RESULTS AND INTERPRETATION OF A SCHOOL VERSION OF THE ASSESSMENT OF MOTOR AND PROCESS SKILLS (SCHOOL AMPS) OBSERVATION
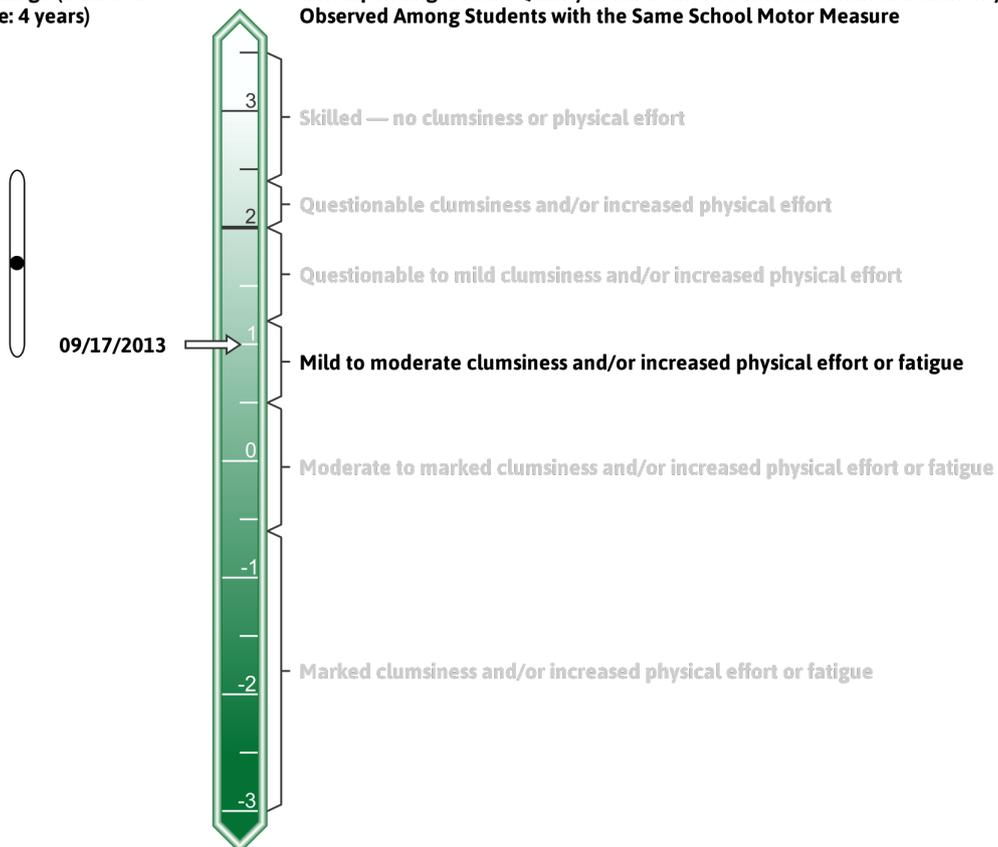
Student: Brianna Sample   **Date:** 09/17/2013

The School AMPS is a standardized evaluation of a student's quality of schoolwork task performance. More specifically, when a student is evaluated using the School AMPS, the occupational therapist observes the student perform at least two relevant schoolwork tasks assigned by the teacher. Scoring the School AMPS is criterion-referenced, based on how much clumsiness or physical effort, time and space inefficiency, safety risk, and/or need for assistance the student demonstrated when performing schoolwork tasks. The student's School AMPS measures are reported in the table. Their locations are indicated by white arrows on the School AMPS scales to illustrate the student's observed quality of schoolwork task performance.

School AMPS Motor Scale

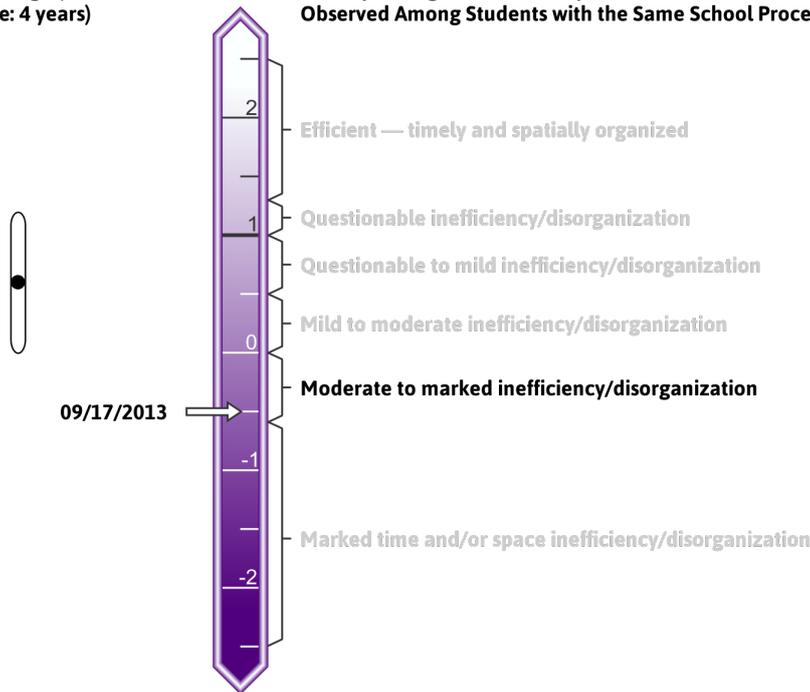**Expected Range (based on current age: 4 years)**

Corresponding Overall Quality of Schoolwork Task Performance Commonly Observed Among Students with the Same School Motor Measure

- 3 — Skilled — no clumsiness or physical effort
- 2 — Questionable clumsiness and/or increased physical effort
- Questionable to mild clumsiness and/or increased physical effort
- 1 — **09/17/2013** → **Mild to moderate clumsiness and/or increased physical effort or fatigue**
- 0 — Moderate to marked clumsiness and/or increased physical effort or fatigue
- -1
- -2 — Marked clumsiness and/or increased physical effort or fatigue
- -3

School AMPS Process Scale

Expected Range (based on current age: 4 years)

Corresponding Overall Quality of Schoolwork Task Performance Commonly Observed Among Students with the Same School Process Measure

- Efficient — timely and spatially organized
- Questionable inefficiency/disorganization
- Questionable to mild inefficiency/disorganization
- Mild to moderate inefficiency/disorganization
- **Moderate to marked inefficiency/disorganization**
- Marked time and/or space inefficiency/disorganization

09/17/2013

Summary of Main Findings

Schoolwork tasks observed:
- DC-2: Coloring shapes and spaces
- CP-3: Pasting with no cutting

Criterion-referenced findings: When compared to criterion-referenced cutoff measures of 2.0 logits on the school motor scale and 1.0 logit on the school process scale:
- The school motor measure of the student's quality of schoolwork task performance was below the cutoff and at a level where we would most commonly observe mild to moderate clumsiness and/or increased physical effort or fatigue during schoolwork task performance.
- The school process measure of the student's quality of schoolwork task performance was below the cutoff and at a level where we would most commonly observe moderate to marked inefficiency/time-space disorganization during schoolwork task performance.

Norm-referenced findings: A summary of the results of the School AMPS observation is shown in the table below. The school motor and school process measures, expressed in logits, have been transformed into standardized z scores (mean = 0.0, SD = 1.0), normalized standard scores (mean = 100, SD = 15), and percentile ranks (percentage of students with lower School AMPS measures).

	School AMPS measure (in logits)	Standardized z score	Normalized standard score	Percentile rank
School motor	1.0	-1.7	74	4.2
School process	-0.5	<-3.0	<55	<1

The numbers in the table above indicate the following in relation to a norm-based interpretation:
- The school motor measure was 1.7 standard deviations below the normative mean, indicating that 95.8% of typically-developing students the same age likely have a **<u>higher</u>** school motor measure.
- The school process measure was more than 3.0 standard deviations below the normative mean, indicating that >99% of typically-developing students the same age likely have a **<u>higher</u>** school process measure.

Specific Findings

Overall quality of schoolwork task performance
When coloring a picture with markers and pasting spots onto a ladybug, Brianna showed minimal increase in clumsiness and physical effort and was moderately inefficient. She needed occasional verbal assistance to color and frequent verbal assistance to paste.

Specific task-related actions that most reflect skilled schoolwork task performance
- *Uses:* Brianna used tools for their intended purpose and in a hygienic manner.
- *Grips, Coordinates:* She grasped and stabilized task objects (e.g., ladybug project paper, markers, gluestick) such that objects did not slip from her grasp when coloring and when pasting.

Specific task-related actions that most reflect diminished quality of schoolwork task performance
- *Initiates, Heeds, Attends:* Brianna needed occasional verbal cues to initiate a step of and to perform the schoolwork task as specified by the teacher, and she needed frequent verbal cues to look back to her project.
- *Notices/Responds, Terminates, Heeds:* Brianna frequently colored outside the boundaries of her picture and frequently did not completely color in areas of her picture.

Student-centered Goals Related to Improving Quality of Schoolwork Task Performance

Brianna will independently complete 10-15 minute schoolwork tasks in her classroom with only minimal inefficiency.
- With fewer than 3 verbal cues, Brianna will start each step of her 10-15 minute schoolwork task and consistently maintain focus on the task such that she does not look away, toward irrelevant auditory or visual stimuli.
- Brianna will completely color each area of a teacher-specified coloring project while occasionally coloring outside the boundaries of a picture.

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