

**This assessment review was compiled by our students and is intended to be used as a guide in assisting clinicians. We encourage you to review the evaluations and assessments for yourself to guarantee the most accurate and updated information.*

I. General Information

Title of the test: Performance Assessment of Self-Care Skills (PASS)

Author: Joan C. Rogers & Margo B. Holm

Publisher: Available through author.

Time required to administer: 1.5 to 3 hours

Cost of the Test: Nominal (copying costs and funds to purchase clinic or home kit items, which is put together by the therapist)

II. Description of Test

Type/Purpose of Test: This assessment provides information about a client's skills in completing daily living tasks, which may be administered in a clinic or home setting. This 26-task related assessment focuses on ADL, IADL, and functional mobility skills that a client may have. This assessment may be utilized at baseline and discharge to determine amount of change and the amount of assistance that they may require. In addition, this assessment helps the administrator understand where the "breakdown" occurs in ability to complete daily living tasks.

Population: All abilities of adults (well population and those diagnosed with a condition)

Focus of measurement:

Organic systems Abilities Participation/life habits Environmental Factors

III. Practical Administration

Ease of Administration: Test is in a simple in format, which is easy to administer. However, the administrator must have a kit for home or clinic, depending upon setting, prepared with items listed in the manual. Two versions of the test exists, PASS-Clinic and PASS-Home, that provide materials appropriate for the settings, but have identical tasks. A categorical list of assistance provided by the assessment makes it easier to understand how to rate the amount of assistance required to complete the task. Also the chart for scoring is clear and easy to follow.

Clarity of Directions: There are 3 ADL tasks (personal care), 5 functional mobility tasks, and 18 IADL tasks. Each of these tasks has specific directions for setup and instruction provided to the client. In addition, each task is broken down into subtasks, which are further broken down into processes or observed behaviors that are critical to the subtask (double underlined) and qualities of outcome that relate to safety or adequacy (single outline). There is a chart to be filled out that includes each subtask of the task and scoring area for each of the subtasks. There is also room provided to notate the assistive equipment that was used while the client performed the task. Each of the tasks has 2 pages, which include information on setup, instruction, and scoring of the tasks.

Scoring Procedures: All subsections of a task are marked each time a level of assistance is provided, unsafe behavior is observed, and prompts are provided improve the outcome. The outcome data is subdivided into quality and process, which indicates if the single and double underlined items, respectively, within the subtask were accomplished. Within the level of assistance only 4 cues of each level may be provided without having to move to a higher level. Also, if client accomplishes a subtask independently, then the assistance boxes for that subtask are left blank. After completion of the entire assessment, summary scores are rated on a predefined ordinal scale from 0-3. Scoring must not be completed while the

client is present, but done as soon as possible thereafter. These summary scores include :independence, safety, and adequacy of the outcomes. Summary scores are attained from the information gathered from the marks and/or notes given during each subtask. Qualifications for the pre-defined ordinal scale are provided for each of the summary scores (independence, safety, and outcome), and a corresponding number is written in the box.

Examiner Qualification & Training: The exam is designed to be used by occupational therapists, which understand activity analysis and level of assistance. In addition, the person should be able to notice safety concerns.

IV. Technical Considerations

Standardization: Norms Criterion Referenced Other _____

Reliability: Test-retest Inter-rater

Test-retest: PASS-Clinic Independence, $r = 0.92$, Safety, $r = 0.89$, and Adequacy, $r = 0.82$

PASS-Home Independence, $r = 0.96$, Safety, $r = 0.90$, and Adequacy, $r = 0.97$

Inter-rater: PASS-Clinic Independence, 92%, Safety, 93%, and Adequacy, 90%

PASS-Home Independence, 96%, Safety, 97%, and Adequacy, 88%

Validity: Content Construct

Manual: Excellent Adequate Poor

What is (are) the setting/s that you would anticipate using this assessment? Home of the client or clinic where the client comes for therapy

Summary of strengths and weaknesses:

Weakness:

- Assessment is in the Beta version, with minimal use in research in clinic setting
- Time required to administer the entire assessment may be too lengthy

Strength:

- Testing procedures are well defined and easy to follow
- List provided that specifically defines assistance level for coding
- May be utilized in home or clinic environment
- Specific tasks may be selected for administration
- Kit creation is not too costly