Title: Psychometric characteristics of the Child Occupational Self Assessment (COSA), Part One: An initial examination of psychometric properties.
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Major Finding: Results provide initial evidence that the COSA can be used as a meaningful and reliable client-directed assessment tool.

Participants: n = 62
- 35 males, 27 females, from the United States of America
- Ages 8–17, mean age 11.35 years
- 31 children received occupational therapy services, 31 children did not receive occupational therapy services

Method: Therapists administered the COSA version 1 using the directions outlined in the administration manual. Children responded to a series of 24 items using 2 rating scales, scored as followed: 1 = I have a big problem doing this, 2 = I have a little problem doing this, 3 = I do this; and 1 = Not so important, 2 = Important, 3 = Really important.

Analysis: Rasch Rating Scale Model (RSM) analysis using Winsteps software.

Findings:
- Occupational Competence rating scale:
  - 71% of the responses used the highest category, “I do this”.
  - All items represented the construct of occupational competence, as given by acceptable fit statistics.
  - Items represented only 2 statistically significant different levels of occupational competence.
  - Almost all children were measured in a valid manner (95.2%)
- Value rating scale
  - About 58% of the responses used the highest category, “Really important”.
  - While most items represented the construct of value for occupation, the item “Get my chores done” may not be a valid representation of the construct as given by fit statistics.
  - Items represented only 2 statistically significant different levels of value for occupations.
  - Almost all children were measured in a valid manner (92%).

Conclusion: Results suggest that the COSA contains two unidimensional and valid scales of occupational competence and value for occupations. Item separation should be increased if the COSA is to be used as an outcome measure. However, results provide initial evidence that the COSA can be used as a meaningful client-directed assessment tool of occupational competence and value for occupations.

Implications for future research: Inequitable use of the rating scale and low item separation suggest the need for further development. The rating scales should be expanded to a four point rating scale.

Evidence–based practice implications:
- Children are able to report different levels of the importance of everyday activities.
- Children report that keeping their mind on what they are doing and doing chores are two of the most difficult everyday activities to perform.
