



Welcome to the 2022 FRPA Conference!
August 29 – September 1, 2022 | Orlando, FL

The background of the slide is a photograph of a forest with tall trees and sunlight filtering through the leaves. A solid blue horizontal banner is overlaid across the middle of the image.

Assess For Success: Utilizing Standardized Assessments





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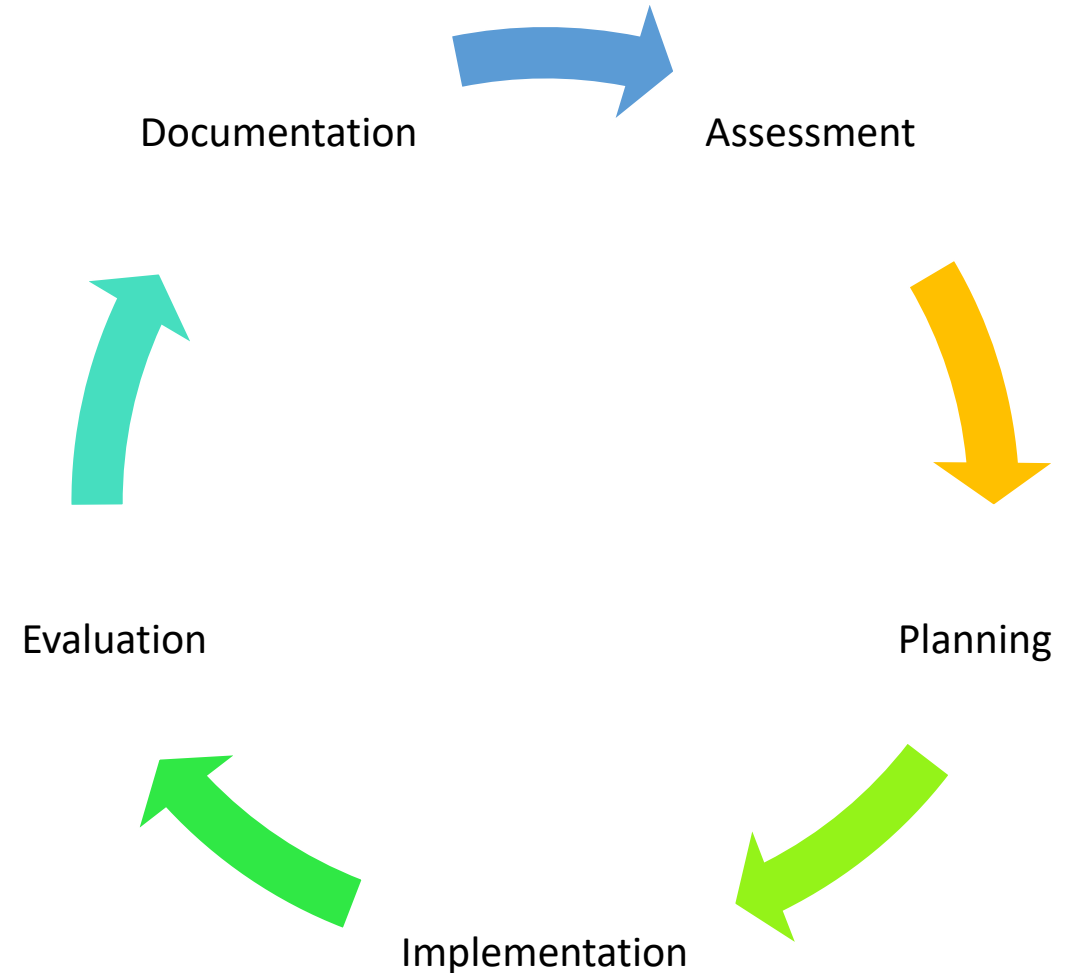


LEARNING OBJECTIVES

1. Recall at least one standardized assessment for the following populations: intellectual / developmental disabilities. physical disabilities. anxiety. depression. and obesity.
2. Identify one standardized assessment from the Rehabilitation Measure database that you can utilize in your practice.
3. Develop a plan for utilizing standardized assessments through implementing the APIED process within your practice.

APIE-D PROCESS

A = Assessment
P = Planning
I = Implementation
E = Evaluation
(D) = Documentation





TYPES OF ASSESSMENT

**Record / Chart
Review**

Observations

Interviews

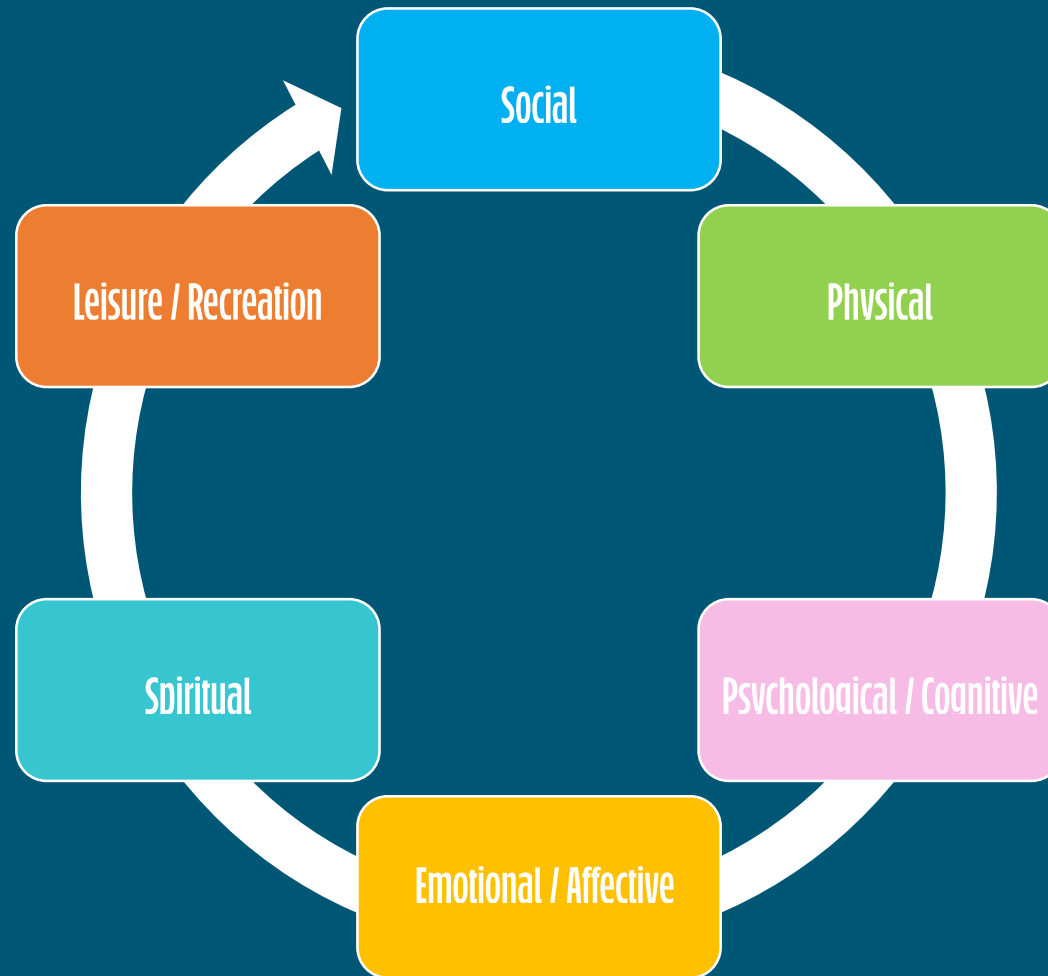
Proxy Data

**Standardized
Assessments**

**Team-Based
Assessments**

**Ecological
Assessments**

ASSESSMENT DOMAINS IN RT



SAMPLE ASSESSMENT AREAS BY DOMAIN

Physical Domain

- ❖ Gait.
- ❖ Weight-bearing ability.
- ❖ Cardiovascular endurance.
- ❖ Muscular endurance.
- ❖ Skeletomuscular coordination.
- ❖ Hand-eye coordination.
- ❖ Fine motor movements.
- ❖ Gross motor movements.
- ❖ Muscular strength.
- ❖ Neuromuscular speed.
- ❖ Neuromuscular agility.
- ❖ Flexibility/ROM.
- ❖ Energy levels.
- ❖ Posture.
- ❖ Balance.
- ❖ Muscular power.
- ❖ Sitting and standing ability.
- ❖ Sensory perception.

Psychological / Cognitive Domain

- ❖ Perception.
- ❖ Memory.
- ❖ Attention.
- ❖ Directionality.
- ❖ Spatial awareness.
- ❖ Reasoning.
- ❖ Concentration.
- ❖ Decision-making.
- ❖ Problem-solving.
- ❖ Organization and planning.
- ❖ Strategy.
- ❖ Academic skills.
- ❖ Orientation to person, place and time.
- ❖ Sequencing.
- ❖ Following instructions.
- ❖ Competence and mastery of tasks or skills.
- ❖ Creativity.

SAMPLE ASSESSMENT AREAS BY DOMAIN

Social Domain

- ❖ Conversational/ verbal communication skills.
- ❖ Non-verbal communication skills (eye contact, facial expressions, proximity).
- ❖ Turn-taking.
- ❖ Active listening.
- ❖ Sharing and cooperation.
- ❖ Forming, maintaining, and terminating relationships.
- ❖ Interacting according to social rules.
- ❖ Relating with strangers, equals and/or persons with authority.
- ❖ Social space.
- ❖ Tolerance in relationships.
- ❖ Criticism in relationships.
- ❖ Physical contact in relationships.
- ❖ Respect in relationships.
- ❖ Sense of connection and belonging.
- ❖ Sense of identity in groups.
- ❖ Empathy.

Emotional / Affective Domain

- Self-esteem.
- Self-concept.
- Stress and stress-related symptoms.
- Awareness of emotions.
- Emotional regulation.
- Emotional expression.
- Motivation
- Attitudes.
- Optimism.
- Sense of control/power over self and things.
- Sense of freedom.
- Positive emotions.
- Authentic happiness.
- Flourishing.

SAMPLE ASSESSMENT AREAS BY DOMAIN

Spiritual Domain

- ❖ Strengths.
- ❖ Virtues.
- ❖ Values.
- ❖ Beliefs.
- ❖ Faith and prayer.
- ❖ Ideals and aspirations.
- ❖ Compassion.
- ❖ Gratitude and forgiveness.
- ❖ Pain and grief.
- ❖ Mortality and coping.
- ❖ Peace.
- ❖ Life satisfaction.
- ❖ Hope.
- ❖ Meaningfulness.
- ❖ Aesthetic appreciation.
- ❖ Nature appreciation.

Leisure / Recreation Domain

- ❖ Leisure awareness.
- ❖ Leisure and play attitudes.
- ❖ Leisure behaviors.
- ❖ Leisure motivation.
- ❖ Leisure interest.
- ❖ Leisure participation and involvement.
- ❖ Leisure barriers.
- ❖ Leisure activity skills.
- ❖ Leisure ability.
- ❖ Personal leisure resources.
- ❖ Family and home leisure resources.
- ❖ Community leisure resources.
- ❖ Leisure social interaction skills.
- ❖ Leisure lifestyle.
- ❖ Recreation skills
- ❖ Activity-specific skills



STANDARDIZED ASSESSMENTS

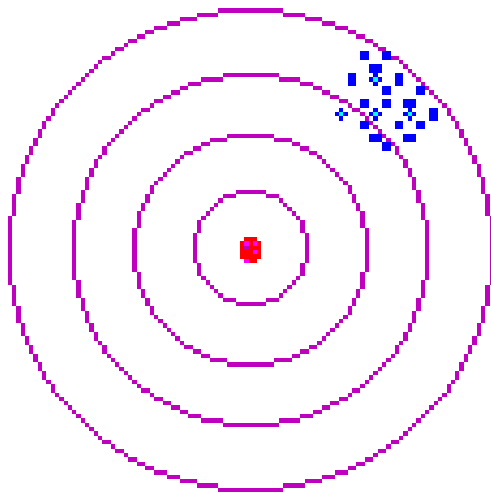
Standardized

- Often commercially available
- Psychometrically sound
- Established procedures
- Less dependent on skills of person administering assessment

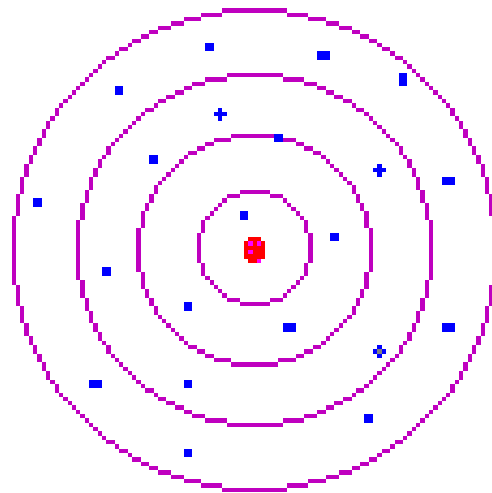
Non-standardized

- Often agency-specific instruments
- Often less reliable
- More dependent on the skills of therapist to interpret
- Tend to have five areas:
 - Nominal. attitudinal. functional. summary. proposed treatment

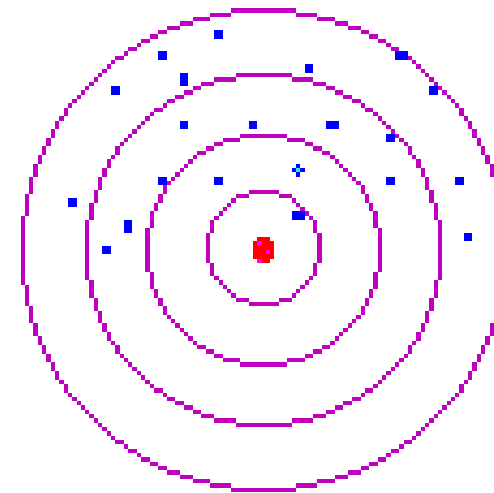
VALIDITY AND RELIABILITY



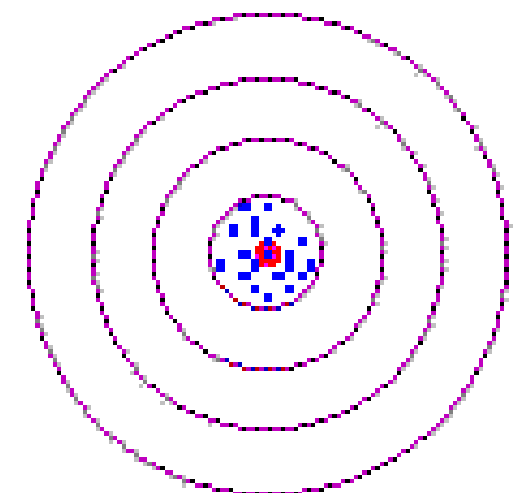
**Reliable
Not Valid**



**Valid
Not Reliable**



**Neither Reliable
Nor Valid**



**Both Reliable
And Valid**



BEST PRACTICES FOR CONDUCTING STANDARDIZED ASSESSMENTS

Review existing documents

- Intake assessment reports and other existing sources of information should be reviewed.
- Reviewing this information limits unnecessary questioning, limits repetition, and is useful in preparing other assessment procedures.



BEST PRACTICES FOR CONDUCTING STANDARDIZED ASSESSMENTS

Interviewing

- Focus of the interview
- Preparation
- Progression of the interview
- Observing behavior during the interview

Observation

- Documents actual behavior
- Useful with noncooperative clients
- Does not depend on clients' communication skills
- Does not measure constructs such as mood, beliefs, attitudes, or intentions. only actual behavior



STANDARDIZED ASSESSMENTS FOR INTELLECTUAL/DEVELOPMENTAL DISABILITIES

Leisure Diagnostic Battery

Leisure Competence Measure

General Assessment Systems (Interest Inventories):

- **Inpatient Rehabilitation Facility–Patient Assessment Instrument**
- **Resident Assessment Instrument–Minimum Data Set (MDS)**



STANDARDIZED ASSESSMENTS FOR PHYSICAL DISABILITIES

Functional Independence Measure (FIM)

Wheelchair Skills Test (WST)

**World Health Organization Disability Assessment Schedule
(WHODAS 2.0)**

Metabolic Equivalent (MET)



Functional Independence Measures (FIM)

Measurement tool which assesses functional performance

Six areas & 18 functional skills included

Items measured on a 7-level ordinal scale (independent to total assistance)

Ratings based on activities or behaviors consistently observed by trained clinicians



Wheelchair Skills Test (WST)

Administration:

- Clinician-administered: performance-based measure

Equipment:

- A standardized wheelchair circuit or access to a variety of environmental obstacles (ex. ramps, curbs, potholes, etc.)

Scoring:

- Scoring is on a pass-fail basis
 - (pass=2, pass with difficulty=1, fail=0, NP= not possible, TE=testing error)



World Health Organization Disability Assessment Schedule (WHODAS 2.0)

Measure health and disability

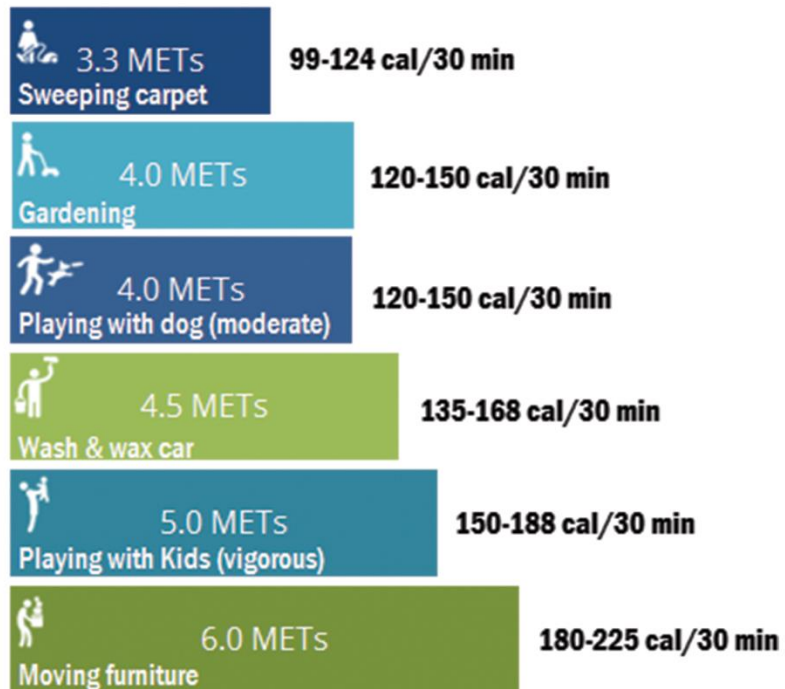
- Cognition
- Mobility
- Self-Care
- Getting Along
- Life Activities
- Participation

Developed based on the ICF Functions

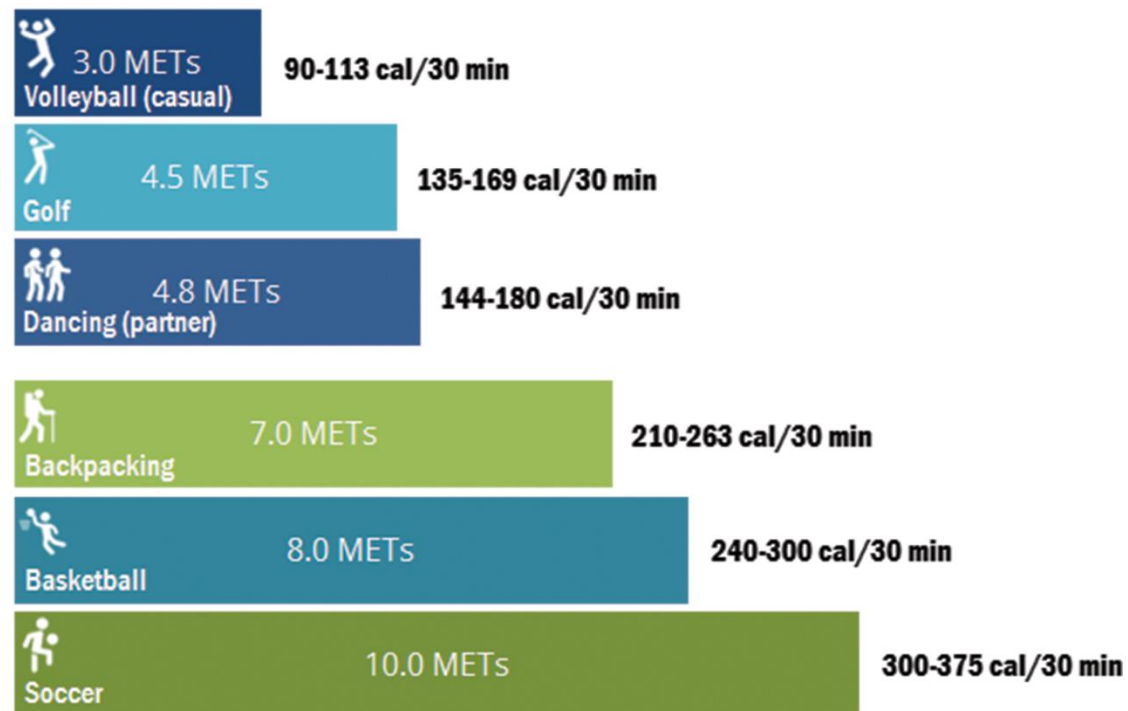
- Identifying client needs
- Matching treatment and interventions
- Measuring outcomes and effectiveness
- Setting priorities
- Allocating resources

Metabolic equivalent (MET)

At home activities



Sports and leisure





ASSESSMENT DATABASES

[The Rehabilitation Measures Database](#)

[Health Measures Database](#)

[Test Link. The Test Collection at ETS](#)

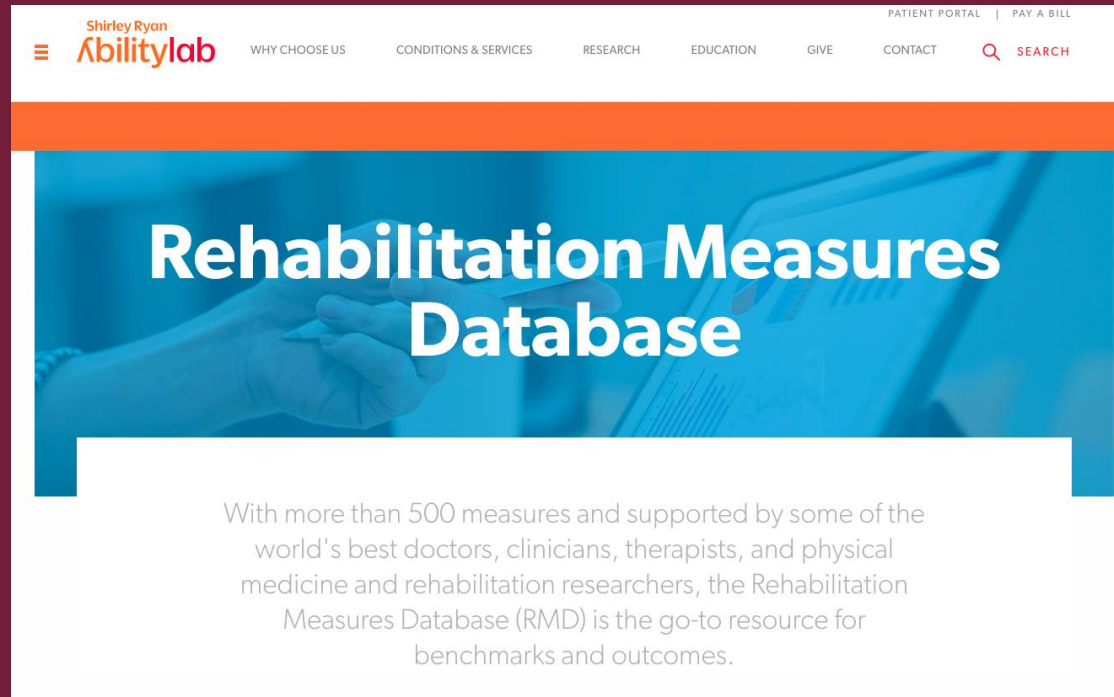
[RT Wise Owls Measuring Outcomes](#)

[APA PsycTests](#)

[Health and Psychosocial Instruments \(HaPI\)](#)

Where to Find Assessments?

<https://www.sralab.org/rehabilitation-measures>



The screenshot shows the homepage of the Shirley Ryan AbilityLab Rehabilitation Measures Database. The header includes the logo and navigation links: PATIENT PORTAL, PAY A BILL, WHY CHOOSE US, CONDITIONS & SERVICES, RESEARCH, EDUCATION, GIVE, CONTACT, and a search icon. The main content area features a large blue banner with the text "Rehabilitation Measures Database" and a background image of hands holding a pen over a document. Below the banner, a white box contains the following text:

With more than 500 measures and supported by some of the world's best doctors, clinicians, therapists, and physical medicine and rehabilitation researchers, the Rehabilitation Measures Database (RMD) is the go-to resource for benchmarks and outcomes.

Our Database

Browse our database of instruments to find the right treatment for your patients or research projects. Questions? Please contact us at rehabmeasures@sralab.org

Stroke

Spinal Injuries

Brain Injury

Parkinson's Disease

**Neuromuscular
Conditions**

Vestibular Disorders

**Older Adults and
Geriatric Care**

Cancer

**Musculoskeletal
Conditions**

Arthritis

INTERNAL CONSISTENCY

Patients Presenting for Assessment and Treatment at the Phobia and Anxiety Disorders Clinic, Center for Stress and Anxiety Disorders:

(Brown et al, 1997)

- **Excellent** internal consistency for the entire sample for Depression, Anxiety and Stress, as well as within each diagnostic group (Cronbach's alpha = 0.96, 0.89, 0.93)

Undergraduate Students with no History of Head Injury or Neurological Impairment:

(Edmed et al, 2012)

- Depression subscale: **excellent** internal consistency (Cronbach alpha = 0.95)
- Anxiety subscale: **excellent** internal consistency (Cronbach alpha = 0.85)
- Stress subscale: **excellent** internal consistency (Cronbach alpha = 0.93).

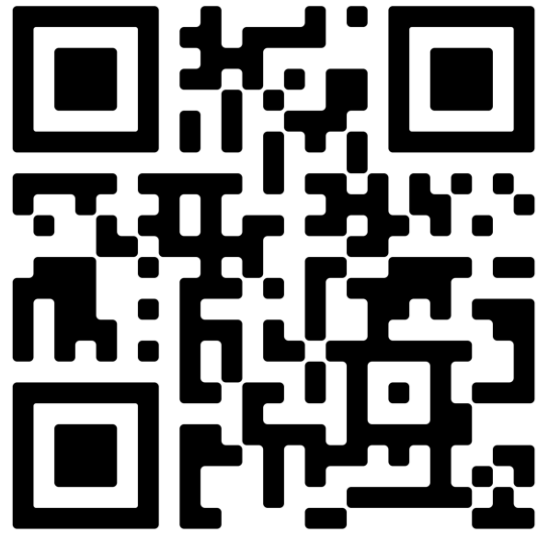
18-64

YEARS

65+

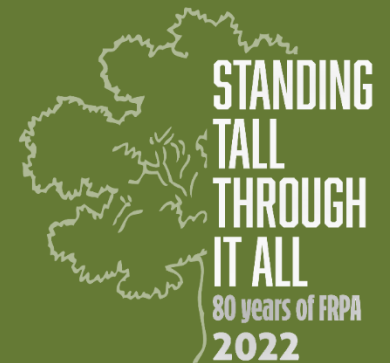
YEARS

ACTIVITY: DEVELOP A PLAN TO UTILIZE A STANDARDIZED ASSESSMENT



<https://go.fiu.edu/FRPAactivity>

SCAN ME



View our Shared Folder





Thank You!

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