Course Description

With the increasing prevalence of children diagnosed with Autism Spectrum Disorder, there is a growing need to ensure functional outcomes translate into their environment. Such provision of services requires time to warrant the intensive therapeutic services for the child are justified. Through this session, you will have the opportunity to learn the latest evidence-supported intervention approaches and assessment methods to support and document therapy services for children with ASD.
Learning Objectives

1. Examine various assessment tools to inform, guide, and validate your plan of care.
2. Quantify skilled observations to effectively justify your services to third-party payors.
3. Appraise existing methods of assessment and daily documentation practices to inform your plan of care.

Session Outline

1) Appraise current methods of assessment: Strengths and weaknesses
2) Overview of various assessment tools: Clinical utility and research
3) Further quantify intervention to justify the small changes
4) Hands-on experiences: Rotation

Case Activity
Outpatient Pediatric Clinic

James

James is an OT who works in a busy freestanding outpatient clinic uses only naturalistic observations of assistance to quantify the clients’ functional abilities (i.e. Ind, Min A, Mod A, etc.), and occasional use of parent questionnaires.

James has a difficult time managing his time and will often document at the end of the week. Unfortunately, his manager has to provide specific direction to ensure documentation is adequate for reimbursement.

Monica

Monica is an OT who works in the same busy freestanding outpatient clinic utilizes various methods to complete her clients’ evaluations.

She uses assessment tools and screeners, structured interviews with the patient, and naturalistic observations of performance.

Monica also takes it upon herself to serve a local university as a fieldwork educator. She manages her time well with frequent notes and continual documentation system that includes collecting data during each treatment session.
Suggestions for James

The Problem (Tancheck, Little, & Dunn, 2015)

- Low Energy/Weak
- Tactile/Movement Sensitivity
- Taste/Smell Sensitivity
- Auditory/Visual Sensitivity
- Hypersensitvity Scores

Receptive Expressive

Considerations: Assessment and ASD (Schaaf & Lane, 2015)

- Relationship between restrictive and repetitive behaviors and sensory reactivity
- Association between sensory features and social engagement
- Sensory features change with age – Further research needed

- Sensory Profile
- Sensory Processing Measure
- Sensory Experiences Questionnaire
- Sensory Processing Scales
- Sensory Integration and Praxis Test
Assessment Tools

The Rehabilitation Institute of Chicago

www.rehabmeasures.org

Rehabilitation Measures Database

Types of Standardized Tests (Brown, 2017)

<table>
<thead>
<tr>
<th>NORM-REFERENCE</th>
<th>CRITERION-REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compared with other</td>
<td>Based on standard/fixed point (by experts)</td>
</tr>
<tr>
<td>Purpose: Determine if scores are within or outside of a typical range (p. 129).</td>
<td>Purpose: Determine individual's performance compares to the established benchmark.</td>
</tr>
</tbody>
</table>
Assessment Tool Considerations

**VALIDITY**
Evaluates the desired purpose/domain

**CONSTRUCT**
Predictive of performance

**PREDICTIVE**
Alternative tool to evaluate purpose/domain

**CONCURRENT**

**RELIABILITY**
Outcome accuracy

**STAMINA & CONSISTENCY**

**TEST-RETEST**
Between raters

**INTER-RATER**
Same rater

**INTRA-RATER**

---

Correlation

**POSITIVE**

**NEGATIVE**

---

Correlation: Strength

Closest to **1.00**

- .70 to .99 **STRONG**
- .50-.69 **MODERATE**
- .30-49 **WEAK**
- <.30 **VERY WEAK**
Other Assessment Considerations

Responsiveness
One that can detect change

Ceiling Effect
A high score has little room for improvement

Assessment Tools

SCREENING TOOL
Modified Checklist for Autism in Toddlers (MCHAT)
- Screening for ASD
  http://www2.gsu.edu/~psydlr/Diana_L._Robins/files/M‐CHAT_new.pdf

Assessment Tools

SCREENING TOOL
The First Year Inventory
- Screening for ASD
  http://www.med.unc.edu/ahs/pearls/research/development-of-the-first-year-inventory
**Assessment Tools** (Hansen & Jirikowic, 2013; Parham & Eckler, 2007)

**SENSORY-BASED**

**Sensory Processing Measure**
5-12 years of age
75-item questionnaire
Home (parent) & School (teacher)
Responses: never, occasionally, frequent, or always

**Assessment Tool** (Polatajko & Mandich, 2004)

**ACTIVITY PERFORMANCE**

**Dynamic Performance Analysis Record (DPAR)**
Framework to enable occupational competence

**Assessment Tool** (Polatajko & Mandich, 2004)

**ACTIVITY PERFORMANCE**

**Performance Quality Rating Scale (PQRS)**
Evaluate performance and change in performance, based on observation

Part A: 1-10 (p.155)
1=no activity criteria are met
10=all activity criteria are met
Assessment Tools

MEMORY

Visual Memory Task
Adapted from Snodgrass Vanderwart’s (1980) object database
Used in research (Chan, Han, Sze, & Lau, 2015)
Procedure:
1) Stimulus for 3 minutes
2) 3 minutes delay

EXECUTIVE FUNCTION

Weekly Calendar Planning Activity
Performance-based
Insert 18 appointments and errands into a weekly calendar
Collected objective measures on multiple items
(Toglia, 2015)

WCPA Performance Examples
### Results: WCPA

<table>
<thead>
<tr>
<th>Strategy Used</th>
<th>Changes in Percentage of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pauses and reads 15%</td>
<td>40%</td>
</tr>
<tr>
<td>Self-checks 26%</td>
<td>50%</td>
</tr>
<tr>
<td>Crosses off specified free day 18%</td>
<td>20%</td>
</tr>
<tr>
<td>Talks out loud about strategy, method, or plan 30%</td>
<td>30%</td>
</tr>
<tr>
<td>Uses written plan 7%</td>
<td>10%</td>
</tr>
<tr>
<td>Enters fixed appointments first, then flexible appointments 20%</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Results: WCPA

<table>
<thead>
<tr>
<th>Strategy Used</th>
<th>Changes in percentage of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category or organizes appointments before editing 9%</td>
<td>50%</td>
</tr>
<tr>
<td>Rearrangement of materials 6%</td>
<td>30%</td>
</tr>
<tr>
<td>Crosses off, checks off, highlights appointments 20%</td>
<td>20%</td>
</tr>
<tr>
<td>Verbal rehearsal 35%</td>
<td>40%</td>
</tr>
<tr>
<td>Uses finger 40%</td>
<td>50%</td>
</tr>
<tr>
<td>Underlines, circles, or highlights 6%</td>
<td>10%</td>
</tr>
</tbody>
</table>

### Assessment Tools (Watling & Hauer, 2015)

**Goal Attainment Scale (GAS)**
- Meaningful goals are set
- Each are then weighted by the client/parent
- Provides partial accomplishment of given goals
Documenting & Detecting Sensory Processing Issues

Systematic data collection of the behavior

Identification patterns

Environmental influences

Example of Time Sampling Data Collection Sheet

Example of Floor Sampling Data Collection Sheet

Rotation

HANDS-ON ACTIVITY
Rotation Directions

Rotation
HANDS-ON ACTIVITY

Station ONE
Weekly Calendar Planning Activity

Trial the Weekly Calendar Planning Activity while your partner attempts to record the strategies used.
Station TWO

Review the Available Measures–
Consider ways in which the findings from the measure can assist you with monitoring change and performance.

Station THREE

Goal Attainment Scale

How might you apply the GAS to your everyday practice?
Develop a GAS for a client you have using the presented templates.

Station FOUR

Using the PQRS, rate your partner’s ability to tie a tie.

• Trial ONE: Determine if the person has a general idea
• Trial TWO: Actual rating (pre-test)
• Do an intervention
• Trial THREE: Actual rating (post-test)
Station FIVE
Resource and Question & Answer Station

Thank YOU!

CONTACT INFORMATION
Robyn Otty
Associate Professor
School of Occupational Therapy
(702) 777-3095
Robyn.otty@tun.touro.edu
LinkedIn.com/in/robynotty

References
References


