

Standardized Testing Options for Occupational Therapy Assessments

- **Vision Screening:** Assesses a person's ocular motility and ability to use both eyes together to execute functional visual skills. Skills include attention shifting (saccades and quick localization), sustained visual attention at near point (fixation and convergence), sustaining visual fixation with head movement (gaze stability), visually follow a moving object (tracking), and sustain focus on an object coming toward you (convergence). These visual skills can significantly impact copying speed, reading, attention/focus, and safe navigation of the environment, as well as have an impact on development of visual perceptual skills.
- **General Sensorimotor Observations:** Specific clinical observations of motor performance commonly associated with the assessment of the integrity of nervous system functioning. They include assessment of general muscle tone, sensory modulation and discrimination, visual-vestibular-proprioceptive integration, postural control, bilateral integration, and praxis. These observations were developed based on current sensory integration theory.
- **Clinical Observations of Motor and Postural Skills (COMPS): 5-15 yrs**
The Clinical Observation of Motor and Postural Skills – Second Edition is a screening tool for identifying the presence or absence of motor problems with a postural component. It is based on six clinical observations suggested by Ayres (1972) to supplement information received from standardized tests, including slow movements, rapid forearm rotation, finger–nose touching, prone extension posture, asymmetrical tonic neck reflex, and supine flexion posture.
- **Movement Assessment Battery for Children (Movement ABC):**
Test: 3:0-16:11 years Checklist: 5:0-12:0 years
Identifies, describes and guides the treatment of motor impairment. It is used to assess children's motor skills disabilities and determine intervention strategies. This individually administered test that takes between 20 and 40 minutes to complete.
- **Visual Skills Appraisal (VSA) 5-14 years:** The VSA provides an easy way to screen for common visual skill difficulties that can impact academic performance and participation, including reading and writing tasks by way of five items that assess binocular, ocular-motility, and visual-motor skills. The VSA requires minimal equipment and can be administered as part of a school's annual vision screening program or with students who present with visual skill concerns to determine need for further optometric evaluation.
- **Structured Observations of Sensory Integration - Motor (SOSI-M): 5-14years** The SOSI-M includes 14 sets of administered items that assess proprioception, vestibular processing, motor planning, and postural control. Romberg (firm and soft surface, eyes open and closed), Heel to Toe (firm and soft surface, eyes open and closed), Standing on One Foot (eyes open and closed), Modified Postural Schilder's Arm Extension Test, Skipping, Series of Jumps (jumping jacks; symmetric and reciprocal stride jumps), High Kneeling (right and left weight shift and reach), Antigravity Extension, Antigravity Flexion, Ocular Movements (vertical and horizontal), Slow Ramp Movements, Sequential Finger Touching, Diadochokinesis (right, left, and bilateral), Projected Actions in Time and Space (ball in the air and ball against the wall) **COMING JANUARY 2021**
- **Bruininks Oseretsky Test of Motor Proficiency: 4:0-21:0** Fine motor kit includes Fine Motor Precision, Fine Motor Integration, Manual Dexterity, and Upper-Limb Coordination subtests. Gross motor kit includes Bilateral Coordination, Balance, Running Speed and Agility, and Strength subtests.
- **Beery VMI: 2:0-99:11** Short Format and Full Format tests present drawings of geometric forms arranged in order of increasing difficulty that the individual is asked to copy. Updated norms for ages 2 through 18; adult norms for age 19 and above. Short Format and Full Format tests: 10–15 minutes each; supplemental Visual Perception and Motor Coordination tests: 5 minutes each

- **Developmental Test of Visual Perception (DTVP– 2): 4:0 - 12:11 years**
Useful measure of visual perception and visual-motor integration skills in children.
- **Developmental Test of Visual Perception (DTVP– 3): 4:0 - 12:11 years**
Useful measure of visual perception, motor reduced visual perception, and visual-motor integration skills in children.
- **Developmental Test of Visual Perception-Adolescent and Adult (DVTP-A):11:0-75:11 Years**
Useful measure of visual perception, motor reduced visual perception, and visual-motor integration skills in adolescents and adults
- **Test of Visual Perceptual Skills, 3rd Ed. (TVPS-3): 5-21 years**
Determines the visual perceptual strengths and weaknesses impacting one’s ability to make sense out of what is seen by an individual when motor demands are removed.
- **Test of Visual Motor Skills, 3rd Ed.(TVMS-3): 3-90+ years**
Assesses how well a person can coordinate visually-guided fine motor movements to copy a design and if there are any systematic distortions or inaccuracies that can be attributed to difficulties in motor planning, perception, and execution.
- **Test of Handwriting Skills- Revised (THS-R): 6-0 thru 18-11 years**
Helps identify sensory integration issues manifested in handwriting and can assist in identifying dysgraphia. Scores are based on letter formation on unlined paper under various conditions. Spelling errors and organization of letters are not factored into scoring.
- **Test of Information Processing Skills (TIPS): 5-90+ years**
Assesses ability to acquire, organize, retrieve, use, and manage information that is presented either visually or auditorily.
- **Sensory Processing Measure (SPM): 5-12 years**
Screening checklist completed by parents that helps identify sensory processing and social participation issues in preschool children and assess sensory functioning across environments.
- **Sensory Integration and Praxis Test (SIPT): 4.0-8:11 years**
Evaluates a child’s praxis skills as related to visual, vestibular, and somatosensory processing. Normed for ages 4.0-8:11 but provides useful data regarding sensory processing abilities in adolescents and adults via clinical observation.
- **Adolescent/Adult Sensory History and Questionnaire: 13- 95 years**
Completed by his mother along with an abridged version completed by _____ to gather perceptions of the impact of sensory processing on daily activities and social-emotional well being.
- **Vineland Adaptive Behavior Scales, Second Edition (Vineland-II): Birth to 90 years** A measure of the personal and social skills needed for everyday living. The scales of the Vineland II were organized within a three domain structure: Communication, Daily Living, and Socialization.
- **Goal-Oriented Assessment of Lifeskills (GOAL)**
Evaluates functional motor skills based on occupations of daily life. Normed for children ages 7-17 years.