

# Celia Burrows Occupational Therapist

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## Screening Assessments

### **Shore Handwriting Screening for Early Handwriting Development (SHSEHD 3 – 7 years)**

SHSEHD is a **diagnostic tool to assist in the early identification of difficulty with handwriting skill for children of Preschool age to the end of Stage 1**. It examines identified key skills and behaviours required for successful production of written text including adequate muscle control to achieve a competent pencil grasp and a stable sitting posture, the ability to copy (near and far point), competent visual analysis and perception of letter and number shapes, established hand dominance and right/left discrimination, as well as motivation and concentration to task.

### **Movement Assessment Battery for Children Checklist (Movement ABC Checklist 4-12 years)**

The Movement ABC Checklist provides a snapshot summary of a child's current movement capabilities during both static and dynamic movement scenarios as well as associated behavioural responses linked with possible movement difficulty.

### **Gesell, Sheridan and Illingworth Developmental Scales (birth to 5 years)**

Developmental schedules for gross motor, fine motor, adaptive and self care skills for the early years.

### **The Short Sensory Profile (3-10 years)**

A shortened Sensory Profile comparing children's responsiveness to sensory experiences including touch, taste/smell, movement, under responsive/over responsive behaviours, auditory filtering, energy/endurance and visual/auditory sensitivity. Findings **indicate/compare children's possible differences in sensory processing from their peers** indicating either **typical** sensory processing, or sensory processing that may indicate a **probable or definite difference**.

### **Upper limb assessment of muscle tone, strength and joint range of motion (all ages)**

Manual upper limb assessment of **functional movement patterns power and precision grasp strength and control**.

## Standardised Assessments

### **Wide Range Assessment of Visual Motor Abilities (WRAVMA 3 – 18 years)**

The WRAVMA is an assessment of **visual motor, visual spatial and fine motor abilities** for children. Difficulty with visual motor task performance such as handwriting, copying tasks and/or drawing may be associated with either fine motor difficulty, a deficit with spatial awareness (interpreting visual information), or a difficulty with combining/integrating motor and spatial systems. Percentile scores are provided for each subtest and combined subtests giving a visual motor composite score

### **Handwriting Speed Test (8 – 18 years)**

A copying task that assesses **handwriting speed/quantity of written output** for school aged children from years 3-12.

### **Wechsler Individual Achievement Test 2<sup>nd</sup> Edition (WIATT –II Abbreviated Kinder – Adult)**

The WIATT-II Australian Abbreviated is a brief, individually administered achievement test with 3 subtests examining – **Word Reading, Numerical Operations, and Spelling**. Word Reading assesses phonological awareness and letter identification skills. Numerical Operations examines early maths calculation skills such as number recognition and number counting and higher maths calculation skills including solution of equations with 1 and 2 unknowns. The Spelling subtest incorporates items that assess early spelling concepts such as sound-to-letter correspondence for vowels, consonants and consonant blends and includes words that vary in spelling-phoneme predictability, high frequency homonyms and contractions.

### **Movement Assessment Battery for Children (Movement ABC Children 4-12 years)**

The Movement ABC identifies and **describes impairments of motor function** in children providing information on how well they may perform individually and during a group setting. Quantitative data allows comparison of performance to peers. Findings provide a structured framework identifying children's strengths and weaknesses allowing a plan for remediation. Scores below the 5<sup>th</sup> percentile are indicative of a definite motor problem; scores between the 5<sup>th</sup> and 15<sup>th</sup> percentile indicate a degree of difficulty with movement skills classified as borderline; scores above the 15<sup>th</sup> percentile suggest adequate/better motor competence compared to peers.

### **Adaptive Behaviour Assessment System 2<sup>nd</sup> edition (ABAS II – all ages)**

An assessment of adaptive behaviours associated with performing everyday tasks. Adaptive behaviours are the practical skills that an individual requires to effectively and independently look after one self and to interact with other people. The need to communicate, display suitable social and academic skills, function effectively at school and in the community, engage in leisure and work pursuits, as well as manage individual health and safety needs are recognised. A primary purpose of the ABAS II is to comprehensively, validly and reliably describe the degree to which an individual may display normal adaptive behaviours and skills. Three adaptive domain areas including **conceptual** (communication and academic skills), **practical** (independent living and daily living skills) and **social** (interpersonal and social competence skills) areas are examined by the ABAS II. A final composite score can be derived described as the **General Adaptive Composite (GAC)** which represents a comprehensive and global estimate of an individual's adaptive functioning.

### **Sensory Profile (3-10 years)**

Assessment of sensory processing patterns of children for 3 major areas including sensory processing, modulation and behavioural/emotional responses. Children's responsiveness to sensory input is examined using 9 factor groupings including: sensory seeking, low endurance/tone, inattention/distractibility, sensory sensitivity, fine motor perceptual, emotional reactivity, oral sensory sensitivity, poor registration. Findings **indicate/compare children's possible differences in sensory processing from their peers** indicating either **typical** sensory processing, or sensory processing that may indicate a **probable or definite difference**.