

Child's name _____ ID # _____ Tester _____

Examiner sits to the side of the child's non-preferred writing hand.

See manual for more specifics about test materials and test administration.

MATERIALS: One sharp #2 pencil without eraser for the child; Examiner test sheets; Child test forms (print one-sided; copies should match the 3mm line on each form.)

SCORING:

Accuracy (Acc) for Items 1-6 (with dot grid)

2: All lines are present and connect within 2mm to the appropriate dots.

1: All lines are present and are drawn closest to the correct dots, but the lines over-shoot or miss the dot(s) by more than 2mm, or deviate away from the intended line by more than 2mm.

0: Design does not resemble form or meet above criteria.

Accuracy (Acc) for Items 7-24 (without dot grid)

Circle 2, 1, or 0 for each item, based on the "Scoring Accuracy" chart in the manual.

Spatial Criteria for Items 1-24 (all items)

Potential errors: **B:** Borders; **J:** Jogs; **S:** Segmentation. Circle 1 or 0 for the spatial criteria listed on each item. These are described in greater detail in the manual.

Score spatial items, even if accuracy is 0.

DIRECTIONS: (simple verbal direction suggestions are shown below; examiner may adjust as needed)

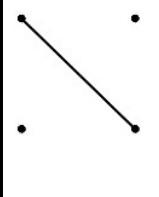
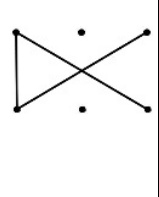
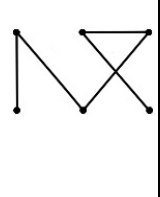
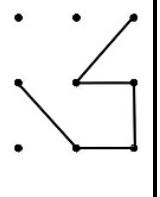
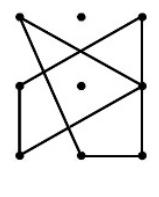
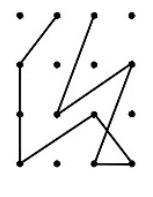
Trial

Examiner says, **Draw this line** (pointing to trial item on the child's form) **here, connecting these two dots** (indicating appropriate dots.)

Reinforce directions and instruct as needed.

Test Items 1-6 (with dot grid)



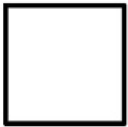

Examiner points to Item 1 on the child's form and says, **Now draw the rest of these. Try to make your pictures look just like the printed ones. I will be drawing while you are drawing, but you should keep your eyes on your drawings.**


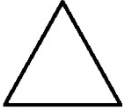


1. Acc 2 1 0  Spatial B 1 (OK) 0 (touches) S 1 (OK) 0 (segment)	2. Acc 2 1 0  Spatial B 1 (OK) 0 (touches) S 1 (OK) 0 (segment)	3. Acc 2 1 0  Spatial B 1 (OK) 0 (touches) S 1 (OK) 0 (segment)	4. Acc 2 1 0  Spatial B 1 (OK) 0 (touches) S 1 (OK) 0 (segment)	5. Acc 2 1 0  Spatial: B 1 (OK) 0 (touches) S 1 (OK) 0 (segment)	6. Acc 2 1 0  Spatial: B 1 (OK) 0 (touches) S 1 (OK) 0 (segment)
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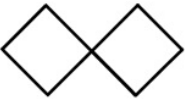
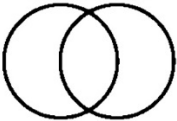
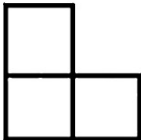
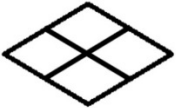
Test Items 7-24 (without dot grid)

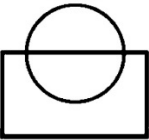
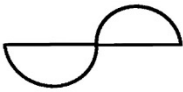
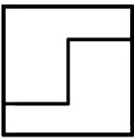
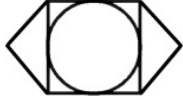

Examiner says, **And now draw these. Try to make your pictures look just like the printed ones.**

Examiner encourages child to draw items in order since item difficulty increases

<p>7. Accuracy 2 1 0</p> <p>Spatial</p> <p>B 1 (OK) 0 (touches)</p>		<p>8. Accuracy 2 1 0</p> <p>Spatial</p> <p>B 1 (OK) 0 (touches)</p>		<p>9. Accuracy 2 1 0</p> <p>Spatial</p> <p>B 1 (OK) 0 (touches) J 1 (OK) 0 (jogs)</p>		<p>10. Accuracy 2 1 0</p> <p>Spatial</p> <p>B 1 (OK) 0 (touches) J 1 (OK) 0 (jogs)</p>	

<p>11. Accuracy: 2 1 0</p> <p>Spatial:</p> <p>B 1 (OK) 0 (touches) S 1 (OK) 0 (seg)</p>		<p>12. Accuracy 2 1 0</p> <p>Spatial</p> <p>B 1 (OK) 0 (touches) J 1 (OK) 0 (jogs)</p>		<p>13. Accuracy 2 1 0</p> <p>Spatial</p> <p>B 1 (OK) 0 (touches) J 1 (OK) 0 (jogs)</p>		<p>14. Accuracy 2 1 0</p> <p>Spatial</p> <p>B 1 (OK) 0 (touches)</p>	

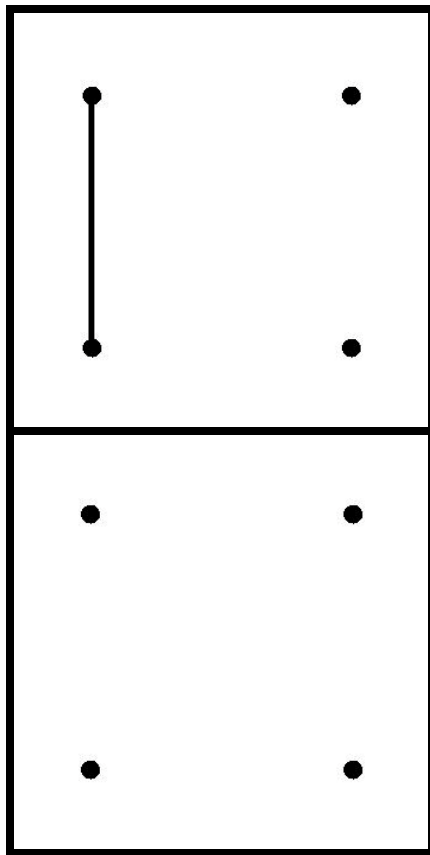
15. Accuracy 2 1 0 Spatial B 1 (OK) 0 (touches) J 1 (OK) 0 (jogs) S 1 (OK) 0 (segment)		16. Accuracy 2 1 0 Spatial B 1 (OK) 0 (touches) J 1 (OK) 0 (jogs) S 1 (OK) 0 (segment)		17. Accuracy 2 1 0 Spatial B 1 (OK) 0 (touches) S 1 (OK) 0 (segment)		18. Accuracy 2 1 0 Spatial B 1 (OK) 0 (touches) J 1 (OK) 0 (jogs) S 1 (OK) 0 (segment)		19. Accuracy 2 1 0 Spatial B 1 (OK) 0 (touches) J 1 (OK) 0 (jogs) S 1 (OK) 0 (segment)	

20. Accuracy 2 1 0 Spatial B 1 (OK) 0 (touches) J 1 (OK) 0 (jogs) S 1 (OK) 0 (segment)		21. Accuracy 2 1 0 Spatial B 1 (OK) 0 (touches) J 1 (OK) 0 (jogs) S 1 (OK) 0 (segment)		22. Accuracy 2 1 0 Spatial B 1 (OK) 0 (touches) J 1 (OK) 0 (jogs) S 1 (OK) 0 (segment)		23. Accuracy 2 1 0 Spatial B 1 (OK) 0 (touches) J 1 (OK) 0 (jogs) S 1 (OK) 0 (segment)		24. Accuracy 2 1 0 Spatial B 1 (OK) 0 (touches) J 1 (OK) 0 (jogs) S 1 (OK) 0 (segment)	

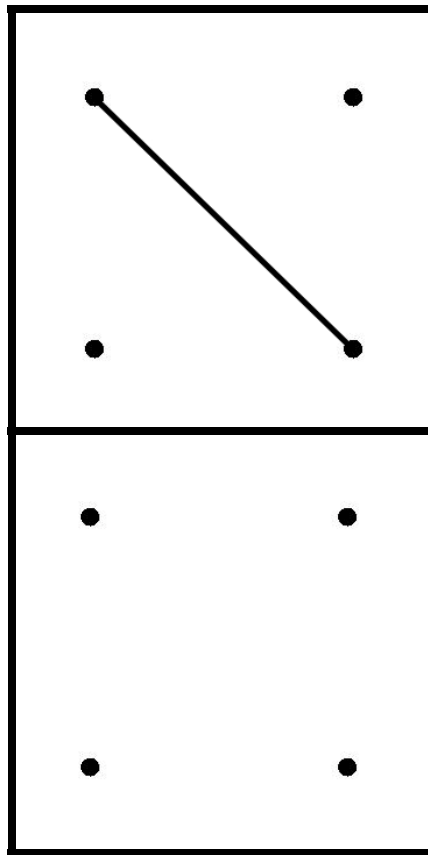
1. EASI Visual Praxis: Designs (VPr:D)© Child's Form

(10/10/18)

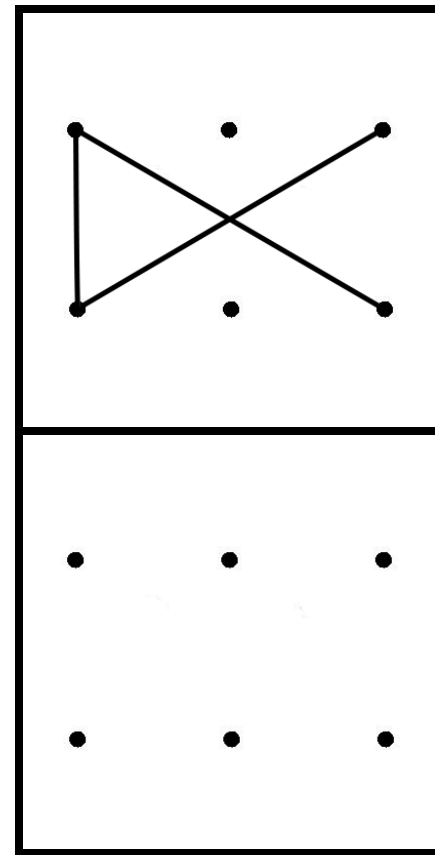
Print these pages single sided, so designs don't show through from the other side



Trial



1

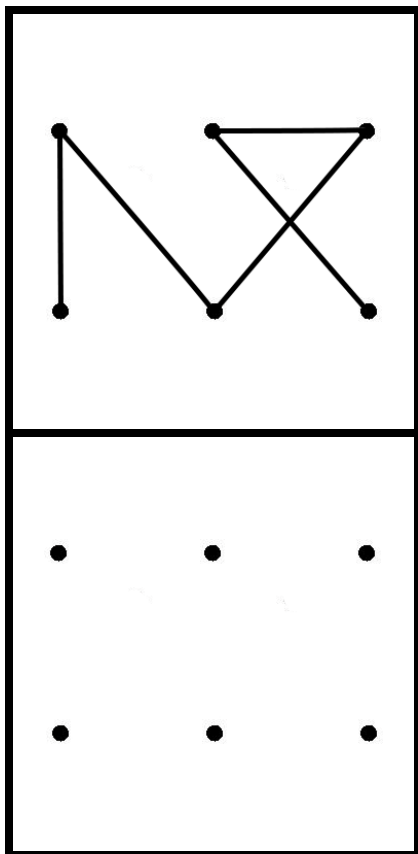


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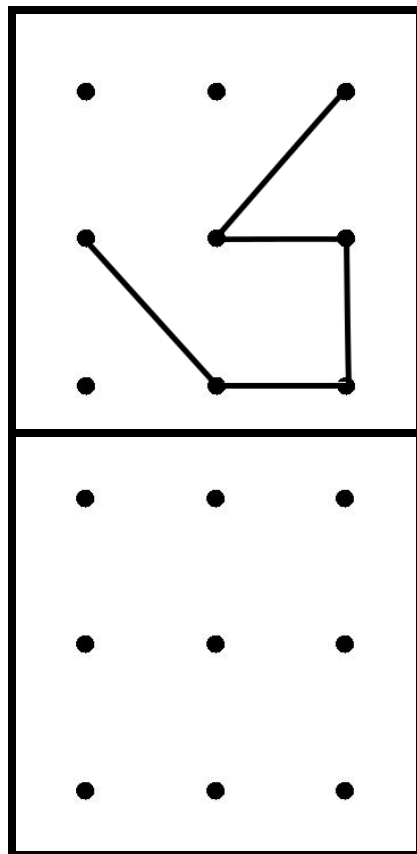
ID# _____
(This line should be 3 cm in length)

EASI Visual Praxis: Designs (VPr:D)©

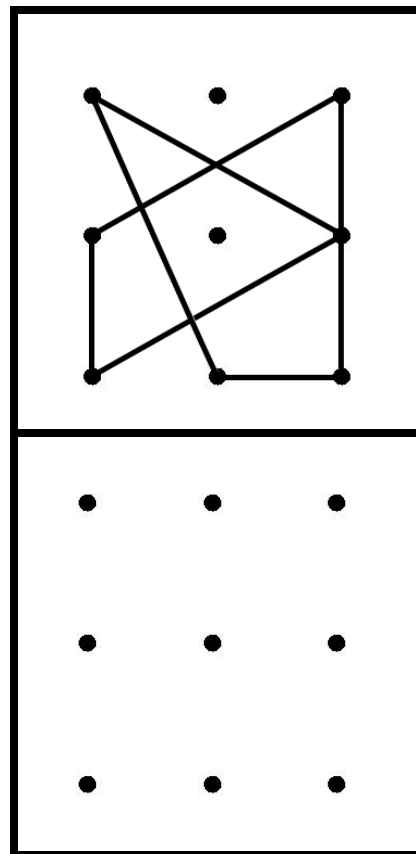
Research version. Do not duplicate without permission



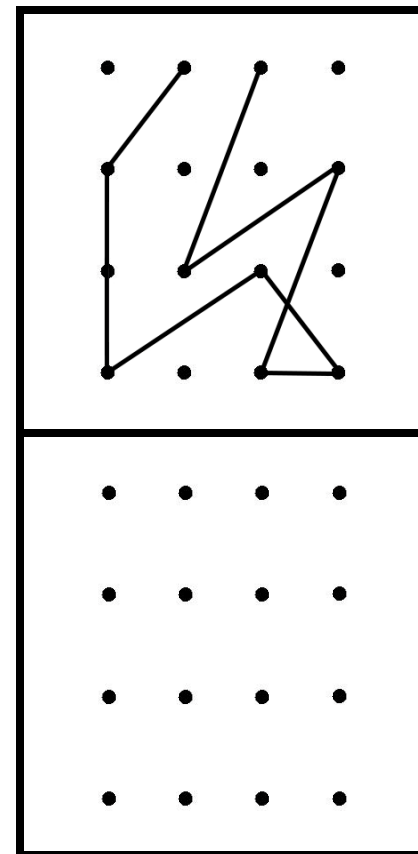
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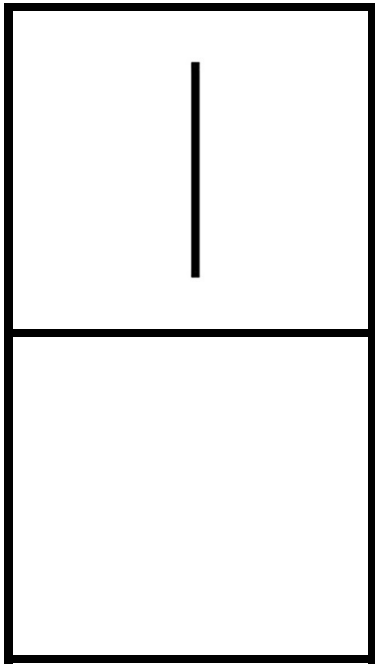
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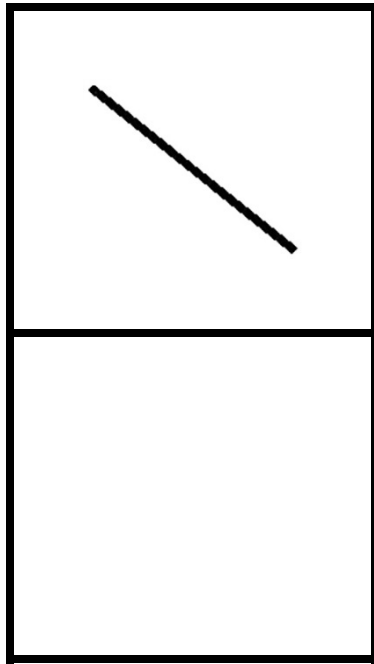
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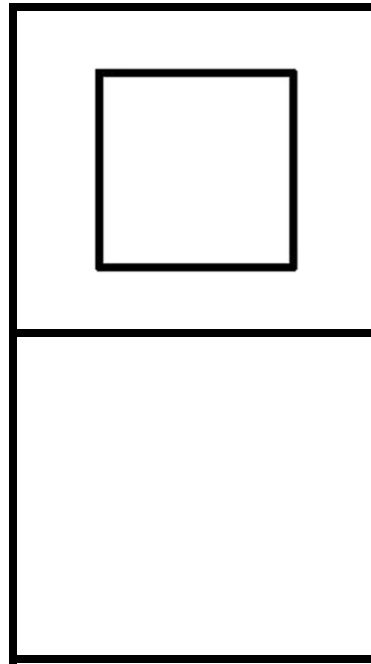
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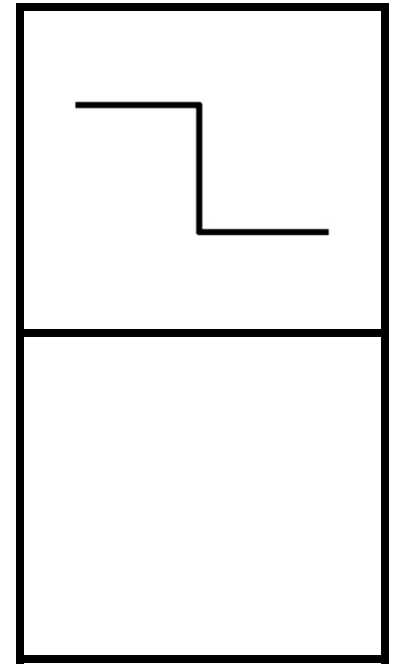
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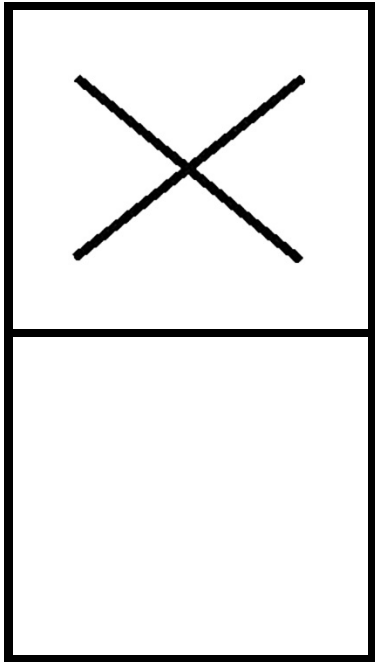
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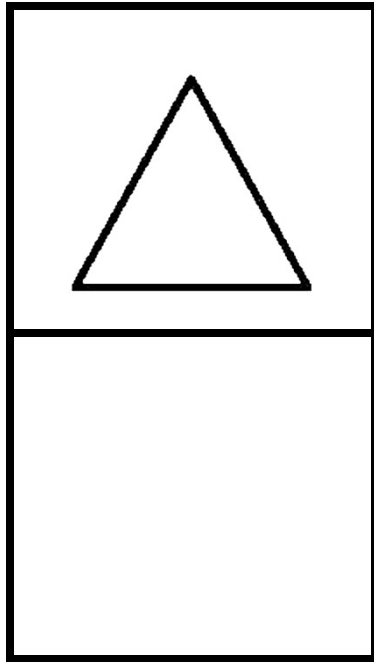
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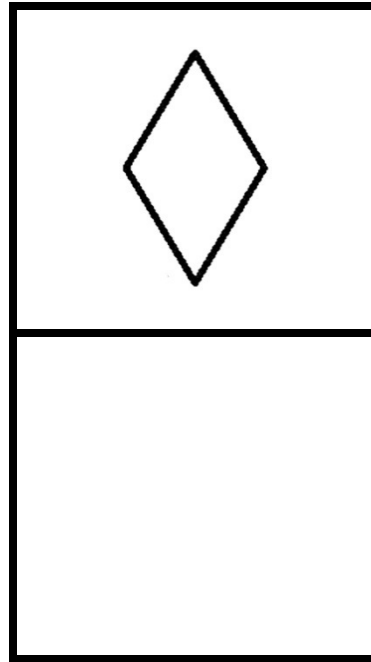
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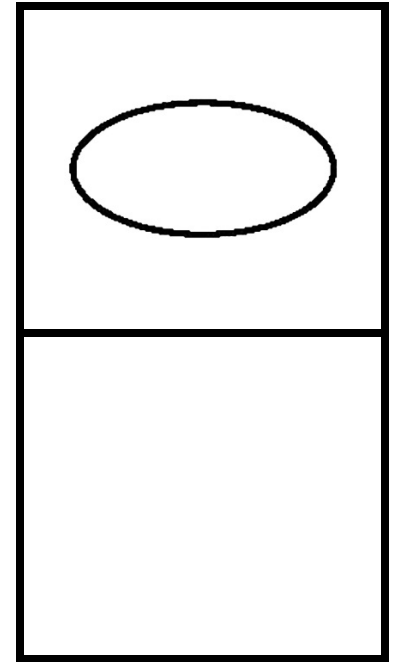
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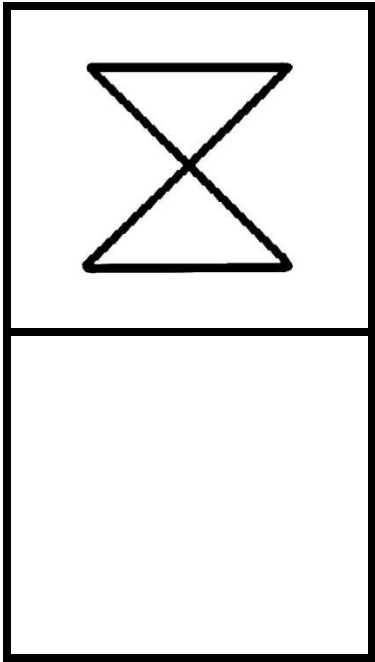
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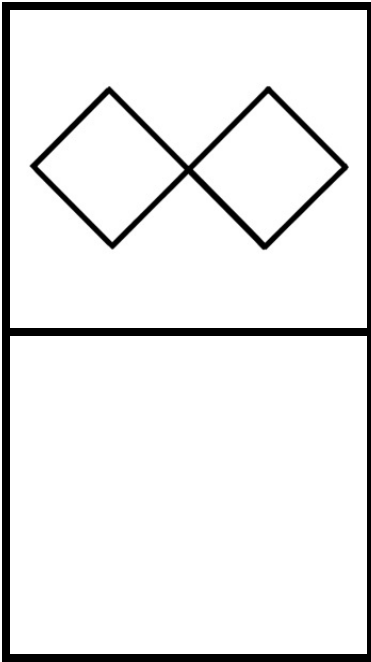
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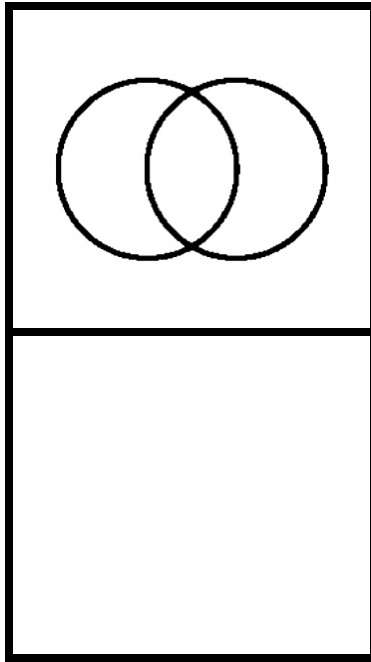
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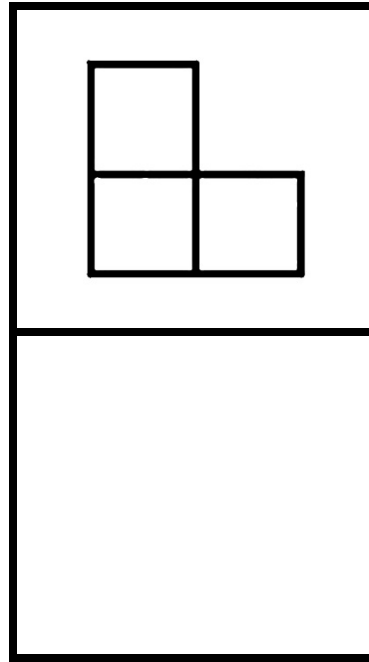
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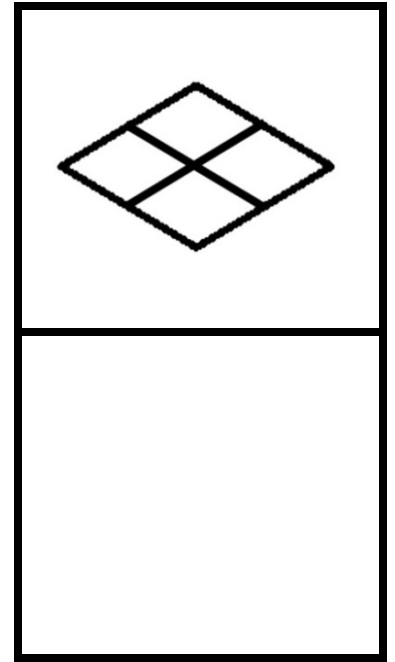
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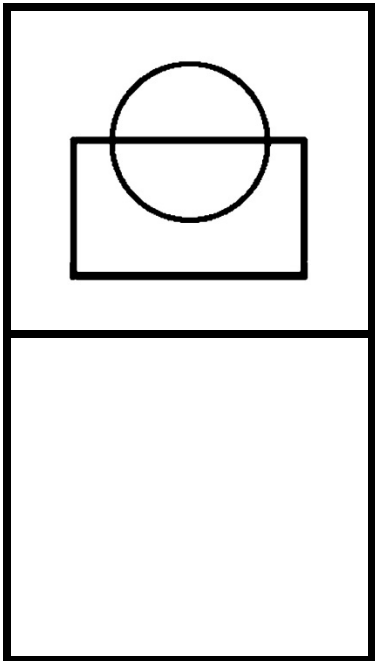
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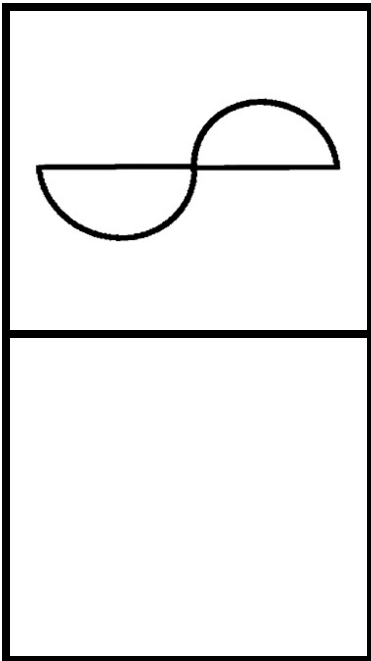
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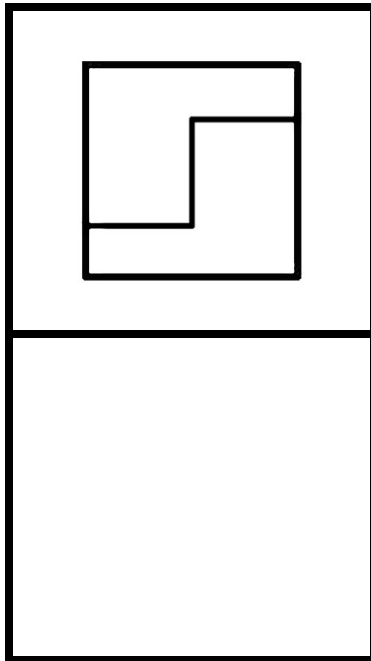
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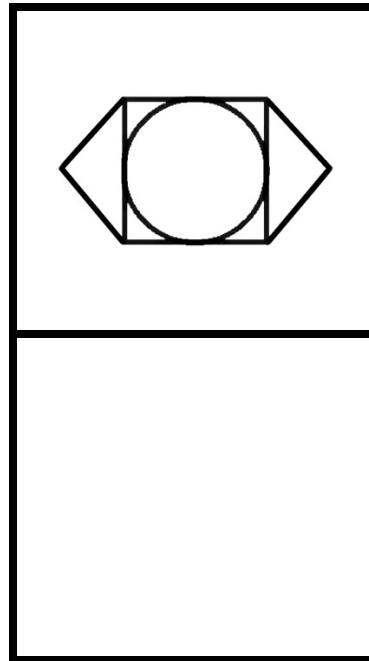
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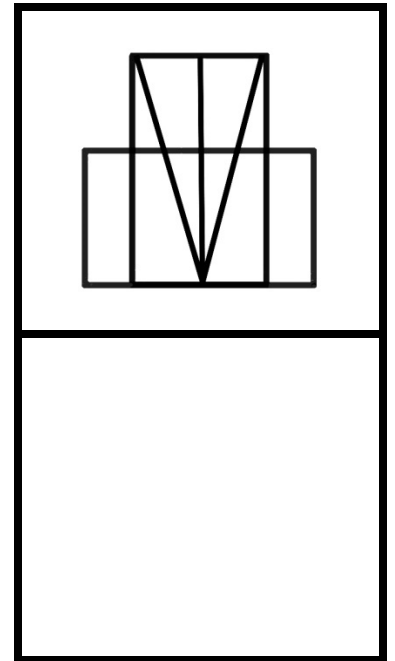
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23













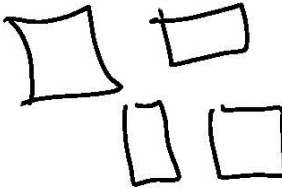
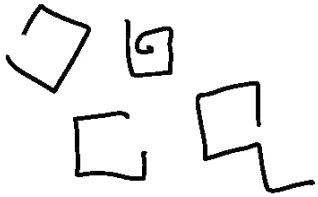


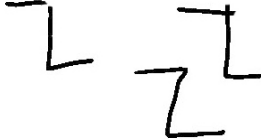




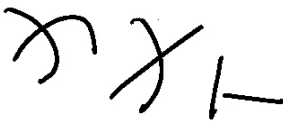



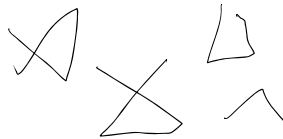
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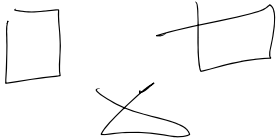





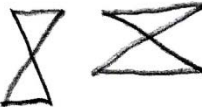


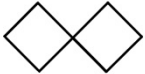
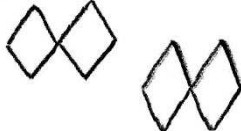
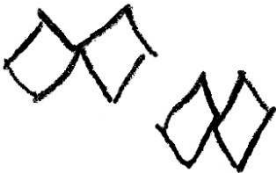






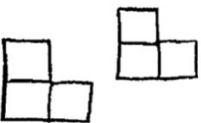
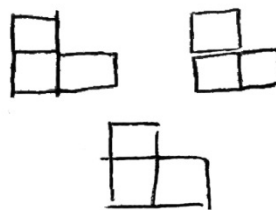
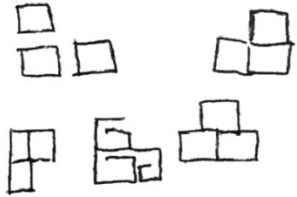
Scoring: Use the examples and criteria below for scoring. General guidelines:


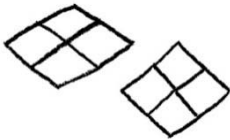
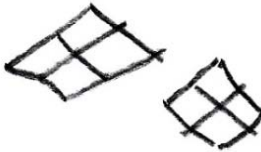
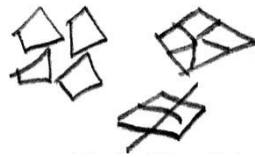
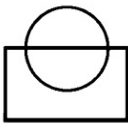
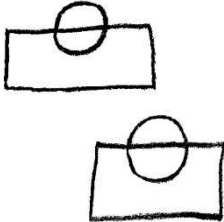
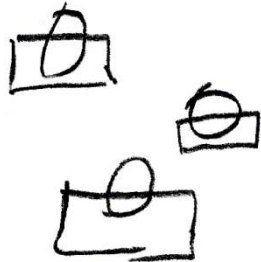
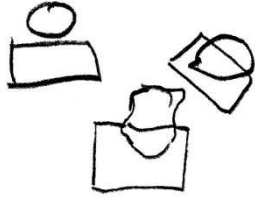

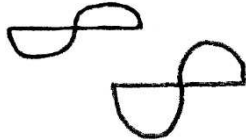
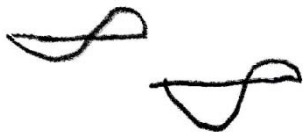

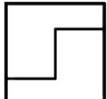
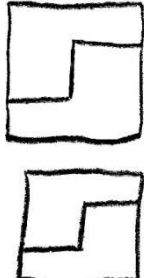
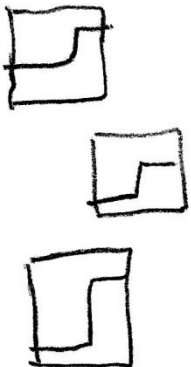
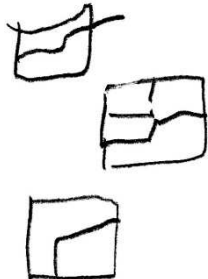
2: Drawing replicates the design almost exactly, with no gaps or overlaps at corners. The description further defines what the drawing should be and needs to be to receive a score of 2. The size of the drawing (larger or smaller than design) does not influence the score.

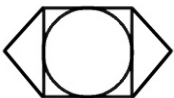
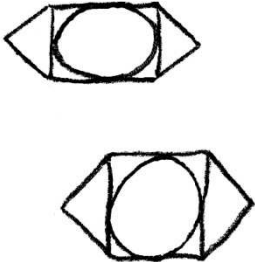
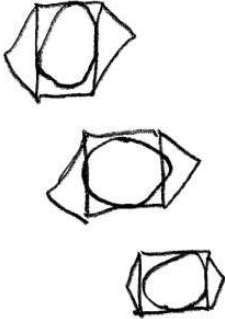
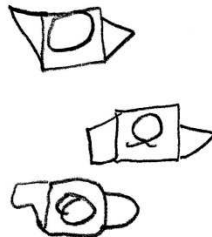

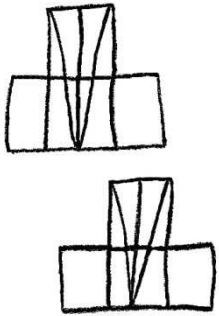
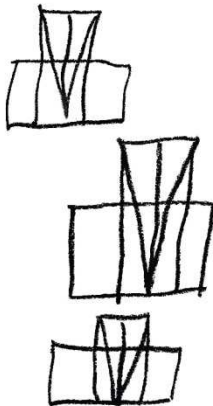

1: Drawing resembles the design but accuracy is not precise or there are slight variations.

0: Drawing does not resemble the design, or accuracy is very poor (i.e. worse than slight variations noted for a score of 1).

ITEM	Score 2: Examples	Score 2: Criteria	Score 1: Examples	Score 1: Criteria	Score 0: Examples
7. 		One clearly vertical line. No curve to line.		Vertical line from 10° to 45°. Slight curve to line. Curve with slight hook.	
8. 		One clearly diagonal line in correct slant orientation. No curve to line.		Slight curve to line in correct slant orientation. (Score 0 if vertical, horizontal, or if slant of line is reversed).	
9. 		One square formed by two clearly vertical lines and two clearly horizontal lines, meeting to form four approximately 90° angles. Height and width (at vertical and horizontal diameter) approximately same.		Height and width (vertical and horizontal diameter) differ slightly. Slight curve to line(s). Slight gap, overlap, or distortion at corners.	
10. 		Two clearly horizontal lines and one clearly vertical line arrange to form a "step". The three lines are approximately the same length. No curve in lines or distortions at corners.		Slight gap, overlap or distortion at corners. Slight curve to line(s). Length of lines differ slightly.	
11. 		Two intersecting clearly diagonal lines, forming four shorter lines, all approximately the same length. Lines cross at approximate center of each..		Two intersecting diagonal lines, forming four shorter lines, of differing lengths. Slight curve to lines. Lines cross slightly off-center.	
12. 		One triangle formed by one clearly horizontal and two clearly diagonal lines approximately the same length. Oriented so that the point of the triangle is at the top of the drawing.		Triangle lines in any orientation. Slight gaps, overlaps or distortion at corners while still retaining triangle shape. Slight curve or different length to lines.	

ITEM	Score 2: Examples	Score 2: Criteria	Score 1: Examples	Score 1: Criteria	Score 0: Examples
13. 		Four clearly diagonal lines arranged to form a diamond (height greater than width). The four lines are approximately the same length.		Four lines of diamond differ slightly in length. Slight gap, overlap or distortion at corners. Slight curve to line(s).	
14. 		One oval (width greater than height). No gap, overlap or distortion.		Slight gap, overlap or distortion, while still retaining an oval shape.	
15. 		"Hour glass" figure formed by two clearly diagonal lines, intersecting at approximate middle, to form an X; and two clearly horizontal lines connecting top ends and bottom ends of diagonal lines.		Slight gap, overlap or distortion at corners. Slight curve to line(s) Diagonal lines intersect some place other than the middle of each line. Lines that should be horizontal are diagonal.	
16. 		Two touching diamonds each formed by four clearly diagonal lines approximately the same length.		Either or both touching diamonds formed by four lines of differing lengths. Slight gap, overlap or distortion at corners. Slight curve to line(s).	
17. 		Two overlapping circles with approximately the same size height and width (vertical and horizontal diameter)		Slight gap, overlap or distortion of one or both circles. Circles differ slightly in size.	
18. 		Three squares joined to form an L-shape. Sides of all three squares are approximately same length. All corners are approximately 90°.		Three squares with a slight gap between them. Sides of squares differ slightly in length. Slight distortions, gaps or overlaps at corners. Slight curve to line(s). Overall height and width of figure differ slightly.	

ITEM	Score 2: Examples	Score 2: Criteria	Score 1: Examples	Score 1: Criteria	Score 0: Examples
19. 		Four diamonds formed by clearly diagonal lines and joined to form one large diamond. All small lines are approximately the same length.		Diamond(s) formed by lines of differing lengths. Slight gap, overlap or distortion at corners. Slight curve to line(s).	
20. 		One rectangle, formed by two clearly vertical lines and two clearly horizontal lines, with lines meeting to form four approximately 90° angles. One circle with height and width (vertical and horizontal diameter) about the same and intersecting the top horizontal line at approximately the center of circle.		Slight gap, overlap or distortion at corners of rectangle. Slight curve to line(s). Slight difference in length between two horizontal and/or two vertical lines. Slight gap, overlap or distortion in the circle.	
21. 		One clearly horizontal line with a half circle on the bottom left of the line and a half circle on the top right of the line, with half circles approximately the same size. (Score 0 if reversed or rotated more than 45°).		Slight gap, overlap or distortion of one or both circles. Slight curve to horizontal line.	
22. 		One square formed by two clearly vertical lines and two clearly horizontal lines, meeting to form four approximately 90°. Height and width of square are approximately the same diameter. Within the square are two clearly horizontal lines and one clearly vertical line arranged to form a "step". The three lines are approximately the same length, No curves in lines or distortions at corners. Step figure touches both vertical borders of the square.		Height and width of outer square (vertical and horizontal length) are slightly different, Slight curve to line(s). Slight gap, overlap, or distortion at line intersections or corners.	

ITEM	Score 2: Examples	Score 2: Criteria	Score 1: Examples	Score 1: Criteria	Score 0: Examples
23. 		<p>One square (four lines approximately same length, meeting to form four approximately 90° angles). Height and width (vertical and horizontal diameter) are approximately the same.</p> <p>One circle within the square touching all four sides of the square.</p> <p>Two triangles using the vertical lines of the square as a base.</p>		<p>Circle is close to touching or slightly overlaps sides of square. Circle has gaps, overlaps or distortions.</p> <p>Square height and width (vertical and horizontal diameter) are slightly different.</p> <p>Slight gaps, overlaps or distortions at corners, slight curve to line(s).</p>	
24. 		<p>Two approximately same size rectangles, one clearly vertical and one clearly horizontal, sharing the same base. All corners of each rectangle form approximately 90° angles.</p> <p>V shape placed within the vertical rectangle, touching at about the midpoint of the lower horizontal line, and upper ends of the V approximately touching the corners of the vertical rectangle. Vertical line through middle of V.</p>		<p>Slight gap, overlap or distortion at corner(s). Slight curve to line(s).</p> <p>Two rectangles which are different in size.</p> <p>Tip of V is close to, but not touching, the lower horizontal base.</p>	

ID# _____

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4

Child's name _____ ID # _____ Tester _____

Examiner sits to child's right side for ease in revealing the items.
See manual for more specifics about test materials and test administration.

MATERIALS:

- Examiner test sheet (note that the correct choices are numbered subtly to help the examiner find them in the grouped photo; use caution that the child does not see the examiner's test sheet with the answers)
- One trial and six child test forms (printed, one-sided, on standard 8½ x11 inch or A4, white paper or card stock, with standard margins, approximately 1in / 2½cm.) The 3mm line at the bottom of each child test form is to ensure consistent copy size of the child's forms. The child's test forms can be laminated for easy use.
- Stopwatch
- Blank piece of paper used to reveal only the individual item

SCORING:

- Each item is scored as 1 or 0 based on the accuracy of the child's first choice when pointing to the upper grouped picture. If child changes mind (to correct or to incorrect) item is still scored based on first choice.
- See each item for the maximum time allowed.

DIRECTIONS: (simple verbal direction suggestions are shown below; examiner may adjust as needed.)

Trials:

The Trial Form is placed on the table in front of the child, with the grouped object photo revealed and the responses covered with a blank piece of paper. The examiner says,

Here is a picture of some shapes.

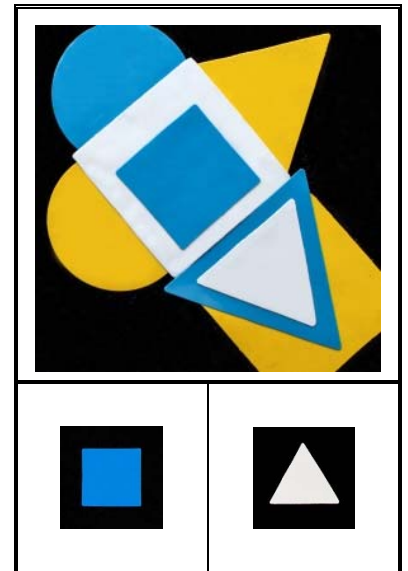
The examiner then reveals Trial item 1 and says,

Point to this one in the big picture. Look carefully. You can only choose one.

The examiner makes sure that the child understands the task and can find/point to the correct choice. Examiner then says:

Sometimes the picture here in the group picture (pointing again to the grouped picture) **might be bigger or smaller, or turned around or upside down, or the color might be slightly different, or it might be covered up a little. Point to this one** (revealing Trial item 2) **in the big picture.**

Examiner makes sure that the child understands the task before going on to the test items. Reinforce that the child should look carefully before choosing.



Test Items:

The examiner places Form 1 in front of the child (the grouped object photo is revealed; the responses are covered with a blank piece of paper) and says,

Let's do some more. When I show you a picture here (pointing to the covered bottom of the page.)

Find the same one up here, (pointing to the upper grouped photo.) **Remember that the thing you are looking for might be upside down, turned around, a little different color or partly covered up**

The examiner then moves the blank piece of paper to reveal Test Item 1, re-sets the stopwatch to 0 and says,
Find this one. Look first, then point to this one (point to the item) up here (point to the Form 1 grouped photo.)

The stopwatch is re-set to 0 as each item is revealed to the child, so that the tester can track when the maximum time per item has been reached. If the child has not picked an item by the maximum time, the item is scored as 0.

Simple verbal instructions such as, **Where is this one?** or **Find this one** may be used to help orient the child.

FORM 1: Items 1-3 MAX TIME: 10 seconds per choice



1.



Accuracy 1 0

2.



Accuracy 1 0

3.



Accuracy 1 0

FORM 2: Items 4-6 MAX TIME: 10 seconds per choice



4.



Accuracy 1 0

5.



Accuracy 1 0

6.



Accuracy 1 0

FORM 3: Items 7-9 MAX TIME: 20 seconds / choice



7.



Accuracy 1 0

8.



Accuracy 1 0

9.



Accuracy 1 0

FORM 4: Items 10-12 MAX TIME: 20 seconds / choice



10.



Accuracy 1 0

11.



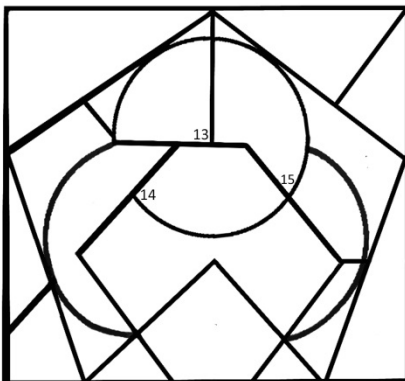
Accuracy 1 0

12.



Accuracy 1 0

FORM 5: Items 13-15 MAX TIME: 30 second / choice



13.



Accuracy 1 0

14.



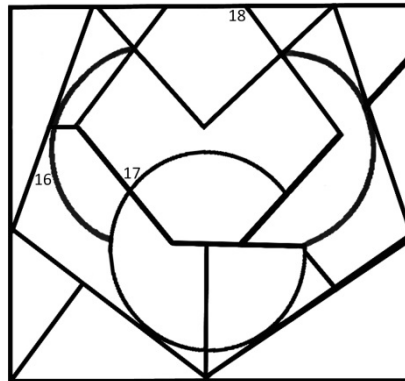
Accuracy 1 0

15.



Accuracy 1 0

FORM 6: Items 16-18 MAX TIME: 30 second / choice



16.



Accuracy 1 0

17.



Accuracy 1 0

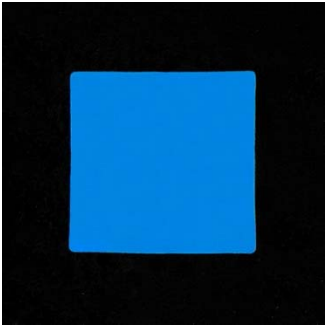

18.




Accuracy 1 0

Trial



<p>Trial 1.</p> 	<p>Trial 2.</p> 
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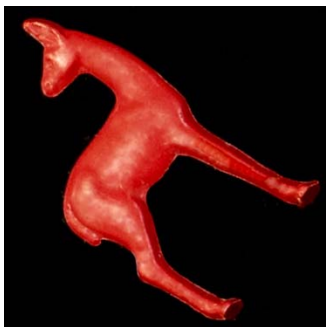
A collection of colorful, shaped like various animals and objects, including a red crab, a yellow duck, a blue cat, and a pink pig, arranged on a black background.



Form 2: Items 4-6



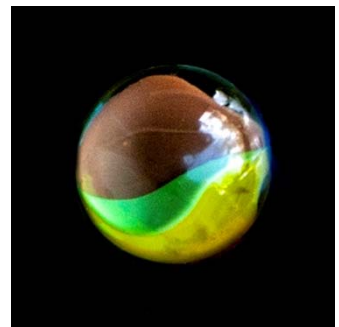
4.



5.



6.



Form 3: Items 7-9



7.



8.



9.



Form 4: Items 10-12



10.



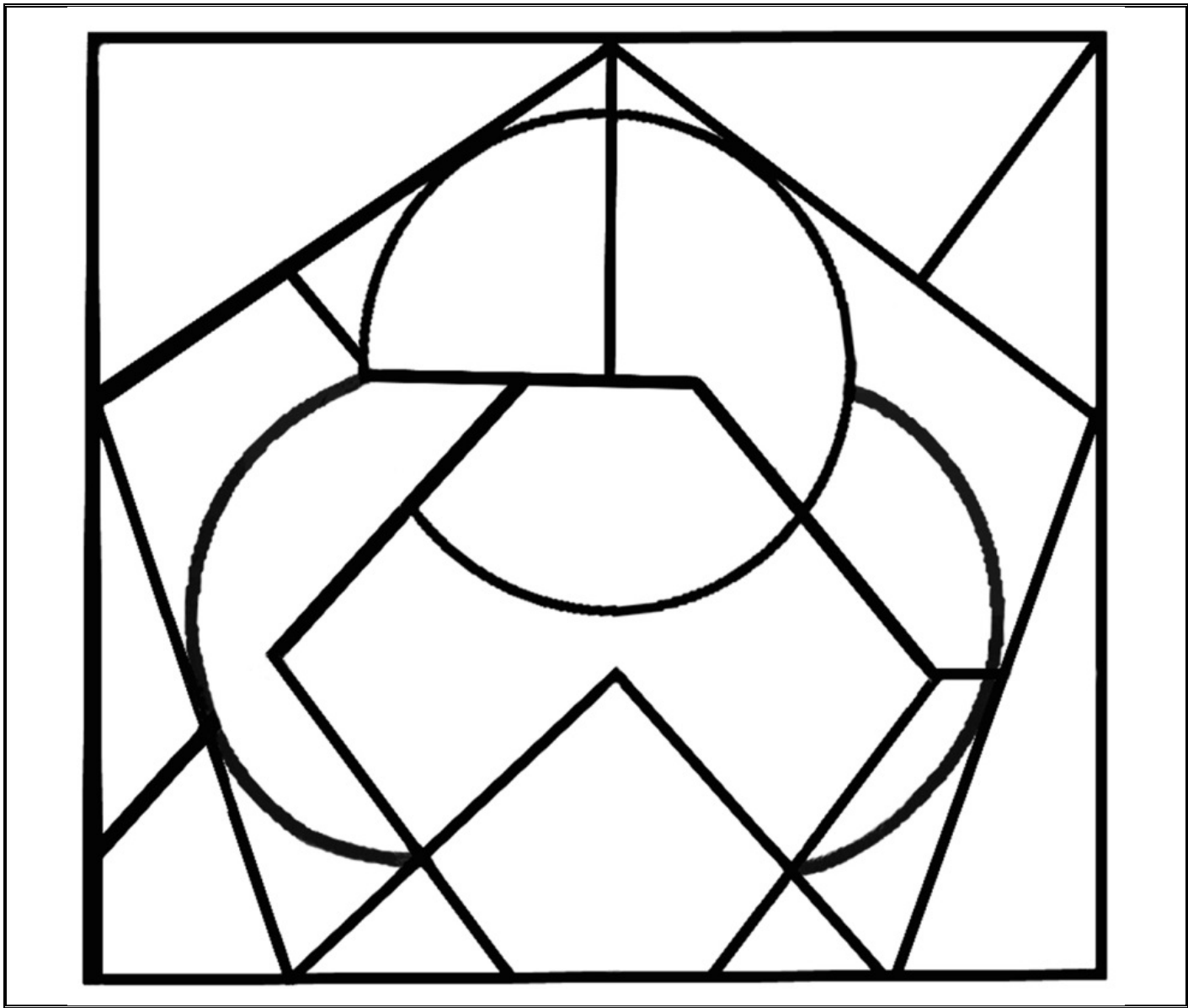
11.

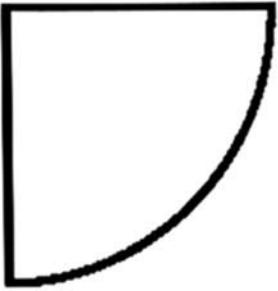
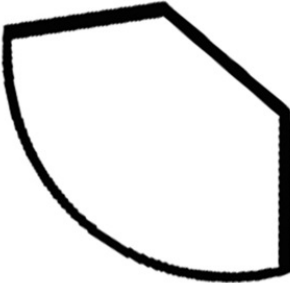



12.

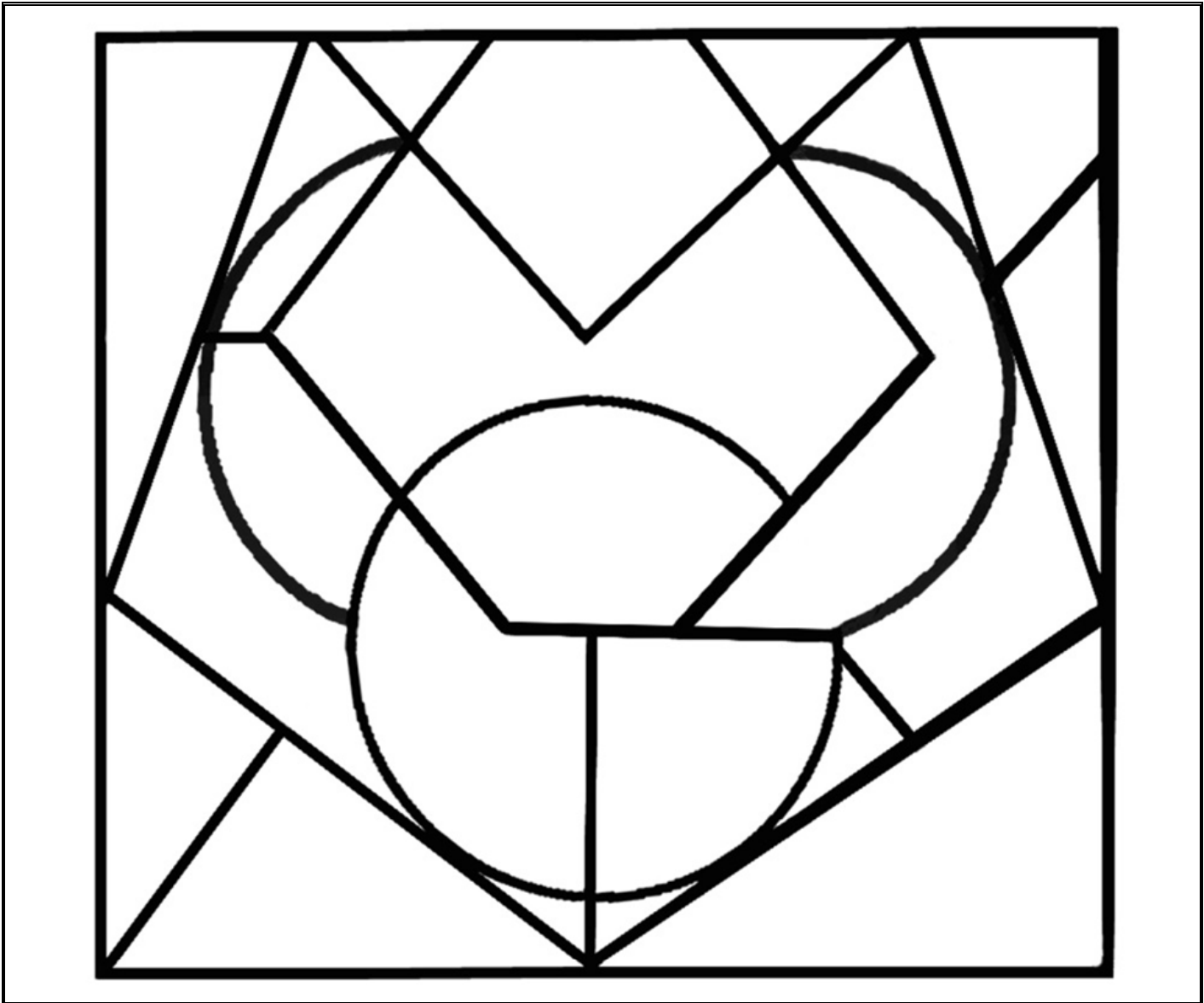


Form 5: Items 13-15



<p>13.</p> 	<p>14.</p> 	<p>15.</p> 
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Form 6: Items 16-18



<p>16.</p>	<p>17.</p>	<p>18.</p>
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Child's name _____ ID # _____ Tester's name _____

NOTE: Praxis Ideation should ALWAYS be administered BEFORE the other EASI praxis tests.

Materials needed: Table, chair, cotton ball (MUST be cotton ball, NOT pom-pom), pipe cleaner (solid color; approximately 12in / 30cm in length and about 1/4 in / 6mm in diameter), cloth napkin (smooth texture, solid color; approximately 20in / 50cm square), paper clip, piece of paper, pen/pencil, and a phone or other device to record the child's performance (if using a phone as timer, use another device to record).

- Video record the child's performance to score later.
- Simple verbal instructions for explaining the test to the child are suggested below; examiner may adjust as needed.
- The child is given 60 seconds for each item. Stop the recording after 60 seconds, or if there is 10 seconds of inactivity.
- If the child starts to repeat a similar type of idea/position/action, say, **That's great. Can you do something different?**
- Each item will receive a TALLY score, and three QUALITY of IDEATION scores (speed, variety, and complexity).
- Place a hatch mark in the TALLY section every time the child does something different, even if the action or position was shown previously.
- Score QUALITY of IDEATION (speed, variety, and complexity) in the space provided; see manual for specific criteria.

ITEM 1 CHAIR: Child should be standing next to a table

TRIAL Demo 1:

Let's play a game called, 'Look what I Can Do.'
Here's something I can do with the table.
Using both hands, tap under the table.

TRIAL Demo 2:

Or, I can also do something like this, examiner pantomimes picking up a cup, then says, **That time I moved my hands like I was picking up a cup from the table.**

After the trial demos examiner says, **Show me something you can do with the table.**
Assist child as needed to encourage trying to do a variety of things.

TEST:

Now show me how many different things you can do with this chair until I tell you to stop.

IF it looks like child might lift or move the chair in an unsafe manner, then say,

It's not safe to move the chair like that so let's keep in on the floor.

Start the stopwatch. The child is given 60 seconds (or 10 seconds of inactivity).

TALLY of ideas:

Item 1 TALLY Score:

QUALITY of IDEATION:

SPEED: 1 2 3

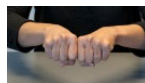
VARIETY: 1 2 3

COMPLEXITY: 1 2 3

ITEM 2 HANDS: Ask child to sit in a child sized chair next to a table.

TRIAL Demo 1:

Here is something I can do with my hands. (Place hands in fist position, pronated, thumb sides touching).



TRIAL Demo 2:

Or I can do something like this. Examiner pretends to wash hands by rubbing them together and "shaking off" water; then says, **That time I moved my hands like I was washing them.**

After the trial demos examiner says, **Show me something different you can do with your hands.**
Assist child as needed to encourage trying to do a variety of things.

TEST:

Now show me how many different things you can do with your hands until I tell you to stop.

Start the stopwatch. The child is given 60 seconds (or 10 seconds of inactivity).

TALLY of ideas:

Item 2 TALLY Score:

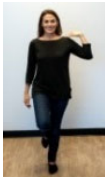
QUALITY of IDEATION:

SPEED: 1 2 3

VARIETY: 1 2 3

COMPLEXITY: 1 2 3

ITEM 3 OBJECTS: Remain sitting at the table. Place the pen/pencil, paperclip and piece of paper on the table.		
TRIAL Demo 1: I could do something with one of these. Examiner taps table with pencil or pen.	TRIAL Demo 2 Or, I can do something with more than one. Examiner pretends to "walk" the paperclip on the paper; then says, That time I moved this thing like it was walking down a road.	
After the trial demos examiner says, Show me something different you can do with these. Examiner gives the child the paper clip, piece of paper, pen or pencil, and assists child as needed to encourage trying to do a variety of things.		
TEST: Now show me how many different things you can do with these until I tell you to stop. You can stand up if you want. Examine places the pipe cleaner, cotton ball, and cloth (open and unfolded), in that order, in front of the child on the table. Start the stopwatch. The child is given 60 seconds (or 10 seconds of inactivity).		
TALLY of ideas:		Item 3 TALLY Score:
QUALITY of IDEATION:		
SPEED: 1 2 3	VARIETY: 1 2 3	COMPLEXITY: 1 2 3

ITEM 4 BODY: Examiner and child stand up and move away from the table.		
TRIAL Demo 1: Here's something I can do with my body. Lift one leg and place the opposite hand on shoulder.		TRIAL Demo 2: Or I can do something like this. Examiner pretends to be a rabbit jumping forward, That time I moved my body like I was a rabbit jumping.
After the trial demos examiner says, Show me something you can do with your body. Assist child as needed to encourage trying to do a variety of things.		
TEST: Now, show me how many different things you can do with your body until I tell you to stop. Start the stopwatch. The child is given 60 seconds (or 10 seconds of inactivity).		
TALLY of ideas:		Item 4 TALLY Score:
QUALITY of IDEATION:		
SPEED: 1 2 3	VARIETY: 1 2 3	COMPLEXITY: 1 2 3

Variety: This score indicates the variations in the child's actions

ITEM	1: Almost all <u>types</u> of actions are identical or very similar	2: Several different <u>types</u> of actions	3: Many different types of actions
Chair	1: Repeatedly tips or moves chair only; only sits in chair and moves body in minor/simple ways; or does not do anything	2: Shows 2- 3 different ways to do something with the chair (e.g. moving or turning chair and putting body on chair in different ways)	3: Shows 4+ ways to do something with the chair (e.g. puts chair into various positions; moves chair in various ways; puts body on chair in various ways; pretends to do things in the chair such as driving, etc.)
Hands	1: Repeats similar positions or movements only; or does not do anything	2: Shows 2- 3 ways to do something with hands (e.g. positions hands in different ways, moves hands in various ways and puts hands on different parts of body)	3: Shows 4+ ways to do something with hands (e.g. makes a variety of shapes with hands, makes different types of gestures with hands, pretends to do things such as pour water, or shows variety in ways to move or position hands, etc.)
Objects	1: Repeats similar actions with only 1 or 2 of the objects; or does not do anything	2: Uses all 3 objects (together or independently) and shows at least 2-3 different ways of using AND demonstrates 2-3 different ways to use at least one of the objects	3: Uses all 3 objects AND shows 4+ ways to do something with the objects (e.g. puts the cotton ball in the napkin and ties it inside with pipe cleaner; folds the napkin, makes a letter with the pipe cleaner, rolls the cotton ball; wraps the pipe cleaner around the cotton ball, etc.)
Body	1: Repeats similar positions or movements only; or does not do anything	2: Shows 2- 3 ways to do something with body (e.g. positions body in different ways, moves body in various ways)	3: Shows 4+ ways to do something with body (e.g. makes a variety of movements with body standing in place, makes a variety of movements with body moving around the room or floor, assumes different types of positions with body in standing, assumes different types of positions with body in sitting, etc.)

Complexity: This score indicates the level of sophistication and creativity shown in the child's actions. The examiner should judge all children in a similar way, regardless of their age or developmental/ability level

ITEM	1: Mostly simple types of actions	2: Some creative or complex types of actions	3: Many creative, imaginary, and/or complex actions
Chair	1: Tips or moves chair in simple ways only; sits in chair and moves body in conventional or simple ways; or does not do anything	2: Shows 2- 3 novel or complex ways to do something with the chair (e.g. moving or turning chair in unique or creative ways; putting hands through the back part of the chair in a novel or complex way; positioning the body on chair in complex ways)	3: Shows 4+ creative, imaginary, or complex ways to do something with the chair (e.g. puts chair upside down and tries to balance it on one leg; moves chair in a pattern on the floor; places body on chair in unusual or creative ways such as knees facing back of chair; pretends to do things in the chair such as riding a roller coaster, etc.)
Hands	1: Demonstrates simple or conventional positions or movements with hands only; or does not do anything	2: Shows 2- 3 novel or complex ways to do something with hands (e.g. moving or turning hands in unique or creative ways; making shapes or objects with hands; positioning the hands in a gesture such as putting hand over heart, etc.)	3: Shows 4+ creative, imaginary, or complex ways to do something with hands (e.g. puts hands behind head as in sleeping position; moves hands like a swimming fish; makes several signs from sign language; pretends to do things with hands such as brush teeth or hair, etc.)
Objects	1: Demonstrates simple or conventional actions with only 1 or 2 of the objects; or does not do anything	2: Shows 2- 3 novel or complex ways to do something with objects (e.g. hangs napkin from pipe cleaner, tears cotton ball apart and makes design on napkin; makes a tent with napkin, etc.)	3: Shows 4+ novel, creative, imaginary, or complex ways to do something with the objects (e.g. makes a "ghost" by putting the cotton ball in the napkin and tying it inside with pipe cleaner; folds the napkin into a flower, makes a letter with the pipe cleaner, pretends that the cotton ball is a ball on the "grass" napkin, etc.)
Body	1: Demonstrates simple or conventional positions or movements only; or does not do anything	2: Shows 2- 3 novel or complex ways to do something with body (e.g. moving body in unique or creative ways; assuming a "statue position;" positioning the body in an action such as a fighting pose; dancing, etc.)	3: Shows 4+ novel, creative, imaginary, or complex ways to do something with body (e.g. pretends to swim; to move body like a snake; pantomimes opening a door; pretends to dance like a ballet dancer or pretends to do something such as getting dressed, etc.)

Child's name _____ ID # _____ Tester's name _____

Child and examiner are seated facing each other, with the table on the side of the examiner's writing hand.

See manual for more specifics about test materials and test administration.

Simple verbal direction suggestions are shown below; examiner may adjust as needed

- Examiner assumes position quickly (mirroring picture) and holds position until child assumes a position.
- Maximum time for the child to assume a position is 10 seconds, estimated by examiner silently counting seconds.
- The position child assumes is scored as soon as child is in position; examiner DOES NOT wait for the full 10 seconds unless child makes no action at all.
- Child may assume position either mirrored or non-mirrored, i.e. NO PENALTY FOR NON-MIRRORED RESPONSES.

SCORING: General guidelines; see each item for more specific scoring criteria per item.



Child may assume position either mirrored or non-mirrored, i.e. **NO PENALTY FOR NON-MIRRORED RESPONSES**.

2: Posture is assumed correctly and quickly (within 3 seconds) with all body parts in the appropriate orientation/position.

1: Posture is assumed generally correctly, but child takes more than 3 seconds to complete assuming position or there is some error in positioning. See examples for scores of 1 for each item and use these as guidelines.

0: Posture is not correct; a portion of posture is not assumed; a key feature of posture is inaccurate (e.g. feet that should be crossed are not crossed; hand, elbow, finger(s) on incorrect body part; parts that should be touching are not touching); or child does not assume a position within 10 seconds. See examples for scores of 0 for each item and use these as guidelines.




BODY POSITIONS: TRIALS






	<p>Trial 1B Watch me. Do what I do. Examiner raises arms up over head. Assist as needed to ensure that the child understands.</p>	 <p>Trial 2B Now do this. Examiner extends left leg straight out. Assist as needed to ensure that the child understands.</p>
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BODY POSITIONS: ITEMS

Now let's do some more. Do this. Administer Item 1.

Be sure to get child's attention before each item. A mirror image response, if correct, is a score of 2.

<p>1B</p> 	<p>2 Correct position of both arms/hands (one hand on left hip; other hand on top of head, within 45° of item position) assumed within 3 seconds.</p> <p>1 Correct position, but slight variation, e.g. one or both arms are more than 45° deviated; or one hand on thigh; or one hand on side of head; or position assumed as for score of 2 in 4-10 seconds.</p> <p>0 Incorrect position, e.g. only one arm in correct position; or one hand on part of leg other than thigh or hip; or one hand on face or neck; or does not assume any position within 10 seconds.</p>
<p>2B</p> 	<p>2 Correct position of both arms/hands (arms out to side; palm of one hand flat on head; back of other hand flat under chin, within 45° of item position) assumed within 3 seconds.</p> <p>1 Correct position, but slight variation, e.g. one or both arms are more than 45° deviated; or lower arm touching chin with wrist not hand; or either hand fisted instead of open; or upper arm touches side vs top of head; or position assumed as for score of 2 in 4-10 seconds.</p> <p>0 Incorrect position, e.g. either palm facing up; or both hands on top of head; or both hands under chin; or does not assume any position within 10 seconds.</p>
<p>3B</p> 	<p>2 Correct position of both arms/hands (left elbow on back of right hand; left palm facing examiner, within 45° of item position) assumed within 3 seconds.</p> <p>1 Correct position, but slight variation, e.g. horizontal forearm is touching/grasping vertical arm above the elbow; or vertical arm is facing forward; or one or both arms are more than 45° deviated; or position assumed as for score of 2 in 4-10 seconds.</p> <p>0 Incorrect position, e.g. only one arm in correct position; or both arms horizontal; or both arms vertical; or does not assume any position within 10 seconds.</p>


4B 	<p>2 Correct position of both arms/hands (one arm straight up; other arm straight out to side at 90°, within 45° of item position) assumed within 3 seconds.</p> <p>1 Correct position, but slight variation, e.g. one or both arms are more than 45° deviated; or position assumed as for score of 2 in 4-10 seconds.</p> <p>0 Incorrect position, e.g. only one arm in correct position; or both arms up; or both arms out to side; or does not assume any position within 10 seconds.</p>
5B 	<p>2 Correct position of arms and legs (hands behind head; knees out to sides; ankles crossed, within 45° of item position) assumed within 3 seconds.</p> <p>1 Correct position, but slight variation, e.g. one or both arms or knees are more than 45° deviated; or hands on top of head; or ankles crossed with knees together; or position assumed as for score of 2 in 4-10 seconds.</p> <p>0 Incorrect position, e.g. hands on side of head; or feet not crossed; or does not assume any position within 10 seconds.</p>
6B 	<p>2 Correct position of both arms/hands (palms forward; elbows out to side; fingers not touching, within 45° of item position) assumed within 3 seconds.</p> <p>1 Correct position, but slight variation, e.g. one or both arms are more than 45° deviated; or fingers are touching; or hands toward body; or position assumed as for score of 2 in 4-10 seconds.</p> <p>0 Incorrect position, e.g. only one arm positioned; or fingers overlapping or grasping; or does not assume any position within 10 seconds.</p>
7B 	<p>2 Correct position of both arms/hands (palm of left hand on right cheek; right hand over left arm, touching left shoulder, within 45° of item position) assumed within 3 seconds.</p> <p>1 Correct position, but slight variation, e.g. one or both hands/arms are more than 45° deviated; or hand on ear instead of cheek; or one hand on upper arm instead of shoulder; or position assumed as for score of 2 in 4-10 seconds.</p> <p>0 Incorrect position, e.g. only one arm in correct position; or one or both arms do not cross midline; or one hand touching top of head; or one hand on other elbow; or does not assume any position within 10 seconds.</p>
8B 	<p>2 Correct position of both arms/hands (left hand on right elbow; right index finger, in pointing position, on nose; trunk leaning to the right side, within 45° of item position) assumed within 3 seconds.</p> <p>1 Correct position, but slight variation, e.g. one or both arms are more than 45° deviated; or more than one finger or incorrect finger touching nose; or head but not trunk leaning to side; or lower hand touching lower forearm instead of elbow; or position assumed as for score of 2 in 4-10 seconds.</p> <p>0 Incorrect position, e.g. only one arm in correct position; or no leaning; or upper hand touching face/head not nose; or lower hand touching other arm above mid-forearm; or does not assume any position within 10 seconds.</p>



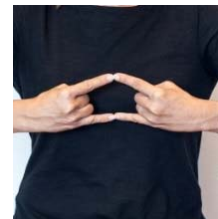
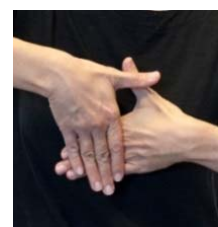



HAND POSITIONS: TRIALS (Give hand trials 1 & 2 if needed. If child already understand the process, go to item 1H.)

 <p>Trial 1H Watch my hands. Make your hands do what I do. Examiner puts L fist on top of R fist. Assist as needed to ensure that the child understands.</p>	 <p>Trial 2H Now do this. Examiner touches all fingertips of one hand to all fingertips on the other Assist as needed to ensure that the child understands.</p>
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HAND POSITIONS: ITEMS

Now let's do some more. Do this. Administer Item 1. Be sure to get the child's attention before each item.

1H 	<p>2 Correct position of both hands (one hand in a fist, held in front of body; other hand open, palm forward, held in front of body, within 45° of item position) assumed within 3 seconds.</p> <p>1 Correct position, but slight variation, e.g. one or both hands are more than 45° deviated; or fingers on one hand not fully fisted; or thumb inside of fist; or one hand not completely open; or hands in correct position but facing each other; or position assumed as for score of 2 in 4-10 seconds.</p> <p>0 Incorrect position, e.g. both hands in the same position; or one or both hands facing toward the child; or does not assume any position within 10 seconds.</p>
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2H 	<p>2 Correct position (both hands with fingers flexed in a fist, both facing body, with thumbs of each hand above hands and bent, all within 45° of item position) hands just off of midline and not touching, fingers bent into a fist, thumbs up and bent, assumed within 3 seconds.</p> <p>1 Correct position, but slight variation, e.g. one or both hands/thumbs are more than 45° deviated; or hands touching or far apart; or fingers not fully bent into a fist; or thumbs up instead of bent; or position assumed as for score of 2 in 4-10 seconds.</p> <p>0 Incorrect position, e.g. one or both hands open; or one or both thumbs tucked into fist; or hands clasping; or does not assume any position within 10 seconds.</p>
3H 	<p>2 Correct position (dorsal surface of four fingers on one hand touch dorsal surface of four fingers on other hand, at midline; position is within 45° of item position) assumed within 3 seconds.</p> <p>1 Correct position, but slight variation, e.g., one or both hands are more than 45° deviated, fingers and knuckles touching but not lined up evenly; or only DIP and PIP of both hands touching; or position assumed as for score of 2 in 4-10 seconds.</p> <p>0 Incorrect position, e.g., hands or knuckles not touching, one or both hands in a fist; or does not assume any position within 10 seconds.</p>
4H 	<p>2 Correct position (both hands are at midline with index fingers touching and little fingers touching (little fingers are down), within 45° of item position) assumed within 3 seconds.</p> <p>1 Correct position, but slight variation, e.g. one or both hands/fingers are more than 45° deviated; or middle and index fingers are touching; or other fingers not fully flexed into a fist; or position assumed as for score of 2 in 4-10 seconds.</p> <p>0 Incorrect position, e.g., fingers other than index and little or index and middle are touching; or fingers are not touching; or palms facing forward; or does not assume any position within 10 seconds.</p>
5H 	<p>2 Correct position (one open hand pointing horizontal; other open hand points down vertical, and those fingers touch dorsum of horizontal hand; thumbs cross, forming +, within 45° of item position) assumed within 3 seconds.</p> <p>1 Correct position, but slight variation, e.g. one or both hands/fingers are more than 45° deviated; or front hand is horizontal and back hand is vertical; or thumb on vertical hand is behind thumb on horizontal hand; or position assumed as for score of 2 in 4-10 seconds.</p> <p>0 Incorrect position, e.g. both hands horizontal; or both hands vertical; or one or both hands are grasping the other; or does not assume any position within 10 seconds.</p>
6H 	<p>2 Correct position (elbows flexed 90°, wrists crossed, thumbs linked) within 45°.</p> <p>1 Correct position, but slight variation, e.g., one or both arms, hands or fingers are more than 45° deviated; or wrists crossed and thumbs touch but are not linked; or thumbs up instead of bent; or position assumed as for score of 2 in 4-10 seconds.</p> <p>0 Incorrect position, e.g., wrists not crossed; or palms facing body, thumbs up.</p>
7H 	<p>2 Correct position (fingertips touch: top hand fingers 2, 3, 4 to fingers 4, 3, 2 of bottom hand; both hands open; within 45° of item position) assumed within 3 seconds.</p> <p>1 Correct position, but slight variation, e.g. one or both hands/fingers are more than 45° deviated; or two or four finger tips are touching; or the appropriate 3 fingertips of top hand not aligned with appropriate fingers of bottom hand; or position assumed as for score of 2 in 4-10 seconds.</p> <p>0 Incorrect position, e.g. palm facing towards body; or all 5 fingertips touching; or palms of both hands facing each other; or does not assume any position within 10 seconds.</p>
8H 	<p>2 Correct position (one hand crosses over dorsum of the other hand to make an X and little fingers cross to make an X, within 45° of item position) assumed within 3 seconds.</p> <p>1 Correct position, but slight variation, e.g., one or both hands/fingers are more than 45° deviated; or little fingers and thumbs are intertwined; or position assumed as for score of 2 in 4-10 seconds.</p> <p>0 Incorrect position, e.g., fingers other than little fingers or thumbs are intertwined; or palms facing out; or one or both hands are grasping the other with fingers flexed; or does not assume any position within 10 seconds.</p>

FACE POSITIONS: TRIALS

Trial 1F  Watch my face. Do what I do.	Examiner wrinkles nose. Assist as needed to ensure that the child understands.	Trial 2F  Now do this.	Examiner opens mouth in "O" shape as if making "oooh" sound. Assist as needed to ensure that the child understands.
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FACE POSITIONS: ITEMS

Item 1. Now let's do some more. Do this. Administer Item 1. Be sure to get the child's attention before each item.

1F 	2 Correct position (raise eyebrows). 1 Correct position, but slight variation, e.g. only one eyebrow is raised; or position assumed as for score of 2 in 4-10 seconds.. 0 Incorrect position, e.g. does not raise eyebrows; or closes eyes
2F 	2 Correct position (touch tongue to right corner of mouth with mouth open) assumed within 3 seconds. 1 Correct position, but slight variation, e.g. tongue touches inside (not outside) of one corner of mouth; or mouth is mostly closed; or position assumed as for score of 2 in 4-10 seconds. 0 Incorrect position, e.g. tongue does not touch either corner of the mouth; or tongue touches top or bottom of lip; or does not assume any position within 10 seconds.
3F 	2 Correct position (with mouth closed, place tongue under lower lip and press forward) assumed within 3 seconds. 1 Correct position, but slight variation, e.g. tongue is under lower lip but slightly off midline, or presses only slightly forward; or position assumed as for score of 2 in 4-10 seconds. 0 Incorrect position, e.g. tongue is not under lower lip; or tongue touches upper lip but is not tucked under; or tongue is under upper lip; or does not assume any position within 10 seconds.
4F 	2 Correct position (bite lower lip, covering most of bottom lip) assumed within 3 seconds. 1 Correct position, but slight variation, e.g. teeth touching top of bottom lip but not covering most of the bottom lip; or position assumed as for score of 2 in 4-10 seconds. 0 Incorrect position, e.g. upper teeth not touching bottom lip; or bottom teeth biting upper lip; or does not assume any position within 10 seconds.
5F 	2 Correct position (touch tongue to front of upper lip with mouth open) assumed within 3 seconds. 1 Correct position, but slight variation, e.g. tongue touches bottom of upper lip, mouth is mostly closed; or position assumed as for score of 2 in 4-10 seconds. 0 Incorrect position, e.g., tongue protrudes from mouth but does not curl up to touch upper lip; or upper and lower lips curled inward; or does not assume any position within 10 seconds.
6F 	2 Correct position (protrude lower lip as a "pout") assumed within 3 seconds. 1 Correct position, but slight variation, e.g. lower lip is forward only slightly; or mouth is slightly open; or position assumed as for score of 2 in 4-10 seconds. 0 Incorrect position, e.g. bottom lip covers top lip; or lips are puckered; or does not assume any position within 10 seconds.
7F 	2 Correct position (turn both upper and lower lips inward with mouth closed) assumed within 3 seconds. 1 Correct position, but slight variation, e.g. some part of lips show; or mouth is slightly open; or position assumed as for score of 2 in 4-10 seconds. 0 Incorrect position, e.g. lips not turned inward; or lips are fully visible; or mouth is open; or does not assume any position within 10 seconds.
8F 	2 Correct position (fully open eyes, while puckering lips) assumed within 3 seconds. 1 Correct position, but slight variation, e.g. lips are only slightly puckered; or eyes are not clearly open wide; or position assumed as for score of 2 in 4-10 seconds. 0 Incorrect position, e.g. eyes squinting or closed; or lips neutral; or mouth open; or does not assume any position within 10 seconds.

Child's name _____ ID # _____ Tester's name _____

See manual for more specifics about test materials and test administration.

Simple verbal instructions for explaining the test to the child are suggested below; examiner may adjust as needed.

Review "Head and Trunk Alignment" chart found at end of test for observations to be made during testing.

MATERIALS:

- One 1" (2.5cm) solid, smooth, wooden cube
- Yoga mat of any solid color (approximately 68-72" (172-185 cm) in length x 24" (60-62cm) in width and .25" to .5" (.5 to 1 cm) in thickness (same mat as used in Proprioception: Force test)
- Large therapy ball (approximately 65cm)
- Stopwatch

ITEMS 1-7: PRONE EXTENSION POSITION *	Scoring (provide a score for each category)	
<p>TRIAL</p> <p>Examiner and child move to mat and examiner demonstrates prone extension position (see manual for photos and more detailed explanation of position), and then says,</p> <p>Now you try it. Make your body like an airplane. Hold up your head, arms and legs at the same time.</p> <p>If necessary, examiner can help child attain posture. Following brief practice, examiner can say,</p> <p>O.K. now you can relax.</p> <p>TEST ITEMS</p> <p>Examiner says,</p> <p>Now try it again. Make your body like an airplane and this time stay there until I tell you to stop.</p> <p>The stopwatch is started when the child lifts head, upper and lower extremities from the floor. The examiner slides a paper back and forth under the child's knees to be sure they are lifted off the floor and asks the child to count aloud if the child seems to be holding his or her breath. Stop the timing when the child lowers knees, feet, and/or arms, or hands to the floor. Duration score reflects the total length of time in whole seconds that the child can maintain the full posture. Tested only once to avoid fatigue.</p>	<p><u>1. Assuming position</u></p> <p>2 If all body parts rise simultaneously, smoothly and quickly.</p> <p>1 If assumes position segmentally.</p> <p>0 Unable to assume full position independently.</p> <p><u>2. Head position</u></p> <p>2 If face is vertical more than 45° and held steady.</p> <p>1 If face is raised less than 45° and/or position of head varies.</p> <p>0 If face remains on mat.</p> <p><u>3. Upper trunk</u></p> <p>2 If there is a definite arch, and both elbows are even with or in back of shoulders, and both shoulders are off mat.</p> <p>1 If back is minimally arched and/or elbow(s) forward of shoulders and both shoulders are off mat.</p> <p>0 If either or both shoulders remain on mat.</p>	<p><u>4. Thighs</u></p> <p>2 If both thighs are clearly off mat, from mid-thigh distally.</p> <p>1 If both thighs are barely off mat, paper can be slid only under knees, but not much above knees.</p> <p>0 If thigh(s) remain on mat.</p> <p><u>5. Knees</u></p> <p>2 If both knees are slightly bent (45° or less).</p> <p>1 If one or both knees are definitely flexed (50° or more).</p> <p>0 If either or both knees remain on mat.</p> <p><u>6. Maintaining position</u></p> <p>2 If strong and consistent effort is demonstrated.</p> <p>1 If some effort is demonstrated but only held for a short time.</p> <p>0 If minimal effort due to arms or legs remaining on mat.</p> <p><u>7. Time in whole seconds</u></p> <p>_____ (Maximum 30 seconds)</p>
<p>* Administration and scoring based on: Janice L. Gregory-Flock, Elizabeth J. Yerxa, Standardization of the Prone Extension Postural Test on Children Ages 4 Through 8. <i>Am J Occup Ther</i> 1984;38(3):187-194. doi:10.5014/ajot.38.3.187.</p>		

ID# _____

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ITEMS 8-14: SUPINE FLEXION		Scoring (provide a score for each category)	
<p>TRIAL</p> <p>Examiner and child move to mat and examiner demonstrates supine position, and then says,</p> <p>Now you try it. Put your arms here (crossed on chest) and cross your legs (crossed at ankle). Now bring your head and knees up and hold it there.</p> <p>If necessary, examiner can help child attain posture. Following a brief practice, examiner can say,</p> <p>O.K. now you can relax.</p> <p>TEST ITEMS</p> <p>Examiner says,</p> <p>Now try it again. Bring your head and knees up and this time stay there until I tell you to stop.</p> <p>The stopwatch is started when the child lifts head and legs from the floor. Stop timing when the child lowers head or legs to the floor. Duration score reflects the total time in whole seconds that the child can maintain the full posture. The examiner asks the child to count aloud if the child seems to be holding his or her breath.</p>	<p>8. Assuming position</p> <p>2 If assumed smoothly and quickly, with all body parts rising simultaneously.</p> <p>1 If assumed segmentally.</p> <p>0 Unable to assume full position independently.</p> <p>9. Head</p> <p>2 If head/neck flexed more than 45° and held steady.</p> <p>1 If head/neck is raised less than 45° and/or position of head varies.</p> <p>0 If head remains on mat.</p> <p>10. Upper trunk</p> <p>2 If definite abdominal flexion, with both shoulders off mat.</p> <p>1 If abdomen minimally flexed, with both shoulders off mat.</p> <p>0 If one or both shoulders remain on mat.</p> <p>11. Legs</p> <p>2 If knees are fully flexed toward stomach with knees and feet off mat.</p> <p>1 If knees barely flexed or slightly extended, and off mat.</p> <p>0 If legs remain on mat.</p>	<p>12. Maintaining position</p> <p>2 If strong and consistent effort is demonstrated.</p> <p>1 If some effort is demonstrated but only held for a short time.</p> <p>0 If minimal effort due to head or legs remaining on mat.</p> <p>13. Time in whole seconds</p> <p>____ (Maximum is 30 seconds)</p> <p>14. Signs of Gravitational Insecurity</p> <p>2 If no signs of hesitation, fear, insecurity, or anxiety. Appears relaxed and comfortable.</p> <p>1 If signs of hesitation or caution, without overtly strong fear or anxiety.</p> <p>0 Definite signs of strong fear or anxiety when tipped backward, e.g., appears stressed or upset, cries or screams, tries to cling or hold tightly onto examiner, strains to lift head up, or resists or tries to flee from situation.</p>	

ITEM 15: HEAD LAG	Scoring
<p>Following the supine flexion items, the examiner kneels or stands near front and off to side of child (as is comfortable for examiner and size of child), holds onto both of the child hands and says,</p> <p>Hold my hands and come on up.</p>	<p>2 Child stabilizes head in neutral while coming into sit.</p> <p>1 Child has mild amount of head lag without automatically co-activating neck and trunk.</p> <p>0 Child's head stays in extension without co-activating neck and trunk.</p>

ITEMS 16-17: POSTURAL CONTROL ON BALL	Scoring
<p>TRIAL</p> <p>Examiner holds child at hips, then displaces child enough that center of gravity is changed and righting reactions are needed to maintain balance and upright position (amount of excursion required depends on the size of the child).</p> <p>Depending on child's age, examiners says,</p> <p>Sit on this ball. I am going to move you a little, but I won't let you fall.</p> <p>Child sits on large therapy ball (about 65cm). Examiner moves child side to side (enough to slightly displace center of gravity) and front to back. Examiner holds child at hips, ensuring that child is positioned well and can be moved safely.</p> <p>TEST ITEMS</p> <p>Keeping child seated on ball, examiner says,</p> <p>I'm going to move you. Try to hold still.</p> <p>Examiner then displaces child by moving ball back and forth and side to side (as described above) two times.</p> <p>Examiner then asks child to lie on back on ball and tips child backward toward the floor to score for signs of gravitational insecurity.</p>	<p>Item 16.</p> <p>2 Child can use trunk accommodations to sustain vertical alignment.</p> <p>1 Child has 15° or more of displacement of trunk or head; uses limbs to support balance; child returns to vertical alignment within 3 seconds.</p> <p>0 Child loses balance; delayed righting response (takes more than 3 seconds to return to vertical alignment); holds onto examiner or supporting surface.</p> <p>Item 17. Signs of Gravitational Insecurity</p> <p>2 No signs of hesitation, fear, or anxiety. Appears confident and relaxed, and seems to anticipate enjoyment.</p> <p>1 Signs of hesitation or strong caution, without overtly strong fear or anxiety.</p> <p>0 Definite signs of strong fear/anxiety in anticipation of lying on the ball, or while lying on the ball, e.g., appears stressed/upset, cries/screams, tries to cling/hold tightly onto examiner, strains to lift head up, tries to flee from situation, or refuses to lie on ball.</p>

ITEM 18: ROBOT ARMS	Scoring
<p>TRIAL</p> <p>Examiner demonstrates standing with feet together, arms extended to the front and says, Stand like this, kind of like a robot. I am going to turn your head, but do not move the rest of your body.</p> <p>Examiner turns child head side to side and, and, if needed, assists child to understand the task.</p> <p>TEST ITEM</p> <p>Examiner says, Now let's do it with your eyes closed. Stand like this again, and stay still while I turn your head.</p> <p>Examiner turns child's head from right to left two times. Child stands still, passively allowing movement, while disassociating head and arm movement and stabilizing arms with head turning.</p>	<p>2 Child's head moves easily side to side, while arms and trunk are stable.</p> <p>1 Slight resistance of child's head; or slight movement of arms or trunk.</p> <p>0 Definite head resistance; arms drop or move side to side; or trunk moves side to side.</p>

ITEMS 19-21: REACHING	Scoring
<p>TRIAL:</p> <p>Child is instructed to sit in a chair (with feet on the floor), and examiner says, Now we are going to reach for some things.</p> <p>Examiner holds 1"/2.5cm cube, in front of child, at about the height of child's chin, and just out of child's reach (approximately 4"/10cm from the child's forward outstretched arm), saying,</p> <p>Try this. Stay in your chair and reach for this. Examiner ensures the child understands the task.</p>	
<p>19. REACHING WHILE STANDING (to child's right)</p> <p>Child stands and examiner holds cube to the <u>right</u> of child's right shoulder, just out of child's reach (approximately 4"/10cm from child's outstretched arm), saying,</p> <p>Now reach for this again. Do not move your feet.</p>	<p>2 Child keeps feet planted and reaches for object using trunk accommodations with no loss of balance.</p> <p>1 Child moves feet within 1" (2.5cm) from starting position and bends at waist to get object.</p> <p>0 Child steps forward more than 1" (2.5cm) loses balance, or is otherwise unable to reach object using trunk accommodations.</p>
<p>20. REACHING WHILE STANDING (to child's left)</p> <p>Examiner holds cube to the <u>left</u> of child's left shoulder, just out of child's reach (approximately 4"/10cm from child's outstretched arm), saying,</p> <p>Now reach for this again. Do not move your feet.</p>	<p>2 Child keeps feet planted and reaches for object using trunk accommodations with no loss of balance.</p> <p>1 Child moves feet within 1" (2.5cm) from starting position and bends at waist to get object.</p> <p>0 Child steps forward, more than 1" (2.5cm) loses balance or is otherwise unable to reach object using trunk accommodations.</p>
<p>21. REACHING WHILE KNEEL-STANDING (to child's right)</p> <p>Examiner and child kneel-stand facing each other. Examiner holds cube to the <u>right</u> of child's right shoulder, just out of child's reach (approximately 4"/10cm from child's outstretched arm), saying,</p> <p>Now reach for this again. Keep your knees on the floor.</p>	<p>2 Child keeps knees on floor, and reaches for object using trunk accommodations with no loss of balance.</p> <p>1 Child moves knees within 1" (2.5cm) from starting position and bends at waist to get object.</p> <p>0 Child moves more than 1" (2.5cm), loses balance or is otherwise unable to reach object using trunk accommodations.</p>

Based on observations of the child during this test, indicate which of the following descriptions best represents the child's head and trunk alignment during most of the test items.	
<p>22. Head Alignment (HA)</p> <p>2 Head is maintained in midline.</p> <p>1 Head moves out of midline, but returns to proper position within 2 seconds, up to 3 times.</p> <p>0 Head is tilted more than 30° forward, back or to side, head comes out of position for more than 2 seconds, or more than 3 times.</p>	<p>23. Trunk Alignment (TA)</p> <p>2 Trunk is maintained in midline.</p> <p>1 Trunk comes out of midline but returns within two seconds, up to 3 times.</p> <p>0 Trunk is leaning more than 30° forward, back or to the side; there is excessive anterior or posterior pelvic tilt; trunk comes out of midline for more than two seconds or more than 3 times, or child gets up out of chair.</p>

Child's name _____ ID # _____ Tester's name _____

Materials: stopwatch

See manual for more specifics about test materials and test administration.

Simple verbal instructions for explaining the test to the child are suggested below; examiner may adjust as needed.

Review "Head and Trunk Alignment" chart found at end of test for observations to be made during testing.

ITEMS 1-12: BALANCE	Scoring
<p>For the following items, the examiner briefly demonstrates the position and says,</p> <p>Do this.</p> <p>Ensure that the child is ready prior to each attempt. Socks may be left on or taken off. Room size and arrangement of furniture should allow for the child to balance without touching stable surfaces. Floor should be even; if carpeted, then low pile.</p>	<p>For data entry <u>record best of two attempts</u>:</p> <p>Items 1-12: The position of the child's arms is not specific and does not enter into scoring, unless arms touch a stable surface.</p>
1. Stand with feet together, toes even, eyes OPEN.	Attempt #1 _____ Attempt # 2 _____ (max 10 sec)
2. Stand with feet together, toes even, eyes CLOSED.	Attempt #1 _____ Attempt # 2 _____ (max 10 sec)
3. RIGHT foot: eyes OPEN.	Attempt #1 _____ Attempt # 2 _____ (max 15 sec)
4. LEFT foot: eyes OPEN.	Attempt #1 _____ Attempt # 2 _____ (max 15 sec)
5. RIGHT foot: eyes CLOSED.	Attempt #1 _____ Attempt # 2 _____ (max 15 sec)
6. LEFT foot: eyes CLOSED.	Attempt #1 _____ Attempt # 2 _____ (max 15 sec)
7. Heel to Toe: eyes OPEN.	Attempt #1 _____ Attempt # 2 _____ (max 15 sec)
8. Heel to Toe: eyes CLOSED.	Attempt #1 _____ Attempt # 2 _____ (max 15 sec)
9. Stand on "toes" (balls of feet) on both feet EYES OPEN.	Attempt #1 _____ Attempt # 2 _____ (max 15 sec)
10. Stand on "toes" (balls of feet) on both feet EYES CLOSED.	Attempt #1 _____ Attempt # 2 _____ (max 15 sec)
11. Stand on "toes" (ball of foot) on one foot (either right or left) EYES OPEN.	Attempt #1 _____ Attempt # 2 _____ (max 15 sec)
12. Stand on "toes" (ball of foot) on one foot (either right or left) EYES CLOSED.	Attempt #1 _____ Attempt # 2 _____ (max 15 sec)

Based on observations of the child during this test, indicate which of the following descriptions best represents the child's head and trunk alignment during most of the test items.

<p>13. Head Alignment (HA)</p> <p>2 Head is maintained in midline.</p> <p>1 Head moves out of midline, but returns to proper position within 2 seconds, up to 3 times.</p> <p>0 Head is tilted more than 30° forward, back or to the side, head comes out of position for more than 2 seconds, or more than 3 times.</p>	<p>14. Trunk Alignment (TA)</p> <p>2 Trunk is maintained in midline.</p> <p>1 Trunk comes out of midline but returns within two seconds, up to 3 times.</p> <p>0 Trunk is leaning more than 30° forward, back or to the side; there is excessive anterior or posterior pelvic tilt; trunk comes out of midline for more than two seconds or more than 3 times, or child gets up out of chair.</p>
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Child's name _____ ID # _____ Tester _____

- Child begins by sitting at a child-sized table, with a hard, smooth surface (no padding, mats, or textures on the table top). Child sits in a chair of appropriate height, so child's elbows rest comfortably at 90° on a table top. For items 7-10 the child and the examiner then move to the floor.
- See manual for more specifics about test materials and test administration.
- Simple verbal direction suggestions are shown below; examiner may adjust as needed.

Materials:

- Four blank sheets of US letter size 8 ½ x 11" (A4 letter size) white, plain, standard stock paper, one for crayon trial and one for each crayon pressure range (dark, mid-range, light) used in test items 1-6.
- Dark color crayon (standard size and density Crayola type crayon).
- Empty water bottle, approximately 7-9" (18-22 cm) in length and 10-18 oz (300-500 ml) in volume with sides as straight as possible (VOSS water bottles work very well, but others are OK too).
- Uncooked, white, long grain rice, enough to fill empty water bottle to completely full.
- One thin yoga mat of any solid color, approximately 68-72" (172-185cm) in length x 24" (60-62cm) in width and .25" to .5" (.5 to 1 cm) thick, **marked along the edge at 10cm increments (first mark midpoint of mat at the edge and then work outward to mark 10 cm increments).**

Items 1-6 Proprioception Force: (Crayon on Paper)	Scoring
<p>The examiner sits at the table next to child's preferred hand and places one letter size (US 8½ x 11 or A4) sheet of paper (portrait orientation) in front of child. A dark color, standard, Crayola type crayon is placed vertically and centered at the top of the sheet of paper in front of the child, so as not to influence the hand the child uses to pick up the crayon. As the examiner is demonstrating items, ensure that there is enough empty space remaining for the child to draw.</p> <p>TRIAL</p> <p>Examiner says, Pick up the crayon. (Examiner notes the hand that the child uses to pick up the crayon and considers this the child's preferred hand. If necessary the examiner moves to sit next to the child's preferred hand. Examiner then retrieves the crayon from the child.)</p> <p>We are going to press down on a crayon in different ways. Let's try pressing hard first. The examiner presses hard on the crayon, drawing back and forth on the top half of the paper, then encourages the child to draw back and forth across the bottom half of the, pressing hard on the crayon. If the examiner feels the child might not understand the concept of pressing hard and softly the trial can be repeated to try to get this idea across. Remove paper used for the trial and replace it with a blank sheet of paper. The paper should be centered at child's midline.</p> <p>TEST ITEMS 1-2 Dark Circle</p> <p>Examiner says, Now, watch me. I am going to draw a really dark circle. I will need to press very hard. Examiner draws a circle (approx. 2in/4cm in diameter) with the crayon in upper left corner of paper, using obvious pressure, then says, Now you draw a dark circle like mine. The examiner points to the space on the paper just below examiner's circle and observes child's ability to replicate the amount of force needed to achieve a dark image. Repeat for non-preferred hand, with the examiner demonstrating in the upper right corner. If the child had already used most of the paper, take out another blank piece of paper to continue the item. Acknowledge that it is usually more difficult for everyone to use the "other" hand. If the child cannot make a circle, back and forth drawing/scribbling is also OK. Score accordingly for both the preferred non-preferred hands.</p>	<p>Child's preferred hand: R ____ L ____</p> <p>1. Preferred hand</p> <p>2 Child's image closely matches intensity of examiner's image.</p> <p>1 Child's image has slight difference in intensity.</p> <p>0 Child's image has significantly different intensity.</p> <p>2. Non-preferred hand</p> <p>2 Child's image closely matches intensity of examiner's image.</p> <p>1 Child's image has slight difference in intensity.</p> <p>0 Child's image has significantly different intensity.</p>
<p>Test ITEMS 3-4 Mid-Range Pressure Circle</p> <p>Taking out a new piece of paper, the examiner says, Now we'll do another. I'm going to make this circle just a little lighter, see? Examiner then draws a similar circle with the crayon, in the upper portion of the paper, this time using "typical writing pressure" (neither very dark or very light)</p> <p>Now you draw a lighter circle like mine down here. Examiner points to the space on paper just below examiner's circle and observes the child's ability to replicate the amount of force needed to achieve an image with a mid-range of pressure (neither darkly drawn nor lightly drawn) and scores accordingly first with preferred hand, then with non-preferred hand.</p>	<p>3. Preferred hand</p> <p>2 Child's image closely matches intensity of examiner's image.</p> <p>1 Child's image has slight difference in intensity.</p> <p>0 Child's image has significantly different intensity.</p> <p>4. Non-preferred hand</p> <p>2 Child's image closely matches intensity of examiner's image.</p> <p>1 Child's image has slight difference in intensity.</p> <p>0 Child's image has significantly different intensity.</p>

<p>Test items 5-6 <u>Light Circle</u></p> <p>Taking out a new piece of paper, the examiner says,</p> <p>We'll do just one more. This time I'm going to make a light circle. I will not press very hard on my crayon at all.</p> <p>Examiner then draws a similar circle with the crayon in the upper portion of the paper, this time using "light writing pressure" and says,</p> <p>Now you draw a light circle like mine down here.</p> <p>Examiner points to the space on the paper below examiner's circle and observes the child's ability to replicate the amount of force needed to achieve a "light" image, and scores accordingly first with preferred hand, then with non-preferred hand.</p>	<p>5. Preferred hand</p> <p>2 Child's image closely matches intensity of examiner's image.</p> <p>1 Child's image has slight difference in intensity.</p> <p>0 Child's image has significantly different intensity.</p> <p>6. Non-preferred hand</p> <p>2 Child's image closely matches intensity of examiner's image.</p> <p>1 Child's image has slight difference in intensity.</p> <p>0 Child's image has significantly different intensity.</p>
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Items 7-9 Proprioception: Force (rolling bottle, hands)	Scoring
<p>SET UP</p> <p>Examiner places prepared yoga mat on the floor with one short end against a wall (if it is not sanitary to sit on the floor, spread a blanket down first).</p> <p>TRIAL</p> <p>Examiner sits next to the child at the short end of mat that is not against the wall and says,</p> <p>Watch me. I'm going to roll this bottle and see if I can make it go about right here, pointing to the line in the middle of the mat. The examiner places the bottle horizontally on the end the mat that is away from the wall. The examiner then rolls (not pushes) the bottle toward the middle line on the mat. To roll the bottle, the examiner uses preferred hand, placing hand (palm down with extended fingers) on top of middle portion of bottle and rolls bottle forward with open hand. Examiner then says,</p> <p>Now you try it.</p> <p>Examiner can help child to position preferred hand correctly and can allow child to practice rolling bottle to stop near middle. Since the other end of the mat is against the wall, the bottle should not roll off the end. However, if the bottle goes so far that it hits the wall or if it rolls off the side of the mat, re-enforce rolling just hard enough to try to get near the middle line, and ask the child to try again one more time.</p> <p>TEST ITEMS 7-9 (HANDS)</p> <p>Examiner says,</p> <p>Now we are going to try it two times to see if you can roll the bottle to the SAME place each time. First, we will try with this hand (pointing again to child's preferred hand).</p> <p>The examiner places the bottle at the short end each time and asks the child to roll the bottle with designated hand(s) toward the middle line, twice, and records the number of the segment in which the bottle lands <u>each time</u> (for consistency, record the segment aligned with the BOTTOM of the bottle).</p>	<p>7. Preferred hand</p> <p>1st attempt ____</p> <p>2nd attempt ____</p> <p>8. Non-preferred hand</p> <p>1st attempt ____</p> <p>2nd attempt ____</p> <p>9. Both hands</p> <p>1st attempt ____</p> <p>2nd attempt ____</p> <p>Record the segment (in whole numbers) in which the bottom of the bottle lands, both times.</p> <p>See manual for specific instructions regarding recording the scores, including procedures related to the bottle rolling off the mat.</p>
Item 10 Proprioception: Force (rolling bottle, feet)	Scoring
<p>TEST ITEM 10 (FEET)</p> <p>Examiner then asks the child to sit in a child-sized chair with feet on the floor at the short edge of the mat and asks the child to roll the bottle with both feet toward the middle line, twice, recording the number of the segment in which the bottle lands each time.</p>	<p>10. Both feet</p> <p>1st attempt ____</p> <p>2nd attempt ____</p>

Based on observations of the child during this test, indicate which of the following descriptions best represents the child's head and trunk alignment during most of the test items.	
<p>11. Head Alignment (HA)</p> <p>2 Head is maintained in midline.</p> <p>1 Head moves out of midline, but returns to proper position within 2 seconds, up to 3 times.</p> <p>0 Head is tilted more than 30° forward, back or to the side, head comes out of position for more than 2 seconds or more than 3 times.</p>	<p>12. Trunk Alignment (TA)</p> <p>2 Trunk is maintained in midline.</p> <p>1 Trunk comes out of midline but returns within two seconds, up to 3 times.</p> <p>0 Trunk is leaning more than 30° forward, back or to the side; there is excessive anterior or posterior pelvic tilt; trunk comes out of midline for more than two seconds or more than 3 times, or child gets up out of chair.</p>

Child's name _____ ID # _____ Tester's name _____

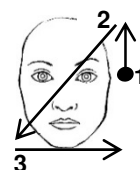
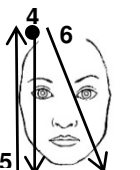
Examiner sits facing the child, at child's eye level. It may be necessary to kneel on the floor in front of the child. See manual for more specifics about test materials and test administration.

MATERIALS:

- Pencil with standard eraser on the end.





ADMINISTRATION:

- Review "Head and Trunk Alignment" chart found at end of test for observations to be made during testing.
- Note that while non-mirrored responses are not penalized on most EASI tests, for this test, the child must move eyes in the correct direction to receive full score.
- Simple verbal instructions for explaining the test to the child are suggested below; examiner may adjust as needed.

Ocular Pursuits		Scoring		
TRIAL Hold pencil vertical with eraser end of pencil at child's eye level midline, and about 12" (30cm) in front of child's face, then move the pencil slowly and smoothly, side to side (horizontally), in a continuous movement, saying, Keep your eyes on the eraser. Don't move your head, just move your eyes. Ensure that child understands the task.		2 Smooth and precise tracking in correct direction and to correct position. 1 Jerk at midline, or some lack of smoothness, but correct direction and to correct position. 0 Loses visual grasp of eraser at any time, jerky eye movements, does not disassociate head and eye movements or goes to incorrect position or in incorrect direction.		
TEST ITEMS 1-6 Say, Keep your eyes on the eraser. Don't move your head Move pencil in each motion as shown in the diagram. Move eraser end of pencil to positions 1-3 in a <u>continuous</u> motion (i.e. do NOT stop between items 1-2-3). After item 3 score items 1-3, before going on to item 4. After entering scores for items 1-3, move through positions 4-6 in a <u>continuous</u> motion (again, do NOT stop between items 4-5-6); then score each.				
1. Start 2.5 cm to the side of child's left eye; move up from eye level to top of head	Child 	2	1	0
2. Move diagonally down from left side top of head to right side of chin		2	1	0
3. Move horizontally from right side to left side of chin (Score then go on to item 4)		2	1	0
4. Start at right side, top of child's head and move down to right side of chin.		2	1	0
5. Move back up from right side of chin to right side, top of head.		2	1	0
6. Move diagonally across down to left side of chin.		2	1	0

Ocular Stabilization	Scoring
TRIAL Hold eraser end of pencil at child’s eye level midline, and about 12” (30cm) in front of child’s face, and say, Watch me. This time I’m moving my head, but I am keeping my eyes on the eraser. Turn head from side to side, while fixing gaze on eraser. Maintain position of eraser, and say, Now you watch the eraser like I did. This time, don’t move your eyes, just move your head. Ensure that child understands the task before continuing.	
TEST ITEMS 7-10 Maintain eraser position at child’s eye level midline, about 12” (30cm) in front of child’s face. Give directions for each item:	

7. Look at the eraser and move your head up and down, 2 times	2 Smooth head movement with eyes fixed on eraser. 1 Limited head movement, frequent blinking (more than 3 times). 0 Loses visual grasp of eraser, unable to separate head and eye movements.
8. Look at the eraser and move your head side to side, 2 times	2 Smooth head movement with eyes fixed on eraser. 1 Limited head movement, frequent blinking (more than 3 times). 0 Loses visual grasp of eraser, unable to separate head and eye movements.
9. Watch the eraser Moves eraser from 18" (45cm) in front and center of child's face to approximately 6" (15cm) from face. Hold for 3 seconds. (Convergence)	2 Eyes move smoothly together toward midline. 1 Eyes do not have smooth and simultaneous movement. 0 Eyes do not hold object simultaneously or only one eye converges or holds convergence.
10. Watch the eraser Moves eraser from 6" (15cm) in front and center of child's face to approximately 18" (45cm) from face. Hold for 3 seconds. (Divergence)	2 Eyes move smoothly together away from midline. 1 Eyes do not have smooth and simultaneous movement. 0 Eyes do not hold object simultaneously or only one eye diverges or holds divergence.

Ocular Quick Localization		Scoring		
TRIAL (Pencil is on examiner's lap) Say, Look at me. Wait for child to make eye contact, and then move pencil eraser to child's mouth level and 12" (30cm) in front at midline. Say, Look at the eraser. Movements of pencil should be quick and no wider than child's shoulder width; upper to forehead level; lower to chin level. <u>After each item, return pencil to lap, out of child's visual field.</u> TEST ITEMS 11-14 Say, Look at me, (examiner quickly moves eraser to location indicated by X on item 11) Look at the eraser (for each item) Move pencil eraser to locations indicated by the X on each item. (Diagram represents the child sitting across from the examiner.) "Left" and "right" in the item description refer to the examiner's left and right.		2 Child smoothly and rapidly visually locates eraser. 1 Child visually locates eraser with 2 second delay or more; jerky movements. 0 Child visually misses the eraser, indecisive about where to look, or looks at an incorrect location.		
11. Look at me, (move pencil to upper left) Look at the eraser.		2	1	0
12. Look at me, (move pencil to lower left) Look at the eraser.		2	1	0
13. Look at me, (move pencil to upper right) Look at the eraser.		2	1	0
14. Look at me, (move pencil to below chin) Look at the eraser.		2	1	0

Ocular Praxis			
TRIAL Say, Watch me move my eyes, Look (move eyes) straight up toward the ceiling, without moving head, and hold position for 2 seconds, then say, Now make your eyes do the same. Ensure that child understands the task before continuing.			
Ocular Praxis Test Items		Scoring	
TEST ITEMS 15-22 Say, Now watch me again Demonstrate each item, followed by saying, Now you do it Before each item say, Look at me (to return child's gaze to a neutral position) ("Right" and "left" refer to examiner's right and left)		2 Child moves eyes fluidly to correct position(s) (including mirrored direction) 1 Child has poor fluidity of eye movement, but moves to correct position (including mirrored direction) 0 Child is unable to move eyes fluidly, to the correct position or in the correct (mirrored) direction as demonstrated.	
15. Move eyes looking upward, hold 2 seconds, return to neutral		2	1 0
16. Move eyes looking downward, hold 2 seconds, return to neutral		2	1 0
17. Move eyes looking upper left, hold 2 seconds, return to neutral		2	1 0
18. Move eyes looking upper right to upper left, two times, return to neutral		2	1 0
19. Move eyes upper left to lower right, two times, return to neutral		2	1 0
20. Move eyes lower left to upper right, two times, return to neutral		2	1 0
21. Move eyes horizontal right to left, left to right, two times, return to neutral		2	1 0
22. Move eyes straight up, then straight down, two times, return to neutral		2	1 0

Based on observations of the child during this test, indicate which of the following descriptions best represents the child's head and trunk alignment during most of the test items.	
23. Head Alignment (HA) 2 Head is maintained in midline. 1 Head moves out of midline, but returns to proper position within 2 seconds, up to 3 times. 0 Head is tilted more than 30° forward, back or to the side, head comes out of position for more than 2 seconds, or more than 3 times.	24. Trunk Alignment (TA) 2 Trunk is maintained in midline. 1 Trunk comes out of midline but returns within two seconds, up to 3 times. 0 Trunk is leaning more than 30° forward, back or to the side; there is excessive anterior or posterior pelvic tilt; trunk comes out of midline for more than two seconds or more than 3 times, or child gets up out of chair.

Child's name _____ ID # _____ Tester's name _____

Child and examiner sit facing each other on same side of table that is closest to examiner's writing hand.
See manual and training materials for more specific information on the sequences for each item.
Simple verbal instructions for explaining the test to the child are suggested below; examiner may adjust as needed.

ADMINISTRATION:

- Examiner mirrors actions shown, begins each item from a "neutral sitting position" (hands resting in lap, knees flexed, feet flat on floor), and ends in the position of the final action of the item (e.g. on 1B, "Arms out to side").
- Child may assume position either mirrored or non-mirrored, i.e. NO PENALTY FOR NON-MIRROR RESPONSES.
- Child is allowed a maximum of 10 seconds to complete all actions for each item. Record accuracy when child completes actions. If no response, or if actions continue past 10 seconds, record "0".

BODY TRIALS

Trial 1B: Watch me. Wait until I finish, then you do it.
Assist as needed to ensure that child understands.

Lift both hands, in a fist position, thumb side up, 6in /15cm above knees.



Strike knees two times simultaneously.



End with fists on knees.



Trial 2B: Now do this one.
Assist as needed to ensure that child understands.

With both hands, palms open, pat top of head.

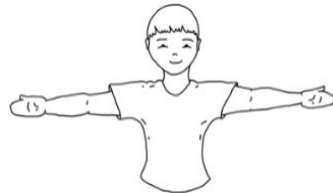


With both hands, palms open, pat knees.



BODY ITEMS Now let's do some more. Remember to wait until I finish before you start. Do this.
Administer Item 1. Obtain the child's attention before each item.

1B. (total actions: 3)



- 2: Completes 3 actions in correct sequence and in correct positions.
1: Completes 2 of the actions in correct sequence and in correct positions; or all 3 actions in correct position, but not in correct sequence.
0: Completes 1 or less of the actions; or adds extra actions.

2B (total actions: 5)

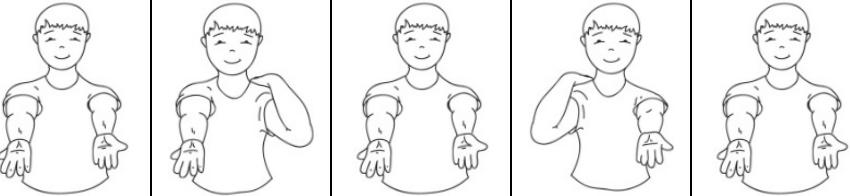
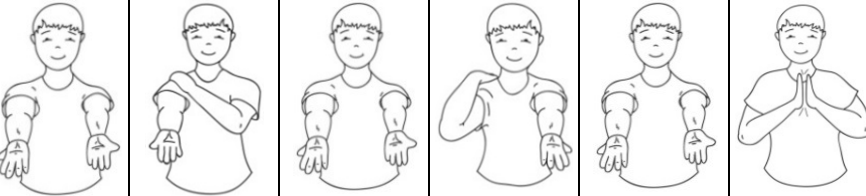
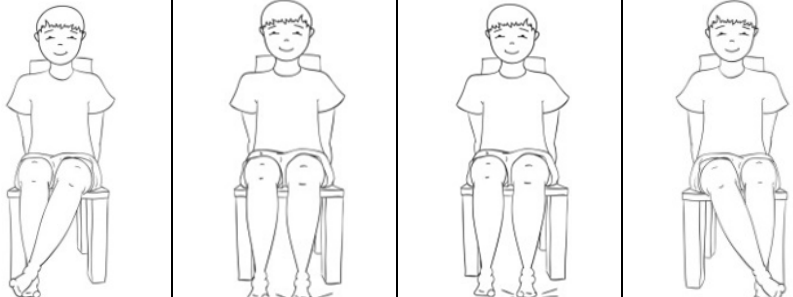

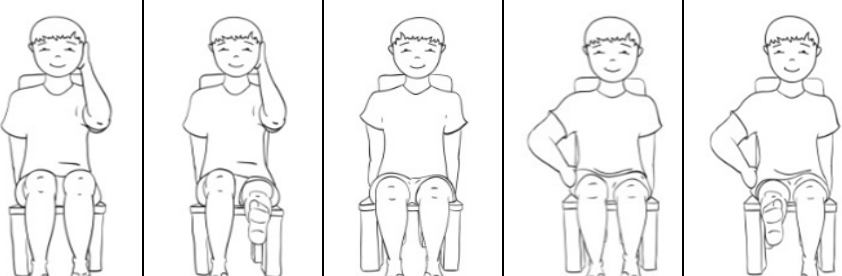
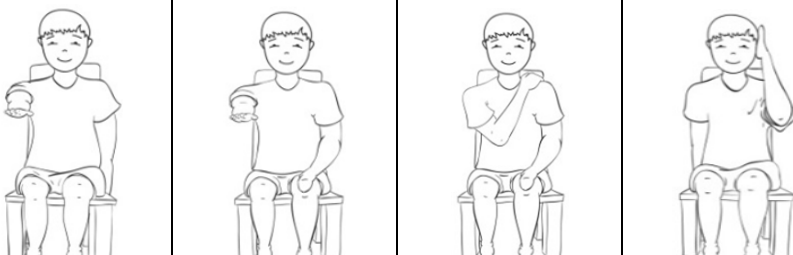


- 2: Completes 5 actions in correct sequence and in correct positions (non-mirror is ok).
1: Completes 3 or 4 of the actions in correct sequence and in correct positions; or all 5 actions in correct position, but not in correct sequence.
0: Completes 2 or less of the actions; or adds extra actions.

3B. (total actions: 4)

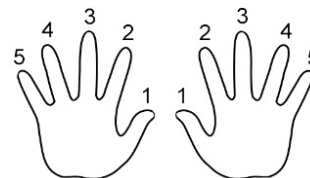


- 2: Completes 4 actions in correct sequence and in correct positions (non-mirror is ok).
1: Completes 2 or 3 of the actions in correct sequence and in correct positions; or all 4 actions in correct position, but not in correct sequence (non-mirror ok).
0: Completes 1 or less of the actions; or adds extra actions.

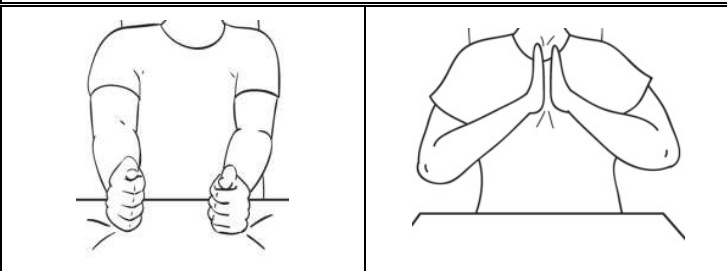
<p>4B. (total actions: 5)</p> <p>Forearm supinated for entire item</p> 	<p>2: Completes 5 actions in correct sequence and in correct positions (non-mirror is ok).</p> <p>1: Completes 3 or 4 of the actions in correct sequence and in correct positions; or all 5 actions in correct position, but not in correct sequence (non-mirror ok).</p> <p>0: Completes 2 or less of the actions; or adds extra actions.</p>
<p>5B. (total actions: 6)</p> 	<p>2: Completes 6 actions in correct sequence and in correct positions (non-mirror is ok).</p> <p>1: Completes 4 or 5 of the actions in correct sequence and in correct positions; or all 6 actions in correct position, but not in correct sequence (non-mirror ok).</p> <p>0: Completes 3 or less of the actions; or adds extra actions.</p>
<p>6B. (total actions: 4)</p> <p>Position of hands is not part of the sequence</p> 	<p>2: Completes 4 actions in correct sequence and in correct positions (non-mirror is ok).</p> <p>1: Completes 2 or 3 of the actions in correct sequence and in correct positions; or all 4 actions in correct position, but not in correct sequence (non-mirror ok).</p> <p>0: 1 or less of the actions; or adds extra actions.</p>
<p>7B. (total actions: 5)</p> 	<p>2: Completes 5 actions in correct sequence and in correct positions (non-mirror is ok).</p> <p>1: Completes 3 or 4 of the actions in correct sequence and in correct positions; or all 5 actions in correct position, but not in correct sequence (non-mirror ok).</p> <p>0: Completes 2 or less of the actions; or adds extra actions.</p>
<p>8B. (total actions: 5)</p> 	<p>2: Completes 5 actions in correct sequence and in correct positions (non-mirror is ok).</p> <p>1: Completes 3 or 4 of the actions in correct sequence and in correct positions; or all 5 actions in correct position, but not in correct sequence (non-mirror ok).</p> <p>0: Completes 2 or less of the actions; or adds extra actions.</p> <p>(On the last action the examiner casually returns to neutral, since this motion is not counted).</p>
<p>9B. (total actions: 4)</p> 	<p>2: Completes 4 actions in correct sequence and in correct positions (non-mirror is ok).</p> <p>1: Completes 2 or 3 of the actions in correct sequence and in correct positions; or all 4 actions in correct position, but not in correct sequence (non-mirror ok).</p> <p>0: Completes 1 or less of the actions; or adds extra actions.</p>

HAND TRIALS:

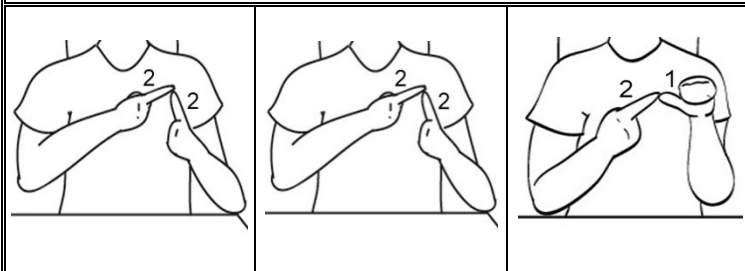
Child and examiner sit across the table from each other for the Hand and Face items.



Trial 1H Watch my hands. Wait until I finish, then you do it.
Assist as needed to ensure that child understands.



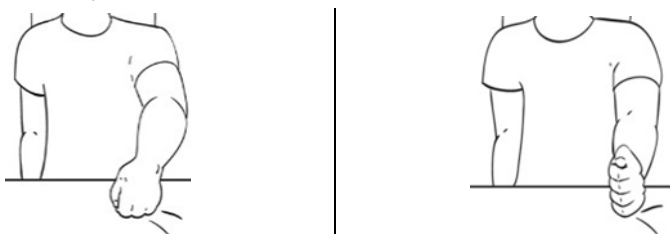
Trial 2H: Now do this.
Assist as needed to ensure that child understands.



HAND ITEMS: Item 1. Now let's do some more. Remember to wait until I finish before you start. Do this.

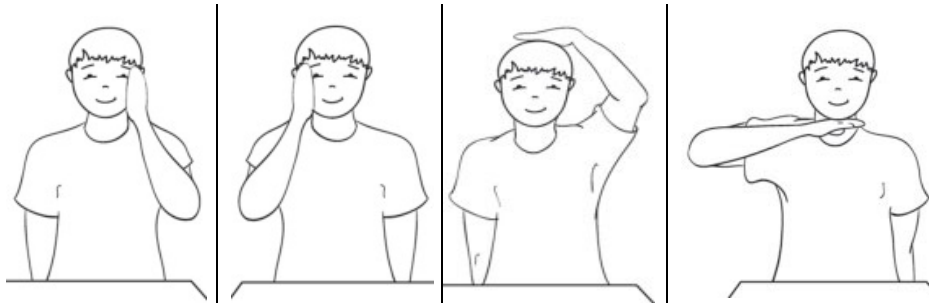
Administer Item 1. Be sure to get the child's attention before each item.

1H. (total actions: 2)



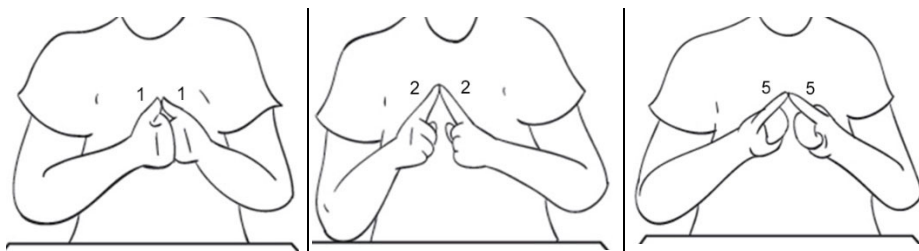
- 2: Completes 2 actions in correct sequence and in correct positions (non-mirror is ok).
- 1: Completes 1 action in correct position; or 2 actions in correct position, but not in correct sequence (non-mirror ok).
- 0: No action or only incorrect actions observed; or adds extra actions.

2H. (total actions: 4)



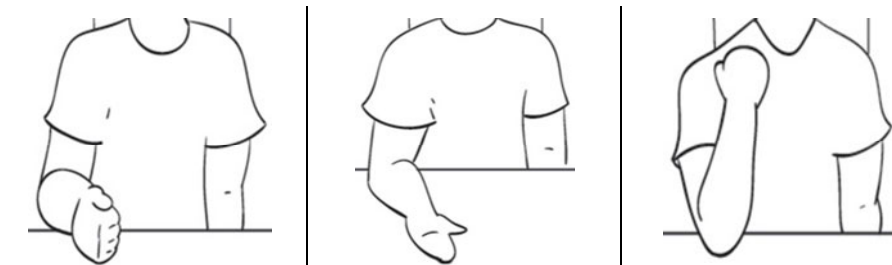
- 2: Completes 4 actions in correct sequence and in correct positions (non-mirror is ok).
- 1: Completes 2 or 3 of the actions in correct sequence and in correct positions; or all 4 actions in correct position, but not in correct sequence (non-mirror ok).
- 0: Completes 1 or less of the actions; or adds extra actions.

3H. (total actions: 3)

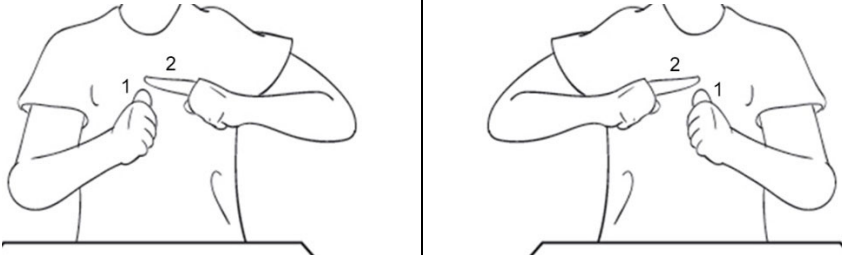
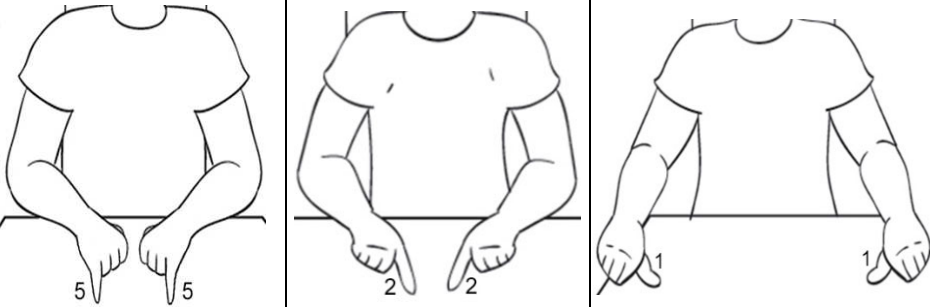
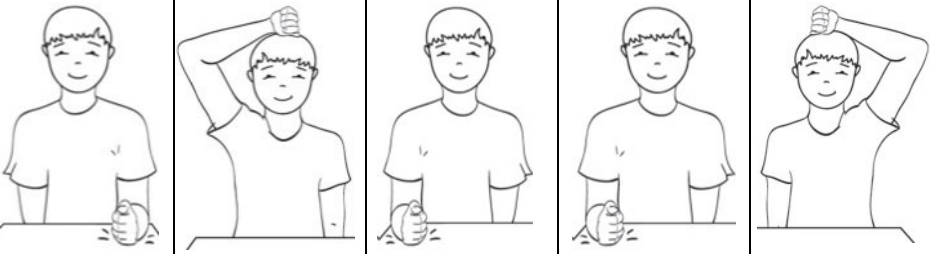

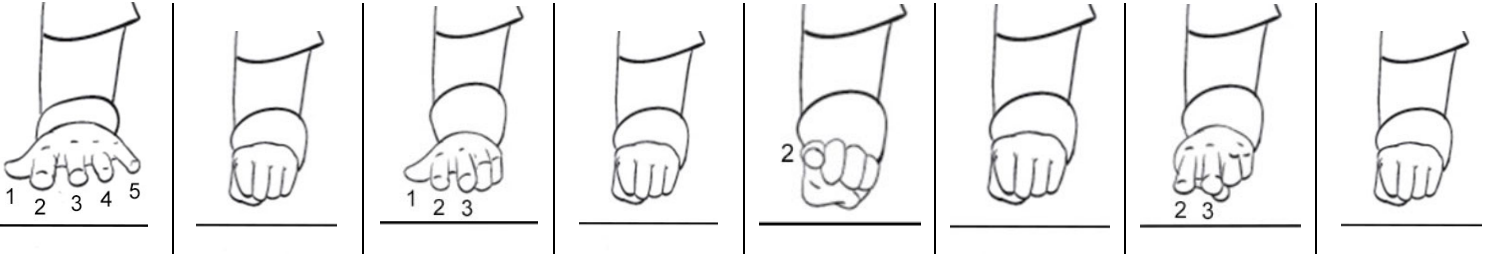


- 2: Completes 3 actions in correct sequence and in correct positions.
- 1: Completes 2 of the actions in correct sequence and in correct positions; or all 3 actions in correct position, but not in correct sequence.
- 0: Completes 1 or less of the actions; or adds extra actions.

4H. (total actions: 3)



- 2: Completes 3 actions in correct sequence and in correct positions (non-mirror is ok).
- 1: Completes 2 of the actions in correct sequence and in correct positions; or all 3 actions in correct position, but not in correct sequence (non-mirror ok).
- 0: Completes 1 or less of the actions; or adds extra actions.

<p>5H. (total actions: 2)</p> 	<p>2: Completes 2 actions in correct sequence and in correct positions (non-mirror is ok).</p> <p>1: Completes 1 of the actions in correct sequence and in correct positions; or 2 actions in correct position, but not in correct sequence (non-mirror ok).</p> <p>0: Completes 1 or less of the actions; or adds extra actions.</p>
<p>6H. (total actions: 3)</p> 	<p>2: Completes 3 actions in correct sequence and in correct positions.</p> <p>1: Completes 2 of the actions in correct sequence and in correct positions; or all 3 actions in correct position, but not in correct sequence.</p> <p>0: Completes 1 or less of the actions; or adds extra actions.</p>
<p>7H. (total actions: 5)</p> 	<p>2: Completes 5 actions in correct sequence and in correct positions (non-mirror is ok).</p> <p>1: Completes 3 or 4 of the actions in correct sequence and in correct positions; or all 5 actions in correct position, but not in correct sequence (non-mirror ok).</p> <p>0: Completes 2 or less of the actions; or adds extra actions.</p>
<p>8H. (total actions: 5)</p> 	<p>2: Completes 5 actions in correct sequence and in correct positions (non-mirror is ok).</p> <p>1: Completes 3 or 4 of the actions in correct sequence and in correct positions; or all 5 actions in correct position, but not in correct sequence (non-mirror ok).</p> <p>0: Completes 2 or less of the actions; or adds extra actions.</p>
<p>9H. (total actions: 8) Arm at side of body. Elbow flexed to 90°. Forearm pronated..</p>  <p>2: Completes 8 actions in correct sequence and in correct positions (non-mirror is ok).</p> <p>1: Completes 6 or 7 of the actions in correct sequence and in correct positions; or all 8 actions in correct position, but not in correct sequence (non-mirror ok).</p> <p>0: Completes 5 or less of the actions; or adds extra actions.</p>	

FACE TRIALS

Trial 1F Watch my face. Wait until I finish, then you do it. - Open and close mouth, 3 times. Assist as needed to ensure child understands.	Trial 2F Now do this. With lips parted: - Touch tongue to R corner of lips; - Touch tongue to L corner of lips; - Repeat both actions. Assist as needed to ensure child understands.
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FACE ITEMS

Item 1. **Now let's do some more. Remember to wait until I finish before you start. Do this.** Administer Item 1.

1F. (total actions: 3) - With mouth closed, sniff (quickly inhale) air in through nose, 3 times.	2: Completes 3 "sniffs" of air inward through nose, in sequence with mouth closed. 1: Completes 2 "sniffs" of air inward through nose, in sequence with mouth closed. 0: Completes 1 or less of the actions; or adds extra actions.
2F. (total actions: 4) - Make non-voiced sounds P-T-P-K.	2: Completes 4 actions to make unvoiced sounds, in correct sequence. 1: Completes only 2 or 3 of the actions in correct sequence and with correct sounds; or all 4 actions with correct sounds, but not in correct sequence. 0: Completes 1 or less of the actions; or adds extra actions.
3F. (total actions: 3) - Exaggerate sucking air in through mouth; - Blow out; - Suck air in.	2: Completes 3 actions in correct sequence and in correct positions. 1: Completes 2 of the actions in correct sequence and in correct positions; or all 3 actions in correct position, but not in correct sequence. 0: Completes 1 or less of the actions; or adds extra actions.
4F. (total actions: 3) - Blink two times; - Pucker lips (exaggerated kiss).	2: Completes 3 actions in correct sequence and in correct positions. 1: Completes 2 of the actions in correct sequence and in correct positions; or all 3 actions in correct position, but not in correct sequence. 0: Completes 1 or less of the actions; or adds extra actions.
5F. (total actions: 5) - Make non-voiced sounds P-T-K; - Click teeth together, 2 times.	2: Completes 5 actions (3 to make unvoiced sounds; 2 to click teeth together), in correct sequence. 1: Completes only 3 or 4 of correct actions/sounds in correct sequence; or all 5 with correct actions/sounds, but not in correct sequence. 0: Completes 2 or less of the actions; or adds extra actions.
6F. (total actions: 4) - Open mouth; - Touch tongue to top lip; - Touch tongue to bottom lip, 2 times.	2: Completes 4 actions in correct sequence and in correct positions. 1: Completes 2 or 3 of the actions in correct sequence and in correct positions; or all 4 actions in correct position, but not in correct sequence. 0: Completes 1 or less of the actions; or adds extra actions.
7F. (total actions: 4) - Raise eyebrows 2 times; - Blink both eyes; - Raise eyebrows.	2: Completes 4 actions in correct sequence and in correct positions. 1: Completes 2 or 3 of the actions in correct sequence and in correct positions; or all 4 actions in correct position, but not in correct sequence. 0: Completes 1 or less of the actions; or adds extra actions.
8F. (total actions: 5) - Make non-voiced sounds P-K-P-T-K.	2: Completes 5 actions to make unvoiced sounds, in correct sequence. 1: Completes only 3 or 4 of the actions in correct sequence and with correct sounds; or all 5 actions with correct sounds, but not in correct sequence. 0: Completes 2 or less of the actions to make sounds; or adds extra actions.
9F. (total actions: 4) - Put air in R cheek; - Put air in L cheek; - Put air in both cheeks; - Quickly pull lips apart (with force to make a loud sound).	2: Completes 4 actions in correct sequence and in correct positions (non-mirror ok). 1: Completes 2 or 3 of the actions in correct sequence and in correct positions; or all actions in correct position, but not in correct sequence (non-mirror ok). 0: Completes 1 or less of the actions; or adds extra actions.

ID# _____

EASI Praxis: Sequence (Pr:S) ©

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Child's name _____ ID # _____ Tester's name _____

Examiner and child sit facing each other with the table on the side of the examiner's writing hand.

See manual for more specifics about test materials and test administration.

Simple verbal instructions for explaining the test to the child are suggested below; examiner may adjust as needed.

Review "Head and Trunk Alignment" chart found at end of test for observations to be made during testing.

Bilateral Actions	Scoring
<p>TRIAL</p> <p>Examiner presents trial by tapping palm of hand against thigh at speed of about 1 second per each "section" of pattern. A new "section" starts after each comma (e.g. trial would be performed by examiner in about 4 seconds).</p> <p>Examiner says,</p> <p>Watch me.</p> <p>Examiner demonstrates: L, L, R, R, and then says,</p> <p>Now you do the same.</p> <p>Following the child's attempt, reinforce that the smoothness and number of movements must be the same by moving the child through the pattern again. Additional assistance can be provided to ensure that child understands the task.</p> <p>TEST</p> <p>Examiner then says, Now do this one.</p> <p>Examiner demonstrates all items ONE time only and scores each item after the child imitates. If the child starts before the examiner completes the demonstration, the examiner stops and reminds the child to wait and then demonstrates the complete item.</p> <p>The scoring criteria shown are used for all items, with an emphasis on smoothness, rhythm and synchrony between both sides of the body. If the child performs too few motions the score is 0; if the child performs too many motions then the additional motions are scored using the same criteria (i.e. no penalty for too many).</p> <p>NOTES</p> <ul style="list-style-type: none"> • R and L refer to the examiner. • Child may start with either hand and the hand the child starts with does NOT affect the score. • Examiner's starting position for items 1-4 is with arms flexed 90 ° at the elbows, and with hands about 8" (20cm) above the thighs. • Examiner pats palm of hand(s) lightly against thighs. 	<p>2 All actions are synchronized between both sides of the body correctly, smoothly, and rhythmically.</p> <p>1 All actions are correct, but slightly jerky or dysrhythmic.</p> <p>0 Actions are not synchronized, incorrect, or are jerky or dysrhythmic.</p>
Items 1-9 Arm Movements in Sitting	Scoring
1. R, L, R, L, R, L	2 1 0
2. L-L, R-R, L-L, R-R	2 1 0
3. L-R, R, R-L, L	2 1 0
4. Pronate then supinate hands/forearms, simultaneously, <u>3 times</u>	2 1 0
5. Clap, R hand to L shoulder, Clap, L hand to R shoulder	2 1 0
6. Finger to nose simultaneous (start with both arms out to side then touch both right and left finger to nose at the same time) <u>2 times</u>	2 1 0
7. Make horizontal circles in air with both hands, palms down (as in wiping a table with bilateral circular motions, starting near body at midline, and hands moving away from body and out to sides, in opposite directions, and then back to midline of body) <u>3 times</u>	2 1 0
8. Make vertical circles in air with both hands, palms facing forward (as in wiping a mirror with bilateral circular motions, starting near body at midline, and hands moving up and out to side, in opposite directions, and then back to midline of body) <u>3 times</u>	2 1 0
9. Bilateral sequential finger touching. (Place both hands out to side of head so that hands are out of line of vision; touch each finger to thumb, from index to little finger, then back, touching each finger until index.)	2 1 0

Items 10-15 Movements in Standing				
10. Marching R,L,R,L,R,L.		2	1	0
11. Side step R over L. <u>3 times WITH CROSSOVER</u>		2	1	0
12. Jumping jacks. <u>4 times</u>		2	1	0
13. Start with arms at side, palms facing body, fingers pointing down. Swing arms straight forward and up over head, then down to side of body, then out to side to 90° shoulder abduction, <u>2 times</u> , returning arms down to side at end.		2	1	0
14. Alternate: L leg lifted straight forward then down; R leg lifted straight back then down. <u>2 times</u>		2	1	0
15. Alternate: R leg lifted out to R side then down; L leg lifted out to L side then down. <u>2 times</u>		2	1	0

Based on observations of the child during this test, indicate which of the following descriptions best represents the child's head and trunk alignment during most of the test items.	
<p>16. Head Alignment (HA)</p> <p>2 Head is maintained in midline.</p> <p>1 Head moves out of midline, but returns to proper position within 2 seconds, up to 3 times.</p> <p>0 Head is tilted more than 30° forward, back or to the side, head comes out of position for more than 2 seconds, or more than 3 times.</p>	<p>17. Trunk Alignment (TA)</p> <p>2 Trunk is maintained in midline.</p> <p>1 Trunk comes out of midline but returns within two seconds, up to 3 times.</p> <p>0 Trunk is leaning more than 30° forward, back or to the side; there is excessive anterior or posterior pelvic tilt; trunk comes out of midline for more than two seconds or more than 3 times, or child gets up out of chair.</p>

ID# _____

EASI Bilateral Integration (BI)

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Child's name _____ ID # _____ Tester's name _____

- Examiner and child are seated for the entire test, with the table on the side of the examiner's writing hand.
- See manual for more specifics about test materials and test administration.

MATERIALS:

- A letter / A4 size piece of standard weight paper, cut in half (☐), is needed for Item 2H.
- Stopwatch

ADMINISTRATION:

- Examiner ensures that the child re-assumes resting sitting position before every item: legs uncrossed, feet on floor, arms positioned next to trunk, and hands in lap.
- Examiner gets the child's attention as needed before each item, then reads or plays* each verbal direction without emphasis to any word(s) and without any gestures. (* Praxis: Following Directions is the only EASI test with specific language required. The items have been carefully constructed in English then translated and back translated in many languages. For this test, if the child and tester do not speak the same language, rather than use a translator, the examiner should play each item from the official recording of the test in the child's language.)
- Examiner states each verbal direction without emphasis to any word(s) and without any gestures.
- Examiner starts the stopwatch immediately after verbal directions are given and does not repeat directions, even if the child asks for directions to be repeated.
- Maximum time is 10 seconds. The examiner records the time it takes for the child to finish assuming a position or series of actions, to nearest whole second, correct or incorrect. If the child has not assumed any position within 10 seconds, a score of 0 is given and the time is recorded as 10 seconds.
- Simple verbal instructions for explaining the test to the child are suggested below; examiner may adjust as needed.

SCORING: Some of the easier items are scored 1 or 0. The remaining items are scored 2, 1, or 0.

The general criteria for scores of 2, 1 and 0 are shown below.

- 2** Accurate response; child completes ALL parts of the described action in a technically correct way, even if not exactly as expected.
- 1** Partially correct response; for items with multiple parts, child completes the number of actions/positions described for a score of 1; child may complete some of the actions incorrectly or partially as specified in each item below
- 0:** No response or incorrect response, e.g. posture is not correct; a portion of the posture is not assumed, as specified; a key feature of the position/action posture is inaccurate, etc.

BODY TRIALS:

Trial 1B: Listen to what I say. Wait until I finish talking and then you do it: Put your hand on your head.

Assist as needed to ensure that child understands.

Trial 2B Now do this: Put one hand on your ear and one hand on your stomach.

Assist as needed to ensure that child understands.

BODY ITEMS: Now let's do some more.

Administer item 1. Be sure to get the child's attention as needed before each item.

Note: Items 1B & 2B are scored as 1 or 0. Items 3B–6B are scored as 2, 1, or 0.

Examiner says:	Circle one score for each item and record time at which child completes item (maximum time is 10 seconds)
1B. Put both arms up.	1 Both arms are raised from resting position. 0 No motion, incorrect position, or extra motions. Time _____
2B. Bend to one side.	1 Child leans, or turns and bends, to either side; or tilts head to one side. 0 No motion, incorrect position, or extra motions. Time _____
3B. Lift your foot and put it out to the front.	2 Child lifts one foot any amount off the ground and moves that foot any amount forward. 1 Child either lifts foot or moves foot toward the front, but not both actions. 0 No motion, any incorrect position (e.g. moves foot backwards), or extra motions. Time _____

4B. Put one hand forward and one foot back.	2 Child moves one arm toward the front and one foot toward the back (sequential or simultaneous). 1 Child executes only one correct motion but not both. 0 No motion, incorrect position, or extra motions. Time _____
5B. Turn your head to the side, cross your legs, and cross your arms.	2 Child executes all 3 actions from the directions, in some manner (sequential or simultaneous). 1 Child executes 2 out of 3 correct motions (sequential or simultaneous). 0 Child executes 1 or less motions, incorrect positions, or extra motions. Time _____
6B. Put one arm up, one arm down, and one foot back.	2 Child executes all 3 actions from the directions, in some manner (sequential or simultaneous). 1 Child executes 2 out of 3 correct motions (sequential or simultaneous). 0 Child executes 1 or less motions, incorrect positions, or extra movements. Time _____

HANDS TRIALS: (Give hand trials 1 & 2 if needed. If child appears to understand the process, go on to Item 1H.)

Trial 1H: Listen to what I say. Wait until I finish talking and then you do it: Put your hands together. Assist as needed to ensure child understands.	Trial 2H: Now do this: Point your thumbs up. Assist as needed to ensure child understands differentiation of thumbs versus fingers.
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HANDS ITEMS: Have the two pieces of paper available (letter / A4 size paper, standard weight, cut in half ☐ ☐)

Now let's do some more. Administer Item 1. Be sure to get the child's attention as needed before each item.

Examiner says:	Circle one score for each item. (See more scoring information above.)
1H. Put your thumb on one finger of the other hand.	2 Touches one thumb of one hand to one finger of other hand. 1 Puts thumb on palm (dorsal or ventral side) of other hand. 0 No motion, incorrect position (e.g. puts 2 thumbs together), or extra motions. Time _____
2H. Make a ball with this piece of paper (Give the paper to the child).	2 Forms paper into a ball shape. 1 Partially forms paper into a ball shape. 0 No motion, incorrect position such as folding paper, or extra motions. Time _____
3H. Make one hand look like a ball and cover it with the other hand.	2 Makes one hand look round (in any manner) and places other hand over/around it. 1 Makes one hand look round (in any manner) but does not put other hand over/around it. 0 No motion, or incorrect position (e.g. makes 2 fists), or extra motions. Time _____
4H. Hide your thumb with your fingers.	2 Thumb is completely covered by fingers (of same or other hand). 1 Thumb is partially covered by fingers (of same or other hand). 0 No motion, incorrect position (e.g. thumb is placed behind back), or extra motions. Time _____
5H. Touch a thumb to two fingers of the other hand.	2 Any part of one thumb touches any part of 2 fingers on other hand. 1 Any part of thumb touches 1 or 3 finger(s) of other hand. 0 No motion, incorrect position (e.g. thumb touches other thumb or 4 fingers of other hand), or extra motions. Time _____
6H. Hold your other hand and move it in a circle 3 times.	2 Holds one hand/forearm in the other hand in some way, and moves it in a circular motion, exactly 3 times. 1 Holds one hand/forearm in the other hand in some way, but moves it in a circular motion 1 or 2 times. 0 No motion, incorrect position (e.g. hand touches but does not grasp other hand/forearm), does not move it in a circular motion at all, or extra motions. Time _____

FACE TRIALS: (Give face trials 1 & 2 if needed. If child appears to understand the process, go on to Item 1F.)

Trial 1F:

Listen to what I say. Wait until I finish talking and then you do it: Open your mouth.

Assist as needed to ensure child understands.

Trial 2F:

Now do this: Try to touch your chin with your tongue.

Assist as needed to ensure child understands

FACE ITEMS: Now let's do some more.

Administer Item 1. Be sure to get the child's attention as needed before each item.

Examiner says:	Circle one score for each item. (See more scoring information above.)
1F. Open your mouth and cover your teeth with your lips.	2 Child executes the complete directions. 1 Child executes only one correct motion, but not both. 0 No motion, incorrect position, or extra motions. Time _____
2F. Open your eyes really big and close your mouth all the way.	2 Child executes the complete directions. 1 Child executes only one correct motion but not both. 0 No motion, incorrect position, or extra motions. Time _____
3F. Move your mouth from side to side.	2 Child executes the complete directions, moving mouth (lips and/or jaw) first to one side and then immediately to the other side at least one time (may pause briefly at midline and may repeat more than once). 1 Child moves <u>mouth</u> (lips and/or jaw) to only one side but not both. 0 No motion, incorrect position, or extra motions. Time _____
4F. Cover your top lip with your tongue.	2 Child lifts tongue and flattens it over top lip. 1 Child lifts tongue to touch upper lip. 0 No motion, incorrect position, or extra motions. Time _____
5F. Raise your eyebrows three times.	2 Child executes the complete directions. 1 Child executes 2 out of 3 correct motions. 0 Child executes 1 or less correct motions, incorrect position, or extra motions. Time _____
6F. Close your eyes and open your mouth.	2 Child executes the complete directions. 1 Child executes only one correct motion, but not both. 0 No motion, incorrect position, or extra motions. Time _____

Child's name _____ ID # _____ Tester's name _____

See manual for more specifics about test materials and test administration.

Simple verbal instructions for explaining the test to the child are suggested below; examiner may adjust as needed.

Materials:

- Rotating board or chair
- Stopwatch

Vestibular Nystagmus	Scoring Vestibular Nystagmus
<p>If child wears glasses, they should be removed.</p> <p>The examiner asks the child to sit on a rotating board or chair, placed about a 3ft (1m) away from a blank wall. Younger children may sit on an adult's lap. Position the child's head in 30° of neck flexion at midline, which is a typical resting position of the head. For younger children, seated in an adult's lap, the adult may hold child's head in position.</p> <p>The examiner says,</p> <p>Sit on this board, look at your hands while I turn you.</p> <p>Assist the child to assume a stable sitting position, ideally with legs crossed. Rotate the child, smoothly, in a clockwise direction 10 times (in about 20 seconds.) Do not slow to a stop, but rather stop somewhat abruptly and <u>do not reverse directions once stopped even if wall is overshot.</u></p> <p>Following rotation, view and then record the duration of the post rotation vestibular nystagmus, in whole seconds. Allow 30-60 seconds before next administration of rotations.</p> <p>The 3 sets of rotations (clockwise then counterclockwise) can be administered at any time during the testing session, except immediately prior to the Postural Control and Balance test.</p>	<p>Record the duration in whole seconds of the reflexive back and forth movement of the eyes, following rotation.</p> <p>First set:</p> <p>1. _____ # seconds following 10 <u>clockwise</u> rotations.</p> <p>2. _____ # seconds following 10 <u>counterclockwise</u> rotations.</p> <p>Second set:</p> <p>3. _____ # seconds following 10 <u>clockwise</u> rotations.</p> <p>4. _____ # seconds following 10 <u>counterclockwise</u> rotations.</p> <p>Third set:</p> <p>5. _____ # seconds following 10 <u>clockwise</u> rotations.</p> <p>6. _____ # seconds following 10 <u>counterclockwise</u> rotations.</p> <p>Leave blank for "missing data" (if child cannot tolerate one or more of the administrations).</p>

ID# _____

EASI Vestibular: Nystagmus (V:N) ©

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1

Child's name _____ ID # _____ Tester's name _____

Child and Examiner sit next to each other on the same side of the table.

See manual for more specifics about test materials and test administration.

Simple verbal direction suggestions are shown below; examiner may adjust as needed.

MATERIALS:

• **Items 1-2:**

- Five pieces of plain letter sized paper (U.S. letter or A4).
- Two pieces of letter sized paper (U.S. letter or A4), which both have a vertical line printed down the center of paper (when positioned in landscape orientation).

• **Items 3-4:**

- Three puzzle designs (1 trial and 2 test items).
- One copy of each puzzle, with each printed on a different color of card stock, to help identify them per item.
- One copy of each puzzle printed on white card stock, to serve as the base (blank side) or template (printed side).

• **Items 5-10:**

- Yoga mat.
- Water bottle filled with rice (from Proprioception: Force-called "Rice Bottle").
- Strip of card stock paper (approx. 3 x 11" (7 x 28cm) in a color that is different than table top).
- Lucite "frame".

ITEMS 1-2 VISUAL PRAXIS: CONSTRUCTION	SCORING
<p>Set-Up: Examiner and child sit next to each other on same side of the table. All items are presented at child's midline. Simple verbal instructions and presentation of test items are shown below. Examiner may provide additional instruction as needed to ensure that the child understands the test items.</p> <p>Each item is scored per criteria as 2, 1 or 0. The maximum time allowed is listed for each item.</p>	
<p>1. <u>Tearing Paper</u> (Maximum time: 20 seconds)</p> <p>Trial: Say, Watch me, and pick up a letter sized piece of blank paper (holding it above table with both hands) and tear a corner off. Tear paper with one hand moving towards body while other hand moves away from body. Then say, Now you do it, and assist child to tear off another corner of same paper using same motions as demonstrated, to ensure that child understands.</p> <p>Test: Say, Now watch me again. Pick up the paper with the printed center line (holding it above table with both hands in landscape orientation), tear it (as described above) in half, along the center line and say, Now you do it. Hand child another piece of paper, with printed center line in landscape orientation, and starts stopwatch.</p>	<p>2 Child tears paper in one continual motion with one hand coming towards body, and other hand moving away from body, visually monitoring the actions (and attempting to tear along the printed line).</p> <p>1 Child tears paper, but uses more than one continual motion, pulls paper laterally with each hand to tear, places paper on table (and stabilizes paper with one hand while tearing with the other hand), or loses visual regard of hands.</p> <p>0 Child is not able to tear fully paper.</p>
<p>2. <u>Folding Paper</u> (Maximum time: 30 seconds)</p> <p>Trial: Say, Watch me, and fold a letter sized piece of paper in half, (paper is positioned portrait style and top edge of paper is folded down to meet bottom edge of paper). Then say, Now you do it, handing child a new piece of paper and assisting child as needed to ensure understanding of the task (making sure that child folds in same orientation as demonstrated).</p> <p>Test: Say, Now watch me again, and fold a new piece of paper in half (as demonstrated in trial), then fold it again in the other direction to form quarters. Handing child another piece of paper say, Now you do it and start stopwatch.</p>	<p>2 Child uses both hands and visually monitors the actions to fold the paper in half, and in other direction to form quarters, such that there is no overlap greater than 1cm at any corner. (Child must make one width-wise fold and one length-wise fold, in any order.)</p> <p>1 Child uses both hands to fold the paper in half and in quarters (with one width-wise fold and one length-wise fold), but there is greater than 1 cm overlap at any corner.</p> <p>0 Child does not fold paper in quarters (with one width-wise fold and one length-wise fold).</p>

ITEMS 3-4 VISUAL PRAXIS: CONSTRUCTION

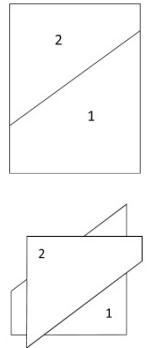
Set-Up: Examiner and child sit next to each other at table. All items are presented at child's midline. Simple verbal instructions and presentation of test items are described below. Examiner may provide additional instruction as needed to ensure that the child understands the test items.

Each item is scored per criteria as 2, 1 or 0. The maximum time allowed to complete the items on the blank side of the item template is 60 seconds for item 3 and 90 seconds for item 4. If unable to complete the puzzle within the time allowed, turn the card over to the template side; re-set the stopwatch to 0; for both items 3 & 4 the child is allotted 30 seconds to complete the puzzle on the printed template to receive a score of 1.

Trial

Show child the trial puzzle template, placed in portrait orientation, and the two trial puzzle pieces, and say, **Watch me; I'm placing these two pieces together like this** (pointing to puzzle template, and putting pieces 1 & 2 onto the printed template).

Put the puzzle template (with visible lines, but no numbers) in front of child, and the two puzzle pieces, stacked #1 on bottom, #2 on top and in the orientation shown, helping child if needed to correctly put puzzle pieces together to make a rectangle. Small numbers are placed in the bottom left corner of each piece to designate the orientation and order of the pieces as they are presented to the child. (The numbers are shown here on the template only for reference and are NOT printed on the template shown to the child.) For the trial, the child puts the puzzle pieces on top of the template.



Test Items

Say, **Now we will do more puzzles.**

For each test item, the blank side of the item template is placed in front of child. Present item puzzle pieces in a stack on top of the paper, in the order (with #1 on bottom) and the orientation shown in the diagrams on the right of each item, and then ask child to put them together to make the same shape as the paper.

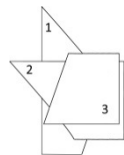
Say, **Now we will do some more. Make the same shape as the one you just made on top of this piece of paper, with these pieces.**

Encourage child to construct the puzzle on top of the blank white paper (blank side of printed cardstock) within the time allowed per item. If the child is unable to orient the all puzzle pieces correctly, within the time allowed, turn the cardstock paper over to show the child the template (i.e. side of paper with printed lines shown) for that item and ask the child to try again. If, after trying, the child is still unable to place the pieces in the correct orientation, place the pieces for the child before going on to the next item so that the child can see how they fit onto the paper. Both puzzle items (3 & 4) are given, regardless of the scores the child receives. Simple verbal directions are given to help the child get started on items 3 & 4. The maximum time allowed is listed in the scoring for each item.

3. Three-Piece Puzzle

Place the blank side of Item 7 white paper in front of the child and then place the 3-piece puzzle set, in a stack on top of the paper, saying,

Now fit these on top of the paper.



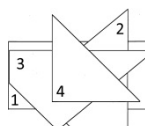
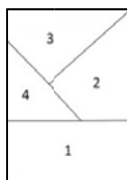
Scoring Criteria for Item 3: Three-Piece Puzzle

- 2** Places all three puzzle pieces, in correct position and orientation, on **blank page** within **60 seconds**.
- 1** Following unsuccessful attempt to place all pieces on blank page (within 60 seconds), child places all pieces in correct position and orientation on **template page with printed lines**, within **30 seconds**.
- 0** Child does not place all 3 puzzle pieces in correct position or orientation, on template page within 30 seconds.

4. Four-Piece Puzzle

Place the blank side of Item 8 white paper in front of the child and then place the 4-piece puzzle set, in a stack on top of the paper, saying,

Here is one more.



Scoring Criteria for Item 4: Four-Piece Puzzle

- 2** Places all four puzzle pieces, in correct position and orientation, on **blank page** within **90 seconds**.
- 1** Following unsuccessful attempt to place all pieces on blank page (within 90 seconds), child places all pieces in correct position and orientation on **template page with printed lines**, within **30 seconds**.
- 0** Child does not place all 4 puzzle pieces in correct position or orientation, on template page within 30 seconds.

ITEMS 5-10 MAKE A SILLY ROOM

Preparation: Set up objects as shown in room and take photo PRIOR to child being in the testing area. The photo/image of objects shown to the child is shown in Figure A. The room should be arranged as shown in Figure B (including the table in Figure A, not shown in Figure B image). Note that the objects used are actual objects found in the testing room. The items shown here are examples. Additional details for set-up are provided in the manual.

Figure A. Image shown to child









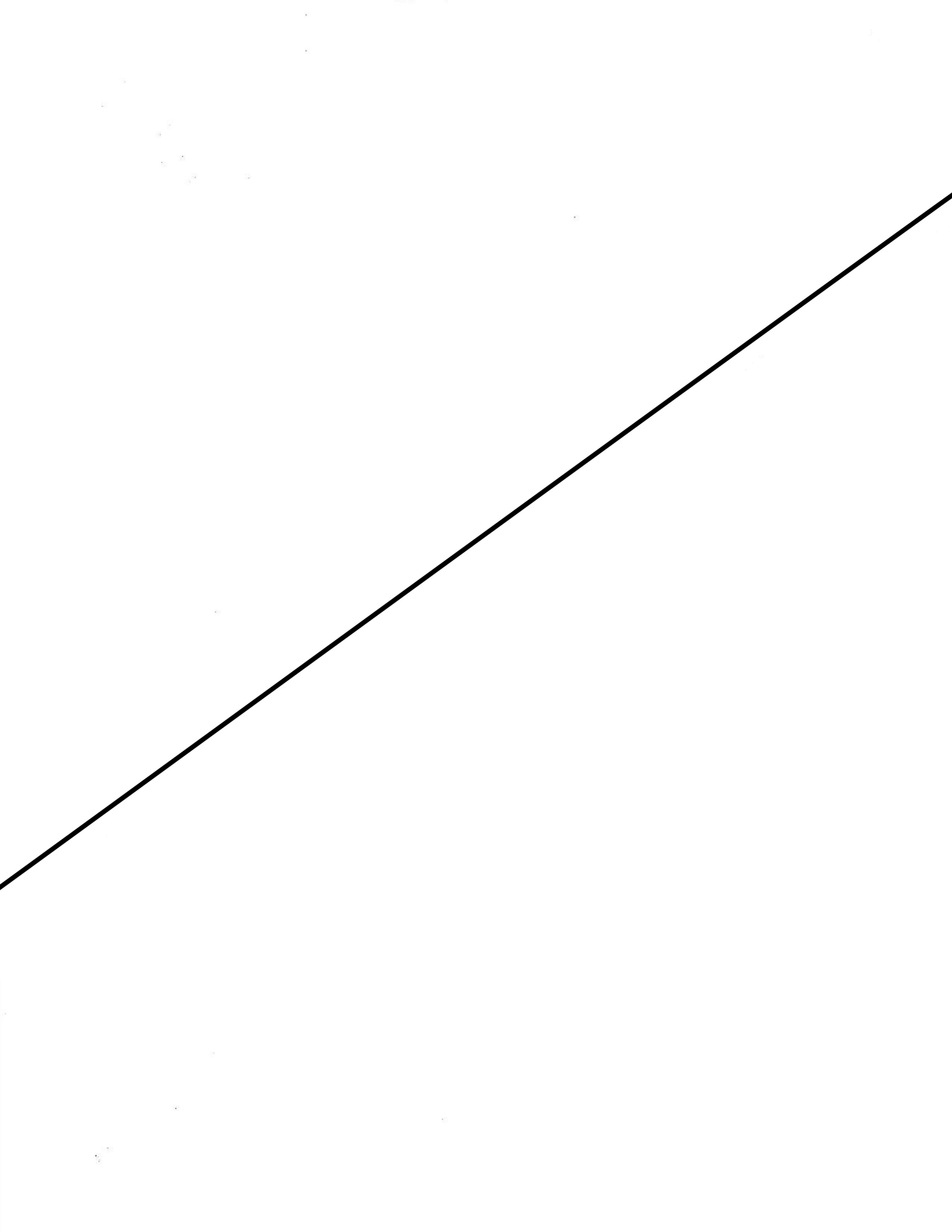
Figure B. Way in which objects are presented to child

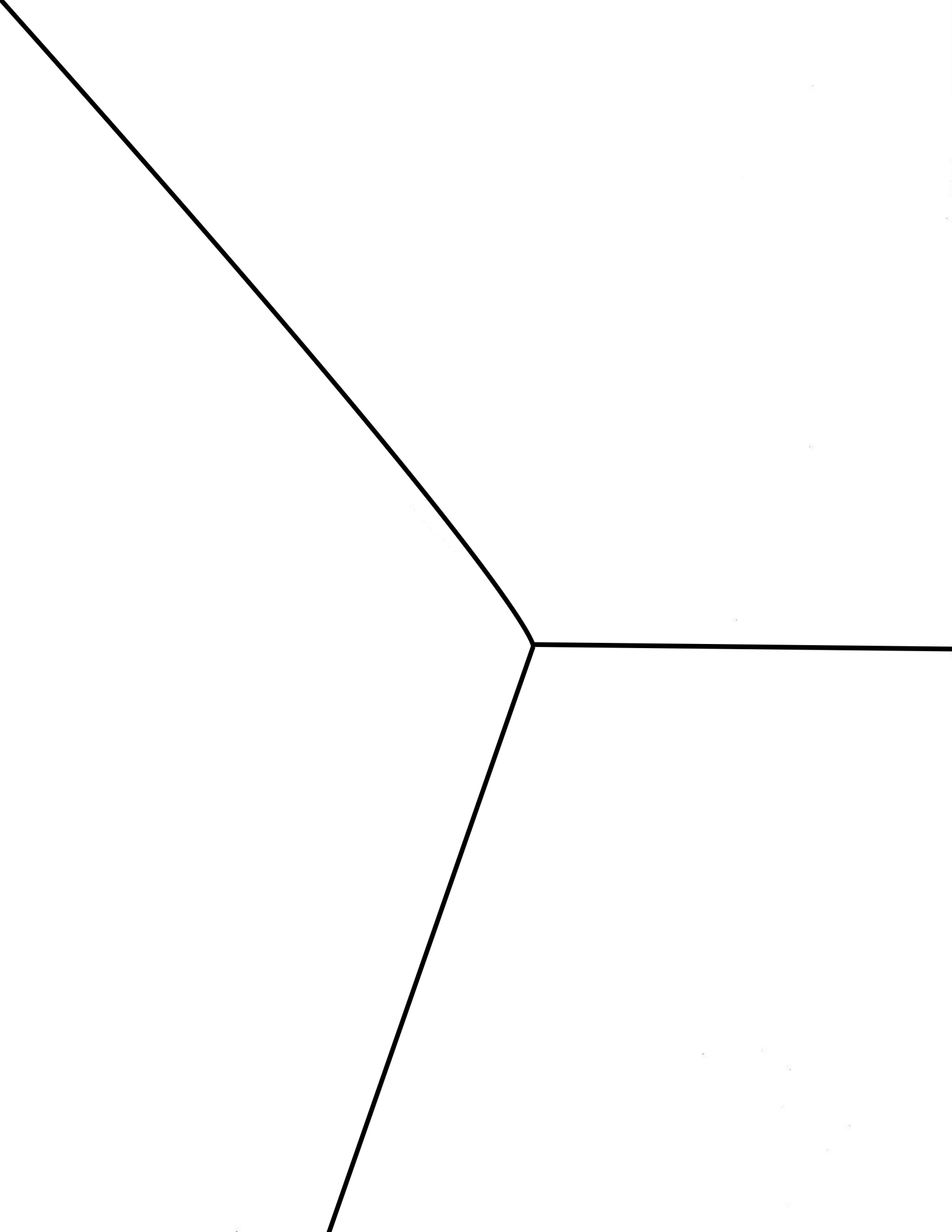


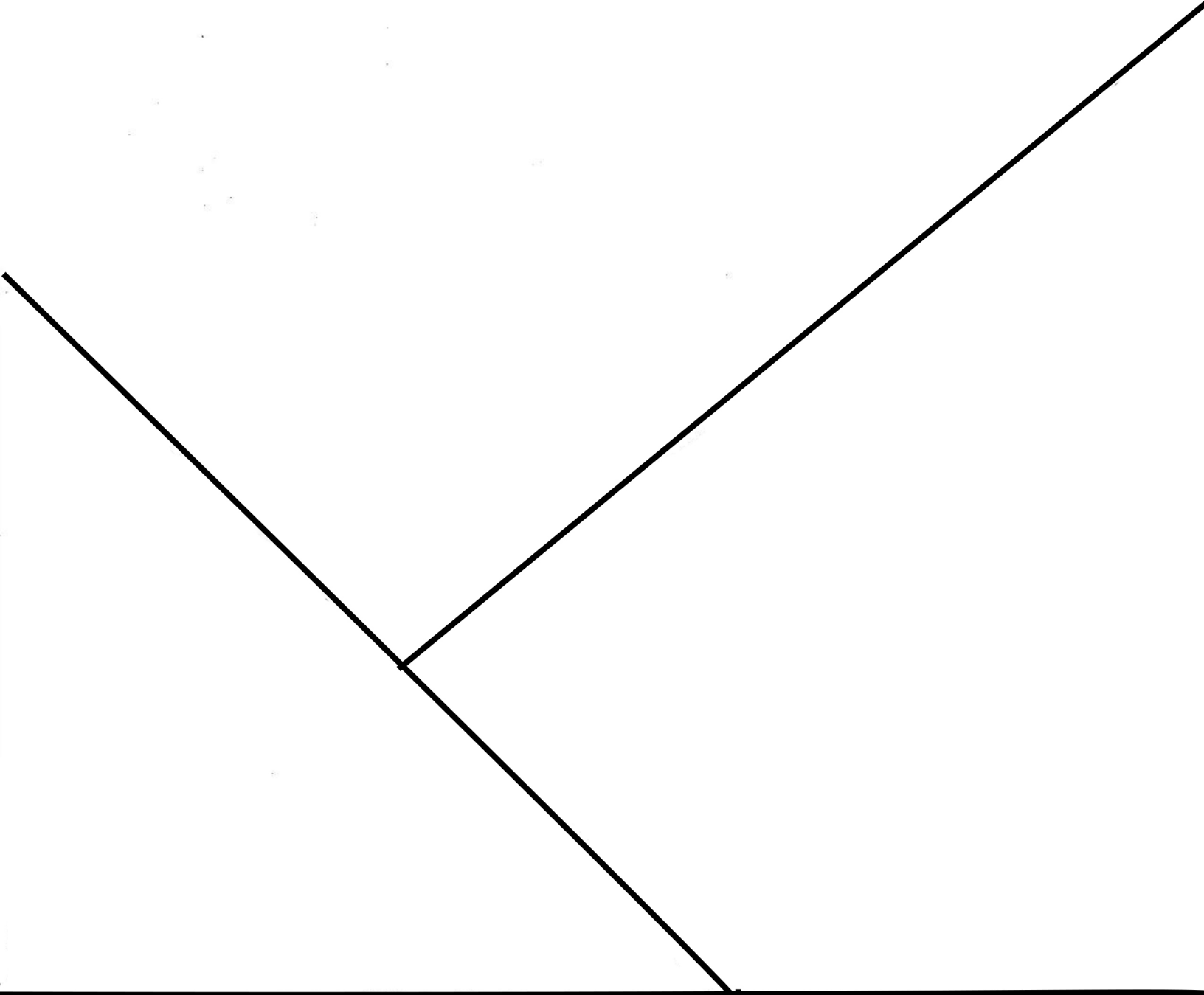
To begin test, say, **We will to use the things here ...** pointing to items arranged as shown in Silly Room Figure B ... **to make a silly room here**, pointing near table. **Here is a picture of the silly room you will make**, showing child the printed photo, or image on a screen, of arranged room, as shown in Silly Room Figure A. **Make your room look just like this silly room.** Start stop watch as soon as child begins to look at the image. The child is allowed a maximum of 5 minutes to arrange the objects. Allow the child to hold and turn the photo or image, but if using a tablet, do not allow child to enlarge the picture.

Scoring: The table below shows the scoring for each object based on placement and orientation. A maximum of 5 minutes is allowed to complete the task of making the silly room.

Item 5. Chair: left side		Position or placement	Orientation
	Chair is placed:	5.1) 1__ 0__ closer to left side of table than right side. 5.2) 1__ 0__ not touching table.	Chair is oriented:
			5.3) 1__ 0__ on side. 5.4) 1__ 0__ with bottom toward the front. 5.5) 1__ 0__ oriented diagonally in relation to table. 5.6) 1__ 0__ with front-end more toward left than right.
Item 6. Chair: right side		Position or placement	Orientation
	Chair is placed:	6.1) 1__ 0__ closer to right side of table than left side. 6.2) 1__ 0__ touching table.	Chair is oriented:
			6.3) 1__ 0__ on back side. 6.4) 1__ 0__ with top toward the front. 6.5) 1__ 0__ oriented diagonally in relation to table. 6.6) 1__ 0__ with front-end more toward left than right.
Item 7. Yoga mat		Position or placement	Orientation
	Mat is placed:	7.1) 1__ 0__ rolled length wise. 7.2) 1__ 0__ mostly under the table (more of mat is under table vs. extending beyond it). 7.3) 1__ 0__ at least one end touches table.	Mat is oriented:
			7.4) 1__ 0__ diagonally (closer to 45° vs vertical or horizontal). 7.5) 1__ 0__ with front of mat more toward right than left.
Item 8. Rice bottle		Position or placement	Orientation
	Rice bottle is placed:	8.1) 1__ 0__ touching mat. 8.2) 1__ 0__ closer to mid-point than one of ends. 8.3) 1__ 0__ in front of mat (vs behind mat).	Rice bottle is oriented:
			8.4) 1__ 0__ on its long side 8.5) 1__ 0__ perpendicular (within 45°) to mat 8.6) 1__ 0__ with cap toward front
Item 9. Lucite stand		Position or placement	Orientation
	Lucite stand is placed:	9.1) 1__ 0__ in middle of tabletop (closer to middle than to either right or left table edge) 9.2) 1__ 0__ at back edge of table (closer to back edge than to front edge of table)	Lucite stand is oriented:
			9.3) 1__ 0__ in an upright standing position. 9.4) 1__ 0__ parallel to long edge of table (within 45°).
Item 10. Cardstock strip		Position or placement	Orientation
	Cardstock strip is placed:	10.1) 1__ 0__ inside Lucite stand (in any manner) with more of the strip inside the Lucite stand than extending out.	Cardstock strip is oriented:
			10.2) 1__ 0__ at a diagonal (closer to 45° than to vertical or to horizontal). 10.3) 1__ 0__ with upper edge of strip more to left than to right.







Child's name _____ ID # _____ Tester's name _____

See manual for more specifics about test materials and test administration.

Simple verbal instructions for explaining the test to the child are suggested below; examiner may adjust as needed.

Review "Head and Trunk Alignment" chart found at end of test for observations to be made during testing.

Materials

- Four "Matching Positions" forms: Hand and Foot Trial form; Hand and Foot Test form.
- One Zone form printed on two pieces of letter sized (8.5x11 or A4).
- Four pieces of blank letter sized (8.5x11 or A4) paper.
- 10 Paper Mate Flair medium tipped markers of at least five different colors, 2 of each color, in darker colors (so marks show through when papers are back to back).
- Shelf and file folder shields.

Items 1-6 Proprioception: Joint Positions Matching Positions with One Hand	Scoring
<p>TRIAL</p> <p>Examiner sits across from the child and tapes <u>Hand Trial Form</u> 1" (2.5cm) from the table edge, and at child's mid-line. Examiner then places a fine or medium tipped marking pen of at least 6" (15 cm) in length in the child's preferred hand, in a gross palmer grasp (thumb up), and positions child's hand near edge of table. Examiner places hand on the pen, above the child's hand, and says,</p> <p>I am going to take you on a spaceship ride to a star. (For older children examiner can adapt to: I will take you to this mark).</p> <p>Examiner moves child's hand so that tip of pen lands on middle of X, and then counts out loud, 5, 4, 3, 2, 1 (to carry over spaceship theme or 1, 2, 3, 4, 5 for older children).</p> <p>Now I will take you back to home base.</p> <p>Examiner brings child's hand, back to table edge and says,</p> <p>Now you fly the spaceship back to the star on your own. (For older children can adapt to: Now go back to that mark on your own).</p> <p>TEST items 1-6</p> <p>Examiner aligns and tapes HAND test items form printed with 6 test items, under a shield and 1" (2.5cm) from edge of table, at child's mid-line, and says,</p> <p>Now I will take you to stars in the dark and you will ride back to them by yourself.</p> <p>For each item, examiner can adapt verbal instructions saying something simple such as,</p> <p>Home base...Star 1, then count 5,4,3,2,1, back to home base, go back to Star 1.</p> <p>Examiner administers items in the same way the trial was administered and in the order of the numbered Xs on the paper, ensuring that child is keeping the pen upright so it will mark their attempts. Examiner later measures from the first dot (made when examiner took child's pen to the X) to the child's dot with the distance recorded to the nearest 1/10 centimeter.</p>	<p><u>Hand tested</u></p> <p>R ____ L ____</p> <p>(Note: Only test preferred hand; refer to manual for method of determining preferred hand).</p> <hr/> <p><u>Record distance to nearest 1/10 cm</u></p> <p>1) ____.</p> <p>2) ____.</p> <p>3) ____.</p> <p>4) ____.</p> <p>5) ____.</p> <p>6) ____.</p>

Items 7-10 Proprioception: Joint Positions Matching Positions with One Foot	Scoring
<p>TRIAL</p> <p>Examiner tapes <u>Foot Trial Form</u> on the floor 1" (2.5cm) away from the base of wall and at child's midline. Child is positioned standing, facing wall, arms forward, hands at shoulder height on wall, elbows slightly flexed, in a comfortable position for stability. Examiner then says,</p> <p>Now your toes will touch some stars. (For older children can be adapted to: I will take your toes to this mark).</p> <p>Examiner grasps heel of child's preferred foot at the starting position (on floor), then moves child's foot so that their big toe touches the X. With foot remaining in place, examiner counts out loud: 5,4,3,2,1.</p> <p>Examiner then brings child's heel back to the starting position (toe on starting X) and says,</p> <p>Now you find the star (For older children can adapt to: Go back to that mark on your own).</p> <p>Examiner ensures that child understands task, repeating trial if necessary.</p>	<p><u>Foot tested</u></p> <p>R ____ L ____</p> <p>(Note: Only test preferred foot; refer to manual for method of determining preferred foot).</p>

<p>TEST ITEMS</p> <p>Examiner says,</p> <p>Now I will take you to stars in the dark and you will ride back to them by yourself.</p> <p>With child looking straight ahead or closing their eyes, examiner positions and tapes the <u>Foot Test Form</u> for items 7-10 flat on the floor at 1" / 2.5 cm from base of wall/floor, at child's midline, and says,</p> <p>I will take your toes to the first star.</p> <p>Examiner holds a folder as a shield so the feet cannot be seen and then moves child's preferred foot so that the tip of their big toe touches the item 1 X, then counts out loud: 5, 4, 3, 2, 1 (to carry over spaceship theme or 1, 2, 3, 4, 5 for older children).</p> <p>Examiner then brings child's heel back to the starting position and says,</p> <p>Now you go to the first star.</p> <p>(For older children can adapt to: Go back to that mark on your own).</p> <p>Examiner marks the child's response at the tip of their big toe, then brings the child's foot back to the starting position, and draws a line connecting child's response to the item's X. Examiner proceeds to administer remaining items in order of numbered Xs., The score for each item will be the distance from the item's X to the child's response, recorded to the nearest 1/10 centimeter.</p>	<p><u>Record distance to nearest 1/10 cm</u></p> <p>7) ____.</p> <p>8) ____.</p> <p>9) ____.</p> <p>10) ____.</p>
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Items 11-15 Proprioception: Joint Positions Matching Positions with Two Hands	Scoring
<p>TRIAL items 11-15</p> <p>Examiner positions and secures BLANK pieces of paper to each side of a door (either two 8.5 x11" [A4], or one 8.5 x 17 [A3] taped to each side). Door should be a standard door, approximately 2 1/5 cm in thickness. Paper on each side of the door should be centered at height of child's nose, and positioned to be at <u>exactly</u> the same height on each side of the door. The door is at child's midline, with child seated in tailor sit on floor. Examiner makes a notation on the paper to indicate child's R and L sides. The door may be stabilized by the examiner's hand or door stoppers. With a pronated gross grasp, the examiner takes a felt tip marker in each hand and says,</p> <p>Now we are going to play a matching game. I am going to put a mark on this side and at the same time, I will put one on the other side, at the same matching spot.</p> <p>Examiner places both markers, simultaneously, in the same spot on both sides and then has child practice placing marks with both hands.</p> <p>TEST items 11-15</p> <p>Examiner then positions and secures the ZONE CARD on the edge of the door in front of the child occluding sight of paper on the door. Examiner then places the first set of markers (same color) in child's hands (one in each hand) and says,</p> <p>Now let's try it without you seeing where your arms are. Let's start in the bottom pink section. Put marks on the paper with both hands, trying to get them both in exactly the same place in the pink section.</p> <p>Examiner emphasizes that it is more important to MATCH, or place both hands at the same place, versus staying in the pink (1st) section. Examiner repeats directions for each section, starting with the white (2nd from bottom) section, saying,</p> <p>Now make a mark with both hands in SAME place in the white section.</p> <p>Examiner hand child pairs of different colors of markers for each item so that same colored marks can be compared for scoring. Examiner repeats directions for each section and changes colors of markers for each color "zone." Examiner will record distance between dots made with R and L hands, to the nearest 1/10 cm. See manual for scoring hints.</p>	<p>Remove paper from door and align them back to back, so both marks can be seen through the paper. Measure distance between marks of R and L hand for each item. <u>Record distance to nearest 1/10 cm</u></p> <p>11) ____.</p> <p>12) ____.</p> <p>13) ____.</p> <p>14) ____.</p> <p>15) ____.</p>

Based on observations of the child during this test, indicate which of the following descriptions best represents the child's head and trunk alignment during most of the test items.	
<p>16. Head Alignment (HA)</p> <p>2 Head is maintained in midline.</p> <p>1 Head moves out of midline, but returns to proper position within 2 seconds, up to 3 times.</p> <p>0 Head is tilted more than 30° forward, back or to the side, head comes out of position for more than 2 seconds, or more than 3 times.</p>	<p>17. Trunk Alignment (TA)</p> <p>2 Trunk is maintained in midline.</p> <p>1 Trunk comes out of midline but returns within two seconds, up to 3 times.</p> <p>0 Trunk is leaning more than 30° forward, back or to the side; there is excessive anterior or posterior pelvic tilt; trunk comes out of midline for more than two seconds or more than 3 times, or child gets up out of chair.</p>

CHILD'S STARTING
POSITION



HAND TRIAL

(This line should
be 3cm in length)

CHILD'S
STARTING
POSITION



(This line should
be 3cm in length)

CHILD'S
STARTING
POSITION **X**

X
5

X
1

X
6

X
3

X
4

X
2



CHILD'S
STARTING
POSITION



FEET TRIAL

(This line should
be 3cm in length)

X
7

X
9

X
10

X
8

X CHILD'S
STARTING
POSITION

(This line should
be 3cm in length)

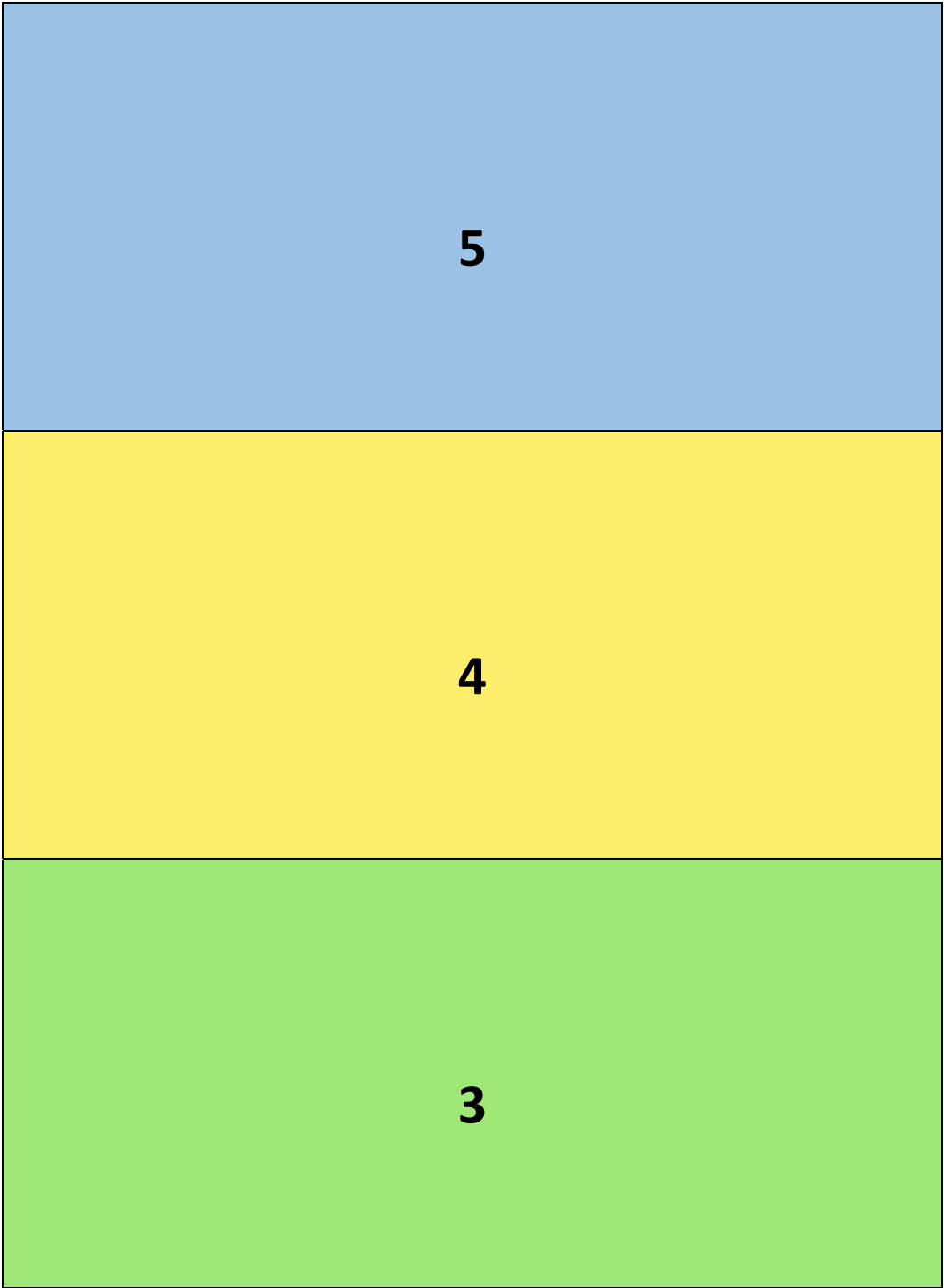
X
7

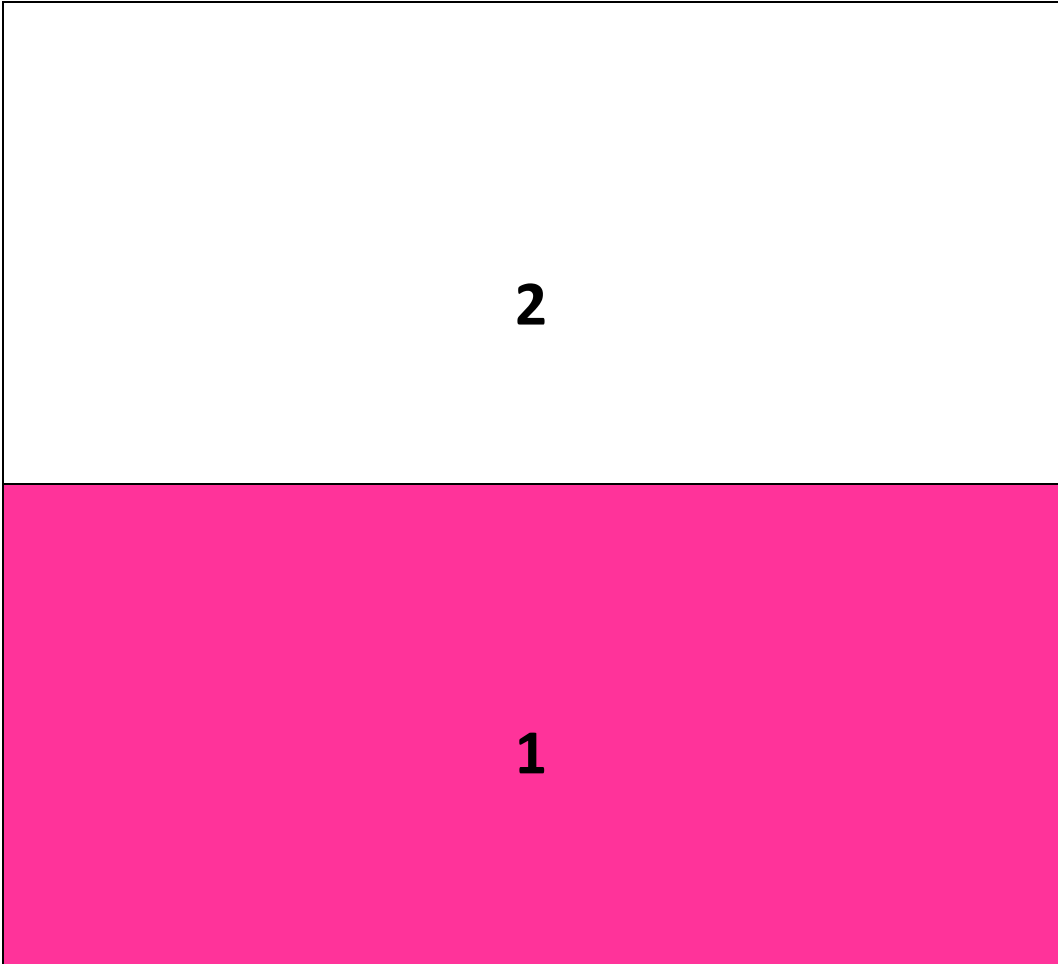
X
10

X
9

X
8

X **CHILD'S
STARTING
POSITION**





Child's name _____ ID # _____ Tester _____

See manual for more specifics about test materials and test administration.

Simple verbal direction suggestions are shown below; examiner may adjust as needed.

MATERIALS:

- Clicker: (https://www.doggonegoodclickercompany.com/Blank-Translucent-Clickers_p_12.html?gclid=EAlaIqobChMlj7-2tePo3wIVWYtBh0qegxJEAQYBSABEgK6avD_BwE)
- File folder for shield.
- Metal pen without any rubber or other elements that may dampen the sound.
(NOTE: ensure that the pen will make a clear sound when tapped under the table.)
- Acrylic (clear) stand to hold shield (see illustration below).
- Masking tape.
- Standard testing table (approx. at least 40" x 24" / 100 x 60 cm).

AUDITORY: LOCALIZATION: PART 1

For test items, examiner stands, approximately 1-2 feet, behind child who is seated.

SCORING:

- 1: Child points within CORRECT AREA(s) where sound(s) occurred AND indicates CORRECT NUMBER of sounds made.
- 0: Child points to INCORRECT AREA(s) where sound(s) occurred or indicates INCORRECT NUMBER of sounds made.

DIRECTIONS:

Trial

Examiner says, **Point to the exact places where you hear these sounds,**

then clicks the clicker in front of the child's right shoulder, then in front of child's left knee, holding the position of the clicker for at least a second after making each sound, and says,

Where were those sounds?

Examiner says, **Now let's try it when you cannot see me making the sounds**

then clicks the clicker behind the child's head, then behind the child's lower back, holding the position of the clicker for at least a second after making each sound, and says,

Where were those sounds?

Examiner adds additional instructions and assistance as needed to ensure the child understands the test.

Test Items:

Items 1-5: Examiner starts test items by saying, OK now listen to more sounds and then point to the exact place where you heard the sounds.		Items 6-8: Examiner says, Now there will be two sounds. Listen to both sounds and then point to the exact places you heard each sound.	
Item	Accuracy	Item	Accuracy
1. Above head	1 0	6. L shoulder, then L hip	1 0
2. L shoulder	1 0	7. L shoulder, then R hip	1 0
3. L hip	1 0	8. R hip, then L shoulder	1 0
4. R shoulder	1 0		
5. Above head	1 0		

Items 9-10 Auditory Hyper or Hypo Sensory Reactivity: Overall impression during items 1-8.

Check choices below. Add notes as appropriate (see criteria on last page).

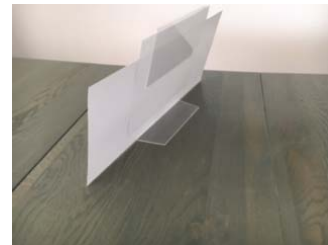
9. HYPER Auditory Sensory Reactivity:
yes ___ (1) no ___ (0)

10. HYPO Auditory Sensory Reactivity:
yes ___ (1) no ___ (0)

AUDITORY: LOCALIZATION: PART 2

Examiner sits across the table from the child.

Shield: Lucite stand containing paper, cardboard or a manila folder (18" / 46cm wide) so that the child cannot see the examiner's movements.



SCORING:

- 1: Child points within the CORRECT QUADRANT of the table where sound(s) occurred AND indicates the CORRECT NUMBER of sounds made.
- 0: Child points to an INCORRECT QUADRANT(s) where the sound(s) occurred; or indicates INCORRECT NUMBER of sounds made.

If there are two Xs, the sounds should be made in sequence. It does not matter which one the examiner taps first, and the child's order of response is not considered as part of the scoring (i.e. the child can show location simultaneously or sequentially.)

DIRECTIONS:

Trial

Using a metal pen, examiner taps on TOP of the table, at one corner of the table, and says,

Show me where I made that sound on the table.

Examiner then says,

Tell where this sound is coming from.

Examiner provides additional trials of sounds made on TOP of table as needed for child to understand.

Examiner then places 4 simple stickers (such as stars; avoid characters or other images that may be distracting to the child) or pieces of tape on the table, one each in the approximate center of each of the 4 quadrants of the table, as shown below, and says,

Now I will put these here so it will be easier for you to point to the place where you heard a sound, when you cannot see where I made the sound.

Placement of stickers/tape in 4 quadrants of table:
(Note that the lines are shown for the purpose of illustration. No lines are made on the table)

X	X
X	X

Examiner then provides the following trials and asks the child to point to where the sound(s) was made, adding additional instructions and assistance as needed to ensure the child understands the test. Reinforce the need to identify location and number of taps.

- ONE sound made under ONE quadrant.

Examiner says, **That time I made one sound in one place.**

- TWO sounds made in sequence under ONE quadrant.

Examiner says, **That time I made two sounds in one place.**

- TWO sounds made in sequence under TWO different quadrants.

Examiner says, **That time I made two sounds in two different places.**

Test Items

Examiner then administers test items, saying,

OK now listen to the sounds and then point to where you hear them. If you hear more than one, show me where both sounds were.

Examiner then taps under the quadrant(s) as shown by an X. If Xs are shown in two quadrants, or if there are two Xs in one quadrant, they are performed in sequence. (It does not matter which one the examiner taps first, and the child's order of response is not considered as part of the scoring.)

Item	Acc				
11.					
<table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td>X</td> </tr> </table>				X	1 0
	X				

Item	Acc				
12.					
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X					

Item	Acc				
13.					
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XX					

14.					
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	X				

15.					
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	XX				

16.					
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XX					

17.					
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X					
	X				

18.					
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X					

19.					
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	XX				

20.					
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	X				
	X				

21.					
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X	X				

22.					
<table border="1"> <tr> <td></td> <td>X</td> </tr> <tr> <td>X</td> <td></td> </tr> </table>		X	X		1 0
	X				
X					

Items 23-24. Auditory Hyper or Hypo Sensory Reactivity: Overall impression during items 9-20.
Check choices below. Add notes as appropriate (see criteria below.)

23. HYPER Auditory Sensory Reactivity:
yes ___ (1) OR no ___ (0)

24. HYPO Auditory Sensory Reactivity:
yes ___ (1) OR no ___ (0)

For Items 9 and 23

HYPER Auditory Sensory Reactivity: Check yes (score 1) if any of the following behaviors are observed on the item:

- Child expresses discomfort, e.g. pulls or turns away from stimulus; leans body away from tester; verbally expresses dislike of sound.
- Child seems anxious or threatened, e.g., shows increased talking, fidgeting, or restlessness as items progress; seems to have a facial expression of fear, anxiety, or distress; becomes increasingly withdrawn or aggressive (e.g., grabs testing materials, hits or pushes tester); attempts to escape (e.g., slides body under chair or table or leaves the testing area.)
- Child tries to reduce impact of stimulus, e.g. puts hands over ears.

For Items 10 and 24

HYPO Auditory Sensory Reactivity: Check yes (score 1) if any of the following behaviors are observed on the item:

- Child does not appear to be aware that sound(s) was presented.
- After sound(s) is presented, child asks when it will be presented.
- Child initially seems to lack awareness of sound(s) or awareness of sound(s) seems delayed.

SOME CHILDREN MAY SHOW BOTH AUDITORY HYPER AND HYPO SENSORY REACTIVITY.
IF SO SCORE YES (1) FOR BOTH

Child's name _____ ID # _____ Tester's name _____

DIRECTIONS: (suggestions for simple verbal directions are shown below; examiner may adjust as needed).

Trial 1: Administered with the child looking (i.e. no shield).

Examiner says,

I am going to touch you on your hands or arms and you show me where you felt it. Touch here.

Touch the child (with the tip of the index finger) at the center of the dorsum of the child's right pronated hand, using about 1 oz./ 30gm of pressure).

That's right (or if incorrect **Do it like this**). **I touched you in one place here** (repeat stimulus).

Trial 2: Administered with the child looking (i.e.no shield).

Examiner says,

Touch here. Simultaneously touch the child's left pronated forearm in two places, 2in / 5cm apart. →

Most the examiners use the thumb and index finger, but any two fingers can be used to apply the stimuli, as long as the stimuli are applied simultaneously and with even pressure.

That's right (or if incorrect **Do it like this**). **I touched you in 2 places like this** (repeat two stimuli).

Test Items:

For all test items, the shield is in place during administration of test items, and then removed during the child's response.

Now show me where you feel me touch without looking.

The examiner administers Item 1, simultaneously touching the child in two places on the R pronated hand, 2in / 5cm apart. Administer the remaining items saying, **Touch here** as needed to obtain child's attention prior to stimuli.

For single stimulus items touch the middle of hand/forearm or middle phalanx of finger.

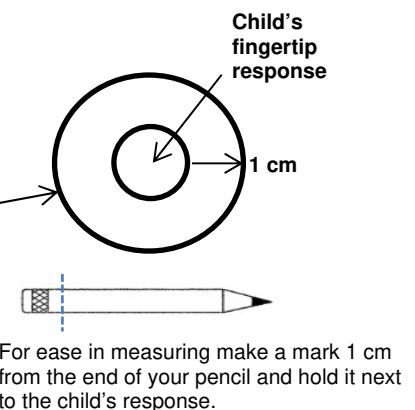
For two stimuli items touch on hand/forearm, with 5 cm (2 in) between two stimuli.

2 in / 5 cm

SCORING:

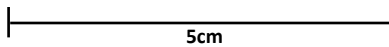
- Each item is scored as either 0 or 1 for accuracy.
- See charts below for scoring accuracy and for scoring reactivity.

Scoring Accuracy: <u>single stimulus</u> items		
Score	Finger	Hand/Forearm
1	Child points to one finger (anywhere on correct finger).	Child points to correct hand or forearm, within 1 cm of stimuli.
0	Child points to incorrect finger or more than one finger.	Child points outside 1 cm allowance, or indicates more than 1 point, or points to incorrect location.



Scoring Accuracy: <u>two stimuli</u> items		
Score	Finger	Hand/Forearm
1	Child point to two fingers, anywhere on correct fingers.	Child points to two places, anywhere on correct hand or forearm, either simultaneously or sequentially (even though stimulus are applied simultaneously).
0	Child points to only one finger, or points to more than two fingers, or points to incorrect finger(s).	Childpoint to <u>only one</u> place, or points to <u>more than 2</u> places, or points to incorrecion location(s).

PRONATED



- Remove the shield for child's response (keeping test sheet covered).
- Columns below correspond to child's right / left, when sitting across table from examiner.
- The arrows between the columns are reminders that the items continue across each row.

↑ CHILD'S RIGHT HAND/ARM ↑		→	↑ CHILD'S LEFT HAND/ARM ↑	
1 R Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	2 R Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	→	3 L Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	4 L Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
5 R Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	6 R Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	→	7 L Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	8 L Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
9 R Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	10 R Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	→	11 L Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	12 L Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
13 R Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	14 R Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	→	15 L Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	16 L Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0

SUPINATED Examiner says, Now turn your hands over.

17 R Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	18 R Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	→	19 L Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	20 L Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
--	--	---	--	--

CHOOSE THE OVERALL RATING THAT BEST DESCRIBES THE CHILD'S RESPONSES DURING THIS TEST:

21. Overall rating for HYPER Tactile Sensory Reactivity.

3 Severe HYPER SR 2 Moderate HYPER SR 1 Mild HYPER SR 0 No HYPER SR

22. Overall rating for HYPO Tactile Sensory Reactivity.

3 Severe HYPO SR 2 Moderate HYPO SR 1 Mild HYPO SR 0 No HYPO SR

Child's name _____ ID # _____ Tester's name _____

Examiner sits across the table from the child.

See manual for more specifics about test materials and test administration.

DIRECTIONS: (Simple verbal direction suggestions are shown below; examiner may adjust as needed.)

Trial 1: The child uses vision during the trial items (no shield).

I am going to draw with my finger on your hands or arms and you draw the same thing.

Draw this (a horizontal line —). Draw on child's right pronated hand, using about 1 oz / 30g of pressure).

That's right (or if incorrect **Do it like this**). **I drew one line here.** Repeat the drawing of the design.

Trial 2:

Draw this (two parallel vertical lines ||). Draw on child's right pronated forearm.

That's right, (or if incorrect, **Do it like this**). **I drew two lines here.** Repeat the drawing of the design.

Test:

The shield remains in place while the examiner draws the items on the child's hand or forearm,
BUT the shield is removed when child draws the response (while keeping the test sheet covered).

Now feel the drawings without looking.





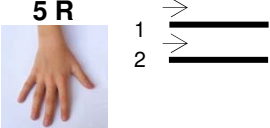
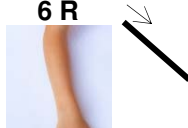
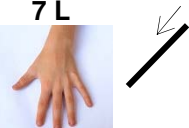

Administer Item 1 (a vertical line |) by drawing on the child's right pronated hand in the direction indicated on the test sheet. Designs should be drawn in the center of the child's hand or forearm. The arrows next to each item show the direction and order in which the examiner draws. The direction and order in which the child draws does not enter into scoring and therefore is not recorded.

Replicate the child's drawing, as accurately as possible, in the allotted space on the test sheet, to be scored later. Prior to first supinated item say, **Now turn your hands over.**

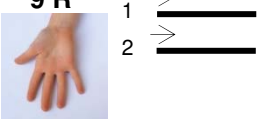



SCORING:

- Each item will be scored 2, 1, 0. (See the scoring chart for examples and specifics.)
- The direction and order in which the child draws the lines does not enter into scoring and therefore is not recorded.
- The location of the child's drawing is not considered in the scoring (i.e., the child may draw on either hand, on the table, or in the air, if it is possible for the examiner to replicate the drawing; only the accuracy of the design is scored; not the order of direction of lines drawn or where the design is drawn.
- On items 25-26, choose the overall rating for hyper and hypo tactile sensory reactivity that best describes the child's responses during the entire test.


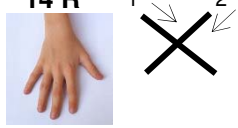




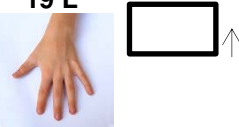

PRONATED (Note: The columns below correspond to the child's right or left, when sitting across the table from examiner.
The arrows between the columns are reminders that the items continue across each row.)

↑ CHILD'S RIGHT HAND OR FOREARM ↑		↑ CHILD'S LEFT HAND OR FOREARM ↑	
1 R  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	2 R  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	3 L  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	4 L  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
5 R  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	6 R  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	7 L  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	8 L  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0




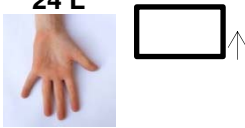
SUPINATED Now turn your hands over

9 R  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	10 R  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	11 L  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	12 L  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
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PRONATED Turn your hands over

13 R  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	14 R  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	15 L  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	16 L  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
17 R  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	18 R  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	19 L  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	20 L  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0

SUPINATED Turn your hands over

21 R  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	22 R  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	23 L  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	24 L  Accuracy 2 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
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CHOOSE THE OVERALL RATING THAT BEST DESCRIBES THE CHILD'S RESPONSES DURING THIS TEST:

25. Overall rating for **HYPER** Tactile Sensory Reactivity



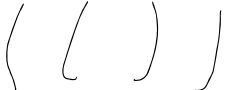

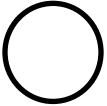
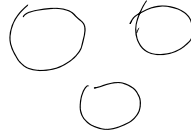
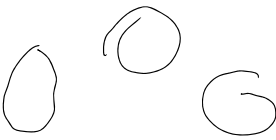
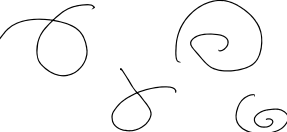




















3 Severe HYPER SR 2 Moderate HYPER SR 1 Mild HYPER SR 0 No HYPER SR


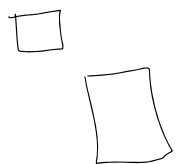
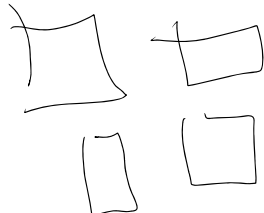
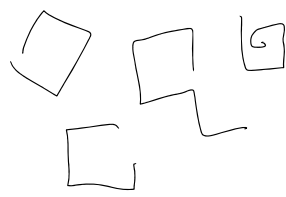

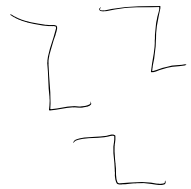
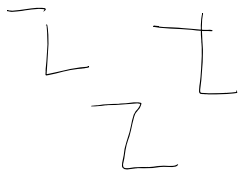
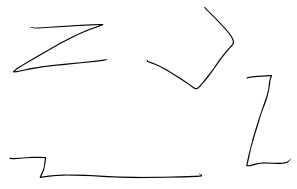

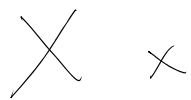
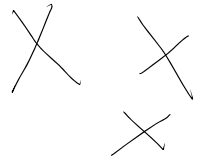
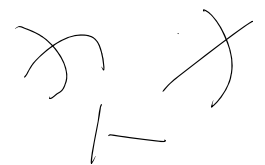

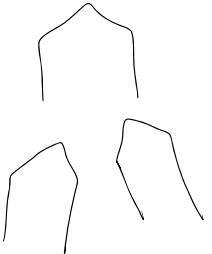
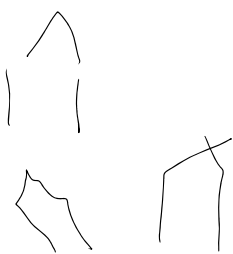
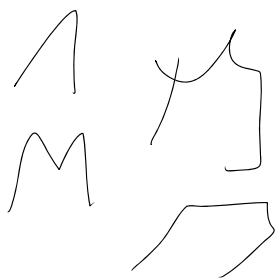
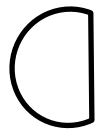
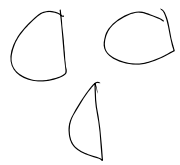
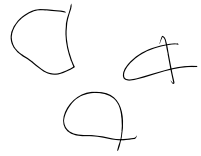
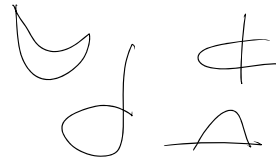
26. Overall rating for **HYP0** Tactile Sensory Reactivity


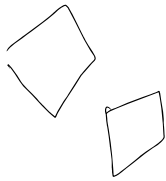
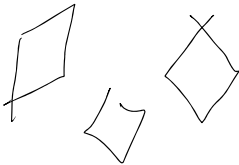
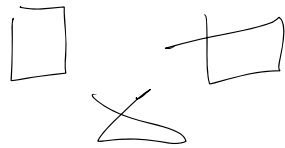

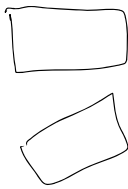
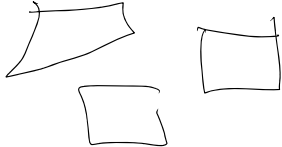
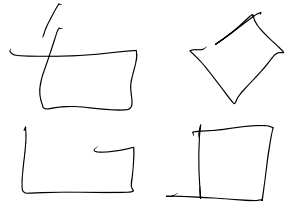

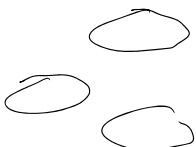


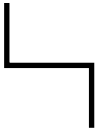
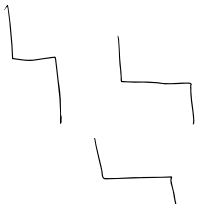
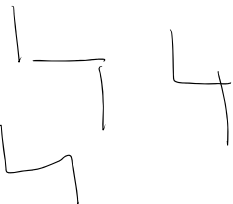
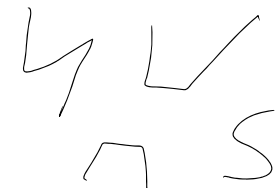

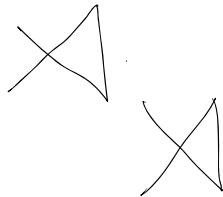
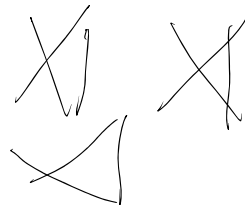
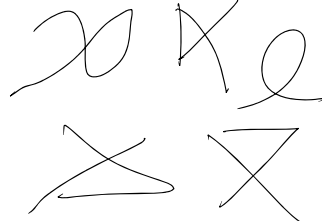
3 Severe HYP0 SR 2 Moderate HYP0 SR 1 Mild HYP0 SR 0 No HYP0 SR

17. Tactile Perception: Designs Scoring

08/25/18

ITEM	Score 2: Examples	Score 2: Criteria	Score 1: Examples	Score 1: Criteria	Score 0: Examples
1 		One vertical (within 45°) line.		Slight curve in line. Straight between 10-45°. Line curved with slight hook.	
2 		One circle with height and width (vertical and horizontal diameter) about the same. Slight gap, overlap or distortion in less than ¼ of circle.		Gap, overlap or distortion of more than ¼ of the circle.	
3 & 11 		Two vertical lines (within 45°) that are approximately the same length and parallel. Second line starts within ¼ of the first line.		No more than slight curve(s) in line. Second line starts within ½ of the first line.	
4 		One horizontal line, within 45° of horizontal. No curve in line.		Slight curve in line. Straight between 10-45°. Curve with slight hook.	
5 & 9 		Two horizontal lines (within 45°) that are approximately the same length and parallel. Second line starts within about ¼ of the first line.		No more than slight curve in line(s.) Second line starts within ½ of the first line.	
6 & 12 		One diagonal line in correct slant orientation.		Slight curve to line in the correct slant orientation. (Score 0 if line is vertical, horizontal, or if slant of line is reversed.)	
7 & 10 		One diagonal line in correct slant orientation.		Slight curve to line in the correct slant orientation. (Score 0 if vertical or horizontal; or if slant of line is reversed.)	

ITEM	Score 2: Examples	Score 2: Criteria	Score 1: Examples	Score 1: Criteria	Score 0: Examples
8 		One square (four lines approximately the same length, meeting to form four approximately 90° angles.) Height and width (vertical and horizontal diameter) about the same.		Height and width (vertical and horizontal diameter) approaching a rectangle. Slight curve to line(s.) Slight gap, overlap, or distortion at corners.	
13 		Step figure with three lines, where there are two horizontal (within 45°) and one vertical line (within 45°) and no more than a slight curve to the lines or distortions at corners.		Slight gap, overlap or distortion at corners. Slight curve to line(s.)	
14 		Two intersecting diagonal lines, forming four shorter lines, approximately the same length. None of the four short lines are vertical or horizontal.		Two intersecting diagonal lines, forming four shorter lines, of differing lengths. Slight curve to lines.	
15 & 21 		Four continuous lines approximately the same length, with two parallel vertical lines (within 45°) and two diagonal lines, forming an upward pointing angle.		Four lines, any of which are not continuous (no more than slight gap, overlap or distortion at corners) or are not approximately the same length, with two parallel vertical lines (within 45°) and two diagonal lines forming an upward pointing angle. Slight curve in line(s.)	
16 & 18 		Reversed capital "D" shape, with one vertical line (within 45°) and one curved line.		Slight gap, overlap or distortion at corners. Slight curve to vertical line or slight distortion of curved line.	

ITEM	Score 2: Examples	Score 2: Criteria	Score 1: Examples	Score 1: Criteria	Score 0: Examples
17 		One diamond (height greater than width) formed by four lines approximately the same length. None of the four short lines are vertical or horizontal.		Slight gap, overlap or distortion at corners Slight curve to line(s.) One diamond (height greater than width) formed by four lines of differing lengths.	
19 & 24 		One rectangle (four lines meeting to form four approximately 90° angles.) Two approximately parallel horizontal lines (within 45°.)		Slight gap, overlap or distortion at corners. Slight curve in line(s.) Height and width about the same.	
20 		One oval, with width greater than height. No gap, overlap or distortion more than 1/4 of design.		Gap, overlap or distortion between 1/4 - 1/2 of the design.	
22 		A step figure with three lines, of which two are vertical (within 45°) and one is horizontal (within 45°) and no more than a slight curve to any of the lines, or distortions at corners.		Slight gap, overlap or distortion at corners. Slight curve to line(s.)	
23 		One vertical line and two intersecting diagonal lines (forming 4 shorter lines, approximately the same length), and forming one closed triangle. Triangle is on right side		Slight gap, overlap or distortion at corners. Slight curve to line(s). Lines of different lengths.	

Child's name _____ ID # _____ Tester's name _____

Examiner sits across the table from the child for both Parts 1 & 2.

See manual for specifics about test materials and test administration. There are two complete sets of 3D shapes for Part 1 (one in black and one in blue) and two complete sets of 3D shapes for Part 2 (one in green and one in yellow) to help the examiner organize the materials. Each shape has a bottom (magnetic) side and a top (non-magnetic) side. The magnets are added to the shapes during the 3D printing. Since there is the possibility of a magnet being inserted with the magnet positioned on the incorrect side, testers should check that in Part 1 all blue shapes match the black shapes, and in Part 2 all green shapes match the yellow shapes, when the shapes are placed on a magnetic surface. **If the magnet is placed on the incorrect side, present each shape to the child in the same orientation as its matching shape, even if the orientation is different than the pictures on the test sheet.**

PART 1

SCORING:

- Each item is scored for accuracy as 1 (correct) or 0 (incorrect) for the first choice made.
- The time at which the child makes a choice is recorded in whole seconds, whether the response is correct or incorrect.
- Timing begins when the shape is put in the child's hand.
- Each item is also scored for BOTH **hyper** tactile sensory reactivity and **hypo** tactile sensory reactivity, 1 = yes or 0 = no.
- See manual for more sensory reactivity scoring criteria.

DIRECTIONS:

- For Part 1 test items are presented to child's PREFERRED hand.
- Simple verbal direction suggestions are shown below; examiner may adjust as needed.
- Place the prepared trial choices on a magnetic surface, in the order and orientation shown below (about 1in/2.5cm between each shape).

Trial:

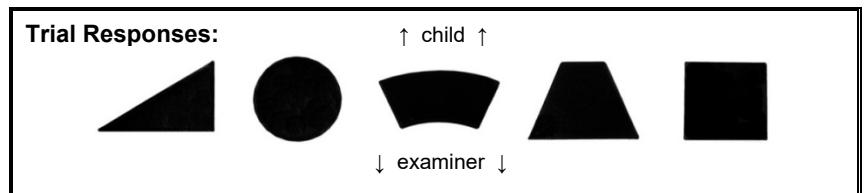
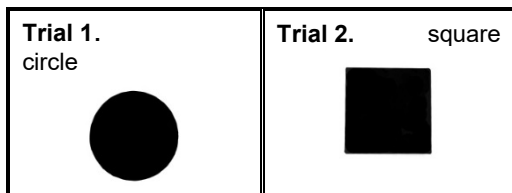
Now we will play a matching game. Put this hand here. Position child's preferred hand under shield.

Here is a shape. Show the child the circle, then place the circle in the child's preferred hand.

Point to the one that is the same with this hand. Help child position non-preferred hand to point.

After the child has made a choice, take the circle out of the child's hand. If the response is correct, go on to Trial 2.

If the response is incorrect, hold the circle next to the correct response and say something like, **Are they the same?** or **Feel it again.** Place the circle in the child's preferred hand. **Which one is it?** Give additional instructions and practice as needed to ensure that the child understands the task, and then go on the Trial 2.



Test Items:

Set-up: Remove the two trial shapes and add the remaining test items.

Now let's do some more. For the rest we will wait until the very end to look.

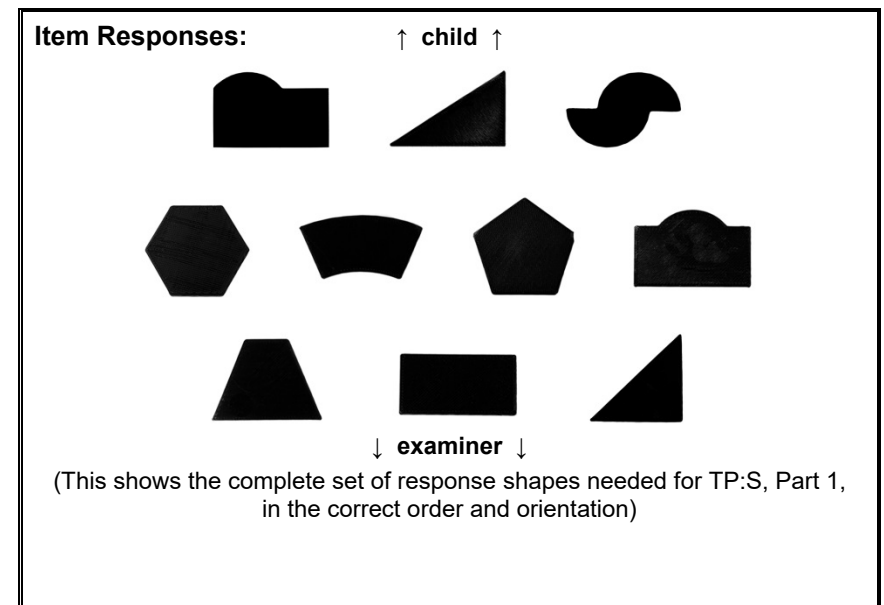
Now there are more.

Briefly guide the child's right hand over the response shapes.









Which one is this?

Place item #1 (the hexagon) in the child's preferred hand in the same orientation as it is on the test sheet in front of the examiner.

Reset the stopwatch when each item is placed in the child's hand. Remove the shape from the child's hand immediately after the choice is made, and then record the child's choice and time.



(Part 1, continued)

1. hexagon  Accuracy 1 0 Time ____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	2. S shape  Accuracy 1 0 Time ____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	3. pentagon  Accuracy 1 00 Time ____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	4. long triangle  Accuracy 1 00 Time ____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
5. rectangle  Accuracy 1 00 Time ____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	6. windshield  Accuracy 1 00 Time ____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	7. trapezoid  Accuracy 1 00 Time ____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0	8. dome rectangle  Accuracy 1 00 Time ____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0

PART 2

SCORING:

- Each item is scored for accuracy 1 (correct) or as 0 (incorrect) for the first choice made.
- The time at which the child makes a choice is recorded in whole seconds, whether the response is correct or incorrect.
- The timing begins when the shape is put in the child's hand.
- Each item is also scored for BOTH hyper tactile sensory reactivity and hypo tactile sensory reactivity, 1 = yes or 0 = no.
- See manual for more on scoring criteria for tactile sensory reactivity.
- On items 13-14 of Part 2, choose the overall rating for hyper and hypo tactile sensory reactivity that best describes the child's responses during the entire test (Parts 1 & 2 combined).

DIRECTIONS:

- In Part 2, test items are presented to the child's LEFT hand and response items are presented to the child's right hand (regardless of hand preference).
- Simple verbal direction suggestions are shown below; examiner may adjust as needed.
- Place the prepared trial choices on a magnetic surface, in the order and orientation shown below (about 2 ½ cm (1 inch) between each shape).

Trial 1: (The shield remains in place for the entire test; a shelf-shield is recommended).

Now we will feel shapes with both hands. Feel this one. Place the first trial stimulus (triangle) in child's left hand.







And find the same shape here. Guide child's right hand over the trial choices A & B, in that order counting aloud, **1, 2**. Return child's right-hand to choice A (triangle) and say, **Pick them up to feel them better.**

Give additional instructions and practice as needed to ensure that the child understands the task.

Trial 2:

Now feel this one. Place the second trial stimulus (star) in child's left hand.

























And find the same shape over here. Briefly guide child's right hand over choices A & B, in that order and return child's hand to choice A (triangle). Give additional instructions and practice as needed to ensure that the child understands the task.

























Trial choices (child's R hand)	Stimulus (child's L hand)
<div>B</div>  <div>A</div> 	Trial 1. (triangle) 
<div>B</div>  <div>A</div> 	Trial 2. (star) 


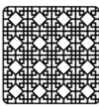
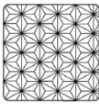

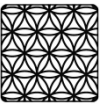
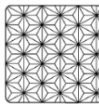
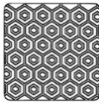
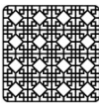
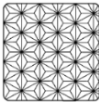

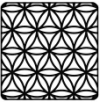
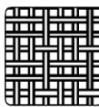

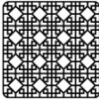
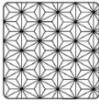
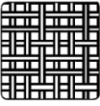
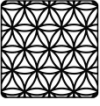
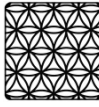

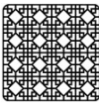
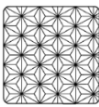



Test Items:

Let's try another. Find this one. Place Item 1 (kite) in the child's left hand (in the same orientation as it is on the test sheet in front of the examiner). **Over here.** Place the child's right hand on choice A (clover) and reset the stopwatch. After each item, be sure to return the choices to the original set-up. Remember to change response sets, as shown. Remind the child to pick up and feel the shapes versus only placing fingers over shapes while attached to magnetic board.

(Part 2, continued)

Response Set 1 choices are presented to child's R hand					Stimulus (child's L hand)	
1.	E  (¼ circle)	D  (kite)	C  (half circle)	B  (cross)	A  (clover)	1. kite  Accuracy 1 0 Time _____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
2.	E  (¼ circle)	D  (kite)	C  (half circle)	B  (cross)	A  (clover)	2. cross  Accuracy 1 0 Time _____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
3.	E  (¼ circle)	D  (kite)	C  (half circle)	B  (cross)	A  (clover)	3. ¼ circle  Accuracy 1 0 Time _____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
4.	E  (¼ circle)	D  (kite)	C  (half circle)	B  (cross)	A  (clover)	4. clover  Accuracy 1 0 Time _____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0

Change to Response Set 2; response choices are presented to child's R hand.					Stimulus (child's L hand)	
5.	E  (leaf)	D  (rectangle)	C  (parallelogram)	B  (ticket)	A  (banner)	5. ticket  Accuracy 1 0 Time _____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
6.	E  (leaf)	D  (rectangle)	C  (parallelogram)	B  (ticket)	A  (banner)	6. leaf  Accuracy 1 0 Time _____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
7.	E  (leaf)	D  (rectangle)	C  (parallelogram)	B  (ticket)	A  (banner)	7. parallelogram  Accuracy 1 0 Time _____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
8.	E  (leaf)	D  (rectangle)	C  (parallelogram)	B  (ticket)	A  (banner)	8. banner  Accuracy 1 0 Time _____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0

Change to Response Set 3; response choices are presented to child's R hand.					Stimulus (child's L hand)		
9.	E 	D 	C 	B 	A 	9. stars 	Accuracy 1 0 Time _____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
10.	E 	D 	C 	B 	A 	10. plaid 	Accuracy 1 0 Time _____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
11.	E 	D 	C 	B 	A 	11. flowers 	Accuracy 1 0 Time _____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0
12.	E 	D 	C 	B 	A 	12. honeycomb 	Accuracy 1 0 Time _____ Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0

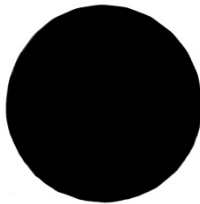

Choose the overall rating that best describes the child's responses during this entire test.

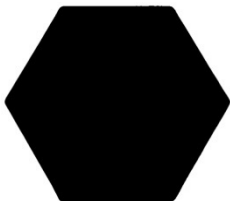

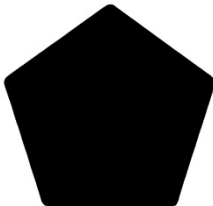





13. Overall rating for HYPER Tactile Sensory Reactivity

3 Severe HYPER SR 2 Moderate HYPER SR 1. Mild HYPER SR 0 No HYPER SR

14. Overall rating for HYPO Tactile Sensory Reactivity



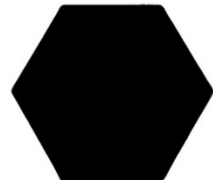
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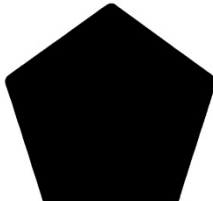
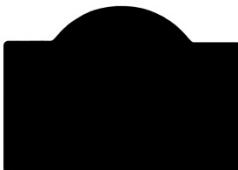


Trials	
	
circle	square

Items			
1.  hexagon	2.  S shape	3.  pentagon	4.  long triangle
5.  rectangle	6.  windshield	7.  trapezoid	8.  dome rectangle






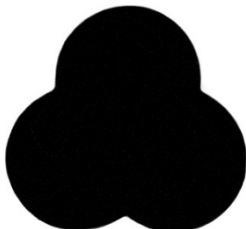
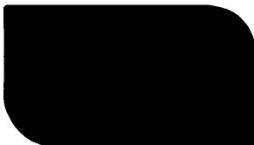




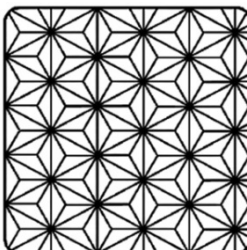
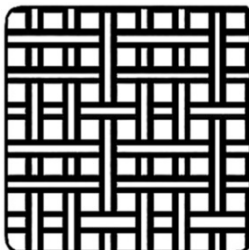
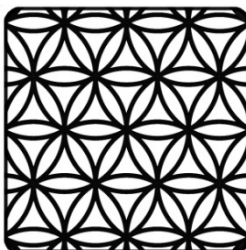
- Each shape has a bottom (magnetic) side and a top (non-magnetic) side. The magnets are added to the shapes during the 3D printing.
- Since there is the possibility of a magnet being inserted with the magnet positioned on the incorrect side, testers should check that in Part 1 all blue shapes match the black shapes, and in Part 2 all green shapes match the yellow shapes, when the shapes are placed on a magnetic surface.
- If the magnet is placed on the incorrect side, present each shape to the child in the same orientation as its matching shape, even if the orientation is different than the pictures on the test sheet.

Trial				
				
long triangle	circle	windshield	trapezoid	square


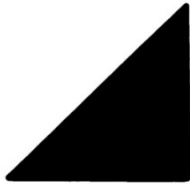











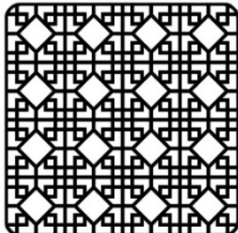
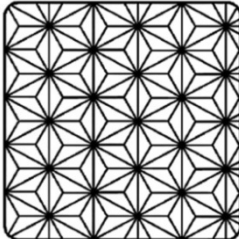
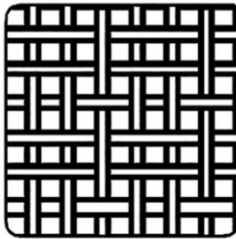
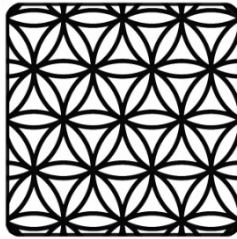
Additional Item Choices		
		
shifted dome	S shape	hexagon

			
pentagon	dome rectangle	rectangle	triangle

- Each shape has a bottom (magnetic) side and a top (non-magnetic) side. The magnets are added to the shapes during the 3D printing.
- Since there is the possibility of a magnet being inserted with the magnet positioned on the incorrect side, testers should check that in Part 1 all blue shapes match the black shapes, and in Part 2 all green shapes match the yellow shapes, when the shapes are placed on a magnetic surface.
- If the magnet is placed on the incorrect side, present each shape to the child in the same orientation as its matching shape, even if the orientation is different than the pictures on the test sheet.

Trial			
			
star	triangle		
Set 1			
			
¼ circle	kite	cross	clover
Set 2			
			
leaf	parallelogram	ticket	banner
Set 3			
			
honeycomb	stars	plaid	flowers

- Each shape has a bottom (magnetic) side and a top (non-magnetic) side. The magnets are added to the shapes during the 3D printing.
- Since there is the possibility of a magnet being inserted with the magnet positioned on the incorrect side, testers should check that in Part 1 all blue shapes match the black shapes, and in Part 2 all green shapes match the yellow shapes, when the shapes are placed on a magnetic surface.
- If the magnet is placed on the incorrect side, present each shape to the child in the same orientation as its matching shape, even if the orientation is different than the pictures on the test sheet.

Trials				
				
star	triangle			
Set 1				
				
1/4 circle	kite	half circle	cross	clover
Set 2				
				
leaf	rectangle	parallelogram	ticket	banner
Set 3				
				
honeycomb	diamonds	stars	plaid	flowers

- Each shape has a bottom (magnetic) side and a top (non-magnetic) side. The magnets are added to the shapes during the 3D printing.
- Since there is the possibility of a magnet being inserted with the magnet positioned on the incorrect side, testers should check that in Part 1 all blue shapes match the black shapes, and in Part 2 all green shapes match the yellow shapes, when the shapes are placed on a magnetic surface.
- If the magnet is placed on the incorrect side, present each shape to the child in the same orientation as its matching shape, even if the orientation is different than the pictures on the test sheet.

Child's name _____ ID # _____ Tester's name _____

The examiner stands next to the child who is seated at the table.

See manual for more specifics about test materials and test administration.

Simple verbal direction suggestions are shown below; examiner may adjust as needed.

MATERIALS:

- Clear acrylic frame.
- Trial and Test Response forms, printed on heavy paper/cardstock (so that the shapes do not show through when the Trial form is placed on top of the Test form).
- 12 empty plastic water bottles with 12 clean oral shapes attached.
- Two six-pack type cardboard carriers to hold bottles can help with efficiency of presenting the test items.

DIRECTIONS:

Trial:

Examiner says,

Here is a shape on a bottle. Show child the trial item (circle).

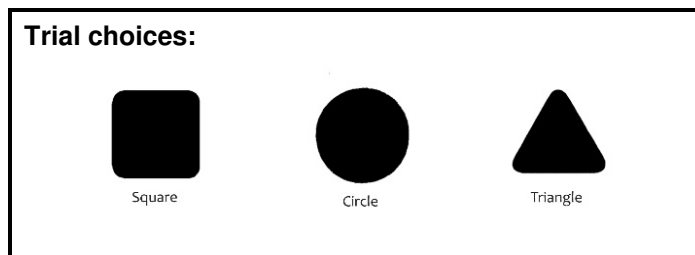
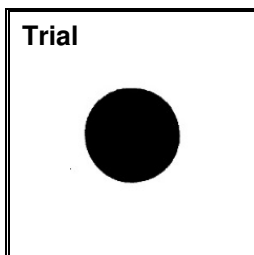
Put it in your mouth and see if you can match it to one of these pictures.

I will help you hold the bottle to make sure it doesn't fall.

Support the water bottle from the bottom as the child places the shape in his or her mouth.

Show the child the trial response card and observe the child's choice.

Give additional instructions and practice as needed to ensure that the child understands the task.



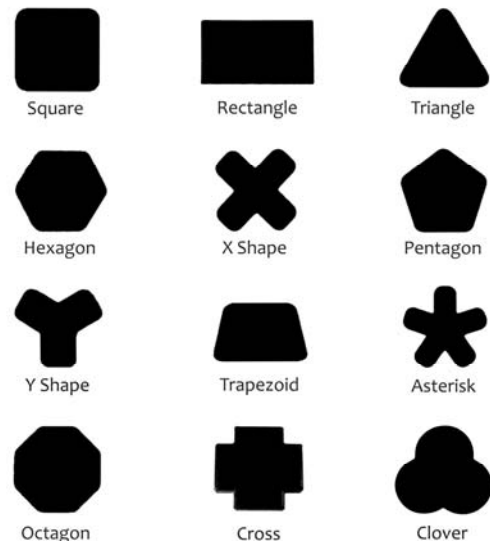
Test Items:

Remove the Trial Response Card to reveal the Test Response Card in the clear frame. Note that not all of the choices on the card are used as test items.

SCORING:

- Each item is scored for accuracy as 1 (correct) or 0 (incorrect) for the first choice made.
- Each item is rated on tactile reactivity (see information below).
- Time is not recorded on this test.
- Child is allowed a maximum of 10 seconds for each item. Record accuracy when child makes a choice. If no choice is made within 10 seconds, score "0" for that item.












Item choices:



Test Items:

Now let's try another.

Continue with the test items, obtaining the child's attention as needed before each item.
Complete all verbal directions before putting the shape in the child's mouth.

<p>1. (X shape)</p>  <p>Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0</p>	<p>2. (square)</p>  <p>Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0</p>	<p>3. (asterisk)</p>  <p>Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0</p>	<p>4. (triangle)</p>  <p>Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0</p>
<p>5. (cross)</p>  <p>Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0</p>	<p>6. (hexagon)</p>  <p>Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0</p>	<p>7. (Y shape)</p>  <p>Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0</p>	<p>8. (pentagon)</p>  <p>Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0</p>
<p>9. (trapezoid)</p>  <p>Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0</p>	<p>10. (clover)</p>  <p>Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0</p>	<p>11. (octagon)</p>  <p>Accuracy 1 0 Hyper Tactile SR? yes 1 no 0 Hypo Tactile SR? yes 1 no 0</p>	

CHOOSE THE OVERALL RATING THAT BEST DESCRIBES THE CHILD'S RESPONSES DURING THIS TEST:

12. Overall rating for HYPER Tactile Sensory Reactivity

3 Severe HYPER SR 2 Moderate HYPER SR 1 Mild HYPER SR 0 No HYPER SR

13. Overall rating for HYPO Tactile Sensory Reactivity

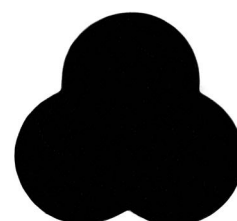
3 Severe HYPO SR 2 Moderate HYPO SR 1 Mild HYPO SR 0 No HYPO SR

TOP



(This line should be 3cm in length)

TOP



(This line should be 3cm in length)



Circle
(trial)



Square



Triangle



Hexagon



X Shape



Pentagon



Y Shape



Trapezoid



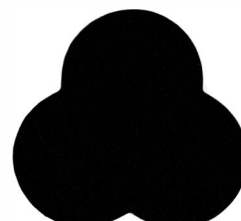
Asterisk



Octagon



Cross



Clover

Child's name _____ ID # _____ Tester's name _____

CAUTION: Before administering this test, describe to the parent or caregiver the sensory stimuli which will be applied and ask if the child has any condition or other reason (e.g. allergies or other sensitivities to sensations) that might make application of the sensory stimuli difficult or contraindicated for the child. Although the sensory stimuli administered on this test are designed to be safe and generally acceptable to children, testers should monitor the child for any signs of significant irritation, discomfort or other adverse reactions. If present, discontinue testing.

The examiner sits across from the child, in a position such that the child's face and reactions will be visible to the examiner.

See manual for more specifics about test materials and test administration.

Simple verbal direction suggestions are shown below; examiner may adjust as needed.

MATERIALS:

- SR Emoji Response Card Form
- Cotton ball
- Paint brush (see manual)
- Recorded sounds (links can be found on website)
- Essential oils or scents in small bottles (lime, bergamot, geranium, ginger, apple cider vinegar).
ALL MUST BE ESSENTIAL OILS except for apple cider vinegar. No artificial scents.
- 2 child-size chairs with backs; same height at seat, 9"-12" (23-30.5 cm)
- Step-stool

SCORING:

- Each item is scored for HYPER sensory reactivity (SR) based on **observable behaviors** of the child, as described below.
- Mark 1 (Yes) if any SR behaviors, as noted below, are observed on an item. Mark 0 (No) if none of the behaviors are seen.

Sensory Reactivity Ratings: Observable Behaviors for HYPER sensory reactivity.

- Child expresses discomfort, e.g. pulls or turns away from stimulus; leans body away from tester; puts arms or hands under table; puts hands over ears or holds nose; verbally expresses dislike of stimuli
- Child seems anxious or threatened, e.g., shows increased talking, fidgeting, or restlessness as items progress; seems to have a facial expression of fear, anxiety, or distress; becomes increasingly withdrawn or aggressive (e.g., grabs testing materials, hits or pushes tester); attempts to escape (e.g., slides body under chair or table or leaves the testing area)
- Child tries to reduce impact of stimulus, e.g., rubs, scratches, or hits the place where the stimulus touched the skin; rubs or slaps arm or hand on a hard surface after a stimulus; puts hands over ears or holds nose

DIRECTIONS:

Trial: The emoji scale is used only to engage the child and allow a focus of attention.

The examiner places the emoji scale in front of the child, pointing to corresponding pictures, and says,

We are going to try some things that you can feel, hear, or smell and I want you to tell me what you think.

You can say you like it, Ex. points to the first (smiley) face

You do not like it, Ex. points to the third (unhappy) face

You do not really care either way, Ex. points to the middle (neutral) face

Here is a sound. Examiner taps table with a pen, and says,

You can point to one of these pictures to show me how you feel about that sound or you can just tell me.

Here is something else.

Examiner provides further instructions to ensure child understands and can give a clear response.

Test:

The examiner says,

Now let's do some more. Each time, point to the picture to let me know how you feel, or you can just tell me.

Examiner gives item 1, drawing an X on the child's cheek, then says,

How did that feel to you?

Examiner then proceeds with all items.

TACTILE:		HYPER Sensory Reactivity		Observations
		Yes?	No?	
1.	With pad of finger lightly draw X on child's right cheek	1	0	
2.	2 light swipes with cotton ball on child's forehead	1	0	
3.	Paint brush (small) on child's left cheek	1	0	
SOUNDS: Examiner sets volume of mobile phone, tablet, or computer at approximately half strength/volume				
4.	Car alarm	1	0	
5.	Talking crowd	1	0	
6.	School bell	1	0	
7.	Toilet flush	1	0	
OLFACTION (SCENTS): Examiner covers opening of bottle with thumb; positions bottle below child's nose, about 1" (2.5cm) in front of child's lower lip; removes thumb from opening and moves bottle back and forth for 2 seconds. CHECK SCENTS FREQUENTLY AS THEY CAN EASILY LOSE THEIR SMELL				
8.	Lime essential oil	1	0	
9.	Bergamot essential oil	1	0	
10.	Geranium essential oil	1	0	
11.	Ginger essential oil	1	0	
12.	Apple cider vinegar	1	0	
GRAVITY: On step stool and chair(s) items, examiner holds step stool and chair(s)/ to ensure stability.				
13.	Step backwards off step stool, or bottom step of stairs, 6"-9" (15-23cm) in height, without stabilizing on wall/rail	1	0	
14.	Jump forward from step stool, or bottom step of stairs, with both feet, and eyes closed: Ask child to close eyes and jump forward onto mat with both feet together from 6"-9" (15-23cm) height.	1	0	
15.	Tilt back in chair: Ask child to sit in chair and, without warning, gently tip chair backwards approximately 4"(10cm.).	1	0	
16.	Climb onto chair or stool – eyes closed: While steadying back of chair, ask child to climb onto seat of chair and stand up. Chair height at seat: 9"-12" (23-30.5cm.) Once standing on chair, ask child to close eyes for 10 seconds.	1	0	
17.	Climb from one chair to another chair with gap in between: Ask child to climb onto a child-size chair, and then step over onto another child-size chair of the same size/height, with approximately 9" (23cm) gap between the two chairs.	1	0	



I like it!



It's O.K.



I don't like it!

Child's midline

