

Laver Fawcett, Alison ORCID logoORCID: https://orcid.org/0000-0002-9924-1319 and Marrison, Eden (2025) The Structured Observation Test of Function (SOTOF) 2nd ed: Test manual. Manual. York St John University, York.

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Structured Observational Test of Function (SOTOF) 2nd edition

© Alison Laver-Fawcett and Eden Marrison (2016) **Record and scoring forms for:**

Screening Assessment

Task 1: Eating from a bowl using a spoon

Task 2: Washing and drying hands

Task 3: Pouring and Drinking

Task 4: Dressing – putting on a long-sleeved, front fastening garment

Reference: Laver-Fawcett AJ, Marrison E (2016) Structured Observational Test of Function (SOTOF) 2nd edition. York: York St John University

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Summary scores for the four ADL Tasks

Divide each total score by the maximum possible score and multiple by 100 to calculate the percentage score.

Tasks	Total Score	Percentage score
Screening Assessment	/ 25	
Task 1: Eating	/ 140	
Task 2: Washing	/ 135	
Task 3: Pouring and Drinking	/ 135	
Task 4: Dressing	/ 100	

Overall Score for each of the four ADL tasks

To score: Place ticks in the boxes that correspond to the highest level of mediation required for any of the test items in that task.

OCCUPATIONAL PERFORMANCE	0 INDEPENDENT	1 NEEDED GENERAL PROMPT	2 NEEDED GESTURAL CUE	3 NEEDED SPECIFIC FEEDBACK / CUE	4 NEEDED PHYSICAL ASSISTANCE	5 DO FOR CLIENT
Eating: Client's ability to eat independently from a bowl.						
Washing: Client's ability to wash and dry hands.						
Pouring and Drinking: Client's ability to pour from a jug and to drink from a cup.						
Dressing: Client's ability to put on a front-fastening, long-sleeved garment.						

Summary of results:	
Bassassa dations	
Recommendations:	
Signature:	Date:

Record Form: Screening Assessment

Structured Observational Test of Function (SOTOF) 2nd edition **Screening Assessment Record Form**

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Key: (EL) items can be administered to clients with expressive language

Client's name:

(ED) items provide alternative assessment methods for clients with expressive dysphasia

Date:

1	ester's name:				
	Item	Able	Unable	Level of mediation required	Hypotheses, further assessments required, comments
1	Name			 0. Independent 1. General prompt 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 	
2	Dominant hand	Right	Left	Ambidextrous	,
3	Equipment needed				
4	Vision			 0. Independent 1. General prompt 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 	
5.	Upper limb	☐ Right ☐ Left	Right Left	O. Independent	

		Record	l Form: S	cre	ening Assessment		
6.	Sitting Balance			0. 1. 2. 3. 4. 5.	General prompt Gestural cue Specific feedback/cue Physical assistance		
7.	Hand grip	☐ Right ☐ Left	Right Left	0. 1. 2. 3. 4. 5.	Independent General prompt Gestural cue Specific feedback/cue Physical assistance Do for client		
8.	Colour blindness			Yes	No Color	ırs af	fected
9.	Comfortable closing eye						
10.	Record any allergies or f consider for food, drink assessment)						
	Total score for graduate For items 1, 4-7	d mediation:					Maximum score 5 x 5 = 25
	roi items 1, 4-7						- 25
	eening Assessment servations/Hypothesis						
Per	son's learning potential/	mediation m	ethod/leve	el wh	nich was the most effect	ive:	

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Record Form Task 1: Eating

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Key: (EL) items can be administered to clients with expressive language

Tester's name:

(ED) items provide alternative assessment methods for clients with expressive dysphasia

Date:

	Dominant hand: ☐ Right ☐ Left Hand used for spoon: ☐ Right ☐ Left							
	Item	Able	Unable	Level of mediation required	Hypotheses, further			
					assessments required,			
					comments			
1	(EL) Identifies spoon	l	l	0. Independent				
	through touch. Test	Right	Right	1. General prompt				
	affected limb or non-	☐ Left	Left	2. Gestural cue				
	dominant hand first. If			3. Specific feedback/cue				
	unable with first hand			4. Physical assistance				
	test the other hand.			5. Do for client				
2	Scans table for			0. Independent				
	objects.			1. General prompt				
				2. Gestural cue				
				3. Specific feedback/cue				
				4. Physical assistance				
				5. Do for client				
2	Fixes gaze on objects.			0. Independent				
				1. General prompt				
				2. Gestural cue				
				3. Specific feedback/cue				
				4. Physical assistance				
				5. Do for client				
2	Recognises objects by			0. Independent				
	(EL) naming or (ED)			1. General prompt				
	pointing.			2. Gestural cue				
				3. Specific feedback/cue4. Physical assistance				
				4. Physical assistance5. Do for client				
3	Put spoon on table on			0. Independent				
ی	right of bowl			1. General prompt				
	I I BITT OF DOWN			2. Gestural cue				
				3. Specific feedback/cue				
				4. Physical assistance				
				5. Do for client				
0			1					

_	B 1	1	1	_	1. 1 1	$\overline{}$	
4	Puts spoon in front of			0.	Independent	H	
	the bowl.			1.	General prompt	님	
				2.	Gestural cue	닏	
				3.	Specific feedback/cue	\sqsubseteq	
				4.	Physical assistance		
				5.	Do for client		
5	Puts spoon in bowl.			0.	Independent		
				1.	General prompt		
				2.	Gestural cue		
				3.	Specific feedback/cue		
				4.	Physical assistance		
				5.	Do for client		
6	Puts spoon behind the			0.	Independent		
	bowl.			1.	General prompt		
				2.	Gestural cue		
				3.	Specific feedback/cue		
				4.	Physical assistance		
				5.	Do for client	$\overline{\Box}$	
7	Puts spoon on the left			0.	Independent	П	
	of the bowl.			1.	General prompt		
				2.		$\overline{\Box}$	
				3.	Specific feedback/cue	一	
				4.	Physical assistance	一	
				5.	Do for client	一	
8	(EL) Describes use of			0.	Independent	Ħ	
	objects.			1.	General prompt	Ħ	
				2.	Gestural cue	一	
				3.	Specific feedback/cue	Ħ	
				4.	Physical assistance	Ħ	
				- . 5.	Do for client	\vdash	
9	Mimes use of objects.			0.	Independent	H	
	iviiiies use of objects.			1.	General prompt	H	
				2.	Gestural cue	H	
				3.	Specific feedback/cue	H	
				3. 4.	Physical assistance	H	
				4 . 5.	Do for client	H	
10	Demonstrates use of			0.		H	
10					Independent	H	
	objects.			1.	General prompt Gestural cue	H	
				2.		H	{
				3. ₄	Specific feedback/cue	H	
				4.	Physical assistance	닏	
11	Compath 1d vite			5.	Do for client	뭐	
11	Correctly identifies			0.	Independent	님	
1				1.	General prompt		
	colours of all objects			_	.		
	by (EL) naming or (ED)			2.	Gestural cue		
	_			3.	Specific feedback/cue		
	by (EL) naming or (ED)						

12	Initiates eating on	0.	Independent		
	command.	1.	General prompt		
		2.	Gestural cue		
		3.	Specific feedback/cue		
		4.	Physical assistance		
		5.	Do for client	\Box	
12	Reaches for spoon.	0.	Independent		
	'	1.	General prompt		
		2.	Gestural cue		
		3.	Specific feedback/cue		
		4.	Physical assistance		
		5.	Do for client		
12	Judges distance to	0.	Independent		
	spoon.	1.	General prompt		
		2.	Gestural cue		
		3.	Specific feedback/cue		
		4.	Physical assistance		
		5.	Do for client		
13	Places spoon in bowl.	0.	Independent		
		1.	General prompt		
		2.	Gestural cue		
		3.	Specific feedback/cue		
		4.	Physical assistance		
		5.	Do for client		
13	Judges distance from	0.	Independent		
	spoon to bowl.	1.	General prompt		
		2.	Gestural cue		
		3.	Specific feedback/cue		
		4.	Physical assistance		
		5.	Do for client		
13	Puts food on spoon.	0.	Independent	\sqsubseteq	
		1.	General prompt	\sqsubseteq	
		2.	Gestural cue	\sqcup	
		3.	Specific feedback/cue	\sqsubseteq	
		4.	Physical assistance	Ш	
		5.	Do for client		
14	Lifts spoon to mouth.	0.	Independent	닏	
		1.	General prompt	닏	
		2.	Gestural cue	닏	
		3.	Specific feedback/cue	닏	
		4.	Physical assistance	닏	
		5.	Do for client		

15	Takes food into			0.	Independent		
	mouth.			1.	General prompt		
				2.	Gestural cue		
				3.	Specific feedback/cue		
				4.	Physical assistance	\sqcap	
				5.	Do for client	一	
16	Correctly identifies or			0.	Independent		
	describes taste of			1.	General prompt		
	food.			2.	Gestural cue		
				3.	Specific feedback/cue		
				4.	Physical assistance		
				5.	Do for client	\Box	
17	Chews food.			0.	Independent		
				1.	General prompt		
				2.	Gestural cue		
				3.	Specific feedback/cue		
				4.	Physical assistance		
				5.	Do for client	$\overline{\Box}$	
17	Swallows food.			0.	Independent	Ħ	
				1.	General prompt		
				2.	Gestural cue	\Box	
				3.	Specific feedback/cue	百	
				4.	Physical assistance	百	
				5.	Do for client	$\overline{\Box}$	
18	Replaces spoon in			0.	Independent	Ħ	
	bowl.			1.	General prompt	靣	
				2.	Gestural cue	一	
				3.	Specific feedback/cue	一	
				4.	Physical assistance	一	
				5.	Do for client	一	
19	Repeats sequence.			0.	Independent	Ħ	
				1.	General prompt	\Box	
				2.	Gestural cue	\sqcap	
				3.	Specific feedback/cue	一	
				4.	Physical assistance	Ħ	
				5.	Do for client	\sqcap	
20	Stops sequence when			0.	Independent	Ħ	
	food is finished.			1.	General prompt	\Box	
				2.	Gestural cue	$\overline{\Box}$	
				3.	Specific feedback/cue	一	
				4.	Physical assistance	百	
				5.	Do for client	一	
21	Leaves food in bowl.			0.	Independent		
	(note: if person was	□ No,		1.	General prompt		
	aware food was left,	does not	Yes	2.	Gestural cue		
	e.g. does not want to	neglect	neglects	3.	Specific feedback/cue		
	eat it all, or has	food	food	4.	Physical assistance	一	
	neglected some food)			5.	Do for client	一	
	Total score for graduate	d mediation:	ı				Maximum score 28 x 5
	0 111000						= 140

Task 1: Eating	
Observations/Hypotheses:	
Person's learning potential; mediation method/level which was most effective:	

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Record Form Task 2: Washing

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Key: (EL) items can be administered to clients with expressive language

Tester's name:

(ED) items provide alternative assessment methods for clients with expressive dysphasia

Date:

Item		Dominant nand:								
CEL) Identifies soap through touch. Test affected limb or non-dominant hand first. If unable with first hand test the other hand. Left L										
CEL Identifies soap		Item	Able	Unable	Level of mediation required	Hypotheses, further				
1 (EL) Identifies soap through touch. Test affected limb or non-dominant hand first. If unable with first hand test the other hand. 2 Scans table for objects. 2 Fixes gaze on objects. 2 Fixes gaze on objects. 2 Recognises objects by (EL) naming or (ED) pointing. 3 Put soap on table on right of bowl. 3 Put soap on table on right of bowl. 2 Gestural cue as Specific feedback/cue as Specific						assessments required,				
through touch. Test affected limb or non-dominant hand first. If unable with first hand test the other hand. 2 Scans table for objects. 2 Fixes gaze on objects. 2 Fixes gaze on objects. 2 Recognises objects by (EL) naming or (ED) pointing. 3 Put soap on table on right of bowl. 2 Physical assistance 3 Put soap on table on right of bowl. 2 Gestural cue as Specific feedback/cue as Specifi						comments				
affected limb or non-dominant hand first. If unable with first hand test the other hand. 2 Scans table for objects. 2 Fixes gaze on objects. 2 Recognises objects by (EL) naming or (ED) pointing. 2 Recognises objects by (EL) naming or (ED) pointing. 3 Put soap on table on right of bowl. 2 Gestural cue 3 Specific feedback/cue 4 Physical assistance 5 Do for client 0 Independent 1 General prompt 2 Gestural cue 3 Specific feedback/cue 4 Physical assistance 5 Do for client 1 General prompt 2 Gestural cue 3 Specific feedback/cue 4 Physical assistance 5 Do for client 1 General prompt 2 Gestural cue 3 Specific feedback/cue 4 Physical assistance 5 Do for client 1 General prompt 2 Gestural cue 3 Specific feedback/cue 4 Physical assistance 5 Do for client 1 General prompt 2 Gestural cue 3 Specific feedback/cue 4 Physical assistance 5 Do for client 1 General prompt 1 General prompt 2 Gestural cue 3 Specific feedback/cue 4 Physical assistance 5 Do for client 1 General prompt 2 Gestural cue 3 Specific feedback/cue 4 Physical assistance 5 Do for client	1									
dominant hand first. If unable with first hand test the other hand. 2		_			· · · <u></u>					
unable with first hand test the other hand. 2			∟ Left	∟ Left						
test the other hand. Scans table for objects.										
2 Scans table for objects. 0. Independent					-					
objects. 1. General prompt										
2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 2. Fixes gaze on objects. 3. Specific feedback/cue 4. Physical assistance 5. Do for client 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 2. Recognises objects by (EL) naming or (ED) pointing. 3. Specific feedback/cue 4. Physical assistance 5. Do for client 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 3. Specific feedback/cue 4. Physical assistance 5. Do for client 3. Specific feedback/cue 4. Physical assistance 5. Do for client 3. Specific feedback/cue 4. Physical assistance 5. Do for client	2				·					
3. Specific feedback/cue 4. Physical assistance 5. Do for client 2 Fixes gaze on objects. 0. Independent 1. General prompt 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 2 Recognises objects by (EL) naming or (ED) pointing. 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 7. General prompt 7. General prompt 7. Gestural cue 7. Do for client 7. D		objects.								
4. Physical assistance 5. Do for client 2. Fixes gaze on objects. 3. Specific feedback/cue 4. Physical assistance 5. Do for client 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 2. General prompt 6. Do for client 2. General prompt 7. General prompt 8. Do for client 2. Gestural cue 9. Independent 9. General prompt 9. Gestural cue 9. Specific feedback/cue 9. Physical assistance 9. Do for client 9. Do for cl					<u> </u>					
S. Do for client					3. Specific feedback/cue					
2 Fixes gaze on objects. 0. Independent 1. General prompt 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 2 Recognises objects by (EL) naming or (ED) pointing. 2 Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 3 Specific feedback/cue 4. Physical assistance 5. Do for client 3 Put soap on table on right of bowl. 3 Specific feedback/cue 4 Physical assistance 5 Do for client 2 Gestural cue 3 Specific feedback/cue 4 Physical assistance 3 Specific feedback/cue 4 Physical assistance					4. Physical assistance					
1. General prompt					5. Do for client					
2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 2. Recognises objects by (EL) naming or (ED) pointing. 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 3. Put soap on table on right of bowl. 3. Specific feedback/cue 4. Physical assistance 5. Do for client 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance	2	Fixes gaze on objects.			0. Independent					
3. Specific feedback/cue 4. Physical assistance 5. Do for client 6. Do for client 6. Do for client 7. General prompt 7. Gestural cue 7. Do for client 8. Specific feedback/cue 7. Do for client 8. Do for client 9. Gestural cue 9. Do for client 9. Do for client 9. Do for client 9. Gestural cue 9. Specific feedback/cue 9. Gestural cue 9. Specific feedback/cue 9.					1. General prompt					
4. Physical assistance										
S. Do for client 2 Recognises objects by (EL) naming or (ED) pointing. 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 5. Do for client 7. General prompt 7. Gestural cue 7. Gestural cue 7. Specific feedback/cue 7. Physical assistance 7. Physical assistance 7. Specific feedback/cue 7. Physical assistance 7. Physical Ph					3. Specific feedback/cue					
2 Recognises objects by (EL) naming or (ED) pointing. 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 3 Put soap on table on right of bowl. 9 Put soap on table on 2 Cestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 9 Ceneral prompt 1. General prompt 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance					4. Physical assistance					
(EL) naming or (ED) pointing. 1. General prompt 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client O. Independent right of bowl. 1. General prompt 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance					5. Do for client					
pointing. 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 3. Put soap on table on right of bowl. 1. General prompt 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance	2	Recognises objects by			0. Independent					
3. Specific feedback/cue 4. Physical assistance 5. Do for client 3. Put soap on table on right of bowl. 4. Physical assistance 5. Do for client 1. General prompt 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance		(EL) naming or (ED)			· · · · · · · · · · · · · · · · · · ·					
4. Physical assistance 5. Do for client 3 Put soap on table on right of bowl. 1. General prompt 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance		pointing.			<u> </u>					
5. Do for client O. Independent I. General prompt C. Gestural cue 3. Specific feedback/cue 4. Physical assistance										
3 Put soap on table on right of bowl. 0. Independent 1. General prompt 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance					•					
right of bowl. 1. General prompt 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance										
2. Gestural cue 3. Specific feedback/cue 4. Physical assistance	3	-								
3. Specific feedback/cue 4. Physical assistance		right of bowl.			· · · · · · · · · · · · · · · · · · ·					
4. Physical assistance					<u> </u>					
					<u> </u>					
5. Do for client										
					5. Do for client					

4	Put soap in front of		0.	Independent		
	bowl.		1.	General prompt		
			2.	Gestural cue		
			3.	Specific feedback/cue		
			4.	Physical assistance	一	
			5.	Do for client	一	
5	Put soap in the bowl.		0.	Independent	Ħ	
			1.	General prompt	一	
			2.	Gestural cue	一	
			3.	Specific feedback/cue	一	
			4.	Physical assistance	一	
			5.	Do for client	\equiv	
6	Put soap behind the		0.	Independent	Ħ	
	bowl.		1.	General prompt	Ħ	
	DOWI.		2.	Gestural cue	\vdash	
			3.	Specific feedback/cue	Ħ	
			4.	Physical assistance	H	
			5.	Do for client	H	
7	Put soap on left of		0.	Independent	H	
'	bowl.		0. 1.	General prompt	H	
	DOWI.		2.	Gestural cue	H	
			3.		H	
				Specific feedback/cue	H	
			4.	Physical assistance Do for client	H	
	/EL\ Dagarilaga of		5.		\vdash	
8	(EL) Describes use of		0.	Independent	H	
	objects.		1.	General prompt	H	
			2.	Gestural cue	H	
			3.	Specific feedback/cue	H	
			4.	Physical assistance	닏	
			5.	Do for client	$\underline{\parallel}$	
9	Mimes use of objects.		0.	Independent	님	
			1.	General prompt	닏	
			2.	Gestural cue	닏	
			3.	Specific feedback/cue	닏	
			4.	Physical assistance	Ш	
			5.	Do for client	Ц	
10	Demonstrates use of		0.	Independent	Ц	
	objects.		1.		Ш	
			2.	Gestural cue		
			3.	Specific feedback/cue	Ш	
			4.	Physical assistance		
			5.	Do for client		
11	Correctly identifies		0.	Independent		
	colours of all objects		1.	General prompt		
	by (EL) naming or (ED)		2.	Gestural cue		
	pointing.		3.	Specific feedback/cue		
			4.	Physical assistance		
			5.	Do for client		

12	Correctly identifies or			0.	Independent		
	describes temperature	Right	Right	1.	General prompt		
	water.	Left	Left	2.	Gestural cue		
				3.	Specific feedback/cue		
				4.	Physical assistance		
				5.	Do for client		
13	Initiates washing			0.	Independent		
	hands.			1.	General prompt		
				2.	Gestural cue		
	Picks up soap.			3.	Specific feedback/cue		
				4.	Physical assistance		
				5.	Do for client		
13	Reaches for soap			0.	Independent		
				1.	General prompt		
				2.	Gestural cue		
				3.	Specific feedback/cue		
				4.	Physical assistance		
				5.	Do for client		
13	Judges distance to the			0.	Independent		
	soap.			1.	General prompt	Ш	
				2.		\sqsubseteq	
				3.	Specific feedback/cue	Ш	
				4.	Physical assistance	Ш	
				5.	Do for client		
14	Picks up soap			0.	Independent	\sqcup	
				1.	General prompt	Щ	
				2.	Gestural cue	닏	
				3.	Specific feedback/cue	\sqcup	
				4.	Physical assistance	\sqcup	
				5.	Do for client	Щ	
15	Places hands in water.			0.	Independent	\vdash	
				1.	General prompt	\vdash	
				2.	Gestural cue	Н	
				3.	Specific feedback/cue	\vdash	
				4.	Physical assistance	\vdash	
1 -	ludas distance to			5.	Do for client	\vdash	
15	Judges distance to bowl.			0.	Independent	H	
	DOWI.			1. 2.	General prompt Gestural cue	H	
				3.	Specific feedback/cue	H	
				3. 4.	Physical assistance	H	
				5.	Do for client	\vdash	
16	Rubs soap between			0.	Independent	H	
10	hands.			1.	General prompt	H	
				2.	Gestural cue	\equiv	
				3.	Specific feedback/cue	Ħ	
				4.	Physical assistance	Ħ	
				5.	Do for client	\exists	
				5.	Do for client		

17	Puts down soap.		0.	Independent		
			1.	General prompt		
	Note: If the person		2.	Gestural cue		
	continues soaping		3.	Specific feedback/cue		
	hands unnecessarily.		4.	Physical assistance		
			5.	Do for client		
18	Rinses hands in water.		0.	Independent		
			1.	General prompt		
			2.	Gestural cue		
			3.	Specific feedback/cue		
			4.	Physical assistance		
			5.	Do for client		
19	Reaches for towel.		0.	Independent		
			1.	General prompt		
			2.	Gestural cue		
			3.	Specific feedback/cue		
			4.	Physical assistance		
			5.	Do for client		
20	Picks up towel.		0.	Independent		
			1.	General prompt		
			2.	Gestural cue		
			3.	Specific feedback/cue		
			4.	Physical assistance		
			5.	Do for client		
20	Dries hands.		0.	Independent		
			1.	General prompt		
			2.	Gestural cue		
			3.	Specific feedback/cue		
			4.	Physical assistance		
			5.	Do for client		
21	Uses correct		0.	Independent		
	sequence.		1.	General prompt	Ш	
			2.	Gestural cue	닏	
			3.	Specific feedback/cue	Ш	
			4.	Physical assistance		
			5.	Do for client		
	Total score for graduate	d mediation:				(Note: Maximum
						possible score is 27 x 5
						= 135)

Task 2: Washing	
Observations/Hypothesis	
Person's learning potential; the mediation method/level which was most effective:	

Structured Observational Test of Function (SOTOF) 2nd edition

Record Form Task 3: Pouring and Drinking

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Key: (EL) items can be administered to clients with expressive language

Tester's name:

(ED) items provide alternative assessment methods for clients with expressive dysphasia

Date:

	Dominant hand: Rig	ominant hand: Right Left Hand used to pour: Right					
	Item	Able	Unable	Level of mediation required Hypotheses, further assessments required, comments			
1	(EL) Identifies cup through touch. Test affected limb or non-dominant hand first. If unable with first hand test the other hand.	Right Left	Right Left	 O. Independent 1. General prompt 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 			
2	Scans table for objects.			O. Independent 1. General prompt 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client			
2	Fixes gaze on objects.			 O. Independent 1. General prompt 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 			
2	Recognises objects by (EL) naming or (ED) pointing.			 O. Independent 1. General prompt 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 			
3	Put cup on table on right of jug.			 O. Independent 1. General prompt 2. Gestural cue 3. Specific feedback/cue 4. Physical assistance 5. Do for client 			

4	Put cup in front of jug.	0. Independent
		1. General prompt
		2. Gestural cue
		3. Specific feedback/cue
		4. Physical assistance
		5. Do for client
5	Put cup on left of jug.	0. Independent
	That cap on left of jug.	1. General prompt
		2. Gestural cue
		3. Specific feedback/cue
		4. Physical assistance
		5. Do for client
6	Put cup behind jug.	0. Independent
	Tat cup bermiu jug.	1. General prompt
		2. Gestural cue
		3. Specific feedback/cue
		4. Physical assistance
		5. Do for client
7	(EL) Describes use of	0. Independent
'	objects.	1. General prompt
	objects.	2. Gestural cue
		<u> </u>
		3. Specific feedback/cue
		4. Physical assistance
	Notice of the state of the stat	5. Do for client
8	Mimes use of objects.	0. Independent
		1. General prompt
		2. Gestural cue
		3. Specific feedback/cue
		4. Physical assistance
		5. Do for client
9	Demonstrate use of	0. Independent
	objects.	1. General prompt
		2. Gestural cue
		3. Specific feedback/cue
		4. Physical assistance
		5. Do for client
10	Correctly identifies	0. Independent
	colours of all objects	1. General prompt
	by (EL) naming or (ED)	2. Gestural cue
	pointing.	3. Specific feedback/cue
		4. Physical assistance
		5. Do for client
11	Initiates pouring on	0. Independent
	command.	1. General prompt
		2. Gestural cue
		3. Specific feedback/cue
		4. Physical assistance
		5. Do for client

11	Reaches for jug.		. Independent		
			. General prompt	\sqcup	
			. Gestural cue		
		3	. Specific feedback/cue		
			 Physical assistance 		
		5	. Do for client		
11	Judges distance to jug.		. Independent		
			. General prompt		
		2	. Gestural cue		
		3	. Specific feedback/cue		
		4	 Physical assistance 		
		5	. Do for client		
12	Picks up jug.		. Independent		
			. General prompt		
		2	. Gestural cue		
		3	. Specific feedback/cue		
		4	. Physical assistance		
		5	. Do for client		
13	Pours drink into cup.	(. Independent		
			. General prompt		
		2	. Gestural cue		
		3	. Specific feedback/cue		
		4	. Physical assistance		
		5	. Do for client		
13	Judges distance from		. Independent		
	jug to cup.		. General prompt		
		2	. Gestural cue		
		3	. Specific feedback/cue		
		4	. Physical assistance		
		5	. Do for client		
14	Stops pouring before		. Independent		
	cup is full – no spill.		. General prompt		
		2	. Gestural cue		
		3	. Specific feedback/cue		
		4	 Physical assistance 		
		5	. Do for client		
15	Puts down jug.		. Independent		
			. General prompt		
			. Gestural cue		
			. Specific feedback/cue		
		4	. Physical assistance		
		5			

16	Reaches for cup.			0.	Independent	
				1.	General prompt	
				2.	Gestural cue	
				3.	Specific feedback/cue	
				4.	Physical assistance	
				5.	Do for client	
17	Picks up cup.			0.	Independent	
				1.	General prompt	
				2.	Gestural cue	
				3.	Specific feedback/cue	
				4.	Physical assistance	
				5.	Do for client	
18	Lifts cup to mouth.			0.	Independent	
	•			1.	General prompt	
				2.	Gestural cue	
				3.	Specific feedback/cue	
				4.	Physical assistance	
				5.	Do for client	
19	Correctly identifies			0.	Independent	
	taste of drink.			1.	General prompt	
				2.	Gestural cue	
				3.	Specific feedback/cue	
				4.	Physical assistance	
				5.	Do for client	
20	Swallows drink.			0.	Independent	
				1.	General prompt	
				2.	Gestural cue	
				3.	Specific feedback/cue	
				4.	Physical assistance	
				5.	Do for client	
21	Replaces cup on table.			0.	Independent	
				1.	General prompt	
				2.	Gestural cue	
				3.	Specific feedback/cue	
				4.	Physical assistance	
				5.	Do for client	
22	Uses correct			0.	Independent	
	sequence.	<u></u>		1.	General prompt	
		☐ Yes	☐ No	2.	Gestural cue	
				3.	Specific feedback/cue	
				4.	Physical assistance	
				5.	Do for client	
	Total score for graduate	d mediation:	;			Maximum score 27 x 5
						 = 135

Task 3: Pouring and Drinking
Observations/Hypotheses:
Person's learning potential; mediation method/level which was most effective:

Structured Observational Test of Function (SOTOF) 2nd edition

Record Form Task 4: Dressing

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Key: (EL) items can be administered to clients with expressive language

Tester's name:

(ED) items provide alternative assessment methods for clients with expressive dysphasia

Date:

	Dominant hand: Right Left Hand used to dress: Right Left					
	Item	Able	Unable	Level of mediation required	Hypotheses, further	
					assessments required,	
					comments	
1	(EL) Identifies button			0. Independent		
	through touch. Test	Right	Right	1. General prompt		
	affected limb or non-	Left	Left	2. Gestural cue		
	dominant hand first. If			3. Specific feedback/cue		
	unable with first hand			4. Physical assistance		
	test the other hand.			5. Do for client		
2	Scans table for			0. Independent		
	objects.			1. General prompt		
				2. Gestural cue		
				3. Specific feedback/cue		
				4. Physical assistance		
				5. Do for client		
2	Fixes gaze on objects.			0. Independent		
				1. General prompt		
				2. Gestural cue		
				3. Specific feedback/cue		
				4. Physical assistance		
				5. Do for client		
2	Recognises objects by			0. Independent		
	(EL) naming or (ED)			1. General prompt		
	pointing.			2. Gestural cue		
				3. Specific feedback/cue		
				4. Physical assistance		
_	Double house and total			5. Do for client		
3	Puts button on table			0. Independent		
	on right of the			1. General prompt		
	garment.			2. Gestural cue		
				3. Specific feedback/cue		
				4. Physical assistance5. Do for client		
				5. Do for client		

3	Puts button on top of	0. Independent
	the garment.	1. General prompt
	the garment	2. Gestural cue
		3. Specific feedback/cue
		4. Physical assistance
		5. Do for client
	B	
3	Puts button on table	0. Independent
	on left of the garment.	1. General prompt
		2. Gestural cue
		3. Specific feedback/cue
		4. Physical assistance
		5. Do for client
4	(EL) Describes use of	0. Independent
	objects.	1. General prompt
		2. Gestural cue
		3. Specific feedback/cue
		4. Physical assistance
		5. Do for client
5	Mimes use of objects.	0. Independent
		1. General prompt
		2. Gestural cue
		3. Specific feedback/cue
		4. Physical assistance
		5. Do for client
6	Correctly identifies	0. Independent
	colours of all objects	1. General prompt \square
	by (EL) naming or (ED)	2. Gestural cue
	pointing.	3. Specific feedback/cue
		4. Physical assistance
		5. Do for client
7	Initiates dressing on	0. Independent
	command.	1. General prompt
		2. Gestural cue
		3. Specific feedback/cue
		4. Physical assistance
		5. Do for client
7	Reaches for garment.	0. Independent
		1. General prompt
		2. Gestural cue
		3. Specific feedback/cue
		4. Physical assistance
		5. Do for client
7	Judges distance to	0. Independent
	garment.	1. General prompt
		2. Gestural cue
		3. Specific feedback/cue
		4. Physical assistance
		5. Do for client

8	Picks up garment.	0.	Independent		
		1.	General prompt	Ш	
		2.	Gestural cue		
		3.	Specific feedback/cue		
		4.	Physical assistance		
		5.	Do for client		
9	Organises garment	0.	Independent		
	(shirt) before putting	1.	General prompt		
	on.	2.	Gestural cue		
		3.	Specific feedback/cue		
		4.	Physical assistance		
		5.	Do for client		
10	Locates sleeve.	0.	Independent		
		1.	General prompt		
		2.	Gestural cue		
		3.	Specific feedback/cue		
		4.	Physical assistance		
		5.	Do for client		
11	Puts correct arm into	0.	Independent		
	sleeve.	1.	General prompt		
		2.	Gestural cue		
		3.	Specific feedback/cue		
		4.	Physical assistance		
		5.	Do for client		
12	Puts collar behind	0.	Independent		
	neck.	1.	General prompt		
		2.	Gestural cue		
		3.	Specific feedback/cue		
		4.	Physical assistance		
		5.	Do for client		
13	Puts other arm into	0.	Independent		
	correct sleeve.	1.	General prompt		
		2.	Gestural cue		
		3.	Specific feedback/cue		
		4.	Physical assistance		
		5.	Do for client		
14	Fastens garment	0.	Independent		
	(shirt) correctly.	1.	General prompt		
		2.	Gestural cue		
	Note type of	3.	Specific feedback/cue		
	fastening: buttons, zip,	4.	Physical assistance		
	poppers, Velcro.	5.	Do for client		
	Total score for graduated mediation:				Maximum score 20 x 5
					= 100
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Task 4: Dressing	
Observations/Hypothesis	
Person's learning potential: mediation method/level which was the most effective:	

Structured Observational Test of Function (SOTOF) 2nd edition **Neuropsychological Checklist and summary scores**

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Client's name:	
Tester's name:	Date of testing:
Diagnosis:	

To score: Place ticks in the boxes that correspond to the deficits you feel are indicated by the client's performance and the tasks in which the indicative performance was observed. Look down the lefthand column for deficit(s) and across the columns at the top for tasks.

DEFICIT	SCREENING ASSESSMENT	EATING TASK 1	WASHING TASK 2	POURING AND DRINKING TASK 3	DRESSING TASK 4
LANGUAGE					
Comprehension					
Expression					
HEARING					
Hearing acuity					
Auditory agnosia					
COGNITION					
Orientation					
Attention					
Short-term memory					
Long-term memory					
Initiation					
MOTOR					
Abnormal tone (spasticity or flaccidity)					

DEFICIT	SCREENING ASSESSMENT	EATING TASK 1	WASHING TASK 2	POURING AND DRINKING TASK 3	DRESSING TASK 4
Bilateral integration					
Fine motor coordination/dexterity					
SENSATION					
Proprioception					
Tactile discrimination					
Taste discrimination					
Temperature discrimination					
VISION					
Visual acuity					
Visual attention					
Visual scanning					
Visual field loss					
Visual neglect					
AGNOSIA					
Visual spatial agnosia					
Visual object agnosia					
Colour agnosia					
Tactile agnosia					
APRAXIA					
Constructional apraxia					
Motor apraxia					
Ideomotor apraxia					
Ideational apraxia					
Dressing apraxia					

DEFICIT	SCREENING ASSESSMENT	EATING TASK 1	WASHING TASK 2	POURING AND DRINKING TASK 3	DRESSING TASK 4
BODY SCHEME					
Somatognosia					
Unilateral neglect					
Anosognosia					
Right/left discrimination					
SPATIAL RELATIONS					
Figure-ground discrimination					
Position in space					
Form constancy					
Spatial relations					
Depth perception					
Distance perception					
PESERVERATION					
Perseveration					