



Hints for Giving a School AMPS In-Service

As with any presentation, your audience will be one of the first things to consider when preparing. Different groups of people will want different types of information. Clinicians, for example, will want to know about how the School AMPS will help them in their daily practice. Researchers and academics will want to know about research supporting the validity and reliability of the School AMPS. The information below will help you think about special considerations to modify your in-service for different types of audiences.

Audience: Research Colleagues

- Encourage them to read published School AMPS studies — have copies of the School AMPS reference list (available from the CIOTS website, www.innovativeotsolutions.com)
- Refer them to Chapter 2 of the School AMPS manual (validity and reliability studies)
- Discuss relative strengths and limitations of existing assessments that occupational therapists use in schools
- Show the computer-generated *School AMPS Results Report* and explain how it can be used to objectively measure outcomes

Audience: Academicians

- Incorporate the hints above for targeting an audience of research colleagues
- Explain that the School AMPS is a standardized performance analysis
 - Clarify how a performance analysis is different from a task or activity analysis
 - Academicians may be familiar with *Powerful Practice* (Fisher & Marterella, 2019) who describe how implementing performance analyses can be used to evaluate quality of occupational performance
- Point out that the School AMPS is a complex assessment and that occupational therapy students will need to take a School AMPS training course to learn to administer and score it
- If you have administered several School AMPS observations, consider using a case example to demonstrate how the School AMPS can be used in the intervention planning process

Audience: Occupational Therapy Clinicians

- Use a case example
- Show your computer-generated reports
- Allow extra time to discuss how you interpreted the person's School AMPS results, set goals, and planned intervention

Audience: Clinicians from Related Disciplines

- Include general information about the unique focus of occupational therapy (the conceptual model of the School AMPS is useful to illustrate this)
- Give general information about the School AMPS
- Focus on what occupational therapists can learn about that person's quality of schoolwork task performance when we administer the School AMPS and how that information differs and may compliment the information we can learn from other assessments
- Have copies of the School AMPS reference list available as a handout

References

Fisher, A. G., & Marterella, A. (2019). *Powerful practice: A model for authentic occupational therapy*. Ft. Collins, CO: Center for Innovative OT Solutions.

