

EASY-OT Assessment: Educational Assessment of School Youth for Occupational Therapists

Purpose: The EASY-OT includes materials which help address the entire assessment process. A Screening Form and Annual Report Form help determine the appropriateness of an occupational therapy assessment, and allow reporting on the continued eligibility for services. The Screening Form is an observation tool to document a variety of functional skills and classroom observations. The Annual Report Form documents progress toward IEP goals, and the strategies used. The EASY-OT consists of four different performance-based observational checklists and developmental assessment forms used with students from preschool through 12th grade. It can also be used with students with severe cognitive impairments, autism, and physical disabilities.

Time to administer: 15-30 minutes, perhaps longer depending on the number of items the student is able to complete. Scoring is completed along with test administration.

Format: There are four Assessment Forms: 1) Pre-Kindergarten-2nd Grade; 2) Grades 3-8; 3) Grades 9-12, and 4) Low Functioning (for students with developmental or physical disabilities). These forms assess school-related skills in: Fine Motor, Gross Motor, Visual-Perceptual, Visual Motor and Self-Help.

All the Assessment Forms (except Low Functioning) include a chart to record observations about the student's work space (desk height, work materials), environment (traffic patterns, lighting, noise levels), performance (attention, participation, following directions, interacting with peers) and modifications (verbal cues, physical assistance, other modifications). Each form (except Low Functioning) also includes a grid to record results from commonly used standardized tests.

There are templates to assist in evaluating pre-printing, writing, coloring, cutting and visual perceptual skills. The pre-kindergarten through second grade version includes items relating to cutting skills (snipping to cutting complex shapes), pre-printing skills (connecting dots to copying shapes) and printing skills. The third through eighth grade version does not include pre-printing, includes fewer cutting items, but includes additional items related to cursive writing. The ninth through twelfth grade version does not include items related to the mechanics of writing (letter formation, spacing, etc), but includes items related to writing accommodations. On the low-functioning version, items relate to head and trunk control, range of motion and computer skills. Templates include:

- Fine Motor: Scissor Skills
- Visual Perceptual: Visual Discrimination-Colors
- Visual Perceptual: Visual Discrimination-Shapes
- Visual Perceptual: Figure Ground-Hidden Picture
- Visual Perceptual: Figure Ground-Word Find (2)
- Visual Motor: Pre-Printing Skills-Coloring (2)
- Visual Motor: Pre-printing Skills-Tracing
- Visual Motor: Pre-Printing Skills-Copying (2)
- Visual Motor: Printing Skills-Near Model Sentence
- Visual Motor: Printing Skills-Near Model Paragraph

- Visual Motor: Printing Skills-Far Model Paragraph
- Manuscript Letter and Number Identification Sheet
- Cursive Letter and Number Identification Sheet

A Sensory Processing Skills Addendum is used with students whose functional performance in school may be influenced by sensory processing abilities and includes auditory, visual, tactile, vestibular, proprioception, behavior and social skills. This information can be obtained from the parent/guardian, teacher, or prior report.

A Vocational and Life Skills Addendum is used as a Vocational Observation Form and Life Skills Checklist. This form can be used as a worksheet to help analyze and solve issues related to a student's job. A Pencil Grasp Guide makes it easy to identify, and record, the student's grasp.

All forms and materials are provided on a CD for PC computers. Forms can be downloaded and printed, masters are also provided in the test kit.

Scoring: In each performance section, skills are either checked off (indicating the student has the skill) or left blank. Other sections include descriptors, for example in the motor planning section, clapping hands can have a check beside imitates, emerging or unable. Similar qualifiers are present for other performance areas. Each section also has a place where the therapist can make comments/observations. On the cover sheet there is a place for an OT educationally relevant summary with indicators regarding the extent the barriers have on the student's learning.

Interpretation: Observations from the EASY-OT can be paired with results from standardized assessments, which are recorded on another page. Observations from the EASY-OT can either corroborate or refute information from standardized or outside testing. The information can be used to determine eligibility for OT services or to identify areas of concern which should be addressed as part of the student's IEP.

Reliability: not compiled

For additional information: <http://www.therapro.com/Browse-Category/School-Based-Evaluations/Educational-Assessment-of-School-Youth-for-Occupational-Therapists-EASY-OT.html>

Reference:

Simon, R.L. & Leech, S.W. (2014). Education assessments. In A. Asher (Ed.), *Asher's occupational therapy assessment tools, An annotated index (4th ed.)*, (pp 277). Bethesda, MD: AOTA Press.