

Children Activity Scale- Teachers (ChAS-T)- ID Card

Rosenblum, 2006

Description	A teachers/kindergarten teachers report questionnaire (T) designed for assessing children's difficulties in daily activity functioning as indicators for suspected developmental coordination disorder.
Purpose	Identify children at risk for 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, Turkish
Duration for filling out and coding	Filling: 10 minutes; Coding: 10 minutes
Structure	21 items divided into three factors: 1) fine motor activities (for example, drawing), 2) gross motor activities (for example, maintaining balance), 3) organizational abilities (for example, organization for playing).
Scoring	The teacher 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 high average score indicates better functioning. A score between 1 and 3.42 indicates a suspected developmental coordination disorder.
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"> 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. Engel-Yeger, B., & Weissman, D. (2009). A comparison of motor abilities and perceived self-efficacy between children with hearing impairments and normal hearing children. <i>Disability and Rehabilitation</i>, 31(5), 352-358. 3. 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. <i>Developmental Medicine & Child Neurology</i>, 61(3), 242-285.

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