

Orbis Schools Wales: Assessment and Accreditation Appendix.

Appendix- All available Assessments within Orbis Education and Care

Below is a list of the assessments used by the educational, residential and clinical teams within Orbis Education and Care. Assessments used vary dependant on: site, need of pupil, diagnosis, curriculum followed. This list is not exhaustive.

Observations- Observing the individual in a range of different environments carrying out a range of activities to identify strengths and areas of need in motor skills, processing skills, sensory difficulties, attention, processing etc.

Interest checklist- either done by parents/staff or individual to identify their likes and dislikes

Short Child Occupational Performance checklist- an initial questionnaire provided to parents/carers with a number of statements that the need to identify as either a strength or challenge to determine areas to focus intervention.

Sensory Profile- a range of questions that need to be rated on a scale. This enables the OT to identify any sensory difficulties that the individual is experiencing that may be impacting on their ability to participate in activities; identify sensory activities that may benefit the individual and enable them to become more regulated and more engaged with everyday activities.

Pool Activity Level- assesses how a person is functioning in relation to four areas; planned, exploratory, sensory and reflex. This enables the occupational therapy department to plan activities based on which of these area an individual is functioning in.

Self-Care Assessment- this breaks down the various activities involved in self-care into a step by step process. These steps are then rated on a scale of 1 – 6 (1 dependent – 6 fully independent) and an overall independence level percentage obtained. This enables the OT department to then carry out focused skills teaching on the areas of need to raise independence levels.

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Assessment of Motor and Processing skills (AMPS) - measures a person's performance capacity for activities of daily living (ADL) and/or independent living. This can only be carried out by an Occupational Therapist that has completed a post graduate qualification in AMPS.

Occupational Self-Assessment- is an evaluation tool and an outcome measure based on the Model of Human Occupation which is the model that we use within Occupational Therapy department. It is designed to capture the individual's perceptions of their own competence in certain activities and of the activities they consider important.

Work skills Assessment-This is designed to identify area and environments in which the individual would like to work in, to focus work placement opportunities.

Beery Visual Motor Skills Assessment- assesses the extent to which individuals can integrate their visual and motor abilities. It identifies problems with visual perception, motor coordination, and visual-motor integration such as hand-eye coordination to determine the most appropriate course of action to develop these area further.

Resiliency Assessment- is a profile of personal strengths that assesses personal characteristics that are associated with resiliency

Self-image assessment- Assesses an individual's theory of self (how they view themselves) and their self-esteem.

Handwriting assessment- The purpose of this assessment is to determine the underlying flaws in the foundations that make up handwriting. Through identifying which aspects of the complex movements of handwriting need developing the therapist can provide a more efficient and accurate therapy treatment plan.

General Observations/Clinical Observations - General observations then dependent on assessments/findings more targeted observations dependent on need looking at specific functions, patterns etc.

BBAT- Gathers baseline data and includes functional analysis.

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CAI– Reviews triggers and gathers information.

MAS –Determines possible specific behaviour functions.

Functional assessment interview - Gathers baseline data, is an important part of a functional behaviour assessment. Series of questions designed to gather information about a child's behaviour

Childhood trauma Questionnaire - Way to gather information on adverse childhood experiences – only suitable for certain individuals and would have to be someone with the right background/knowledge carrying out.

Motional Assessment - Online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people – good to track progress on emotional health/wellbeing and provides activities to assist tailored around assessment

MANS – LD Quality of life measure – completed directly with the young person

Vineland - Vineland Adaptive Behavior Scales measures the personal and social skills of individuals from birth through adulthood. Good for developing plans/interventions & gathers comprehensive information

Functional Analysis - Made up of all above assessments, observations and data collated from incident forms/interviews.

Bsquared assessment – Pupil tracking software against Pscases and national curriculum levels.

Boxall – assessment of social, emotional and behavioural development.

AET- Autism progression framework.

Development matters statements- Monitoring progress through the early years foundation stage.

BKSB – Online GCSE and functional skills assessment.

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Pathways to independence – Assessment of functional living skills

Nuffield Centre Dyspraxia assessment

Dyslexia assessments

NGRT – New group reading test

NGST – New group spelling test

SLT questionnaire – This looks at the general communication skills from the carer’s perspective and can be completed by both parents and staff

Ax of expressive behaviour questionnaire – This looks at how different emotions/ needs and or wants are expressed e.g. happy, hungry, wants to go out etc. through different means from the carer’s perspective. This can be completed by both parents and staff

Interactional profile – This looks at how best to interact with the service user e.g. body language, tone of voice, offering choices, how to say no etc. from the carer’s perspective. This can be completed by both parents and staff

Social skills checklist – This looks at different types of social skills and marked as achieved, working towards or not present by either parents or staff in how well the service user is able to demonstrate these skills

Social Communication Profile – This is a more in depth version of the above checklist and can be completed by the parent, staff or the service user if they are able to

“DISDAT” – The Disability Distress Tool. This looks at how a service user presents both verbally and non-verbally when they are content verses in distress/ discomfort or in pain

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ACE/ CELF – Assessment of Comprehension and Expression/ Clinical Evaluation of Language Fundamentals. Only one of these assessments will be carried out depending on the service user's abilities. Both assessments comprise of several assessments which look at different types of understanding and expressive spoken language such as understanding sentences/ directions, semantic decisions, formulating sentences etc. The CELF also has sections around pragmatic (social skills)

RAPT with language for thinking – Renfrew Action Picture Test. This looks at the grammar and related information given when asked a set of questions about pictures. An overview of verbal reasoning skills are looked at with the language for thinking questions which relate to the RAPT pictures

Informal Objects Assessment – This looks at how a service user relates objects to words or different types of visual support to see what they are more likely to respond to. Understanding of verbs can also be explored with and without symbol support

Emotions – This looks at the service user's understanding and expression of basic up to further emotions and emotions in simple scenarios, where they what emotion a person might be feeling and why

Body awareness / pain chart – This is similar to the DISDAT assessment

Time assessment – This looks at a service user's ability to understand varying degrees of time concepts and telling the time

TROG – Test for Reception of Grammar. This measures the understanding of grammatical contrasts and structures

Informal Social Communication Assessment – This looks at understanding of different types of social language and communication skills such as idioms, self-assessment of skills, emotions etc.

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Verbal Reasoning Assessment – This looks at different types of verbal reasoning skills and ability to reason through different situations e.g. similarities and differences, explanations, definitions, inference etc.

Intensive Interaction ax – Intensive Interaction sessions are carried out and looks at the relationships, interactions and pre-verbal communication skills. These are the building blocks from which social communication skills develop and grow

1wL DLS – 1 word level Derbyshire Language Scheme. This looks at understanding and expression of 1 key word in relation to object and verb pictures

2wL DLS – 2 word level Derbyshire Language Scheme. This looks at understanding 2 key word instructions and expression

3wL DLS – 3 word level Derbyshire Language Scheme. This looks at understanding 3 key words instructions and expression

4wL DLS – 4 word level Derbyshire Language Scheme. This looks at understanding questions and concepts and expression of 4 key words

Autism profile- When people first come into one of our schools or homes and we know they have a diagnosis for an Autistic Spectrum Condition it is helpful to get some idea of what that looks like for this individual. Knowing about autism in general is important, but it is much more important to know how that condition impacts upon the person you are going to support. This is also true for those who may have been in one of our homes or schools for many years but who have never had an autism profile completed with them. Creating an autism profile with them is of equal importance if we are to ensure we work in an autism aware and autism friendly way.

Equality Impact Statement

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All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to Age, Disability Gender reassignment, Marriage and Civil partnership, Pregnancy and Maternity, Race, Religion or belief, Sex and Sexual Orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Manager for the service.

Orbis will then actively respond to the enquiry.

This policy is owned by: Quality Department

Date: 24/02/2021

Signed:

A. E. Morgan-Taylor.

Company Confidential

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