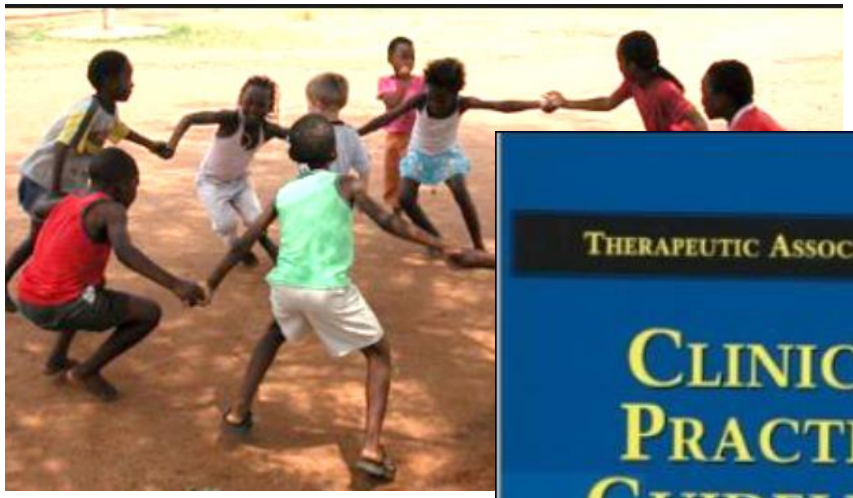
Abstract 1103

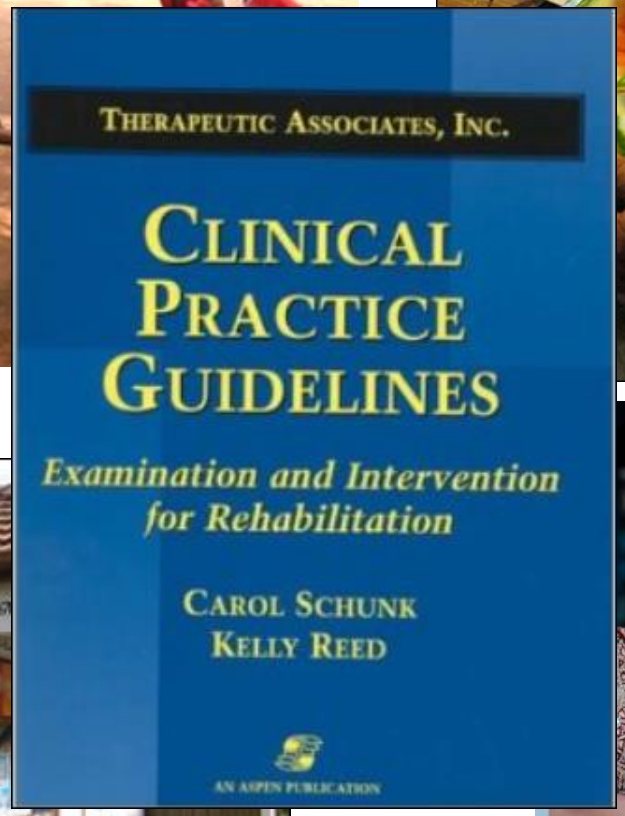
Strategy application: Addressing the gap in occupational therapy assessment methods

Dr. Judy Ranka
BSc(OT), MA, HlthScD
Delivered by Jessica Worton

Occupational Performance Network



CORNER STORE
Enjoy
Coca-Cola
Coke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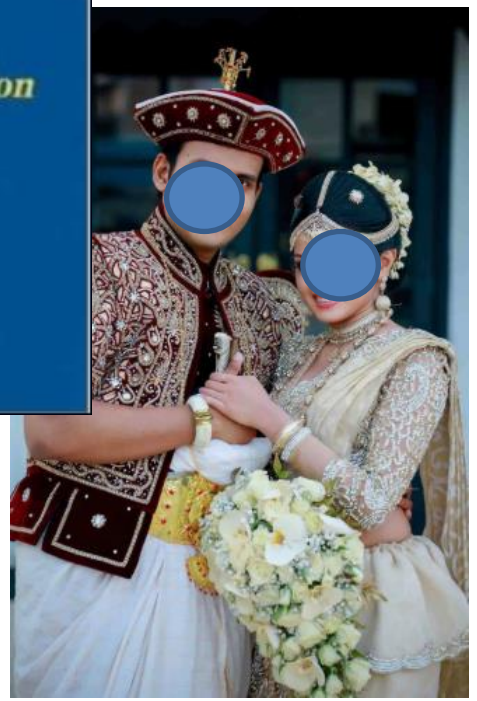
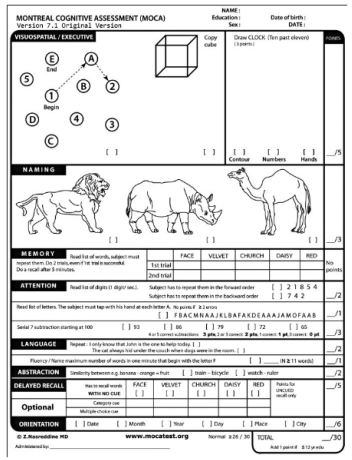


PERFORMANCE

IMPAIRMENT



downloadablesolutions.com

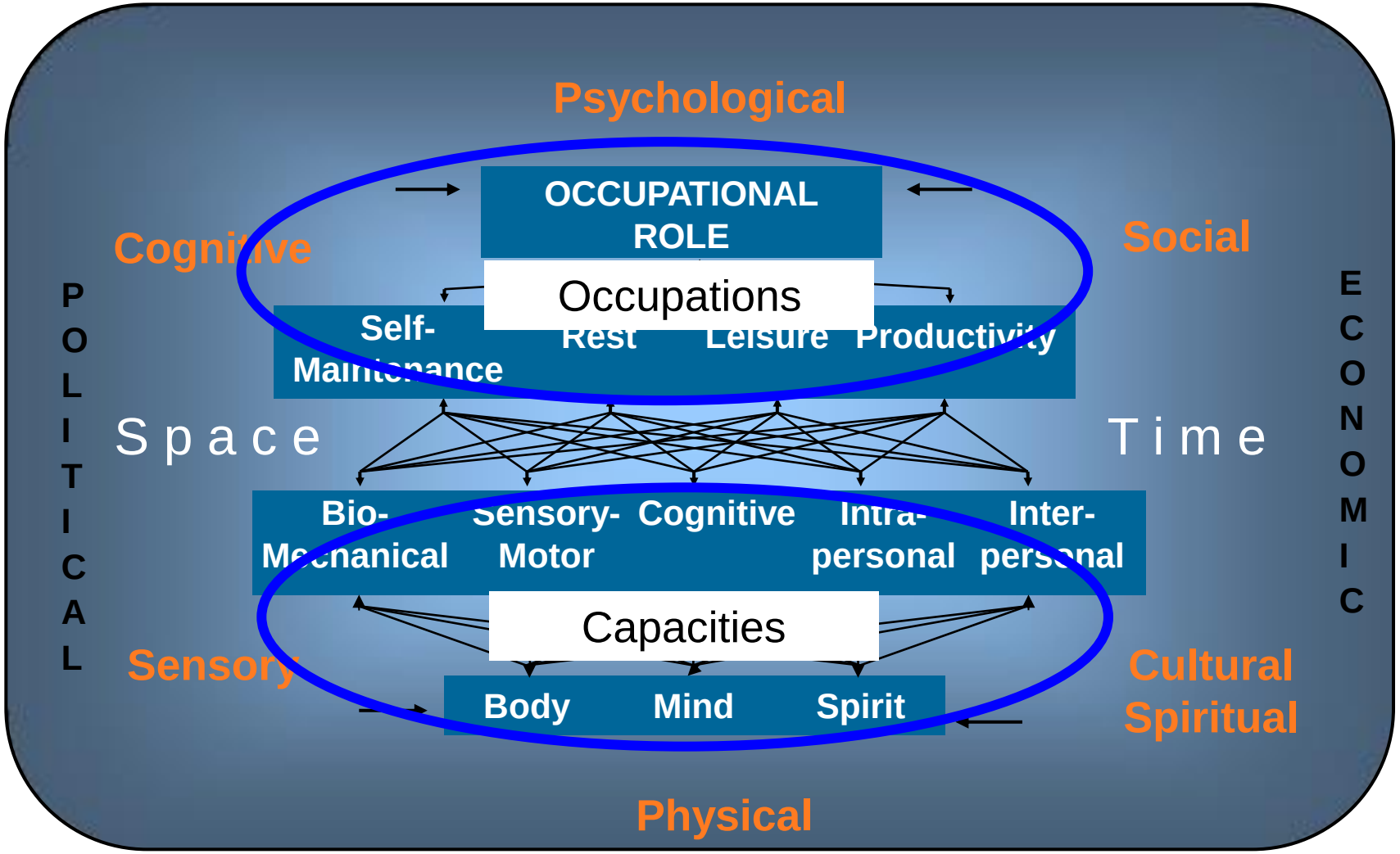
Test Bank for Interpersonal Communication Book, The, 14th Edition by Joseph A. DeVito - Solutio...

AIM:

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

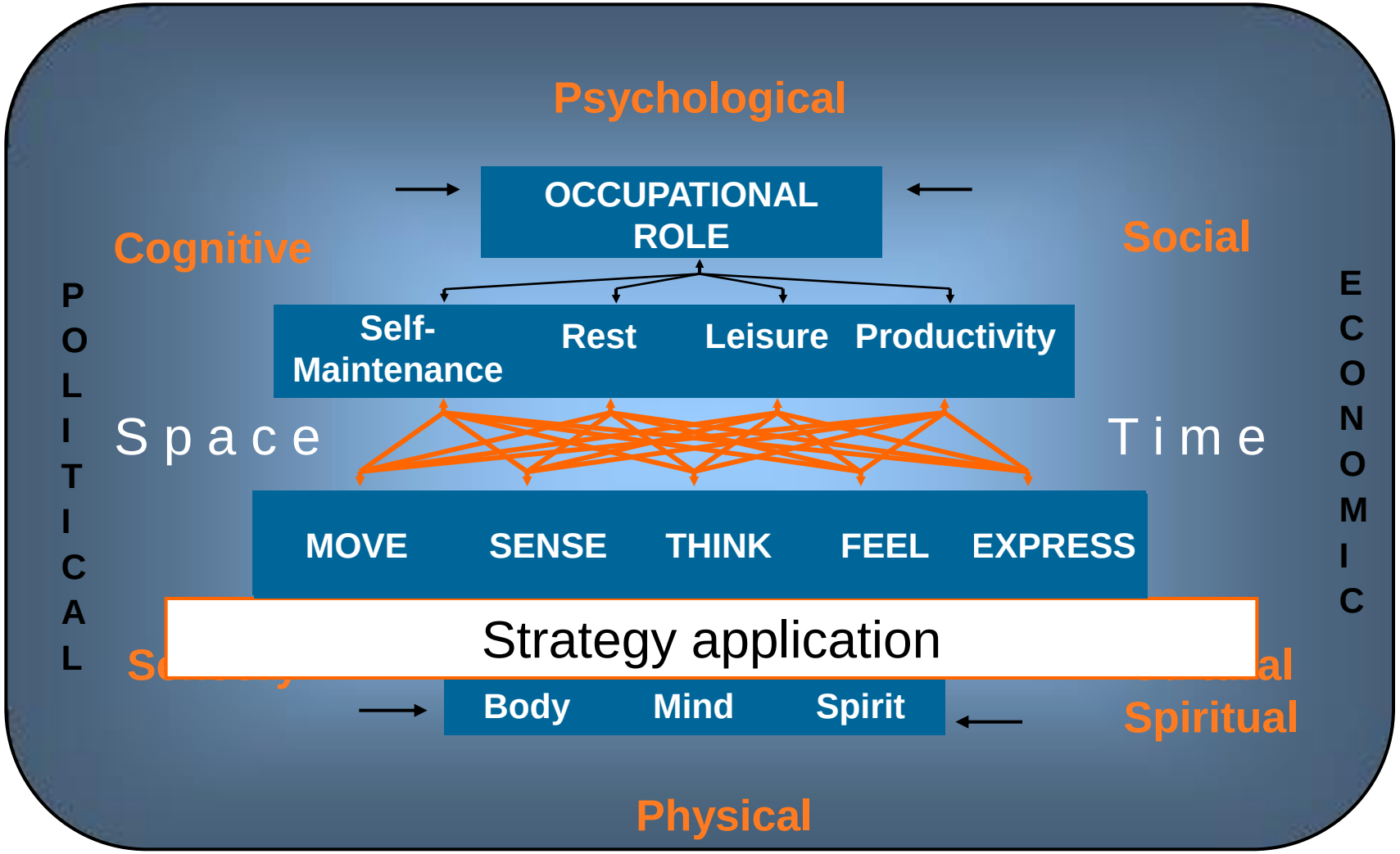
2. Discuss the benefits to OT practice

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]

(www.occupationalperformance.com)



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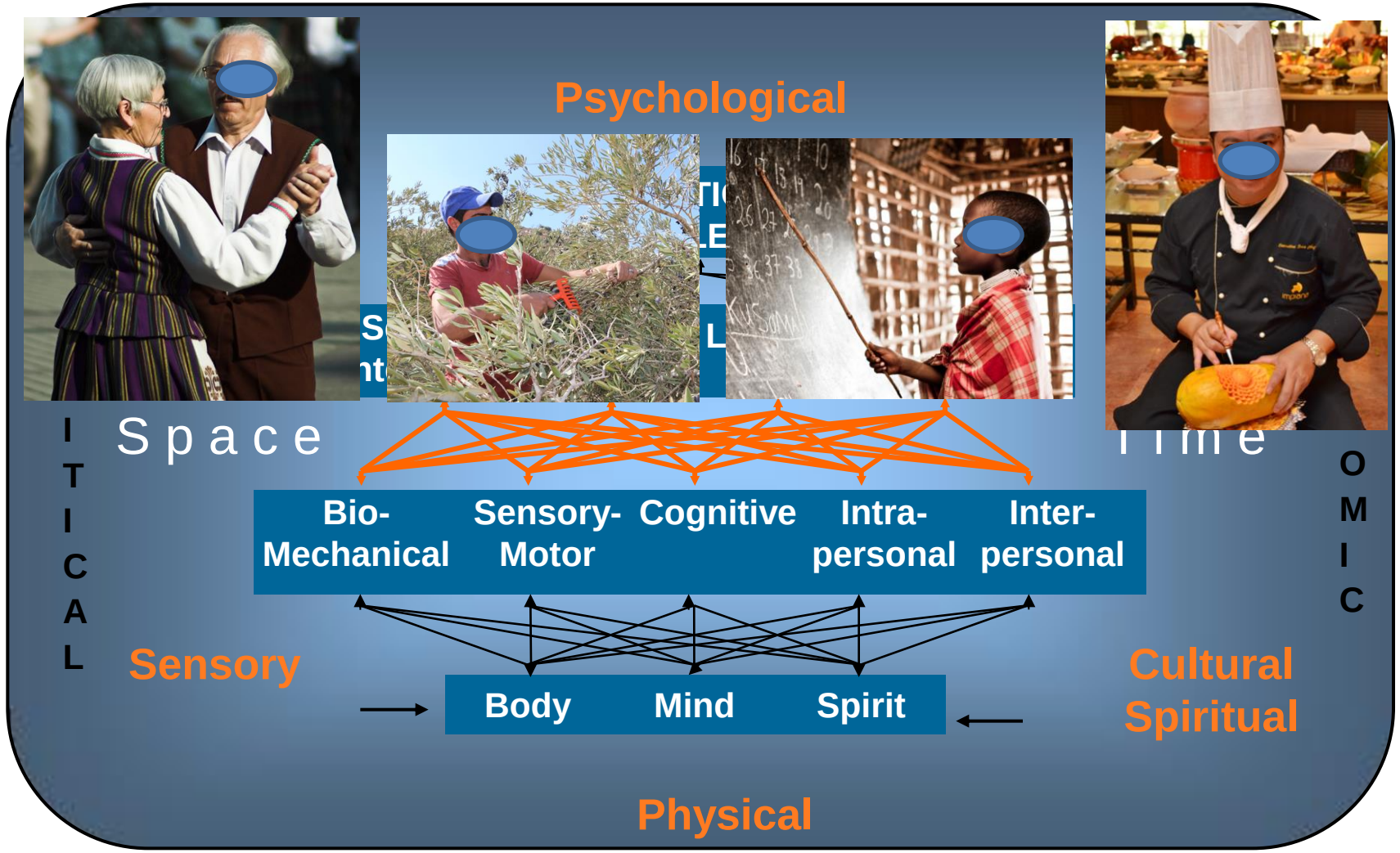


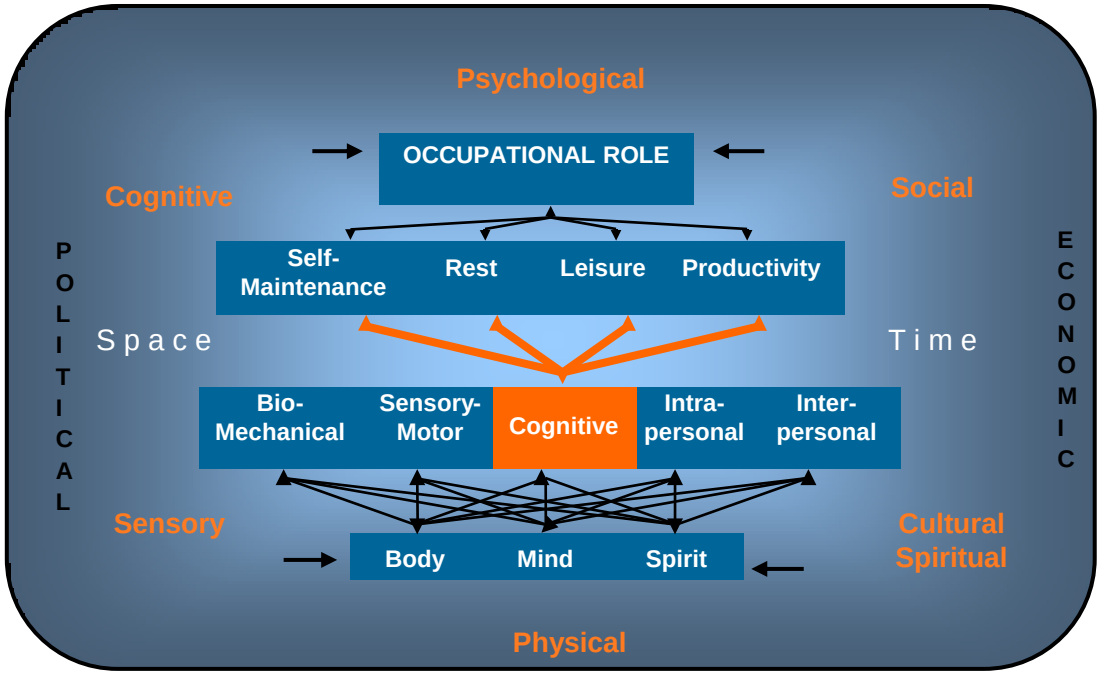
The Occupational Performance Model (Australia): Fourth order constructs and structure (Chapparo & Ranka, 2017 [revision of 1997]

(www.occupationalperformance.com)

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

Client Name:	Date:	Task:

3(--) = Performance of this descriptor meets criterion expectations; reasonable time, without assistance; without prompts

2(?) = Performance of this descriptor meets criterion expectations but indicates concern due to timing or prompts needed

1(X) = Performance of this descriptor does not meet criterion expectations; inhibits performance

STAGE ONE ANALYSIS: CRITERION %_____

STEPS	ERRORS Acc	Rep	Om	Ti

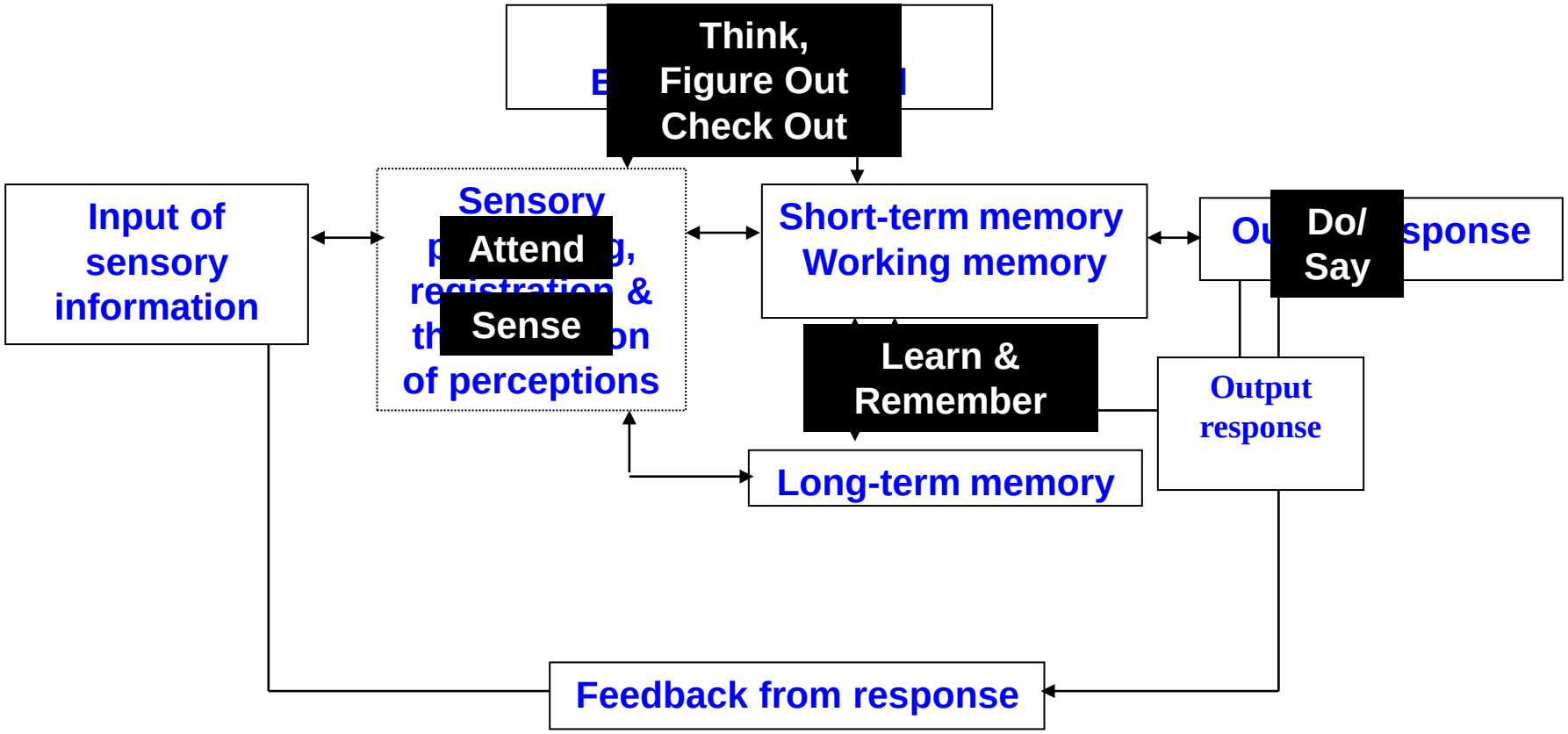
% MASTERY

PERCENTAGE SCORE:_____

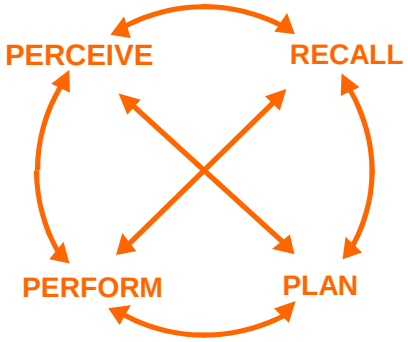
STAGE ONE ANALYSIS: CRITERION %

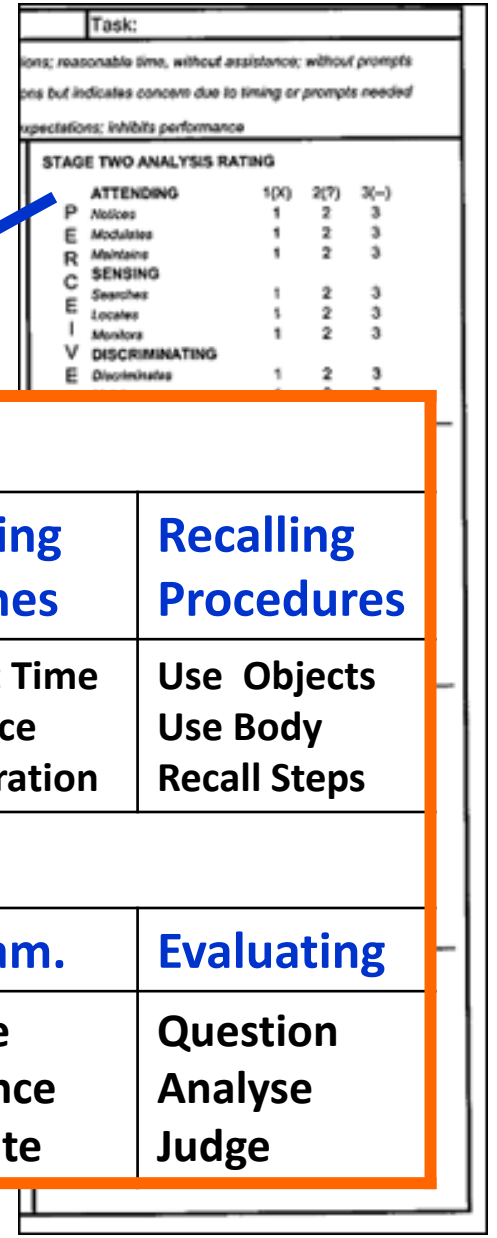
STEPS	PERFORMANCE ERRORS			
	Accuracy	Omission	Repetition	Timing
1				
2	X		X	X
3				
4	X			
5				
6				
4/6 = 66%	2/6 = 33%	0/6 = 0%	1/6 = 16%	1/6 = 16%

PRPP Stage 2: Cognitive Strategy Application



PRPP Stage 2: Cognitive Strategy Application



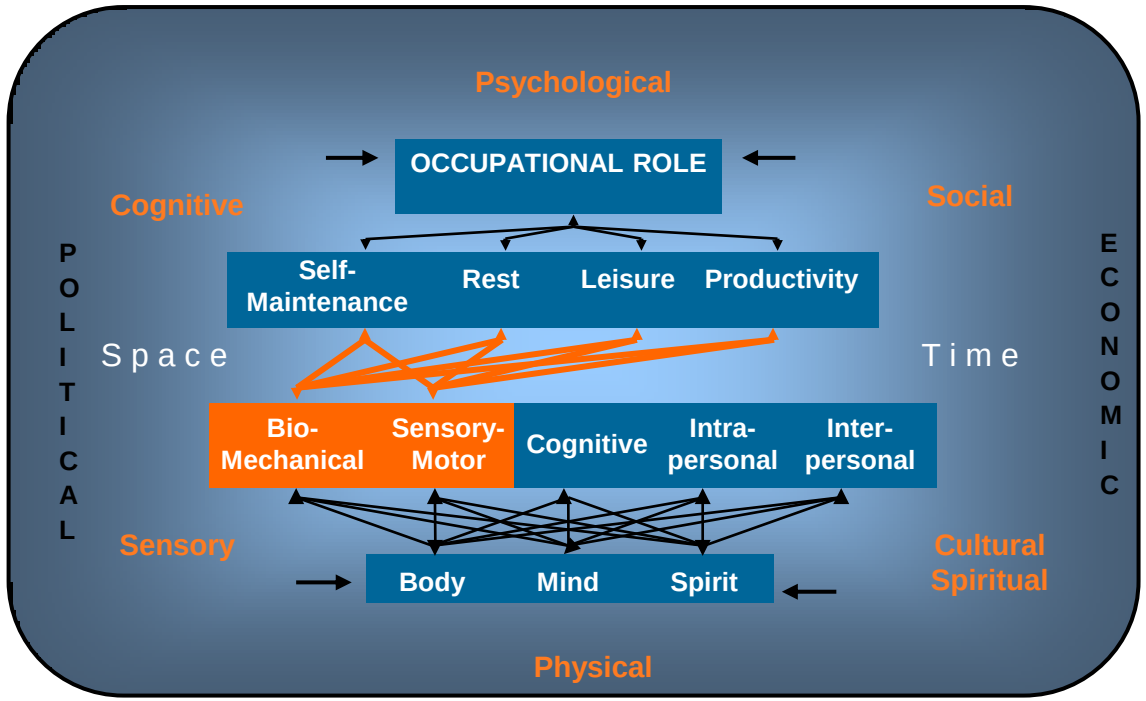


PERCEIVE			RECALL		
Attending	**Sensing**	**Discrimin.**	**Recalling Facts**	**Recalling Schemes**	**Recalling Procedures**
Notice Modulate Maintain	Search Locate Monitor	Regulate Discriminate Match	Recognise Label Categorise	Context Time C to Place C to Duration	Use Objects Use Body Recall Steps
PERFORM			**PLAN**		
Initiating	**Continuing**	**Controlling**	**Mapping**	**Program.**	**Evaluating**
Start Stop	Flow Continue Persist	Time Coordinate Adjust	Know Goal Id Obstacles Organise	Choose Sequence Calibrate	Question Analyse Judge

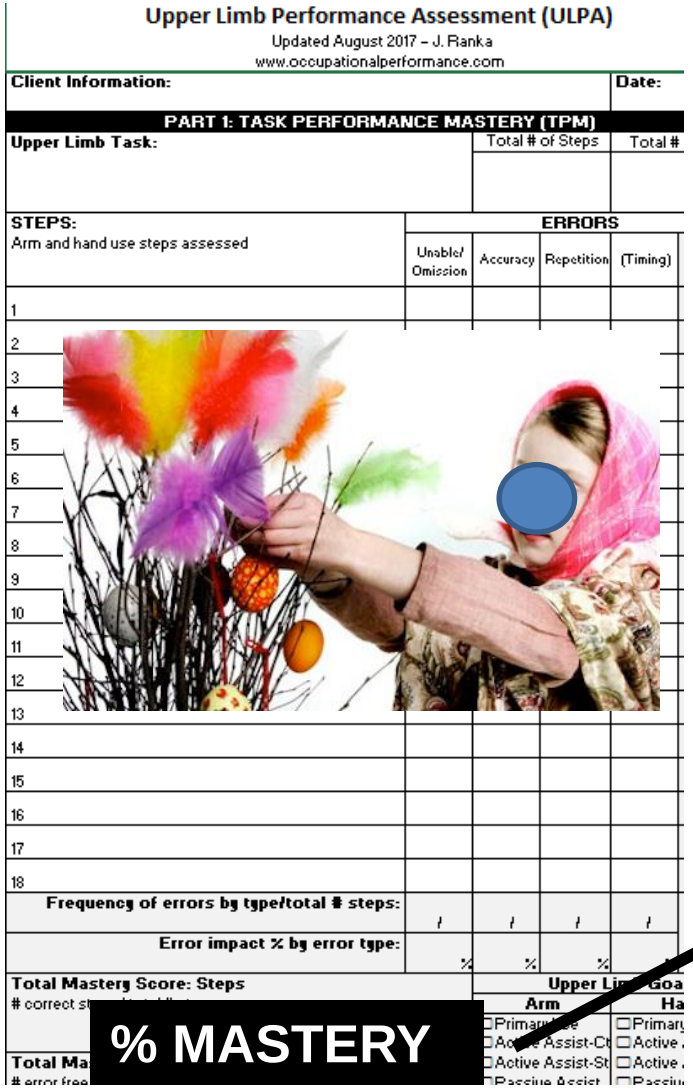
EXAMPLE 2:

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)



Upper Limb Performance Assessment (ULPA)
Updated August 2017 – J. Ranka
www.occupationalperformance.com

Client Information:				Date:
PART 1: TASK PERFORMANCE MASTERY (TPM)				
Upper Limb Task:		Total # of Steps		Total #
STEPS: Arm and hand use steps assessed	ERRORS			
	Unable/ Omission	Accuracy	Repetition	(Timing)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
Frequency of errors by type/total # steps:	/	/	/	/
Error impact % by error type:	%	%	%	
Total Mastery Score: Steps # correct st		Upper Li		Goa
		Arm		Ha
		☐Primary		☐Primary
		☐Active Assist-Ct		☐Active
Total Ma # error free		☐Active Assist-St		☐Active
		☐Passive Assist		☐Passiv

% MASTERY

STAGE ONE ANALYSIS: CRITERION %

	PERFORMANCE ERRORS			
STEPS	**Accuracy**	**Unable/ Omission**	**Repetition**	**Timing**
Reach				
Position	X		X	X
Open				
Grasp	X			
Release				
Replace				
4/6 = 66%	2/6 = 33%	0/6 = 0%	1/6 = 16%	1/6 = 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)

Upper Limb Performance Assessment (ULPA)

Updated August 2017 – J. Ranka

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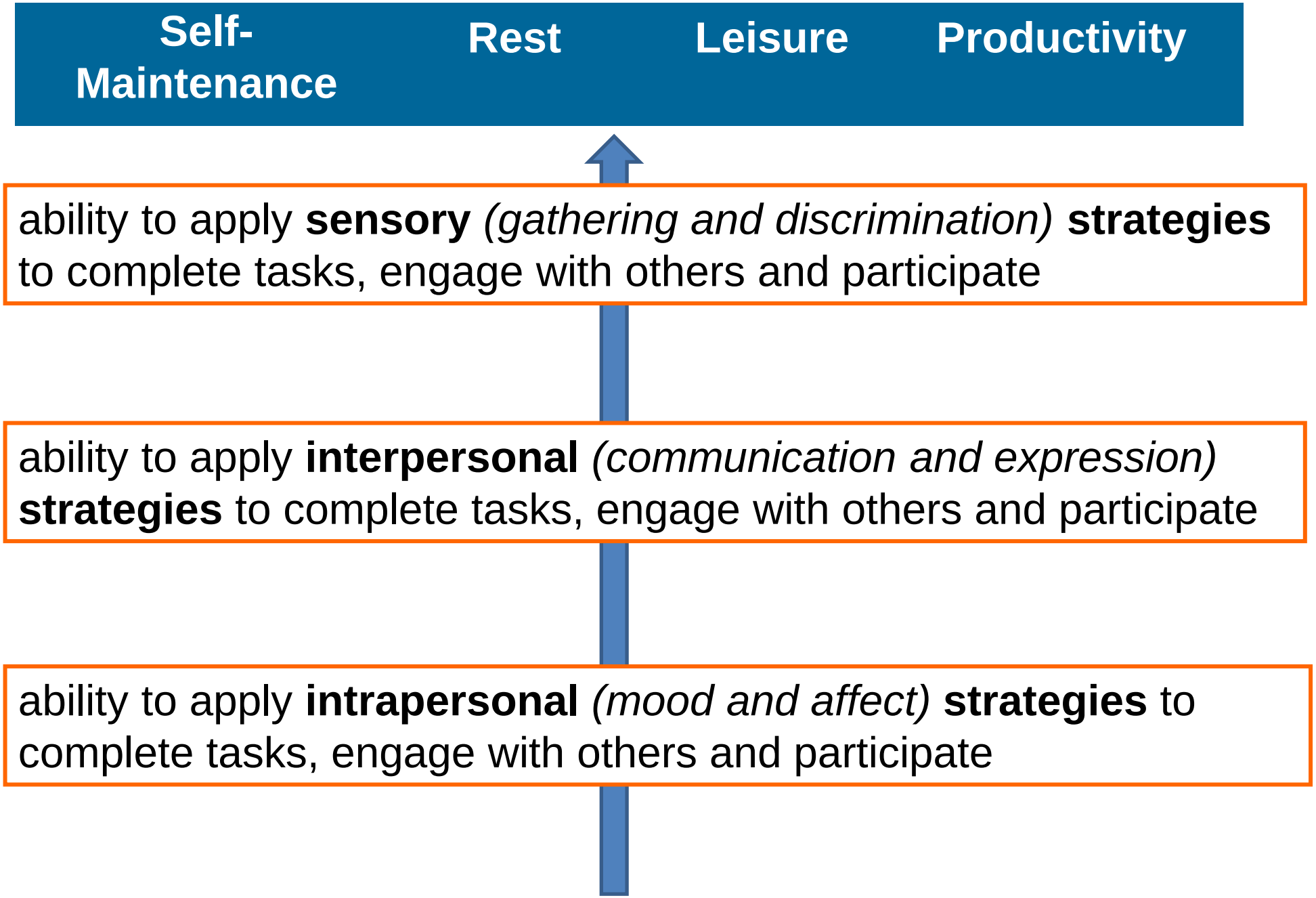
PART 2: COMPARATIVE ANALYSIS OF PERFORMANCE - MOTOR (CAP-M)

Step/s Analysed:

Expected Actions	Observed Actions	Excessive Actions	Missing Actions	Timing

Expected Actions	Observed Actions	Excessive Unwanted	Missing Desired	Timing
What actions are expected?	*What actions are used?*	*Of the **Observed Actions**, which are unwanted?*	*Of the **Expected Actions**, which are missing?*	*Was the speed of action/s used problematic?*
List	**List**	**List**	**List**	**Seconds**


Self-Maintenance
Rest
Leisure
Productivity
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

Dr. Judy Ranka

jranka@occupationalperformance.com

www.occupationalperformance.com