HI,

I am an OT working in a community learning disabilities (UK term, IQ<70). We are currently adopting MOHO as our clinical practice model. I have personal experience of using OCAIRS, MOHOST, ACIS, VQ and access to AMPS trained clinicians in my previous employment (Psychiatric High Secure Forensic Care Setting). I have found all the assessments extremely useful in deepening and supporting my clinical reasoning and I feel confident about transferring my knowledge to a new clinical setting.

I have two questions however,

Firstly community access has opened up college/ education and employment opportunities. I have done some reading around the WRI, WEIS, OTPAL and School setting interview. In identifying a Health sector OT role (me) in employment with my clients there appears to be a gap in detailed assessments of an individuals skills and the demands of the job. I have looked at some “Job Analysis training” (which sounds like core activity analysis) and have considered AMPS as an assessment of an individual’s transferable skills, though I appreciate that environmental context, motivation and habitual performance will also impact on quality and satisfaction of employment tasks. (we are considering a vocational skills group)

I guess I’m looking for advice on how best to frame and report and therefore support employment goals when I am referring on to my colleagues in social services, who have much wider access to employment opportunities. I worry that I am getting too hung up on the word “employment” and its contextual demands rather than a generalised understanding of my client’s occupational identity and behaviour.

On the education front I have consulted the 3rd edition and was considering the assessments for supporting transition from our adult basic education classes into mainstream classes. (I understand they are child assessments) The description of the OTPAL on p274 reflect the issues many of our clients experience. Are there any plans to develop education assessments for adults?

Secondly, The issues of functional skills assessments are a hot debate. I am keen to get people trained to use AMPS, contrasting opinion is to use detailed MR X can do this and can’t
do this type assessments such as Functional Needs Analysis or the FACE assessment. I think if you use the latter it tells you which occupational behaviour is impacted but not why. Previous employment has been focused on an AMPS only approach. A simple solution would be to use both but I wondered generally what people are doing in this clinical field. I’m conscious of the limited direct contact and impact with clients and therefore my role is much more advice to care providers in a “these are the factors which impact occupational performance and these are the strategies which will help over a wide range of daily living challenges”

Thanks in advance for your help and support

Alan White

**Date: September 13, 2007**

Alan-
I am hoping I can provide assistance on your questions on the OT PAL. The OT PAL is great in that it addresses specific tasks of concern in the school. However, it is not evidence based as there are no reported psychometric properties.

I would recommend looking at the School Setting Interview. This wonderful assessment (with many published research articles) uses an "interview" process with students to better understand what challenges they are facing in specific school occupations- in everything from writing to going on field trips. Originally developed for students with physical disabilities, I see no reason why this cannot be used with adults with learning disabilities. You can use interviews, or modify to do an extended observation/conversation to better understand these. The focus of this assessment is on "student environment fit". I think this is appropriate for your group because environment support is essential for the success of the students in your program! Rather than assessing their skills (which you could do using the AMPS and ACIS), the SSI assesses how physical spaces, objects, other individuals in the social environment, and the occupational forms/tasks either support participation or interfere with participation, resulting in poor or good student-environment fit. The assessment also comes with a planning form that allows you to "action" plan changes- who will do what by when. This is also a good tool to involve these adults in more actively assessing and advocating for supportive environments. (I have been conducting a participatory action research project with a self advocacy group here in the US for the last 2 years and we use a similar format to plan goals).

I hope this feedback is helpful- check out the example SSI forms on our website.

Best of luck-
Jessica
Hi Alan,
There is a relatively new MOHO based tool called AWP (Assessment of Work Performance) developed in Sweden, that uses observation to draw conclusions about motor, process, and communication and interaction skills on the job. It has been found to have good validity and utility and the instrument has been used by more than 300 users in Sweden and over 10,000 clients have already been assessed with that instrument. To have a more comprehensive battery, you may consider using the AWP in conjunction with the WRI to provide addn. needed information on the worker's motivation, role, habits, and his perception of the work environment and supports.

Here are the references to the AWP related articles.

If you need more information with the above assessments, I'll be more than happy to discuss with you further.

Best,
Jenica Lee

*Date: September 18, 2007*

Hi Jessica,

Many thanks for your reply. It has both helped and stimulated some debate. We have as a department yesterday confirmed our commitment to using MOHO as our model of practice and agreed on our assessment strategy. On reflection it is clear that the majority of assessments provide enough rich information to enable us to know our clients. As with many OT groups and sessions occupational performance is supported by the manner in which we structure the social and physical environment of our groups. The key for our intervention is the transition from our classes to mainstream education services and the SSI appears to be an appropriate manner in which to record the "student environment fit" and provide evidence when setting up support in local colleges etc.

With ref to the OT PAL I take your point about It's lack of an evidence base. I would be interested to see how widely either assessment is used. The more I look at the OTPAL summary table on the website, I am starting to think that in many respects it's the same questions that I would ask in many settings connected with a variety of activities, so from that viewpoint could I rationalise paperwork / quantity of tools and record the same information on another tool such as MOHOST, which would also
allow me to record performance skill aspect of occupational performance in the classroom.

Alan

**Date: September 18, 2007**

Alan-
Wonderful to hear that you find MOHO to be a useful theory for understanding the student needs.

Yes-I agree that perhaps you can ask questions that are similar to those in the OT PAL, but then use the answers to rate the MOHOST. In addition, there is a pediatric assessment based on the MOHOST called the SCOPE- the short child occupational profile. An article about the initial development just appeared in this month's issue of Physical and Occupational Therapy in Pediatrics. Based on this study, we already revised and are in the process of gathering data for a second large scale psychometric study, and are in the process of submitting an initial analysis of that database to a journal.

We are also developing an "interview" guide for the SCOPE based on findings from a clinical utility study- therapists liked using the SCOPE as a way to structure their conversations with parents and teachers, and thought some possible interview questions would be helpful. Some of the "teacher" questions are indeed similar to the OTPAL questions, but based on your feedback we will certainly take a closer look.

Best of luck to you-
Jessica

**Date: September 19, 2007**

Hello Alan,

I will echo Jessica's comments and add that your points are all well taken. A few observations. The SSI certainly possesses the evidence base that the OT PAL does not. I also have always felt the OT PAL while it has some very useful components is not as client-centered as other MOHO assessments. It reflects and underlying theme of the child's conforming to school routines and expectations as opposed to the SSI focus on school accommodations to the child's needs. If you are looking for a single comprehensive assessment with flexibility, then I would recommend the SCOPE for your consideration. This is the pediatric version of the MOHOST. Like the MOST it is comprehensive in its format looking at how volition, habituation and motor, process and communication interaction skills impact upon the child's participation ad well as how the environment impacts that participation. The SCOPE can be scored with reference to all the
child's contexts or with reference to a specific context. It can serve as the initial assessment or as a screening to determine need for further assessments in areas where problems are identified. It also serves nicely as a broad overview of the child's strengths as well as weaknesses. It could be easily used first with a protocol to follow up with the SSI when clear environmental problems are noted and need more explanation. You might also consider developing a setting specific interview to go with the SCOPE (which uses any combination of data sources) that reflects concerns about school settings. For instance, our setting has developed a brief interview based on the content of the WRI for use as part of the MOHOST. In our setting there is not enough time to do the complete WRI plus performance assessment and so the MOHOST works well to provide a comprehensive yet efficient assessment strategy and to let us know when more in-depth assessment is needed in a particular area. If you were to develop your own interview protocol the content from the SSI interviews and the OTPal might be useful guides. Let us know if you chose to undertaken this as we would be keen to collaborate. We do have some folks now working on integration of the SCOPE in school settings and how it can inform goal setting for the IEP (individual education plan) required in our school systems.

Gary Kielhofner