

## Children Activity Scale-Parents (ChAS-P) – ID Card

Rosenblum, 2006

Description	A parent report questionnaire (P) for assessing children's difficulties in daily activity functioning as indicators for suspected developmental coordination disorder
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 daily activity functioning, 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, Turkish
Duration for filling out and coding	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.
Selected publications	<ol style="list-style-type: none"> <li>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.</li> <li>2. Koren, A., Dotan-Schori, G., Yakir-Catz, N., Saad A. &amp; Josam, N. (2009) Establishing Construct Validity for the Do-Eat: Discriminating Between Age and Gender. <i>IJOT: The Israeli Journal of Occupational Therapy</i>, pp. H117-H139, In Hebrew.</li> <li>3. Marie-Laure, Kaiser, J. M. Albaret, and M. H. Cantell. "Journal of Child &amp; Adolescent Behavior." (2015).</li> </ol>

4. 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.
5. Rosenblum, S., Waissman, P., & Diamond, G. W. (2017). Identifying play characteristics of pre-school children with developmental coordination disorder via parental questionnaires. *Human movement science*, 53, 5-15.
6. 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.
7. 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.
8. Tsiros, M. D., Ward, E. J., Lefmann, S., & Hillier, S. (2020). The Physiotherapy in Preschools Program: Describing a Student-Led Assessment Service for Children With Possible Motor Skill Difficulties. *Adapted Physical Activity Quarterly*, 37(3), 324-337.
9. Sung, M. C., McClelland, M. M., Massey, W., Logan, S. W., & MacDonald, M. (2024). Association between motor skills and executive function of children with autism spectrum disorder in Taiwan and the United States. *Frontiers in Public Health*, 11, 1292695.

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