

Time Organization and Participation (TOPS)– ID Card

Rosenblum, 2012

Description	A self-report questionnaire designed to assess a person's time organization ability, according to their perception, in daily activities inside and outside their home, as well as in their leisure time.
Purpose	To get to know the individual's behavior in the time cycle of their home and family as well as in outdoor activities and in leisure time. To target the challenging activities and help in selecting functional treatment goals.
Target population	Adolescents and adults with suspected difficulties in time organization.
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, Swedish, French
Duration for filling out and coding	Filling: 10 minutes; Coding: 10 minutes
Structure	35 questions divided into 3 factors: Factor A - pace of performing an activity in relation to the environment expectations, Factor B - the way the activity is carried out, Factor C - the frequency of the emotional response to the difficulty in performing activities at the expected pace. Part D contains two questions concerning the effect of changes and distractions on time organization ability. The answers to these 2 questions are intended for clinical use and are not graded.
Scoring	An average score is calculated for each factor (the sum of the scores for all the items divided by the number of the items). Cut scores: Factor A-3.18; Factor B- 3.11; Factor C- 2.39
Interpretation	A high average score indicates better functioning.
Psychometric indices	Very good reliability, content validity, construct validity and discriminant validity
Selected publications	<ol style="list-style-type: none"> Rosenblum, S. (2012). Reliability and validity of the Time Organization and Participation Scale (TOPS). <i>Neuropsychological Rehabilitation</i>, 22, 65-84. Grinblat N. Et al., (2012). Establishing the Reliability and Validity of The Weekly Calendar Planning Assessment in a Healthy Population in Israel <i>IJOT: The Israeli Journal of Occupational Therapy</i>, 21,2 May ppH67-H87 In Hebrew. Sharfi, K., & Rosenblum, S. (2016). Executive functions, time organization and quality of life among adults with learning disabilities. <i>PloS one</i>, 11 (12), e0166939. Grinblat, N., & Rosenblum, S. (2016). Why are they late? Timing abilities and executive control among students with learning disabilities. <i>Research in Developmental Disabilities</i>, 59, 105-114. Porath, M., & Rosenblum, S. (2019). Interaction between time organization and participation dimensions among higher education students. <i>British Journal of Occupational Therapy</i>, 82(5), 306-315. Lamash, L., Ricon, T., & Rosenblum, S. (2022). Time Organization Patterns of Adolescents: Agreement between Self-Report and Parent Report. <i>Physical & Occupational Therapy in Pediatrics</i>, 42(3), 319-332.