

Assessment Tools – ID Card

Name	Children Activity Scale-Parents (ChAS-P; Rosenblum, 2006)
Description	A parent report questionnaire (P) designed to get to know better how children function in their daily lives.
Purpose	Identify children at risk of developmental coordination disorder (DCD), target the challenging activities and assist in targeting and selecting functional treatment goals.
Target population	Children aged 4 to 8 years with suspected difficulties in spatial organization, or 9 years old children with a retrospective report about their functioning at preschool age.
Administration	The tool can be administered by licensed occupational therapists. * Beyond the final grade, an in-depth analysis of the various items is significant.
Versions	Hebrew, Arabic, English
Filling and coding duration	Filling: 10 minutes; Coding: 10 minutes
Structure	27 items divided into four factors: 1) gross motor activities (items 1-6, for example, maintaining balance), 2) fine motor activities (items 10-14, for example, drawing), 3) organizational abilities (items 7, 8, 9, 24, 25, 26, 27, for example, organization for leaving the house), 4) daily activities (items 15-23, for example, eating without getting dirty).
Scoring	The parent rates the child's performance between 5 and 1 (5 = very good, 1 = hardly). Sum up the scores and divide by the number of items.
Interpretation	A score between 1 and 3.82 indicates a suspected developmental coordination disorder. You can also calculate scores for each factor separately and get an impression of the child's unique profile from the items themselves. A high average score (4-5) indicates better functioning. A low average score (1-2) indicates low functioning in each factor.
Psychometric indices	Very good internal reliability. The questionnaire has undergone content validation, apparent validity, criterion validity, construct validity, discriminant validity, concurrent validity and factor analysis.
Publications	1. Rosenblum, S. (2006). The development and standardization of the Children Activity Scales (ChAS-P/T) for the early identification of children with developmental coordination disorders. <i>Child: Care, Health and Development</i> , 32, 619–632.

2. Blank, R., Barnett, A. L., Cairney, J., Green, D., Kirby, A., Polatajko, H., ... & Vinçon, S. (2019). International clinical practice recommendations on the definition, diagnosis, assessment, intervention, and psychosocial aspects of developmental coordination disorder. *Developmental Medicine & Child Neurology*, 61(3), 242-285.
3. Rosenblum, S., Frisch, C., Deutsh-Castel, T., & Josman, N. (2015). Daily functioning profile of children with attention deficit hyperactive disorder: A pilot study using an ecological assessment. *Neuropsychological Rehabilitation*, 25(3), 402-418.
4. Mimouni-Bloch, A., Offek, H., Rosenblum, S., Posener, I., Silman, Z., & Engel-Yeger, B. (2018). Association between sensory modulation and daily activity function of children with attention deficit/hyperactivity disorder and children with typical development. *Research in Developmental Disabilities*, 83, 69-76.
5. פריש, כ., גופר, א., קורן, ע., דותן-שחורי, ג., יקיר-כץ, נ., סעד, א. ויוסמן, נ. (2009). ביסוס תוקף מבחין לאבחון ה-Do-Eat הבדלים במגדר ובקבוצות גיל. כתב עת ישראלי לריפוי בעיסוק, 18 (2), H117-H139.