List of Assessments Used by Lane Regional Programs, Assistive Technology and Motor Team (OT/PT)

FOR REGIONAL VISION REFERRAL

Functional Vision Assessment (FVA)
The FVA evaluates how a student uses his or her vision skills in the environment. This includes noting the child's abilities in the areas of tracking, controlling eye movements, visual awareness, visual attention, and the discrimination of objects and details. Also included in the FVA are recommendations for how to adapt and modify instruction to best meet the needs of each child.

Learning Media Assessment (LMA)
A LMA is an annual requirement for all visually impaired students. It helps ensure the most appropriate learning media (visual, auditory, tactual/braille) is being addressed as part of the educational program.

FOR REGIONAL DEAF AND HARD OF HEARING REFERRAL

School Age - Tests used would include Classroom Observation and at least one other

Classroom Observation
Observation to see how the child functions in the inclusion environment with a focus on communication and at least one other:

Screening Inventory for Targeting Educational Risk- School Age (SIFTER)
The SIFTER is used to determine how the child’s communication skills compare to hearing peers.

Language Sample (Oral and/or Signed)
A Language Sample is used to determine the impact of the hearing loss on language development. (be sure to get parent permission to videotape if taking a signed language sample; otherwise audiotape for oral sample)

Peabody Picture Vocabulary Test III
The Peabody Picture Vocabulary Test III is used to determine the impact of the hearing loss on vocabulary development.

Analytical Reading Inventory (ARI)
The ARI is used to determine the impact of the hearing loss on reading skills.

Written Language Sample
A Written Language Sample is collected to determine the impact of the hearing loss on written English skills
(DHH Referral, continued)

**Birth to 5 Years** - Tests used would include the Functional Listening Evaluation and at least one other:

**Functional Listening Evaluation**
To determine how the child is currently using his/her hearing to process information from the environment.

**Assessment, Evaluation, and Programming System (AEPS)**
The Assessment, Evaluation, and Programming System (AEPS) is a criterion-referenced test developed for use by teachers and specialists who work with the child and includes developmental sequences in communication. Results show a percent of skills the child is developing.

**Preschool SIFTER (Screening Inventory for Targeting Educational Risk - for Deaf/Hard of Hearing children)**
The Preschool SIFTER is used to determine how the child’s communication skills compare to hearing peers.

**Language Sample**
A Language Sample is a word-for-word record of a child’s speech and language, which is written down by the teacher for the deaf and hard of hearing during testing and play activities. An analysis of the language sample shows how long the child’s sentences are and how the child uses language.

**Functional Communication Assessment**
Functional Communication Assessment is an evaluation of how the child uses various communication skills including gestures, sounds, words, and/or sign language to communicate his or her wants and needs in every day settings. Methods including observation and parent interview are used.

**Bayley Scales of Infant and Toddler Development - 3rd Edition (Bayley-3)**
The Bayley Scales of Infant and Toddler Development-3rd Edition (Bayley-3) is a norm-referenced, standardized test for babies and toddlers from birth to 42 months old. Expressive and Receptive language is tested. Scores provide comparison between the performance of the child being tested and the performance of typical same-age children.

**Preschool Language Scale - 4th Edition (PLS-4)**
The Preschool Language Scale -4th Edition (PLS-4) is used to test receptive and expressive language skills with children from 2 weeks through 6 years of age. The PLS-4 contains two standardized subscales e.g., Auditory Comprehension (understanding what is heard) and Expressive Communication (social communication and vocal development.)
FOR REGIONAL ORTHOPEDIC IMPAIRED REFERRAL

Oregon Regional Eligibility Screening Tool (OREST)
This tool is used to determine if a child who is orthopedically impaired qualifies for Regional Services in the state of Oregon. It evaluates the severity of functional deficits and is to be administered by an occupational or physical therapist.

FOR OCCUPATIONAL THERAPY AND PHYSICAL THERAPY REFFERAL

Beery-Buktenika Test of Visual Motor Integration (VMI)
This standardized test evaluates the way students integrate their visual and motor abilities. Geometric designs are arranged in order of increasing difficulty which students are asked to copy. Designed for children ages 2-18.

Evaluation Tool of Children’s Handwriting (ETCH)
This standardized test looks at writing speed, letter and number formation, copying sentences from the desk top (near-point) and the chalkboard (far-point), and printing a sequence of letters and numbers from dictation.

Developmental Test of Visual Perception (DTVP)
This standardized test evaluates motor-reduced visual perception (position in space, figure-ground, visual closure) and visual-motor integration (eye-hand coordination, copying, spatial relations, and visual motor speed). It is designed for elementary students up to age ten.

Gardner Test of Visual Perceptual Skills (TVPS)
This standardized test does not require a written response. Subtest categories include visual discrimination, visual memory, spatial relationships, form constancy, visual sequential memory, figure ground, and visual closure.

Motor-free Visual Perception Test (MVPT)
This test evaluates visual discrimination, figure ground, visual memory, visual closure, and spatial relationships. It does not require a written response.

Jordan Left-Right Reversal Test
This test looks closely at letter and number reversals. Students are asked to identify letter and number reversals in isolation, in words, and in short sentences. Designed for students ages 5-12.

Bruininks-Oseretsky Test of Motor Proficiency
This test provides a comprehensive index of motor proficiency as well as separate measures of both gross and fine motor skills. It is comprised of eight subtests and standardized for children ages 4 to 14.

Peabody Developmental Motor Scales (PDMS)
This standardized test is composed of six subtests that measure interrelated motor abilities that develop early in life. It is designed to assess the motor skills of children from birth to age five.
Battelle Developmental Inventory
This test addresses key motor skills. Sub-domains include gross motor, fine motor, and perceptual motor. The BDI-2 provides a comparison between the performance of the child being tested and the performance of typical peers.

Sensory Profile Caregiver Questionnaire
This is a rating scale completed by an adult familiar with the child, most often the parent. It measures responses to sensory events in daily life. The child is rated on reactions to touch, taste, smell, movement, sound, and visual stimulation. For children up to age ten.

Sensory Profile Teacher Questionnaire
This rating scale is completed by the teacher. It looks at a student’s responses to sensory events in the school setting.

Adolescent Sensory Profile
This questionnaire is completed by the student, often with adult assistance. It can be done individually or as an interview. It looks at the student’s sensory responses to events in daily life. For children over age 10.

Sensory Processing Measure
The Sensory Processing Measure (SPM) is a standardized assessment tool that assists educational personnel in examining the sensory and environmental issues that may be impacting a child's performance at school and at home. It looks at sensory processing, social participation, and motor planning.

Clinical Observations
This includes a variety of activities that involve hand strength, dexterity, eye-hand coordination, and daily living skills.

Classroom Observations
This involves observing students in their classroom and other school settings where motor skills may affect performance; for example the cafeteria, playground and PE class.

Test of Gross Motor Development
This is a standardized assessment composed of two subtests, locomotor skills (i.e. running, galloping, hopping) and object manipulation (i.e. ball catching and kicking), for students ages 3-11 years.

School Function Assessment
This standardized tool is used to measure a student’s performance of functional tasks that support his or her participation in the academic and social aspects of an elementary school program (grades K–6).

FOR ASSISTIVE TECHNOLOGY REFFERAL

Assistive Technology Evaluation: This may include classroom observation of student’s writing/reading/typing skills and consultation with staff/family. Evaluation may also take place with the student directly, assessing various assistive technologies that may help student with academic performance in the areas of written expression and reading.