



School AMPS References

- Atchison, B. T., Fisher, A. G., & Bryze, K. (1998). Rater reliability and internal scale and person response validity of the School Assessment of Motor and Process Skills. *American Journal of Occupational Therapy*, 52, 843–850. <https://doi.org/10.5014/ajot.52.10.843>
- Brown, T., & Bourke-Taylor, H. (2014). Children and youth instrument development and testing articles published in the *American Journal of Occupational Therapy*, 2009–2013: A content, methodology, and instrument design review. *American Journal of Occupational Therapy*, 68, e154–e216. <https://doi.org/10.5014/ajot.2014.012237>
- Chard G. (2011, September). Putting occupation first. *OTnews*, 43.
- Ericksen, J. (2010). Critical reflections on school-based occupational therapy. *Scandinavian Journal of Occupational Therapy*, 17, 64–69. <https://doi.org/10.1080/11038120903160736>
- Fingerhut, P., Madill, H., Darrah, J., Hodge, M., & Warren, S. (2002). Classroom-based assessment: Validation for the School AMPS. *American Journal of Occupational Therapy*, 56, 210–213. <https://doi.org/10.5014/ajot.56.2.210>
- Fisher, A. G., Bryze, K., & Atchison, B. T. (2000). Naturalistic assessment of functional performance in school settings: Reliability and validity of the School AMPS. *Journal of Outcome Measurement*, 4, 504–522.
- Fisher, A. G., Bryze, K., Hume, V., & Griswold, L. A. (2007). *School AMPS: School Version of the Assessment of Motor and Process Skills* (2nd ed.). Fort Collins, CO: Three Star Press.
- Fisher, A. G., & Duran, G. A. (2004). Schoolwork task performance of students at risk of delays. *Scandinavian Journal of Occupational Therapy*, 11, 191–198. <https://doi.org/10.1080/11038120410003664>
- Fisher, A. G., & Griswold, L. A. (2014). Performance skills: Implementing performance analyses to evaluate quality of occupational performance. In B. A. B. Schell, G. Gillen, M. E. Scaffa, & E. S. Cohn (Eds.), *Willard & Spackman's occupational therapy* (12th ed., pp. 249–264). Philadelphia: Wolters Kluwer|Lippincott Williams & Wilkins.
- Granberg, M., Rydberg, A., & Fisher, A. G. (2008). Activities in daily living and schoolwork task performance in children with complex congenital heart disease. *Acta Pædiatrica*, 97, 1270–1274. <https://doi.org/10.1111/j.1651-2227.2008.00880.x>

- Greve, A. (2005). Skol-amps bara sjunger arbetsterapi [School AMPS just sings occupational therapy]. *Arbetsterapeuten, NR 04/2005*, 14.
- van Hartingsveldt, M. J., De Groot, I. J., Aarts, P., & Nijhuis-van der Sanden, M. W. (2011). Standardized tests of handwriting readiness: a systematic review of the literature. *Developmental Medicine & Child Neurology, 53*, 506–515.
<https://doi.org/10.1111/j.1469-8749.2010.03895.x>
- Kaelin, V. C., van Hartingsveldt, M., Gantschnig, B. E., & Fisher, A. G. (2019). Are the School Version of the Assessment of Motor and Process Skills measures valid for German-speaking children? *Scandinavian Journal of Occupational Therapy, 26*, 149–155.
<https://doi.org/10.1080/11038128.2017.1397190>
- Magalhães, L. C. (1995). Assessing motor and process skills during naturalistic classroom observation: Pilot study. Unpublished doctoral dissertation, University of Illinois at Chicago, Chicago.
- Munkholm, M., Berg, B., Löfgren, B., & Fisher, A. G. (2010). Cross-regional validation of the School Version of the Assessment of Motor and Process Skills. *American Journal of Occupational Therapy, 64*, 768–775. <https://doi.org/10.5014/ajot.2010.09041>
- Munkholm, M., & Fisher, A. G. (2008). Differences in schoolwork performance between typically developing students and students with mild disabilities. *OTJR: Occupation, Participation and Health, 38*, 121–132. <https://doi.org/10.3928/15394492-20080601-06>
- Munkholm, M., Löfgren, B., & Fisher, A. G. (2012). Reliability of the School AMPS measures. *Scandinavian Journal of Occupational Therapy, 19*, 2–8.
<https://doi.org/10.3109/11038128.2010.525721>
- Sperens, M., Munkholm, M., & Fisher, A. G. (2012). Gender differences in quality of schoolwork task performance among typically developing students and students at risk of or with mild disabilities. *Scandinavian Journal of Occupational Therapy, 19*, 9–16.
<https://doi.org/10.3109/11038128.2010.533189>
- Swart, B., & Witteveen, J. (2018). Afname van de ESI en School AMPS op school. *Ergotherapie Magazine, 3*, 18–23.
- Three Star Press (2018). Occupational Therapy Assessment Package (Version 3.12) [Computer Software]. Fort Collins, CO: Author. Available from
<https://www.innovativeotsolutions.com>
- Urlic, K., & Low, R. (2009). Students with mild disabilities demonstrate lower quality of schoolwork performance as measured by the School AMPS compared to typically developing students. *Australian Occupational Therapy Journal, 56*, 293–294.
https://doi.org/10.1111/j.1440-1630.2009.807_1.x