

## Survey of the usefulness of the School version of the Assessment of Motor and Process Skills in Japan

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**Introduction:** The importance of Occupational therapy (OT) intervention in School settings is becoming recognized in Japan. The School version of the Assessment of Motor and Process Skills (School AMPS) is an observation-based assessment that measures the effectiveness of a student's ability to perform schoolwork tasks in natural classroom environments. Observation tasks in School AMPS include a total of 25 schoolwork tasks. Students are observed performing two schoolwork tasks that have been identified through a teacher interview. The therapist scores using a 4-point rating scale in 35 skill items for each task. School AMPS training courses have been held twice in Japan.

**Objectives:** The purpose of this survey is to examine perceptions of teachers who received OT services using School AMPS. As OT intervention, the therapists explained the results of School AMPS, and gave advice based on tasks or classroom environment.

**Method:** Eleven teachers in lower grades of elementary school or in kindergarten were mailed a questionnaire about usefulness, necessity and perceptions on OT intervention using School AMPS.

**Results:** All eleven teachers responded to the questionnaire. Five of the 11 teachers answered "quite useful" and 6 teachers answered "very useful" about School AMPS and OT intervention using School AMPS. Six of the 11 teachers answered "very necessary" and 5 teachers answered "necessary to some extent" about School AMPS. Nine of the 11 teachers answered "very necessary" and 2 teachers answered "necessary to some extent" about OT intervention using School AMPS. All teachers selected "understood students' problems", 10 teachers selected "got new communication and teaching strategies", and 8 teachers answered "modified the classroom environment". No one selected "difficult to implement" and "difficult to understand". Six teachers would have liked to have constant and continuous OT intervention.

**Conclusion:** The teachers who received OT intervention using School AMPS recognized its usefulness and necessity. A system for OT services in school settings is needed for constant and continuous collaboration between teachers and therapists.

**Contribution to practice:** These findings provide an opportunity to discuss OT intervention in Japanese school-settings.