

Children's Leisure Assessment Scale (CLASS) – ID Card

Rosenblum, Sachs, & Schreuer, 2010

Description	A <u>self-report</u> questionnaire on participation in leisure activities, regarding the child's perception of time invested in leisure activities and their ambitions to participate in activities in which they do not usually participate for various reasons.
Purpose	To examine the extent of the child's participation in leisure activities and the extent of interaction with the environment, as a measure of function and health.
Target population	Children and adolescents aged 10-18 years, with suspected neurodevelopmental difficulties or with diverse health conditions.
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
Duration for filling out and coding	Filling: 15 minutes; Coding: 10 minutes
Structure	The questionnaire includes 40* leisure activities, 30** of which are divided into 4 factors: Indoor leisure activity - (items 1, 2, 5, 6, 7, 9, 11, 13, 45), outdoor activity - (items 3, 29, 33, 38, 39, 40, 47, 48, 50), self-enrichment activity - (items 4, 12, 16, 17, 18, 21, 23, 41, 49), sports activities and games (items 4, 20, 24, 25, 27). The children are asked to rate each activity according to dimensions of the number of activities they are engaged in (Variety), frequency of engagement (Frequency), with whom the activity is carried out (Sociability), the degree of enjoyment from the engagement (Preference). *The numbers of the questions appearing in the questionnaire are not in sequence because in the process of developing the questionnaire and examining indicators of validity and reliability, several items were removed. The original numbers were left for research purposes. **The remaining 10 items, which are not included in the factors, can be used for clinical needs.
Scoring	Coding is done by analyzing the activities according to the four dimensions. Variety - the sum of the activities in which the child participates in total and in each factor separately. Frequency - the percentage of the activities in which the child participates with high frequency (once or twice a week/daily) and in each factor separately.

	<p>Sociability - the average degree of sociability for all activities and for each factor separately.</p> <p>Preference - the average degree of enjoyment for all activities and for each factor separately.</p> <p>Detailed coding process on the next page.</p>
Interpretation	<p>The coding allows mapping the characteristics of the child's participation in the leisure field according to each one of the indices. A high average score indicates participation in more activities, more frequently, a higher social level and a greater degree of enjoyment.</p>
Psychometric indices	<p>The questionnaire has good internal consistency, content validity, apparent validity and internal validity.</p>
Selected publications	<ol style="list-style-type: none"> 1. Rosenblum, S., Sachs, D., & Schreuer, N. (2010). Reliability and validity of the Children's Leisure Assessment Scale. <i>American Journal of Occupational Therapy</i>, 64(4), 633-641. 2. Schreuer, N., Sachs, D., & Rosenblum, S. (2014). Participation in leisure activities: Differences between children with and without physical disabilities. <i>Research in Developmental Disabilities</i>, 35(1), 223-233. 3. Chien, C. W., Rodger, S., Copley, J., & McLaren, C. (2014). Measures of participation outcomes related to hand use for 2-to 12-year-old children with disabilities: A systematic review. <i>Child: Care, Health and Development</i>, 40(4), 458-471. 3. Meyer, S., & Rosenblum, S. (2016). Children with celiac disease: health-related quality of life and leisure participation. <i>The American Journal of Occupational Therapy</i>, 70(6), 7006220010p1-7006220010p8. 4. Brown, T., & Thyer, L. (2020). The convergent validity of the Children's Leisure Assessment Scale (CLASS) and Children's Assessment of Participation and Enjoyment and Preferences for Activities of Children (CAPE/PAC). <i>Scandinavian Journal of Occupational Therapy</i>, 27(5), 349-363. 4. Matthews, E. E., Brown, T., & Stagnitti, K. (2021). Relationship between sensory processing and perceptions of and participation in play and leisure activities among typically developing children: An exploratory study. <i>Annals of International Occupational Therapy</i>, 4(2), 85-92.

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Scoring sheet for the tester - Children's Leisure Assessment Scale (CLASS)

0 1 2 3 4 5 6 7 8 9 10

Do not like at all

Like very much

H	G	F	Frequency -D					Variety -A				Sociability -E				C			
		Activity	How often do you usually perform the activity?												With whom do you usually perform the activity?				How much do you like the activity?
			<div style="border: 1px solid black; display: inline-block; padding: 5px;">D</div>																
For activities that the child wishes to perform in the future, score 1. For the rest, score 0	Write the time spent (in minutes) on the child's selected activities	For each activity that the child performs once or twice a week, or more, score 1. For the rest, score 0	Never	Once every few months	Once a month	Once or twice a week	Every day	Alone	With a family member	With one friend	With a few friends					Score from 1-10 1=Do not like at all 10= Like very much			
			0	1	2	3	4	1	2	3	4					1-10			

- A- How many activities are performed - mark those that the child never performs. To calculate the percentage of activities performed out of the entire activity list, subtract the number of activities that the child never performs from 40, and multiply that by 2.5.
- B- Mark 1 next to each of the child's group activities and 0 next to those not performed in a group.
- E- If the child indicates several options for one activity, type all the options, but take the highest option (from 1-4) to calculate the final score.