Strategy application: Addressing the gap in occupational therapy assessment methods

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PERFORMANCE

IMPAIRED

Test Bank for Interpersonal Communication Book, The, 14th Edition by Joseph A. DeVito - Solution...
AIM:

1. Present a model for assessment that focuses on in-task strategy application

2. Discuss the benefits to OT practice

3. Describe two examples of this type of assessment
The Occupational Performance Model (Australia): Fourth order constructs and structure (Chapparo & Ranka, 2017 [revision of 1997])

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EXAMPLE 1:
The Perceive, Recall, Plan & Perform (PRPP) System of Task Analysis

Occupation-embedded assessment of the ability to apply cognitive strategies to complete tasks, engage with others, participate in the real world.
# PRPP Stage 1: Task Performance Mastery

## STAGE ONE ANALYSIS: CRITERION %

<table>
<thead>
<tr>
<th>STEPS</th>
<th>PERFORMANCE ERRORS</th>
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<tbody>
<tr>
<td></td>
<td>Accuracy</td>
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<tr>
<td>1</td>
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<tr>
<td>2</td>
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### % MASTERY

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<th>STEPS</th>
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<tr>
<td>4/6</td>
<td>66%</td>
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### PERCENTAGE ACCURACY

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<tr>
<th>STEPS</th>
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<tr>
<td>1</td>
<td>33%</td>
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<td>2</td>
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<td>4</td>
<td>16%</td>
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<tr>
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<td>16%</td>
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4.1.2 Performance at this descriptor indicates criterion expectations: mastered task, without assistance without errors.

4.1.3 Performance of this descriptor indicates criterion expectations but indicates concern due to timing or process concerns.

4.1.4 Performance of this descriptor indicates task criterion expectations, limited performance.
PRPP Stage 2: Cognitive Strategy Application

Input of sensory information → Attend Sense → Sensory processing, registration & formation of perceptions → Short-term memory (Working memory) → Learn & Remember → Long-term memory → Feedback from response → Output response

Think, Figure Out, Check Out

Do/Say
## PRPP Stage 2: Cognitive Strategy Application

### PERCEIVE
- **Attending**
  - Notice
  - Modulate
  - Maintain
- **Sensing**
  - Search
  - Locate
  - Monitor
- **Discrimin.**
  - Regulate
  - Discriminate
  - Match

### RECALL
- **Recalling Facts**
  - Recognise
  - Label
  - Categorise
- **Recalling Schemes**
  - Context Time
  - C to Place
  - C to Duration
- **Recalling Procedures**
  - Use Objects
  - Use Body
  - Recall Steps

### PERFORM
- **Initiating**
  - Start
  - Stop
- **Continuing**
  - Flow
  - Continue
  - Persist
- **Controlling**
  - Time
  - Coordinate
  - Adjust
- **Mapping**
  - Know Goal
  - Id Obstacles
  - Organise
- **Program.**
  - Choose
  - Sequence
  - Calibrate
- **Evaluating**
  - Question
  - Analyse
  - Judge
EXAMPLE 2: The Upper Limb Performance Assessment (ULPA)

**Occupation-embedded assessment** of the ability to **apply movement strategies** to complete tasks, engage with others, participate in the real world.
ULPA Part 1: Task Performance Mastery (TPM)

Stage One Analysis: Criterion %

Performance Errors

Steps | Accuracy | Unable/Omission | Repetition | Timing
--- | --- | --- | --- | ---
Reach |  | X | X | X
Position | X |  |  |  
Open |  |  |  |  
Grasp | X |  |  |  
Release |  |  |  |  
Replace |  |  |  |  

4/6 = 66%

Error Impact % by error type:

- Reach: 33%
- Position: 0%
- Open: 16%
- Grasp: 16%
- Replace: 16%
ULPA Part 2: Comparative Analysis of Performance – Motor (CAP-M)

ACTIONS REQUIRED BY THE TASK

ACTIONS PERFORMED
ULPA Part 2: Comparative Analysis of Performance – Motor (CAP-M)

<table>
<thead>
<tr>
<th>Expected Actions</th>
<th>Observed Actions</th>
<th>Excessive Unwanted</th>
<th>Missing Desired</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>What actions are expected?</td>
<td>What actions are used?</td>
<td>Of the Observed Actions, which are unwanted?</td>
<td>Of the Expected Actions, which are missing?</td>
<td>Was the speed of action/s used problematic?</td>
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ability to apply **sensory** *(gathering and discrimination)* strategies to complete tasks, engage with others and participate

ability to apply **interpersonal** *(communication and expression)* strategies to complete tasks, engage with others and participate

ability to apply **intrapersonal** *(mood and affect)* strategies to complete tasks, engage with others and participate
IMPLICATIONS

Occupation-embedded assessment of strategy application reveals how people use capacities in everyday life.

Reflects the primary focus of occupational therapy.

Guides person-centred practice that aims to enhance occupational performance.
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