

Assessment Tools – ID Card

Name	Daily Activities for Youth Opportunity – Day Opp (Fogel & Rosenblum, 2019)
Description	A self-report questionnaire for adolescents regarding their daily activities.
Purpose	The questionnaire collects data regarding the degree of frequency and independence of the teenager's management in daily routines: morning routine, school routine, afternoon routine and the evening routine. In addition, the questionnaire may help target functional treatment goals.
Target population	Adolescents aged 12-18 years
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, Turkish
Filling and coding duration	Filling: 10 minutes; Coding: 10 minutes
Structure	The questionnaire contains 2 parts. Part I: 37 items divided into morning, school, afternoon and evening routines. Part II: 5 items - examining the adolescent's degree of satisfaction with their everyday life.
Scoring	The adolescent is asked to mark the frequency of the activity performance in relation to the different statements, on a 5-point scale: 5=always, 4=often, 3=sometimes, 2=rarely, 1=never. In addition, they should mark the degree of independence in these activities according to the following rating scale: 5=independent, 4=needs partial verbal guidance, 3=needs full verbal guidance, 2=needs light physical help, 1=needs full physical help. Satisfaction is rated from 5=always to 1=never
Interpretation	Sum up all the frequency, independence and satisfaction scores and divide them in the number of items of each one. A high average score indicates high frequency of performance, a high level of independence and good satisfaction.
Psychometric indices	Very good internal reliability, predictive validity, discriminant validity, concurrent validity.
Publications	Fogel, Y. , Gross, H., Adler, M., & Rosenblum, S. (2021). Adolescents' daily routines: Reliability and validity of the DAY-Opp questionnaire; an exploratory study. <i>Open Journal of Occupational Therapy</i> , 9, 1–11.

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