in your own workplace*.
2. Use the task list (Vol. 2, Chapter 2) and section 3.2.3 (Vol. 1, pages 43 to 45) to select a list of possible task choices that are:
  - a. Possible to use in your own workplace (carefully read Vol. 1, pages 43 to 45).
  - b. Potentially relevant for the person you will interview (i.e., a course participant).

Do *not* plan to contrive tasks; do *not* plan to contrive a disability for your partner.

3. Go through steps 1 to 4 (Vol. 1, p. 49) to determine which final *five task choice options* would be appropriate for your partner. Use the *process task hierarchy* (Vol 2, Chapter 1) to determine the task challenges. Also be sure to read steps 5 and 6 (Vol. 1, p. 50) so that you are prepared for the observation of the live case; you will not complete steps 5 and 6 when you interview your partner.
4. Read the *task descriptions* (Vol. 2, Chapter 2) for *each* of the five chosen tasks.
5. Review the *task notes* (Vol. 2, Chapter 3) for each of the five tasks you have chosen. Create *your own version* of the task notes, using Vol. 2 Chapter 3 as a “starting point.” You will need to use your task notes when you interview you partner. (*Note*. We will be checking your notes during this session so that we can give you feedback.)

# Practice Interview

Complete the following *after* you have interviewed your partner:

1. In which environment do you plan to assess your partner?

Their home

Your clinic

2. List the five tasks that you planned as possible options.

Task number

Task name

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

d. \_\_\_\_\_

\_\_\_\_\_

e. \_\_\_\_\_

\_\_\_\_\_

3. Which tasks did you offer as choices?

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

4. Which tasks were chosen by your partner?

a. \_\_\_\_\_ b. \_\_\_\_\_

5. What questions or problems, if any, came up as you carried out the interview?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## AMPS Training 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) \_\_\_\_\_

## Giving an AMPS Inservice

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

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

### General considerations:

- Except for the AMPS Score Form, please do not photocopy pages from the AMPS manuals.
- 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 AMPS handouts to assist you in your presentation.

### TAILORING THE PRESENTATION TO SPECIFIC AUDIENCES:

#### Occupational Therapy Clinicians

- After providing an overview of the AMPS, the use of a case example can be critical in communicating how the AMPS is used in practice.
- Discuss how you interpreted the results, planned your intervention, and set goals.
- Show the computer-generated reports for the client.

#### Research Colleagues

- In addition to providing an overview of the AMPS, it can be helpful to:
  - Hand out copies of the AMPS reference list from the International AMPS website.
  - Refer them to Vol. 1, Chapter 7 — validity and reliability studies (offer to let them borrow your copy, but please do not photocopy the chapter).
  - Discuss limitations of existing functional assessments ( Vol. 1, p.14, section 2.1).
  - Show the computer-generated Graphic Report and explain how it can be used to objectively measure outcomes.

#### Academicians

- In addition to providing an overview of the AMPS, it can be helpful to:
  - Explain that the AMPS is a method of performance analysis (Vol. 1, Chapter 4) that we can use in conjunction with other methods commonly used by OTs (e.g., task and activity analyses).
  - Point out that the AMPS is a complex assessment and that students will need to take an AMPS course to learn to administer and score it.
  - If you have given several AMPS evaluations, consider using a case example to demonstrate how AMPS can be used in the treatment planning process.

#### Clinicians from Related Disciplines

- In addition to providing an overview of the AMPS, it can be helpful to:
  - Include general information about the unique focus of occupational therapy (the conceptual model can be useful to illustrate this) (Vol. 1, p. 256).
  - Focus on what we can learn by giving an AMPS that we cannot learn from other assessments.

## 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: 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.
  - Your passcode will be emailed to you during your course. Please check your SPAM or JUNK folders. If you do not receive your passcode email, please contact Jo Becker at: [Jo.Becker@AMPSIntl.com](mailto:Jo.Becker@AMPSIntl.com). You may need to provide an alternate email address, as some servers may block AMPS emails.
- C. Click *Course Scoring*.
- D. Select the correct client and task from the list. Be sure to match the correct name in the list to your evaluation worksheet. For example, choose *Skip -tea* for Skip's tea task, not his grooming 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 2: TEST 10 ADDITIONAL CLIENTS**

- A. Test ten clients performing a minimum of two AMPS tasks each.
- B. You must interview 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 client at the same time, but scoring his or her performance independently.
- D. Do *not* test well persons between 16 and 59 years of age; their data cannot be used to complete your calibration. You may test well children and/or well older adults.
- 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 client performs two calibrated tasks.

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

## ❑ **STEP 3: ENTER CLIENT DATA (10 EVALUATIONS)**

- A. Open the software using your assigned Passcode.
- B. Click *Clients*.
- C. Click *Add New Client* and enter demographic information for the client.
- D. Click *Save*.
- E. Select the *EVALUATIONS* tab.
  - i. Click *Add New Evaluation* and enter the evaluation date.
  - ii. Enter tasks, scores, and the quality of the client’s performance.
  - iii. Select the *correct* Functional Level after reviewing the Functional Level Rating Criteria.
- F. Repeat Steps C-E for each of your 10 clients.

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

Task	Scores	Quality
Q-1: Sweeping outside	Task 1 Scores	Quality
F-1: Peanut butter and jelly sandwich	Task 2 Scores	Quality
X-00: New, noncalibrated AMPS task	Task 3 Scores	Quality
Not Evaluated	Task 4 Scores	Quality

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

Noncalibrated AMPS Task Active therapist: Occupational Therapist

Enter the task name and task number exactly as it appears in the task description.

A-5. Single-cup espresso or coffee - two persons

Continue Cancel

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

## ❑ **STEP 4: 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 3 again. Exported course scores are saved in a file called "bexport.txt".

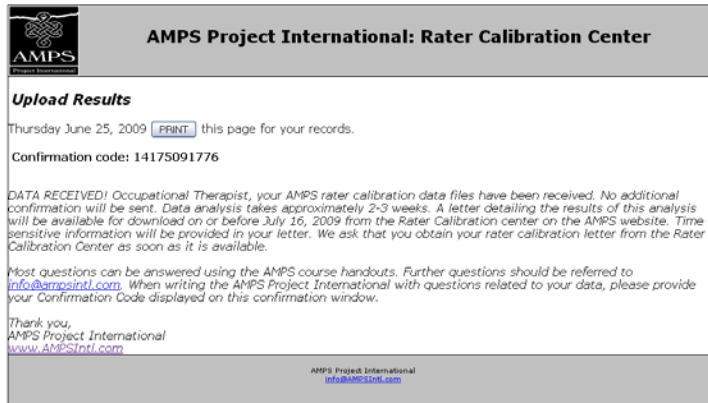
- B. Export the evaluation data for the ten clients:
  - i. Click **Export**.
  - ii. Follow on-screen instruction to export data. You need to export your files to someplace where you can find them later. **Export the evaluation data for the ten clients to the same location (e.g., floppy disk, hard, 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 3.B again.

## ❑ **STEP 5: SUBMIT EXPORTED DATA FILES TO AMPS PROJECT INTERNATIONAL**

- A. Open your web browser to [www.AMPSIntl.com](http://www.AMPSIntl.com).
- B. Follow the Rater Calibration Center link in the Rater Calibration menu.
- C. Login to the Rater Calibration Center:
  - i. Select AMPS as your course.
  - ii. Enter your 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 AMPS training course.
  - iii. Click **Register**.
- E. Click **Upload Data**.
- F. Click **Browse** to locate the files exported in Step 4. The names of these five files are: bexport.txt, 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 4, 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 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 6 for downloading your Rater Calibration Letter.



**If you do not receive immediate confirmation in the 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 6: 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 5.
- 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 AMPS user with an additional opportunity to learn to administer and score the 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 AMPS in clinical practice or research.

## **SOME SUGGESTIONS FOR SUCCESSFUL CALIBRATION**

- Do not change your severity – try to score your own clients with the same overall severity that you had when you scored the video cases during the course.
- Be sure that your clients perform tasks that will be challenging. Ideally, these will be tasks that the client identifies as ones they have had some difficulty performing. Remember, observing your client 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 client’s functional level 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).**

## Installation and User Instructions

**AMPS 2005 OVERVIEW:** 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 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 AMPS 2005 on computers Windows 95 and Windows Vista operating systems; 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 Acrobat Reader is recommended for viewing, printing, and sharing digital copies of AMPS 2005 reports. AMPS 2005 was designed to run across a network. All user profiles must have read/write access to the directory in which 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 AMPS 2005 Computer-scoring Program. If you experience problems with the installation, close other software products (e.g., virus scanning software) before installing AMPS 2005.

**INSTALLATION: (Have your AMPS 2005 Passcode ready before starting.** Your Passcode will be emailed to you during your course. Please check your SPAM or JUNK folders. If you do not receive your Passcode email, please contact Jo Becker at: [Jo.Becker@AMPSIntl.com](mailto:Jo.Becker@AMPSIntl.com). You may need to provide an alternate email address, as some servers may block AMPS emails.)

- Step 1: Download the AMPS 2005 program installer from the AMPS website, <http://www.ampsintl.com/AMPS2005download.htm>.
- Step 2: Double-click the AMPS 2005 program installer to begin installation.
- Step 3: The software is preset to install in C:\AMPS2005\. 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 AMPS 2005 files and subdirectories must remain in the same relative location to the amps2005.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 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, language preference, and Passcode.

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

**ENTERING CLIENTS:** Click the **Client** button. Click **Add New Client**. Using the mouse and keystrokes, enter and select data for your client. Use the **AMPS Diagnostic Categories** button to assist in selecting the correct diagnosis. When finished entering the data for a client, click **Save**.

**ENTERING EVALUATIONS:** After entering the client information, you may enter evaluations for that client by clicking on the **Evaluation** tab. Click **Add New Evaluation**. Follow the prompts to enter a date, task choice, 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 **Functional Level Rating Criteria** to assist you in selecting the appropriate functional level for that client. Use the **Quality of Performance Rating Scale** to appropriately mark the amount of observed physical effort, efficiency, safety, and independence the client exhibited during each task. Additionally, but not required, you may **select up to 10 skill items** that most impacted the quality of the client's ADL 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 the **Export** button. 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: fields. Click the **Select** button. 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 on how to submit your data for analysis.

**SETTING PREFERENCES:** Currently, only the language and date format may be changed in AMPS 2005. To change the language preference to English, Swedish, Danish, Dutch, Spanish, Italian, and German, click **Preferences** and then click the Down Arrow Box to the right of the Language field. Click the language you prefer to use. *Please note that the AMPS Narrative Report is only available in English.* 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 AMPS 2005 data. You may backup to a directory, different drive, or disk. Data may not be backed-up to the AMPS 2005 directory. To restore data from AMPS 2005 backup files, click the **Import** button and follow the prompts.

**IMPORTING DATA:** Data may be imported from previous version of the AMPS computer-scoring software. Open the previous version of the AMPS computer-scoring software using your old passcode (e.g., open AMPS 2002 using your old AMPS 2002 passcode). Create a backup of the data on a floppy disk. Close the previous version of the AMPS computer-scoring software. Open AMPS 2005 using your AMPS 2005 Passcode. Click the **Import** button 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 the following address. Please be very specific when describing your technical difficulties. All questions will be addressed as quickly as possible: [info@AMPSIntl.com](mailto:info@AMPSIntl.com).

**AMPS 2005 is currently available in English, Swedish, Danish, Dutch, Spanish, Italian, and German. For free updates to this version of the software, please visit our website at [www.AMPSintl.com](http://www.AMPSintl.com).**

## Upgrade Policy and Information

At AMPS Project International, we are continually striving to provide 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 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 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 AMPS manual and software updates. The best way to stay apprised of software updates is through the AMPS International website ([www.AMPSIntl.com](http://www.AMPSIntl.com)), as announcements for new versions of the manual and software are posted there.

**Those who do not stay current with their 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 AMPS raters to notify them of available updates. Thus, it is each 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 AMPS software: First, our experience has shown that therapists who consistently upgrade their software are those therapists who most likely administer the AMPS routinely and score their client's ADL 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 AMPS users. Therefore, each therapist, when purchasing their initial copy of the AMPS software (typically included in the AMPS course fee), or when purchasing an upgrade, pays a fee for his or her personal 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 AMPS products are available at our website at [www.AMPSIntl.com](http://www.AMPSIntl.com). 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 TEXT

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

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

I have recently taken a course where I learned how to administer and score an occupational therapy evaluation. The name of the tool is the Assessment of Motor and Process Skills (AMPS), and it is used by occupational therapists to evaluate a person's ability to perform everyday tasks. In order to complete my training, I am required to assess clients as they perform familiar and self-chosen daily life tasks. I must observe each person perform at least two tasks and then score the quality of their performance based on the standardized criteria in the AMPS test manual.

The administration of the AMPS provides me with a tool for planning and implementing your occupational therapy intervention. Therefore, I would like to use it as part of my routine occupational therapy evaluation. I would also like your permission to send your data to AMPS Project International for evaluation of the quality of my rating of your performance.

If you give me permission to send your data, you will in no way be identifiable. The only information that will be sent to AMPS Project International is the tasks you performed, your age, your gender, and your diagnoses (if you have any). The AMPS software does not allow me to send your name and official or legal personal identification numbers. Once your data is exported, confidentiality of your data is 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.

\_\_\_\_\_  
Client name - Printed

\_\_\_\_\_  
Client name - Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Therapist - Signature

\_\_\_\_\_  
Date

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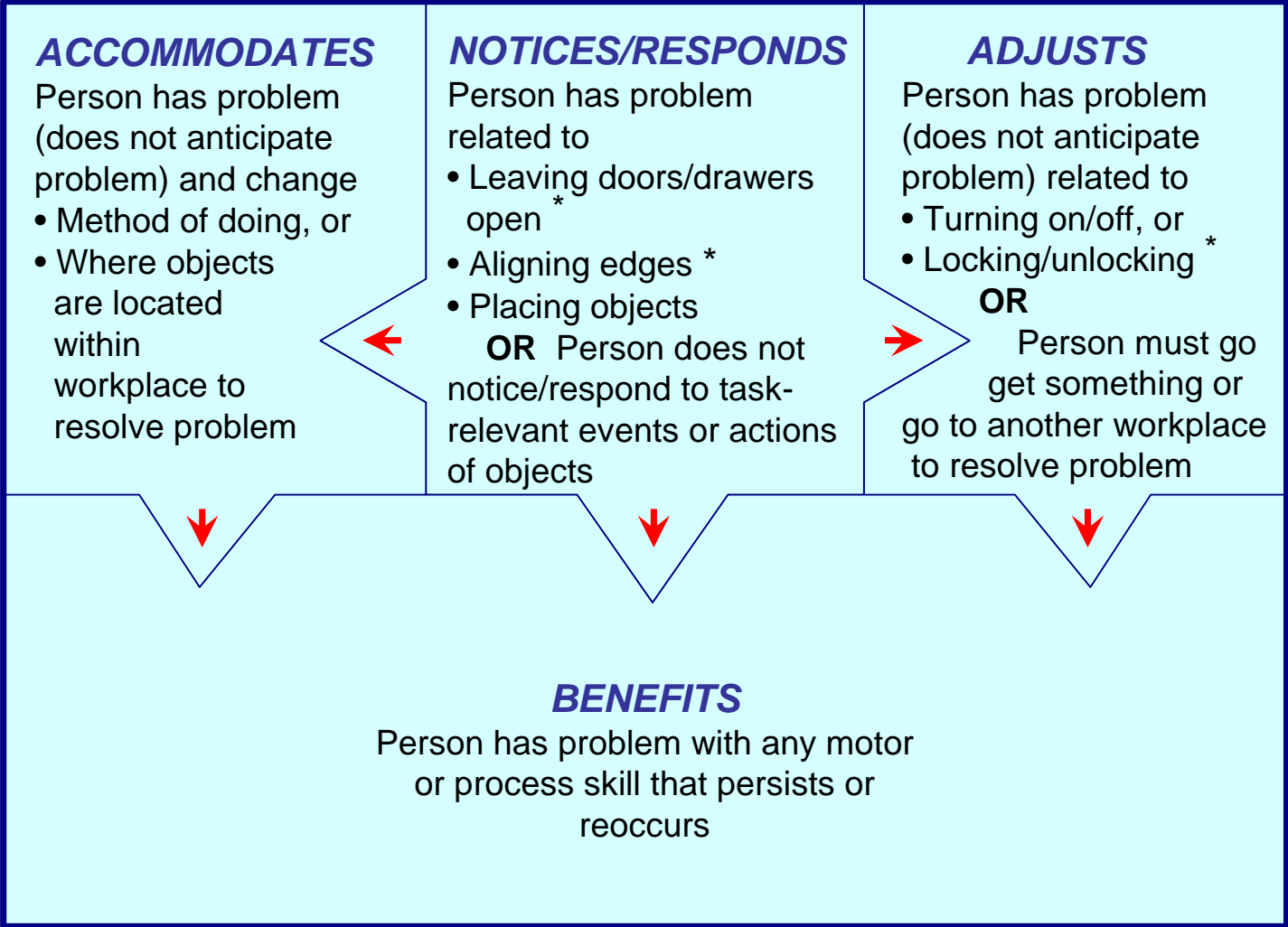
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## Relationship Among the AMPS Adaptation Skill Items



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